

Learning from specialist professionals: Consultation plan

New portfolio planning record | Informed by current Student Support Services guidance. No diagnosis, referral, specialist meeting or implemented recommendation is claimed.

My starting point

The mentor feedback identifies participation, pacing and extension as teaching priorities. These observations do not establish disability or justify an assumed diagnosis.

Clarify the question

Describe observable learning or participation barriers and existing supports. Through school processes, identify whether specialist advice is appropriate and who should be involved.

Learn through consultation

Where appropriate, seek specialist expertise, such as speech pathology or psychology. Ask how recommendations can inform access, communication, classroom adjustments and teacher understanding.

Retain teaching responsibility

Consider advice alongside student and family perspectives and classroom evidence. Agree a review process, respect consent and information-sharing requirements, and evaluate a supported adjustment rather than assuming it will work.

Official source: Department of Education, Student Support Services Handbook: <https://content.sdp.education.vic.gov.au/media/student-support-services-handbook-1244>. Academic support: Akkerman & Bakker (2011), <https://doi.org/10.3102/0034654311404435>; Florian & Black-Hawkins (2011), <https://doi.org/10.1080/01411926.2010.501096>. This is the author's plan, not a Department-issued form.