

## Fact sheet

# Inquiry process stage 4: Implement the action plan

### How can you optimise the use of an action plan?

[Stage 1](#), [stage 2](#) and [stage 3](#) of the Inquiry process form the basis for your Inquiry. During stage 4, you will implement the action plan that you created with the support of your mentor through observation and feedback.

It is recommended you use the time that your mentor is with you and your learners as effectively as possible. As outlined in the [observations and feedback fact sheet](#), setting aside time to have a discussion with your mentor before each observation will allow you to target what you would like them to focus on, so they know exactly what you are doing and why.

Allocating time for discussion after each observation is essential, as it will allow time for you to get valuable feedback. As your action plan is a dynamic working document, this feedback should be used to make adaptations if required.



Remember to document the discussions with your mentor and your reflections, and include the details of the registered teacher supporting you with the discussions and observations.

There is a range of evidence you can include depending on your context and Inquiry, including

- planning documents, lesson plans, unit plans (annotated)
- assessment data – formal and informal
- meeting logs
- individual learning plans
- learner work samples (annotated)
- records of professional conversations, notes
- witness reports – mentor / teaching colleagues
- class newsletters, photos, videos, blogs.

You can use the [evidence of professional practice template](#) to collate your evidence, and document your observations and discussions.

For more information and resources visit [vit.vic.edu.au/prt#resources](http://vit.vic.edu.au/prt#resources) or contact [prt@vit.vic.edu.au](mailto:prt@vit.vic.edu.au).

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