

Fact sheet

Inquiry process stage 3: Apply knowledge to teaching practice through action plan

How will you implement your action plan to address your inquiry focus?

By stage 3, you have established your context, familiarised yourself with the needs of your learners and developed a strong inquiry question. You have reflected on your teaching practice and used the knowledge gained through professional learning and observation(s) of experienced teachers, to enable you to address the Inquiry question and develop the learning of those you teach.

A thorough action plan will ensure you stay focused on your Inquiry question as you move through the phases. If you are having difficulty completing your action plan, you may need to revisit the SMART Inquiry question tool and amend your Inquiry question. We recommend you work with your mentor and / or experienced colleagues to develop your action plan. This may contribute to the professional discussions that you are required to document.




SMART question

Having used the [SMART Inquiry question tool](#) to thoroughly examine your question, as well as having had discussions with your mentor, you will now need to create an action plan prior to implementing your Inquiry.

The action plan is different from other planning documents in that it provides an overview of the Inquiry and has the outcomes from the Inquiry question as its main goal. It is designed to be a working document that will likely be modified as a result of implementation, it should not be a long and detailed unit plan. When developing your action plan, you should draw on the professional learning you've undertaken for your Inquiry and include how you will modify your practice to achieve the aim of your Inquiry question.

The action plan will be implemented over a period of approximately 4 to 6 weeks (if you are working with your group on a regular basis). If you work part time or only see your learners once or twice a week, then you may want to extend this period so there is sufficient time for learners to demonstrate their learning.



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The action plan should include

- informing data – assessment data, learning data, observations, learning plans, learner files or factors affecting learning (e.g. medical reports)
- professional learning
- purpose of the Inquiry
- inclusive practice
- success criteria
- strategies (what you will do to deliver the content and demonstrate skills)
- activities (what the learners will be doing during the Inquiry)
- assessment (formative and summative as well as annotated learner work samples)
- reflection (prompts and questions to help guide the reflection).

The information you include will be specific to your Inquiry and context. Visit [our website](#) for example resource materials and further information to support you in developing your action plan.

We have also developed an action plan template to support you and ensure you have included all the required information, but you are free to use a workplace or personal approach if you prefer

- [Action plan template](#)
- [Action plan – mind map example](#)
- [Action plan – table example.](#)

If your group of focus learners does not include a learner with a disability or an Aboriginal and Torres Strait Islander learner, you should detail how you are going to make the learning accessible for them in your action plan. This will be recorded in the inclusive practice section of your action plan.

Gathering your evidence

Outline specifically in your action plan what evidence you intend to gather over the implementation, keep in mind that most, if not all, of the Australian Professional Standards for Teachers (APST) will be addressed through your everyday teaching practice.

Annotating collaborative documents will show how you are differentiating the content for your learners and will highlight the impact of your Inquiry. You are not required to rewrite collaborative documents.

If you would like more support to address specific descriptors of the APST, we recommend you consult one of the following guides

- [Documentary Evidence Examples – Proficient Teachers](#)
- [Evidence Guide – Early Childhood Teacher](#)
- [Evidence Guide – Casual Relief Teacher.](#)

For more information and resources visit vit.vic.edu.au/prt#resources or contact prt@vit.vic.edu.au.