Learning and Teaching

PROFESSIONAL LEARNING

This week, the staff met as part of their **Professional Learning Program**, looking at the use of data to best inform teaching and learning.

Some key points were arrived at during this process:

- *A cyclical process to data analysis is crucial for success.* Put simply this means that as part of best practice, data is regularly analysed and changes are made to teaching and learning programs which are then evaluated, in order to best meet student needs at "point of need". It can l look like:

- *The whole child needs to be taken into consideration.* This means that aside from academic data, teachers need to take into consideration the child's social and emotional skills, their background and other influencing factors such as learning capabilities.
- *Multiple types of data are needed to inform classroom practice.* At St Kieran's we have a range of standardised and diagnostic assessments that are spread throughout the year. As well as this, teachers are constantly using the cyclical nature of assessment to regularly analyse samples of work.
- *Formative assessment practices significantly improve student learning outcomes.* Put simply, formative practices are what the *teacher* does (*ie* planning future learning based on data) and what the *student* does (*ie* goal setting/self-reflecting). This is all based on feedback the teacher gives the student and self-reflection that the student undertakes on the work produced.

The value in such a practice, comes from being able to interpret what the data means for individuals, groups and whole classes of students. Then, to use it to make decisions about classroom instruction and wellbeing interventions. Data informed practice is the systematic use of a variety of forms and levels of data by educators for this very purpose — *improving student learning*, *classroom practice* and overall *wellbeing*. These are all things we aspire to for each of our St Kieran's students!

Have a lovely weekend,

Marisa Bombardieri