

Careers Guidance in Tasmania- Scan of Key Tasmanian Settings

Final Project Report



Prepared for: Tasmanian Department of State Growth

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Acknowledgement of Country & Stakeholder Engagement

I acknowledge the palawa and pakana peoples as the Traditional Owners of lutruwita/Tasmania. For tens of thousands of years, this land has been a place where young people were guided in skills, knowledge, and values for life. We honour that tradition by recognising learning as a lifelong journey, and by working with respect for culture, history, and Country in all that we do to support and guide Tasmania's youth.

Thankyou to the Department of State Growth team for this opportunity. This project was made possible through the engagement of stakeholders and policy makers across Tasmania. Career practitioners, educators, community service providers, industry partners, and government representatives shared not only their operational insights and program models, but also candid reflections on challenges and pain points, lessons learned, and the lived realities of young people navigating education-to-employment pathways. These exchanges went beyond information-sharing, with many participants offering examples of place-based practice, innovative partnerships, and adaptive approaches that are already making a difference in communities across the state.

Dr Jess Woodroffe- The Peter Underwood Centre



About the Peter Underwood Centre + the Research Team

This work aligns closely with the mission of the Peter Underwood Centre for Educational Attainment, a partnership between the University of Tasmania, the Tasmanian Government, and the Office of the Governor. Established in 2015 and named in honour of the late Governor Peter Underwood AC, the Centre reflects his belief in the transformative power of education. Its purpose is to help young Tasmanians flourish by combining research, practical initiatives, and community partnerships to improve learning outcomes.

The project team brings deep expertise in policy, research, and issues affecting young Tasmanians, including career education, work-based learning, and community engagement. Dr Jess Woodroffe, an experienced academic, has worked extensively with government on education policy and leads research on community partnerships and career pathways. As Academic Coordinator of Partner Programs, she oversees formal learning partnerships with Tasmanian schools, TASC, and sector bodies to expand pathways into further education and training. Leanne McLean, Director of the Centre and former Tasmanian Commissioner for Children and Young People, has led significant education and social policy reforms.

Executive Summary

This report presents a comprehensive scan of Tasmania’s career guidance and support systems, spanning non-government schools, community organisations, Regional Jobs Hubs, TasTAFE, the University of Tasmania, and key intermediaries such as The Smith Family, MAS National, and the Beacon Foundation. It reveals a network of committed providers delivering innovative, place-based services underpinned by trusted one-to-one relationships, small caseloads, and integration of career development with wellbeing and practical supports such as housing, transport, health, and digital access. These approaches are particularly effective for Aboriginal, CALD, neurodiverse, and disabled young people, as well as those in rural and regional communities.

Fifteen elements of effective practice were identified across sectors. Strongly evident strengths include the integration of career and wellbeing support, culturally responsive and inclusive approaches, meaningful industry exposure, adaptability to local contexts, and sustained engagement with young people. These features provide a strong foundation for system-wide improvement.

However, persistent structural challenges remain. Career Development Learning (CDL) often begins late—typically in Year 9 or later—despite robust international evidence (OECD, 2021; Musset & Kureková, 2018; Holman, 2014) showing that early, continuous guidance improves aspirations, decision-making, and post-school outcomes. Access is uneven, with patchy regional coverage, transport barriers, and inconsistent work-experience brokerage. Practitioner qualifications and use of national frameworks vary significantly, limiting quality and consistency. System fragmentation hinders the realisation of a “no wrong door” approach, and short-term, insecure funding seems to undermine workforce stability and long-term service continuity. Careers support at the tertiary level is limited, with minimal availability of one-to-one guidance at key transition points.

The scan points to opportunities for improvement including establishing consistent statewide frameworks and qualifications; embedding earlier and continuous career education in schools; building stronger integration between education, training, community, and employer sectors; embedding trauma-informed and culturally safe practices across all delivery; creating a shared referral and data backbone; scaling intermediary and outreach models for rural service delivery; expanding employer-engagement brokerage; embedding joint professional development across sectors; and rethinking resourcing for young people in the youth justice system.

The findings align closely with the *Tasmanian Youth Jobs Strategy (2024–2030)*, supporting its priorities for early intervention, industry engagement, coordinated systems, and equitable access. They also reflect the *Australian Blueprint for Career Development*, the *CICA Professional Standards*, and the *Gatsby Benchmarks of Good Career Guidance*, which collectively call for early and embedded CDL, qualified practitioners, meaningful employer engagement, and consistent quality standards.

From this evidence, four strategic priorities emerge for potential action and reform:

1. Mandate early, equitable CDL provision across all schooling sectors.
2. Build a shared referral and data backbone to coordinate services, reduce duplication, and monitor coverage.
3. Invest in professional learning to lift practitioner capability and ensure statewide consistency.
4. Provide stable, multi-year funding to sustain relationship-based, locally responsive delivery.

Grounded in the mapping of more than 30 programs and services, over 50 hours of stakeholder interviews, and cross-analysis against national and international frameworks, this report offers a clear sense of career guidance and support in action as well as improvements for the future. While we do not have the voices of young people themselves or of government schools, these findings inform a set of recommendations for policy, funding, and practice that focus on expanding equitable access, embedding consistent quality standards, strengthening professional capability, and enhancing system coordination. Embedding Tasmania’s proven strengths into a coherent, evidence-based policy and funding framework will ensure that every young person—regardless of location, school type, or personal circumstance—has equitable access to the guidance, skills, and connections they need to thrive in education, employment, and life.

Section 1: Introduction

High-quality career guidance is internationally recognised as a key driver of successful education-to-work transitions, raising aspirations, and building adaptability in an evolving labour market (OECD, 2021; Mann et al., 2020). For young people experiencing social, geographic, or economic disadvantage, sustained and equitable access to Career Development Learning (CDL) can break down barriers to participation and improve long-term life outcomes. International research (OECD, 2021; Musset & Kureková, 2018; Holman, 2014; Watts, 2014) highlights that early, continuous, and embedded CDL—ideally beginning at the start of secondary school supports better decision-making, stronger post-school outcomes, and reduced disengagement from education, training, or work.

This report presents the findings of a statewide scan of career guidance provision in Tasmania, undertaken by the Peter Underwood Centre for the Department of State Growth between June and August 2025. It offers a comprehensive contemporary mapping of provision across non-government schools, community organisations, Regional Jobs Hubs, TasTAFE, the University of Tasmania, and key intermediaries such as The Smith Family, MAS National, and the Beacon Foundation, with indirect insights into government school practice.

The research combined extensive qualitative and documentary evidence mapping of more than 30 programs and services, over 50 hours of in-depth stakeholder interviews with more than 40 practitioners and sector leaders, and a review of program documents, policies, and service data. Summary tables, service snapshots, and a cross-sector evidence matrix are provided in the appendices of this report to support transparency and analysis or comparison where required.

Fifteen elements of effective practice emerged from the scan. These include early and developmentally appropriate engagement, trusted one-to-one relationships, integration of career guidance with wellbeing and practical supports, culturally responsive and inclusive delivery, genuine industry exposure, and place-based flexibility that reflects local contexts. While these elements set a benchmark for quality, they are not yet universal. Persistent challenges remain—patchy regional coverage, inconsistent practitioner qualifications, weak referral integration, and under-resourcing of enablers such as licences, digital access, and transport. Funding instability and reliance on short-term contracts further undermine service continuity and workforce retention. In the tertiary sector, limited specialist staffing and minimal routine one-to-one guidance at key transition points leave many students without tailored support.

These findings align closely with the Tasmanian Youth Jobs Strategy's (2024–2030) goals for early intervention, strong industry engagement, coordinated delivery, and equitable access. They also reflect the Australian Blueprint for Career Development (ABCD) emphasis on building self-awareness, career exploration, and management skills from early secondary years; the Career Industry Council of Australia (CICA) requirements for qualified, well-informed practitioners; and the Gatsby Benchmarks' call for sustained employer engagement and personalised guidance. Provision was analysed against the Professional Standards, the Gatsby Benchmarks of Good Career Guidance.

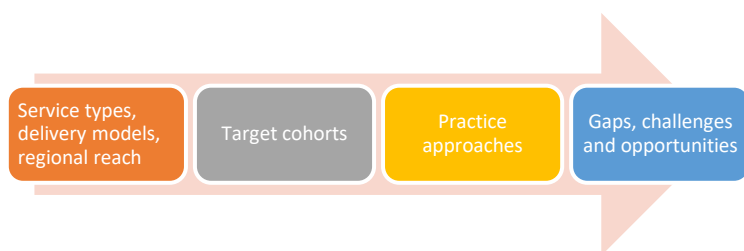
While government school careers leaders were not interviewed directly, multiple stakeholders observed that many public schools have limited dedicated careers staff and inconsistent CDL provision—an area requiring further research with the Department for Education, Children and Young People. The scan also did not capture the perspectives of young people or employers, representing key priorities for future work.

The report moves from evidence to action. It first outlines the methodology, then presents key findings, distils these into the fifteen elements of effective practice, maps them to the Tasmanian Youth Jobs Strategy, and identifies strategic levers for policy and investment. It concludes with recommendations designed to build on Tasmania's strongest local practice while addressing identified gaps, ensuring an equitable, consistent, and high-quality career guidance system for all young Tasmanians.

Section 2: Project Approach

This section provides a broad overview of relevant policy developments in relation to supporting LGBTIQ+ students in Tasmanian schools and a brief literature review to establish the context for the study. The aim of this project was to develop a comprehensive, evidence-based understanding of careers guidance and support provision across Tasmania, with particular focus on:

- ✓ Service types, delivery models, and regional reach.
- ✓ Target cohorts (school-aged, post-school, vulnerable, disengaged).
- ✓ Practice approaches, frameworks, and alignment
- ✓ Gaps, challenges, and opportunities for improvement.



To understand how careers guidance is delivered across Tasmania, information was gathered and analysed from multiple sources and sectors. The scope included all sectors involved in career development – non-government schools, community organisations, Regional Jobs Hubs, VET and tertiary institutions, and intermediary bodies.

A multi-source qualitative data collection strategy was used to ensure breadth and depth of information and the inclusion of voices from multiple sectors and all regions. We reviewed program descriptions, websites, and existing reports, and spoke directly through interviews with 40 stakeholders delivering services- from schools and community organisations to Jobs Hubs, TasTAFE, and the University of Tasmania. Additional consultations were undertaken by Sinead Gibney Hughes with Jobs Hubs across all regions. Insights from these sessions have been incorporated into this project stream to enrich the overall findings. Each interview lasted approximately one hour and was primarily conducted via Microsoft Teams- more than 50 hours of conversation was collected. Participants received a set of broad, indicative questions at the time of invitation to guide the conversation and were able to follow up with further insights or program information following the interviews. Any extra data received was analysed with the transcripts. A further detailed analysis of the professional background of interview participants and their key contribution to the findings is found in Appendix 3.

Information was organised into a statewide service snapshot showing:

- ✓ Where services operate (e.g.- service types, delivery models, and regional reach)
- ✓ Which groups they target (e.g., school-aged, post-school, vulnerable or disengaged).
- ✓ What activities they offer (e.g., career counselling, workplace visits, mentoring, pathway planning).
- ✓ What practice approaches are in place (eg- frameworks and qualifications and professional learning guiding their work).
- ✓ Referral pathways, gaps, challenges, and opportunities for improvement.

We then coded and compared the data to find common themes, strengths, and gaps. This included mapping service coverage by region and cohort, and then later comparing local practice to national career development frameworks. This approach allowed us to analyse and the validate:

- ✓ What's working well.
- ✓ Gaps in access, quality, or consistency.
- ✓ Key elements of practice

Figure 1 below shows the project methodology via three sequential phases.

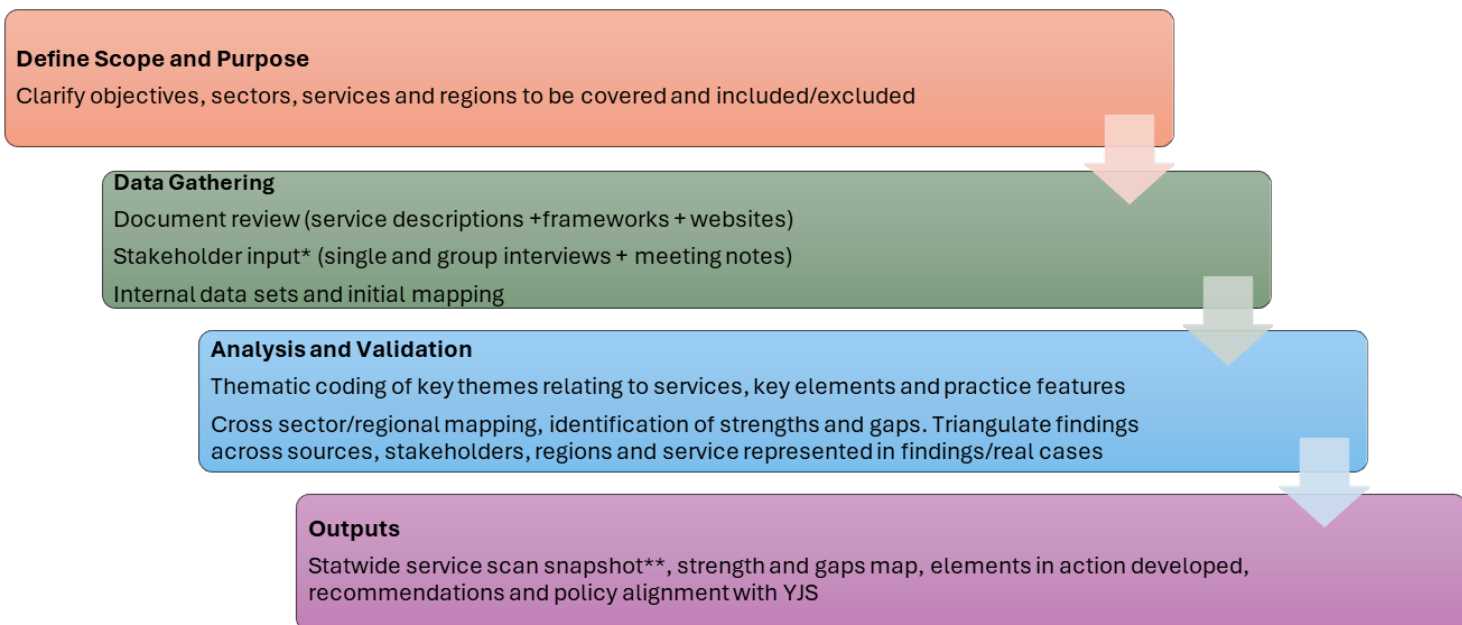


Figure 1: Project Methodology

A list of stakeholders interviewed for this project can be found in Appendix 3

**A full expanded table of the career's guidance and support stakeholder scan and analysis is found in Appendix 5

Section 3: Key Findings

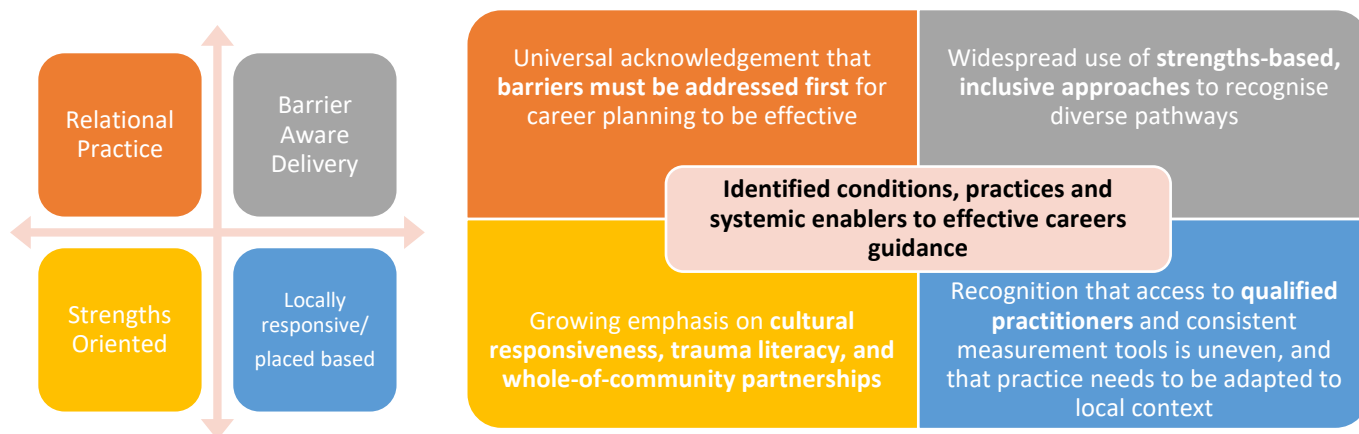
Finding 1: There are consistent conditions, practices and systemic enablers seen to underpin effective careers guidance in Tasmania

This project shows that Tasmania's career guidance and support system is diverse, flexible, and deeply place-based. Stakeholders from schools, community organisations, VET, and tertiary sectors were able to evidence or speak to all seven career guidance activity bands used in this analysis, from career education and information to workplace exposure, mentoring, and job-search support (see Appendix 5). Some activity types were clearly more prominent than others. For example, weaving intensive counselling and mentoring together with practical career information, pathway planning, workplace exposure, and job-search help was not uncommon in some services. This approach was particularly evident in community-based programs and well-resourced school settings, demonstrating the capacity to integrate relational, barrier-aware support with practical, real-world career development learning.

These findings align with the project's core themes and its practice links to the Tasmanian Youth Jobs Strategy. The project scan reveals that effective career support-whether delivered in schools, VET, tertiary, or community settings-works best when it is relational, barrier-aware, strengths-oriented, and locally responsive.

- *Relational approaches*-trusted, personal connections between practitioners and young people are the foundation for meaningful career conversations.
- Delivery is *barrier-aware*, with many services addressing basic needs and materials basics amongst young people housing, transport, wellbeing, and identification (eg- birth certificates) needs as essential precursors to career planning.
- Providers use *strengths-oriented approaches* that celebrate and enable diverse pathways, from VET and trades to university, volunteering, and entrepreneurship.
- Successful models are also *locally responsive*, tailoring support to the community's economic profile, geography, and service ecosystem, and leveraging place-based partnerships to make opportunities tangible and relevant.

The figure below shows the identified conditions, practices and systemic enablers seen to underpin effective careers guidance.



Finding 2: There is diverse but fragmented provision

This project confirms that Tasmania has a diverse and interconnected ecosystem of career guidance and support, with delivery concentrated in several key sectors:

- *Community and NGO providers* – Organisations such as City Mission, YFCC, Homebase, Headspace, The Smith Family, and the Migrant Resource Centre deliver wrap-around, trauma-informed, and strengths-based services, often for vulnerable or disengaged young people. These services integrate career guidance with wellbeing, housing, mental health, and practical life skills. In over one third of interviews, providers reported delivering career-related support even when not specifically funded to do so, reflecting a strong commitment to meeting client needs.
- *Regional Jobs Hubs* – Operating across Tasmania’s regions, these hubs provide localised brokerage, employer engagement, and school outreach. Engagement in schools is variable, with some hubs deeply embedded in Year 9–12 exposure and work readiness activities, and others primarily supporting job-seeking and transitions for young adults.
- *Independent and Catholic schools* – Many have dedicated, qualified careers staff delivering scaffolded programs from Year 9–12, often aligned with best-practice frameworks such as the Australian Blueprint for Career Development (ABCD), CICA Standards, and the Gatsby Benchmarks. Provision is consistent, well-resourced, and supported by structured partnerships with industry and community.
- *VET and higher education* – TasTAFE and the University of Tasmania integrate career-related learning into some courses and offer industry exposure especially in vocational training and degrees, but reach is inconsistent given their combined enrolment of more than 50,000 students. Both sectors have very limited specialist careers staff and minimal routine one-to-one guidance, leaving many students without tailored support compared to other jurisdictions.
- *Government schools* – While public school provision was outside the direct scope of this project, indirect evidence from NGOs, Jobs Hubs, and industry partners indicates that career education delivery can be highly variable, with many schools reliant on external providers for career education and work exposure.

The findings highlight that while Tasmania’s career guidance ecosystem is multi-layered and well-developed in some sectors, particularly in independent schools and community-based delivery-access, quality, and consistency remain uneven. The findings include concerns that government school students and those in rural or regional areas as most impacted. Figure 2 shows the Tasmanian careers guidance ecosystem in relation to key basic strengths (green text) & limitations (red text).

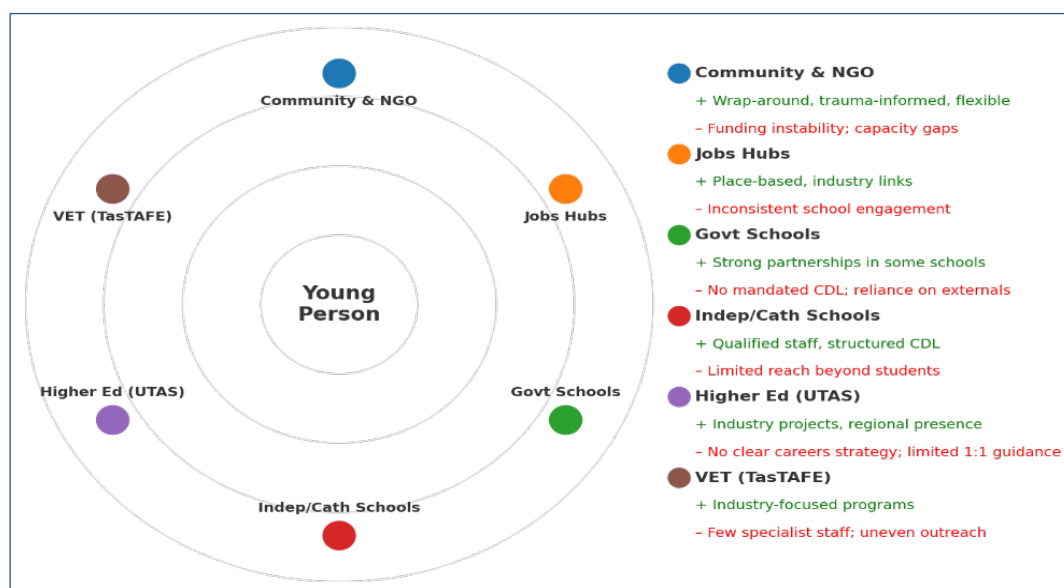


Figure 2: The Tasmanian Career Guidance Ecosystem based on key strengths and limitations

Finding 3: There is uneven access to support and guidance

A further finding from this project indicates that perhaps not surprisingly, access to career guidance and support in Tasmania varies significantly by school sector, geographic region, and student cohort. Thematic analysis confirms that service gaps are not evenly distributed; they are concentrated in locations where geographic isolation, socio-economic disadvantage, and limited-service infrastructure coincide.

In larger independent and Catholic schools, students typically receive continuous, personalised guidance through qualified careers staff and structured programs. While government (DECYP) schools were outside the direct scope of this study, they were mentioned in 29 separate interviews in relation to a perceived lack of dedicated careers staff and identifiable contact points for external providers such as intermediaries. As one community stakeholder noted, *“Sometimes it’s not about policy, it’s about knowing who to ring in a school—that’s the only way you get in.”*

Stakeholders from multiple sectors reported that effective engagement with DECYP schools, as well as non-government schools, often depended on personal connections with key staff rather than consistent, formalised arrangements. Across sectors, the ‘Pathway Planner’ model—previously implemented in Tasmania—was cited repeatedly as an effective mechanism for linking schools with community organisations, industry, and intermediaries. One community based mental health support practitioner explained, *“Pathway Planners knew the schools, knew the employers, and could pull it all together—nothing has since gone close to that.”*

In the Regional Jobs Hub network, not all hubs have dedicated youth support streams; however, even when youth-specific roles were not funded, some hubs responded to requests for assistance or integrated support for young people into broader operations. As one Hub coordinator put it, *“If a young person walks in, we don’t turn them away just because they’re not in our official scope.”* In MAS National, there were clear examples of considerable unfunded effort being put into school-based awareness sessions, aptitude testing, mentor-led coaching and short pre-employment tasters, noting they saw it as *“too important not to—it’s a slow burn, we have to help young people”*. However, the service noted that it was not able to service every school, as much as it would love to be based on the success of the relationships it held with larger DECYP colleges as examples.

Uneven access was also reported in rural and remote communities, where career guidance often depends on infrequent outreach. Stakeholders identified structural barriers including transport availability, insurance requirements, and limited employer capacity, all of which restrict work placement opportunities and sustained place-based support. One youth worker described, *“We can get them excited about a placement, but then there’s no bus, or the employer’s insurance won’t cover them. It falls over before it starts.”* Four areas of effective practice were identified as most at risk in these high-pressure zones:

- ✓ **Stability First** – Career support is delayed when housing, transport, or identification needs are unmet. *“We can’t plan for the future if they don’t know where they’re sleeping tonight.”*
- ✓ **Equity and Cultural Responsiveness** – CALD, Aboriginal, and young people with disability outside metropolitan areas face limited culturally appropriate and inclusive guidance. *“It just doesn’t exist, so this can make it very difficult for a young person unless they can access outreach”.*
- ✓ **Flexible, Responsive Access** – Outreach is irregular or dependent on school invitations, with some NGOs reporting they “do not know how to reach” certain schools or the school has changed personnel leaving previous relationships disrupted.
- ✓ **Place-Based Flexibility** – In regions with few employers, high travel costs, and limited supported placements (particularly for justice-involved youth), exposure to meaningful work environments is restricted.

Evidence from the project scan shows that targeted investment and coordinated inter-agency planning could address these vulnerabilities, ensuring the principles underpinning Tasmania’s career guidance system are delivered consistently statewide. Examples of effective coordination include Ravenswood Neighbourhood House, City Mission, Avidity, and HomeBase. In contrast, some stakeholders reported instances where competition between services—often where multiple providers were funded to support the same cohort in the same locality—resulted in duplication or gaps. As one service manager observed, *“We’re all here to help young people, but sometimes the funding model pits us against each other”* or in the

words of an employment provider “we know we should be getting referrals from some services, but we get none, and that is frustrating when a young person comes to us, and they tell us the referral wasn’t there”.

Analysis of stakeholder evidence shows that waiting lists and urgent service needs are concentrated in specific regions and among particular cohorts, closely aligning with service coverage gaps identified elsewhere in this project. This is, however, not a definitive list given the scope of the project was to explore careers guidance practice and service provision rather than conduct a needs analysis.

Further information on service gaps, waiting lists, and high-need areas is provided in is contained in Appendix 1.

Category	Service / Cohort	Location(s)	Key Issues
Waitlist / Capacity Constraints	City Mission (Youth & Futures Team)	Deloraine, West Tamar, rural outreach sites	Waitlist for outreach services from Launceston.
	Headspace- work and study stream	Hobart only	Not located in North/Launceston- evidence of need.
	HomeBase	Southern Tasmania	Demand for shelter-based and outreach support exceeds capacity; limited transport funding restricts rural access.
	Youth, Family & Community Connections (YFCC)	NW Coast, King Island	Housing and employment coaching demand exceeds capacity; some youth accommodation is full.
	Ravenswood Neighbourhood House	Ravenswood	Program spaces fill quickly due to local unemployment and low literacy- and demand for safe place-based support.
	Jobs Hubs (BEST, Southcentral, NEBHub)	Various regions	No formal waitlists, but services to schools/clients often delayed if invitation or capacity is lacking; Youth Connector funding cuts reduce intensive youth support; some services delivered unfunded due to demand.
	Youth Justice Services	Queenstown, Smithton, other remote towns	Outreach to remote towns is resource-intensive, leading to delays, limited sites to engage youth,
	CALD / Refugee Youth (MRC Tasmania)	Multiple regions	Large caseloads limit career-specific work until Career Navigator pilot launches.
Geographic & System Gaps	Regional & Remote Areas	West Coast, East Coast, King & Flinders Islands, Dorset region	Thin service coverage; infrequent outreach (every 1–2 months); high insurance/transport costs limit work-experience access.
	Public School Sector	Statewide (government secondary schools)	Many schools lack a dedicated careers role; no mandated minimum CDL hours; access dependent on school priorities and NGO partnerships.
	Housing & Stability Support	All regions; esp. Launceston’s outer suburbs, NW Coast, Hobart’s northern corridor	Unstable housing, missing ID, and transport barriers block participation in education/training.
	Post-School Disengaged Youth (15–25)	Statewide	Young people not on Centrelink payments often ineligible for programs like Transition to Work; miss out on intensive one-on-one guidance. Default back to school (even if disengaged) leads to missed opportunities to access support earlier (eg- before too late).
	Specialist Cohorts Needing Tailored Support	Rural and outer metro areas	Youth with disability, neurodiverse learners, First Nations youth in rural areas, and CALD youth outside metro regions receive the least tailored career guidance.

The prominence of place-based models in Tasmania is a critical strength. Literature on rural and regional guidance (Roberts & Green, 2013) and localised employment ecosystems (Hogan et al., 2021) emphasises

that tailoring services to community context improves engagement and relevance. The study's examples—such as Ravenswood Neighbourhood House or regionally embedded Jobs Hubs demonstrate how local trust and relationships can overcome access barriers.

However, this strength is unevenly distributed. In regions where such models are absent, young people face transport, cost, and employer availability barriers to workplace exposure conditions likely to widen opportunity gaps over time.

The University of Tasmania and TasTAFE serve a combined student population exceeding 50,000, yet specialist career services are modest in scale and often disconnected from core learning. This mirrors national findings that tertiary institutions tend to prioritise recruitment and graduation rates over embedded career readiness (NCI, 2022). While both institutions demonstrate examples of effective embedded practice, the absence of comprehensive one-to-one provision—especially for generalist degrees, international students, and rural learners—limits their capacity to prepare all students for a rapidly changing labour market.

Finding 4: The integration of wellbeing and wrap around support is critical

This project's scan shows that in more than two-thirds of providers, career guidance is embedded within multidisciplinary teams that combine youth work, social work, and employment support expertise. These teams frequently offer broader assistance including housing support, mental health intervention, licensing, mentoring, and life-skills development, while maintaining smaller caseloads to allow personalised, sustained engagement. Across the mapped services, many reported using trauma-informed and strengths-based approaches, with flexible delivery designed to meet young people in non-stigmatising, accessible environments. As one community stakeholder noted, *“You can't talk about career pathways if they haven't eaten, slept, or have a safe place to be. We start there first.”*

Outreach is a defining feature of Tasmania's careers support landscape. At least 40% of services provide rural and regional coverage through mobile teams, satellite delivery, or place-based hubs such as Regional Jobs Hubs. Practitioners consistently emphasised meeting young people in 'safe' and familiar spaces—schools, cafés, libraries, or shelters—rather than formal offices, to build trust and encourage participation. One employment mentor explained, *“Our job is to meet them where they feel okay to talk, not where we feel comfortable.”* For this reason, it is almost impossible to provide a geographical map of careers guidance due to the overlap of outreach areas and community sites in which guidance and support can occur.

Voices from the Field – Holistic and Person-Centred Practice

“If they're worrying about where they're sleeping tonight, it's not the time to talk about resumes.”
– Youth Worker, Community Service

“Careers advice is part of the conversation, but it comes after trust. Trust is the real work.” – Career Coordinator, Regional School

“We go where they are—schools, skate parks, the café down the road—because that's where they'll actually talk to us.” – Jobs Hub Youth Connector

“Our mentors help them get a licence, fill out Centrelink forms, find a pair of work boots. Those small wins open the door to bigger plans.” – Program Manager, Community Organisation

“It's about dignity. Meeting them on their terms tells them they matter before we ask them to think about their future.” – Cultural Liaison Worker, CALD Youth Service

Wellbeing triage emerged as a near-universal priority for stakeholders. In 95% of interviews, participants identified the capacity to assess and respond to mental health, safety, and material needs as essential to engagement, particularly for highly vulnerable cohorts. This skillset was viewed as more critical than formal career development qualifications in some contexts. As an employment service leader said: *“If you can’t triage mental health and basic needs, you won’t get to the career conversation at all.”*

These findings indicate that for many providers, the integration of career guidance with wellbeing support is not an ‘adjunct’ but a foundational practice model.

This holistic, person-centred approach aligns strongly with the Australian Blueprint for Career Development (ABCD), which emphasises personal management and transition learning alongside career building, and with the Career Industry Council of Australia (CICA) Professional Standards, which recognise the importance of contextualised practice and ethical responsiveness to client needs. It also reflects the OECD “Career Readiness” indicators, which highlight the role of wellbeing and environmental stability in enabling sustained career engagement. Embedding wellbeing triage within career guidance practice supports the development of informed, resilient, and adaptable young people, consistent with these national and international benchmarks.

Drawing on these models were identified by stakeholders as commonly included assistance with housing, mental health, licensing, mentoring, and the maintenance of smaller caseloads to allow more personalised support. In over two-thirds of services mapped, provision was delivered by multidisciplinary teams, combining youth work, social work, and employment support expertise alongside career guidance functions. Many providers reported embedding trauma-informed and strengths-based approaches, underpinned by flexible engagement strategies to meet young people in accessible and non-stigmatising environments. As one stakeholder explained, *“You can’t talk about career pathways if they haven’t eaten, slept, or have a safe place to be. We start there first.”*

Setting / Location	Examples from Project Scan of Barrier Awareness and Wrap around Support	Key Engagement Features
<i>Education-based</i>	In-school delivery: career workshops, expos, guest speakers, one-on-one counselling (<i>Beacon Foundation, The Smith Family, MAS National</i>). Colleges & alternative education: <i>Back on Track</i> , Tier 4 programs, flexible learning units. Multi-school career expos with employers & training providers.	Builds on existing student attendance; normalises career conversations; integrates with learning; strong reach for younger cohorts.
<i>Community venues</i>	Neighbourhood Houses (<i>Ravenswood, Queenstown, Rosebery, Zeehan</i>). Libraries and community centres for drop-in sessions. - Cafés for safe, informal conversations (<i>Headspace Hobart</i>). Men’s sheds, Scout halls, town halls for skills and community service.	Accessible and non-stigmatising; locally trusted spaces; informal settings reduce anxiety and increase openness.
<i>Specialist youth spaces</i>	Youth shelters/crisis accommodation: <i>Homebase</i> coaching in Colville Place, Mara House. - Youth centres hosting mentoring and readiness programs. - Drop-in youth hubs co-located with mental health/AOD services.	Direct access to vulnerable and disengaged youth; integrates career guidance with wellbeing and life skills; intensive one-to-one capacity.
<i>Employment, training, and industry sites</i>	Employer workplaces for tours, tasters, mock interviews, placements (<i>MAS National, Regional Jobs Hubs, The Smith Family</i>). TasTAFE and UTAS campuses for tasters and course info. - Trade Training Centres for sector-specific skills exposure.	Real-world exposure; builds career identity; helps match expectations with workplace realities; connects learning to employment pathways.
<i>Rural, regional, and remote outreach</i>	Mobile teams visiting towns and islands (<i>MAS National to King & Flinders Islands, West Coast</i>). - Satellite hubs in St Helens, Scottsdale, Sorell, Burnie. Pop-up delivery at festivals, Skills Week, local events.	Extends access to isolated communities; reduces travel barriers; shows presence and commitment; supports localised opportunities.
<i>Health & wellbeing-linked</i>	Headspace centres with embedded vocational specialists. - Refugee settlement hubs (<i>Migrant Resource Centre</i>) with tailored pathway planning. AOD/homelessness services (<i>City Mission, YFCC</i>) linking career guidance to recovery.	Meets young people where they already seek support; addresses wellbeing first; trusted relationships enable deeper career planning.

Finding 5: Practitioner Capability and System Dependence on NGOs

Effective careers guidance is naturally impacted by the personnel delivering guidance and support. The scan revealed that there is significant variation in the training, professional development, and recruitment of those delivering career guidance models in our state. The project scan identified more than 25 different practice frameworks, models, or standards in use across sectors and services (see Appendix 4) self-reported by stakeholders. Some apply nationally recognised career development frameworks such as the Gatsby Benchmarks, Australian Blueprint for Career Development (ABCD), and Career Construction Theory to their daily practice; while others draw on sector-specific or nationally recognised models (e.g., MYAN National Youth Settlement Framework) or internally developed approaches tailored to local contexts and the needs of the young people they serve.

Tasmania's career guidance workforce is highly multidisciplinary, extending well beyond school-based careers staff. Mapped roles include:

- **Career development practitioners** – most common in independent and Catholic schools (e.g., *Scotch Oakburn College, St Patrick's College*).
- **Teachers and education leaders** – often holding careers coordination portfolios in smaller schools.
- **Youth and social work professionals** – central to community-based organisations (*City Mission, YFCC, Headspace*), integrating career planning with wellbeing.
- **Employment services specialists** – active in *Regional Jobs Hubs* and *Transition to Work*.
- **Mental health and wellbeing practitioners** – delivering trauma-informed approaches in services such as *HomeBase* and *Headspace, Workskills*.
- **Community development and cultural liaison workers** – ensuring culturally responsive engagement (e.g., *Migrant Resource Centre*).
- **Employer engagement specialists** – in schools and intermediaries, brokering work placements and industry connections.

Some programs are led by fully qualified career development practitioners, while others rely on youth workers, teachers, or case managers without formal careers training. This variability leads to some concern around consistency for young people, the embedding of national frameworks, and the capacity to evaluate outcomes in a comparable way. What is clear is that providers and practitioners were able to most often, firmly locate, *how* and *why* they support young people the ways they do, most often based on evidence-based approaches to “what works” especially with regards to more vulnerable or disengaged young people in a post school environment.

The findings of this project also point to gaps and risks in provision and delivery of careers guidance in Tasmania. In some regions, geographic isolation, socio-economic disadvantage, or thin service infrastructure mean that these conditions are at greater risk of being unmet. These high-pressure localities, where demand exceeds capacity or opportunities are scarce, are detailed in the following sections and in the Appendix, providing key evidence for a place-based roadmap for targeted investment and the strengthening of the system.

Stakeholder views differed on the balance between formal career qualifications and broader engagement skills:

Voices from the Field – Are career qualifications essential?

- “The qualification gives you the tools and the structure, but if you can’t connect with a young person, you won’t get far.” – Careers Practitioner, Community Sector
- “We need people who can talk labour market, training pathways, and industry trends. Without that depth, you can’t help young people make informed choices.” – Independent School Careers Leader
- “I’d take someone who can build trust and stick with them over someone who’s only focused on ticking framework boxes.” – Youth Worker, Regional NGO

Mapping confirms that Tasmania's delivery model relies on cross-sector collaboration, with many practitioners operating across schools, community services, Regional Jobs Hubs, VET, and higher education. This interconnectedness supports flexibility and local responsiveness but also creates dependencies, particularly on community and NGO providers to fill perceived gaps in public school provision. What is unclear is which services are working most effectively than others, the impact of these partnerships seems important to future policy or evaluation.

Consistent with the project's aim to map and analyse provision across schools, community services, Regional Jobs Hubs, VET, and higher education, the mapping confirms that Tasmania's delivery model is multi-disciplinary. Many practitioners operate across multiple sectors, drawing on varied professional expertise. This interconnectedness supports flexible, locally responsive delivery but also creates dependencies particularly the reliance on community and NGO practitioners to address gaps in public school provision, which in turn impacts equity of access and consistency of service delivery statewide. The network diagram below (Figure 3) illustrates the diversity of these backgrounds and the cross-sector connections underpinning Tasmania's career guidance ecosystem.

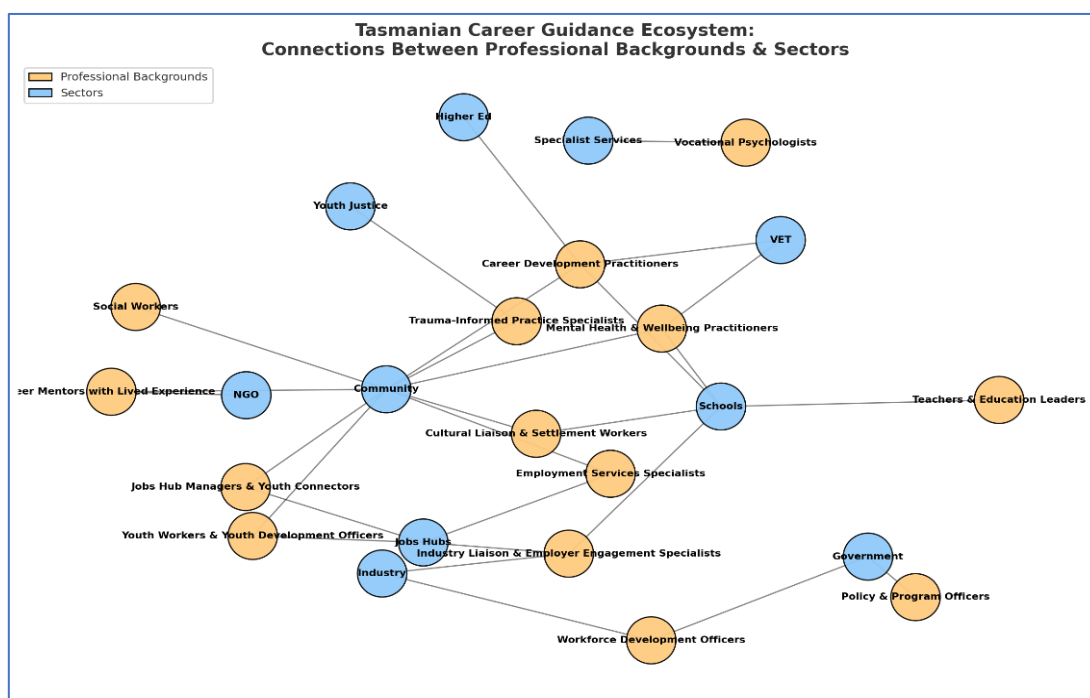


Figure 3: Tasmanian career guidance ecosystem. Connections Between Professional Backgrounds & Sectors

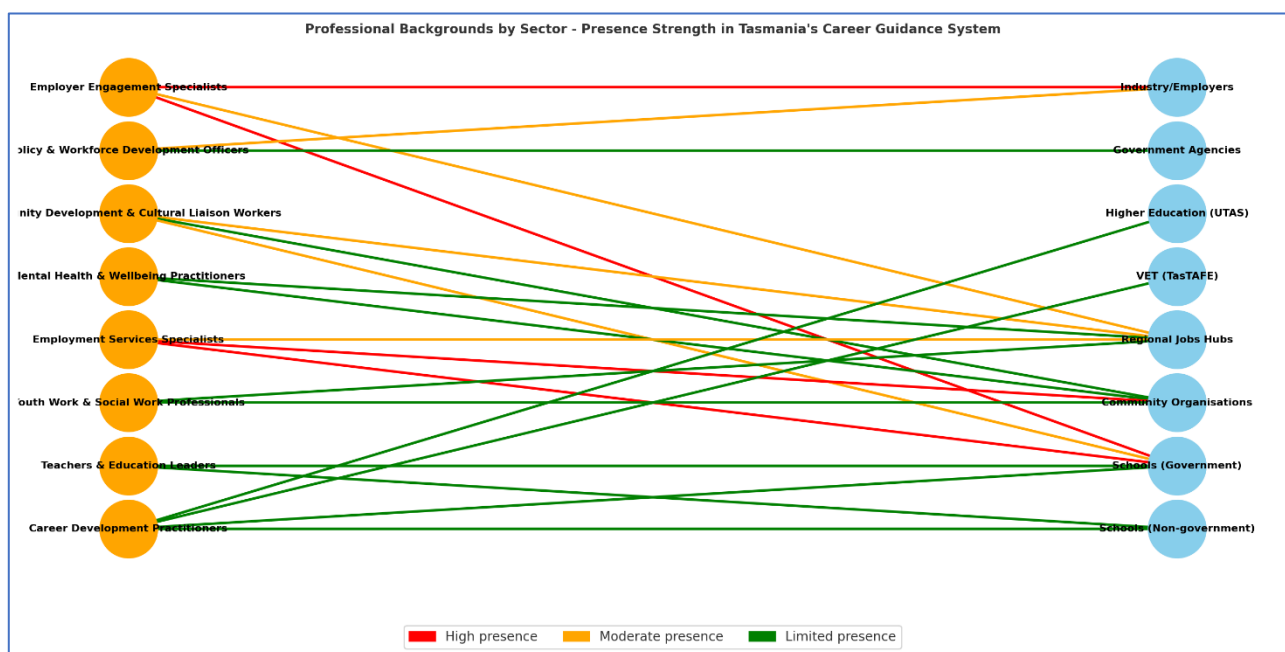


Figure 4: Tasmanian Career Guidance Eco System - Presence Strength in Tasmania's Career Guidance System

The multi-disciplinary nature of Tasmania's career guidance workforce brings flexibility and holistic support, particularly in integrating career advice with wellbeing and life skills. However, the uneven distribution of career development qualifications—concentrated in well-resourced independent schools and specialist NGOs—raises questions about system-wide capability. CICA Professional Standards stress the importance of practitioner training in career theory, labour market information, and ethical guidance; without this, advice may be less comprehensive or misaligned with labour market realities.

The system's reliance on NGOs and community providers, many of whom deliver career support without dedicated funding, is both a strength and a vulnerability. While these organisations often excel in engagement with vulnerable cohorts, their dependence on short-term contracts and program-based funding limits stability—a concern echoed in national policy discourse on sustainable youth services (NCI, 2022).

Finding 6: The importance of early and scaffolded career education

One of the last findings from this scan shines light on the importance of early career education and scaffolding of experiences and information from an early age (eg- late primary school). The scan indicates that across sectors, formal career education in non- government schools in Tasmania typically begins at Year 9, with limited structured provision in Years 7–8. This pattern, observed even in well-resourced independent and Catholic schools, represents a systemic gap in early career exploration. As one careers leader noted, *“By the time we start in Year 9, some students have already disengaged. We need to be planting seeds earlier.”*

Access by NGOs and industry to independent and government schools is largely relationship-dependent, relying on informal networks rather than formal agreements. What we know less about is the consistent age and delivery of career education in DECYP schools. While government schools are often the main focus of intermediary and NGO programs (eg- Beacon, The Smith Family) different funding deeds and key performance indicators were seen to create uneven coverage: with some government schools (eg- low SES) receiving frequent engagement from intermediaries while others have little or no external input. *“We've worked with the same two schools for years, but we can't get a foot in the door with others,”* one community provider observed. DECYP data could help verify the extent of this unevenness and inform more balanced service distribution.

Engagement between TasTAFE and non-government schools was also found to be inconsistent, often dependent on individual staff connections rather than a coordinated outreach framework. As a VET stakeholder explained, *“It's not that we don't want to engage - it's that we don't have a standard pathway to connect with every school.”* Schools reported that they relied on relationships and connections within VET and UTAS to help with career education or support and had noticed that there had been a reduction in activity within their sector: *“Definitely considerable underserving of schools by VET and UTAS, you would be surprised how many low socio-economic families we service and whom need this support- just because we are catholic education doesn't mean we don't have considerable disadvantage in our student base”.*

Stakeholders across community, VET, and higher education sectors reported that limited and uneven school-based career education has direct consequences for post-school pathways. Providers frequently work with early school leavers, unemployed youth, and first-year TAFE or university students who have never engaged in structured career planning. *“We see students in their first semester who are already in the wrong course — that decision could have been better informed years earlier,”* a higher education adviser said. A youth employment worker added, *“A lot of our clients are making big decisions after they leave school, with very little idea of what's out there. By then, the options are narrower, and the stakes are higher.”* TAFE reported that it was *“certainly not uncommon at all to have students enrol immediately post school who have no prior knowledge from their schooling about VET”* including courses and pathways as well as the form of learning.

At a system level, the absence of consolidated state-wide data on school engagement, service reach, and student outcomes limits the ability to plan strategically, identify unmet needs, and evaluate impact. Without such visibility, duplication and gaps persist. As one NGO leader put it, *“We don't always know who's already in a school until we turn up. A shared map would save us all time and make sure no students are missing out.”* Introducing a shared dataset or referral backbone could support more consistent, early career development learning across all schools.

Figure 5 below shines light on how the post school impacts of late, uneven or absent careers education in schools can have flow on effects to post school pathways- an idea strongly supported in the interviews with the tertiary sector.

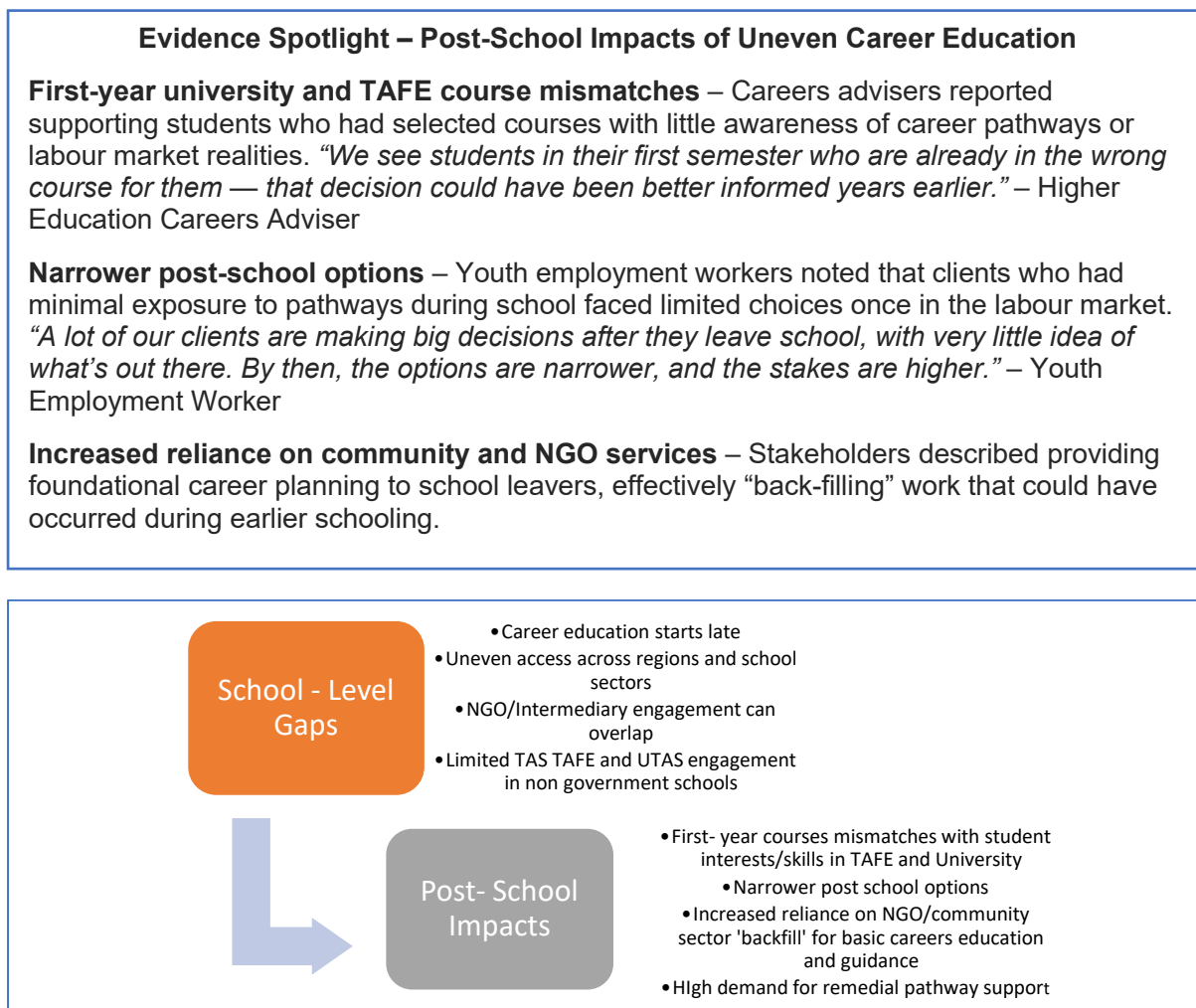


Figure 5: Evidence spotlight - Post-School Impacts of Uneven Career Education

The late commencement of structured career development learning (CDL) in most Tasmanian contexts—typically Year 9—runs counter to international benchmarks (OECD, 2021; Holman, 2014). Early adolescence is a critical period for shaping aspirations and building career management skills (Watts, 2014). When early exposure is absent, the burden of career decision-making shifts to later schooling years or post-school services, often under compressed timelines. Stakeholder accounts of school leavers and first-year tertiary students making poorly informed course or career choices reinforce literature showing that late-stage interventions are less effective and more costly (Musset & Kureková, 2018).

This inequity is amplified for young people in rural and regional areas, low-SES communities, and equity cohorts (First Nations, CALD, disability, youth justice, or homelessness). As Yates et al. (2017) note, these groups often require tailored, sustained support, yet they are least likely to access early and embedded CDL.

Finding 7: Career Guidance is ‘different’ in Youth Justice Contexts

While this scan has revealed that almost all stakeholders interviewed in this study to some degree support vulnerable or marginally engaged young people, it is clear that career guidance for young people engaged with Youth Justice in Tasmania needs some separation. It operates within a complex environment too often shaped by trauma, disrupted schooling, literacy gaps, unstable housing, and health or substance use challenges. Engagement is frequently mandated through ‘aggressive outreach’, and most often delivered through one-to-one, trust-based case management. This approach typically combines personal action planning, workplace behaviour coaching, and practical advice on employment requirements and legal obligations.

Career conversations in this context are very rarely standalone. They are integrated into broader and 'slow burn' stabilisation work including securing personal identification (eg- birth certificates), housing, income support, and health and wellbeing - as foundational steps towards education, training, or work readiness. As one community practitioner explained, *"You can't talk about getting a job if they don't have ID or a place to sleep. You must start there."* Another Youth Justice worker added, *"It's very hard to... talk about what they want to do in the future when they don't know where they're sleeping... or haven't eaten in two or three days."*

Evidence from this scan shows that formal, structured career programs and sustained workplace exposure for Youth Justice clients remain limited. Where opportunities exist, they are often brokered through community partnerships, targeted NGO programs, or supportive employers. Examples include:

- *Post-custody planning* at Ashley Youth Detention Centre, where some young people are linked to training or employment services before release, though placements are often short-term and ineffective.
- *Short work tasters* in trades or hospitality coordinated by Regional Jobs Hubs and community providers, which are frequently constrained by employer risk thresholds, insurance, and supervision requirements.
- *Adapted work-readiness* content from organisations such as City Mission, YFCC, delivered in small groups or one-to-one to meet the needs of clients aged 15–17 (and up to 20 in some cases).
- *Licensing support, mentoring, and pre-employment training* prioritised to address immediate legal and practical barriers to work.

Stakeholders reported systemic barriers to broader participation, including risk-averse employer attitudes, the withdrawal of some community opportunities for this cohort, and gaps in funding for intensive engagement. As one Youth Justice officer observed, *"We can line up the young person, but the door shuts when the community hears they've been in the system"*.

The workforce supporting Youth Justice clients is highly specialised. *"Most of the workforce [are] social workers... we do a lot of in-house training — CBT, motivational interviewing, dialectic behaviour therapy; they do aggression scales and mental state examinations,"* noted one service leader. Another practitioner described high levels of trauma and increasing complexity of childhood circumstances findings indicate that while Youth Justice teams and partners can connect clients to training and work, realising this potential requires:

- Dedicated engagement funding to sustain employer and community relationships.
- Funding 'Youth justice spaces' –standalone places within a community (eg- workshop/shed) to offer activities and deliver in reach/outreach.
- Risk management support to help organisations host Youth Justice participants.
- Stronger integration with multi-sector networks (e.g., Jobs Hubs, VET, local government youth programs) to ensure pathways are not reliant on ad hoc arrangements.

While this information relates to a specific cohort, we can learn a lot from the approaches taken in Youth Justice programs for other vulnerable cohorts.

Finding 8: The language and framing of 'Career' can be problematic

The final key finding from this project indicates simple misunderstandings with the word career in the context of young people in community settings. For some, the term "career" can carry negative connotations-suggesting fixed, linear, and academic pathways that feel irrelevant or unattainable. Several community practitioners reported that using "career guidance" in program titles or outreach materials can tangibly reduce participation in activities relating to education, training, and employment. As one employment provider stated: *"Even though we know what it means, we avoid it, because most often than not we have young people who freeze when you use the word, and most often it is not from strength-based career education experiences"*.

As a Neighbourhood House representative explained: *"If I called it a Career guidance workshop, I wouldn't get young people here as we are addressing intergenerational poverty, low rates of literacy and trauma so we have to use language that is relatable."* To address this, community organisations such as Ravenswood

Neighbourhood House, HomeBase, Avidity and Youth, Family & Community Connections (YFCC) deliberately adopt strengths-based, future-focused language centred on skills, interests, and next steps. Common alternatives include “*pathway planning*”, “*future focus*”, or “*skills for life*”. This reframing signals openness to diverse outcomes, from volunteering to trades or further study, and aligns with barrier-aware practice that addresses housing, health, identification, and transport before discussing education or employment. One YFCC practitioner described their approach as: “*Strengths-based, future-focused guidance – avoiding ‘career’ framing; centring interests, passions, and capabilities.*”

Similarly, *HomeBase, YFCC* and *City Mission* emphasises the importance of sequencing career conversations alongside stabilisation work: “*This wrap-around model sees career development as part of a broader, trauma-aware journey toward stable education, employment, and independent living.*”

In contrast, within non-government Tasmanian schools, the term “career” is less problematic, however there was recognition that “explaining” the word career was part of their approach. Concerns raised by schools in the scan focused on timing, framing, and inclusivity rather than avoidance of the word itself.

- Timing and readiness – Students in Years 7–8 often lack the maturity to relate to “career” discussions; early engagement is more effective when framed around exploration, curiosity, and self-awareness.
- Framing for younger cohorts – Schools such as Scotch Oakburn and The Hutchins introduce “career” explicitly from Year 9 onwards, using earlier years for self-exploration and skills development.
- Inclusive messaging – Schools with diverse student cohorts (e.g., Marist Regional College, Guilford Young College) frame careers in ways that value university, VET, trades, and direct-to-work options equally.

Across contexts, stakeholders emphasised that language should be locally relevant, developmentally appropriate, and inclusive of non-linear pathways. In community settings, reframing may reduce stigma and increase participation; in schools, adapting how and when “career” is introduced ensures relevance and inclusivity. Multiple stakeholders flagged that for some disadvantaged, disengaged, or trauma-affected cohorts, the term “*career*” carries negative connotations of fixed, linear, and academic pathways, making it feel ‘irrelevant’ or ‘unattainable’ to young people. In these contexts, using “career guidance” in program titles can reduce participation of Tasmanian young people in programs and activities relating to education, employment and training.

Section 4: Linking Key Findings to Elements of Effective Career Guidance Practice in Tasmania

This study's findings confirm that Tasmania's career guidance ecosystem has notable strengths in its place-based delivery models, trusted one-to-one relationships, and integration with wellbeing supports-features strongly aligned with evidence-based best practice. However, the analysis also reveals persistent structural gaps that, if unaddressed, may perpetuate inequities in access and post-school outcomes.

This scan and analysis of over 30 Tasmanian services and programs across Tasmania identified fifteen core, converging elements that underpin effective career guidance in practice. These elements synthesise the key findings outlined earlier including the value of early, developmentally appropriate engagement; the contribution of multi-disciplinary teams; the impact of locally relevant and inclusive framing; the integration of wellbeing with career support; and the need for consistent access across regions. Together, they describe the conditions, practices, and systemic enablers that make guidance meaningful, particularly for young people facing barriers to education, employment, or training.

The perspectives represented in this project are those of providers only; the voices of young people themselves are absent and should be incorporated in future research to ensure a complete view. Similarly, the perspectives of our government education system are likewise not included.

The 15 elements informed the creation of a 'Career Guidance Elements Matrix', mapping where each element is demonstrated across sectors in the scan. The elements help define what effective career guidance looks like in Tasmania, while the matrix highlights both strengths and areas for policy, resourcing, or capability development. Examples from the scan illustrate how the elements are applied in practice; these are indicative rather than exhaustive.

The matrices provide a sector-by-sector view of strengths and gaps, showing that:

- No single sector currently delivers all principles consistently.
- The community sector demonstrates strong barrier-aware, trauma-informed, wrap-around practice, but often lacks system-wide professional capacity.
- Education sectors excel in structured developmental approaches but need to strengthen equity, cultural responsiveness, and measurement of outcomes. Concerns were raised about the variability of career education in public schools, although pockets of good practice exist (e.g., Newstead College's annual careers education plan).
- Cross-sector partnerships are critical, particularly between schools and community providers for vulnerable cohorts, and between VET/tertiary providers and employers to support smooth transitions.

Table 1 below show each of the elements of practice emerging from the scan and analysis of key themes, as well as tangible examples of where and how this is happening in Tasmania. Table 2 goes one step further to break down the elements of practice by sector to show the types of activities and practice examples, with further information and detail in Appendix 2.

Table 1: Careers Guidance Elements of Practice as evidenced in and across the project scan

Element of Practice	Evidence from Project Data	Evidence of Settings it is occurring in
<i>1. Stability First</i>	Career planning is only sustainable when housing, identification, health, and transport needs are met; without these foundations, employment gains are fragile.	Youth Justice Services – focus on ID, housing, food security, mental health before career planning. Homebase, YFCC, Ravenswood NH – practical enablers (driver mentoring, licences, workwear, food, Centrelink navigation). Headspace – food/fuel vouchers alongside career coaching.
<i>2. Student-Centred, Relationship-Based Practice</i>	Time and trust are the intervention. One-to-one meetings, personalised plans, and consistent follow-up are prerequisites to meaningful career planning—especially for traumatised or disengaged youth.	City Mission, HomeBase, YFCC – small caseloads, intensive one-to-one mentoring, consistent follow-up. Scotch Oakburn, The Hutchins – unlimited one-on-one career meetings, parent engagement. MAS – mentoring embedded in apprenticeship lifecycle.
<i>3. Agency & Narrative</i>	Career conversations should draw on storytelling and self-reflection to let young people surface strengths, values, and interests, shifting focus from “What do you want to be?” to “What problems do you want to work on?”.	Scotch Oakburn, The Hutchins, Marist RC – reflective tools (Ikigai, My Future) to articulate values, interests, strengths. MAS, Workskills – strengths-based coaching frameworks.
<i>4. Strengths-Based, Inclusive Language</i>	All pathways -vocational, academic, trades, volunteering, entrepreneurship -should be equally valued and positively framed to affirm diverse aspirations. Normalise diverse pathways and contributions- so students from all backgrounds feel seen and capable.	MRC Tasmania – culturally competent pathways; recognition of prior qualifications. MAS – First Nations mentoring. Beacon – inclusive messaging on diverse pathways, including vocational and entrepreneurial routes.
<i>5. Equity & Cultural Responsiveness</i>	Guidance must be culturally competent, disability-accessible, and inclusive for Aboriginal and Torres Strait Islander young people, CALD cohorts, and neurodiverse learners. Ensure practice is accessible and relevant for Aboriginal and Torres Strait Islander young people, culturally and linguistically diverse cohorts, people with disability, neurodiverse learners, and rural/remote students. Use cultural competence, First Nations mentoring, and accessible workplace adjustments as standard practice	MRC Tasmania, MAS, Beacon, YFCC – targeted programs for CALD youth, Aboriginal young people, neurodivergent learners, people with disability. UTAS – culturally responsive support in health faculties for First Nations students.
<i>6. Flexible, Responsive Access</i>	Career support should be available when and how it’s needed, allowing early engagement, drop-ins, and outreach into safe community spaces. Remove limits on contact; respond to drop-ins, emails, and calls; allow earlier engagement (Year 8 or younger) when need or parent request arises. Rethink engagement in school as a constraint on engagement with services.	HomeBase, City Mission – outreach in community locations (libraries, cafés, shelters). Jobs Hubs (BEST, BODEC, Southcentral) – flexible school presence, holiday programs, on-demand workshops.
<i>7. Measure What Matters</i>	Evaluation should balance quantitative outcomes (jobs, training) with qualitative progress indicators like confidence, agency, soft skills, and re-engagement. Balance funder metrics (jobs/training) with qualitative milestones (confidence, soft skills, engagement, ID regained). Encourage sector-wide use of consistent tools (e.g., Outcome Star, Career Learning & Action Plans, Harrison Assessments) for comparability.	YFCC – Outcome Star tracking. Avidity – Career Learning & Action Plans. MAS – Harrison assessments with debrief. Some schools – limited tracking beyond destinations data.
<i>8. Holistic Wrap-Around</i>	Close collaboration with wellbeing, housing, legal, and health services ensures career guidance addresses barriers early and comprehensively.	YFCC, HomeBase, Workskills, Headspace – co-location or coordination with health, housing, legal, AOD services. City Mission –

	Collaborate closely with wellbeing staff, employers, and external services; use clear referral pathways to address barriers early. Integrate practical supports (licences, clothing, food, legal help) into career guidance when needed.	combined mentoring, education, job search, workplace exposure, wellbeing.
<i>9. Trauma & Poverty Literacy</i>	Practitioners have training that demystifies trauma responses, socioeconomic decision-making, and the impact of instability on career readiness	Youth Justice, HomeBase, Ravenswood NH, City Mission – trauma-informed core training. Beacon -trauma-aware delivery in disadvantaged schools.
<i>10. Whole-School & Whole-System Responsibility</i>	Every educator, staff member, and service partner have a role in career learning; career teams can coach others to embed this responsibility. Elevate awareness among all staff that every subject and service interaction can contribute to career learning; careers teams can coach colleagues to embed this. Foster partnerships between schools, VET, universities, Jobs Hubs, and community organisations.	Scotch Oakburn, The Hutchins, St Pat’s – embed careers into subjects with teaching staff. Beacon -co-design with teachers, integrate work-based learning. IST – advocates sector-wide teacher involvement.
<i>11. Work Exposure as Rehearsal</i>	Volunteering, micro-placements, and industry tasters should be used as low-risk environments to practise workplace behaviours and build networks and demystify industry settings. Beacon – speed careering, site tours, brokered placements.	The Smith Family – “job jumps” and worksite visits. MAS – pre-employment tasters, short industry courses.
<i>12. Bridge Schoolwork</i>	Partnerships between schools, VET, tertiary, employers, and community mentors must be strengthened to create tailored, experiential pathways before disengagement occurs. Schools have a structured developmental approach, career learning is scaffolded across the senior years to build self-awareness, decision-making skills, and transition readiness. Year 9: Self-exploration and subject selection through dedicated curriculum time, tools (e.g., MyFuture, Ikigai), and whole-day activities. Year 10: Formal pathway-planning meetings; exploration of options including work experience, VET, school-based apprenticeships/traineeships. Years 11–12: Compulsory individual career meetings, transition planning, and realistic preparation for post-school life, including targeted support for applications, industry exposure, and wellbeing continuity.	Non-government schools. Jobs Hubs (NEBHub, BEST, BODEC, Southcentral) – brokering to employers. TasTAFE – links from pre-vocational programs to jobs. UTAS – Work Integrated Learning in select courses.
<i>13. Resource Mobilisation</i>	Sustainable funding is needed to grow employer networks, broker work placements, and remove structural barriers like insurance and transport costs – assess funding inequities for the most vulnerable groups (e.g.- youth justice).	The Smith Family – bus funding for site visits. Beacon – philanthropy-funded employer engagement. Jobs Hubs – insurance/ticket coverage for work experience.
<i>14. Professional Capability</i>	Investment in qualifications, professional development, and peer networks is essential to lift practice consistency across sectors.	Independent schools (Scotch Oakburn, Hutchins, St Pat’s) – fully qualified career practitioners. Community sector – mix of qualified practitioners and unqualified youth workers. MAS – all mentors hold Graduate Diploma in Career Development.

<p>15. <i>Place-Based Flexibility</i></p>	<p>Adapt delivery to local context—service intensity, program type, and delivery mode should reflect metro vs regional vs remote realities and available community assets, unique needs, industry mix, and infrastructure of each community, especially in regional and remote Tasmania.</p>	<p>WNWW, BODEC, BEST, Ravenswood NH – program design based on local industry and transport. Beacon – adapts delivery to school region and cohort needs.</p>
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Table 2: Careers Guidance Elements as evidenced in and across the project scan by sector breakdown

	Schools	Community	VET	Tertiary
<i>1. Stability first</i>	Independent schools ensuring wellbeing needs met before planning	YFCC, HomeBase, Ravenswood Neighbourhood House, ID, housing, mental health, transport first before any career guidance or activity.	TasTAFE- check support needs before enrolment	UTAS -student support services before careers
<i>2. Student-centred, relationship-based practice</i>	Scotch Oakburn, Hutchins-unlimited 1:1s	City Mission- trust-building mentoring, low case load. MAS-scaffolded support.	Regional Engagement Officers-tailored support	Embedded curriculum career touchpoints
<i>3. Agency & narrative</i>	Ikigai, My Future tools (Hutchins, Marist RC)	MAS, Workskills -reflective coaching	Pre-enrolment interviews to explore fit	Career reflection in WIL units
<i>4. Strengths-based, inclusive language</i>	Inclusive messaging on diverse pathways (Beacon, St Pats)	MRC- culturally competent messaging based on national frameworks for resettlement.	Validation of all pathways (TAFE, trades, VET)	Messaging and exposure to multiple graduate pathways
<i>5. Equity & cultural responsiveness</i>	Beacon, St Pats-targeted Aboriginal/VET inclusion	MRC, MAS First Nations mentoring	Disability and Aboriginal student support	First Nations mentoring in faculties
<i>6. Flexible, responsive access</i>	Drop-ins, early access (independent schools)	HomeBase- outreach in safe spaces	Flexible campus/school outreach	Flexible outreach to schools
<i>7. Measure what matters</i>	Destinations data tracking	Outcome Star (YFCC), CLAP (Avidity)	Student progress tracking through placements	Low attendance data on workshops
<i>8. Holistic wrap-around</i>	Integration with wellbeing teams	Co-location with AOD, mental health, housing	Referrals to wrap-around supports via Jobs Hubs	Links to counselling, study support
<i>9. Trauma & poverty literacy</i>	Trauma-aware teaching in low-SES schools (Beacon)	Trauma-informed core training	Understanding disadvantage in rural learners	Awareness of impact of disadvantage
<i>10. Whole-school/system responsibility</i>	IST & careers teams coaching teachers	Joint delivery with schools, Jobs Hubs	Work with schools & hubs to embed learning	Develop a strong strategic vision, Engage academic staff in CDL delivery
<i>11. Work exposure as rehearsal</i>	Compulsory work experience programs	Smith Family 'Job Jumps', MAS tasters	TasTAFE site visits, tasters	Mini-expos, employer panels

<i>12. Bridge school to work</i>	School-based apprenticeships (St Pats, GYC, Scotch)	Jobs Hub brokering to employers	Pathways from TTC to apprenticeships	Industry placements linked to jobs
<i>13. Resource mobilisation</i>	Expos funded through cross school sector partnerships	Beacon-funded employer visits, bus funding	Short courses funded regionally	Funded internships, alumni programs
<i>14. Professional capability</i>	Qualified careers staff (Grad Cert/Masters)	Mixed qualifications across workforce	Teaching staff with varying careers training	Small central careers team- 1.6 for 50k+
<i>15. Place-based flexibility</i>	Tailored programs by school context	Adapted to local industry mix	Programs differ by campus region	Regional variation in offer

Sector Strengths in Career Guidance

The Tasmanian career guidance and support landscape draws on the strengths of diverse sectors, each contributing unique expertise and approaches. Community organisations, schools, vocational providers, and universities all play a role in equipping young people with the skills, confidence, and networks to navigate their pathways. While delivery models and resourcing vary, the scan highlights clear areas of strength across sectors, along with opportunities to extend effective practice more consistently.

These findings align closely with the Tasmanian Youth Jobs Strategy, which emphasises early and sustained engagement, locally responsive delivery, and coordinated pathways into further education, training, and employment. The following summary outlines sector-by-sector strengths and the emerging opportunities to build on this strong foundation.

Community-based and NGO providers

- Consistently strong across most principles, with strengths in *Stability First*, *Holistic Wrap-Around*, and *Trauma & Poverty Literacy*.
- Their place-based flexibility enables tailored support, although *Professional Capability* varies widely -from Graduate Diploma-qualified career practitioners to youth workers without formal careers training.

Independent and Catholic schools

- Strong performance in *Relationship-Based Practice*, *Whole-School Responsibility*, and *Work Exposure*.
- Public school provision was outside the project's direct scope, but broader sector scans indicate patchy coverage and inequitable access.
- Measurement of qualitative outcomes and equity-focused practice is inconsistent across the sector.

Tertiary Sectors

- Tas TAFE Perform well on *Place-Based Flexibility* and *Validation of Multiple Pathways*.
- Gaps exist in *Agency & Narrative* building -career identity work is often secondary to skills training - and in consistent measurement of qualitative outcomes. A reported lack of staff to support transition or course counselling.
- The University are Strong in *Strengths-Based Language* and *Place-Based Flexibility*, particularly in targeted faculties (e.g., Nursing).
- Many principles have only partial coverage — for example, *Equity & Cultural Responsiveness* and *Bridge School-work* are strong in some faculties but less visible across the whole institution.
- Limited central careers staffing constrains the embedding of good practice across all courses and campuses.

Stand Out Practice

There are several examples that stand out from the scan, relating to services and programs who work strongly with other sectors to support young people enabling them to evidence elements of effective practice. The following table shows three service examples where more than 5 partners were evidenced as working together.

Good Practice' Career Guidance Partnerships in Tasmania

Partnership Example	Type	Reach	Target Cohort	Key Partners	Frameworks Used	Evidence of Impact
<i>MAS National – Apprenticeship & Traineeship</i>	Community–School–Employer	Statewide (~115 secondary schools)	School-aged, post-secondary, Aboriginal/Torres Strait Islander, neuro-divergent, disengaged	Schools, Jobs Hubs, City Mission, TAFE, industry chambers, employers	CICA standards, strengths-based coaching, First Nations mentoring framework	Wrap-around career/health support; high coverage; cultural inclusion
<i>Homebase (Colony 47) – Education, Wellbeing & Housing</i>	Community–Wellbeing–Education	Southern Tasmania (Hobart), outreach to Launceston	Disengaged youth affected by homelessness, DFV, justice contact	Schools, Jobs Hubs, Back on Track, PCYC, Headspace, Service Tas, UTAS, employers	CYPS, strength-based, trauma-aware, positive psychology	>80% placement rates in employer co-designed pre-employment programs
<i>Youth, Family & Community Connections (YFCC)</i>	Community–Housing–Education–Employment	NW Tasmania (incl. West Coast & King Island)	School-aged, post-secondary, vulnerable, disengaged	Schools, Workforce Australia, DES, Youth Justice, health services	Outcome Star, trauma-informed, strengths-based	Early intervention in Y7–10; warm referrals; integrated housing/employment support

Section 5: Opportunities for Policy and Investment- and the Tasmanian Youth Jobs Strategy

From the whole-of-state scan and mapping, there are key areas observed in practice across schools, community organisations, Regional Jobs Hubs, VET, and higher education, and point toward a shared framework for policy and system design. While it was outside of the scope of this project to analyse these links, they do clearly align directly with the *Tasmanian Youth Jobs Strategy*, reinforcing its emphasis on early intervention, local responsiveness, equity, and coordinated delivery.

1. *Accessible, place-based, and locally responsive* – Embedded in communities and tailored to local economies, geography, and service networks, reflecting YJS calls for locally tailored pathways and regional partnerships.
2. *Early and continuous career development* from earlier ages of schooling – Progressive exposure from primary or early secondary school supports YJS’s priority for early career learning to strengthen long-term workforce readiness.
3. *Holistic, person-centred support* – Integrating career planning with wellbeing, housing, transport, and health needs aligns with YJS’s recognition of wrap-around support as a driver of engagement.
4. *Real-world exposure and experience* – Workplace visits, industry panels, volunteering, and placements directly support YJS’s focus on industry engagement and practical pathway activation.
5. *Professional and evidence-based practice* – Guided by qualified practitioners and informed by national standards (CICA, ABCD), this reflects YJS’s commitment to professional capacity-building and quality assurance.
6. *Culturally responsive and inclusive* – Meeting the needs of CALD, Aboriginal, neurodivergent, and young people with disability aligns with YJS’s equity and inclusion priorities.
7. *Collaborative and integrated service delivery* – Cross-sector partnerships between schools, industry, community, and government mirror YJS’s emphasis on system coordination and reducing duplication.
8. *Trauma-informed and strengths-based* – Leading national practice in trauma-aware delivery supports YJS’s focus on engaging vulnerable cohorts through positive, capability-driven approaches- including professional learning and capacity building.
9. *Commitment to continuous improvement* – Strengthening evaluation, data use, and professional learning advances YJS’s call for evidence-informed policy and practice.

These principles not only align with the Australian Blueprint for Career Development (ABCD) and CICA Professional Standards but also operationalise key priorities of the Tasmanian Youth Jobs Strategy. Tasmania already shows leadership in trauma-informed, place-based delivery; the next step is embedding these principles in policy, resourcing, and accountability mechanisms to ensure consistent access, quality, and outcomes across all regions and sectors.

This project highlighted areas where strengths could be leveraged to improve the careers guidance system in Tasmania. These have been highlighted as recommendations. These recommendations directly support the Tasmanian Youth Jobs Strategy’s priorities of early engagement, equitable access, coordinated service delivery, and stronger transitions from school to work. They build on the strengths identified in this scan and focus on system-wide improvements that make career education more consistent, connected, and impactful for all young Tasmanians.

Recommendation	Action / Focus – aligned to the Tasmanian Youth Jobs Strategy
<i>Assess minimum Career Development Learning (CDL) hours across all education sectors</i>	Advocate for every student, regardless of school type or location, to have structured, progressive career education led by qualified practitioners and embedded from the early years of secondary schooling, supporting the Strategy’s call for earlier and more sustained engagement.
<i>Strengthen one-to-one, relationship-based guidance capacity</i>	Invest in staffing, manageable caseloads, and dedicated outreach roles in schools, VET, higher education, and community services to sustain trust-based engagement, particularly for vulnerable and disengaged cohorts, advancing the Strategy’s equity and inclusion goals.
<i>Build a shared referral, data, and evaluation backbone</i>	Establish a state-wide system for career-readiness surveying, integrated referral pathways, and outcome tracking to improve service coordination, monitor quality, and inform continuous improvement - directly addressing the Strategy’s focus on system integration.
<i>Scale and broker real-world exposure</i>	Expand industry engagement, work placements, and immersion opportunities, with targeted brokerage for rural, remote, and disadvantaged areas to make pathways tangible and accessible, delivering on the Strategy’s commitment to workplace learning and regional opportunity.
<i>Invest in trauma-informed, culturally safe, and evidence-based practice</i>	Support sector-wide professional learning and communities of practice, promote qualification pathways, and cross-sector capability building, aligned to CICA Standards, the Australian Blueprint for Career Development (ABCD), and the Strategy’s emphasis on capability and cultural safety.

Section 6: Project Strengths, Limitations and Considerations

Project Strengths

This project provides detailed insights into Tasmania’s career guidance system drawing on insights from over 40 stakeholders. The qualitative approach captures rich detail on service models, delivery strengths, and systemic challenges, while producing actionable principles and strategic levers for improvement. At the same time, the scan reflects some limitations: it relies largely on self-reported provider data, varies in regional depth, and does not directly capture the voices of young people, employers, or government school careers leaders. As such, it offers a strong foundation for understanding the current landscape, while highlighting priority areas for deeper research and system evaluation.

This project was undertaken within a short time period (10 weeks- June to mid-August 2025) and organised around pragmatic and opportunistic connections to stakeholders and information generation.

Project Limitations

This scan offers a broad view of Tasmania’s career guidance ecosystem but has some constraints. Key limitations of this project include reliance on self-reported provider data, uneven regional depth, and the absence of direct input from young people, employers, and government school careers leaders. Employer perspectives were not captured through a dedicated consultation stream. The analysis is qualitative, with uneven regional depth and non-standardised data capture, limiting comparability and quantitative measurement. Young people’s voices were represented only through provider accounts, not direct consultation. Finally, the findings reflect a time-bound snapshot, with some services changing due to funding shifts.

Priority Areas for Further Research

While this scan provides a broad picture of Tasmania’s career guidance landscape, several important knowledge gaps remain. Addressing these through targeted research will strengthen understanding of how career education is delivered, how it is experienced by young people, and how well systems connect

across sectors. The table below outlines proposed studies that would build on the current findings and inform future policy, program design, and investment.

<i>Proposed Study</i>	<i>Purpose / Focus</i>
<i>Government school career provision audit</i>	Map and assess career education in Tasmanian government secondary schools, including minimum career development learning (CDL) hours, staffing qualifications, and integration into the curriculum.
<i>Young people's perspectives</i>	Conduct mixed-method research directly with students, early school leavers, and young job seekers to test the relevance, accessibility, and impact of existing services.
<i>Employer and industry engagement study</i>	Investigate the role, readiness, and needs of employers in offering placements, work experience, and early career opportunities, particularly in rural and regional Tasmania.
<i>Outcome and impact measurement</i>	Track young people's pathways longitudinally after engaging with career guidance services to measure sustained education, training, or employment outcomes.
<i>Service integration and referral effectiveness</i>	Analyse how effectively "no wrong door" and warm referral practices operate across education, community, and employment systems, and identify points where breakdowns occur.

Appendices

The following appendices provide an extensive, detailed mapping of Tasmania’s career guidance and support landscape, offering comprehensive service profiles, regional coverage, target cohorts, and practice models to complement and evidence the report’s findings.

Appendix 1: Service Gaps by location and cohort and case notes

These tables place-based view highlights where targeted investment and inter-agency coordination could most quickly close gaps and ensure the principles underpinning Tasmania’s career guidance system are delivered equitably statewide.

Location / Cohort	Main Career Guidance Elements at Risk	Reason / Barrier
Deloraine & West Tamar (City Mission waitlist)	Stability First, Flexible Access	Delayed outreach; rural transport and housing challenges.
Outer Launceston Suburbs	Stability First, Equity & Cultural Responsiveness	Housing instability, low service coverage for CALD and Aboriginal youth.
NW Coast & King Island (YFCC)	Stability First, Place-Based Flexibility	Housing shortages, infrequent outreach, high travel costs.
West Coast (Strahan, Queenstown)	Flexible Access, Place-Based Flexibility	Remote location; limited employers/training; costly travel.
East Coast (St Helens, Bicheno)	Place-Based Flexibility, Equity & Cultural Responsiveness	Thin employer base; limited culturally tailored opportunities.
Dorset Region (Scottsdale)	Place-Based Flexibility, Flexible Access	Few local training providers; irregular outreach.
Hobart Northern Corridor	Stability First, Equity & Cultural Responsiveness	Housing stress, CALD support gaps, mental-health barriers.
Public school sector gaps	Equity & Cultural Responsiveness, Flexible Access	No mandated CDL hours; access varies by school priorities and partnerships.
Disengaged or marginally attached youth (15–25)	Flexible Access, Stability First	Ineligibility for programs without Centrelink payments; no tailored follow-up, unable to access services while still engaged in school
Youth Justice participants	Place-Based Flexibility, Equity & Cultural Responsiveness	Lack of community and work-based opportunities; barriers due to criminal records. Extreme difficulty getting community support (eg- ‘too risky’ for volunteering). Wish for a safe space for this cohort to attend/engage/ learn on NW.
Specialist cohorts needing tailored support (disability, neurodiverse, First Nations, CALD outside metro)	Equity & Cultural Responsiveness	Lack of specialist guidance staff and culturally competent pathways in rural areas.

Region / Locality	Pressure Type	Services Affected	Causes / Notes	Evidence Quote from Scan
Deloraine & West Tamar (North)	Waitlist	City Mission	Limited outreach staff; strong demand from rural and outer-suburb youth	“Waitlist! (Deloraine and outer suburbs) ... mentors travel to libraries, cafés, shelters...”
Outer Launceston Suburbs (North)	Waitlist	City Mission, HomeBase	Youth housing/employment mentoring oversubscribed	“...still receive a coherent, wrap-around career-development service ... waitlist for outreach in outer suburbs”

NW Coast (Burnie, Devonport)	High Need	YFCC, WNWW, Jobs Hubs	Housing shortages, limited intensive career coaching, high disengagement	<i>"It's really hard to look for work if you're sleeping in a tent in a friend's backyard."</i>
King Island (Remote NW)	High Need	YFCC, MAS	Infrequent outreach visits; costly transport for work exposure	<i>"...staff on island every 2 months ... rural visits are sparse but present."</i>
West Coast (Strahan, Queenstown)	High Need	Youth Justice, WNWW	Travel burden limits frequency of visits; limited employer base, limited access to community based opportunities	<i>"Active 'assertive' outreach to isolated towns (e.g., Queenstown, Smithton) with travel/logistics challenges." "We literally have very few options for these young people- most people think they are too risky to have around (eg- excluded from a cat shelter, council recreation facility as volunteers)"</i>
East Coast (St Helens, Bicheno)	High Need	BODEC Jobs Hub	Thin employer network; distance to training providers	<i>"...focus is exposure to opportunities, not immediate employment ... work experience fast response to interests."</i>
Dorset Region (Scottsdale)	High Need	Dorset Employment Connect	Few local opportunities; high youth unemployment	<i>"Place-based approach ensures solutions responsive to North-East community ..."</i>
Hobart Northern Corridor (Glenorchy- Brighton)	High Need	HomeBase, MRC, Jobs Hubs	Housing stress, CALD youth support gaps, mental-health-linked disengagement	<i>"Housing stress, CALD youth support gaps, mental-health-linked disengagement" (summary from MRC & Jobs Hub entries)</i>
Launceston-Ravenswood	Waitlist	Neighbourhood House	Few local opportunities: high youth unemployment- need for locally place based solutions- works with agencies- Employment services & hubs: Workforce Australia and Disability Employment Services. The Northern Jobs Hub for links and referrals. Area Connect	<i>"It's like a one-stop shop for all the barriers... being that they're here and we're not having to try to get them to go somewhere else." "If I called it a Career guidance workshop, I wouldn't get them there as we are addressing intergenerational poverty, low rates of literacy and trauma".</i>

Appendix 2: Evidence of Career Guidance

Elements	Description	Evidence from Mapping	Strength/Gaps
1. Accessible & Locally Responsive	Services are easy to find, free or affordable, and adapted to local context and needs.	Regional Jobs Hubs tailoring services to local economies (BODEC, BEST, WNWW); City Mission outreach to rural areas.	Strength in outreach where funded; Gap in some rural/remote schools without embedded careers staff.
2. Early & Continuous Career Development	Career learning begins in primary/early secondary and continues through post-school transition.	Smith Family's Future Seekers (Yr 5-6); Beacon's Prepare/Polish/Perform Y7-12; few governments schools mandate Y7-9 programs.	Emerging — strong in NGO-led programs, weak in state system without mandate.
3. Holistic, Person-Centred Support	Addresses whole-of-life needs, not just jobs; tailored to individual circumstances.	Homebase wrap-around (housing, legal, health); YFCC integrated housing & employment; MAS allied-health support.	Strength where intensive case management exists; Gap in high-volume job services.
4. Real-World Exposure & Experience	Students engage directly with workplaces and industry mentors.	Beacon site tours; MAS tasters; Smith Family job jumps; Jobs Hubs work experience.	Strength in NGO/school partnerships; Gap in rural areas with transport issues.
5. Professional & Evidence-Based Practice	Delivered by qualified practitioners, aligned to recognised frameworks.	Independent schools with Grad Cert/Masters staff; MAS CICA-aligned practice; Beacon using ABCD & Gatsby.	Mixed — strong in independent/Catholic, patchy in community sector & public schools.

6. Culturally Responsive & Inclusive	Actively inclusive of Aboriginal, CALD, disability, LGBTQIA+ and other groups.	MRC CALD programs; MAS First Nations mentoring; trauma-aware practice in City Mission & Headspace.	Strength in specialist services; Gap in universal provision.
7. Collaborative & Integrated Service Delivery	Strong referral pathways and multi-agency collaboration.	Jobs Hubs ↔ MAS; Schools → Beacon/TasTAFE; Youth Justice → Homebase/YFCC.	Emerging — strong in some regions, ad-hoc in others.
8. Trauma-Informed & Strengths-Based	Practice acknowledges trauma, builds resilience and self-efficacy.	Homebase, YFCC, City Mission trauma-aware coaching; Headspace IPS model.	Strength in targeted youth services; Gap in mainstream school delivery.
9. Continuous Improvement & Capacity Building	Ongoing professional learning, data-driven improvement, and network building.	Beacon/IST PD; MAS allied-health supervision; ABCD/Gatsby-aligned schools.	Emerging — inconsistent PD access in community and public-school sectors, identification of training and upskilling needs.

Appendix 3: Professional Background of Interview Participants and Contribution to Findings

Sector	Organisation	Interview Mode	Participants (n=)
Education- Peak Body	Independent Schools Tasmania	MS Teams	1
Education/ Community Intermediary	The Smith Family	MS Teams	3
School	St Patricks College	MS Teams	2
School	Marist Regional College	MS Teams	1
School	Guilford Young College	F2F	1
School	Scotch Oakburn	MS Teams	1
School	Hutchins	MS Teams	1
Education- Intermediary	Beacon Foundation	MS Teams	3
Community	Migrant Resource Centre	MS Teams	2
Community- Peak Body	NHT	MS Teams	1
Community	The Link	MS Teams	1
Community	YFCC	MS Teams	1
Community	City Mission	MS Teams	1
Community	Neighbourhood House- Ravenswood	MS Teams	1
Community	Work skills	MS Teams	1
Community	National MAS into Work	F2F	1
Community	Avidity	MS Teams	1
Community	Home Base	MS Teams	1

Community	Home Base	MS Teams	1
Education- VET	Tas Tafe	MS Teams	1
Education- VET	Tas Tafe	MS Teams	1
Education- Tertiary	University of Tasmania	F2F	1
Education- Tertiary	University of Tasmania	F2F	1
Education- Tertiary	University of Tasmania	MS Teams	1
Community	Jobs Hubs- all sites	Sinead	7
Community*	Youth Justice- all sites	MS Teams	3
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Professional Background	Sector(s)	Example Roles in This Project	Core Contribution to Findings
Career Development Practitioners	Schools, VET, Higher Ed, Community	Career Coordinators, Pathways Leaders, Career Advisers	Provided detail on structured programs, CDL hours, and gaps in qualified provision.
Teachers & Education Leaders	Schools	Teachers with careers portfolios, Principals, Heads of Year, Heads of Pathways	Described integration of career education into curriculum, transition planning, and partnerships.
Youth Workers & Youth Development Officers	Community, Jobs Hubs, NGO	Youth Mentors, Youth Coaches, Outreach Workers	Shared insights on engagement strategies, wrap-around support, and building trust.
Social Workers	Community, NGO	Case Managers, Housing Support Workers	Highlighted barrier-aware practice and integration of wellbeing with career planning.
Employment Services Specialists	Community, Jobs Hubs, NGO	Job Coaches, Transition-to-Work Mentors, Disability Employment Consultants	Reported on brokerage, placements, and industry connections.
Mental Health & Wellbeing Practitioners	Community, Education, Health	Counsellors, Psychologists, Mental Health First Aid Trainers	Informed the trauma-informed, strengths-based approaches in career guidance.
Trauma-Informed Practice Specialists	Youth Justice, Community	Therapeutic Program Leads, Behaviour Coaches	Explained work with highly vulnerable cohorts and readiness for career conversations.
Cultural Liaison & Settlement Workers	Community (CALD), NGO	Multicultural Youth Workers, Bilingual Employment Officers	Discussed culturally responsive career support, in-language family engagement.
Jobs Hub Managers & Youth Connectors	Regional Coordination	Hub Coordinators, Employer Liaison Officers	Provided place-based insights on regional economies, industry links, and brokerage gaps.
Workforce Development Officers	Government, Industry	Regional Workforce Coordinators	Linked findings to local labour market trends and training needs.
Policy & Program Officers	Government, NGO	Youth Strategy Leads, Education Policy Advisors	Connected findings to strategic priorities like the Tasmanian Youth Jobs Strategy.
Industry Liaison & Employer Engagement Specialists	Education, Jobs Hubs, NGO	Industry Coordinators, Placement Brokers	Shared practical barriers to employer engagement and proposed solutions.
Vocational Psychologists	Specialist Services	Career Assessment Consultants	Informed use of tools like Harrison Assessments and career construction theory.
Peer Mentors with Lived Experience	Community, NGO	Young Mentors, Program Alumni	Offered insights on trust-building and relatability for disengaged youth.

Appendix 4: Representation and breakdown of the career development and support frameworks and practice models (all types) reported by stakeholders

Framework / Model / Tool	Sector(s) Using It	Type	Nationally Recognised
<i>Australian Blueprint for Career Development (ABCD)</i>	Schools, Community, VET, Higher Ed	Career Development Framework	✓
<i>CICA Professional Standards & Code of Ethics</i>	Schools, Community, VET, Higher Ed	Professional Standards	✓
<i>Gatsby Benchmarks</i>	Schools, VET	Career Development Framework	✗ (UK-based, adapted)
<i>MyFuture Framework</i>	Schools, Community	Career Exploration Resource	✓
<i>OECD Career Readiness Research</i>	Schools, Policy	Research Evidence Base	✓
<i>DOTS Model (Law & Watts)</i>	Schools, Community	Career Development Model	✗
<i>Career Construction Theory (Savickas)</i>	Schools, Community, VET	Career Theory	✓ (international)
<i>Self-Determination Theory</i>	Community, Higher Ed	Motivation Theory	✓ (international)
<i>Career Clusters Model</i>	Schools	Occupational Categorisation Model	✓
<i>Coaching Young People for Success (CYPS/CYPFS)</i>	Schools, Community	Structured Coaching Program	✓
<i>Outcome Star</i>	Community	Assessment & Progress Tracking Tool	✓
<i>Individual Placement & Support (IPS)</i>	Community, Mental Health	Employment Support Model	✓
<i>Youth Jobs PaTH (Prepare–Trial–Hire)</i>	Employment Services	Workforce Preparation Program	✓
<i>Ikigai Model</i>	Community, Schools	Life Purpose Framework	✗
<i>Work Performance Stress Curve (Yerkes–Dodson)</i>	Community, Coaching	Behavioural Model	✗
<i>Foundation for Young Australians Research</i>	Schools, Policy	Research Evidence Base	✓
<i>CEAV Principles</i>	Schools, Community	Professional Practice Guidelines	✓
<i>Mental Health First Aid</i>	Schools, Community, VET	Mental Health Support Training	✓
<i>Trauma-Informed Practice Models</i>	All sectors	Practice Approach	✓ (broad framework)
<i>Positive Psychology Approaches</i>	Schools, Community	Wellbeing Framework	✓ (international)
<i>Cultural Capability Frameworks</i>	Community, CALD Services	Practice Approach	✓ (varies)
<i>Bridges Out of Poverty</i>	Community	Socio-economic Understanding Framework	✓
<i>RAISE Mentoring Training</i>	Community	Mentoring Framework	✓
<i>Appreciative Inquiry</i>	Community, VET	Change/Engagement Approach	✓
<i>Harrison Career Assessment Tool</i>	Schools, VET, Community	Career Profiling Tool	✓
<i>Careerify</i>	Schools	Digital Career Exploration Tool	✓
<i>K10 / DASS-21</i>	Community, Health Services	Wellbeing Screening Tools	✓
<i>ACSF (Australian Core Skills Framework)</i>	VET	Literacy/Numeracy Assessment Tool	✓

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS S
COMMUNITY BASED SECTOR												
Community <i>Jobs Tasmania funding for 15- to 25-year-olds- parallel program for over-25s (Skills Tasmania)</i>	City Mission (Youth and Futures Team) City Mission’s mentoring program spans all seven activity bands, weaving intensive counselling and mentoring (CC & MN) together with practical education, information, pathway planning, workplace exposure and job-search help (CE, CI, PP, WE, JSS). Clients can enter at any point in their journey—from basic stability needs through to résumé polish—and still receive a coherent, wrap-around career-development service.	North (Greater Launceston) with outreach to outer regional and rural and specialist sites Some remote phone support *Waitlist! (Deloraine and outer suburbs)	West Tamar (Exeter and Beaconsfield) Deloraine and surrounds. Longford, Perth and Evandale (weekly outreach to Missionsdale residential program outside Evandale). Launceston men’s shelter and other AOD/homelessness services that draw clients from across the north.	Mentors travel to: Libraries cafés, shelters, Neighbourhood Houses and specialist AOD facilities School career-expo days and other in-school events, using the sessions to explain service offerings and demystify post-school options.	Post secondary Vulnerable Marginally Attached EET Disengaged School aged <i>“Typically disengaged from school and unsure of options, they first need trust-building and confidence work; mentors focus on career exploration, basic soft-skill coaching and step-by-step pathway planning toward study, volunteering or a first job?”</i>	✓	✓	✓	✓	✓	✓	✓
Community	Youth, Family & Community Connections (YFCC) A North-West Tasmanian community organisation that’s been operating for 40+ years. YFCC started as a community response to youth homelessness, and has evolved into a multi-site provider, and now delivers	All North-West- - outer regional, remote Launceston (youth accommodation)	All areas in Northwest Tasmania including West Coast and King Island Active outreach to community places and sites.	Youth accommodation** – crisis/transitional facilities in Burnie (2), Devonport (1), Launceston (1) Intensive employment coaching** (Fit for Work, 15–25) – small caseloads using Outcome Star to set/track goals	Post secondary Vulnerable Marginally Attached EET Disengaged <i>“It’s really hard to look for work if you’re sleeping in a</i>	✓	✓	✓	✗	✓	✓	✓

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS S
	<p>integrated youth housing and employment programs alongside broader family and community. Its model is deeply wrap-around and relationship-based, using the Outcome Star assessment across life domains, small caseloads, warm referrals and co-servicing with partners.</p> <p>There are separate youth and adult career support services to help pathways to education, training and employment eg Fit for Work, Career Connector and Ignite your Future).</p>			<p>Career exploration (Ignite Your Future, Y7-10) – early pathway coaching in schools; pilot in three high schools (Parklands High, Latrobe High, Ulverstone SC) for at-risk/disengaged students</p> <p>Work readiness – résumés, interviews, job search, realistic job insights, casual/after-school work support</p> <p>Pathways to training/apprenticeship TAFE, short courses, apprenticeship/traineeship transitions</p> <p>Practical enablers driver mentoring, ID/birth certificates, Centrelink navigation, life admin</p> <p>Wrap-around supports – housing, AOD, mental health, family support, emergency relief/food</p> <p>School engagement – workshops, targeted coaching, off-campus meetings when school attendance isn't possible</p> <p>Partner coordination – warm referrals with Workforce Australia/DES, schools, Youth Justice, health services</p>	<p>tent in a friend's backyard.”</p>							
<p>Community Young people (mandated, involuntary clients) who offend from 10 up to ~20, with most 15-17</p>	<p>Youth Justice Services The Tasmanian Youth Justice Services sits within the Department for Education, Children and Young People (DECYP). It works with young people who offended when they were aged 10-17, delivering:</p>	<p>Statewide with offices in Hobart, Burnie and Launceston Active 'assertive' outreach to communities statewide incl.</p>	<p>'Assertive outreach' locations: Youth Court (reports, PSRs), Ashley Youth Detention Centre (in-custody and exit planning),</p>	<p>First-step stabilisation: help secure ID, housing, income and health supports Education re-engagement: reconnect to Tier-4 / limited-provision schooling Personal action planning: step-by-step pathway plans Practical career information: explain impacts of criminal records, WWVP</p>	<p>Vulnerable Disengaged</p> <p>Mandated, involuntary clients, most are aged 15-17, with high trauma exposure,</p>	<p>✗</p>	<p>✓</p>	<p>✓</p>	<p>✓</p>	<p>✓ ✓</p>	<p>✓ ✓</p>	<p>✗</p>

Setting and sector	Stakeholder	Region*	Outreach to Catchment Areas	Outreach/In reach Types	Cohort**	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS
		North, NW South (Metro, Inner regional, outer regional or remote)			School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	X - Not prioritised/existent ✓ - Minor focus/some evidence ✓✓ - major focus and priority of service/sector						
and a rising share at 18 (youth orders extending beyond 18).	Community Youth Justice (court support and reports, community conferences/diversion, supervision of community-based orders, and activities that count toward community service hours), and Custodial services at Ashley Youth Detention Centre (AYDC), alongside schooling and health supports while in custody.	isolated towns (e.g., Queenstown, Smithton), with travel/logistics challenges.	Homes, shelters and accommodation Libraries, neighbourhood houses, men's sheds/Scout halls, employer sites (e.g., pizza shop), neighbourhood programs	cards, driving disqualifications on job options Workplace-behaviour coaching: model punctuality, communication, hygiene, teamwork Real-world exposure: community service, men's sheds, Scout halls; small hospitality or similar employers Therapeutic methods: CBT, motivational interviewing, self-regulation and celebrate "small wins"	disrupted schooling, LLN gaps, unstable housing/food, and mental-health/alcohol and drug needs. "It's very hard to... talk about what they want to do in the future when they don't know where they're sleeping... or haven't eaten in two or three days."							
Community	<i>The Smith Family- NGO</i> The <i>Growing Careers</i> Project supplies experiential brokered career exposure to school aged children (Years 7-11)—work-site visits, speed mentoring, tertiary tasters—mainly for low-SES schools in Launceston, Hobart's northern corridor and the North-West. Impact is strong where buses and staff coordination exist, but systemic gaps remain no in-school careers staff, late delivery, looming funding exit, and fragmented NGO effort. This is in addition to the <i>Learning for Life</i> scholarship which offers long-term, wrap-around support from Prep to Year 12 (and into further study/training) including sustained mentoring plus targeted learning programs.	Statewide- low SES schools North/N-East Launceston (Georgetown → Lilydale → Kings Meadows; 16 partner schools) Hobart northern suburbs (Moonah-Glenorchy → Brighton → Bagdad; 18 schools, 3 GCP focus schools) North-West (Burnie/Wynyard cluster, ~15 schools) 7 "Growing Careers" focus schools (3 South, 1 North, 3 NW).	In school learning happens through the school by design, Multi-site outreach bringing industry, community and home environments into the career-learning mix and wrapping extra supports around students and families wherever they are.	Work Inspiration (2-day, 4-employer "job jumps") – students rotate through local worksites Short career activities CV-writing with recruiters; mock interviews; on-site "speed mentoring" (10–20 industry mentors in school); bused visits to large careers fairs. Tertiary & VET taster days Future Seekers (Yr 5-6) early career awareness and interests mapping; Passport to Success (Yr 6) high-school-readiness and goal setting. Arts/STEM enrichment –STEM clubs Brokerage & logistics –funds buses, food and coordinates -800 registered employer contacts; acts as "broker" between schools and industry.	School aged Vulnerable Marginally attached "When we actually take them off-site, they get to see it and feel it ... they get so much more experience." "[Students say] 'this is the first time we've been to the city!' – highlighting geographic and social isolation.	✓ ✓	✓ ✓	✓	✓ ✓	✓ ✓	✓ ✓	✓

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas							
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		Reported 4 200 Learning-for-Life students statewide.											
Community	<i>Ravenswood Neighbourhood House</i> The Skills to Thrive program targets disengaged locally based, high-need job seekers in Ravenswood, Launceston—primarily 15–25-year-olds disengaged from Year 11–12 or training (often referred via Back on Track/Workforce Australia) who face low confidence, LLN/digital gaps, and practical barriers (transport, licence, workwear). It also serves adults re-entering work, including participants with disability attending with support workers—youth first, but not youth-only.	North (Ravenswood)	n/a	Local employers & worksites for site tours/inductions and employer talks. Education & training: TAFE Indi College for pathway visits/enrolment support; licensing/induction (e.g., White Card). Employment services & hubs: Workforce Australia and Disability Employment Services. The Northern Jobs Hub for links and referrals. Area Connect for transport, Driving classes	Vulnerable Disengaged Marginally Attached EET <i>“It’s like a one-stop shop for all the barriers... being that they’re here and we’re not having to try to get them to go somewhere else.”</i> <i>“If I called it a Career guidance workshop, I wouldn’t get them there as we are addressing intergenerational poverty, low rates of literacy and trauma”.</i>	X	✓	✓	✓	✓	✓	✓	✓
Community	<i>Homebase</i>	Hobart Southern Tasmania and Launceston	Sessions happen in shelters, libraries, worksites, kitchens,	Homebase links its two youth shelters with programs such as Back on Track (Year 11–12 re-engagement), Tier 4, the	Vulnerable Disengaged	✓	✓	✓	✓	✓	✓	✓	✓

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Age band: 8 – 25 years (average ~16-17).	Homebase (formerly Colony 47) is a southern youth service providing safe accommodation and intensive, trauma-informed coaching for Tasmanians aged 15–25 to reconnect with learning, training, or work. Students in Southern Tasmania who have disengaged from school—often due to trauma, DFV, or mental ill-health—along with young people on remand, leaving Ashley, or exiting failed out-of-home care, are supported by Homebase. Coaches work one-to-one in youth shelters and beyond, mapping strengths, values, and goals, and addressing essentials like ID, transport, health, Centrelink, legal support, and housing. This wrap-around model sees career development as part of a broader, trauma-aware journey toward stable education, employment, and independent living. Once immediate needs are met, staff broker re-entry to education (Tier-4, Back-on-Track, independent study), arrange work-exposure or TAFE links, and accompany clients to employers, job hubs, and community activities that build skills and confidence.	Southern Tasmania – Hobart CBD (head office), West Hobart & Moonah shelters; outreach south to Huonville, west to New Norfolk, east to Tasman Peninsula, north-east to Swansea. Launceston – small four-person outreach team working with Launceston City Mission & WYNCC; no NW Coast coverage. Regular outreach on the North-West Coast; limited capacity to fund transport or sport fees; heavy reliance on short-term federal/state grants.	parks, town halls— wherever the young person feels safe.	UTAS psychology clinic, and transport to local appointments. One-on-one, strengths-based coaching draws on positive psychology, setting and revisiting life and learning goals Education Support Pilot – For disengaged shelter residents. Support for organising ID, Centrelink, transport, court/health support, and brokering re-entry to flexible education. Youth Navigator / Step-Up / Reconnect – Outreach coaching in schools and the community, covering licences, résumés, TFNs, workplace expectations, and wellbeing/housing referrals, with post-school follow-up. Sector-specific pre-employment intensives – 12-week, employer co-designed programs blending literacy/digital skills with paid work experience; trial job-placement rates exceed 80%. Life-skills & therapeutic groups – Budgeting, cooking, laundry skills, respectful-relationships groups for boys, and violence-reduction programs.	Marginally Attached EET <i>“Our purpose is all about ending youth homelessness— we step in as the ‘super-parent,’ wrapping education, wellbeing and housing supports around every young person, so they don’t fall through the cracks.”</i>							
Community	MAS Into Work	Statewide footprint including, metro,	Statewide School reach	MAS ‘career-support’ menu	School aged Post secondary Vulnerable	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓

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<p>Young Tasmanians 15 – 25 yrs interested in (or already in) apprenticeships & traineeships (≈7 500 currently on MAS books).</p>	<p>MAS National’s Tasmanian arm operates as the state’s largest apprenticeship network, stewarding roughly three-quarters of all apprentices and trainees.</p> <p>Although the federal contract only pays for sign-up and retention, MAS pours unfunded effort into school-based awareness sessions, aptitude testing, mentor-led coaching and short pre-employment tasters.</p> <p>Certificated career-development practitioners, backed by an in-house allied-health team, provide wrap-around support that ranges from mental-health triage to employer psycho-social advice. The organisation reaches every corner of the state—from Hobart to King Island,</p>	<p>inner regional, rural, remote,</p>	<p>Connected to 115 of Tasmania’s secondary schools (government, Catholic, independent, Christian & Big-Picture)</p> <p>In-person: outreach to Huon, New Norfolk, Tasman Peninsula, Swansea, the entire East & West Coasts, plus King & Flinders Islands (staff on island every 2 months).</p> <p>Rural visits are sparse but present.</p>	<p>School-based awareness – talks, workshops, expo stalls on apprenticeships/traineeships.</p> <p>One-to-one coaching – qualified career mentors map goals, pathways.</p> <p>Harrison aptitude profiling – online assessment with counselling debriefs.</p> <p>Career services – counselling, psychometric testing, retention mentoring, work-exposure “tasters,” life-skills training, employer coaching, and allied-health support.</p> <p>First Nations mentoring – elder-led cultural support.</p> <p>Training Support Plan mentoring – structured check-ins during apprenticeships/traineeships.</p> <p>Pre-employment tasters – short industry-specific courses with job try-outs.</p> <p>Work-experience brokering – brief placements with partner employers.</p> <p>Jobs-Hub collaboration life-skills – budgeting, licences, and job-readiness modules with community hubs.</p>	<p>Marginally attached Aboriginal</p> <p>500 + First-Nations apprentices Neuro-divergent youth (dyslexia, ADHD). Low-SES / disengaged young people referred by City Mission, YJ & Jobs Hubs.</p> <p><i>“Our main aim is to educate people and give them an awareness of apprenticeships...”</i></p>							

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Community	<p><i>HeadSpace- Work and Study Stream</i></p> <p>HeadSpace’s Work & Study stream is the vocational arm of the youth-mental-health service. Available in selected HeadSpace centres (including Hobart), it embeds two or more “vocational specialists” inside the clinical team to help 12- to 25-year-olds who are experiencing mild–moderate mental-health challenges to find, gain and keep employment or education.</p> <p><i>“We get quite a lot of young people who’ve locked themselves away in their rooms for a couple of years because their social anxiety is so intense.”</i></p>	Base: HeadSpace Hobart (CBD).	<p>HeadSpace Hobart (CBD).</p> <p>Catchment: entire southern Tasmania; <i>no Work-&-Study stream</i> in Launceston or NW headspaces</p> <p>Outreach: Brighton–Bridgewater, New Norfolk, Ouse, Tasman Peninsula, Dodges Ferry/Lewisham, Geeveston; sessions held wherever the young person chooses.</p>	<p>Individual Placement & Support (IPS) – Evidence-based model embedding employment and education coaching within a mental-health team. Services include:</p> <p>Individual coaching – goals, aptitude testing, résumés, mock interviews, transport, study skills, Centrelink help.</p> <p>Employer engagement – workplace visits, reasonable adjustments, short “taster” shifts.</p> <p>Post-placement support – weekly contact in first month, ongoing follow-up as needed.</p> <p>Practical aids – food, fuel, ID, and budgeting/housing counselling.</p>	<p>School aged Vulnerable Disengaged Marginally attached Post secondary</p> <p>Young people referred by HeadSpace clinicians, GPs, schools, parents or themselves— especially those who have left school early, are socially isolated or anxious about mainstream job-services.</p>	✗	✓	✓	✓	✓	✓	✓	✓
Community	<p><i>Avidity</i></p> <p>Avidity is a Tasmanian training and employment-support organisation with two arms:</p> <p>1. Avidity Training & Development -a Registered Training Organisation 2. Avid Lifelong Learning Ltd — a not-for-profit/NDIS-facing arm focused on equity and re-engagement supports</p> <p>Avidity serves 18–25-year-olds, but they’re not youth-only. Under-18s generally can’t join Skills Tasmania-funded programs (must be</p>	<p>North (Launceston)</p> <p>Northwest (Devonport)</p>	<p>Neighbourhood Houses — historically specifically mentioned Queenstown, Rosebery, Zeehan; a new equity program kicking off at Ravenswood Neighbourhood House.</p> <p>Child & Family Centres to lower barriers</p>	<p>Pathway planning (CLAP): Every non-workplace program builds a Career Learning & Action Plan—a written, step-by-step plan from “where I am now” to a chosen next step (job, course, apprenticeship).</p> <p>“Employability spectrum” triage: They place people across five levels of readiness (from early re-engagement to job-ready) and match them to the right program rather than forcing a Cert III too soon.</p> <p>Foundation & life skills first: Early programs focus on confidence, communication, WHS basics, and</p>	<p>Post secondary Vulnerable Marginally Attached Disengaged</p>	✗	✗	✓	✓	✓	✓	✓	✓

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	<p>in DECYP), so 18+ is the practical entry point.</p> <p>Programs 18–25s use: Jobseeker “care careers” pathways (e.g., Cert III Individual Support leading to disability/aged care roles), workplace traineeships/apprenticeships, and equity/foundation programs via Avidity Lifelong Learning.</p> <ul style="list-style-type: none"> Past youth focus: Previously ran NDIS SLES (school-leaver employment supports) and PATH-style trials; now being remodelled after funding changes. <p>So, ages 18–25 squarely within their target cohort.</p>			<p>group cohesion—using adult-learning activities (and a bit of NLP-style self-reflection) to get quick wins and rebuild trust with learning.</p> <p>Sector orientation: Intro units that demystify community services / care careers (what roles exist, what they do), often including research tasks that map local support services—so participants see real options and supports.</p> <p>Work-readiness screening & fit: For care roles they check ACSF/literacy, comms, and police-check suitability before training, so people don’t set off down the wrong path.</p> <p>Industry-led training to jobs: Programs are built with employers; for care careers they sequence infection control → engagement with providers → Cert III Individual Support → placement/employment.</p> <p>Warm referrals, not “pinball”: If non-vocational barriers show up (housing, D&A, mental health), staff phone through and hand over to the right service, then stay involved.</p> <p>Flexible pacing & follow-through: No hard semester cut-offs; people can keep attending groups past the nominal end until they’re genuinely ready to move on.</p>								

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Community	<i>Workskills</i> Workskills is a long-standing Tasmanian not-for-profit that delivers employment and career support across Southern Tasmania. It runs Workforce Australia services for all ages and is the sole Transition to Work (15–24) provider in the South, alongside a Parent Pathways program. Young people receive one-to-one coaching, career planning, job-readiness training and credentials, industry exposure and work experience (including through the Troublesmiths youth social enterprise), plus practical wrap-around help like referrals for mental-health support, licensing/driving lessons and links to study or apprenticeships—coordinated with local employers, schools and training providers.	Southern Tasmania	Workskills services Southern Tasmania with offices at Hobart City, Glenorchy, Rosny, Kingston, Bridgewater, New Norfolk, Huonville, and Sorell.	One-to-one youth coaching with tailored action plans, goal-setting and regular check-ins under TtW. Workskills Career exploration and planning (youth advisory sessions open to all 15–24-year-olds, not just participants). Workskills Job-readiness training & credentials (e.g., RSA/white card/Working with Vulnerable People—delivered through their services and via Troublesmiths). Workskills Industry exposure & work experience opportunities through Troublesmiths and employer engagement embedded in TtW. Workskills Wrap-around supports & referrals (linkages to mental-health support, driving lessons/licensing help, study/training enrolments).	School aged Post secondary Vulnerable Marginally Attached Disengaged Under-18 access: If on a payment and assessed as independent, they can engage (often while remaining at school). Otherwise require a school exemption. About 26% of TtW participants identify as Aboriginal and Torres Strait Islander.	✓	✓	✓	✓ ✓	✓ ✓	✓	✓ ✓
Community	<i>Migrant Resource Centre (MRC)</i> MRC Tasmania is a statewide settlement and youth services with hubs in Hobart and Launceston, outreach across North, North-West, South and South-East. The service assists young people 12–25 from culturally and linguistically diverse (CALD) backgrounds, including	Statewide settlement and youth services with hubs in Hobart and Launceston; outreach across North, North-West, South and South-East.	They outreach to schools/communities (e.g., Sorell) when needed. MRC arranges enrolments for newly arrived families, activates in-school supports	Core youth offer (“pathways planning”) One-to-one job readiness (resumes, applications, interviews), paid work experience/job brokering, help with drivers’ licences, IDs, uniforms, and apprenticeship/traineeship pathways. Uses applied, job-linked English via Skills Tasmania programs for learners	School aged Post secondary Vulnerable Marginally attached Disengaged CALE communities	✓	✓	✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓

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		North, NW South (Metro, Inner regional, outer regional or remote)			School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged								
	humanitarian entrants and dependants of skilled migrants (eligible in regional Tasmania). In Sept 2025, a 2-year Career Navigator pilot (with Refugee Education Australia) will map return-to-profession routes for refugee/asylum-seeker youth and deliver PD for career practitioners.	Youth teams in the North, North-West and South/South-East.	first, and coordinates with EAL teams; provides translated information for students/parents.	who don't thrive in classroom-only EAL. Walk-ins and weekly "Access" drop-ins (homework help, advocacy, safe space); school/EAL referrals; Phoenix Centre counselling in schools; employer/community referrals.									
Community	<i>Northern Employment and Business Hub (NEBHUB)</i> <i>NEBHub is a place-based support service for job seekers and businesses across Northern Tasmania, especially around Launceston. It's backed by the Tasmanian Government through the Department of State Growth.</i> <i>A key new role introduced through this transition is the Youth Workforce Development Facilitator, dedicated to supporting young people in accessing meaningful employment (not currently filled)</i>	Northern Tasmania,	Launceston Northern Midlands George Town Meander Valley West Tamar Flinders Island	Aim to build young people's confidence to secure employment, business confidence to employ young people. Focus not on employment outcomes. 1:1 career guidance / work exploration conversations Local career expos (attend/support) Industry exposure - tours / site visits (barriers for school students/compared to homeschooled - re: insurance), immersive lab (VR exposure) Work readiness/soft skills (also looking at developing some VR modules for this) Career planning presentations to schools/classroom discussions/libraries (<i>what employers looking for, transferable skills, what to put on your resume</i>)	School aged Post secondary Vulnerable Marginally attached Disengaged	✓	✓	✓ ✓	✓ ✓	✓ ✓	✓	✓	✓

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				<p>Industry specific pre-employment sessions (to enter program)</p> <p>Parents info session (life after grade 10 - ed/employment pathways)</p> <p>Holiday programs (collab with council) - conversations on topics that matter for them Hub providing careers/pathways expertise</p> <p>Connection to training opportunities / TTC - Work placements Job opportunities</p>								
Community	<p><i>Regional Job Hub- Break O'Day Employment Connect (BODEC)</i></p> <p>Break O'Day Employment Connect (often abbreviated as BODEC) is a free, community-focused employment support service based in St Helens, serving the Break O'Day region on Tasmania's east coast, Part of the Tasmanian Government's Jobs Tasmania network of Regional Jobs Hubs Dedicated youth model within Hubs, funded through reg. partnerships fund (called Project Y)</p>	East Coast of Tasmania	<p>St Helens (main hub)</p> <p>St Marys Fingal Valley Mathinna, Mangana, etc.) Bicheno Coles Bay Coastal inland communities</p> <p>Local schools</p>	<p>Two Program Models Adapted to local context — focus is exposure to opportunities, not immediate employment.</p> <p>School in-reach & wraparound support — especially for students who've moved away for college.</p> <p>Dorset Program (Group model) Work exposure program: new site visits every 2 weeks (3–4 diverse workplaces/industries).</p> <p>1:1 career guidance between exposure sessions:</p> <p>Resume & application help Interview preparation</p> <p>Uni/VET pathways advice</p> <p>BODEC Model (Individual focus)</p>	<p>School aged Post secondary Vulnerable Marginally attached Disengaged</p>		✓	✓	✓ ✓	✓	✓	✓ ✓

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				<p>1:1 career guidance: resume help, application support, interview prep, uni/VET advice, wellbeing referrals.</p> <p>Clothing & work-readiness support.</p> <p>Individual exposure opportunities showcasing local community industries.</p> <p>Apprenticeship/traineeship support.</p> <p>Work experience for schools — fast response to specific interests.</p> <p>Skills pathways: linking students at TTC with TAFE options.</p> <p>Training/tickets: First Aid, Forklift, Barista, RSA, SALT.</p>								
Community	<p>Business and Employment Southeast Tasmania</p> <p><i>Business and Employment Southeast Tasmania (BEST) is a free, community-based Regional Jobs Hub funded by the Tasmanian Government to connect residents with employment, training, and education opportunities. Based in Sorell and servicing Clarence City, Sorell, Tasman, and Glamorgan Spring Bay (including Swansea South), BEST offers tailored career guidance, job application and interview support, and recruitment services for local employers. Services are delivered</i></p>	<p>South-East Tasmania</p> <p>including council areas of Clarence City, Sorell, Tasman, and Glamorgan Spring Bay (Swansea South)</p>	<p>Yes</p> <p>Had YC funding, since sought additional through TCF. Retained youth focused role</p>	<p>Youth connector program:</p> <p>1:1 exploration and guidance Career/labour market info Exposure/experience (site visits, bespoke local WE opportunities) •Work readiness (not sure how formally this is done but integrated into 1:1 support, conversations attend to things like attire, punctuality, use of phone, LLN, getting a TFN.) Connection to training/tickets Wellbeing connections (brokered - refer on) Employment opps</p>	<p>Post secondary Vulnerable Disengaged</p>		✓	✓	✓	✓	✓	✓

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	<i>flexibly through in-hub appointments and outreach across the region. Recent developments include the construction of a new Southeast Training and Jobs Hub facility and securing a Suburban University Study Hub grant to further enhance education and career pathways in the region.</i> Had YC funding, since sought additional through TCF. Retained youth focused role			General service: same offer, less intensive, more via partnership work than direct delivery (connect/refer/broker), requires young people to have come into their service not proactive presence in school like YC model. Often key role of parents/trusted adult at bringing them in								
Community	Dorset Employment Connect Dorset Employment Connect (DEC) is a free, community-based Regional Jobs Hub funded by the Tasmanian Government to support job seekers and employers across the. Based in Scottsdale, DEC provides tailored career guidance, job application support, local job matching, and recruitment services, alongside connections to training, literacy support, and other wraparound services. Its place-based approach ensures employment and training solutions are responsive to the needs of the North-East community.	North-east Tasmania around Scottsdale and surrounding communities	<i>Dorset region, including Scottsdale, Bridport, Lilydale, Derby, Branxholm, Gladstone, and Weldborough boundaries</i>									
Community	Glenorchy Jobs Hub <i>A free, community-driven employment support centre, opened in 2021 and run by Glenorchy City Council. Located at 2 Tolosa Street in Glenorchy, it offers tailored job seeker and employer services—including career coaching, résumé support, job</i>	City of Glenorchy-northern suburbs of Hobart, including Glenorchy and surrounding areas										

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	<i>matching, training referrals, youth employment guidance, and recruitment assistance. It has been instrumental in helping hundreds of local people into work and organises regular jobs fairs to connect job seekers with employers.</i>											
Community	<p>Southcentral Workforce Network</p> <p>Southcentral Workforce Network (SWN) is a free Regional Jobs Hub supporting job seekers and employers across the Derwent Valley, Brighton, Central Highlands, and Southern Midlands. Based in Pontville with outreach to Oatlands, Bothwell, and New Norfolk, SWN provides tailored career advice, job matching, training connections, and employer engagement. Delivers targeted programs such as Hospitality Ready, which earned recognition as a 2024 Tasmanian Training Awards finalist.</p>	Southern Central subregion- Highlands	Derwent Valley, Brighton, Southern Midlands, Central (also covering Pontville)	<p>School-Based Career Activities</p> <p>Career awareness sessions (group delivery or advising teachers to deliver).</p> <p>Aptitude testing (delivered by Hub staff with VET background).</p> <p>Information sessions on training, apprenticeships, and traineeships.</p> <p>Ad hoc work experience placements (small scale).</p> <p>Pre-employment programs in agriculture/horticulture, mechanical welding, and metal fabrication— includes work readiness, soft skills, industry exposure, and seasonal/full-time job opportunities.</p> <p>Brokering qualifications/tickets into schools (e.g., White Card, RSA) by connecting schools to RTOs/TAFE for funding.</p> <p>Weekly in-school presence for career information, resume writing, and interview preparation (variable uptake).</p>	<p>School aged</p> <p>Post secondary</p> <p>Marginally attached</p>	✓	✓	✓		✓	✓	

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				<p>One-to-One Support</p> <p>Individual career guidance and pathway advice (education, training, skills development, job applications).</p> <p>Interview preparation and resume assistance.</p> <p>Screening and matching students to employers or SBAT opportunities.</p> <p>Industry & Parent Engagement</p> <p>Parent-teen programs to build knowledge on training options and support informed career conversations.</p> <p>Industry guest speakers and introductions to sectors of interest.</p> <p>Program Delivery Approach & Challenges</p> <p>Service delivery varies by school—some receive the full Careers Framework, others request activities as needed, often at short notice.</p> <p>Lack of a structured, year-long program limits forward planning.</p> <p>Brokering and coordination capacity is reducing as workload grows.</p> <p>Inconsistent student engagement with voluntary in-school sessions.</p>								

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
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Community	<p>Southern Employment and Training Network</p> <p><i>is a free, community-centric Regional Jobs Hub under the Tasmanian Government's Jobs Tasmania network. It serves the Huon Valley, Channel, and Bruny Island regions, offering tailored employment and training support—including career guidance, resume and interview assistance, upskilling opportunities, job matching, and employer recruitment help. Operating through outreach across these areas, SETN focuses on building strong relationships with job seekers, employers, and service providers to foster meaningful workforce participation and local economic growth</i></p>	Southern Tasmania-	Channel region, Huon Valley, Bruny Island	<p>School Engagement Approach</p> <p>Engage with each school to understand existing career resources and tailor the Hub's offer accordingly resulting in variation between schools.</p> <p>Service currently delivered in 6–7 schools in the region.</p> <p>Youth-focused staff member visits fortnightly (or weekly in some cases) for one-on-one or small-group sessions.</p> <p>Career Awareness & Skills Development</p> <p>Employer guest speakers in schools.</p> <p>Interview preparation, including mock interviews and confidence building.</p> <p>Pathway planning support—helping students navigate options and steps for careers of interest (e.g., coding).</p> <p>Shared sessions with Beacon Foundation (e.g., mock interviews with employers), with Hub follow-up to provide more tailored feedback and pathway planning.</p> <p>Participation in expos/events:</p> <p>Education pathways expo with UTAS/TasTAFE (low uptake due to limited consultation).</p>	School aged Post secondary Marginally attached Vulnerable	✓	✓	✓ ✓	✓	✓		

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
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				<p>Cross-regional employer expo (high engagement, 800+ students, included education providers).</p> <p>Tiered Service Model (in larger schools)</p> <p>Assembly presentations outlining the Hub's offer.</p> <p>Group career discovery sessions.</p> <p>Smaller, targeted workshops on resume writing and interview techniques (often building on work started by school staff).</p> <p>One-to-one or two-to-one sessions for targeted pathway planning and career direction.</p> <p>Voluntary, individualised support for students who want practical pathway planning—mapping out concrete steps towards identified career goals.</p> <p>Builds on awareness/exposure activities delivered by schools or other services.</p> <p>Work experience not currently a core focus; considered only on a case-by-case basis (e.g., linked to a pre-employment program such as the upcoming hospitality/tourism program, with Hub covering insurance)</p>								
Community	West Northwest Working	Tasmania's North-West and West Coasts,	King Island and surrounding areas	School Engagement- Presentations in schools on employer expectations.	Post secondary Vulnerable		✓	✓	✓ ✓	✓	✓ ✓	✓

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas							
						CE	CI	CC	WE	PP	MN	JS S	
	<i>Free, place-based Regional Jobs Hub under the Tasmanian Government's Jobs Tasmania network, administered locally by Burnie Works. It serves the North-West, West Coast, and King Island—covering around one-third of Tasmania's land area—including communities such as Burnie, Devonport, Strahan, and King Island. WNWW offers tailored employment, education, and training support through local engagement officers who provide career guidance, resume assistance, skills development, business networking, and pathways into training. Its people-centred approach ensures that services are responsive to each community's unique needs.</i>		WNWW operates via place-based Local Engagement Officers located throughout the region. These officers proactively connect with individuals and businesses—helping those facing barriers to employment in diverse communities <i>Does not actively work with schools—not proactively seeking, but will if invited or asked</i>	Pre-employment conversations with students (interests, light-touch resume assistance). Interview preparation support (what to expect, what employers are looking for). Skills Week “try-a-skill” activities in two schools, in partnership with Skills Tasmania. Coordination of hands-on experience opportunities for interested students. Formalised relationships with two schools to support at-risk students via a dedicated Hub worker. Post-School Transition Support Focused support for Year 12 leavers to prepare for their next pathway (skills, employment, experience). Connection to education/training providers aligned to existing career interests (primarily TAFE). Assistance in gaining further skills or qualifications as the first step towards employment. Services often accessed a few years after leaving school, sometimes initiated by parents.	Marginally attached Disengaged								

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
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Community/School Intermediary	<i>The Beacon Foundation</i> Beacon Foundation Tasmania is a not-for-profit intermediary that links schools and employers to help young people move confidently from education into work. Across the state (around 60 public secondary schools via the Work-Based Learning Services contract), Beacon delivers facilitated, trauma-informed, place-based programs including High Impact Programs (Prepare, Polish, Perform), Growth Industry Preparation Program (GrIPP), and the eight-session Beacon Career Program. Beacon focuses on disadvantaged and regional cohorts and delivers support in groups rather than one-to-one counselling	Statewide South, North and North West. Offices in Hobart, Burnie and Launceston. Tasmanian schools	60 government schools (+additional where funded). Customised to each region through in school delivery and in community/industry settings.	Priority for low-SES, rural/regional, and disengaging cohorts Work-Based Learning Services (WBLs) – Tas Govt-funded: curated industry panels, speed careering, site tours, brokered work experience/placements that often convert to jobs/traineeships. High Impact Programs (HIPs) – philanthropic/corporate funded Prepare (Y7–8): mindset, identity, exploration Polish (Y9–10): alignment, confidence, work readiness Perform (Y11–12): transition skills, goal setting, applications/interviews GrIPP (Y10–12): full-day growth-industry immersion (tours, hands-on, networking). Beacon Career Program (BCP) (Y10): 8 sessions over 8 weeks—deep dive on self-knowledge, employability skills, CV/interview, and self-brokered work experience. Trauma-informed and behaviour management practices; co-design with schools/industry/young people.	School aged Marginally attached	✓ ✓	✓ ✓	✓	✓		✓	
NON GOVERNMENT SCHOOL SECTOR												

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS S
Non-Government School	<i>Catholic Education Tasmania- St Patricks College</i> A well-resourced careers program led by a full-time careers manager and a 0.6 FTE adviser. From Year 9 -12 every student completes mandatory career consultations, counselling sessions and has access to drop-ins, supported by a highly visible team that works closely with student-support and wellbeing staff. The program scaffolds career education, information/pathway planning across the senior years, reinforced by annual careers expos, information & strong VET stream.	North (Greater Launceston) Students come from several municipalities in Northern Tasmania	n/a	Regional Career Expo (Multi-School) 70+ exhibitors from industry, TAFE, and universities Industry engagement, school-based apprenticeships, university visits, Broad access to career information and networking Strong VET focus	School aged (13-18) "Every student from Year 9 to 12 receives personalised, mandatory career guidance, with access to ongoing support and drop-ins. We work closely with wellbeing staff to scaffold education, information, and pathway planning"	✓ ✓	✓ ✓	✓ ✓	✓	✓	✗	✗
Non-Government School	<i>Independent Schools Tasmania Scotch Oakburn College</i> Delivers a student-centred careers program from Year 9 to Year 12, focused on self-exploration, inclusive language, and developmental readiness. Offers personalised pathway planning through unlimited one-on-one meetings, supported by tools like My Career Match, subject selection guidance, and access to diverse post-school options, including VET, apprenticeships, and alternative tertiary pathways. Works closely with wellbeing teams and parents, and provides authentic workplace exposure through structured work experience, incursions, excursions, and a regional careers expo. Job search and transition support are	North (Greater Launceston) Students come from several municipalities in Northern Tasmania	n/a	Compulsory Work Experience Program (Years 9-10) Regional Career Expo (Multi-School) 70+ exhibitors from industry, TAFE, and universities Broad career networking Parent & Community Involvement Visits to community sites and guest speakers in school Volunteering / Community Service	School aged (13-18) "Research shows that career development is a lifelong process, but students are typically ready to begin around the end of Year 9. Within 12 months, they're already planning for Years 11 and 12, so they need adequate lead-in time and a clear understanding of what is expected of them".	✓ ✓	✓ ✓	✓ ✓	✓	✓ ✓	✓	✗

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS S
	embedded and tailored to individual readiness and wellbeing.											
Non-Government School	<i>Catholic Education Tasmania- Guilford Young College</i> The GYC program takes a personalised, student-centred approach, emphasising approachable career conversations. It provides industry exposure through initiatives like the Beyond GYC expert panels and a joint careers expo with local schools. A dedicated VET team manages work experience, though apprenticeship access remains complex. Transition support includes a Work Skills program for early leavers, with wellbeing teams offering pastoral care. While career guidance isn't mandatory, students are encouraged to engage in support for university applications, subject selection, and career planning. The program lacks a formal professional network and structured curriculum integration.	South (Hobart-Metro and Glenorchy)	n/a Two school campuses- Inner City Hobart and Glenorchy Program runs in both campuses, but very different cohorts of students.	Regional Career Expo (Multi-School) Beyond GYC Panel Work Experience Placements VET Pathways and Training Work Skills – Transition to Work Program	School aged (16-18) <i>"It is not compulsory that students come to see the team, but I liked to base students on three typologies— Explorers, Deciders, and Setters—with tailored strategies to meet their varying levels of clarity and confidence".</i>	✓	✓ ✓	✓ ✓	✓	✓	✗	✗
Peak Body- Non-Government Education	<i>Independent Schools Tasmania</i> Independent Schools Tasmania (IST) is the peak body representing independent schools across Tasmania. It supports around 35 diverse, self-governing schools through advocacy, administration of government funding, and professional learning. IST offers resources and training to strengthen school leadership, teaching, and student outcomes.	All regions- 35 schools in Tasmania across 40 campuses.	Peak body for all schools in all regions.	IST is mainly a body to: Share information with schools Offer guidance and build collective practice It cannot promote or support for profit bodies or organisations with its schools.	<i>"Career guidance isn't about one-off events—it's about real, sustained relationships, timely exposure to pathways, and giving every student the chance to discover where they can thrive. We need to empower</i>	✓	✓	✗	✗	✗	✗	✗

Setting and sector	Stakeholder	Region*	Outreach to Catchment Areas	Outreach/In reach Types	Cohort**	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS
		North, NW South (Metro, Inner regional, outer regional or remote)			School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	X - Not prioritised/existent ✓ - Minor focus/some evidence ✓✓ - major focus and priority of service/sector						
	Independent schools do not operate as a system; lack centralised governance to mandate programs or share tools.				<i>teachers, engage families, and partner meaningfully with TAFE and universities to make this real for every young person, no matter the size of their school."</i>							
Non-Government School	<p><i>Catholic Education Tasmania- Marist Regional College</i></p> <p>Here's a slightly condensed version: Marist Regional College's careers program primarily supports senior students through one-on-one guidance—mainly for university-bound students—and individual work experience coordination. Year 10s undertake a pathway planning program with guest speakers, career education sessions, and subject selection support. Vocational students receive targeted support via VET and industry programs, while students without clear pathways are less consistently engaged. The program is currently reactive and individualised, with aspirations to develop a more strategic, whole-school (Years 7–12) approach that embeds career education across the curriculum and promotes student agency.</p>	North-West- (Burnie and surrounding regions)	n/a	<p>One-on-one counselling with Year 11 and 12 students</p> <p>University advice</p> <p>Year 10 Pathway Planning Program: Guest speakers, a three-week careers unit in pastoral care plus individual meetings</p> <p>Ad hoc support for students seeking work experience</p> <p>Use of career interest surveys and self-reflection tools- My Future</p> <p>Collaboration with external providers</p>	<p>School aged (13-18)</p> <p><i>"I'd love it to be ongoing— incrementally building up their skills from Grade 7 right through to Grade 12... building capacity and agency versus passive coming and going, 'Oh, what should I do with my life?'"</i></p>	✓	✓ ✓	✓ ✓	✓	✓ ✓	X	X

Setting and sector	Stakeholder	Region*	Outreach to Catchment Areas	Outreach/In reach Types	Cohort**	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JS S
		North, NW South (Metro, Inner regional, outer regional or remote)			School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	X - Not prioritised/existent ✓ - Minor focus/some evidence ✓✓ - major focus and priority of service/sector						
Non-Government School	<p><i>Independent Schools Tasmania</i> The Hutchins School</p> <p>The Hutchins School careers program offers a structured, scaffolded approach from Years 9–12, led by a qualified careers professional. It emphasises self-exploration, career investigation, and transferable skills. Year 9 includes dedicated curriculum time, subject selection prep, and exposure to tertiary and industry pathways. Students are supported through one-on-one guidance, optional Morrisby testing, work placements, and transition interviews. The program includes expos, incursions, excursions, and guest speakers, supported by strong student relationships. It aligns with best-practice frameworks like the Gatsby Benchmarks and uses models such as Ikigai to foster reflection, agency, and informed decision-making.</p>	South (Metro)	n/a	<p>Year 9 career subject (self and pathway exploration)</p> <p>1:1 career counselling transition interview</p> <p>Year 10 work placements (student-sourced)</p> <p>Careers expo</p> <p>Incursions/excursions</p> <p>Morrisby Testing (optional)</p> <p>Use of Ikigai and MyFuture tools</p> <p>Emphasis on transferable skills and informed subject selection</p>	<p><i>"You've got to be prepared to go out there and find the students where they are, build the relationships with them, challenge them in a respectful way... and support them to get to better places and better outcomes when they leave here."</i></p>	✓ ✓	✓ ✓	✓ ✓	✓	✓	✓	X
TERTIARY EDUCATION SECTOR												
VET	<p><i>TAS TAFE</i></p> <p>TAFE Tasmania's careers guidance role is mostly practical and embedded in training: school and campus outreach, targeted pre-vocational "job-ready" programs, pre-enrolment "course conversations," and guidance that happens through placements, tasters and employer visits, plus ad-hoc student advice/referrals.</p>	Statewide	<p>Community engagement off campus is through three Regional Engagement Officers, a small student-adviser team and, largely, teaching staff.</p> <p>They serve mainly 16–25-year-olds statewide—on</p>	<p>School outreach: campus tours by trade/discipline; staff attend school/career expos; sessions coordinated with Beacon/Smith Family/industry groups</p> <p>Regional outreach: engagement officers embedded with Jobs Hubs (South) and study hubs (Circular Head, Zeehan); community drop-ins and info sessions</p>	Tertiary School aged	✓ ✓	✓	✓ ✓	✓	✓	✓	X

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
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	Young people ~16–25 (plus adults), especially Years 10–12, apprentices/trainees, and pre-vocational learners.		campuses and via jobs hubs, study hubs and trade training centres across —one in the South (Hobart area, rotating through the four southern Jobs Hubs), one in the North (Launceston-based, covering out to Dorset/St Helens), and one in the Northwest (Burnie-based, also working out of the Circular Head and Zeehan study hubs and across the West Coast/ Devonport/Ulverstone).	* Enrolment/access help: 1:1 support for applications (incl. low digital literacy), eligibility, and course selection Pre-vocational programs with embedded career info (e.g., Civil Job Ready): On-program career development: mandated work placements/practicums; apprenticeship on-the-job learning; teacher 1:1 check-ins/mentoring Industry connection activities: employer engagement, site visits, and industry events aligning training to jobs Regional short courses (e.g., White Card, Working at Heights,) as entry points into longer Pathways Referrals and wrap-around support via Jobs Hubs, Workforce Australia, and local community services								
Tertiary	University of Tasmania Careers guidance provision at the University of Tasmania is patchy across courses, regions and cohorts—especially international and generalist-degree students—and there is no university-wide strategy. The service footprint spans the whole university—approximately 30,000 students—via a mix of embedded curriculum touchpoints and optional co-curricular offerings.is shifting	South North North- West campuses	The Schools Engagement/Student Recruitment team covers all three regions—South, North, and North-West—through school visits, info nights and transition support tied to the Hobart, Launceston	Curriculum-some embedded career learning (e.g., Nursing, Nutrition, Design): reflection, planning, recruitment prep. Co-curricular workshops (timetabled/pop-up): résumés, interviews, LinkedIn, job search. WIL/placements via disciplines, with support to translate experiences into employability.	Post secondary Tertiary	✓	✓	✗	✓ ✓	✓	✗	✗

Setting and sector	Stakeholder	Region* North, NW South (Metro, Inner regional, outer regional or remote)	Outreach to Catchment Areas	Outreach/In reach Types	Cohort** School aged Post secondary Tertiary Vulnerable Marginally attached to EET Disengaged	Main Career Guidance/Support Areas						
						CE	CI	CC	WE	PP	MN	JSS
	toward an embedded, curriculum-integrated model: career development learning is threaded through selected units (e.g., Nursing, with pilots in Nutrition and Design) and paired with assessed recruitment tasks and WIL reflection. Delivery is constrained by very limited specialist capacity and the removal of routine one-to-one counselling; most co-curricular activity sits with Student Engagement and attracts low attendance unless timetabled.		and Cradle Coast (Burnie) campuses. Professional training and WIL in industry settings statewide (eg- health sector, education, business). Some links to local Study/Jobs Hubs were useful. Coverage in outer rural/regional communities happens but is more ad-hoc and relationship-dependent.	Online modules/ePortfolio; Career Connect job board; on-campus Student Jobs; limited volunteering. Employer touchpoints: occasional panels/mini expos; peer/alumni ideas (esp. for internationals); JumpStart internships. Statewide Schools Engagement (South/North/North-West): pathway/application advice. Triage by Student Support; very small careers team (~1.6 FTE); minimal routine 1:1—embedding used to scale. NO 1:1 service or appointments.								

**** Career Guidance Activities: CE- Careers Education, CI- Career Information, CC- Career Counselling, WE- Workplace Exposure, PP- Pathway Planning, MN- Mentoring and Networking, JSS- Job Search Support.**

Setting and sector	Stakeholder	Region*	Cohort**	Career Qual	Referral Pathways	Practice Model / Framework consistently in use (Y/N) *	Nationally recognised and/or evidence-based?	Designed for /tailored to serviced cohort? **	Main Career Guidance focus***	Regular access to external/sector career PL/PD
Community	City Mission (Youth and Futures Team)	North (Greater Launceston) with outreach to outer regional and	Vulnerable Marginally Attached	No	School social-workers, health nurses and youth mental-health workers are a <i>primary</i> source of 15- to 25-year-old referrals. Strong ties with nearby public high schools such as Brooks HS and Queechy HS, built during an	Coach Mentoring Framework, Mental-Health First Aid, Cultural-capability modules, “Bridges Out of Poverty,” In-house boundaries training.	Both	Yes	MN, JSS, PP	X

Setting and sector	Stakeholder	Region*	Cohort**	Career Qual	Referral Pathways	Practice Model / Framework consistently in use (Y/N) *	Nationally recognised and/or evidence-based?	Designed for /tailored to serviced cohort? **	Main Career Guidance focus***	Regular access to external/s ector career PL/PD
		rural and specialist sites- some remote phone support	Disengaged School aged		earlier (unfunded) mentoring phase. Career-expo days and other in-school events, to explain service offerings and demystify post-school.	<i>"100% of our clients... from a trauma background" and we regard trauma knowledge as "essential."</i>				
Community	Headspace	Base: Headspace Hobart (CBD). Outreach to: Brighton– Bridgewater, New Norfolk, Ouse, Tasman Peninsula, Dodges Ferry/Lewisham, Geeveston; no Work-&-Study stream in Launceston or NW headspaces.	School aged Marginally attached Post secondary Vulnerable	Yes Career Grad Cert + Teaching	Headspace clinicians (internal), self/parent referrals, school social workers & GPs; occasional external agencies (e.g. WorkSkills).	Headspace Hobart's Work & Study stream is built around the IPS (Individual Place and Support Model) Delivered inside the broader Headspace youth-mental-health model, and operationalised through person-centred, trauma-aware and strengths-based principles that keep vocational goals tightly integrated with a young person's clinical care. <i>"We will work with the employer to put in place appropriate adjustments... weekly after they start."</i> <i>"We meet them in community – a café or library – so they practise ordering a coffee."</i>	Both	Yes	JSS, MN, CC, PP	✓
Community	MAS	Statewide 115 secondary schools;	Vulnerable Marginally Attached Disengaged School aged Post secondary	All "mentors" hold a <i>Grad Dip in Career Development</i> and, in many cases, additional allied health quals (psychology, social work, OT).	Referral partners – schools, Jobs Hubs, Neighbourhood Houses, City Mission, Anglicare, Loaves & Fishes, TAFE, employers, industry chambers, ND/IA, First Nations elders Direct contact – self-referral by young people, parents, or employers MAS Connects app & live chat – request mentoring, counselling, or sign-up help, triggering consultant call-back School visits – awareness sessions, expos, and one-to-one clinics in ~115 schools; referrals from careers staff	Graduate-Diploma / CICA-aligned career-development standards Positive-psychology / strengths-based coaching <i>Coaching Young People for Success</i> (CYPFS) program Harrison Career Assessment tool Trauma-informed & psychosocially safe-workplace principles Mental Health First Aid (MHFA) training	Both Uses national models and approaches	Yes	CE, CI, PP, MN, JSS	✓

Setting and sector	Stakeholder	Region*	Cohort**	Career Qual	Referral Pathways	Practice Model / Framework consistently in use (Y/N) *	Nationally recognised and/or evidence-based?	Designed for /tailored to serviced cohort? **	Main Career Guidance focus***	Regular access to external/s ector career PL/PD
					Employers & group training – direct referral to Apprenticeship Consultant for registration and mentoring Regional Jobs Hubs – walk-in centres referring jobseekers to MAS Community & welfare agencies – e.g., Anglicare, City Mission, Neighbourhood Houses, Workskills, LINC libraries First Nations liaison network – referrals and support via elders and youth workers Allied-health escalation – psychologists, social workers, or MAS mentors referring current apprentices	Allied-health wrap-around / biopsychosocial model Culturally responsive, First-Nation’s engagement framework				
Community	HomeBase	Geography: Southern Tasmania – Hobart CBD (head office), West Hobart & Moonah shelters; outreach south to Huonville, west to New Norfolk, east to Tasman Peninsula, north-east to Swansea. Launceston – small four-person outreach team working with Launceston City Mission & WYNCC; no NW Coast coverage.	Vulnerable Marginally Attached Disengaged Couch-surfing or homeless youth. Residents of Colville Place (12–15) or Mara House (13–21, young women). Disengaged school students in Southern Tasmania (trauma, DFV, mental ill-health). Young people on	Yes Grad Cert Workers from social work a	Multiple entry/referral points Homebase shelters – Mara House (13–21) and Colville Place (12–15) refer disengaged residents to the Education Support Pilot Schools & wellbeing staff – contact Homebase for students with collapsed attendance, home violence, or prolonged absence TYS / Strong Families – Safe Kids – Youth Justice & Police Child Safety / Out-of-Home Care – failed placements triggering urgent referral Community services – e.g., Back-on-Track, Jobs Hubs, headspace, PCYC, Housing Connect, FV agencies Self-referral/crisis walk-ups – e.g., police call-outs, ED visits, or family contact Shared delivery – with schools, Job Hubs, Back-on-Track, PCYC, headspace, Service Tas, UTAS Psych Clinic, HAMLET, Trouble Smiths, Bike Collective.	Coaching Young People for Success (CYPS) – a modular, evidence-based coaching framework Strength-based, positive-psychology coaching (incl. Motivational Interviewing tools trauma-informed / trauma-transformative practice Mentor-skill development (e.g., RAISE training) <i>“Our purpose is all about ending youth homelessness— we step in as the ‘super-parent,’ wrapping education, wellbeing and housing supports around every young person, so they don’t fall through the cracks.”</i>	Evidence based Homebase combines the CYPS coaching framework with trauma-aware, strength-based practice, using positive psychology and intensive practical support to re-engage education/em ployment and prevent repeat homelessness.	Yes	MN, PP, JSS, CI	✘

Setting and sector	Stakeholder	Region*	Cohort**	Career Qual	Referral Pathways	Practice Model / Framework consistently in use (Y/N) *	Nationally recognised and/or evidence-based?	Designed for /tailored to serviced cohort? **	Main Career Guidance focus***	Regular access to external/s ector career PL/PD
			remand, leaving Ashley, or exiting failed out-of-home care.							
Community	The Smith Family	Statewide All regions	School aged Vulnerable	No Workers from child protection background or school/industry liaison.	Entry is driven mainly <i>through schools</i> —the Smith Family does not take open community referrals; a student must attend a partner school and meet low-income criteria before a scholarship (and access to career activities) is offered. Housing services, Salvation Army, councils, neighbourhood houses and other NGOs occasionally alert Family Partnership Coordinators to a family that fits the L4L criteria	Work Inspiration (adapted from the UK model co-designed by The Smith Family & employer partners) Gatsby Benchmark 6- progressive exposure OECD <i>Career Readiness</i> research <i>“We know it works to get to kids earlier...because by Year 9 “they still have no idea ... no one’s spoken to them about their career”</i>	Both Uses internal Smith Family models while also drawing on placed based approaches	Yes	CE, CI, MN, PP,	✗
Community	Migrant Resource Centre	Statewide footprint Youth teams in the North, North-West and South/South-East. They outreach to schools/communities (e.g., Sorell) when needed.	School aged Marginally attached Post secondary Vulnerable Young people 12–25 (CALD) background including humanitarian entrants and dependants of skilled migrants (eligible in	No Will likely change with launch of career navigator project	Automatic: Humanitarian entrants are linked via the Humanitarian Settlement Program (HSP). MRC case managers set up school enrolments and initial supports. Schools → MRC: Referrals from EAL teachers, wellbeing teams and colleges. For under-18s, MRC first activates in-school supports; if a student isn’t attending, they’ll help seek education exemptions and engage directly. Self / family referral: Open “Access” drop-ins (Glenorchy & Launceston, weekly) plus walk-ins/phone/email at MRC offices. Service provider referrals: From community orgs, neighbourhood houses, health/mental-health services (e.g., Phoenix Centre), Youth Justice, and RTOs/employers	MYAN National Youth Settlement Framework and - practice backbone. Trauma Informed Strengths Based Cultural Competency	Evidence based	Yes	PP, MN, JSS, CI,	✗

Setting and sector	Stakeholder	Region*	Cohort**	Career Qual	Referral Pathways	Practice Model / Framework consistently in use (Y/N) *	Nationally recognised and/or evidence-based?	Designed for /tailored to serviced cohort? **	Main Career Guidance focus***	Regular access to external/s ector career PL/PD
			regional Tasmania).		(e.g., labour-hire/programmed training) when jobs or tasters are available. Internal pathways at MRC: Youth workers can warm-refer to Phoenix Centre counselling, settlement casework, sport/engagement programs, employment/skills courses, and vice-versa.					
Community	Youth, Family and Community Connections (YFCC)	Northwest Tasmania and outreach to all regions Launceston (youth housing)	School aged Vulnerable Marginally Engaged Disengaged	No Workers from employment support/community/youth services/multidisciplinary allied health	Geographically, referrals feed primarily from the North-West Coast (Latrobe → Wynyard, incl. Kentish/Sheffield), with broader YFCC services also covering the West Coast and King Island. Workforce Australia providers (jobactive) DES (Disability Employment Services) providers Transition to Work (TTW) Schools & colleges (e.g., Don College, Hellyer College, local high schools) Youth Justice / Police (for some cases) Internal YFCC programs (youth AOD, accommodation, family support, ARVOS, etc.) via warm in-house referral Other community services/social workers the org partners with (DV, sexual health, etc.) Word-of-mouth/self-referrals	Outcome Star (10 life domains) – the <i>core practice framework</i> used for assessment, goal setting, and tracking change/impact. Trauma-informed, youth-centred practice – delivered via social workers/AOD counsellors, monthly clinical supervision. Strengths-based, future-focused guidance – avoiding “career” framing; centring interests, passions, and capabilities. embedded/adjacent to Careerify and MyFuture tools. Evidence-informed screening (tools, not frameworks): K10 and DASS-21 to flag mental-health needs that affect work/study readiness.	Both Practice and Evidence Based (non-career approaches)	Yes	CE, CU, MN, PP, JSS	X
Community	Youth Justice Services	Statewide Active ‘assertive’ outreach to communities statewide incl.	Vulnerable Disengaged	No Cross Disciplinary teams in Social Work,	Entry is mandated by the Youth Magistrates Court—a magistrate places the young person on a community-based order (e.g., probation/adjourned undertaking) or a detention/supervised-release order, which Youth Justice then case-manages.	Use of CBT (cognitive behavioural therapy), Motivational Interviewing (MI), and Dialectical Behaviour Therapy (DBT). Trauma Informed	Both	Yes	MN, PP, WE	X

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		isolated towns (e.g., Queenstown, Smithton),		Youth Work, Psychology,	Engages when the court requests a pre-sentence report and through diversionary community conferences, but ongoing case management still stems from a court order.	<p><i>“There’s parental drug use, parental mental health, exposure to family violence... lots and lots of trauma.”</i></p> <p><i>“Most of the workforce [are] social workers... we do a lot of in-house training—CBT, motivational interviewing, dialectic behaviour therapy; they do aggression scales and mental state examinations.”</i></p>				
Community	Ravenswood Neighbourhood House Locally based, high-need job seekers—youth first, but not youth-only.	North Ravenswood	Vulnerable Marginally Attached Disengaged	No VET trainer/ assessor	<p>Workforce Australia providers – three of the four local agencies actively refer and award attendance points.</p> <p>Disability Employment Services Local Jobs Hub (north)</p> <p>Parents / self-referral via meet-and-greet sessions</p> <p>Community partners & Council</p> <p>School-based Back on Track teams and local secondary colleges (e.g., Brooks, Queechy) for disengaged Year 11–12 students.</p>	<p>Adult learning principles - SMART-goal framework for structured action planning Career/Personal Action Plan tool)</p> <p>Youth Jobs PaTH (Prepare–Trial–Hire) model informing program design</p> <p>Strengths-based, person-centred practice, trauma informed</p> <p><i>“It’s like a one-stop shop for all the barriers... being that they’re here and we’re not having to try to get them to go somewhere else.”</i></p>	Evidence-based	Yes	JSS, CI, CC, PP, WE, MN	X
Community	Avidity (RT) and NFP)	Northern Tasmanian and NW Tasmania	Post secondary Vulnerable Marginally engaged Disengaged	No		<p>Career Learning & Action Planning (CLAP)- self developed</p> <p>Adult Learning Principles</p>	Evidence based	Yes	MN, JSS, PP, WE,	X
Community	WorkSkills	Southern Tasmania	School aged Post secondary Vulnerable	No Team includes allied health/	Services Australia/Centrelink referral (main path): If a 15–24-year-old is on a JobSeeker/Youth Allowance payment and flags extra vulnerability, Centrelink refers them to TTW.	Coaching Young People for Success (CYFS) a structured coaching toolkit used to set goals, identify strengths/work styles, and build action	Evidence based	Yes	PP, JSS, WE, MN, CI	X

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			Marginally engaged Disengaged	career quals	<p>Direct/self-referral to Workskills: Young people (or families/workers on their behalf) can contact Workskills directly. Workskills then checks TTW eligibility (age 15–24 plus participation rules, e.g., ≥6 months out of work/study if they completed Year 12; or limited hours if they didn't; Aboriginal and Torres Strait Islander young people are eligible within the age band).</p> <p>School/DECYP pathway (under-18s):</p> <p>If on a Centrelink payment and assessed as independent, they can engage with TTW while at school.</p> <p>If not on a payment, Workskills works with the school/DECYP to secure an education exemption so the young person can participate.</p> <p>Referrals from other providers/services: Workforce Australia providers, community and mental-health services (e.g., headspace, The Link, Pulse), Neighbourhood Houses, employers and Local Jobs Program activities can refer or co-enrol young people.</p> <p>Internal program links: Workskills can move participants between TTW and its youth social enterprise/job-readiness streams (e.g., Troublesmiths) as needed.</p>	<p>plans—delivered 1:1 or in groups.</p> <p>Strength-based / hope-centred practice (positive psychology)</p>				
Community	Break O'Day Employment Connect	Eastern Tasmania- Break O'Day municipality— includes St Helens, St Marys, Fingal Valley,	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	<p>Self-referral/direct contact with a Regional Jobs Hub</p> <p>Career Connector -career coaching service that refers to Jobs Hubs</p> <p>Migrant-specific services MRC Tas, Safe Haven Hub, Multicultural Access Point referrals</p>	No	Practice based- model - the model emphasises local responsiveness	Yes	Cl. CC, PP, WE, JSS	X

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		Bicheno, Coles Bay, and other local towns			Training & Work Pathways (TWPP) Collaboration with Hubs, referrals between programs Local job plans/taskforces Strategic links connecting Hubs with wider employment networks		Adapted to different places and contexts			
Community	Business and Employment Southeast Tasmania	Southeast Tasmania including council areas of Clarence City, Sorell, Tasman, and Glamorgan Spring Bay (Swansea South)	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	Self-Referral- Individuals directly contact BEST by phone or in person to access services. Community Outreach-Hub staff proactively meet individuals in community settings across the region. Career Connector Program- Career coaching service that funnels eligible job seekers into BEST. Youth Connectors Pilot- Schools refer students to BEST's Youth Career Coach for targeted career support. Hubs are currently seeing YP who could use health system in crisis/distress. Need more formal linkages to thinks like child safety if going to enact more formalised response.	Intensive school model developed by BEST as part of YC funding. Hubs guided by the RJH model re: work they undertake, informs type of interventions undertaken in supply, bridging, demand work. Youth model predominantly focuses on supply/bridging activity with some employer support around getting ready to take on a young person (experience, placement,	Placed based Increasing mental health and trauma cases- not sure how to best support	Yes	CC, PP, WE, JSS	Hubs are currently seeing YP who could use health system in crisis/distr ess. Need more formal linkages to thinks like child safety if going to enact more formalised response.
Community	Glenorchy Jobs Hub	South- Metro Northern suburbs of Hobart, including Glenorchy and surrounding areas	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	Self-Referral- Visit, call, or email the Hub directly to access career support. Employer Referrals Businesses refer candidates for job matching and employability support. Youth Connector Schools or programs refer youth (15–25) for personalized career support. Community Outreach- Hub officers engage locally, facilitating informal referrals. Career Connector- Broader career service channels refer eligible seekers to the local Jobs Hub. Worked closely with school psychologist	RJH model / framework Nothing specific referenced on careers frameworks.	Place based Increasing mental health and trauma cases- not sure how to best support	Yes		

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					Referrals to deal with anxiety or/work readiness - refer into troublesmiths who provide holistic offer not just work Mission Aus will bring in yp - support worker there in first instance until get comfortable Referrals to homebase/events with homebase and troublesmiths					
Community	Dorset Employment Connect	North East Tasmania Dorset region-north-east Tasmania around Scottsdale and surrounding communities within Dorset Council boundaries	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?						
Community	Northern Employment Business Hub	Northern Tasmania (metro, regional, rural) Broad Northern Tasmania area-Launceston, Northern Midlands, Meander Valley, West Tamar, George Town, Flinders Island	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	Self-referral/direct contact with a Regional Jobs Hub Career Connector -career coaching service that refers to Jobs Hubs Migrant-specific services MRC Tas, Safe Haven Hub, Multicultural Access Point referrals Training & Work Pathways (TWPP)Collaboration with Hubs, referrals between programs Local job plans/taskforces Strategic links connecting Hubs with wider employment networks Constantly building referral pathways with local service providers Connection to Neighborhood House programs Family violence services Supported accommodation Healthy Tas YNOT (north network mtgs)	Comprehensive model with ToC developed for youth connector programs however fell in implementation. Theoretical underpinnings to model (RBA, ABCD, Appreciative enquiry) but not specific guiding frameworks re careers practice	Practice based-	Yes	CI, CC, PP, WE, MN, JSS	X 'I think that there needs to be a lot more education around mental health training and I think there needs to be a lot more about understanding trauma informed care when

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					<p>Workin' with the Mob</p> <p><i>'Foster a supportive environment that encouraged engagement in education and training with an emphasis on building trust and safety'</i></p>					you're working with somebody
Community	Southcentral Workforce Network Youth focus	Southern Central subregion Derwent Valley, Brighton, Southern Midlands, Central Highlands (also covering Pontville)	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	<p>Did not receive YC funding but have allocated Hub funds towards youth focused role</p> <p>Small scale, 9 students currently doing 1:1 Referral Pathways into SETN</p> <ul style="list-style-type: none"> • Self-Referral / Direct Contact Job seekers and employers across the Huon Valley, Channel, and Bruny Island regions can reach out directly to SETN via phone, email, or by visiting their office in Huonville for tailored employment and training support. • Community Outreach Services SETN also holds regular outreach sessions across regional towns, providing accessible drop-in support for career counselling, resume help, and job matching. • Referrals via Career Connector and Broader Hub Network Participants connected through the Career Connector program or other Jobs Tasmania initiatives may be referred to SETN for local, place-based support <p>Trying to keep boundaries in place</p> <p>Members of Huon Council 'The Right Place' network made up of sservices for community, helps hubs to provide accurate info and support for ppl in need eg where can access mental health, food/ emergency relief</p>	RJH model / framework Nothing specific referenced on careers frameworks	Practice/ Evidence based	Yes	CE, CI, PP, CC	<p>✗</p> <p>Skills gap for hub – training upskilling in team.</p>

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					<p>Staff with some training in 'mental health youth first aid' - important for all cohorts, can pick up on signs. important to have job coaches with that knowledge and training.</p> <p>Directory that lists services, hub can connect, link ppl to community services. Generally, takes a few mtgs with a young person to build rapport then</p> <p>Safety lens to community outreach - where they meet people eg libraries, neighbourhood houses (public, safe)</p> <p>Referrals to get assistance for NDIS assessment</p>					
Community	Southern Employment and Training Network	Southern Tasmania— Channel region, Huon Valley, Bruny Island	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	Had YC funding, YC moved on. Have not filled role	RJH model / framework Nothing specific referenced on careers frameworks				
Community	West North West Working	Tasmania's North-West and West Coasts, plus King Island and surrounding areas	Schol aged Post secondary Vulnerable Marginally engaged Disengaged	?	<p>Self-referral- Individuals register via the website or contact a Local Engagement Officer directly. Refer to / work with YFCC Refer to mental health services if identified this needs to be worked on first before EET pathway stuff</p> <p>Employer referrals- Employers refer candidates (especially unsuccessful ones) via the Recruitment Referral Program. -Local Engagement Outreach- Officers reach out to individuals and businesses for targeted engagement and support. Jobs Tasmania network programs like Career Connector or TWPP may refer eligible individuals to WNWV.</p>	RJH model / framework Nothing specific referenced on careers frameworks	Evidence based	Yes	CI, WE, PP	<p>X</p> <p>Not trained as counsellors, mental health essential before EET</p>

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Non-Government School	Catholic Education – St Patricks College	Greater Launceston-students from several municipalities	School aged	Yes- Grad Cert	Direct referral, compulsory curriculum, wellbeing team	CICA Professional Standards & Code of Ethics ABCD Gatsby Trauma Informed	Both	Yes	CE, CI, CC, PP	✗
Non-Government School	Independent School- Scotch Oakburn College	Greater Launceston-students from several municipalities	School aged	Yes- Masters Grad Cert	Compulsory curriculum, direct referrals, mandatory programs, cross school referrals, student wellbeing team.	CICA Professional Standards & Code of Ethics Youth Mental Health First Aid ABCD Gatsby	Both	Yes	CE, CI, CC, PP, MN, WE	✗
Non-Government School	Independent School- The Hutchins School	Greater Hobart (metro) and boarding school	School aged	Yes Grad Cert + Masters	Compulsory curriculum, direct referrals, mandatory programs	Gatsby Benchmarks Ikigai Model MyFuture Framework – Work Performance Stress Curve (Dobson/Yerkes-Dodson Law) – Foundation for Young Australians Research Positive Psychology CEAV Principles / Career Industry Council of Australia (CICA) –	Both	Yes	CE, CI, CC, PP, WE, MN	✗
Non-Government School	Catholic Education – Guilford Young College	Greater Hobart (metro and Northern suburbs)	School aged Marginally Attached	No- Teaching Degree	Student led bookings, wellbeing team.	Australian Blueprint for Career Dev. DOTS Model (Law & Watts) OECD / MyFuture	Evidence Based	Yes	CI, CC, PP	✗
Non-Government School	Catholic Education – Marist Regional College	Northwest Tasmania (Burnie and surrounding regions)	School aged	Yes- Grad Cert and Teaching Degree	Student led bookings Grade 10 program Informal referrals from pastoral care teachers for disengaged students	CICA Guidelines for Career Development Practitioners MyFuture Framework Career Construction Theory (Savickas) Positive Psychology Approaches	Both	Yes	CE, CI, CC, PP, WE	✗
Community-School Intermediary	The Beacon Foundation	Statewide- North, South and North West regions	School aged	No Grad Certs likely offered to staff in the future	Entry is arranged by schools (and funding availability), with Beacon brokering industry in and coordinating delivery; there's no public self-referral channel. School-led entry (main path): Department-funded stream: Work-Based Learning Services (WBLS) contract,	Career Construction Theory (Savickas) Australian Blueprint for Career Development (ABCD) Gatsby Benchmarks	Both Draws on national Beacon model and wider frameworks	Yes	CE, CI, WE, MN, PP	✗ <i>If government wants to offer anything, we would</i>

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					Beacon's HIPs/GriPPs/BCP also run where a school partners with Beacon using philanthropic or corporate funding secured by Beacon.	Self-Determination Theory (autonomy/competence/relatedness) OECD "Career Readiness" evidence (e.g., Mann & Percy; "thinking, exploring, experiencing the future") Career Clusters model to map strengths/roles (e.g., Linker/Maker/Innovator)				as an organisation be very keen to be able to participate and take up those offerings.
VET	TAFE Tasmania	Statewide Main campuses are in Hobart Launceston), Burnie, and Devonport Outreach to rural/regional communities and Jobs Hubs	Tertiary Post secondary School aged	No	Schools & programs: direct approaches from schools. Beacon Foundation & The Smith. Regional Jobs Hubs: primary conduit in each region Study Hubs: Employment services: Workforce Australia providers (e.g., Workskills) Community orgs & councils: neighbourhood houses, local councils (e.g., Flinders Island Council), community providers. Industry/peak bodies & employers: e.g., Civil Contractors Federation; employers flag needs and funnel candidates into pre-vocational/job-ready programs. Direct/self-referral: individuals contact TasTAFE or meet officers at community drop-ins, expos, or ad-hoc outreach	X	Practice-based approaches	Yes	CE, CI, CC, PP, WE	X
University	University of Tasmania	Statewide	Tertiary Post secondary School aged	Yes- Grad Certs in careers team No quals schools' engagement/recruitment.	Australian Blueprint. Positive-psychology lens Work Integrated Learning	X	Practice based approaches-disjointed	Yes	WE, CI, CE	✓ NAGCAS



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