

# Defining Educational Success in Tasmania: Facilitator's guide

## How to use this guide:

This guide supports facilitators to lead a session about defining educational success.

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, but flexible depending on team requirements.

(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 – Staff engagement session*
- Laptop and screen
- Device/s for QR code access (Slide 9)
- Pens / paper for recording key themes (if not using QR code)

### Aim of the session:


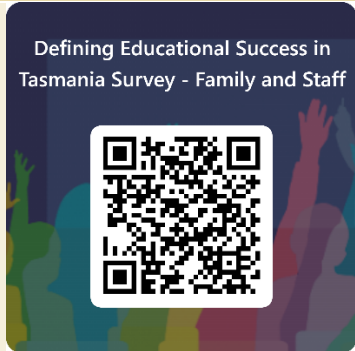
- To explain where the work on defining educational success has come from
- To outline the process for the work: what has been done and what is next
- To gather perspectives to help inform the work.

## Slide-by-slide facilitator notes

#	Speaking points	Facilitator notes
1	<p><b>Welcome</b></p> <p>Thank participants for attending.</p> <p>We are here today to discuss a foundational part of our response to the Independent Education Review, which is how we define educational success in Tasmania.</p> <p>This session is our chance to have genuine input into the work.</p>	
2	<p><b>Purpose of today</b></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.</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><b>The Independent Review of Education in Tasmania</b></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 approve 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 hand 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 depending on context requirements of the team</p>
4	<p><b>Recommendation 1: Defining success</b></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>	

	In other words, we need to be clearer — and broader — about what success means.	
<b>5</b>	<p><b>The Independent Education Review told us</b></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.</p> <p>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>Having a shared understanding of what success looks like can help students and their communities see the value of learning and feel more motivated to stay engaged with school.</p>	
<b>6</b>	<p><b>What will be delivered</b></p> <p>There are two things that must be delivered 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>This definition should allow every young person to see themselves in it, and reflect that success can look different for different learners.</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> <p>NB. This work is being led out of the Strategy and Performance Portfolio. The SAO is Matt Bennell and engagement lead is Amber Sturges.</p>
<b>7</b>	<p><b>How the work will be delivered</b></p> <p>This work will be delivered through broad engagement. This will ensure fidelity with the Independent Education Review, which told us that this work should be grounded in the voices of learners and the community.</p> <p>This first phase of work is focused on collecting broad input from children and young people, families and carers, staff and stakeholders. This input will directly inform delivery of the definition and action plan.</p>	
<b>8</b>	<p><b>What has been done so far</b></p> <p>Desktop analysis of IER inputs and work in other jurisdictions, together with input from some early stakeholder workshops</p>	<p>Be clear that the definition is a starting point for conversation. Invite honest feedback.</p>

	<p>has delivered a draft definition to help guide the engagement. It provides a useful starting point for feedback.</p> <p>“Education helps me grow and gives me hope for my future. I’m connected, capable, and confident – and ready for what’s next”.</p>	
<b>9</b>	<p><b>Feedback</b></p> <p>Now it’s time for us to discuss this work and provide our feedback.</p> <p>On the screen are four questions for us to consider:</p> <ul style="list-style-type: none"> <li>• First: what does educational success look like right now?</li> <li>• Second: what should educational success look like in the future?</li> <li>• Third: what needs to change to support success?</li> <li>• And fourth: what do we think of the definition?</li> </ul> <p>As we discuss, we will use the QR code to submit our combined feedback.</p> <p>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	 <p>Defining Educational Success: Staff Feedback</p>	 <p>Defining Educational Success in Tasmania Survey - Family and Staff</p>
Link	<a href="#">Defining Educational Success: Staff Feedback – Fill in form</a>	<a href="#">Defining Educational Success in Tasmania Survey - Family and Staff – Fill in form</a>

## FAQs facilitators may be asked

- **Who is leading this work?**

Work to deliver the definition and action plan is being led by the Strategy and Performance Portfolio. Jenny Burgess is the Sponsor and Matt Bennell is the Senior Accountable Officer. Amber Sturges is leading the engagement. You can contact the team individually, or at [educationtogether@decyp.tas.gov.au](mailto:educationtogether@decyp.tas.gov.au)

- **What changes can we expect from this work?**

This work will drive reform in terms of how, what and where we deliver education to our learners. What that looks like will be informed by this consultation. Nothing has been determined yet.

- **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.