

Phone: (03) 6243 7718

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ABN: 28 261 465 779

Dear Ms Baylis,

The Tasmanian Association of State School Organisations (TASSO) represents all School Associations across Tasmania. We advocate for the views of parents and primary caregivers on matters related to the education of their children in Tasmanian State Schools.

TASSO strongly supports the need for an independent review of education in Tasmania.

For the review to truly benefit the children of Tasmania, we urge that it centres on students, their potential, wellbeing, and voices, making these the core of the review.

We also believe that family engagement in learning is crucial for student success. Education isn't confined to the hours between 9am and 3pm. Valuing parents in their child's education, ensuring they are heard, and allowing them to support their child's learning are essential to a child's educational success.

While we acknowledge the necessity of having a timeframe for the review, we are concerned that a period of less than six months will not provide sufficient time to consult broadly with our school communities. Genuinely capturing parent voices requires opportunities for consultation beyond surveys, which takes time.

Given the limited timeframe, our priorities for the review and the core questions we would like to see examined are:

1. What constitutes "successful" education?
2. Is TCE relevant in a modern education setting?
3. Do students feel seen, heard and valued in our education system?
4. Do primary care givers feel their voice matters in their child's education?
5. Is family engagement with learning a priority?

What should be in scope for the review?

1. All aspects of education funding
2. Infrastructure, maintenance and capital works
3. Allied Health Services
 - a. Current practices and delivery, assessing the limitations and successes of the system
 - b. Impacts of high waitlists and lack of professionals in Tasmania
 - c. Pathways to a more contemporary and modernised system
 - i. Including collaboration between systems
4. Evaluation of current system wide approaches to teaching, learning and resourcing

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- a. Evaluation of educational programs, determination of how educational significance and suitability is measured
 - b. Evaluation of incident report management and resulting professional development and industrial relations parameters (hours, pay, conditions and performance management)
 - c. What should family engagement with learning look like within policy and processes
5. Schools
- a. Wellbeing and workload evaluations of staff
 - b. If there are workload pressures, solutions and contemporary approaches to elevation
 - c. Approaches to behaviour management, and supports for teachers
 - d. Complaints processes for students and families
 - e. Evaluation of incident report management and resulting professional development and industrial relations parameters (hours, pay, conditions and performance managements practices)
 - f. What practices are in place to create a community supporting a child's education
6. Teaching practices
- a. Evaluation the current university course(s) and Initial Teacher Training for new graduated teachers
 - b. Behaviour management training, support and contemporary professional development
 - c. Differentiated teaching practices, extension to intervention opportunities

We reiterate that to truly review education in Tasmania all aspects of education must be examined, and the timeframe proposed do not appear to be sufficient to truly and comprehensively understand the state of education in Tasmania.

We're looking forward to working with you during the upcoming review, helping to increasing pathways to parents and primary carers and providing voice gathering opportunities.

Warm regards,

Krissy McCance
President
TASSO