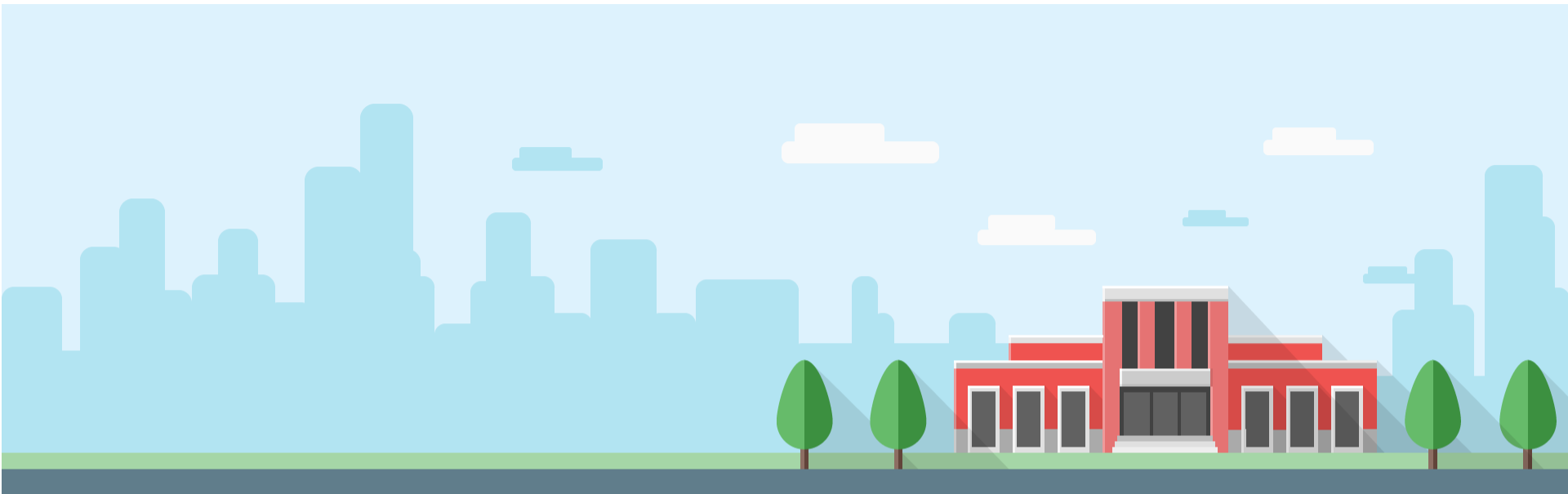




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Bringing Evidence to Life - How do we mobilise knowledge?

Prof. Jonathan Sharples

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2012....



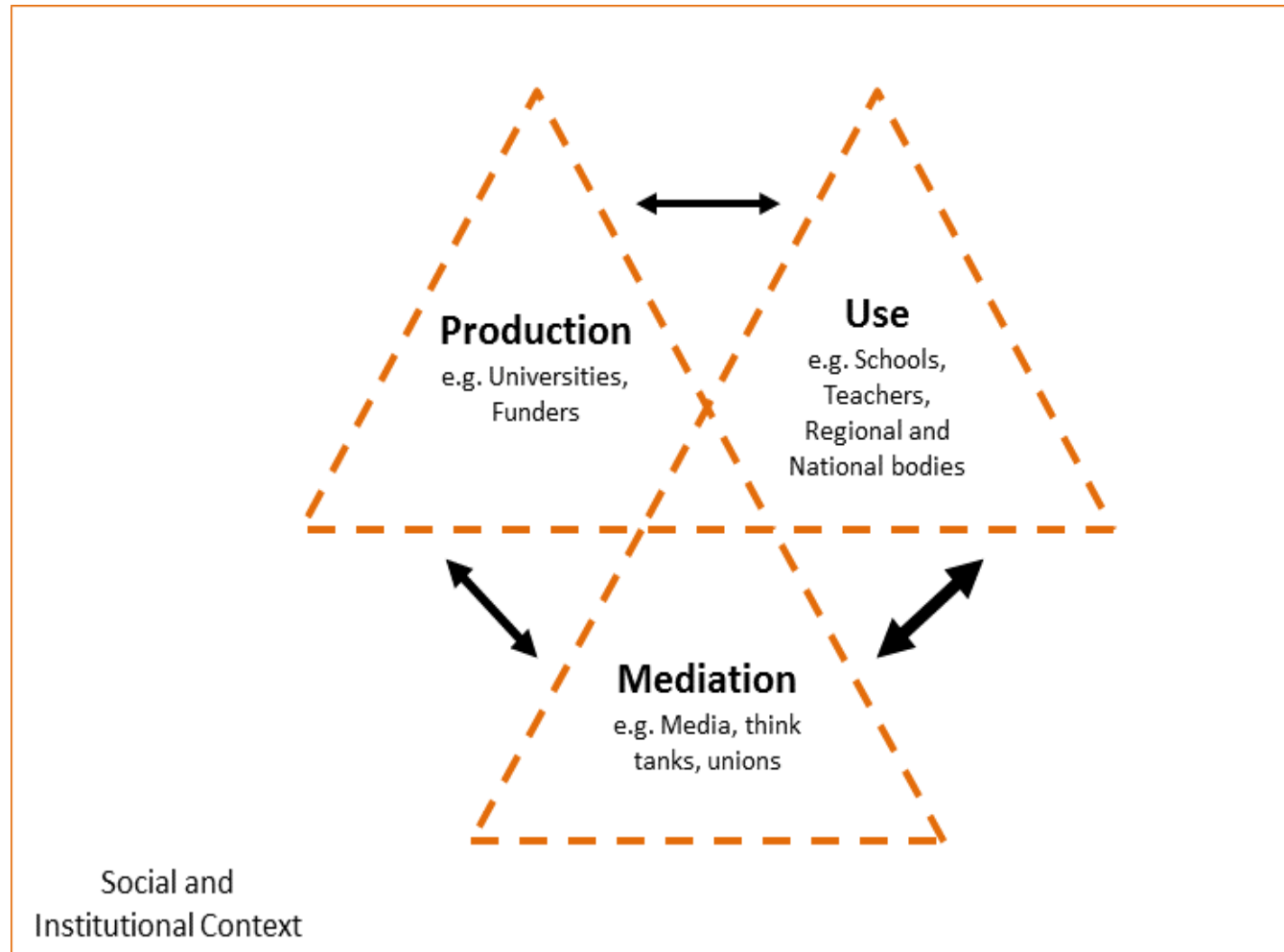
**Developing Knowledge Mobilisation to Challenge Educational Disadvantage
and Inform Effective Practices in England**

Discussion Paper

Carol Campbell and Ben Levin, University of Toronto

November 2012

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“The model draws our attention to the tripartite nature of knowledge mobilisation work. A strong knowledge mobilisation plan will require attention to all three of these elements....

....put, bluntly, mobilising knowledge to 20,000 individual schools is not an easy task!”

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Teaching and Learning Toolkit



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Feedback	£££££	🔒🔒🔒🔒	+8 months	Summer schools	£££££	🔒🔒🔒🔒	+3 months
Meta-cognition and self-regulation	£££££	🔒🔒🔒🔒	+8 months	Sports participation	£££££	🔒🔒🔒🔒	+2 months
Peer tutoring	£££££	🔒🔒🔒🔒	+6 months	Arts participation	£££££	🔒🔒🔒🔒	+2 months
Early years intervention	£££££	🔒🔒🔒🔒	+6 months	Individualised instruction	£££££	🔒🔒🔒🔒	+2 months
One to one tuition	£££££	🔒🔒🔒🔒	+5 months	Extended school time	£££££	🔒🔒🔒🔒	+2 months
Homework (Secondary)	£££££	🔒🔒🔒🔒	+5 months	After school programmes	£££££	🔒🔒🔒🔒	+2 months
Collaborative learning	£££££	🔒🔒🔒🔒	+5 months	Learning styles	£££££	🔒🔒🔒🔒	+2 months
Mastery learning	£££££	🔒🔒🔒🔒	+5 months	Mentoring	£££££	🔒🔒🔒🔒	+1 month
Oral language interventions	£££££	🔒🔒🔒🔒	+5 months	Teaching assistants	£££££	🔒🔒🔒🔒	+1 month
Phonics	£££££	🔒🔒🔒🔒	+4 months	Homework (Primary)	£££££	🔒🔒🔒🔒	+1 month
Small group tuition	£££££	🔒🔒🔒🔒	+4 months	Performance pay	£££££	🔒🔒🔒🔒	0 months
Behaviour interventions	£££££	🔒🔒🔒🔒	+4 months	Aspiration interventions	£££££	🔒🔒🔒🔒	0 months
Digital technology	£££££	🔒🔒🔒🔒	+4 months	Block scheduling	£££££	🔒🔒🔒🔒	0 months
Social and emotional learning	£££££	🔒🔒🔒🔒	+4 months	School uniform	£££££	🔒🔒🔒🔒	0 months
Parental involvement	£££££	🔒🔒🔒🔒	+3 months	Physical environment	£££££	🔒🔒🔒🔒	0 months
Reducing class size	£££££	🔒🔒🔒🔒	+3 months	Setting or streaming	£££££	🔒🔒🔒🔒	-1 month
Outdoor adventure learning	£££££	🔒🔒🔒🔒	+3 months	Repeating a year	£££££	🔒🔒🔒🔒	-4 months

Example: Teaching Assistants

Teaching assistants

Low impact for high cost, based on limited evidence.



+1

Contents

01. What is it?
02. How effective is it?
03. How secure is the evidence?
04. What are the costs?
05. What should I consider?

☒ Technical Appendix

< Toolkit A-Z

Teaching assistants

Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.

How effective is it?

Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures.

Research that examines the impact of TAs providing general classroom support suggests that students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present.

*In some cases
teachers and TAs
work together*



Resources



Teaching assistants

90 KB - Updated: 13th November, 2018



Complete Teaching & Learning Toolkit

4 MB - Generated: 11th October, 2018



Related Projects

We have funded 15 **Teaching assistants** projects.

Further Reading



View linked resources

Linked resources for this strand

Use of Teaching Assistants

~380,000
TAs in English
schools

Trebled
since
2000

Largest
Pupil
Premium
investment








More than
roads,
social
housing

More TAs
than
teachers
in primary

~£5bn
to employ

What an
opportunity!

TA-led literacy/numeracy interventions: promising results

Project	Summary	Age	Toolkit areas	Effect size	Padlocks and stage
Catch Up Literacy	One-to-one tailored TA support on phonics and comprehension.	Years 3-6	Phonics	+0.12 (2 months)	 Effectiveness
Catch Up Numeracy	One-to-one TA numeracy instruction for struggling learners	Years 2-6	-	+0.21 (3 months)	 Effectiveness
Nuffield Early Language Intervention	Oral language intervention for nursery and reception pupils, delivered by TAs	EYFS	Communication and language approaches (Early Years toolkit)	+0.27 (4 months)	 Efficacy
REACH	Language and comprehension intervention for struggling readers, delivered by TAs	Year 7	Reading comprehension; Oral language	+0.34 (4 months)	 Efficacy
Switch-on Reading	10 week TA intervention drawing on Reading Recovery	Year 7	Reading comprehension	+0.24 (3 months)	 Efficacy
Talk for Literacy	Speaking and listening interventions delivered by TAs.	Year 7	Oral language	+0.20 (3 months)	 Efficacy
ABRA: Online Reading Support	Small group, online literacy support with phonics and comprehension activities	Year 1	Phonics; Reading comprehension	+0.23 (3 months)	 Efficacy

Making Best Use of Teaching Assistants guidance report



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Published guidance – issued to every school

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN EVERYDAY CLASSROOM CONTEXTS

see section five

I

TAs should not be used as an informal teaching resource for low-attaining pupils

The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for pupils in most need. Although this has happened with the best of intentions, this evidence suggests that the status quo is no longer an option. School leaders should systematically review the roles of both teachers and TAs and take a wider view of how TAs can support learning and improve attainment throughout the school.

II

Use TAs to add value to what teachers do, not replace them

If TAs have a direct instructional role it is important they supplement, rather than replace, the teacher – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.

Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others, breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation.

Where TAs are working individually with low-attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.

III

Use TAs to help pupils develop independent learning skills and manage their own learning

New research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.

IV

Ensure TAs are fully prepared for their role in the classroom

Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.

Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time.

During lesson preparation time ensure TAs have the essential need to know:

- Concepts, facts, information being taught
- Skills to be learned, applied, practised or extended
- Intended learning outcomes
- Expected/required feedback.

RECOMMENDATIONS ON THE USE OF TEACHING ASSISTANTS IN DELIVERING STRUCTURED INTERVENTIONS OUT OF CLASS

see section six

V

Use TAs to deliver high-quality one-to-one and small group support using structured interventions

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high-quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.

VI

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are 'unproven', they should try and replicate some common elements of effective interventions:

- Sessions are often brief (20–50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery
- TAs receive extensive training from experienced trainers and/or teachers (5–30 hours per intervention)
- The intervention has structured supporting resources and lesson plans, with clear objectives
- TAs closely follow the plan and structure of the intervention
- Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress. Effective interventions ensure the right support is being provided to the right child
- Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).

VII

Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what pupils experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them. It should not be assumed that pupils can consistently identify and make sense of these links on their own.



Multiple national dissemination routes



School inspection update

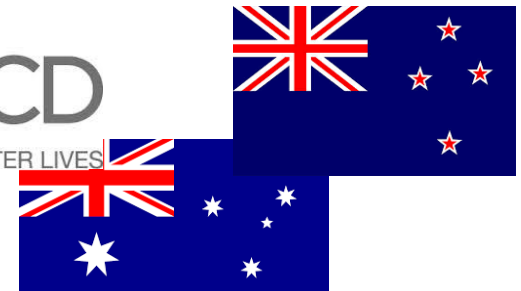
November 2016 | Issue: 8



HM Treasury



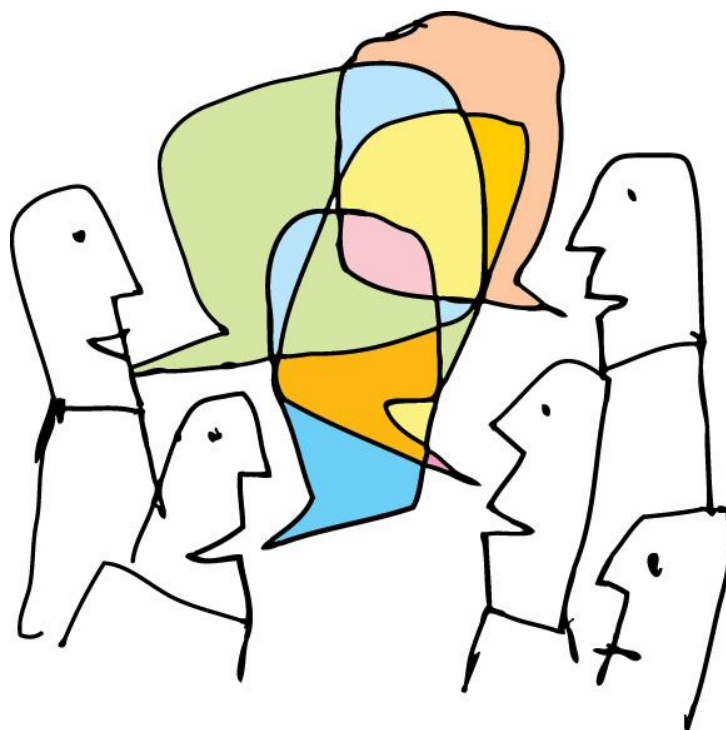
The Economist



70% headteachers aware of the guidance (NFER, 2015)

Social nature of research use

Uptake of research is based on trust and personality as much as practical usefulness - networks, direct contacts and brokerage are key



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EEF practice partners



Teaching Assistants Campaign – focused in S&W Yorkshire and Lincolnshire

EEF launches £5m campaign to boost learning for 14,000 disadvantaged pupils in Yorkshire

Teaching assistants should not be used as substitute teachers for low-attaining pupils, according to a new guidance report published by the Education Endowment Foundation (EEF).

Instead they should be used to help pupils develop independent study skills, and given direction to deliver high-quality one-to-one and small-group support.

The report calls on teachers and school leaders to make more effective use of their teaching assistants. It offers seven practical tips for maximising the impact they have on the attainment of pupils.

The seven recommendations will be used to inform a £5 million campaign to boost learning for

nearly 14,000 disadvantaged pupils in Yorkshire.

At present, there are 243,700 full-time equivalent teaching assistants employed in schools across England, a number that has more than trebled since 2000. In a year, schools spend approximately £4.4 billion employing them.

Previous research had shown that in many English schools teaching assistants are not being deployed in ways which improve pupil outcomes. However, research funded by the EEF has demonstrated that, when they are well trained and used in structured settings with high-quality support and training, they can boost learning by as much as an extra term.



Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, says: "Teaching assistants play such a significant role in schools, especially in supporting some of our most disadvantaged pupils, that they deserve the best possible guidance. By providing teachers and school leaders with a practical framework that they can take into the classroom, this report has the potential to make a real difference to the professional development of teaching assistants and, as a consequence, pupil attainment."

You can read the report, *Making Best Use of Teaching Assistants*, at <http://bit.ly/TAGuidance>

- 'Practice partners' in 11 regions of England bringing the TA guidance 'to life'.
- Local Authorities, Teaching Schools, Academy Chains working with >1000 school leaders.
- Conferences, training workshops, action planning activities, school-to-school support, evidence-based TA-led interventions.

Evaluation (Sheffield Hallam University and Institute for Fiscal Studies)

- Better deployment and training of TAs (although variable)
- Improved pupil outcomes: +1 month at KS2 English for >45,000 pupils in Yorkshire

"The speed of change from having almost no infrastructure for research use to having a county-wide infrastructure is remarkable."

Evidence

(eg, EEF guidance reports)

Features of the useful evidence – 4As:

Accurate

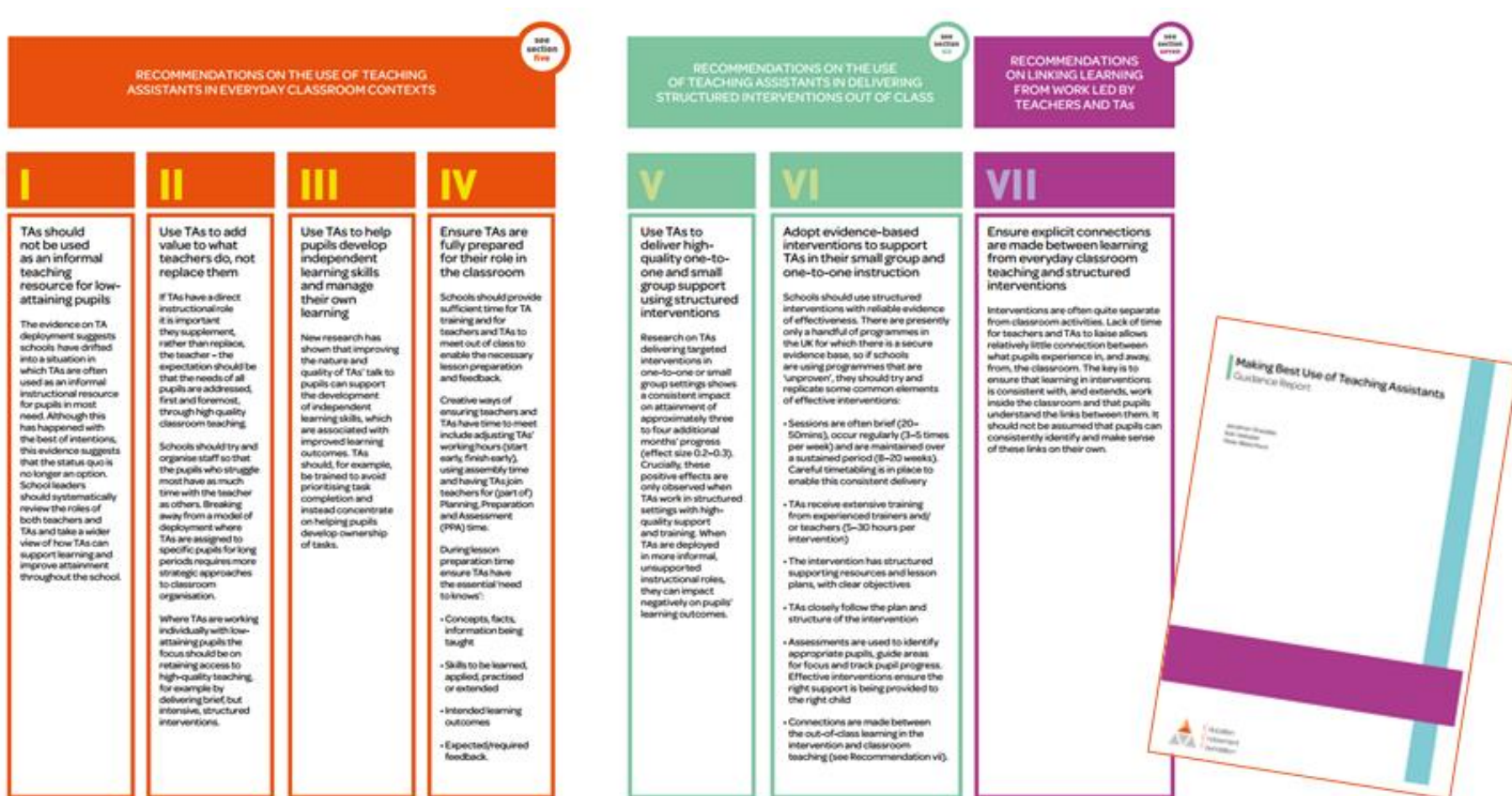
Accessible

Actionable

Appropriate

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Framed in the context of practice...



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Evidence
(eg, EEF guidance
reports)



Schools
(eg, leadership)

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Features of an evidence-informed school

Culture and climate

- A culture and ethos that is orientated towards continual improvement and disciplined innovation.
- Inquisitive and outward facing – well connected.
- Research evidence is infused into the life of the school.

Leadership attributes

- Clear and shared goals, focused on pupil outcomes.
- Ability to prioritise appropriately.
- Willingness to stop things that aren't working/aren't likely to work.
- Ability to integrate different research-engaged roles – practitioner research, leadership decisions, budgeting etc.

Evidence-informed school

Skills and knowledge – general

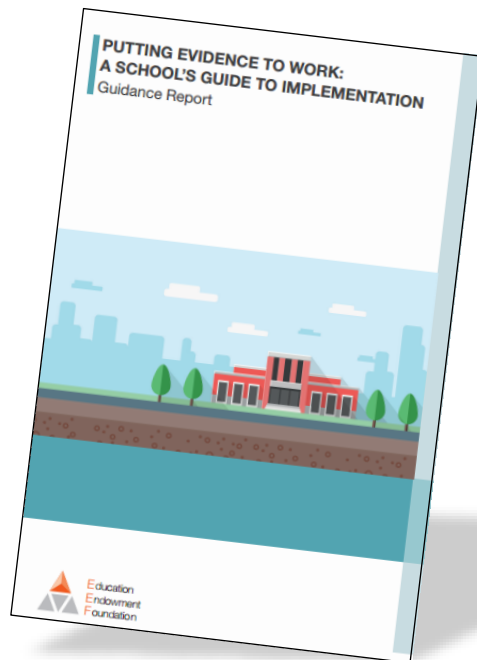
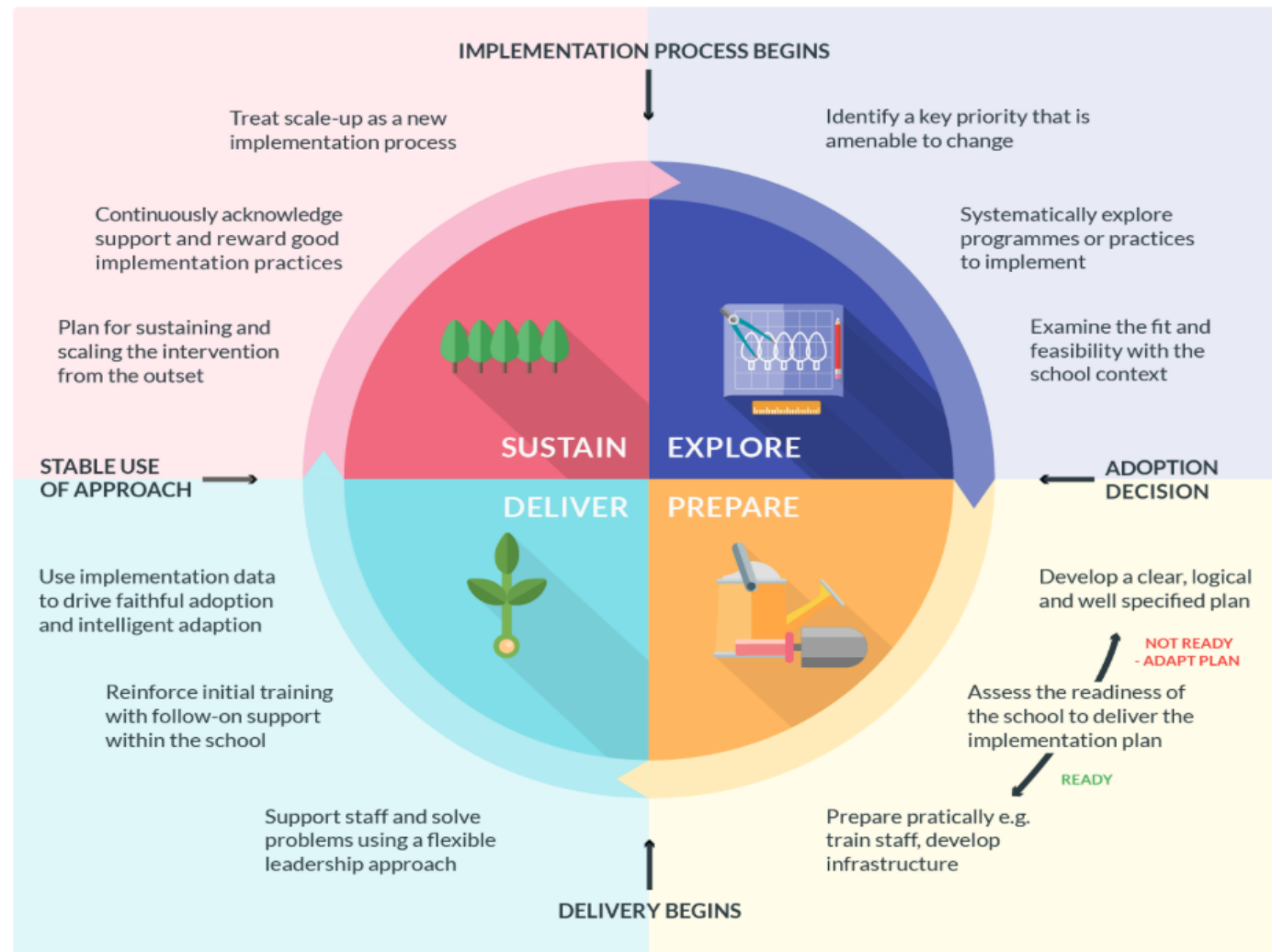
- Precise and wise use of data.
- Ability to train and develop staff.
- Ability to implement and manage change.

Skills and knowledge - research

- Capacity to find, critique and interpret research evidence.
- Purposeful and appropriate use of practitioner research and enquiry.

Typically, schools have variable - and often weak - capacity across these attributes. It takes time.

Helping schools make, and act on, evidence-informed decisions...



Sharples, Albers & Fraser (2018)

Evidence
(eg, EEF guidance reports)

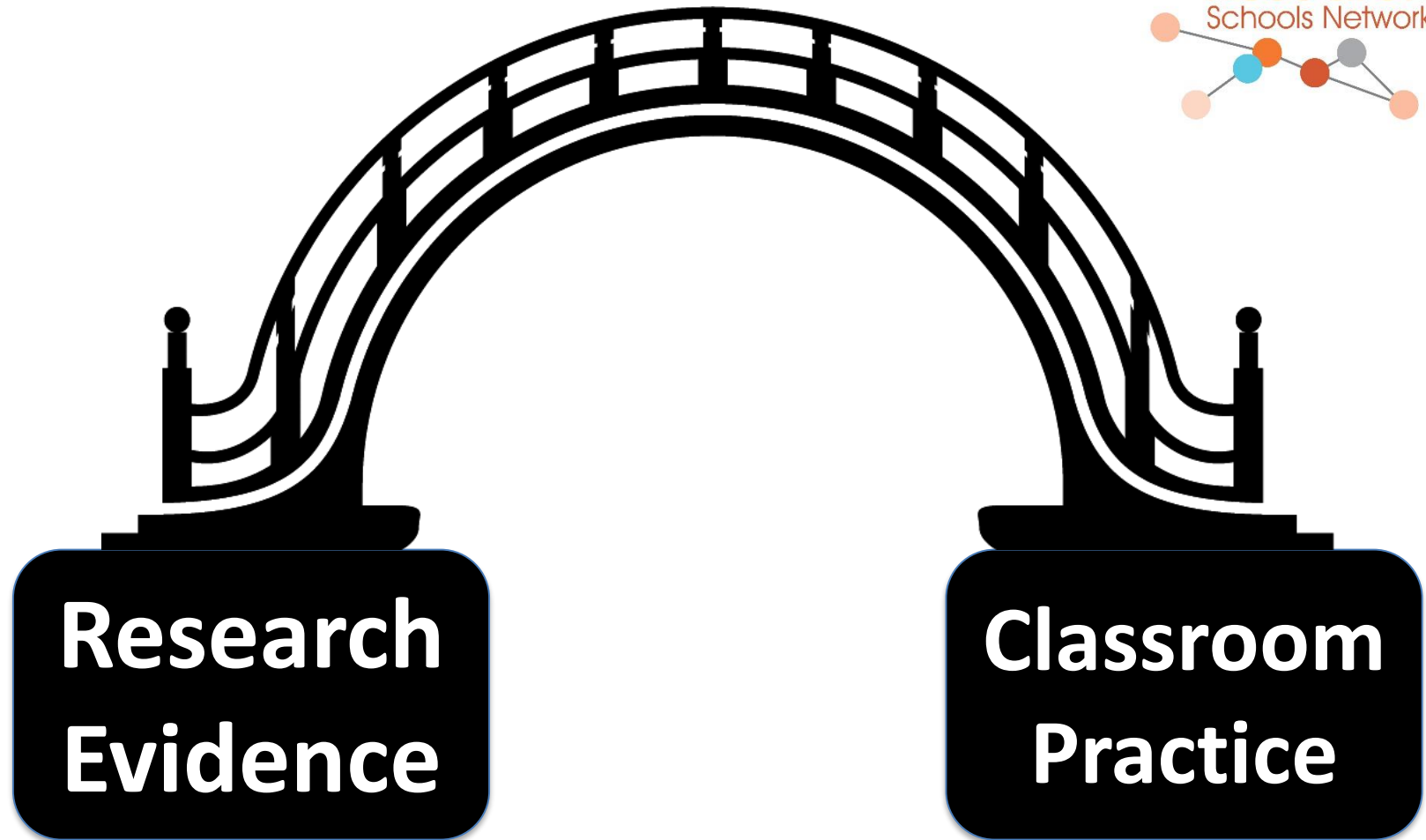


Schools
(eg, leadership)

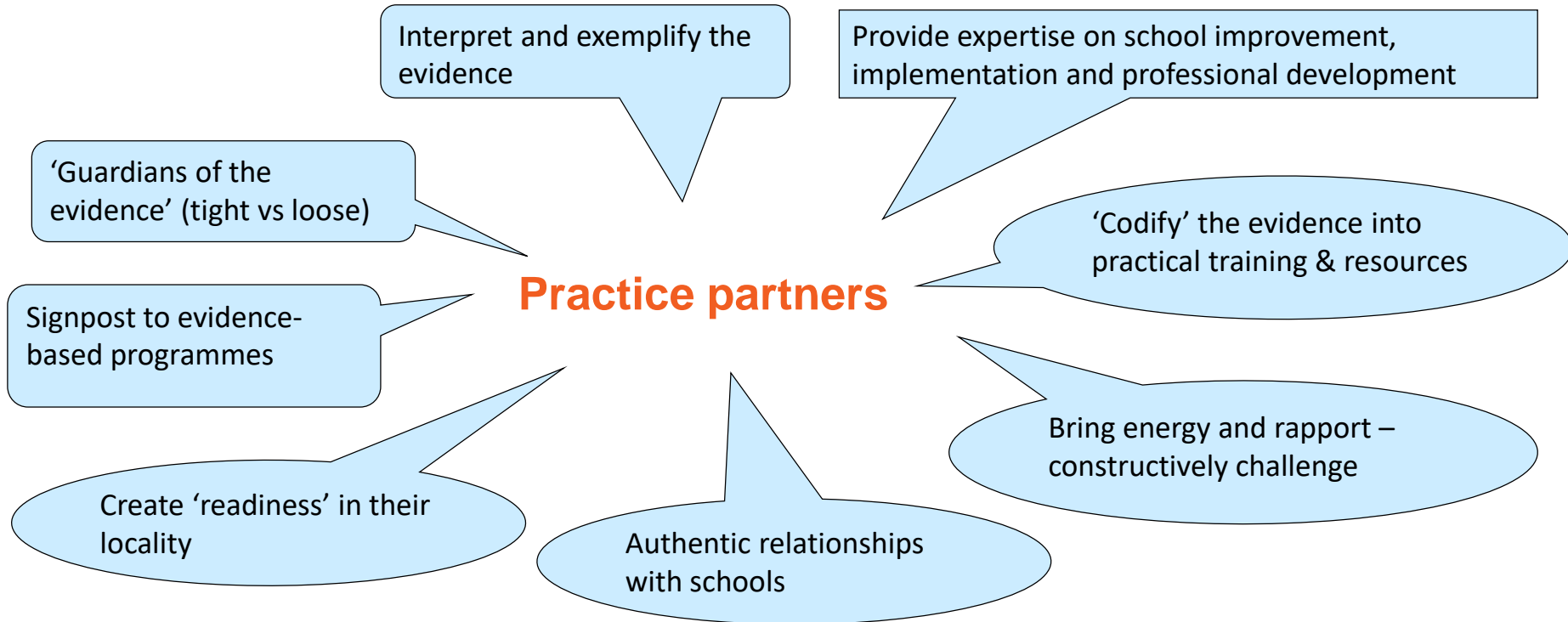


Intermediaries
(eg, Research Schools)

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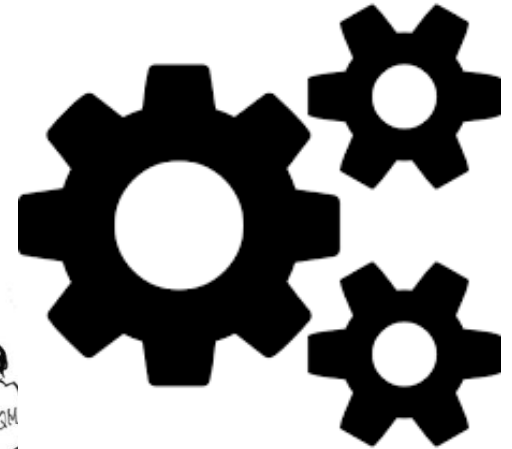


When it works well...



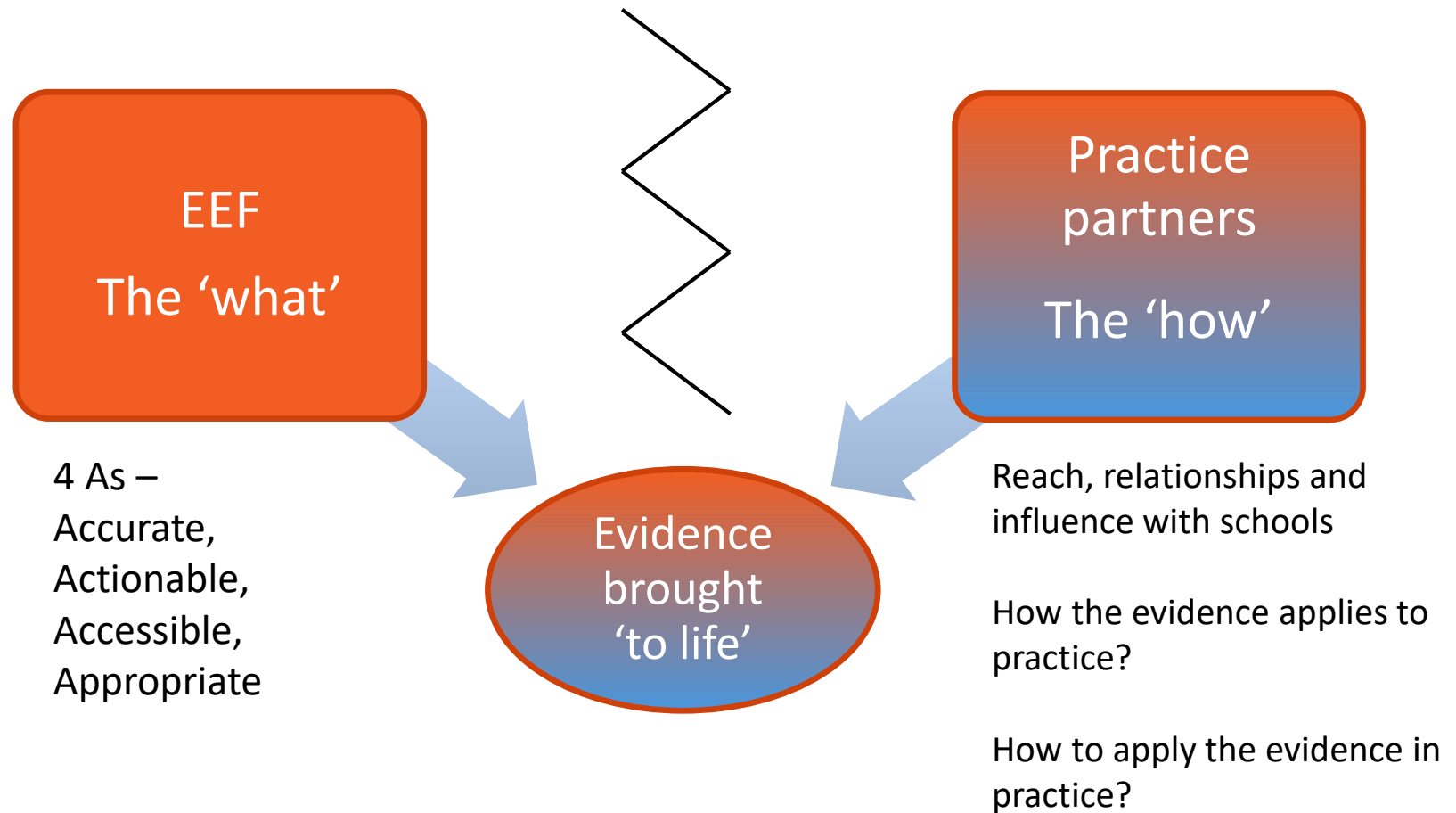
Practice based intermediaries add a huge amount of value, bringing complementary skills, expertise and relationships that enhance the use of research evidence.

When it doesn't...



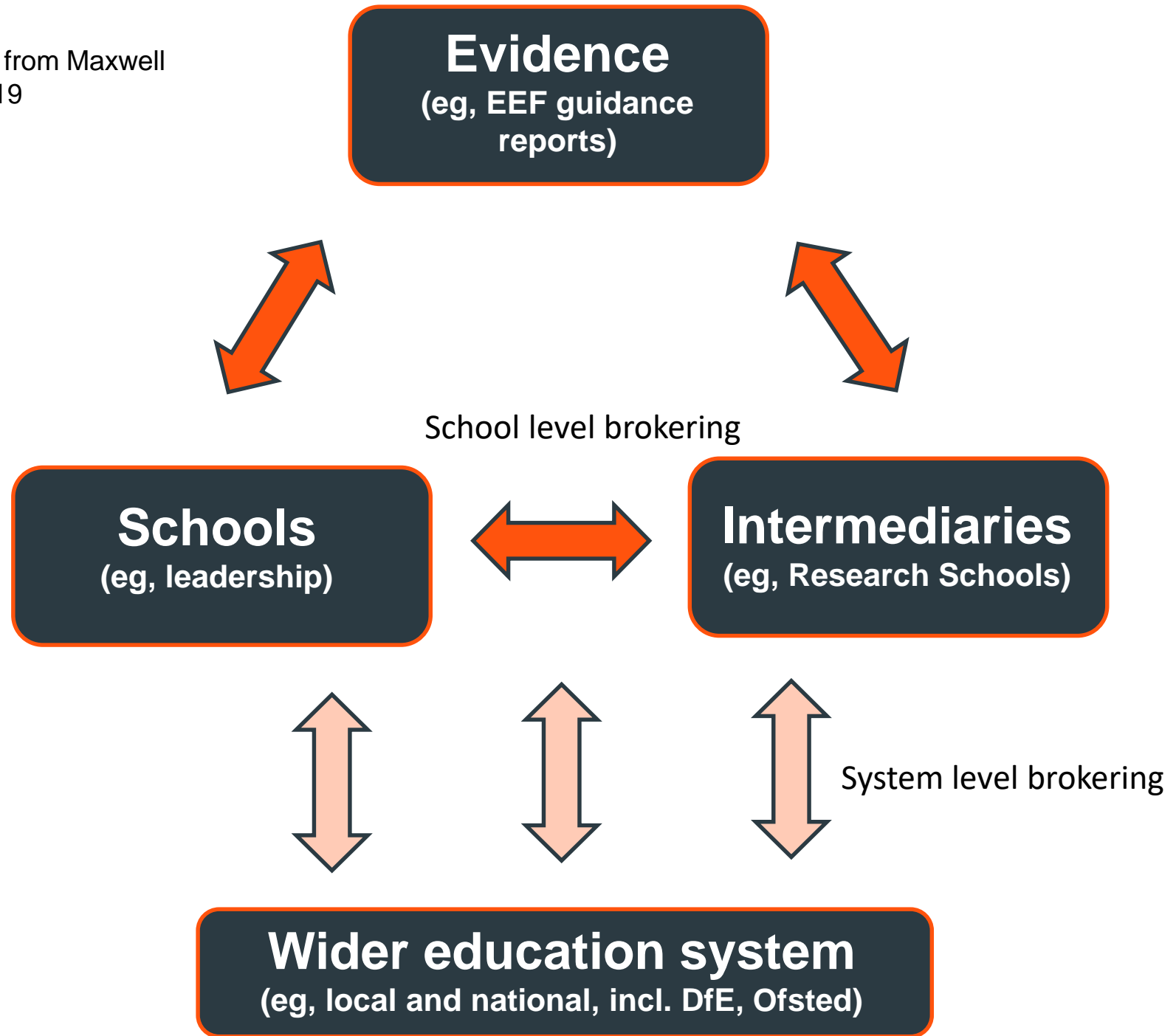
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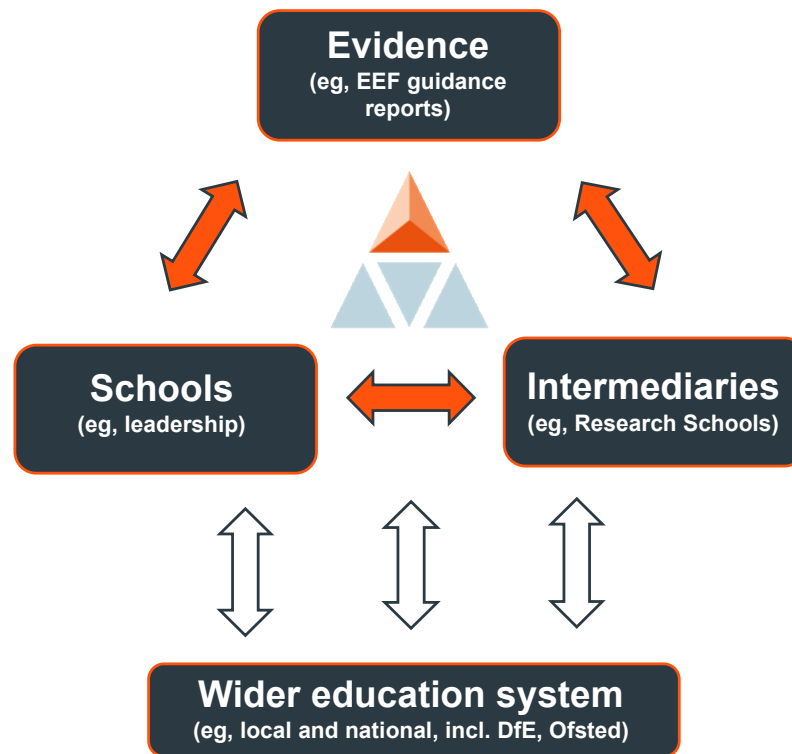
Coordinated but differentiated roles



It takes time, effort and motivation to develop a understanding of complementary roles and objectives.

Adapted from Maxwell
et al, 2019





- The existing systems outside of research – e.g. school improvement, accountability – are not naturally aligned to the use of research.
- **Efforts to create regional readiness – i.e. prepare the ground – pays dividends:** increases engagement, impacts on behaviours and outcomes, and develops sustainable infrastructure (structures, expertise, culture etc).
- Influencing these systems is challenging. It requires significant time, effort and a unique set of skills, knowledge, and profile.

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EEF today...

Evidence
(eg, EEF guidance reports)

Developing guidance,
training, tools etc.



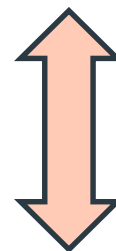
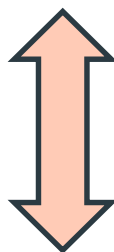
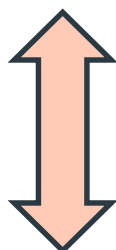
Research Schools

Schools
(eg, leadership)



Intermediaries
(eg, Research Schools)

Support on evidence-
informed processes
e.g. implementation



Regional brokerage
(Regional Leads)

Wider education system
(eg, local and national, incl. DfE, Ofsted)



*“Change in education is easy to propose,
hard to implement, and extraordinarily
difficult to sustain.”*

Hargreaves and Fink (2006) ‘Sustainable Leadership’

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