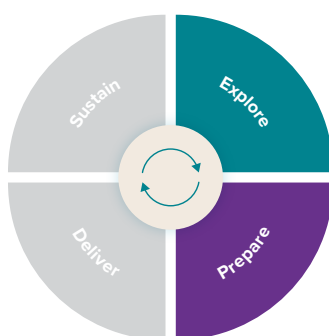


# Implementing evidence-based teaching practices: Key activities at each stage

To have a positive impact on student learning, evidence-based teaching practices must be implemented well. The Australian Education Research Organisation (AERO) has developed a deliberate and structured approach to support successful implementation in Australian schools.

Working through different *stages* of implementation is one component of a deliberate and structured approach. The other components ([using implementation strategies](#), [addressing enablers and barriers](#) and [monitoring implementation outcomes](#)) take place during these stages.

This 2-page summary outlines the key activities for each stage of implementation. It can assist your school in reflecting on your current state of implementation and planning for future stages.



## Explore

### Implementation strategies

- Establish an implementation team.
- Use evidence and data to understand and prioritise student needs, and decide on a priority challenge to address.
- Develop a specific goal for improvement that will address the priority challenge.
- Select an evidence-based teaching practice(s) that will support you to achieve your school goal.
- Build a shared understanding of your school goal and why it's a priority.

### Enablers and barriers

- Identify current enablers and barriers to implementation, including staffing, systems and structures that could be enhanced to support implementation.

### Implementation outcomes

- Determine whether the evidence-based teaching practice is appropriate for your setting and feasible to implement.

## Prepare

### Implementation strategies

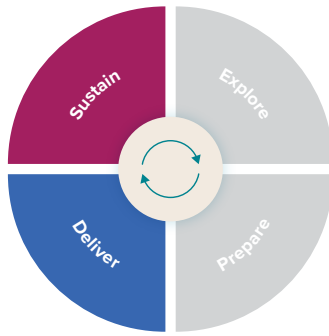
- Draft a detailed implementation plan.
- Check staff's understanding of the evidence-based teaching practice and use this to tailor implementation.
- Develop or enhance the systems and structures to support teachers to implement the evidence-based teaching practice.
- Select key implementation strategies.
- Deliver foundational knowledge-building sessions about implementation and the evidence-based teaching practice.

### Enablers and barriers

- Address priority enablers and barriers.

### Implementation outcomes

- Establish a way of monitoring the health of implementation.
- Continue monitoring appropriateness and feasibility outcomes.
- Determine whether the evidence-based teaching practice is acceptable to teachers.



## Deliver

### Implementation strategies

- Deliver professional learning cycles on each element of the evidence-based teaching practice, including knowledge-building sessions, planning, modelling, coaching and group reflective conversations.
- Ensure each teacher has the support they need to implement the evidence-based teaching practice well.
- Identify and train key champions.

### Enablers and barriers

- Re-assess current enablers and barriers, and tailor implementation strategies in response.

### Implementation outcomes

- Use data to monitor the health of implementation – for example, check the status of acceptability, and determine how many teachers are using the evidence-based teaching practice (reach) as intended (fidelity).
- Consider how the evidence-based teaching practice will be embedded and maintained across the school (sustainability).

## Sustain

### Implementation strategies

- Select and tailor implementation strategies that maintain the use of the evidence-based teaching practice, and support new staff to use it.
- Share resources that have been developed to support the ongoing use of the evidence-based teaching practice and create more as required.
- Review and communicate plans, policies, systems and structures to support your school to sustain the evidence-based teaching practice.
- Continue developing champions to support sustaining the practice.

### Enablers and barriers

- Prioritise addressing enablers and barriers that are most important for sustaining the evidence-based teaching practice.

### Implementation outcomes

- Continue monitoring acceptability, reach, fidelity and sustainability.
- Evaluate attainment of your school goal using implementation outcomes.
- Consider scaling up (and begin this from the Explore stage).

Source: Overarching structure and names of stages adapted with permission from E4L, 2019, p.8, [CC BY NC ND 4.0](#).



For an interactive version of these stages with links to practical resources, visit our [Implementation in Schools: Practical Resources](#) collection.



For more on why implementation matters and what makes a deliberate and structured approach, visit our [Implementation in Schools: A Deliberate and Structured Approach](#) collection.