

Tasmanian Government Submission

The Review of
Senior Secondary
Pathways



Tasmanian
Government

Whole of Government Response to Review of Senior Secondary Pathways

Tasmania welcomes *The Review of Senior Secondary Pathways*. The tenor of the review paper strongly aligns with directions taken in Tasmanian education over the past four years.

During this period, a considerable focus has been on teaching, learning and assessment in Years 9 -12 and identifying opportunities to shape how Tasmania's young people think about their transition into work, further education and training.

An extensive response is provided for the Tasmanian Whole of Government Response to *The Review of Senior Secondary Pathways*, and the opportunity has been taken to inform the Review of the comprehensive range of initiatives occurring in Tasmania.

As a small island state Tasmania is uniquely placed to provide a whole of government response, with consultation across the Tasmanian education sector. The Department of Education (DoE) coordinated the Tasmanian Government's response with the following stakeholders participating in the consultation process:

- Catholic Education Tasmania
- Department of Premier and Cabinet
- Independent Schools Tasmania
- Office of Tasmanian Assessment, Standards and Certification (TASC)
- Skills Tasmania
- State Growth
- TasTAFE
- University of Tasmania

Contents

1. Overview	4
2. Participation	5
3. Access.....	5
Extension of Schools to Years 11-12 (Government Schools)	6
Extension of Schools to Years 11-12 (Catholic Education Tasmania)	6
Youth Engagement in Education and Training Beyond Year 10 in Tasmania	6
Adult Learning Strategy (Skills Tasmania)	7
4. Engagement	7
Years 9-12 Review (ACER, 2016)	7
Years 9 -12 Project	8
Years 9-12 Education Framework	8
DRAFT Years 9-12 Curriculum Framework	9
Senior Secondary Accreditation Framework	9
Packages of Learning	10
Vocational Learning and VET	10
5. Planning for future education, training and employment pathways	11
Pathways and Career Education (Government Schools)	12
Pathways and Career Education (all Schools)	13
6. Post-school Provision in Tasmania	14
Completing Year 12	14
A one-system approach	14

1. Overview

The *Review into Senior Secondary Pathways* discussion paper and background paper posit 'ideas for change' that are strongly aligned to initiatives being developed in Tasmanian education for Years 9 to 12. While the factors that contribute to the Tasmanian education context are broader than education itself, improvement in educational outcomes will provide higher living standards for all Tasmanian young people.

The Tasmanian Department of Education (DoE) has Access, Participation and Engagement as one of its four goals within the [2018-2021 Department of Education Strategic Plan Learners First: Every Learner, Every Day](#). Through changes being implemented for senior secondary schooling in Tasmania this goal translates into a range of strategies, including:

- Access: removing geographic, cultural, social and psychological barriers to senior secondary education through programs such as Extension High Schools and Virtual Learning Tasmania
- Participation: raising the leaving age and mandating attendance until one of three leaving requirements is met, and providing more pathway choices in and out of senior secondary school and incentivising learning through more diverse ways to recognise student achievement e.g. microcredentialling
- Engagement: providing a variety of learning pathways and learning experiences for 21st Century learners through enhanced senior secondary curriculum choices (depth and breadth) and a greater commitment to VET for school students as well as vocational learning for all students.

The Tasmanian Government is committed to ensuring that Tasmanian young people are provided with every opportunity during their education to become connected, resilient, creative and curious thinkers. A strong recognition exists in Tasmania that improved child and student wellbeing is linked to learning outcomes, with a focus to have stronger and more consistent alignment of agency effort to improve child and student wellbeing.¹ Traditionally, there has been difficulty for Tasmanian young people to achieve their potential. Generational disadvantage is a major reason for Tasmania having a higher proportion of individuals assigned to the two lowest socio-economic status quartiles (54.6 per cent of Tasmania's population), an indicator of entrenched poverty, more than in any other state or territory.

Significant education reform has been undertaken in Tasmania to ensure that our young people have access, and are enabled to participate and engage in education. In particular, considerable developments have occurred in the senior secondary years (inclusive of Years 9-12). The Department of Education has adopted a cross sector initiative, i.e. Years 9 -12 Project, which takes a holistic approach to system and sector improvements, with a strong focus to remove the geographic, social and psychological barriers to senior secondary education.

At the centre of this reform is our desire to raise the hopes and aspirations for our young people, with the commitment to support all students to achieve their potential through Years 9-12 and beyond in further study, training or employment. The goal is to empower Tasmanian young people with the skills, resources, and learning to enable them to successfully participate in learning, life and work.

Traditionally, there has been difficulty for Tasmanian young people to achieve their potential. Tasmania has relatively greater concentrations of economic and social disadvantage than any other state or territory, and fewer concentrations of economic and social privilege than other parts of Australia.

In recognising these challenges, the Tasmanian Government is implementing a wide-ranging education reform agenda with the broad aim of raising Tasmania's educational attainment levels to national averages and beyond. In doing so, the

Department of Education, [2018-2021 Department of Education Child and Student Wellbeing Strategy](#)

Tasmanian Government aims to break the cycle of disadvantage, which is embedded in sections of the Tasmanian community.

Since the election in 2014, the Tasmanian Government has been proactive in attempting to address the discrepancy between Tasmanian and mainland Year 12 completion rates by introducing a number of reforms that acknowledge the significant geographic, psychological and social barriers that have traditionally prevented many young people from accessing, participating and engaging in Education after Year 10.

2. Participation

Data is showing that some of the work initiated is displaying positive results in student attendance. The Tasmanian Government reports that the apparent retention rate of government school students in Years 10-12 has increased from 68.4 per cent in 2013 to 74.1 per cent in 2017 (apparent retention refers to full time students in Tasmanian Government schools at Mid-Year census). Data from the Office of the Tasmanian Assessment Standards and Certification (TASC)² shows that in 2018 that 58.5 per cent of the potential Year 12 population (15 to 19 year olds) achieved their Tasmanian Certificate of Education (TCE)³. The number of students continuing from Year 10 to Year 12 was 73.9 per cent⁴. The improvement in results suggests the reforms being implemented are working.

Implementation has commenced of the DoE's *2018-2021 Department of Education Child and Student Wellbeing Strategy* to ensure that the system supports removing these social disadvantages to increase child wellbeing. The current Tasmanian Government also introduced wide ranging reforms through the development of a new Education Act in 2016 to address a range of structural issues, with a particular focus on improving engagement and Year 12 completion rates.

On 10 July 2017, the *Education Act 2016* commenced, replacing an Act that was more than 20 years old. The Act, which applies to all education sectors in Tasmania – government, non-government and home education, provides a contemporary and cohesive framework to address challenges for Tasmanian education, based on evidence for the improvement of educational outcomes, as well as input from education stakeholders.

In relation to senior secondary pathways, a significant clause within the Act extends the minimum education and training leaving requirements. From 2020 students must participate in education and training until they complete Year 12, attain a Certificate III, or they turn 18 years of age (whichever occurs first). Also from 2020, the exemption from the requirement to participate in education and training for employment increases from 25 hours a week to 35 hours a week.

3. Access

Tasmania has the most decentralised population of any state in Australia, with approximately 56.6 per cent of the population living outside of greater Hobart. All of Tasmania fits comfortably within the regional, rural or remote definitions of the Australian Statistical Geography Standard Remoteness Structure. The Tasmanian Government recognises the importance for its young people to have access to high quality education regardless of physical location.

² The accreditation of courses, management of standards and issuing certificates in senior secondary education is undertaken by the Office of Tasmanian Assessment Standards and Certification (TASC). TASC issues the Tasmanian Certificate of Education (TCE), the Tasmanian Qualification and the Tasmanian Certificate of Educational Achievement. TASC accredited courses, vocational education and training and other learning formally recognised by TASC can contribute to TASC issued certificates.

³ Office of TASC, *2018 Tasmanian Certificate of Education TCE Attainment*

⁴ Office of TASC, *TASC Attainment Certificate of Education Attainment Data and Direct Continuation Data 2017*

Extension of Schools to Years 11-12 (Government Schools)

Traditionally, Tasmanian Government schools had differed from most Australian jurisdictions in that students would finish Year 10 at a local high school and then would attend one of eight senior secondary colleges established in urban centres to undertake Years 11 and 12.

The DoE Years 11 – 12 Extension School Program has overseen the extension of 43 (2019) high schools across Tasmania to Years 11 and 12 with four new schools joining the program in 2020. This provides the recognition that schooling does not finish in Year 10 and provides the choice for students to undertake Years 11 and 12 at their local high school, removing the psychological and social barriers that have traditionally prevented some young people from participating in senior secondary education in Tasmania.

Virtual Learning Tasmania

Further support for the Extension School Program is provided by Virtual Learning Tasmania (VLT), which launched in 2019 and provides Tasmanian Government senior secondary students with an opportunity to undertake courses not available at their local school by studying them online. In 2020, VLT will offer a range of courses; including TASC courses at Level 1, 2 and 3 and Certificate II VET courses (subject to a Memorandum of Understanding with a Registered Training Organisation). TASC courses being offered through VLT include a range of English, Mathematics, Technologies, Humanities and Social Services (HASS), Health and Science offerings that complement courses being delivered face to face at local schools and colleges.

Extension of Schools to Years 11-12 (Catholic Education Tasmania)

In the Catholic Education sector, based on the recommendation of the Greater Hobart Region Catholic Education Review conducted by KPMG, Archbishop Julian Porteus has decided to divide the southern Catholic education region into four sub-regions, in each of which there will be provision for Years 11-12 education. This sub-regional structure will better enable schools to cooperate and align from Kindergarten to Year 12.

Youth Engagement in Education and Training Beyond Year 10 in Tasmania

Commencing in 2020, Year 10 students will record the education and training they plan to undertake to achieve their goals. The *Education Act 2016* requires that a Year 10 Transition Statement is issued to show a student has completed their education to Year 10, and their intended learning program has been approved for the following year. This supports the student to move into senior secondary or other further education programs.

Education and training providers record and share participation information with the DoE to ensure that young people who stop participating in education and training can be identified and supported to move back into a relevant learning program.

Education, training and skills qualifications beyond Year 10 are critical as they greatly enhance young people's employment prospects, which in turn benefits the Tasmanian economy and community more broadly. The Tasmanian Government recognises that the majority of today's jobs require a minimum Year 12 or higher qualification. Employers are looking for young people who are able to show they are flexible, adaptable and willing to learn new things.

The opportunities and pathways open to students in Years 9-12 in Tasmania reflect a variety of options for further education and/or training, contingent upon students meeting the leaving requirements of the *Education Act 2016*⁵. Further education and training participation pathways include:

- Years 11 and 12 at any government or non-government school or college, or tertiary provider - this may include an Australian School-based Apprenticeship (ASbA)
- a Vocational Education and Training (VET) qualification through any registered training organisation
- an apprenticeship or traineeship with an employer.

(Note: a young person can choose to be home educated post year 10 as an alternative to undertaking an approved learning program.)

Adult Learning Strategy (Skills Tasmania)

The *Education Act 2016* enables access to two years of education to adults who have not had their entitlement to Years 11 or 12 or its equivalent. The state government is currently working towards a strategic approach to implement this provision. A draft [Tasmanian Adult Learning Strategy 2019-2022](#) has been developed by Skills Tasmania, which promotes lifelong learning as a means to boost employment opportunities and support Tasmanians to stay connected with their community.

The draft *Tasmanian Adult Learning Strategy 2019-2022* has three goals:

- A co-ordinated approach to adult learning and education: the adult learning sector has clear goals, takes coordinated action and provides clear information to learners
- Learning for Work: Tasmanians learn the right skills to participate in work and adapt to the changing nature of work
- Learning for Life: Tasmanians learn skills for everyday life and social engagement.

4. Engagement

With the commencement of the *Education Act 2016* mandating school leaving age to be 18, it is essential that pathways and learning experiences are developed to align with 21st Century learning principles. Providing opportunities for all Tasmanians to access, participate and engage in learning is crucial to developing a society of connected, resilient, creative and curious thinkers.

Years 9-12 Review (ACER, 2016)

In 2016, the Australian Council for Education Research (ACER) was commissioned to undertake an independent review of Years 9 -12 education in Tasmania. [The Years 9-12 Review](#) identified the following principles to inform its recommendations:

- completion of Year 12 at school or its equivalent is an expectation of every student

⁵ As per the *Education Act 2016*, home educated children are able to enrol in a school as part of their home education plan. The majority of their education still needs to be provided by their parents, but it does mean that a home educated child does have a pathway to further education that can include home education and education delivered through the school system. The option is open to all home education children (not just those of secondary age), but it does provide the option to support such children to make the transition to further education and training.

- the structures and curriculum for Years 9 to 12 should enable continuity of learning
- the pathways students pursue over Years 9 -12 are different, based on individual learning needs
- school completion is accompanied by formal recognition of what the student has achieved over these years.

The Years 9-12 Review outlined a range of opportunities and recommendations to improve attendance, retention and attainment outcomes for students in Tasmania. One of the main outcomes from the Years 9 to 12 Review is the development of a curriculum, which is based on a developmental model from Years 9 through to Year 12, and that is sufficiently flexible to enable multiple pathways regardless of where students are undertaking their schooling in Tasmania.

Years 9 -12 Project

The Years 9 to 12 Project (the Project) was initiated in response to the 2016 Review of Years 9 to 12 Tasmania. It is a cross-sectoral partnership between the Tasmanian DoE, Catholic Education Tasmania and Independent Schools Tasmania, along with the Office of TASC, Skills Tasmania, TasTAFE and the University of Tasmania.

The purpose of the Project is to ensure that all Tasmanian young people have access to purposeful and engaging education and training opportunities that provide pathways to further education, work and productive and fulfilling lives.

The aim is to achieve this by making education more meaningful and engaging to Years 9 to 12 students and thereby improving the:

- number of students staying in school through to Year 12 and/or further education
- attendance rates of students at school and/or further training and education
- achievement of students in the career pathway they choose.

Years 9-12 Education Framework

The Review of Senior Secondary Pathways asks, “What are the foundational skills essential for all students for all pathways including further study, employment or starting a business?” Underpinning the Project is the [Years 9-12 Education Framework 2018-2022](#), which has been developed to guide the work of improving the rates of attendance, retention, attainment and completion for Tasmanian students in Years 9-12. This *Years 9-12 Education Framework 2018-2022*, is supported by four broad outcomes for students, including:

- Personal empowerment – young people taking control of their lives
- Cultural transmission – the passing on of knowledge, skills and understandings from one generation to the next
- Preparation for citizenship – preparing young people so that they can make decisions about their participation in democratic society
- Preparation for work – giving young people the skills they need to succeed in their career and life.

Key principles of the *Years 9-12 Education Framework 2018-2022* include student access, agency, excellence, balance, support and achievement, with a strong commitment that all Tasmanian students are to engage in a high-quality education that enables them to lead productive and fulfilling lives.

The Project also aims to increase public awareness of the benefits of VET and Vocational Learning (VL) and to promote the opportunities available to young people who undertake these courses. As an outcome of the Years 9 to 12 Review, a draft *Vision for Vocational Learning and VET in Tasmanian Schools to 2030*, supporting all sectors, is being developed with a subsequent policy framework and good practice guides in development.

The Project will also consider the implications for workforce development, as well as data related to attainment, retention and completion for young people in Years 9 to 12 in Tasmania.

DRAFT Years 9-12 Curriculum Framework

A draft [Years 9-12 Curriculum Framework](#) has been developed, which consists of five key organisers and adopts the seven General Capabilities of the Australian Curriculum (literacy, numeracy, ICT, critical and creative thinking, personal and social capability, intercultural understanding and ethical understanding) at its core. The draft *Years 9 to 12 Curriculum Framework* diversifies the curriculum into five course types (or domains) which reflect distinct approaches to teaching and learning. These domains include:

- Discipline-based Study – learning that includes content, core concepts and big ideas from the discipline or sub-discipline
- Transdisciplinary Projects – learning that incorporates strong discipline knowledge, skills and understandings in interdisciplinary and transdisciplinary ways
- Professional Studies – learning that allows students to specialise in a defined professional context, requiring the application of knowledge, skills and understandings to create an innovative product, project or service
- Work-based learning – learning that enables students to acquire workplace skills through nationally recognised training described within an industry-developed training package or accredited course e.g. VET qualifications
- Personal Futures – learning that prepares students to be independent young adults, capable of leading healthy, fulfilling and balanced lives.

As well as describing enhanced depth and breadth of curriculum offerings, the draft *Years 9-12 Curriculum Framework* also supports a focus on multi-level courses, the use of modularisation and micro-credentialing in order that learners can build a profile of skills and capabilities over time. A draft *Years 9 to 12 Assessment Framework* and a draft *Teaching and Learning Framework* are also in development. These will complement the draft *Years 9-12 Curriculum Framework*. In particular, the draft *Assessment Framework* will focus on measuring the individual progress a student makes over time along a defined learning progression.

The Review of Senior Secondary Pathways further asks the question, “What are the learning attributes necessary to prepare students for the future of work in a world of digital communication, robotic process automation, machine learning and cognitive technologies?” While the education system cannot control the future of work in terms of the 21st Century technological advancement era, the education system can prioritise the ‘human’ skills that can be developed. Students can be taught to empathise, communicate, project-manage, interact, consult, problem solve and to be able to think creatively and critically. These skills are integral in learning about design, technology and automation in a digital age.

Senior Secondary Accreditation Framework

The *Senior Secondary Accreditation Framework* has been developed by the Office of Tasmanian Assessment, Standards & Certification (TASC), which outlines the priorities, standards and processes under which senior secondary courses are accredited in Tasmania.

The Office of TASC has developed the *Senior Secondary Accreditation Framework* to ensure the courses accredited for use in Tasmania meet the following priorities:

- fulfil the educational goals for young people as agreed by all Australian jurisdictions and outlined in the Melbourne Declaration (and successors)
- educate all students based on the principle they have the right to quality education
- provide opportunities for students to develop general capabilities
- ensure courses meet current and emerging needs and curriculum priorities
- ensure strong pathways from F-10, through to Years 11 and 12.

Courses must meet all the aspects of the standards outlined in the *Senior Secondary Accreditation Framework*. These include purpose, access, agency, excellence, balance, achievement, quality assurance, review, evaluation, recognition and qualification.

Packages of Learning

The Tasmanian Government acknowledges that further consideration needs to be given as to how students' learning choices in the secondary years link to pathways and opportunities beyond. Traditionally, students have been taught in discrete subject areas. The Years 9-12 Review highlighted that alternatives to this approach need to be considered. In 2019, the DoE is piloting Packages of Learning for students in Years 9-10. These are suitable for students with a range of academic abilities.

The Packages of Learning program is a DoE initiative with a cross-sectoral Steering Committee. In 2019 Packages of Learning was piloted in five DoE schools and in 2020, thirteen DoE and one Catholic school will be engaging with the program.

A Package of Learning is a program that adopts an integrated approach to teaching the Australian Curriculum learning areas of English, History or Geography, Maths, Science, Work Studies and Technologies with an industry focus. Each Package of Learning is aligned to a growth industry area in Tasmania: Advanced Manufacturing, Agriculture, Food and Natural Resources, Architecture and Construction, and Tourism and Hospitality.

In the school, 60 percent of a student's time is committed to a Package of Learning and the remaining 40 percent devoted to Health and Physical Education and optional subjects. As part of a student's learning they are asked to solve real world problems facing industry, learn practical skills and participate in a broad range of learning opportunities.

By participating in the Package of Learning, students have access to a range of vocational learning opportunities and gain insights into career pathways by understanding industry trends and future opportunities. Both university and VET pathways are presented as equal options.

Given the industry focus of each Package of Learning, collaboration with industry stakeholders has been vital to understand their expectations and requirements of a young person who wishes to explore and follow an industry specific career pathway. The establishment of Industry Specific Advisory Groups has allowed industry stakeholders to guide and support the work of the Packages of Learning. It has shown industry are keen to work with schools to provide opportunities where they can come to the classroom and students can go to industry to learn.

Vocational Learning and VET

The Tasmanian Government believes that higher education and VET pathways are of equal value and both contribute to improved social and economic outcomes for the state. *The Review of Senior Secondary Pathways* asks, "How can we change perceptions towards the full range of available pathways?" and "How can we ensure all pathways are equally understood and promoted to students?"

The Office of TASC recognises and assigns credit points towards the TCE for all VET units of competency. Students can include a mix of TASC accredited courses, VET and other formal learning in their TCE and TQC. In 2018, 62.1 per cent of students who achieved the TCE included some VET in their study program.

In 2018, the DoE launched *The Anything Can Happen* campaign, which is inclusive of non-government schools. In 2018, advertisements were shown on Tasmanian commercial television and clips are available on the [Anything Can Happen](#) website. This displayed 'real' Tasmanian senior secondary students, undertaking Years 11 and 12 in a range of different contexts including extension schools, Trade Training Centres, ASbAs and shared enrolments across schools and colleges. It specifically showed students in regional areas.

Though Tasmania recognises there is more work to be done to change the perceptions about certain pathways, it is acknowledged that for every student, there needs to be clear and accurate information about what a pathway may look like. An emphasis on pathways aligned to an industry or career, rather than to one occupation or job, allows a student to pursue their interests in a particular field, which does not narrow or limit them.

Students need to be informed of appropriate pathway progressions for all careers. The Tasmanian Building and Construction Industry Training Board (TBCITB) developed an industry specific [Course Selection Guide](#) to assist students make informed decisions about programs of study in Years 11 and 12, for those wishing to undertake a building and construction pathway qualification as part of their TCE. This was primarily developed for students undertaking a full building and construction VET qualification as part of their TCE, but can be used to inform a program of study that involves partial VET qualifications. Following this, guides have been developed focussing on other industry areas including Advanced Manufacturing and Food and Fibre Production.

A key piece of contemporary research, released in September 2019, into [Improving Work-based Learning in School Programs](#) has been completed by the OECD and was co-funded by the Tasmanian DoE, ACT Department of Education and the Australian Government. This research will be invaluable in informing curriculum development and associated policies moving forward.

Work is now progressing across the education sectors to ensure that Tasmanian Years 9 to 12 students will have access to high quality, personalised, customised and localised vocational education and training opportunities to support their future education, training and career aspirations.

In Tasmania, there are a diverse range of VET offerings primarily at AQF Certificate II level across our schooling sectors, which are customised to meet regional needs. Local labour markets and workforce development demands determine the selection and availability of these VET courses on offer.

The Tasmanian government has prioritised ASbAs and the DoE is working with both education and industry stakeholders to strengthen and grow ASbA opportunities and pathways for students in government schools. In 2019, the Tasmanian Government has committed to increase the number of ASbAs over the next four years, with a commitment of \$1.48 million.

In providing high quality VET, in Tasmania, there are challenges in accessing qualified teachers and trainers to deliver VET in schools; this particularly affects Tasmanian regional areas. Work is progressing with TasTAFE to develop a robust Certificate IV in Training and Assessment for DoE staff, which is contextually relevant for Tasmanian needs.

The DoE, in allowing for geographically and regional differences, ensures that each student has the same level of access to learning opportunities. Years 11 and 12 courses (including VET) are offered across a range of government schools. If a course is not available at the student's school of enrolment, there are opportunities for students to attend another school in their regional collective and students may undertake a range of courses through Virtual Learning Tasmania.

Looking into 2020 and beyond, data collected from Transition Statements and *myfuture* student quizzes will assist schools to understand their student's intended pathways and offer courses accordingly.

5. Planning for future education, training and employment pathways

Place-based approaches to improving pathways and educational outcomes

Education providers cannot work in isolation. They work with local communities and stakeholders as part of a broader ecosystem of education and training provision. Each community has their own unique economic and social drivers. The Tasmanian Government, through Skills Tasmania and the DoE, is using place-based approaches (i.e. targeting whole communities) to improve economic and social outcomes. Initiatives such as Collective ed. and Tasmanian

employment partnerships are two examples of place-based collective impact approaches with the ability to improve outcomes for young people and their local community.

The DoE supports all schools to be an integral stakeholder in their local community to improve social and economic outcomes. Schools are empowered with the resources to explore and align how future careers, education and training pathways in their community can be integrated into the learning opportunities they offer.

DoE schools are supported to use place-based approaches to develop their learning programs. Schools connect with their local government, community, not-for-profits, industry groups and local employers to understand the needs of their community. Skills Tasmania and the DoE work collaboratively to align industry and workforce development strategies with local place-based career education opportunities. These include work exposure opportunities as well as ASbAs that align with regional initiatives such as the Launceston and Hobart City Deals, the North West Tasmanian Job Ready Generation Package, and South East Regional Development Authority Workforce Development report. These are providing opportunities to strengthen pathways from school for young people with regional labour market information and place-based career services being available and integral to this approach.

The DoE also works with the Beacon Foundation, as an intermediary, which supports young people to successfully transition from education to meaningful employment with a focus on disadvantaged youth. The Beacon Foundation works with individual schools to create critical connections between industry and education.

Pathways and Career Education (Government Schools)

Pathways and career education are not considered in isolation in Tasmania. *The Review into Senior Secondary Pathways* asks, "How can students be supported in the earlier years of school to understand the links between their interests and skills, subject choices and post school pathways and avoid narrowing their options?"

International evidence informs us that young children need to develop a healthy sense of self and capabilities to enable them to reach their full potential. This research has informed the work of the DoE's *My Education* initiative, which adopts a Kindergarten to Year 12 approach to career education that empowers students with the tools to develop the knowledge, skills and attributes needed to successfully plan and make informed choices for their future.

The DoE's *My Education* initiative ensures students take a considered approach to meeting their future education and training goals. By supporting young people to plan and stay engaged with education and training, more young people will achieve higher levels of educational attainment and have greater opportunities in learning, life and work.

The *My Education* initiative is based on four foundational principles:

- career and life planning is most effective when it is introduced in the Early Years and builds students skills, knowledge and understandings throughout their schooling life
- career and life planning is most effective when it is embedded into the curriculum
- all teachers are teachers of career and life planning and play a significant role in supporting learners to succeed
- career and life planning is a shared partnership between the learner, their parent/carer, the school and the broader community.

In pre-primary, Tasmanian Government school students learn about their interests and what they enjoy doing, with career education commencing in primary school. In Years 7-8, students continue to build their identity and learn about their place in their community. In Years 9-10 Australian Curriculum Work Studies is delivered by schools to assist their students to build key work-related skills and capabilities and develop the skills and knowledge, behaviours and dispositions that will support them to be successful in the future.

The work of *My Education* is complemented by the work of the Beacon Foundation, who provide work exposure opportunities and career readiness programs to secondary and senior secondary students throughout Tasmania.

To support DoE schools to incorporate career education in their learning programs, professional learning is available to all teachers and school leaders to build networks of practice, sharing knowledge, skills and understandings about career and life planning. Since 2016, opportunities have been available for DoE staff, to build capacity, self-efficacy and leadership in career and life planning by providing career development qualifications at Graduate Certificate and Certificate IV level. These qualifications are endorsed by the Career Industry Council of Australia (CICA), the national body for the career industry across Australia.

The *National Career Education Strategy* (endorsed by COAG in February 2019) is informing the work of the *My Education* initiative by offering a strategic focus on building teacher and school leader capability and encouraging collaboration between industry and schools.

From 2019, the Australian Government online career planning service, *myfuture* has been available to all Tasmanian DoE students in Years 7-12, to support all students to identify interests and work values, explore industries/occupations, explore meaningful education / training qualifications. Students are also encouraged to explore how their interests align with opportunities in their region with access to labour market information, and work exposure opportunities.

Families are key influences on a young person's decision-making, it is important that families have the appropriate access to information and support to guide a young person in their decision-making. *My Education* involves families early in the primary years, with more consideration being given as to how families can be engaged in the secondary and senior secondary years.

While the DoE does not suggest this is the sole answer to the question in *The Review of Senior Secondary Pathways*, "Is there a better model of career information and career advice that could be implemented?", it does provide an example of an integrated whole-school approach to career and life planning from Kindergarten through to Year 12. Students are also equipped with the skills to empower them to make decisions about future life and career opportunities and pathways.

Pathways and Career Education (all Schools)

The Review of Senior Secondary Pathways posts as one of its propositions that, "too many young people are making poorly informed post-school choices". The draft *Vision for Vocational Learning and VET in Tasmania Schools to 2030*, and associated considerations for provision, suggests that schools can be supported to better connect and inform parents about the value of all pathways through the development of pathway maps that reflect education and training opportunities at all levels from Year 9 through to PhD.

The Years 9-12 Project supports a range of work towards students being able to critically question and create meaning about the world of work and their future through their participation in career and life planning.

As per the *Tasmanian Education Act 2016*, a student will be issued with a transition statement at the end of Year 10. A Transition Statement is included in a Year 10 student's end of year report detailing their plans to move into senior secondary or other further education post Year 10, evidencing a student's commitment to continue working towards their education goals. Students, with support from their teachers, develop their Transition Plan across the four terms. Students can be supported through the curriculum, with opportunities to build their understanding and enabling them to make informed decisions about the next stage of their learning journey.

The DoE supports equal pathways for students as having English as a second language and/or a disability. Students are enabled to achieve high quality outcomes through their participation in an inclusive, high quality education system that is responsive to their needs through appropriate access and participation in the Australian Curriculum.

Similarly, *Tasmania's Aboriginal Education Framework*, is underpinned by the Aboriginal and Torres Strait Islander histories and cultures cross curriculum priorities. Aboriginal Education Officers in schools are available to support teachers and Aboriginal students in areas of access, participation, engagement and transition points to post school options.

A Transition Planning process supports the individual to progress from Year 10 to Years 11 and 12 and into post-Year 12 pathways. Work is still needed in Tasmania to build teacher efficacy and school leadership in career education, and ensuring all schools have qualified career practitioners as part of a whole school approach to enable learners to build their career decision making skills and plan for their future.

6. Post-school Provision in Tasmania

Completing Year 12

Currently in Tasmania (and with the commencement of the *Education Act 2016*), every student who finishes Year 12 with successful completion of at least one TASC Course or VET unit of competence is eligible for a Tasmanian Qualification Certificate (TQC). The TCE is issued to those learners who achieve the five TCE standards and obtain 120 credit points with 80 points at Level 2 or above. Students can obtain an ATAR in conjunction with their TCE if they successfully complete relevant courses and meet requisite standards.

A Tasmanian Certificate of Educational Achievement (TCEA) is also available, designed for students for whom a TCE and TQC do not provide an adequately just and fair account of their participation and achievements in their senior secondary years. Eligible students may include those who cannot meet the requirements for the TCE or a VET qualification as strongly as other students.

The Tasmanian Government is supportive of the concept of a learning passport as suggested in *The Review of Senior Secondary Pathways*, which could provide information about a learner's skills, competencies and capabilities that go beyond a summary of course outcomes. Preliminary work has begun to explore the development of a skills passport systems as part of a comprehensive *Vision for Vocational Learning and VET in Tasmania Schools to 2030*.

In Tasmania, TASC accredited courses (levels 1-4), ASbAs, VET, University High Achiever Programs (HAP), University Connections Programs (UCP) and a range of other recognised formal qualifications can contribute to the TCE participation and achievement standard (120 credit points with 80 at Level 2 or above).

The [2018-2021 Department of Education Strategic Plan Learners First: Every Learner, Every Day](#) commits to inspiring all Tasmanian learners to succeed as connected, resilient, creative and curious thinkers. Education provides young people with the skills to build their identity, understand and pursue their interests and skills, and equip them with the knowledge of how and where to access information and future learning opportunities.

Moving beyond the end of Year 12 certification, *The Review of Senior Secondary Pathways* asks, "What does success at the end of Year 12 look like for all students for all pathways, including further study, employment or starting a business?"

Collectively, Tasmanian education providers believe learners need to be equipped with skills to be lifelong learners, active citizens, critical thinkers and culturally aware workers of the future. Learning needs to facilitate and provide the pre-conditions for entrepreneurial and intrapreneurial skills and problem solving skills to flourish.

A one-system approach

As a small island state Tasmania is uniquely placed to have a connected education system from birth, through the formal years of schooling and beyond. The Future Skills Committee was established in 2017 to bring heads of the DoE, TasTAFE, University of Tasmania and the Department of State Growth together with a commitment to

developing and implementing a one-system approach to ensuring that Tasmanians have the right skills now, and into the future. The partners are leveraging the benefits of collaboration underpinned by excellence and high standards.

Where there were once clear pathways from study to work, it is evident that in the current economic climate, those young people who remain engaged are spending longer periods in education. It is also evident that a number of young people become disengaged from education at different stages, and where this occurs those individuals are unlikely to participate effectively in the workforce or understand the advantages of participation.

In order to meet the future industry commitments in Tasmania, there is a need to retrain and upskill the existing workforce and support to those adults who did not previously complete education or training to re-engage in learning and provide training opportunities.

Improving all Tasmanians' capacity to participate meaningfully throughout their life in education, training and work is an increasingly critical pre-requisite for inclusive economic growth. Therefore, based on a shared commitment to the future of Tasmania, it is timely to recognise and respond to the key strategic challenges that are shared by Government and educational institutions in relation to participation.

TasTAFE and The University of Tasmania provide many opportunities for school students to have an introduction to further education and training. As part of their senior secondary program, students may undertake courses at the University through the University Connections Program or High Achiever Program. These contribute towards the learner's TCE and provide an introduction to university study.

Students can undertake VET programs through TasTAFE as part of their senior secondary studies and there are many opportunities for learners across the state to explore vocational study pathways through TasTAFE. The Office of TASC has a partnership with TasTAFE to target young adults to support them to achieve the TCE by ensuring they achieve the required participation and achievement standard, as well as providing opportunities to achieve the everyday adult standards of the TCE (Everyday Adult Mathematics, Every Adult Use of Computers and the Internet and Everyday Adult Reading, Writing and Communication).

The Years 9-12 Project seeks to identify and consolidate practice that is working well as well as expanding educational provision to be more inclusive and respectful of diverse learners, their learning styles and cultural (including socio-cultural) background/s.

Tasmania's size and effective networks enable strong and effective collaboration across the education sectors, state government agencies, TasTAFE, the University of Tasmania and industry stakeholders, which will ensure Tasmania can continue to respond in an agile and effective way to support its young people through meaningful pathways in an increasingly changing environment.



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