

# Plan and build personalised pathways

A suggestion for implementing the strategy 'Prepare ākonga with future-focused skills' from the Guide: [Preparing students to leave school](#)

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## **Includes:**

- Planning begins early
- Start early
- Plan ahead
- Make a future-focused plan
- Use a person-centred planning process
- Plan across all domains of life
- Plan personalised NCEA pathways
- Useful Resources

Inclusive Education

From

Guide: [Preparing students to leave school](#)

Strategy: [Prepare ākonga with future-focused skills](#)

Suggestion: [Plan and build personalised pathways](#)

Date

17 June 2026

Link

[inclusive.tki.org.nz/guides/preparing-students-to-leave-school/plan-and-build-personalised-pathways](https://inclusive.tki.org.nz/guides/preparing-students-to-leave-school/plan-and-build-personalised-pathways)

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## **Planning begins early**

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## Start early

Future pathways and careers education starts at Years 7 and 8.

Specific transition planning also needs to start early to allow time to prepare students and their whānau for life after school. Document skills, experiences and qualifications to show progress over time.

“Support learners/ākonga to see the connections between what they are learning and the world of work.”

Source: [The Statement of National Education and Learning Priorities \(NELP\)](#) – Ministry of Education

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## Plan ahead

Rhiannon's story of preparing for work and work experience highlights the importance of planning ahead, focusing on the student's strengths, and maximising community connections.



Video hosted on Youtube <http://youtu.be/J1RqIFELVKw>

Closed Captions

Source:

[Family Advocacy](#)

<https://www.youtube.com/watch?v=J1RqIFELVKw>

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# Make a future-focused plan

Plan for the future and build skills for independence and life after school throughout the school years.

Support student-centred planning with tools such as talking mats, visuals and choice boards that help students make decisions for themselves.

For more about talking mats see: [What is a talking mat](#) – TalkingMats.

Plans should:

- define the vision or aspirations.
- detail the steps and actions to achieve the vision.
- be regularly reviewed and monitored.

Plans can come in a variety of formats. They may include:

- Individual Education Plan (IEP) to outline current, long-term and transition goals.
- Individual Transition Plan (ITP) developed in senior years to identify and address skill building for independence.
- Individual Career Plan (ICP) for employment and financial independence, community participation, home and living arrangements, independent mobility, peer relationships, sexuality and self-esteem.

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## Use a person-centred planning process

Kataraina Pipi describes the unique way she uses the PATH planning tool in Aotearoa. PATH is a person-centred tool that can be used for strengths-based planning.



Video hosted on Youtube <http://youtu.be/zKx1G879Xu8>

Closed Captions

Source:

[Inclusion Press](#)

<https://youtu.be/zKx1G879Xu8?si=TQTZAYsb7IZkXuT9>

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# Plan across all domains of life



Source:

[Noun Project](#)

<https://thenounproject.com>

[View full image \(152 KB\)](#)

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## Plan personalised NCEA pathways

Support students to identify options and pathways that match their interests and needs.



Video hosted on Vimeo <http://vimeo.com/151690114>

Closed Captions

Source:

[NZC Online \(NZ\)](#)

<https://nzcurriculum.tki.org.nz/>

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## Useful Resources



### Gateway Programmes

Gateway funding supports school learners' transition into the workforce by offering them workplace learning while at secondary school.

Publisher: Tertiary Education Commission

[Visit website](#)

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