



INDIVIDUAL  
PATHWAY PLANNING

# Year 10

➡ **Pathway planning** enables you to explore, identify, grow and evaluate the learning and work pathways available to you, to recognise opportunities, make connections and prepare for transitions.



Individual pathway planning provides the opportunity for you to develop an understanding of a variety of work alternatives provided through your network of family and community. It allows you to recognise the connections in your life and the importance of persistence in the face of change.

## Profile

MY NAME

DATE

SCHOOL



## MY PROFILE

Understanding your natural style, what you are good at and what influences your behaviour will help you to make career decisions.

| Natural style   | What I am good at   | My influences   |
|---|---|---|
| Descriptions like: quiet, relaxed, like to be challenged, leads, follows, works alone, organised... | May include: school subjects, activities and specific skills... | Consider: parents, other family, friends, values, TV... |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |
|   |   |   |

Complete a career quiz. Save your results into your portfolio.  
If you have completed a career quiz previously compare the results.

What's new/what's changed since last year?

How does knowing this affect your plans?

### Personal Best

Are you developing your potential? What can you do now and how do you plan to do it better?

| Possible referees: | What could they say about you? |
|--------------------|--------------------------------|
| 1                  |                                |
|                    |                                |
|                    |                                |
| 2                  |                                |
|                    |                                |
|                    |                                |

**Aim to list at least three responses in each section.**






| CAREERS I AM<br>INTERESTED IN | WORK EXPERIENCE<br>PLANS | PAID OR<br>VOLUNTARY WORK |
|-------------------------------|--------------------------|---------------------------|
|                               |                          |                           |
|                               |                          |                           |
|                               |                          |                           |
|                               |                          |                           |
|                               |                          |                           |
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|                               |                          |                           |
|                               |                          |                           |



## HOW ARE YOU PREPARING FOR THE WORLD OF WORK?

Consider your school results here.  
Use your school reports and/or other achievement data.

There are no secrets to success. It is the result of a can-do attitude, hard work and learning from experience.

| Subjects I am studying now | Last year | This year | My attitude<br>   | Predict your end of year result |
|----------------------------|-----------|-----------|--|---------------------------------|
|                            |           |           |  |                                 |
|                            |           |           |  |                                 |
|                            |           |           |  |                                 |
|                            |           |           |  |                                 |
|                            |           |           |  |                                 |
|                            |           |           |  |                                 |
|                            |           |           |  |                                 |

|                           | How am I going? | How do these results impact on my preparation? |
|---------------------------|-----------------|--|
| NAPLAN – Last results     |                 |  |
| Reading proficiency band  |                 |  |
| Writing proficiency band  |                 |  |
| Numeracy proficiency band |                 |  |
| OLNA                      |                 |  |
| Reading category          |                 |  |
| Writing category          |                 |  |
| Numeracy category         |                 |  |

Do you know enough about your career options? Are you on track?



**FURTHER TRAINING  
APPRENTICESHIP  
TRAINEESHIP**

**EMPLOYMENT  
OPPORTUNITIES POST-SCHOOL**

**UNIVERSITY  
COURSES**

|   |  |
|---|--|
| Do I know enough about my options?  |  |
| Where can I access more up-to-date information?                             |  |
| Who could I talk to?  |  |
| What courses should I consider for Senior school?                           |  |
| What Vocational Education and Training should I consider for Senior school? |  |
| What work experience should I look for?                                     |  |

Self-development

Career exploration

Career management



The skills required to do a particular job are called 'work-related' skills. During your career exploration activities, consider the work related skills you will need in your chosen work. Use the [myfuture](#) site to research three career possibilities that interest you.

# Skills to know and skills to grow for the future...

## Career pathways

**Bullseye posters:** Research three career possibilities that link to **school learning areas** that you do well in.

| Career possibility | Level on the Bullseye poster (1,2,3,4) | Indicate whether this level requires<br>· university study<br>· a VET pathway<br>· an apprenticeship pathway | Work related skills and knowledge |
|--------------------|--|--|-----------------------------------|
| 1                  |  |  |                                   |
| 2                  |  |  |                                   |
| 3                  |  |  |                                   |

**Bullseye posters:** Research three career possibilities that link to activities that **interest** you.

| Career possibility | Level on the Bullseye poster (1,2,3,4) | Indicate whether this level requires<br>· university study<br>· a VET pathway<br>· an apprenticeship pathway | Work related skills and knowledge |
|--------------------|--|--|-----------------------------------|
| 1                  |  |  |                                   |
| 2                  |  |  |                                   |
| 3                  |  |  |                                   |

## THE FUTURE OF WORK

The future of work is changing. These changes require skills that allow you to learn, to contribute your best and to collaborate with others. Enterprise skills (transferable) can be used across many jobs and they will help you as work changes into the future. It is important to build these skills to help you participate in a changing world of work. Consider the skills listed and indicate how you can build these to support your career development.

| Skills you need for work <sup>1</sup>        | What activities could I participate in to develop these skills? | What courses and/or VET do I need to study in Senior school to support my skill development? |
|--|---|--|
| Creativity and innovation                    |   |  |
| Enthusiasm for ongoing learning              |   |  |
| The ability to critically assess information |   |  |
| The ability to work with others              |   |  |
| Communication                                |   |  |
| Project management                           |   |  |
| Financial literacy                           |   |  |
| Technology/digital literacy                  |   |  |
| Global enthusiasm/citizenship                |   |  |
| Foundation skills                            |   |  |
| Language and literacy                        |   |  |
| Numeracy                                     |   |  |
| Career learning and work experience          |   |  |

## THE PRINCIPLES

These principles allow you to reflect in an ongoing manner on the relevance of life happenings and to understand the changing nature of the world of work. How might these principles impact on areas of your life, learning and work?

| Life | Learning | Work |
|------|----------|------|
|      |          |      |
|      |          |      |
|      |          |      |
|      |          |      |
|      |          |      |
|      |          |      |



**Your Principles**



**Listen to what makes you happy**

- Dreams
- Likes
- Interests
- Self-belief



**Develop a network of support people**

- Experts
- Family
- Coaches
- Teachers



**Be prepared for change & chance**

- Personal changes
- Technology changes
- Job changes



**Learning is lifelong**

- Because changes happen
- Look for learning opportunities







**Consider opportunities along the way**

- Pay attention to each step
- Be aware of possibilities and new opportunities
- Note the possibilities for new destinations

## ACTION PLANNING



Consider the following areas...

|   | Where am I now? Is this my personal best? (PB)<br> | Where do I want to be?<br> | What might stop me?<br> | Who can help me?<br> |
|---|---|---|---|---|
| <b>Learning</b><br>Reflect on your Attitude, Behaviour and Effort ratings in your school report.      |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| <b>School results</b><br>Consider your past school results. How are you progressing?                  |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| <b>Life</b><br>Think of your community activities, family, sport, personal achievements...            |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
| <b>Work</b><br>Consider voluntary community work, work around the home, paid work, work placements... |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   |   |   |   |

How does my progress this year affect the choices I am going to make next year?



## Do these choices reflect my interests and my capabilities?




Consider the following reasons for this choice.

| Courses | I like this subject | I am successful in this subject | I have an interest in working in this industry | I know what occupation I want | This choice supports my pathway | I want to learn more about this content/subject |
|---------|---------------------|---------------------------------|--|-------------------------------|---------------------------------|---|
|         |                     |                                 |  |                               |                                 |   |
|         |                     |                                 |  |                               |                                 |   |
|         |                     |                                 |  |                               |                                 |   |
|         |                     |                                 |  |                               |                                 |   |
|         |                     |                                 |  |                               |                                 |   |
|         |                     |                                 |  |                               |                                 |   |

### VET and endorsed programs

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

## WHAT'S IN MY PORTFOLIO?

| What's in my portfolio?<br> | Yes<br> | Need to follow up with...<br> |
|---|--|--|
| Current resume  |  |  |
| Cover letter  |  |  |
| Reports   |  |  |
| Apprentice aptitude tests   |  |  |
| Career quizzes and activities   |  |  |
| Individual pathway plan   |  |  |
| Referees – contact details and references   |  |  |
| Evidence of achievements – photos, newsletters  |  |  |
| Voluntary community activities  |  |  |
| Art folio   |  |  |
| Work samples  |  |  |
| Workplace learning supervisor report  |  |  |
| Nationally recognised qualification(s)  |  |  |
| Industry exploration strategies, network contacts   |  |  |
| Formal training (White Card, Barista, First Aid)  |  |  |
| Planning strategies   |  |  |



## Growing your Game Plan

Put your Action Plan on the fridge

Tell people your plan

Surround yourself with people who will support you

Be prepared to weed out things and people who don't support you

Be prepared to change your plan

Look for opportunities!

Comments

Date completed:

## Comments

From parents, family members, community members, carers, guardians or other trusted adults.

Student signature





**Development of this Individual Pathway Planning resource has been guided and informed by the:**

Australian Blueprint for Career Development, Commonwealth of Australia, 2010

Western Australian Guidelines for Career Development and Transitions, Commonwealth of Australia, 2012

FYA (Foundation for Young Australians) (2014)  
Unlimited Potential: a data and information resource on young Australians website. Accessed August 2015.

All photography used in this booklet was shot in Western Australia's Leeuwin-Naturaliste National Park.