



**MIGHTY MINDS**  
Educational Consultants

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# Using data to support student academic growth



**INVEST IN YOURSELF**



**THINK  
POSITIVELY**



**REFLECT**



**USE THE MIGHTY MINDS PORTAL!**



**LISTEN**



**WORK TOGETHER**



## We should use data to inform and build confidence:

1. What type of data are you wanting or being supplied with? Is it quantitative ( numbers) or qualitative ( descriptive) data?
2. Identify what data will help you inform and teach your students more effectively-as always be specific
3. How are you going to measure that aspect over time? What time frame should this aspect of the data be measured? Who gets the data?
4. Data is often task generated, so make sure students understand the purpose of the task- ask them questions to check their understanding. Remember you want quality data that can be reliably used.
5. Remind your students that some activities are used to gain experience others are going to be measured to provide guidance to them ( and you -their teachers) on how they can improve.
6. Remove the embarrassment -Everyone has gaps in their knowledge – there is clear need to identify these specific knowledge gaps in learning so that more complex tasks that rely on this knowledge can be completed. We can do this by continuous testing of the ACARA Codes.
7. Modern learning involves content and various skills. In Queensland we incorporate 75 cognitive skills into our curriculum – obviously a clear framework needed to be established so that improvement could be measured over time.



8. Question the use of data- how it is shared? Who has access to the data? What are they doing with it? How is individual improvement monitored ?
9. Each individual has their own personal learning traits that should be identified and incorporated into their preferred learning/ data journey. Do you know how your students like to learn/ be assessed?
10. Any piece of “ Data/ assessment” needs to have direct pathways that lead to greater understanding/ improvement. Positive example : Cognitive verbs- Criteria framework for each of the 75 skills – independent of subject , measured over many years, can cater for all learning styles.

Another example – Pat R & Pat M tests – what happens to the result ? Is the student provided with an opportunity to reflect ( using model answers) and improve ( are revision items provided for each item), why do it? Why isn't it challenged?

## How to use data to improve Academic Outcomes.

- 1.personalised learning plans** that promote student achievement.
2. Individual ownership of data by students- this involves explaining what the data is measuring, where the information came from, and how they can respond with positive actions to improve.
3. Identifying where and how to get support to improve – technology, peers, family, teachers and friends.
- 4.Experimenting to find out what works.
5. Review, Reflection, Planning and Actions in a continuous cycle implemented over time.

# LEARNING STYLE TIPS

## AUDITORY LEARNERS

- Sit somewhere where you can clearly hear the teacher.
- Participate in class discussions.
- Organise study groups with friends.
- Listen to audio books or recordings of people talking about content that you are trying to learn.
- Use word associations and mnemonics to help remember facts.
- Create jingles to help you remember information.
- Talk through your ideas for essays and stories before writing them down.
- Read information aloud to yourself.



## KINAESTHETIC LEARNERS

- Make models of concepts or ideas in order to cement your understanding of them.
- Spend some time standing up or walking around while studying (where possible).
- Use memory games to help remember information.
- Look for practical examples of things that you have learnt so that you can make connections between the classroom and the real world.
- Take note of headings, diagrams and key information and highlight or underline these before reading the finer detail of a text.

## VERBAL (LINGUISTIC) LEARNERS

- Read extra information from textbooks or articles to consolidate your understanding.
- Take detailed notes in your own words.
- Rewrite key concepts and definitions.
- Rearrange your notes based on topic.
- Make flashcards for vocabulary and key concepts.
- Explain your understanding of concepts to teachers and friends to consolidate your ideas.

## VISUAL LEARNERS

- Try to sit near the front of the class so that you can clearly see the board.
- Use pictures and diagrams to help you understand information.
- Use colour coding and highlighting to organise your notes.
- Use graphic organisers (such as tables) to arrange information and plan your schedule.
- Ask your teachers for handouts or other visual aids to accompany the spoken instructions and information they give you.

