

Implementation Toolkit



Tasmanian Life, Learning and Work Framework

A practical approach to support all young
Tasmanians through their journey to work

Tasmanian Life, Learning and Work Framework

Purpose and vision

The Tasmanian Life, Learning and Work Framework is a practical, universal approach to supporting young people as they navigate the journey from school through further learning and into work. It focuses on the basics so that all young people in Tasmania can access support that is relevant and tailored to their needs and aspirations.

It responds to profound changes in the nature of work, education, and young people's transitions to adulthood, and to what young Tasmanians have told us they need: trusted conversations, clear information, and real opportunities to gain experience and build connections — available wherever they are, whenever they are ready, and for as long as they need them.

Most importantly, the Framework puts the young person — not systems — at the centre. Through a long-term, whole-of-life lens, the Framework is designed to support confident, informed transitions through education, training and employment, recognising that:

- Learning and work pathways are not linear
- Young people will change direction
- Support needs to flex as circumstances change

The Framework provides a shared language and minimum level of support that every young Tasmanian should be able to expect, regardless of where they live, learn or seek help.

The Framework uses simple, inclusive language grounded in a commitment to young people's success and wellbeing across their whole life. It frames exploration and decision-making through practical, relatable questions:

- What do I enjoy and what am I good at?
- What could I be good at if I had the chance?
- What do I need to know or learn to get there?
- Am I heading in the right direction — or do I need to change course?

This approach reduces pressure to “get it right” and make important career decisions before they're ready, and supports young people to build confidence and capability over time.

Core elements of the Framework

The Framework recognises three broad stages of career readiness that young people move through over time:

- **Imagining** — building awareness, interests and early goals
- **Exploring** — testing options, refining plans and gaining experience
- **Navigating** — actively progressing through pathways and making adjustments

These stages are progressive but not linear. A young person may move back and forth as their circumstances change, or their interests and goals evolve.

The Framework comprises three essential and universal types of support, delivered in ways that are tailored to a young person’s age, needs, and stage of career readiness.

<p>Life, Learning and Work Conversations to help young people</p> <ul style="list-style-type: none"> • Build awareness of their interests, strengths and values • Develop and refine goals over time • Make sense of choices and next steps • Build confidence, resilience and motivation 	<p>Life, Learning and Work Information that is accurate, timely, and relevant, supporting young people to</p> <ul style="list-style-type: none"> • Understand education, training and work options • Learn about prerequisites, pathways, pay and conditions • Make informed decisions at key points 	<p>Life, Learning and Work Opportunities and Connections that enable young people to</p> <ul style="list-style-type: none"> • Explore different learning and work environments • Gain practical experience • Build relationships with employers, mentors and community networks
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These specific types of support are critical for turning aspirations into action and ensuring pathways feel achievable, not abstract.

Implementing the Framework

Young people seek guidance from many people, not just career practitioners. The Framework is designed so it can be used by anyone who supports young people, including:

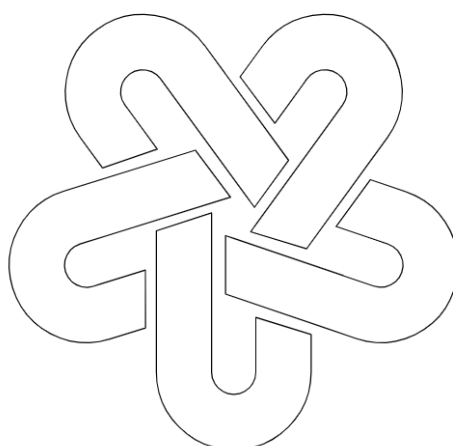
- Teachers and educators
- Youth workers and community organisations
- Employers, supervisors and industry mentors
- Parents, family members, and other trusted adults

By creating a shared approach, the Framework helps ensure that advice is consistent and young people can access support wherever they engage – no wrong door.

The Framework will be implemented across the five key settings where young people typically access support:

Secondary Education:
Embedding career conversations and exposure opportunities within school curriculum and programs

Community: Jobs Hubs, community and not-for-profit organisations, employment services – connection to local services, supports and opportunities

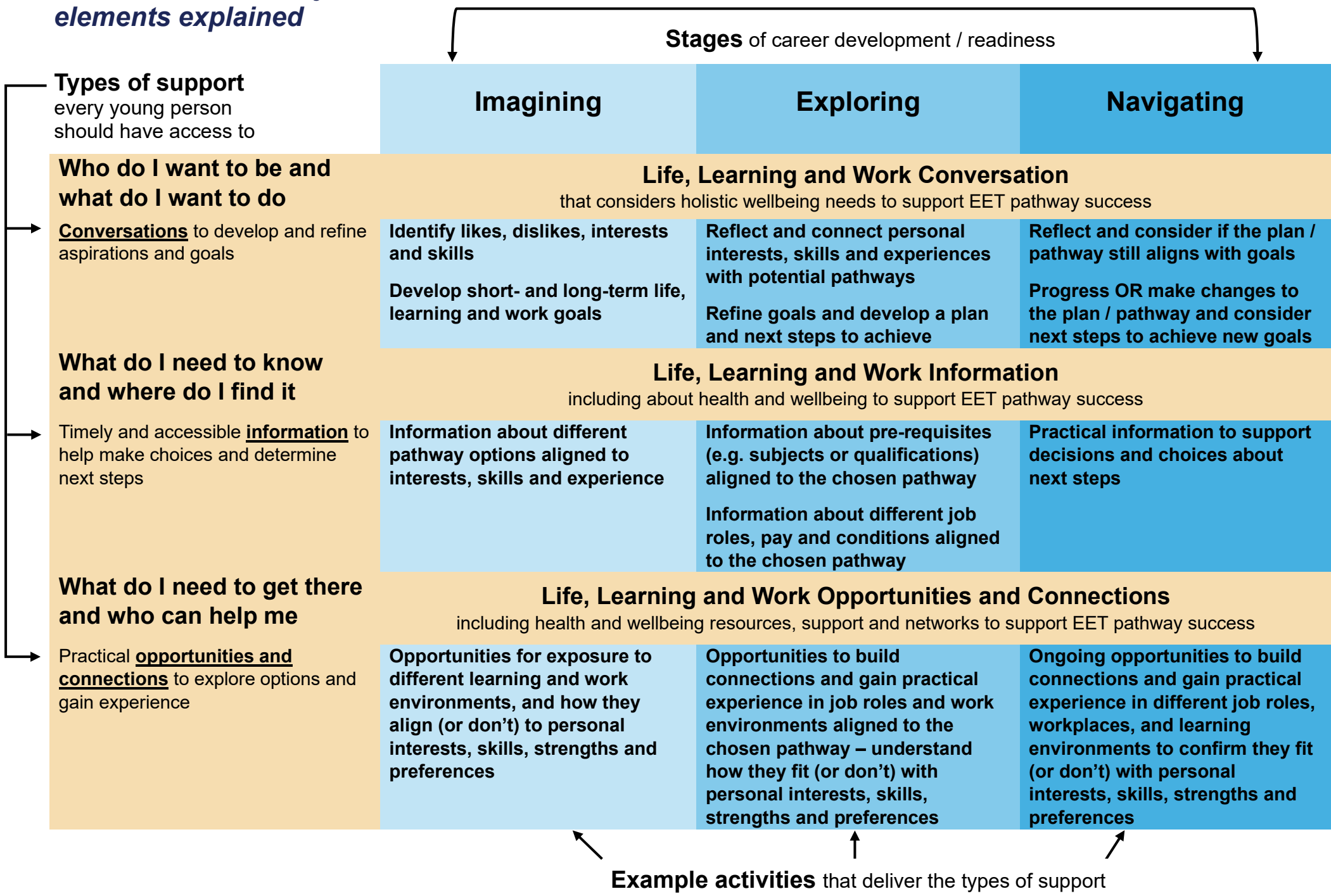


Tertiary / Post-secondary Education: Providing structures guidance, industry linkages, and re-entry pathways for learners

Employment and Industry: Workplaces and industry bodies delivering practical experience, mentoring, and entry points into jobs

Personal Relationships:
Families, carers, and other trusted adults provide a point of personal connection, equipped to encourage and guide

The Framework – key elements explained



Conversation guide (draft)

This guide provides example questions and prompts to help the young person build personal awareness, apply information, and leverage opportunities and connections to make decisions and choices about next steps. It also prompts next steps and provides some example activities based on the young person's response.

This example focuses on the imagining and exploring phases of career readiness. Feedback on this draft will inform the development of a conversation guide for young people in the navigating phase.

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

Conversations to develop and refine aspirations and goals

Example questions and prompts

- What are you enjoying right now? What sort of things do you like to do in your spare time?
Prompts: do you like to play or watch any sports? Listen to or make music? Do you like cooking, or making things? What do you like to do when you have down time, e.g. watch movies, read, spend time in nature, play video games, hang out with friends etc.
- What do you think you're good at?
Prompts: Are you good at talking to people? Making or building things? Following instructions e.g. a recipe?
- What are you interested in / enjoy learning about?
Prompts: what subjects do you / did you most enjoy? What about them do you / did you enjoy? What things do you like learning about outside of school?
- What would be your dream job?
Prompts: it doesn't have to be something you think is possible/realistic – whatever you would love to do if you had the chance.
- What matters most to you in a job?
Prompts: might be pay, workplace culture, flexible work OR stable work, working in a team or working independently.
- When you think about your future, what matters to you?
Prompts: some examples might be family, type of work/job, going on holidays/travelling, where you want to live.

Follow-up actions and example activities

- Affirm and link the young person's unique likes and dislikes, skills and attributes, and personal values to different jobs, industries, or learning options.
- Start exploring life, learning and work goals (short, medium, or long-term) that align with their preferences and values.
- Explore pathways to achieving those goals, being mindful of their preferences and values, e.g. do they want to work/study close to home; do they want to pursue employment opportunities that offer flexibility.
- Agree on some practical actions / next steps and a timeframe to complete them, e.g.
 - write a job wishlist that includes all the things you'd like in a job
 - research a one of the jobs / industries we discussed
 - speak to a teacher about subject choices.Clearly identify what you are going to do and what the young person is going to do.
- Organise a follow-up conversation.

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

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

Example questions and prompts

- Do you know what sort of jobs / industries there are where you live, or want to live?
Prompts: there are job roles available that may not be known or visible, including through the hidden job market.
- Do you know where / how to look for different jobs?
Prompts: does the young person current know about / use online job platforms? Social media? Personal networks?
- Do you know what subjects / courses / licences you might need for those jobs?
Prompts: some jobs have pre-requisite qualifications or licences – do you know what's required, what's involved, where to find out more?

Follow-up actions and example activities

- Help locate and explain / contextualise labour market information, including information about pathways to those jobs, education and skills requirements, employment opportunities.
- Help to explore different online job boards / recruitment platforms and understand job application processes.
- Help locate and explain / contextualise information about where relevant study options are offered, local training providers, cost, enrolment processes and entry requirements.

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

Practical opportunities and connections to explore options and gain experience

Example questions and prompts

- Do you know what it's like to work outside all day?
Prompts: this type of work might require physical fitness, may be in all kinds of weather, may require different workwear / PPE (including sunscreen!).
- Do you know what it's like to work in an office?
Prompts: this type of work might involve long periods of sitting and computer-based work, open-plan office etiquette.
- Is there anyone you know and trust that you can talk to about what their job is like?
Prompts: identify if the young person has personal connections that could support a conversation about work.

Follow-up actions and example activities

- Connect the young person with someone who works outside, or work in an office, to provide insight.
- Use existing / local networks to help young person to find a workplace that can provide work experience, and help them prepare – ensure they know what to wear, what to bring, what time they need to be at the workplace, basic workplace expectations / etiquette.
- Support the young person to connect with someone they can have a conversation about their work, and to prepare for the conversation (how to initiate the conversation, how to introduce themselves, useful questions to ask, etc.).
- Identify other supports they might need – learning support, financial assistance, career development tools (resume and cover letter writing), clothing or tools etc.

Feedback Survey

We are inviting individuals and organisations that provide formal and informal career services and advice to young people to help us test how the Framework works in practice and explore how it can support them to guide and empower young Tasmanians to make decisions and take next steps to progress their life, learning and work goals.

This short survey will help us understand what works well, what could be improved and what resources or tools might be needed to use the Framework effectively.

Opportunities for young people to provide input and feedback will occur separately and are currently underway.

The Framework

1. Is the Framework document easy to understand?

Yes No

If NO: what parts are difficult to understand?

Type answer here

If NO: What would make it easier to understand?

Type answer here

2. Do the stages of career readiness (Imagining – Exploring – Navigating) accurately reflect how young people experience and progress along a life, learning and work pathway?

Yes No

If NO: please describe how you think young people experience and progress along a life, learning and work pathway.

Type answer here

3. Do the types of support (Conversation – Information – Opportunities and Connections) provide what young people need to make decisions and take next steps?

Yes No

If NO: please describe what other types of support young people need to make decisions and take next steps?

Type answer here

4. Do you think the Framework will complement and support your existing practice approach?

Yes No

If NO: please describe changes would be needed for the Framework to complement and support your existing practice approach.

Type answer here

Resources and support

1. Did the draft Conversation Guide help you to have a meaningful (formal or informal) life, learning and work conversation with the young person?

Yes No

If NO: please describe why you think it was not helpful in supporting that conversation.

Type answer here

2. Did the draft Conversation Guide help you support the young person to plan follow-up actions and next steps on their life, learning and work pathway?

Yes No

If NO: please describe why you think it was not helpful in supporting the young person to plan follow-up actions and take next steps.

Type answer here

What else could be added or improved?

Type answer here

3. What other resources / tools / guidance would make it easier to use this Framework and/or embed within your existing practice approach?

Type answer here

Youth feedback / experience

1. How did the young person respond to the Framework's language, i.e. 'Life, Learning and Work' instead of 'Careers'?

Type answer here

2. How did the young person respond to the style, format and flow of the life, learning and work conversation?

Type answer here

3. Did the young person identify any specific tools / resources / information that might be helpful to them as they explore and progress a life, learning and work pathway?

Type answer here