

Research

Postgraduate Diploma and Evidence-Based Practices

Practitioner
knowledge

**Cluster Managers' Hui
May 2014**

Alison Kearney, Wendy Holley-Boen, Mandia Mentis

Child, young
person and family

SPECIALIST TEACHING TEAM...



Julia Budd
MU



Vijaya
Dharan
MU



Jill Bevan-
Brown
MU



Alison
Kearney
MU



Wendy
Holley-Boen
MU



Mandia
Mentis
MU



Jude
MacArthur
MI



Tracy Riley
MU



Philippa
Butler
Research



Denise
Powell
UC



Sonja
Macfarlane
UC



Garry
Hornby
UC



Marcia
Pilgrim
UC



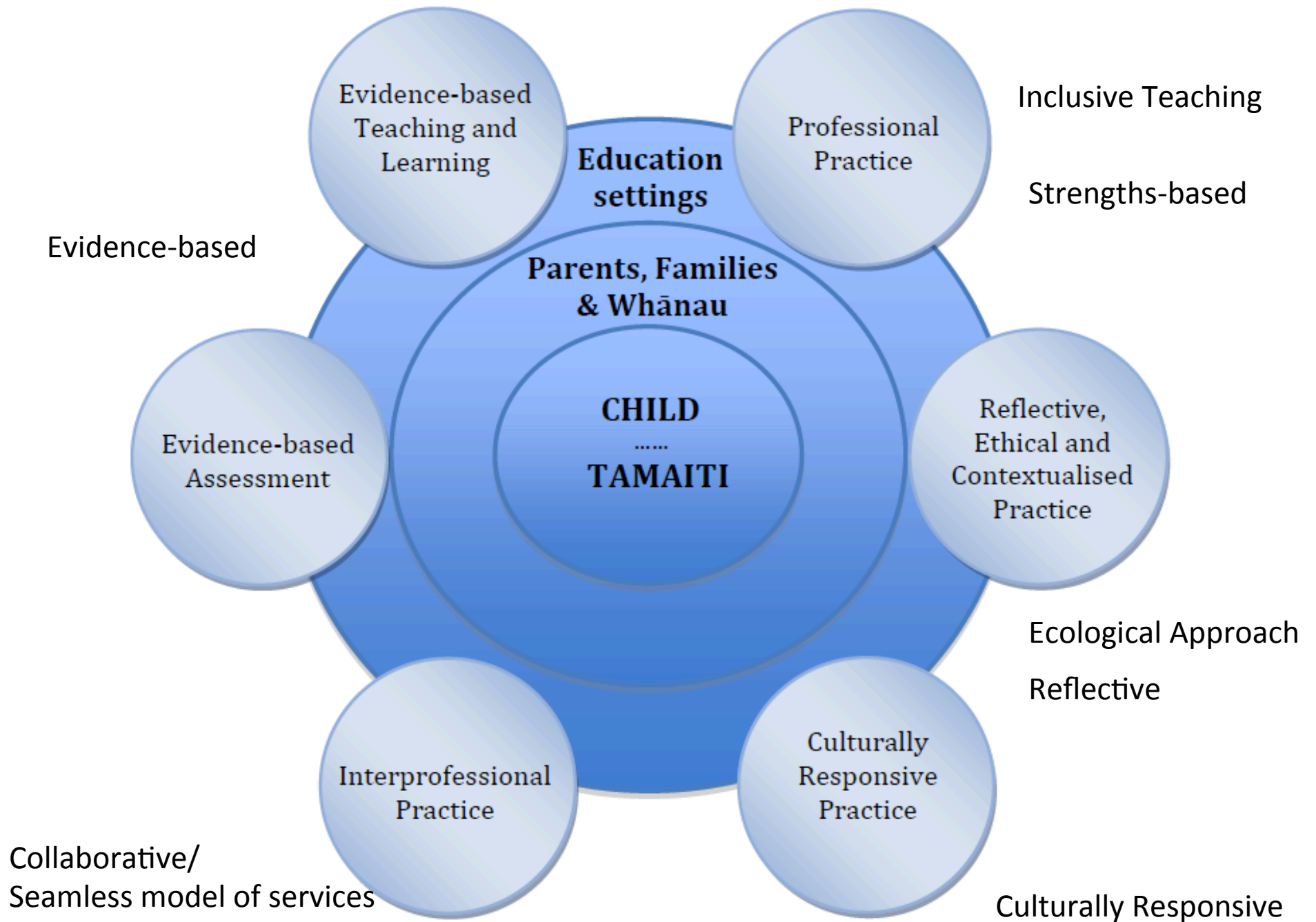
Laurie
McLay
UC



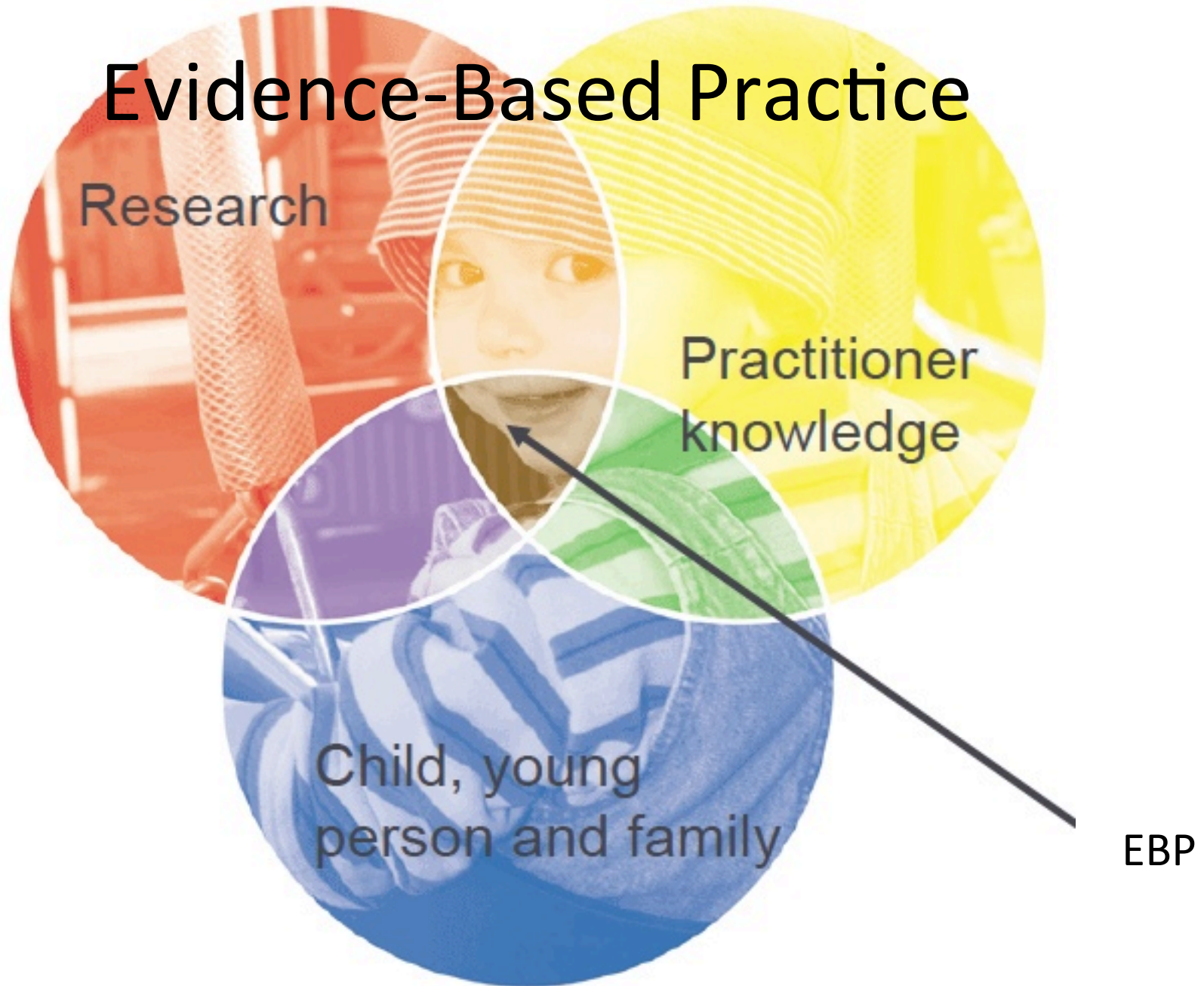
Helen
Mataiti
UC



Anne van
Bysterveldt
UC

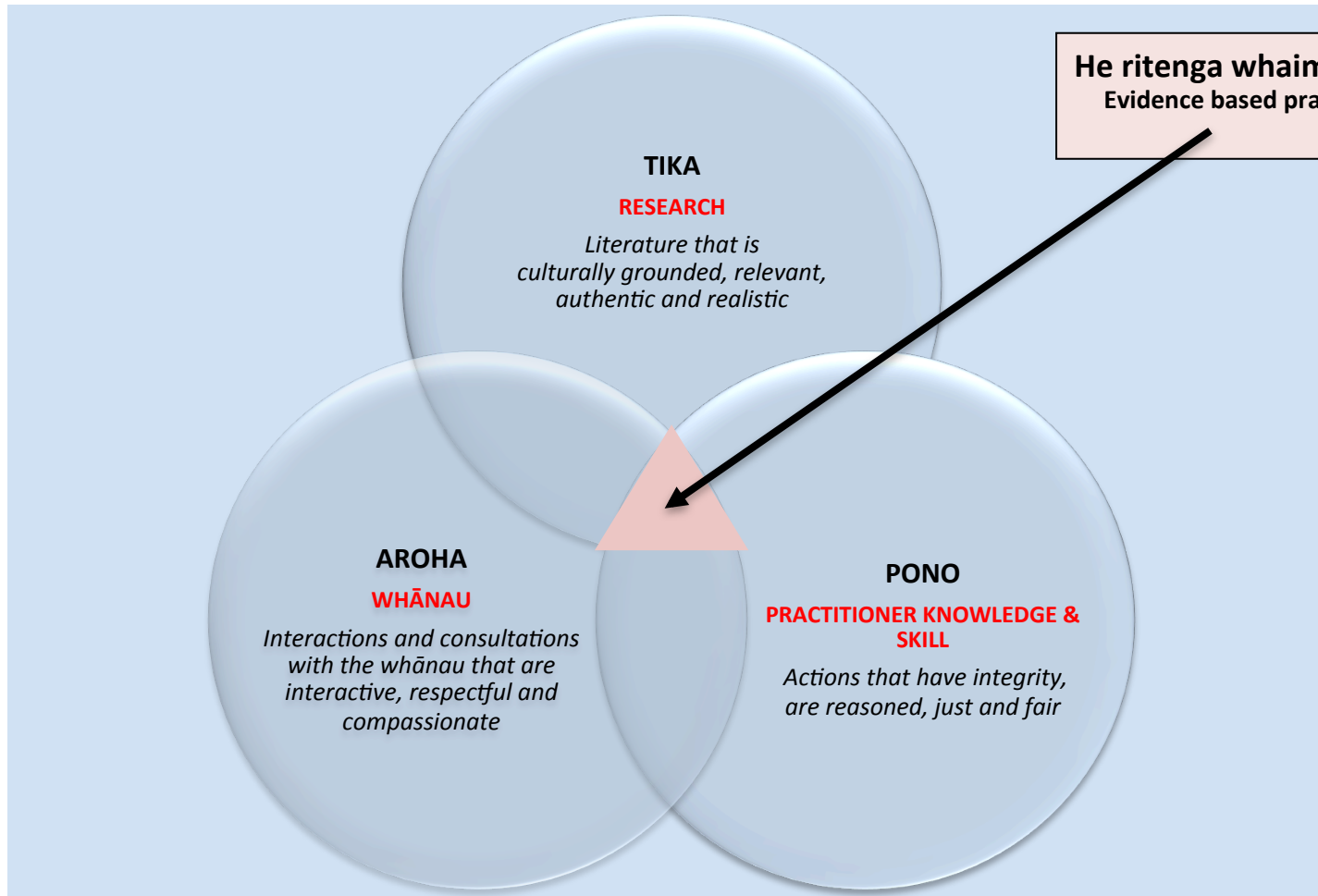


Evidence-Based Practice



He ritenga whaimōhio:

Culturally grounded and informed evidence based practice





Purpose:

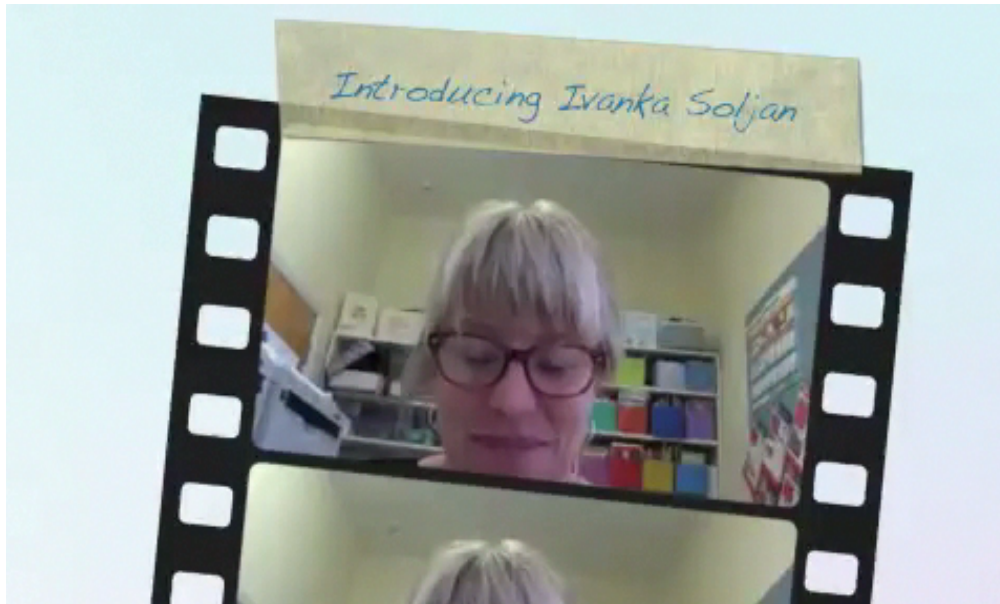
- Search for, select and evaluate the research evidence that is relevant to our key questions and desired outcomes
- Use practice knowledge to inform research knowledge



Purpose:

- Systematically reflect on and use our knowledge, skills, previous experiences, relationships, beliefs and values

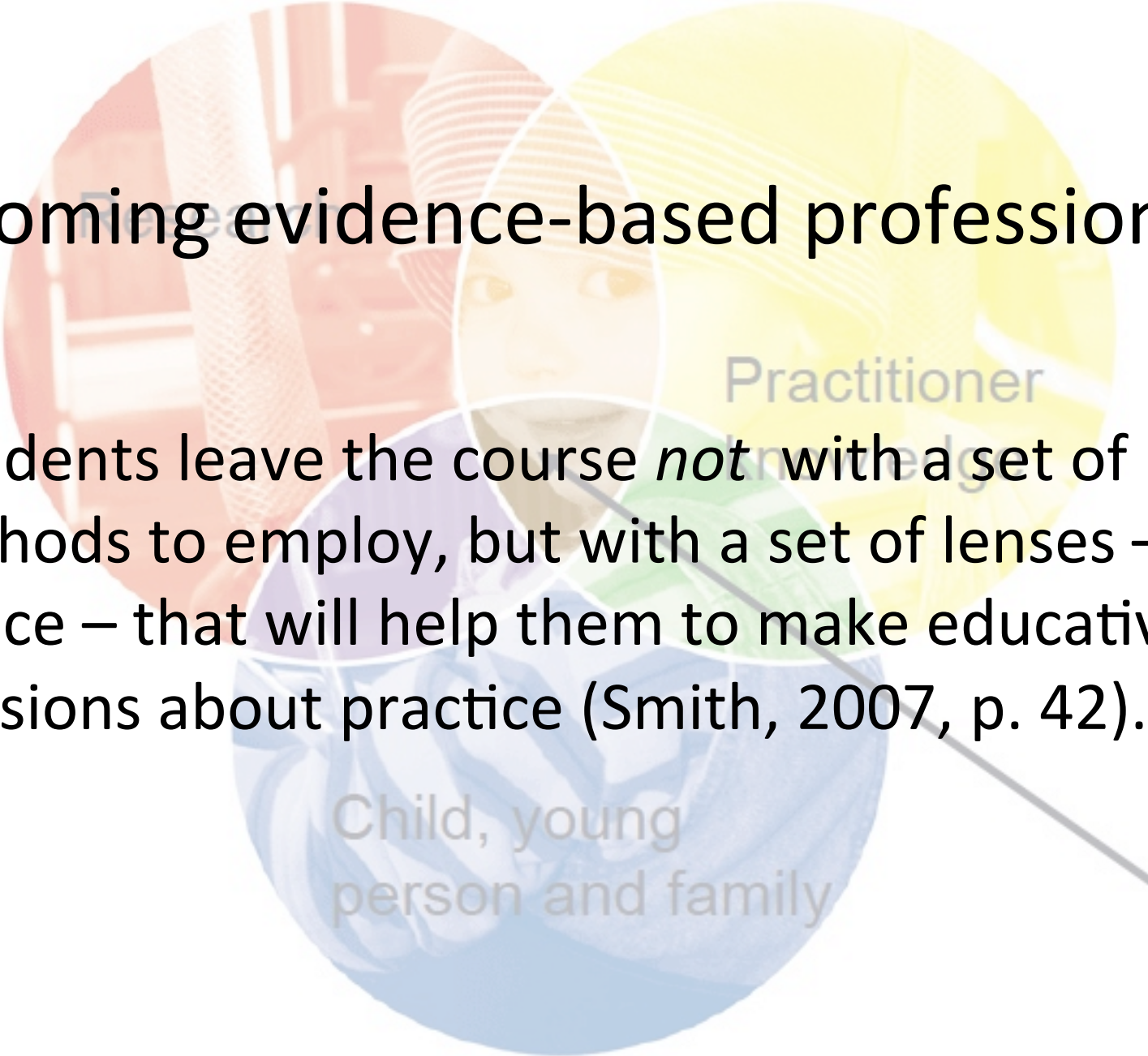




Purpose:

- To develop a shared understanding of perspectives
- Determine desired outcomes
- Negotiate process of collecting evidence





Becoming evidence-based professionals

“Students leave the course *not* with a set of methods to employ, but with a set of lenses – a stance – that will help them to make educative decisions about practice (Smith, 2007, p. 42).”

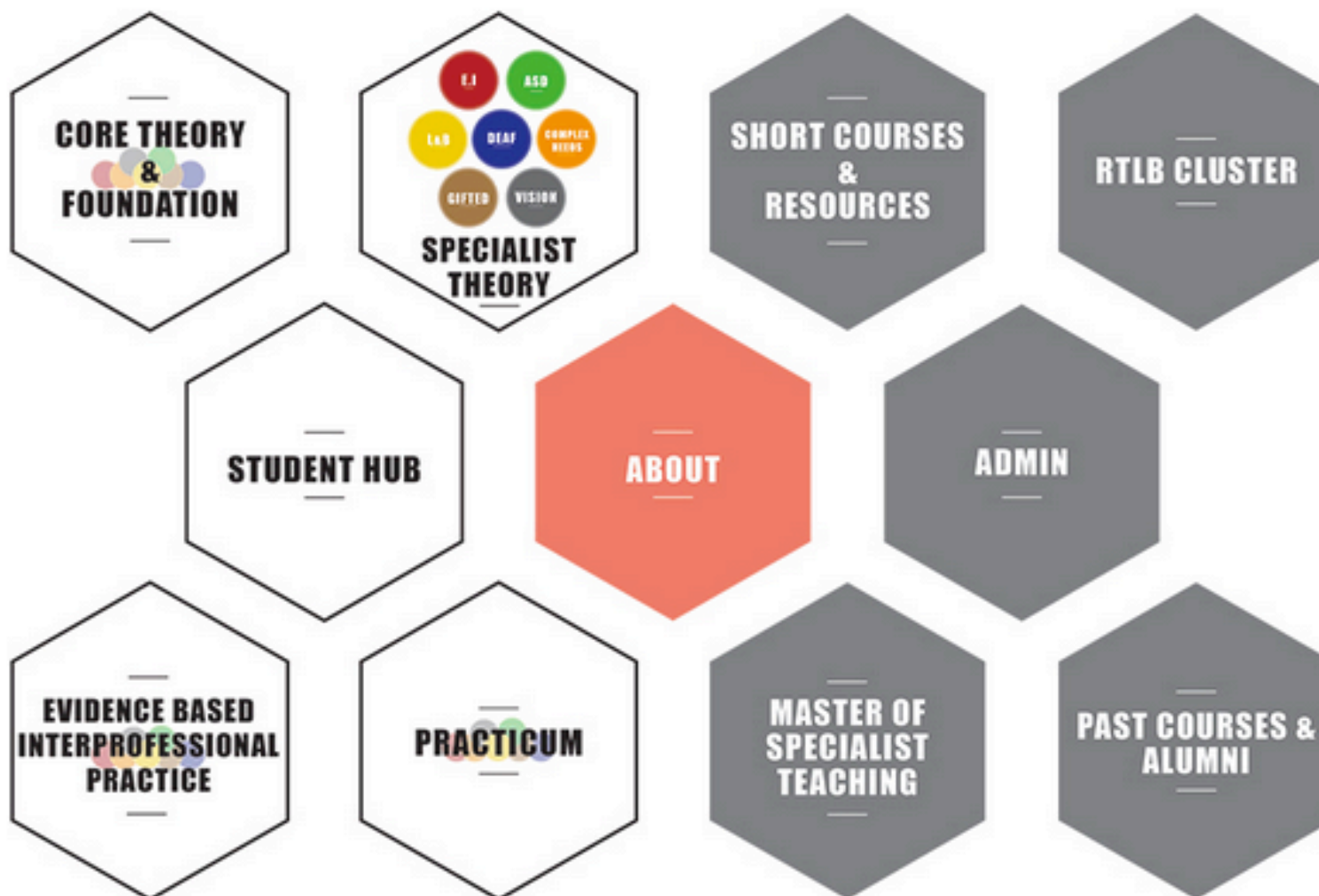


“Evidence-based practice does not rely on research alone; it requires the intentional and creative integration of research, and the experiences of the young person and their family and their team of practitioners if we are to successfully influence, in a positive and culturally responsive way, the life of a young person (Bourke & Loveridge, 2013, p. 20).”



SPECIALIST TEACHING PROGRAMME

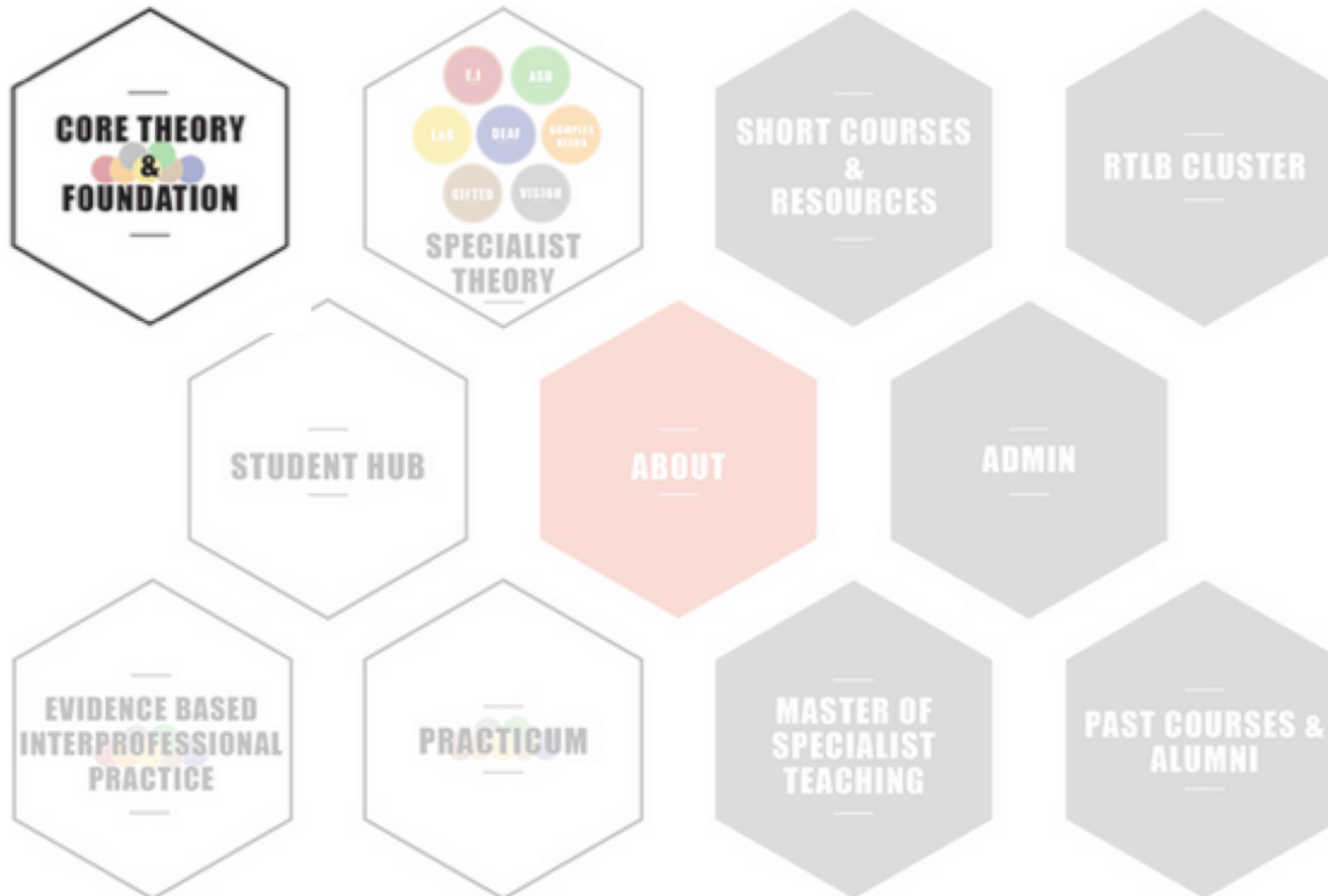
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SPECIALIST TEACHING PROGRAMME

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Core Theory & Foundations:



- **Introduction to EBP**

- course theory, online interaction and assignments

- **Introduction to IP (interprofessional practice)**

- course theory, online interaction and assignments

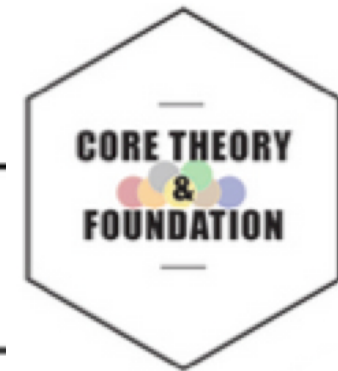
- **Principles-based practices**

- Self-directed goals against competencies

- **Practice-based evidence**

- Self-directed goals against competencies

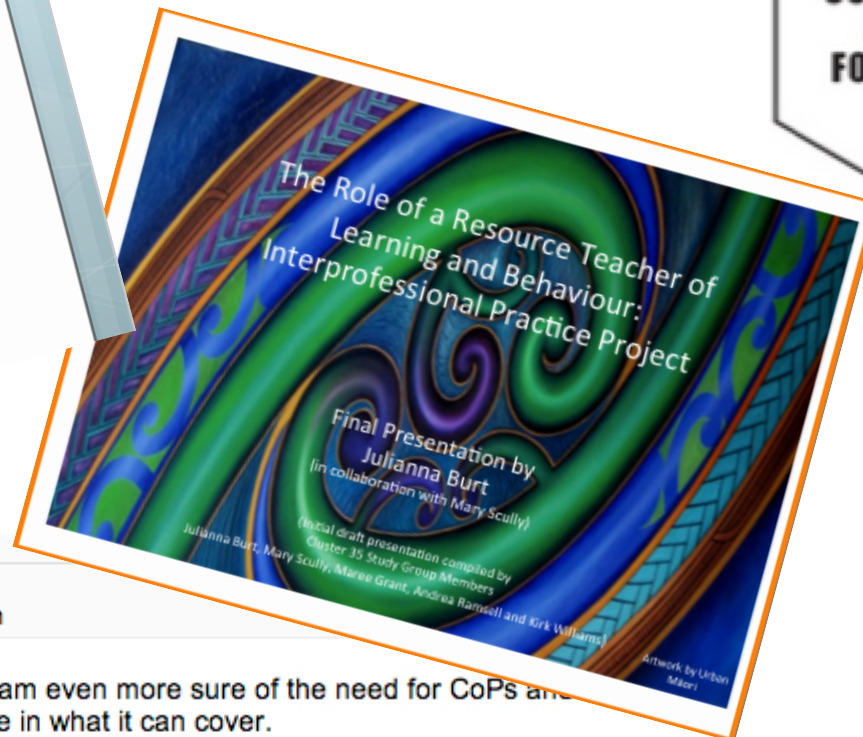
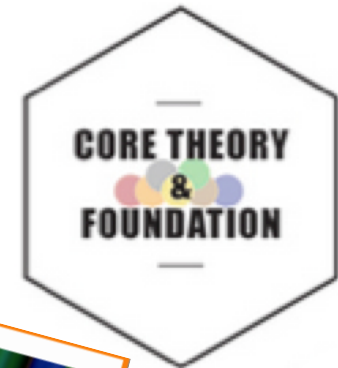
DOMAIN 4



May 26- June 29 : Domain 4 - Competence in interprofessional & evidence-based practice

- **to gain your Domain 4 BADGE:** Pass the quiz, add to the forums and wiki
- **to complete your ePortfolio:** Set personalised learning goals & activities aligned with competencies, add artefacts, self assessment and reflection

-
- [Quiz: Domain 4: Interprofessional and Evidence-based Practice](#)
 - [INTERPROFESSIONAL PRACTICE](#)
 - [EVIDENCE-BASED PRACTICE -HE RITENGA WHAIMŌHIO](#)
 - [INQUIRY FORUM on Domain 4: Interprofessional and Evidence-based Practice Advanced Forum](#) [1 unread post](#)
 - [SPECIALIST FORUM on Domain 4: Interprofessional and Evidence-based Practice Advanced Forum](#)
 - [Aa Share EBP glossary resources](#)



Re: Perspectives on EBP

by ... - Wednesday, 7 August 2013, 05:37 pm

Whew, after wading through most of the readings I am even more sure of the need for CoPs and reflection. Especially since RTLKB's role is so diverse in what it can cover.

Some of my musings:

- I like what [Justice & Fey \(2004\)](#) point out namely the need to upscale research so it is based in the 'real' world and the findings are easily transferrable into practice.
- I do worry about certain aspects of accountability e.g. cost and to a certain extent time. Can 'cost' and 'time' get in the way of effective long-term results? ([Justice & Fey, 2004](#); [Niles, Beyers & Krueger, 2007](#)).
- The need to be very careful to match the right EBP with the right 'client' especially in respect to indigenous peoples, because of their uniqueness. Their input is invaluable for the right match ([Niles, Beyers & Krueger, 2007](#)).
- The danger of overvaluing the research in EBP because of its "scientific, empirical" approach. I like how [Schlosser & Sigafoos \(2009\)](#) talk about the importance of fluidity and flexibility between the 3 components of EBP during the decision making process, the importance of the social factor of the EBP intervention and the acknowledgement of each of

[Core theory paper portfolio](#)
[Core Paper - Domain 1- Refl...](#)
[Core Paper - Domain 2 - Cul...](#)
[Core Paper - Domain 3 - Pro...](#)
[Core Paper - Domain 4 - Int...](#)
[Core Paper - Domain 5 - Evi...](#)
[Core Paper - Domain 6 - Ass...](#)


by [Leo Barrer](#)

This pages describes the learning goals, artefacts and reflections as well as the self-assessment for Domain 5 - Evidence-Based Practice

Profile Information

I am currently working at the Learning Support Centre at Nayland College in Nelson. I teach literacy, numeracy and music classes.



- First name: Leo
- Last name: Barrer
- Country: New Zealand
- Email address: leobarrer@yahoo.co.nz

Professional Learning Plan - Domain 5

NARRATIVE

I began this domain with a general understanding of Evidence-Based Practice as 'teaching practice based on research,' not realising the EBP model involved an interrelationship between Tika, Pono, and Aroha. My overarching learning intention was to gain an understanding of this model and how I could use it to improve my teaching practice.

DOMAIN 5 GOALS:

Selection of my Goals for Domain 5

- To increase my knowledge of effective teaching and learning practices in the field of special education
- To use research based findings, practitioner knowledge, and knowledge of the learner in context to select and evaluate interventions
- To increase my knowledge of the breadth and relative strength of programme adaptations and interventions relevant to inclusive special needs education

LINK TO COMPETENCIES for DOMAIN 5

- demonstrate knowledge of evidence based & effective teaching and learning practices



IS MY PRACTICE EVIDENCE-BASED AND SOLUTION FOCUSED?

ARTEFACTS/REFLECTIONS:DOMAIN 5

The following are measurable artefacts for Domain 5

ARTEFACTS REFLECTION

1. **QUIZ results** My quiz results showed an overall improvement in this domain. In particular, there is evidence my understanding of evidence-based practice has greatly increased
2. **Literature review** I reviewed Hammersly's paper *Some questions about evidence-based practice in education*
3. **Completed readings** I completed a number of readings relevant to Evidence-Based Practice
4. **Assignment 2 Interview** In my interview with a SENCO for assignment 2 I discussed the role of Evidence-Based Practice in schools
5. **Assignment 2 concept map** In assignment 2 I produced a concept map outlining the role of an RTLB in relation to the domain of Evidence-based practice
6. **Forum Discussions** I made posts in the forum regarding Differentiated Instruction, Evidence-Based Practice, and Response To



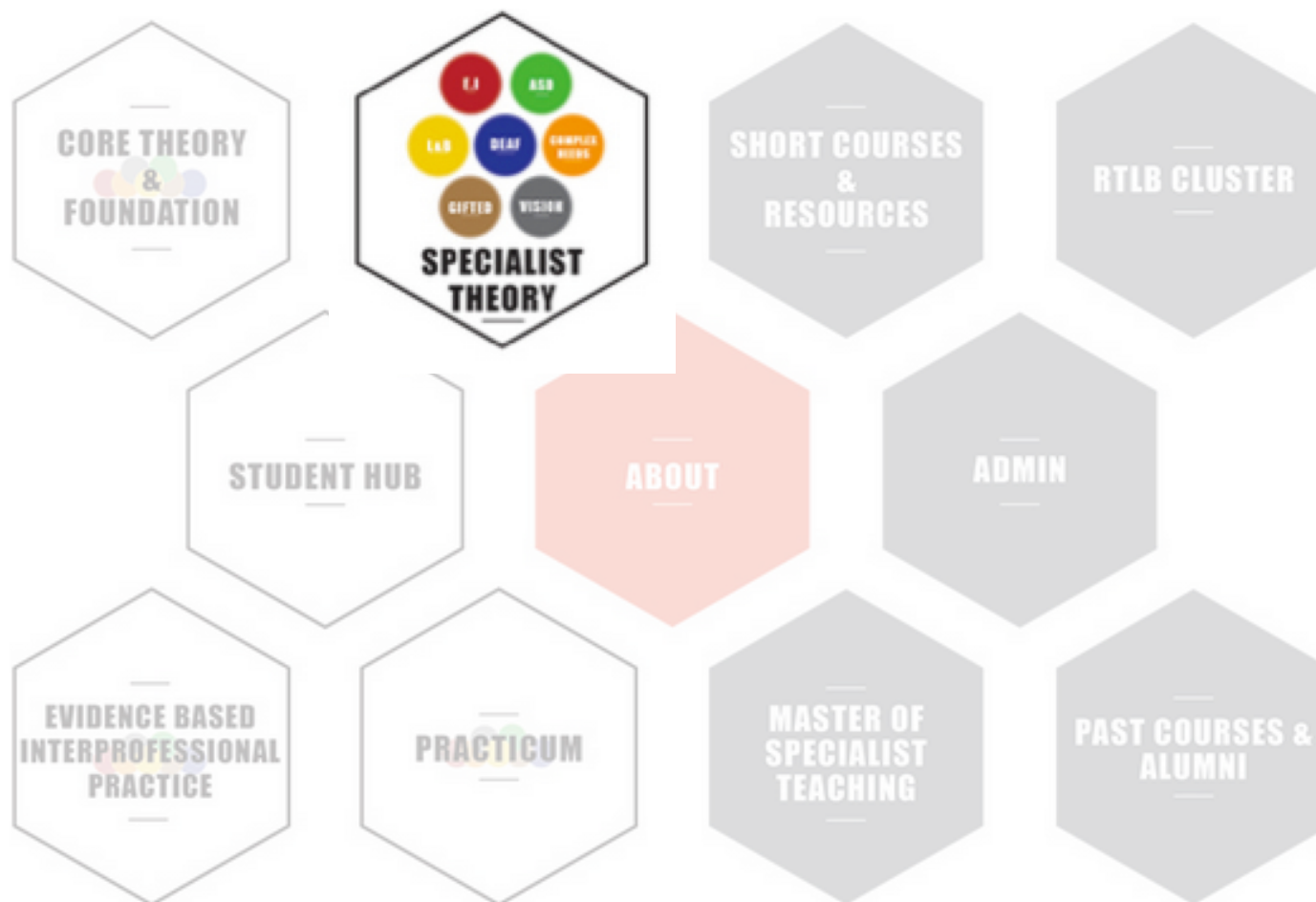
REFLECTIONS - DOMAIN 5

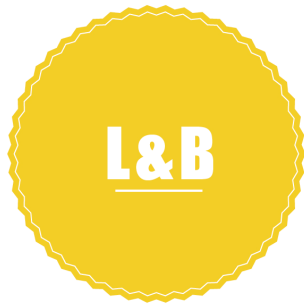
SELF REFLECTIONS ON DOMAIN 5

Reflecting on the artefacts I have gathered for Domain Five has highlighted for me the extent to which my understanding of the Evidence-Based Practice model as a dynamic intersection of research evidence, practitioner expertise, and input from the family/client has been clarified. I have also made significant steps toward integrating this approach into my teaching practice.

My first learning goal was to *increase my knowledge of effective teaching and learning practices in the field of special education*. This relates to the competency: *demonstrate knowledge of evidence based & effective teaching and learning practices*.

I began my work on this domain with the assignment one literature review, for which I critically examined Hammersly's 2001 paper (Artefact 2). This reinforced my initial





Learning & Behaviour Diversity

L&B	INTRODUCTION TO LEARNING AND BEHAVIOUR DIVERSITY	DOMAIN 1
L&B	RTLB PRINCIPLES AND PRACTICES	DOMAIN 2
L&B	INDIVIDUAL EVIDENCE-BASED ASSESSMENT AND INTERVENTION	DOMAIN 3
L&B	SMALL GROUP EVIDENCE-BASED SYSTEMS AND INTERVENTIONS	DOMAIN 4
L&B	WHOLE CLASS EVIDENCE-BASED SYSTEMS AND INTERVENTIONS	DOMAIN 5
L&B	SCHOOL-WIDE EVIDENCE-BASED SYSTEMS AND INTERVENTIONS	DOMAIN 6



Māori Potential: Barriers to Creating Culturally-Responsive Learning Environments in Aotearoa/New Zealand: Te Timatanga O Te Ara – Kei Whea Te Ara?

Lesleigh Henderson
Resource Teacher: Learning and Behaviour, Te Rohe Potae/The King Country

ABSTRACT

New Zealand Education reforms aligned with raising Māori student success are yet to result in Māori students reaching their educational potential

Key evidence underpinning Ka Hikitia draws on a huge range of research and literature.¹ This Maori Education Strategy was evaluated and an updated version, *Ka Hikitia – Accelerating Success 2013-2017*, is recently being introduced.² As part

Effective pedagogy to improve educational outcomes for Pasifika Learners

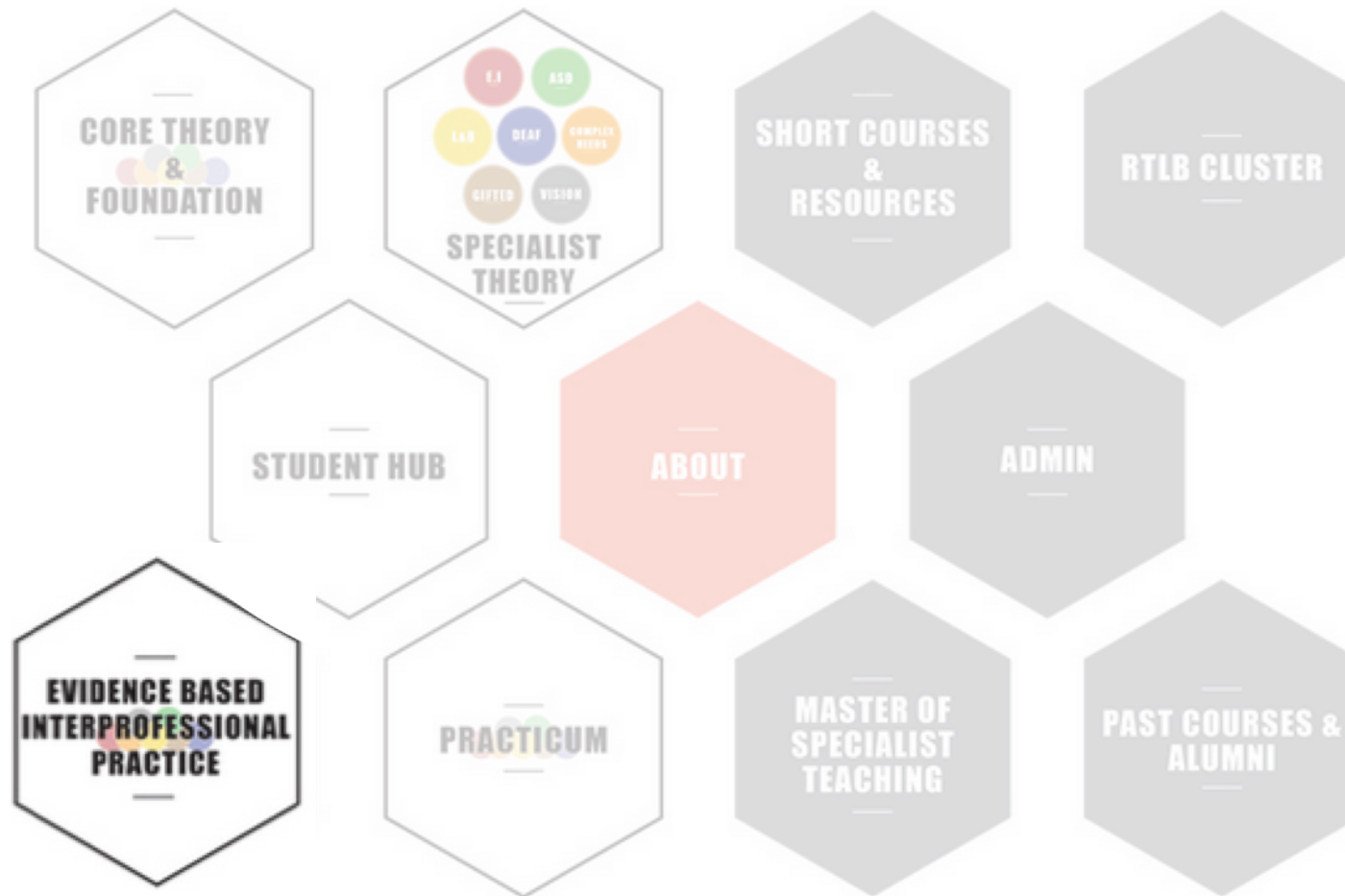
By Sharlene Easthope-Harper
ID 92059103
Assignment 2 Learning and Behaviour

Sharlene Easthope-Harper ID 92059103



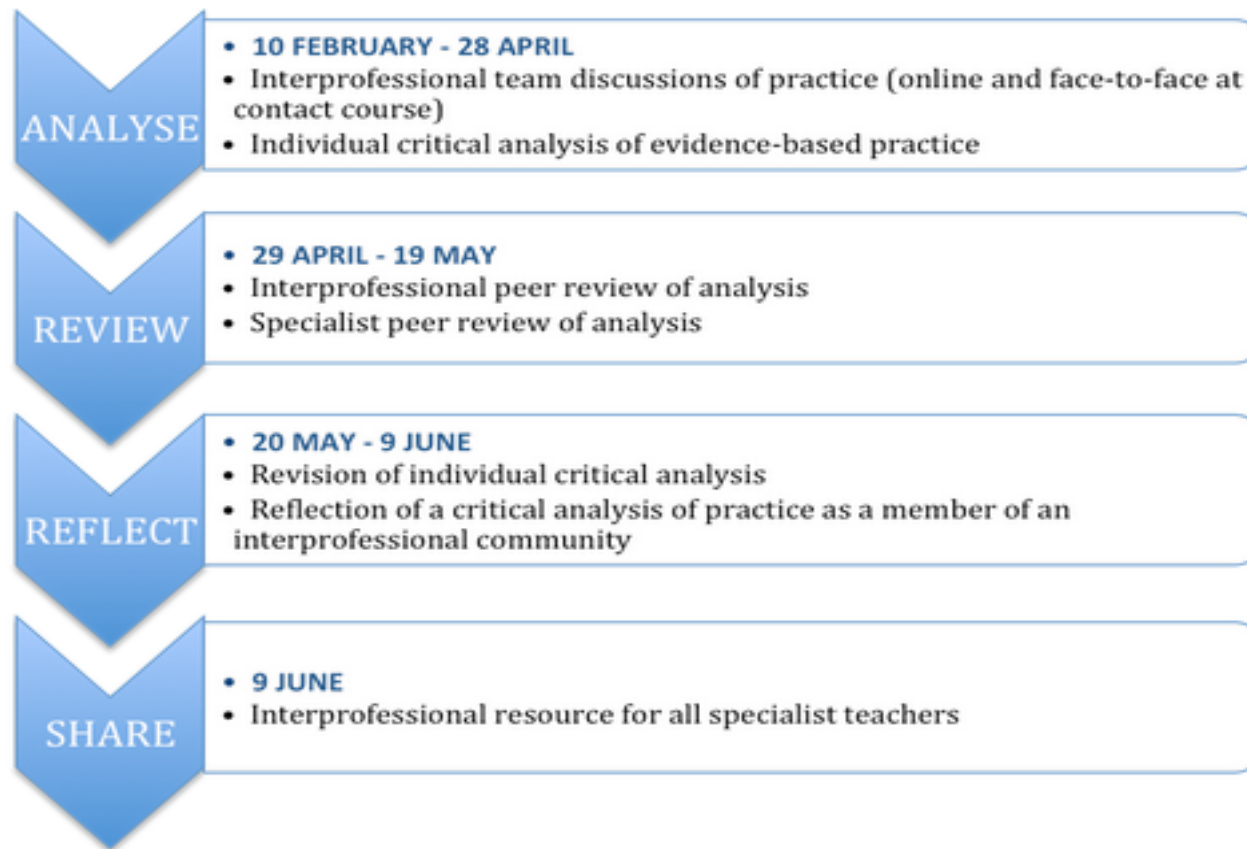
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Evidence-Based Interprofessional Practice

- Critically appraising resources
- Giving and receiving evidence-based feedback
- Developing collective, interprofessional resources



Evidence-Based Interprofessional Practice



CRITICAL APPRAISAL PROCESS

Description

Historical and conceptual

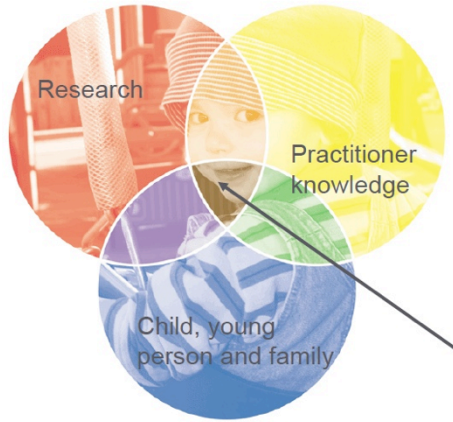
- History, purpose, research and ways of knowing, links to key documents

Implementation

- People, training/support, goals, measures, strengths & limitations

Adaptations

- Conditions, suggestions



Assignment 2: Critical Analysis of Evidence-Based Practice

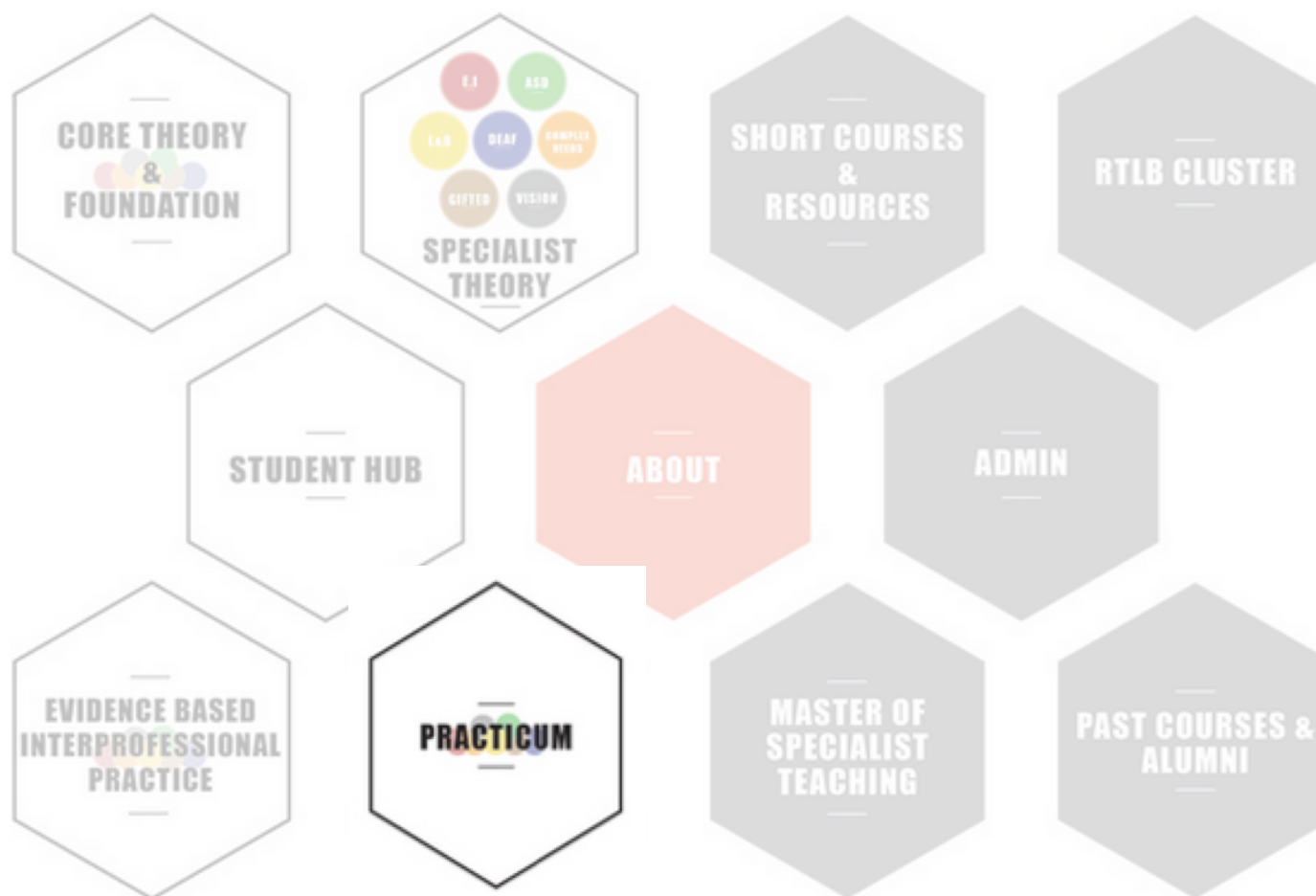


Photovoice

A participatory needs assessment method.

*"Our place of belonging ...
is a place where your own
imaginary world can exist.
This is my place.
I feel safe and happy here.
This is my place."*

Claire Griffin
Student ID: 11135285



Practicum:



- **Grow identities as E-B professionals**
 - course theory, online interaction and assignments

- **Continue their interprofessional practice**
 - course theory, online interaction and assignments

- **Principles-based practices**
 - Self-directed goals against competencies

- **Practice-based evidence**
 - Self-directed goals against competencies



INTERPROFESSIONAL MENTOR DISCUSSIONS



- Discussions on PROFESSIONAL PRACTICE
- Discussions on REFLECTIVE, ETHICAL and CONTEXTUALISED PRACTICE
- Discussions on CULTURALLY RESPONSIVE PRACTICE
- Discussions on INTERPROFESSIONAL PRACTICE
- Discussions on EVIDENCE-BASED ASSESSMENT
- Discussions on EVIDENCE-BASED TEACHING AND LEARNING
- INTERPROFESSIONAL RESOURCES - learning with, from & about

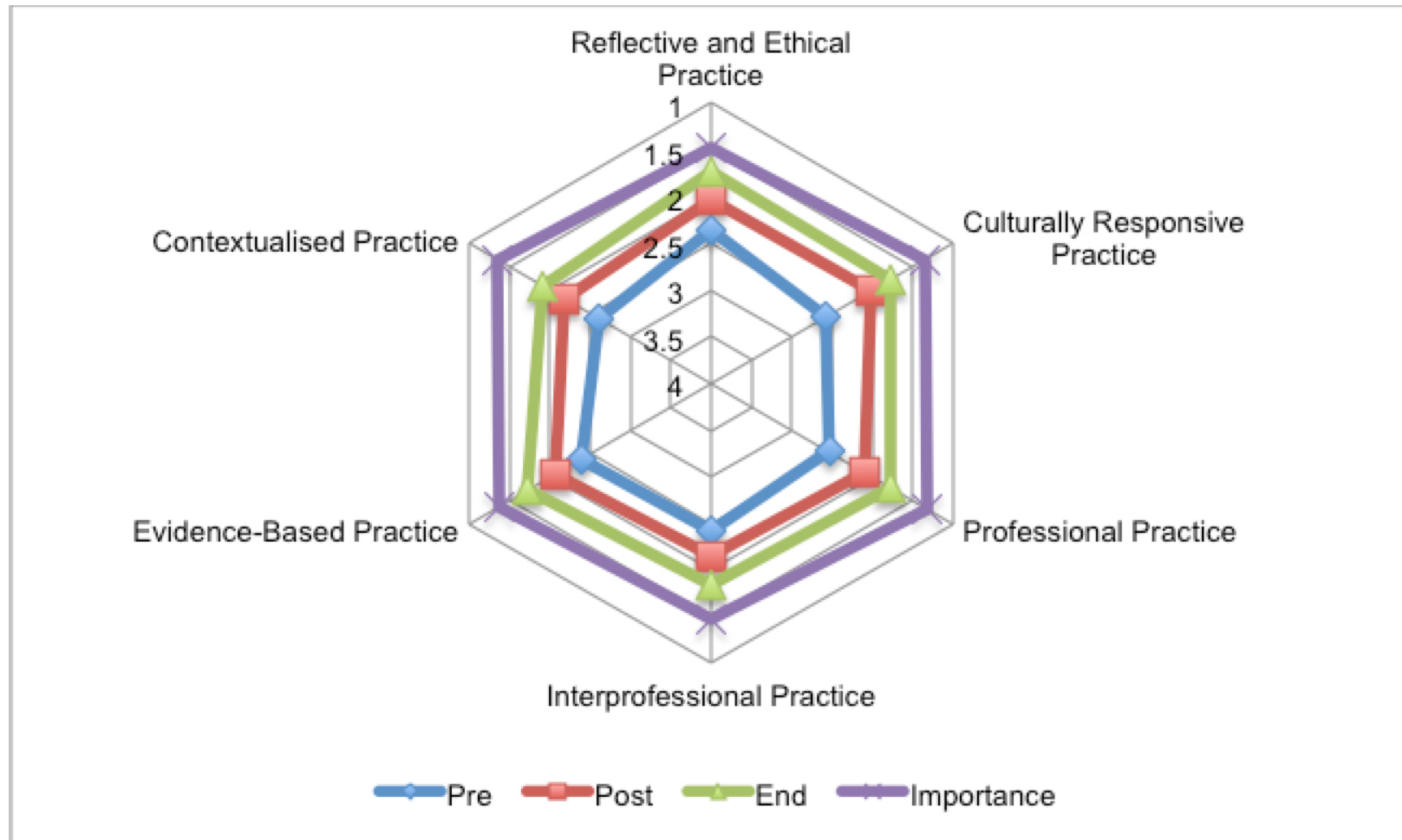
L&B **PRACTICUM LEARNING AND BEHAVIOUR** DOMAIN 2

5. EVIDENCE-BASED ASSESSMENT					
Competencies	Indicators	PLAN (Abridged)	ACTUAL PRACTICUM EXPERIENCE	Self Reflective Review	Evidence/ Artefacts
<p>Gather, analyse and appropriately use, assessment information which has been gathered formally and informally</p>	<ul style="list-style-type: none"> Maintaining an ecological focus when collecting data, ensuring that characteristics of the learner, the learning task and the learning environment are considered Providing pre-intervention and post-intervention data that demonstrates the 	<p>1) Working collaboratively with SENCO to improve assessment practices in the LSC</p> <p>2) Use of narrative assessment with ORS students (This will involve both professional reading and collaboration with staff and whanau to design a suitable way to implement the strategy)</p> <p>1) Work collaboratively with SENCO to improve assessment practices</p>	<p>1) Worked collaboratively with SENCO to improve assessment practices in the LSC</p> <p>2) Spent time researching Learning Stories as a form of Narrative Assessment for use with LSC ORS students, including completing professional readings, CAP analysis for EBIP assignment 2, and writing Learning Stories for a number of LSC ORS students</p> <p>3) Adapted assessments in order to meet the needs of individual students, and provide clear data to inform planning</p> <p>1) Worked collaboratively</p>	<p><i>Beginning/Confident/ novice competent</i></p> <p>Pre Prac. 1-2-3-4-5-6-7-8-9-10</p> <p>Post Prac. 1-2-3-4-5-6-7-8-9-10</p> <p>Comments: Improving assessment practices, and introducing Learning Stories were the two experiences that most helped me gain competence in this area.</p>	<p>1) Copy of literacy assessment table for LSC students (compiled with SENCO; identifiers removed)</p> <p>2) Example of a Learning Story completed with LSC ORS students</p> <p>- EBIP assignment 2 on Learning Stories</p> <p>3) Copy of adapted assessment for high needs maths group</p> <p>1) Copy of literacy assessment table for LSC</p>



EBP of the ST programme

Overall survey data for Cohort One



EBP of the ST programme

SURVEY of STUDENTS:

- What are top three things about the programme?
- What is most beneficial in shaping your practice?

TOP THREE THINGS:

1. EBIP
2. IP
3. developing a professional philosophy

- *Having an evidence based knowledge to validate interventions*
- *Linking theory to my daily practice*
- *Becoming up to date with new information*
- *The depth and breadth of readings and provocations – forums to participate in*
- *Developing a strong theoretical understanding of the literature and evidence underpinning my practice*
- *A sense of belonging as I've learned, practised, grown in confidence*

Looking ahead...

