Implementing evidence-informed practice at scale.

Greg Antcliff
National Manager Professional Practice
645 early learning centres
69,600 children
58,500 families
13,400 employees
Our Vision
is for Australia’s children to have the best possible start in life.
The idea

- Teacher and educator capability
- Increased quality
- Improved child outcomes
Research-to-practice gap
Training + coaching = success!

<table>
<thead>
<tr>
<th>Training components</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>Theory and discussion</td>
<td>10%</td>
</tr>
<tr>
<td>Demonstration in training</td>
<td>30%</td>
</tr>
<tr>
<td>Practice and feedback in training</td>
<td>60%</td>
</tr>
<tr>
<td>Coaching in the room</td>
<td>95%</td>
</tr>
</tbody>
</table>

(Joyce and Showers, 2002)
The Goodstart Practice Guide
An essential resource for early learning professionals.
The co-design approach

Educators + Advisory Group + Lead author

Design → Implement
Test and Adapt → Test and adapt
Pilot
Implementation stages

**Exploration**
- Assess needs
- ID & assess evidence
- Examine fit & feasibility
- Make decision

**Installation**
- Plan & prepare
- Develop supports
- Make structural & instrumental changes

**Initial implementation**
- Service deliver initiated
- Data used to drive continuous improvement
- Rapid cycle problem solving

**Full implementation**
- Skillful implementation
- System and org changes institutionalised
- Child and family outcomes measurable

Fixsen, et al, 2005
Phased approach

1. All educators have read the guide. We start to witness a change in language or practice in our centres.

2. All centres can show evidence of at least 3 changes to practice as a result of the Guide and / or ISTEP.

3. Develop a quality improvement plan based on identified areas for practice improvement. Demonstrate evidence of practice improvement.
Implementation Drivers

Improved Outcomes for Children & Families

The Goodstart Practice Guide

Coaching
Training
Selection

Competency Drivers

Managing the external system
Organisational Policies & Procedures
Decision Support Data System

Integrated & Compensatory

Technical
Adaptive

Leadership

© Fixsen & Blase, 2008
The big change

% of centres assessed

100%
90%
80%
70%
60%
50%
40%
30%
20%
10%

NQS – meeting or exceeding centres

NQS – exceeding centres


timeline

goodstart early learning
Intersecting evaluations

- Environmental quality
- Stages of concern
- What works for whom and under what conditions?
Results
Positive response from educators

Shared language of practice

Positive changes in practice

Improved interactions and relationships

Greatest impact in centres with low quality

Modest improvements in environmental ratings

Increased engagement, collaboration, reflection & planning

Enhanced connections with families
Barriers to implementation
Time

• Access to Professional Development
• Competing expectations and requirements
• Saturation or change fatigue
• Enough time to embed

People

• Centre Leadership
• Education levels – lower qualifications can be overwhelmed
• Relational Quality
• Staff Resistance
• Turnover
Facilitators

✓ technology
✓ senior leadership
✓ co-production
✓ staged approach
✓ implementation science
✓ leadership & communication
✓ clear narrative
✓ engagement & relationships
✓ networking
Implications for practice and policy

Co-production processes
Critical role of leaders across all levels
Implementation frameworks
Professional development programs
Implementation teams
Data and feedback loops
References

- Joyce, B., Showers, B. (2002). *Student achievement through staff development* (3rd ed.). Alexandria, VG.ASCD.
Thank you.