

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 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.

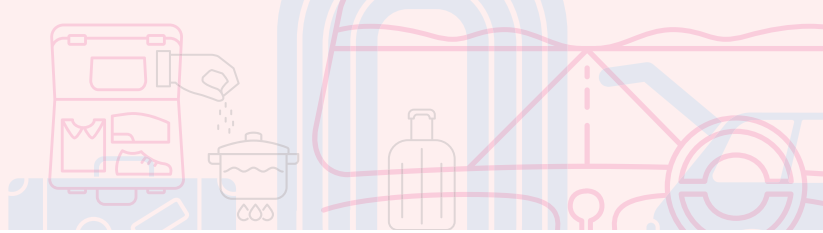
Teachers are encouraged to consider the following sources:

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

Activate prior knowledge and understanding

- Reinforce the personal nature of this process. Students should consider previous career development learning.
- 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.'

Introduce pathway planning process

Activity

- Scan and discuss the pathway planning resource with students.
- Identify 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 of 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.
- 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.

Pathway planning teacher notes

Reflection and review – personal achievements and interests

Achievements and interests often link to a student's evidence of their capabilities and can be used to promote themselves when opportunities arise. Students are encouraged to complete their review in the context of an occupational pathway they currently desire.

Activity

- Students access their results from completed quizzes on values, interests, skills, and dream job on their [myfuture](#) career profile.
- Encourage students to redo the quizzes as responses can change over time, reflecting new experiences and learning.
- Students should consider what other skills can be recognised from their personal interests or activities, including sport, community and part-time work.

Reflection and review – work history

Students identify work experience activities, including workplace learning, part time work or self-employment, volunteering, activities and responsibilities in the school and broader community.

Activity

- Explicitly link responsibilities and the type of work to work capabilities.
- Transfer any new information or updated work capabilities to resume.
- Consider further skill growth required in future action planning activities.

Work capabilities

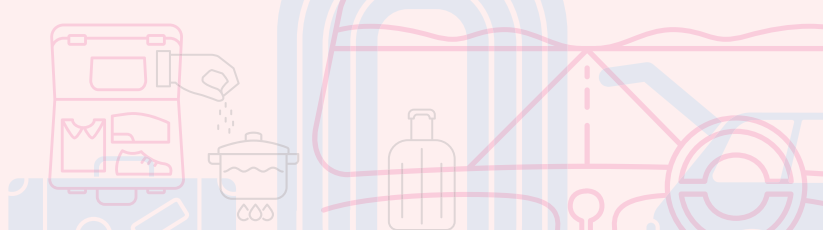
This activity is designed to support students to think more deeply about their skills. Students will need an understanding of specific language which will develop over time. The [work capabilities guidance to schools](#) document is a helpful resource for this activity.

Activity

- Students explore higher or progressive skill development in areas of interest. Using their Year 11 pathway plan, encourage students to reflect on growth in their work capabilities as they complete the activity in Year 12. Consider the nature of change over time and factors influencing these changes.

Self-marketing

The development of a personal brand or personal summary is a useful tool for self-promotion or applications in a range of contexts. Students should consider a range of platforms for promotion. Discuss the use of Facebook, Instagram, LinkedIn (or other social media platforms), Apprenticeship and Traineeship providers, employment agencies, videos and professional portfolios.



Activity

- Students revisit the [Your digital reputation | eSafety Commissioner](#) website to recap the importance of a digital reputation. The eSafety Commissioner also have a [short clip about digital reputations](#) that is informative.
- Lesson 6 on the [Career Learning Toolkit](#) 'Self-marketing and personal statements' is complementary to this activity.
- Using relevant sources, support students to access their academic data/reports to review achievements. *It is recommended that this task be done in Term 1.* Investigate course pathways and work experience or work trials.

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 student review of most recent school report, including comments and attributes. Consider 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](#). For Department of Education schools, navigate Student Achievement Information System (SAIS) data and consider the insights it provides.
- Lesson 3 on the [Career Learning Toolkit](#) complements this lesson.

Creating a short list and Post-school options

Students check currency of industries, jobs and pathways and consider alternative pathways to post school training and education options to make informed decisions.

Teacher references:

- [ComparED](#)
- [Course seeker](#)
- [Find University and TAFE Courses | Good Universities Guide](#)
- [Jobs and Skills WA](#)
- [myfuture](#)
- [Skills: training.gov.au](#)
- [YourCareer](#)

Pathway planning teacher notes

Activity

- Compare and contrast university and vocational education and training with students.
- Student's access:
 - » their [myfuture](#) account to further research courses or career pathways
 - » [School to Work Pathways - infographics | myfuture](#), recognising there are many ways to reach the same destination.
- Ongoing extended exploration activities that you could organise for attendance and encourage students to attend may include:
 - » career expos
 - » university visits
 - » RTO, TAFE and private colleges open days
 - » information nights
 - » connecting with local employers and employment agencies
 - » interviews with university future student centres.
- The Jobs and Skills WA website has a section on [training pathways to employment](#), including Job Ready programs that are available and often free. Students should investigate these options and how they might fit with their future aspirations.
- Students consider their current top 2 occupations of interest and identify 2 alternative pathways to these occupations.
- Lesson 2 on the [Career Learning Toolkit](#) 'TISC presentation' complements this lesson for students considering entry to university.

What else do you need to consider in your preparations?

Students have many possible destinations beyond school. To prepare them for life after school, they need to know the services and supports available. Opportunities for engagement with post school agencies in the local community and beyond are vital for student understanding and confidence to reach out when required.

Teacher reference:

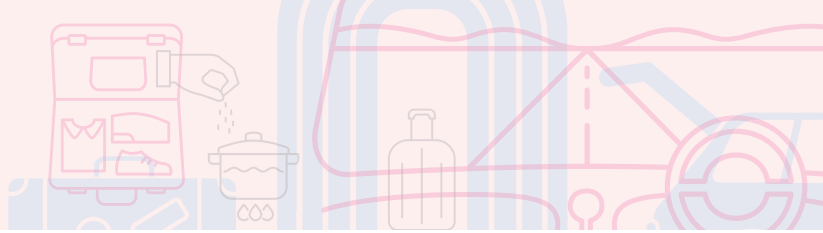
- [School Leavers Information Kit | Your Career](#)

Activity

- Survey the class regarding the questions on page 11 of the pathway planning booklet. Use the results to spark conversations and identify other considerations.
- Lesson 8 on the [Career Learning Toolkit](#) 'Life after Year 12' is complementary to this activity.

Action planning for transition

This involves an in-depth planning activity related to a student's favoured post school pathway option. Knowledge of their own network and support is key and is best completed at the end of Semester 1.



Activity

- Assist students to identify student platforms, networks, community resources, training providers, agencies, providers of support for school leavers and future allies.
- Schools may have destination surveys in place that will need completion.
- Students consider how they can access local community supports that may assist post school decision making.
- Students create their own directory of services for easy access post school. Note: Your Career offers a list of different support services and pathways specific to different groups of people:
 - » [Aboriginal and Torres Strait Islander peoples](#)
 - » [People with disability](#)
 - » [Regional, rural and remote school leavers](#).
- Lesson 1 on the [Career Learning Toolkit](#) 'Career support after school' is complementary to this activity.

What next?

Action steps should include an approximate timeline. Consider how students celebrate their success or learning. Discuss the key indicators of success for each student.

- Students identify the steps they will take to transition from school to their desired post school destination.
- Review and adjust plan. Consider the following:
 - » what has changed?
 - » what needs to be reconsidered?
 - » when would it be good to review again?
 - » what key dates are important?

My career portfolio

Explore information relevant to the needs of students transitioning beyond school including student support sites at universities, TAFE and other training providers.

Activity

Students:

- consider the portfolio checklist and endeavour to collect and appropriately store evidence.
- develop a reliable location for electronic storage of support documents. The creation, storage and ongoing management of digital portfolios is highly recommended.

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.

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.

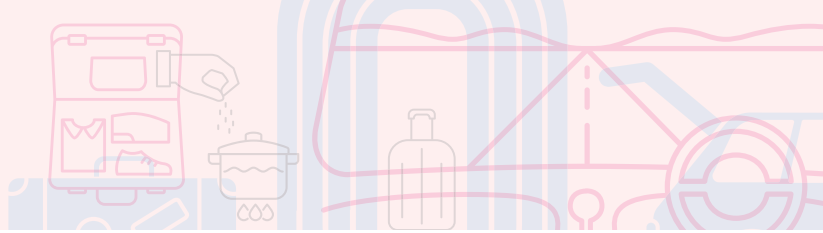
Digital technologies: electronic tools, systems, devices and resources that generate, store or process data such as social media, online games and mobile phones.

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 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.

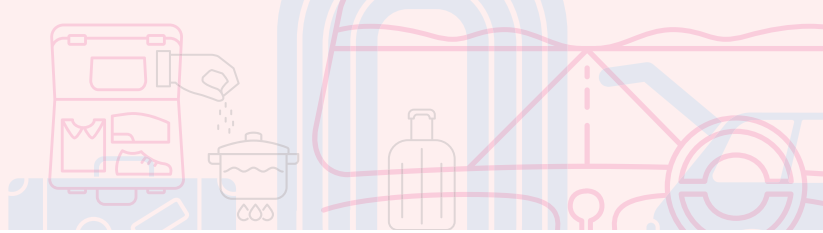
Values: individual beliefs, principles or standards of behaviour that you deem to be important in life.

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 eight-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 Links

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

