

Code 11 The development of inquiry skills by participants=Comments or examples which show how participants have developed skills associated with inquiry. This includes forming inquiry questions, reflection, being present to others and supporting them in inquiry processes

<i>Theme</i>	<i>Example</i>	<i>Comment</i>
Demonstration of skills relevant to the practice of co-operative inquiry		The original code (above) was framed in the anticipation that data would support evidence of the <i>development</i> of inquiry skills. On closer examination the data set gives examples of specific skills being practiced or referred to by inquirers. This is not the same as development since these skills might already have been present. The theme is further complicated by the data being selectively collected by me using my own understanding of what constitutes a skill. This means that the examples which follow cannot be judged to be a complete picture. They do offer insight into what could be described as an 'attunement' of participants to being in an inquiry mode of thinking, behaving and speaking. In focussing on this aspect of the inquiry with the lens that I do I am conscious that I am contributing to wider socially constructed discourse of what it means to participate in an inquiry process. The examples each indicate what can be viewed as a relevant skill or aptitude needed for inquiry.
	'so there is something about the process and working with the process and take on every ones points about sort of the language'	Accepting diverse perspectives whilst maintaining a focus on process
	'it is individuals commitment to making it happen and it's going to be making a difference'	Recognising the need to build commitment amongst the inquiry group
	'Whether we wanted to spend time looking at it what it is to be an inquirer and what does inquiry mean for us and what do we need as a group to	Willingness to attend/facilitate process alongside content

	support our inquiry.'	
	'but actually you are doing it, you ask good questions, you help people, which is my assumption that far but you help people look at their assumptions, behind what they are saying, help them to look at the meaning'	Supporting the development of questions and the exploration of their relevance and meaning
	'And then what does that mean in terms of creating room for everyone to choose the level at which they want to engage, because actually people will want to engage at different levels' 'So again intentionally wanting to create conditions for enquiry'	Facilitating/supporting an environment in which people feel able to make their own choices
	'what is emerging for me as I as a result of doing more conscious reflection on conversation---is my question'	Skills and willingness to reflect in a way that opens up the possibility of questions emerging
	I guess for me some degree of chunking would be helpful because I think otherwise we might get so deep into it that we don't give enough time to some to that aspect	Practical attention to managing the process effectively
	I think one thing that struck me just carry on what the comment I made about the notion of challenge and how we might or	Preparedness to offer challenge to fellow inquirers

	challenge looks like in this type of process	
	use this space to helicopter up a bit slightly more detached way if that makes sense	Ability to stand back from what is happening to take a wider and more considered perspective