Real and rigorous: Combining evidence-based professional learning with action research to enhance student learning outcomes

Michael Arthur-Kelly, July 1, **2019**

michael.arthur-kelly@newcastle.edu.au

Professional learning communities in the AIS ACT

- **Step 1 Commit**: System commitment to schools and teaching staff

- **Step 2 Plan**: Support teachers meet, guided to set broad goals and recruit school partner

- **Step 3 SMART Goals**: School teams 2 x half day session on evidence led practices, self-assessment and goal setting

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

AIS ACT professional learning and action research

- **Step 4 Act**: Enact class action plans, team coaching and report back to group

- **Step 5 Coaching**: Implement plans with check in support from facilitators as needed

- **Step 6 Share**: Write vignette and showcase findings for educational jurisdiction

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Professional Learning Action Template (PLAT)

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

What really counts for student learning outcomes

- Meaningful and engaged learning that enhances participation and independence
- High quality instruction and supportive learning contexts
- Translational transformative evidence-based educational practices

The implementation see-saw	
High efficacy	Low usage
Low efficacy	High usage
What we need	
High efficacy	High and sustained usage

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

What is Implementation Science?

- Making what we know to be evidence-based practice happen and keeping it happening in order to maximise learning outcomes for our students

- Science to service: A refreshing out of silo approach to translational research to practice in human services

- Cole, P. (2012). Linking effective professional learning with effective teaching practice (Report for AITSL).

- See also the leading edge work of Sam Odom, Bryan Cook and Dean Fixsen amongst others

- See Special Issue of Exceptional Children 2013 Vol 79 (2)

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Key implementation stages

- Exploration: Reflecting on possible ways forward

- Installation: Putting structures in place to support implementation

- Initial implementation: Trialling processes and strategies

- Full implementation: Adopting all protocols in a cohesive manner

- Innovation: Refining elements in the light of progress data

- Sustainability: Embedding supports to sustain implementation

(adapted from Fixsen et al., http://nirn.fmhi.usf.edu/implementation/06/ 06_stagesimple.cfm)

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

In pairs

- **Chat 1**

- **Select one stage of implementation**

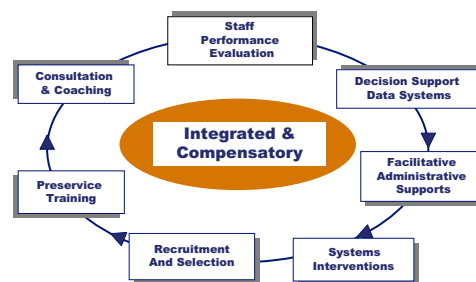- **What do you consider to be the general predictors or enablers for success in this stage?**

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Core implementation components

(Fixsen, Blasé, Naoom & Wallace, 2009, *Research on social work practice, 19*, 5, 531-540, Displayed with permission from SAGE)

Core Implementation Components

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

To chat about and provide feedback on….

Chat 2 (pairs)

- **Can you identify barriers in your situation to trialing new strategies and evaluating the outcomes?**

- **At what level of implementation do you encounter these barriers?**

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Chat 3

- **What gateways may be possible?**

- **Are there specific strategies for implementation you can identify?**

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Follow up

Oxford Research Encyclopedia of Education
Calibrating Professional Learning Approaches for Teachers in Inclusive Classrooms in the Context of Implementation Science

Michael Arthur-Kelly
Oct 2017 DOI: 10.1093/acrefore/9780190264093.013.150
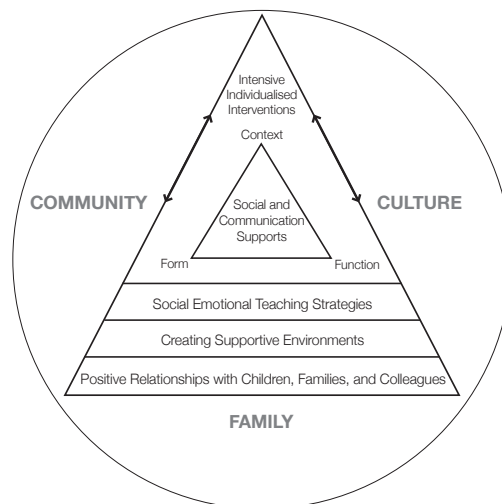
27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Early Childhood Intervention Professional Development Project

– Expert practitioners developed and delivered the staged materials based on evidence base

– Focus on preventatives and practical use of Positive Behaviour Supports to reduce and prevent challenging behaviours, with a focus on social and communication goals

– Between session implementation and e-contact, then feedback and refinement face to face

Capacity building approach through accessible materials and applied trialing: DVD capstone resource

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

COMMUNITY — CULTURE

Intensive Individualised Interventions

Context

Social and Communication Supports

Form — Function

Social Emotional Teaching Strategies

Creating Supportive Environments

Positive Relationships with Children, Families, and Colleagues

FAMILY

Adapted April, 2007, with permission from Fox, L., Dunlap, G., Hemmeter, M. L., Joseph, G., & Strain, P. (2003). The teaching pyramid: A model supporting social competence and preventing challenging behavior in young children. *Young Children, 58*(4), 48-52. Published by the National Association for the Education of Young Children (NAEYC)(USA).

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

ARC Discovery: Partner training and communication

•To develop a professional development program which will provide support for communication partners of students with PMID in special and regular schools

•Determine if the professional development program results in change for the communication partners and their students

•Determine the characteristics of the reported changes if any

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

Collaborative Professional Development Program

Phase 5 Review student/staff progress, if necessary alter program to enhance improvement
Repeat Phase 5 until change

Phase 1 Description of intervention and commitment to program

Collaboration For Communication

Phase 4 Development and implementation of strategies for individual students

Phase 2 Communication Workshop

Phase 3 Collection of Background Data

27/6/19

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA