

Your task: With colleagues, discuss each principle. For the first column, think of examples of each principle from your own experience as a teacher, learner, or your own user of data. In the second column, list ideas you’d like to incorporate into your own practice.

<p>PRINCIPLES</p> <p>Adapted from Weinstein, G. (2004). Moving toward learner-centered teaching with accountability. <i>CATESOL Journal</i>, 26(1), 1–14.</p>	<p>CURRENT PRACTICES</p> <p>What do I already do that puts these principles into practice?</p>	<p>FUTURE EXCITEMENTS</p> <p>What new ideas, projects, activities would I like to try out to put these principles into practice? What help do I need to do this work?</p>
<p>1. Require ongoing inquiry (listening to/learning about learners)</p> <ul style="list-style-type: none"> • Identify interests, needs, curiosities, & frustrations about data. • Identify learning styles and preferences. • Learn about learners’ contexts and the value of data: issues and challenges. • Learn about learners’ contexts and the value of data: resources and possibilities. 		
<p>2. Build on what learners know</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify learners’ current knowledge, skills, hopes, & attitudes towards data. <input type="checkbox"/> Honor and celebrate language, culture, and diverse ways of knowing. <input type="checkbox"/> Provide opportunities to integrate the past with the present. <input type="checkbox"/> Nurture intergenerational transmission of culture, values, and diverse ways of knowing. 		



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<p>3. Balance skills and structures with meaning making, knowledge creation, and the use of data for community-owned purposes</p> <ul style="list-style-type: none"><input type="checkbox"/> Give learners the language and strategies for ‘speaking data.’<input type="checkbox"/> Develop skills for addressing learners’ purposes for using, producing, and sharing data.<input type="checkbox"/> Provide opportunities to address those purposes.<input type="checkbox"/> Provide learners with opportunities to develop confidence and trust in their own voice as a “data storyteller.”		
<p>4. Strive for authenticity</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide access to authentic tasks and tools, accessible to non-technical users, for working with data.<input type="checkbox"/> Move beyond “rehearsal” to authentic interactions with data in pursuit of real learner needs and purposes.<input type="checkbox"/> Focus on supporting meaningful engagement with data, less on learners’ technical mastery of a tool or the creation of ‘shiny’ graphics.<input type="checkbox"/> Aim to document outcomes that matter to local communities, such as language use, social action, data equity, leadership.		



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<p>5. Promote shared responsibility of the classroom as a “data workspace” among learners and teachers</p> <ul style="list-style-type: none"><input type="checkbox"/> Build in learner choice over what to learn and how.<input type="checkbox"/> Create mentoring opportunities in which more experienced learners help new learners.<input type="checkbox"/> Foster learner initiative in setting goals and monitoring progress.<input type="checkbox"/> Provide opportunities to apply new skills/practices outside the classroom, and share their knowledge with diverse audiences.		
<p>6. Build ‘data-storytelling’ communities of learners and teachers</p> <ul style="list-style-type: none"><input type="checkbox"/> Create opportunities for sharing stories and experiences.<input type="checkbox"/> Provide support for analyzing problems and ‘making data messy.’<input type="checkbox"/> Create opportunities to collectively develop action plans for using, producing, sharing data.<input type="checkbox"/> Provide opportunities for reflection and planning for further action.<input type="checkbox"/> Engage teachers and other stakeholders as co-learners in on-going discovery.		