



Demands of Data

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Call for Contributions

Interested in contributing to the next edition of VATE's journal *Idiom*? We want to hear from you! And there are many ways – big and small – that we want you to get involved.

Data comes in many forms and imposes on the teacher and student in many ways across sectors. We want to put a special edition together that shares *everyone's* experiences with data – good and bad – and reflect together on the future of data in our industry. Whether we like it or not, data, its collection and collation, seems like it is here to stay. From high stakes testing that contributes to a school's profile to the marking of your Year 10 English essays, data is kind of the modern-day teacher's chalk and blackboard. We use it to inform what we must do in our individual classrooms, and we are expected to analyse results and set goals against individual school (and sector) initiatives and objectives.

Articles, articles, articles!

Data is not just the high stakes testing realm of NAPLAN, PAT testing, or VCE; data is also the formative records you make from your very own classroom and the observations you pack away at the back of your mind to inform the way you run that final-period-on-Friday-class next time.

How do you use data in your classroom? How does your school expect you to use data, and what role does it play in whole-school or departmental planning? Is data a good thing, or is it really just the rusty shackles we simply cannot free ourselves from in our quest to affect rigorous, dynamic and engaging learning and teaching? Does data actually tell you anything meaningful about your students and your teaching? We want to hear all perspectives and see multiple sides of this debate. Let's learn from one another and see what others are doing out there.

Some things you could consider writing about for this edition:

- Not 'teaching to the test', but A+ preparation
- Schools using data for teacher improvement and growth
- Collecting data for personal growth
- Parent/guardian involvement in the student's growth
- Tips for data use in the individual classroom
- Fun activities and games as data collection
- Managing the demands of data collection and collation
- Electronic data collection and collation
- Gathering data on students' reading
- Interpreting the data

- Data as formative assessment vs data as summative assessment
- How data affects our student
- Data horror stories
- How I use NAPLAN results without taking it too seriously

Idiom is an online publication, so we would love to see some creativity - we can accept articles, essays, classroom activities, pictures, stories, graphs, movies, podcasts, whatever!

Between the Lines

If you don't want to write a whole article, that's fine, send us a comment for inclusion in our short statement section, *Between the Lines*. We will accept comments of up to 160 characters – something short, sharp, and succinct to complete the statement: ***In my experience, data...***

Let us know if you would like to remain anonymous, but include your years of experience and school type!

Please email (idiom@vate.org.au) or phone (9411 8500) your expression of interest or any queries. And please email your contribution to idiom@vate.org.au by **Friday 25 November 2016**.

Tim Nolan
Contributing Editor