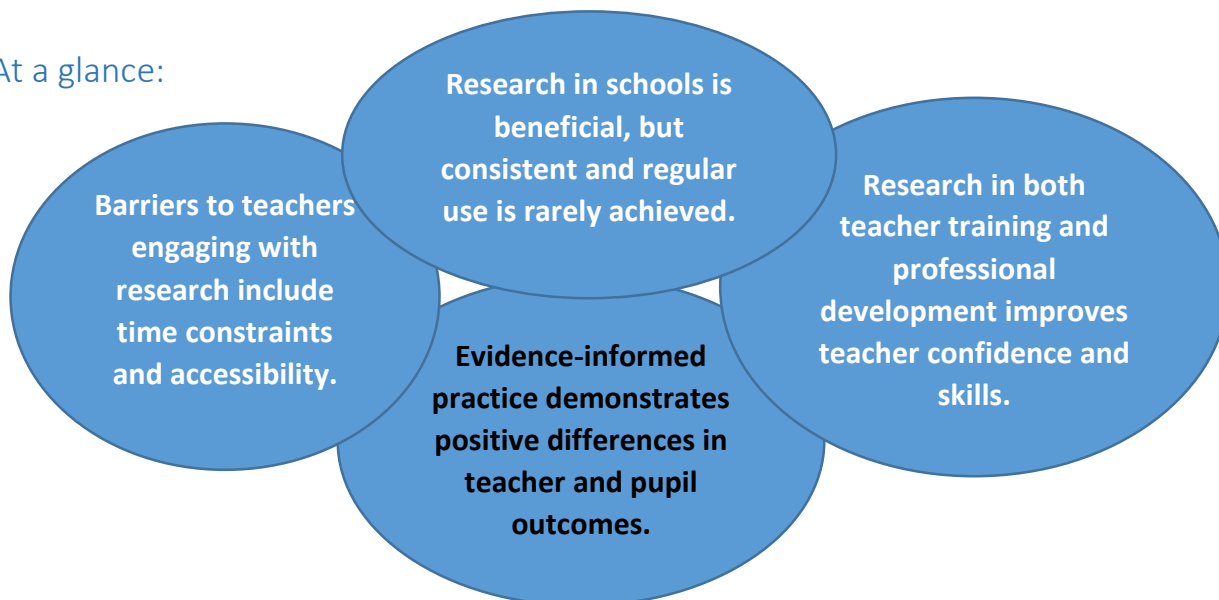


The Rationale Behind Research.

Brown, C and Zhang, D. (2016) Is engaging in evidence-informed practice in education rational? What accounts for discrepancies in teachers' attitudes towards evidence use and actual instances of evidence use in schools? *British Educational Research Journal*, 42(5): pp. 780-801.

At a glance:



Key Information:

- It has become well-known that evidence-informed practice can have a positive impact on pupil, teacher and school performance. Despite this, data shows that many teachers aren't engaged with research. Improvements in skills, knowledge and confidence are paired with barriers such as accessibility and time. This study finds that often research is lacking because it is tackled on an individual level, and is not a norm for all teachers school-wide.

Getting Started with Research this Year:

- Research is becoming a well instated part of many schools, but this does not mean lots of extra work for you. Trying something new in your classes to tackle an issue is a good way to see the impact of different strategies.
- Share your expertise! If you have a good strategy or activity, let other teachers know about it! Sharing good (and bad) practice is a great way to support colleagues and ensure effective practice spreads.
- Some websites that may be useful are: <https://www.suttontrust.com/research/> and <https://educationendowmentfoundation.org.uk/>

Further Reading:

Education Endowment Foundation Toolkit. Available online at:

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit#closeSignup>

Cordingley, P. (2013) The contribution of research to teachers' professional learning and development.

Available online at: [http://www.curee.co.uk/files/publication/\[site-timestamp\]/BERA%20Paper%205%20Continuing%20professional%20development%20and%20learning.pdf](http://www.curee.co.uk/files/publication/[site-timestamp]/BERA%20Paper%205%20Continuing%20professional%20development%20and%20learning.pdf)