

# Make decisions informed by data

A suggestion for implementing the strategy 'Leading learning to support inclusive practices' from the Guide: [Leading inclusive schools](#)

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## **Includes:**

- Define what is evidence
- Model an inquiry disposition
- Determine trends and needs
- Introducing a collaborative learning culture
- Useful resources

Inclusive Education

From

Guide: [Leading schools that include all learners](#)

Strategy: [Leading learning to support inclusive practices](#)

Suggestion: [Make decisions informed by data](#)

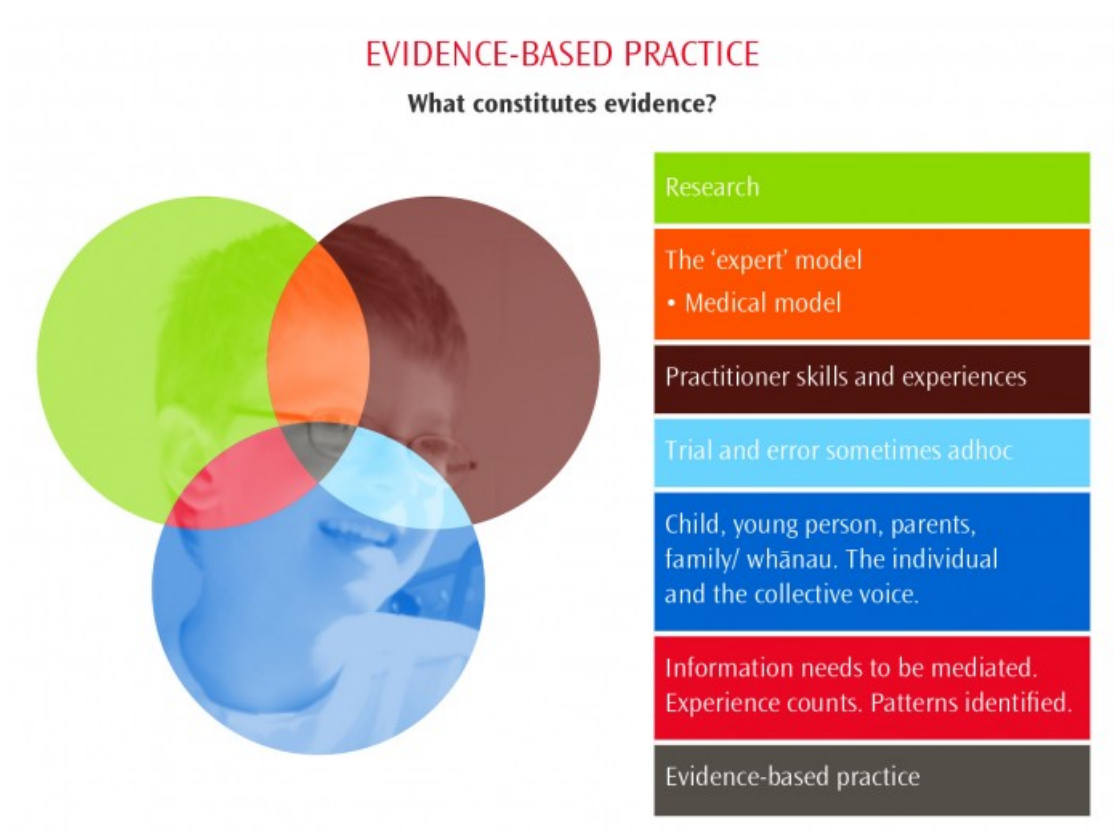
Date

03 October 2022

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## Define what is evidence



Source:

Resource Teacher Learning and Behaviour Online

<https://rtlb.tki.org.nz/Professional-practice/RTLB-Practice>

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## Model an inquiry disposition



Source:

[Enabling-e-Learning](#)

<https://elearning.tki.org.nz/Leadership/Strategic-thinking-roadmap/Using-the-eLPF-to-develop-literacy-learning-goals>

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## Determine trends and needs

Use assessment data to determine overall trends and to set school-wide goals.

- ✓ Gather dependable information about the status of a student's (or group of students') learning.
- ✓ Accurately aggregate and present information in order for it to be easily understood.
- ✓ Interpret and evaluate information for individuals and groups of students in order to decide on what to do next to support learning.
- ✓ Present and share information to build partnerships for learning (with parents, whānau, colleagues, boards).
- ✓ Set challenging but achievable targets for improved student achievement.

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# Introducing a collaborative learning culture

When planning for introducing collaborative learning cultures, school leadership teams need to:

- ✓ emphasise to teachers that they can succeed – together
- ✓ expect teachers to keep their knowledge and skills up-to-date
- ✓ share decision-making and prepare others to lead
- ✓ make data accessible
- ✓ teach and model discussion and decision-making skills
- ✓ provide teachers with the research
- ✓ take time to build trust.

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## Useful resources

Principal, Tom Parsons explains how student achievement improved when teachers took a more systematic approach to understanding what school data was telling them.



### Looking behind the data at Queen Charlotte College

In this article, Principal Tom Parsons explains how student achievement improved when teachers took a more systematic approach to understanding what school data was telling them.

Publisher: Educational Leaders

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