# Making sense of data and evidence

Using gathered evidence and assessments of existing efforts, the SIT can triangulate, identify and prioritise areas for focus and deeply understand the root causes of identified challenges.

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| Sense making activities | Reflective questions and sentence stems | Actions to support prioritising and setting goals |
| Identify patterns in the data collected | What were the trends? “In general I noticed….”  What surprised you? “I wasn’t expecting to see ….”  Were there contradictions? “on the one hand… on the other hand…” | Document perspectives from each member, highlighting where multiple members agreed. |
| Test assumptions about professional learning | What does our school do well in this area? How do you know?  What do you think are the highest priority areas in this area? How do you know? | Document perspectives on the highest priority needs.  This may also make it clear that more data is required, which should be gathered and brought back to the group. |
| Build consensus on priority areas of focus for professional learning | Where is the data telling us we need to focus efforts in this area?  What are the root causes of challenges in those areas? | Record responses from each member. If there is not a clear consensus ask members to justify their responses, seek additional data or use a voting system |