Framing the Issue

Asking the Right Questions

Data Collection

Data Analysis

Data Interpretation

Decision Making and Communication

Data sometimes raises more questions than it answers. Therefore the data informed decision making cycle is an ongoing process.

What are the questions you are trying to answer?
What is the context in which to understand these questions?
How will the interpretation of the data be used in answering your questions?
How will this inform educational practice and enhance student learning outcomes?

Collecting data provides evidence for regular feedback on educational practice and student outcomes.
The data you collect will depend on the questions you are trying to answer.

What evidence about your students do you need to collect or have access to?

Data may be quantitative (e.g. scores, assessments) or qualitative (e.g. teachers’ observational notes, student wellbeing data).

Quality data is complete, accurate, interpretable, coherent, accessible and timely.

Quality data is essential for making evidence informed decisions and inferences.

Data analysis is the process of turning data into meaningful information.

Data analysis involves determining the appropriate analytical/statistical techniques to use.
You do not need to be a statistician to effectively analyse your data.
Remember, data analysis is an ongoing process.

Educators translate results of data analysis into usable knowledge and implement actions based on their contextual knowledge.

Think about what you have learned from the analysis, what it means and what is important in your context.

Take the time to carefully consider the whole picture.
Avoid making quick conclusions based on brief data analysis,
Take care not to over interpret the evidence.
Consider your findings and ask yourself, so what?

Quality analysis and interpretation enables evidenced informed decision making.

Assess results of analysis against your original questions.
What needs to happen next?
How will you change your practice to reflect what you have learned?
What will you do to ensure that progress is made?

Educators translate results of data analysis into usable knowledge and implement actions based on their contextual knowledge.

Think about what you have learned from the analysis, what it means and what is important in your context.

Take the time to carefully consider the whole picture.
Avoid making quick conclusions based on brief data analysis,
Take care not to over interpret the evidence.
Consider your findings and ask yourself, so what?

Data analysis is the process of turning data into meaningful information.

Data analysis involves determining the appropriate analytical/statistical techniques to use.
You do not need to be a statistician to effectively analyse your data.
Remember, data analysis is an ongoing process.

What are the questions you are trying to answer?
What is the context in which to understand these questions?
How will the interpretation of the data be used in answering your questions?
How will this inform educational practice and enhance student learning outcomes?

Collecting data provides evidence for regular feedback on educational practice and student outcomes.
The data you collect will depend on the questions you are trying to answer.

What evidence about your students do you need to collect or have access to?

Data may be quantitative (e.g. scores, assessments) or qualitative (e.g. teachers’ observational notes, student wellbeing data).

Quality data is complete, accurate, interpretable, coherent, accessible and timely.

Quality data is essential for making evidence informed decisions and inferences.

Data analysis is the process of turning data into meaningful information.

Data analysis involves determining the appropriate analytical/statistical techniques to use.
You do not need to be a statistician to effectively analyse your data.
Remember, data analysis is an ongoing process.