The data literacy framework provides guidance on using data to support learning and wellbeing for children and students, as well as early childhood education and care (ECEC) quality improvement and school improvement. It also serves as a support for developing the data literacy of educators, teachers and leaders in ECEC and schools.

Data literacy refers to the knowledge, skills and dispositions to use data ethically to inform policies, decisions and practices. Data literacy involves:
- managing and securing data
- accessing and generating data
- evaluating and interpreting data
- communicating with data.

Data-informed practice is enabled by taking a purposeful, collaborative, solution focused, ethical and inclusive approach to our engagement with both using, and learning about the use of, data.

Queensland state schools commit to providing opportunities for every Aboriginal and Torres Strait Islander child and student to achieve success by walking with First Nations people to teach and celebrate local histories and cultures.
Developing data plans

A data plan is developed collaboratively, and indicates how data will inform teaching practice, school improvement and ECEC quality improvement. The data plan outlines the data activities that take place, by defining:

- which data, when, by whom
- how data is stored, shared, accessed, presented, tracked, monitored and reported.

Data plans also inform:
- resourcing
- capability building.

Data plans enable pre-approval of data activities for data ethics.

For more details about data use in schools refer to the joint statements: The purpose and use of data in Queensland schools (2021) and National Assessment Program – Literacy and Numeracy (NAPLAN) (2018).

Developing data literacy

Working together to understand and transform data in the context of everyday work, is an effective way to develop our data literacy. Data literate educators, teachers and leaders (in ECEC and schools) work ethically with data in ways described by the professional standards, the school improvement model, quality frameworks (ECEC), and data plan. They develop and apply their knowledge, skills and dispositions to:

- manage data so that it is available as planned, and in a format that is suitable for the intended use
- secure data according to its security classification and in ways that public trust and confidence is maintained
- access and generate the right types and right combinations of data for the intended purpose
- evaluate and interpret data to draw accurate conclusions from an understanding of the limitations of the data sets, and the context in which the data was generated
- communicate findings clearly, accurately, ethically in a way that facilitates conversations about every child or student
- collaborate to transform their data to build commitment to the agreed actions and to share the impact of their learning from data.

Guiding questions for data-informed practice

**Purposeful:**
- What are we investigating?
- What are our intended outcomes?
- What are our priorities for improvement?

**Collaborative:**
- Who can help evaluate and interpret this information accurately?
- When will this information be discussed and used?
- Where will we share our achievements and ongoing questions?

**Solution focused:**
- What is working well? How can we apply our strengths to new situations?
- What potential issues could we prevent by responding to what we can learn from this data?
- What practices are we willing to keep, adapt, stop or start as a result of what we learn together from conversations informed by data?
- What are our targets for improvement? How will we know what progress is being made?

**Ethical:**
- Who should access this data?
- What other data do we need in order to take action from this information?
- What are the limitations of this data?
- How is prior experience and bias influencing our interpretations and communication?

**Inclusive:**
- For whom is it working well?
- Who could benefit from another approach?
- Where could we be making more impact?
- What haven’t we seen yet?
- Who aren’t we talking about?