

DOING DATA DIFFERENTLY

What counts for teachers in literacy classrooms

Discussions about data in schools are usually linked to pupil attainment, data are represented using spreadsheets and graphs, and teachers rarely initiate data collection themselves or use it for their own purposes.

This **British Academy** funded project set out to do data differently. It explored how quantitative data might be used in creative, imaginative and personalised ways to find out about primary teachers' everyday experiences of literacy teaching.

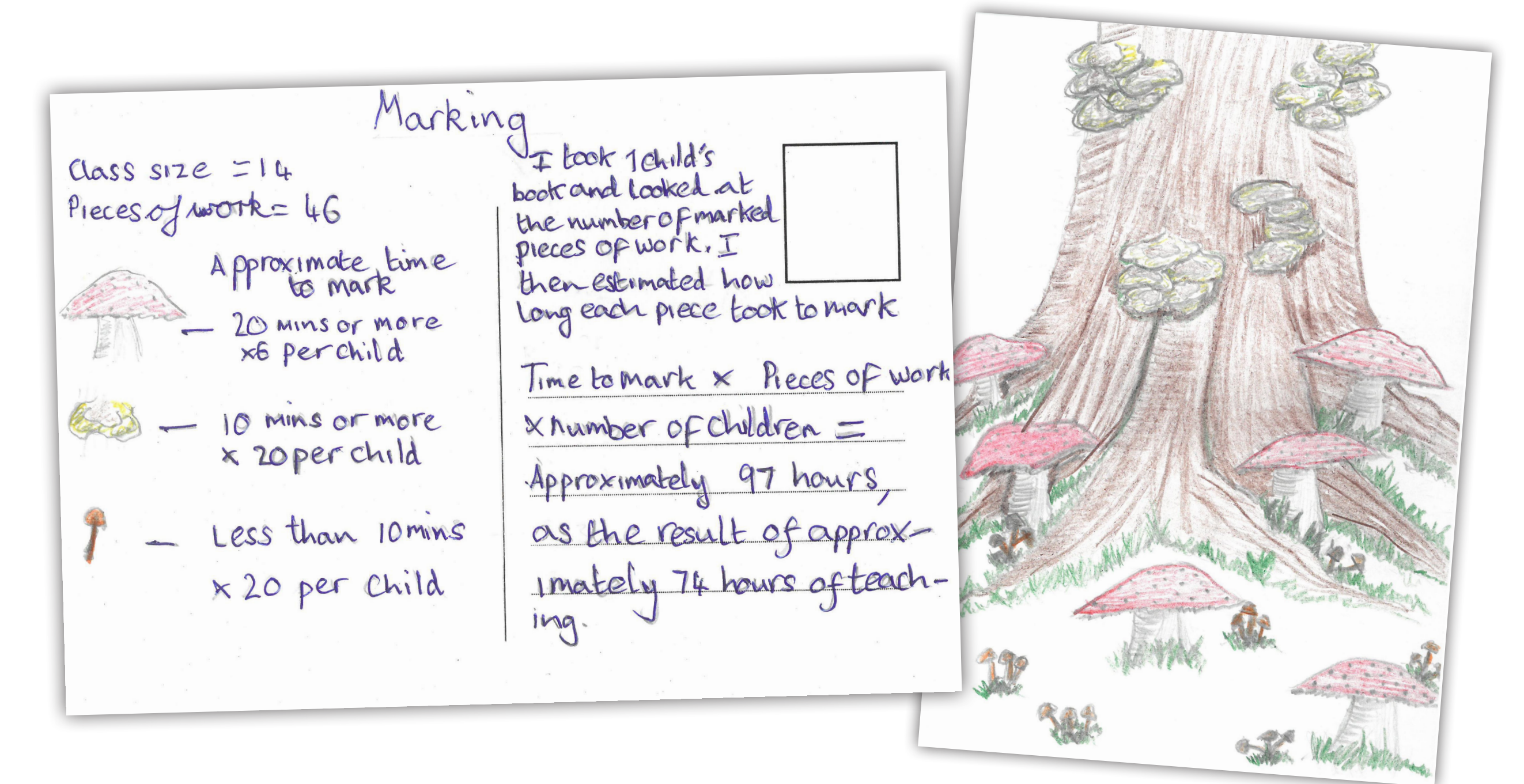
Seven primary teachers chose aspects of literacy teaching that were important to them, collected data on those aspects, and found ways of representing the data on postcards which were discussed at half-termly meetings. The project raises questions about what might happen - to teachers and to teaching literacy - if data in schools started to look and feel rather different.

The postcards provide insights into the importance to these teachers of: feelings, learner engagement, movement, people, places, resources, planning and their wider professional lives. They used a variety of forms to represent data that often explored the complexity of literacy teaching. Their postcards generated productive, freeflowing professional dialogue amongst the teacher participants.

FEELINGS | Time spent by a teacher on different literacy-related activities



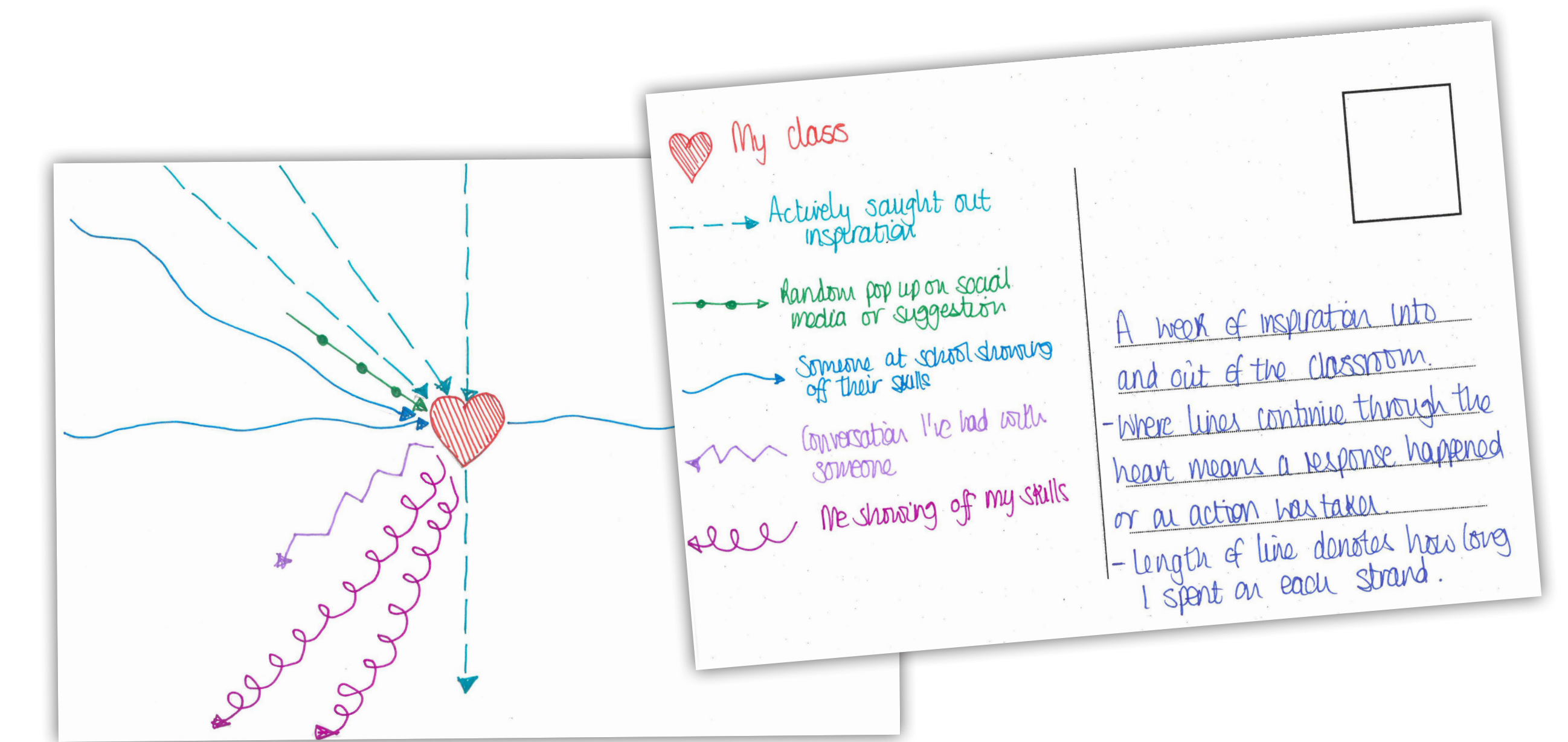
PROFESSIONAL LIFE | Time spent marking English work



PEOPLE | Where do children get their ideas from when writing?



PEOPLE | Inspirations in and out of the classroom



Research questions:

- What can teacher generated quantitative data tell us about teachers' perspectives on what matters in everyday classroom literacy provision?
- How far can quantifications and visual representation illuminate the complexity, context and humanity of everyday classroom literacy?
- How can such data stimulate professional reflection and discussion?



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