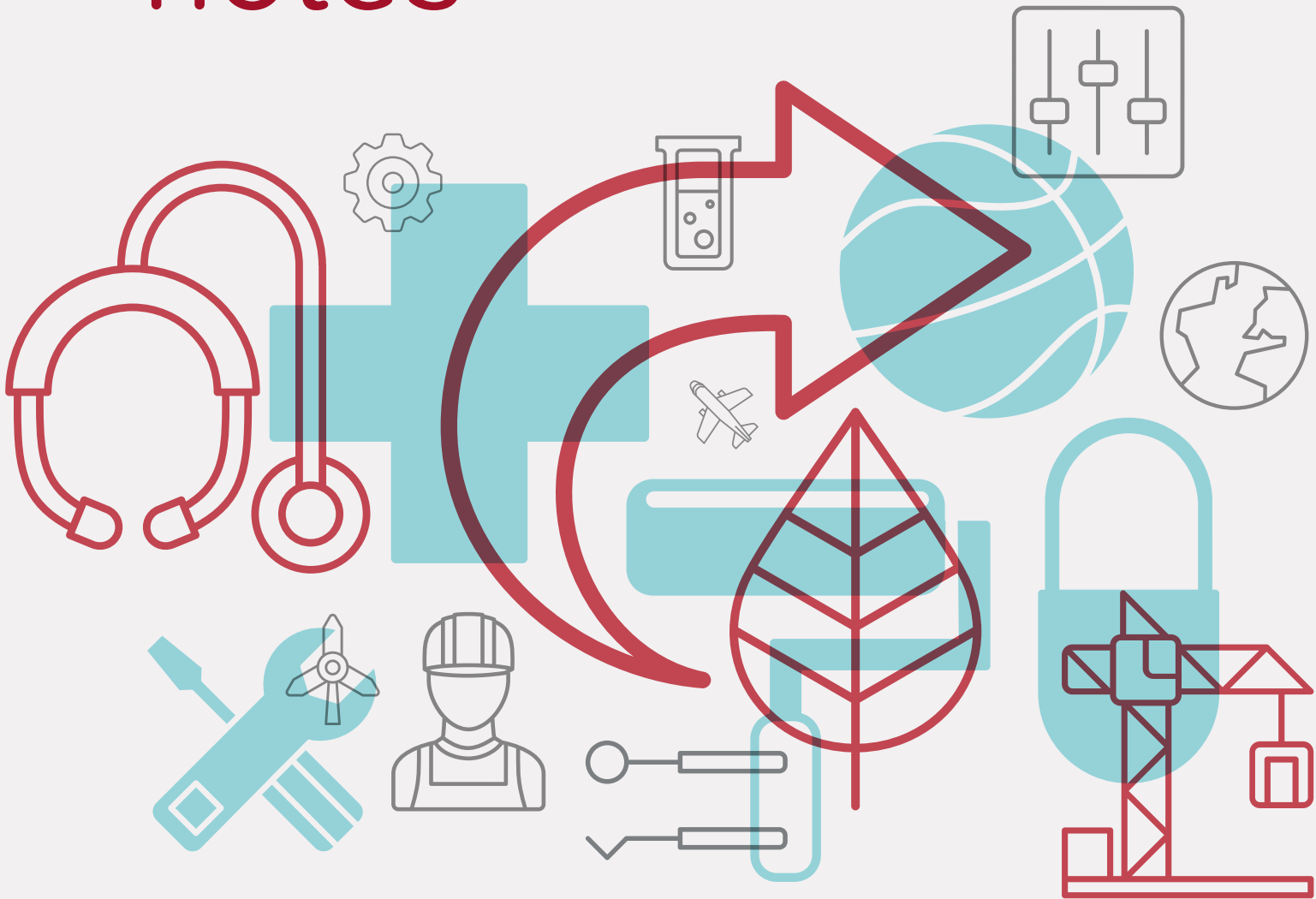


# Teacher notes



## Pathway planning teacher notes

### Using pathway planning resources

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Pathway planning encourages students to explore, identify, evaluate and reflect on 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 achievements and aspirations.

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 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, you can access:

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

## Consider the needs of Year 7 students

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- 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.
- Promote students' active engagement with the interactive career website [myfuture](#) to support the development of key understandings integral to pathway planning activities.
- Ensure you are familiar with the myfuture website and support your students to create an account.

## Activate prior knowledge and understanding

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### Activity

- Open initial career conversations by asking '*What do you already know about careers?*' or facilitate a brief scan of careers and backgrounds of students and their families.
- Engage students in the linked video stories on the [myfuture](#) website. You may choose videos or allow students to investigate based on areas of interest. Use the videos as a stimulus to discuss the language used in the clips to describe career and pathway planning (many common terms are in the table below).

Journeys	Challenges	Communicate	Opportunities
Careers	Work	Relationships	Motivation
Confirmed	Dedication	Helpful	Profession
Explore	Apprenticeship	Traineeship	University
Training	Qualification	Pathways	Relationships

- 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.

## Introduce the pathway planning process

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### Activity

- Invite students to briefly review the pathway planning document, asking '*What do you notice?*' '*What images are on the cover?*' '*What do you think they mean?*'
- Identify and discuss each element to help students 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 (Appendix 1), adding any additional terms or understandings as required.

## Pathway planning teacher notes

### My life right now

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Our lives are made up of many aspects; 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. 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 this 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.

### About me and Personal characteristics

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Students should recognise that their identity is developed through their experiences, beliefs and values, skills and interests.

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

- registering for a myfuture account and familiarising themselves with the content
- completing their myfuture profile to familiarise themselves with the quizzes, results, suggested occupations and favourites sections
- delivering the Year 7 Career learning lessons 2, 3, 4 and 5 on the [Career Learning Toolkit](#).

#### Activity

- With the whole class, brainstorm words that help describe personal characteristics. Model using these words in context and add other suitable words.
- Students choose some words they feel best describe them.
- Students register for [myfuture](#). Go to the 'my career profile' section and complete the interests, skills and values quizzes.
- Students should review the results of the 3 quizzes and complete the relevant section on page 3 of the pathway planning document.
- Students consider suggested occupations and highlight favourite occupations and use this information to complete the 'Jobs I may like' box.
- Explain to students that they will redo myfuture quizzes in later years and that results may change.
- Students further explore how their interests and strengths have influenced the decisions they have made and will make.
- Prompt students to make connections between the quiz results and what they already understand about themselves.



## My relationships and my network

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This activity investigates the influence of groups, family and networks 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 grow older.

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

### Activity

- 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.
- Extend student thinking to include past influences on their decision making and to consider possible future influences.
- Lesson 6 on the [Career Learning Toolkit](#) 'My support crew' complements this activity.
- Discuss the possibility that influences may be either positive or negative.
- Extension: Use a mind map or other visual representation to explore the groups that might be part of the student's life 10 years from now.

## Achievements and challenges

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Finding small successes may be challenging for some students. Consider all aspects of school and life to support students to find evidence of achievements.

### Activity

- Clarify the meaning of key words: *achievement or achieve, success, barrier, challenge*.
- Brainstorm words related to the feelings associated with achievements or successes and challenges or barriers.
- Encourage students to consider why they felt the way they did.

## Curriculum areas

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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.

## Pathway planning teacher notes

### Activity

- Students describe the knowledge and skills learnt in different curriculum areas (brainstorm or mind map).
- Prompt students to identify overlaps between areas of learning.
- Encourage students to look for links between their school learning areas and the results of their myfuture quizzes.

### Academic review

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Honest self-reflection develops confidence in learning throughout life. Emphasise that self-reflection is a private activity and that students should refrain from comparing themselves with friends.

It is recommended that teachers working with students to support completion of this pathway plan familiarise themselves with [NAPLAN](#), [OLNA](#) and [WACE](#).

### Activity

- Students will need to access their most recent report or achievement data, either digitally or in hard copy.
- Build an awareness of achievement of current and future milestones during secondary schooling, such as NAPLAN and proficiency levels, OLNA and WACE.
- Facilitate students to review their latest report. There is space to add some favourite electives (page 8).
- Students complete self reflection on page 9.
- Prompt reflection and encourage students to make connections. Ask students if they can:
  - » make any links between their achievements last year and this year?
  - » give any reasons for changes in their achievements and report between this year and last?
  - » make links between their networks and/or influences with the areas they enjoy most or in which they have made their greatest achievements?
- Discuss how reflections, reviews and debriefs are used in other areas of their life.


### Goal setting and action planning

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Students consider past achievements and areas for improvement moving forward and will set one learning and one personal (social, behavioural, work and community) goal. A goal requires a plan to achieve it. Students will determine who can help and support them and what barriers may exist.

### Activity

- Students view SMART goal videos to prompt discussions around goal setting:
  - » [How to set SMART goals/Goal setting for students](#)
- Students set one learning and one personal goal.
- Remind students about the people or groups they identified as part of their networks (page 5). Some of these people or groups could become part of the student's support team for their action planning.

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- Support students to reflect on the discussion about positive and negative influences when they approach the ‘*what may stop me?*’ section of their action planning.
  - Lesson 7 in the [Career Learning Toolkit](#) is on goal setting and complements this activity.

## My story now

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This is a visual reflection of self. Remind students that this is their own story and that all stories will be different.

### Activity

- Discuss elements that might be included in their visual story. These could include hobbies, sport, music, family, groups, culture, travel, relocation, books they enjoy, favourite movies and games.
- Support students to create a vision board encouraging creativity and the exploration of ideas.
- Students may prefer to use digital platforms as tools for this activity.

## My story in 10 years

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Students consider how they might like their story to look in 10 years’ time, identifying dreams and aspirations.

### Activity

- Introduce key words: *vision, image, reflection, projection, dream, identity, hope, plan and aspiration.*
- Support students to create a vision board encouraging creativity and exploration of ideas.
- Students may prefer to use digital platforms as tools for this activity.

## My career portfolio

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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 to develop a digital or e-portfolio which can include a variety of evidence such as audio, video, images, graphics and documents.

Schools may have varying forms of portfolio construction already in place for use.

### Activity

- Dependent on school resources, students should set up a portfolio and begin to collect evidence and note this accordingly on the checklist.

## Affirmations

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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 of terminology for teacher reference

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**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.





**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.

## Pathway planning teacher notes

**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

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### Australian Apprenticeship Pathways

[apprenticeships.gov.au](http://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](http://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](http://ctf.wa.gov.au/construction-futures)

### Foundation for Young Australians

[fya.org.au](http://fya.org.au)

### Job Jumpstart

[jobjumpstart.gov.au](http://jobjumpstart.gov.au)

### Jobs and Skills Australia

[jobsandskills.gov.au](http://jobsandskills.gov.au)

### Jobs and Skills WA

[jobsandskills.wa.gov.au](http://jobsandskills.wa.gov.au)

### myfuture

[myfuture.edu.au](http://myfuture.edu.au)

### myWAY Employability

[mywayemployability.com.au](http://mywayemployability.com.au)

### School Curriculum and Standards Authority

[scsa.wa.edu.au/](http://scsa.wa.edu.au/)

### Skills One

[skillsone.com.au](http://skillsone.com.au)

### Skills Road

[skillsroad.com.au](http://skillsroad.com.au)

### The Apprenticeship Office

[wa.gov.au/organisation/apprenticeship-office/apprenticeship-office#news\\_and\\_updates](http://wa.gov.au/organisation/apprenticeship-office/apprenticeship-office#news_and_updates)

### Your Career

[yourcareer.gov.au](http://yourcareer.gov.au)

