

EIP

Implementation Plan

You've already used the self-assessment tool to see what is your school's approach to REIP and you've consulted the EIP implementation guidelines.

Congratulations! You are now ready to continue your school's REIP journey by following the steps in this EIP implementation plan. Please follow the steps relevant for your school, at your own pace. If you need extra support, please consult the EIP Coaching Plan and the EIP Resource Package. You can always go back to the self-assessment tool to see how your school's growth.

Prerequisites

To successfully start the REIP approach implementation, your school should already:

- Display a culture of collaboration and communication, of constructive feedback, of self-reflection, and of sharing.
- Have at least some isolated processes aimed to collect and utilise non-systematic data for process' quality evaluation.
- Manifest an overall openness towards inclusion.



EIPSI
Evidence Informed Practice



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0 Start up

- Identify the teacher(s) who have expertise in the field of EIP.
- Raise awareness for REIP.
- Gather best-practices and resources.
- Underline the importance of REIP and gain support from management and teachers.
- Encourage more conversations amongst all the teachers, particularly on interdisciplinary approaches.
- Identify existing resources which could also be used for EIP.
- Underline the importance of collaboration.
- Identify relevant professional networks and explore ways of connecting.
- Identify current challenges and opportunities in engaging with parents.
- Understand students' needs by discussing with teachers and reviewing students' performance.

1 Basic

- Identify relevant courses/training for teachers and management and facilitate participation. A good starting point could be the EIPSI online self-training available here: <https://digitalsocietyschool.shop>
- Ensure teachers are aware of EIP, have access to resources, and have the opportunity to be trained on the topic of EIP.
- Encourage teachers to collect and review data from their classes.
- (Re) define a practice/ process of gathering and analysing data at management level, in collaboration with teachers.
- Prioritise REIP in your school.
- Empower teachers! Your management and teachers should be available for one-to-one regular meetings on the topic of EIP.
- Include REIP in your school's administrative/institutional documents
- Shape specific objectives and include them in your planning.
- Create institutional mechanisms for sharing and monitoring the implementation of REIP.
- Ensure teachers use EIP in day to day activities.
- Actively integrate EIP in lesson plans.
- Encourage and support interdisciplinary discussions and approaches.
- Ensure access to resources: time, space, financial resources.
- Identify a resource person - a School EIP Champion.
- Stimulate collaboration among teachers.
- Promote and encourage an inquiry and self-reflection process.
- Focus on collaboration and connectivity - within the school.
- Find existing communication channels and explore new avenues at the school and local level. Develop a stakeholder map.
- Ensure there are set, unitary procedures at school level for interacting with parents in a confidential manner.
- Create a list of all resources currently used to assess students' learning needs.

2 Consolidated

- Brainstorm on potential small-scale research designs that can be developed in your school and ask for support from universities, research centres/ other relevant parties in order to improve on your design.
- Ensure all teachers are trained in EIP.
- Identify options for collaborating with Universities or research centres.
- Generate your own data - find and/or develop instruments: observation scripts, evaluation templates, progress trackers.
- Improve upon the existing instruments developed by teachers and by the school.
- Set a procedure for gathering and analysing data to inform your management decisions at the school, local and regional level.
- Use EIP to revise your institutional policies.
- Develop specific action plans for students' inclusion.
- Develop support strategies that contribute to implementing the action plans for students' inclusion.
- Formalise it - allocate a specific time for REIP on the teachers meetings' agenda.
- Allocate a specific space for EIP - the library or the teachers' lounge and specific time for EIP conversations.
- Ensure all staff have dedicated EIP resources available.
- Identify financing sources that could support material resources (e.g. library) and human resources (e.g. School EIP Champion).
- Empower the School EIP Champion - remove other work-load and formally include them in the institutional structure (the quality assurance committee or the committee for inclusion)
- Create and share resources within your school.
- Allow for specific time on the agenda for EIP during weekly/bi-monthly meetings.
- Encourage small-scale collaboration projects between teachers in your school.
- Initiate or support practices such as keeping diaries on self-reflection (written, audio, video diaries) and encourage sharing.
- Arrange for teachers' case-study presentations and feedback sessions from experts in the field (e.g. researchers, inspectors etc.)
- Find existing communication channels and explore new avenues at the school, local and regional level.
- Identify experts and new collaboration contexts.
- Collaborate and communicate with other schools and relevant institutions.
- Participate in meetings within school networks.
- Develop in/formal communication means, presenting simplified concepts, transferred practices and/or analysed results.
 - with parents (parents' meetings, newsletter, website)
 - with authorities (meetings, updates)
 - with the community (website)
- Secure existing communication channels and explore new avenues.
- Create and apply an institutional mechanism for integrating parents' feedback in your school and teachers' practice.
- Develop and run a school's and pupils' needs assessment.

3 Advanced

- Teachers share best-practices and research evidence. Every month (or as needed) a teacher presents a case-study from their practice and receives feedback on how to integrate research evidence in their practice.
- Develop small-scale research projects at the school's level.
- Set a procedure for gathering and analysing data to inform your management decisions at the school, local, regional and national level.
- Explore ways to (ethically) share data with other schools and to identify common challenges and opportunities
- Develop a guidance plan for teachers. Periodically ask for their feedback and revise the plan.
- Include REIP in the institutional development plan, the managerial plan and/or the teachers' professional development plan.
- Staff are encouraged to bring new ideas and conduct research.
- The school ensures teachers have at their disposal resources to participate at national/international conferences and/or workshops with representatives of universities/ research centres on topics of interest (e.g. time-off, stipend, travel costs, conference fee etc.)
- The school initiates and organises/ participates in local/regional/national events together with other school staff on topics of interest.
- Find existing communication channels and explore new avenues at the school, local, regional and national level.
- The different channels and means of communication and engagement are in place and continuously improved.
- The stakeholder map is revised as needed.
- Focus on collaboration and connectivity - within the school and with other schools.
- Communication and engagement are defined on values such as efficiency, confidentiality, respect, collaboration.
- Participate in conferences on relevant topics and encourage your teachers to attend/present their work.
- Encourage teachers and mandate them to participate in methodical committees and inter-school networks to promote EIPSI.
- Staff reviews their personal development plan to reflect pupils' assessment data.

4 Transformative

- Continuously update the training needs in the field of REIP in order to efficiently respond to teachers' needs.
- Encourage research evidence to become an integral part of all management processes, as well as of all teachers' practice.
- Organise meetings/workshops held by staff in your school for other schools in your area.
- Encourage teachers to develop small-scale research in your community.
- Set a procedure for gathering and analysing data to inform your management decisions at the school, local, regional, ational and international level.
- Constantly integrate feedback from the data gathered in your school to improve practice.
- Participate at round-tables, reunions, meetings at the local, regional and national level and present data and good-practices in your school.
- Collect feedback and generate conversations with other school leaders.
- Follow-up on the conversations and share resources with other schools.
- Provide trust and stability at your school so that your staff are encouraged to contribute and improve practices by engaging with REIP.
- Encourage and support staff to be proactive in sharing resources, good-practices and knowledge within and outside the school.
- Integrate coaching for EIP as a general practice in your school - especially for new hires (involve your school principal, a counsellor another teacher).
- Develop, support and reward a regular practice among staff to stay updated on the most recent and relevant research in the field and share it periodically within and outside the school (i.e. within the professional community/networks).
- Find existing communication channels and explore new avenues at the school, local, regional, national and international level.
- Use data from your school and others you have collaborated with to influence policies, transfer and capitalise your findings to local, regional, national and international levels.
- Involve all interested parties in developing projects, in school/ best-practice exchange and in sharing resources.
- Ensure a solid and consolidated communication approach.
- (Re)define a plan of interaction with parents/community.
- Report individual progress for each pupil based on the analysis of data.
- Engage parents in the pupils' personal and academic development by sharing with them relevant interventions/options based on REIP.
- Evaluate the impact of different interventions on pupils.
- Advocate and participate with your school in relevant national and international assessments and in other initiatives that allow your school to improve based on REIP.

PREPARATION

IMPLEMENTATION

EVALUATION & TRANSFER



DIGITAL SOCIETY SCHOOL

