

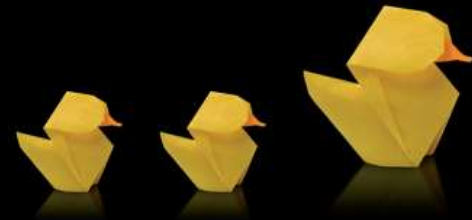
Evidence-based practice and some time-saving techniques

Dr Gary Jones

Agenda

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- 👉 Introduction
- 👉 Provide two definitions of evidence-based practice
- 👉 Identify things you can do to develop your skills as evidence-based practitioner
- 👉 Next steps



EVIDENCE-BASED SCHOOL
**LEADERSHIP AND
MANAGEMENT**

A Practical Guide

GARY JONES



Who am I?

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Dr Gary Jones



Former senior leader in a post-16 education college

Blogger

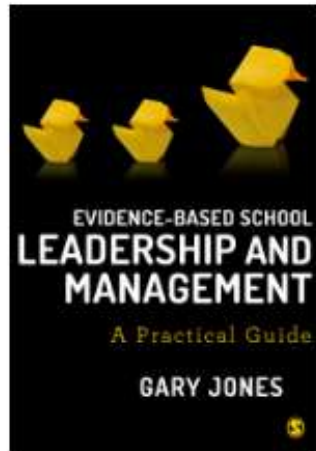
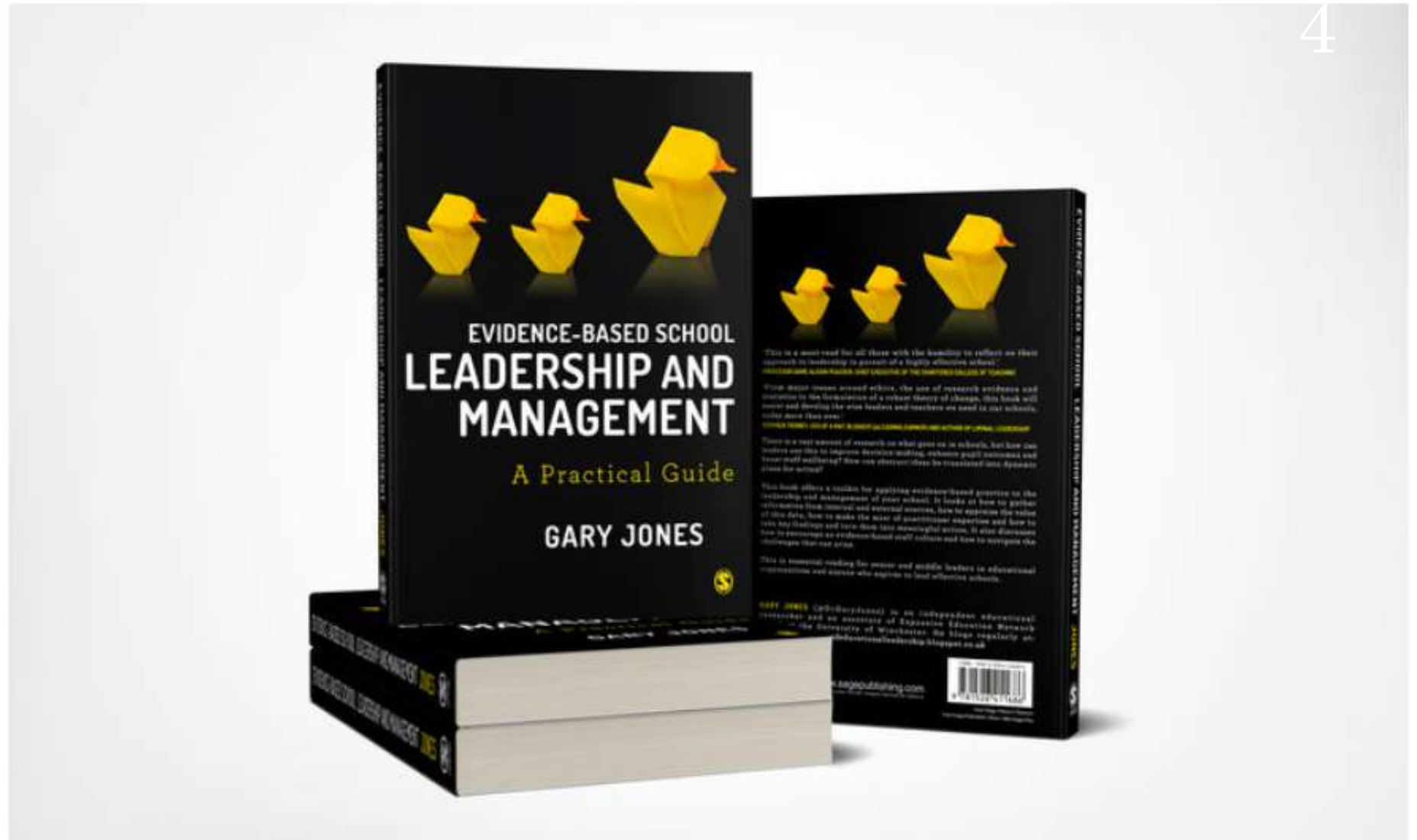
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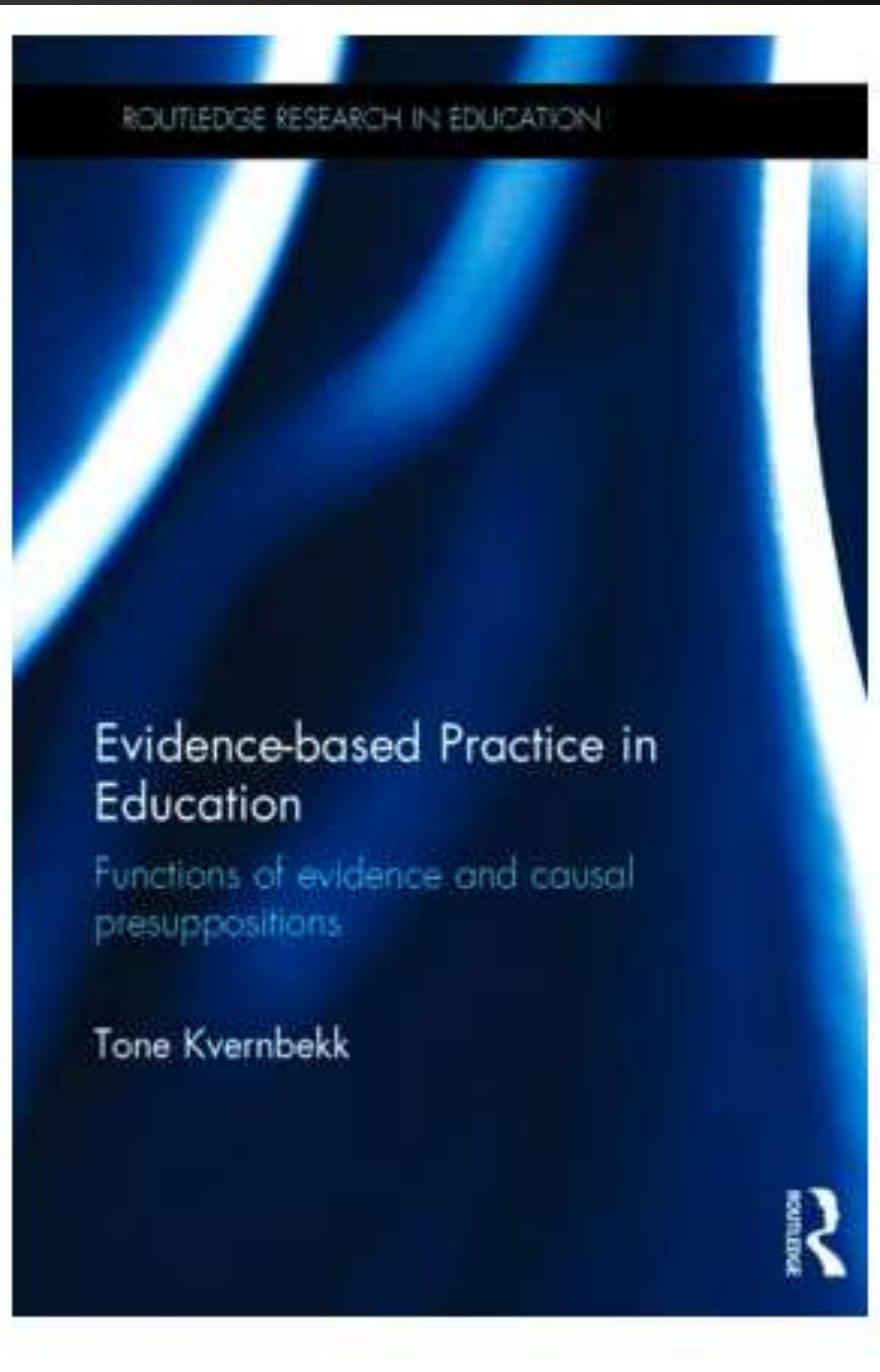
Author

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What do we mean by evidence-based
practice?

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EBP is defined as the production or creation of desirable change and the prevention of undesirable change, somehow guided by evidence of what works.

Evidence-Based Management



The Basic Principles

Eric Barends, Denise M. Rousseau, Rob B. Briner



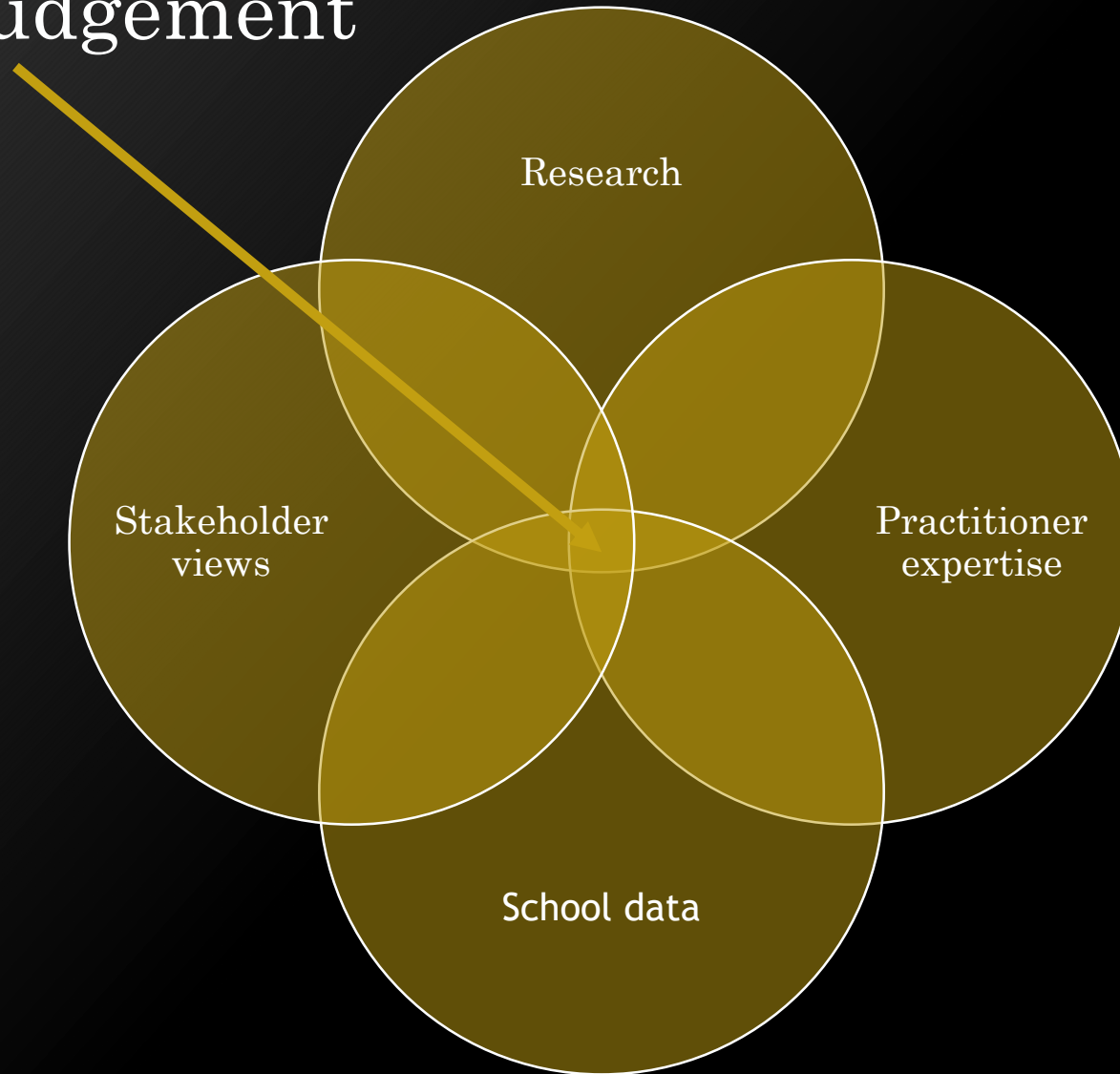
Evidence-based practice is about making decisions through the conscientious, explicit and judicious use of the best available evidence from multiple sources by

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- 👉 Asking: translating a practical issue or problem into an answerable question
- 👉 Acquiring: systematically searching for and retrieving the evidence
- 👉 Appraising: critically judging the trustworthiness and relevance of the evidence
- 👉 Aggregating: weighting and pulling together the evidence
- 👉 Applying: incorporating the evidence into the decision-making process
- 👉 Assessing: evaluating the outcome of the decision taken

to increase the likelihood of a favourable outcome

Professional judgement

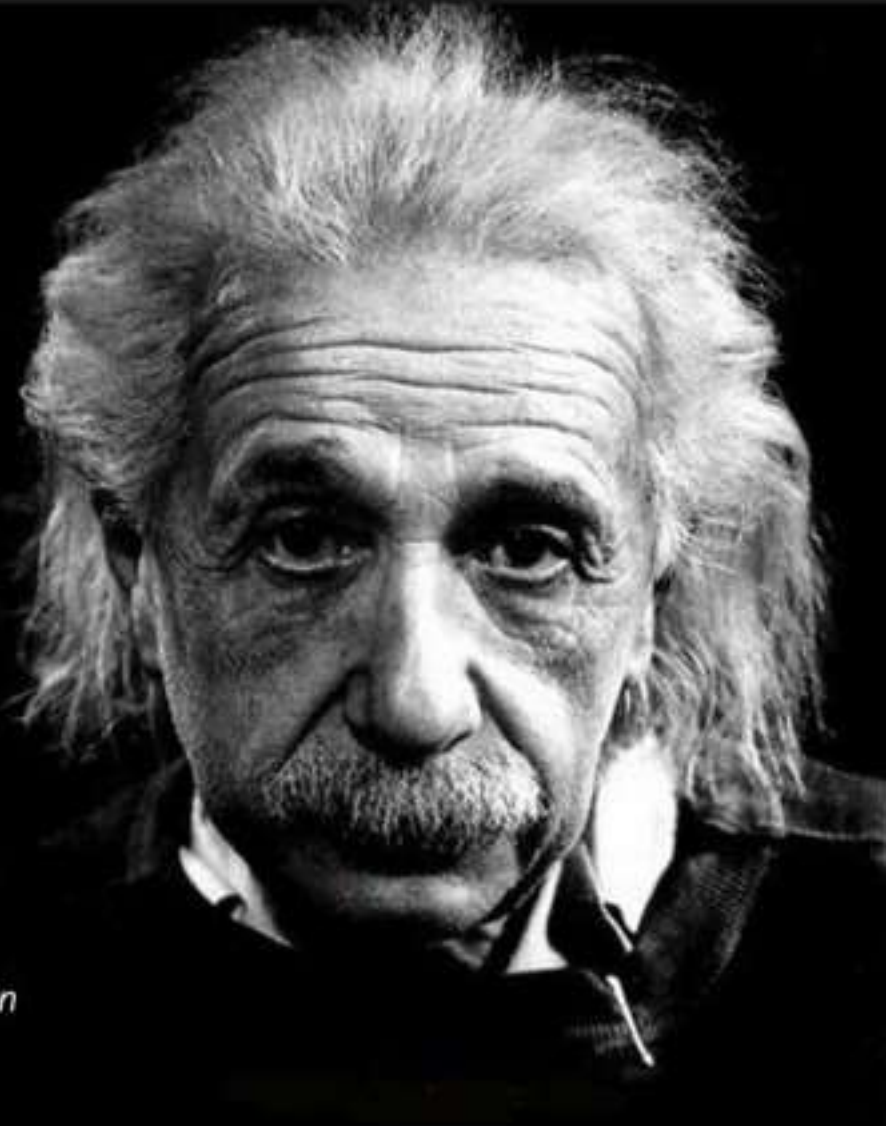


Asking well-formulated and answerable questions?

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"If I had an hour to solve a problem and my life depended on the solution, I would spend the first 55 minutes determining the proper question to ask, for once I know the proper question, I could solve the problem in less than 5 minutes."

- *Albert Einstein*



The PICO format

- P — Pupil or Problem. How would you describe the group of pupils or problem?
- I — Intervention. What are you planning to do with your pupils?
- C — Comparison. What is the alternative to the intervention/action/innovations
- O — Outcomes. What are the effects of the intervention/action/intervention?

Using the PICO format

- For pupils requiring additional learning support (P)
- How does the provision of 1 to 1 support (I)
- Compared with group support (C)
- Affect achievement rates (O).

Now try

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- P — Pupil or Problem. How would you describe the group of pupils or problem?
- I — Intervention. What are you planning to do with your pupils?
- C — Comparison. What is the alternative to the intervention/action/innovations
- O — Outcomes. What are the effects of the intervention/action/intervention?

Using the SPICE framework

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- Setting – where?
- Perspective – for whom?
- Intervention – what?
- Comparison – compared with what?
- Evaluation – with what result

SPICE examples

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- From the perspective of a newly qualified teacher (NQT) secondary school, is formal coaching more effective than informal mentoring in ensuring NQTs successfully complete his or her probationary year.

Now try - SPICE

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- Setting – where?
- Perspective – for whom?
- Intervention – what?
- Comparison – compared with what?
- .Evaluation – with what result

Acquiring the evidence

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Ten Ways To Get Hold Of Academic Literature

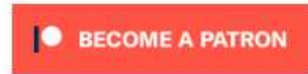
One of the big barriers to doing academic work when you're not a salaried academic is lack of access to academic literature. Books are one problem, though you can often get hold of them through inter-library loans, national libraries, or (if they're not too new) cheap second-hand copies online. But academic journals are the major difficulty.

People outside academia often don't realise that even salaried academics won't have access to everything. University libraries have budgets and have to decide which journals to subscribe to. Even professors sometimes need to use the techniques in this post. But those of us outside academia need to use them all the time. So, for those who don't yet know, here are my top



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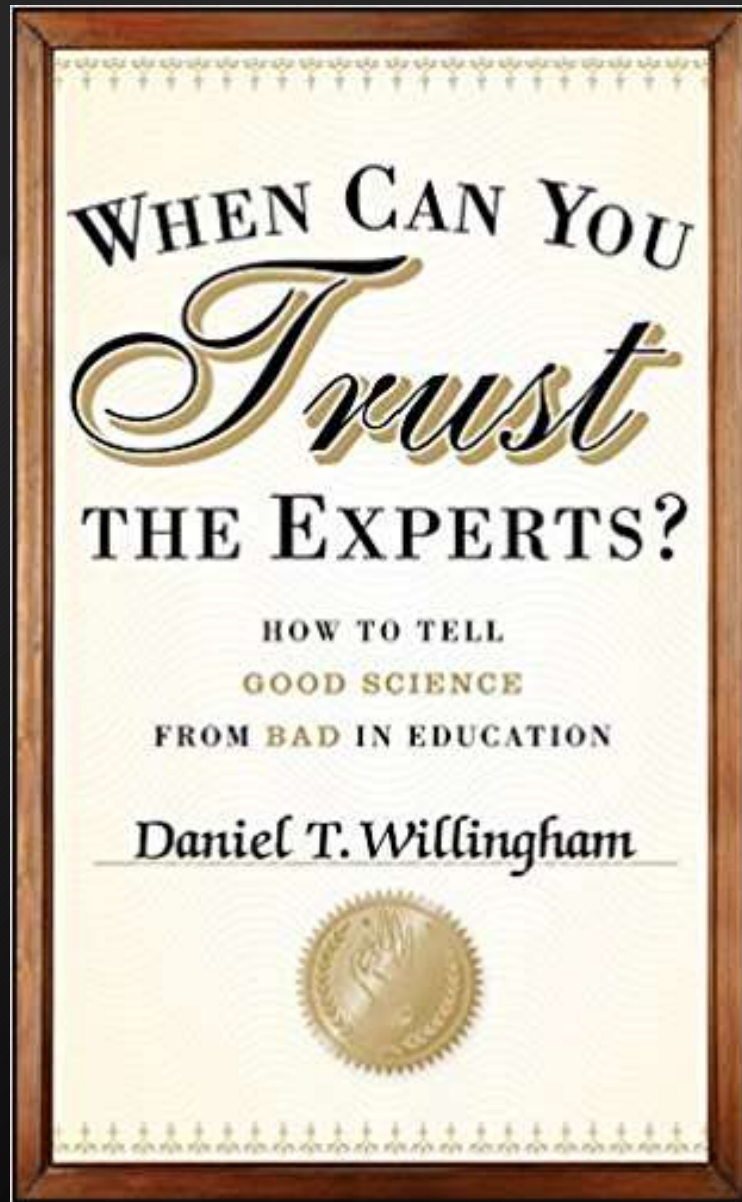
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- Openly accessible literature
- Conventionally published literature
- Use Google Scholar
- ResearchGate
- Use Twitter
- Google books
- Amazon -
- Affiliate to a University
- Contacts – get a pdf
- Contact the author

<https://www.slideshare.net/MichelleHaywood5>

Appraising the evidence

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- Strip it
- Trace it
- Analyse it
- Should I do it?

Aggregating the evidence

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Author/sources	Description	Year	Setting	Who	Commentary
Research literature	Sims, Moss and Marshall*	2017	Two mixed 11-18 schools Ofsted - outstanding	10 teachers in school A and 7 teachers in school	The research finds that journal clubs are a viable, scalable model of teacher-led professional development, capable of creating sustained increases in evidence-informed practice.
School data (quantitative)	Professional Learning Programme	2017	The school	All staff	Some space in professional learning calendar for half-termly journal clubs
Stakeholder views	School staff meeting	2017	The school	All teaching staff including teaching assistants	General acceptance of idea in principle, though suggested it should be trialled with a group of 7 -10 volunteers
Practitioner Expertise	Senior Leadership Team	2017	The school	HT, 2 DHs and School Research Lead	No direct experience though school research lead has attended sessions on journal clubs at researchED and is aware of available resources

Acting on the evidence

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The premortem

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- *A premortem is the hypothetical opposite of a post-mortem. A post-mortem in a medical setting allows health professionals and the family to learn what caused a patient's death. Everyone benefits except, of course, the patient. A premortem in a business setting comes at the beginning of a project rather than the end, so the project can be improved rather than autopsied. Unlike a typical critiquing session, in which project team members are asked what might go wrong, the premortem operates on the assumption that the 'patient' has died, and so asks what did go wrong. The team members' task is to generate plausible reasons for the project's failure. (p1)*

Klein, G. (2007). Performing a project premortem. Harvard Business Review, 85(9), 18-19.

Assessing the outcome

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After action review

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- 👉 What did we set out to do?
- 👉 What actually happened?
- 👉 Why did it happen?
- 👉 What are we going to do next time?

Issues and controversies

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- ✎ *what counts as evidence, the quality of evidence and what evidence can or can't tell us;*
- ✎ *whether the evidence-informed movement serves to work against the practitioners' professional judgement;*
- ✎ *issues in relations to how formal academic knowledge and professional or tacit knowledge might be effectively combined;*
- ✎ *issues such as the inaccessibility of research to teachers and policy-makers, (adapted from p1)*

Critics of evidence-based practice

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- Biesta, G. (2007). Why “What Works” Won’t Work: Evidence-Based Practice and the Democratic Deficit in Educational Research. *Educational theory*. 57. 1. 1-22.
- Elliott, J. (2001). Making Evidence-Based Practice Educational. *British Educational Research Journal*. 27. 5. 555-574.
- Hammersley, M. (2004). Some Questions About Evidence-Based Practice in Education In Thomas, G. and R. Pring. *Evidence-Based Practice in Education* Maidenhead. Open University Press.
- MacLure, M. (2005). ‘Clarity Bordering on Stupidity’: Where’s the Quality in Systematic Review? *Journal of Education Policy*. 20. 4. 393-416.
- Sanderson, I. (2003). Is It ‘What Works’ That Matters? *Evaluation and Evidence-Based Policy-Making*. *Research papers in education*. 18. 4. 331-345.

Next steps

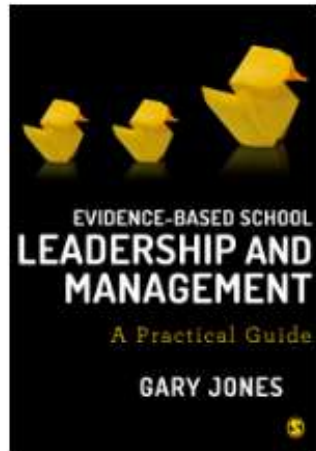
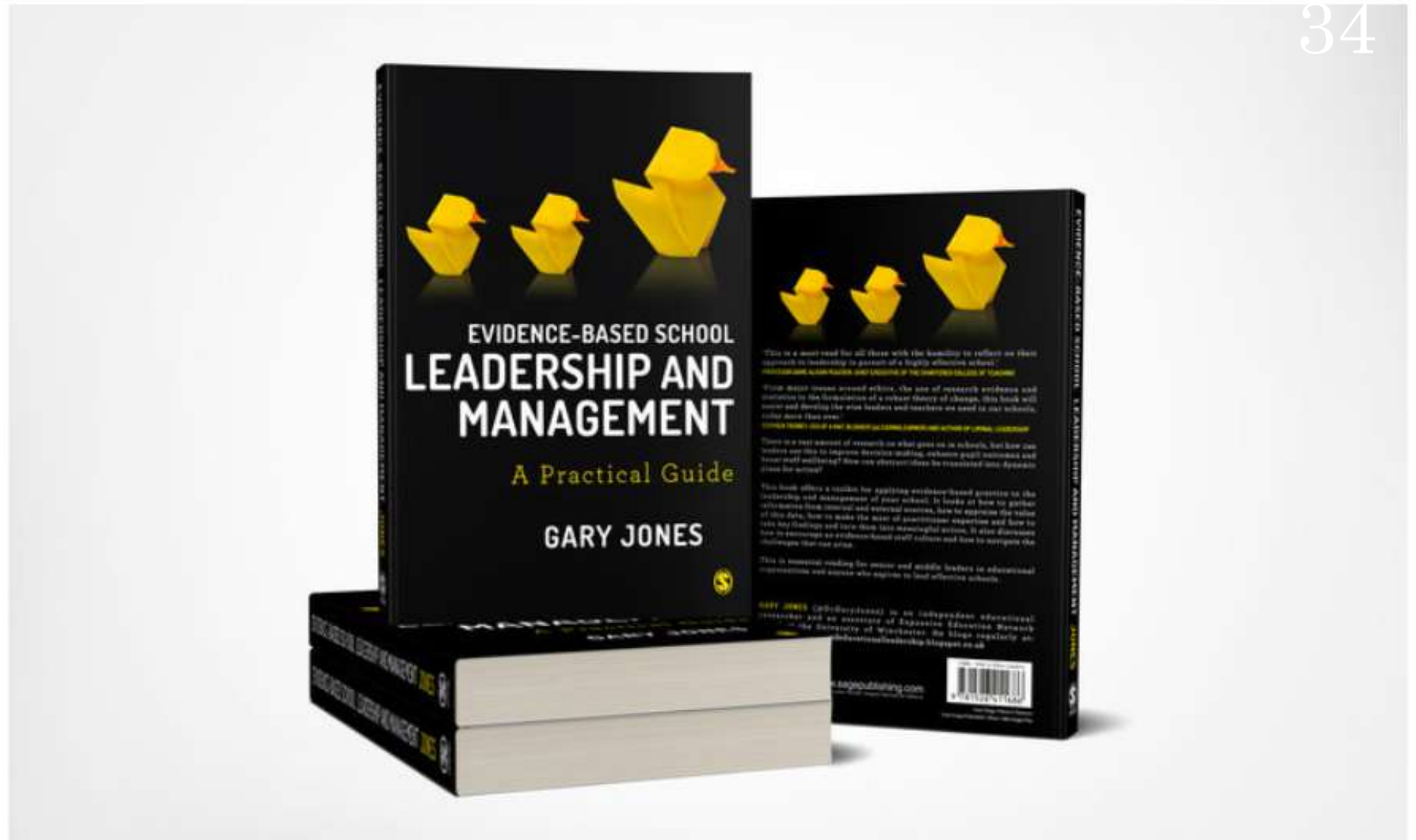
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How to be better next year than this

1. **Focus on improving one thing (evidence-based)**
 - Eg 'Begin a lesson with a short review of previous learning'
2. **Assess your baseline on it**
 - Eg ask someone who is really good at this to evaluate; video
3. **Ensure you have the right support**
 - Expertise, leadership, coaching, peer support
4. **Work at it ('Deliberate Practice') for a sustained period**
 - See 'Peak' & 'Practice with Purpose'
5. **Reassess to inform & track progress**
 - & revisit long after you have moved on to something else



Coming soon

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