

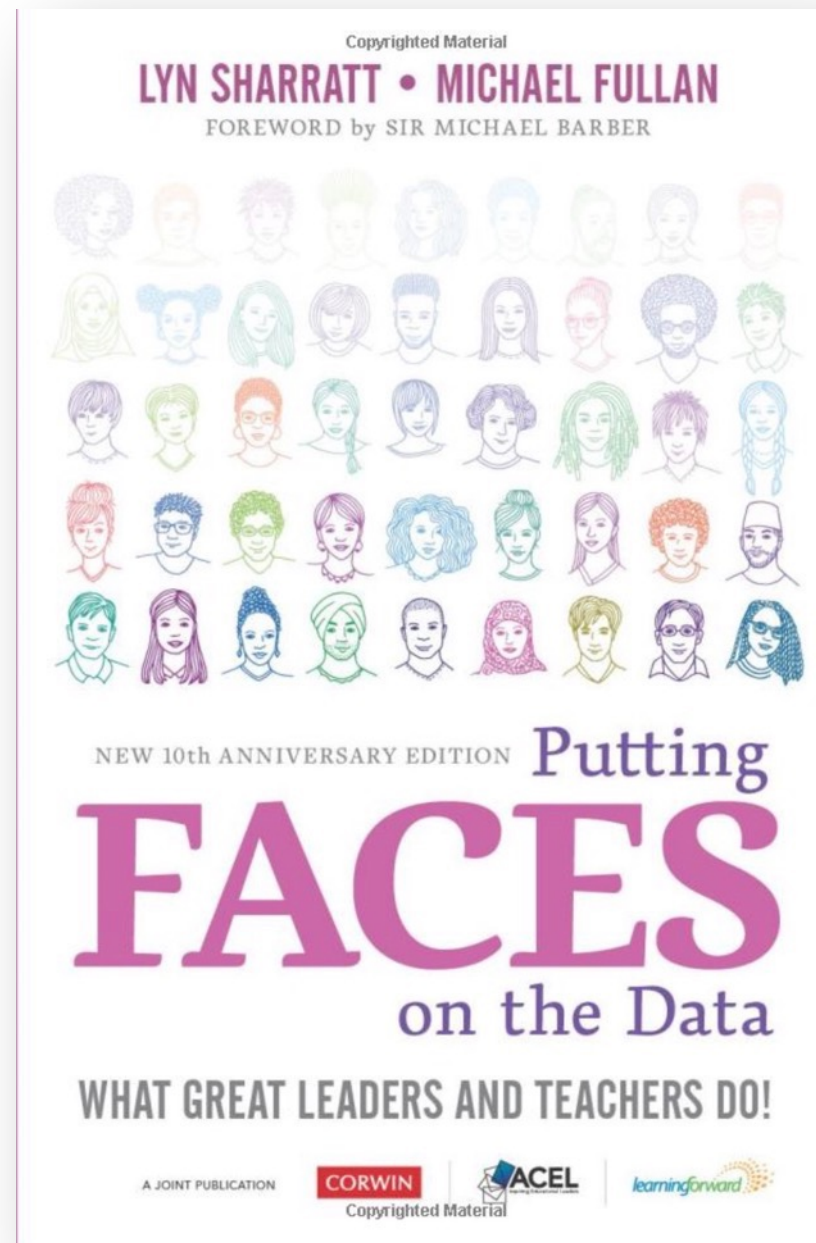
# Learning Forward Book Club Discussion

## Putting Faces on the Data

March 29, 2023

# Welcome! We will begin shortly.

If you can see the slide and hear the music, you are all set. All attendees are muted upon entry. Please use the chat feature for comments and questions during the webinar.



# Meet the authors

Putting Faces  
on the Data:  
What Great  
Leaders and  
Teachers Do!



**Lyn Sharratt**

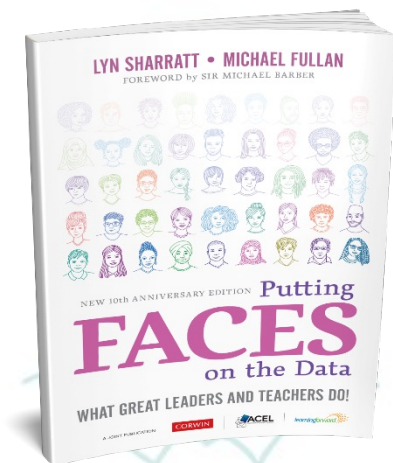


**Michael Fullan**

# The Meaning of 'FACES'

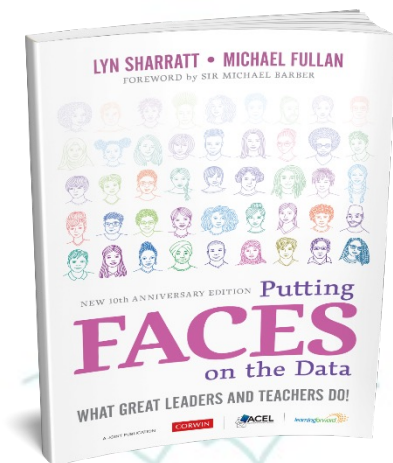
In every block of marble, I see a statue as plain as though it stood before me, shaped and perfect in attitude and action. I have only to hew away the rough walls that imprison the lovely apparition to reveal it to the other eyes as mine see it.

Michelangelo, 1475–1564



# Wonderings

How did the two of you get together to do the first book in 2012, and now the 10th Anniversary Edition in 2022?



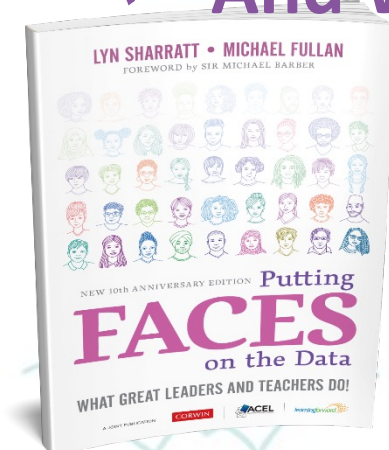
# FOREWORD – Sir Michael Barber – p. xxiii

Success depends on getting the detail right; on tracking the data to know whether we are on track student by student and school by school; and on remembering, as Sharratt and Fullan constantly remind us, that every number has a face, a name and a personal history.

As they argue at the outset of this revised edition, to succeed we educators need to examine three very demanding questions:

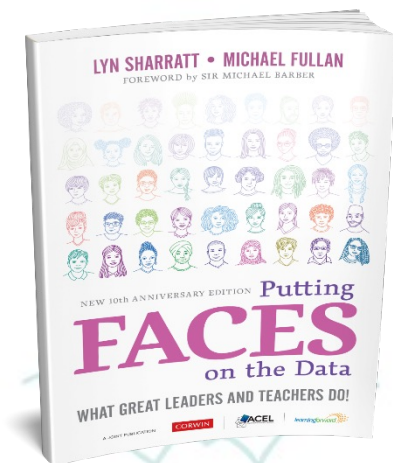
- ✓ **How do we know THAT something has been accomplished?**
- ✓ **Can we explain HOW it was accomplished?**
- ✓ **And WHAT do we have to do to make it even better next time?**

Answering these questions rigorously drives continuous improvement and unlocks innovation.



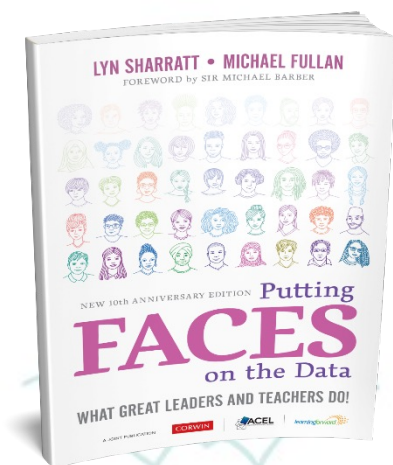
# Wonderings

What is new in this edition?



# Deliberate Pause — p. 4 & p. 99

- How useful have your data been? Of all the data available, which are most critical to enabling emotional connections to or cognitive insights about each FACE?
- Which data are missing?
- Give examples from your data that demonstrate you know that every student is learning to their maximum potential.

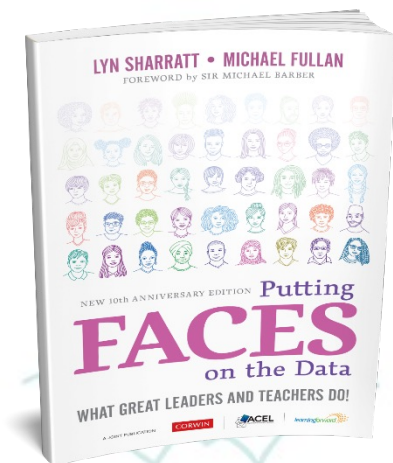


# Our Three Research Questions — Chapter 2

1. Why do we put FACES on the data?


2. How do we put FACES on the data?

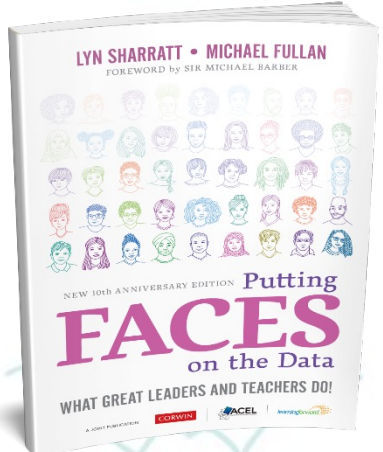
3. What are the top three leadership skills needed to put FACES on the data?





# 14 Parameters — pp. 12-27

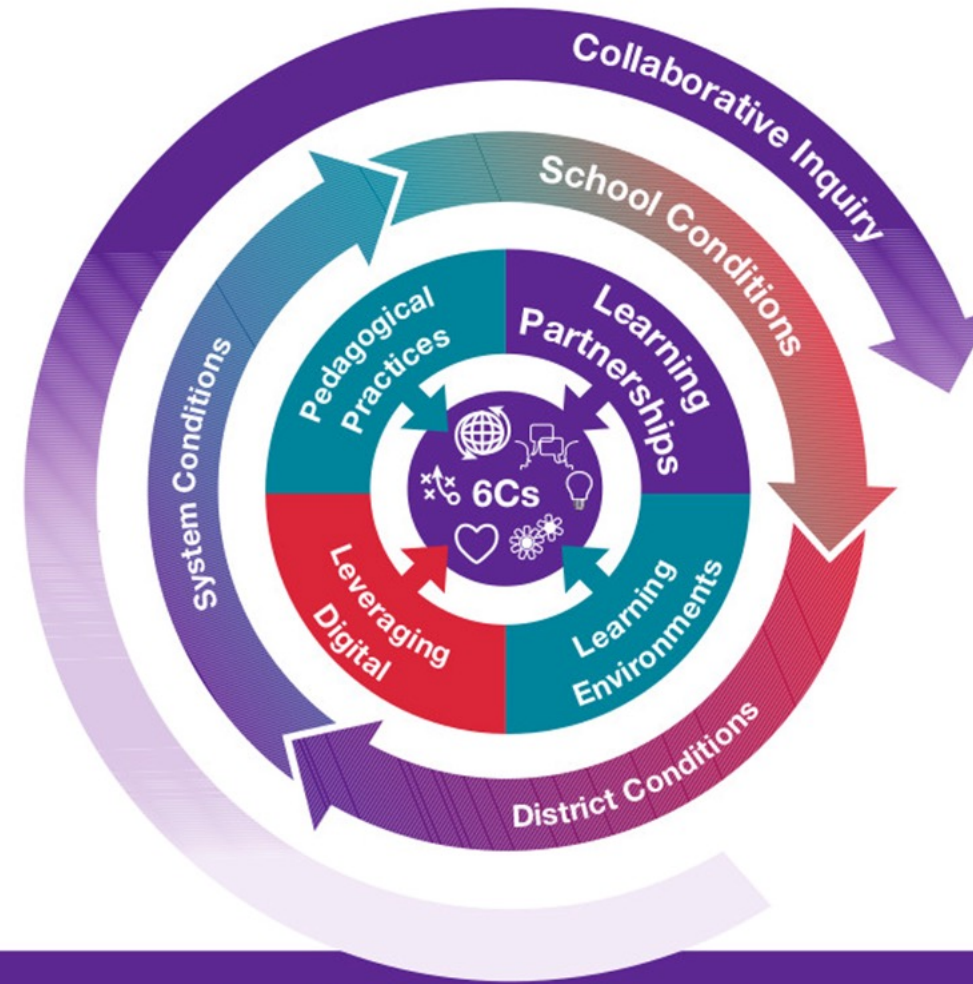
Parameter	Audit of Things We Are Already doing
 <p><b>1 Shared Beliefs and Understandings</b></p> <ol style="list-style-type: none"> <li>All students can achieve high standards given the right time and the right support.</li> <li>All teachers can teach to high standards given time and the right assistance.</li> <li>High expectations and early and ongoing intervention are essential.</li> <li>All leaders, teachers, and students can articulate what they do and why they lead, teach, and learn the way they do.</li> </ol>	<ul style="list-style-type: none"> <li>✓ Having high expectations of students</li> <li>✓ Making adjustments for students with additional needs</li> <li>✓ Providing ongoing intervention</li> <li>✓ Developing Personalized Learning Plans (PLPs) for students who require additional support and/or receive funding as part of the Nationally Consistent Collection of Data (NCCD)</li> <li>✓ Parent Support Group Meeting (PSGs) for those students where a PLP has been prepared</li> <li>✓ Creating a whole-school approach (e.g., Spelling, Writing, Inquiry, Religious Education)</li> </ul>



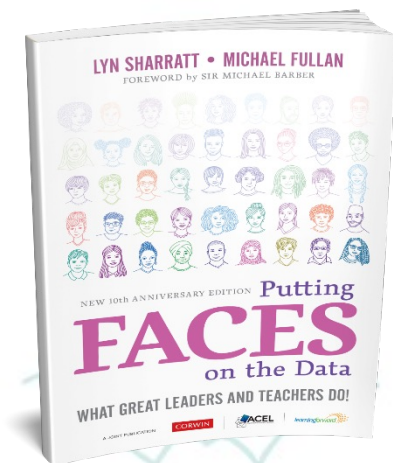
## The Deep Learning Framework



New Pedagogies for  
**Deep Learning**<sup>®</sup>  
A GLOBAL PARTNERSHIP

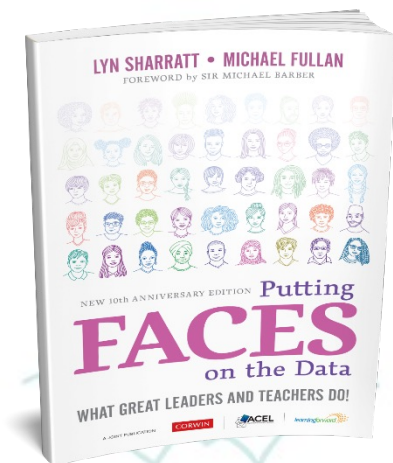


**New Purpose for Learning:  
Global Competencies for Flourishing  
in a Complex World**

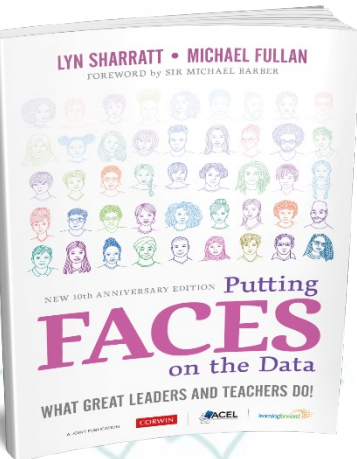


# Wonderings

How do people use the book and what is their reaction to it?

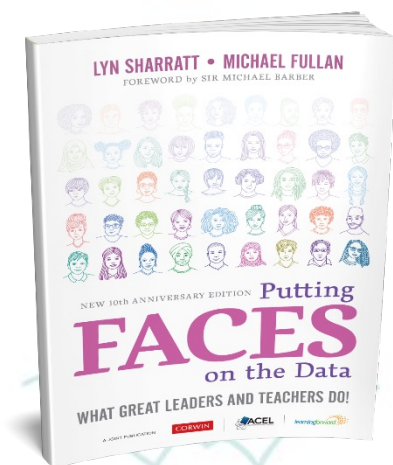


# Bell State School – Darling Downs



# Assessment Literacy is Equity and Excellence – Chapter 3 p. 88

1. Begin by knowing the learners
2. Co-plan using student diagnostic data
3. Make Learning Intentions (from the curriculum expectations) and Success Criteria visible
4. Use continuous informal assessment during teaching
5. Deliver ongoing formative assessment and reflect on midcourse corrections through

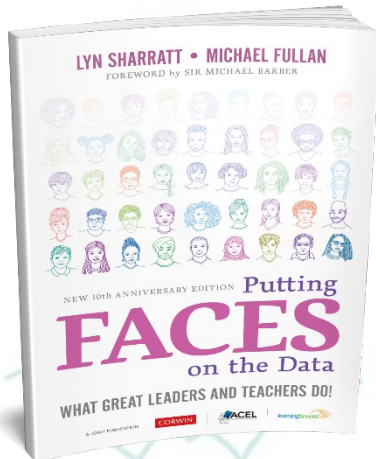


# Assessment Waterfall Chart – p. 94

## PRIOR LEARNING ASSESSMENT

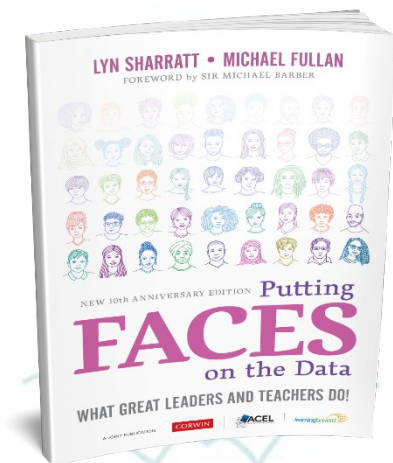


## BIG IDEAS - ESSENTIAL QUESTIONS



# Wonderings

Why do you think THIS book is so popular/successful?



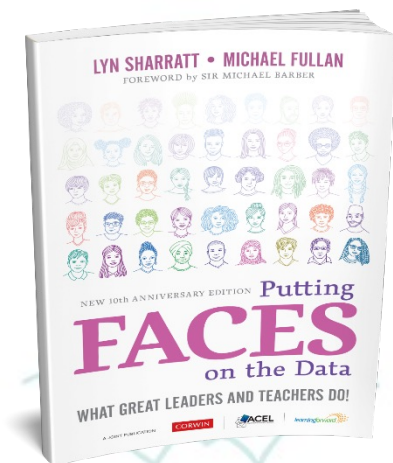
# Assessment Literacy in Primary + Secondary Schools



**LEADING COLLABORATIVE LEARNING**

O'Connor Catholic College - Armidale

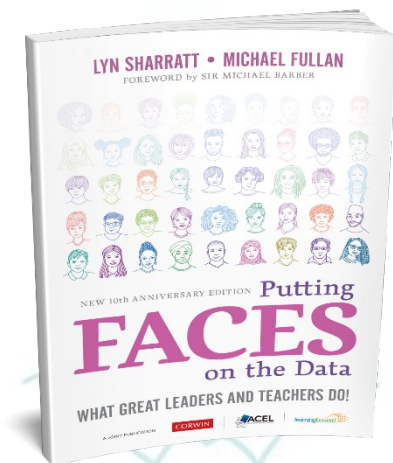
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# Instructional Intelligence — Chapter 4

- ✓ Assessment informs Instruction – every minute of every day
- ✓ Higher Order thinking
- ✓ Critical Thinking
- ✓ Collaborative Inquiry
- ✓ Accountable Talk
- ✓ Writing to Read and reading to write
- ✓ Rich Tasks



# Parameter #6 — pp. 231-239

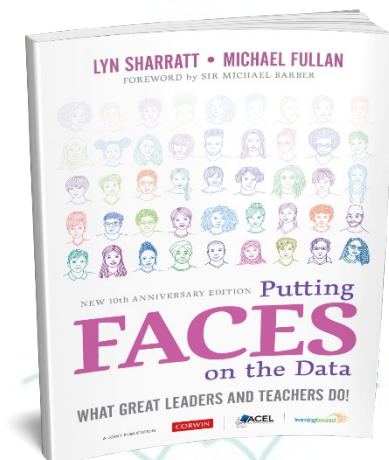
## The Case Management Approach (CMA)

1. Data Walls

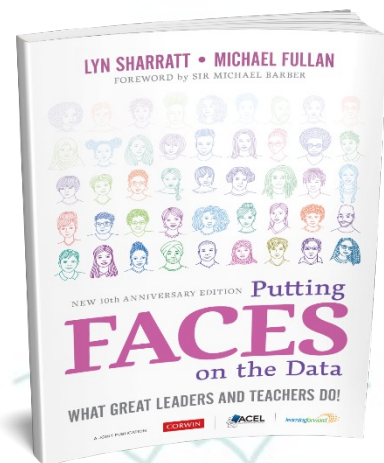
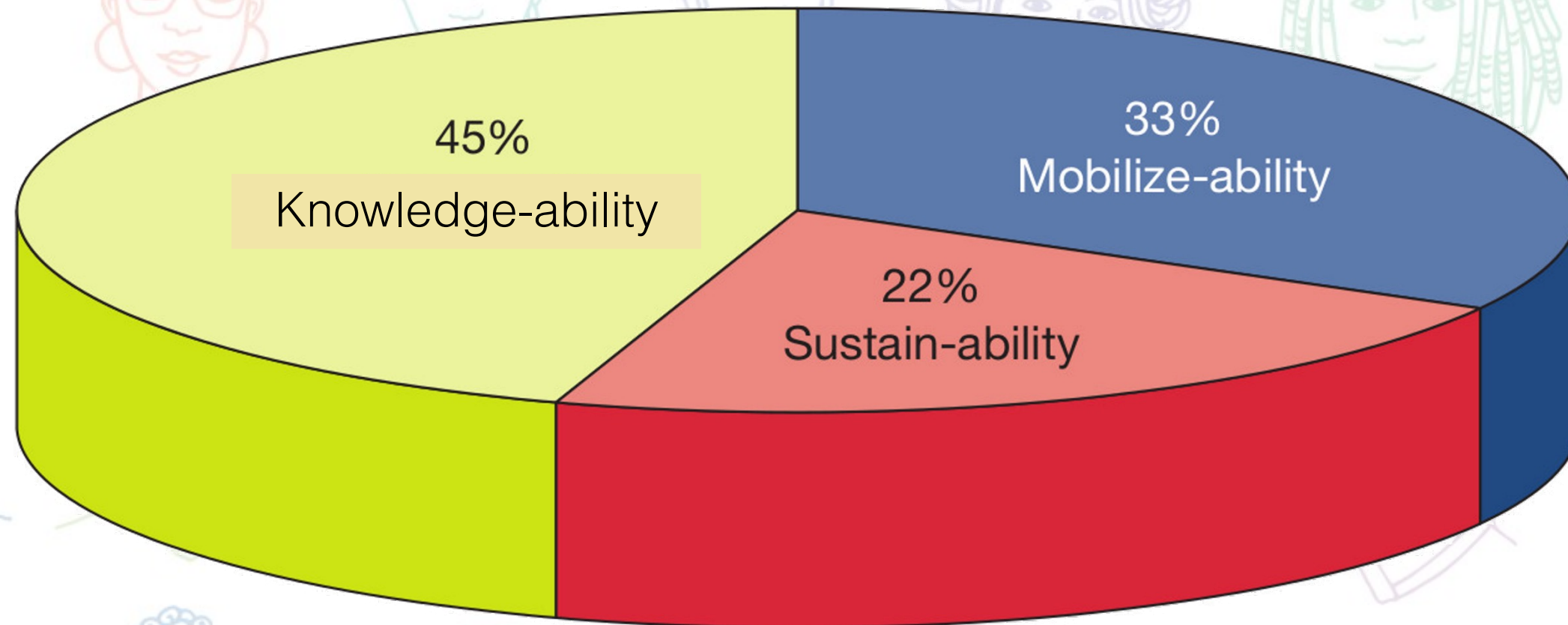
2. Case Management Meetings (CMMs)



## The Case Study of Improvement Across Wales Chapter 6

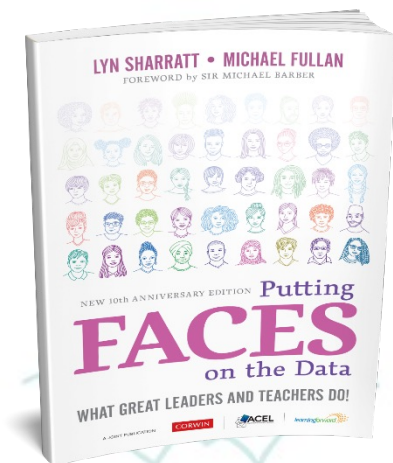
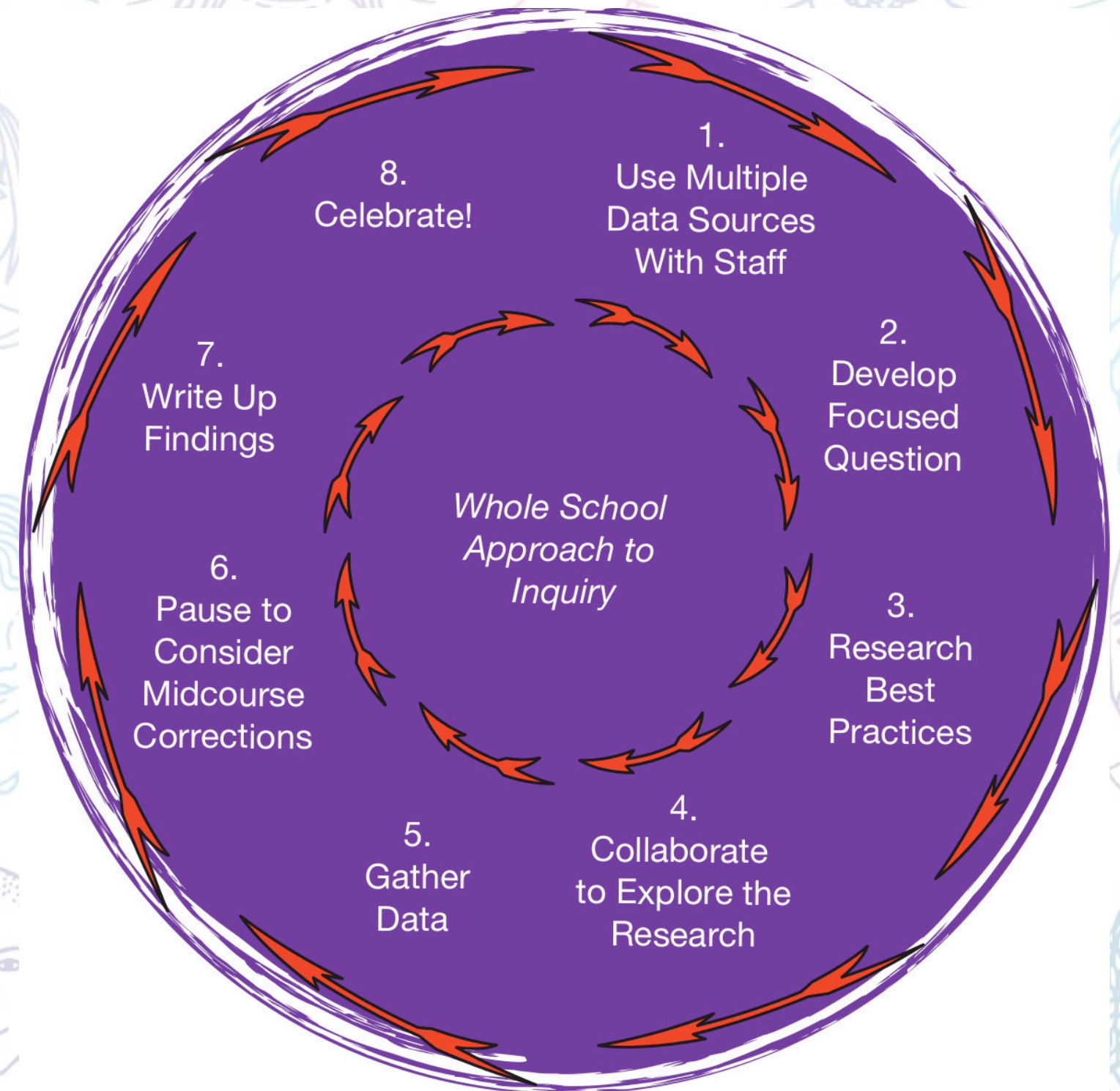


# 3 Dimensions of Leadership — Chapter 5



# Parameter #11: Collaborative Inquiry – pp. 165 - 171

## Everything is a Collaborative Inquiry

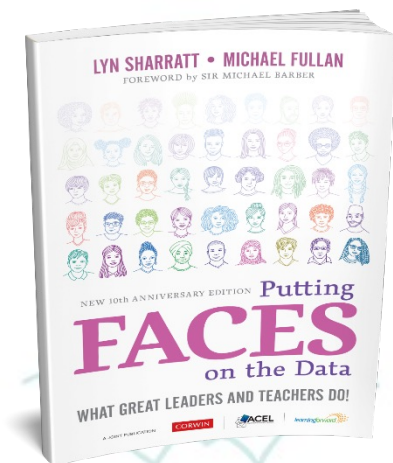


# The Purpose of Learning Walks and Talks – p. 213-

217

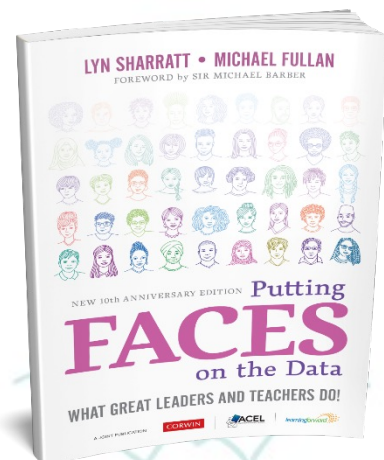
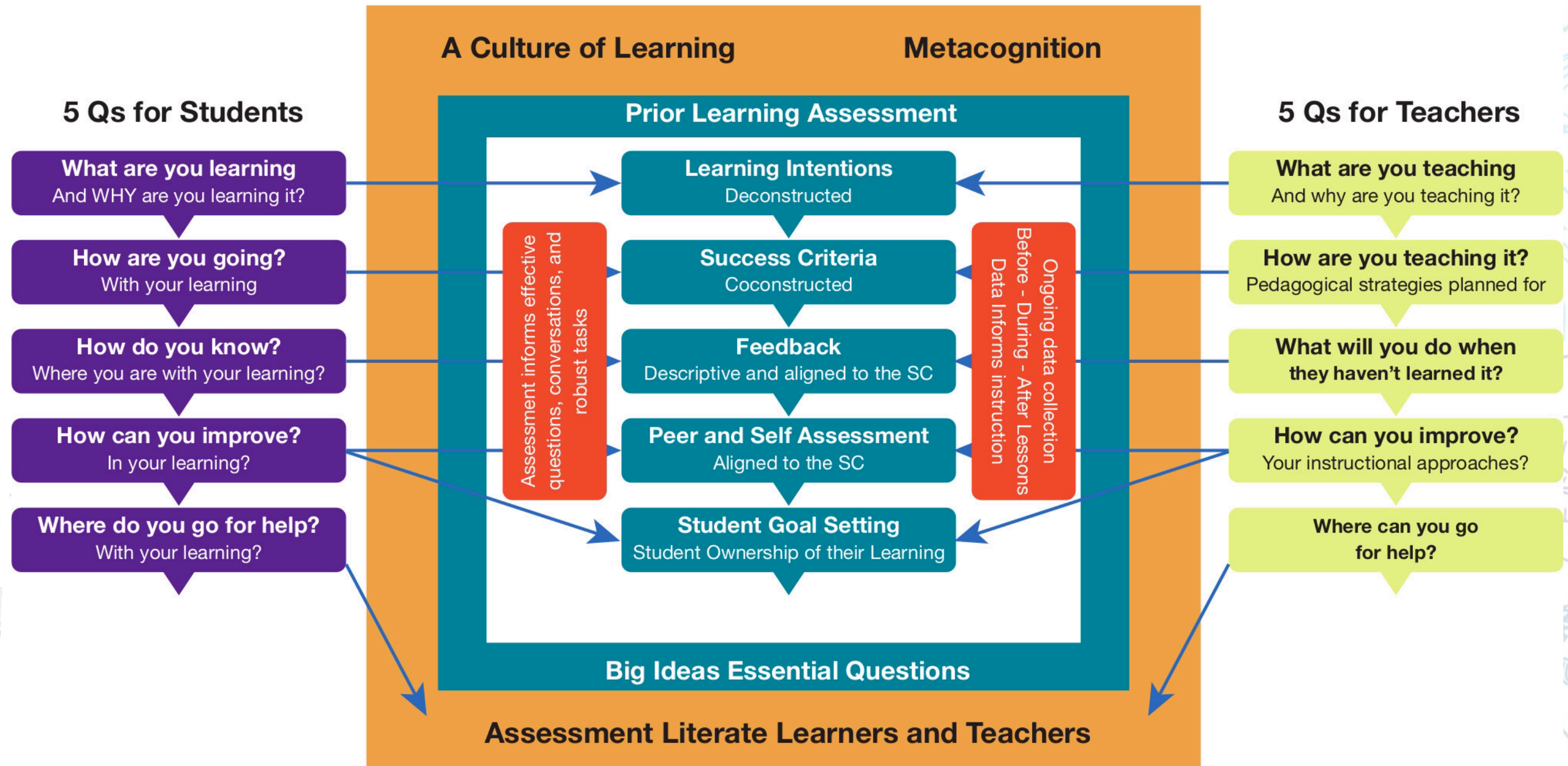
They:

- ✓ answer “How Do You Know Students are Learning?”
- ✓ empower and enhance **learning for us** as instructional leaders
- ✓ offer opportunities to provide appropriate support for students and teachers
- ✓ give us data to plan Professional Learning for the system, entire staff, small clusters, individual teachers
- ✓ develop feedback conversations about assessment and instruction with teachers to raise achievement levels
- ✓ provide data about trends and patterns throughout the system or school (**Data Collection**) by asking students the 5 Questions
- ✓ Are **not evaluative!**



# Parameter #14: Learning Walks and Talks – p. 214

## Assessment Waterfall Chart



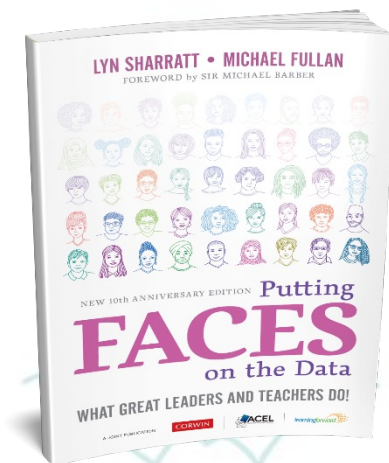
# Wellington Point State High School

## CASE STUDY – pp. 245-247

“At the beginning of the 3rd year of implementing Deep Learning and integrating the 14 Parameter work, their focus and objectives were to:

- ✓ consider sustainability and scalability—delivery of Deep Learning units for whole cohorts of students, not just for the ‘marker’ [At-Risk] students; and
- ✓ focus on the least-served learners by introducing Parameters #1, #6, and #14 concepts into their Deep Learning work.”

(Excerpt from the new FACES, 2022)

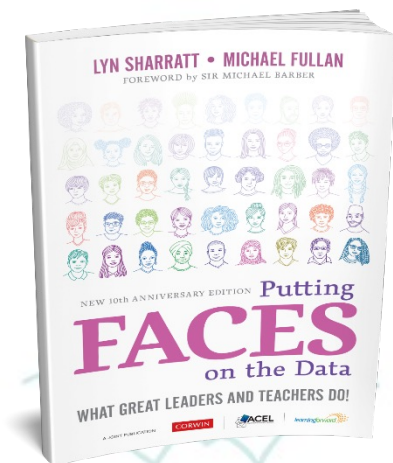


# The Culminating Event — pp. 183-203



## Kingsthorpe PS Queensland

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# Integration of Our Work — p. 254

“The 14 Parameters continue to be a powerful and comprehensive framework for practitioners and other decision makers in the field of system and system improvement...

The Parameters fit well with other related work such as the New Pedagogies for Deep Learning (Fullan et al., 2018), and with the CLARITY paradigm developed by Alma Harris (2022) ...

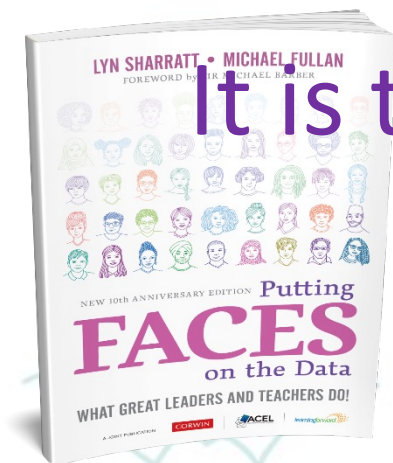
Sharratt’s and Fullan’s work has always been and continues to be seamless, building on the strengths of each other’s thinking and writing.”

# EQUITY AND EXCELLENCE — p. 255

We detect an ironic murmur as we move into 2023: a desire for and knowledge of some of the new changes in learning that should be made, combined with (this is the ironic part) a state of “I am too tired to lead any change.”

New conditions such as proactive education that integrates learning and well-being and that positively addresses **equity** (both school and non-school dimensions) and **excellence** could mark a new era of positivism.

It is true that we are optimists, but we are also good at reading the signs.

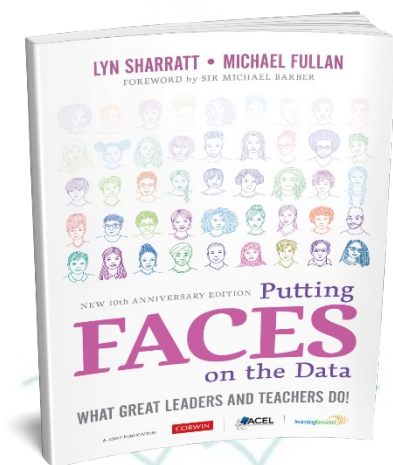


# Conclusion — p. 255

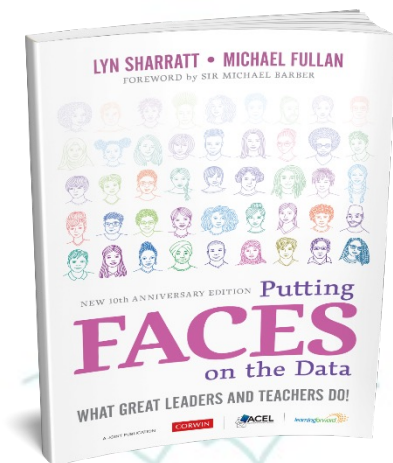
FACES on the Data is very powerful motivator indeed. As systems and schools recover from COVID, the timing is perfect to begin or to continue implementing this full-time, continuous work by taking ownership of the FACES, now. It's time to give FACES an uplift in the service of system change—to the benefit of our students and teachers and societies.

**FACES is our 'forever work'!**

(G. Mowbray, CEO, Diocese of Maitland–Newcastle).



# QUESTIONS - COMMENTS



Let us hear from you

**Please fill out our  
post-webinar  
survey**

<https://www.surveymonkey.com/r/VW88NNC>



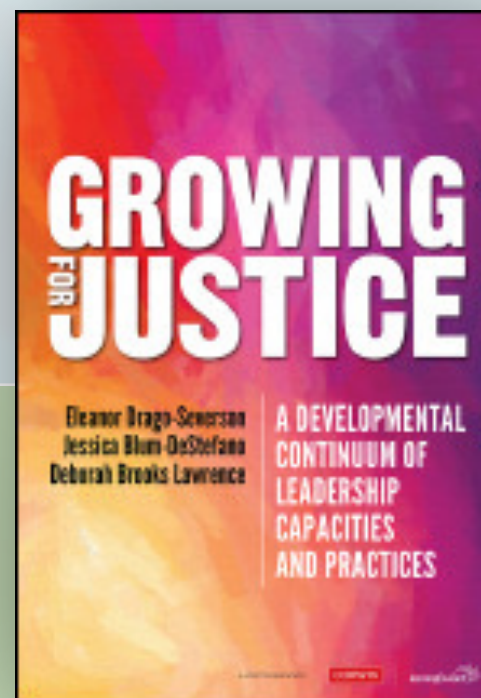
# Stay tuned

Thurs., March 30  
3-4 pm ET

Teacher Retention:  
The Role of  
Professional  
Learning

Next Book Club  
Discussion

Growing for Justice



# THANK YOU!

## Putting **FACES** on the Data:

## What Great Leaders and Teachers Do!

