



INDIVIDUAL PATHWAY PLANNING

Year 9

- ➡ **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 develop an understanding of a variety of work alternatives. By engaging with individual pathway planning you are well placed to take responsibility for your learning and to connect learning to aspirations.

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...



WHO AM I?

Highlight words that help identify you at this stage.

✓ Highlight words...

Highlight words that help identify you at this stage

- ☐ family
- ☐ friends
- ☐ movies
- ☐ music
- ☐ hobbies
- ☐ appearance
- ☐ language
- ☐ gender
- ☐ ethnicity
- ☐ family roles responsibilities
- ☐ bicultural
- ☐ personality

Highlight words that you connect with.

- | | |
|---------------------------------|------------------------------------|
| <input type="radio"/> learn | <input type="radio"/> possibility |
| <input type="radio"/> observe | <input type="radio"/> question |
| <input type="radio"/> listen | <input type="radio"/> community |
| <input type="radio"/> explore | <input type="radio"/> perseverance |
| <input type="radio"/> wonder | <input type="radio"/> change |
| <input type="radio"/> aspire | <input type="radio"/> imagine |
| <input type="radio"/> challenge | <input type="radio"/> uncertainty |
| <input type="radio"/> belong | <input type="radio"/> frustration |
| <input type="radio"/> believe | <input type="radio"/> fear |
| <input type="radio"/> feel | <input type="radio"/> connect |
| <input type="radio"/> do | <input type="radio"/> enthusiasm |
| <input type="radio"/> curiosity | <input type="radio"/> motivation |



MY WORD CLOUD

Add any other words that you would like to include and create your own word cloud in the space provided. Use **size** to show the more important words in your cloud.



Consider your interests and words that help identify you.

☰ List words...

Something you like to do in your free time

Your favourite song

Your favourite movie

Three people you admire. In a sentence explain why you admire these people.

Something you could teach someone else

Something that makes you feel good about yourself

Ask others

Ask a friend to use five adjectives that link to your identity.
(Your Word Cloud might be helpful)

Choose a trusted adult.

This can be a parent, guardian, relative, neighbour, employer, teacher

Give an example of at least one thing about you that they might be proud of.

ENGAGING WITH THE WORLD AROUND YOU

How we react to things can tell us a lot about who we are. Consider the statements below and indicate how you think, feel and act.

	BELIEF What do you think about this?	EMOTION How do you feel about this?	HABIT How do you act?
Physical education is beneficial for all students.			
Jobs for the future will be very different from the jobs of today.			
A VET qualification can also provide a pathway to a University.			
Participating in work activities* while studying will enhance your career opportunities.			

*Work activities can be workplace learning, work experience, paid work, volunteering, or chores.

“One thing leads to another.
Everything is connected.”

ART ON THE UNDERGROUND PROJECT

“Work that people do and how they do it is changing constantly and so are you.”

Work can be described as a set of activities with intended outcomes. These activities are not necessarily linked to paid employment and can include volunteer work, hobbies, sport, learning and other meaningful and satisfying activities.

Work that you do – developing skills

Consider 3 types of work that you are currently engaged with and the skills that you are developing in this work. Complete the matrix below.

Work activity	Skills I have	Skills I am developing	Skills I need to develop
1			
2			
3			

TYPES OF WORK

Locate the Foundation for Young Australians report, [The New Mindset](#) 7 job cluster to help young people navigate the new work order. This report explores 7 job clusters in the Australian economy. Using the 7 job clusters provide examples and indicate how you feel about each type of work.

Job clusters		<input checked="" type="checkbox"/> Really interested <input type="checkbox"/> Maybe <input type="checkbox"/> Not interested	Explore further
THE GENERATORS			
...require a high level of interpersonal interaction in retail, sales, hospitality and entertainment.	Examples of industries:		
	Examples of jobs:		
THE ARTISANS			
...require skill in manual tasks related to construction, production, maintenance or technical customer service.	Examples of industries:		
	Examples of jobs:		
THE CARERS			
...seek to improve the mental or physical health or well-being of others, including medical, care and personal support services.	Examples of industries:		
	Examples of jobs:		
THE COORDINATORS			
...involve repetitive administrative and behind-the-scenes process or service tasks	Examples of industries:		
	Examples of jobs:		
THE DESIGNERS			
...involve deploying skills and knowledge of science, mathematics and design to construct or engineer products or buildings.	Examples of industries:		
	Examples of jobs:		
THE INFORMERS			
...involve professionals providing information, education or business services	Examples of industries:		
	Examples of jobs:		
THE TECHNOLOGIST			
...require skilled understanding and manipulation of digital technology.	Examples of industries:		
	Examples of jobs:		



CAREER EXPLORATIONS

Types of work you would like to explore

Find jobs that include the type of work you would like to do and complete the table below. The [Bullseye posters](#) will be useful for this activity.

JOB TITLE 1			
Type of work Can be more than one			
Skills needed to do this job			
School subjects that will help develop these skills			
Level of training required*			
What I like about this job			

JOB TITLE 2			
Type of work Can be more than one			
Skills needed to do this job			
School subjects that will help develop these skills			
Level of training required*			
What I like about this job			

JOB TITLE 3			
Type of work Can be more than one			
Skills needed to do this job			
School subjects that will help develop these skills			
Level of training required*			
What I like about this job			

In order to achieve your Western Australian Certificate of Education (WACE) you will need to meet a minimum standard for literacy and numeracy.

Subjects I am studying now	Last year	This year	My attitude 😊 😐 😞	Predict your end of year result

The literacy standard has two parts:

Reading standard

Writing standard

This standard can be demonstrated through:

☐ achieving band 8 in the numeracy, reading and writing sections of Year 9 NAPLAN

OR

☐ passing the online literacy and numeracy assessment (OLNA) in Year 10, 11 or 12

My NAPLAN results

Last results

Reading proficiency band

Writing proficiency band

Numeracy proficiency band

OLNA predictions

Consider how you will perform in the OLNA next year.

OLNA categories	Do you think you will need support?	Who could provide this support?
Reading category		
Writing category		
Numeracy category		

MAKING CONNECTIONS AND TRANSFERRING KNOWLEDGE

Give three examples of a recent school lesson. Identify something that you could connect to future learning, work or life from that lesson.

SCHOOL SUBJECT
Classroom lesson

**KNOWLEDGE OR SKILL
THAT I LEARNT**

**HOW DOES THIS CONNECT TO FUTURE
LEARNING, WORK OR LIFE?**

SCHOOL SUBJECT
Classroom lesson

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LEARNING, WORK OR LIFE?**



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 (e.g. 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**?



Comments

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

Comments

Date completed:

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) 2016
The New Work Mindset: 7 new job clusters to help young people navigate the new work order.

All location photography used in this booklet was shot at Applecross Senior High School and Fremantle, Western Australia.