



EVIDENCED INFORMED PRACTICE FOR SCHOOL INCLUSION (EIPSI) (2020-1-ES01-KA201-082328)

Intellectual Output 1

HANDBOOK WITH CRITERIA, INDICATORS AND STANDARDS OF EVIDENCE INFORMED PRACTICES FOR SCHOOL INCLUSION (EIPSI).

The aim

to develop a survey to ascertain the engagement by teachers and school leaders in an educational practices that are both 'research-informed' and supportive of inclusive education.

Summary

Intellectual Output 1 involved surveying teachers and school leaders in Catalonia, England, The Netherlands, Slovenia and Romania to understand the **benefits, costs, and signifying** factors these educators associate with research-use. Initial findings suggest that the majority of teachers are actively engaged in using research to develop **their own practices** whilst at an organisational level there are similarities across the partner countries in schools using research to inform decision making. Both individual and organisation level use of research could increase the likelihood of the development and use of effective inclusive practice in schools.

Benefits of using research



In terms of schools using research in decision making there was broader agreement that this was happening suggesting that there is a drive at organisational level for research use and the development of inclusive practices.

- Improve practice
- Provides ideas and inspiration
- Guidance for innovations
- Improved student outcomes
- Expand, deepen and clarify thinking

Significance of using research



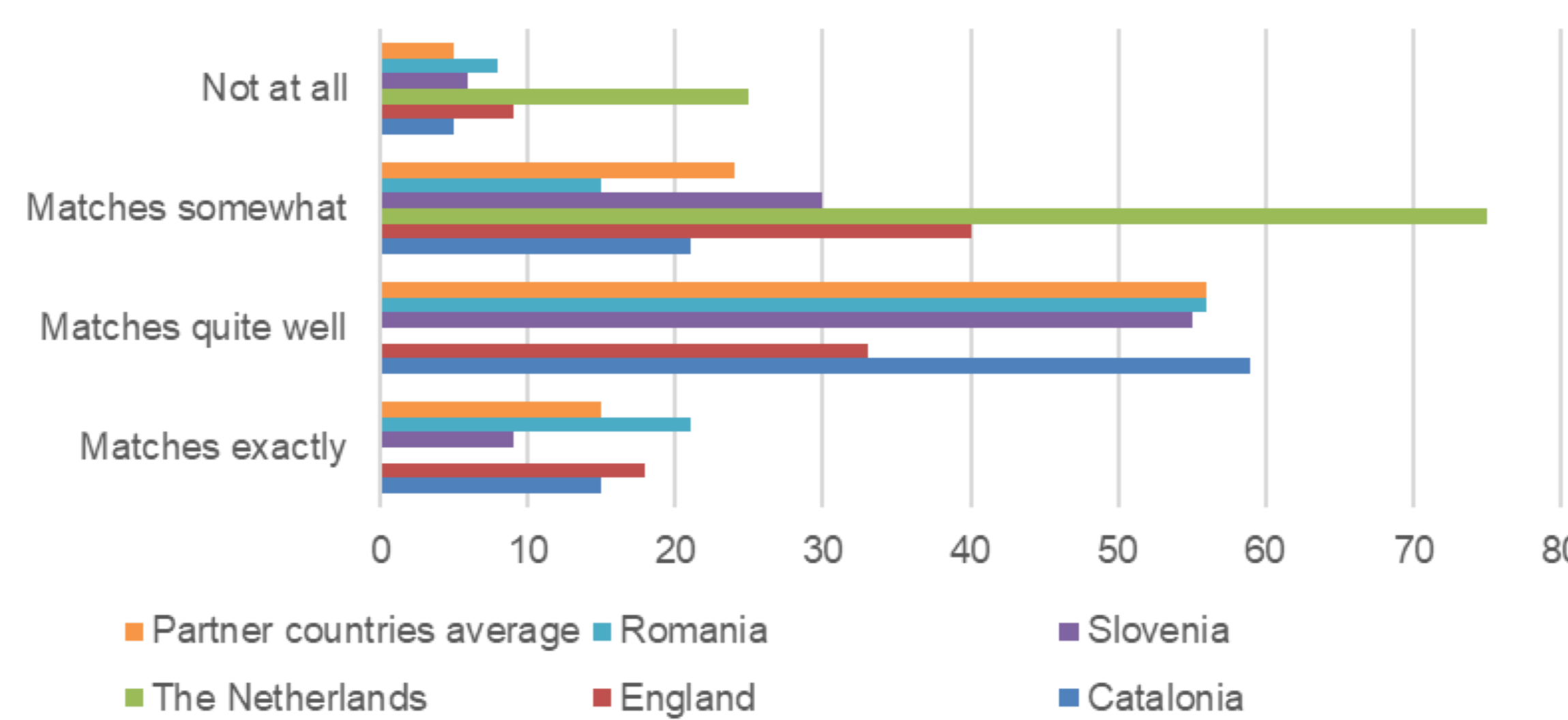
- Enhances a school's reputation
- Hallmark of an effective profession
- More likely to use research in aligned with school improvement targets, performance management or colleagues are.

Cost of using research

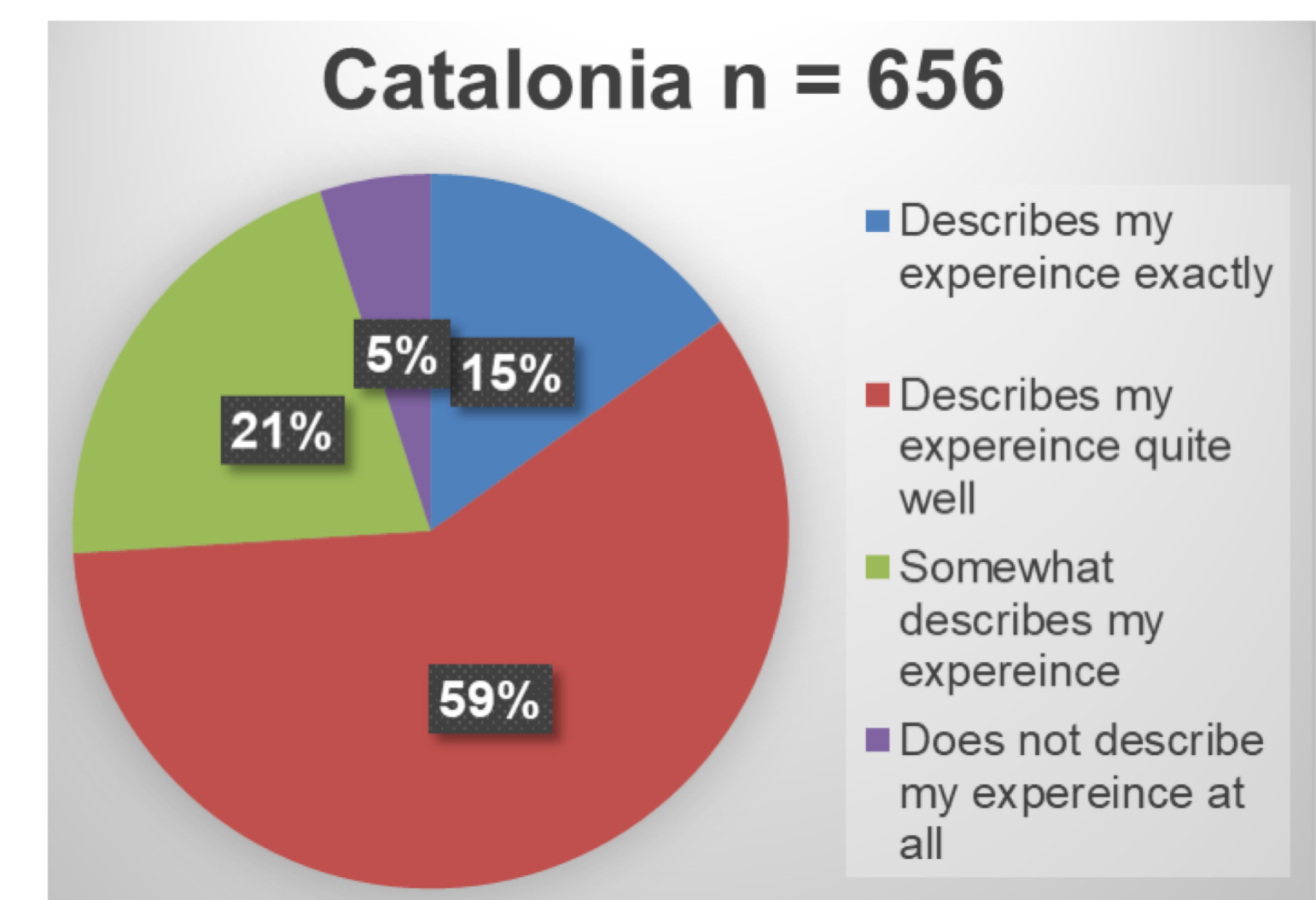
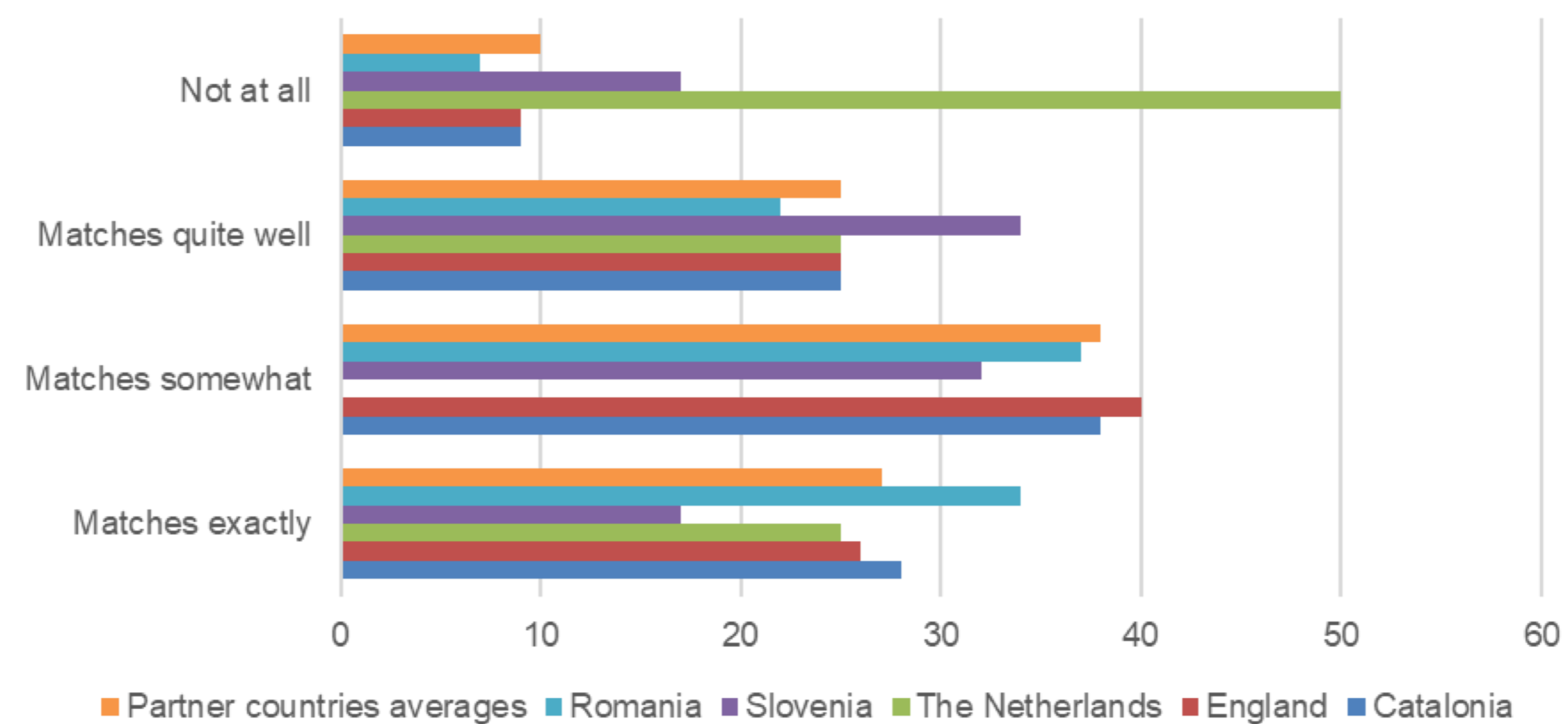


- Needs to be translated for use
 - Ease of access
- Colleagues who can support use
- Confidence to judge the quality of research
- Time to engage
- Language of research is inaccessible

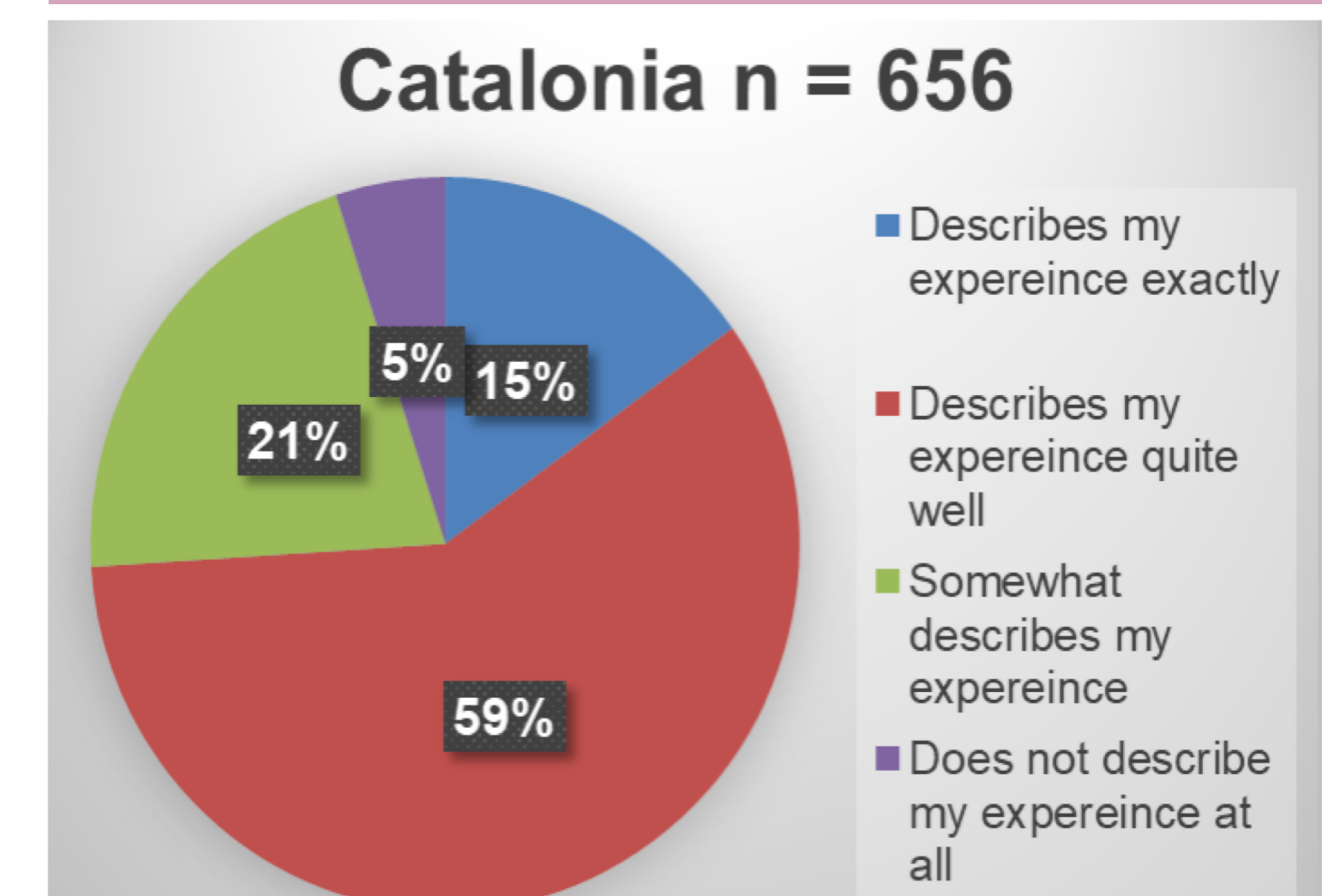
I have used research evidence to help me develop new practices



My school frequently discusses underlying assumptions that might affect key decisions



Analysis suggests that most respondents have used research evidence to develop new practices (responding positively that this was part of their practice or most of the time). This was particularly strong in Catalonia and Romania with the responses from England and Slovenia being more tentative.



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The survey was designed to provide school teachers, school leaders and policymakers with a specific list of criteria and indicators targeted to the specific school needs, in relation to the costs, benefits and signification aspects of engaging with research evidence, as well as identified behaviours in terms of research use

What does research use convey to teachers and school leaders in Catalonia?

strongly agree/agree 66%	I am more likely to use research evidence if my colleagues are also using research evidence.
strongly agree/agree 61%	Using research evidence enhances a school's reputation and attractiveness as a place to work and learn.
strongly agree/agree 55%	There is an expectation in my school that we should engage with research evidence to improve practice.
strongly agree/agree 33%	School leaders' awareness, engagement, and use of research evidence are developing rapidly.

Findings: Initial findings suggest that the majority of teachers are actively engaged in using research to develop their own practices whilst at an organisational level there are similarities across the partner countries in schools using research to inform decision making. Both individual and organisation level use of research could increase the likelihood of the development and use of effective inclusive practice in schools.

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
It is difficult to know how to directly apply the findings of research evidence to my practice	8%	37%	34%	17%	2% * 2% NA
Research evidence needs to be 'translated' and made practitioner friendly if I am to use it effectively.	25%	52%	15%	5%	1% * 2% NA
I have a good understanding of research methods and their strengths and weaknesses.	6%	35%	39%	16%	2% * 2% NA
I don't have time to engage with research evidence.	5%	16%	33%	31%	13% * 2% NA

EIPSI project website

