EVIDENCE BASED PRACTICE
A JOURNEY WITH RTLB TEAMS
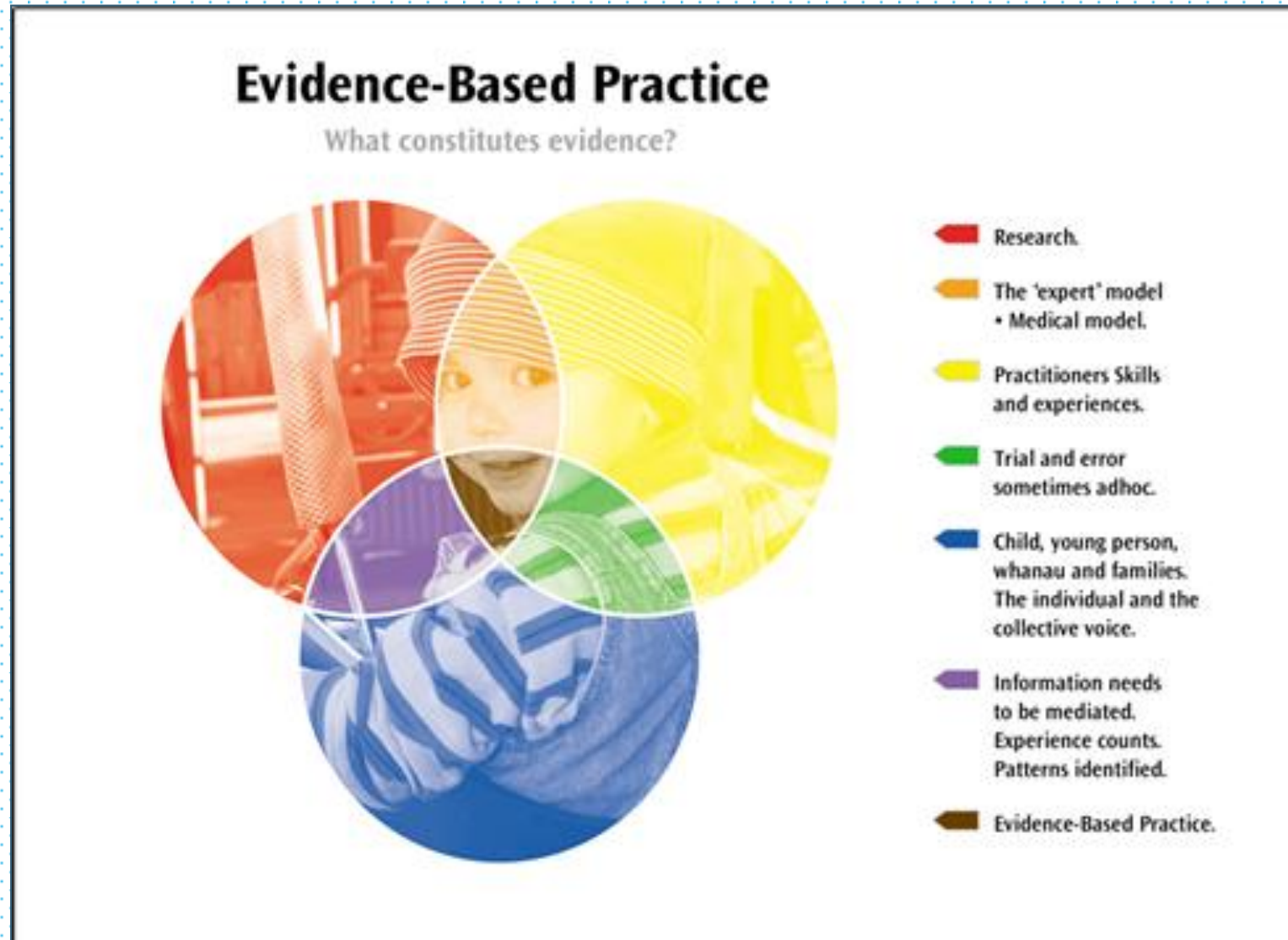
Annette MacDonald
&
Kerrie Lomas

THE BEGINNING
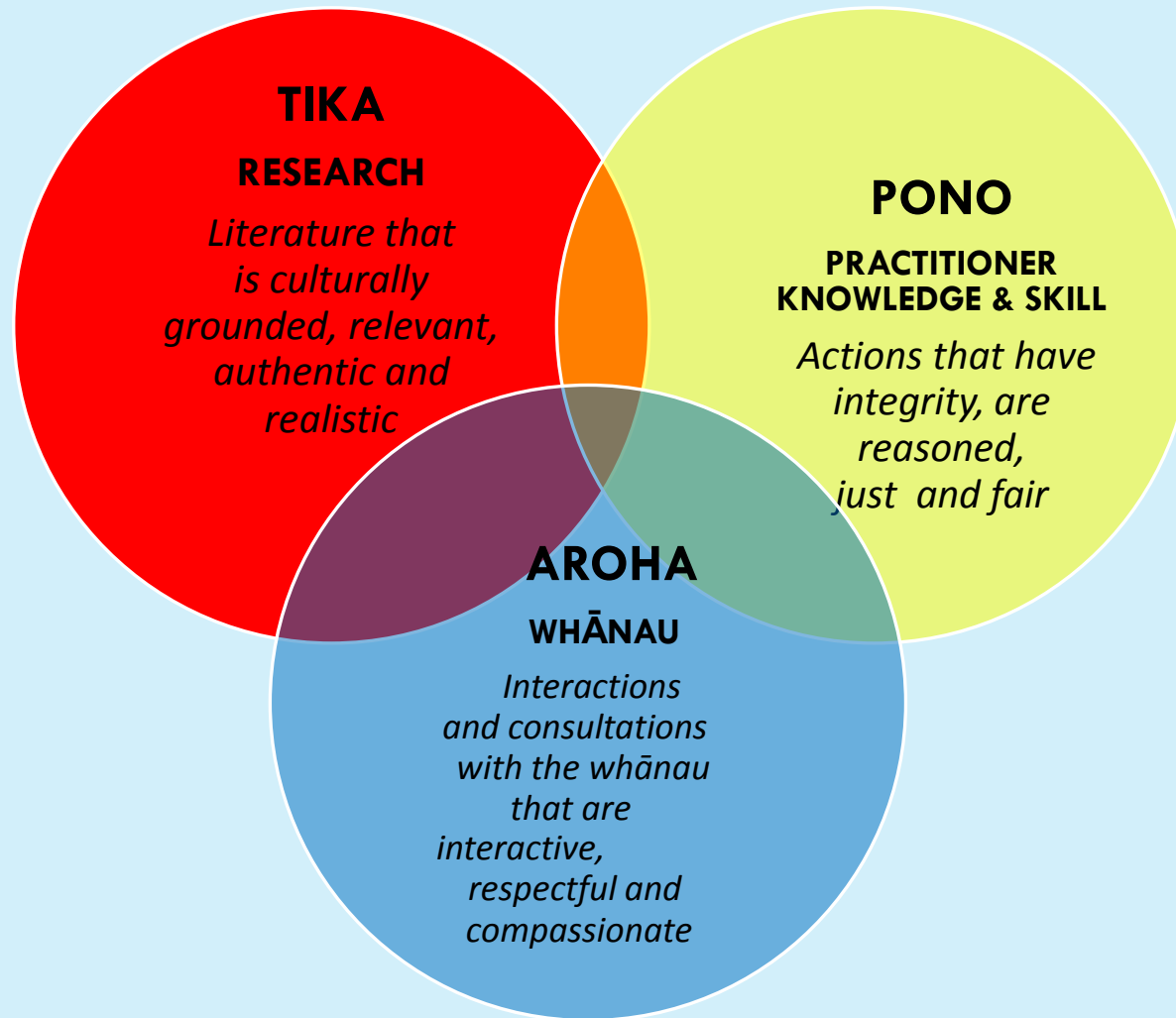
Think, pair, share
What is Evidence Based Practice?

WHAT CONSTITUTES EVIDENCE?

Evidence-Based Practice
What constitutes evidence?

- Research.
- The 'expert' model • Medical model.
- Practitioners Skills and experiences.
- Trial and error sometimes adhoc.
- Child, young person, whanau and families. The individual and the collective voice.
- Information needs to be mediated. Experience counts. Patterns identified.
- Evidence-Based Practice.

Bourke, R., Holden, B., & Curzon, J. (2005). *Using evidence to challenge practice*

CULTURAL CONTEXT

TIKA
RESEARCH

Literature that is culturally grounded, relevant, authentic and realistic

PONO
PRACTITIONER KNOWLEDGE & SKILL

Actions that have integrity, are reasoned, just and fair

AROHA
WHĀNAU

Interactions and consultations with the whānau that are interactive, respectful and compassionate

Macfarlane, S. (2006b)

META ANALYSES AND EVIDENCE - SOME THAT WE HAVE USED

Ministry of Education - statement of intent 2010-2015

Ka Hikitia - Accelerating success: The Māori Education Strategy 2013-2017

Pasifika Education Plan 2013-2017

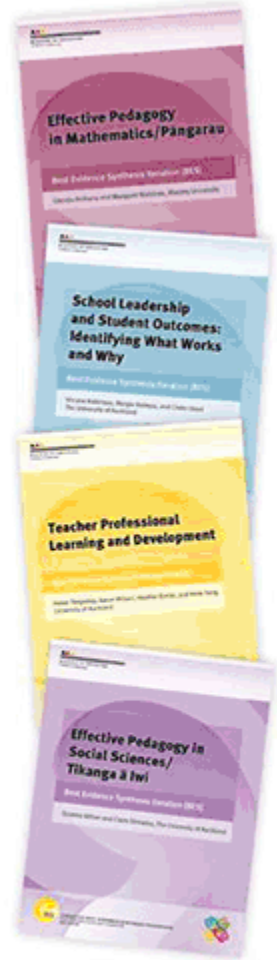www.visiblelearning.org (Hattie)

INSTEP

Tataiako (2011)

PB4L Programmes and research (2009 – 2014)

Church Report (2003)

Toolkit of Strategies to Improve Learning – Durham University (2011)
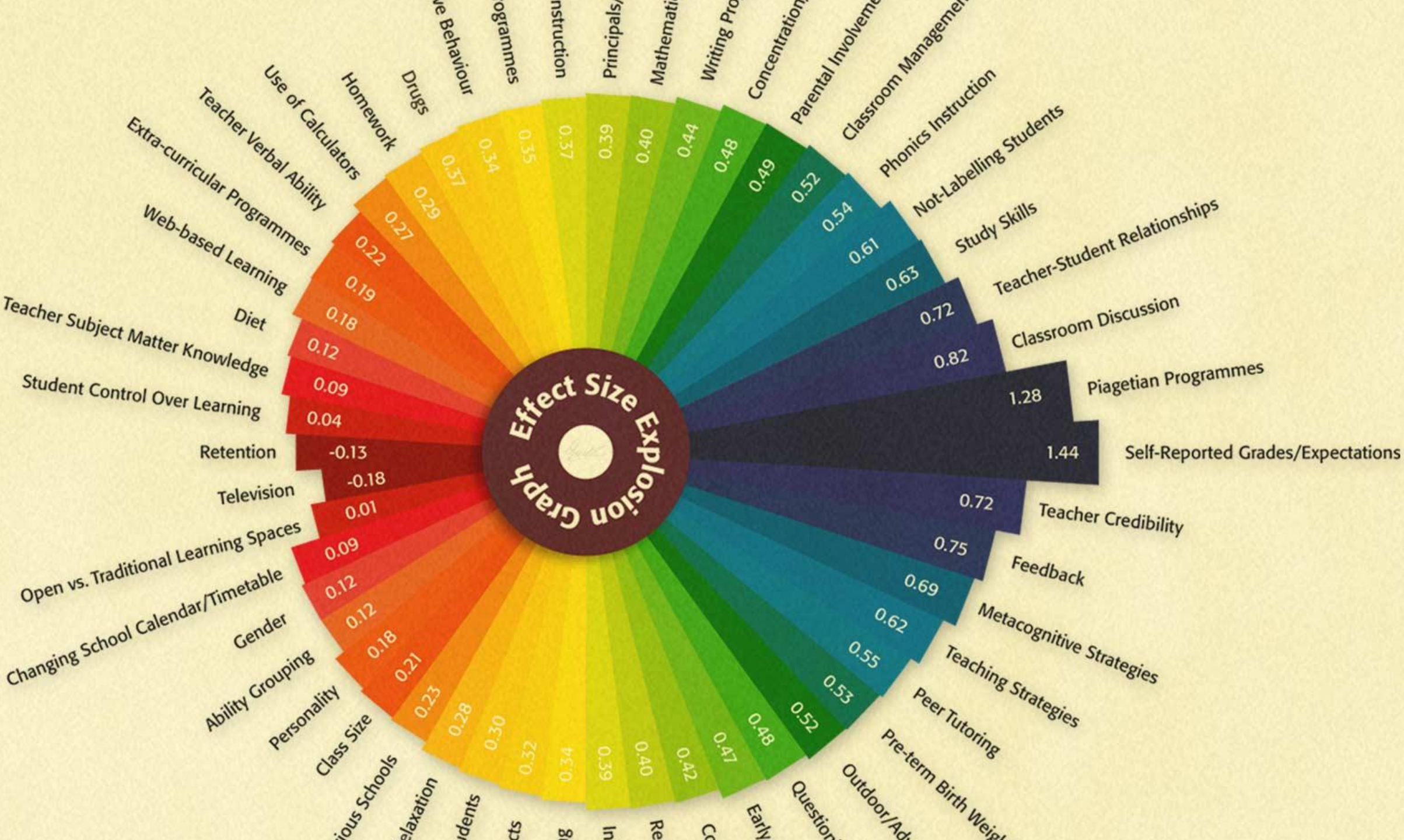
Best Evidence Syntheses

EFFECTIVE STRATEGIES

- **Research evidence tells us that some of these strategies are more effective than others.**

- **In groups of 3 rank them from most to least effective.**

Diet	**Homework**	**Peer tutoring**
Reciprocal Teaching	**Ability grouping**	**Phonics instruction**
Social Skills programmes	**Parental Involvement**	**Student-Teacher**
Classroom Management	**Feedback**	**Relationships**
Metacognitive Strategies	**Time on Task**	**Cooperative Learning**

ACTUAL RANKING OF EFFECT SIZE

.74 **Reciprocal Teaching**

.73 **Feedback**

.72 **Student-Teacher Relationships**

.69 **Metacognitive Strategies**

.58 **Peer tutoring**

.54 **Phonics instruction**

.52 **Classroom Management**

.45 **Parental Involvement**

.41 **Cooperative Learning**

.40 **Social Skills programmes**

.38 **Time on Task**

.29 **Homework**

.12 **Ability grouping**

.12 **Diet**

www.visiblelearning.org

Effect Size Explosion Graph

- Use of Calculators — 0.27
- Homework — 0.29
- Drugs — 0.34
- ...ve Behaviour — 0.35
- ...ogrammes — 0.37
- ...nstruction — 0.39
- Principals/... — 0.39
- Mathemati... — 0.40
- Writing Pro... — 0.44
- Concentration... — 0.48
- Parental Involveme... — 0.49
- Classroom Managemen... — 0.52
- Phonics Instruction — 0.54
- Not-Labelling Students — 0.61
- Study Skills — 0.63
- Teacher-Student Relationships — 0.72
- Classroom Discussion — 0.82
- Piagetian Programmes — 1.28
- Self-Reported Grades/Expectations — 1.44
- Teacher Credibility — 0.72
- Feedback — 0.75
- Metacognitive Strategies — 0.69
- Teaching Strategies — 0.62
- Peer Tutoring — 0.55
- Pre-term Birth Weig... — 0.53
- Outdoor/Ad... — 0.52
- Questio... — 0.48
- ...Co... — 0.47
- Early... — 0.42
- ...Re... — 0.40
- In... — 0.39
- ...g... — 0.43
- ...cts — 0.32
- ...ents — 0.30
- ...dents — 0.28
- Class Size — 0.23
- Personality — 0.21
- Ability Grouping — 0.18
- Gender — 0.12
- Changing School Calendar/Timetable — 0.12
- Open vs. Traditional Learning Spaces — 0.09
- Television — 0.01
- Retention — -0.18
- Student Control Over Learning — -0.13
- Teacher Subject Matter Knowledge — 0.04
- Diet — 0.09
- Web-based Learning — 0.12
- Extra-curricular Programmes — 0.18
- Teacher Verbal Ability — 0.19
- ...ious Schools — 0.22
- ...elaxation

IMPLICATIONS FOR RTLB PRACTICE

Team activities to enable RTLB to familiarise themselves with current research and determine implications for their practice:

▪ Read research articles in pairs and feedback to group (e.g. Durham University research in relation to HLN students)

▪ Write frequently used strategies on post-its then place under headings – strong evidence base, moderate, proven effective in the past, no evidence

GUIDING THE PRACTICE

To embed EBP as the 'norm' both clusters have RTLB Communities of Practice/Wananga who investigate different topics and strategies, reporting back to the whole team around the applications for RTLB practice.

ENSURING SUSTAINABILITY

BOTH CLUSTERS HAVE INCLUDED THE EBP FOCUS IN THE APPRAISAL CYCLE AND USED THE SAME REGISTERED TEACHER CRITERIA:

Annette –

- RTLB Process: 2013 Appraisal focus on meeting facilitation. 2014 focus on Analysis phase.

- RTLB Interventions: Case file review with PLs using EBP circles template.

Kerrie –

- Inquiry approach with Peer Appraisal and CM/PL interviews and case file review.

- 2013/14 Each RTLB completes a template and reports back to the team on their best piece of work.

REMUTAKA CLUSTER RTLB APPRAISAL 2013: MEETING FACILITATION

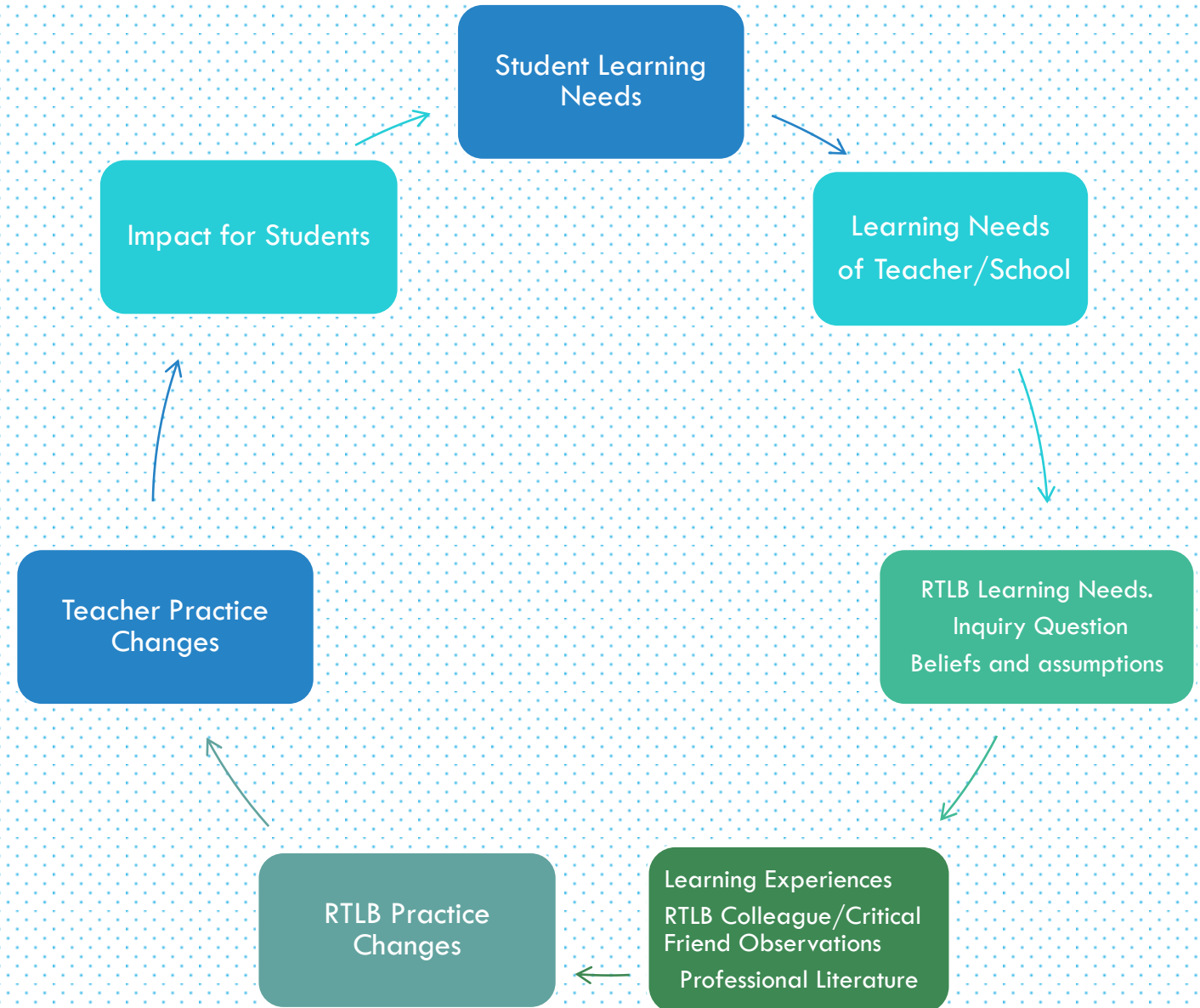| Registered Teacher Criteria	Key Indicators for RTLB Assurance	Assurance Questions	Ref: "Characteristics of effective meetings" Remutaka RTLB June 2013	Evidence observed	Comments
			Environmental considerations		
Establish and maintain effective professional relationships focused on the learning and well being of akonga	• Facilitating planning and review successfully	▪ How did I ensure the teacher's involvement in this process? ▪ How did I ensure the family's involvement in this process?	Welcome & introductions		
			Purpose clear		
			Good news shared		
Demonstrate commitment to promoting the well-being of all akonga	• Adapting programs and curriculum at a range of school levels in ways that promote inclusive practice	▪ Describe the next learning steps ▪ Describe how this learning will be promoted / taught / maintained	Reference made to data		
			All participants included		
			Use of active listening		
Conceptualise, plan and implement an appropriate learning programme	• Involving teachers, whanau and other stakeholders in programme planning • Articulating clearly the aims of and rationale for interventions planned	▪ Can I show some data summaries, charts or graphs which evidence my assessment, hypothesis and planning?	Inclusive practices promoted		
			Agreement on future actions		
			Roles & responsibilities clarified		
			Plan reflects discussion at meeting		
			Plan on data base		
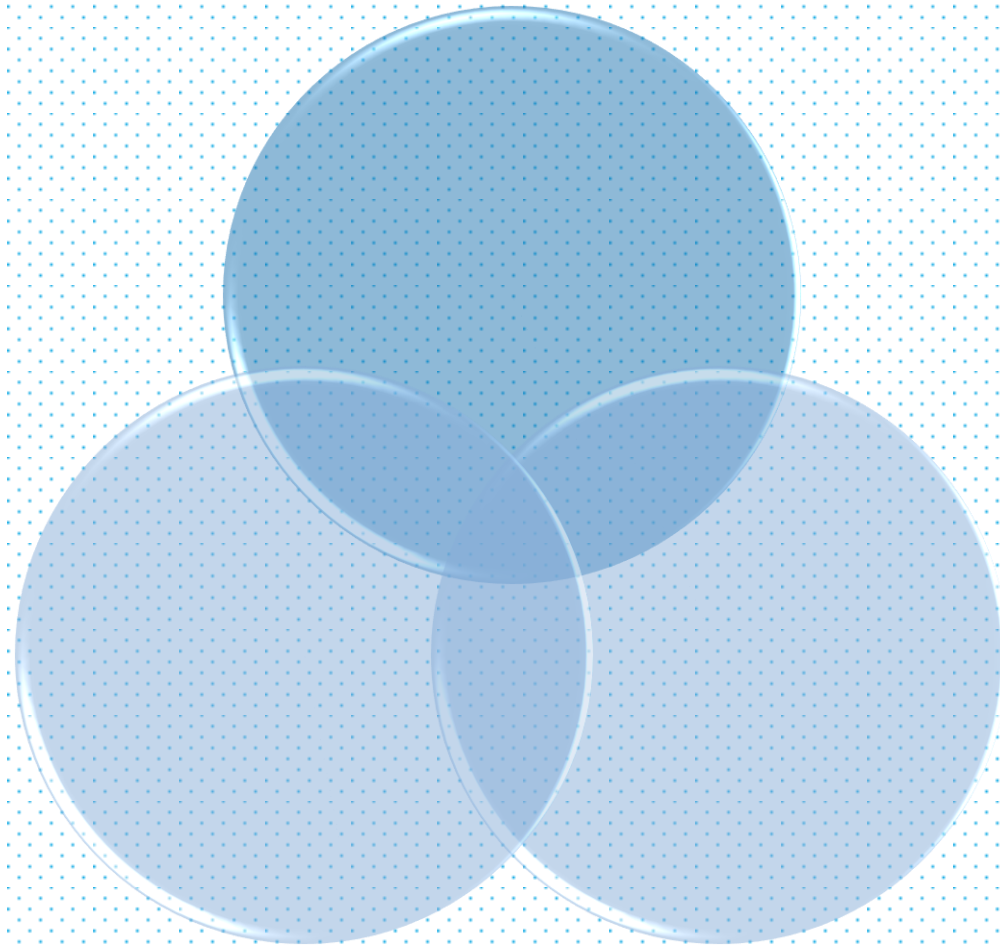
Case file reviews

Template to record discussions between RTLB and Practice Leaders

Tai Tokerau South

- All RTLB are appraised through their use of the Inquiry Cycle from *Improving In-service Teacher Educator Learning and Practice*
- Over 3 years all Registered Teacher Criteria are covered
- Inquiry peer observation and discussion is an integral part. This includes a template where the evidence observed and comments are recorded
- Inquiry focus includes a brief review of the literature

Student Learning Needs

Learning Needs of Teacher/School

Impact for Students

RTLB Learning Needs. Inquiry Question Beliefs and assumptions

Teacher Practice Changes

RTLB Practice Changes

Learning Experiences
RTLB Colleague/Critical Friend Observations
Professional Literature

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