

Professional learning goals from mentor feedback

New portfolio planning record | Basis: mentor email dated 14 March 2024. These goals map documented recommendations to proposed practice; no implementation or impact is claimed.

1. Broaden participation | APST 3.3 and 3.5

Need: invite more students to explain their thinking. Action: plan a brief written response, pair discussion and supported invitation to share. Review: compare participation and explanations across two future lessons with a mentor.

2. Check independent reasoning | APST 3.2 and 5.1

Need: allow equation practice and check understanding during the task. Action: pause after modelling, collect an independent worked response and circulate. Review: record reasoning, units and misconceptions before deciding the next teaching step.

3. Provide appropriate challenge | APST 1.5

Need: cater for learners who understand quickly. Action: prepare an explanation, comparison or transfer question, not simply extra routine items. Review: examine whether the task extends reasoning without removing access for other learners.

Review process

Discuss the plan with the placement mentor before use. Retain student evidence securely and use findings to revise the goals. The feedback date is not the date these goals were completed.

Conceptual support: Opfer & Pedder (2011), <https://doi.org/10.3102/0034654311413609>; Kennedy (2016), <https://doi.org/10.3102/0034654315626800>. APST connections are the portfolio author's interpretation of the feedback.