Workshop Title: **Collective intelligence mobilises meaningful action in situ: Professional conversations for data-informed decision making practices**

Presenters: Joan Conway and Dorothy Andrews
                     (University of Southern Queensland, Toowoomba, Australia)
                     Cheryl Bauman-Buffone
                     (University of Southern Queensland, Canada)

Conference theme: Sharing knowledge to improve data-informed decision making practices in education
ICSEI Network: Professional Learning Networks

The Abstract:
Data-informed decision-making dominates the heart of effective leadership and school improvement. Increasingly, it appears that the easy pathway is: "We have the data (evidence) - now we know what to do (action)." REALLY!! DO we have the right data? DO we know what to do? Do we have a shared understanding of what it means and what to do (in context)? The complexity of moving from 'evidence to action' compounds and, unfortunately, is often side tracked by a host of competing internal and external factors resulting in an infernal 'tug-o-war'. Imagine this whirlpool scenario: leadership in a decision making huddle, external 'gurus' employed to generate motion, and teachers caught in the drag of centripetal force pulling them inwards around the central body, the leadership driven decision. Eventually, the externally driven motion departs, the force of motion subsides, and all collapse in a state of exhaustion.

There is another way of creating a culture of collective intelligence where using data effectively is through designing inclusive processes and practices for decision making in context.

The research and development of the Leadership Research International (LRI) team at the University of Southern Queensland, Australia, spans two decades working with schools and education systems across Australia and internationally. It continues to highlight two specific parts of whole school improvement: 1) a diagnostic tool that enables schools to determine what capacity for improvement already exists, and on what to then focus; and 2) the principles and protocols of professional conversation that enables the creation of meaningful knowledge for sustainable collaboration and collective responsibility.

The Diagnostic Inventory of School Alignment (DISA) developed by the LRI team, gathers perceptive data from key stakeholders of the educational organisation (the school) to reveal the state of coherence of key contributing elements to the school achievements and successes. This workshop will invite participants to map their organisation's alignment, and engage in extended discussion in the areas of aligning

teaching to organisational goals (vision and school wide approach to pedagogy); strengthening community links; and building capacity for sustainable school success.

The principles and protocols of professional conversation, also developed by the LRI team, continues to provide the thread for schools in engaging all in the processes of decision making for whole school success (Conway & Andrews, 2018).

This workshop will engage participants in: 1) generating their own perceptive data of whole school alignment; 2) considering how best to involve all stakeholders in contextually relevant, collaborative decision making processes; and 3) adding value to how best to generate knowledge creation processes for improved data-informed decision making practices in situ. Specifically, participants will gain an appreciation for the benefits of designing and facilitating innovative activities for strengthening the skills of successful professional conversations, ensuring that focused, strategic and deliberate leadership enables the development of processes for sustainable whole school improvement. Also included will be information regarding access to the DISA and the Professional Conversations support.

The workshop design:
- Input: A brief stimulus of the content to be covered from the research in educational leadership and school improvement.
- Design: an outline of the two specific activities to be facilitated.
- Activity 1: mapping of the organisation's coherence of key contributing elements to school achievement and success
- Group discussion of the experience of activity 1.
- Activity 2: a focused conversation circle engaging participants in the protocols of skilful discussion, a facilitated conversation of selective layers leading to a shared understanding of outcome.
- Group discussion of the experience of activity 2 and workshop conclusion.