



Putting Evidence to Work: A School's Guide to Implementation

In 2018, the UK's Education Endowment Foundation published "Putting Evidence to Work – A School's Guide to Implementation" as a guide to help schools implement evidence-based approaches in line with their vision for school improvement. This seminar provides an opportunity to hear from the lead author of the report, Professor Jonathan Sharples, and learn how to translate strong ideas into powerful practices.

[Watch the recording](#)

PRESENTER

[Jonathon Sharples](#)

Professorial Research Fellow, Education Endowment Foundation

Jonathan Sharples joined the EEF in September 2013, seconded from the Institute for Effective Education, University of York, on a research placement co-funded by the Economic and Social Research Council. Jonathan works with schools and policy makers across the education sector to promote evidence-based practice, and spread knowledge of 'what works' in teaching and learning. He has previously worked at the Institute for the Future of the Mind at Oxford University, and has worked as a secondary school science teacher in Sydney. He is the author of Evidence for the Frontline, a report published by the Alliance for Useful Evidence that outlines the elements of a functioning evidence system.

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KEY TAKEAWAYS

Why implementation in education?



"The amount of preparation required for introducing the interventions is a common issue that occurs across all programmes."

"Where there are problems of implementation these often appear to be linked to a lack of shared understanding among senior leaders and teachers of what is involved."

Dr. Jake Anders, University College London

"There are indications that provision may be more effective when there is an emphasis on how to implement change within schools."

Prof. Bronwen Maxwell, Sheffield Hallam University



There continues to be an increased appetite for practitioners in education to find "what works." We've learned that one of the greatest challenges is to convert change to practice.

We should focus on how we make and decide implementation to make "it" work.

[Putting Evidence to Work: A School's Guide to Implementation Guidance Report](#)

How does it work?

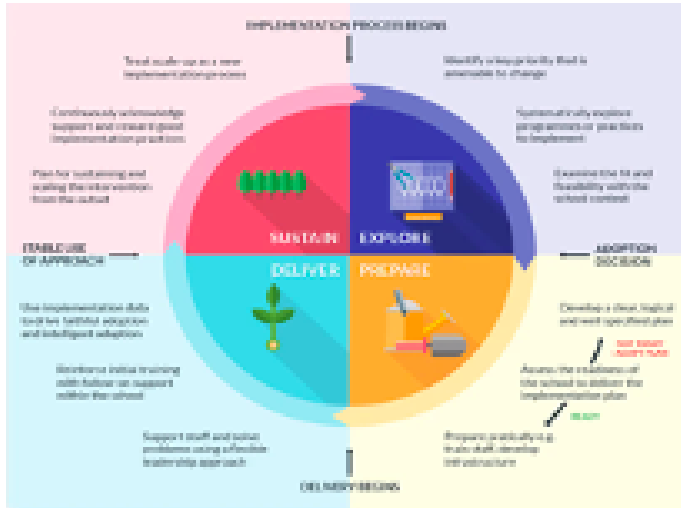
"Lots of small things done well!"

Making, and acting on, evidence-informed decisions

- Identifying priorities;
- Selecting the right approaches to implement;
- Judging fit and feasibility;
- Writing implementation plans;
- Designing professional development;
- Monitoring implementation;
- Developing an improvement culture etc.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

- Implicit understanding can be made more explicit when we provide structure and processes.
- There are themes in implementation that we call the Foundations for Good Implementation.
- The Implementation process is non-linear, and challenges us to think carefully about the evidence-informed practices that address our desired outcomes.
- Having a clear plan to move forward helps with delivery
 - It's important to get everything ready for a strong foundation of success
 - Delivery of implementation is a learning process
 - Continue and refine as we move forward



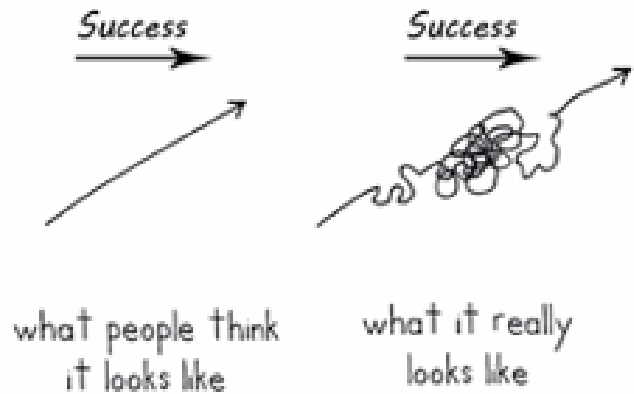
Implementation is messy and we can be flexible on reflection.

“Investing time and effort to carefully reflect on, plan, and prepare for implementation will reap rewards later.”

[Implementation at Pace | Bradford Research School](#)

We need to treat implementation as a process, not an event.

Plan and execute this in stages.



“If not present already, an ‘implementation friendly’ climate cannot be created overnight.”

Create a leadership environment and school climate that is conducive to good implementation.

Active Ingredients

‘ACTIVE INGREDIENTS’ – the essential principles and practices for an intervention, which need to be adopted closely (i.e. with fidelity) to get the intended outcomes

What activities & behaviours will you see when it is working?



Basis for: creating shared understanding; implementation activities; implementation outcomes; fidelity; anchor when it goes pear shaped!

When there is an openness to change and staff feel trusted, there is collective efficacy.

Going into a process of defining essential ingredients builds a shared understanding of implementation, which makes the approach and reflection easier and leads to better outcomes.

Shared understanding helps staff spot opportunities to apply implementation models in the classroom

Intentional abandonment = “de-implementation”

Characteristics of effective professional development:

- Introduce new skills and knowledge
- Follow-on support (i.e. coaching to apply skills and knowledge)
- Complement expert coaching and mentoring
- Ensure there is a rhythm

Key points



- Implementation matters – the practitioner *is* the intervention!
- View implementation as a process not an event
- Implementation needs time, especially for preparation
- Benefits from dedicated but distributed leadership
- Have a clear, logical and well-specified plan
- Specify the elements of the approach that you believe are critical to its success – i.e. the ‘active ingredients’
- Treat ‘Delivery’ as a learning process

Reflection:

If quality implementation was made more of a priority, what would happen to staff resistance?

Competencies for Implementation Facilitators

Competencies addressed in this webinar:

- Motivation Facilitating Change
- Diagnosis and Data Analysis
- Implementation Team
- Building Relations
- Knowledge Evidence Based Intervention Implementation Methods

Additional Resources:

[Global Implementation Society](#)

[National Implementation Research Network](#)

Visit www.impactlearnandlead.com for more event details, resources, and future learning opportunities..