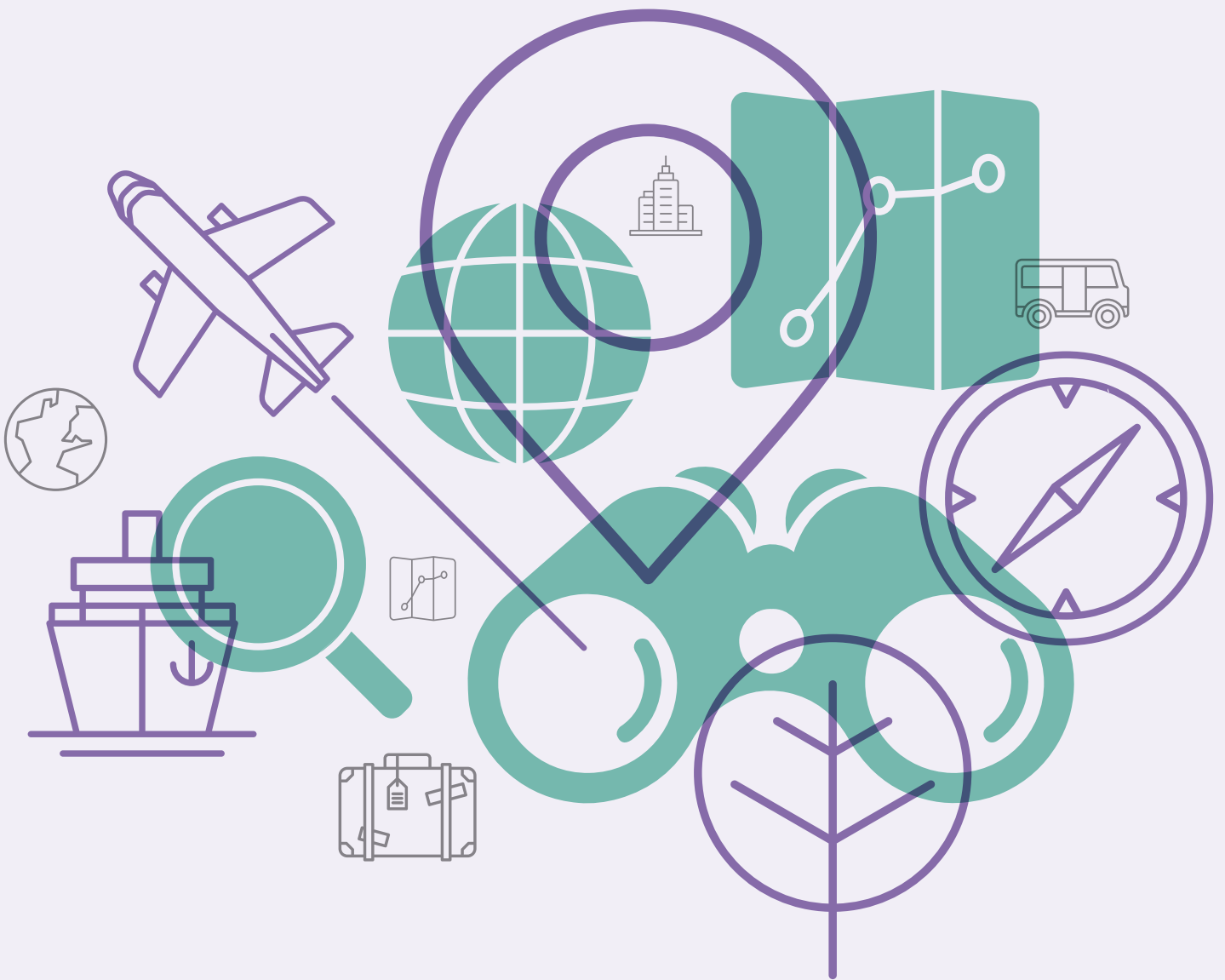


Pathway planning - Year 8 | Discover

Teacher notes



Pathway planning teacher notes

Using pathway planning resources

Pathway planning encourages students to explore, identify, evaluate and reflect on the learning and work pathways available; recognise opportunities; make connections and manage transitions. Importantly, pathway planning provides opportunities for students to identify their aspirations, reflect upon their achievements and set goals for continuing success.

Career development is an ongoing process for all students and the use of pathway planning tools can help support your school's approach. The suggested activities provide teachers with rich opportunities to facilitate career conversations that encourage students to connect current learning to future learning, work and life opportunities.

The career development journey is a reflective process. During activities teachers should provide time and supporting prompts to encourage students to think and discuss their responses. The end of each semester or reporting period is also an important time for student review, offering students the opportunity to reflect on their aspirations and achievements.

Pathway planning should be an empowering process for all students. Students will come to career development activities with a range of pre-conceived ideas, experiences, understandings and perspectives. These become particularly relevant during activities in which students are asked to identify their values and influences. It is important that the diverse perspectives that students bring to career development activities are recognised and valued. Cultural responsiveness should therefore inform the contextualisation of all activities.

Teachers are encouraged to consider the following sources:

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

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

For more information, access:

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



Consider the needs of Year 8 students

It is suggested that you:

- gather information about students' relevant previous career experiences
- locate previous pathway planning documents, to assist with introductory discussions regarding lifelong learning
- ensure all students have a myfuture account and you are familiar with this site. Student activities are saved automatically when they are logged in.

Activate prior knowledge and understanding

Activity

- Engage students with [Sara's career story](#) or other examples from the myfuture website.
- Brainstorm Sara's messages about: taking opportunities; following her heart; doing what she loves; training and qualifications; and how hairdressing can be a pathway to becoming a business owner, teacher or creative director.
- Students choose a different [career story](#) that aligns with an area of interest.

Introduce the pathway planning resource

Activity

- Invite students to scan the document, asking '*what do you notice?*' '*What images are on the cover?*' '*What do you think they mean or represent?*'
- Discuss each element in the document, supporting 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 terminology](#) (Appendix 1) adding any additional terms or understandings as required.

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.

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Activity

Students:

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

My values

People make judgments based on their values. They inform behaviours and understanding of right and wrong and help shape how we think, act, and feel. What you do with your career, personal life, and relationships connects to your values.

Values awareness in the career context is an ongoing, essential element of the pathway planning process. Students may have completed the values quiz in their myfuture account in Year 7; this learning is continued during Year 8.

Activity

- Help students to gain a clear understanding of values and how these differ from personal attributes. These terms are included on Page 3.
- Discuss how:
 - » values might affect their behaviour
 - » understanding their values helps them to plan and make decisions.
- If not already completed, students can complete the values quiz within their 'My career profile' on myfuture.
- Brainstorm factors that shape student values, for example, culture, family, religion, sport, school, and social media.

Personal attributes

Personal attributes are personality traits that can distinguish us from other people. Understanding their personal traits can help students identify and highlight their strengths.

Activity

- Make an explicit connection between what students consider to be their personal attributes and how this may apply in the world of work. For example, 'honesty and trustworthiness are attributes valued by employers because...'
- Lessons 2 and 3 in the [Career Learning Toolkit](#) complement this activity.



Influences in my network

Students consider factors within their environment that influence them in ongoing and changing ways. These influences can be direct or indirect, obvious or subtle.

Teacher references:

- [Making career decisions: how influencers can help](#)
- [Career conversations | myfuture](#)
- [EAL/D Progress Map](#)

Activity

- Make the difference between direct influences and other influences explicit.
- Students discuss and identify who or what influences them and how, individually or in group.
- Students identify what they learn, and how they receive feedback from, their influences. This may be direct or indirect.
- Discuss how influences can change, for example, joining a new group, moving to a new location, or the changing membership of a group they are part of.
- Consider what personal capabilities are needed to navigate and manage these changes.
- Students identify who they follow, learn from and get feedback from.

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

- Discuss the term 'work capabilities' and the importance of the skills listed in the pathway planning document.
- Ensure students understand terminology related to work capabilities, for example, transferrable skills, employability skills, and 21st Century skills.
- Draw students' attention to the links between their learning at school and the capabilities and skills needed for successful employment.
- Define key terms using the [work capabilities guidance to schools](#) document to make sure students understand them. This will assist students with choosing 3 skills to focus on developing.
- Discuss the work capabilities and skills by asking students to compare the level of skills required for certain jobs. Explain that a particular work skill can be displayed at increasing levels of competence. Use the analogy of levels of skills involved in a particular sport, for example, novice to Olympic standard, local to national league.

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- Ask students if they can name a work capability or skill that are required at different levels, i.e. in different jobs.
- Students self-assess their work capabilities and place themselves on the continuum for low to high and identify 3 capabilities they will choose to focus on developing this year.

Career exploration

This activity is designed to give students the chance to reflect on jobs they might have some familiarity with and find out more information about them.

Activity

- Present a career story for a lesser-known occupation from [myfuture](#). Ask students if they have heard of this occupation before, or if they know someone who has this job.
- Students consider work roles and opportunities in their familiar and immediate environment and expand their exploration beyond these. Consider all elements of engaging in work, both paid and unpaid and the motivation for people to work.
- Ask students to think about the occupations of people they know and admire or respect, and share with the class.
- Discuss and clarify work related terms: work tasks, work activity, job role, job description form (JDF), work capabilities, skills and job conditions.
- Students interview 2 different people about their jobs, or alternatively, invite parent/teacher guest speakers. In preparation for the interviews, students discuss points that would be interesting and valuable to know, such as:
 - » specifics of their job roles
 - » required education and training
 - » necessary skills and work capabilities
 - » conditions of work
 - » their original and ongoing motivations to engage in this work.
- Invite students to explore other useful sources of information such as the myfuture [Occupation videos by learning area](#).
- Students can compare what they have heard and learned. Discuss the jobs they found most interesting and unusual.
- Lessons 5 and 6 in the [Career Learning Toolkit](#) complement this activity.

Academic review

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. Students require access to their Semester 2, Year 7 report.



Activity

- Build an awareness of achievement of current and future milestones during secondary schooling, such as NAPLAN and proficiency levels, OLNA and WACE.
- Facilitate student review of their most recent report. There is space to add their favourite electives.
- Prompt reflection and encourage students to make connections. Ask if students can:
 - » make any links between their achievements, comparing their previous and current report
 - » give any reasons for changes in achievements.
- Students refer to their myfuture profile results to support their personal reflection.
- Ask students to think about their future.

Goal setting and action planning

Students consider past achievements and areas for improvement when moving forward into the next year of schooling. They will set one learning and one personal (social, behavioural, work and community) goal. This activity explores action planning.

Elements of action planning can include:

- identifying what you would like to achieve
- the skills and capabilities required
- the steps to take
- who can help
- challenges or barriers
- the timeframe.

Activity

- Ask students:
 - » why they think goals are important
 - » what the difference between a personal and a learning goal are, and why we would need both.
- Discuss the terms from the pathway planning booklet on goal setting and action planning. Provide students with examples of what a SMART goal might look like in practice.
- Discuss barriers and the importance of considering what might get in the way of achieving a goal, and how you can plan to address or plan for these challenges.
- Lessons 1, 4 and 7 on the [Career Learning Toolkit](#) complement this activity.
- Discuss the need to take personal responsibility for action planning.
- Discuss the importance and value of timely reviews of action planning:
 - » when should they review their goals?
 - » why is it important to be adaptable and flexible?

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My career portfolio

This element is designed to introduce students to the concept of a career portfolio and consider the importance of having one and how they might demonstrate their capabilities, strengths and accomplishments. Explain that career portfolios don't just have to be printed folders, they can be digital and/or multi-modal.

Activity

- Dependent on school resources, students should set up a portfolio to begin to collect evidence and note this on the checklist. Schools may have different forms of portfolio construction already in place.
- Brainstorm what should be included in a portfolio and what makes an effective career portfolio. myfuture has more information on what could be included in a career portfolio.
- Ask students why a portfolio might be helpful when applying for jobs.
- Ask students to think about who might use portfolios and why they would need them. They may consider:
 - » artists
 - » photographers
 - » architects
 - » home builders
 - » graphic designers
 - » hairdressers
 - » cabinet makers
 - » chefs
 - » social media managers
 - » designers.

Affirmations

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



Appendix 1: Glossary of terminology for teacher reference

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

Action plan: a detailed plan outlining actions and strategies needed to reach one or more goals.

Adaptability: the quality of being able to adjust to new situations.

Apprenticeship: a structured training agreement for skilled trade areas that combines paid on-the-job training and formal study with a Registered Training Organisation.

Aptitude: the natural ability to learn and apply certain information or skills.

Aspiration: a hope or ambition to achieve something.

Attributes: personal qualities or characteristics.

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

Barriers: circumstances or obstacles that may prevent you from achieving your goals.

Belief: an attitude towards something, such as whether it is true or false, good or bad, or right or wrong.

Beneficial: producing good results or effects.

Capabilities: the power or ability to do something.

Career: the variety of experiences, jobs and occupations that you undertake throughout your life.

Career exploration: learning about different occupations and how they suit your unique career preferences.

Casual work: employment that is offered on an as-needed basis with no expectation of ongoing work or guaranteed hours of work per week.

Challenges: obstacles in your life that may prevent you from achieving your goals.

Collaboration: the action of working with others.

Communication: the ability to convey information or interact with others through speaking, reading or writing.

Curriculum Vitae (C.V.)/Resume: a brief description of education, qualifications, employment history, and personal interests and activities, sent with a job application.

Decision making: the ability to use your thinking skills and experience to determine the best solution to a problem or complex situation.

Digital literacy: the ability to identify and use technology confidently, creatively and critically to meet the demands and challenges of life, learning and work in a digital society.

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

Feedback: helpful information or constructive criticism that is given to someone to indicate what has been done well or what can be improved.

Financial literacy: the ability to make informed judgments and to make effective decisions regarding the use and management of money.

Globalisation: the process of interaction and integration among people, economies and governments worldwide.

Goal setting: a clear, specific, measurable statement that can provide a path to achieve certain accomplishments or explain how you want to personally advance in some way.

Habit: something that you do regularly, often without knowing that you are doing it.

Industry: businesses or organisations that produce and supply goods or services.

Influence: the capacity of someone or something to have an effect on the actions, behaviours and opinions of others.

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Innovation: the process of transforming a new idea into reality.

Innovative: the ability to do things differently or to do things that have never been done before.

Interests: the activities you enjoy doing and the subjects that you like to spend time learning about.

Job: a paid position of regular employment.

Job conditions: refers to the work environment and aspects of an employee's terms and conditions of employment.

Job market: the number of jobs that are available in a particular place or for a specific type of work.

Learning experiences: any interaction, course, program, or other experience in which learning takes place, whether in educational environments or outside-of-school settings.

Lifelong learning: the ongoing, voluntary and self-motivated pursuit of knowledge, understanding and skills development for either personal or professional reasons.

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

Occupation: a job or profession.

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

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

Personal best: the best achievement one has ever had in a particular event or situation.

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

Portfolio: a collection of information about your achievements, who you are and your work experience to demonstrate your capabilities, qualities and accomplishments.

Pre-requisites: required to be met or achieved to access further education or training.

Project management: the ability to coordinate a project and achieve the planned objectives.

Qualification: an official record of achievement awarded on the successful completion of a course of study or training.

Relationships: connections between people and/or groups of people who influence your life, including your thoughts, emotions, interests, habits and behaviours.

Referee: A job referee is someone your potential employer can contact to find out more about you.

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

Strategies: planned actions that are designed to achieve objectives.

Team: a group of individuals who work together to achieve a common goal.

Timeframe: a specified period of time in which some action is planned to take place.

Traineeship: a training agreement between the trainee and their respective employer whereby the employer agrees to train the trainee in a specific industry, and the trainee agrees to work and learn.

Transferable skill: the learned ability to perform an action in different contexts.

Transition: the process of moving through secondary schooling and beyond to work, further education and/or training.

University: an institution of tertiary or higher education.

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

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



Work capabilities: the skills, knowledge and understandings students need to be ready for future learning, work and life. They are the transferable skills that enable young people to successfully engage with, navigate and advance in life and work.

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

Written communication: the process of interacting with others in written form to convey a message or deliver information.

Appendix 2: Career development resources and supporting materials

Australian Apprenticeship Pathways

apprenticeships.gov.au

Australian Apprenticeship Pathways – Industry Literacy and Numeracy quizzes

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

Career Information for WA Construction Industry

ctf.wa.gov.au/construction-futures

Foundation for Young Australians

fya.org.au

Job Jumpstart

jobjumpstart.gov.au

Jobs and Skills Australia

jobsandskills.gov.au

Jobs and Skills WA

jobsandskills.wa.gov.au

myfuture

myfuture.edu.au

myWAY Employability

mywayemployability.com.au

School Curriculum and Standards Authority

scsa.wa.edu.au/

Skills One

skillsone.com.au

Skills Road

skillsroad.com.au

The Apprenticeship Office

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

Your Career

yourcareer.gov.au

