

Year 10 | Grow

Pathway planning

Teaching notes

Using pathway planning resources

Pathway planning encourages students to explore, identify, evaluate and reflect on the learning and work pathways available; recognise opportunities; make connections and manage transitions. Importantly, pathway planning provides opportunities for students to identify their aspirations, reflect upon their achievements and set goals for continuing success.

Career development is an ongoing process for all students and the use of pathway planning tools can help support your school's approach. The suggested activities provide teachers with rich opportunities to facilitate career conversations that encourage students to connect current learning to future learning, work and life opportunities.

The career development journey is a reflective process. During activities teachers should provide time and supporting prompts to encourage students to think and discuss their responses. The end of each semester or reporting period is also an important time for student review, offering students the opportunity to reflect on their aspirations and achievements.

Pathway planning should be an empowering process for all students. Students will come to career development activities with a range of pre-conceived ideas, experiences, cultural understandings and perspectives. These become particularly relevant during activities in which students are asked to identify their values and their influences. It is important that the diverse perspectives that students bring to career development activities are recognised and valued. Cultural responsiveness should therefore inform the contextualisation of all activities. Teachers are encouraged to consider the following sources of information:

* [Aboriginal Cultural Standards Framework](https://www.education.wa.edu.au/dl/jjpzned)
* [Career conversations | myfuture](https://myfuture.edu.au/assist-others/career-conversations)
* [Valuing diversity | myfuture](https://myfuture.edu.au/assist-others/valuing-diversity)
* [EAL/D Progress Map](http://det.wa.edu.au/curriculumsupport/eald/detcms/school-support-programs/english-as-an-additional-language-or-dialect/assessment-and-reporting/esl-esd-progress-map/early-adolescence-progress-maps/secondary-eal-d-progress-map---years-7-to-12.en?title=Secondary+EAL%2FD+Progress+Map+-+Years+7+to+12)

Successful pathway planning requires student access to current and relevant information. Please consider your website selection, cyber safety, and your school’s process to inform parents of selected online platforms when providing on-line opportunities for students to explore future careers
and opportunities.

For more information, you can access:

* the [myfuture](https://myfuture.edu.au/help-and-support/user-guides) online reflection tools and user guides
* [Students Online in Public Schools Procedures](https://www.education.wa.edu.au/web/policies/-/students-online-in-public-schools-procedures)

**Consider the needs of Year 10 students**

* Think about the community and context of your students as you work towards creating an environment that is conducive to students sharing and engaging in open discussions.
* Consider the level of experience and prior knowledge of your students and locate student’s pathway planning documents from Years 7, 8 and 9. If students have not completed any previous pathway planning documents, they are also available as themed versions as well as year level versions.
* Ensure students will be able to visit their [myfuture](https://myfuture.edu.au/) account.
* Refer to the Glossary of Terminology to clarify meanings of specific language.

**Activate prior knowledge and understanding**

1. Students work in pairs to prepare answers to the following questions:
*What is a career?*

*Why is pathway planning a personal process?*

Facilitate student discussion to share, compile and clarify student ideas.

1. Students complete the [Career Quiz | JobOutlook](https://joboutlook.gov.au/career-tools/career-quiz/#/) . Challenge them to take note of the language used in the quiz and then choose some words that describe them as an individual. This thinking will support them to complete the **Who am I** activity.

**Introduce the pathway planning process**

1. Skim and scan the resource with students.
2. Identify each activity and its purpose.
3. Define new language and incorporate a vocabulary activity, for example, a word wall or glossary.

**My profile**

Students further explore how their interests and strengths have influenced the decisions they have made and will make. Students reflect and examine all aspects of their personal profile. Students focus should be broad and include, hobbies, volunteering, interests, groups, sport as well as school.

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| **Before and during*** Students complete [myfuture Interest Quiz](https://myfuture.edu.au/my-career-profile/quiz-profile/quiz-result#interest).
* Students look for connections between interests and influences and document what has changed.
* Discuss what ‘personal best ‘means. Where is language like this more commonly used?
* When used in sport how can people measure their personal best?

How would you know if you are achieving your personal best when involved in?1. Writing an essay
2. An artistic endeavour
3. Completing a project
* Students identify/recognise their personal best. What tools or strategies are they using that would help them achieve a personal best?
 | **Building further connections*** Students draft a resume highlighting strengths, interests, and achievements. The following headings can be used as a starting point:
	+ Educational achievements
	+ Awards and acknowledgements
	+ Work experience
	+ Volunteering
	+ References/Referees
* Students continue to explore, identify, grow, and evaluate their learning and work pathways.
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**World of work**

Students review and update their resume as this is a foundation document used as a first step in marketing themselves.

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| **Before and during*** Expand on student knowledge of referees.
* What is the difference between a work-related referee and personal one?
* How are referees used in the recruitment or application process?
* Students mind map their networks and community connections to identify potential referees.
* Unpack **volunteering** as a means of developing work capabilities. Discuss
* the skills and capabilities volunteering may help you develop
* why people who are looking for paid work, consider volunteering
* why people who have a job consider volunteering
* why people who have retired consider volunteering
* Discuss where in the local area they can volunteer.
* Listen to Will talk about how he is using volunteering to help him put what he is learning at TAFE into practice.
* [Meals on Wheels continues delivering to vulnerable during Coronavirus/COVID-19 | ABC Australia - Bing video](https://www.bing.com/videos/search?q=meals+on+wheels+volunteering&ru=%2fvideos%2fsearch%3fq%3dmeals%2bon%2bwheels%2bvolunteering%26qs%3dn%26form%3dQBFVBC%26sp%3d-1%26pq%3dmeals%2bon%2bwheels%2bvolunteering%26sc%3d8-28%26sk%3d%26cvid%3dCE7085C9DD8345C39E670F3E47D3A776&view=detail&mid=4EF4893F0E8B7A45F7E44EF4893F0E8B7A45F7E4&&FORM=VDRVRV)
 | **Building further connections*** TAFE tasters or visits prior to applications to VET delivered to secondary students programs.
* Share information on school-based apprenticeships and requirements for application, including referees. Students may consider the inclusion in their upper school pathway.
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**Review and reflection**

Students need access to their own achievement data, reports, or student achievement table. Key dates in assessment and reporting timelines may influence recommendations and selections and this information needs communicating to students.

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| **Before and during*** Check in with students before the activity
* How many had set a learning goal previously?
* How many had set up an action plan?
* Students should consider why they made the predictions. What do they know about themselves that prompted this prediction?
* Review Semester 1. How do these results affect any goals that students have set for themselves?
* When setting an action plan for OLNA improvements students will need to be reminded of the important elements of an action plan. Refer to Year 9 Pathway Planning p.11.
* Introduce WACE requirements and the notion of recommended courses for tertiary pathways.
* Set a review time for Term 4.
 | **Building further connections*** Student pathway planning can be used to support parent teacher interviews and course selection interviews.
* Encourage students to rehearse discussion of pathway interests with others and their parents
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**Making it all work**

Ensure you are aware of the course and training options, the recommended courses and processes within the school. Students should be supported with the Year 10 Information Handbook as well as the school’s course offerings for Year 11/12.

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| **Before and during*** Expose students to career expos, talks, or industry panels for students. These should include VET providers, universities, key industries, and may include contact with previous students to share their experiences as they have transitioned from school.
* Provide students with information about current opportunities for career exploration and any that may be offered in years 11/12.
* Provide students with the opportunity to set a goal or to refer to any current ones for their post school career options. Recalling and articulating the goal beforehand may help them to focus on the activity.
 | **Building further connections*** Students could use this research to support any ongoing career conversations with parents.
* At this stage there is no requirement for students to have a firm idea on the type of career they want to pursue. The work they are doing is to help them *‘explore, identify, grow and evaluate the learning and work pathways available.’*
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**Career exploration**

Work capabilities are also transferrable skills that will support students to engage and navigate successfully in life and work. Understanding the changing nature of work and the opportunities that change brings strengthens student resilience.

Using the Career Bullseye charts, students can explore career pathways by selecting a learning area they enjoy.

Connect students with current industry websites and information. Students can use their prior knowledge as a starting point for their investigation.

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| **Before and during*** Ask students to list three career possibilities that align with their school achievements and three that match their interests and strengths. Students identify where their career possibilities sit in levels of education and training.
* Work Capabilities - this section requires explicit teaching of the language used.
* What does to be capable mean to students?

[To have capability is to be able to integrate skills and knowledge as needed] | **Building further connections*** Students may find some of these stories helpful and supportive of any career exploration activities. [Career stories | myfuture](https://myfuture.edu.au/career-stories)
* Students should consider how any new discoveries transfer to new learning goals.
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**The High 5**

The High 5 of Career Development were originally developed by a group of [Canadian experts](https://www.counseling.org/resources/library/ERIC%20Digests/95-064.pdf) to summarise what they knew about career development. The principles are a useful way to help students continue to reflect on the ever-changing nature of the world of work. Once they are understood they can provide students with connections for future career activities.

[NCW\_High\_5\_Messages\_of\_Career\_Development-1.pdf (careersweek.com.au)](https://careersweek.com.au/wp-content/uploads/2019/01/NCW_High_5_Messages_of_Career_Development-1.pdf)

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| **Before and during*** Students brainstorm any important ideas they understand about career development.
* Students recall the types of activities that they have completed on the myfuture account, the goal setting and action planning discussions.
* Give students a word to create a career message using that word.
* Change
* Heart
* Learning
* Journey
* Allies
* Look at each of the High Five messages and allow time for students to organise and make meaning of each idea presented.
 | **Building further connections*** Students take some time to reflect on how individual their life is.
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**Action planning**

Students complete this in their second semester. Action planning builds on past successes by adapting previous goals or ambitions, recognising the risks to success, and then investing in the appropriate resources.

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| **Before and during** * Review the cycle of goal setting; plan, act, achieve, celebrate, review, adjust, realign, resilience. Consider barriers and challenges such as location, finance, access, time, money, friends.
* Scaffold responses. Break the activity into segments.
* Students look for links to the High Five activity:
* How does “where am I now” link to learning is lifelong?
* How does “where do I want to be’ link to know yourself-follow your heart?
* How does “who can help me’ link to accessing allies?
* How does this activity link to change is constant?
* Consider flexibility, adaptability and resilience as strengths. Under what circumstances can change be good?
* Focus on the individual nature of pathways for students.
 | **Building further connections*** Students continue to add elements to their portfolio. What achievements can be recognised cross-curriculum? How is the evidence gathered?
* Students reflect on how they completed this activity. Did they notice any significant changes in career development across daily life, learning and work?
* Students predict which area/s of their career development may undergo the most change in the next two years. What might influence these changes?
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**Preparing for course counselling**

Student guidance on course selection will be dependent on aims for WACE or upper school programs, VET options and Endorsed Programs. This is a preliminary selection that will assist in further conversations. Students should be supported with the Year 10 Information Handbook as well as the school’s course offerings for Year 11/12.

Use the Work Capabilities table to prompt discussions about the courses students have selected. As these 11 capabilities were looked at on page 6, teachers could encourage students to connect the two activities to consolidate their understanding of the capabilities and their progress.

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| **Before and during*** Complete an audit of school offerings.
* Students consider what decisions they need to make. For example:
* Do they need to choose between two options they like?
* Are they choosing one course over another for future planning reasons?
* Are they choosing options based on beliefs, likes, strengths, interests?
* Consider and reflect on the courses and programs on offer.
* How do they relate to the students considered purpose and pathway?
* Are they on track to be eligible for the courses they want to do in Year 11? (eg. specialist VET program, ATAR prerequisites)
* Analyse responses. What needs to be discovered or investigated?
* Review influences on decision-making.
* Where does/will their advice come from?
* Who are their allies in this process?
* How thorough has their research been?
* Interviews with existing students (i.e., student alumni) completing or completed courses on offer. Presentations can be facilitated by VET teachers, teachers from across learning areas, specific program champions, and parent nights covering all sectors.
 | **Building further connections*** Review selections in relation to work capability development and progress on intended pathway.
* Students use the work capabilities table to consider the skills and knowledge that may come from completing selected courses.
* Students consider what other activities could be undertaken to develop the capabilities needed for their potential industry pathways.
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**My portfolio**

Students review their portfolio and update with new evidence and achievements. Check for alignment with goals for the year ahead. The portfolio is a growing collection characterised by constant changing of documentation. The process encourages students to focus on growth and improvement.

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| **Before and during*** [Students read the following articles on the myfuture](https://myfuture.edu.au/career-articles/details/collating-your-career-portfolio)

[website and discuss.](https://myfuture.edu.au/career-articles/details/collating-your-career-portfolio) [Collating your career portfolio | myfuture](https://myfuture.edu.au/career-articles/details/collating-your-career-portfolio)[5 ways to clean up your digital footprint | myfuture](https://myfuture.edu.au/career-articles/details/5-ways-to-clean-up-your-digital-footprint)* Students consider their networks and connections within the community.
* Present the basics on job applications and interviews. What items support an application?
 | **Building further connections*** Refer to the video [Managing your online reputation (jobsearch.gov.au)](https://jobsearch.gov.au/online-learning/modules/managing-your-online-reputation)
* Discuss how what you do and say online today impacts your future work opportunities.
* Discuss the following with students:
* Employers regularly do online searches to find out about applicants.
* Search yourself – what would you find?
* How private are your settings?
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**Growing your game plan**

There is an opportunity here to connect these strategies to the [High Five](file:///C%3A/Users/E0325531/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/EVDTUXFR/NCW_High_5_Messages_of_Career_Development-1.pdf%20%28careersweek.com.au%29) principles covered previously.

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| **Before and during*** Students will need to print a copy of their action plan on page 8. Students show the plan to a trusted adult and seek feedback. Help students make connections between how others see them and the self-knowledge they used to write the plan.
* Discuss the checklist and how the strategies will help students to stay focussed on the plan and acknowledge that it may change.
* Discuss how confidence affects the decisions we make.
 | **Building further connections*** Create a visual pathway that includes a summary of self-knowledge and aspirational direction. Use this to inform the conversation in the career counselling interview. Store in portfolio for future reference and review.
* Links to post school planning and transitional tools. [Job search resources | myfuture](https://myfuture.edu.au/job-search-resources)
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# **Appendix 1: Glossary of terminology for teacher reference**

**Achievements**: something done successfully with effort, skill, or courage.

**Action plan**: a detailed plan outlining actions and strategies needed to reach one or more goals.

**Adaptability**: the quality of being able to adjust to new situations.

**Apprenticeship**: a structured training agreement for skilled trade areas that combines paid on-the-job training and formal study with a Registered Training Organisation.

**Aptitude**: the natural ability to learn and apply certain information or skills.

**Aspiration**: a hope or ambition to achieve something.

**Attributes**: personal qualities or characteristics.

**Automation**: a wide range of technologies that reduce human intervention in a process.

**Barriers**: circumstances or obstacles that may prevent you from achieving your goals.

**Belief**: an attitude towards something, such as whether it is true or false, good or bad, or right or wrong.

**Beneficial**: producing good results or effects.

**Capabilities**: the power or ability to do something.

**Career**: the variety of experiences, jobs and occupations that you undertake throughout your life.

**Career exploration**: learning about different occupations and how they suit your unique career preferences.

**Casual work**: employment that is offered on an as-needed basis with no expectation of ongoing work or guaranteed hours of work per week.

**Challenges**: obstacles in your life that may prevent you from achieving your goals.

**Collaboration**: the action of working with others.

**Communication**: the ability to convey information or interact with others through speaking, reading or writing.

**Curriculum Vitae (C.V.)/Resume:** a brief description of education, qualifications, employment history, and personal interests and activities, sent with a job application.

**Decision making**: the ability to use your thinking skills and experience to determine the best solution to a problem or complex situation.

**Digital literacy**: the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society.

**Digital technologies**: electronic tools, systems, devices and resources that generate, store or process data such as social media, online games and mobile phones.

**Feedback**: helpful information or constructive criticism that is given to someone to indicate what has been done well or what can be improved.

**Financial literacy**: the ability to make informed judgments and to make effective decisions regarding the use and management of money.

**Globalisation**: the process of interaction and integration among people, economies and governments worldwide.

**Goal setting**: a clear, specific, measurable statement that can provide a path to achieve certain accomplishments or explain how you want to personally advance in some way.

**Habit**: something that you do regularly, often without knowing that you are doing it.

**Industry**: businesses or organisations that produce and supply goods or services.

**Influence**: the capacity of someone or something to have an effect on the actions, behaviours and opinions of others.

**Innovation**: the process of transforming a new idea into reality.

**Innovative**: the ability to do things differently or to do things that have never been done before.

**Interests**: the activities you enjoy doing and the subjects that you like to spend time learning about.

**Job**: a paid position of regular employment.

**Job conditions**: refers to the work environment and aspects of an employee's terms and conditions of employment.

**Job market**: the number of jobs that are available in a particular place or for a specific type of work.

**Learning experiences**: any interaction, course, program, or other experience in which learning takes place, whether in educational environments or outside-of-school settings.

**Lifelong learning:** the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons.

**Objective**: a future or a desired result that you envision, plan and commit to achieve.

**Occupation**: a job or profession.

**Online presence**: all the activity and content that you have under your name or a business name on the internet.

**Pathway**: structures education and training programs that support the transition from school to an occupation or further education and training.

**Personal best**: the best achievement one has ever had in a particular event or situation.

**Personal characteristics**: special qualities that make individuals unique, including their thoughts, emotions, interests, habits and behaviours.

**Portfolio**: a collection of information about your achievements, who you are and your work experience to demonstrate your capabilities, qualities and accomplishments.

**Pre-requisites**: required to be met or achieved to access further education or training.

**Project management**: the ability to coordinate a project and achieve the planned objectives.

**Qualification**: an official record of achievement awarded on the successful completion of a course of study or training.

**Relationships**: connections between people and/or groups of people who influence your life, including your thoughts, emotions, interests, habits and behaviours.

**Referee**: A job referee is someone your potential employer can contact to find out more about you.

**Skills**: the learned abilities that enable you to perform actions.

**Strategies**: planned actions that are designed to achieve objectives.

**Team**: a group of individuals who work together to achieve a common goal.

**Timeframe**: a specified period of time in which some action is planned to take place.

**Traineeship**: a training agreement between the trainee and their respective employer whereby the employer agrees to train the trainee in a specific industry, and the trainee agrees to work and learn.

**Transferable skill**: the learned ability to perform an action in different contexts.

**Transition**: the process of moving through secondary schooling and beyond to work, further education and/or training.

**University**: an institution of tertiary or higher education.

**Values**: individual beliefs, principles or standards of behaviour that you deem to be important in life.

**Volunteer**: to work for an organisation, a community or an individual without being paid.

**Work capabilities**: the skills, knowledge and understandings students need to be ready for future learning, work and life. They are the transferable skills that enable young people to successfully engage with, navigate and advance in life and work.

**Workplace learning**: a structured work experience program that provides an opportunity for students to get on-the-job experience or training.

**Written communication**: the process of interacting with others in written form to convey a message or deliver information.

# **Appendix 2: Career development resources and supporting materials**

Australian Apprenticeship Pathways

[aapathways.com.au](https://www.aapathways.com.au)

Australian Apprenticeship Pathways – Industry Literacy and Numeracy quizzes

[aapathways.com.au/literacy-and-numeracy-quizzes](https://www.aapathways.com.au/literacy-and-numeracy-quizzes)

Australian Apprenticeship Pathways – Job pathways charts

[aapathways.com.au/career-research/job-pathways](https://www.aapathways.com.au/career-research/job-pathways)

Australian Apprenticeship Pathways – Occupation videos (MYGAIN)

[youtube.com/user/AAPathways](https://www.youtube.com/user/AAPathways)

Career Information for WA Construction Industry

[ctf.wa.gov.au/construction-futures](https://ctf.wa.gov.au/construction-futures)

Career Planning and Development

[dtwd.wa.gov.au/individuals-students-and-parents/career-planning-and-development](https://www.dtwd.wa.gov.au/individuals-students-and-parents/career-planning-and-development)

Employing Apprentices – Making apprenticeships work in your business

[employingapprentices.com.au](http://www.employingapprentices.com.au)

Foundation for Young Australians

[fya.org.au](https://www.fya.org.au)

FYA Reports: New work order, new basics, new work mindset, new work smarts, new work standard

[fya.org.au/resource/new-work-order-research](https://www.fya.org.au/resource/new-work-order-research)

Job Jumpstart

<https://www.jobjumpstart.gov.au/>

Jobs and Skills WA

[jobsandskills.wa.gov.au](https://www.jobsandskills.wa.gov.au)

Labour Market Insights

<https://labourmarketinsights.gov.au/>

myfuture

[myfuture.edu.au](http://www.myfuture.edu.au)

My Skills

[myskills.gov.au](https://www.myskills.gov.au)

myWAY Employability

[mywayemployability.com.au](https://mywayemployability.com.au)

School Curriculum and Standards Authority

<https://www.scsa.wa.edu.au/>

Skills One

[skillsone.com.au](http://www.skillsone.com.au)

Skills Road

[skillsroad.com.au](https://www.skillsroad.com.au)

The Apprenticeship Office

[dtwd.wa.gov.au/apprenticeship-office#news\_and\_updates](http://www.dtwd.wa.gov.au/apprenticeship-office#news_and_updates)

Your Career

[yourcareer.gov.au](https://yourcareer.gov.au)