

## Tools for taking action: Detailed action plan template

Use this chart to record iterative cycles of planning throughout the inquiry.

Remember to focus on outcomes. What student outcomes and what goals for your teaching practice are you aiming for?

Cycle 1: Planning				
Issue:			Desired Outcomes:	
Specific actions	Intended link to outcomes What hunches underpin your plan for action? (Use 'if, then' statements)	Timeframe	Resources needed	Measurement How will you determine whether your actions are resulting in improvements?

<b>Findings</b>	
<b>Actual outcomes:</b> What is going on for students as a result of your actions?	<b>Reflections / learning:</b> What have you learnt about your practice? What modifications are necessary? What different approaches could you try? What can you adapt, refine or revise in your understanding of your students' learning?

<b>Cycle 2: Modifications</b>				
<b>Specific actions</b>	<b>Intended link to outcomes</b> What assumptions underpin your plan for action?	<b>Timeframe</b>	<b>Resources</b>	<b>Measurement</b> How will you determine whether your actions are resulting in improvements?
<b>Findings</b>				
<b>Actual outcomes:</b> What is going on for students as a result of your actions?			<b>Reflections / learning:</b> What have you learnt about your practice? What modifications are necessary? What different approaches could you try? What can you adapt, refine or revise in your understanding of your students' learning?	

The following is a worked example of the first cycle of the detailed action plan tool, exploring the issue student unresponsiveness to teacher feedback:

<b>Cycle 1: Planning</b>				
<b>Issue:</b> Students aren't responding to my feedback			<b>Desired Outcomes:</b> My feedback is useful to improve student progress and achievement. Students take my feedback on board and are able to use it to improve their understanding and quality of their work.	
<b>Specific actions</b>	<b>Intended link to outcomes</b> What hunches underpin your plan for action? (Use 'if, then' statements)	<b>Timeframe</b>	<b>Resources needed</b>	<b>Measurement</b> How will you determine whether your actions are resulting in improvements?
Use questions in my feedback	If I use questions in my feedback, then students will be challenged to think about decisions they've made in their work.	Over the next term I will test this out with one class/subject area	A question bank for a specific topic so I can adapt and reuse questions in my feedback.  Time to think of questions	I should see students acting on my feedback, or at least engaging on a deeper level to talk about their work/learning.

<b>Findings</b>	
<b>Actual outcomes:</b> What is going on for students as a result of your actions?	<b>Reflections / learning:</b> What have you learnt about your practice? What modifications are necessary?
At first students seem to struggle with being questioned about their work and/or ignored the question. I had to prompt students to respond with lower-level questions to get them talking more. However, I persisted and as students became familiar with being questioned they began to respond to the feedback.	<p>I've learnt it can be really hard to think of good questions when giving verbal feedback so I need to develop some pre-planned questions to help me develop this skill.</p> <p>I also learnt I had to create an environment where students felt safe and confident to talk about their work/learning, to struggle with a response to my question, and to defend their work. This is still a work in progress.</p>