

INDIVIDUAL PATHWAY PLANNING

Large
Print



Department of
Education

Year 9



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

Individual Pathway Planning provides the opportunity for you to discover personal interests, skills, influences and abilities and to make connections between these and your environment.

Profile

MY NAME

DATE

NAMES I HAVE.

family,
nicknames,
social media...

GROUPS I BELONG TO.

friendship, sporting, cultural,
school....

**ROLES I HAVE IN
THESE GROUPS.**

mentor, captain,
goalie...

Highlight words that help identify you at this stage.

Highlight words that help identify you at this stage

family
friends
movies
music
hobbies
appearance
language
gender
ethnicity
family roles responsibilities
bicultural
personality

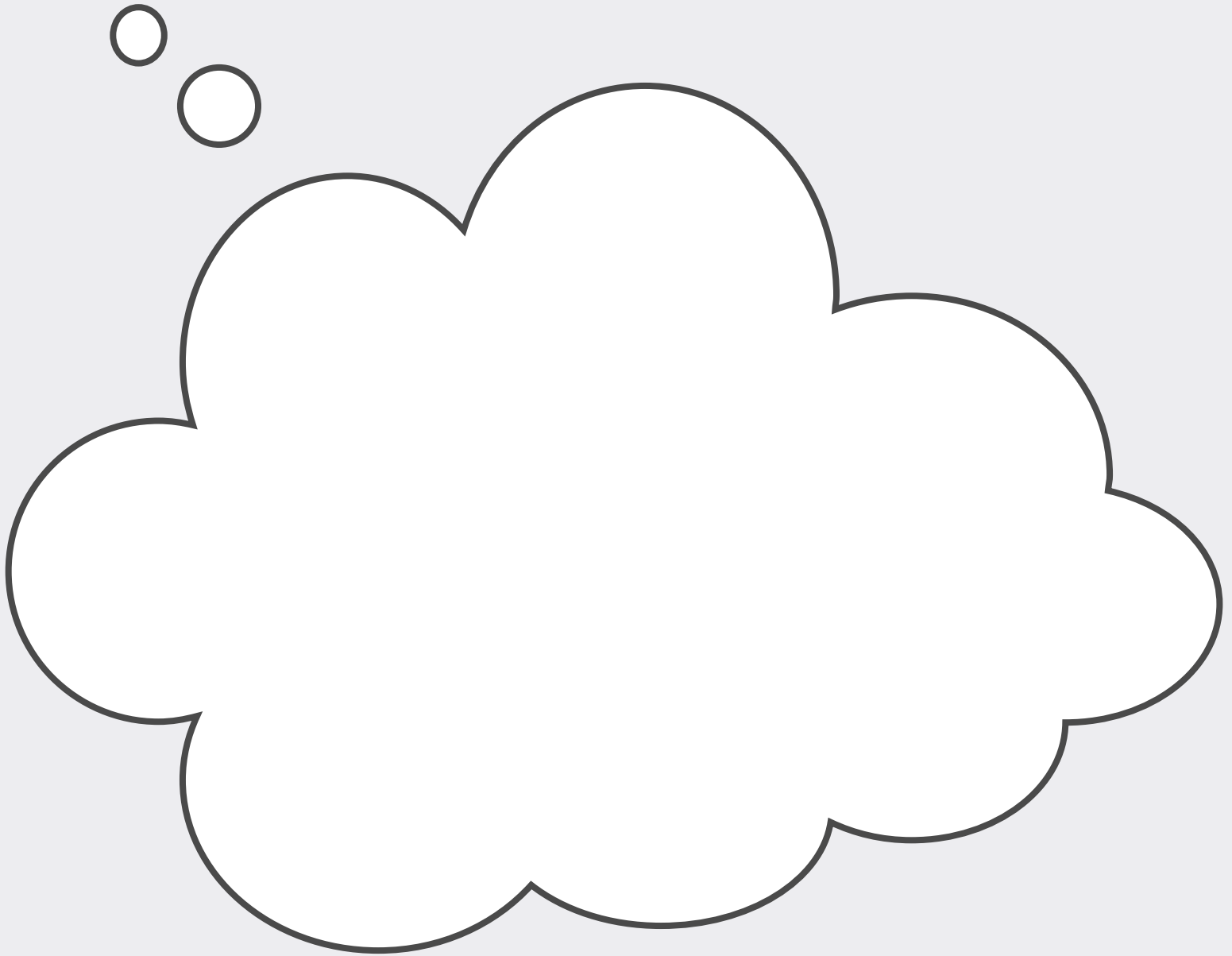
Highlight words that you connect with

learn
possibility
observe
question
listen
community
explore
perseverance
wonder
change
aspire
imagine
challenge
uncertainty
belong
frustration
believe
fear
feel
connect
do
enthusiasm
curiosity
motivation

Add any other words that you would like to include and create your own word cloud in the space provided.

Use size to show the more important words in your cloud.

My word cloud



MORE ABOUT ME

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.

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	EMOTION	ACTION
	What do you think about this?	How do you feel about this?	How do you behave/act?
“Physical education is beneficial for all students.”			
“Jobs for the future will be very different from the jobs of today.”			

Work activities can be workplace learning, work experience, paid work, volunteering or chores.

	BELIEF	EMOTION	ACTION
<p>“A Vocational Certificate can also provide a pathway to a University.”</p>	<p>What do you think about this?</p>	<p>How do you feel about this?</p>	<p>How do you behave/act?</p>
<p>“Participating in work activities* while studying will enhance your career opportunities.”</p> <p>*Work activities can be workplace learning, work experience, paid work, and volunteering</p>			

WHAT IS WORK?

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 — Developing Skills

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	Skills I have	Skills I am developing	Skills I need to develop
What do you think about this?	What do you think about this?	How do you feel about this?	How do you act?
1			
2			
3			

Locate the Foundation for Young Australians report, [The New Mindset](#) 7 job cluster 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.



Really Interested



Maybe



Not interested

The Generators

Require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.

Examples of industries:

Examples of jobs:

My interest

What do you need to further explore?

The Artisans

Require skill in manual tasks related to construction, production, maintenance or technical customer service.

Examples of industries:

Examples of jobs:

My interest

What do you need to further explore?

TYPES OF WORK

Using the 7 job clusters provide examples and indicate how you feel about each type of work.



Really Interested



Maybe



Not interested

The Carers

Seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.

Examples of industries:

Examples of jobs:

My interest

What do you need to further explore?

The Coordinators

Involve repetitive administrative and behind-the-scenes process or service tasks

Examples of industries:

Examples of jobs:

My interest

What do you need to further explore?

Using the 7 job clusters provide examples and indicate how you feel about each type of work.



Really Interested



Maybe



Not interested

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:

My interest

What do you need to further explore?

The Informers

Involve professionals providing information, education or business services

Examples of industries:

Examples of jobs:

My interest

What do you need to further explore?

TYPES OF WORK

Using the 7 job clusters provide examples and indicate how you feel about each type of work.



Really Interested



Maybe



Not interested

The Technologist

Require skilled understanding and manipulation of digital technology.

Examples of industries:

Examples of jobs:

My interest

What do you need to further explore?

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

The New Work Mindset,
Foundation for Young Australians 2016

Types of work you would like to explore.

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 1	JOB 2
Job Title		
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		

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

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

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 result	Level this year
Reading proficiency band		
Writing proficiency band		
Numeracy proficiency band		

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 TRANSFERRING 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.

School Subject or Activity Classroom Lesson	
Knowledge or skill that I learnt	How does this connect to future learning, work or life?

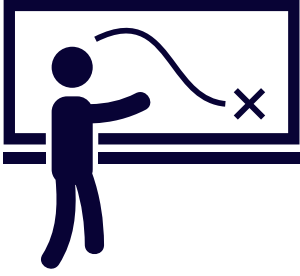
School Subject or Activity Classroom Lesson	
Knowledge or skill that I learnt	How does this connect to future learning, work or life?

eg: Phys Ed 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?

ACTION PLAN



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).

Something I would like to ACHIEVE

--

SKILLS/CAPABILITIES that I can use

--

How am I going to prepare for this? STEPS TO TAKE

Who can help me? MY NETWORK

Who?

Who?

Who?

How?

How?

How?

What might stop me? What can I do? BARRIERS or CHALLENGES

Barrier

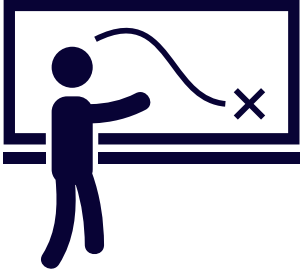
Action

Barrier

Action

What is my TIMEFRAME? By WHEN?

ACTION PLAN



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).

Comments	
From parents, family members, community members, carers, guardians or other trusted adults.	Date completed:

Student Signature	



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.