

An Enquiring Matrix

Taking an enquiry approach to understanding your classroom practice can be complex, varied and somewhat daunting. Many teachers would like to know where to begin with practitioner enquiry, or how to develop their skills as enquiring practitioners. Even if you have completed a Masters degree in enquiry, undertaking a practitioner enquiry to the standard required for your dissertation might not be replicable on a regular basis.

The following therefore attempts to provide two things. It could be used as a progression for those who are developing as enquiring practitioners. Or, it could be used as a way of deciding what is possible and appropriate in the time you have available for an enquiry you are considering undertaking.

Four aspects of taking an enquiring approach are shared in the following matrix, and for each a scale of involvement is suggested.

Reading	A quick scour of the web and whatever books you happen have to hand in your context.	Searching for, and reading, a selection of academic literature using MyGTCS and Google Scholar.	Engaging with a wide range of academic literature from a variety of sources.	Critically engaging with a wide range of academic literature.
Collaborating	Carrying out an enquiry and discussing what you're doing with colleagues.	Carrying out an enquiry whilst liaising with colleagues who are contributing but not enquiring.	Working as a collaborative group who are supporting each other through a similar process, but enquiring into different aspects of practice.	Carrying out a collaborative enquiry where all members of the team are enquiring into the same aspect of practice.
Evidencing	Evidence of impact will primarily be informed by teacher judgement.	Teacher judgement augmented by naturally occurring evidence such as pupils' work.	Approaches to gathering evidence of impact have been informed by literature.	A detailed plan to gather and analyse a triangulated range of valid evidence approaches which are informed by literature.
Sharing	Feeding back on the learning to colleagues in your context.	Sharing your learning to your whole school or cluster.	Sharing your learning beyond your school or cluster, for example to your local authority or through TeachMeet or Pedagogoo.org.	Outcomes and learning shared nationally and/or formally in writing through online outlets and at events such as the Scottish Learning Festival.