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Teachers' professional statistical literacy

Principals and teachers are now expected to make data driven decisions regarding planning and practice. This project is examining principals' and teachers' attitudes to, and perceptions of, statistical reports as well as their skills in interpreting such quantitative information. Surveys and focus groups have been used to collect data from 900 respondents.

Research Issues

- › What statistical literacy is required for using assessment data for school improvement?
- › What are the current patterns of use by principals and teachers for data distributed to schools?
- › What expertise or deficits in statistical literacy are evident in school principals

Outcomes

- The Attitudes and Statistical Literacy Instrument (ASLI), for identifying factors affecting school principals' and teachers' attitudes towards quantitative data, and their ability to correctly interpret statistical reports.
- A professional learning program, available face-to-face or online, to promote statistical literacy for principals and

- What are the enablers or barriers (beliefs, attitudes, perceived subjective norms, and perceived behavioural controls) encouraging or hindering principals' and teachers' use of statistical data?
- Advice to the VCAA and DEECD for improving data presentation, reports, and support programs for principals and teachers

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Publications



Pierce, R. & Chick, H. (2011). Teachers' intentions to use national literacy and numeracy assessment data: A pilot study. *Australian Education Researcher* 38 433-447.

Pierce, R. & Chick, H. (2012). Workplace statistical literacy for teachers: interpreting box plots. *Mathematics Education Research Journal*. Online first DOI 10.1007/s13394-012-0046-3.

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