Data literacy for leaders: A deep dive into effective data identification, gathering and housing, and disaggregation and analysis strategies, so that *data makes a difference to teaching and learning*.

Overview: When data is no longer a 'dirty word' for teachers, we know we are onto something. This experience provides leaders with insight into how data can be innovatively utilised to engage teachers in conversations about learning which informing teaching. There are so many questions in this space for leaders to grapple with including:

- Are students growing 'a year for a year's input'?
- Do you know? Do teachers know? Do learners know?
- What is the purpose of assessment in your school?
- Who is assessment for?
- Are you making the most of your data?
- Does it make a difference to what happens in the classroom?
- Is data motivational and informative? To whom?

Jensen, in *Combining Curriculum and Best Practice Teacher Professional Learning* (2018), captured what motivates such rich inquiry and debate; "Effective teachers and school leaders are people who are driven to understand the impact of what they do on their students, and to use that understanding to keep improving."

After extensively analysing research, and engaging with educators in the field who are using data effectively, we have developed a series of high impact processes and engagement strategies that will support your school, and all in it, to gather and use data so that it leads to improved student learning outcomes. This will make a difference to teaching and leading practices, the level of teacher collaboration and inform resourcing decisions.

From the research: "The major purpose of assessment in schools should be to provide interpretive information to teachers and school leaders about their impact so that they have the best information possible about where to go next in the teaching process." (Hattie, *What doesn't work in education: the politics of distraction*, 2015)

"Of the three core practices at the heart of education; curriculum (what), teaching and learning (pedagogy, 'how'), assessment (how did we go) the third is often viewed as an outlier rather than working in symbiosis with the 'what and how'." (Hill, P. and Barber, M., 2014, Preparing for a renaissance in assessment)

Across the day: Initially, you will be guided to reflect on your **school's *data landscape***, along with the level and effectiveness of teacher engagement with formative and summative data. We then engage with **summative data tools** that package commonly used data tools such as PAT-Reading and Spelling, PAT-Mathematics, SA Spelling making them more engaging and relevant to teachers, **formative data collection strategies** that engage student voice and innovative data analysis techniques including developing your capacity to determine teaching effect sizes on individual student learning.

Throughout the day we will participate in several data analysis strategies so that you are positioned to return to your site and utilise these, along with the templates that support them, straight away.

We will conclude by considering some of the data housing tools available on the market including the *PROGRESS Educational* Learner Achievement and Progress System (LAPS).

This professional learning experience will be successful when you:

- are clear about the data that you value
- can gather and package data for analysis more effectively
- engage teachers successful with meaningful data, formative and summative, that informs their teaching and engages them with school improvement goals
- regularly uses student progress and achievement data to inform key decisions such as resourcing and when identifying the impact of new programs or initiatives
- use data to identify the efficacy of organisational systems