



Evidence Based
Education

The Elephant in the Room

Education's failure to implement new ideas well

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Evidence Based Education





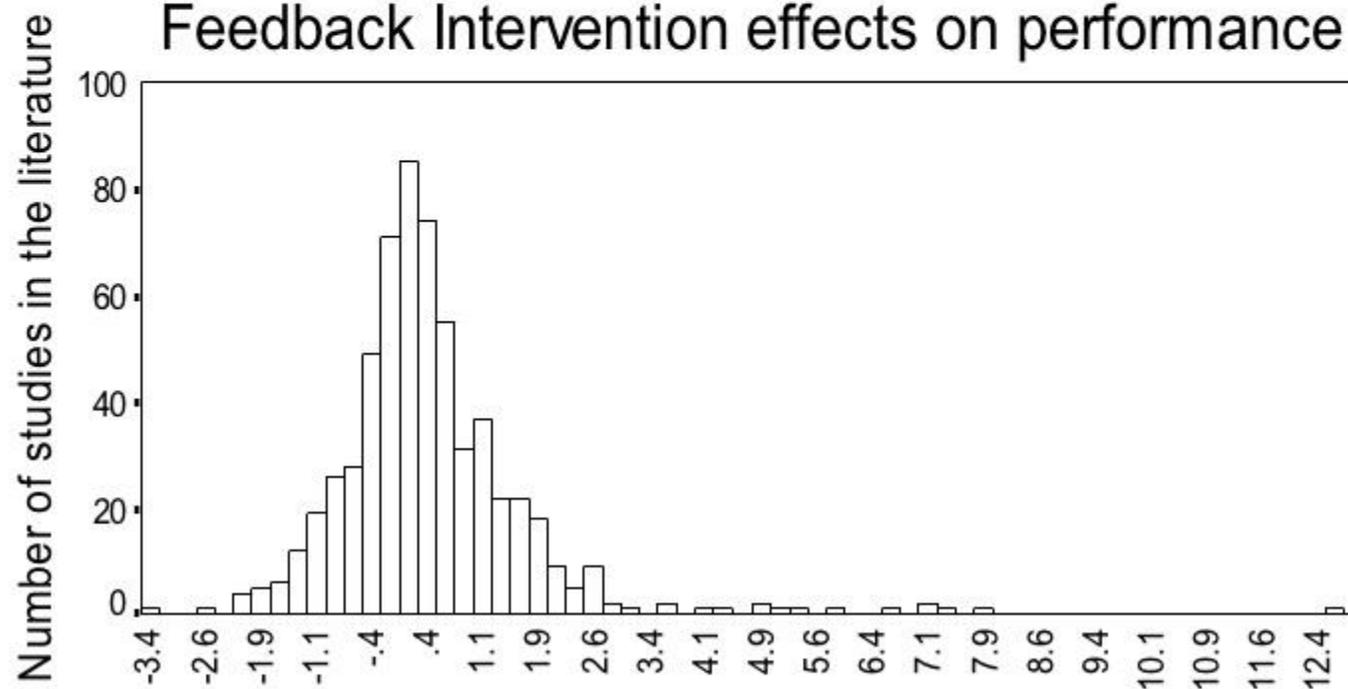
Feedback works, right?



Kluger & DeNisi (1996, 1998)

The unweighted distribution of 607

Feedback Intervention effects on performance



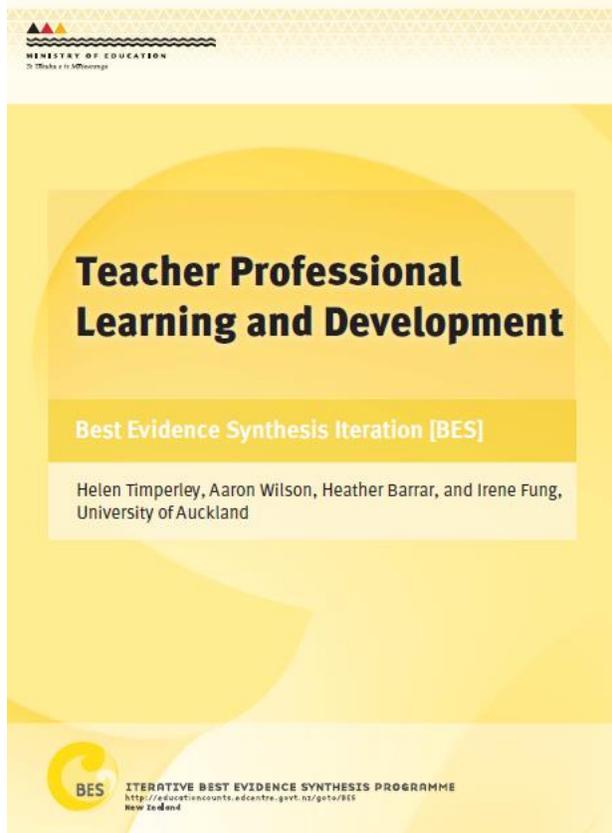
<https://www.slideshare.net/hamosian/ffi-basic-presentation>



Professional development works, right?



'The resolute avoidance of unsettling facts' (John Gray)



“... listening to inspiring speakers or attending one-off workshops rarely changes teacher practice sufficiently to impact on student outcomes.”



Support factors





THE
FUN BOY THREE
WITH **BANANARAMA.**



IT AINT WHAT YOU DO

FB3



How could (and should?) it be done?



The process of putting a decision or plan into effect

“It doesn’t matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools.”

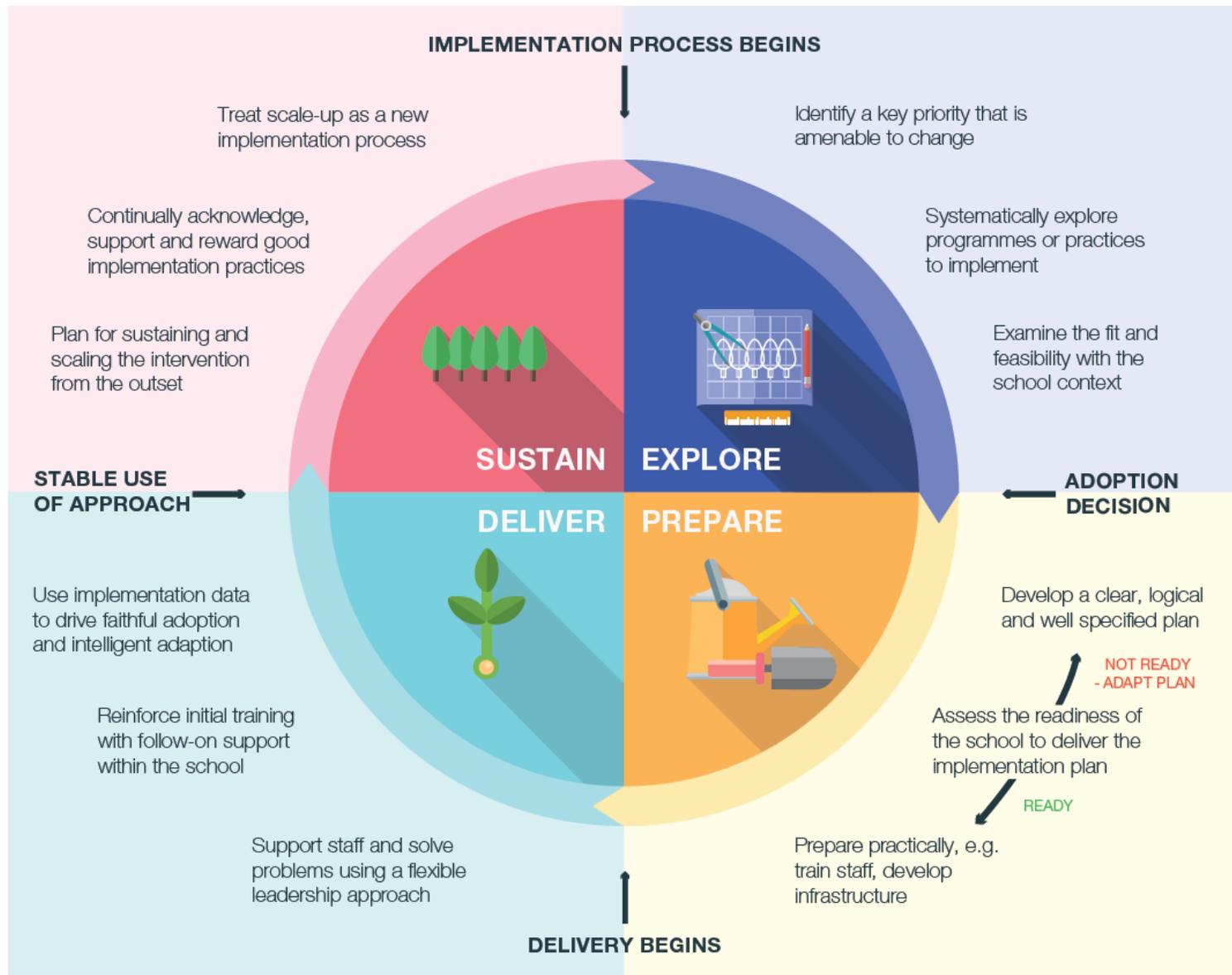
Sir Kevan Collins, CEO, Education Endowment Foundation





EEF *Schools' Guide to Implementation:* recommendations

1. Treat implementation as a process, not an event; plan and execute in stages.
2. Create a leadership environment and school climate that is conducive to good implementation.
3. Define the problem you want to solve and identify appropriate programmes or practices to implement.
4. Create a clear implementation plan, judge the readiness of the school to deliver the plan, then prepare staff and resources.
5. Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.
6. Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.





Implementation science in action: the Assessment Lead Programme



1. A process executed in stages, not an event



Assessment Academy
Assessment Lead Programme

SEND LOGIN LINK

We will send a link to your email to log in



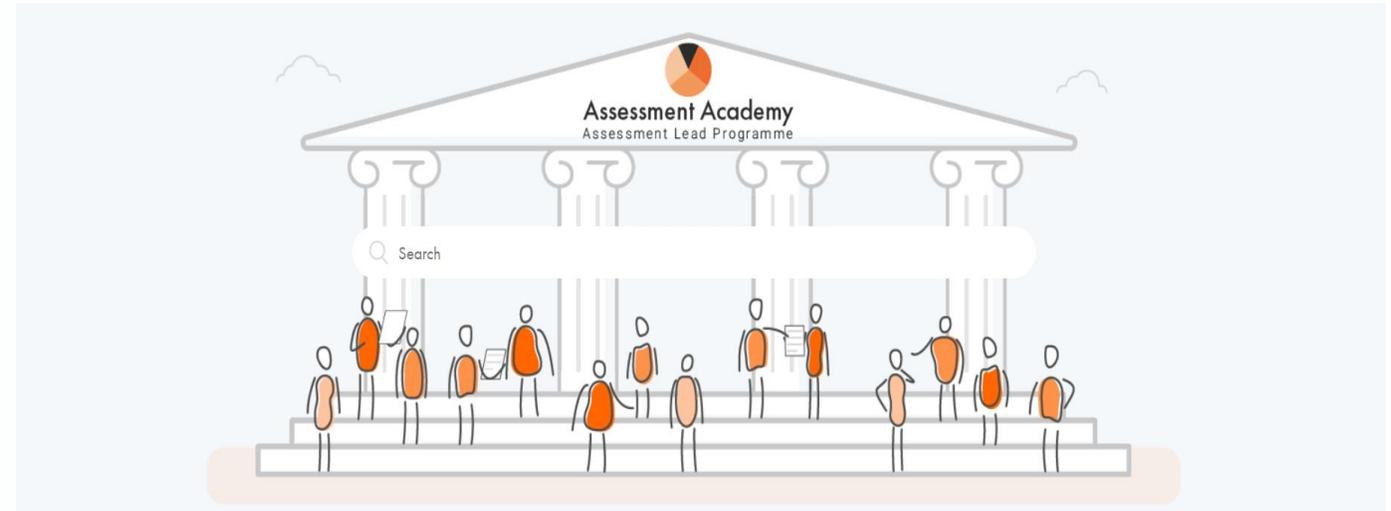
2. Create a conducive leadership environment and school climate

13 TUESDAY
MARCH

11:00AM Meeting 8: Investigating informational quality

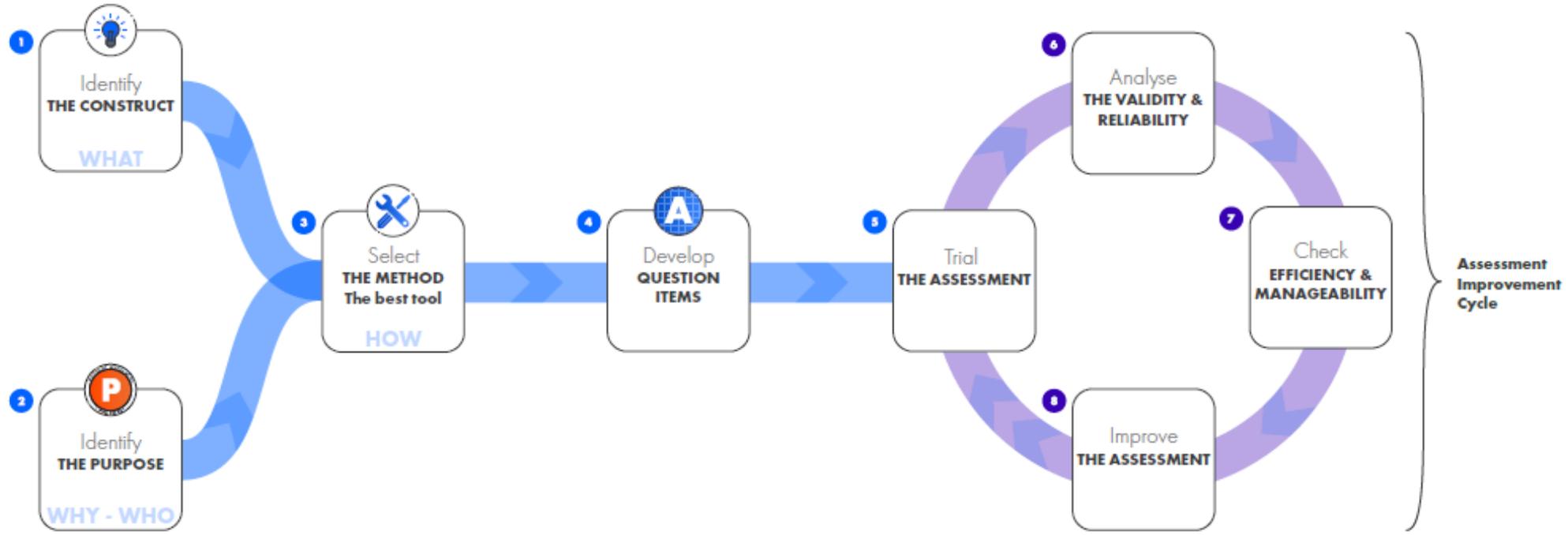
Complete lessons up to and including “Analysing assessments: improving reliability” in time for this meeting

Please note that this week involves learning how to use reliability calculators using your own assessment information





3. Define the problem and identify appropriate actions





4. Create a clear implementation plan

- 2 → From your experience of designing and using Hinge Questions, and thinking about your own department or phase team, how often do you think teachers would need to meet in order to design a set of questions for use in lessons of classes at one key stage?

- 3 → Again, with this specific example in mind, what requirements would be necessary to successfully implement such an approach in terms of support, teachers' professional learning and resources?



5. Support staff, monitor progress



Leading Assessment

This module builds on your skills of understanding, designing and analysing assessment as you learn how to lead others in great practice; driving change first in a department and eventually across your whole school.

You'll be guided through the process of planning, implementing and evaluating an Evidence-Based School Assessment System.



6. Plan for sustaining and scaling

Roles and responsibilities

Effective and efficient use of assessment in school means that we knowingly deploy only those assessments which truly provide value for teaching and learning (by providing timely, high-quality information which promotes learning and is readily, correctly interpreted by those who use it, and those which do not create burdensome workloads). Therefore, ensuring that each person within the system is focused on this as an outcome is key.

Here is an overview of the key roles and responsibilities:



Consequences of not improving implementation



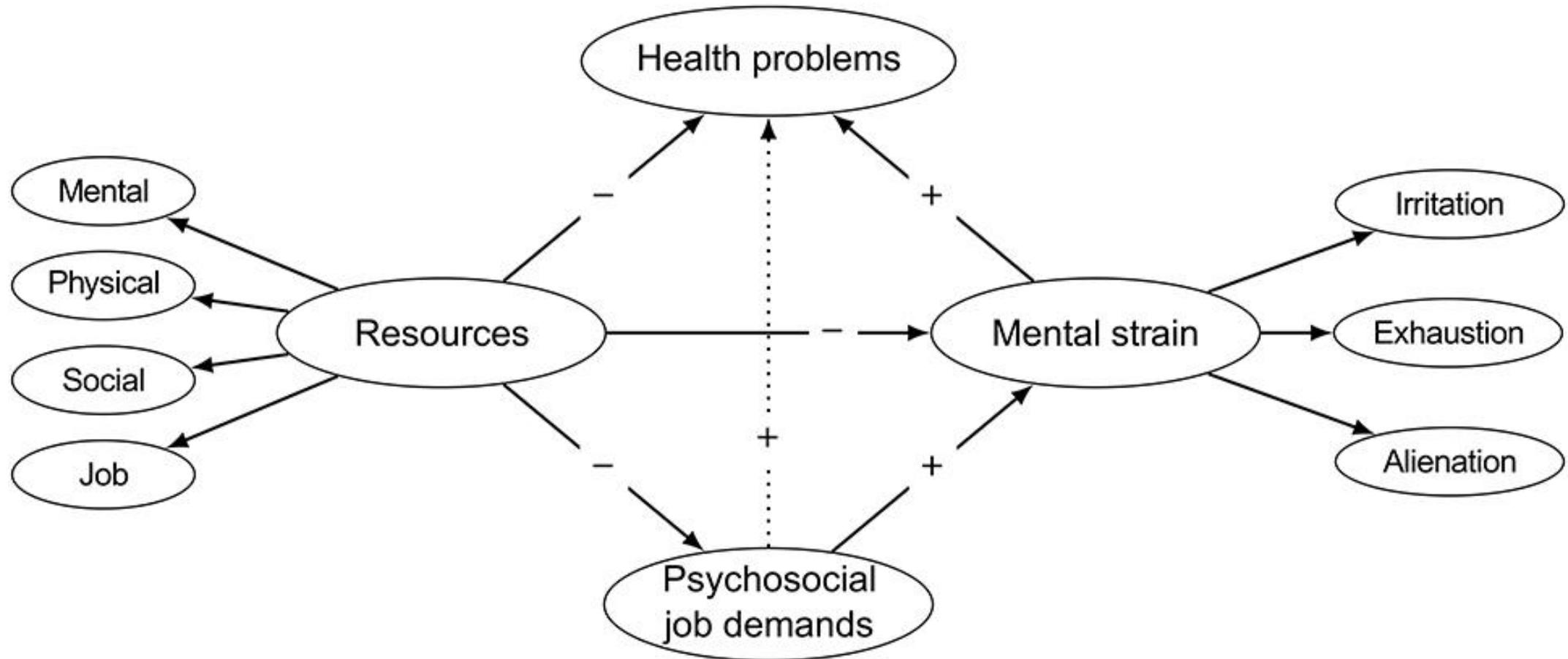


People are the intervention





Stress and burnout (Pheko, M., 2013)



Thank you!

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