



Education
Centre for Education
Statistics & Evaluation

Long live evaluative thinking

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**Strategy and
evaluation**

**Centre for
Education
Statistics &
Evaluation**

**Provide a single
access point for
education data**

**Build capacity
across the
education sector**

**Provide analysis,
information and
evaluation**

Staff are involved
 → committed

Clear and explicit
 Consistent approach
 Purposeful
 Not perceived as compliant (tokenism)


Students
 invested in
 process
 motivated 'celebrated'

Planned
 Success of strategy
 celebrated
 Growth Mindset
 Follow up from
 process

Goal is the action
 not the evaluative
 process

Data → information →
 practice

Not a negative
 A culture of moving forward



→ Objective
 vs. subjective

→ Not explaining
 'why' first?

→ Time

→ Physical Environ

→ Relevance
 (irrelevance)


→ Emotional
 agenda/
 interpretations

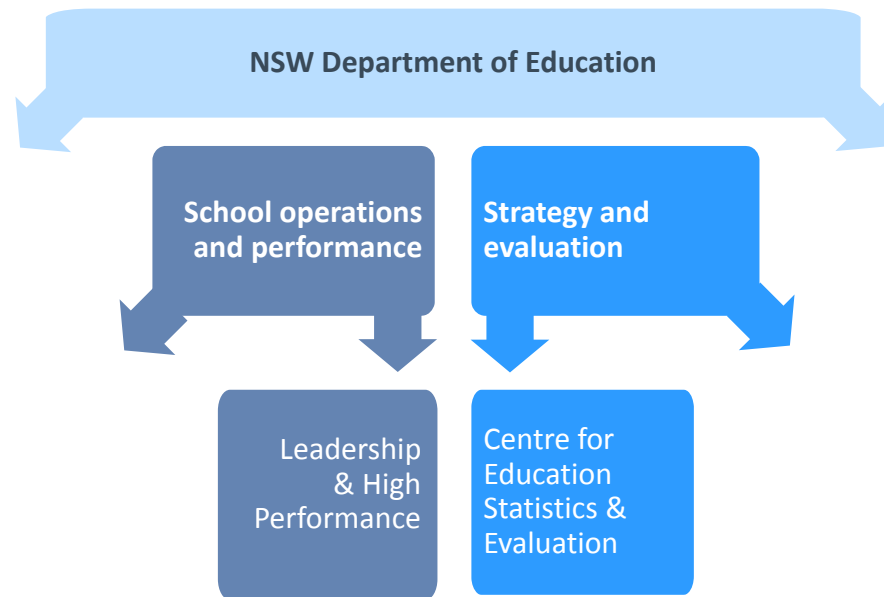
→ Rigged
 → result
 'confirming what
 you thought was there'

Not from a
 school perspective

of assessing
 a range of
 abilities

When it's 'faked'
 at the end





Provide a single access point for education data

Build capacity across the education sector

Provide analysis, information and evaluation

The Australian Professional Standards for Teaching

Knowing and using the research about how students learn

- in general (1.2)
- specifically in relation to my content area (2.1)
- specifically in relation to literacy and numeracy (2.5).

Understanding my students including their:

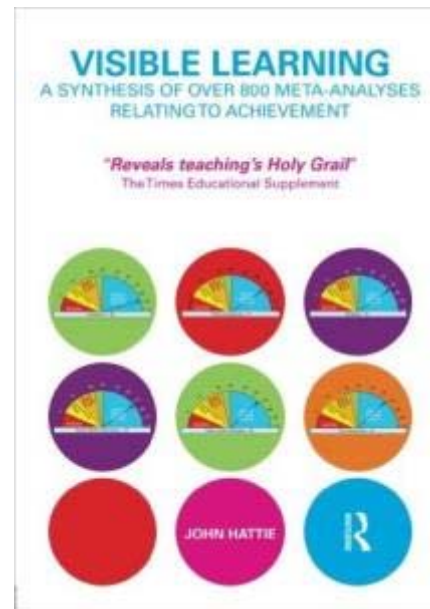
- physical, social and intellectual development and characteristics (1.1)
- learning needs, which I determine through assessment (5.1).

Evaluating my teaching and learning programs

using evidence, including feedback from students and student assessment data, to inform planning (3.6.2).

“Evidence does not provide us with rules for action, but only with hypotheses for intelligent problem solving”

p247



“Those teachers who are students of their own effects are the teachers who are the most influential in raising students' achievement”

p24

The Australian Professional Standards for Principals

Leading improvement, innovation and change Profile

Principals identify the need for innovation and improvement that is consistent with the school's vision and values and is informed by student learning outcomes. They communicate the need for change to the whole-school community in an inspirational and logical way. They deepen their own knowledge and understanding of improvement strategies, leading change and innovation at a whole-school level. They engage and inspire staff to commit to evidence-based improvement, change and innovation that has a positive impact on student learning.

Principals develop a process and common language for change, which supports the implementation of the vision and strategic plan. They evaluate outcomes and refine actions as change is implemented, paying attention to social, political and local circumstances. They take account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community. They distribute leadership and encourage staff to build consensus across the school community and to take individual responsibility for implementing change.

Principals maintain their values whilst adapting flexibly and strategically to changes in the environment, in order to secure the ongoing improvement of the school. They lead and implement the appropriate use of new technologies in all aspects of the school's development. They build a culture of trust and collaboration where change and innovation based on research and evidence can flourish. They embed collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.

Principals embed a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school. They lead educational networks by trialling and exploring new ideas for the system, acting as a guide, coach and mentor to staff and colleagues. They evaluate the personal and organisational effects of change through regular feedback from stakeholders and evidence of impact on student outcomes. They develop an innovative and outward-focused role as a leader influencing school excellence across the system.

Developmental pathway: a principal's increasing proficiency

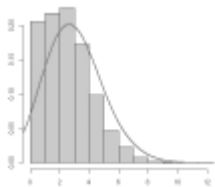
Evaluative thinking

Evaluation is...



Drawing on information and analysis to make judgements, decisions and recommendations

Evaluation



Analysing this data to understand patterns and causes

Explanation



Collecting, organising and reporting relevant information

Description

Evaluative thinking

Evaluation is a form of high order thinking



Drawing on information and analysis to make judgements, decisions and recommendations

When we evaluate, we

- make judgements
- using evidence

_____ was great, because...

_____ was disappointing, because...

Disciplines of evaluative thinking

Suspending judgement

- Healthy scepticism
- Openness to unexpected results and alternative explanations
- Challenging taken-for-granted ideas

“

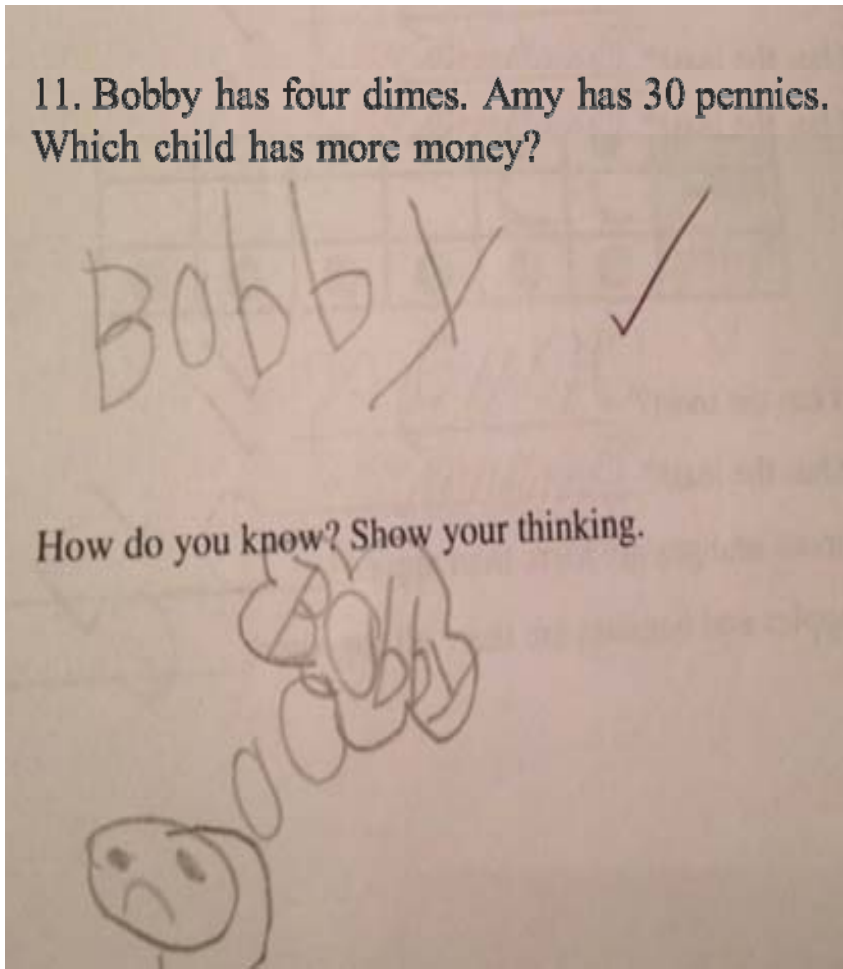
Innovations may be the “brainchild” of individuals or groups who ... are disdainful of appealing to evidence as a strategy for change...

Evaluative thinking is not consistent with only considering positive evidence...

”

Lorna Earl and Helen Timperley,
*Evaluative Thinking for
Successful Educational Innovation*

Evaluative thinking



You won't like me when I'm angry...

Because I always support my arguments with well documented and robust evidence



vs.

THE CREDIBLE HULK

Disciplines of evaluative thinking

