

APORIA

Aporia—Confronting an open question with an awareness both of the complexity of the issue and of the fundamental importance of pursuing a solution.

(from the Socratic Dialogues)



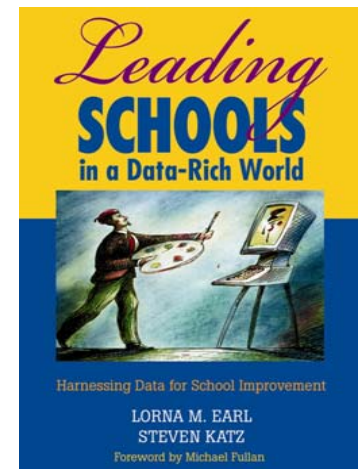
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Leading Schools In a Data Rich World: Harnessing Data for School Improvement

*A Series Of Workshops For
School Teams*



Why Data; Why Now?

Using data for improvement puts school leaders (both formal and informal) into new roles in which they must operate like artists to characterize the complexities and subtleties of the subject. Artists are always gathering and using data. They are constantly observing, investigating, and responding to colors, textures, and images. And, they use their considerable interpretive talent and experience to draw the salient features to the foreground, emphasize important dimensions and communicate a mood and a message to the audience.

In this three-part series of workshop, personnel from Aporia Consulting Ltd use the book **“Leading Schools in A Data Rich World: Harnessing Data for School Improvement”** use this metaphor of school leaders as artists to help school teams engage with and use data for decisions about policy and practice in schools.



The Sessions

The first session **“Inquiry Habit of Mind”** sets the context for teams to identify their focus and clarify what they are trying to accomplish, so that they are able to draw on relevant data. In this session, they also learn about the role of data in educational change and work through a process to start them on their data journey.

In session 2 **“Data Literacy”** the teams learn about interpreting data and judging the quality of data. They bring their own data and the session is dedicated to considering the data in relation to their focus and engaging in the discussions that help them interpret the data and plan strategies for working with their full staff to make sense of the data in their school.

Session 3 is called **“Accountability as Conversation”** and is dedicated to finding ways to display and to talk about the data that they have considered and to share their learning with others.

Between sessions, the school teams engage in homework exercises within their own unique contexts so that the use of data gets embedded in their routine planning processes. This work is supported by facilitators from within the District’s central staff who attend all of the sessions and receive additional training from Aporia consultants.

The Outcomes

At the end of this series, schools should be ready to carry on with their continuous improvement journey, using evidence to inform their decisions along the way.

For Information

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