

Youth Jobs Strategy – Discussion Paper

Hobart College

[Youth-Jobs-Paper Pages-HighResWeb.pdf \(amazonaws.com\)](#)

SOME YOUNG PEOPLE, SUCH AS THOSE WITH DISABILITY OR WITH CARING RESPONSIBILITIES, NEED ADDITIONAL, TARGETED SUPPORT TO PARTICIPATE IN THE WORKFORCE.

Data shows that young people not engaged in employment, education or training are significantly more likely to be experiencing higher levels of caring responsibilities, require more assistance with core activities, are more likely to be of Indigenous background, have lower levels of education and have more difficulty with the English language⁹.

DISCUSSION QUESTION



→ **What would unlock the ability for young Tasmanians with different needs to participate in work, education and training?**

Our Response:

- Encourage young people with a disability (and NDIS packages) to include SLES funding to be used in their last year of schooling (School Leave Employment Support). OW
- Transition Expo held in Term 2, in Education Support for families to consider what the next phase of life looks like – with stalls from support providers to have conversations with, so that there is processing time of what the best options are for the student and family (providers such as Possibility, Mission Australia, TasTAFE, ACD Tas, Maxima etc). OW

HOW DO YOUNG PEOPLE GET INTO WORK OR TRAINING IF THEY CAN'T GET TO WORK OR TRAINING?

Transport accessibility and disadvantage is a recurring issue for many Tasmanians and is a significant barrier for young people trying to enter the workforce. Young people, employment service providers and members of the broader community have all cited prohibitive costs, both to obtain a driver's licence and in relation to car ownership and maintenance. There is also limited availability of driver mentor and training programs and a lack of affordable public transport options that can reasonably get someone to and from work.

DISCUSSION QUESTION



→ **What are some innovative approaches to address transport issues for young people that keep safety as the highest priority?**

Our Response:

- We know that students who have a license and reliable car are more likely to gain employment
- There must be more supports in place to assist students to get their license but also be able to get their hours up for their P Plates. We could access the retired workforce to provide this service to young people.
- This issue really highlights the divide between the students who have access to money and those who do not. We must support students to get part time jobs that are local to their home but also we must somehow recognise this in their learning.

YOUNG PEOPLE DON'T KNOW WHAT THEY DON'T KNOW OR WHAT THEY SHOULD KNOW.

The combination of rising costs and the highest employment and participation rates the state has ever seen, is leading many businesses to operate under increasingly lean workforce models. Employers are looking for skilled, experienced, job-ready workers who can hit the ground running and support business productivity from day one, and for many young people with little or no workplace experience, getting a foot in the door is getting harder. Work readiness is the number one thing employers are looking for – even those willing to consider younger, less experienced job seekers. But young Tasmanians are telling us they are not being adequately prepared for the workplace and are looking for more support to build their employability skills and help them understand employer expectations, as well as their own rights and responsibilities as an employee.

DISCUSSION QUESTIONS



- **Where do young people currently get information from to support them to make decisions or connect to employment and training opportunities?**
- **What does it take to be 'job-ready'?**
- **What can employers do to help build those work readiness skills? Can you share any examples of best practice?**

Our Response:

- Work placement must be a priority as this is one of the most valuable means for a young person to learn work place skills. The current process for arranging work placements is prohibitive and puts considerable pressure on schools to manage an additional administrative load.
- Currently, in Years 11/12, we are assuming that students are engaging with the information provided to them via school news sheets or how information is distributed within the school. It is reliant upon the student taking the initiative to seek out employment and job opportunities.
- Career Education needs much greater focus and supports in the schools but also with teachers and families. There needs to be more supports made available to schools to be able to effectively implement career education programs.
 - For example, running a career expo in a school is incredibly time consuming and takes a huge amount of effort for a couple of hours. It would make much greater sense if we could connect with many schools and organisations so that ALL students have access to this. Also asking organisations to attend multiple career expos is not good practice, it makes much more sense to hold one major event and enable schools to be able to attend.
 - Make the Grade 10 Transition Plan compulsory in Grade 11 and 12
 - Provide more skilled practitioners able to help upskill staff to understand and prioritise Career Education
 - Make Career education compulsory for Years 11 and 12 (not unlike the English/Numeracy/ICT standard), all students should complete one unit/course before attaining their TCE.
- To be “Job Ready”, students need experiences and many of them. Simulated work environments in the classrooms are valuable but expensive (mostly run through vocational programs).

- We need to make better use of government departments and agencies to provide work placements for students rather than always relying on private enterprise. These are the best possible environments that are safe and monitored where there is a greater capacity for students to be placed. There should be a liaison officer to manage these work placements. Additionally, a system that allows schools to easily connect with these places.
- Best practice that I have witnessed in the past is work placements where the students go multiple times, there is a high level of communication between the school and the employer where a report is provided. This does put pressure on an employer to provide this information and we are asking them to above and beyond their responsibilities.
- I have also heard that Beacon Foundation placed many students at Elizabeth College where the school was not required to undertake any of the administrative tasks – it was all done for them, the students only needed to turn up.
- TASC need to accredit a course that recognises and assesses students doing work placements, volunteering, caring or who have a part-time job. **This should be an absolute priority** as it allows our students to attain TCE points whilst also being able to reflect on the skills (perhaps with their employer) that they need to improve upon. This would also benefit the employer as it would also be a way to undertake performance reviews or provide valuable feedback to the student. If we were able to connect work placements/part time work/volunteering/caring with a students TCE, it becomes more relatable and will engage our young people.

TRY BEFORE YOU BUY.

Arising from Tasmania's strong economic growth and low unemployment, there are more opportunities than ever for young people to have great careers close to home – but without increased awareness and exposure to the range of industries and occupations on their doorstep, young people are missing out. Young people want access to more opportunities for meaningful, supported and safe work experience and quality work exposure activities where they can get a feel for the work and start to consider if it's the right pathway for them.

DISCUSSION QUESTION



→ **What do (or should) quality work exposure activities look like for young people? What are some examples of this being done well?**

Our Response:

- Embedded within some subjects are exposure to new industries, and research to look at possible employment pathways for students to these industries and jobs. (Voc Pathways, Access to Work) OW
- Work related subjects should include a work placement element to them (some VET units already have this)
- Beacon used to run webinars on various industries (though this was national I think), perhaps DECYP could consider building some resources that can be delivered to schools allowing for greater communication of these opportunities
- We **MUST** also engage the parents/carers. There needs to be much more thought around how this can happen.

A FIRST JOB MIGHT ONLY BE THE FIRST STEP – YOUNG PEOPLE NEED ONGOING SUPPORT AND OPPORTUNITIES FOR CONTINUOUS LEARNING AND DEVELOPMENT TO MAINTAIN DECENT, MEANINGFUL WORK.

Getting a job is great as long as the work is decent, meaningful and not at the cost of future opportunities. Young people, like everyone in the workforce, need to be able to continue to gain and grow new skills and capabilities. The jobs of the future will demand an ever-growing level of skills – the ability to combine work and learning is critical. Employers, educators and training providers need to be able to support and accommodate flexible learning methods.

DISCUSSION QUESTION



→ **How do we balance and support work and learning for young people?**

Our Response:

- We don't balance and support work and learning for young people. We expect them to hold down the demands of a part time job and then have no vehicle to recognise the learning they are doing on the job. There needs to be a much greater connect with students undertaking work/caring/vounteering
- TASC and the 9-12 team need to prioritise creating courses that actually recognise this. If TASC are able to provide TCE points for music examinations, scuba diving qualifications, Duke of Ed, then surely they can consider creative ways as how this can also be recognised. It seems grossly unfair to not consider what our young people do outside of school.

INDUSTRY AND EMPLOYERS WANT YOUNG PEOPLE TO BE PART OF THEIR WORKFORCE – BUT THEY NEED HELP TO MAKE THE CONNECTION.

Many key industries recognise younger workers are an essential part of their future workforce planning – both for their creative and innovative thinking and to address workforce shortages, an ageing workforce and business sustainability and growth. The data show that there is available labour supply in the 15-24 cohort, but some employers are struggling to connect with them; they find it difficult to make their business or industry visible and attractive to young people; cite administrative complexity in facilitating meaningful work placement opportunities; and find it difficult to navigate training systems to be able to build and develop a skilled youth workforce. Employers identify deficiencies in job readiness of some young people and struggle to manage intergenerational differences.

DISCUSSION QUESTIONS



→ **How could your business or industry be better supported to provide opportunities for young people?**

→ **What information or resources are needed to make Tasmania's training system more accessible and streamlined?**

Our Response:

- Build greater connections between industry and schools. At the moment it is up to schools to do this but when there is a lack of time, this becomes incredibly difficult and hard to prioritise.

- Build a database (that is able to be self-managed by employers so they can update their own profiles) not dissimilar to Seek.com.au where employers upload work experience opportunities that they have available or would like to offer. Schools would then access this on an as-needs basis. It takes away the cold calling schools and students are being asked to do and means that employers who are willing to offer a work placement are the only ones needing to be connected with.

Additionally – when you are asking for feedback like this, I think providing an actual document or means to add in the comments would be valuable as we had to create our own and share with our staff.