

EDUCATION IMPROVEMENT RESEARCH CENTRE

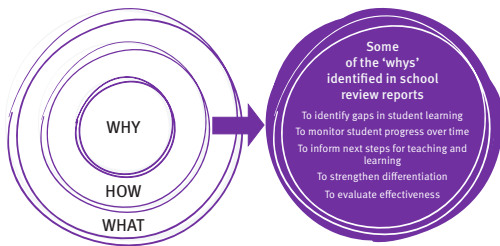
USING DATA EFFECTIVELY

'Nothing else matters in teaching and learning as much as ...data that inform and differentiate instruction for each learner in a never-ending cycle of inquiry to discover what works best' (Sharrat 2019, p.120)



START WITH WHY

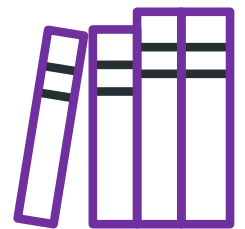
Why are we putting forward this data strategy? The 'why' (purpose) and the 'what' (practice) are closely connected. If a practice is not working, reconsider 'how'.



A CLEAR PURPOSE

A clear purpose, vision and understanding of 'why' we are collecting this data is important. This was a central theme in the key improvement strategies from school reviews.

Is the purpose linked to the school's explicit improvement agenda?



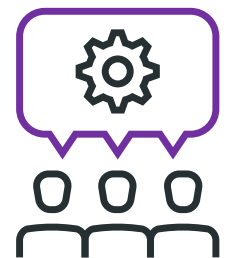
ANALYTICAL SKILLS

Reviews identified that schools need to support staff in using data effectively. Key recommendations were to provide teachers with ongoing professional learning to build confidence in collecting, discussing, analysing and using data to inform classroom practice.



COLLABORATION

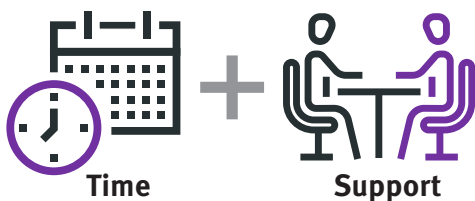
Most of the recommendations said schools could provide further opportunities for staff to share and discuss data. It's important to schedule time for teams to have in-depth data conversations.



MAKE IT HAPPEN

Prioritise time to review and discuss achievement data for your students.

Be reflective and brave in data conversations. Ask, how can I improve teaching practice and effectiveness of classroom strategies?



LET'S TALK

- What are our priorities for student learning, engagement and wellbeing?
- How do we measure and monitor these?
- How can our teaching team make time for in-depth analysis and discussions of achievement data?
- How do we keep track of whole-school improvement initiatives?



For more information, scan the QR image or go to: schoolreviews.education.qld.gov.au/res/Documents/insights-paper-june-2020.pdf

