



## Pathway planning teacher notes

### Using pathway planning resources

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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 9 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.
- Consider the level of experience and prior knowledge of your students and locate students' pathway planning documents from Years 7 and 8. If students have not completed any previous pathway planning documents, they are available as themed versions as well as year level versions.
- Make sure students can access their myfuture account.
- Refer to Appendix 1: Glossary of Terminology to clarify meanings of specific language.

## Activate prior knowledge and understanding

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### Activity

- Students work in pairs to prepare answers to the following questions:
  - » *what is a career?*
  - » *why is pathway planning a personal process?*
- Facilitate student discussion to share, compile and clarify ideas.

## Introduce the pathway planning process

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### 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?'
- Identify each activity and its purpose:
  - » My life right now
  - » About me
  - » Work capabilities
  - » Career exploration
  - » Academic review
  - » Goal setting and action planning
  - » My career portfolio
  - » Affirmations.
- Define new language and incorporate a vocabulary activity, for example, a word wall or glossary.

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### My life right now

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Our 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.

#### 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.

### About me

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Prompt students to reflect on their interests and connections. Identifying strengths contributes to building a profile in preparation for self-promotion for work. Gathering input from others can be challenging for students. It is important students understand the holistic nature of a career.

This reflective process was initiated in the Year 7 pathway planning.

#### Activity

- Prompt students to think about their own likes and interests first. This can lead them to identify their own strengths and what they can do well that they can help teach others about.
- The Career Toolkit has a lesson '[About me](#)' for Year 9 students that complements this activity.
- It may be helpful to present students with a list of words that they could use to describe others as a prompt to the last section of this activity.
- Select 3-5 categories from the list on page 2 (My life right now)) and use this information to help define their identity.
- Consider all the activities and skills that students engage in outside of school in their other networks.
- Students should connect understandings gained from this activity with the development of their resumes. For an example, refer to the [myfuture resume information and samples](#).
- Students may include these elements (interests, skills, talents and strengths) in their resume, which can be in a hard or electronic copy.
- Lesson 5 on the [Career Learning Toolkit](#) complements this activity.



## Work capabilities

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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.

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

### Activity

- Identify and recap work capabilities and discuss how they give students a competitive edge in new work environments.
- Ensure students understand terminology related to work capabilities, *for example, transferrable skills, employability skills, and 21<sup>st</sup> Century skills.*
- Draw students' attention to the links between their learning at school and the capabilities and skills needed for successful employment.
- 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, possibly using this to support goal setting and action planning.
- Introduce and discuss the meaning of the following terms in the context of developing work capabilities: volunteering, work experience, coaching and mentoring.
- As a class create a list of work activity examples from school and activities outside of school.
- Students identify those which they are engaged in emphasising that paid work is not the only work activity that develops skills and capabilities.

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### Career exploration

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This activity is designed for students to develop curiosity through further exploration careers. They can do this through the case studies at Jobs and Skills WA - YouTube, the [myfuture career stories](#) and by exploring the levels in the myfuture career bullseye posters or a [digital version](#). These can be downloaded or viewed online. Unpack job titles that are new, different or unfamiliar.

#### Activity

- Students access their myfuture profile for this activity. There is an [explanatory video](#) about the bullseye page online to show students.
- Explain the 4 education and training levels and requirements in the career bullseye posters.
  - » Highlight connections to VET pathways (and beyond).
  - » Introduce the broad aspects of the [Australian Qualifications Framework \(AQF\)](#).
- Students explore bullseye pages related to areas of interest and choose 3 occupations to review to complete page 5.
- Lesson 6 in the [Career Learning Toolkit](#) complements this activity.

### Academic review

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It is intended that this activity is completed early in Semester 1 and then again early Semester 2. Students develop skills in using school reports and achievement data as a means of targeting areas for improvement, gain a greater understanding of their achievements at school, and identify areas of focus.

#### Activity

- Clarify key terms: achievement data, literacy and numeracy, standards, NAPLAN, OLNA, WACE.
- Make sure students have access to their results before completing this activity, e.g. the Individual Student Table in SAIS for Department of Education schools, or most recent report and most recent NAPLAN results and proficiency levels.
- Explain that the purpose of this activity is to:
  - » develop agency and self-efficacy
  - » get a clear view of where they are at now
  - » make decisions for their learning moving forward.
- Lesson 4 on the [Career Learning toolkit](#) complements this activity, however it must be completed after Lesson 3.



## Goal setting and action planning

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Action planning is an ongoing process which outlines strategies to achieve one or more goals. Students identify an achievement goal and develop an action plan. This activity will build on previous action plans.

This is an opportunity to attribute greater meaning to the learning being undertaken by students across all areas of the school.

### Activity

- Students structure one academic and one personal goal for the next semester or year. Students should consider SMART goal setting (see [Lesson 7, Year 8, Career Learning Toolkit](#)).
- Consider barriers and challenges to achieving goals (answers may include location, finance, access, time, transport). Introduce the term 'resilience' and why this is important to recover from setbacks.
- Brainstorm people who students admire for their achievements. Discuss:
  - » possible goals they may have had
  - » actions they may have taken
  - » possible failures they may have experienced
  - » any barriers they may have encountered.
- The TEDEd video '[Overcoming obstacles – Steven Claunch](#)' could prompt discussion.
- Students should consider who is available to help (team, allies and networks) and how personal, cultural and religious beliefs may affect planning or achieving goals.
- Lesson 1 in the [Career Learning Toolkit](#) complements this activity by identifying their own abilities and skills.

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### My career portfolio

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This lesson 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. Career portfolios don't just have to be printed folders, they can be digital and/or multi-modal.

#### Activity

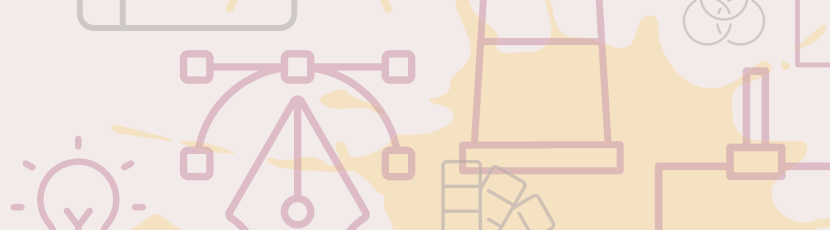
- Dependent on school resources, students should set up a portfolio to begin to collect evidence and highlight accordingly on the checklist. Some schools may already have different forms of portfolio construction already in place.
- Brainstorm what should be included in a portfolio and what makes an 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.
- Students should be provided resources and time to think about how they might follow up on items for their career portfolio.
- Lesson 7 on the [Career Learning Toolkit](#) on creating a Unique Student Identifier (USI) and tax file number complements this activity.

### 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.





## 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.

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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

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**Australian Apprenticeship Pathways**  
[apprenticeships.gov.au](https://apprenticeships.gov.au)

**myfuture**  
[myfuture.edu.au](https://myfuture.edu.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](https://apprenticeships.gov.au/apprentices/how-to-find-and-prepare-for-an-apprenticeship/check-your-literacy-and-numeracy-skills)

**myWAY Employability**  
[mywayemployability.com.au](https://mywayemployability.com.au)

**Career Information for WA Construction Industry**  
[ctf.wa.gov.au/construction-futures](https://ctf.wa.gov.au/construction-futures)

**School Curriculum and Standards Authority**  
[scsa.wa.edu.au/](https://scsa.wa.edu.au/)

**Foundation for Young Australians**  
[fya.org.au](https://fya.org.au)

**Skills One**  
[skillsone.com.au](https://skillsone.com.au)

**Job Jumpstart**  
[jobjumpstart.gov.au](https://jobjumpstart.gov.au)

**Skills Road**  
[skillsroad.com.au](https://skillsroad.com.au)

**Jobs and Skills Australia**  
[jobsandskills.gov.au](https://jobsandskills.gov.au)

**The Apprenticeship Office**  
[wa.gov.au/organisation/apprenticeship-office/apprenticeship-office#news\\_and\\_updates](https://wa.gov.au/organisation/apprenticeship-office/apprenticeship-office#news_and_updates)

**Jobs and Skills WA**  
[jobsandskills.wa.gov.au](https://jobsandskills.wa.gov.au)

**Your Career**  
[yourcareer.gov.au](https://yourcareer.gov.au)

