For all our talk of being student centred, we bought into a success paradigm that robs many children of their voices, marginalises their gifts, and prioritizes measurement and incremental improvement over learning and transformation Safir & Dugan, p23

Levels of Data   Safir & Dugan, 2021

LEVEL 1 SATELLITE DATA	Large grain size	Illuminate patterns of achievement, equity and teacher quality	Point us in a general direction for further investigation
LEVEL 2 MAP DATA	Medium grain size	Help us to identify reading, math and other student skill gaps (eg decoding, fluency, fractions, or instructional skill gaps in teachers	Point us in a slightly more focused direction
LEVEL 3 STREET DATA	Fine grained and ubiquitous	• Help us to understand student, staff and parent experience as well as specific misconceptions • Help us to monitor students' internalization of important skills	• Require focused listening and observation • Inform and shape our next moves

Street data will help us pivot from blind compliance with external mandates to cultivating local, human-centred, critical judgement.

What if we were to shift our systems change framework from dashboards and ratings towards reflective review processes that are rooted in student and family voices?

What if we invested in the observation and analysis of trained educators rather than depending on test developers and policy makers to tell us who's successful?

What if reflective teams comprised of educators, parents, and students developed lines of inquiry around a school-based asset or opportunity versus a perceived "gap"? Safir & Dugan, Street Data, p53

Deep Listening: A Core Stance in School Transformation

The listening phase of the cycle may emerge from satellite or map data. However you begin, ask these three questions:

1. What is the challenge we need to address right now and why does it matter?

2. Who is most impacted by this challenge?

3. How will we listen deeply to their voices and experiences?

In gathering street data we have to slow down and engage in deep listening. By listening to the voices, narratives and perspectives we begin to humanise the process of data gathering. Our approaches to data collection are just as important as any insight, understanding or actions that emerge. Listening deeply and responsively will help us build relational capital and trust and shift the culture as we gather data.

In the street data framework, listening signifies a deep commitment to two things: the technology of skilful listening and an orientation to authentic, present mindful engagement with stakeholders. Here are a few tips to deepen your listening:
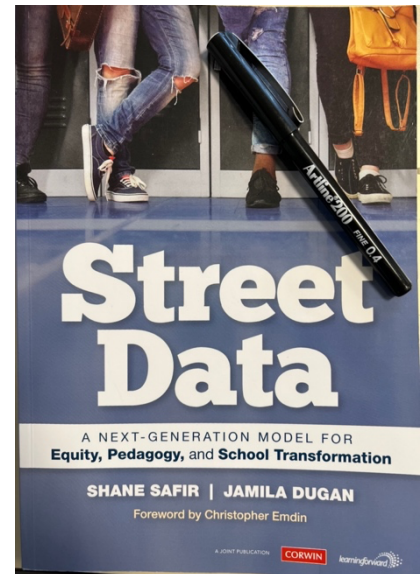
1. **Locate the margins of your community**. Whose voices are most unheard and yet potentially most instrumental to solving the challenges you face?

2. **Cultivate awareness of your personal biases**. Whose voices do you tend to gravitate to and why? What internal scripts are running in your brain about particular students, groups of students, families or colleagues? Challenge yourself by stating an explicit intention, "I commit to listen deeply to students and parents about whom I may carry some judgement. I commit to stay open to learning and insight."

3. **Find a culturally appropriate way to capture listening data**. For some folks taking notes on paper or on a computer may feel perfectly fine. For others it may smack of power or bureaucracy. If uncertain, ask the person, "Do you mind if I take notes once in a while?"

4. **Pay close attention to nonverbal cues**. Robert Mehrahbian's research revealed that in any exchange involving emotion, 38 % of meaning is conveyed through tone, 55% through body language and only 5% through words. As you gather street data via listening, develop an awareness of your own and other people's tone and non verbal cues as a window into their emotional experience. Listen for emotional peaks which may be revealed through upticks in volume or shifts in tone and body language.

5. **Remember your purpose – understanding**. Street data is distinct from other forms of data gathering in that the process is an opportunity to build trust and relational capital with the people at the margins of your community.

Elements of Public Learning

There are five core elements of the practice of public learning, which animate the work of street data:

- **Begin with curiosity**: shines a light on the experience of learning and promotes a listening stance by openly inviting the presence of uncertainty, complexity, curiosity, vulnerability and wonder.

- **Uncover student experience**: centres the voice of the adult learner on understanding students' experience through relevant street data.

- **Build space for sense-making and challenging bias**: acknowledges (1) the messiness of making sense of what success looks like and where students are in relation to the goal, and (2) the unavoidable presence of implicit bias, which is made visible through inviting multiple perspectives

- **Acknowledge that learning is social and emotional**: insist upon collective, explicit reflection on the social and emotional aspects of adult learning to continually deepen and strengthen learning practice.

- **Value learning at a systems level**: sits inside of a system that values practitioner learning and knowledge-building. This value is an essential part of fuelling the motivation to continually learn while carrying out the challenging work of teaching.