

# Towards a Community-wide Framework for a Literate Tasmania

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SUBMISSION TO THE TASMANIAN LITERACY ADVISORY  
PANEL: FINAL CONSULTATION PAPER

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## Introduction

This submission to the Tasmanian Premier's Literacy Advisory Panel's Final Consultation Paper – Towards a Community-wide Framework for a Literate Tasmania focusses on ensuring that the Tasmanian education sector workforce has the capacity and capability to develop and implement a system-wide, whole of school, tiered approach to literacy instruction using evidence-based, structured literacy and explicit teaching, including the implementation of systematic, synthetic phonics and the Year 1 Phonics Check<sup>1</sup> by 2026, an extension of the 2014 announcement that all grade 7 Tasmanian students will start high school above the expected level for reading by no later than 2030<sup>2</sup>, as announced by Premier Jeremy Rockliff and Education Minister Roger Jaensch on 28 February 2023.

As such, this submission addresses education sector workforce attraction, recruitment and retention challenges which have been identified nationally as well as in Tasmania, including the allied health professionals and other support staff who support both educators and students, as well as the supply of classroom ready graduates in structured literacy through the Initial Teacher Education (ITE) degree.

The submission concludes with a number of recommendations for consideration by the Literacy Advisory Panel and Tasmanian Government in developing, and implementing, their three year-action plan for achieving a Literate Tasmania.

## Workforce

It is widely documented that the education sector workforce is experiencing significant challenges in attracting, recruiting and retaining educators in the sector, an issue which has been exacerbated by the impact of the COVID-19 global pandemic on the workforce<sup>3</sup>. This is a national issue that warranted the instigation of a National Teacher Workforce Action Plan in late 2022. Furthermore, the community consultation process of the Literacy Advisory Panel identified that these workforce pressures are much more widely spread than just within the teaching workforce; "There appears to be a shortage of professionals available for a range of services. This includes (to name a few): adult assessment, adult literacy services, allied health (all ages), early education and care sector, and child and family learning centres."<sup>4</sup>

In addition to the well-documented challenges in the education sector workforce, Tasmania's highly feminised education sector workforce is also ageing. The average age of a government employed primary school teacher is around 45 years, while a third (33.7%) of the workforce is aged over 50 years of age<sup>5</sup>. Over the next 15 years these primary school teachers will likely retire from the

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<sup>1</sup> [https://www.premier.tas.gov.au/site\\_resources\\_2015/additional\\_releases/improving-literacy-in-tasmanian-primary-schools](https://www.premier.tas.gov.au/site_resources_2015/additional_releases/improving-literacy-in-tasmanian-primary-schools)

<sup>2</sup>

[https://www.premier.tas.gov.au/site\\_resources\\_2015/additional\\_releases/new\\_literacy\\_target\\_to\\_improve\\_education\\_outcomes2](https://www.premier.tas.gov.au/site_resources_2015/additional_releases/new_literacy_target_to_improve_education_outcomes2),

and

[https://www.premier.tas.gov.au/site\\_resources\\_2015/additional\\_releases/new\\_literacy\\_target\\_to\\_improve\\_education\\_outcomes](https://www.premier.tas.gov.au/site_resources_2015/additional_releases/new_literacy_target_to_improve_education_outcomes)

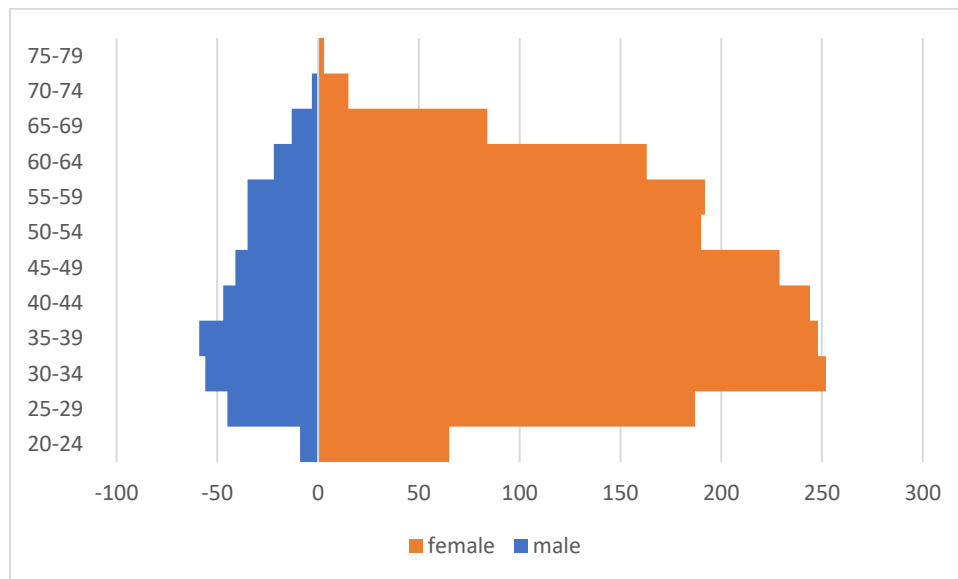
<sup>3</sup> See for example <https://www.aitsl.edu.au/secondary/news-and-media/media-release---latest-data-reinforce-teacher-workforce-priorities>; <https://theconversation.com/australian-teachers-are-dissatisfied-with-their-jobs-but-their-sense-of-professional-belonging-is-strong-196223#:~:text=Job%20satisfaction,is%20because%20they%20feel%20unappreciated.;>

<sup>4</sup> Page 16

<sup>5</sup> ABS Census of Population and Housing, 2021

workforce and will need to be replaced. Should population growth continue at levels similar to recent times, the demand for primary school teachers in Tasmania will also increase.

Figure 1. Government employed primary school teachers, 5 year age group and sex, Tasmania, 2021



Source: ABS Census of Population and Housing, 2021

Jobs and Skills Australia projects over the next 5 years that employment growth in the Education and Training sector will increase by 13.4%. Employment for primary school teachers is projected to grow by 5.5%, middle school teachers by 21.0%, other school teachers by 18.6%, private tutors and teachers by 13.6%, education aides by 17.4%, social workers by 23.2%, psychologists by 13.3%, speech pathologists by 34.7%, counsellors by 14.2% and other social and welfare professionals by 16.7%<sup>6</sup>. While Jobs and Skills Australia no longer produces employment projections by state or territory, it can reasonably be expected that employment growth projections would be similar for Tasmania.

While the National Teacher Workforce Action Plan identified some key issues for attraction, recruitment and retention in the sector, outlined below, given the ageing workforce and employment growth projections, the Tasmanian Government cannot wait for any flow through benefits to eventuate from any action, and must action its own education sector workforce strategy to capture the opportunities associated with the recent announcement for a system-wide, whole-of-school structured literacy approach to teaching and learning reading and writing. The generalised actionable items under the National Teacher Workforce Plan should be developed and implemented in Tasmania through the lens of evidenced-based structure literacy and explicit teaching and the needs of Tasmanian educators and students.

- Increase the number of people choosing to become teachers and ensure that existing teachers remain in the profession.
- Improve teacher supply by increasing the number of people choosing teaching as a career.
- Strengthen initial teacher education to ensure initial teacher education supports teacher supply and delivers classroom ready graduates.

<sup>6</sup> Jobs and Skills Australia, 2021, Labour Market projections 5 years to November 2026

- Improve retention by increasing support for teachers, enhancing career pathways, reducing unnecessary workload and freeing up teachers to focus on core teaching tasks and collaboration.
- Elevating the profession to recognise the value teachers bring to students, communities and the economy.
- Better understand future teacher workforce needs by improving the information available for teacher workforce planning.

There are several existing mechanisms and policy levers which the Tasmanian Government could utilise to achieve this.

## Structured literacy – a competitive edge for recruitment strategies

There is an immediate need to recruit more educators into the Tasmanian education system, as well as professional support staff. The announcement by Premier Jeremy Rockliff and Education Minister Roger Jaensch on 28 February 2023 to ensure a system-wide, whole of school, tiered approach to literacy instruction using evidence-based, structured literacy and explicit teaching, including the implementation of systematic, synthetic phonics and the Year 1 Phonics Check<sup>7</sup> by 2026 provides a clear competitive edge to attract educators to Tasmania from interstate, or overseas, who are already practicing evidence-based structured literacy instruction.

Tasmania is the only jurisdiction in Australia to clearly articulate that it is moving to a system-wide, whole-of-school evidence-based approach to literacy instruction and explicit teaching by 2026. This will be very attractive to many educators who have already been upskilling their knowledge and skills.

There is a growing movement of Science of Reading and structured literacy advocates and practitioners in Australia who are active in several networks. While some schools across Australia have been implementing some or all components of the Science of Reading evidence-base as a whole-school approach, there are many educators and practitioners who are pursuing their own professional learning and report feeling alone and unsupported in their schools<sup>8</sup>. A system-wide, whole of school strategy to implement structured literacy and explicit teaching in Tasmania would be very attractive for many of these solo educators wanting to improve the literacy outcomes of their students through an evidence-based approach. Given their early adoption of evidence-based practices, attracting them to Tasmania could help fast-track the Tasmanian Government's objective to ensure that structured literacy practices are embedded in Tasmanian government schools by 2026.

Networks in Australia which are dedicated to supporting emerging and practicing Science of Reading informed, explicit teaching educators include:

- Reading Science in Schools Facebook group - with over 53,900 members Australia-wide, this private network was established in 2020 where members share advice and resources as well as safely ask questions as they continue to improve their practices.

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<sup>7</sup> [https://www.premier.tas.gov.au/site\\_resources\\_2015/additional\\_releases/improving-literacy-in-tasmanian-primary-schools](https://www.premier.tas.gov.au/site_resources_2015/additional_releases/improving-literacy-in-tasmanian-primary-schools)

<sup>8</sup> See the 2022 report for Primary Focus and Knowledge Society Mapping the Science of Learning Community in Australia [http://www.lisadenny.com.au/uploads/1/5/6/8/15682790/lisa\\_denny\\_-\\_mapping\\_emerging\\_systems\\_change\\_survey\\_results\\_-\\_updated\\_final.pdf](http://www.lisadenny.com.au/uploads/1/5/6/8/15682790/lisa_denny_-_mapping_emerging_systems_change_survey_results_-_updated_final.pdf)

- Sharing Best Practice – over 12,300 members - runs a Facebook discussion group as well as regular conferences focussing on having best practice pedagogies drawn from current educational and psychological findings, as well as teacher craft knowledge
- Reading Teachers Australia – Facebook group of over 9,000 members and website for resources – a community of teachers and others in the education field committed to evidence-based practices, latest research, professional development and opportunities to connect with likeminded teachers and others.
- Think Forward Educators - A grassroots movement advocating for social equity in education through the Science of Learning in Australia. They are a community of teachers, school leaders, specialists, parents, and researchers. They also have state branches and run events, webinars, forums and masterclasses as well as a regular e-newsletter which includes a section on job advertisements for Science of Reading and Learning positions around Australia.

There is a growing movement towards evidence-based teaching practices, not just in literacy, from both a policy perspective at the national level through the Australian Curriculum, ITE reviews and the National Teacher Workforce Plan, at the state level, particularly in NSW and in South Australia through the Guaranteeing Literacy Initiative and system level (such as Canberra Goulbourn Catholic Education) but also at the grassroot classroom and school level. Tasmania is well-positioned as an early adopter with its recent policy position to lead the nation in implementing a system-wide, whole-school approach to evidence-based structured literary instruction and explicit teaching practices which would be very attractive to many teachers who have already commenced this journey themselves.

*Recommendation: Sign the [Primary Reading Pledge](#)<sup>9</sup> - a plan to have all students reading by the end of primary school – equivalent to the Tasmanian target that all students will start year 7 able to read above the expected level by no later than 2030 – and undertake a national campaign and recruitment strategy to raise the awareness of Tasmania’s intention to achieve 100% literacy through evidence-based teaching practices and implement a system-wide, whole-school, supported approach to structured literacy and explicit teaching.*

*Recommendation: That the Tasmanian Government review and reassess its current approach to workforce planning for the education sector for effectiveness given the increasing challenges associated with the workforce, the ageing of the workforce and the recently announced redirected policy position for pedagogical practices as well as the increasing importance of allied health and support professionals.*

## Allied health professionals: increase and better integrate as a critical resource

It is also widely documented that there is a critical skill shortage of allied health professionals in Tasmania, both within the education sector itself as well as in other sectors, which is exacerbated by the lack of formal education and training provided in the state.

The Tasmanian Government has recently acknowledged this critical allied health shortage in the health sector and announced a \$25,000 scholarship program to attract final year students to

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<sup>9</sup> <https://fivefromfive.com.au/primary-reading-pledge/> This is also a recommendation of the Tasmania 100% Literacy Alliance

relocate to Tasmania upon graduate to work for a minimum three years in the health system<sup>10</sup>. This is an excellent initiative and will go some way to alleviating some of the workforce pressures and provide a pipeline of future allied health professionals to the state.

However, allied health professionals, including speech pathologists, educational psychologists, occupational therapists and social workers, also provide critical services and support in the education sector. They provide educators and students expertise in developing the communication skills required for relationship development and prosocial connection, as well as for language, literacy, and further learning. This critical resource – allied health expertise – is not currently well-integrated into an education system-wide, whole school approach to improving literacy outcomes for all young Tasmanians.

In embedding a system-wide, whole-school, tiered approach to literacy instruction using evidence-based, structured literacy and explicit teaching, the importance of allied health professionals in achieving the Tasmanian Government's target cannot be overlooked, nor under-resourced.

Allied health professionals such as speech and language pathologists, educational psychologists and occupational therapists will be an even more critical resource to integrate into the system-wide, whole-school, tiered approach to evidence-based literacy instruction as announced by the Tasmanian Government. These professionals will be critical to the process of screening and diagnosing students with undiagnosed learning difficulties or other developmental disorders, providing Tier 3 support, or, preferably, integrated into multi-tiered systems of support (MTSS) and advising evidence-based support and adjustments for students with disabilities, trauma or other additional needs.

Currently, teacher aides or assistants (TAs) are entrusted with the learning support for students not meeting the expected level for their age or grade and those needing additional support, but TAs are rarely provided with the evidence-based knowledge and skill to best support these students achieve their potential. There is the opportunity to provide further formal training for TAs to upskill as an Allied Health Assistant and provide evidence-based, needs-based therapy support for students in the education setting which will support classroom teachers and ease their workload as well as expand allied health support and alleviate the shortages of allied health professionals in the sector<sup>11</sup>.

Similar to the teacher workforce shortage, much greater effort needs to be placed now in filling the numerous vacancies within the allied health education sector workforce, ensuring a supply of new workforce entrants and upskilling others in the workforce.

While the University of Tasmania now offers a Masters of Speech Pathology and intends to offer a Masters of Occupational Therapy which will offer a supply of allied health graduates in the future, the ability to provide clinical placements, supervision and on-the-job training is constrained by persistent and chronic shortages and under-staffing.

*Recommendation: Working with the newly announced State Demographer and yet-to-be refreshed population strategy, identify clusters of allied health professionals interstate and run a targeted campaign to attract allied health professionals to Tasmania, leveraging the commitment to a system-*

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<sup>10</sup> [https://www.premier.tas.gov.au/site\\_resources\\_2015/additional\\_releases/allied-health-scholarship-offers-most-generous-bonus-in-the-nation](https://www.premier.tas.gov.au/site_resources_2015/additional_releases/allied-health-scholarship-offers-most-generous-bonus-in-the-nation)

<sup>11</sup> See Submission to the Premier's Economic and Social Recovery Advisory Council, Expansion of the Allied Health Sector [http://www.lisadenny.com.au/uploads/1/5/6/8/15682790/submission\\_to\\_pesrac\\_-\\_allied\\_health\\_workforce\\_-\\_october\\_2020.pdf](http://www.lisadenny.com.au/uploads/1/5/6/8/15682790/submission_to_pesrac_-_allied_health_workforce_-_october_2020.pdf)

*wide, whole-school, tiered approach to evidence-based structured literacy instruction and explicit teaching, on the back of the campaign outlined in Recommendation 1 to attract educators to Tasmania.*

*Recommendation: Employ Allied Health Assistants in schools to provide intervention and support to educators and students through an evidenced-based, tiered approach to structured literacy instruction and needs-based support. Provide Teacher Aides the opportunity to upskill as an Allied Health Assistant through formal qualifications.*

*Recommendation: Expand the recently announced Allied Health Scholarship program for the health sector to the education sector.*

*Recommendation: As a major sponsor of the Speech Pathology Australia National Conference<sup>12</sup> being held in Hobart during May 2023, the Tasmanian Government should use the opportunity to proactively attract speech and language pathologists and other attending allied health professionals to consider moving to Tasmania to live and work as an initiative of the yet-to-be refreshed population strategy.*

## Initial Teacher Education (ITE)

Initial Teacher Education (ITE) degrees provide the supply of new entrants to the teaching workforce. The greatest barrier for to achieving 100% literacy for Tasmanians into the future is the lack of evidence-based knowledge (Science of Learning) and skill practice (structured literacy) within the Initial Teacher Education (ITE) degree.

Despite the importance of ITE being identified in three critical reviews at national level; the Quality Initial Teacher Education Review, the Productivity Commission Inquiry into the National School Reform Agreement and the National Teacher Workforce Plan, ITE as an issue is completely absent in the Panel's Final Consultation Report apart from a fleeting comment "The University of Tasmania and TasTAFE should ensure graduate educator readiness to deliver quality literacy instruction through Tasmanian scopes and sequences as evaluated by AERO"<sup>13</sup>.

Furthermore, entry requirements for teacher education degrees in Australia have been declining over the past few decades<sup>14</sup>. A report for the Australian Council of Educational Research noted that 36 per cent of people accepted into teaching courses have an ATAR score of between 51-70, compared with 23 per cent of all students<sup>15</sup>. This action has "actively encouraged the deterioration in teacher quality" according to a NSW Parliamentary Inquiry<sup>16</sup>.

Additionally, almost 10 per cent of initial teacher education graduates are unable to commence a teaching career due to their failure to pass the mandated test of their literacy and numeracy skills, LANTITE. This test requires graduates to demonstrate that their literacy and numeracy skills are in the top 30 per cent of the Australian adult population.

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<sup>12</sup> See <https://conference.speechpathologyaustralia.org.au/speech-pathology-australia-2023-national-conference/>

<sup>13</sup> Pages 32 and 34

<sup>14</sup> <https://www.tes.com/en-au/jobs/careers-advice/moving-schools/atar-teaching-all-you-need-know>

<sup>15</sup> Cited in <https://www.tes.com/en-au/jobs/careers-advice/moving-schools/atar-teaching-all-you-need-know>

<sup>16</sup> Cited in <https://www.smh.com.au/national/nsw/students-need-minimum-atar-of-70-to-enter-teaching-degrees-inquiry-finds-20221108-p5bwej.html>

In Tasmania, the minimum Australian Tertiary Admission Rank (ATAR) score for entry into the Bachelor of Education at the University of Tasmania is 65. However, enrolment data suggest around half of students enrol on a basis other than the ATAR<sup>17</sup>.

While the Peter Underwood Centre for Educational Attainment undertook a review of Initial Teacher Education for teaching literacy in 2019 as Phase 3 of their Review of Literacy Teaching, Training, and Practice in Government Schools, it was not informed by the evidence-base of how to effectively teach literacy but did identify the need for pre-service teachers to receive more explicit instruction themselves in how to teach literacy, including more practical experience. If Tasmania is to achieve 100% literacy, then the university needs to provide literate, pre-service teachers with the knowledge (evidence) and skills (practice) in structured literacy instruction during their degrees so that they are classroom ready upon graduation.

Unless our pre-service teachers are equipped with the knowledge and skill to provide evidence-based structured literacy instruction, including systematic, synthetic phonics, and explicit teaching Tasmania will not achieve its long-term aspiration for 100% literate adults.

If graduating teachers do not have this required knowledge and skill upon workforce entry into the classroom, then it will also likely have a detrimental impact on their workload, confidence, well-being and retention. It will also require the graduates to upskill and retrain to meet the government expectations that educators are providing structured literacy instruction by 2026.

*Recommendation: The Tasmanian Government works with the University of Tasmania as the major supplier of the state's graduate teachers to ensure that course content aligns with the evidence-base knowledge (Science of Reading) and the opportunity to develop the practical skills (structured literacy) by 2026.*

*Recommendation: That the Tasmanian Government increases the minimum Australian Tertiary Admission Rank (ATAR) score to 70 for entry into Bachelor of Education degrees, including being in the top 20% for English, as has been similarly implemented by the NSW and Victorian Governments<sup>18</sup>. Additionally, the Government should work with the University of Tasmania to ensure enrolments on the basis other than ATAR meet a set of minimum standards, to be agreed.*

*Recommendation: Until the knowledge of the Science of Reading and practice of structured literacy instruction and explicit teaching are core components of the University of Tasmania's ITE course, the Tasmanian Government should proactively recruit graduate teachers from Australian universities already equipping their pre-service teachers with evidence-based literacy knowledge and skills such as Latrobe University, Macquarie University, University of Queensland and Edith Cowan University. The Tasmanian Government should also consider offering scholarships to Tasmanians (school leavers or mature age students) to enrol in the ITE course at these evidence-based universities under a similar arrangement to that of the recently announced allied health scholarship.*

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<sup>17</sup> [https://www.utas.edu.au/\\_data/assets/pdf\\_file/0009/1411020/Stewart,-te-Riele-and-Stratford-2019c.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0009/1411020/Stewart,-te-Riele-and-Stratford-2019c.pdf)

<sup>18</sup> <https://www.tes.com/en-au/jobs/careers-advice/moving-schools/atar-teaching-all-you-need-know>



## Career education

Critical to the future supply of educators and allied health professionals in the Tasmanian education sector workforce will be ensuring that young Tasmanians are aware of the value and opportunities available in the sector through effective career education during their schooling years.

Given Tasmania's ageing workforce and that Jobs and Skills Australia projects that four services industries are expected to provide more than three-fifths of the total projected employment growth for Australia to November 2026 (health care and social assistance; accommodation and food services; professional, scientific and technical services; and education and training), effective career education in Tasmania is critical for ensuring that the supply of future workers meets the projected demand.

From an education sector workforce perspective, Jobs and Skills Australia projects that by November 2026 employment for primary school teachers will grow by 5.5%, middle school teachers by 21.0%, other school teachers by 18.6%, private tutors and teachers by 13.6%, education aides by 17.4%, social workers by 23.2%, psychologists by 13.3%, speech pathologists by 34.7%, counsellors by 14.2% and other social and welfare professionals by 16.7%<sup>19</sup>. While Jobs and Skills Australia no longer produces employment projections for each state or territory, it can reasonably be expected that employment growth projections would be similar for Tasmania.

Given this projected increasing demand for educators and allied health professionals, to plan for Tasmania's future supply of labour and mitigate against future skill shortages, it is critical to ensure that young people are aware of the opportunities available to them so they can make informed choices to pursue education and career pathways for jobs of the future.

While becoming a primary school teacher has been identified as an early career aspiration for young people<sup>20</sup>, actually pursuing a career in education is often considered as a last resort, as an option for re-entry to the workforce<sup>21</sup> or for low-achieving school leavers<sup>22</sup>, while allied health occupations rarely feature as a career aspiration for young people. This may be explained by the lack of knowledge or awareness of the range of jobs at a young age.

Several Australian studies<sup>23</sup> using Longitudinal Survey of Australian Youth (LSAY) and the Longitudinal Study of Australian Children (LSAC) data conclude that young people do not have a full appreciation of the types of jobs available to them, resulting in their career aspirations falling within a narrow set of occupations, not all of which are realistic, and which have been narrowing further over time.

A key indicator of a young person's capacity to understand and progress in the labour market is the extent to which their educational and occupational aspirations are aligned. However, these studies have also found that there is considerable confusion relating to educational pathways and their alignment with occupations.

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<sup>19</sup> Jobs and Skills Australia, 2021, Labour Market projections 5 years to November 2026

<sup>20</sup> OECD, Dream Jobs? Teenagers Career Aspirations and the Future of Work

<sup>21</sup> Over half of UTAS's ITE students enrol through a non-ATAR approach

[https://www.utas.edu.au/\\_data/assets/pdf\\_file/0009/1411020/Stewart,-te-Riele-and-Stratford-2019c.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0009/1411020/Stewart,-te-Riele-and-Stratford-2019c.pdf)

<sup>22</sup> [https://www.utas.edu.au/\\_data/assets/pdf\\_file/0007/1413817/Final-Bakhtiar-et-al-2020-SPSPI-C3.pdf](https://www.utas.edu.au/_data/assets/pdf_file/0007/1413817/Final-Bakhtiar-et-al-2020-SPSPI-C3.pdf)

<sup>23</sup> NCVET (2018), Generation Z at school, NCVET; Baxter, J. (2017), The career aspirations of young adolescent boys and girls, Chapter 2, LSAC Annual Statistical Report 2016 chapter— August 2017, The Longitudinal Study of Australian Children; Department of Employment, Education and Skills (2020), Career Aspirations and Outcomes, Australian Government

From an international perspective, a joint OECD and the Education and Employers UK charity research report<sup>24</sup>, took the findings of previous studies further by concluding that the skills mismatch observed in the labour market has its roots in primary school. The report recommended that the key to widening their view of the world of work is by giving all children, regardless of gender and social background, the same chance to engage with workers in a variety of fields.

Studies<sup>25</sup> out of the UK and New Zealand conclude that teenagers' career aspirations are shaped at very young ages, between 7 and 11 years. These studies further link labour market skill mismatches to the career aspirations of primary school children and further conclude that there is 'nothing in common' between young people's career aspirations and the reality of the labour market.

The OECD Dream Jobs? Teenagers Career Aspirations and the Future of Work study highlights the extent to which the career aspirations of young people reflect actual and anticipated labour market demand. The report finds that labour market signals are failing to reach young people during the years of making education choices informed by occupational aspirations.

This is also evident in another UK Education and Employers research project<sup>26</sup>; which involved a study of 11,000 17-18 year-olds to map their career aspirations against jobs in different economic sectors. The study found that there was statistically 'nothing in common' with adolescents' career aspirations and projected labour market demand.

All these findings matter because aspirations can predict, and limit, study and career choices later on and thus, the supply of critical workers into the future.

In Tasmania, over the past 12 to 15 years the provision of career education in Tasmania has shifted from a program delivered to predominantly secondary school students which was adjunct to education provision within a school community, to one integrated and embedded within the curriculum at a whole-school level for a whole-of-life, student-centred approach from kindergarten to grade 12 aligned to the national career education policies, and then to one that has repositioned career development as vocational learning in secondary education, aligned to industry needs and priority industry sectors identified by the Government<sup>27</sup>.

By 2022, following a plethora of changes to career education provision since the early 2000s, career education, development and transition policy in Tasmania appears to be informed primarily by the Years 9 to 12 Project and the recommendations from the Premier's Economic and Social Recovery Advisory Council, with a focus on vocational education, training and learning. Career education and development policy in Tasmania has shifted from being student-centred and proactively embedded in the curriculum as per the national career education strategy launched in the early 2010s, to one aligned to industry priorities which focusses on vocational education and training rather than aligning career aspirations with future labour market demand. Furthermore, there is little direct support or guidance to schools on how to provide high-quality career education, development and transition advice and support to young Tasmanian school students<sup>28</sup>.

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<sup>24</sup> Envisioning the Future of Education and Jobs: Trends, Data and Drawings.

<sup>25</sup> TEC (2020), Drawing the Future: exploring the careers aspirations of New Zealand children; Nothing in Common: The Career Aspirations of Young Britons Mapped Against Projected Labour Market Demand 2010-2020

<sup>26</sup> Nothing in Common: The Career Aspirations of Young Britons Mapped Against Projected Labour Market Demand 2010-2020

<sup>27</sup> Denny, L (2022), Career education, development and transition to employment : A review of policy positions and investment in Tasmania since 2010, A report for Beacon Foundation

<sup>28</sup> Ibid.

*Recommendation: Consistent with the aspirations of the National Teacher Workforce Action Plan to*

- *Increase the number of people choosing to become teachers*
- *Improve teacher supply by increasing the number of people choosing teaching as a career*
- *enhancing career pathways*
- *Elevating the profession to recognise the value teachers bring to students, communities and the economy*
- *Better understand future teacher workforce needs by improving the information available for teacher workforce planning*

*The Tasmanian Government should review its career education policy and practices to ensure that young Tasmanian students are active and engaged in understanding the wide range of career opportunities available to them and the educational pathways required to achieve their aspirations. This wide range of career opportunities needs to reflect labour market demand now and into the future for all jobs and professions, beyond just those in vocational education streams or priority industry sectors, particularly given the projected growth in the services sectors.*

END.