

Teacher notes



Pathway planning teacher 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, understandings and perspectives. These become particularly relevant during activities in which students are asked to identify their values and 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:

- [Aboriginal Cultural Standards Framework](#)
- [Career conversations | myfuture](#)
- [Valuing diversity | myfuture](#)
- [EAL/D Progress Map](#)

Successful pathway planning requires student access to current and relevant information. When providing online opportunities for students to explore future careers and opportunities, consider website selection, cyber safety, and your school's policies and procedures to inform parents of online platforms.

For more information, access:

- the [myfuture](#) on-line reflection tools and user guides
- [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.
- Ensure students can access their [myfuture](#) account.
- Refer to the Glossary of Terminology (Appendix 1) to clarify meanings of specific language.

Activate prior knowledge and understanding

Activity

- 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 and clarify ideas.

Introduce the pathway planning process

Activity

- Briefly review the resource with students, identifying each activity and its purpose.
- Define new language and incorporate a vocabulary activity, for example, a word wall or glossary.

My life right now

Life is made up of many aspects and it is important that we aim for balance so not all our energy is focused into one area. This can result in us not paying enough attention to other important areas of our lives. It is wise to take a 'helicopter view' of life so you can bring things into balance.

Activity

Students:

- reflect on the different areas of their life and include how it is for them now
- are encouraged to identify where they would like to develop, focusing on areas that they believe may need improving
- identify how they may be able to bring more balance to their lives.

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About Me

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. Their focus should be broad and include hobbies, volunteering, interests, groups, family, culture, sport as well as school.

Activity

It is recommended that teachers working with students to support completion of this pathway plan:

- register for a myfuture account and familiarise themselves with the content
- complete their own myfuture profile to familiarise themselves with the quizzes, results, suggested occupations and favourites sections.
- lessons 9 and 10 on the [Career Learning Toolkit](#) complement this activity.

Students:


- log in to [myfuture](#) and complete 'My career profile' (encourage students to re-do any quizzes they have completed previously as their answers may have changed)
- view results of their Interests quiz and note any similarities between what they are good at, their influences and natural style
- explore results for quizzes, discover suggested occupations and highlight favourite occupations
- consider what has changed since they last completed their 'My career profile' and reflect on why
- consider and note how this may affect their pathway planning decision making.

World of work

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

Activity

- Expand on student knowledge of referees. The following guiding questions may help:
 - » what is the difference between a work-related referee and personal one?
 - » how are referees used in the recruitment or application process?
- Students consider their networks and community connections to identify potential referees.
- Discuss:
 - » the importance of seeking approval to include someone as a referee
 - » communicating with them each time you submit a new application
 - » sharing your application with them so if approached they can support you in a relevant and accurate way.
- Students may have a resume already that they can update and include these referees. Others may need to construct a resume. Refer to [Year 10 Lesson 3](#) (Career Learning Toolkit) to support students with resume creation.

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- Students use results from their My career profile to complete 'Careers I am interested in' and consider possible work experience, workplace learning, paid work or voluntary work that may support further exploration of careers of interest and record.
 - Facilitate a discussion to find out what volunteering or paid work students might already be doing.
 - Students could explore volunteering opportunities that are available around them. [YVolunteer](#) is Volunteering WA's youth volunteering platform, which students could access. Ask students to consider the benefits of volunteering.

Academic review

Students require access to their own achievement data, reports, and/or student achievement table to review their grades and progress over the last semester. There is a table for completion each semester.

Core subjects have been included and space left for other, most enjoyed, school subjects or electives.

Activity

Students:

- complete the academic review table
- consider how they have rated their attitude and set a new target/prediction for academic achievement for the coming semester
- discuss how past results may affect any goals that students set
- who need to complete OLN will sit their first assessment in March. These students will complete the OLN action plan in Semester 2.
- determine actions or strategies for improvement may need some support identifying practical strategies. Teachers should inform students about school supports available and encourage students to develop and share strategies with each other.

Action planning

Action planning builds on past successes by reviewing previous goals or ambitions, recognising the risks to success, and then investing in the appropriate resources. If students have completed a pathway plan in Years 7, 8 or 9 they will be familiar with the term SMART Goal. They should apply this knowledge to the following activity. Teachers should familiarise themselves with earlier year pathway planning documents.

Activity

- Ask students if they have:
 - » set goals previously? If so, reflect on their progress.
 - » formulated an action plan to achieve their goals?

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- Refer students to past pathway planning documents. Review and refresh their understanding of SMART Goals.
- 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 and model responses, breaking the activity into sections.

Career exploration

Students will be approaching course and pathway selection. By identifying careers of interest, the pathway to get there, and skills and knowledge required, they will be able to make better informed decisions related to their senior secondary education.

Activity

Students:

- identify school learning areas that they enjoy
- login to their myfuture account to access [Career bullseyes](#).
- identify 3 career possibilities reflective of identified school learning areas and record
- identify a career pathway for each career and record this on page 7
- identify work related skills and knowledge that might be useful to possess or develop and record.
- Draw students attention to the 'Suggested occupations' tab in the 'My career profile' to support identifying 3 careers that relate to activities that interest them.
- Complete the second table as outlined for first table above.
- Lesson 1 on the [Career Learning Toolkit](#) complements this activity.

Making it all work

Ensure you are aware of your school's:

- course and training options
- recommended courses and processes for students.

Students should be supported with the [Year 10 Information Handbook](#) as well as specific information relating to the school's course, VET and Endorsed Program options for Year 11 and 12.

Key resources that may help with information for this activity can be found [here](#).

Activity

- Engage students through career expos, talks, or industry panels. 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 Year 11 and 12.
- 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.’*

Work capabilities

[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 strengthens resilience.

Activity

- This section requires explicit teaching of the language used. The [Work capabilities](#) resource can assist teachers.
- Refresh and review understanding of work capabilities. If students have completed pathway planning in earlier years they will have some level of understanding of these.
- What does “to be capable” mean to students? (*To have capability is to be able to integrate skills and knowledge as needed.*)

Students:

- reflect on their work capabilities and give each a personal rating
- identify 3 work capabilities they would like to focus on improving and reflect how they may go about this.

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 course, VET and Endorsed Program options for Year 11/12.

Presentations may be delivered within your school community by school leadership, career practitioners, VET coordinators, teachers from across learning areas or specific program champions.

Activity

- Introduce, review or refresh the WACE requirements.
- Ensure students can access information about your school’s senior secondary education and training options.
- Students should be guided to consider:
 - » and reflect on the courses and programs on offer
 - » whether they need to choose between 2 options they like

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- » options that could support future career pathways
 - » if they are they choosing options based on beliefs, likes, strengths or interests
 - » if they are on track to be eligible for the courses they want to do in Year 11?
(e.g. specialist VET program, ATAR prerequisites)
 - » what needs to be discovered or investigated
 - » influences on decision-making
 - » where does/will their advice come from
 - » who are their allies in this process
 - » how thorough their research has been.
- Encourage students to review selections in relation to work capability development and progress on intended pathway.

My career portfolio

A career portfolio is a personal collection of materials that document learning, activities and achievements over a lifetime. A well-maintained career portfolio makes it easy to identify, and demonstrate relevant work capabilities, knowledge and experiences. It can be a collection of hard copies, though it is a good idea for students to develop a digital or e-portfolio which can include a variety of evidence such as audio, video, images, graphics and documents.

A portfolio is a growing collection characterised by constant changing and updating of documentation. The process encourages students to focus on growth and improvement. Schools may have varying forms of portfolio construction already in place for use.

Activity

- Dependent on school resources, students should set up a portfolio to begin to collect evidence and highlight accordingly on the checklist.
- Students should review their portfolio and update with new evidence and achievements.
- Students should check for alignment with their goals for the year ahead.

Affirmations

Students should review their pathway plan once completed to ensure they feel that it is realistic. They are encouraged to share their thinking and planning with others. By signing their pathway plan they are making a contract with themselves to work towards self-chosen goals.



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.

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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

apprenticeships.gov.au

Australian Apprenticeship Pathways – Industry Literacy and Numeracy quizzes

apprenticeships.gov.au/apprentices/how-to-find-and-prepare-for-an-apprenticeship/check-your-literacy-and-numeracy-skills

Career Information for WA Construction Industry

ctf.wa.gov.au/construction-futures

Foundation for Young Australians

fya.org.au

Job Jumpstart

jobjumpstart.gov.au

Jobs and Skills Australia

jobsandskills.gov.au

Jobs and Skills WA

jobsandskills.wa.gov.au

myfuture

myfuture.edu.au

myWAY Employability

mywayemployability.com.au

School Curriculum and Standards Authority

scsa.wa.edu.au/

Skills One

skillsone.com.au

Skills Road

skillsroad.com.au

The Apprenticeship Office

wa.gov.au/organisation/apprenticeship-office/apprenticeship-office#news_and_updates

Your Career

yourcareer.gov.au

