



# Putting evidence to work: a school's guide to implementation

*Putting evidence to work: a school's guide to implementation* contains checklists at the end of each section to help you reflect on implementation in your school. All six checklists are outlined below.

1



## Foundation for Implementation: Treat implementation as a process, not an event; plan and execute it in stages.

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- Do we implement changes across the school in a structured and staged manner?
- Is adequate time and care taken when preparing for implementation?
- Are there opportunities to make fewer, but more strategic, implementation decisions and pursue these with greater effort?
- Are there less effective practices that can be stopped to free up time and resources?

2



## Foundation for Implementation: Create a leadership environment and school climate that is conducive to good implementation.

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- Does our school have a climate that is conducive to good implementation?
- Does the school leadership team create a clear vision and understanding of expectations when changing practices across the school?
- Do staff feel empowered to step forward and take on implementation responsibilities?
- How do day-to-day practices affect the motivation and readiness of staff to change?

3



## Explore: Define the problem you want to solve and identify appropriate programs or practices to implement.

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- Are we confident we have identified a strong school improvement priority that is amenable to change?
- What are we looking to achieve by adopting a new program or practice?
- Have we systematically identified the right approach to achieve these goals?
- Is there reliable evidence it can have the desired impact, if implemented well?
- Is it feasible within our context?

# 4



**Prepare:** Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

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- Is there a logical and well-specified implementation plan?
- Do we have a clear and shared understanding of the active ingredients of our intervention and how they will be implemented?
- Have we selected the right set of implementation strategies, in the right order?
- Are we able to capture the desired (and undesired) changes in practices?
- Have we honestly appraised our capacity to make those changes?
- Are staff and the school practically ready to adopt the new approach?

# 5



**Deliver:** Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

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- Are we able to respond to challenges that arise during the initial stages of using a new approach? Can we use existing structures and processes or are novel solutions required?
- Is appropriate follow-on support available to embed new skills and knowledge developed during initial training, in the form of coaching, mentoring, and peer-to-peer collaboration?
- Is the intervention being implemented as intended? Are the active ingredients being observed in day-to-day practice?
- Does implementation data suggest we need to adapt our implementation strategies?

# 6



**Sustain:** Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.

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- Do we have a stable use of the intervention, as intended?
- Is it achieving the desired outcomes?
- Have we created contingency plans for any changes across the school that may disrupt successful implementation?
- Is it appropriate to extend the use of the approach to additional staff? What is required to achieve this?
- How can the existing capacity and resources be best used to support scale-up?