

Turning evidence into action in education

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**EVIDENCE
FOR LEARNING**

Introducing Evidence for Learning

We help educators increase learning by improving the evidence of what works and why.

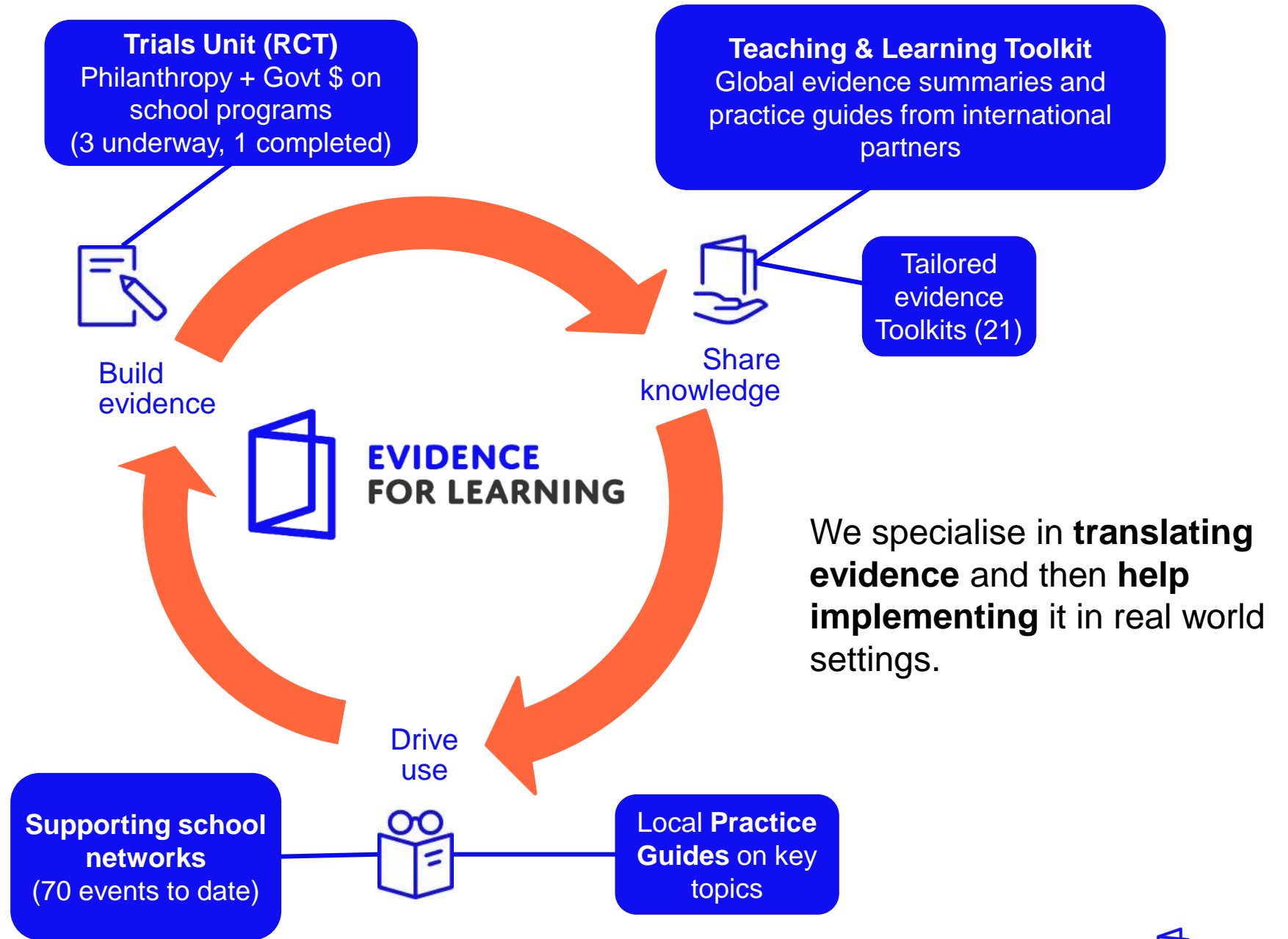
This makes the biggest difference for learners in disadvantaged settings where school education plays a crucial role in improving life chances.

Our vision is an Australia where evidence-informed approaches increase learning, so that all children, regardless of background, make the best possible progress.

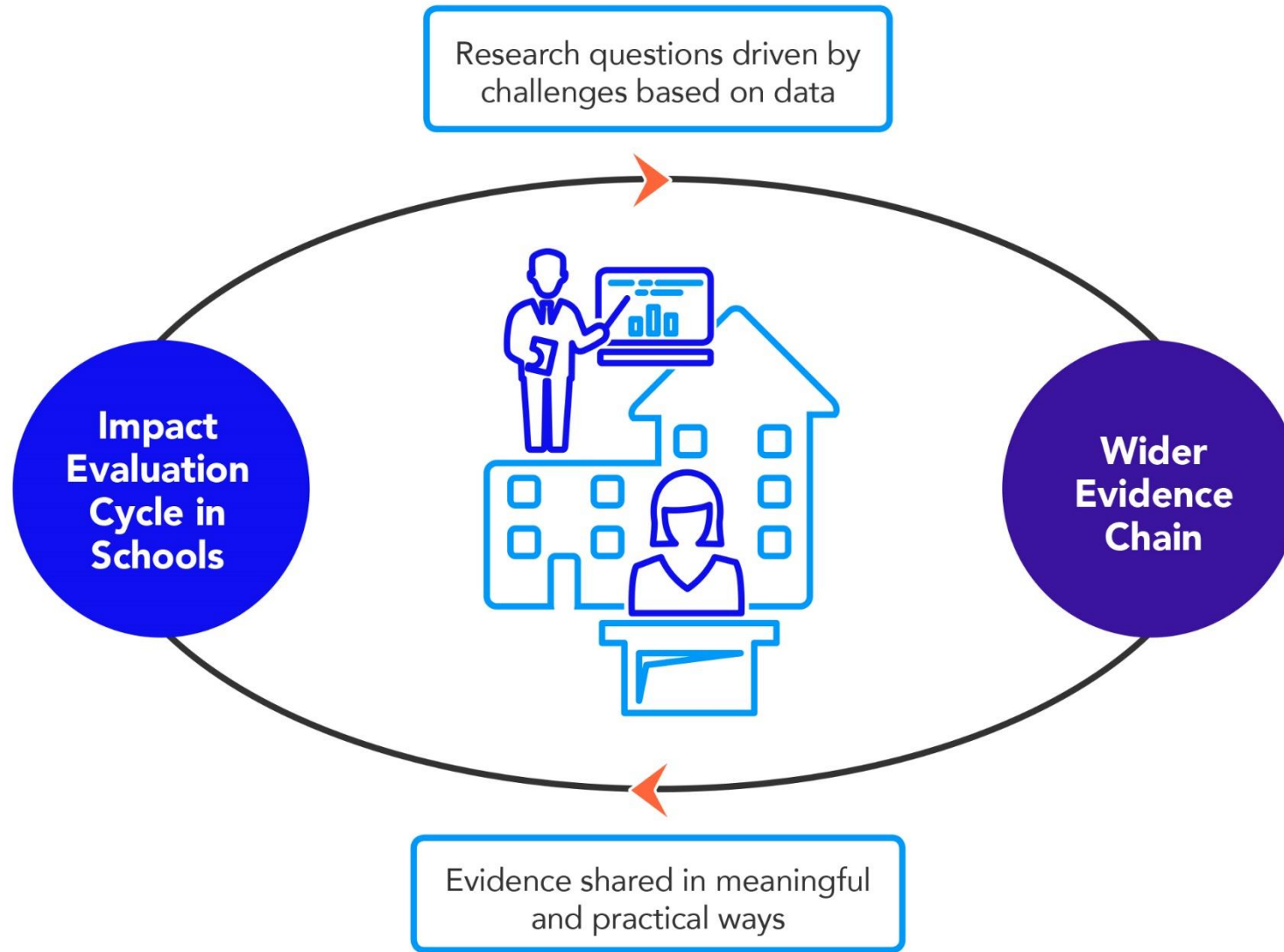


Better school decisions informed by evidence

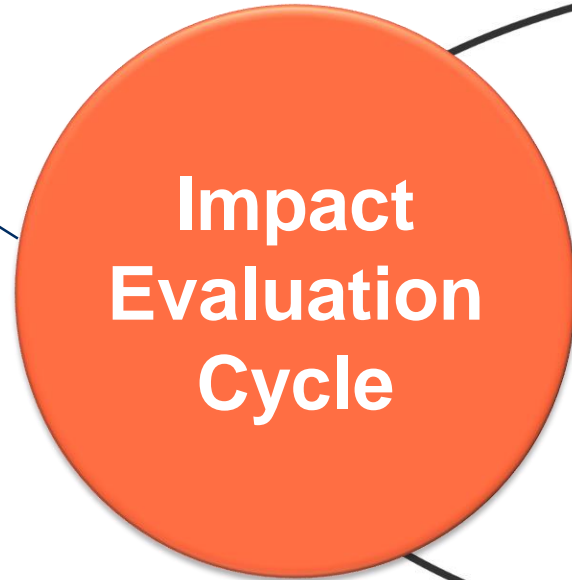
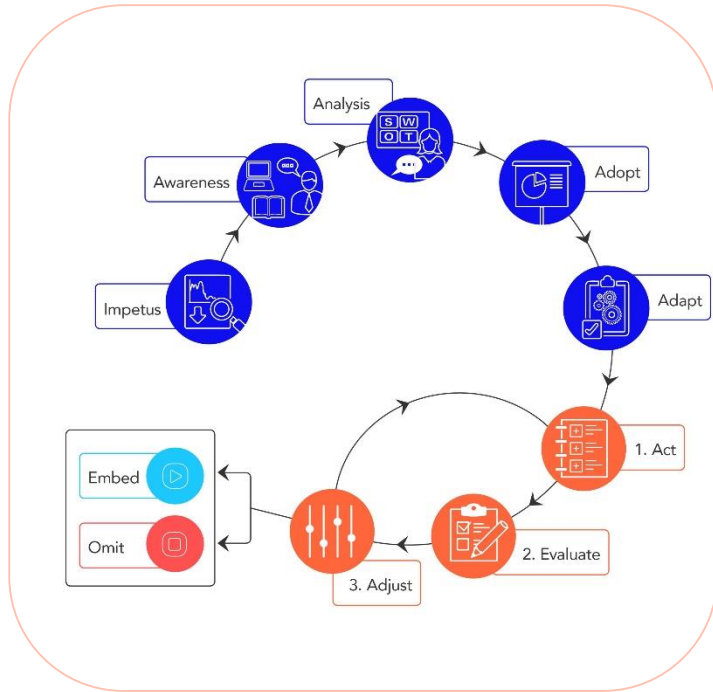
We are an **Evidence Intermediary**; we play a brokering role between research and practice



Evidence ecosystem



Evidence ecosystem



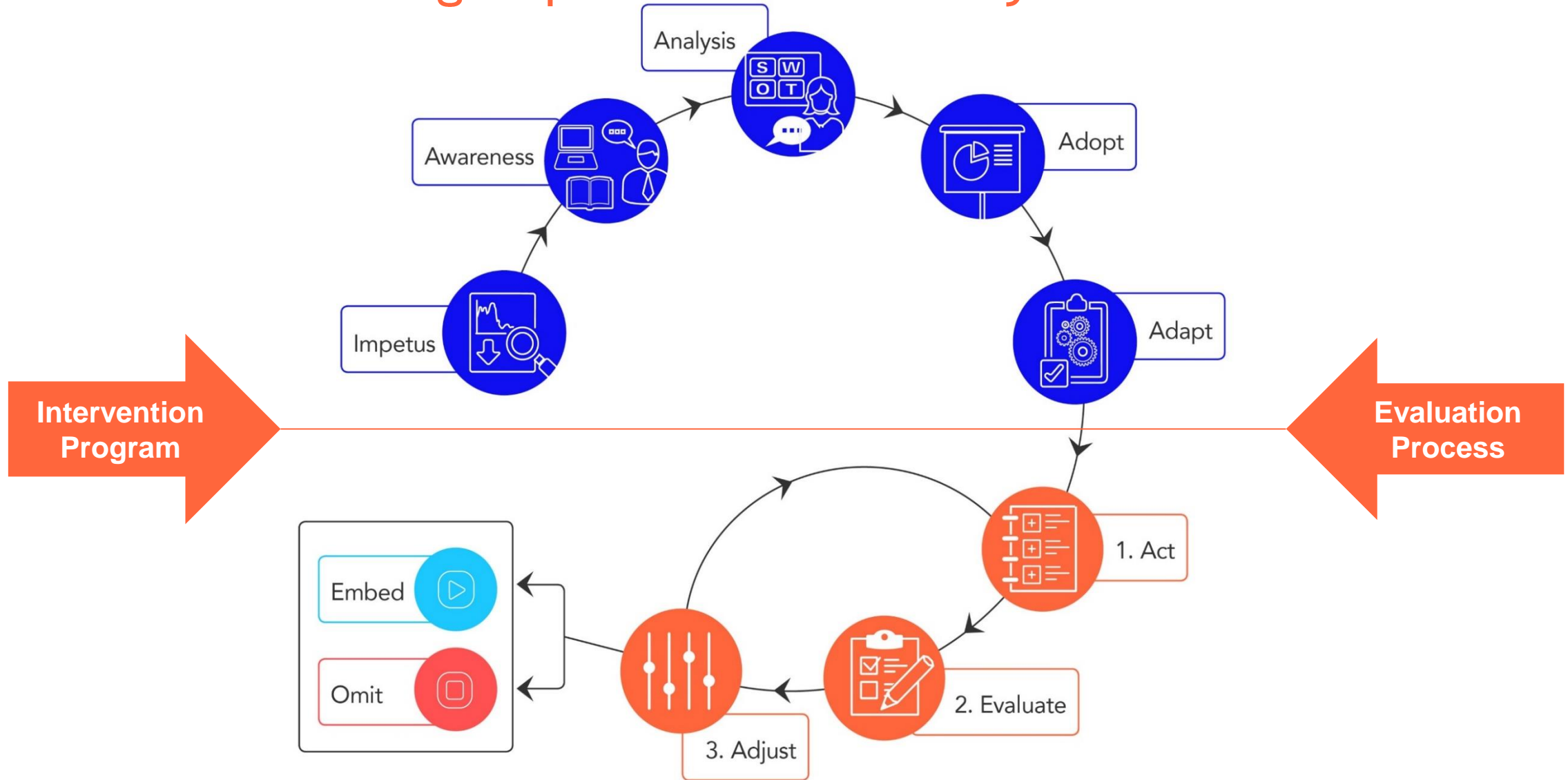
Research questions driven by challenges based on data



Evidence shared in meaningful and practical ways



Evidence for Learning Impact Evaluation Cycle



Panel questions

- How would you define evidence-informed practice?
- What is practice-based evidence?
- How have you used evidence to make changes to your practice or encourage change in others?
- How do you facilitate evidence use at a system level?
- What is one key significant challenge to using evidence in your experience?
- How have you used the Impact Evaluation Cycle in your school/across schools?
- What change have you seen from implementing evidence-informed practice?

What evidence is useful?

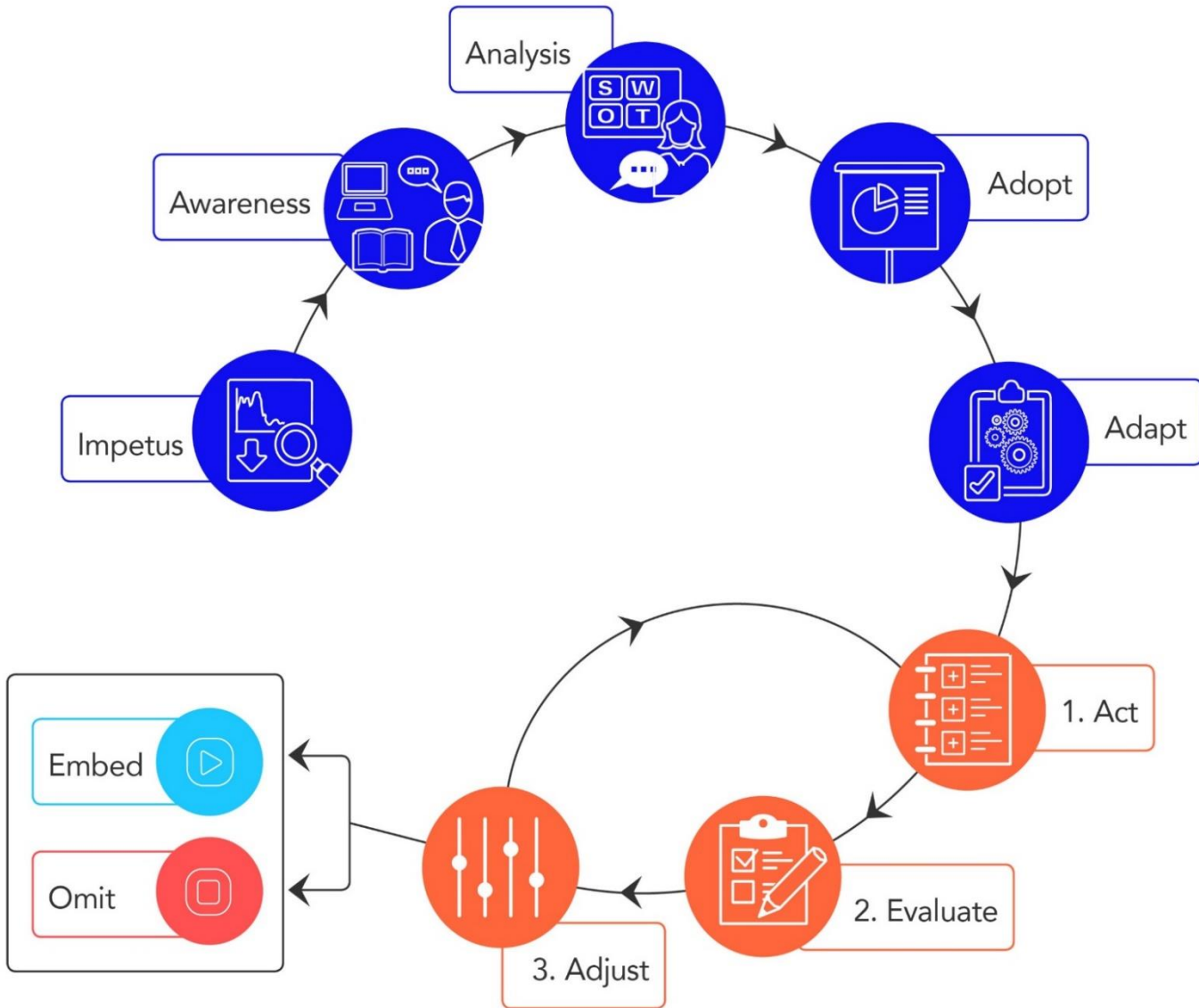
What types of evidence are important?

- Evidence of what works for whom and in what circumstances for evidence-informed decision making.
- Practice-based evidence.

Includes quantitative and qualitative evidence. Answers the questions of:

- Has there been an improvement in **students' learning**? (Hattie, 2015).
- Identifying the active **ingredients** involved in the implementation of the approach **that worked in your setting and how they worked** (Sharples, 2013).

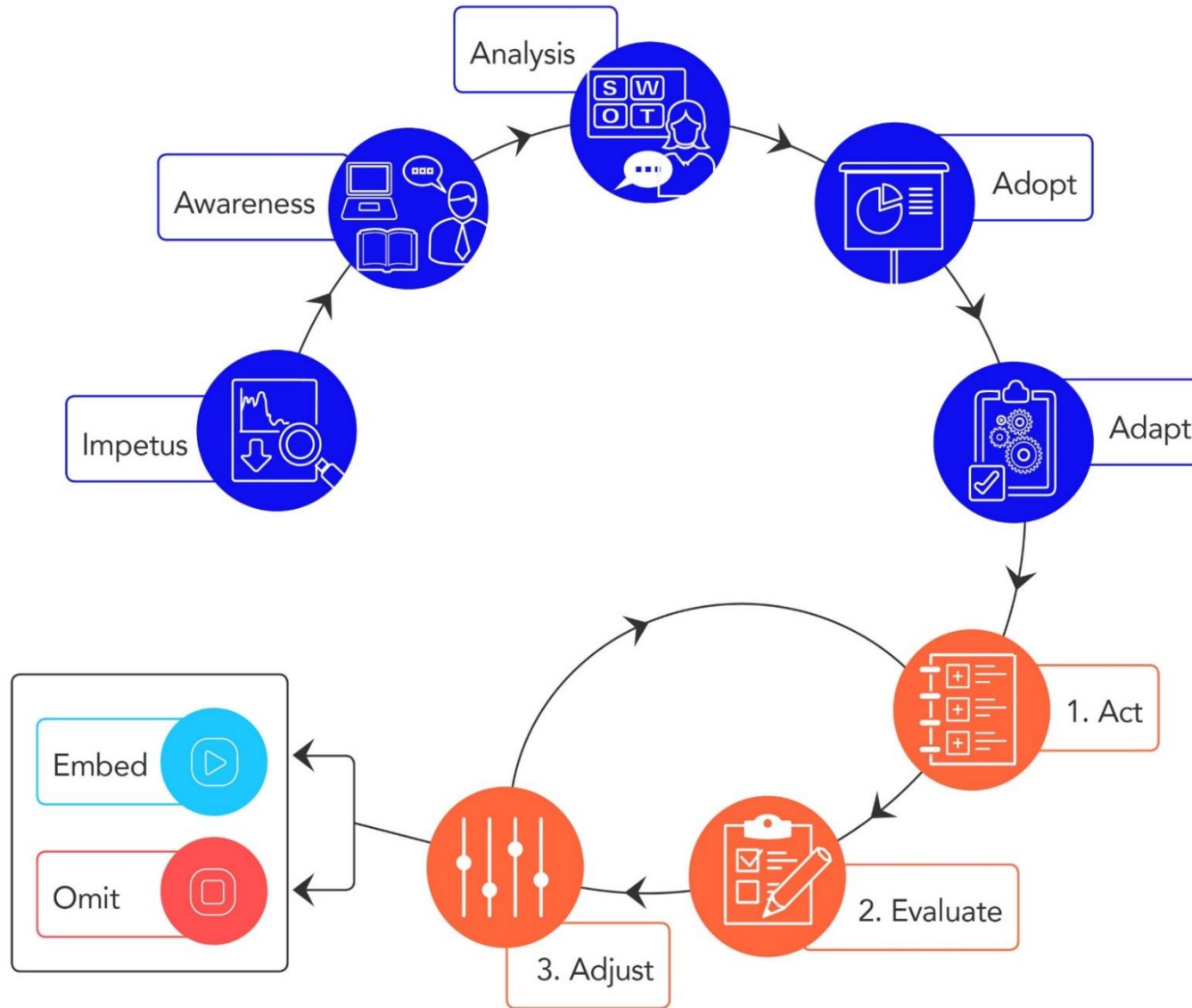
The model we choose to use at Keilor Views Primary School



Understanding the Impact Evaluation Cycle

- The **Impetus** must come from school level data and appreciation of local context.
- **Awareness** of which approaches have good evidence of success and be able to easily distinguish them from the plethora of available information.
- Intentional **Adoption** and **Adaptation** of the program includes the use of implementation science to articulate the theory of change and manage the barriers to success (including staff training and use of measures to determine efficacy in that context).
- Implementation is conducted in a mini cycle of **Act, Evaluate** and **Adjust** that ensures active learning to make immediate difference and generates new data and knowledge for sharing with the wider evidence chain.
- A deliberate decision to **Embed** or **Omit** (discard) the program based on the local evidence of impact; choosing what to stop (omit) is as important as choosing what to keep (embed).

Structures in place to support practice at Keilor Views PS



Communities of Practice

Pupil Professional Learning Community

Facilitated PLTs

Coaching in teams and in individual classrooms


Questions?



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- Comments and feedback please tvaughan@evidenceforlearning.org.au





Helping great practice
become common practice



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