



INDIVIDUAL  
PATHWAY PLANNING

# Year 8

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



Individual Pathway planning provides the opportunity for you to discover personal interests, skills, influences and abilities and to make connections between these and your environment.

## Profile

MY NAME

DATE

NAMES I HAVE.

eg family, nicknames, instagram...

GROUPS I BELONG TO.

eg friendship, sporting, cultural...

ROLES I HAVE IN THESE GROUPS.

eg mentor, captain, goalie...





## MY VALUES

Values are things that you consider to be important. Your values explain a lot about who you are. Circle the values which are the most important to you? Add others if necessary.

trust success generosity health achievement compassion commitment family wealth honesty caring listening best courage perseverance safety attitude humour fairness friendship

### Rank your top five values

Value	Why is this value important to you?	Think of a time when you really lived this value. Describe that time.

## Personal Attributes

Choose the words which best describe you? Highlight or circle them.

sense of humour practical generous forgiving  
easy-going achiever good listener  
focused curious active logical  
helpful thoughtful pleasant mediator  
cheerful patient  
positive quick sporty trustworthy sensitive enterprising quirky  
understanding

**MY ATTRIBUTES**



## INFLUENCES AND SIGNIFICANT OTHERS

Have you  
ever created  
something new?

Have you  
ever repaired  
something that  
was broken?

Do you wonder  
how things  
work?

Do you like  
caring for  
family?

Do you ever  
wish something  
worked better?

The world is changing constantly and so are you. What you value, what you like and what interests you will change throughout your life. People and things that influence you will also change.

Consider influences on your life at the moment—some will be more important than others. Fill the shapes with your influences at this point in time.

### WHAT I AM GOOD AT

### DIRECT INFLUENCES

### INFLUENCES



**MY  
SKILLS**

Do you like being  
a leader?

Do you like  
being creative?

Do you like  
speaking and  
performing in  
front of people?

How do you feel  
when you help  
other people?



## WHAT'S IN YOUR PORTFOLIO?

Understanding what the contents of your portfolio say about you - each item demonstrates your different qualities, skills, capabilities and accomplishments.

For example—a photo of you in your sports team may demonstrate your ability to work in a team; a group science project certificate might demonstrate teamwork/leadership/ability to problem solve and work through processes.

Choose an item from your portfolio that demonstrate aspects of who you are and what you can do in a particular situation.

### SITUATION

What was the situation?

### RESULTS

What was the result of this action?  
What feedback did you receive?

ITEM  
1  
MY  
PORTFOLIO

### TASK

What did you do?

### ACTION

How did you do it? Who helped you?  
What challenges did you face?  
What personal characteristics helped you achieve?

## ITEM 1 REFLECTION

What could be said about your skills and attributes from this result? What have you learnt and how does it relate to other areas of your life? Identify three of the best things that this item says about you.

[illegible]



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### SITUATION

What was the situation?

### RESULTS

What was the result of this action?  
What feedback did you receive?

ITEM  
2  
MY  
PORTFOLIO

### ACTION

How did you do it? Who helped you?  
What challenges did you face?  
What personal characteristics  
helped you achieve?

### TASK

What did you do?

## ITEM 2 REFLECTION

What could be said about your skills and attributes from this activity?

What have you learnt and how does it relate to other areas of your life?

Identify three of the best things that this item says about you.

[illegible]

## CAREER EXPLORATIONS

### PEOPLE I KNOW WITH JOBS I LIKE

Think of two people. They can be real or fictional or one of each. What job do they do? What skills are required to do this job? What are the conditions of this job?

1

2

Name

Job

**Skills needed to do this job could include...**

- Written communication
- Understanding of science
- Ability to fix things
- Use of computer programs and other digital technologies
- Talking to people
- Leading a team
- Planning and organising
- Decision making
- Innovative and creative
- Research and thinking
- Other

**Job conditions could include...**

- Part-time, full time, contract
- Do they work inside or outside?
- Do they work at home, in an office, a workshop, or work away from home?
- Do they travel?
- Other

**What I like about this job. Some examples could be...**

- The hours
- The money
- Working with people
- Working with machines
- Opportunities to create
- Environment
- Other



Use your reports and other achievement data to support this activity.

<i>My best subject is...</i>	<i>My favourite subject is...</i>	<i>My least favourite subject is...</i>
<b>I am doing well at this because...</b>	<b>I like it because...</b>	<b>This is because...</b>



## DEVELOP AN ACTION PLAN FOR TWO FOCUS AREAS



Your **ACTION PLAN** is a 'work in progress'. It is important to keep going back to your plan to check if anything has changed for you. For example, skills, interests, influences, and opportunities.

1

Something I would like to **ACHIEVE**




**SKILLS/CAPABILITIES** that I can use

2

How am I going to prepare for this? **STEPS TO TAKE**












3

Who can help me? **MY TEAM**



Who?

How?

Who?
How?

Who?

How?

Who?
How?

Who?

How?

Who?
How?

4

What might stop me? What can I do? **BARRIERS**



Barrier



Action



Barrier



Action



5

What is my **TIMEFRAME**?





# DEVELOP AN ACTION PLAN FOR TWO FOCUS AREAS

1

Something I would like to **ACHIEVE**



**SKILLS/CAPABILITIES** that I can use

2

How am I going to prepare for this? **STEPS TO TAKE**












3

Who can help me? **MY TEAM**



Who?

How?

Who?

How?

Who?

How?

4

What might stop me? What can I do? **BARRIERS**



Barrier



Action

Barrier



Action

5

What is my **TIMEFRAME?**




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) (2015)  
The New Work Order: ensuring young Australians have skills and experience for the jobs of the future not the past. Foundation for Young Australians: Melbourne.

All location photography used in this booklet was shot around Esplanade Park in Fremantle, Western Australia.