



*Qualifications and Skills for
Tasmania Tomorrow*

Consultation Response
November 2007

CONSULTATION FEEDBACK

Since the release of *Qualifications and Skills for Tasmania Tomorrow*, I have been heavily involved in the process of consultation. I have met with stakeholders and held many discussions with individuals and groups from the broader community. I have been well supported by the Tasmania Tomorrow project team, who have also presented briefings, responded to an extensive range of queries and gathered suggestions.

Over the past three months we have held 22 forums with parents, business, community groups, students, and teachers. We have received 176 emails and letters regarding the initiative, and provided 56 briefings.

Three main messages emerged from the consultation process, and can best be summarised as:

- acceptance that the problems of youth disengagement with post-Year 10 education, skills shortages and low productivity are real, and must be addressed (although there was considerable debate around the meaning of the different data sets);
- enthusiasm for the idea of an expanded range of vocational and applied learning options, especially for young people; and
- reservations that the timeframe to implement Tasmania Tomorrow is too tight.

There was also a wide range of other issues raised, and the main points are included under the 'Consultation Process' section of this paper.


RESPONSE

I would like to thank all of you who have participated in the consultation process either directly or indirectly. It has highlighted the great level of commitment to teaching and learning, and the desire to provide the best options for Tasmanian students, both young and mature-age, and for industry.

I have participated, listened and learned throughout the process. The need for change has been clearly communicated to me. While there was strong recognition of the seriousness of the issues that Tasmania Tomorrow confronts, there were also some reservations about the model that was proposed. I remain genuinely committed to Tasmania Tomorrow but I accept that some sections of the community remain to be convinced. I believe that this is a good model but that others need more information about the concept. I undertake to demonstrate how it will work so that they will be encouraged to become involved.

I have also listened to and heard the concerns raised about the implementation timeframe. I believe the extended timeframe will allow for greater planning, co-ordination and co-operation. It is expected that by 2011 all colleges and TAFE campuses will make the transition to the new model of the academy, polytechnic and training enterprise.

Regardless of the different opinions, the community debate about education post-Year 10 has been very positive. Retention and completion post-Year 10 have well and truly been put on the agenda by the education and general community. The education, training, industry and business sectors have been engaged in real discussion of qualifications and skills for all learners. I am very encouraged by the stories of college and TAFE staff working together to plan for the future and consider the great opportunities. I look forward to this continuing and informing the implementation process.



David Bartlett MHA
Minister for Education

November 2007

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IN SUMMARY ...

Following the consultation process, the Government has decided to phase in the transition to the Tasmania *Tomorrow* model. The academy, polytechnic and training enterprise will still commence operations from January 2009. In order to demonstrate how the model works, one college – Hobart - will make the transition in 2009. Other colleges will come on board when their local community is ready, with an expectation that all colleges will have made the transition in time for the start of the 2011 school year. TAFE Tasmania will split to create the training enterprise and, combined with part of Hobart College, the polytechnic.

We will also gather data about student outcomes and we will collect that data in 2008, 2009 and 2010 in readiness for 2011. The issues that Tasmania *Tomorrow* confronts are complex, and improving retention and qualifications will take time. Data will continue to be gathered in subsequent years to ensure that we are improving retention and qualifications in the long term.

In summary:

1. The Tasmanian Academy, Tasmanian Polytechnic and Training Tasmania will commence operations from January 2009.
2. Hobart College will make the transition from January 2009 and the Mt Nelson campus will accommodate a campus of both the Tasmanian Academy and Tasmanian Polytechnic.
3. TAFE Tasmania will split to create the training enterprise and, combined with part of Hobart College, the polytechnic.
4. Other colleges will come on board when their local community is ready, with an expectation that they will have made the transition in time for the start of the 2011 school year.
5. The Tasmanian Polytechnic will have state-wide coverage and will have campuses at:
 - South - Hobart (Mt Nelson), City (Campbell Street) and Clarence
 - North - City and Alanvale
 - North West - Burnie and Devonport

Training Tasmania will have campuses at Clarence (South), Alanvale (North), Burnie, and Devonport.

6. Information on course options for those who choose to attend the Tasmanian Academy and the Tasmanian Polytechnic will be available in March 2008.
7. Information on student fees and on the enrolment system will be available in June 2008.
8. In order to ensure that we are improving retention and qualifications, student achievement will be closely monitored by the collection of data about student outcomes. This will occur in 2008, 2009 and 2010 in readiness for 2011. Data will continue to be gathered in subsequent years.
9. A guarantee is given to all Year 10 students that they will be able to complete whatever two-year program they commence in a college in 2008, 2009 and 2010. They can choose to take advantage of any new courses made available through the academy and polytechnic.
10. Each organisation will be a statutory authority reporting to the Minister for Education and managed by a board. A chief executive officer will be appointed to each organisation who will be responsible to the board for the administration, management and leadership of the organisation.
11. Staff will be employed under the *State Service Act 2000* and in accordance with the relevant public sector award.



TASMANIA TOMORROW

The *Qualifications and Skills for Tasmania Tomorrow* initiative was announced in June 2007 as part of the State Government's 2007-08 Budget. Its goals are to have more Tasmanians learning in environments that suit their learning styles, post-Year 10 and throughout life, and to increase state productivity through workforce development. It will achieve this by improving post-Year 10 retention rates and entry-level qualification levels, and by working with industry to increase workforce skills for existing employees.

It has been developed at a time when Tasmania has the lowest productivity in Australia, a low retention rate of young people in education and training, an increasing demand for more highly skilled workers, and an ageing population that will soon have more people leaving than joining the workforce.

Since the initiative was released in June, a further national report, the Australian Industry Group and Dusseldorp Skills Foundation paper, *It's Crunch Time*, has called for "a major assault" to improve the levels of engagement and attainment of young Australians. It noted that in May 2007, there were 526,000 15 to 24 year olds not in full-time learning or full-time work and that most of them wanted to work. For many, it was because of their lack of educational attainment.

The June 2007 Proposal

The *Tasmania Tomorrow* initiative aims to ensure that the educational excellence of senior secondary colleges and the vocational expertise of TAFE Tasmania is available to meet the needs of even more Tasmanians. It responds to the community's desire, set out in *Tasmania Together* goals, for lifelong education and training, well qualified individuals, and a skilled workforce.



Through *Tasmania Tomorrow*, more young and more mature-age Tasmanians will be able to take a course that meets their aspirations and suits their learning style.

Three new organisations will be created from our colleges and TAFE Tasmania, each focused on a specific role. The first two will enable more Tasmanians to gain a post-Year 10 qualification, including the new Tasmanian Certificate of Education (TCE), and have greater life and work choices:

- an institution focused on academic learning, with a curriculum and academic pathway for Year 11 and 12 students seeking university entrance. It will cater for young people who plan to do four or more pre-tertiary, as well as other foundation or general TCE subjects with, in some cases, the opportunity to start university studies earlier; and
- an institution focused on practical learning for both Year 11/12 and mature-age students seeking employment outcomes or university articulation, with vocational pathways and academic courses. It will provide vocational qualifications from Certificate I to Advanced Diploma for trade, technical and paraprofessional careers.

The third institution will support businesses in training their staff and improving productivity:

- a training enterprise focused on skills development for employees in businesses, in line with their enterprise's skills needs. It will cater for the needs of full-time apprentices or trainees, and for employers wanting particular skills or accredited training for employees, or even non-accredited training. The training enterprise will work with business, when, where and how required and will include workplace-based, online or block release arrangements.

By investing in more qualified and skilled people, and more productive enterprises, we will improve our society and economy. Not just for today, but for Tasmania tomorrow.

Consultation Process

An extensive consultation process from June to the end of October 2007 presented parent, student, employer, and education representatives, and many other Tasmanians, with the proposed model for post-Year 10 education and training. We asked for feedback on the challenges *Tasmania Tomorrow* was designed to address, the outcomes it aims to achieve, and how its effectiveness could be improved.

The feedback has shaped the future direction of the implementation process through invaluable insights and innovative ideas. Many of the contributions have taken the initiative beyond what was envisaged and enriched it for our community.

Consultation feedback can be viewed on the project website: <http://tomorrow.education.tas.gov.au>

There is also a range of working groups which are described under the 'Further Work' section of this paper. They include representatives from senior secondary colleges, TAFE Tasmania, the Department of Education, business and relevant unions. A Logistics Working Group and six regional local advisory panels comprising community representatives have met in October to provide feedback on the placement of campuses of the new organisations in the various regions of the state.

A steering committee comprising representatives from the Department of Education including colleges, TAFE Tasmania, Skills Tasmania, and the University of Tasmania is overseeing the *Tasmania Tomorrow* project.

Consultation – Issues Raised

In addition to the three main messages outlined on page 1, some of the other issues raised were:

- disengagement of young people starting earlier than Year 10;
- regional areas calling for broader and more accessible post-Year 10 options;
- many supporting a stronger link with UTAS for students who are academically orientated;
- literacy and numeracy being identified as issues throughout the education system;
- people reinforcing the need for students to be assisted to make good choices post-Year 10;
- college principals cautioning that the work of the post-Year 10 curriculum review should not be lost.

The Government agrees that these are all important issues and is addressing them as priorities through *Tasmania Tomorrow* or other policy initiatives such as Student at the Centre and Guaranteeing Futures.

Alternative Models

As outlined above, we received many comments on the proposed model. The University of Tasmania and the TAFE Tasmania Board are enthusiastic about *Tasmania Tomorrow*, with both seeing real opportunities in the model to further develop the education and training that they provide for Tasmanians. Only one alternative model was proposed and that was put forward by the Australian Education Union (AEU). There were also a number of suggestions from colleges for co-location of the academy and polytechnic, or to keep the status quo but to work better:

Through a 'statement of principles' the AEU acknowledged that there is a need to improve student engagement in education, retention, qualifications and skills development. It also acknowledged that some systemic changes in the post-Year 10 sector may assist in attaining this improvement. It believes that longer term answers to improving student engagement and retention are linked to improvements across all sectors of education.

The Government agrees that improving student engagement and retention are linked to more than just Year 10. *Tasmania Tomorrow* is part of a much broader public policy initiative that includes Guaranteeing Futures and the creation of Skills Tasmania, which gives industry an opportunity to provide leadership on skills and workforce development in partnership with government. It is why, in addition to post Year-10 retention and skills development, the Minister for Education has made the early years and improving literacy and numeracy priorities for the Department of Education.

The 'statement of principles' also summarised the AEU's position on structure, curriculum, staffing, resources and implementation timeframe. The basis of its alternative model is a single authority within the Department of Education to cover post-Year 10, TAFE students and training for business and industry.

In regard to the AEU's preference for a single authority to oversee all post-Year 10 education and skills development for students and employees in businesses, the Government has decided to continue with creating three organisations. The reasons for this are that one organisation would be big and unwieldy, and would lessen the ability to focus on clear outcomes including more students in university, more students with VET qualifications, more mature-age people in industry getting or updating skills. These are different 'target' groups which are best served by organisations that are solely focussed on their students' specific needs and learning styles. The system will be flexible so that cross enrolments can meet student needs where necessary. However, those who prefer colleges have a choice because colleges will make the transition to the new system only when their local community is ready.

In relation to a single authority also being responsible for skills development for business and industry, the TAFE Tasmania Board strongly supports the changes envisaged under *Tasmania Tomorrow*. The Chair of the Board has

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described the proposal as the next logical step. The Chair believes that the polytechnic will provide high-level qualifications in vocational training, with the ability to tailor it precisely to what career-seekers and employers need, and that providing this connection is a key challenge for Tasmania's economy in an increasingly competitive global environment. At the same time, the training enterprise will work with complete flexibility allowing the training enterprise to meet the exact skilling demands of a particular work-place and to go anywhere, any time, to deliver that training.

The Government has considered the AEU's alternative model and while it has decided to continue with the creation of the three organisations, many of the issues raised by the AEU have been addressed. Further information of the governance of the three organisations follows in the 'governance' section of this paper.



POST-CONSULTATION OUTCOMES

Names

There has been much discussion about what the new organisations should be called. The terms "academy" and "polytechnic" were chosen as working titles because they reflect similar organisations performing similar functions in other parts of the world. Some people have been uncomfortable with these titles. They are new and they lack the comfort of the known, but no better alternatives have surfaced commonly during the consultation process. As a consequence the organisations will be named:

- Tasmanian Academy;
- Tasmanian Polytechnic; and
- Training Tasmania.

Training Tasmania will serve as an interim title for the training enterprise, with its board making the final decision so that it can brand and promote this commercially-orientated organisation as it sees fit in the future.

Timeframe

The Tasmanian Academy, Tasmanian Polytechnic, and Training Tasmania will commence operations in 2009 as planned. However, in response to the feedback that the implementation timeframe is too tight, colleges' participation will be phased in from 2009 with an expectation that all colleges will have chosen to make the transition by 2011.

Hobart College will make the transition to the new organisations from 2009 and other senior secondary

colleges may also choose to participate from 2009. The Department of Education will continue to consult with colleges and their communities on this issue. Decisions about how a college will become part of the academy or polytechnic will be made in conjunction with the relevant community. Some communities may want their college to make the transition in 2009; this is encouraged and will be facilitated. In this case, work currently underway by the Logistics Working Group and the relevant local advisory panel will inform how each college will be accommodated in the model.

TAFE Tasmania will make the transition from 2009 and will be split to create the training enterprise and, combined with part of Hobart College, the polytechnic.

The extended implementation phase will enable colleges to come on board as they are ready. At the same time, it enables TAFE Tasmania to move to the new model in line with its board's positive feedback about the model and TAFE's readiness for the change. It also allows time for the new organisations to demonstrate their strengths to students, parents, staff and the wider community.

Hobart College

There are several reasons for involving Hobart College in the first phase. The Mt Nelson campus lends itself to accommodating both an academy and a polytechnic campus because it can provide the autonomy each of these organisations requires yet also allows a sense of

community to be created. From their Hobart campus, both organisations will be able to build on the existing regional links with facilities such as Huon LINC and district high schools. It will also provide choices for Hobart students post-Year 10, enabling them to choose between enrolling in one of the new institutions or in one of the three senior secondary colleges in the Hobart area – Claremont, Elizabeth or Rosny.

TAFE Tasmania

TAFE Tasmania currently delivers vocational education and training to two different client groups, individual students and enterprises. They often have different priorities and needs, and over recent years TAFE Tasmania has been working to structure its training delivery to fit with this natural divide. This means that creating the Tasmanian Polytechnic and Training Tasmania will complete a process already started.

The TAFE Tasmania Board will have a high-level responsibility over the coming months to guide the appropriate internal process of working with staff in the transition to the Tasmanian Polytechnic and Training Tasmania. They will be supported in this through the involvement of senior staff on the Steering Committee and all other working groups concerned with staff, courses, and communications. They will also ensure that TAFE Tasmania's delivery program maintains its current high standards for students and industry during the transition process.

The Steering Committee, Skills Tasmania as the funding authority, and the Tasmanian Qualifications Authority (TQA) as the quality assurance authority for registered training organisations will have a key responsibility to ensure that the new organisations meet their new purposes as determined through the Tasmania *Tomorrow* initiative. This will require a high level of collaboration and open communication, which will be co-ordinated by the Steering Committee.

Locations

The Tasmanian Academy will commence delivery from its Hobart campus at Mt Nelson, on the site currently occupied by Hobart College. It will also deliver courses in partnership with the Huon LINC and district high schools.

The Tasmanian Polytechnic will have state-wide coverage, including but not limited to campuses at:

- South - Hobart (Mt Nelson), City (Campbell Street) and Clarence
- North - City and Alanvale
- North West - Burnie and Devonport

Training Tasmania will have campuses at Clarence (South), Alanvale (North), Burnie, and Devonport.

These campus names are for working purposes only and will be confirmed by the new organisations well before courses begin in 2009. It is also likely that there will be further consolidation of sites as Training Tasmania further develops its workplace delivery capacity, and as current college and TAFE vocational areas are joined into single delivery teams on one site.

Governance

There was considerable debate around the best governance model for the new institutions. Some of the debate related to employment conditions and some to organisational competitiveness for Training Tasmania. Despite the differences in views, there was little disagreement that TAFE Tasmania has functioned well as a statutory authority. It is a model that appears to have good staff support, and many of them value the discrete identity along with public sector employment. It has also delivered good and improved outcomes for students, industry, and the community. TAFE Tasmania's governance is not the issue but rather its capacity to respond effectively to different client groups, career students and enterprises.

Given this strong model of success, each of the three organisations will be established through legislation as a statutory authority. Each will have a board appointed by and responsible to the Minister for Education, and a chief executive responsible to the board for the administration, management, and leadership of the organisation.

Employees in each of these organisations will be public servants employed under the *State Service Act 2000* and in accordance with the appropriate public sector award.

Appointments

Subject to the passage of legislation to establish the three new organisations and to repeal the TAFE Tasmania legislation, it is proposed to appoint interim board chairs by June 2008, and subsequently appoint chief executives. This will allow the transition phase to be managed by those who will have on going responsibility for the new organisations, in conjunction with the Steering Committee.

Monitoring Improvement

In order to ensure that we are improving retention and qualifications, we will closely monitor student achievement in the three years post year 10. We will gather data in 2008 to act as a benchmark, and then gather data in 2009 and 2010 in readiness for 2011.

Each student will submit a pathway plan at the end of Year 10, indicating his or her intentions for study, or work, in Year 11. Each student will be tracked and reports issued on the achievement of VET qualifications, TCE achievements, tertiary entrance scores and university entry success, and employment for each year group.

Qualifications and Skills for Tasmania Tomorrow

The issues that Tasmania *Tomorrow* confronts are complex, and improving retention and qualifications will take time. As we strive to meet the Tasmania Together goals set by the Tasmanian community, data will continue to be gathered in subsequent years to ensure that we are improving retention and qualifications in the long term.

Course Structures and Pathways

A key outcome of Tasmania *Tomorrow* will be three organisations, each focused on a specific group of students and clients. The Tasmanian Academy will deliver well understood academic programs for students who are mostly aspiring to continue learning at university. During the consultation phase, the idea of stronger collaboration with the University of Tasmania (UTAS) to provide a range of accelerated and supported pathways generated much additional excitement. The promise of a better and more appropriate response to the skill and training needs of businesses and enterprises across the state through Training Tasmania assured and heartened industry stakeholder groups.

However, the Tasmanian Polytechnic created the greatest interest and, as its potential became better understood, considerable excitement. It was not uncommon to hear, 'I wish it had been available for my son/daughter when they left Year 10'. The Tasmania *Tomorrow* project team also talked with some of the 40% of young people who drop out before the end of Year 12 or who leave school without a qualification. They identified being able to learn in a practical and applied way in a supportive environment as one of the key things that would re-engage them in learning.

It is through the blend of college and TAFE expertise in the Tasmanian Polytechnic that a significant expansion of course options and pathways to careers and university will be possible. For this reason, it is perhaps the least well understood of the three institutions and examples of course options are provided below to further increase understanding of its potential.

Working groups are currently designing the courses and programs that each of these organisations will offer, and there has been excellent support, innovation, and many new ideas. The University of Tasmania is working with the groups to improve pathways and articulation to university. Tasmania *Tomorrow* will build on the work of the new post-Year 10 curriculum framework so that students meet the requirements of the Tasmanian Certificate of Education.

Detailed course guides and program outlines will be available for all three organisations well before they open for enrolment; however, the following section provides a further insight into the opportunities that will be offered by the Tasmanian Polytechnic.

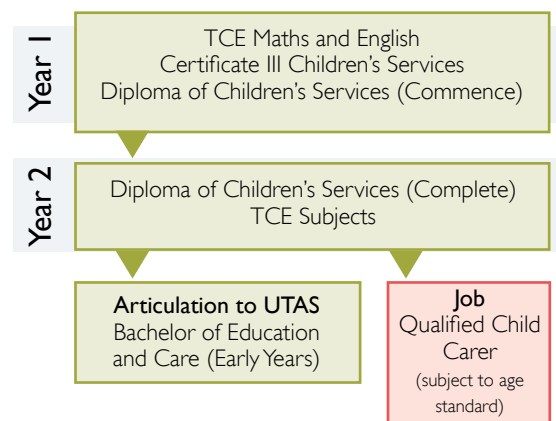
The Tasmanian Polytechnic

Many observers have been impressed by the polytechnic's ability to not only support school-based apprenticeships, part-time enrolments, flexible learning options, and students from remote areas, but to enable students to articulate through to university in a number of areas.

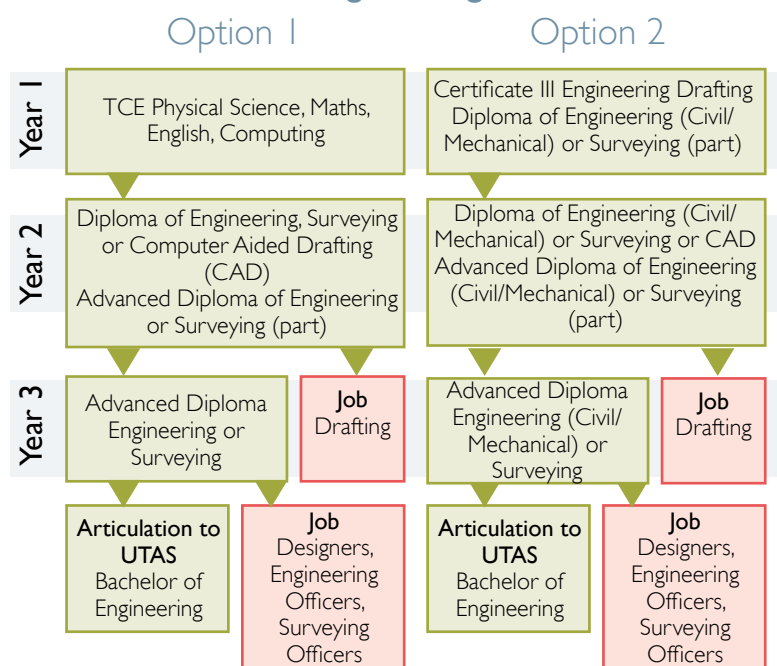
A particular strength of courses for Year 10 school leavers is that they will have a high level of practical and applied learning, driven by a workplace context, and leading to employment.

School leavers will be able to choose pathways which can result in vocational qualifications as well as TCE, and which may also enable them to articulate to university through a credit transfer arrangement. Below are some examples of possible pathways for the school leaver.

Children's Services



Engineering



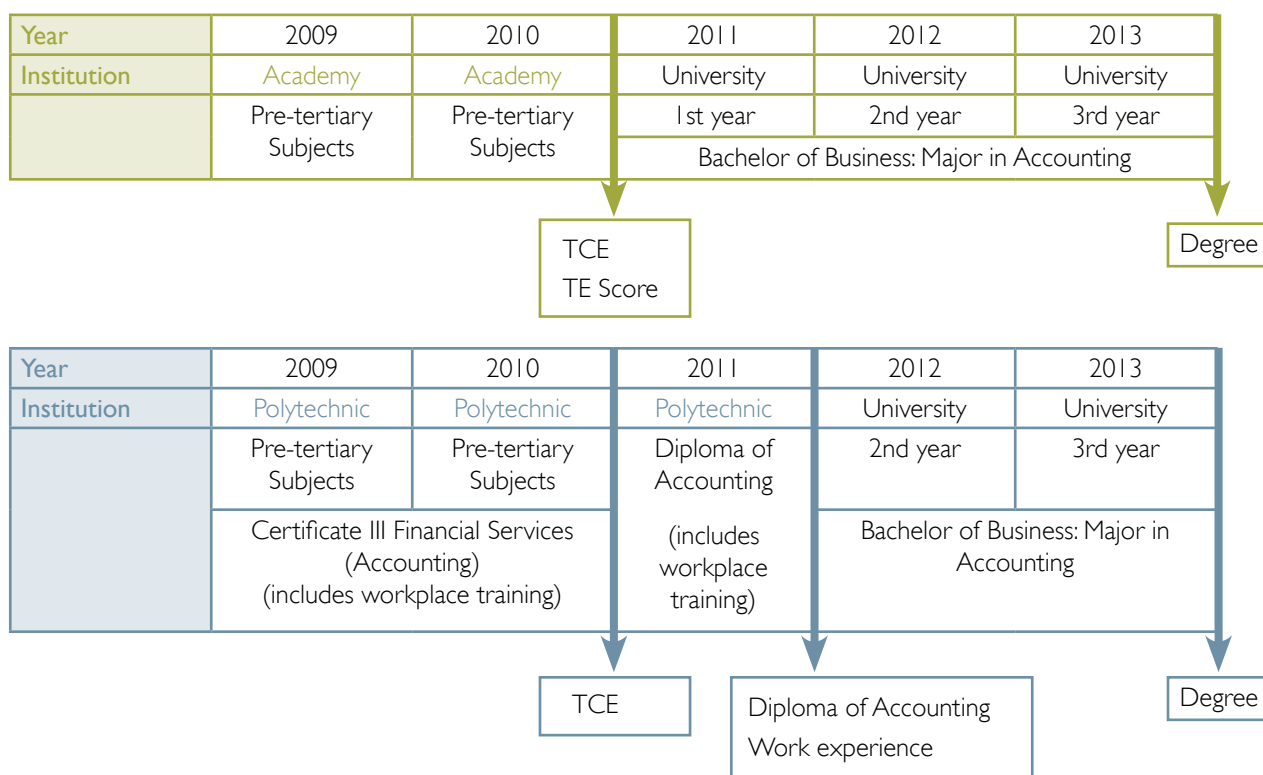
The Tasmanian Certificate of Education

To get the TCE, students must now complete the equivalent of a two year program of senior secondary studies, develop and review plans for their future, and meet a set of standards for everyday adult reading, writing, maths, communication, use of a computer and the internet. Studies can include VET competencies and certificates, traineeships and apprenticeships.

Both the Tasmanian Academy and Tasmanian Polytechnic will offer courses that enable students to achieve the requirements of the TCE. Depending on which institution they enrol in, students will be able to undertake TQA accredited courses, vocational education and training courses, and other TQA endorsed courses.

The diagram below illustrates how the different programs will be structured to enable students to achieve the TCE after two years; it also shows how, through credit transfer, students can continue to university from the polytechnic within the same timeframe as students in the academy.

Tasmanian employers are very supportive of this new qualification because its standards match important skills people need for employment, further education, and training. More information on the TCE is available on the TQA website at <http://www.tqa.tas.gov.au>



Student Transition and Information

A guarantee is given to all Year 10 students that they will be able to complete whatever two-year program they commence in a college in 2008, 2009, or 2010. If they choose, they will also be able to take advantage of any new courses, programs or pathways made available through the Tasmanian Polytechnic or the Tasmanian Academy.

To inform and support Year 9 and 10 students through transition to the new model, a Guaranteeing Futures Team of pathway planning officers, youth learning officers and other personnel will work with our Year 9 and 10 students as they develop their future pathways. The project team will also work with high schools, school associations, and other parent bodies to ensure that they are consulted and informed on the transition process.

Between now and early 2008, the project team will provide students and parents with detailed information.

Literacy, Numeracy and Other Support Needs

Currently, students in colleges and in TAFE Tasmania have access to literacy and numeracy and other learning support; this will continue to be available to support the success of students in all three organisations. In the polytechnic and academy in particular, an emphasis for young Tasmanians will be on the life and employability skills that are so important for life success, so highly valued by employers, and to the fore in the work of the Post-Year 10 curriculum project.

The supportive environment and extra curricular offerings that are such an important part of college life will be developed in the academy and in the polytechnic so that a holistic learning experience is available to younger students. In particular, students in the polytechnic and the academy will have access to guidance and support as they chart their career pathways beyond Year 10, building on the important underpinning work carried out by the Guaranteeing Futures Team in Years 8, 9 and 10.

Some of the capacity to provide extra curricular activities, particularly in the Tasmanian Polytechnic, will depend on the transition of staff from colleges. Therefore, during the implementation phase, the scale of these activities on any particular campus may be limited and not fully developed until the model is complete. However, during this phase partnership arrangements between the academy, polytechnic and colleges should ensure that students are not disadvantaged through not having an opportunity to participate in a full range of extra curricular activities.

FURTHER WORK

- What's happening now?
- What will happen next?

Employee Relations

A change like this is heavily reliant on the expertise and goodwill of staff – both teaching and non-teaching. The Employee Relations Working Group, along with all of the staff involved on the various committees, and the leaders in the current institutions, has a critical role in managing people issues through this process.

During the consultation process, some staff expressed concern that their conditions and entitlements could be adversely affected by these changes. A commitment has been given to all existing staff that they will not be asked to sacrifice their current entitlements and conditions in moving to the new organisations. As outlined earlier, staff will be employed under the *State Service Act 2000* and in accordance with the relevant public sector award.

Supporting Regional Students

During the consultation, those of you who live in regional communities gave clear messages on the need for young people to have opportunities to pursue their learning goals closer to home. A priority for the new organisations will be to build their delivery capacity through suitable outreach or flexible methods, or to take advantage of the technology network. Already, the Minister for Education has announced that accommodation options in urban centres will be expanded.

As a condition of their funding and as part of a performance agreement, the polytechnic and academy campuses will work with their regional communities to strengthen and expand local learning opportunities. In preparation for the start-up, the project team will continue to work with organisations such as skills centres and community groups involved in the delivery of post-Year 10 education and training, to develop a specific and customised plan for each area. Representatives from these areas will form a reference group in late 2007 to formulate a regional response to the initiative in early 2008.

For 2009, Hobart College staff and the staff of other colleges which join at this time, will be consulted on a process to facilitate their transition. This should include options to work in the academy or polytechnic, or in another college or school.

Throughout the consultations, staff questions have been answered and made available to everyone through the Tasmania Tomorrow website: <http://tomorrow.education.tas.gov.au>. This process will be maintained throughout the project and staff are encouraged to visit the site for regular updates.

Student Fees

There are currently different levels of fees charged by colleges and TAFE Tasmania, and so there will need to be changes to student fee structures in the new organisations. However, students will not be required to pay higher fees than if they had continued in the existing organisations. This may mean lower fees for some students, but not higher fees.

The new policies around student fees will be consistent with the following principles:

- consistent and equitable application;
- relativity of fees across the state;
- exemptions and financial support for disadvantaged groups;
- transparency in the calculation of fee charges;
- indexation and regular reviews of fees;
- simplicity of fees structure to aid understanding and avoid administrative burdens;
- active management of debtors;
- support for State priorities, such as industry, and access including literacy and numeracy.

Quality assurance of teachers

The issue of teacher registration and background checks for teachers has been raised during the consultations. The Steering Committee is reviewing the issues and possible options. The principles which will apply to their decision-making relate to the importance of assuring the quality of teaching outcomes and the safety of students and staff in the new organisations. These recommendations will be made in early 2008.

Transition working groups and timelines

A wide range of working groups and panels is already consulting and advising on specific aspects of this initiative. Their work will continue for the remainder of 2007 and the beginning of 2008.

The table below captures the working groups underway at present and those planned for the immediate future to provide advice to the Steering Committee and the Minister:

The Logistics Working Group and six local advisory panels were also convened during October 2007. Their task was to provide advice on where the three organisations should be situated in each region. Their advice will be incorporated into each phase of the process as more colleges come on board.

Communication

Students and parents can expect to hear more detail on Tasmania *Tomorrow* through a variety of formats. Industry bodies and enterprises will also be approached specifically about the implications of the initiative for them.

Information on Tasmania *Tomorrow* is available on the website: <http://tomorrow.education.tas.gov.au>

If you have a question, you can email it to: tomorrow@education.tas.gov.au

Alternatively, you can talk to one of our project team by calling 1 800 469 997.

Working Group	Function	Commence	Complete
Employee Relations	Working conditions and staff transition arrangements.	June 2007	December 2007 & ongoing
Academy Educational Programs	Course structures and approaches including consideration of PY10 development as relevant.	October 2007	December 2007
Polytechnic Educational Programs		September 2007	December 2007
Training Enterprise Educational Programs		November 2007	December 2007
Student Enrolment	Options for a single, client-focussed enrolment system.	October 2007	February 2008
Funding Models	Funding options.	November 2007	January 2008
Infrastructure and Systems	Options for the distribution, use and support of systems and infrastructure which underpin the operations.	January 2008	March 2008
Facilities Management	Options for management and maintenance of facilities.	November 2007	February 2008



Tasmania
Explore the possibilities

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