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# Response to the ACT inquiry into literacy and numeracy teaching

Recently, the Australian Capital Territory (ACT) Government called for public submissions to inform their independent inquiry into the teaching of literacy and numeracy in public schools. Below are the key points excerpted from MultiLit's submission. The entire submission can be accessed via the link at the end of this excerpt.

## Key points in this submission

As an organisation that has been working closely with Australian schools and school systems for more than 25 years to improve student outcomes, MultiLit welcomes the opportunity to respond to the Consultation Paper put forward by ACT's Literacy and Numeracy Education Expert Panel.

In developing this response paper, we have chosen to address the questions that relate most to the content and format of literacy instruction, intervention and assessment. All our responses align well with the Education Directorate's 'Key Teaching Strategies', listed on pages 13–14 of the [Consultation Paper](#). The key points can be summarised below:

- 1 The Response to Intervention (RtI) framework was developed to provide all students in schools with the opportunity to access additional services if they do not respond to instruction received at a whole-class level.
- 2 High-quality, evidence-based instruction can easily and effectively be embedded into an RtI framework. Timely implementation of this learning content may enable teachers to respond equitably to the range of skills and backgrounds of students in their classrooms before learning gaps become entrenched and the associated negative impacts on wellbeing take effect.
- 3 Assessment (including ones that allow for screening and progress monitoring) should inform teachers' decisions around what instructional tier is most suitable for each student.
- 4 Mandating the provision of evidence-based instruction in ACT government schools represents another step towards more equitable learning outcomes for students, given that it will result in less variability in the quality of content received by students.
- 5 Prescribing evidence-based instruction and intervention will alleviate teacher workload by constraining the selection of materials to those that are most likely to be effective. Prescribing assessments and an assessment protocol that aligns with an RtI framework will be similarly cost- and time-effective if the measures are valid and reliable, and if they directly inform decisions around students' learning.

The entire submission can be accessed from the [ACT Government's inquiry 'submissions' webpage](#).