



Year 7 | Reflect

Individual pathway planning

Teaching notes

Using individual pathway planning resources

Individual 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, individual 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 individual 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.

Individual 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, cultural understandings and perspectives. These become particularly relevant during activities in which students are asked to identify their values and their 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 of information:

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

Successful individual pathway planning requires student access to current and relevant information. Please consider your website selection, cyber safety, and your school's process to inform parents of selected online platforms when providing on-line opportunities for students to explore future careers and opportunities.

For more information, you can access:

- the [myfuture](#) on-line reflection tools and user guides
- [Students Online in Public Schools Procedures](#)

Considering the needs of Year 7 students

It is suggested that you:

- 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.
- informally gather information about students' relevant previous career experiences, including from their primary schools, families and other sources. This will be helpful when preparing learning activities.
- promote students' active engagement with the interactive career site [myfuture](#) to support their development of key understandings that are integral to the individual pathway planning activities. Please ensure you are familiar with this site and encourage your students to each create an account. It is important that students save results of quizzes on this site for reference when they complete individual pathway planning activities.

Activating prior knowledge and understanding

1. Open initial career conversations by asking 'What do you already know about careers?' or facilitating a brief scan of careers and backgrounds of students and their families.
2. Engage students in the linked video stories on the [myfuture](#) website. Use the footage as a stimulus to discuss the language used in the clips, such as: journey; challenges; communicate; opportunities; networking; in the long run; occupation; qualifications; opportunities; taste; careers; work; relationships; skills; motivation; confirmed; something I really love; helpful; profession; hope; dedication to training; encouraging; inspire; passion; let your past go and shape your future.
3. Ask students to watch the three short videos listed below and consider how the people featured in the videos used the above language to describe career planning.
 - [Career story Alistair](#)
 - [Career story Caitlin](#)
 - [Career story Jane Alia](#)
4. Lead a discussion around the differences between 'having a job' and 'planning a career'. The video stories can be used to help explain the differences.

Introducing the individual pathway planning resource

1. Invite students to scan the document, asking 'What do you notice?'
2. Identify each activity. Use a graphic organiser to record all the elements of the document.
3. Discuss each element to support students to gain an overview of the content and purpose of the document. Take time to identify any language or concepts that may need an explanation. Use the opportunity to introduce the Glossary of terms, adding any additional terms or understandings as required.

My relationships and my network activities

This activity investigates group, family and network influences on student's self-perception, skill-building, expectations, identity-creation, and future-pathway connections. It is important for students to build their understanding of who and what influences them and to consider how this network of relationships may change as they change.

Teacher reference: [Making career decisions: how influencers can help \(myfuture\)](#)

Before and during

- Prompt the whole class to work together to brainstorm groups in their community. Ask *'What makes a group?'*
- Shift students' individual focus to the groups to which they belong.
- Introduce the terms *'network'* and *'relationships'*. Discuss how and why these vary between individuals.
- Model the use of concentric circles to illustrate the degree of influence certain groups have on them. Encourage students to identify ways that each group influences them. This might help them to rate the groups.
- Extend students thinking to include past influences on their decision making and to consider possible future influences.
- Discuss the possibility that influences may be either positive or negative.

Building further connections

- Use a mind map or other visual representation to explore the groups that might be part of the student's life in 10 years' time.

Personal characteristics

This section supports students to recognise that their identity is developed through their experiences, beliefs and values. Before proceeding, students should each create a [myfuture](#) account so they can complete the values, skills and interest quizzes. Stress to students that any quiz results form only part of a student's profile and that it is important to further explore results for meaning. Prompt students to make connections between quiz results and what they already understand about themselves. As with all career activities, ensure a safe environment when discussing students' values and beliefs and use scaffolding activities to ensure access to the language and understandings.

Before and during

- Revisit the videos of Alistair, Caitlin and Jane Alia. This time, prompt students to identify some personal characteristics of these people. Draw students' attention to personal style, the jobs they seemed to enjoy, their values, skills they needed for their jobs, and what interests may have led them towards the careers they were planning.
- With the whole class, brainstorm words that help describe personal style. Model using these words in context and add other suitable words.
- Support students to use their [myfuture](#) account and complete the values, skills and interest quizzes. Ask students to save their results as they will be used again in other pathway planning activities.

Building further connections

- Facilitate a discussion about personal change over time, perhaps using a life timeline. Ask: *'Why do we change?'; 'What can be changed, improved or developed?'*
- Explain to students that they will use their completed myfuture quiz results in later years. Ask: *'How might your responses change?'*

Different ways to learn

'Most of what you learn is stored in terms of meaning.' Tesia Marshik

Individual pathway planning encourages students to organise and make meaningful connections between what they learn and what they understand about themselves.

Teacher reference: [Learning styles & the importance of critical self-reflection, Tesia Marshik](#)

Before and during

- Discuss how students organise their new learning. A list of suggested strategies is provided on page 4. Encourage students to add other ideas. Challenge students to visually represent how we search for hooks of prior knowledge, experience and understanding on which to attach new learning in order to make meaning of that new learning.
- Use the context of another learning area and brainstorm how students can organise new learning in a way that makes connections to what else they know.

Building further connections

- Ask: *'How does knowing how we make meaning of things help us to learn new things?'*
- Explore possibilities for future action. Ask:
 - *'What can you do to develop your best self and ensure that you can learn more easily?'*
 - *'How could knowing the strategies that you use to organise new knowledge help you in the future?'*
 - *How might this connect with the type of work or study that you choose in the future?'*

Achievements and challenges

Consider completing this activity after students' first school interim feedback or school report. Please note that generally, success in the past provides students with evidence of their ability to succeed. Furthermore, finding small successes may be challenging for some students. Therefore, consider all aspects of school and life experiences to support students to find evidence of learning.

It is important to explicitly teach goal setting and action-planning strategies before students attempt this activity.

Before and during

- Clarify the meaning of key words: *achievement or achieve; success; barrier; challenge; planning; action plan; social goal; personal goal; learning goal; dream and aspiration.*
- Discuss the importance of setting goals that matter to the individual.
- Consider using videos to prompt discussions around goal setting.
 - [How to set goals Part1](#)
 - [A goal without a plan is just a wish](#)
 - [Dreams without goals are just dreams](#)
- Stimulate discussions by asking:
 - 'How do dreams and goals differ?'
 - 'How do goals and action planning differ?'
- Prompt students to recall the videos of Alistair, Caitlin and Jane Alia. Help students make connections between the achievements of these three people to their action plans.
- Clarify that students are developing an action plan for **two** of their identified goals.
- Remind students about the people or groups they identified as part of their network (see page 2). Explain that some of these important people or groups could become part of the student's support team for their action planning.
- Support students to reflect on the discussion about positive and negative influences when they approach the challenge section of their action planning.

Building further connections

- Ask students to turn to My story in ten years on page 11. Discuss what they might consider putting in here. Ask: 'What are your dreams for ten years time?'
- Revisit Dreams without goals are just dreams.
- Probe what students understand about their dreams and aspirations in terms of goal setting.

The world of work

This activity provides an opportunity to introduce students to new and technical language.

Before and during

- Discuss and list the types of jobs that students identify on page 6.
- Explain what these people are doing.
- Explicitly support students with new language and how it is used in context. Words include *skills, knowledge, training, tasks, responsibilities, location, environment, research, creative, technical, clinical, hands-on, attributes, innovation, observations, monitoring, testing, creating and designing.*
- Discuss these job types in the context of the student's environment.
- Support students to use their myfuture account to locate the industry to which these jobs belong. Suggest students read about other jobs/occupations in this industry.

Building further connections

- Prompt students to consider the types of current jobs of people in their family/network.
- Suggest students use the myfuture link to industries to locate jobs of people they know.

Skills at school

This activity encourages students to remain open to new experiences and be willing to take risks in their learning at school - even if they already believe they know what they enjoy and do well. Consider all contexts at school where students can build skills and knowledge. Remind students that their likes, dislikes and preferences can change over time and be influenced by relationships, new experiences and new connections.

Before and during

- Use student input to unpack the language used to describe the particular areas of learning.
- Support students to make connections between the jobs on page 6 and the skills and capabilities taught in these areas of learning.
 - Brainstorm, mind map, track, unpack, the skills developed in some of these curriculum areas. Prompt students to identify overlaps between areas of learning.
 - Ask: *'What have you discovered?'*
 - Consider learning activities or projects that incorporate many aspects of skill building.

Building further connections

- Prompt students to consider their network and the influences these people may have on their attitude to learning.
- Refer students to the activity on page 3. Encourage them to look for links between their school learning areas and the results of their myfuture quizzes.

My reflection and making connections

Carefully consider student readiness for this reflection, keeping in mind that student activities should be strengths based. Honest self-reflection develops confidence in the positive impact of collating achievements and learning throughout life. Emphasise that self-reflection is a private activity and that students should refrain from comparing or sharing reports with friends. The focus is on individual planning.

Before and during

- Invite students to view [Rearview Mirror](#). Ask:
 - *'What are you good at?'*
 - *'What makes you feel calm?'*
 - *'What was a good choice that you made this week?'*
- Explain the purpose of this reflection activity is to help students to develop their personal action plan to promote growth.
- Build an awareness of achievement of current and future milestones during secondary schooling, such as NAPLAN and proficiency bands, OLNA and WACE.
- Facilitate student review of their current report, unpacking all the elements. Prompt reflection and encourage students to make connections by asking:
 - *Can you make any links between your achievements last year and this year?*
 - *Can you give any reasons for changes in your achievements and report between this year and last?*
 - *Can you make links between your networks and/or influences with the areas you enjoy most or in which you have made your greatest achievements?*

Building further connections

- Discuss how reflections, reviews and debriefs are used in other areas of their life.

Action planning

This activity prompts students to consider past achievements, current goals and future goals. It supports students to consider areas for improvement when moving forward into the next year of schooling. Consider learning, social, behavioural, work and community participation goals.

Before and during

- Refer again to the VET stories Alistair, Caitlin and Jane Alia. Prompt students to explain how the three people speak about challenges, allies, and having a dream.
Ask: *'How are these connected to the past, present and future goals of these people?'*
- Discuss the need to set challenging yet achievable goals.

Building further connections

- Support students to think more deeply about reviewing and planning their goals. Ask:
 - *'When should you review?'*
 - *'What is meant by the term agile planning?'*
 - *'How is adaptation a strength?'*
 - *'When is it best to make changes?'*
 - *'Is there such a thing as too many changes?'*

My story now

This is a vision board or visual reflection of self. Encourage students to consider a current photo montage of themselves. As the focus is on students telling their own story, teacher sensitivity to personal boundaries, student revelation of self and their vulnerabilities is essential. Remind students that this is their own story and that all stories will be different.

Before and during

- Introduce students to the concepts: *digital footprint, virtual profile, online reputation*.
- Discuss elements that might be included in their personal visual story. These include hobbies, sport, music, family, groups, travel, relocation, books they enjoy, favourite movies and games. Also consider social media and online presence.
- Ask:
 - *'Why are visual stories important?'*
 - *'What can they say about us?'*
 - *'How do you then verbalise your story?'*
 - *'How do you connect the images to meaning?'*

Building further connections

- Ask:
 - *'How are you presenting yourself to the world?'*
 - *'How can you build a profile in a positive way?'*
- Discuss the idea of an online reputation becoming part of their future job application processes by prospective employers.

My story in 10 years

Consider your students' ability to project into the future. Adjusting this to five years, or as little as two years for some students, may be more appropriate. Projection into the future requires a degree of confidence in self-knowledge and a measure of hope for the future. Students who have been challenged by the previous exercises in self-reflection may need assistance or an alternative approach to create their vision for the future.

Before and during

- Introduce key words: *vision, image, reflection, projection, dream, identity, hope, plan and aspiration*.
- Encourage students to include their dreams and aspirations in this activity. There is no requirement to project a future that has very little chance of being wrong.

Building future connections

- Support students to create a vision board/shadow board with more imagery, collectable items and/or connections to tangible three dimensional objects. Encourage creativity and exploration of ideas. Students may choose to include notes and stories that reflect discoveries from previous exercises.
- Students may prefer to use digital platforms as tools for this activity

Appendix 1: Glossary of terminology for teacher reference

Accomplishments: moments in your life when you complete a task or project, including in your studies, work, hobbies and out of school activities.

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

Achievements: moments in your life when you reach a goal, including in your studies, work, hobbies, and out of school activities.

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 conditions.

Admire: to feel great respect and appreciation toward someone you look up to.

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: something you hope to achieve

Attitude: your thoughts or feelings about something.

Attributes: personal qualities or characteristics ascribed to someone or something.

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/false, good/bad or right/wrong.

Beneficial: producing good results or effects.

Capabilities: the knowledge, skills, attitudes and values that form the competencies that drive actions.

Career: an occupation undertaken for a significant period of a person's life and with opportunities for progress.

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, but these can be overcome and should be viewed as an opportunity for success and growth.

Chance happening: unexpected circumstances or unforeseen events.

Characteristics: personal qualities or features that make you who you are.

Citizenship: the idea that all people have civic responsibilities to the world as a whole, rather than just their local communities or countries.

Collaboration: the ability to work with others for a common purpose.

Communication: the ability to convey information or interact with others through speaking, writing or using some other medium.

Curriculum Vitae (C.V.): a short written description of your education, qualifications, previous jobs, and personal interests and activities, which you send to an employer when you are trying to get a job.

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.

Direct vs. indirect pathway: entry straight into work and/or further study with nothing in between vs. 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: a significant learning program that has been developed for senior secondary students and is endorsed by the School Curriculum Standards Authority of Western Australia.

Family business: a business that is owned or run by members of a single family.

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.

Future: a period of time that is yet to happen.

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 a powerful effect on the actions, behaviours and opinions of others.

Influences: something or someone that impacts your actions, behaviours, opinions and decisions.

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 – enhancing personal development, competitiveness and employability

Objectives: an idea of the 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 on the internet.

Pathway: an organised approach to support transitions from education into the workforce or to further develop skills for different job opportunities.

Personal best: the best achievement one has ever had.

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.

Potential: qualities or abilities that may be developed and lead to future success or usefulness.

Predict: estimate your (end of year) grades based on factors such as enjoyment of subject, previous performance and time/effort invested.

Pre-requisites: required as a prior condition.

Predictions: to forecast or guess something about the future.

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.

Voluntary: unpaid work.

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

Volunteering: unpaid work.

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.

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 first hand, 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

myfuture

myfuture.edu.au

Your Career

yourcareer.gov.au

myWAY Employability

mywayemployability.com.au

Job Outlook

joboutlook.gov.au

Jobs and Skills

jobsandskills.wa.gov.au

Australian Apprenticeship Pathways

aapathways.com.au

Australian Apprenticeship Pathways – Job pathways chart

aapathways.com.au/career-research/job-pathways

Australian Apprenticeship Pathways – Industry literacy and numeracy quizzes

aapathways.com.au/literacy-and-numeracy-quizzes

Australian Apprenticeship Pathways – Occupation videos (MYGAIN)

youtube.com/user/AAPathways

Career Planning and Development

dtd.wa.gov.au/individuals-students-and-parents/career-planning-and-development

My Skills

myskills.gov.au

Skills One – Videos on trades and skills

skillsone.com.au

Skills Road Careers

skillsroad.com.au

Being Work Ready – A guide to what employers want

bca.com.au/being-work-ready-a-guide-to-what-employers-want

Foundation for Young Australians

fya.org.au

FYA Reports: New work order, new basics, new work mindset, new work smarts, new work standard

fya.org.au/resource/new-work-order-research

The Queensland Stem Education Network

queenslandstem.edu.au

Career Information for WA Construction Industry

cf.wa.gov.au/construction-futures

The Apprenticeship Office

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

Preparing Secondary Students for Work - A framework for vocational learning and vet delivered to secondary students

pssfw.myskills.gov.au

Student Edge

studentedge.org

Employing Apprentices – Making apprenticeships work in your business

employingapprentices.com.au

Foundation Skills

youtube.com/playlist?list=PL3SEU57GUpmzifZ7zYT4B8wMOPKsp-B4z

ACTU Worksite

worksite.actu.org.au/primary-secondary-tertiary-industries

Quality Indicators for Learning and Teaching (QILT)

qilt.edu.au