

Year 9 | Explore

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 9 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 and 8. If students have not completed any previous pathway planning documents, they are also available as themed versions as well as year level versions.
* Make sure students can access 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 [Your Future Career Quiz](https://www.yourcareer.gov.au/your-future-career). 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.

**Who am I?**

Prompt students to reflect on the group, family and network influences on their personal identity. This reflective process was initiated in Year 7/Reflect pathway planning.

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| **Before and during** * Select 3-5 categories from the list on page 2.
* Students provide some information that helps to define their identity.
 | **Build further connections*** Students connect understandings gained from this activity with the development of their resumes. For examples, refer to the

[Jobs and Skills WA resume examples](https://www.jobsandskills.wa.gov.au/sites/default/files/uploads/Jobs%26Careers/jswa-resume-examples_may_20.pdf). |

**More about me**

Students focus on building a profile in preparation for self-promotion for work. Gathering input from others can be challenging for students. The holistic nature of a career is also important here. Every element of life provides skills and talents that can be used, such as interests, skills, talents, experiences, training and strengths.

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| **Before and during*** Consider all the activities and skills that students engage in outside of school in their other networks.
 | **Build further connections*** Identify activities from the Health and Physical Education (HPE) or English curriculum on self-reflection.
* Students may include these elements (interests, skills, talents and strengths) in their resume, which can be in ahard or electronic copy.
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**Engage with the world around you**

Thoughts and beliefs are drivers in a student’s personal story. In career development finding purpose in work leads to enjoyment and engagement. Focus on how students attach meaning to their experiences and learning. These experiences shape their self-perceptions and their planning activities.

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| **Before and during*** Students consider:
* where their belief systems came from
* whether feelings towards certain things have changed recently
* how they manage strong emotions, such as anger and frustration
* Students consider some of their belief statements about work and career decision-making and identify how these beliefs influence their emotions and actions.

  | **Build further connections*** Guest presenters to school could include women in technology, men in nursing, and women in the trades, to provide a broad view of pathways to industry and to challenge existing beliefs.
* Occupation videos are an additional resource to build on this understanding.
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**What is work?**

Students develop an understanding of the broad concept of work and how we develop skills and capabilities from all aspects of our life.

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| **Before and during** * Introduce and discuss the meaning of the following terms in the context of career development: career pathway, volunteer, casual, capabilities, work experience, coaching, mentoring.
* Students explore the list of work activities and identify those which they are engaged in. Emphasise that paid work is not the only work activity that develops skills and capabilities.
* 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.
* Brainstorm and create a list of volunteer organisations.
 | **Building further connections*** Add any discoveries regarding skills and capabilities to resumes.
* Students research volunteer organisations and identify those they are interested in

Students could consider what volunteering groups they would consider now if they were old enough, had the time and access. Use the previous activity on page 4 to encourage students to connect the choices or decisions they make here to any beliefs they may hold. * Listen to these stories from volunteers.
* [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)[SA SES Volunteer - Alyssa - Bing video](https://www.bing.com/videos/search?q=australia+volunteering+ses&ru=%2fvideos%2fsearch%3fq%3daustralia%2520volunteering%2520ses%26qs%3dn%26form%3dQBVR%26%3d%2525eManage%2520Your%2520Search%2520History%2525E%26sp%3d-1%26pq%3daustralia%2520volunteering%2520ses%26sc%3d0-26%26sk%3d%26cvid%3dC4DD120EAFE54387866098C20DA49778&view=detail&mid=B3EAAD589F0DC4298476B3EAAD589F0DC4298476&&FORM=VDRVSR)
* [Volunteering at Foodbank WA - Bing video](https://www.bing.com/videos/search?q=foodbank+volunteering&&view=detail&mid=8DCBA2044C7BAFB7C97E8DCBA2044C7BAFB7C97E&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dfoodbank%2Bvolunteering%26FORM%3DHDRSC4)
* [Dog Refuge | Today Perth News - Bing video](https://www.bing.com/videos/search?q=animal+shelters+perth&&view=detail&mid=6B87EAA5E8E8FA236E166B87EAA5E8E8FA236E16&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Danimal%2Bshelters%2Bperth%26FORM%3DHDRSC4)
* Consider the skills and work capabilities that volunteers can bring and learn from a volunteer service.
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**Types of work**

Familiarise and unpack the seven job clusters in the [Foundations for Young Australians’ New work order report](https://www.fya.org.au/app/uploads/2021/09/The-New-Work-Mindset_2016.pdf).

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| **Before and during*** Explore the seven job clusters and their respective elements in [The-New-Work-Mindset\_2016.pdf (fya.org.au)](https://www.fya.org.au/app/uploads/2021/09/The-New-Work-Mindset_2016.pdf). Support students to make meaning of the text and the infographics.
* Explore the clusters in [Australian Skills Classification](https://www.nationalskillscommission.gov.au/australian-skills-classification#clusters). Compare with the above list.
 | **Building further connections*** Students find examples of where they are demonstrating or developing work capabilities within and outside of school.
* Identify work capabilities that are transferrable from home or school to a workplace.
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**Career explorations**

Explore the levels in the myfuture [Career bullseye posters](https://myfuture.edu.au/assist-others/career-bullseye-posters). These can be downloaded or viewed online. Unpack job titles that are new, different or unfamiliar. Students develop curiosity through further exploration of the case studies at [*Try it for 5*](https://www.youtube.com/channel/UCUl-LSZX8K9IuOWOpQ4uVMg)([Jobs and Skills WA - YouTube](https://www.youtube.com/channel/UCUl-LSZX8K9IuOWOpQ4uVMg)) or the myfuture [Career stories.](https://myfuture.edu.au/career-stories).

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| **Before and during*** Students access their [myfuture profile](https://myfuture.edu.au/) for this activity.
* Explain the four education and training levels and requirements in the career bullseye posters.
* Highlight connections to VET pathways (and beyond).
* Introduce the broad aspects of the [Australian Qualifications Framework (AQF)](https://www.aqf.edu.au/what-is-the-aqf).
* Connect discoveries to student’s exploration plan. Connect to VET, TAFE or industry exploration days.
 | **Build further connections*** Students profile the jobs undertaken by people in their networks. Students use career exploration categories on page 8 as an interview guide. Students collect data as part of their career conversations.
* Students connect the choices or decisions they make here to any beliefs they may hold (page 4).
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**Review and reflection**

Consider doing this activity mid-year and review it at the end of the year. Students develop skills in using school reports as a means of targeting areas for improvement. Students gain a greater understanding of their achievements at school and in extra-curricular activities through this process. Students identify areas of focus.

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| **Before and during*** Clarify key terms: achievement data, literacy and numeracy, standards, NAPLAN, OLNA, WACE.
* Make sure students have access to their results before completing this activity, e.g., the Individual Student Table in SAIS.
* Explain that the purpose of this activity is:
* to develop self-agency and self-efficacy
* to get a clear view of where they are at now
* to make decisions for their learning moving forward.
 | **Build further connections*** Inform action planning for students.
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**Connecting knowledge**

Connect with all learning areas to consider the skills, knowledge and understandings being developed. This is an opportunity to attribute greater meaning to the learning being undertaken by students across all areas of the school. Reconnect with [general capabilities in the WA Curriculum](https://k10outline.scsa.wa.edu.au/home/teaching/general-capabilities-over/general-capabilities-overview/general-capabilities-in-the-australian-curriculum). What are the ’other’ skills and knowledge being developed in the classroom?

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| **Before and during** * Identify and recap work capabilities and discuss how they give students a competitive edge in new work environments.
* Students link this activity to the career explorations activity and their findings.
 | **Build further connections*** Students identify their own work capabilities and rate current development. Use this information to inform action plans.
* Students make connections with the general capabilities in the Western Australian Curriculum.
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**Action planning**

Action planning is an ongoing process which outlines strategies to achieve one or more goals. Students identify an achievement goal and develop an action plan. This activity will build on previous action plans.

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| **Before and during*** Consider barriers and challenges such as location, finance, access, time, transport.
* Consider your team, allies andnetworks as these are people who will be able to help.
* Consider how personal, cultural and religious beliefs () may affect planning.
* What is resilience and why is it important to be able to recover quickly from setbacks?
 | **Build further connections*** Brainstorm people who students admire for their achievements. Discuss:
* possible goals they may have had
* actions they may have taken
* possible failures they may have experienced
* any barriers they may have encountered.
* Schedule a date to review your action plan.
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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)