



Coalition for Evidence-based Education

What does evidence tell us
about good education?



Coalition for Evidence-based Education

Leading Research Engagement: Guidance for Education Providers

A collaborative publication by CEBE

This guide has been developed by the CEBE research engagement group as part of a collaborative project initiated by CEBE in 2016.

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Outcomes not methods

1.17. We believe that outcomes matter more than methods, and that there is rarely one, standardised solution that will work in every classroom for government to impose.

1.18. The elected government should set out the outcomes – what needs to be achieved for the public money invested in education. But we start from the basis that the country's best school leaders know what works, and that good, enthusiastic leaders should be able to use their creativity, innovation, professional expertise and up-to-date evidence to drive up standards.

1.19. So this government will very rarely dictate how these outcomes should be achieved – it will encourage and support teachers and leaders to develop the best possible solutions for their pupils, and will hold them to account for rigorous, fairly-measured outcomes.

2.54. One of the hallmarks of a mature profession is a body of evidence which sets out what works and what doesn't, and which develops and evolves over time. This body of evidence is as valuable in teaching as in any other profession. According to the EEF, the use of mastery teaching methods, for example, can lead to an additional five months' progress over the course of a school year compared to mainstream approaches¹³.

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‘If you’re not basing decisions on evidence then they’re probably based on prejudice. ‘

(Sir Kevan Collins)

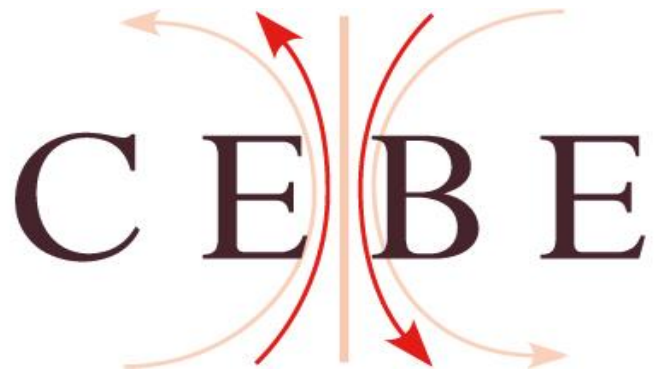


‘Those who want to determine what works in education are doomed to fail, because in education, “What works?” is rarely the right question, for the simple reason that in education, just about everything works somewhere, and nothing works everywhere.’

(Dylan Wiliam 2016:63)

‘For every complex problem there is an answer that is clear, simple, and wrong.’ Mencken H.L.



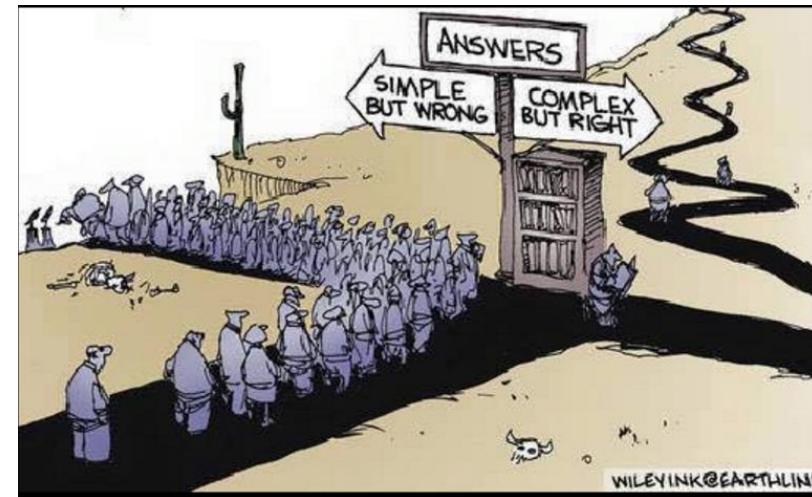


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- **Evidence does not tend to provide off-the-peg solutions.**
- **Changing behaviour is rarely simply a matter of providing new information.**
- **What are the alternatives?**



What are the benefits?



Informed changes to
practice

<https://benjamindwhite.wordpress.com/2014/10/01/is-this-research-use-why-might-lesson-study-help-improve-your-teaching/>

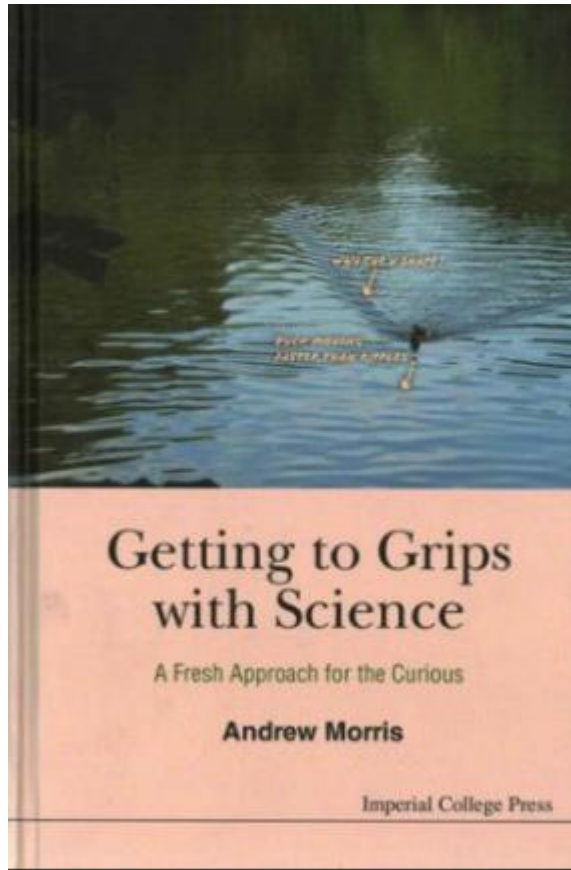
Improved pedagogical
expertise

<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

Professional engagement

<https://insights.thekeysupport.com/2015/10/01/beware-the-hippos-why-is-successful-cpd-so-rare/>

Why engage with the complexity?



Morris writes that the many reasons people don't ask science questions is because, paradoxically, they're given straight answers. ***A closed answer isn't what people are looking for and it almost certainly never satisfies curiosity.*** "In practice a question about science can act as the herald of rich and unpredictable flow of discussion . . . 'Does Hamlet's speech to Yorick's skull represent a philosophy of death?' would hardly be satisfied by the answer 'yes'. Beneath a scientific question may well lie an equal expectation that complex ideas are to be explored from many points of view and something deeper learned," he writes.

<http://www.newstatesman.com/culture/2015/07/why-dont-people-care-about-science>

Effective and ineffective strategies for research engagement: key considerations

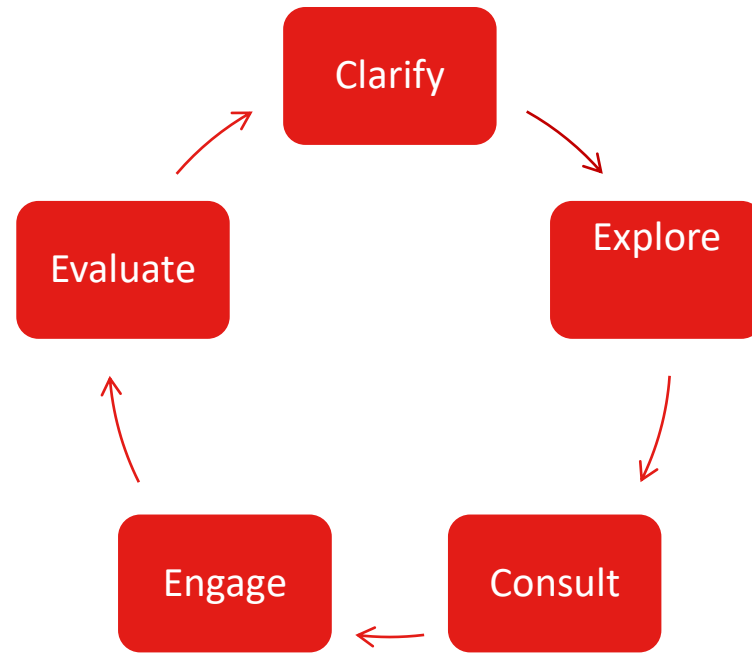
Understanding – How will staff be helped to understand the key principles, processes, and implications of educational research?

Volition – How does research use help solve a problem which matters to your staff? What makes engaging with the process important and significant to them?

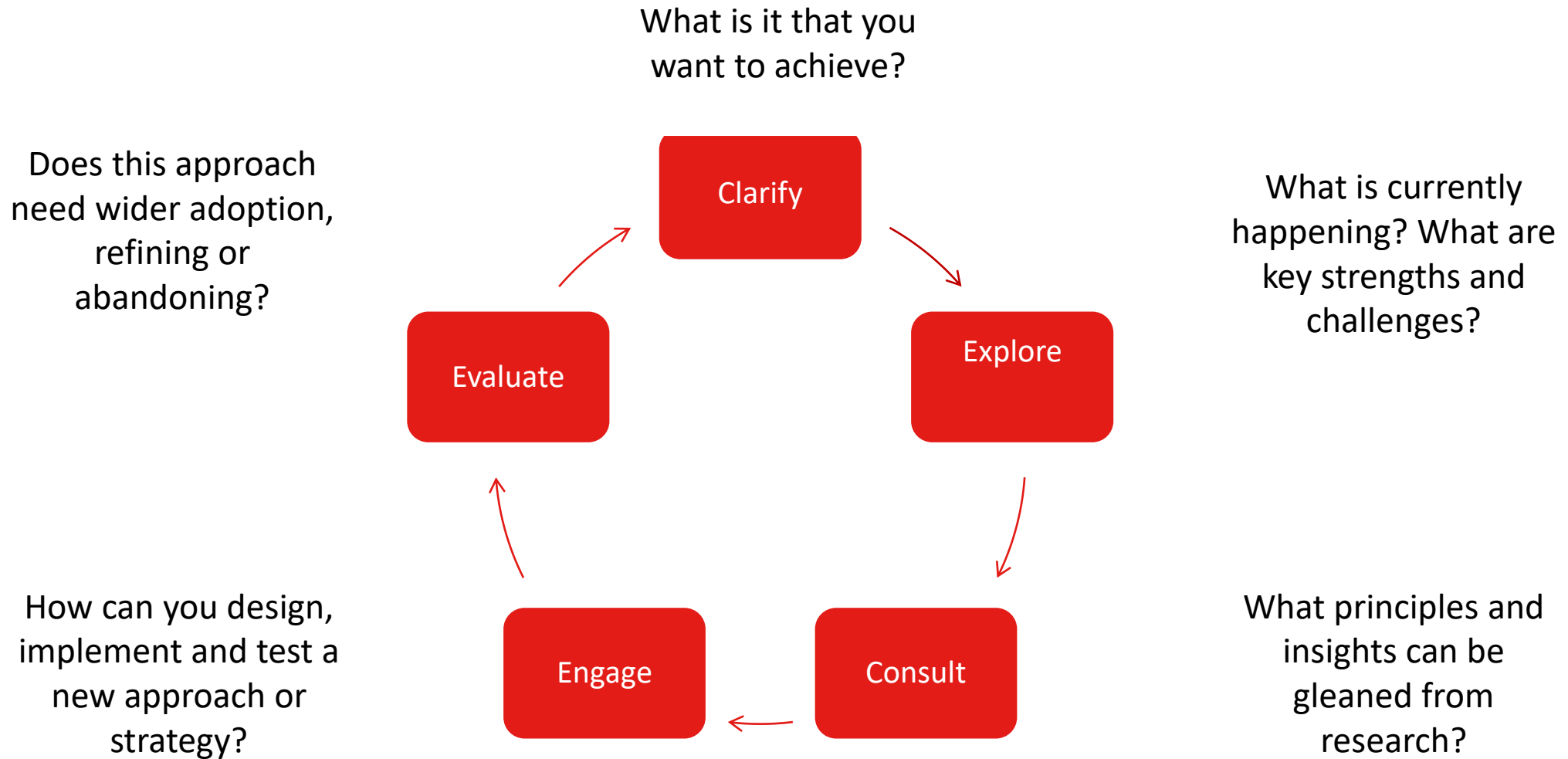
Senior Leader Support- Does the senior leadership team actively support research engagement? Who is responsible for integrating research and development across school life? Does the ethos of the school support research engagement?

Structures – Do school structures support research engagement? Do staff have access to resources – including necessary time - to develop new approaches? Is there sufficient support and autonomy for developing and evaluating new practice in relation to marking, lesson planning, feedback homework etc?

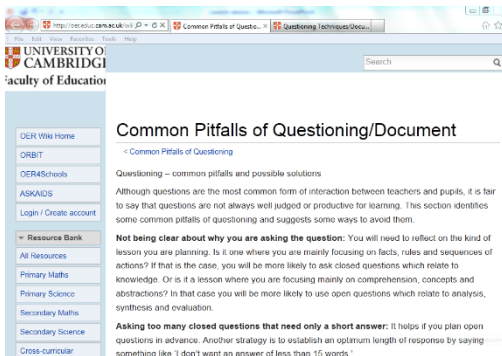
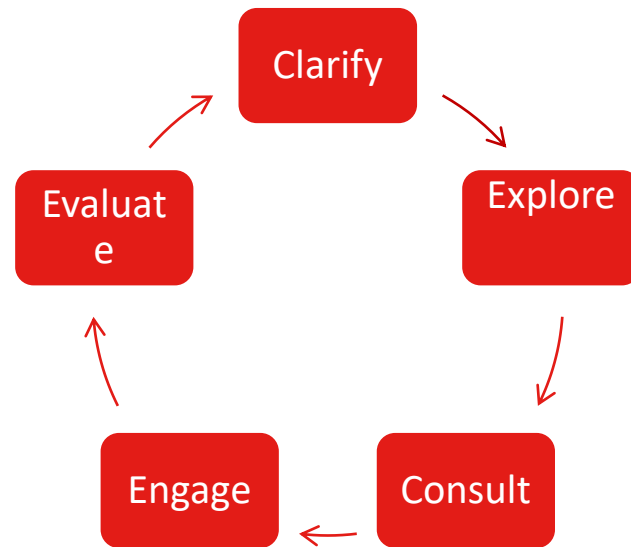
Key Phases



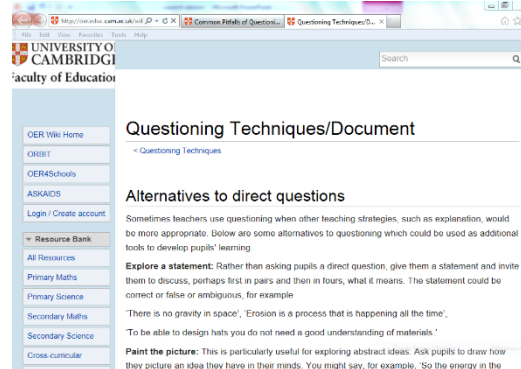
Key Phases:



What are the key steps?



http://oer.educ.cam.ac.uk/wiki/Common_Pitfalls_of_Questioning/Document



http://oer.educ.cam.ac.uk/wiki/Questioning_Techniques/Document

What are the key steps?

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on <u>Bloodle</u>			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes			
Highlighting / Colour Coding			
Flashcards			
Using a Revision Wall to Display your Learning			
Writing Exam Answers Under Timed Conditions			
Reading Model Answers			
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs			
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions			
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

The **A Level Mindset**
 40 activities for
 transforming
 student
 commitment,
 motivation and
 productivity

Steve Oakes and Martin Griffin

What are the key steps?

1. How many hours independent work do you do on this subject outside of class?

$2 + 2.5 = 4.5$ hours a day.
 ↑ each free ↑ Home
 8 hours in total for the weekend.
30.5 hours per week

2. What sort of activities do you do? Use the table below:

	Always	Sometimes	Never
Reading Through Class Notes			✓
Using resources on Bloodle		✓	
Using Course Textbooks	✓		
Mind Maps / Diagrams	✓		
Making / Re-making Class Notes	✓		
Highlighting / Colour Coding	✓		
Flashcards !!!	✓		
Using a Revision Wall to Display your Learning		✓	
Writing Exam Answers Under Timed Conditions	✓		
Reading Model Answers	✓		
Using Past Exam Questions & Planning Answers !!!	✓		
Marking Your Own Work to a Mark Scheme			✓
Studying Mark Schemes or Examiner's Reports	✓		
Working with Other Students in Groups / Pairs		✓	
Comparing Model Answers Against Your Own Work	✓		
Creating Your Own Exam Questions			✓
Handing In Extra Exam Work for Marking			✓
One to One Discussions with Teachers / Tutors		✓	

The A Level Mindset

40 activities for transforming student commitment, motivation and productivity

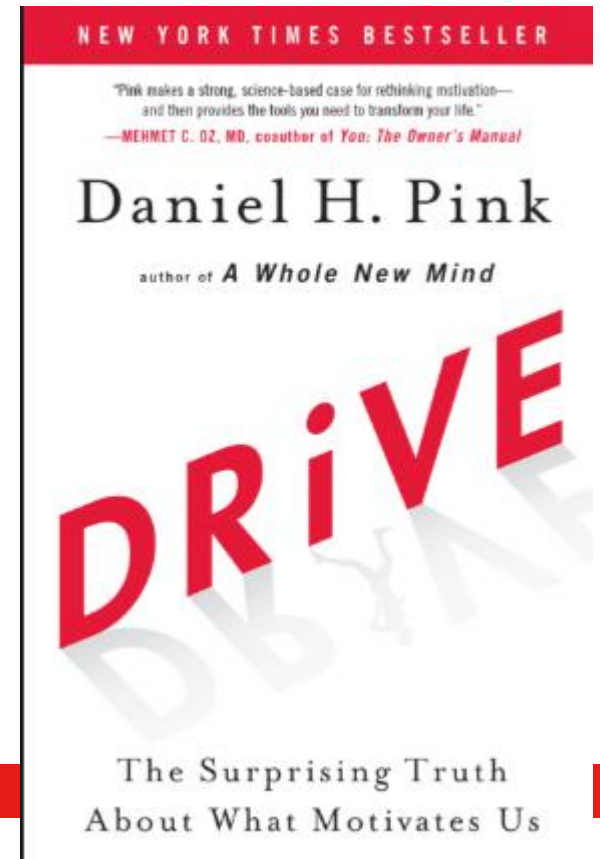
Steve Oakes and Martin Griffin

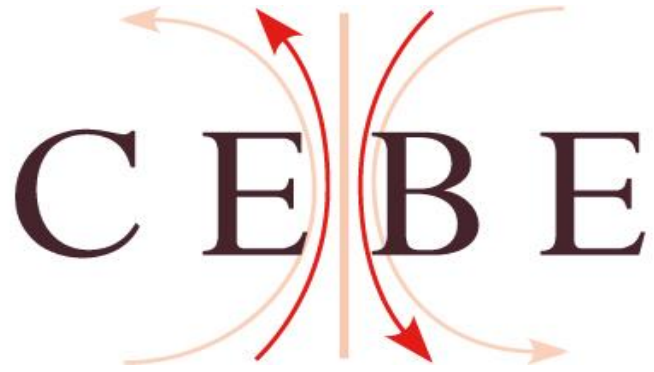
What are the key phases?

	Always	Sometimes	Never
Reading Through Class Notes			
Using resources on <u>Bloodle</u>			
Using Course Textbooks			
Mind Maps / Diagrams			
Making / Re-making Class Notes	Step One		
Highlighting / Colour Coding			
Flashcards			
Using resources to help your learning			
Writing Exam Answers Under Timed Conditions	Step Two		
Reading Model Answers			
Using Past Exam Questions & Planning Answers			
Marking Your Own Work to a Mark Scheme			
Studying Mark Schemes or Examiner's Reports			
Working with Other Students in Groups / Pairs	Step Three		
Comparing Model Answers Against Your Own Work			
Creating Your Own Exam Questions			
Handing in Extra Exam Work for Marking			
One to One Discussions with Teachers / Tutors			

In the end, mastery often involves working and working and showing little improvement, perhaps with a few moments of flow pulling you along, then making a little progress, and then working and working on that new, slightly higher plateau again. It's gruelling, to be sure. But that's not the problem; that's the solution.'

Dan Pink, *Drive*, p. 125.





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<https://www.cebenetwork.org/>

What Makes Great Teaching? (Rosenshine's Principles of Instruction)

In outline the ten principles are:

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps, with student practice after each step
3. Ask a large number of questions and check the responses of all students
4. Provide models for problem solving and worked examples
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Require and monitor independent practice
10. Engage students in weekly and monthly review



What Makes Great Teaching?

Summary of promising and ineffective practice

1. Pedagogical (content) knowledge
2. Quality of instruction
3. Classroom climate
4. Classroom management
5. Teacher beliefs
6. Professional behaviours

1. Use praise lavishly
2. Allow learners to discover key ideas by themselves
3. Group learners by ability
4. Encourage re-reading and highlighting to memorise key ideas
5. Address issues of confidence and low aspirations before you try to teach content
6. Present information to learners in their preferred learning style
7. Ensure learners are always active, rather than listening passively, if you want them to remember.

