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Summit 2023  
9-11 October

Melbourne, Australia & Online



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Science Interventions  
Yong Loo Lin School of Medicine



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## #144 - Supporting schools with deliberate, structured approaches to implementing evidence-based teaching practices

### Presenting Author(s)\*

Belinda Parker, Steph Murphy

### Affiliation

Australian Education Research Organisation (AERO)

### Country of residence

Australia

### Objectives/aims

Schools are often implementing new curricula, policies and programs. Yet, further work is needed to support practitioners with deliberate, structured approaches to implementing evidence-based teaching practices.

The Australian Education Research Organisation (AERO) was established in 2021 as Australia's national education evidence intermediary. Internationally, evidence intermediaries have often paid insufficient attention to effective and sustainable implementation of the evidence they have generated or synthesised (Abdo, Goh et al. 2021). To address this, one of AERO's three main ways of working is to "encourage adoption and effective implementation of evidence in practice and policy."

As a national education evidence intermediary, AERO cannot directly support implementation at scale. However, to be confident in our guidance towards making evidence-based teaching more widespread, it is important for AERO to deeply understand how implementation of evidence-based teaching practices occurs on the ground. As part of our overall implementation strategy, AERO is currently working alongside a small cohort of Australian schools to learn about promising ways to support the implementation of evidence-based teaching practices.

### Methods

Since 2021, AERO has synthesised and produced 'Tried & Tested' resources for teachers and leaders on explicit instruction. In 2023, AERO is working directly with 9 Australian primary schools across 3 jurisdictions to support and learn about the implementation of explicit instruction. This 'learning partner' project uses a staged approach to implementation that includes detailed implementation planning, professional learning, teacher modelling and 1:1 coaching facilitated by AERO

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Implementation Consultants and school staff. Implementation Consultants also work with school staff to identify and act on implementation enablers and barriers. Monitoring is used throughout to support real-time improvements in participating schools, and a formative evaluation is being carried out to generate overall learnings about implementation.

### **Main findings**

This session will outline AERO's approach to the learning partner project, as well as our emerging learnings about promising implementation approaches across different school contexts. Project learnings will be an important part of AERO's future implementation advice and guidance to education policymakers and stakeholders more broadly.