School Leaders’ Engagement With The Concept of Evidence-Based Practice As A Management Tool For School Improvement

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EIPPEE Conference, The Hague
May 10, 2012
Proof of concept for evidence-Informed Practice
Research-proven programmes and practices
Theory of Expansive Learning
Research-use as social practice
Case Studies of 3 Primary Schools
<table>
<thead>
<tr>
<th>Epistemic Actions</th>
<th>Engagement Process Stages</th>
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<tbody>
<tr>
<td>Questioning</td>
<td>Stage 1. Setting the Scene</td>
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<tr>
<td>Analysing</td>
<td>Stage 2. Digging Deeper</td>
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<tr>
<td>Constructing a model to identify a solution</td>
<td>Stage 3. A Way Forward</td>
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<tr>
<td>Running the model</td>
<td>Stage 4. Managing Change</td>
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<tr>
<td>Consolidating outcomes into a new stable form of practice</td>
<td>Stage 5. Capturing Outcomes and Sustaining Change</td>
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The Engagement process
Model of the Engagement process

1. Establish school targets/objectives
2. Look at children’s outcome data
3. Support schools to implement approaches
4. Identify a range of evidence-based strategies
5. Identify areas to improve
Outcomes
Outcomes
Outcomes
Conclusions and Recommendations
Thank you for your attention.

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