Pathways Website Guide for Pathways Planning Coordinators and Teachers

https://pathways.act.edu.au
# Table of Contents

Document information......................................................................................................................................................3  
1.0 Introduction...................................................................................................................................................................4  
  1.1 The purpose of this guide..........................................................................................................................................4  
  1.2 What is Pathways?.....................................................................................................................................................4  
  1.3 Careers theory and Pathways....................................................................................................................................5  
  1.4 Benefits of using the Pathways website..................................................................................................................5  
2.0 Implementation of Pathways in education settings ........................................................................................................6  
  2.1 A guide for implementation and administration.....................................................................................................6  
  2.2 Pathways implementation support............................................................................................................................6  
  3.3 Supporting young people in Pathways Planning........................................................................................................7  
  2.3 Engaging parents, carers and families in Pathways.....................................................................................................7  
3.0 Site administration of Pathways ..................................................................................................................................7  
  3.1 Management of Pathways..........................................................................................................................................7  
  3.2 Seeking consent for young people to access the website............................................................................................9  
  3.4 Privacy........................................................................................................................................................................9  
  3.5 Getting started on Pathways – checklist...................................................................................................................10  
  3.6 Trouble shooting..........................................................................................................................................................10  
4.0 Practical guide on how to use Pathways............................................................................................................................11  
  4.1 Registration process....................................................................................................................................................11  
  4.2 Functionality of Pathways............................................................................................................................................11  
  4.3 Content of the 5-6 Plan...............................................................................................................................................12  
  4.4 Content of the Pathways Plan (7-10)..........................................................................................................................13  
  4.5 Content of the 11-12 Plan............................................................................................................................................13  
  4.6 Additional functionality of the website........................................................................................................................14  
Attachment A: Template letter to parents/carers and families introducing Pathways Planning and seeking consent for young people to access the Pathways website ..............................................................................17  
Attachment B: The Scope and Sequence of Career Competencies in Pathways Planning..................................................19
Document information

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<thead>
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1.0 Introduction

The ACT Education Directorate’s (the Directorate) Pathways Planning website, known as Pathways provides a secure online application for young people aged 10 to 17 years in the ACT to develop their career pathway and transition plan. The website provides young people with structured and sequential online career development and transition activities and the opportunity to document their plans for the future. Hyperlinks within the website provide easy access to a range of quality online career and transitions websites.

The main goal of the website is to support the Directorate’s intent that “Every student will learn, thrive and be equipped with the skills and attitudes to lead fulfilling productive and responsible lives” (Education Capital: Leading the Nation Strategic Plan 2014-17). The Pathways website puts ‘students at the centre’, enables ‘families as partners’, and ensures the transition from one education setting to another and onto post school options is a smooth and supported experience for young people.

The Pathways website:

- allows all young people aged 10 to 17 years in the ACT to develop and access a secure password protected online version of their Pathways Plan.
- ensures that each young person has only one Plan that can be easily updated as their interests, goals and aspirations change over time. It will provide young people with access to interactive learning modules which are accessible at any time or place from a range of devices (smart phones, tablets and desktops)
- helps young people develop their career management competencies and support them in their transition to their next education setting and/or post secondary school options including work and/or further education and training
- provides young people the choice to share their Plan with others, in person, hard copy or via email
- ensures a consistent approach to transition planning and career education across all sectors in the ACT, which is underpinned by careers theory.

The ACT Government is committed to improving the educational engagement, attainment and successful transition of young people. The Directorate believes that all students should be provided with the opportunity to complete a Pathways Plan and knows that teachers play a vital role in supporting successful transitions for all students.

1.1 The purpose of this guide

The Pathways website guide for Pathways Planning has been developed to support Pathways Planning coordinators, career advisers, school leaders, teachers and case managers to effectively implement, administer and manage Pathways in their education setting.

1.2 What is Pathways Planning?

Pathways is a learning tool that provides young people with an opportunity to think about who they are, what they know, where they are going, how they will get there and who can help them.

Pathways Planning aims to:

- encourage young people to think about their future
• equip young people with the knowledge to successfully manage their career development and transitions
• provide opportunities for young people to learn about themselves and explore their personal strengths, interests, goals and aspirations
• encourage young people to plan for their future and share their Plan with others.

1.3 Careers theory and Pathways

Pathways is underpinned by careers theory, notably the Cognitive Information Processing (CIP) Theory. Pathways Planning has been developed as a tool to assist students develop:

• self knowledge
• occupational knowledge
• education and training knowledge
• decision making skills

![Figure 1: The pyramid of information processing domains in the career decision making process](image)

Pathways has been structured to meet the developmental needs of young people and has been mapped against the following Australian Blueprint for Career Development (the Blueprint) competencies:

• Change and grow throughout life (Career Management Competency 3)
• Participate in life-long learning supportive of career goals (Career Management Competency 4)
• Locate and effectively use career information (Career Management Competency 5)
• Make career enhancing decisions (Career Management Competency 8)

See Attachment B for more information.

1.4 Benefits of using the Pathways website

Pathways allows young people in the ACT to access their Plan at any time and their Plan moves with them from one educational setting to the next. A young person’s year 5-6 Plan, Pathways Plan (for year 7-10) and year 11-12 Plan are stored on one Plan. This allows young people to reflect on their career development over time.

Online Pathways reduces the amount of administration associated with the paper based format as it negates the requirement for printing, disseminating, collecting, storing and manually tracking paper based Plans. The online version allows more efficient use of resources and provides a more accessible option for young people. The Plan is owned by the young person and is their responsibility.
The Pathways website content is regularly updated to meet the ongoing changing needs of ACT young people. Information is current and reviewed regularly by the Transitions and Careers section in the Directorate.

2.0 Implementation of Pathways in education settings

2.1 A guide for implementation and administration

Pathways implementation should be supported by the Principal and implemented as a whole school program. It is envisaged that the Pathways Planning coordinator, often the careers adviser or Pastoral Care executive teacher will take responsibility for the implementation of Pathways within their education setting and tailor its delivery to suit the needs of their students.

Pathways is a teaching/learning tool that supports young people to plan for their future. It is recommended that the activities within Pathways are accompanied with quality teaching activities and personalised one-to-one career conversations that centre on the young person’s Plan. It is recommended that Pathways is revisited by schools at least twice a year and revisited by young people independently, especially at times of change or transition.

The flexibility of the website allows educational and youth settings to decide how they choose to deliver and embed Pathways.

Some suggested implementation strategies include:

- embedding the website into existing curriculum and/or career education programs
- establishing it as part of the educational setting’s Pastoral Care or school based curriculum
- utilising the website as part of the school’s careers service and career counselling sessions
- requiring parts of the Plan to be completed as part of the transition process
- incorporating Pathways Plans as part of case management for young people and the Individual Learning Plan process
- using Pathways prior to and after key career development and transition milestones such as work experience week, transitioning to another school or attendance at the ‘CareersXpo’
- using Pathways in career guidance interviews
- accessing the Pathways website as part of the learning journey process, three way interviews, orientation week activities, transition interviews, college subject selection night, Individual Learning Plan discussions and mid-year transitions to other educational settings.

It is strongly recommended that Pathways is an integral part of all ACT school’s transition programs.

2.2 Pathways implementation support

To develop an implementation plan for Pathways at your school, training and support is provided by the Transitions and Careers section within the Directorate to all education and youth settings that work with young people in the ACT. In addition to this guide, the Transitions and Careers section will provide support to settings to assist with the implementation and administration of online Pathways. A suite of presentations have been developed as a train the trainer model so that trained staff can present on the Pathways website and provide information sessions to their teams. Alternatively Transitions and Careers
staff are happy to come out to settings and present to staff and young people. Please contact Transitions and Careers for Pathways training opportunities and support on 6205 7044 or careers@act.gov.au.

3.3 Supporting young people in Pathways Planning

The Pathways Planning coordinator, careers adviser, teachers and supportive adults are encouraged to engage with young people about their future plans. Pathways should be part of an ongoing discussion about career and transition planning. Significant adults in a young person’s life play a major role in a young person’s support network in helping them to reflect and plan their next steps in their future pathway.

If a member of the young person’s support network becomes concerned about the content in a young person’s Pathways Plan, they should follow the educational setting policies and procedures to ensure the safety and well-being of that young person.

2.3 Engaging parents, carers and families in Pathways

The website allows a young person to share sections of their Plan with their support network, either in person, by email or they can export modules of their Plan to pdf or print sections.

Schools and settings are also encouraged to communicate with young people’s support networks through newsletters, social media and school websites so that support networks are aware of the website and the benefits and opportunities it provides and are able to engage with young people through Pathways.

The ACT Council of Parents and Citizens Association and the Association of Parents and Friends of ACT Schools Inc (APFACTS) are also regularly informed about the Pathways website and they in turn inform the Directorate about how best to communicate with parents and carers.

3.0 Site administration of Pathways

3.1 Management of Pathways

Managing young people’s registrations and their Plans is integral to the effective management of the Pathways website. In order to ensure only young people who are genuine users are provided access to the website, a reconciliation of all registrations should be completed by each educational setting. This will be done by the nominated Pathways Planning coordinator (usually the career adviser or Pastoral Care executive teacher) at each educational setting by reviewing the registration emails for students who have nominated the school as their enrolled educational setting.

Once an educational setting is ready to implement Pathways, the Pathways Planning coordinator must contact the Transitions and Careers section (careers@act.gov.au or 6205 7044) and request the establishment of a Pathways email address. It is recommended Pathways Planning coordinators nominate three staff members to have full editor access to this mailbox so that it can be monitored at all times, especially in the event of unexpected leave or absence. The Transitions and Careers section will coordinate the establishment of the email address with the help of ICT Shared Services.

The nominated Pathways Planning coordinator is responsible for checking the registration emails received from the website to ensure that each young person is enrolled at their setting. In the event of a young person registering and not being enrolled at the educational setting they have selected, the Transitions and
Careers section should be notified immediately (careers@act.gov.au or 6205 7044) so that further investigations can be made into the validity of the registration. It is also the responsibility of the Pathways Planning coordinator to inform Transitions and Careers about young people leaving the ACT and/or reaching the age of 17 and who no longer require access to their Pathways Plan. This ensures that the young person’s account is disabled and deleted in accordance with the Information Privacy Act 2014, Territory Privacy Principles and the Territory Records Act 2002.

Managing the number of Pathways Plans stored on the server is critical to its speed and once a young person is identified as no longer requiring access, their account must be deleted to avoid Plans taking up unnecessary space on the server.

Before deleting any young person’s Pathways Plan, an email will be sent to them notifying them of the intention to delete the account unless they wish to keep the account active. The young person will be given 30 days to respond. If no response is received the Plan will be deleted.

3.2 Key users of Pathways

For ease of management four key user groups have been identified as follows:

<table>
<thead>
<tr>
<th>Users</th>
<th>Permissions</th>
</tr>
</thead>
</table>
| **Young people** (10 to 17 years old) in educational/youth settings in the ACT | • Register and create an online Pathways Plan  
• Enter content into their Pathways Plan and access/edit/preview this content at anytime  
• Provide feedback via the feedback form to ensure the continuous improvement of the Pathways website  
• Request additional career guidance through careers@act.gov.au. |
| **Pathways Planning coordinator** (usually the career adviser or Pastoral Care executive teacher) | • Manage the inbox for the nominated email account for Pathways registrations  
• Review young people’s registrations and inform Transitions and Careers of any non-enrolled registrations  
• Inform Transitions and Careers if students no longer require access to their Pathways Plan account  
• Develop a Pathways implementation plan for their education setting  
• Implement the effective roll out of online Pathways Planning at their setting  
• Obtain the consent of parents/carers for their young people to access the Pathways website  
• Provide feedback directly or via the feedback form to ensure the continuous improvement of the Pathways website. |
| **Transitions and Careers section** (system administrators for the Pathways website) – Education Directorate | • Update and manage the content of the Pathways website.  
• Review users across all educational/youth settings.  
• Coordinate the establishment of the mailbox accounts for the educational settings to receive registration emails.  
• Investigate and delete any illegitimate users who have |
<table>
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<tr>
<th>Users</th>
<th>Permissions</th>
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<tbody>
<tr>
<td>registered and who are not enrolled at a recognised setting.</td>
<td>• Seek confirmation from young people leaving the ACT and/or reaching the age of 17 that they no longer require access to their Pathways Plan so their account can be deleted.</td>
</tr>
<tr>
<td><strong>Parents/carers, youth workers, career advisers, Pastoral Care executive teachers, teachers, community service case managers or other adults</strong> who support young people in planning for their future.</td>
<td>• Support young people to develop goals, plans and access reliable career information.</td>
</tr>
<tr>
<td></td>
<td>• Provide positive support to young people when they are utilising the website.</td>
</tr>
<tr>
<td></td>
<td>• Parents/carers provide consent for young people to access the website.</td>
</tr>
</tbody>
</table>

### 3.3 Seeking consent for young people to access the website

Schools and settings should seek consent from parents or carers for young people to access the Pathways website. We encourage settings to incorporate this practice into the school enrolment process and seek consent to access the Pathways website as a sub-section of the educational setting’s ICT code of conduct agreement. **Attachment A** provides a letter template that can be used as a means of informing parents and carers about the website and to seek their consent for their child to access the Pathways website. This letter can be used at any time of the year and can be tailored to suit the needs of the school.

### 3.4 Privacy

It is essential that the young person’s right to privacy is maintained. Young people are strongly encouraged to share their Plan with their support network however it is their choice if they wish to do so. Adults supporting young people to develop their Plan need to ensure they understand and adhere to the privacy principles.

The Directorate will not use or disclose a young person’s details for any purpose other than for the effective administration of online Pathways Planning. Collection, use and disclosure of personal information are governed by the **Information Privacy Act 2014**. Please view the Pathways Privacy Statement at [https://pathways.act.edu.au/privacy-statement](https://pathways.act.edu.au/privacy-statement) to learn more about the management of personal information.
3.5 Getting started on Pathways – checklist

Here is a quick checklist of things that need to be done before young people can start registering at your educational setting.

☐ A Pathways Planning coordinator has been nominated who is responsible for managing the effective implementation, roll out and administration of the Pathways website.

☐ A Pathways Planning coordinator has attended a Pathways professional development workshop run by the Transitions and Careers section.

☐ A request has been sent to the Transitions and Careers section to establish a Pathways email address for their educational setting.

☐ Consent has been obtained from parents/carers for young people to access the website and placed on their file.

☐ Staff who will be supporting students to develop a Plan have received information about the purpose and benefits of Pathways Planning, and have registered themselves and are familiar with the website.

3.6 Trouble shooting

There are a number of reasons why a user may experience issues. Assuming you are trying to access the site as a registered user, you should check the following:

- Can you view the home page https://pathways.act.edu.au? If not the server or network could be down or the web page has been blocked by a firewall. Please contact the Transitions and Careers section if this is the case.

- Are you getting an error message when you enter your log in details? If no error message is appearing, java script maybe disabled in the browser. To resolve this issue, you should follow the instructions at the following link: http://enable-javascript.com/

- Are you getting an incorrect password error message? This is an indication of one of the following: the user does not exist, the user details are incorrect or the user has requested to reset their password but hasn’t reset it by accessing the email link. If any of these are the case we recommend that you re-register from the beginning. If you would like a user name/account to be deleted you should contact the Transitions and Careers section so they can delete your user name at the backend.

- Can you view the home page https://pathways.act.edu.au/home? If the answer is no, the java script maybe disabled?

To resolve this issue, you should follow the instructions at the following link: http://enable-javascript.com/

- If more assistance is required please contact the Transitions and Careers team (careers@act.gov.au or 6205 7044).
4.0 Practical guide on how to use Pathways

4.1 Registration process

To access the Pathways website young people can Google ‘Pathways ACT’ or use the web address https://pathways.act.edu.au. Young people can register on Pathways at anytime by completing the registration form. They are requested to provide the following information:

- email address
- password (must be at least 6 characters long, contain at least 2 capital letters (A-Z) and two digits (0-9) (These stringent settings are a requirement of any secure government website under the Shared Services Information and Communications Technology (SSICT) standards).
- first and second name (we strongly recommend they use their real name for verification purposes)
- educational setting they are enrolled at
- year or year equivalent
- date of birth (month and year only)
- select an avatar image for their Plan.

4.2 Functionality of Pathways

The school year the young person has entered on their registration determines which Plan will open and which one they will be able to edit. Young people are only able to make changes in their relevant Plan, however they can go back and view their other Plan/s.

On the landing page students are able to update their details or change their theme (colour combinations). At any stage they can update their email address, password or update the school they are attending. They are also encouraged to use the ‘log out’ button under the switch theme box.
4.3 Content of the 5-6 Plan

The 5-6 Plan encourages students in years 5-6 to learn about who they are and think about who they wish to become. There are seven modules within the 5-6 Plan; the main focus of this Plan is for young people to develop their self awareness, identify their strengths, set goals and understand the steps to achieving their goals and who can help them achieve these goals. It focuses on assisting young people to make a smooth transition from year 6 to year 7.

At the end of each of these modules the young person is asked to save and continue to the next module.
4.4 Content of the Pathways Plan (7-10)

There are 12 modules including the resume builder within the 7-10 Plan. The main focus of this Plan is for young people to identify their strengths and interests and consider their hopes, dreams and aspirations. It helps young people to consider and set SMART goals and identify their achievements, all of which form part of their resume. It allows them to identify their skill strengths and develop a transition plan through school and beyond. At the end they are able create a resume that is developed from the information they have entered into Module 06 My achievements section of their Plan.

The progress bar provides the young person with an indication as to how far they are in completing their Plan.

4.5 Content of the 11-12 Plan

There are 13 modules including a resume builder within the 11-12 Plan. The main focus of this Plan is for young people to think about what they want to achieve in the future and what they need to do in order to achieve this, as well as their goals and aspirations. It helps a young person to identify the skills required in the workplace, learn about making career enhancing decisions and supports them to become familiar with the terminology used in years 11 and 12 and the world beyond. It promotes career building opportunities such as work experience, and provides young people with the opportunity to think about their post year 12 pathway and a checklist of what things they need to consider post year 12.
4.6   Additional functionality of the website

4.6.1   Links to additional resources

Throughout the Plans there are links to other career resources to help develop further thinking about Pathways. These resources will be updated on a regular basis to ensure they remain current and relevant to young people. All of the links used within the website meet the Career Industry Council of Australia’s (CICA) guiding principles for career information products.

Some of the links used include:

Myfuture - http://www.myfuture.edu.au
BSSS - http://www.bsss.act.edu.au/information_for_students/colleges
Make Your Mark - http://www.makeyourmark.edu.au
UAC - (Universities Admissions Centre) - http://www.uac.edu.au
Study in Australia (for International students) - http://www.studyinaustralia.gov.au
4.6.2 Ability to print or covert sections to pdf

Young people can save any or all of the modules as a pdf, email or print them so they can share their Plan with their parents, carers, teachers, youth workers, career advisers, community service case managers and other adults who are supporting them to plan for their future.

These icons allow the young person to print or convert to pdf. This can be done in all modules.

4.6.3 Ability to email sections

As with the ability to print or convert to pdf, young people can also email all or any of the modules to members of their support network.

4.6.4 Resume builder

The resume builder provides young people with the essential information required within a resume. The Plan collects information entered by the young person from the “My achievements” section of the 7-10 and 11-12 Plans. This forms the basis of the resume. The resume is in a rich text format (RTF) which means that it can be opened by many different text editors on many different devices. The resume can also be opened by MS Word and saved as a word document.
When young people open the resume in Pathways their device will choose an editor that can read rich text format (RTF). The young person can choose to change the default editor so it is always opened, for example, by Microsoft Word. This is easy to do in Windows and MacOS on a laptop or PC.

Here is a link to instructions on how to change the default programs available in Windows 7:

http://windows.microsoft.com/en-au/windows/change-default-programs#1TC=windows-7

Here is a link to instructions on how to change default applications on Macs: http://www.tech-recipes.com/rx/2573/os_x_how_to_change_default_application_to_open_file_type.

4.6.5 Cyber safety help

A hyperlink to the cyber safety help website has been provided to remind young people of the importance of online safety. It is an Australian Government initiative designed to help keep children and families safe online.

4.6.6 Accessing further career help

The Pathways website reinforces at a number of levels the importance of the young people’s support networks and we encourage them to use these sources of help in the first instance. If they are unable to access a career adviser or Pathways Planning coordinator, we recommend they contact Career help via email. The link is located at the bottom of each page.

Career help provides young people with the opportunity to ask for assistance in the form of a question which is sent through to the Transitions and Careers email address (careers@act.gov.au). The Transitions and Careers team will endeavour to respond appropriately to the question.

4.6.7 Providing feedback on the Pathways website

The Pathways website is a constantly evolving tool/resource that will be continuously reviewed, revised, added to and improved. It is important that we receive your feedback to ensure we continue to meet the needs of young people.

If you or young people have feedback we strongly encourage you to complete the feedback form link located on the contact us page.
Dear Parents/Carers

RE: Request for consent for your child to access the online Pathways Planning website

The ACT Education Directorate has developed a Careers and Transitions website known as *Pathways* to support young people to reach their potential by engaging in planning for their future and providing them with a variety of useful career development activities to develop their future pathway.

*Pathways* is hosted by the ACT Education Directorate, ACT Government. Personal information such as the young person’s name, email, education setting, date of birth (month and year only) and their school year are required as part of the registration process and these are entered by the young person. They create their own Pathways Plan which is password protected and they are the only ones who can view their Plan. The young person can only share information on their Pathways Plan by printing it out, saving it as a pdf, allowing another person to view it online or by emailing a copy to another person, such as their parent/carer or teacher. All information saved on the website is stored securely and kept private and will not be used or disclosed for any other purpose than the effective administration of the Pathways Planning program.

Participation in Pathways Planning is strongly encouraged for all young people as it provides them with opportunities to develop self-awareness and to practise decision making, goal setting and self management. Young people will have access to a range of interactive learning modules that allow them to achieve career management competencies which support their successful transition through education and training and to the world of work. Pathways Plans are designed to be completed by young people in partnership with their teachers, careers advisors, parents/carers, youth workers or other adults who support them to plan for their future. For it to be an effective process we encourage young people to regularly review their Plan throughout the year, especially at times of change or transition.

In order for students to participate in online Pathways Planning whilst at school, we are seeking your consent for your child to self register and access the [https://pathways.act.edu.au](https://pathways.act.edu.au) website. Once registered, they can complete Pathways Planning activities from any web based device (mobile, tablet, desktop), from anywhere and at anytime. Please be advised that access to the website outside of school is the responsibility of the parent/carer.

If you have any queries regarding consent for your child, please contact the school. If you have any queries regarding the *Pathways* website, please contact Transitions and Careers, ACT Education Directorate on 6205 7044 or careers@act.gov.au.

Yours sincerely

School Principal

Month/Year
Consent form to access online Pathways Planning website

(https://pathways.act.edu.au)

Please circle one of the following:

YES, I GIVE PERMISSION

NO, I DO NOT GIVE PERMISSION

for my child ________________________________________________________________

(Your child’s full name)

Date of birth ______________________ to register to create a Pathways Plan on the following website
https://pathways.act.edu.au and participate in the online Pathways Planning program whilst at school.

School currently attended: ______________________________________________________

Parent/carer name: _____________________________________________________________

Parent/carer signature: _______________________________Date: _____________________

The information on this form is collected by the ACT Education Directorate to assist in managing approvals for students to participate in the Careers and Transitions Pathways website https://pathways.act.edu.au. Information on this form is personal information and will be stored, used and disclosed in accordance with the requirements of the Information Privacy Act 2014 and the Freedom of Information Act 1989.
### AREA A: PERSONAL MANAGEMENT

The competencies highlighted in the yellow refer to the 5-6 Plan, green refers to the Pathways Plan (7-10) and blue refers to the 11-12 Plan.

<table>
<thead>
<tr>
<th>CAREER COMPETENCIES</th>
<th>PHASE I 5-6 Plan</th>
<th>PHASE II Pathways Plan</th>
<th>PHASE III 11-12 Plan</th>
<th>PHASE IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Build and maintain a positive self-image</td>
<td>1.1 Build a positive self-image while discovering its influence on self and others</td>
<td>1.2 Build a positive self-image and understand its influence on life and work</td>
<td>1.3 Develop abilities to maintain a positive self-image</td>
<td>1.4 Improve on abilities to maintain a positive self-concept</td>
</tr>
<tr>
<td>2. Interact positively and effectively with others</td>
<td>2.1 Develop abilities for building positive relationships in life</td>
<td>2.2 Develop additional abilities for building positive relationships in life</td>
<td>2.3 Develop abilities for building positive relationships in life and work</td>
<td>2.4 Improve abilities for building positive relationships in life and work</td>
</tr>
<tr>
<td>3. Change and grow throughout life</td>
<td>3.1 Discover that change and growth are part of life</td>
<td>3.2 Learn to respond to change and growth</td>
<td>3.3 Learn to respond to change that effects your well being.</td>
<td>3.4 Develop strategies for responding positively to life and work changes</td>
</tr>
</tbody>
</table>

### AREA B: LEARNING AND WORK EXPLORATION

<table>
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<tr>
<th>CAREER COMPETENCIES</th>
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<tbody>
<tr>
<td>4. Participate in life-long learning supportive of career goals</td>
<td>4.1 Discover life-long learning and its contribution to life and work</td>
<td>4.2 Link life-long learning to personal career aspirations</td>
<td>4.3 Link life-long learning to the career building process</td>
<td>4.4 Participate in continuous learning supportive of career goals</td>
</tr>
<tr>
<td>5. Locate and effectively use career information</td>
<td>5.1 Discover the nature of career information</td>
<td>5.2 Locate and use career information</td>
<td>5.3 Locate and evaluate a range of career information</td>
<td>5.4 Use career information effectively in the management of your career</td>
</tr>
<tr>
<td>6. Understand the relationship between work, society and the economy</td>
<td>6.1 Discover how work contributes to individuals’ lives</td>
<td>6.2 Understand how work contributes to the community</td>
<td>6.2 Understand how work contributes to the community</td>
<td>6.4 Understand how societal needs and economic conditions influence the nature and structure of work</td>
</tr>
<tr>
<td>CAREER COMPETENCIES</td>
<td>PHASE I 5-6 Plan</td>
<td>PHASE II Pathways Plan</td>
<td>PHASE III 11-12 Plan</td>
<td>PHASE IV</td>
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<tr>
<td>7. Secure/create and maintain work</td>
<td>7.1 Explore effective ways of working</td>
<td>7.2 Develop qualities to seek and obtain/create work</td>
<td>7.3 Develop abilities to seek, obtain/create and maintain work</td>
<td>7.4 Improve on abilities to seek, obtain/create and maintain work</td>
</tr>
<tr>
<td>8. Make career enhancing decisions</td>
<td>8.1 Explore and improve decision-making</td>
<td>8.2 Link decision-making to career-building</td>
<td>8.3 Engage in career decision-making</td>
<td>8.4 Incorporate realism into your career decision-making</td>
</tr>
<tr>
<td>9. Maintain balanced life and work roles</td>
<td>9.1 Explore and understand the interrelationship of life roles</td>
<td>9.2 Explore and understand the interrelationship of life and work roles</td>
<td>9.3 Link lifestyles and life stages to career building</td>
<td>9.4 Incorporate life/work balance into the career building process</td>
</tr>
<tr>
<td>10. Understand the changing nature of life and work roles</td>
<td>10.1 Discover the nature of gendered life and work roles</td>
<td>10.2 Explore non-traditional life and work options</td>
<td>10.3 Understand and learn to overcome stereotypes in life and work building</td>
<td>10.4 Seek to eliminate gender bias and stereotypes in your career building</td>
</tr>
<tr>
<td>11. Understand, engage in and manage the career building process</td>
<td>11.1 Explore the underlying concepts of the career building process</td>
<td>11.2 Understand and experience the process of career building</td>
<td>11.3 Take charge of your career building process</td>
<td>11.4 Manage the career building process</td>
</tr>
</tbody>
</table>