

# ***Tasmania A State of Learning: A Strategy for Post-Year 10 Education and Training***

Tasmania. Department of Education, 2003

## **Overview of the document**

32 page glossy booklet that sets out the vision, purposes and values to guide post-compulsory education in Tasmania.

## **Keywords**

Lifelong learning; post-compulsory education and training; rapidly changing world; transitions; skill improvement; transitions support; pathway planning; enterprise education; enterprising capabilities.

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## **Summary of Contents**

### **MINISTER'S MESSAGE**

- One page foreword by Minister for Education, Paula Wriedt.
- Begins by noting that changes in the labour market mean that people now will have a number of jobs in different industries throughout their working lives, necessitating a reconsideration of education and training.
- Notes that learning as a lifelong commitment is needed in rapidly changing and competitive world.
- Notes that this is Tasmania's first strategy of post-compulsory education and training and has been developed to address these issues.
- Notes that the strategy was developed based on extensive consultation.
- Notes that an important part of the strategy is the new Tasmanian Qualifications Authority (TCA), which will bring together the management of qualifications relating to senior secondary, vocational education and training and other non-university education. States that a major goal of the new authority is to develop "a single statement that records qualifications throughout a learner's lifetime". (p. 1)

### **EXECUTIVE SUMMARY**

- Notes that this strategy arose from 'Learning Together' (2000) which set out Tasmania's vision for "achieving a world-class education, training and information

system”. Notes that this strategy sets out goals and visions and contains “tangible initiatives” which are encompassed in the following four key elements:

- “Guaranteeing Futures
  - Ensuring Essential Literacies
  - Enhancing Adult Learning
  - Building Learning Communities.” (p. 3)
- Notes that overall, the strategy aims to: improve participation in education and training; enable second chance learning; build a skilled workforce; create communities that value lifelong learning; and strengthen relationships between learners, education and training providers and government, business and industry.

#### **WHY TASMANIA NEEDS THIS STRATEGY**

- Notes that there has been increasing retention and participation rates in Tasmania but that poor participation in some areas mean that Tasmania remains below the national average.
- Notes that Tasmania has the lowest proportion of post-year 10 qualifications (52.2 percent compared with national average of 67.3 percent). (p. 5)
- Notes that the skill base of Tasmanian workforce is the lowest of all Australian states.
- Argues that it is essential to build on improvements in participation and retention to “create a more competitive business environment and improve our quality of life”. (p. 5)

#### **THE STRATEGY’S DEVELOPMENT**

- Discusses the community consultation and notes that community discussion resulted from an initial scoping paper and a series of issues papers on the following:
- Adult and community education.
  - Youth pathways.
  - Literacy throughout life.
  - Informal learning.
  - Career, work and enterprise education.
  - Workforce skills development.
  - Youth at risk.
  - State priorities for higher education.
  - Community learning partnerships.

#### **THE STRATEGY’S FOUNDATIONS**

- Outlines the vision as follows: “That Tasmanians embrace learning throughout their lives – learning that encourages and enables us to live healthy, happy and fulfilling lives, to contribute to the life of our communities, and to shape a fairer, more prosperous and sustainable Tasmania.” (p. 7)
- Outlines the purposes of post-Year 10 education and training. Lists five purposes for individuals (to engage in lifelong learning, to build on existing knowledge and skills to maximise life chances, to be equipped for work, to enable the best standard of living and to contribute to health and wellbeing); four purposes for communities (to build and sustain a knowledge and skills base, to contribute to community safety, health and wellbeing, to foster citizenship and to strengthen community capacity); and three purposes for Tasmania (to ensure workforce capacity, to foster communities and to support social, economic and cultural development).

- Identifies the following shared values articulated in ‘Tasmania Together’ and ‘Learning Together’ and in the development of this strategy:
  - Learning: learning to know, learning to do and learning to learn.
  - People: recognition and support for the learning experience.
  - Participation: active involvement in both formal and informal learning throughout life.
  - Achievement: attainment and celebration of success.
  - Flexibility: capacity of learners to choose what, when and how they learn.
  - Diversity: development of inclusive, equitable learning communities.
  - Innovation: pursuit of creative solutions to learning needs of Tasmania.
  - Collaboration: of people who want to work together to achieve learning goals for Tasmania.
  - Responsibility: “the acceptance of individual and collective responsibility for shaping a fairer, more prosperous and sustainable Tasmania.” (p. 8)

#### **A STRATEGIC FRAMEWORK**

- Notes that the document provides a long-term strategic framework with four key elements:
  - “Guaranteeing Futures
  - Ensuring Essential Literacies
  - Enhancing Adult Learning
  - Building Learning Communities.” (p. 9)
- Presents a diagram illustrating how the vision, purposes, values, elements, outcomes and initiatives of the strategy fit together. (p. 10)

#### **Guaranteeing Futures**

- Overviews this section as: “Guaranteeing futures for young people in transition from compulsory education to adulthood.” (p. 11)
- Following a preamble about the importance and benefits of participating in education and training beyond Year 10, notes that young people will be provided with pathway planning and transition support.
- Identifies the following Outcomes:
  - Individual pathway planning and transition support.
  - Multiple and flexible learning opportunities.
  - Coordinated provision of education, training, employment.
  - Partnerships between young people and their parents and education, training, youth service providers, business and industry and the community.
  - Improved personal, social and economic outcomes.
  - A skills base that meets economic need.
- Overviews a number of initiatives as follows:
  - “Requiring participation in education and training beyond Year 10”: Notes that new legislation will be introduced that requires young people who have completed Year 10 or turned 16 to participate in education and training for a further two years, or until they have gained a Certificate or vocational qualification, or until they have turned 17. Notes that a new completion certificate will be developed. (p. 12)
  - “Implementing a Youth Pathways policy”: Notes that the requirement of the policy will be to provide: a range of education, training and employment options; individualised pathway planning and transition support; and local networks and partnerships. (p. 13)

- “Investing in colleges and district high schools”: Notes that additional resources will be provided to meet the financial implications of these initiatives, including increased student numbers. (p. 13)
- “Reviewing Years 11 and 12 curriculum”: Notes that in 2004 a broad review of Years 11 and 12 curriculum will take place which will:
  - “establish a preferred model for post-Year 10 government school curriculum
  - articulate post-Year 10 curriculum with the Essential Learnings Framework
  - in conjunction with the new Tasmanian Qualifications Authority, improve syllabus development and implementation
  - address curriculum issues relating to vocational education and training in schools and colleges
  - strengthen career, work and enterprise education
  - clarify the role of schools and colleges and their interface with other providers of education and training.” (p. 14)
- “Introducing area taskforces”: Notes that taskforces will be established in six geographical areas which will collect, analyse and report information on demographics, labour markets, service provision, networks and partnerships and young people’s participation. Notes that these environmental scans will inform action plans. (p. 14)
- “Providing pathway planning and transition support”: Notes that pathway planning and transition teams will be established in each of the state’s six educational districts and that from Year 8, students will develop learning pathway plans which will be flexible enough to allow for changes in life circumstances. (p. 15)
- “Enabling career, work and enterprise education”: Argues that changes in work require Tasmanians to take a more active role in their ongoing career development and management and notes that through curriculum frameworks such as the Essential Learnings, students will be provided with “opportunities to develop enterprising capabilities”, to learn about work and make “effective career choices”. (p. 15)
- “Simplifying funding”: Argues that the existing funding model inhibits rather than enhances learning choice and advises that a review of funding will be undertaken. (p. 16)
- “Providing flexible learning solutions”: Notes that young people have “different learning needs, interests, circumstances and aspirations” and therefore benefit from different forms and combinations of education and training and advises that multiple and flexible opportunities for education and training will be provided. (p. 16)
- “Bringing together youth services”: Notes that a new collaborative model of youth service delivery will be implemented. (p. 17)
- “Supporting learners through mentoring”: Notes that mentoring programs will be provided. (p. 18)

### **Ensuring Essential Literacies**

- Begins with a general statement about the importance of literacies.
- Identifies four outcomes as follows:
  - “Coordinated and collaborative approaches to the literacy needs of adult Tasmanians

- Extended literacy support for adult Tasmanians
- Learning opportunities that involve families in literacy development
- Improved literacy skills within the Tasmanian adult population.” (p. 19)
- Overviews three initiatives as follows:
  - “Establishing an adult literacy taskforce”: Notes that Australian and Tasmanian governments will establish a joint taskforce on adult literacy which will develop and implement a memorandum of understanding to coordinate state and federal initiatives in adult literacy. (p. 20)
  - “Supporting family literacy”: Notes that a fund will be established to encourage partnerships between families and providers of education, training and information services. (p. 20)
  - “Introducing an adult literacy policy”: Notes that an adult literacy policy will be developed. (p. 20)

### **Enhancing Adult Learning**

- Notes that Tasmania is well served by providers of vocational education and training and lists some statistics on TAFE, higher education, and online learning. Notes that the aim to enhance adult learning builds on this.
- Identifies the following outcomes:
  - “Alignment of workforce skill formation and economic opportunity
  - Improved relationships and understanding between business and industry, education and training providers, and government
  - Enhanced capacity for research, evaluation and long-term planning in relation to workforce skill development
  - Recognition of adult and community education as the fourth sector of education and training
  - Increased access to adult learning opportunities
  - Increased acknowledgement of the role and importance of informal learning
  - Improved economic and social outcomes resulting from engagement in adult learning.” (p. 21)
- Overviews the following initiatives:
  - “Repositioning adult education.” (p. 22)
  - “Enhancing Tasmanian workforce planning and research.” (p. 22)
  - “Lifting the state’s skills base.” (p. 23)
  - “Creating an education and business partnership.” (p. 24)
  - “Funding workforce development.” (p. 24)
  - “Reinvigorating recognition of prior learning.” (p. 24)
  - “Promoting learning and skills recognition through technology.” (p. 25)
  - “Boosting community education provision.” (p. 25)
  - “Introducing an adult and community education policy.” (p. 25)

### **Building Learning Communities**

- Overviews this section as: “Building learning communities to achieve Tasmania’s social, cultural, economic and environmental goals.” (p. 26)
- Identifies the following outcomes:
  - “Raised awareness and understanding of post-Year 10 education and training in Tasmania
  - Community involvement in the planning and provision of post-Year 10 education and training
  - Strengthened community capacity to identify and respond to learning needs

- Learner-focused, integrated and collaborative approaches to post-Year 10 education and training
- Increased participation by Tasmanians in learning throughout life.” (p. 26)
- Outlines the following initiatives:
  - “Strengthening learning partnerships.” (p. 27)
  - “Building community capacity through leaders.” (p. 27)
  - “Creating a new peak body for post-Year10 education and training.” (p. 28)
  - “Promoting learning for life.” (p. 28)

**WHERE TO FROM HERE?**

- Notes that the strategy sets out a framework for the planning and provision of post-Year 10 education and training.
- Notes that the framework will be implemented through “stakeholder engagement” and with the establishment of new Strategy Branch in Department of Education. (p. 29)

**LINKS TO *TASMANIA TOGETHER & LEARNING TOGETHER***

- Outlines how this document is linked to previous the previous documents Tasmania Together and Learning Together.