

Drafting Your Career Progression Plan

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Applying

Feeds ALT 2

Outcome LCW.M1.S2.ALT2.1

WHAT THIS LESSON DOES

Apply your earlier career ideas to create a full progression plan. Develop short-term, medium-term and long-term SMARTER goals across education, workplace and extra-training pathways, ensuring each milestone enables the next step.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.ALT2.1	create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Draft short-, medium- and long-term SMARTER goals across three horizons
- Connect goals with education, workplace and extra-training milestones
- Ensure each milestone makes the next step possible

KEY TERMS

Term	What it means here	For example
short-term goal	A SMARTER goal with a finish line about one year out: the end of Sixth Year and the summer after, close enough that you can name the first action this month.	Complete a QQI Level 5 Healthcare Support PLC application and book one related short course (for example Patient Moving and Handling) before Leaving Certificate results day
medium-term goal	A SMARTER goal about three years out: two years into whatever comes after school, far enough to stretch you and near enough that today's choices still shape it.	Finish year two of a Commis Chef apprenticeship (or another craft route listed on apprenticeship.ie) with workplace hours already logged in the same field
pathway connection	The link between one milestone and the next: what this step makes possible that was not possible before it. Without connections, three goals are only titles with dates.	A SOLAS Safe Pass that unlocks a construction site placement, which then unlocks the employer reference an Electrical apprenticeship interview needs

BEFORE THE BELL

- Ensure students have their ALT 2 Source Material document ready for reference.
- Prepare the pathway planner template for whole class display.
- Remind students the Digital Portfolio artefact is the ALT 2 Career Progression Plan Draft document only; the planner is a working tool and does not need exporting.
- Confirm every student can open their ALT 2 Source Material. Have the pathway planner on the board from the first minute of this step. The assessed Digital Portfolio artefact is the ALT 2 Career Progression Plan Draft document only; the planner is a working tool for this period. Do not require a planner export.
- On screen this lesson: pathway planner.

Drafting Your Career Progression Plan

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Draft Your Full Plan
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking students to have their **ALT 2 Source Material** document open before anything else. Anyone without it rebuilds the spine in two minutes: now, five years, long-term goal. Do not restart the whole previous progression lesson.

5 min Key Terms

Spend under five minutes here. The load-bearing idea is **pathway connection**. Say it once out loud: *each milestone has to make the next step possible*. That sentence is the filter for the whole main step.

35 min Draft Your Full Plan On screen: pathway planner

SUGGESTED TIMING

- **0-12 mins:** students place milestones on the planner; circulate and challenge empty near-horizon cells and single-pathway plans
- **12-15 mins:** whole-class pause on the two checks (row across, one-year column down); invite two students to read a connection that works and one gap they still have
- **15-35 mins:** write the minimum viable draft (protected writing window); no new research unless a cell is genuinely blank. Full one-to-two-page polish is finish-before-next-lesson if needed

LOOK-FORS

- Goals that are SMARTER, not slogans with dates
- At least one milestone on education *and* one on workplace in the near horizon
- A line under each completed milestone answering what it unlocks next
- Named Strand 1 sources, not "my research"

TEACHING TIPS

The assessed part is the **connections**. A student with three polished goals and no route between them still has decoration, not a plan. Ask: *What does this one make possible that was not possible before it?* If they cannot answer, the milestone is decoration.

Students stuck on the five-year cell should borrow from their personal statement and career-field shortlist rather than invent a job title under pressure.

DIFFERENTIATION

- Support: Offer a template with one pathway example already filled
- Support: SMARTER sentence starters (S: I will... by...; M: I will know it worked when...; A: First action this week is...; R: This matters because...; T: Deadline...; E: I will check every...; R: If blocked, I will...)
- Extension: Challenge students to add research on specific training routes and complete unlock lines on all three pathways in class
- Support: Allow paired discussion before independent drafting

10 min Think About It

Two minutes each prompt, then two minutes writing into the draft. Cold-call one pair on the titles-only test. If a student has a full grid and still cannot name a connection, that is the teaching moment for the whole room.

Exit check: every student should have either one repaired unlock line or a "Still to find out" sentence in the draft file.

5 min What you covered

Spot-check that the portfolio document exists and has three dated goals before students leave. The planner does not need exporting. Note anyone with an empty one-year column for a quick follow-up; that pattern usually means the five-year ambition is still unanchored.

TEACHING MOVES

- Model filling one cell of the planner with a clear example for the class.
- Circulate the room during the drafting step to prompt connections.
- Use cold calling during discussion to share strong pathway links.
- Stress that the short-term goal needs a starting action this month.
- State the minimum viable draft floor so less-confident students know what counts as done for today; full one-to-two-page polish can finish before the next progression lesson.

WHAT TO WATCH FOR

- Goals lack connections between milestones: Ask students to state what each step makes possible.
- Short-term column left empty: Guide focus to an action starting this month.
- Milestones not linked to pathways: Review the three routes with the student.

DIFFERENTIATION

- Support: Offer a template with one pathway example already filled.
- Support: SMARTER sentence starters for each letter.
- Extension: Challenge students to add research on specific training routes and complete all three pathway rows in class.
- Support: Allow paired discussion before independent drafting.

WHAT STUDENTS ARE LEFT WITH

- ALT 2 Career Progression Plan Draft: 1-2 pages; ALT 2 evidence in progress