Ten Inquiry Steps	Pragmatic evaluation	Professional inquiry	Practitioner research
1. Identify a focus and develop questions*	The issue for inquiry or at least the quality assurance framework is identified top down	**Even a top down issue is shaped by teachers who frame questions and come to own them**	The issue may be top down but the focus and questions are developed through engagement with literature
2. Collaborate with other stakeholders	Collaboration is defined largely within formal teams and structures	**Engagement by teachers is to some degree voluntary and others, especially learners, are invited**	Research ethics and seeking co-construction of knowledge lead researchers towards collaboration
3. Engagement with public (published) knowledge	Some engagement with policy and professional guidance; increasingly may refer to research meta-review evidence	**Critical engagement with professional guidance and research evidence to refine your question and design**	Informed by critical literature review and more likely to include a well-developed theoretical framework
4. Develop an approach and inquiry design	Quality assurance processes provide or strongly shape the approach and design for evaluation of the techniques of schooling	**A critical inquiry stance begins to question purposes of education, social justice issues and/or leadership**	Systematic literature review and a formal research methodology underpin the inquiry design
5. Establish an ethical framework	Workplace organisation ethics and codes dominate and may generate contrived collegiality	**Professional codes and ethics, as well as a supportive workplace culture may create good levels of trust**	Gaining formal ethical clearance and working to research ethics guidelines create a strong framework
6. Collect data systematically	Often use existing sources and methods of data collection already designed for quality assurance	**Selected sampling, may include student voice. Use existing evidence of learning and data collection tools**	May use secondary data and a range of data collection tools
7. Analyse data systematically	Some statistical analysis, for example of test results, but often a 'common sense' interpretation rather than critical analysis	**Some use of systematic data analysis based on researcher methods**	Sophisticated approach to quantitative and qualitative data analysis
8. Disseminate findings and gain peer review	Local dissemination and may be included in institutional quality assurance reports	**Local and wider teacher network dissemination, seeking some level of peer review**	Aiming for national / international dissemination and often peer reviewed research journal publication
9. Take action	Local action is likely and may inform practice across the organisation	**Local action is likely and institutional action possible, depending on level of support from managers**	Local action is likely. Wider influence needs support from managers and on publication of accessible guidance
10. Review the process and identify the next cycle	Evaluation systems are frequently revised but usually in a pragmatic way. Evaluation is usually part of a regular annual cycle	**Sustained cycles of inquiry will depend on the development of a learning community and manager support**	May depend on learning community, partnership with a research mentor, funding and support from managers

*In teacher professional inquiry you might ask questions that resemble 'what is going on here?' and try to analyse the quality of the learning that is occurring. You might decide to make an intervention, a change in classroom practice, in which case you might ask: 'what if?' and try to analyse the impact of your *change* in practice.

Boyd, P. & White, E. (2017) Teacher and Teacher Educator Professional Inquiry in an Age of Accountability. In Pete Boyd and Agnieszka Szplit (Eds.) Teachers and Teacher Educators Learning Through Inquiry: International Perspectives. Available at https://goo.gl/RtPwQ5