

INDIVIDUAL
PATHWAY PLANNING

Year 9

Pathway planning enables you to explore, identify and evaluate the learning and work pathways available and recognise opportunities, make connections and prepare for transitions.



In Year 9, pathway planning provides the opportunity for you to develop an understanding of a variety of work alternatives. By engaging with individual pathway planning you are well placed to take responsibility for your learning and to connect learning to aspirations.

Profile

MY NAME

START DATE

OTHER NAMES I HAVE.

eg family, nicknames, social media...

GROUPS I BELONG TO.

eg friendship, sporting, cultural, school...

ROLES I HAVE IN THESE GROUPS.

eg mentor, captain, goalie...



WHO AM I?

Many words describe you, your connection with the world and how you feel about it.

Expand on these things that identify you:

- ☐ family:
- ☐ friends:
- ☐ movies/books/stories:
- ☐ music:
- ☐ hobbies:
- ☐ appearance:
- ☐ language:
- ☐ gender:
- ☐ ethnicity:
- ☐ family roles responsibilities:
- ☐ family culture:
- ☐ personality traits:

What do you like to do:

- | | |
|---------------------------------|---|
| <input type="radio"/> learn | <input type="radio"/> predict |
| <input type="radio"/> observe | <input type="radio"/> question |
| <input type="radio"/> listen | <input type="radio"/> connect with |
| <input type="radio"/> explore | <input type="radio"/> persevere |
| <input type="radio"/> wonder | <input type="radio"/> make |
| <input type="radio"/> achieve | <input type="radio"/> imagine possibilities |
| <input type="radio"/> challenge | <input type="radio"/> record & capture |
| <input type="radio"/> belong | <input type="radio"/> display |
| <input type="radio"/> believe | <input type="radio"/> predict risk |
| <input type="radio"/> feel | <input type="radio"/> perform |
| <input type="radio"/> do | <input type="radio"/> show |
| <input type="radio"/> cruise | <input type="radio"/> motive others |



**MY
WORD
CLOUD**

Combine these key words on a cloud. They will continue to grow this year.

**How are
you feeling?**

Feelings Cloud

uncertain
frustrated
optimistic
jaded
scared
confused
hurt
annoyed
distracted
activated
intrigued
curious
motivated
excited
inspired
calm
bold
in control

**It takes courage to grow up
and be who you really are.**

E.E.CUMMINGS

Consider your interests and connections.
What else do they say about you?

Something you like to do in your free time

Your favourite song

Your favourite movie

Three people you admire. In a sentence explain why you admire these people.
What are their characteristics? What do they do?

1.

2.

3.

Something you could teach someone else

Something that makes you feel good about yourself

Ask others

Ask a friend to pick five key words that link
to your identity.

(Your Word Cloud might be helpful)

Choose a trusted adult.

This can be a parent, guardian, relative, neighbour, employer, teacher.
Give an example of at least one thing about you that they might be
proud of.

ENGAGING WITH THE WORLD AROUND YOU

How we react and behave can tell us a lot about how we think. Consider the statements below and indicate how you think, feel and act.

	BELIEF What do you think about this?	EMOTION How do you feel about this?	ACTION How do you behave/act?
STATEMENTS			
“Physical education is beneficial for all students.”			
“Jobs for the future will be very different from the jobs of today.”			
“A Vocational Certificate can also provide a pathway to a University.”			
“Participating in work activities* while studying will enhance your career opportunities.”			

*Work activities can be workplace learning, work experience, paid work, and volunteering.

One thing leads to another.
Everything is connected.

ART ON THE UNDERGROUND PROJECT

Work that people do and how they do it is changing constantly and so are you.

Work can be described as a set of activities with intended outcomes. These activities are not necessarily linked to paid employment and can include volunteer work, hobbies, sport, learning and other meaningful and satisfying activities.

Work that you do that develops skills and capabilities.

Consider three types of work that you are currently engaged with and the skill/capabilities that you are developing in this work. Complete the matrix below and consider adding these to your resume.

Work activity or types of work <ul style="list-style-type: none"> • Work experience • Volunteering • Paid employment • Casual/contract • Mentoring • Tutoring • Coaching • Chores/family activities 	Skills and capabilities I have	Skills and capabilities I am developing	Skills and capabilities I need to develop
1			
2			
3			

TYPES OF WORK

Locate the Foundation for Young Australians report, [The New Work Mindset](#): 7 job clusters to help young people navigate the new work order. This report explores 7 job clusters in the Australian economy. Using the 7 job clusters, provide examples and indicate how you feel about each type of work.

Types of work		My interest	What do you need to further explore?
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
'THE GENERATORS'			
 <p>...require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.</p>	Examples of industries:		
	Examples of jobs:		
'THE ARTISANS'			
 <p>...require skill in manual tasks related to construction, production, maintenance or technical customer service.</p>	Examples of industries:		
	Examples of jobs:		
'THE CARERS'			
 <p>...seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.</p>	Examples of industries:		
	Examples of jobs:		
'THE COORDINATORS'			
 <p>...involve repetitive administrative and behind-the-scenes process or service tasks</p>	Examples of industries:		
	Examples of jobs:		

Types of work

My interest

What do you need to further explore?



'THE DESIGNERS'



...involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.

Examples of industries:

Examples of jobs:

'THE INFORMERS'



...involve professionals providing information, education or business services

Examples of industries:

Examples of jobs:

'THE TECHNOLOGISTS'



...require skilled understanding and manipulation of digital technology

Examples of industries:

Examples of jobs:

Space... the final frontier... Your ongoing mission: To explore strange new worlds, seek out new life forms and civilisations, to boldly go where no person has gone before.

STAR TREK

CAREER EXPLORATIONS

Types of work you would like to explore
from school activities you enjoy.

Find jobs that include the type of work you would like to do and complete the table below.
The Bullseye posters will be useful for this activity.

JOB TITLE 1			
Type of work Can be more than one FYA job clusters			
Skills needed to do this job			
School subjects that will help develop these skills			
Level of training required* joboutlook.gov.au			
What I like about this job Consider all elements of this work			

JOB TITLE 2			
Type of work Can be more than one			
Skills needed to do this job			
School subjects that will help develop these skills			
Level of training required* joboutlook.gov.au			
What I like about this job Consider all elements of this work			

JOB TITLE 3			
Type of work Can be more than one			
Skills needed to do this job			
School subjects that will help develop these skills			
Level of training required* joboutlook.gov.au			
What I like about this job Consider all elements of this work			

REVIEW & REFLECTION

Use your school reports to review your progress.

Subjects I am studying now	Results	Progress	My attitude 😊 😐 😞	Predict your end of year result

The literacy standard has two parts:

Reading standard

Writing standard

This standard can be demonstrated through:

achieving band 8 in the numeracy, reading and writing sections of Year 9 NAPLAN

OR

passing the online literacy and numeracy assessment (OLNA) in Year 10, 11 or 12

My NAPLAN results

	Last results	Level this year
Reading proficiency band		
Writing proficiency band		
Numeracy proficiency band		

In order to achieve your Western Australian Certificate of Education (WACE) you will need to meet a minimum standard for literacy and numeracy.

OLNA predictions

Consider how you will perform in the OLNA next year.

OLNA categories	Level this year	Who could provide support to help you improve?
Reading category		
Writing category		
Numeracy category		

MAKING CONNECTIONS AND CONNECTING KNOWLEDGE

Consider three examples of recent school lessons. Identify something that you could connect to future learning, work or life from these lessons. We learn many more things in class than subject knowledge.

eg: Physical Education skills

- Learning a new sport
- Communication
- Team work
- Adapting to new courses
- Rules and protocols/new environments
- The value of each player strategy and goal setting

**SCHOOL SUBJECT
OR ACTIVITY**
Classroom lesson

**KNOWLEDGE OR SKILL
THAT I LEARNT**

**HOW DOES THIS CONNECT TO FUTURE
LEARNING, WORK OR LIFE?**

**SCHOOL SUBJECT
OR ACTIVITY**
Classroom lesson

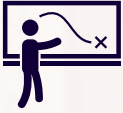
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**SCHOOL SUBJECT
OR ACTIVITY**
Classroom lesson

**KNOWLEDGE OR SKILL
THAT I LEARNT**

**HOW DOES THIS CONNECT TO FUTURE
LEARNING, WORK OR LIFE?**



Your Action Plan is a 'work in progress'. It is important to keep going back to your plan to check if anything has changed for you (e.g. skills, interests, influences, and opportunities).

1

Something I would like to **ACHIEVE**



SKILLS/CAPABILITIES

that I can use or need to develop

2

How am I going to prepare for this. **STEPS TO TAKE**











3

Who can help me? **MY NETWORK**



Who?

How?

Who?

How?

Who?

How?

4

What might stop me? What can I do? **BARRIERS OR CHALLENGES**



Barrier/Challenge



Action/Resolution

Barrier/Challenge



Action/Resolution



5

What is my **TIMEFRAME? BY WHEN?**



Step 1:

Step 2:

Step 3:

Comments

Comments

Encourage a comment from a significant adult about your plan.

Student signature

Date completed:



Development of this Individual Pathway Planning resource has been guided and informed by the:

Australian Blueprint for Career Development, Commonwealth of Australia, 2010

Western Australian Guidelines for Career Development and Transitions, Commonwealth of Australia, 2012

FYA (Foundation for Young Australians) (2015)
The New Work Order: ensuring young Australians have skills and experience for the jobs of the future not the past. Foundation for Young Australians: Melbourne.

All location photography used in this booklet was shot at Applecross Senior High School and Fremantle, Western Australia.