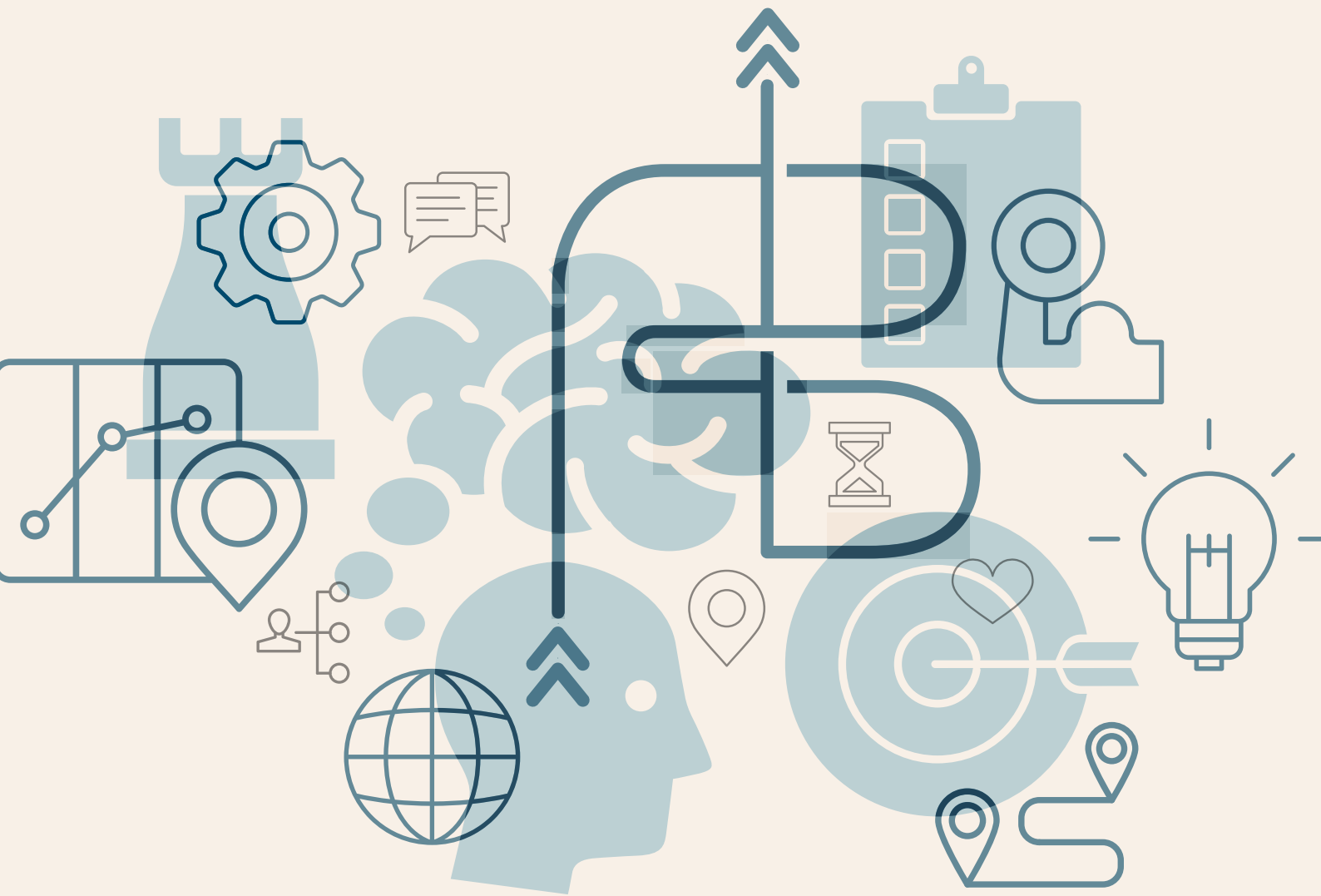


Teacher notes



Pathway planning teacher notes

Using pathway planning resources

Pathway planning encourages students to explore, identify, evaluate and reflect on the learning and work pathways; recognise opportunities; make connections and manage transitions. Importantly, pathway planning provides students opportunities 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](#) online reflection tools and user guides
- [Students Online in Public Schools Procedures.](#)

Consider the needs of Year 11 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 previous pathway planning documents. If students have not completed any previous pathway planning documents, they are also available as themed versions as well as year level versions.
- Ensure all students can access their [myfuture](#) account.
- Students require access to their reports and achievement data for some activities.
- Refer to Appendix 1: Glossary to clarify meanings of specific language.

Activate prior knowledge and understanding

Activity

- Reinforce the personal nature of this process. Students should consider previous career development learning. Explore students' understandings of what a career is.
- Students work in pairs to discuss the following statement: 'An individual's career is their personal journey through learning, work and other aspects of life.'
- Lead a discussion with students about the difference between a job and a career. Refer to [What is the difference between a job and a career?](#)

Introduce pathway planning process

Activity

- Scan and discuss the resource with students.
- Identify each activity and its purpose.
- Define new terms 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.

Pathway planning teacher notes

Activity

Students:

- reflect on the different areas of their life
- 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.

Reflection and review

Students reflect on skills, learning, interests and attitudes that have developed or changed over the past year, recognising that things change over time, and consider what success might look like for them this year. Students also consider how values may change over time, reflecting on cultural influences, along with family and community values and personal experiences, and identify those most important right now.

Activity

- Lesson 3 'Self-awareness' on the [Career Learning Toolkit](#) is complementary to this activity.

Students:

- complete the myfuture ['My career profile'](#) interest, skills and values activities.
- who have completed the quizzes in the past should focus on the idea that change is constant and that our strengths and interests may develop and change over time. Encourage students to redo their quizzes.
- complete the 'Dream job' description in their 'My career profile'.
- identify changes to their responses and outcomes of the quiz.
- add key information to their resumes.

Activity

Students:

- identify what values are and distinguish them from skills and attributes.
- refer to the completed values quiz in their ['My career profile'](#).
- consider how understanding their personal values impacts career decision making.

Pathway planning

Students explore possible pathways to occupations of interest and consider future training and education options.

Activity

- Discuss what pathway planning means to students.
- Students engage in activities that support understandings around pathways, exploring traditional and alternative routes to occupations of interest.
- Access the myfuture [School to Work Pathways](#). Use one of these as an example.
- Direct students to the following sources to research education and training requirements for occupations of interest:
 - » [myfuture occupations](#)
 - » [Course Seeker](#)
 - » Your Career
 - » individual institutions websites (universities, TAFE and other training organisations).
- Build student understanding of the need for interaction with institutions to gather information on courses and options, including websites, phone calls, expos and site visits.
- Discuss skills and capabilities that may promote career planning, for example:
 - » short to medium term goal setting
 - » developing action plans
 - » considering new information
 - » identifying challenges and barriers.
- Lessons 2, 4 and 5 on the [Career Learning Toolkit](#) are complementary to this activity.

World of work

Students draw on their personal work experiences including those in relation to school, home, extended family, friends, wider communities and in the workplace.

Activity

- Discuss what work means to students to develop a shared understanding.
- Facilitate student discussion using the text as a prompt:
'We often relate the world of work to making money. Working for money allows us to buy the things we want. We also work because we are good at doing something, people need our skills, or we enjoy being productive.'
- Discuss that work can be unpaid (e.g. family duties, household chores, school, voluntary and community service) or paid – full time, part time, casual.

Work capabilities

This activity is designed to support students to think more deeply about their skills. Students will need an understanding of specific language which will develop over time. The [work capabilities guidance to schools](#) document is a helpful resource for this activity.

Pathway planning teacher notes

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

Activity

- Lesson 6 'Work capabilities' on the [Career Learning Toolkit](#) is complementary to this activity.
- Students self-assess their work capabilities and place themselves on the continuum, low to high,
- Students identify 3 capabilities to focus on developing this year, possibly using this to support goal setting and action planning.

Academic review

Students consider their OLNA results, VET progress and course achievement to review overall progress towards WACE and how their progress aligns with their desired post-school destination and pathway plans.

Activity

- Guide a student review of their most recent school report, including comments and attributes. Include VET and OLNA achievements if relevant.
- Reflect on goals and any previous action planning, considering challenges experienced in the past year.
- Discuss the collection of data that can be included in action planning.
- Review the [requirements of WACE with students](#). For Department of Education schools, navigate the Student Achievement Information System (SAIS) data and consider the insights it provides.

Action planning and What do I do next?

Students action plan to build on past successes by reviewing and adapting previous goals or aspirations, recognising the risks to success, and investigating appropriate resources. Students review the elements of action planning and consider how plans might be revised if faced with challenges or barriers.

Activity

- Revisit the myfuture [School to Work Pathways infographics](#). Using a different example to that used in the 'Pathway planning' activity (page 5), students consider their own pathway.

Students:

- consider the previous reflection activity as well as any other information
- establish a goal and plan actions to achieve their objective
- should use the action plan to set out steps on how they will achieve their goal.

My portfolio

Students update and refresh their career portfolio, ensuring the content aligns with goals for the year ahead. Students should engage in a process of reflection and improvement.

Activity

- Discuss this definition of a career portfolio with students:
 - » *a career portfolio is a personal collection of materials that document learning, activities and achievements over a lifetime with everything gathered and organised in one place.*
- Refer to the School Curriculum and Standards Authority (SCSA) [Year 12 Information Handbook](#) and unpack elements of this for students seeking to understand WACE and WASSA.
 - » Alternatively, this [source](#) could be referred to.
- Encourage students to consider all training and achievements (such as short courses and micro-credentials).
- Students should be provided resources and time to think about how they might follow up on items for their career portfolio.
- Lesson 5 on the [Year 10 Career Learning Toolkit](#) (creating a Unique Student Identifier (USI) and tax file number) complements this activity for any students who have not yet created either.
- Refer students to other learning that can assist in building portfolios:
 - » [Young workers & students - Fair Work Ombudsman](#)
 - » [Building a positive digital footprint | myfuture](#)
 - » [Your digital reputation | eSafety Commissioner](#)
 - » [How to present yourself professionally | Workforce Australia](#)
 - » [Use the Workforce Australia checklist to manage an online reputation and/or follow the steps on how to manage a digital footprint.](#)

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. Being accountable to others significantly increases the likelihood of success.

Discuss the following with students:

- who would you like to share this planning with?
- when committing to goals, who will hold you accountable in a positive way?
- who do you consider trusted adult/s to support you in decision-making and assist with pathway planning?

Pathway planning teacher notes

Appendix 1: Glossary

Achievements: something done successfully with effort, skill, or courage.

Achievement data: reports, records and results of your performance at school.

Action Plan: a detailed plan outlining the 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.

ATAR: Australian Tertiary Admissions Rank

Attributes: personal qualities or characteristics.

Automation: a wide range of technologies that reduce human intervention in processes.

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 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, writing or using some other medium.

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 reputation: the digital footprint created by all the things you say and do online, as well as what others post about you.

Digital technologies: electronic tools, systems, devices and resources that generate, store or process data such as social media, online games and mobile phones.

Direct vs indirect pathway: entry straight into work and/or further study with nothing in between as opposed to a series of structured and connected education programs that allow you to advance to an occupational field and/or higher levels of education and training.

Economic forces: the factors that influence the success and direction of the economy and the industries that operate within it.

Emotion: a strong feeling towards something or someone based on your circumstances, mood, or relationships with others.

Endorsed program: learning not covered by WACE courses or VET programs but contribute to the WACE as unit equivalents and endorsed by the School and Curriculum Standards Authority.



Externally Set Task (EST): a compulsory task that forms part of a school-based WACE assessment and is included as a separate assessment type with a weighting of 15%.

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.

Gap year: a period, typically an academic year, taken by a student as a break between secondary school and further education.

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.

Identify: to figure out and describe who someone is or what something is in order to recognise opportunities, make connections and help you succeed.

Industry: business and professional associations working in a specific field.

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.

Intended outcomes: the expected final products or end results.

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.

National Assessment Program – Literacy and Numeracy (NAPLAN): an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life.

Objective: a future or a desired result that you envision, plan and commit to achieve.

Occupation: a job or profession.

Online Literacy and Numeracy Assessment (OLNA): The OLNA is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the WACE requirement of demonstrating the minimum standard of literacy and numeracy.

Online presence: all the activity and content that you have under your name on the internet.

Pathway: structured education and training programs that support the transition from school to an occupation or further education and training.

Personal characteristics: special qualities that make individuals unique, including their thoughts, emotions, interests, habits and behaviours.

Pathway planning teacher notes

Personal statement: a written description of one's achievements, interests, attributes and skills included as part of an application for a job or a place at university, training organisation or college.

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.

Registered training organisation (RTO): Registered training organisations (RTOs) are providers and assessors of nationally recognised training that have been registered by the Australian Skills Quality Authority (ASQA). Only RTOs can issue nationally recognised qualifications.

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.

School School Curriculum and Standards Authority (SCSA): responsible for Kindergarten to Year 12 curriculum, assessment, standards and reporting for all Western Australian schools.

Skills: the learned abilities that enable you to perform actions.

Strategies: planned actions that are designed to achieve objectives.

Technical and Further Education (TAFE): a government funded registered training organisation that delivers and assesses nationally recognised qualifications.

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 a 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.

Tertiary Institutions Service Centre (TISC): provides a range of services to public universities in Western Australia.

University: an institution of tertiary or higher education.

Values: individual beliefs, principles or standards of behaviour that you deem to be important in life.

Vocational Education and Training (VET): nationally recognised training within an industry-developed training package or an accredited course. A VET qualification is issued by a registered training organisation (RTO).

Volunteer: to work for an organisation, a community or an individual without being paid.

Western Australian Certificate of Education (WACE): achievement of a WACE signifies that you have successfully met the breadth and depth requirement, the achievement standard requirement and the literacy and numeracy standard requirement in senior secondary schooling.

Western Australian Statement of Student Achievement (WASSA): A WASSA is issued to all students at the completion of Year 12. It lists all courses, certificates and/or programs students have completed in Year 11 and Year 12.



Western Australian student number (WASN): an 8-digit number allocated to students by SCSA. It will be found on school reports and allows a student to access the Student Portal on the SCSA website to check personal information relating to their WACE.

Work capabilities: the skills, knowledge and understandings students need to be ready for future learning, work and life.

Work context: concepts that can be used to describe the specific context of an occupation.

Workplace learning: a structured work experience program that provides an opportunity for students to get some firsthand, on-the-job experience or training.

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

