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# 8: EVIDENCE-BASED LEADERSHIP

Becoming an evidence-informed school takes more than the appointment of a school Research Lead – it requires the active and committed engagement of the school’s senior leaders. Without the active and full-hearted support of school’s senior leaders the evidence-informed school will be more rhetoric than reality.

## SOURCE OF EVIDENCE 1

### EDUCATIONAL AND OTHER RESEARCH

Research could include the Education Endowment Foundation’s Teaching and Learning Toolkit, systematic reviews, case-studies, randomised controlled trials which are published in peer-reviewed journals. And *grey literature* which includes government reports, the work of think-tanks and research papers presented at conferences.



### DECISIONS

Make no mistake, evidence-based practice involves making decisions.

They need to be conscientious, explicit and judicious – and be made from examining the best available evidence from four sources of evidence.

To increase the likelihood of a favourable outcome, you need to:

#### ASK

Turn a practical issue or problem into an answerable question.

#### ACQUIRE

Methodically search for and retrieve the evidence.

## SOURCE OF EVIDENCE 2

### SCHOOL OR COLLEGE EVIDENCE

Included would be school data such as daily attendance data, assessment and the school census. It can also include externally provided analysis of attainment by pupils, provided by the government, the Fisher Family Trust and the Centre for Evaluation and Monitoring. And other documentary evidence from the school.



## SOURCE OF EVIDENCE 3

### EXPERIENTIAL EVIDENCE

This involves the professional experience and judgement of the practitioners making the decision which incorporates both their tacit and explicit knowledge. It also includes professional experience and judgement of practitioners from outside of the school, for example, blogs and other forms of social media.



#### APPRAISE

Judge critically the trustworthiness of, and relevance of, the evidence.

#### AGGREGATE

Weigh and bring together the evidence.

#### APPLY

Integrate the best available evidence within the decision-making process.

#### ASSESS

Evaluate the outcomes of the decision you took.

## SOURCE OF EVIDENCE 4

### STAKEHOLDER EVIDENCE

Depending on the circumstances, this includes those who may be affected by the decision made: pupils, teachers, supply staff, teaching support staff, middle and senior leaders, school business managers, administrative staff, parents, PTAs, the governing body, members of the trust, the school’s neighbours, the local community, the local authority, advocacy groups, professional associations, suppliers of services and local employers.

Adapted from Barends, Briner and Rousseau, 2014