Towards Quality Use of Evidence in Schools

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‘To improve the use of evidence in policy requires an explicit engagement with the question of what constitutes better use from a political perspective.’

(Parkhurst, 2017: 170)

‘Used intelligently, evidence is the teacher’s friend.’

(Collins, 2019: 170)
Aims

• To start a conversation about quality use of evidence
• To share some early information from the Q Project
• To reflect together on our own use of evidence
1. SOME REFLECTIONS FROM YOU
Reflecting on our use of evidence
Reflecting on Your Use of Evidence

Think about an occasion this year when you used research evidence* as part of your work.

What research evidence did you use?

How did you use it? i.e. What did you do with it?

What helped you to use this evidence in this way?

What could have improved this use of evidence?

*Research evidence could include things like research reports, journal articles, research summaries, research-based guidance, research syntheses, program evaluations, etc.
2. SOME IDEAS FROM THE Q PROJECT
From whether to how well
From quality of evidence to quality of use
Quality use of research evidence in education

**Strand 1**
How to conceptualise it?

**Strand 2**
What does it look like in practice?

**Strand 3**
How to develop it through professional learning?

**Strand 4**
How to embed it within systems?
Quality use of evidence ....

the thoughtful use of appropriate evidence

supported by a blend of enabling skillsets, mindsets, relationships and systems.
Appropriate evidence

Thoughtful use
Mindsets

Skillsets

Relationships

Systems

Appropriate evidence

Thoughtful use

(Rickinson et al., in preparation)
3. SOME DISCUSSION IN GROUPS
In small groups ...

1. One of core components – meaning/example in your context?
2. One of enabling components – meaning/example in your context?
3. Overall framework – what’s missing and how to improve?

Discuss and record ideas (10 mins)
Share one idea in plenary (10 mins)
One key idea
4. SOME NEXT STEPS
Quality use of research evidence in education

Strand 1
How to conceptualise it?

Strand 2
What does it look like in practice?

Strand 3
How to develop it through professional learning?

Strand 4
How to embed it within systems?
Strand 2 – school-based investigation

Within a sample of 100 schools across 4 states...

How are schools using research evidence?

What is involved in using research evidence well?

How can quality evidence use be developed?

- Ethics application
- School EOI recruitment (100 schools across 4 states)
- Survey (n=100) and school visits (n=40) (2020)
- Survey (n=100) and school visits (n=40) (2021)
- School showcase events (2020)

Practical examples and in-depth insights into high quality evidence use in varied settings
Strand 2 – next steps

- Ethics applications (July 2019)
- School Engagement Advisers (1 per State) (July 2019)
- School EOI process with jurisdictions and partners (Term 3 and 4, 2019)
- School Survey (Term 1, 2020) and Visits (Term 2 and 3, 2020)
