Think, pair, share
What is Evidence Based Practice?
WHAT CONSTITUTES EVIDENCE?

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
- Pasifika Education Plan 2013-2017
- www.visiblelearning.org (Hattie)
- INSTEP
- Tataiako (2011)
- PB4L Programmes and research (2009 – 2014)
- 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.

<table>
<thead>
<tr>
<th>Diet</th>
<th>Homework</th>
<th>Peer tutoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reciprocal Teaching</td>
<td>Ability grouping</td>
<td>Phonics instruction</td>
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<td>Metacognitive Strategies</td>
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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
**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.
### Registered Teacher Criteria

<table>
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<tr>
<th>Key Indicators for RTLB Assurance</th>
<th>Assurance Questions</th>
<th>Evidence observed</th>
<th>Comments</th>
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<tr>
<td>Establish and maintain effective professional relationships focused on the learning and well being of akonga</td>
<td>• Facilitating planning and review successfully</td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>• How did I ensure the teacher’s involvement in this process?</td>
<td></td>
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<tr>
<td></td>
<td>• How did I ensure the family’s involvement in this process?</td>
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<td>Demonstrate commitment to promoting the well-being of all akonga</td>
<td>• Adapting programs and curriculum at a range of school levels in ways that promote inclusive practice</td>
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<td>• Describe the next learning steps</td>
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<tr>
<td></td>
<td>• Describe how this learning will be promoted / taught / maintained</td>
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<tr>
<td>Conceptualise, plan and implement an appropriate learning programme</td>
<td>• Involving teachers, whanau and other stakeholders in programme planning</td>
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<td></td>
<td>• Articulating clearly the aims of and rationale for interventions planned</td>
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<tr>
<td></td>
<td>• Can I show some data summaries, charts or graphs which evidence my assessment, hypothesis and planning?</td>
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Ref: “Characteristics of effective meetings” Remutaka RTLB June 2013

- Environmental considerations
- Welcome & introductions
- Purpose clear
- Good news shared
- Reference made to data
- All participants included
- Use of active listening
- Inclusive practices promoted
- Agreement on future actions
- Roles & responsibilities clarified
- Plan reflects discussion at meeting
- Plan on data base

**Evidence observed**

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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
REFERENCES


REFERENCES


www.minedu.govt.nz/theMinistry/EducationInitiatives/PositiveBehaviourforLearning.aspx
