



# Collaborative inquiry as a professional learning structure for educators

## A scoping review

### Article Summary

Collaborative inquiry (CI) has emerged as a dominant structure for educator professional learning in the twenty-first century. CI engages educators in collaboratively investigating focused aspects of their professional practice by exploring student responses to instruction, leading to new understandings and changes in classroom teaching. However, despite the increased presence of CI, research on CI frameworks has yet to be consolidated and synthesized. The purpose of this systematic, scoping review was to examine literature on the structure, challenges, and benefits of CI as a professional learning structure for educators (i.e. teachers, principals, school district leaders). In total, 42 sources were identified and analysed in relation to characteristics of CI, supports and resources for CI, empirically supported benefits of CI, and enactment challenges. The review found that the majority of texts and research in this field are highly practical, describing CI steps or case-study examples. Accordingly, the current literature reviewed in this paper largely serves a how to function for engaging in CI projects with empirical data collected from primarily case-study work. The literature also provides preliminary theoretical articulations for CI as a professional learning structure for educators. The paper concludes with identified areas for future CI research related to: clarifying the focus of CI initiatives, articulating what 'inquiry' means in CI, and sustaining CI within the profession of teaching.

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