

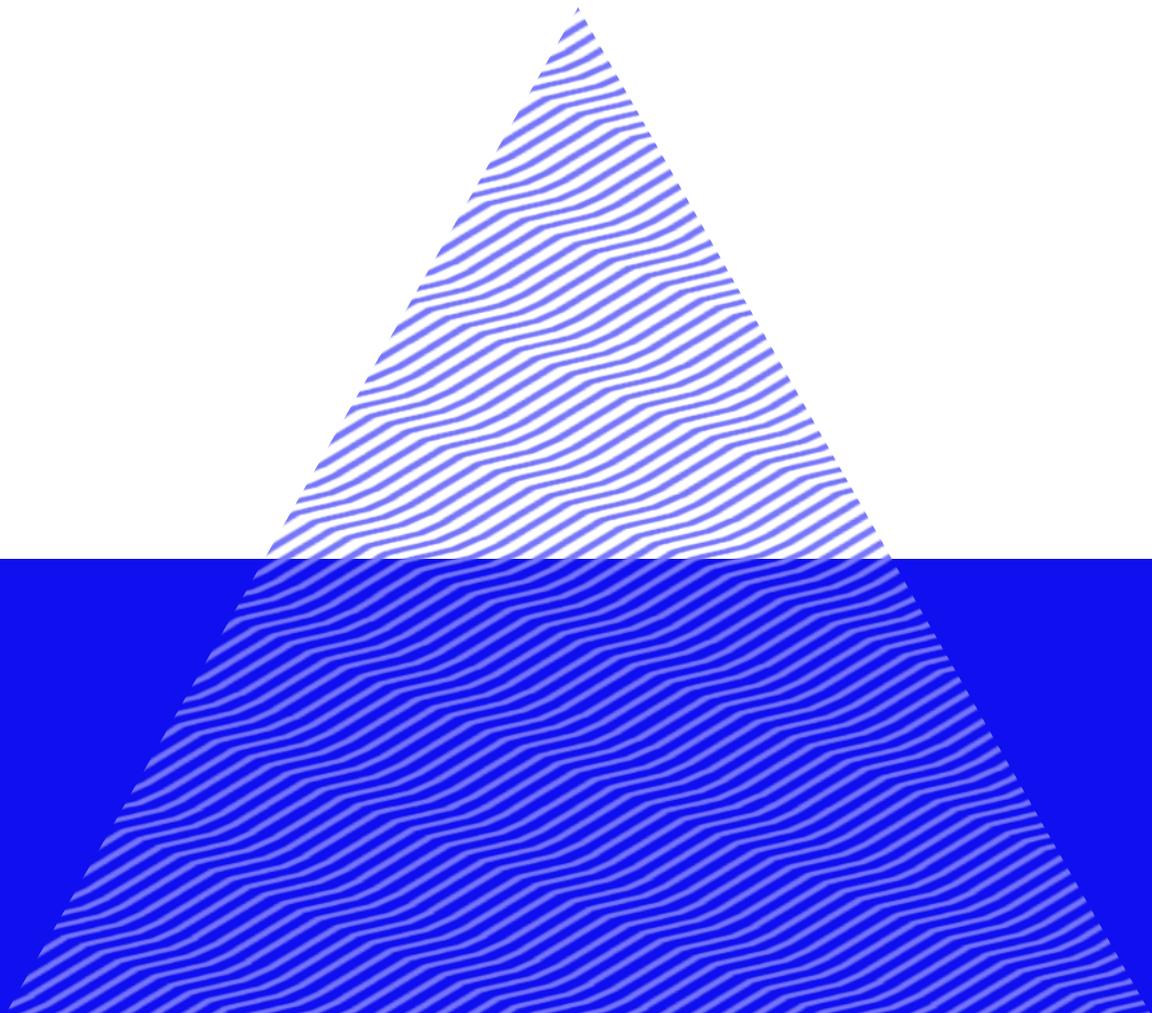
# GEMS

GETTING EVIDENCE MOVING IN SCHOOLS

Webinar, August 2021



EVIDENCE  
FOR LEARNING



# Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to Elders past, present and emerging.

We also accept the invitation in the Uluru Statement from the Heart to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.



Source: [fromtheheart.com.au/resources/toolkit/](https://fromtheheart.com.au/resources/toolkit/)

# Agenda and introductions

1. Welcome and introduction to GEMS
2. Panel Discussion #1: Meaningful research evidence use in schools
3. Panel Discussion #2: Embedding research evidence use into school improvement processes
4. Panel Discussion #3: The role of professional learning providers in supporting research use
5. Wrap-up



**Danielle Toon.**  
Evidence for  
Learning



**Dr Simon  
Breakspear,**  
Teaching Sprints



**Dr Peter Burrows,**  
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**Dr Jo Gleeson,**  
Monash University



**A/Prof Mark  
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**Caroline  
Mazurkiewicz,  
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**Cathy Wilton,  
Blaxcell Street  
Public School**



# Why do we need to investigate research use in schools?

There are two challenges to realising 'evidence-informed teaching' in Australian schools



**Research is not well used**

**80%** of schools in a 2019 Victorian study '**highly value**' keeping up-to-date with research, but only **34%** '**often**' use it in practice



**Use is not well researched**

We don't know:

- Conditions in which research 'lands' in schools
- Integration with teaching practice
- Best tools to support teachers to use evidence
- Most effective ways to engage with evidence

# GEMS aims to improve the way research is used in schools and schools' use of evidence is researched

The project has four key aims:

1. Produce **evidence-based resources** on literacy and numeracy
2. Identify the **key components of professional learning** that helps to mobilise research evidence
3. Explore **evidence mobilisation in schools** – how research evidence is used by professional learning providers and educators, the processes used in schools to mobilise research evidence, and how educators' respond to research evidence
4. Explore **conditions (enablers and barriers)** that support effective mobilisation of research evidence including general aspects of a schools' context such as school leadership, school adoption of professional learning processes, system support and educator characteristics.



# The outputs from GEMS are released over 2019-2021



**Guidance Reports on literacy and numeracy, released 2019-20**

**TEACHING SPRINTS**  
BY SIMON BREAKSPEAR



**Training**  
24/7

**Professional learning in 24 Vic and NSW schools during 2019**

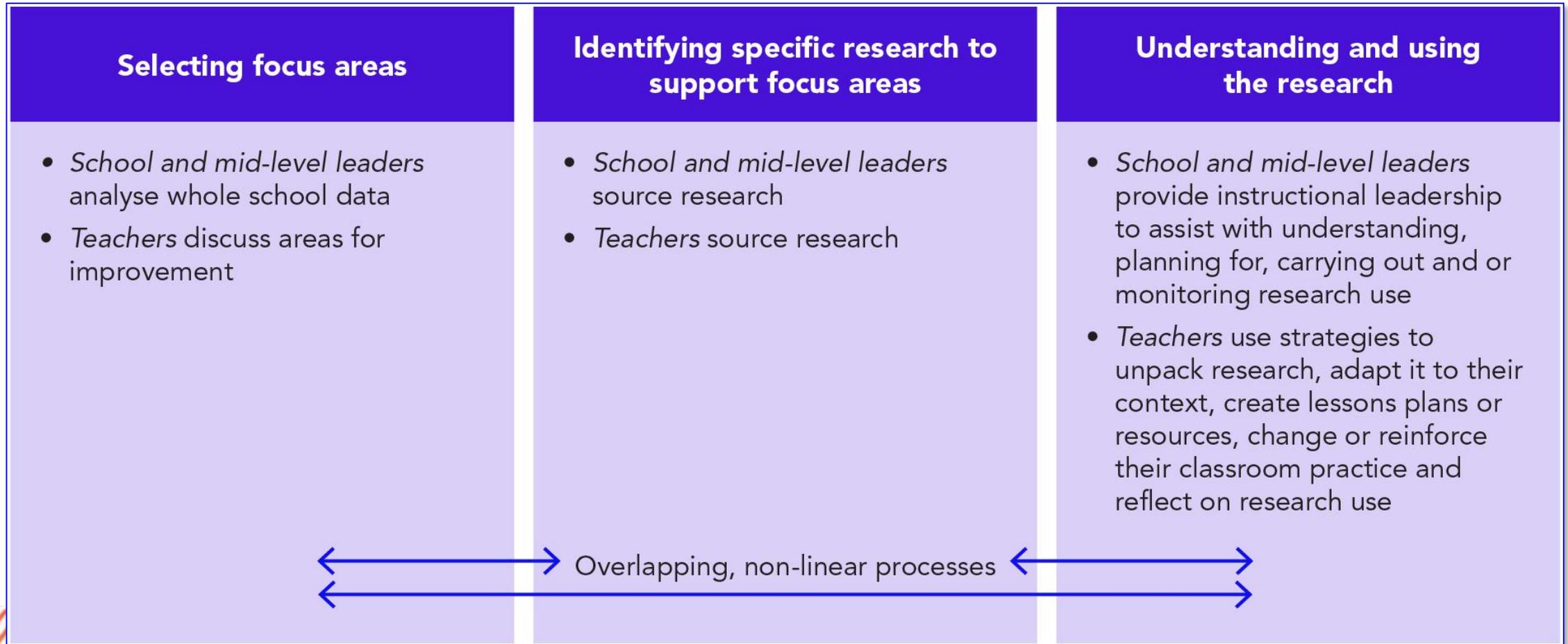


## Papers

1. Research Framework - Sep 2020
2. Investigation Paper - Dec 2020
3. Insights Paper for practitioners – July 2021

Source: [evidenceforlearning.org.au/evidence-informed-educators/collaborative-projects/getting-evidence-moving-in-schools-gems/](https://evidenceforlearning.org.au/evidence-informed-educators/collaborative-projects/getting-evidence-moving-in-schools-gems/)

# Panel Discussion #1: Meaningful research evidence use in schools



Source: GEMS Insights Paper

[evidenceforlearning.org.au/assets/GEMS/GEMS-Insights-Paper.pdf](https://evidenceforlearning.org.au/assets/GEMS/GEMS-Insights-Paper.pdf)

# Panel Discussion #1: Meaningful research evidence use in schools

## Examples from GEMS of surface-level and deep research evidence mobilisation

	Surface	Deep
<b>Knowledge and attitudes about evidence</b> 	<ul style="list-style-type: none"> <li>• Educators' knowledge of different research types is low</li> <li>• Evidence-informed teaching is only associated with the use of student data and not academic research</li> <li>• Evidence is associated with well-known individual researchers rather than effectiveness studies or bodies of work</li> </ul>	<ul style="list-style-type: none"> <li>• Educators can refer to concepts involved in assessing whether research evidence is of high quality or rigor for example, evidence hierarchies, systematic reviews, meta-analyses, internal validity of research studies</li> </ul>
<b>Identifying relevant, high-quality research</b> 	<ul style="list-style-type: none"> <li>• Few educators personally source evidence</li> <li>• Educators do not know where to find relevant research</li> </ul>	<ul style="list-style-type: none"> <li>• School has established structures or role allocation in place for finding research</li> <li>• Educators can describe the processes used to source evidence that is specific to their focus area</li> </ul>
<b>Understanding evidence</b> 	<ul style="list-style-type: none"> <li>• Educators talk in general rather than in specific about what evidence they use</li> </ul>	<ul style="list-style-type: none"> <li>• Educators use a range of specific protocols/tools for unpacking and planning around research for example, thinking routines; summarising and presenting</li> <li>• Educators can explain key pedagogical concepts from the research</li> </ul>
<b>Participation in evidence mobilisation</b> 	<ul style="list-style-type: none"> <li>• A lack of collaboration among staff (for example, teachers working in isolation and a lack of sharing of research between staff)</li> </ul>	<ul style="list-style-type: none"> <li>• School has established organisational structures to support research use (for example, protected meeting times; opportunities for lesson observations; alignment with school goals)</li> <li>• Educators feel that school leaders support research evidence use and trying out new classroom practices</li> </ul>
<b>Using evidence and sustaining evidence use over time</b> 	<ul style="list-style-type: none"> <li>• Educators do not use research-informed practices in the classroom</li> <li>• Educators identify difficulties in sustaining research use over time</li> </ul>	<ul style="list-style-type: none"> <li>• Educators can identify the evidence they are using in detail, explain the pedagogical concept and demonstrate it in a lesson</li> </ul>
<b>Decision stage</b> 	<ul style="list-style-type: none"> <li>• Few educators return to evidence sources following implementation or when sustaining change</li> </ul>	<ul style="list-style-type: none"> <li>• School has systems in place for monitoring and reflecting on research use</li> <li>• School has a system in place for storing and organising research evidence</li> </ul>

Source: GEMS Reflection Tool [evidenceforlearning.org.au/assets/GEMS/GEMS-Reflection-Tool-Reflecting-.pdf](https://evidenceforlearning.org.au/assets/GEMS/GEMS-Reflection-Tool-Reflecting-.pdf)



# Panel Discussion #1: Meaningful research evidence use in schools



**Dr Simon  
Breakspear,  
Teaching Sprints**



**Cathy Wilton,  
Blaxcell Street  
Public School**



**Dr Jo Gleeson,  
Monash University**



# Panel Discussion #2: Embedding research evidence use into school improvement processes

## An example of how research evidence is used in a school implementation cycle

Examples of using research during E4L implementation stages	
 <b>Explore</b> Define the problem you want to solve and identify appropriate programs or practices to implement	You could use research evidence to: <ul style="list-style-type: none"><li>• Help specify a tight area of focus for improvement that is amenable to change (i.e. select a focus area).</li><li>• Determine a program of activity based on existing evidence of what has and hasn't worked before (i.e. identify general research to support the focus area).</li><li>• Examine the fit and feasibility of possible interventions to the school context (i.e., identify specific research from similar schools to explore the focus area).</li></ul>
 <b>Prepare</b> Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources	You could develop a clear, logical and well-specified implementation plan by using specific research evidence to help: <ul style="list-style-type: none"><li>• Identify critical components of the intervention.</li><li>• Understand the nuance and conditions required for that intervention to have the best chance of success.</li><li>• Define realistic and relevant implementation and student outcomes.</li><li>• Inform which new skills, knowledge and strategies that school staff may need to implement the intervention.</li></ul>
 <b>Deliver</b> Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time	You could use specific research evidence to support staff, solve problems and adapt strategies: <ul style="list-style-type: none"><li>• Incorporate research-informed strategies into follow-on coaching.</li><li>• Revisit and reflect on the research identified in earlier stages as part of structured peer-to-peer collaboration.</li><li>• Use a combination of school implementation data and information from the research to tailor, improve and adapt the approach as required.</li></ul>
 <b>Sustain</b> Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use	You could use specific research evidence to inform how to sustain and scale the intervention: <ul style="list-style-type: none"><li>• Explore how similar interventions have been sustained or scaled in schools.</li><li>• Return to evidence sources identified in earlier stages following full implementation or when sustaining changes to refine or seek further clarification.</li></ul>

Source: GEMS tool on embedding evidence use [evidenceforlearning.org.au/assets/GEMS/GEMS-Reflection-Tool-Embedding-research-evidence-use.pdf](https://evidenceforlearning.org.au/assets/GEMS/GEMS-Reflection-Tool-Embedding-research-evidence-use.pdf)

# Panel Discussion #2: Embedding research evidence use into school improvement processes



**Dr Peter Burrows,  
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Victoria**



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Rickinson, Monash  
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# Panel Discussion #3: The role of professional learning providers in supporting research use



+ Providers support/facilitation/direction related to school organisational structures, routines, networks with other schools and sustainability of evidence mobilisation

Source: GEMS Insights Paper  
[evidenceforlearning.org.au/assets/GEMS/GEMS-Insights-Paper.pdf](https://evidenceforlearning.org.au/assets/GEMS/GEMS-Insights-Paper.pdf)



# Panel Discussion #3: The role of professional learning providers in supporting research use



**Cathy Wilton,  
Blaxcell Street  
Public School**



**Caroline  
Mazurkiewicz,  
Dept of Education  
and Training  
Victoria**



# Further information based on submitted questions

Question	Resource
Does research influence educational policy?	<ul style="list-style-type: none"> <li>• Open access journal article on <a href="#">Understanding evidence use within education policy: a policy narrative perspective</a> by Mark Rickinson with Walsh, de Bruin and Hall</li> <li>• Open access journal article on <a href="#">What can evidence-use in practice learn from evidence-use in policy?</a> By Mark Rickinson with de Bruin, Walsh and Hall</li> </ul>
How does one discern between research evidence of different types?	<ul style="list-style-type: none"> <li>• AERO (Australian Education Research Organisation) has <a href="#">resources</a> on the standards of evidence, an evidence rubric to help educators apply AERO's standards of evidence in their context, and a research reflection guide.</li> </ul>
What would applying some of this research look like in an early childhood context that has a play-based curriculum?	<ul style="list-style-type: none"> <li>• <a href="#">AERO's evidence use survey – initial findings</a> including evidence use in ECEC</li> <li>• <a href="#">C &amp; K: Leading with evidence in early childhood education</a> by Danielle Toon &amp; Dr Sandra Cheeseman (<i>subscription</i>)</li> </ul>
How can school leaders be supported to see the value in using both quantitative & qualitative data? How to effectively measure impact of strategies and interventions in the classroom, including quantitative analysis?	<ul style="list-style-type: none"> <li>• See E4L's <a href="#">Putting evidence to work: a school's guide to implementation</a> on using school-based data</li> <li>• Evidence for Learning's UK partner (the Education Endowment Foundation) has <a href="#">a guide for gathering and interpreting data to identify priorities</a></li> </ul>
Where do we find research for teacher best practice and evidenced practice?	<ul style="list-style-type: none"> <li>• See E4L's <a href="#">Guidance Reports</a> on specific topics including literacy, numeracy, parental engagement and social and emotional learning</li> </ul>
What should schools look for in research to ensure it is relevant to their needs and position, for example rural schools	<ul style="list-style-type: none"> <li>• See E4L's GEMS Reflection Tool on <a href="#">Embedding research evidence use in school improvement processes</a></li> </ul>
How can we support teachers to obtain the latest research given you need to be attached to universities to access research?	<ul style="list-style-type: none"> <li>• See <a href="#">AERO</a>, <a href="#">E4L</a>, <a href="#">CESE</a> websites.</li> </ul>

# Where to now?



Get in touch

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Links to resources

- [GEMS Project Overview](#)
- [GEMS Research Framework](#)
- [GEMS Investigation Paper](#)
- [GEMS Insights Paper and reflection tools](#)



Thank you!

Thank You



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# Questions and resources from the webinar chat

## Questions

- **Question:** *At what point is research, made short, accessible, bite-sized still research? What's the point where it's just secondary stuff, or 'research-lite'?*
- **Question:** *Do you feel school leaders and teachers value research differently? For example, are leaders more invested/interested in applying research in teaching contexts than teachers re time pressures?*
- **Reflections from E4L based on GEMS:** We didn't ask these specific questions as part of the GEMS research project, but a number of educators in the GEMS study talked about importance of accessible and usable research and support from school leaders and mid-level leaders as enablers of research use and time pressures as a barrier to research use. Often, it may depend on your purpose for using research, who is using it and how they are using it. Having a role dedicated to research curation and the role professional learning providers can play to support this activity came through in the GEMS findings (see Section 3.4 of the [GEMS Investigation Paper](#)).

## Resources from GEMS project partners

- **Resources from EdPartnerships International:** <https://www.edpartnerships.edu.au/>
- **Monash Q Project including 'Q Suite Resources' for schools and the *Using Research Well in Australian Schools* report:** <https://www.monash.edu/education/research/projects/qproject>
- **Teaching Sprints including starters, protocols and book:** <https://teachingsprints.com>

## Selected other resources mentioned in the chat

- Bohle Carbonell et al. (2014). [How experts deal with novel situations: A review of adaptive expertise](#). *Educational Research Review*, 12, 14-29.
- [Developing Great Teaching: Lessons from the international reviews into effective professional development](#) (co-authored by GEMS project collaborator Philippa Cordingley)
- Deans for Impact's [Practice with Purpose: The Emerging Science of Teacher Expertise](#)
- Kolber & Heggart (2021) [Education focussed pracacademics on Twitter: building democratic fora](#). *Journal of Professional Capital and Community*, Vol. ahead-of-print. (mentions the Q Project work)
- Q Project and AITSL's research summary on [Collaborative teaching: sharing best practice](#).
- Think Forward Educators (educators sharing their journey on implementation of evidence-based practices): <https://thinkforwardeducators.org/>

**If you require a specific resource mentioned in the chat during the webinar, but not listed here please contact [info@evidenceforlearning.org.au](mailto:info@evidenceforlearning.org.au)**



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