

**Year 8 | Discover**

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) on-line 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 8 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.
* Gather information about students’ relevant previous career experiences. Locate students’ pathway planning documents from last year, leading to introductory discussions regarding lifelong learning.
* Make sure all students have a [myfuture](https://myfuture.edu.au/help-and-support/user-guides#signing-up) account and you are familiar with this site. Student activities are saved automatically when they are logged in.

**Activate prior knowledge and understanding**

1. Engage students with [Sara's career story](https://myfuture.edu.au/career-stories/details/sara-has-created-a-career-with-style) or a similar one from the [myfuture](https://myfuture.edu.au/career-stories) website.
2. Brainstorm Sara’s messages about *grabbing opportunities; following her heart; doing what she loves; training and qualifications;* and *how hairdressing can be a pathway to becoming a business owner, teacher or creative director.*

**Introduce the pathway planning process**

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

**My values**

Values awareness in the career context is an ongoing, essential element of the pathway planning process. Year 7 students completed a values quiz on their [myfuture](https://myfuture.edu.au/) account and this learning is continued during Year 8.

Create a safe environment while values are unpacked from a cultural, family and personal perspective.

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| **Before and during** * Students explain:
* *what a value is.*
* *how values might affect their behaviour.*
* *how understanding their values helps them to plan and make decisions.*
* Students complete the [myfuture](https://myfuture.edu.au/) values quiz.
* Brainstorm factors that shape student values, for example, culture, family, religion, sport, school, and social media. *Rank values in order of importanceDiscuss the number one value of individuals.*
 | **Building further connections*** Explore connections with other curriculum areas, for example, health.
* Discuss the values of businesses and their corporate social responsibilities.
* *What factors might influence the development of business values?*
* *Would these values be the same as yours?*
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**Influences in my network**

Students consider factors within their environment that influence them in ongoing and changing ways. These influences can be direct or indirect, obvious or subtle.

Teacher references:

* [Making career decisions: how influencers can help](https://myfuture.edu.au/docs/default-source/insights/making-career-decisions-how-influencers-can-help.pdf)
* [Career conversations | myfuture](https://myfuture.edu.au/assist-others/career-conversations)
* [Guiding Circles: an Aboriginal guide to finding career paths](http://galengpc.weebly.com/uploads/1/2/2/0/12201020/guiding_circles_-_extra_reading.pdf)
* [EAL/D Progress Map - Secondary](file:///C%3A/Users/mike/Dropbox/PC%20%282%29/Downloads/Secondary%20EALD%20Progress%20Map.pdf)

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| **Before and during** * Use *Guiding Circles* activities to support all students to identify their influences and connections.
* Create a mind map showing connections between their environment and influences.
 | **Build further connections*** Discuss how influences can change, for example, joining a new group, moving to a new location, the changing membership of a group to which they belong.
* Consider what personal capabilities are needed to navigate and manage these changes.
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**My skills**

This activity is designed to support students to think more deeply about their skills. Students will need an understanding of specific language that will take time to develop.

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| **Before and during** * Make sure students understand terminology related to work capabilities, for example, transferrable skills, employability skills, and 21st Century skills.
* Draw students’ attention to the links between their learning at school and the capabilities and skills needed for successful employment.
* Students complete the Skills quiz in their [myfuture](https://myfuture.edu.au/) account and save their results.
* Refer to the following:
* [National Skills Commission](https://www.nationalskillscommission.gov.au)
* [Capable Country](https://cica.org.au/wp-content/uploads/The-capable-country.pdf) \*
 | **Build further connections*** Discuss the work capabilities and skills by asking students to compare the level of skills required for certain jobs. Explain that a particular work skill can be displayed at increasing levels of competence. Use the analogy of levels of skills involved in a particular sport, for example, novice to Olympic standard, local to national league.

Ask:* *What skills were displayed by both Sarah and Dany?*
* *Why would Dany be required to demonstrate higher levels of teamwork and collaboration than Sarah?*
* *Can you name another work capability or skill and some jobs that require that capability or skill at different levels?*
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**My portfolio**

Introduce students to the concept of a portfolio and how they might demonstrate their capabilities, qualities and accomplishments. Model the use of the Situation Task Action Result (STAR) format to document an example. Support students to develop two different examples of a STAR.

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| **Before and during** * Students reflect on the range of skills and attributes that they identify.
* *Which if these do you consider to be your strengths?*
* *Can you think of situations in which you have demonstrated these strengths?*
* People use more than one skill in each situation. For this activity, students consider only one skill in each example.
* Students consider which examples to use in their portfolio.
* *Which example do you think most clearly demonstrates your use of this skill?*
* *In what situation have you demonstrated this skill?*
 | **Build further connections*** Brainstorm what should be included in a portfolio.
* *How is a career portfolio helpful when applying for jobs?*
* *What makes an effective career portfolio?*
* Challenge students to think about who might use portfolios and why they would need them. They may consider:
* artists
* photographers
* architects
* home builders
* graphic designers
* hairdressers
* cabinet makers
* chefs
* social media managers
* designers
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**Items 1 and 2 Reflection**

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| **Before and during*** Students use the values, skills and interests quizzes in their  [myfuture profile](https://myfuture.edu.au/my-career-profile/activities) to help them reflect on their portfolio item.
 | **Further connections*** Students revisit the ‘My influences in my network activity’ and find connections between their current achievements, influences and what they are learning about themselves.
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**Career explorations**

Students begin considering work roles and opportunities in their familiar andimmediate environment, and expand their exploration beyond these. Consider all elements of engaging in work, both paid and unpaid and the motivation for people to work.

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| **Before and during** * Discuss and clarify related terms: *work tasks, work activity, job role, job description form (JDF), work capabilities, skills* and *job conditions.*
* Students interview two different people about their jobs. In preparation for the interviews, students discuss points that would be interesting and valuable to know, such as:- specifics of their job roles - required education and training- necessary skills and work capabilities -conditions of work

- their original and ongoing motivations to engage in this work* Invite students to explore other useful sources of information such as [Occupation videos by learning area | myfuture](https://myfuture.edu.au/assist-others/occupation-videos-by-learning-area) .
 | **Build further connections*** Students can compare and share their findings. Discuss the jobs they found most interesting and unusual.
* Invite parent/teacher guest speakers.
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**My reflections and making connections**

This activity promotes deeper self-awareness in students. Access to their Year 7 school report is useful.

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| **Before and during** * Students are now more than one year into their secondary schooling. Set up processes that allow students to view and unpack their Year 7 school reports.
* Students refer to their myfuture profile results to support their personal reflection.
 | **Further connections*** Invite students to think about their future and consider ‘action planning’ (pp.10-11). Ask:*How has this reflection prompted you to set some new goals? What are your new goals?How are reflection and goal setting connected?How can you plan to reach these new goals?*
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**Action planning**

This activity explores action planning.

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| **Before and during** * Elements of action planning can include:
	+ Identifying what you would like to achieve
	+ The skills and capabilities required
	+ The steps to take
	+ Who can help
	+ Challenges or barries
	+ The timeframe.

 * Discuss the need to take personal responsibility for action planning.
 | **Build further connections*** Discuss the importance and value of timely reviews of action planning.
* *When should you review?*
* *Why it is important to be adaptable and flexible?*
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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)