Data Literacy for Learning Strategy – School Leader Capability Building

OVERVIEW

The range of initiatives that form the Data Literacy for Learning Strategy seek to strengthen the capacity of school leaders to deepen understanding of student and school data. The strategy makes tools available to them that can provide greater insight into current and possible future trends of student performance to help focus improvement efforts. A strong focus on data literacy and enquiry through collaboration over the next three years will accelerate the skills and confidence of educational leaders to relentlessly inquire and focus on improvement and performance. The strategy includes:

- testing and validation of specific data tools to deepen understanding and application of data literacy

- an updated Data Literacy Module for School Leaders

- the Literacy Data, Assessment and Practice course delivered fully online and available for every literacy leader in primary schools

- building data literacy capabilities at a Network level.

Theory of Change – Data Literacy for Learning Strategy – School Leader Capability Building

If we support teachers and school leaders to further develop their capability to analyse and evaluate student data

then we will build deep understanding and capability to target differentiated classroom and school improvement strategies that maximise student learning and engagement

so that we improve the student learning and engagement outcomes for young people and are more enabled to identify students likely to become disengaged in their learning.

EVIDENCE BASE

Goss, P., Hunter, J., Romanes, D., and Parsonage, H. (2015). *Targeted teaching: how better use of data can improve student learning*, Grattan Institute.

Genuine differentiated, student-centred instruction by teachers that are skilled and confident in using student assessment data and actively use regular student feedback have the greatest impact on student outcomes.

Goss, P., Sonnemann, J., and Griffiths, K. (2017). *Engaging students: creating classrooms that improve learning*, Grattan Institute.

Classroom instruction is enhanced with active student voice "when a student switches off, there is the risk of a downward spiral. If the teacher responds badly, more students can become distracted and the momentum of the class can be lost."

Parker Boudett, K., City, E.A., and Murname, R.J. (2013). *Data Wise: A step by step guide to using assessment results to improve teaching and learning*, Cambridge, MA: Harvard Education Press.

Data driven enquiry provides the building blocks for a school's theory of how to improve learning and teaching.

KEY LINKS

For further information on data literacy professional learning, see:

[Bastow Institute of Educational Leadership](#)

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FREQUENTLY ASKED QUESTIONS

What is Data Literacy for Learning Strategy – School Leader Capability Building achieving?

The different streams in this strategy are building the knowledge and skills of school leaders to more critically analyse various data to inform school improvement efforts. As school leaders deepen their understanding and apply this in their school, they will work with their teachers to determine how best to differentiate classroom practices based on student data that maximises learning and engagement for all students.

How can school leaders participate in the professional learning?

The updated Data Literacy module for School Leaders and the Literacy Data, Assessment and Practice online course intake dates, locations and applications are available via the Bastow website.

PROGRESS TO DATE

Pivot data tool for capturing student feedback implemented in 19 CoPs, with final survey cycles ending by June 2019. Analysis of efficacy for using student feedback on a CoP initiative will be delivered by August 2019.	May 2018
Literature Review complete for the Insights for Early Action project, helping school leaders and teachers understand the indicators that signal a student's risk of disengagement from learning.	Sep 2018
Research undertaken and guiding materials developed for using predictive data analytics to target individual student needs.	Sep 2018
Insights for Early Action case studies, insights paper and guidelines completed.	Mar 2019
Ongoing delivery of the Literacy Data, Assessment and Practice course (online) to literacy leaders available for every primary school. Twelve intakes of approximately 40 (approx. 480 total) participants participated in 2018 with a further 480 anticipated to participate in 2019.	Ongoing
Data Literacy for Networks course (now called Using Data Wisely) designed and delivered to five networks in 2018. Nine networks enrolled for 2019 delivery.	Ongoing
Data Literacy for School Leaders module has been updated and is now available for participation. 15 workshops delivered in Term 1 and 2, 2019 with further workshops scheduled for future delivery in 2019 and 2020.	Ongoing
Literacy Data, Assessment and Practice course (online).	Ongoing
Publication of the Insights for Early Action literature review and Case Study summaries on the Bastow website.	May 2019
Publication of the Insights for Early Action Insights Paper on the Bastow website.	Jun 2019