

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Implementation template: What is expected, supported and rewarded?

One of the recommendations in the 'prepare' section of *Putting Evidence to Work: A School's Guide to Implementation* outlines the importance of creating a shared understanding of what will be expected, supported and rewarded during the implementation process. Our experience is that people value this clarity and can use it to plan accordingly.

Use the template below to list what is a) required from colleagues to implement the new approach b) what will be provided and supported to help them do so c) any alignment with rewards and incentives. This can be applied to staff within a school, or to individual schools in a wider implementation project.

What is being expected?

Examples: time commitments, training commitments, follow-on support activities (e.g. mentoring), intersession activities (e.g. planning), data sharing requirements.

What is being supported?

Examples: clarity on active ingredients, training and coaching provision, tools and resources, leadership support, feedback on implementation.

What are the rewards?

Examples: career progression opportunities, alignment with OfSTED, pupil outcomes.