

MAY 2026

Defining Educational Success in Tasmania: Facilitator's engagement guide

How to use this guide:

This guide supports facilitators to lead a session with School Associations. It provides key speaking points, prompts, and facilitation tips aligned to each slide in the presentation.

Before you begin:

Timing:

Up to 35 minutes total

(Individual slide timings are noted on each slide and flexible depending on group discussion, but we suggest allowing enough time for discussion and input at the end of the presentation)

Materials needed:

- Slide deck: *Defining Educational Success Presentation for School Associations - MAY 2026*
- Laptop and screen
- Device/s for QR code access (Slide 9)
- Pens / paper for recording key themes

Aim of the session:

- To explain where the work on defining educational success has come from
- To outline the process for the work: what has been done and what is next
- To gather School Association perspectives to help inform the work

General information

You may wish to include this information as part of the agenda or pre-reading ahead of the meeting.

Discussion Item: Defining Educational Success in Tasmania

At the committee we will take part in a short discussion on the work being undertaken to develop a definition of educational success for Tasmania.

This work is part of the response to the [Independent Review of Education in Tasmania](#), which identified that Tasmania does not currently have a shared understanding of what educational success means or how success should be recognised across the education system.

The Department for Education, Children and Young People is currently seeking feedback from school associations, students, families, educators and the community to help shape:

- a definition of educational success
- a future action plan to support that definition in practice

As part of this discussion, we, the Committee, will consider the following questions:

- What does educational success look like now?
- What should educational success look like in the future?
- What needs to change to support success?
- What do we think of the proposed definition?

The current draft definition being tested is:

“Education helps me grow and gives me hope for my future.
I’m connected, capable, and confident – and ready for what’s next.”

Committee members are encouraged to think broadly about educational success before the meeting. This may include academic learning, wellbeing, belonging, confidence, independence, pathways beyond school, inclusion, student voice, family engagement, and readiness for life after school.

The discussion is intended to be open and conversational, with a focus on local views and experiences from our school community.

We will submit a response as a collective.

Defining Educational Success: www.decyp.tas.gov.au/definingsuccess



Independent Review of Education in Tasmania: <https://ier.tas.gov.au/>

Slide-by-slide facilitator notes

#	Speaking points	Facilitator notes / prompts
1	<p>Welcome</p> <p>Thank participants for attending.</p> <p>We are here today to discuss an important piece of work coming out of the Department to define educational success in Tasmania.</p> <p>This work is one of the key responses to the Independent Education Review and this session is our chance to have genuine input.</p>	
2	<p>Purpose of today</p> <p>Before we get started, I'd like to outline the purpose of today's session.</p> <p>First, I'll share where this work has come from and why it's happening.</p> <p>Second, I'll give a quick overview what's already been done so far and what's coming next.</p> <p>Lastly, there is time for us to have a discussion and provide feedback directly to the project team.</p>	<p>Set expectations early.</p> <p>Emphasise this is an engagement, not a presentation.</p> <p>Invite people to ask questions at any point.</p>
3	<p>The Independent Review of Education in Tasmania</p> <p>I want to begin with some background.</p> <p>In 2024, Tasmania undertook an Independent Review of Education. This review looked at the entire education system — from early years, through primary and secondary schooling, and beyond.</p> <p>It was led by Vicki Baylis, an experienced educator from outside Tasmania. It focused on where we can change and strengthen approaches to improve outcomes for students.</p> <p>Importantly, this wasn't just a desk-based report.</p> <p>Students, families, educators and community members shared their experiences through surveys, submissions, conversations, and school visits.</p> <p>The Review was handed to the Government at the start of 2025, and included 14 recommendations, along with associated findings.</p> <p>It is a clear roadmap to guide improvements over the next decade.</p>	<p>Take time with this slide; it provides essential context.</p>

4	<p>Recommendation 1: Defining success</p> <p>The very first recommendation, and the foundational piece of the Review is:</p> <p>“More work needs to be done to improve the narrative and reporting underpinning success...”</p> <p>In other words, we need to be clearer — and broader — about what success means.</p>	
5	<p>The Independent Education Review told us</p> <p>The review highlighted some important issues. Tasmania doesn’t currently have a shared definition of why education is important or what it means to be successful. Often, success is seen in quite a narrow way — test scores, exams, or academic achievement alone. For many young people, that picture of success doesn’t reflect their strengths, their goals, or their circumstances. The review also told us that young people need to see purpose in their education. They need school to feel relevant to their lives and futures.</p> <p>[OPTIONAL] Question: does this reflect what you see in our school communities?</p>	<p>OPTIONAL reflective question:</p> <p>“Does this resonate with your experience as parents or community members?”</p> <p>Allow brief discussion but keep momentum.</p>
6	<p>What will be delivered</p> <p>The Department is leading the project to respond to Recommendation 1. There are two things they must deliver this year:</p> <p>First, a definition of educational success for Tasmania that is inclusive of all learners. The definition will be cross-sectoral, and apply to learners in government, independent and Catholic schools.</p> <p>Second, an action plan so that definition guides reform and is not just words on paper.</p>	<p>Emphasise that this is not just a statement — it will guide future practice, communication, and policy.</p>
7	<p>How the work will be delivered</p> <p>This work is happening in three key stages</p> <p>The first stage is gathering input from children, young people, families and carers and staff — this is where our involvement fits.</p> <p>From this first stage it is intended to finalise a definition of success.</p> <p>The second stage is about taking the input from stage 1 and the definition and using it to develop an action plan with education leaders and stakeholders.</p>	<p>Use the timeline visuals to explain the sequence.</p> <p>Reassure participants their input is part of the early and influential stages.</p>
8	<p>What has been done so far</p> <p>So far, workshops and analysis have helped shape a draft definition of educational success.</p>	<p>Be clear that this is not final.</p> <p>Invite honest feedback</p>

	<p>The draft says: 'Education helps me grow and gives me hope for my future. I'm connected, capable, and confident — and ready for what's next.' This draft is informed by evidence and early engagement, but it is not final. It must be tested, challenged, and refined — especially through student and family voice.</p>	<p>— agreement and disagreement are both useful.</p>
9	<p>Feedback Now it's time for us to discuss this work and provide our feedback. On the screen are four questions for us to consider:</p> <ul style="list-style-type: none"> • First: what does educational success look like right now? • Second: what should educational success look like in the future? • Third: what needs to change to support success? • And fourth: what do we think of the definition? <p>As we discuss, we will use the QR code to submit our combined feedback. Note. There is an option for individuals to submit feedback – the QR code for this is provided on this guide.</p>	<p>Provide the individual QR code should people wish to submit their own feedback following the discussion.</p>

	Group feedback	Individual feedback
QR code		
Link	Defining Educational Success: School Association Feedback – Fill in form	Defining Educational Success in Tasmania Survey - Family and Staff – Fill in form

FAQs facilitators may be asked

- **Is this changing the curriculum?**

This work is about defining what success looks like and figuring out the changes needed to set

learners up for success. The changes will be informed by our feedback and are not determined yet.

- **Will this affect my child's school immediately?**

Not immediately. The definition and action plan will guide future decisions across the system.

- **Are academic results still important?**

Yes — but they are part of a broader picture that includes wellbeing, connection, confidence and readiness for life beyond school.

- **What happens next?**

Engagement wraps up on 19 June. From there, the project team will use the input to inform the definition and action plan. We should expect to hear more around July/August.