

**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 use of data. In the second column, list ideas you'd like to incorporate into your own practice.

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



## STARTING THE CONVERSATION: ADVANCING COMMUNICATIVE JUSTICE IN OUR CLASSROOMS

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



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