

The latest global education evidence and how Australian school leaders are putting evidence into action

Webinar, August 2022



**EVIDENCE
FOR LEARNING**

Acknowledgement of Country

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

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/

Agenda and introductions

1. Welcome and introduction
2. Q&A with Jonathan Kay on the latest global education evidence in the Teaching & Learning Toolkit
3. Panel Discussion: Reflections and examples from Australian school and system leaders on putting evidence into action
4. Wrap-up

How Australian school leaders are putting evidence into action



Webinar: August 3, 4 - 5pm AEST

You'll explore:

- Approaches likely to accelerate student learning and key findings that might help schools consider and implement approaches in their settings.
- How Australian school leaders are putting evidence into action to approve student learning in their settings.
- How you could use evidence and insights in your setting.



Robyn Arri,
Our Lady of Help
Christians Primary
School



Michael
Rosenbrock,
Victorian Assistant
Principal



Jonathan Kay,
Education
Endowment
Foundation



Luke Willmore,
Emmaus Christian
School



John Cleary,
Northern Territory
Department of
Education

Register now

Why should we use evidence?

Evidence informed decisions are about “integrating professional expertise with the best external evidence from research to improve the quality of practice” (Sharples, 2013, p. 7). This is not about “prescribing what goes on from a position of unchallenged authority” (Sharples, 2013, p. 7).



Evidence for Learning's mission is to help busy educators – especially educational leaders – increase learning for children, by improving the quality, availability and use of evidence in education.

Our vision is an Australia where evidence-informed approaches increase learning, so that all children, regardless of background, make the best possible progress.



Toolkit Strand	Cost	Evidence Strength	Months' Impact
Arts participation Moderate impact for very low cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+3
Aspiration interventions Insufficient robust evidence for an impact summary.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	–
Behaviour interventions Moderate impact for very low cost, based on limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4
Collaborative learning approaches Moderate impact for very low cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Extending school time Moderate impact for moderate cost, based on limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+3
Feedback High impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6
Homework Moderate impact for very low cost, based on very limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Individualised instruction Moderate impact for very low cost, based on limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4
Learning styles Insufficient robust evidence for an impact summary.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	–
Mastery learning Moderate impact for very low cost, based on limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Mentoring Low impact for moderate cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+2
Metacognition and self-regulation High impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+7
One to one tuition Moderate impact for moderate cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Oral language interventions High impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6
Outdoor adventure learning Insufficient robust evidence for an impact summary.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	–

Toolkit Strand	Cost	Evidence Strength	Months' Impact
Parental engagement Moderate impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4
Peer tutoring Moderate impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Performance pay Low impact for low cost, based on very limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+1
Phonics Moderate impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+5
Physical activity Low impact for very low cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+1
Reading comprehension strategies High impact for very low cost, based on extensive evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+6
Reducing class size Low impact for very high cost, based on very limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+2
Repeating a year High negative impact for very high cost, based on limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	–3
School uniform Insufficient robust evidence for an impact summary.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	–
Setting and streaming Low or no impact for very low cost, based on very limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+0
Small group tuition Moderate impact for moderate cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4
Social and emotional learning Moderate impact for very low cost, based on very limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4
Summer schools Moderate impact for moderate cost, based on limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+3
Teaching Assistant interventions Moderate impact for moderate cost, based on moderate evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+4
Within-class achievement grouping Low impact for very low cost, based on very limited evidence.	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	Ⓢ Ⓢ Ⓢ Ⓢ Ⓢ	+2

Months' impact is the estimated number of additional months of progress that students could be expected to make in a year, on average, as a result of the approach being used in school.

An up-to-date overview of educational research.

Thousands of studies synthesised into 30 easy-to-read summaries.

Each topic includes key findings and guidance on implementation.

Search online for 'E4L Toolkit' to access the full, current version.

Q & A: The latest global education evidence in the Teaching & Learning Toolkit

Follow along at e4l.org.au/toolkit

Panel Discussion: Reflections and examples from Australian school and system leaders on putting evidence into action



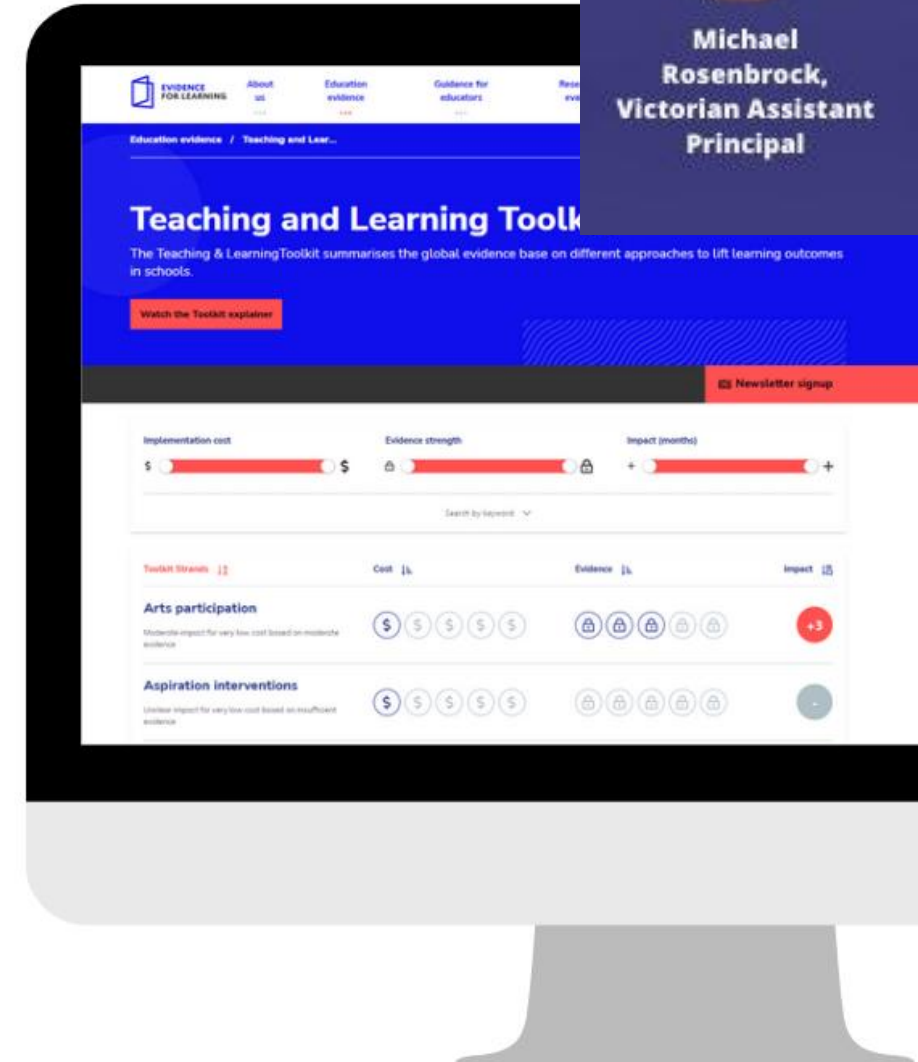
Panel Discussion: Reflections and examples from Australian school and system leaders on putting evidence into action

Using the Toolkit

1. Consider your context and what you want to achieve.
2. Look behind the headlines and think about what is 'behind the average'
3. Think about cost and evidence as well as impact.
4. Draw on your professional expertise and consider implementation.



**Michael
Rosenbrock,**
Victorian Assistant
Principal



Panel Discussion: Reflections and examples from Australian school and system leaders on putting evidence into action



John Cleary,
Northern Territory
Department of
Education

Students as Partners in Learning at the School and System level


**NORTHERN TERRITORY
LEARNING
COMMISSION**
STUDENTS AS PARTNERS IN THEIR LEARNING

John Cleary
General Manager School and System Improvement, NT
Department of Education.

The graphic features a network diagram with colorful dots and lines on the left, and a photograph of students working together on a large sheet of paper with charts and graphs on the right. The entire graphic is framed by a green L-shaped border.

CASUARINA STREET PRIMARY



AMPLIFY SUCCESS in ENGLISH
↳ WRITING 

WHAT DO WE NEED
to FOCUS ON?

BIGGEST CHALLENGES

- SPELLING
- WRITING TEXTS
- SENTENCES



ACTIONS

NEVER
FEAR!

THE NTLC
MOB are
HERE!

ADJUSTMENTS
to LESSONS

BOOSTER GROUPS
↳ LANGUAGE SKILLS

MAKING TIME
to REVISE & EDIT

THRASS - IS IT
WORKING?

PURPOSEFUL
HANDWRITING

LANGUAGE
FEATURES
↳ ENVIRD. PRINT

NORTHERN TERRITORY
LEARNING
COMMISSION



Day 4 onsite -
 Analyse data and
 set direction with
 virtual and onsite
 visits

**Day 5 - Teacher
 Commissioners**
 connect and reflect,
**Day 6 - Student
 Commissioners**
 Mid-point presentation
 and feedback

**Day 7 - Pitch to the
 Minister at
 Parliament House,
 Darwin. Build
*Annual School
 Improvement Plan*
 for 2023**

Assess

Set Goals

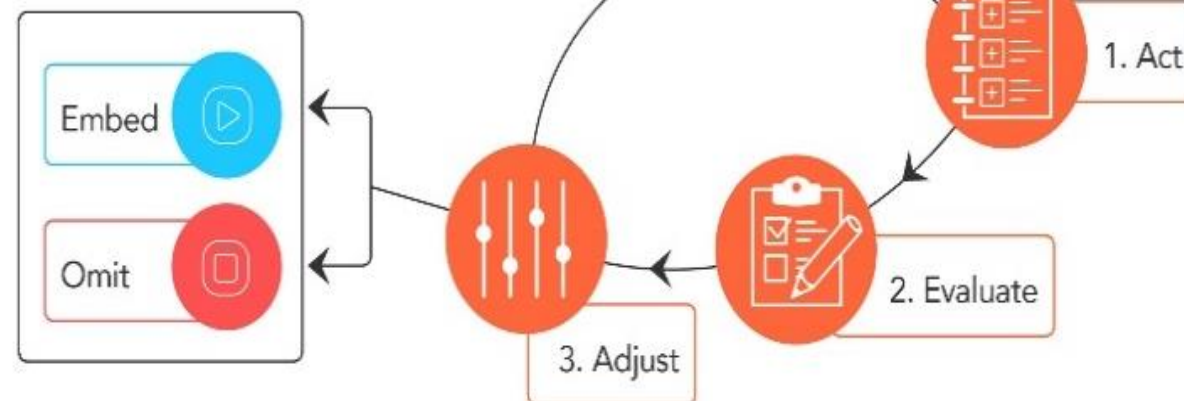
Plan

Act

**Review &
 Adjust**

**Day 1 and 2 - two
 day workshops**
 Principal and
 Teacher
 Commissioners -
 Darwin and
 Katherine

**Day 3 - Principal,
 Teacher and
 Student
 Commissioners -**
 analyse data
 together and
 identify early lines
 of inquiry to
 explore



Measuring impact

When evaluating impact, it is important to draw on both quantitative and qualitative data (Caldwell & Vaughan, 2012).

Quantitative

Qualitative



Quantitative or Qualitative?	Why did you give it the security rating you did?





Good evidence is
number and factual
support that increases
your opinion that is also
a substantial amount of
it.

What is good Evidence?

Good evidence and evidence in general is collected data from students learning and there's not always growth and that is a reason teacher need to reflect on their evidence.



Panel Discussion: Reflections and examples from Australian school and system leaders on putting evidence into action

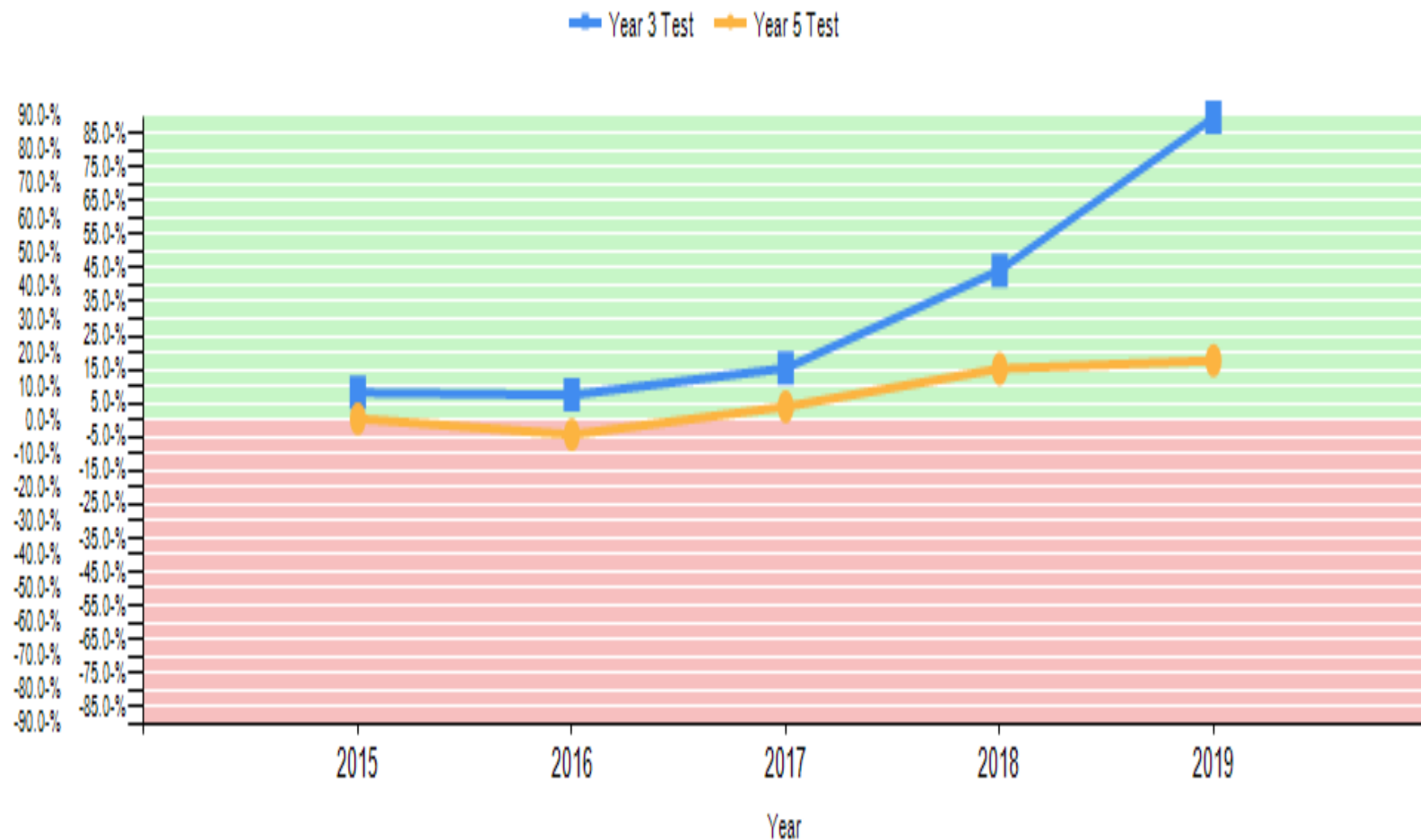


**Luke Willmore,
Emmaus Christian
School**



**Robyn Arri,
Our Lady of Help
Christians Primary
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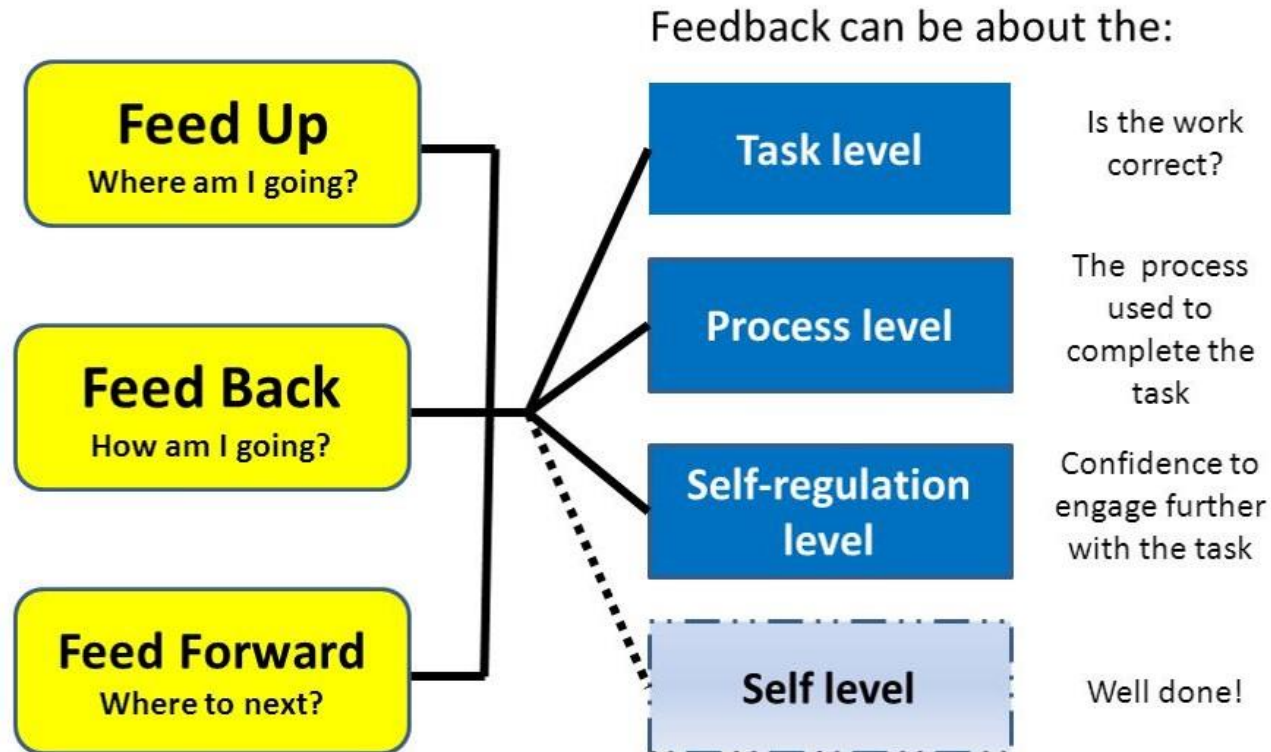
Our Lady Help of Christians EARLVILLE - NMS+3 Or Above - Writing Growth Marker - Trend



Robyn Arri,
Our Lady of Help
Christians Primary
School

Question stems

Each feedback question works at four levels:

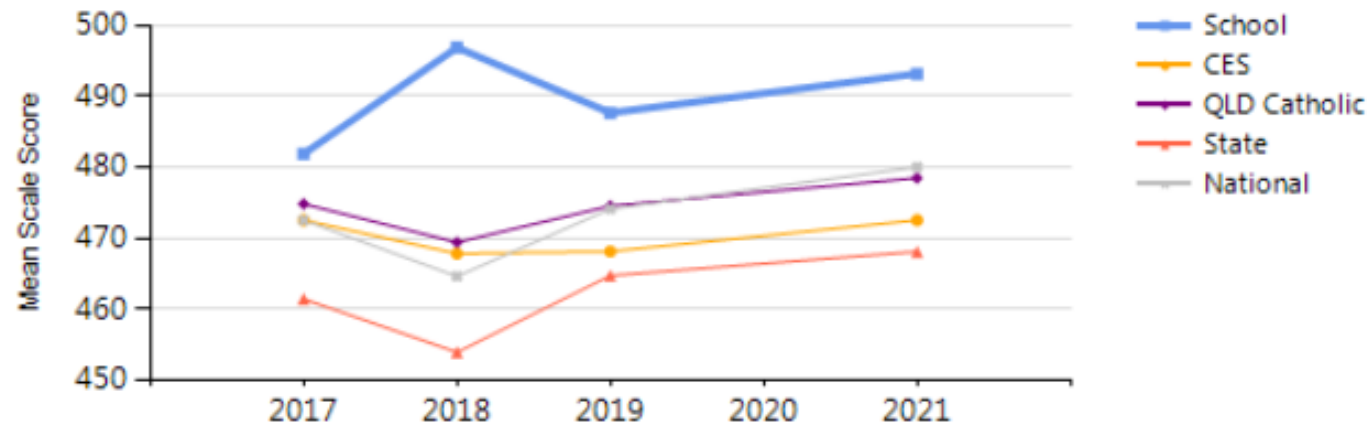


Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.

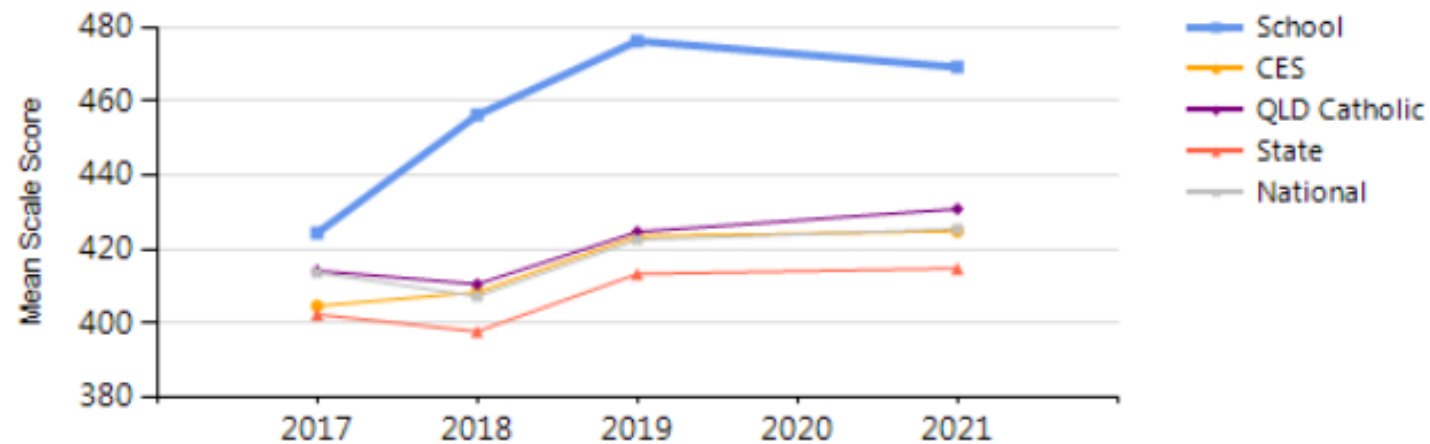
Visible Learning Plus - The Impact Series Professional Learning - <https://www.visiblelearningplus.com>

OLHOC NAPLAN writing data up to 2021

Year 5 Test - NAPLAN Trend - Writing



Year 3 Test - NAPLAN Trend - Writing



Where to now?



Get in touch

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evidenceforlearning.org.au



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Links to resources

- Teaching and Learning Toolkit – <https://e4l.org.au/toolkit>
- Using the Toolkit guide – <https://e4l.org.au/usingtoolkits>
- Teaching & Learning Toolkit school leader reflection tool - <https://e4l.org.au/usingtoolkits>

Please complete our webinar survey:
www.schoolsurvey.edu.au/s/toolkit_webinar



Thank You

Helping great practice become
common practice in education



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