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**The Research School Network: bridging the gap between evidence and practice**

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**Objectives/aims**

The evidence-base on effective teaching is growing and becoming more accessible through platforms like the Education Endowment Foundation (EEF) website. Yet, the research on research use suggests that ‘passive’ dissemination alone is unlikely to have widespread impact on practice. To counter this, the EEF established a network of 22 Research Schools, on the premise that schools are best placed to be brokers of research evidence and support the development of evidence-informed practice. So far, >4,000 teachers have been trained on evidence-based practices and processes, with >10,000 subscribers to the newsletter. There are reflections emerging through this work about the advantages and challenges of situating knowledge brokers in the school system, as opposed to research bodies, external intermediaries or government.

**Methods**

The session will explore the role of the Research School Network in the English ‘evidence-ecosystem’. The Research School concept will be introduced as a way of building capacity and expertise to bridge the gap between evidence and practice. Early years literacy will be used to exemplify the parts of this system.

Using the framework outlined by the panel, the audience will be asked to identify the capacity and infrastructure required for using evidence in their jurisdictions and for issues that are relevant to their schools. A Question and Answer session will draw out the challenges and opportunities for developing school-based brokers and learnings from the EEF’s Research School model.

**Main findings**

By introducing a framework for the Research School model, and the principles that underpin it in relation to the use of research evidence, we hope to provoke thinking about its applicability to other countries. This should draw out insights regarding how such an application would differ according to the different needs, cultures and contexts of differing countries (e.g. the autonomy of teachers to make use of the evidence base in their classrooms). Our hope is that the questions are relevant for other countries and the session will help participants think through how having teachers as brokers can help drive evidence use and ultimately benefit pupil outcomes.