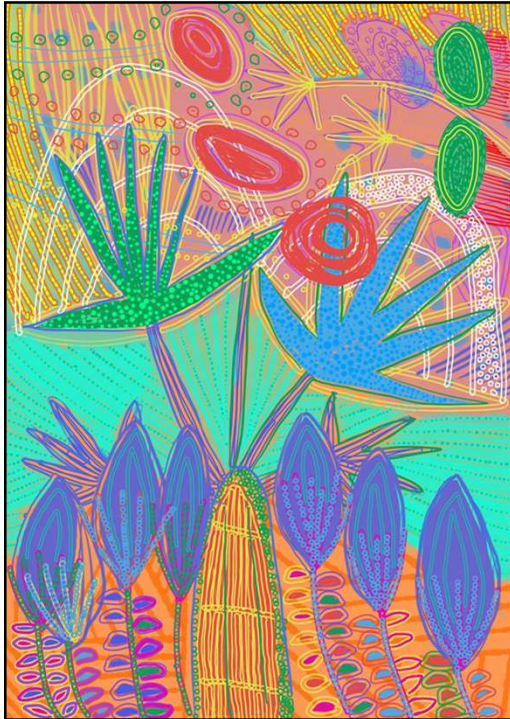


# Taking a deliberate and structured approach to implementing evidence-based practices

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## Acknowledgement of Country

The Australian Education Research Organisation (AERO) acknowledges the Traditional Custodians of the lands, waterways, skies, islands and sea Country across Australia. We pay our deepest respects to First Nations cultures and Elders past and present. We endeavour to continually value and learn from First Nations knowledges and educational practices.

Artwork: Shaun Edwards, Wildbarra Co.  
[www.wildbarra.com.au](http://www.wildbarra.com.au) | Twitter @wildbarraco | Instagram @wildbarra

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## Session objectives:

- 1 To **introduce AERO** and its role in supporting schools to implement evidence
- 2 To describe the **four components** of a deliberate and structured approach to implementation
- 3 To hear a **school leader's experience** of taking a deliberate and structured approach to implementation
- 4 To consider how taking a deliberate and structured approach to implementation could **benefit your school**

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The slide features a dark teal background with abstract, overlapping curved shapes in lighter shades of teal. In the top right corner, the Australian Education Research Organisation logo is displayed, consisting of a stylized white 'A' icon and the text 'Australian Education Research Organisation'. The main title is centered in large, white, sans-serif font. The website address 'edresearch.edu.au' is located in the bottom left corner.

Australian Education Research Organisation

# AERO and its role supporting schools to implement evidence based practices

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**AERO is  
Australia's  
independent  
education evidence  
body, established  
and funded by  
Commonwealth,  
state and territory  
governments**

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## AERO's vision

AERO's vision is for excellence and equity in educational outcomes for all children and young people through effective use of evidence.

In support of this vision, we:



**generate** high-quality evidence



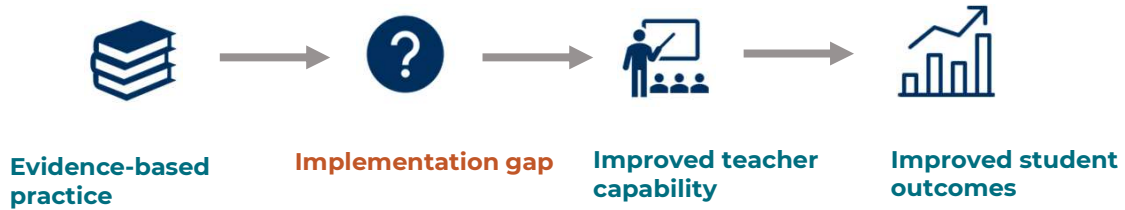
**present** high-quality evidence that is **relevant** and **accessible**



encourage **adoption** and effective **implementation** of evidence in practice and policy.

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## The Implementation challenge

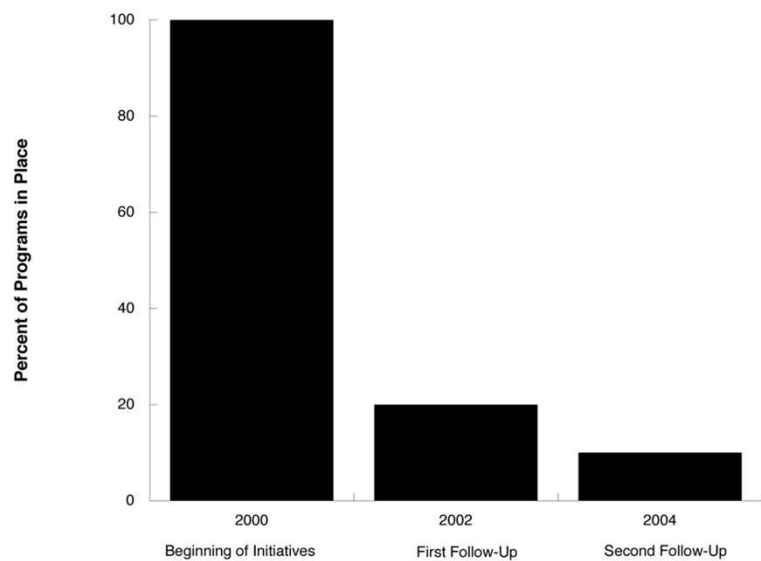


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## The Implementation challenge

Aladjem, D. K., & Borman, K. M. (2006). *Summary of findings from the national longitudinal evaluation of comprehensive school reform.*

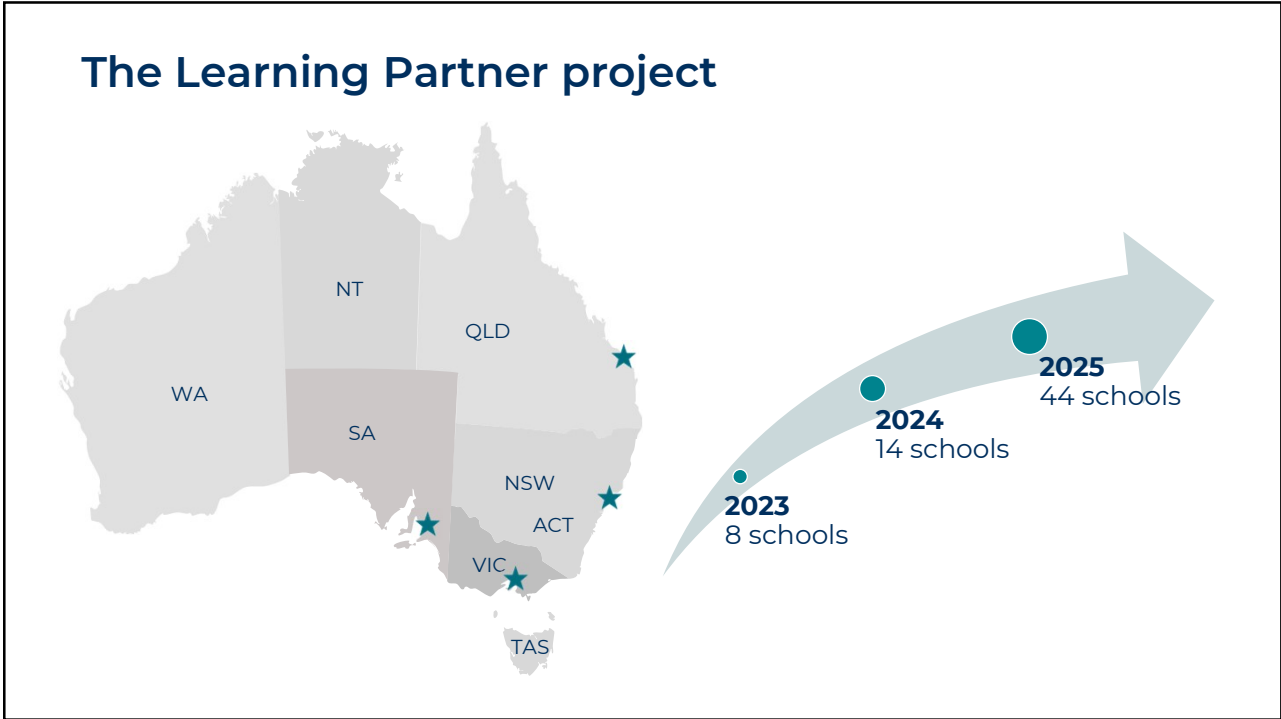
How Sustainable Are School Reform Initiatives?



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# The Learning Partner project

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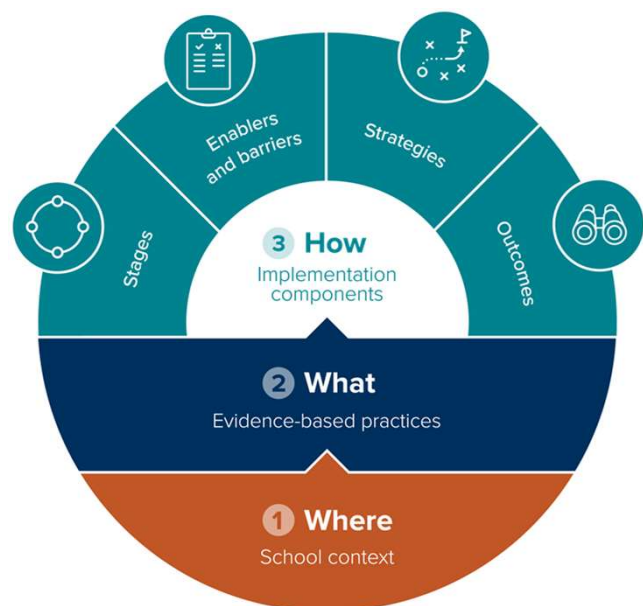
# Introducing a deliberate and structured approach to implementation

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## AERO's approach

We are using a **deliberate** and **structured** approach, informed by implementation research

- **deliberate** – a process that needs to be thoughtfully planned and committed to
- **structured** – a series of interconnected activities and decisions.



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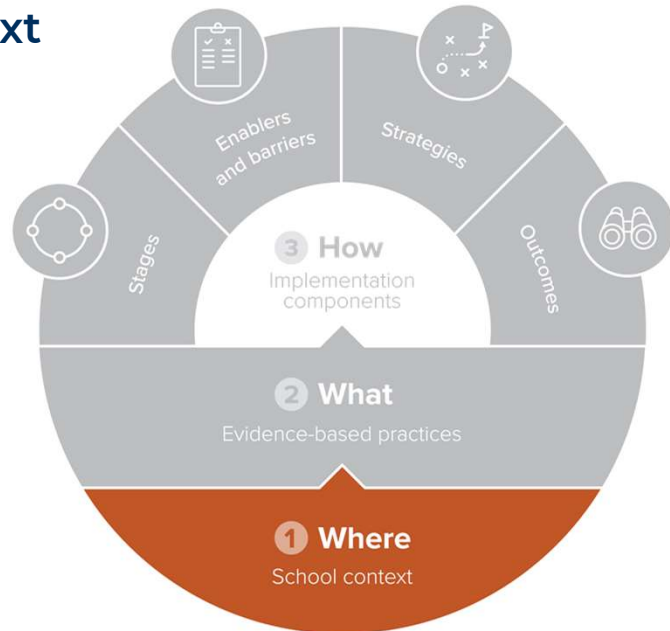
## Tailor to school context

### Why do it?

Implementation that's overly prescriptive runs the risk of failing. Instead, implementation must fit individual communities and the evidence-based teaching practice.

### How do you do it?

The 4 implementation components enable you to engage with an implementation process that is responsive to specific school contexts.



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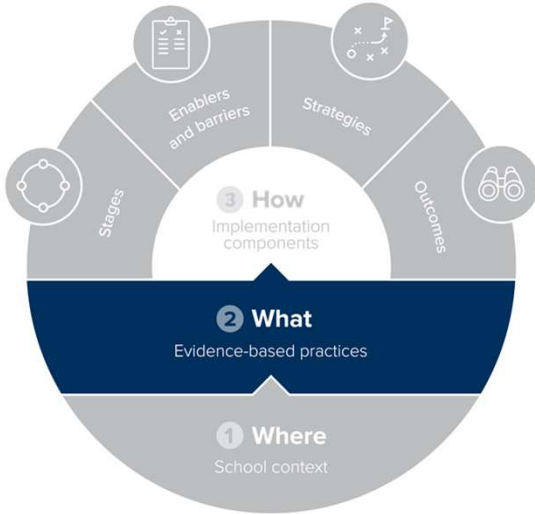
## Somerville Rise Primary School



- regional school on the Mornington Peninsula
- new leadership team in 2022
- development of consistent routines/processes
- curriculum knowledge
- Instructional Model
- Cognitive Load Theory
- Explicit Instruction (ei)

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## Choose practices backed by rigorous research



### Why do it?

Practices that have quality research backing them are more likely to improve practice in your school.

### How do you do it?

Look for practices backed with rigorous and relevant evidence, e.g. AERO's learning and teaching model.

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## Models of learning and teaching

**Teaching that aligns with how students learn**

**Enabling**  
 Foster the conditions of a learning-focused environment

- Rules and routines
- Respectful interactions
- Self-regulated learning
- Cultural safety
- Family engagement

**Planning**  
 Develop a teaching and learning plan for the knowledge students will acquire

- Define knowledge
- Chunk content
- Sequence instruction
- Plan to assess

**Instruction**  
 Manage the cognitive load of learning tasks

- Explain learning objectives
- Teach explicitly
- Scaffold practice
- Monitor progress
- Support tiered interventions

**Gradual release**  
 Maximise retention, consolidation and application of learning

- Revisit and review
- Vary practice
- Organise knowledge
- Extend and challenge



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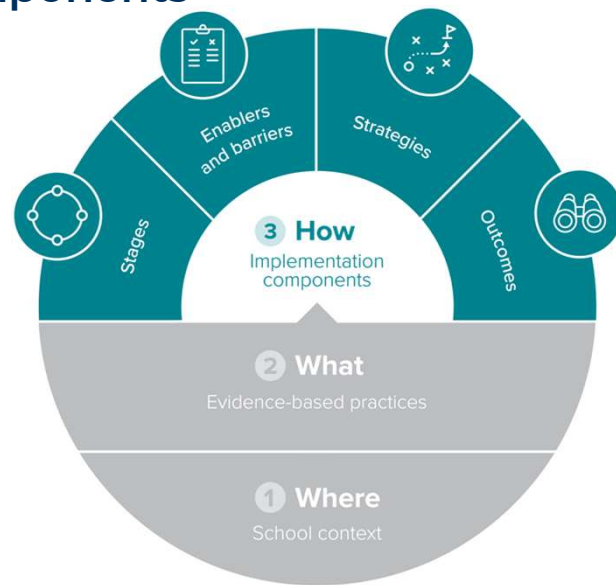
## Use implementation components

### Why do it?

Taking a deliberate and structured approach to implementation is backed by research.

### How do you do it?

Use the four interconnected implementation components.



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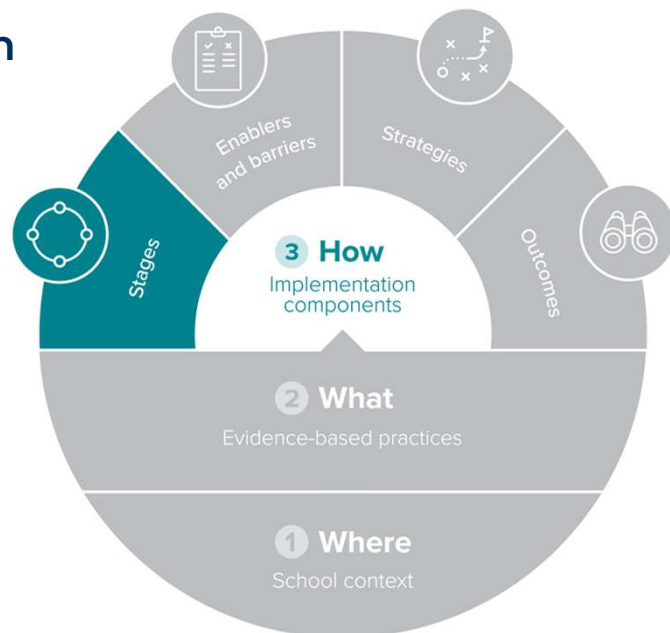
## Use a staged approach

### Why do it?

Implementing in stages reduces complexity by sequencing planning and action.

### How do you do it?

- Match actions to the stage you are in
- Plan and prepare for actions and challenges of the next stage

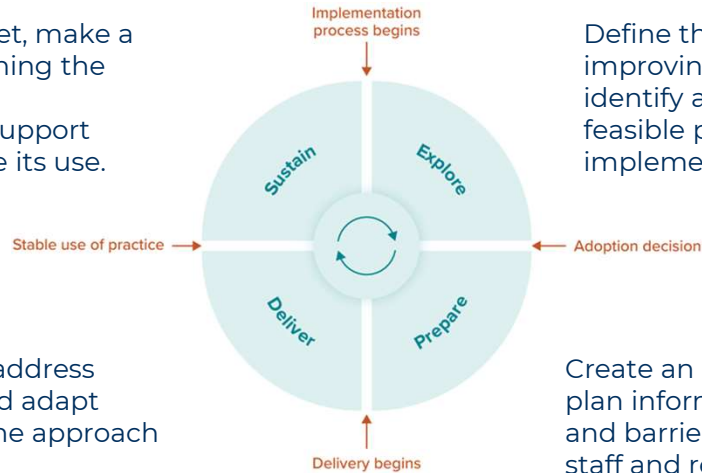


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## Use a staged approach

From the outset, make a plan for sustaining the practice and continuously support and encourage its use.

Define the goal for improving your school and identify appropriate and feasible practices to implement.



Support staff, address challenges, and adapt strategies as the approach is used.

Create an implementation plan informed by enablers and barriers, then prepare staff and resources.

Adapted from 'Putting Evidence to Work: A School's Guide to Implementation' EEF, 2019)

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## 4 Stages



- pendulum
- pulse check at each stage
- get into the learning pit
- plan implementation
- coaching
- champions
- review enablers and barriers

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# Explore



- learn about evidence informed approach to improve teacher practice
- learn about implementing evidence informed approach
- to improve our use of explicit instruction in writing across all year levels (AIP link)

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Term 1				
Week and focus area	Year levels	Strategy	People	Implementation Stage
<b>Cognitive science</b>				
Week 1	All	Professional learning – Foundational PL - Cognitive science - Mythbusting EI - Key practices of EI	Consultant School leader	Prepare
Week 2	Leaders	Implementation planning	Consultant School leader	Prepare
Week 3	Leaders	Implementation leader PL - Mod 1 Structured and deliberate approach to implementation Implementation planning	Consultant School leader	Prepare
Week 4	All	Implementation leader PL Mod 2 Enablers and barriers	Consultant School leader	Prepare
Week 4	All	Enablers and barriers activity	Consultant School leader	Prepare
<b>Learning routines</b>				
Week 5	All	Professional learning module 4 – setting up for EI	Consultant School leader	Prepare
Week 6	F, 1/2, 3	Modelling	Consultant School leader	Deliver
Week 7	4-6	Modelling	Consultant School leader	Deliver
Week 9	All	Observations – learning walk Implementation planning	Consultant School leader	Prepare/Deliver

# Prepare



- professional learning
- enablers and barriers
- implementation plan



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## Deliver



- professional learning
- modelling and coaching
- learning loop to monitor

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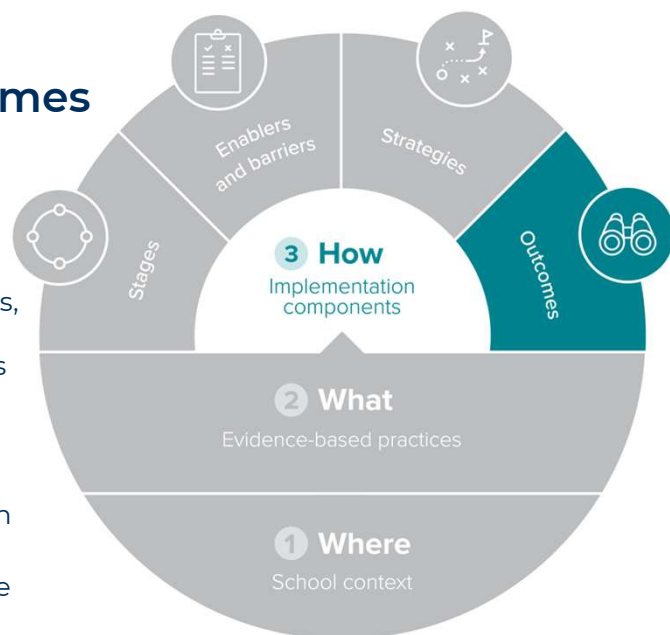
## Establish and monitor implementation outcomes

### Why do it?

Implementation outcomes are predictors of future student outcomes, they enable leaders to monitor the health of the implementation process and take timely action.

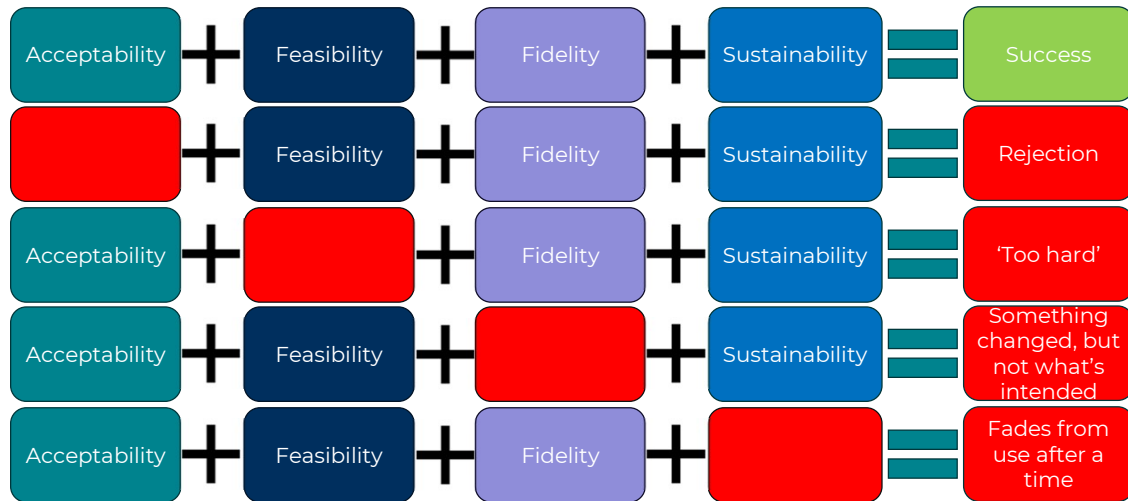
### How do you do it?

- Plan how to monitor outcomes, regularly gather data and reflect on outcomes
- If the outcomes aren't healthy, take action.



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## Why all implementation outcomes matter



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## Outcomes



- tracking progress each term
- slowing down, looping back
- additional PL and coaching
- celebrating success

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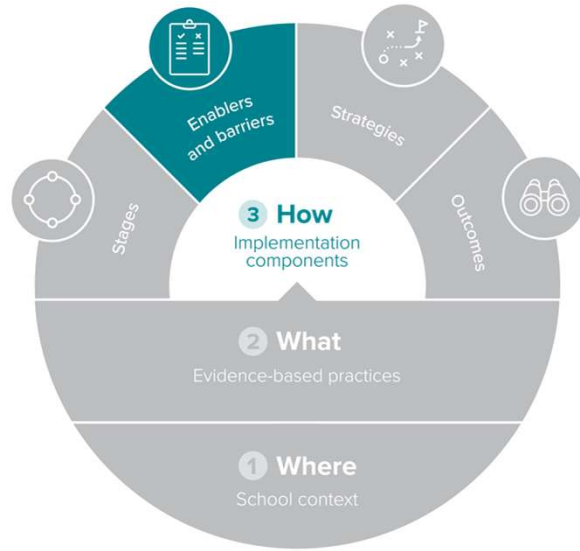
## Respond to implementation enablers and barriers

### Why do it?

Addressing enablers and barriers means implementation is tailored to school context and to the practice

### How do you do it?

- Systematically gather, examine and monitor enablers and barriers
- Plan for actions that strengthen enablers and reduce barriers.



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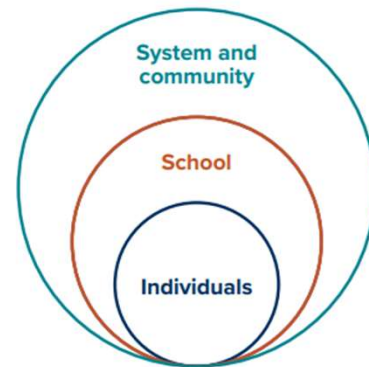
## Respond to implementation enablers and barriers



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Source: Examples of statements adapted from 'The Updated Consolidated Framework for Implementation Research Based on User Feedback' by L.J. Damschroder, C. M. Reardon, M.A. Opra Widerquist & J. Lowery, licensed under CC BY 4.0 and 'The CEIR Card Game: A New Approach for Working with Implementation Teams to Identify Challenges and Strategies' by M. Piat, M. Wainwright, E. Sofouli, H. Albert, R. Casey, M. Rivest, C. Briand, S. Kasdorf, L. Labonté, S. LeBlanc, & J.J. O'Rourke, licensed under CC BY 4.0.

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## Enablers and Barriers



- What are our strengths?
- What response do barriers require? Any quick wins?
- What implementation strategies will help us?

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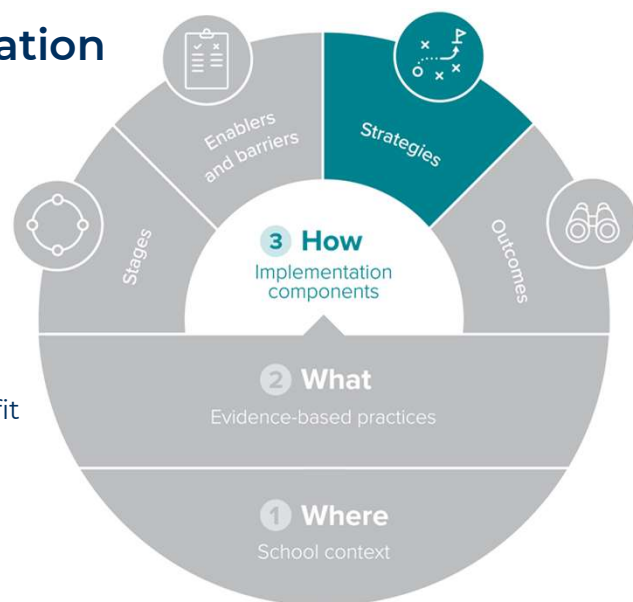
## Select and use implementation strategies

### Why do it?

Strategies enable leaders to take action during implementation.

### How do you do it?

- Select a small number of strategies that fit the current implementation stage and address current enablers and barriers
- Plan for how strategies will be combined and sequenced before delivering them.



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## Select and use implementation strategies

### Implementation strategy

Provide implementation support
Develop an implementation plan
Conduct local needs assessment
Develop systems and tools to monitor implementation outcomes
Organise staff implementation meetings
Deliver professional learning cycles
Make professional learning dynamic and effective
Prioritise time for teachers to use the evidence-based teaching practice
Identify and prepare champions
Communicate commitment to the change
Prune competing initiatives

Examples of implementation strategies adapted from *School Implementation Strategies, Translating ERIC Resources (SISTER)*.  
(Cook et al., 2019)

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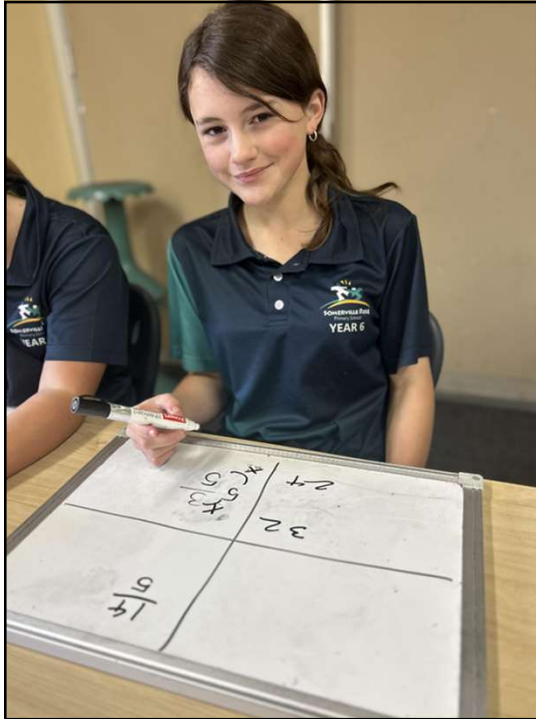


## Implementation Strategies



- Chosen based on our school context and goals
- Taking ownership
- Increasing coaching

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## Tips & Takeaways



- narrow the focus
- prioritise time
- monitor enablers & barriers
- slow down if needed
- embrace vulnerability
- celebrate successes
- utilise AERO's implementation guides

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## Learn more



### Explainers

Outline the research and frameworks that underpin our approach.



### Discussion Paper

Shares what we're learning from the Learning Partner project.



### Practical Resources

Offer practical tools to support leaders to undertake a deliberate and structured implementation approach in their own school.



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