### **ABSTRACT SUBMISSION TEMPLATE**

*Thank you for your interest in presenting at GEIS 2018. To submit your abstract, please complete the form below. This is a protected form; simply write your responses in the grey boxes provided. This will help you keep within the text limits defined for each section of your abstract.*

*Once completed, save your form and click on the ‘Submit an abstract’ link on the GEIS 2018 website to upload it in the Presentation Portal.*

**Presentation or session title** (100 characters)

Bringing the best evidence into education policy: The Mini Lit trial

**Presenting Author(s)\*** (Eg: Dr Robyn Mildon1 , Howard White2, Bianca Albers1)

Dr Pauline Ho 1, Dr Jenny Donovan 2, Prof Sharon Goldfeld 3, Dr Robyn Wheldall 4, Dr Jon Quach 5

\*Please only list the authors who will be attending the summit. If your abstract is accepted, all authors must register for summit in order for your abstract to appear in the program. For a panel, please list all panel members. We will not accept proposals for all-male panels.

**Affiliation** (Eg: 1.Centre for Evidence and Implementation, Australia 2.Campbell Collaboration)

1. Evidence for Learning, Australia. 2. Centre for Education Statistics and Evaluation (NSW Department of Education), 3. Murdoch Children's Research Institute, 4. Macquarie University, 5. Murdoch Children's Research Institute/Melbourne Graduate School of Education

**Country of residence**

Australia

**Type of session** (please select from the dropdown list)

**Panel**

**Theme** (please select from the dropdown list)

Using evidence for better policy, programs and practice

**Objectives/aims** (Please describe the objectives and/or aims of the study or activity you wish to present on, or for the panel you suggest to include in the GEIS 2018 program. Max 600 characters.)

The urgency to bring evidence of 'what works best' into classrooms raises debates on what counts as 'evidence-informed policy'. It is crucial that policy decisions are made with the best available evidence. In 2016, Evidence for Learning commissions the independent evaluation of the Mini Lit program to test its effectiveness for struggling early readers. Bridging this gap between research and policy is complex and requires commitment from all partners. E4L's role as the independent broker facilitates the partnership between the program developer, system, evaluator and schools. The panel will discuss their roles in fostering research independence, and how evidence can be best used to assist and shape public policy.

**Methods** (What methods were used as part of your study or activity? If you are submitting a panel proposal, what will be the format of your session? Max 600 characters.)

A fishbowl format will be used with panellists seated in the inner circle and audience in outer concentric circles. Panel will begin with an introduction followed by a closed discussion on the topic by the panellists facilitated by a moderator. The next part will invite questions or comments from the floor. Then audience observers will switch places with panellists so that they now discuss, as guided by prompts by facilitators while panellists observe and take notes. After the group has discussed, panellists and the audience group will reflect on each other's discussions.

**Main findings** (Please describe the results and/or outcomes of your study or activity. If you are submitting a panel proposal, describe the expected results from this panel. Max 600 characters.)

The panel will highlight the need for responsive, high-quality and robust evidence that is available to promote the use of best evidence in policy making. The panel will raise awareness of the importance of research independence, and the partnerships between key partners to generate and provide the best evidence to support policy decisions. Key findings from the Mini Lit trial will be discussed and how these evidence were used to inform policy and practice decisions for scaling and impact more widely.

***The Learning Impact Fund is a first-of-its-kind evaluation model in Australia, designed to rigorously test and independently report on Australia’s most promising programs in order to scale up the most promising approaches to lift students’ academic achievement. The Fund is supported by a $1 million education grant from the Commonwealth Bank of Australia and supported by the UK’s Education Endowment Foundation (EEF).***

**Please note: If you are submitting an abstract for a symposium or panel**, please ensure your responses above describe the aims and intended results for your panel. Under ‘methods’, please include a description of your session format and panel participants.