

# Reflecting on research evidence use

Involves reviewing your school's engagement with research evidence, considering organisational structures and enabling conditions, and determining what level of research use the school needs to support its improvement goals.

School leadership teams, and those that work with them, are encouraged to **use the following reflection questions** and examples from GEMS to identify which challenges apply to their context and **consider the actions** they could take to deepen their use of research.

**Reflection Question 1 (Page 2): What are the key components of evidence mobilisation in your school to consider?**

**Reflection Question 2 (Page 3): What does meaningful use of research look like in your school and where are the opportunities for deeper use?**

**Reflection Question 3 (Page 4): What are the enablers and barriers of meaningful use of research evidence in your school?**

## **Taking action (Page 5)**

Using your reflections on evidence mobilisation components, depth, enablers and barriers, identify which research evidence mobilisation challenge (or set of challenges) is relevant to your context. Explore these challenges and how to deepen research evidence use in the [GEMS Insights Paper](#).



See the [GEMS Insights paper for school leaders](#) for more information.

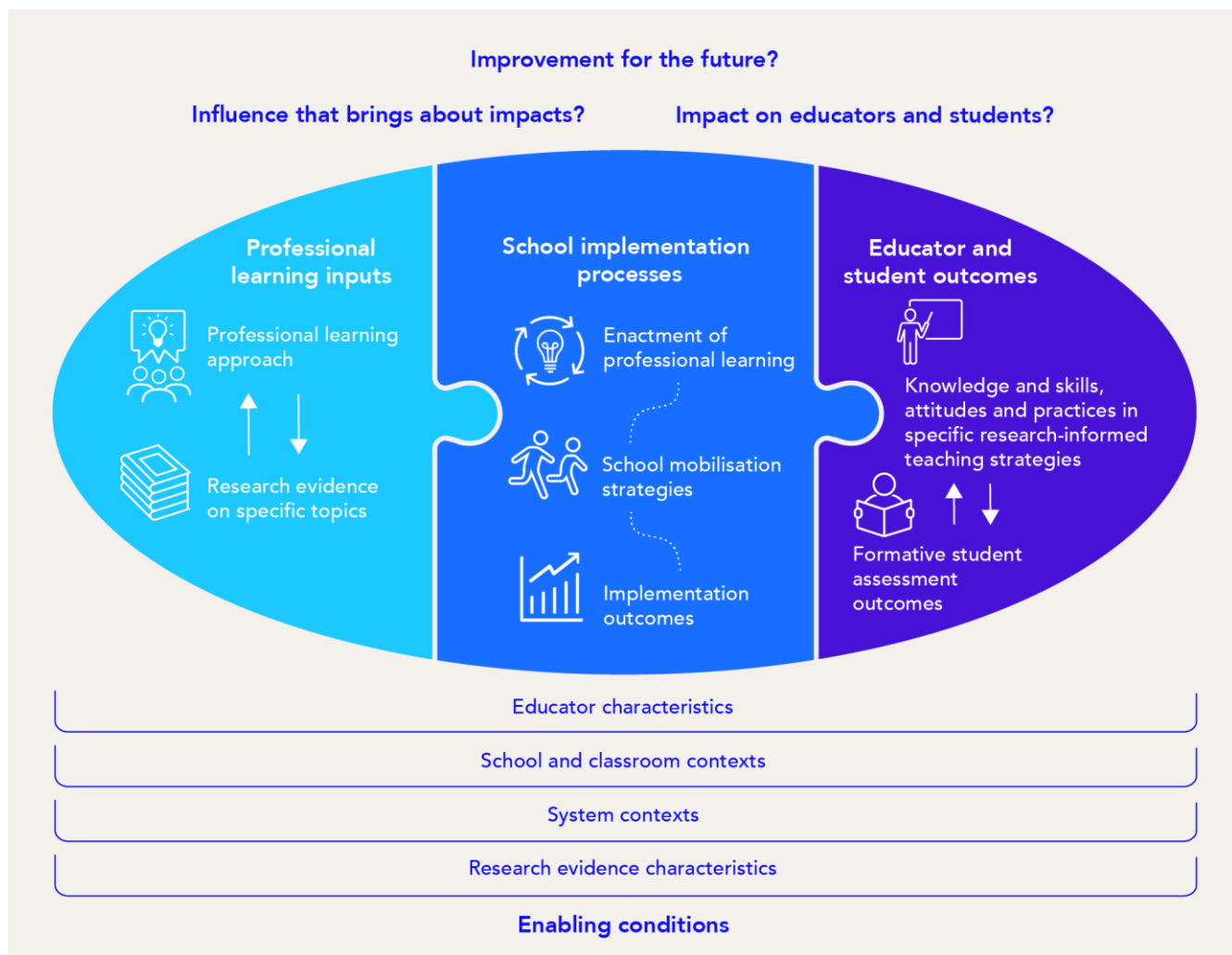
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## Reflection Question 1: What are the key components of evidence mobilisation in your school to consider?

Components of evidence mobilisation to consider from the GEMS project



See Challenge 1 in the [GEMS Insights paper for school leaders](#) for more information.







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## Reflection Question 2: What does meaningful use of research look like in your school and where are the opportunities for deeper use?

### 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>

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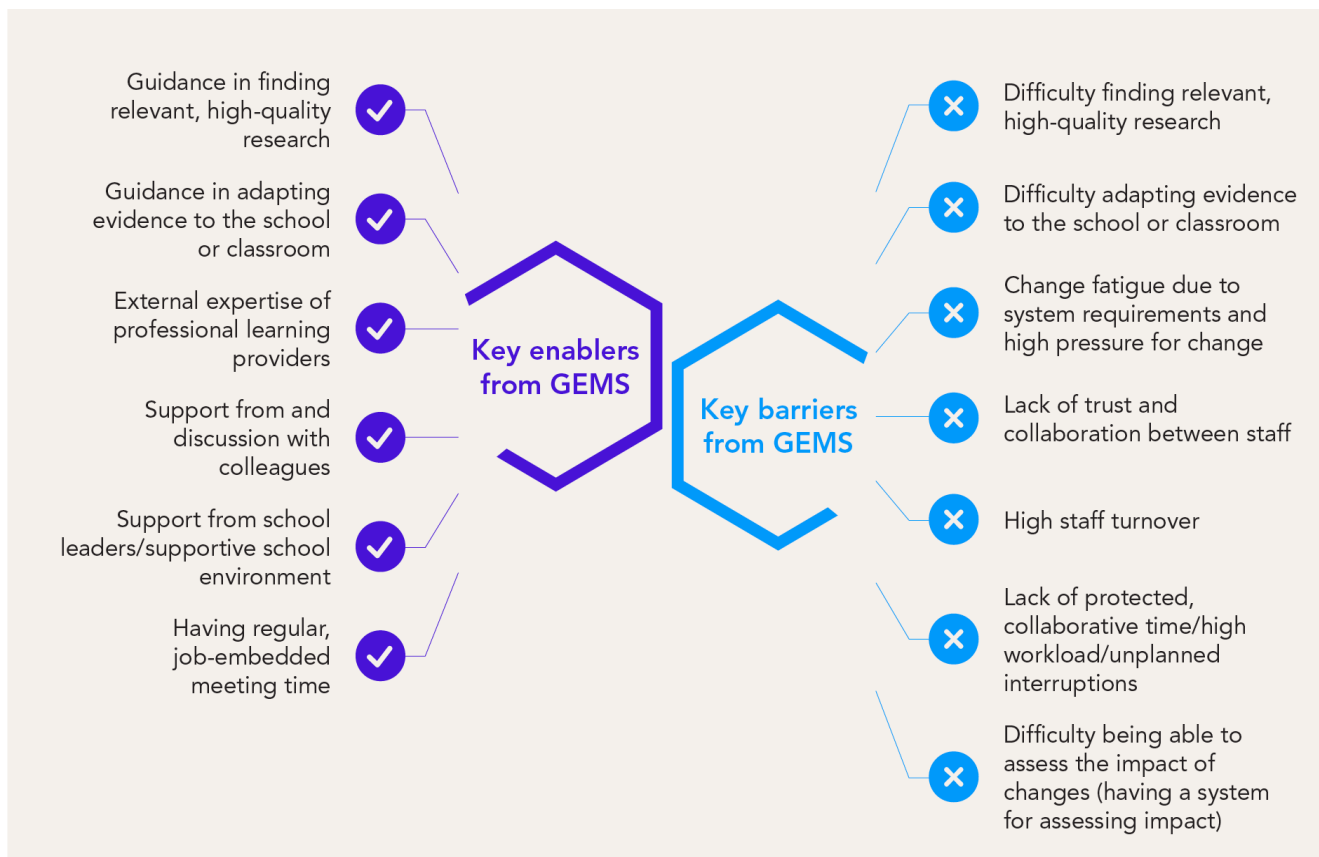
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## Reflection Question 3: What are the enablers and barriers of meaningful use of research evidence in your school?

### Key enablers and barriers identified in schools involved in the GEMS project



See Challenge 1 in the [GEMS Insights paper for school leaders](#) for more information.

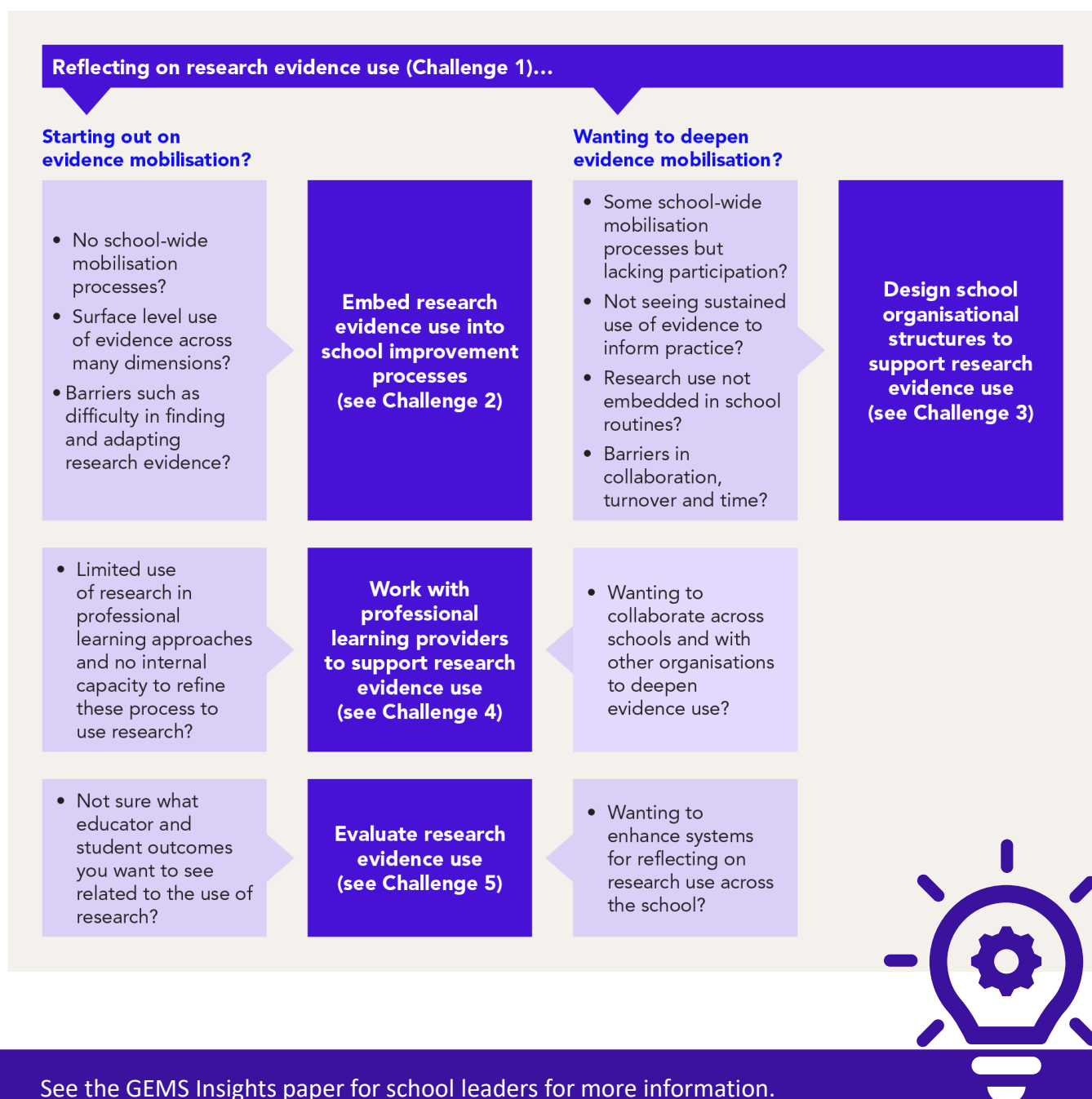
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**Want to take action? Use your reflections to identify specific areas of challenge and explore what you could do as a school in these areas**

**Research evidence mobilisation challenges to explore in the GEMS Insights Paper**



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