**Possible stages of investigating**

This worksheet will help you to obtain an overview of the stages of “investigating” your professional practice.

The eight stages of investigating are presented below in random and arbitrary order (except for A and H). Individually, read stages B-G, and try to find a logical sequence for the stages, writing down the letters in order. Which stage comes after A etc? Note that there may be more than one possible sequence.

1. ***Select a topic for investigating***

For example, try to think what you would like to improve in your work.

1. ***Decide which data to collect***

For example, you can take photos, keep a classroom diary, collect lesson plans or write a simple questionnaire. Ask other colleagues for advice.

1. ***Evaluate your work***

For example ask: What did my/our pupils learn? What did I/we learn? Where is my/our “evidence”? What recommendations can I/we give colleagues interested in the same topic?

1. ***Preliminary exploration***

Read as much as you can find on the topic you select, and about investigating, keeping notes about your reading. Ask other colleagues for advice.

1. ***Find a colleague(s) to work with***

Working together helps you to share ideas and the workload , when feeling fed up or stuck!

1. ***Teach and collect data***

Actually teach for the period in question. Make sure that collecting data does not interfere too much with your teaching.

1. ***Set aims and start small***

Do not try to do too much, too quickly; set modest aims for investigating, for example by focusing on one class you teach for limited period of time.

1. ***Share results with colleagues***

Tell colleagues in your group or at a school staff meeting about your recommendations by making a poster about your work. Or write a report or article, or give a talk at a conference.