

**Draft for
Consultation**

May 2026



Tasmanian Life, Learning and Work Framework

A practical approach to support all young
Tasmanians

Introduction

Tasmanians feel a deep connection to this island – we know what we have here is special and we're proud of it.

We need young Tasmanians to move from school to work with confidence and with the skills and knowledge to take our state forward in a changing world. However, many young Tasmanians aren't getting the right support when and how they need it to navigate that transition.

This challenge is not unique to Tasmania, but the impacts will be felt deeply across our economy, industries, and communities. We need an approach that responds to those challenges and provides the practical support young Tasmanians have told us they need.

The nature of work has changed – and it keeps changing

There are fewer entry-level opportunities and more competition for them. AI, automation and other technologies are shifting the types of roles available. Skill levels for jobs – and the types of skills required for work – are changing to keep pace with new technology.

These changes will affect some more than others

Change is rapid, complex and uneven – financial barriers, health and wellbeing challenges, and regional disadvantages mean some young people will find it even harder to find pathways into work.

Young people's transition to adulthood is taking longer

In today's economy, key markers of adulthood are taking longer to achieve – getting a first job is harder and things like post-school education or moving out of home are more costly. Young people need flexible, longer-term support across the full ten years from 15 to 25 that merges seamlessly into adult systems.

The path from school to work is not a straight line

The pressure to make the "right" decisions about education and work weighs heavily on many young people – but it doesn't need to. With good advice, young people can focus on getting the information and support needed to take just the first step – and then the next one. They also need support to build confidence and resilience so they can adapt, change direction, and recover when things don't go to plan.

Young people know what they need

Young Tasmanians have been clear about what they want and need to navigate the transition from school to work. They want to be able to speak to someone they trust to help them understand who they want to be and what they want for their life. They want help to find and understand information about education, training and work that is relevant to their goals and where they are in life. They want support to access real-world opportunities and connections that will help them explore what they want to be and do. And they need these things to be available wherever they are, whenever they are ready, and for as long as they need them.

We need to look at the big picture, and take a long-term view

Many "youth" programs and policy look at just one piece of the puzzle: a particular age or life stage; a single transition point; a specific challenge for the young person such as housing, mental health, or literacy. We need a response that can keep everything in view, and that can see what a young person needs right now and as they progress on their journey.

We need an approach that is right for Tasmania

Some things that are possible in other places are simply not right for Tasmania. We need an approach that is achievable with the resources we have, and that puts the needs of the young person, not our systems, at the centre. We also need to lean on Tasmania's superpower – our networks and connections – to drive success.

The *Tasmanian Life, Learning and Work Framework* ('The Framework') responds to these challenges. It is a practical, universal approach that empowers young Tasmanians and their families to know the minimum level of support they can expect, and where and how they can access it. It ensures our employers and industry can attract and recruit skilled young workers. And it ensures the social and economic wellbeing of Tasmania and Tasmanian communities so that our young people will continue to call this beautiful island home.

A Life, Learning and Work Approach for Tasmania

The *Tasmanian Life, Learning and Work Framework* provides a common language and simple, practical approach to career development support. It focuses on the basics so that all young people in Tasmania can access the same, minimum level of support that is relevant and tailored to their needs and aspirations.

Design Principles to guide our work

- **Simple and practical** – focuses on the essential and universal basics and integrates with services and supports already available.
- **Made for Tasmania** – designed to meet the needs of young Tasmanians, Tasmanian industries and communities.
- **Realistic and achievable** – uses the resources we have and builds on relationships already in place.
- **Flexible, inclusive and responsive** – activities and delivery modes prioritise the needs and personal circumstances of the young person and respond to changing social, economic, and labour market conditions.
- **Empowers young people and their families** – reflects what young people and families have said is needed and makes support visible and accessible.

Language that speaks to young Tasmanians

Language matters. It can inspire and empower, but it can also exclude. We heard from young people that the word 'career' can feel loaded and overwhelming, increasing stress and anxiety because they feel pressure to make big decisions about their future before they're ready.

For this reason, the Framework uses simple, inclusive language that is grounded in a commitment to young people's success and wellbeing across their whole life. It reflects what young people have said resonates with them, framing practical questions to guide exploration and next steps:

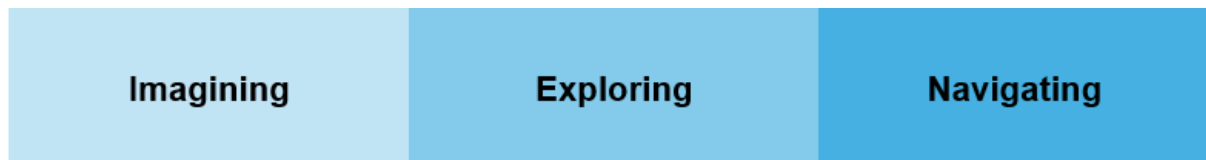
- What do I enjoy doing and what am I good at?
- What could I be good at if I had the chance?
- What things do I need to know or learn to achieve my goals?
- Am I still heading in the direction that feels right for me?
- Have I changed my mind – and what do I do next?

The Framework

	Imagining	Exploring	Navigating
<p>Who do I want to be and what do I want to do</p> <p>Conversations to develop and refine aspirations and goals</p>	<p>Life, Learning and Work Conversation that considers holistic wellbeing needs to support EET pathway success</p>		
	<p>Identify likes, dislikes, interests and skills Develop short- and long-term life, learning and work goals</p>	<p>Reflect and connect personal interests, skills and experiences with potential pathways Refine goals and develop a plan and next steps to achieve</p>	<p>Reflect and consider if the plan / pathway still aligns with goals Progress OR make changes to the plan / pathway and consider next steps to achieve new goals</p>
<p>What do I need to know and where do I find it</p> <p>Timely and accessible information to help make choices and determine next steps</p>	<p>Life, Learning and Work Information including about health and wellbeing to support EET pathway success</p>		
	<p>Information about different pathway options aligned to interests, skills and experience</p>	<p>Information about pre-requisites (e.g. subjects or qualifications) aligned to the chosen pathway Information about different job roles, pay and conditions aligned to the chosen pathway</p>	<p>Practical information to support decisions and choices about next steps</p>
<p>What do I need to get there and who can help me</p> <p>Practical opportunities and connections to explore options and gain experience</p>	<p>Life, Learning and Work Opportunities and Connections including health and wellbeing resources, support and networks to support EET pathway success</p>		
	<p>Opportunities for exposure to different learning and work environments, and how they align (or don't) to personal interests, skills, strengths and preferences</p>	<p>Opportunities to build connections and gain practical experience in job roles and work environments aligned to the chosen pathway – understand how they fit (or don't) with personal interests, skills, strengths and preferences</p>	<p>Ongoing opportunities to build connections and gain practical experience in different job roles, workplaces, and learning environments to confirm they fit (or don't) with personal interests, skills, strengths and preferences</p>

The Framework has three elements that combined deliver the minimum level of guidance and support young people should expect, tailored to their needs and where they are along their life, learning and work journey.

1. The **stages** of career readiness that young people will pass through on their life, learning and work journey. These stages reflect where a young person is along their journey – imagining possibilities, exploring options, and actively navigating pathways. The stages are progressive but not linear, allowing for young people to move between them as their circumstances change or their interests and goals evolve.



2. **Types of support** – the essential, universal career support offerings every young person should have access to regardless of where they live or learn. Each has a role in supporting young people to explore, plan for, and pursue their goals with delivery tailored to the young person’s age and stage of readiness:
 - **Conversations** to prompt and guide personal development, goal setting, and next steps
 - Access to **accurate, relevant, and timely information** to support pathway decisions and choices
 - Connection to **resources, networks, and real-world opportunities** to gain exposure and experience.

Who do I want to be and what do I want to do

Conversations to develop and refine aspirations and goals

What do I need to know and where do I find it

Timely and accessible information to help make choices and determine next steps

What do I need to get there and who can help me

Practical opportunities and connections to explore options and gain experience

3. **Example activities** that deliver the types of support the young person needs to progress along their chosen pathway. Activities are adapted to the young person's age and stage of readiness, and tailored to local opportunities, resources and relationships.

Life, Learning and Work Conversation

that considers holistic wellbeing needs to support EET pathway success

Identify likes, dislikes, interests and skills

Develop short- and long-term life, learning and work goals

Reflect and connect personal interests, skills and experiences with potential pathways

Refine goals and develop a plan and next steps to achieve

Reflect and consider if the plan / pathway still aligns with goals

Progress OR make changes to the plan / pathway and consider next steps to achieve new goals

For each of these elements, **guiding questions** or prompts will help the young person build personal awareness, apply information, and leverage opportunities and connections to make decisions and choices about next steps. For example, in the **Imagining** stage, questions might include:

Who do I want to be and what do I want to do

Conversations to develop and refine aspirations and goals

- What do you like to do in your free time?
- What do you think you're good at?
- What are you interested in / enjoy learning about?

What do I need to know and where do I find it

Timely and accessible information to help make choices and determine next steps

- Do you know what sort of jobs you could do if you like working with animals?
- Do you know what subjects / courses you need to study now to get a job as an engineer?
- Do you know where to go to get a forklift licence?

What do I need to get there and who can help me

Practical opportunities and connections to explore options and gain experience

- Do you know what it's like to work outside all day?
- What types of study helps you learn the best (e.g. practical / hands-on learning, self-guided study, group setting)
- Is there anyone you know and trust that you can talk to about what their job is like?

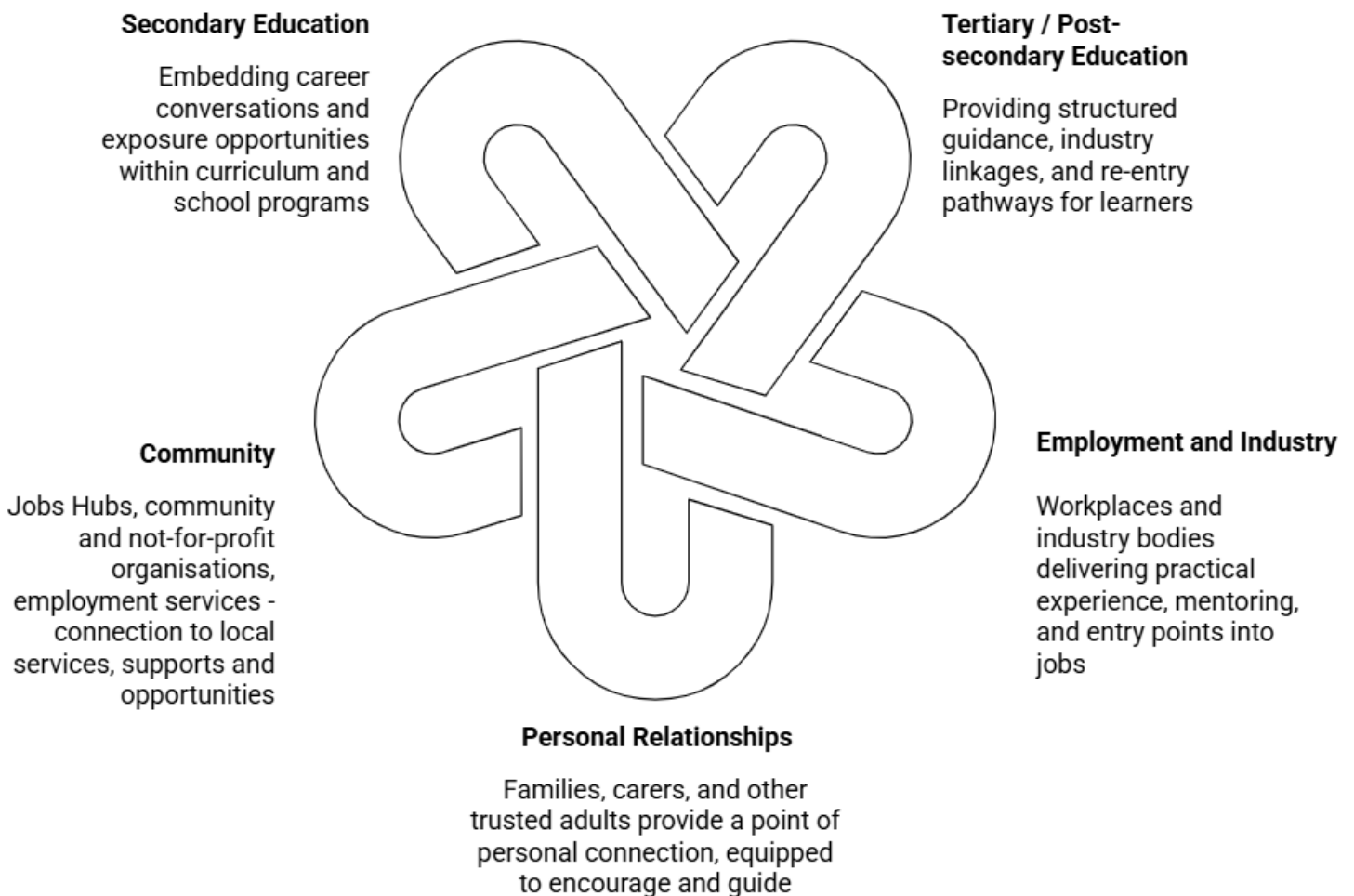
A draft **Life, Learning and Work Conversation Guide** (Appendix 3) is being tested with young people and organisations delivering career services and support.

Who is using this Framework

Young people seek advice and support from a broad range of sources including friends, family members, sport coaches, teachers, community organisations and support workers. The Framework is designed to be realistic and achievable so that anyone connecting with a young person can use it to guide the conversation.

We also know that there are lots of examples of great practice in schools, across industry, and in the community. The *Life, Learning and Work Framework* enhances and co-ordinates that work so that referrals and pathways are clear and connected.

The Framework ensures that no matter where a young person lands, there will be someone available who can help guide and support next steps their education and work journey. It will be implemented across five key settings where young people typically access support across their school-to-work journey:



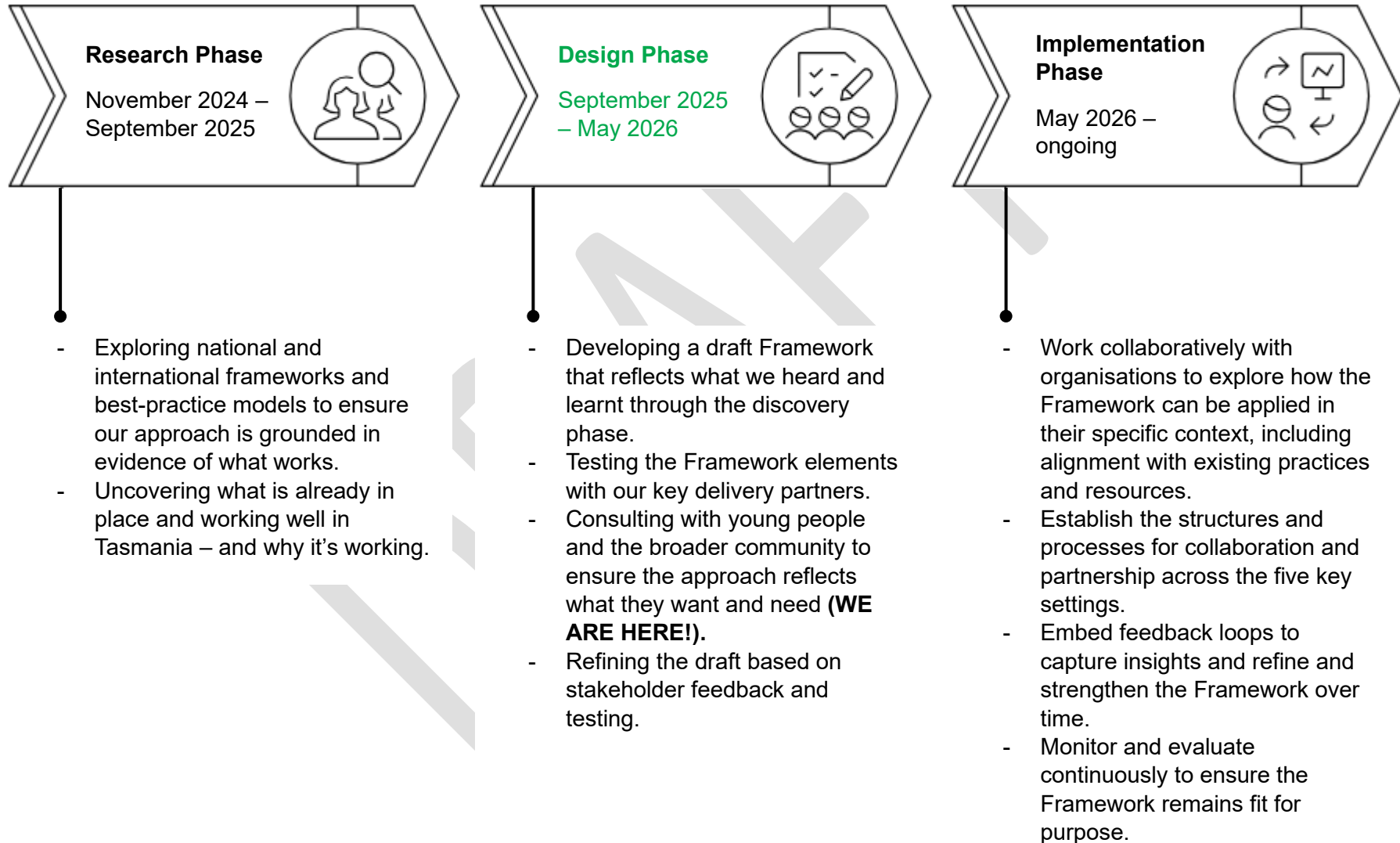
*Example activities by setting**

	Life, Learning and Work Conversation – example activities	Life, Learning and Work Information – example activities	Life, Learning and Work Opportunities and Connections – example activities
Secondary Education	Embedding life, learning and work conversations / discussions in school programs and activity	Introducing and contextualising life, learning and work information through schoolwork and school engagement	Work-based learning, industry incursion and excursions, work experience placements
Tertiary / Post-secondary Education	Opportunity to discuss work and career pathways aligned with study; contextualising content to work-based examples	Work / career preparation embedded in course content; information about employment options and next steps aligned to study provided prior to completion	Connection to industry through mentorships; provide job and interview preparation resources contextualised to field of study
Community	1:1 conversations about life, learning and work goals, needs, and next steps; support to build personal awareness, confidence and resilience	Curated information about local services, supports, and education, training and employment opportunities aligned to personal needs and preferences	Connection to resources and networks within the community; support to identify and connect with relevant local employers, services and training providers
Employment and Industry	Conversations to help identify interests, skills and personal attributes related to life, learning and work aspirations	Specific information about the skills requirements and other pre-requisites for specific industries / jobs, and how to acquire them	Opportunities to gain practical experience; mentoring and network-building
Personal Relationships	Regular and informal conversations to help build personal awareness, understand life, learning and work likes and dislikes, and develop personal skills and attributes related to goals	Support to find, filter, and understand information that can help clarify and progress life, learning and work goals	Support to make connections and build networks in the community; local volunteering opportunities

* These are draft example activities – we will continue working with settings and organisations to understand what’s possible, what’s already in place, and what can be adapted or refined.

Progress and Next Steps

The development and implementation of the Framework is occurring across three phases:



Implementing the Framework will take time, but there are some clear places to start:

- The Department for Education, Children and Young People's Career Education Policy has been developed to align closely with the Life, Learning and Work Framework, and brings the Framework's core components – Conversations, Information, and Opportunities – to life through shared language and a commitment to equitable, coordinated, and tailored support.
- We are also introducing the Framework into secondary school settings through the Incat Demonstration Project. We are working with partner schools to refine and adapt the **draft Life, Learning and Work conversation guide** (see Appendix 3), and implement other activities that help students explore options, make informed decisions, and progress along structured, connected industry pathways if they choose to.
- We are working with program partners in the community and not-for-profit sector to test the Framework in the context of specialist, targeted youth services that deliver wraparound supports to young people experiencing other challenges impacting their ability to participate in education and work, such as homelessness and housing insecurity, financial disadvantage, or mental health and wellbeing. For example, Youth, Family and Community Connections' *Ignite Your Future* program is using the Framework to support students at risk of disengaging from school to re-engage with learning by identifying career aspirations and helping them to understand how education can help them get there.
- With our Regional Jobs Hub Network, we are testing how the Life, Learning and Work approach can support more equitable access to support for young people living in regional and remote areas. Jobs Hubs play an important connecting role in communities, helping to unlock resources, networks and opportunities that young people may not be able to access on their own.
- In partnership with Orygen, we are also developing an AI scribe tool to support job coaches, youth workers and others to have Life, Learning and Work conversations. With the young person's permission, the tool can transcribe the conversation in real time, freeing up time usually spent writing case notes. The transcription can also be translated into a format that is more accessible for the young person and their families, helping to empower them to understand the information discussed and to take next steps.

Appendix 1

Developing the Framework

The *Tasmanian Life, Learning and Work Framework* builds on recognised career development models and evidence-based practice, and we have drawn on the key elements to develop a simple and streamlined approach that can be personalised and, importantly, used by anyone that supports young people to make decisions and choices about life, learning and work. This ensures that young people have lots of places where they can seek advice, whenever they need it, and have confidence they are getting consistent, quality support no matter who they turn to.

Most importantly, this Framework responds to what young Tasmanians have told us they want and need. It empowers them to know what support they should expect, how to ask for it, and who they can go to. It supports adults to meet them wherever they are along their life, learning or work journey and have a conversation that makes the next step seem possible.

A more comprehensive background document will accompany this Framework, outlining

- Why this Framework is essential for Tasmania
- The national and international models and evidence that support our approach
- The consultation and foundational work with our partners across industry, community, and the not-for-profit sector that has informed this work.

Key resources that have informed the *Tasmanian Life, Learning and Work Framework* include:

The Australian Blueprint for Career Development - National Careers Institute, Department of Employment and Workplace Relations, Commonwealth of Australia, Canberra, 2022.

Available at <https://content.yourcareer.gov.au/sites/default/files/2023-02/Australian%20Blueprint%20for%20Career%20Development%20FINAL.pdf>

Gatsby Benchmarks (<https://www.gatsbybenchmarks.org.uk/>) and Good Career Guidance: The Next 10 Years – The Gatsby Charitable Foundation, London, November 2024. Available at <https://cdn.gatsbybenchmarks.org.uk/app/uploads/2024/11/good-career-guidance-the-next-10-years-report.pdf>

Guiding Principles for Career Development Services and Career Information Products 2nd ed. Career Industry Council of Australia, Melbourne, 2020. Available from: www.cica.org.au

Appendix 2

It's important to remember that too much information can be overwhelming, and young people may need support to find, validate, and filter information that can best suit their needs and goals. However, there are lots of online resources available to help young people explore work and study options – the three websites below are a good place to start.

Careerify

Produced by the Department for Education, Children and Young People, the Careerify platform has information, articles and practical resources that can help young people and their parents explore career options and make decisions about school subjects, vocational training, further education and the world of work. Designed to support students from years 9 through 12, Careerify breaks down career decision-making into four simple steps: discovering your interests, exploring your options, making decisions, and practical 'how-to' guides to turn goals into action.

Access Careerify here:

<https://careerify.tas.gov.au/>

myfuture

Developed and managed by Education Services Australia, myfuture is Australia's National Career Information Service, designed to provide unbiased, accessible, equitable and evidence-based career information that empowers young people to explore career pathways, make informed decisions, and navigate transitions into further education or work.

The platform is designed to support career development from primary school through to post-school transitions, with tailored resources for those who guide and influence students' career choices.

Access myfuture here:

<https://myfuture.edu.au/home>

YourCareer

YourCareer is the Australian Government's online platform for career information and resources. This resource is for all people seeking information and guidance on work and study options, however it does include a dedicated School Leavers Information Kit and other resources to support young people making the transition from school to further education, training or work.

Access YourCareer here:

<https://www.yourcareer.gov.au/>

Appendix 3

Draft Life, Learning and Work Conversation Guide

Note that this guide provides prompts that *may* be used as part of a Life, Learning and Work conversation. They can and should be adapted to what they young person wants, needs, and feels comfortable with at the time of the conversation.

Conversation Guide 1: Imagining

Scenario: Young person is unsure of their work and study goals and is seeking support to build personal awareness, identify personal strengths, likes and dislikes, develop life, learning and work goals, and determine next steps to progress.

Conversation topic	Example questions and <i>prompts</i>
Privacy and confidentiality	<i>Inform young person about policies on privacy, confidentiality, safe use of information.</i>
Health and service engagement	If you are ok with sharing, do you have any health issues that may affect your experience of education or employment? Are you connected in with any services at the moment?
Understanding young person – Current Circumstances	How do you currently spend your time? <i>Prompting:</i> <ul style="list-style-type: none"> • <i>Are you currently studying?</i> • <i>Play any sports?</i> • <i>Hobbies? E.g. listen to music, play video games</i>
	If you could decide how you spent your time in a week, what would you choose to do? <i>Prompting:</i> <ul style="list-style-type: none"> • <i>If in school, which classes would you enjoy most?</i> • <i>Outside school, which activities would you do / places would you go?</i>
Previous employment experience	Have you had any experience of work? <i>Prompting:</i> <ul style="list-style-type: none"> • <i>Employment</i> • <i>Work experience</i> • <i>Volunteering</i>

	What were they? How long?
Strengths & Interests	What else do you enjoy doing?
	What else are you good at?
	What skills do you have that would be useful in a workplace?
	What would you like to be good at if you had chance?
Values	<p>Often it's helpful to think about our values when exploring what we'd like our lives to be like. What values do you hold that might affect your choices of work and study?</p> <p><i>Prompting:</i></p> <ul style="list-style-type: none"> • <i>Examples: financial stability, work-life balance, ethics of workplaces.</i>
Dislikes	<p>What kinds of things do you not enjoy?</p> <p><i>Prompting:</i></p> <ul style="list-style-type: none"> • <i>Specific school subjects</i> • <i>Types of learning (e.g. sitting at a desk for too long)</i> • <i>Previous jobs roles, volunteering or work experiences? Any aspects that you didn't enjoy?</i>
	<p>Are there types of learning or work that you want to avoid?</p> <p><i>Prompting:</i></p> <ul style="list-style-type: none"> • <i>Examples: outdoors, nightshift, labour intensive.</i>
	What things do you put off doing?
Learning Preferences / What Helps?	<p>Which ways of providing information help you learn the best?</p> <p><i>Prompting:</i></p> <ul style="list-style-type: none"> • <i>Written instructions?</i> • <i>Hands on?</i> • <i>Verbal instructions?</i> • <i>Mix of methods?</i>
	<p>What kind of work/study/school settings help you do your best work?</p> <p><i>Prompting:</i></p> <ul style="list-style-type: none"> • <i>practical/hands-on learning or work opportunities such as an apprenticeship</i>
	Are there any adjustments/considerations that could be made to a workplace or school setting that would help you feel more comfortable and confident?
	At school/work/study what makes you feel comfortable? At school/work/study what makes you uncomfortable?

Work or study Goals	<p>What work, study or career goals would you like to set? <i>Prompting - examples:</i></p> <ul style="list-style-type: none"> • <i>Practical support to navigate job/study information</i> • <i>Support to make decisions</i> • <i>Resume support</i> <p>What do we need to do to achieve these? <i>Prompting - examples:</i></p> <ul style="list-style-type: none"> • <i>Create resume</i> • <i>Apply for x number of jobs</i> <p><i>RJH/org worker shows the young person a career action plan, how the information they've already provided will inform this and sections to add to next time.</i></p>
Network / Influencers	<p>Who are the people in your life that could support you with decisions about work and study? <i>Prompting:</i></p> <ul style="list-style-type: none"> • <i>School staff (teachers, youth workers, career practitioners)</i> • <i>Guardians</i> • <i>Friends</i> • <i>Community (sporting club, place of faith etc)</i>
Follow-Up	<p><i>Youth worker arranges follow up session to firm up career goals and finalise career action plan.</i></p>