A School's Guide to Implementation
Guidance Report

Education
Endowment
Foundation

About the Education Endowment Foundation

The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement. We do this by supporting schools, colleges, and early years settings to improve teaching and learning through better use of evidence.

Acknowledgements

Education
Endowment
Foundation

Contents

Education
Endowment
Foundation

Professor Becky Francis

Chief Executive , Education Endowment Foundation

One of the key lessons from the EEF's work over the past decade is that implementation matters. As well as using evidence to identify which approaches or interventions to implement, it also matters how education settings—whether that's a school, nursery, or college—put these approaches into practice. Ultimately, it's not just what you implement but how you do it too.

Since we launched the first version of this report in 2018 it has become one of our most popular resources. Shining a light on implementation has helped schools think about change in a more structured and purposeful way.

This update further adds to the evidence on effective implementation, building on the recommendations of the existing guidance report by incorporating lessons learnt from a new review of the evidence. If the key message in the previous guidance was to 'treat implementation as a process', then this update unpacks how to do implementation well. It emphasises that implementation is fundamentally a collaborative and social process driven by how people think, behave, and interact. It shows that much can be achieved by improving how people work together during implementation.

There are always barriers to effectively implementing a new intervention or approach. Schools are complex environments and leaders and teachers face competing pressures on their time, resources, and headspace. The guidance encourages schools to do fewer things better by carefully selecting and embedding evidence-informed approaches that drive meaningful and sustainable change. Doing so can move us a step closer to ensuring that all pupils, regardless of their background or circumstances, have access to high-quality, evidence-informed education. Effective implementation, therefore, has a crucial role to play in our collective efforts to break the link between family income and education outcomes.

Introduction

Why implementation matters

A culture shift is occurring in English schools towards widespread engagement with research, with evidence-based resources becoming go-to sources of guidance.[1] Yet awareness of evidence does not necessarily result in improved outcomes: implementation is critical for turning engagement with research into tangible changes in school practices and pupil outcomes,[2] including, crucially, for pupils experiencing socio-economic disadvantage.

Nevertheless, changing the established habits and behaviours of educators through implementation isn't straightforward. On the one hand, schools need to develop a practical infrastructure that supports implementation, such as sufficient time and resources; on the other, implementation is fundamentally a social process, and getting the interactions right between people across the school is essential.[3]

This guidance helps schools embrace the complex and social nature of change.[4] It shows that when people work together effectively, they can achieve something that is greater than the sum of their individual efforts. Ultimately, however well-evidenced an educational idea or intervention is, what really matters is how it manifests itself in the day to day work of people in schools.

Making, and acting on, evidence-informed decisions

Most robust evaluations of education interventions show little or no impact on pupil outcomes compared to existing practices.[5] While poor implementation may contribute to this, often the interventions themselves simply aren't effective enough. Making evidence-informed decisions on what to implement in the first place is therefore vital.

A theme across this guidance report is that evidence and data should inform all aspects of implementation, both what to implement and how. Effective implementation requires ongoing learning and adaptation informed by different types of evidence, including external research evidence and internal monitoring data.[6]

This is why the definition of implementation in this guidance report is 'making, and acting on, evidence-informed decisions'.

Introduction

How is this guidance organised?

This guidance report is based on an extensive review of evidence on implementation in schools (see Summary of Evidence section).[7] This guidance sets out three key elements that enable effective implementation in schools, which comprise the main sections of the report:

- the **behaviours** that drive effective implementation (see Recommendation 1);
- the **contextual factors** that influence implementation (see Recommendation 2); and
- **a structured, but flexible, process** to enact implementation (see Recommendation 3).

These three elements work together (see Figure 1). The behaviours and contextual factors underpin effective implementation and should infuse your day to day work. The process helps schools navigate change and organise implementation into manageable phases: Explore, Prepare, Deliver, and Sustain.

In other words, the process helps schools do implementation. The behaviours and contextual factors help them do it *well*

Who is this guidance for?

This guidance is aimed primarily at school leaders and other staff with responsibilities for managing change, such as heads of departments, phase leads, professional development leads, and members of implementation teams. We refer to the range of people who play a role in leading implementation as 'implementation leaders'— a term that reflects how implementation is a collaborative endeavour, not just the domain of school leaders.

The guide can be used to support implementation in a range of circumstances. Sometimes schools will be implementing externally developed programmes such as Embedding Formative Assessment. Programmes like these are valuable because they provide practical, evidence-based guidance on who should be doing what, where, and when. At other times, schools will be engaging with resources like the Teaching and Learning Toolkit to develop their own evidence-informed approaches. In both cases, care and thought needs to be given to how they are implemented.

The guidance may also be useful for:

- teachers looking to understand their role in supporting departmental or whole-school changes;
- governors looking to support and challenge schools;
- policymakers and system leaders who are implementing initiatives across groups of schools, for example, MAT leaders or local authorities; and
- programme developers and training providers seeking to create more effective interventions.

Education
Endowment
Foundation

Implementation in Schools framework

CONTEXTUAL FACTORS

What is being implemented
Consider whether your approach is:
- evidence-informed
- right for the setting
- feasible to implement

Systems and structures
Develop an infrastructure that supports implementation e.g. time, roles, logistics

People who enable change
Ensure people are in place across the school who can support, lead and positively influence implementation

PROCESS

Sustain
Explore
Deliver
Prepare

BEHAVIOURS

Engage
Engage people so they can shape what happens, whilst also providing overall direction

Unite
Unite around what is being implemented, how it will be implemented and why it matters

Reflect
Reflect, monitor and adapt to improve implementation

Figure 1. Implementation in Schools framework

Education
Endowment
Foundation

Summary of recommendations

These three elements work together. The process helps schools do implementation. The cross-cutting behaviours and contextual factors help them do it well.

1 Adopt the behaviours that drive effective implementation

- **Engage** people so they can shape what happens while also providing overall direction.
- **Unite** people around what is being implemented, how it will be implemented, and why it matters.
- **Reflect**, monitor, and adapt to improve implementation.

2 Attend to the contextual factors that influence implementation

- Consider whether **what is being implemented** is evidence-informed, right for the setting, and feasible to implement
- Develop **systems and structures** that support implementation, for example, time allocation or data systems.
- Ensure **people who enable change** can support, lead, and positively influence implementation.

3 Use a structured but flexible implementation process

- Use a **structured process** to apply the behaviours and contextual factors to your day to day work.
- Adopt a practical and tailored set of implementation strategies organised into **manageable phases**: Explore, Prepare, Deliver, and Sustain.
- Treat implementation as a process of **ongoing learning and improve.**

Education
Endowment
Foundation

Recommendation 1

Adopt the behaviours that drive effective implementation

Education Endowment Foundation

Implementation is fundamentally a collaborative and social process driven by how people think, behave, and interact.[8]

ENGAGE

Engage people so they can shape what happens while also providing overall direction.

UNITE

Unite people around what is being implemented, how it will be implemented, and why it matters.

REFLECT

Reflect, monitor, and adapt to improve implementation.

These behaviours are at the heart of what drives effective implementation so should feature across a school's implementation actions and interactions. While the terms 'engage', 'reflect', and 'unite' may be familiar to schools—and sound like common sense—they can be difficult to get right.

The following vignette shows the relevance of the behaviours that drive effective implementation.

The leadership team of St Mary's Primary School are concerned that the way in which teaching assistants (TAs) are being deployed is not having the hoped-for impact on pupil progress. They sense that some pupils are missing out on key aspects of the curriculum due to the amount of time they spend working one to one with TAs. Having read the EEF's *Making Best Use of Teaching Assistants* guidance report, the leadership team is keen to improve the way TAs work across the school so that they supplement rather than replace the teaching.

As they begin to make changes, they realise that there isn't a shared understanding of how teachers and TAs should work together in classrooms. Staff are nervous about how the changes will impact on their daily practices and workload. Furthermore, parents of pupils who receive additional help from TAs are worried it will reduce support for their children.

The leadership team wonders:

- How can they involve teachers, TAs, parents, and pupils to fully understand how TAs currently work across the school and any potential barriers to change?
- How can they get everyone on the same page in terms of knowing why they are making these changes, what it will look like, and how they will get there?
- How can they implement the changes in such a way that they can keep learning and improving over time?

Engage

Engage people so they can shape what happenswhile also providing overall direction.

The way in which people are involved in implementation and the quality of their interactions really matters. To engage people effectively, implementation leaders should:

Engage people so they have the potential to influence change

When the school community feels included in decisions that affect them, and that their perspectives are valued, then implementation outcomes are likely to improve.[9] Leaders should, therefore, provide meaningful opportunities for staff to discuss their perspectives, ideas, and concerns. Active engagement extends to students, families, and other stakeholders who, while not implementing an intervention, arguably have the greatest stake in it.[10] People, ultimately, value what they feel part of.

Engage people in collaborative processes

When people work collaboratively during implementation, they can share knowledge and expertise, bounce ideas off each other, and solve problems together.[11] For example, schools can use implementation teams that include a range of stakeholders to plan, manage, and review implementation of an intervention. Leaders should help people understand how their individual roles contribute to the collective endeavour.

Engage people through clear communication and active guidance

While implementation requires these participatory ways of engaging, and being genuinely open to ideas, it also needs actively guiding and steering. This involves leaders communicating the direction of travel, explaining decisions, motivating staff, corralling efforts, and preventing implementation being dragged off track.[12] These actions provide focus to implementation and mean energy is channelled in the right direction.

Unite

**Unite people around what is being implemented,
how it will be implemented, and why it matters.**

Poor implementation can often be traced to differing values, understanding, and practices among staff.[13] This incoherence creates ambiguity, meaning colleagues can appear as though they are on the same page when they are not. Actions that align and unite people are a key driver of effective implementation:

Unite views and values

People hold different beliefs and values in education and if an approach doesn't align with people's values, they are less likely to implement it. By exploring common goals, acknowledging and addressing concerns, and discussing the risks and benefits of taking action, implementation leaders can help unite values and improve buy-in.[14]

Unite knowledge and understanding

While shared values lay the foundation for successful implementation, schools also need to cohere around what those values and principles look like in practice. This means developing a shared understanding of what is being implemented, how it will be implemented, and why it matters.[15] Doing so creates clarity among staff in terms of what is expected, supported, and gained through an implementation process, which further unites values.

Unite skills and techniques

Uniting within implementation also includes uniting the skills and practical techniques that relate to a new approach. Schools can use professional development activities such as modelling, rehearsal, and feedback to strengthen the consistency of new practices.[16]

Unite implementation processes

Finally, uniting extends to the values and practices that relate to the process of implementation itself. For example, developing a shared belief that monitoring implementation is key to enabling ongoing improvement, rather than playing a punitive accountability function, can fundamentally change how staff feel about implementation.[17] Leaders and staff should explicitly discuss how implementation is conducted in the school and how it can be improved (see Box 1, Develop a Positive Implementation Climate).

Reflect

**Reflect, monitor, and adapt to
improve implementation.**

Reflection underpins evidence-informed decision-making within implementation. It enables schools to assess pupil needs, select the right interventions, identify barriers to change, and monitor implementation in a way that drives improvement.[18] Reflecting requires schools to use structured processes that enable them to learn and adapt. At the same time, individual members of staff should adopt a reflective outlook in which they review and refine their own practice.[19] Research suggests implementation improves when schools:

Reflect on pupil needs and current practices

A school's ability to identify pupil needs and why those needs have emerged is a critical element of implementation (see Explore phase).[20] Schools should reflect on both the experiences of pupils and related current practices to inform decisions about what to implement and how. Reflecting on the evolving needs of pupils and staff, and whether an approach still meets those needs, continues throughout implementation.

Reflect on fit and feasibility

The question of whether an evidence-informed intervention is likely to work in a school can, ultimately, only be answered by considering the setting in which it will be used. Reflecting on the fit of an intervention to a school, and its feasibility in that school's context, ensures that the right approach is selected to meet a need, there is motivation to use the approach, and there are appropriate resources.[21]

Reflect on implementation progress

Reflecting on how implementation is progressing helps people understand what's working, for whom, in what circumstances, and why.[22] It underpins an understanding of whether an intervention is being delivered as intended and how it is impacting on pupil outcomes (see Deliver phase).

Reflect on implementation barriers and enablers

When monitoring implementation, schools should reflect on data to identify any problems that arise as well as solutions to those problems. Reflecting on barriers and enablers informs the choice and nature of strategies that improve implementation.[23]
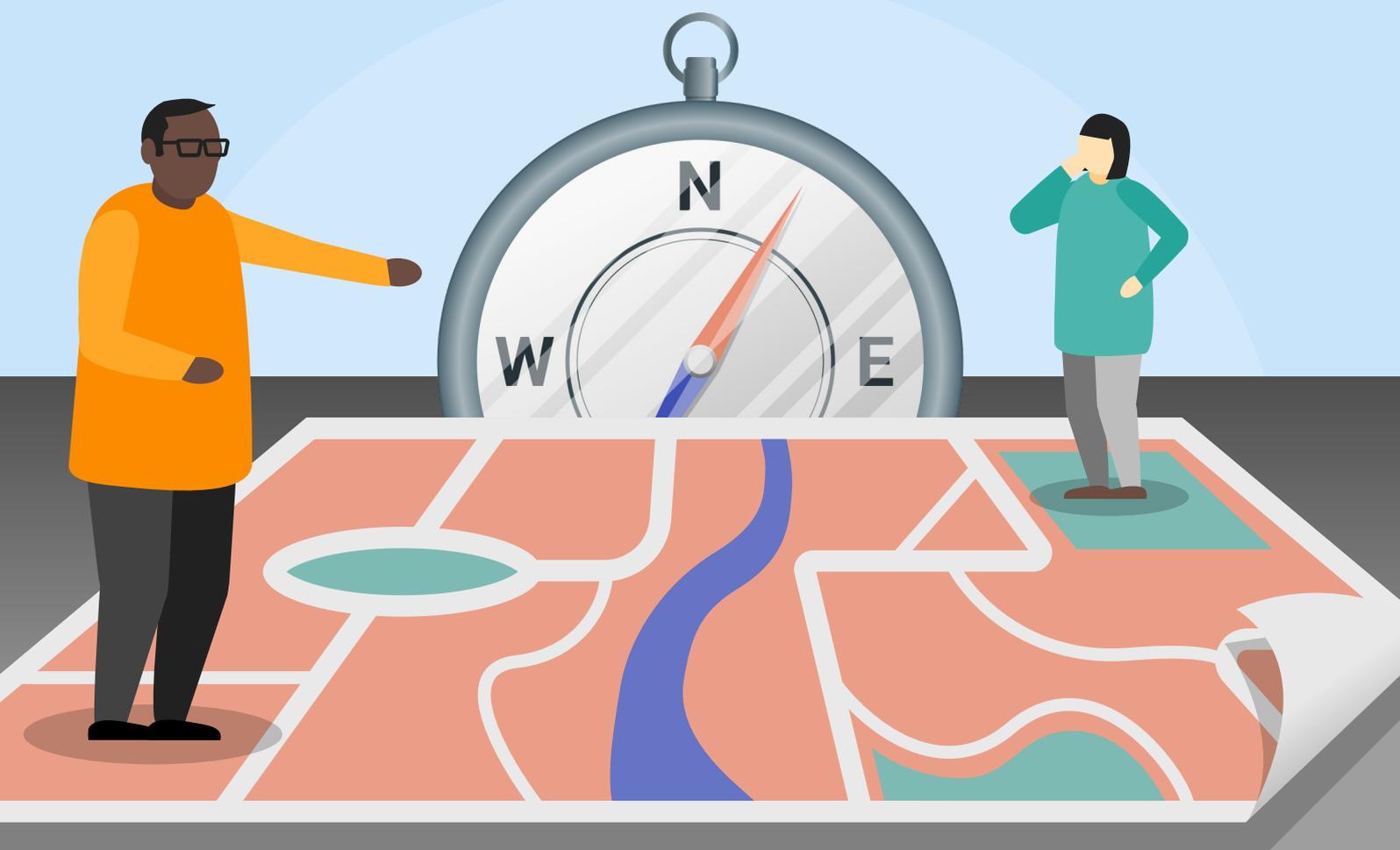
Attend to the contextual factors that influence implementation

The behaviours that drive implementation are influenced by what is being implemented, the existing systems and structures, and whether there are people in place who can enable change.[24]

WHAT IS BEING IMPLEMENTED

Consider whether what is being implemented is evidence-informed, right for the setting, and manageable to implement.

SYSTEMS AND STRUCTURES

Develop systems and structures that support implementation, for example, time allocation and data systems.

PEOPLE WHO ENABLE CHANGE

Ensure people who enable change can support, lead, and positively influence implementation.

The following vignette shows a nursery thinking about the contextual factors.

They wonder:

- Who is well placed to help with implementation?
- How can we protect time for staff to engage in professional development sessions?
- How can we use existing data systems to understand whether the programme is being delivered as intended by the developers?
- What specific resources, equipment, and administrative support will be needed?

Staff at Park Nursery are considering implementing an evidence-based oral language programme to address identified language needs for pupils. The leadership team thinks hard about how the nursery's existing infrastructure will support adoption of the programme and what can be done to improve it. They want to create an environment that enables people to interact positively in line with the behaviours that drive effective implementation.

What is being implemented

Consider whether what is being implemented is evidence-informed, right for the setting, and feasible to implement.

Research suggests that the features of an intervention impact on how it will be implemented.[25] For example, if an approach is well specified, it will be easier to implement than if it is vaguely defined.[26] This suggests schools need to explicitly consider what is being implemented and whether the approach is:

- **evidence-informed**—there is research evidence that the approach has worked in other schools;

- **right for the setting**—the approach meets an identified need

- **feasible to implement**—the approach is organised in a way that supports implementation, for example, it is clearly defined, measurable, adaptable, resourced, and so forth.

Building a foundational understanding of evidence-informed approaches, and their constituent features, informs decisions across an implementation process. It helps schools decide what to implement in the first place and informs how you go about implementing it. For example, a more complex approach might benefit from an initial pilot.
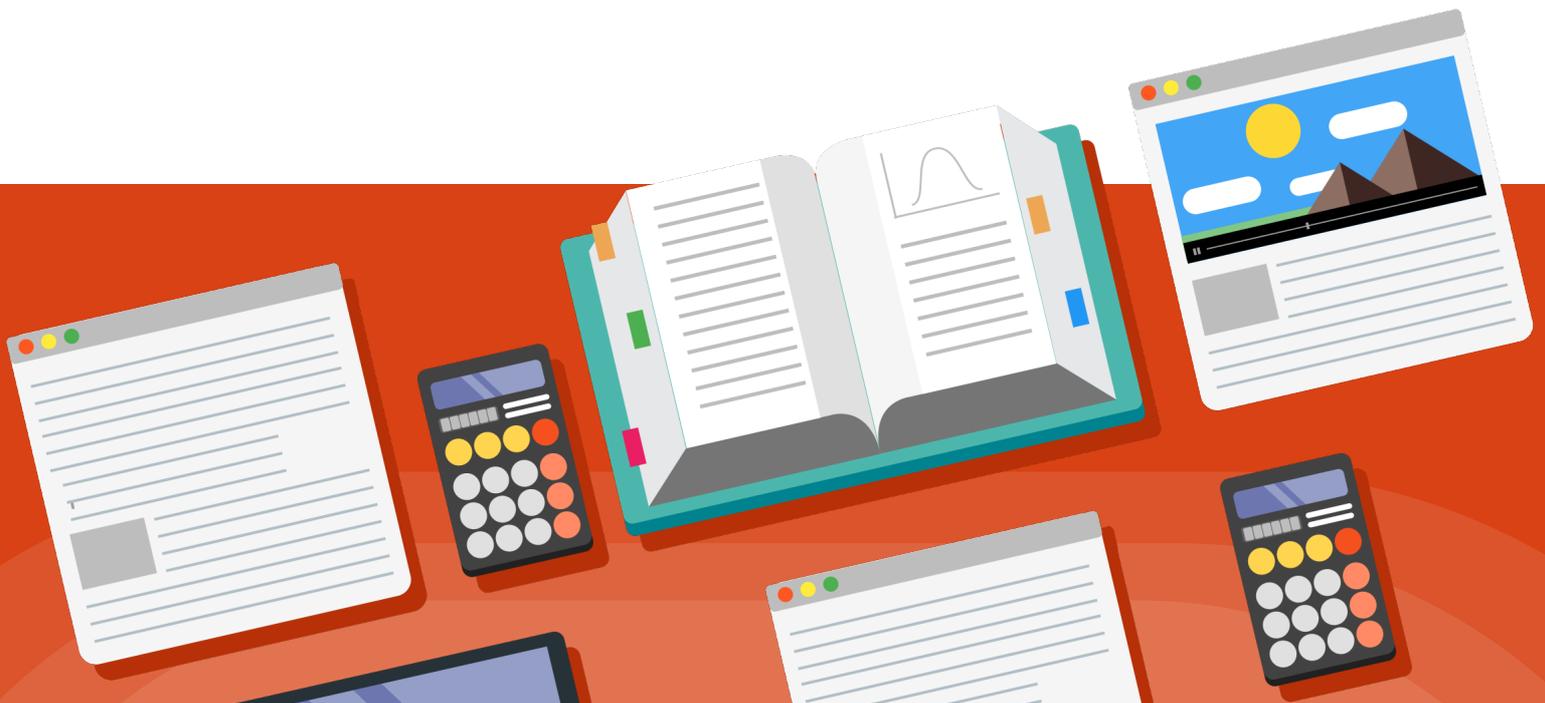
Education
Endowment
Foundation

Systems and structures

Develop systems and structures that support implementation,
for example, time allocation or data systems.

It is all too easy to 'dream big' when thinking about implementing a new programme or practice and overlook the structural conditions that make it possible. While implementation is fundamentally a social process, it relies on a range of systems and structures that create the conditions for those interactions to occur.[27] Systems and structures that influence implementation operate both within the school and externally and include:

- school structures such as timetables;
- logistics and processes, for example, data monitoring systems;
- resources such as funding and equipment;
- time, for example, allocating meeting time;
- policies, for example, MAT, local, or national policies; and
- roles, for example, implementation teams.

Systems and structures are important because they allow people to enact the behaviours that drive effective implementation. For example, data monitoring systems are needed for staff to **reflect** on implementation progress;[28] structured time and opportunities are needed for staff to **engage** properly with implementation planning and **unite** understanding.[29]

The responsibility for developing appropriate enabling structures often lies with school and implementation leaders. Where possible, aim to repurpose existing systems and structures rather than bolting on new ones and keep checking that they are fit for purpose in supporting the changes. Be aware that some structural factors are less controllable than others yet can still influence implementation—for example, national or regional policies.
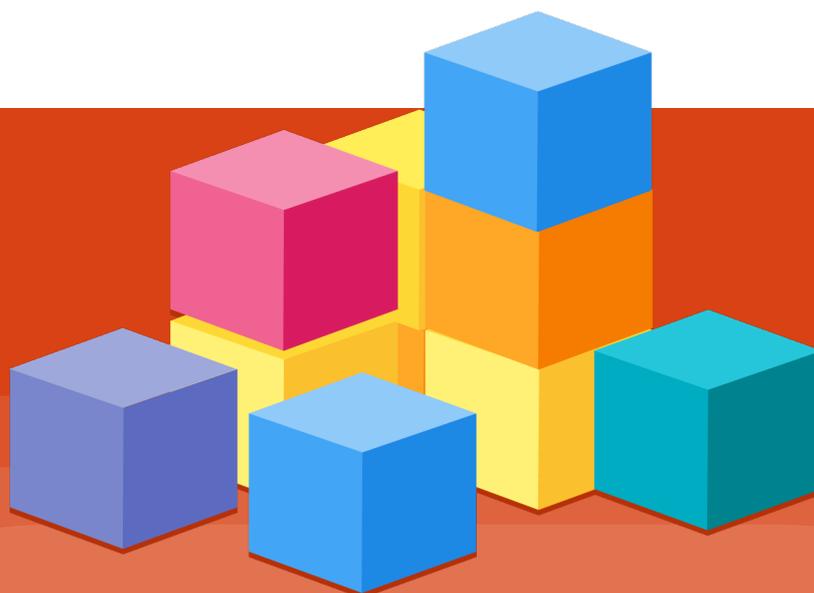
Education
Endowment
Foundation

People who enable change

Ensure people who enable change can support, lead, and positively influence implementation.

The final contextual factor that influences implementation is whether there is a range of people who can lead and support the changes.[30] This can include senior leaders, implementation teams, early adopters, student representatives, and support staff, among others. Distributing leadership and support has several advantages: it shares the burden of managing change, it naturally brings in different perspectives and expertise, and it builds resilience as implementation becomes less reliant on specific individuals.

The presence of all these characteristics is key.[31] As such, when beginning an implementation process, consider whether you have enough skilled and empowered people who can support implementation of the specific programme or practice. Equally, there may be people who can help with broader skills, such as expertise in facilitating professional development.

The factors that influence whether an individual or group can support implementation include the degree to which:

- they have the **knowledge, skills,** and **expertise** to help implement the intervention;
- they feel **empowered to act** and can empower others; and
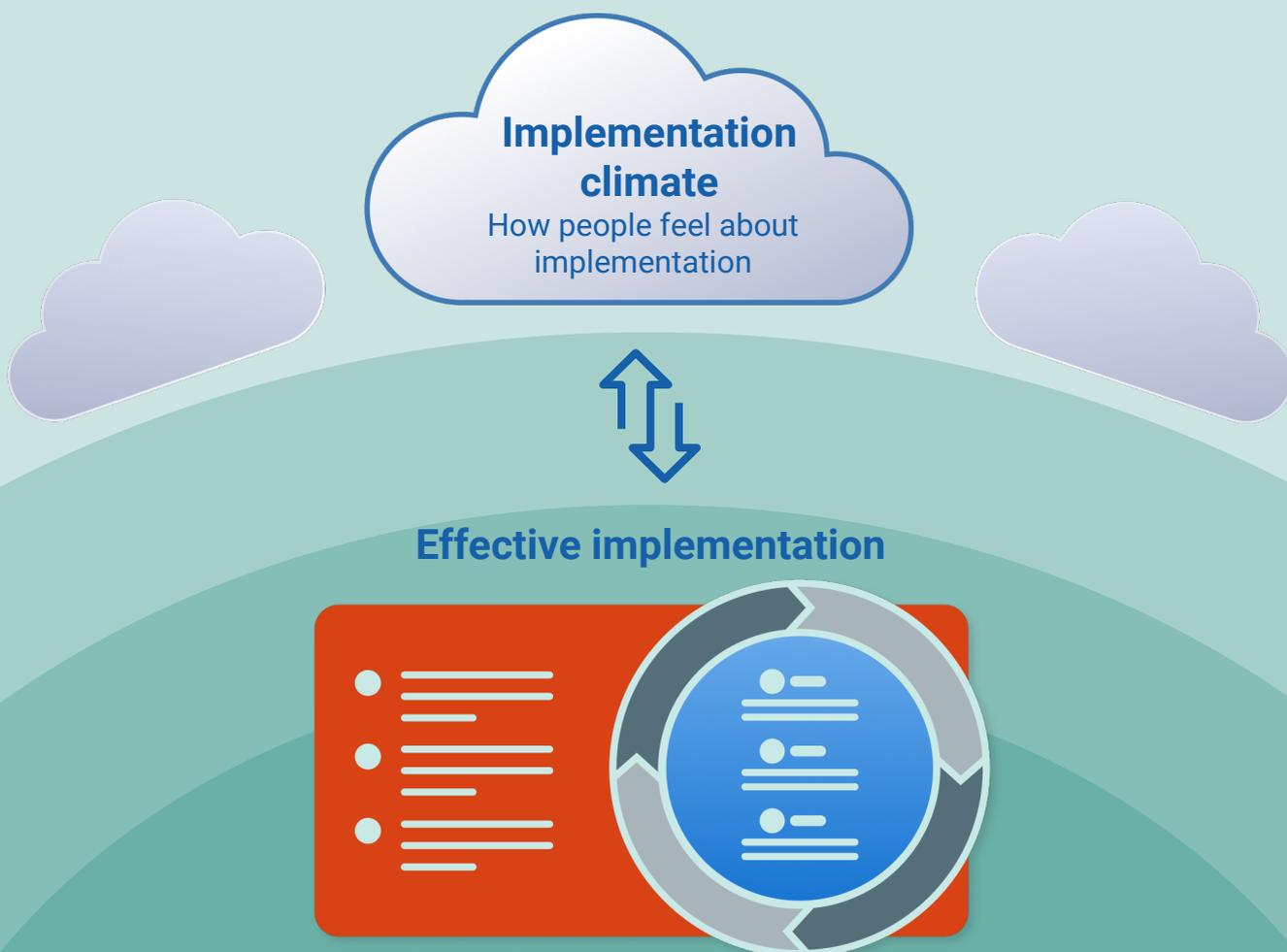- they have **agency**—choice over actions—within their remit.

Box 1
Develop a Positive Implementation Climate

Implementation doesn't happen in a vacuum: it is influenced by people's prior experiences of implementation and beliefs about future Implementation and whether they feel that the use of an evidence informed approach is expected, supported, and rewarded. These shared perceptions about Implementation are referred to as **implementation climate.**

Implementation climate builds or erodes over time in response to day to day activities and experiences. When schools attend to the behaviours and contextual factors, and staff see positive outcomes, then the overall climate is likely to improve; this, in turn, builds further goodwill, which increases the chances of being able to implement approaches successfully in the future.[32] In its simplest terms, this mean doing a good job of implementing something useful out of which a more positive climate is likely to develop.

Leaders should take time to **reflect** on the implementation climate before they begin to make changes. If implementation hasn't run smoothly in the past, visaibly attend to challenges and act on what has been learnt. As positive outcomes emerge, embrace them and celebrate success together.

Implementation climate
How people feel about implementation

Effective implementation

Education Endowment Foundation

Recommendation 3

Use a structured but flexible implementation process

Review and act

Maintain the effort

Monitor and improve

Support and encourage

Assess needs and setting

Assess the approach

Plan and design

Practically prepare

SUSTAIN EXPLORE

DELIVER PREPARE
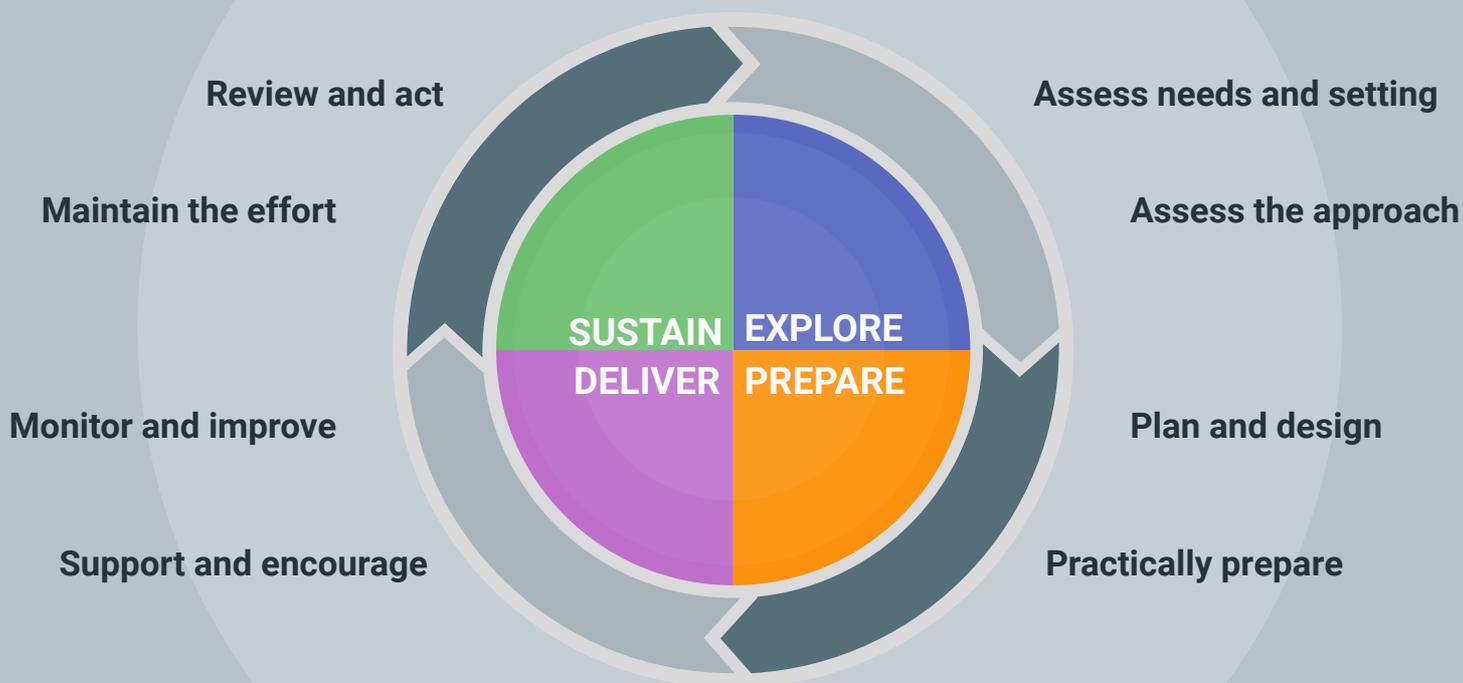
Figure 2. A structured but flexible implementation process

Without a structured process, the behaviours and contextual factors that underpin effective implementation can be hard to enact. The final recommendation provides a process to help schools navigate implementation and apply the behaviours and contextual factors in their day to day work.

The process includes a set of practical implementation strategies that are organised into four flexible phases: Explore, Prepare, Deliver, and Sustain (Figure 2). This process emphasises that implementation unfolds over an extended period of time rather than being a single event or set of isolated events. Nevertheless, implementation doesn't occur in a neat and linear fashion: strategies and phases overlap and are revisited over time. As such, implementation is best treated as a process of ongoing learning that adapts to the changing needs of the school.[33]

Allow enough time for effective implementation

There are no fixed timelines for a good implementation process: its duration will depend on the intervention itself and the setting in which it will be used. Nevertheless, it can take at least two years to implement complex, whole-school initiatives.[34] Where time is spent is also important: educators should invest time and effort to thoroughly explore and prepare implementation rather than focus solely on launching or delivering an approach.

As a rule, schools should probably take on fewer implementation projects and pursue these diligently. School leaders, therefore, need to manage projects and resources holistically to avoid initiatives occurring in silos and overwhelming staff. Reviewing and stopping some existing practices may be required before delivering new ones.[35] Changing existing habits and practices is rarely straightforward, so treat de-implementation—explicitly stopping an approach—with the same care and attention as when implementing new approaches
(see Sustain, page 44).[36]

The following vignette shows an implementation leader taking a structured approach to implementation.

Kelly, a leader of a secondary English department, has noticed that some Year 12 pupils struggle to express their ideas coherently when writing essays. Having spent time exploring pupils' needs and current practices, she and her team have identified that although pupils' knowledge is secure, many struggle to plan their writing. They sense that pupils' work could be improved by teachers systematically modelling how to plan essays.

Having seen previous initiatives fizzle out due to lack of attention given to implementation, Kelly wants to take a more structured approach this time. She wonders, how can we:

- Explore the issue further and identify a feasible, evidence-informed solution?
- Prepare fully, so that new approach has the best chance of success?
- Deliver the changes so that use of the approach keeps improving?
- Sustain and embed effective practices?

Explore

A tool for making evidence-informed implementation decisions

The complex nature of schools means it can be challenging to pinpoint the right areas for improvement and decide how best to address them.[37] Schools should, therefore, adopt a systematic approach to understanding their needs and deciding what to implement, otherwise there is a risk of expending effort on changes that make little difference.

A tool for making evidence-informed implementation decisions is shown in Figure 3. Schools begin by weighing up considerations around the suitability of an approach (1). The tool then focuses on more practical considerations around feasibility (2). Collectively, this helps schools select evidence-informed approaches that are right for their needs and setting.

Assess needs and setting

What's the problem, and what's already going on?
- Identify pupil needs and their root causes
- Understand current practices and what influences them

1 Right for our setting?

What are the barriers and enablers to change in our setting?
- Consider what will help or hinder implementation in the school e.g. time to engage, existing skills and expertise

2 Feasible to implement?

Assess approach

What does the research evidence suggest and how does it relate to our setting?
- Consider research evidence about what has worked elsewhere
- Consider how well the approach addresses the problem and fits the setting

How challenging is the approach to implement?
- Consider how implementation may be enabled or constrained by the features of the approach e.g. degree of complexity, quality of professional development, availability of resources
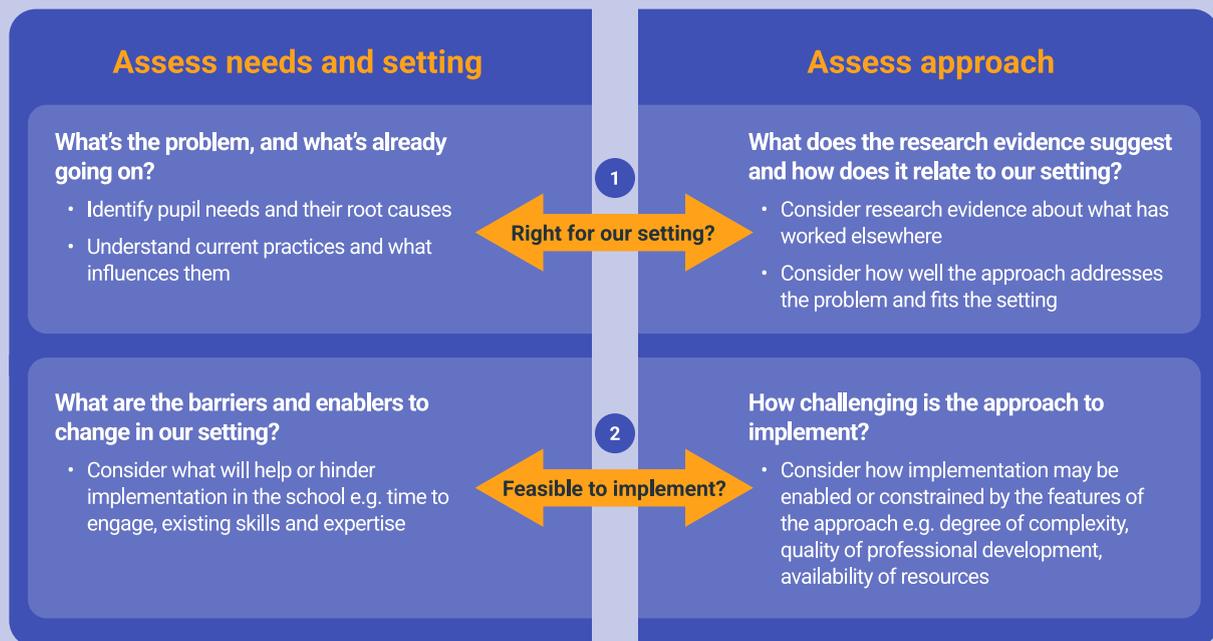
Figure 3. A tool for making evidence-informed implementation decisions

What's the problem, and what's already going on?

- Identify pupil needs and their root causes
- Understand current practices and what influences them

Identify pupil needs and their root causes

Schools should adopt a rigorous approach to identifying needs rather than relying on hunches or justifying a decision that's already been made. It is, therefore, important to build a rich picture of pupil needs by gathering and **reflecting** on a wide range of data and generating credible interpretations of that data.[38]

Recognise that different forms of data come with different strengths and weaknesses (see Table 1). While individually each piece of data may have limitations, together they build a more reliable understanding of what is going on. Insights and perspectives should be gathered from across the school community—staff, pupils, parents—when it is appropriate and practical to do so. As well as generating useful insights, actively **engaging** people in this way improves implementation through the way it **unites** values and generates buy-in.[39]

Be careful not to confuse the observable effects of a problem with its root causes. For instance, a perceived issue with reading comprehension might be caused by multiple factors, not all of which are immediately obvious, for example, poorly selected texts or a lack of scaffolding to support reading.

Take time to **reflect** on what might be causing the problem. When interpreting data, triangulate evidence from different sources and avoid setting out to confirm preconceptions.

Use a structured but flexible implementation process

	National test data	Internal test data	Lesson observations	Ofsted data	Surveys/ interviews	Informal conversations
Pros	• Generally reliable • Overview of achievement • Gives comparative data • No increased workload	• Tailor tests to needs • Can use existing tests • Cheap and efficient	• Gives holistic view of teacher's actions and students' learning responses	• Comparability to a national standard • External perspective • Actionable conclusions	• Gathers perspectives • Opens lines of communication • Tailor surveys to needs	• Gathers perspectives • Can unearth different views and values • Helps engage people and generate buy-in
Cons	• Overall scores can mislead interpretations of specific problems (question-level analysis can help)	• Often not as reliable as external tests • Internal tests data cannot be compared to national norms	• Potentially unreliable • May not represent normal practice • Presence of observer can bias practice	• Potentially unreliable • High stakes can drive unhelpful actions • Presence of observer can bias practice	• Low response rates and pressure to respond means data can be unreliable • Additional workload	• Less reliable • Subject to bias • May not be representative
Using well	• Use overall scores across year groups and over several academic years to provide reliable trend data	• Use to provide fine-grained insights alongside larger grained data (e.g. KS2 Maths attainment)	• Use to observe the perceived issue in context and gain a richer picture of how students and teachers experience the issue	• Consider perceived issues raised on inspection in relation to your own school improvement priorities	• Use to understand the perceptions of a problem in context and gather suggestions for future actions	• Use to understand values, ideas, and barriers not captured by formal data

Table 1. A range of data to identify pupil needs

Understand current practices and what influences them

Having used data to identify an area of pupil need, schools should establish what's already going on in relation to that need, for example, by considering the specific pedagogies being used in classrooms. This informs decisions about what to implement and how. It may be the case, for example, that current practices are strong but patchy, in which case it may be better to focus on implementing them more consistently rather than introducing a new approach.

Understanding the nature of current practices can also involve examining the beliefs and values that sit behind those practices.[40] This can reveal why certain practices have or haven't been taken up. For example, establishing staff beliefs related to pupil discipline may provide useful insights into how staff currently manage behaviour.

At this point, schools should also consider what **contextual factors** are influencing current practices and how they impact on the specific pupil need. For example, a school's approach to assessment might be shaped by a longstanding professional development programme or a wider MAT policy.

The overall aim is to provide a window onto the experiences of pupils rather than deciding what needs to change before you have engaged with research evidence.

What does the research evidence suggest, and how does it relate to our setting?

- Consider research evidence about what has worked elsewhere
- Consider how well the approach addresses the problem and fits our setting

Consider research evidence about what has worked elsewhere

Once schools have identified a pupil need and understand current practice in relation to that need, they consider how these needs can be addressed. The goal here is to identify programmes or practices based on existing evidence of what has—and hasn't—worked before.

Engaging with research evidence is associated with more effective implementation. For example, when implementation leaders draw on evidence to help staff understand why an approach is likely to address a pupil need, staff are more likely to buy into it.[41] Furthermore, if staff engage with research to understand better how an intervention is designed to work, it is more likely to be implemented with fidelity.[42]

Ideally, evidence of what might work will be based on robust evaluations that have been conducted in similar schools and shown to have consistent, positive effects. That said, this is relatively rare so schools must deal with the best research evidence that is available and combine it with their own local, practical knowledge. Our guide to **Using Research Evidence** provides some practical advice for making evidence-informed decisions.[43]

Using Research Evidence

Consider how well the approach addresses the problem and fits the setting

Implementation leaders need to **reflect** on how research evidence relates to, and fits, their setting. The first question to ask is whether the programme or practice being considered squarely addresses the defined pupil need.

If the approach does address your pupil need, carefully examine how the evidence relates to your setting and current practices. How similar is the research context—in which positive effects were seen—to yours? Using research evidence as a lens, consider where and how current practice potentially needs to change. Asking questions like these helps us understand whether a new approach is likely to be more impactful than what's already going on.

Where schools are developing their own initiatives, the range of evidence being considered may be broader than the identified priority. For example, evidence on literacy covers a range of topics—such as reading, writing, and oracy—yet a school may want to focus on one aspect of this. While aiming to understand all the relevant evidence, shrink the focus to something that is targeted to your issue and manageable to address.

How challenging is the approach to implement?

- Consider how implementation may be enabled or constrained by the features of the approach e.g. degree of complexity, quality of professional development, availability of resources

Consider how implementation may be enabled or constrained by the features of the approach

Approaches vary in how hard they are to implement. For example, a well-structured one to one literacy intervention is likely to be easier to implement than a whole-school pedagogy or curriculum change. Schools therefore need to consider the features and requirements of **what is being implemented**.[44] Schools should, therefore, **reflect** on the degree to which the approach is:

✓ **Simple** – Unsurprisingly, the more complex an approach is – e.g. the number of elements it contains – the harder it is likely to be to implement. That doesn't mean necessarily rejecting more complex approaches, which could end up being more impactful, but it does mean a school needs to be mindful of the additional challenges in adopting them. For example, more active support is likely to be needed from leadership to unite understanding.[45]

✓ **Well-specified** – When an approach is well specified it means there is clarity around the essential elements that are needed to make it work. This clarity helps unite understanding around precisely what is being implemented, the expected practices, and what can and can't be adapted, which can lead to greater fidelity.[46]

✓ **Well-resourced** – Implementation can be aided by supporting resources, structured delivery guidelines, and high-quality professional development.[47] Well-evidenced external programmes have particular value in this respect as they provide support for implementation using established strategies.

✓ **Measurable** – When an approach has measurable outcomes it makes it easier to learn how implementation is going and share evidence of impact with staff (see page 31).[48] Consider whether the approach has observable outcomes and whether there are tools available to measure them, such as an observation proforma.

✓ **Informed by known implementation 'pinch points'** – Programmes and practices can have known implementation challenges (or pinch points), which can be indicated in the evidence. For example, a common pinch point when improving how vocabulary is taught in secondary schools is recognising that this is the responsibility of all departments, not just the English department. Awareness of these pinch points can help schools avoid them in their setting.[49]

What are the barriers and enablers to change in our setting?

- Consider what will help or hinder implementation in the school e.g. time to engage, existing skills and expertise

Consider what will help or hinder implementation in the school

Once schools have understood how manageable an approach is to implement, they need to consider barriers and enablers to implementation within their own setting. This enables schools to judge whether they are ready to progress with implementation and to select appropriate strategies that address barriers and improve implementation.[50]

Now is a good time to ask whether the right **systems and structures** are in place to support implementation—for example, time, resources, roles, and data systems.[51] Consider whether staff have the motivation, knowledge, and skills to deliver the new approach[52] and whether there are sufficient **people who can enable change** such as professional development leads or skilled administrators. Research suggests there is benefit in simply asking staff about anticipated barriers to implementation and what support would be useful.[53]

Although it is important to anticipate implementation barriers prior to delivery, there are likely to be unexpected issues that arise once an approach is being used. Schools should keep reflecting on barriers and enablers and address implementation challenges in a responsive way.

Checklist

☐ Are we confident that we have identified the right pupil need(s) by drawing on a range of data and perspectives?

☐ Have we selected an evidence-informed approach that meets pupil needs and is suitable for our setting?

☐ What is needed to implement this particular programme or practice?

☐ Are we aware of potential barriers and enablers to change in our setting?

☐ Is the approach feasible to implement?

Prepare

If the Explore phase is about embracing complexity and finding manageable solutions, the Prepare phase is about building clarity and coherence on the direction of travel.

Plan and design

When done well, implementation planning can significantly impact the use of evidence-based approaches as well as pupil outcomes.[54] Planning improves outcomes through the way it unites understanding across a range of factors, including:

- **why** the change is taking place—the problem that is being addressed;
- **what** the intervention entails—its core components;
- **how** it will be implemented—the implementation strategies that will be used;
- **how well** implementation is going—the implementation outcomes; and the **overall objectives** —the final intended outcomes of implementation.

Implementation planning is most effective when it is conducted collaboratively.[55] When staff are **engaged** in developing and discussing plans, and can express their professional judgement, it creates a sense of ownership and buy-in. Put simply, if an implementation plan is created in isolation, however great, it's unlikely to unite understanding and be widely used.

While planning might begin in the Prepare phase, implementation plans should be treated as living documents that are developed iteratively and revised over time.[56] **Reflecting** on plans in this way ensures they remain relevant and continue to guide implementation.

Leaders should ensure the following contextual factors are in place to optimise implementation planning.

- Provide sufficient time and resources to develop and revisit plans. Overly-ambitious plans and rushed timescales can reduce the impact of an approach.[57]

- Develop effective monitoring systems so that plans can be revised in response to real-time data and insights from implementation.

- Use collaborative processes to sense-check plans from different perspectives. Implementation teams can play a valuable role in developing, communicating, and revising implementation plans.

Designing an implementation plan

The following sections describe how to develop an implementation plan (see an example plan in Figure 5). Schools may want to supplement these steps with details on who will be affected by the changes and how, any resources required, the projected timescales, and any external factors that could influence implementation.
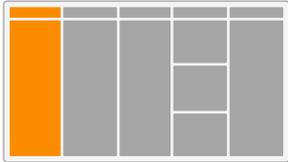
1. Define the problem

Implementation plans typically begin by describing the pupil need(s) you want to address, the practices that need to change, and any relevant barriers. Doing so anchors the implementation plan to the needs of pupils and helps **unite** understanding of the reason for the changes.

The 'problem' column of an implementation plan should be completed using the evidence and insights that emerge during the Explore phase when assessing needs, current practices, and implementation barriers. Try describing the problem from different perspectives, such as those of pupils, teachers, and leaders (see the example of an implementation plan on page 35-36).

Box 2
Guiding principles of implementation planning

- The process is as important as the resulting plan.
- Use planning to build shared understanding and a sense of ownership.
- Engage a range of stakeholders in discussions: uniting values and understanding happens through talking.
- Iteratively develop and revise plans over time.
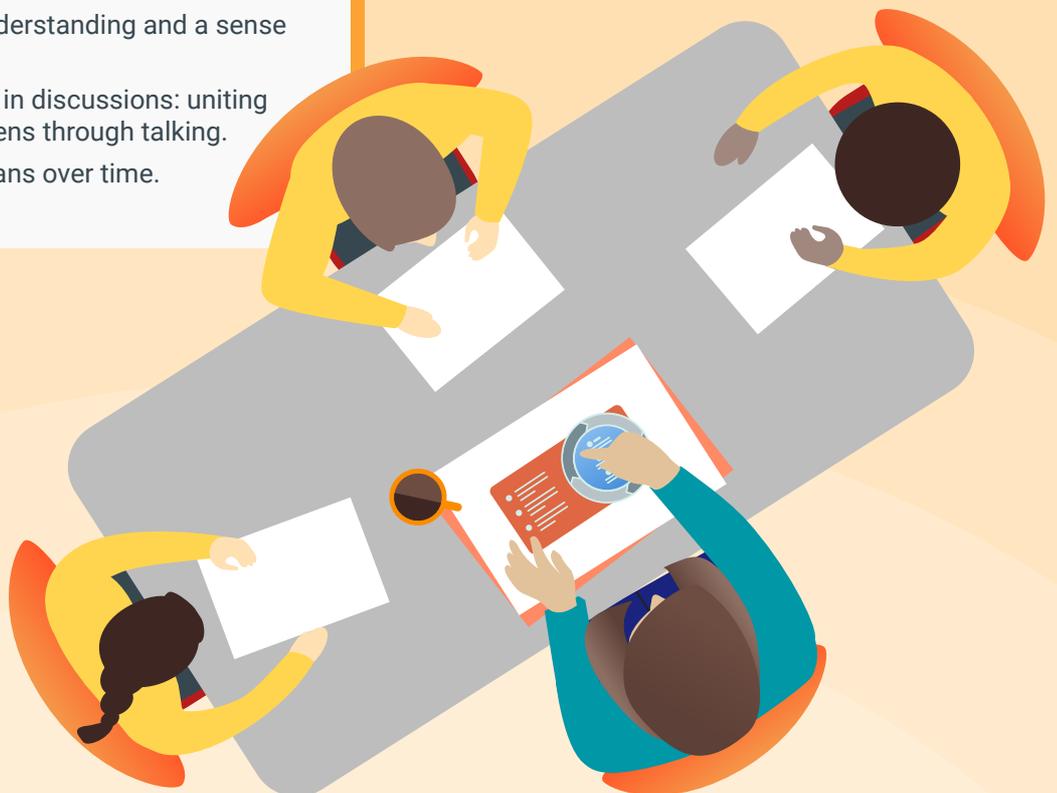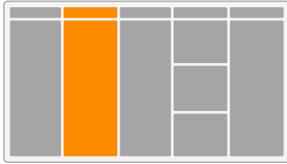
2. Specify the intervention

It is hard to know how to implement something without knowing precisely what it is yet, surprisingly often, schools head into making changes without a shared understanding of what is being implemented. Developing a detailed and shared understanding of an approach can be aided by thinking through and specifying the 'core components' (also known as 'active ingredients').[58] These are the essential principles and practices that underpin the approach and are needed to make it work (see examples of core components on the implementation plan, Figure 5).

Established, evidence-based programmes can provide schools with a set of defined core components. If that is the case, schools should focus on understanding why they are important and on implementing them as intended by the developer. If schools are using research evidence to develop their own evidence-informed approaches, they will need to specify a set of core components and agree them as fixed elements that are applied consistently. For example, if a school is introducing a new approach to questioning, its application may differ across subjects but there will be consistent features that apply across all subjects.

Please keep to the path

Taking time to specify and understand core components allows schools to:

✓ Unite teaching practice - Schools can only unite practices if those intended practices are clearly understood.

✓ Shape implementation strategies – Core components inform the choice and nature of implementation strategies. For example, professional development should focus on building the knowledge, skills, and practices that are captured in the core components.

✓ Keep people on track – When staff try a new approach it's to be expected that they won't get everything right first time. An agreed set of core components to return to can help people refocus on the purpose and nature of the intervention.

✓ Monitor fidelity - To assess whether an approach is being used as intended you need to know what you are looking for. The core components inform how to monitor implementation fidelity (see page 42).

✓ Enable intelligent adaptations - Building a shared understanding of the core components allows staff to agree what can and can't be adapted, which can improve implementation.[59]
When schools are developing their own approaches, there are limits to how accurately the core components can be specified. Implementation leaders should, therefore, keep reviewing the core components (see Sustain, page 44).

Education
Endowment
Foundation

### 3. Select a tailored package of implementation strategies

The next step when planning implementation is to design a package of implementation strategies that will introduce the intervention. Typically, the use of a single strategy alone will be insufficient to successfully support implementation of a new approach.[60] For example, while professional development is certainly useful, it should be used in combination with other implementation strategies (see example plan, Figure 5).

Appendix 1 outlines a range of different implementation strategies that schools can use. The aim should be to use strategies that reinforce each other at different levels—those aimed at individual practitioners as well as those relevant to departmental teams or school-level change.

The choice and nature of such strategies should be shaped by barriers and enablers that were identified in the Explore phase. For example, if a school identifies there is weak motivation for a change it may decide to pilot the approach first to build momentum. This process of selecting and tailoring strategies continues throughout implementation as new barriers and enablers emerge (see Deliver, page 40).

4. Design a way of monitoring implementation

Monitoring enables ongoing learning and improvement as implementation progresses; it helps schools understand what's working, for whom, in which circumstances, and why. It also determines whether an approach is being delivered as intended, that is, with fidelity. **Reflecting** on these insights helps target support and make changes that further improve implementation. To prepare for monitoring, schools need to develop a system for gathering, interpreting, and acting on implementation data.[61]
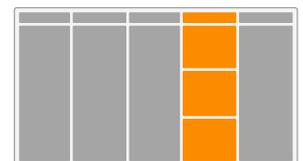
Unite values and practices around monitoring

The presence of a monitoring system alone doesn't guarantee it will be used.[62] For monitoring to improve outcomes, staff need to be united as to why monitoring implementation is important and how data will be used. Implementation leaders have a key role in facilitating discussions here. Monitoring implementation should be framed positively as enabling constructive **reflection** and feedback rather than playing a punitive accountability function (it's about improving rather than proving).[63]

Staff should be actively **engaged** in deciding what types of data will be useful, at what timepoints, and why.[64] Where possible, **engaging** students and parents when designing monitoring systems can allow schools to understand how an intervention is impacting those it is intended to support.[65]

Monitor a range of implementation outcomes

There are two types of outcomes schools need to think about when implementing an approach. The final outcomes of implementation specify the overall goals of a change such as improved pupil attainment or wellbeing. Equally, schools also need to consider and measure the key steps towards these final outcomes. These are the implementation outcomes, which indicate whether implementation is being done well - and where and how it can be improved.

A combination of implementation outcomes is needed to increase the likelihood of an intervention having a positive impact (see Figure 4).[66] For example, if a primary school wants to improve literacy outcomes by introducing a new phonics programme, staff will need to adopt the intervention and implement it with fidelity (as intended). To see positive results in the long run the intervention needs to be sustained over time. All of this is influenced by how feasible and acceptable people feel the approach is to use as part of their daily practice. Schools should, therefore, set out to achieve a range of implementation outcomes.

Implementation Outcomes

Buy-in
The intention and motivation to use an approach

Adoption
The initial decision and actions to employ an approach

Fidelity
The degree to which staff use an approach as intended by its developers

Reach
The range of people implementing the approach and the students it is serving

Acceptability
The degree to which an approach is seen as agreeable and palatable

Feasibility
The ease and convenience with which an approach can be used in a setting

Sustainability
The extent to which an approach is maintained or becomes part of normal practice
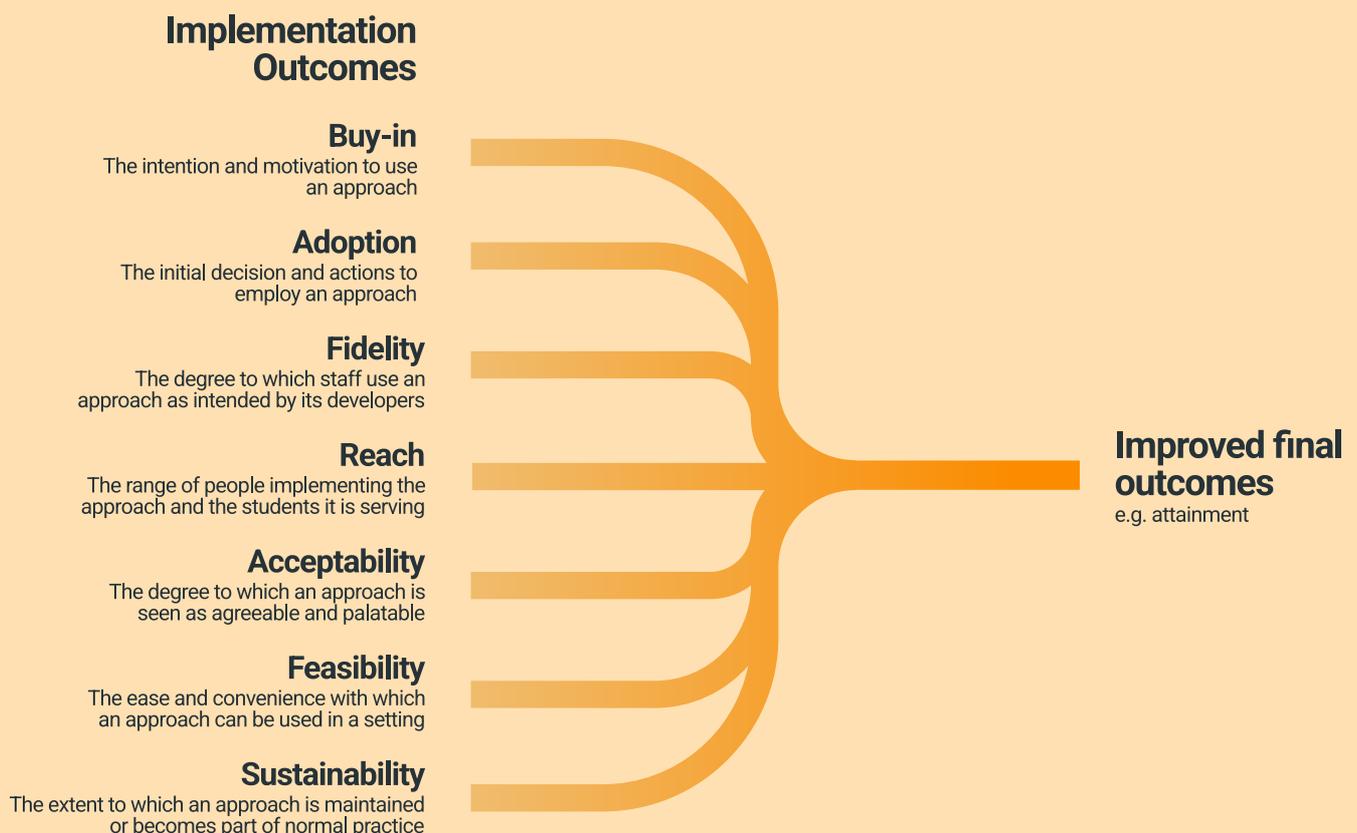
Improved final outcomes
e.g. attainment

Figure 4. A combination of implementation outcomes is needed to improve final outcomes

Box 3

Create a Usable Monitoring System

When specifying implementation outcomes, think about what will indicate success in the short, medium, and long term, for example, initial buy-in and sustained use. As a starting point, set out to capture the degree to which the core components are being implemented, how people's skills are developing, and any adaptations that are made.[67]
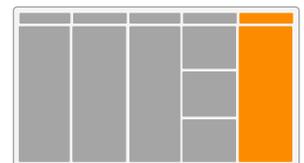
Having defined a set of appropriate implementation outcomes, schools also need to develop some reliable measures to capture these outcomes. As an example, if a school was introducing a small-group literacy intervention for struggling readers, it may decide to collect data on the degree to which the intervention was being delivered as intended. Members of the implementation team may decide to review timetables and measure the frequency of sessions, observe the delivery of an approach, or speak to pupils to understand their perspectives on the intervention.

Monitoring systems need to fit with school routines and be usable as part of people's daily work. Collect and summarise data in formats that are easy to understand and consider staff's time and capacity. Where possible, weave monitoring into existing processes within the school, such as staff meetings. Before you start, ensure people understand new monitoring activities and what is required of them, for example, the complementary roles of leaders, implementation teams, staff, and pupils.

5. Specify the final outcomes

Schools complete an implementation plan by specifying the final outcomes that they would like to see. These help determine whether the defined pupil need has been met.

It is likely that these final outcomes will include pupil-level outcomes such as attainment and attendance. Implementation leaders should establish what measures and methods will be used to evaluate these changes, for example, comparing different cohorts or tracking longitudinal data.

Education
Endowment
Foundation

Figure 5. Example implementation plan - supporting reading of complex texts

Problem (why?)

Students

- Students can struggle to access the curriculum due to challenges with reading (XX Year 8 students lower than 85 in standardised reading tests). Data indicates this particularly applies to some of our FSM cohort
- These students often encounter barriers to understanding complex academic texts due to gaps in vocabulary and background knowledge
- For some students, gaps in knowledge lead to reduced engagement in lessons. Students can lack resilience, particularly when working independently, which can impact on behaviour
- Out-of-class interventions for older pupils become more demanding and less effective

Teachers

- Some teachers are unsure how to support reading of complex academic texts. Feedback indicates they would welcome more support to develop their pedagogical knowledge
- Targeted interventions are in in place to support struggling readers, but there is no systematic classroom-based approach across the school

Attainment

- Internal test data shows... (redacted)
- Examination data shows... (redacted)

Intervention Description (what?)

Core component 1 –
Teachers anticipate barriers to reading complex texts

- Identify anticipated barriers to reading due to vocabulary and background knowledge
- Identify subject-specific 'micro-rules' for reading texts e.g. use of glossaries in science texts

Core component 2 –
Pre-teach key knowledge

- Activate students' prior knowledge before reading
- Pre-teach tier 2 and tier 3 vocabulary for complex and central texts

Core component 3 –
Teachers model reading in lessons

- Share the reading purpose with students so there is clarity about why they are reading
- Read aloud shared texts in lessons, including shorter texts and questions

Core component 4 –
Develop students as strategic readers

- Explicitly model strategies like predicting, clarifying, questioning and summarising to support comprehension
- Explicitly teach subject-specific 'micro-rules'

Implementation Strategies (how?)

Distribute resources

- Share a prompt checklist of core components with staff
- Share video resources that exemplify how to model comprehension strategies

Monitor

- Discuss the purpose and nature of implementation monitoring with staff
- Monitor progress using lesson observation, teacher feedback, pupil surveys, work scrutiny, and assessment
- Calendar the above and share with staff

Implementation team and champions

- Form implementation team to oversee planning, monitoring, problem solving and reviewing implementation
- Identify early adopters to champion the approach

Ongoing professional development

- Provide an initial programme of Professional Development across 3 terms, involving instruction, modelling, rehearsal, and feedback
- Provide structured opportunities in department teams for staff to discuss how to address barriers to reading complex texts

Leadership communications

- Emphasise the initiative as a school-wide priority, and discuss implications for other school improvement projects
- Take repeated opportunities to reinforce the approach e.g. in staff briefings
- Relay signs of successful outcomes as they emerge

Tailor strategies

- Select additional implementation strategies in response to emerging barriers and enablers
- Review and tailor Professional Development, directing additional support where needed

Implementation Outcomes (how well?)

Short term

- **Buy-in:**
  - Staff are enthusiastic about the focus on reading complex texts
  - They are clear on what is expected and the support that will be provided
- **Fidelity:**
  - Professional Development is aligned with the core components
- **Feasibility:**
  - Staff are able to engage fully in initial implementation activities

Medium term

- **Adoption:**
  - Staff are beginning to apply new knowledge and skills in their teaching
- **Fidelity:**
  - Practices for core components 1-3 are being implemented well. Practices for core component 4 are developing
- **Acceptability:**
  - Staff feel that the approach is helping struggling readers to access the curriculum

Long term

- **Reach:**
  - The approach is being used consistently across all departments
- **Fidelity:**
  - All four core components are being implemented well
- **Sustainability:**
  - The approach is embedded into the school's pedagogy and curricula
  - Systems and structures are in place to train new staff and refresh existing practices

Final Outcomes (and so?)

Students
- All students encounter authentic, challenging texts in lessons
- Improved subject-specific vocabulary means students can better access the curriculum
- Students can apply comprehension strategies when working independently
- Fewer reports of off-task behaviour when reading
- Need for intervention with older students decreased

Teachers
- Teachers consistently support reading of complex texts in lessons for all pupils
- Authentic, challenging texts embedded in subject curricula

Attainment
- Internal test data shows… (redacted)
- Examination data shows… (redacted)
- Gap in reading attainment between Pupil Premium, SEND and rest of cohort in Year 7, 8 and 9 is decreasing

Practically Prepare

Once implementation has been planned and a decision has been made to adopt an approach, the focus shifts to practical preparations: preparing people, preparing the approach, and preparing the systems and structures that are needed to support implementation.

Provide leadership direction and support

Before delivery begins, leaders should **unite** people by reiterating the purpose of the approach and what will be expected, supported, and rewarded in its use, for example, emphasising the core components.[68] Repeated opportunities should also be created to discuss the upcoming changes.

Where people are resistant to change, leaders can use evidence to demonstrate the anticipated benefits of a proposed change compared to previous practice. If views and values differ, implementation leaders can gather and acknowledge differences in opinion and seek to develop consensus, exploring concerns directly with individuals where appropriate.[69]

Now is a good time for leaders to identify and empower other people who can positively influence implementation, that is, **people who enable change**. For example, 'champions' can advocate for an approach by generating enthusiasm, modelling good implementation, and supporting others to use it effectively.[70] When staff witness implementation leaders being proactive in identifying and solving problems in a collaborative manner, it builds trust and facilitates change.

Consider how the approach can be adapted to better fit the setting

Careful adaptations can improve buy-in, fidelity, and final outcomes. Adaptations should focus on how an approach is delivered rather than on changes to its core components. For example, adapting a programme's resources to better fit the setting in which they are used can potentially improve implementation—for example, changing the appearance of educational materials. Where an adaptation omits or changes crucial elements of the approach—its core components—it is less likely to succeed.

Staff involved with implementation should discuss whether appropriate adaptations could help make the approach more workable in the setting where it is used. For example, a secondary school might have a defined set of core components relating to formative assessment, but the way in which these practices are delivered will vary across subject disciplines.
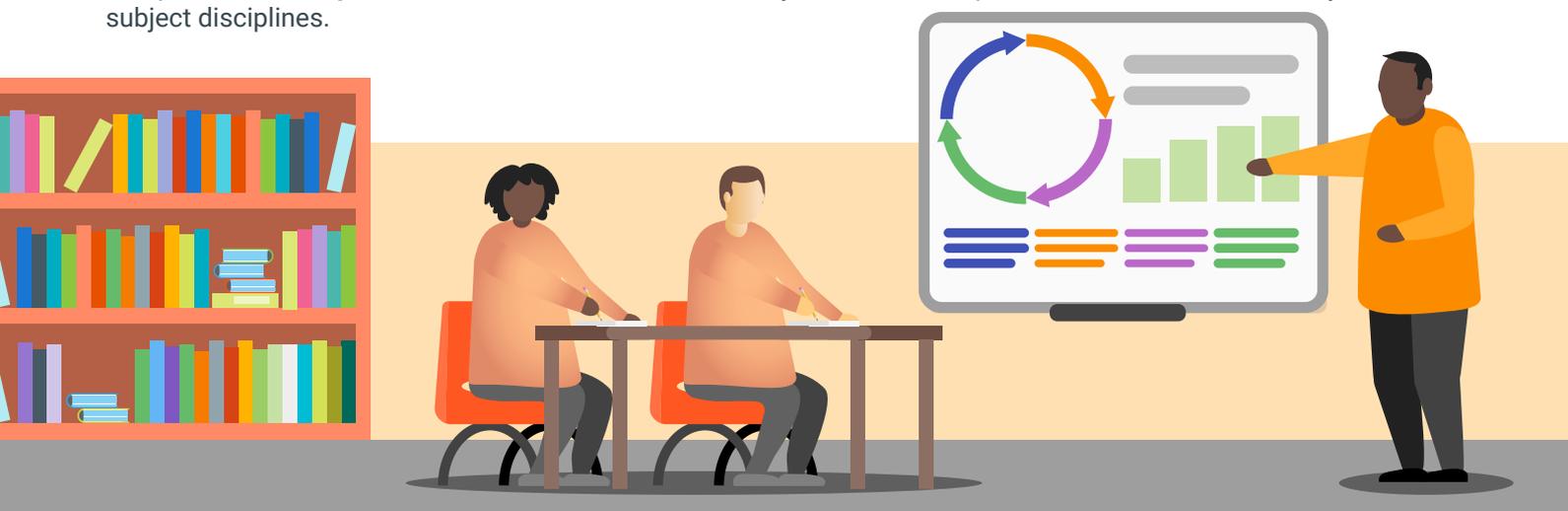
Education
Endowment
Foundation

Provide high quality professional development

High quality professional development is a key strategy to support people to change their behaviour and practices. Professional development unites staff's knowledge, skills, and practices, which supports implementation of a new approach.[71] In 2021, the EEF published a dedicated guidance report on this subject—*Effective Professional Development*—that identifies a set of key mechanisms that can be drawn on when designing professional development.[72] Focusing on the mechanisms is more reliable than focusing on broad categories of professional development such as coaching or Professional Learning Communities, which are open to misinterpretation and can be done badly as well as effectively. The guidance identifies 14 mechanisms, which can be split into four groups (see Figure 6).

It is particularly important that staff are provided with ongoing professional development once the approach is being delivered, meaning that professional development should continue throughout implementation.

A
Building Knowledge

1 Managing cognitive load

2 Revisiting prior leaning

B
Motivating Teachers

3 Setting and agreeing on goals

4 Presenting information from a credible source

5 Providing affirmation & reinforcement after progress

C
Developing Teaching Techniques

6 Instructing teachers on how to perform a technique

7 Arranging social support

8 Modelling the technique

9 Monitoring and providing feedback

10 Rehearsing the technique

D
Embedding Practice

11 Providing prompts and cues

12 Prompting action planning

13 Encouraging monitoring

14 Prompting context-specific repetition

Effective Professional Development guidance report

Figure 6. The mechanisms of professional development

Box 4

Leaders' Knowledge of Implementation

Leaders may well need professional development themselves if the intervention is new to them, especially as research suggests that leaders can overestimate their knowledge and be less likely to take up training.

School leaders should, therefore, take time to learn about **what is being implemented** and its implementation, including:

- how the approach addresses pupil needs;
- the relevant research evidence and how it applies to the school setting;
- the core components of the approach and measures of fidelity;
- and barriers and enablers to implementation.

Prepare the systems and structures that enable implementation

Practically preparing for implementation involves ensuring that the right **systems and structures** are in place. This can include, for example:

- dedicated administrative support from staff who understand their roles;
- systems for collecting and reporting data;
- technical support and equipment—with staff trained and skilled in its use;
- a realistic amount of time to implement the approach;
- accessing new funding; and
- appropriately defined governance and leadership.

These practical **systems and structures** tend not to be noticed when working well, however, they are important in removing barriers and allowing staff to focus on developing and applying new skills. Where possible, schools should repurpose existing systems and resources rather than adding lots of additional infrastructure. If this isn't possible, it may be necessary to prune competing initiatives (see De-implement Approaches on page 46).

Checklist

☐ Have we conducted implementation planning collaboratively so that it unites understanding?

☐ Is there a shared understanding of why the change is taking place, what it entails, and how it will be implemented?

☐ Have we selected a tailored package of strategies to implement the approach and address implementation barriers?

☐ Have we identified and empowered a range of people across the school who can support the changes?

☐ Are systems and structures in place to enable effective implementation?

Education
Endowment
Foundation

Deliver

Delivery of a new approach can be challenging as new behaviours and structures are learned and old habits set aside, creating feelings of uncertainty that can potentially derail the implementation effort. This phase is, therefore, about enabling ongoing improvement by, for example:

- demonstrating support from leadership;
- motivating staff;
- identifying and solving problems; and
- providing ongoing professional development to help embed new skills, knowledge, and behaviours.

When delivery is framed as a learning process, monitoring implementation becomes an essential tool in identifying, and acting on, implementation problems. Data and experiences should be gathered while applying the new approach and this information used to improve its use over time.[73]

Support and encourage

Support staff during initial attempts at implementation

A key role for leaders during this period is to support staff wellbeing, manage expectations, and encourage buy-in until positive signs of change emerge.

Personal emotional stress and burnout can be damaging for individuals and prove a barrier to implementation.[74] This applies across all phases but is particularly relevant during the initial delivery period if staff are inexperienced or if key people leave a project. There is evidence that staff wellbeing can be supported throughout implementation by:

- sharing the responsibility for implementation and **engaging** people in decisions;
- giving time for teachers to collaborate, plan, and learn together;
- focusing on realistic goals and the removal of burdensome administrative tasks;
- providing extra time and additional support; and
- **engaging** staff directly in discussions about their wellbeing.

If schools are attending to the behaviours and contextual factors that underpin effective implementation, supportive strategies such as these are likely to be embedded in the day to day work of the school rather than being reactive solutions.

Provide timely prompts and reminders

Providing timely prompts and reminders—such as prompts in meetings—can help staff feel connected to the intervention, maintain commitment, and improve fidelity.[75] A good place to start is reminding staff of the core components of the approach and reiterating the importance of their consistent implementation. Examples of other types of reminders include providing advice about challenging aspects of delivery and providing self-evaluation checklists.

Reminders and prompts only work if those who are implementing an approach are **reflective** and monitoring their practice; if the intention or knowledge to use an intervention isn't in place, then reminders are unlikely to overcome these barriers.

Reinforce initial professional development with follow-on support

While up-front training is important in developing a conceptual understanding of a new approach, crucially, initial training is unlikely to be sufficient to yield changes in practice. Often, it is only when follow-on support is provided, as teachers are delivering a new approach, that they can apply their conceptual understanding to practical classroom behaviours.

Follow-on support should align with the best available guidance on effective professional development (see page 38 and the EEF's guide to professional development[76]) and should include:

- building-in opportunities for teachers to revisit prior learning;
- arranging social supports so teachers can discuss problems, share insights, and provide peer support and assistance;
- modelling the delivery of new skills and strategies, for example, via demonstrations from expert practitioners;
- creating opportunities for teachers to rehearse techniques and prompt context-specific repetition;
- providing supportive and formative feedback to improve techniques and set specific goals;
- encouraging teachers to monitor and reflect on their own performance; and acknowledging teacher's efforts and reinforcing key messages.

There may be individual differences in who needs further support, and when, so be responsive to people's needs. For example, face to face support might be targeted to staff who are facing particular challenges with implementation.

Monitor and Improve

During implementation planning, **systems and structures** were developed to monitor implementation (see Design a Way of Monitoring Implementation, page 31). These are now used to identify, and act on, implementation barriers and enablers, which drives ongoing improvement.[77]

Use monitoring data to improve implementation

For monitoring to improve implementation and pupil outcomes, data and insights on progress need to be shared, understood, and used. Sufficient time and opportunities should be created for staff to reflect on implementation data and feedback, and for implementation leaders to identify and tackle problems.[78] When staff witness early signs of implementation success, it can help generate enthusiasm and buy-in, particularly if there has been resistance to a change.

A key outcome to be monitored is implementation fidelity—the degree to which an intervention has been implemented as intended by its developers. Fidelity data can relate to structural aspects of the intervention, such as whether the correct number of sessions are delivered, or more dynamic aspects such as whether key teaching techniques are included in lessons. Teachers shouldn't view fidelity as a threat to professional autonomy but as a way of understanding where to be 'tight' and where to be 'loose'.

Leaders and staff should **reflect** jointly on how well practice aligns with core components, how fidelity might be improved, and whether additional support is needed. Doing so helps unite practices and behaviours for the new approach.

Gather feedback from pupils and parents

Engaging pupils and parents can provide valuable feedback on the implementation of an approach, which may improve fidelity and help sustain change.[79] Feedback shouldn't just focus on whether pupils and parents like a new approach but also on how they think implementation can be improved and whether their needs have changed.[80]

Feedback can be informal or be gathered more formally through surveys and meetings. Seeking open feedback can unearth misunderstandings and differences in priorities and values among parents, pupils, and staff.[81] This creates opportunities to address tensions across the school community and **unite** values around a change.

Tailor implementation in response to barriers and enablers

As implementation unfolds, monitoring will inevitably reveal barriers and setbacks. For example, a particular aspect of a new curriculum may be proving tricky to teach or teachers might be allocating too much time to a new technique at the start of lessons.

Encouragingly, solutions to addressing implementation barriers often lie within the school. For example, some staff will inevitably pick up techniques quicker than others so be ready to draw on these 'early adopters' to model good practice: these are **people who enable change**. This illustrates how **reflecting** on implementation data helps schools tailor their implementation strategies and adapt plans over time.[82]

Essentially, this process of acting on implementation barriers and enablers is a continuation of considerations that began in the Explore phase when potential implementation barriers and enablers were being anticipated: now they are being responded to as they emerge, based on real-time data.

Checklist

☐ Is delivery of the approach treated as a process of ongoing learning and improvement?

☐ Are systems in place to monitor implementation, identify barriers and enablers, and make improvements?

☐ Do staff feel supported by the actions of leadership?

☐ Is initial professional development being reinforced by follow-on support such as feedback, prompts, and reminders?

Sustain

Maintain the effort

Schools regularly feel under pressure to implement change and deliver results quickly. While rapid change is sometimes necessary (for example, responding to a pandemic), a culture of short-termism can result in projects withering or becoming far removed from their original intention.

There can sometimes be an initial dip in outcomes during implementation as existing practices are stopped and new practices take time to embed.[83] Implementation dips can also occur later as momentum fades and competing priorities emerge.[84] In both cases, the evidence suggests that schools need to maintain the implementation effort and keep supporting and monitoring the changes.[85]

Build sustainability by continuing implementation strategies

In many ways, the seeds for sustainability are sown throughout an implementation process. In the context of this guidance report, this means adopting the right implementation strategies and ensuring they include the behaviours and contextual factors. Strategies that help sustain an approach include revisiting and adapting implementation plans, refreshing professional development, and ensuring that improved outcomes are clearly visible to staff and the school community.

Keep acknowledging and supporting good implementation practices

Implementation can falter without sustained leadership support.[86] For example, an approach is less likely to be sustained if people aren't clear of their ongoing role in relation to implementation—such as how parents can support a new behaviour policy. Keep using reminders to maintain fidelity and emphasise it is still valued.

The loss of key staff can fundamentally change how an intervention is perceived in a school, especially when there is an over-reliance on certain individuals. Rather than leave the responsibility for implementation to one or two people, ensure that a broad range of staff are involved. Where specific leads or champions are driving implementation, they should function within a supportive team.[87]

Review and act

Once the implementation effort has been maintained and given a good chance of success, schools should take stock of how implementation has gone and decide on next steps. This can lead to several possible pathways, including embedding the approach, changing its scale, or stopping its use.

Conduct a thorough review of implementation to inform next steps

Reviewing implementation requires revisiting pupil needs and reassessing the suitability, feasibility, and impact of your approach. A practical way to do so is to revisit the Tool for Making Evidence-Informed Decisions from the Explore phase (page 22) and your implementation plan (page 35-36). This involves:

- **Reassessing pupil needs and the suitability of the approach**

  Implementation leaders should assess to what extent the identified pupil need has been addressed. Whereas as in the Explore phase judging effectiveness was based on external research evidence, now schools will be focusing more on their own evidence and data:

  - What local evidence do we have that the approach is effective?
  - How has the setting for implementation changed and how have practices changed?
  - How suitable is the approach now for our needs and **context?**

- **Reassessing implementation readiness**

  Schools are always evolving: for example, changes in staff can affect how an intervention is delivered or a change in MAT strategy can shift school improvement priorities. This means that a school's capacity to implement is rarely static; it can be developed and built, but can also diminish. Implementation leaders might ask:

  - Have any new barriers to implementation emerged?
  - Are the associated **systems and structures** still suitable?
  - Are there sufficient **people who can enable change?**

- **Reviewing implementation plans**

  There is also value at this point in revis**iting i**mplementation plans and using them to reflect on the overall implementation process:

  - Overall, what has been successful and less successful?
  - How well has the approach been implemented (for example, in terms of reach, fidelity, and acceptability)?
  - Are the implementation strategies still appropriate?
  - How have people's experiences influenced the implementation climate?

Collectively, these deliberations should inform an explicit decision to sustain, scale, or de-implement an approach.

Decide on next steps

Reviewing implementation leads to several possible options, including:

- **Sustain**

  If an approach is working, and people think it is worth retaining, then efforts should be made to integrate it into the everyday life of the school. For example, it could become part of a school's induction process for new staff or captured in school policies. Embedding the approach in the school's systems and structures makes it more resilient and likely to be sustained.[88]

  Where schools are implementing internally developed approaches, further adaptations may be needed to maintain a good fit between the approach and the setting. Be careful though! Too much flexibility can be damaging, with over-modification resulting in lack of impact. The take-home lesson is to adhere to the core components of an approach until they are securely understood, characterised, and implemented and only then begin to consider adaptations based on robust evidence.[89]

- **Scale**

  Decisions about scale-up will be influenced by what is being implemented and the overall aims of implementation. For example, following a successful pilot, a behaviour management approach might need scaling across a whole school, whereas a one to one literacy intervention will continue to be used with a smaller cohort. It may even be appropriate to reduce the scale of an approach if pupil needs have changed.

  It's important to remember that as an intervention is scaled, the context for implementation also changes. New implementation barriers and enablers can emerge. For example, staff who are new to an approach may not be as united around its purpose, or more facilitators may be required to lead professional development. This would suggest a new implementation process is required.

- **De-implement**

  An implication of taking a more thoughtful and purposeful approach to implementation is that schools should probably do fewer things better. To make room for this, schools can de-implement approaches that have served their purpose or have proven to be ineffective.[90] Stopping practices is rarely straightforward, particularly in the dynamic environment of classrooms where teaching strategies become routine and habitual. This means it can be hard to stop established practices even if there is a clear rationale and instruction to do so. Just as when introducing an approach, de-implementation should be conducted in a similarly thoughtful and structured way.

Checklist

- [ ] As new priorities emerge, is sufficient support in place to protect and maintain the implementation effort?

- [ ] Do leaders continue to acknowledge and support good implementation practices?

- [ ] Are a range of staff involved so that we aren't over-relying on individuals?

- [ ] Before deciding whether to continue, scale-up, or stop an approach, have we reviewed the previous implementation effort and outcomes achieved so far?

Summary of evidence

The recommendations in this guidance report have been drawn from an extensive review of **evidence on implementation in schools** in consultation with a panel of expert practitioners and academics. The review was led by Dr Darren Moore at the University of Exeter in collaboration with colleagues at University of Cardiff and University of Plymouth.

The review contains four parts; a systematic review of theories, models, and frameworks on implementation, primary research on implementation in English schools, a map of relevant available evidence, and a comprehensive realist review.

Realist reviews focus on understanding not just whether an approach works in achieving desired outcomes but how it works, for whom, under what conditions, and why. They are particularly suitable for understanding complex systems, like implementation in schools. The review integrates evidence from diverse fields—implementation science, professional development, school leadership, and research use—to generate a new way of conceptualising school-based implementation.

The realist review synthesises evidence from 293 studies published from 1996 to 2023. It includes a range of research, including existing reviews, empirical studies of the implementation of educational interventions, and EEF evaluation reports, conducted across all school phases. There is an even mix of reviews and quantitative, qualitative, and mixed-methods studies, with more studies of teaching and learning interventions than physical and mental health interventions.

The realist review also includes a synthesis of evidence relating to 34 practical implementation strategies based on an existing taxonomy of strategies.[91] Given that schools typically use a range of strategies simultaneously, there was less evidence on the impact of implementation strategies in isolation, particularly in the Explore phase. There was more evidence of strategies impacting on implementation outcomes than on pupil-level outcomes such as attainment, although there is a well-evidenced link between implementation outcomes and pupil outcomes.

Appendix 1: Table of implementation strategies

The table below outlines a range of implementation strategies that schools can use, including additional strategies to those discussed in the guidance report. Schools should use these strategies flexibly in response to their specific needs. The table indicates the phases in which each strategy is most relevant.

Implementation strategy	Description	Explore	Prepare	Deliver	Sustain
Conduct local needs assessment	Collect and analyse data to understand pupil needs, staff needs, and appropriate approaches to implement.	✓	✓	✓	✓
Assess implementation readiness and identify barriers and enablers	Assess the school setting to determine its readiness for implementation. Identify potential obstacles that could hinder implementation as well as supportive factors that could enhance the implementation effort.	✓	✓	✓	✓
Conduct local consensus discussions	Involve the school community in discussions about the identified pupil need and the appropriateness of a new approach to address it.	✓	✓		✓
Capture and share local knowledge	Collect insights from other schools on the implementation of the new practice then share this knowledge with colleagues.	✓	✓		
Involve students, family members, and wider members of the school community	Engage students, families, and wider members of the school community throughout implementation.	✓	✓	✓	✓
Create and use implementation teams	Create a group of people with a diverse range of skills to oversee and support implementation—e.g. plan implementation and collect and interpret data.	✓	✓	✓	✓
Test-drive and pilot approaches	Encourage school staff to experiment with diverse practices in small trials, empowering them to choose the most suitable and acceptable one. Having selected an approach, pilot it at small scale before rolling it out more widely.	✓	✓	✓	
Change the physical infrastructure	Evaluate the current implementation infrastructure and, as needed, change aspects of it—e.g. alter the layout of a classroom or change timetables—to accommodate the new approach.	✓	✓	✓	

Implementation strategy	Description	Explore	Prepare	Deliver	Sustain
Develop a detailed implementation plan or blueprint	Create a comprehensive implementation plan outlining the problem that is being addressed, what the intervention entails, the implementation strategies that will be used, how implementation will be monitored, and overall aims. Keep revisiting and updating the plan to guide the ongoing implementation effort.		✓	✓	✓
Access new funding	Access new or existing money to facilitate implementation.		✓		✓
Prune competing initiatives	Cut back competing tasks and initiatives so that school staff can focus on delivering a new approach without feeling overwhelmed.		✓	✓	✓
Identify, prepare, and use champions	Identify and prepare staff who are committed to supporting, promoting, and driving implementation, helping overcome indifference or resistance from members of the school community.		✓	✓	✓
Inform local opinion leaders	Tell influential individuals about the new practices so they can encourage their colleagues to adopt them.		✓		
Recruit, train, and empower implementation leadership	Recruit, train, and empower implementation leaders to support others in adopting and implementing the new practice.		✓		
Use high-quality professional development	See the EEF's Professional Development guidance report.		✓	✓	✓
Draw on an external expert	Draw on an external expert (someone who developed the intervention, received certified training, or has extensive experience) to educate staff about new practices.		✓	✓	
Shadow expert practitioners	Give key individuals the opportunity to watch experienced people use the new practices.		✓	✓	✓
Model and simulate change	Model or simulate the change before implementing it.		✓	✓	✓
Use train-the-trainer strategies	Train designated school personnel to train others in new practices.		✓	✓	✓
Develop and distribute educational materials	Make and share user-friendly resources and tools to help people learn about and deliver new practices with fidelity.		✓	✓	✓

Implementation strategy	Description	Explore	Prepare	Deliver	Sustain
Improve implementers' buy-in	Involve school staff in activities or discussions to increase their enthusiasm and commitment to adopting and using the new practice.		✔	✔	
Develop a system to monitor implementation	Establish systems to monitor implementation outcomes and final outcomes for the purpose of quality assurance and improvement.		✔	✔	✔
Monitor and evaluate core components of the approach	Create and use tools and measures to check how well staff are implementing the core components of the approach, e.g. with fidelity.		✔	✔	✔
Tailor strategies	Tailor implementation strategies to address barriers and facilitators revealed through data collection.		✔	✔	✔
Consider adaptations	Consider adapting the approach to better fit the school setting while specifying which elements of the approach should not be adapted (the core components).		✔	✔	✔
Remind school personnel	Set up reminders or prompts to help staff to remember and implement the approach effectively.		✔	✔	✔
Create opportunities for staff to meet and share learning	Support people implementing new practices by giving them time to reflect, share lessons, and support each other's learning.		✔	✔	✔
Support staff wellbeing	Support staff wellbeing to reduce stress and burnout during implementation.		✔	✔	✔
Provide individual and system-level incentives	Provide rewards (like recognition or gift cards) and system-level incentives (such as grant money, free training, and consultative support) to encourage people to adopt a new practice.		✔	✔	✔
Obtain and use student and family feedback	Develop strategies to gather student and family feedback on the implementation effort.			✔	✔
Facilitate collaborative problem solving	Engage in a collaborative approach to solving implementation problems and addressing barriers as they emerge.			✔	✔
Relay monitoring data to staff to drive improvements in implementation	Share timely data on how well the intervention is being implemented and emerging student outcomes. Use this data to improve implementation of the new approach.			✔	✔
Scale up implementation	Expand the reach of an approach so it is implemented at greater scale.				✔

Education
Endowment
Foundation

References

1. DfE (2022) 'School and College Panel – March 2022 Wave', London: Department for Education: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1087043/School_and_college_panel_March_2022_Report.pdf

2. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation; Dowling, K. and Barry, M. M. (2020) 'The Effects of Implementation Quality of a School-Based Social and Emotional Well-Being Program on Students' Outcomes', *European Journal of Investigation in Health, Psychology and Education*, 10 (2), pp. 595–614; Rowe, D. A., Collier-Meek, M. A., Kittelman, A. and Pierce, J. (2021) 'Ensuring Effective Implementation of Evidence-Based Practices', *Teaching Exceptional Children*, 53 (6), pp. 396–399; Maxwell, B., Sharples, J. and Coldwell, M. (2022) 'Developing a Systems-Based Approach to Research-Use in Education', Review of Education, 10 (3).

3. Abu-Alghayth, K., Jones, P., Pace-Phillips, D. and Meyers, R. (2020) 'Through the Looking Glass: Lesson Study in a Center School', *International Journal of Educational Methodology,* 6 (2), pp. 423–433; Burriss, K. G. and Ring, T. (2008) 'Communication Dynamic as it Influences Program Implementation', *National Association of Laboratory Schools Journal*, 31 (2); Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

4. Koh, G. A. and Askell-Williams, H. (2021) 'Sustainable School Improvement in Complex Adaptive Systems: A Scoping Review', *Review of Education*, 9 (1), pp. 281–314; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

5. Edovald, T. and Nevill, C. (2021) 'Working Out What Works: The Case of the Education Endowment Foundation in England', *ECNU Review of Education*, 4 (1), pp. 46–64: https://doi.org/10.1177/2096531120913039

6. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

7. Ibid.

8. Ibid.

9. Grossi, T., Thomas, F. and Held, M. (2019) 'Making a Collective Impact: A School-to-Work Collaborative Model', *Vocational Rehabilitation*, 51 (3), pp. 395–407. https://doi.org/10.3233/jvr-191054; Guhn, M. (2009) 'Insights from Successful and Unsuccessful Implementations of School Reform Programs', Educational Change, 10 (4), pp. 337–363; Massey Combs, K., Drewelow, K. M., Habesland, M. S., Lain, M. A. and Buckley, P. R. (2021) 'Does Training Modality Predict Fidelity of an Evidence-Based Intervention Delivered in Schools?', Prevention Science, 22 (7), pp. 928–938; McLoughlin, G., Sweeney, R., Liechty, L., Lee, J. A., Rosenkranz, R. R. and Welk, G. J. (2022) 'Evaluation of a Large-Scale School Wellness Intervention Through the Consolidated Framework for Implementation Research (CFIR): Implications for Dissemination and Sustainability, *Faculty/Researcher Works*; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

10. McLoughlin, G., Sweeney, R., Liechty, L., Lee, J. A., Rosenkranz, R. R. and Welk, G. J. (2022) 'Evaluation of a Large-Scale School Wellness Intervention Through the Consolidated Framework for Implementation Research (CFIR): Implications for Dissemination and Sustainability, *Faculty/Researcher Works*; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

11. Garvis, S., Pendergast, D., Twig, D., Flückiger, B., Kanasa, H., Phillips, C. and Leach, D. (2013) 'The Victorian Early Years Learning and Development Framework: Managing Change in a Complex Environment', *Australasian Journal of Early Childhood*, 38 (2), pp. 86–94: doi:10.1177/183693911303800211; Albers, B., Metz, A., Burke, K., Bührmann, L., Bartley, L., Driessen, P. and Varsi, C. (2021) 'Implementation Support Skills: Findings From a Systematic Integrative Review', *Research On Social Work Practice*, 31 (2), pp. 147–170: https://doi.org/10.1177/1049731520967419; Ryan Jackson, K., Fixsen, D. and Ward, C. (2018) 'Four Domains for Rapid School Improvement: An Implementation Framework', University of North Carolina, Center on School Turnaround; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

12. Koh, G. A. and Askell-Williams, H. (2021) 'Sustainable School Improvement in Complex Adaptive Systems: A Scoping Review', *Review of Education*, 9 (1), pp. 281–314; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

13. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

14. Cane, F. E. and Oland, L. (2015) 'Evaluating the Outcomes and Implementation of a TaMHS (Targeting Mental Health in Schools) Project in Four West Midlands (UK) Schools Using Activity Theory', *Educational Psychology in Practice*, 31 (1), pp. 1–20: doi:10.1080/02667363.2014.975784; Alonge, O., Chiumento, A., Hamoda, H. M., Gaber, E., Huma, Z.-E., Abbasinejad, M. and Rahman, A. (2020) 'Identifying Pathways for Large-Scale Implementation of a School-Based Mental Health Programme in the Eastern Mediterranean Region: A Theory-Driven Approach', *Health Policy and Planning,* 35 (Supplement 2), pp. ii112–ii123: doi:https://dx.doi.org/10.1093/heapol/czaa124; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

15. Cook, C. R., Lyon, A. R., Locke, J., Waltz, T. and Powell, B. J. (2019) 'Adapting a Compilation of Implementation Strategies to Advance School-Based Implementation Research and Practice', *Prevention Science*, 20 (6), pp. 914–935; Samdal, O. and Rowling, L. (2011) 'Theoretical and Empirical Base for Implementation Components of Health-Promoting Schools', Health Education, 111 (5), pp. 367–390; Burriss, K. G. and Ring, T. (2008) 'Communication Dynamic as it Influences Program Implementation', *National Association of Laboratory Schools Journal*, 31 (2); Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

16. Austin, G., Bell, T., Caperchione, C. and Mummery, W. (2011) 'Translating Research to Practice', Health Promotion Practice, 12 (6), pp. 932–941: https://doi.org/10.1177/1524839910366101; Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Van Herwegen, J., Anders, J. (2021) 'What are the Characteristics of Teacher Professional Development that Increase Pupil Achievement? A systematic review and meta-analysis', London: Education Endowment Foundation; Guhn, M. (2009) 'Insights from Successful and Unsuccessful Implementations of School Reform Programs', *Educational Change*, 10 (4), pp. 337–363; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

17. Van Geel, M., Visscher, A. J. and Teunis, B. (2017) 'School Characteristics Influencing the Implementation of a Data-Based Decision Making Intervention', School Effectiveness and School Improvement, 28 (3), pp. 443–462; Leeman, J., Wiecha, J. L., Vu, M., Blitstein, J. L., Allgood, S., Lee, S. and Merlo, C. (2018) 'School Health Implementation Tools: A Mixed-Methods Evaluation of Factors Influencing Their Use', *Implementation Science*, 13 (1), pp. 1–13; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

18. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

19. Ibid.

20. Husain, F., Bartasevicius, V., Marshall, L., Chidley, S. and Forsyth, E. (2019) 'Fit to Study: Evaluation Report', London: Education Endowment Foundation; O'Hare, L., Stark, P., Orr, K., Biggart, A. and Bonell, C. (2018) 'Positive Action Pilot Report and Executive Summary', London: Education Endowment Foundation; Austin, G., Bell, T., Caperchione, C. and Mummery, W. (2011) 'Translating Research to Practice', *Health Promotion Practice,* 12 (6), pp. 932–941; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

References

21. Silva, R., Farias, C. and Mesquita, I. (2021) 'Challenges Faced by Preservice and Novice Teachers in Implementing Student-Centred Models: A Systematic Review', *European Physical Education Review*, 27 (4), pp. 798–816; Cassar, S., Salmon, J., Timperio, A., Naylor, P. J., Van Nassau, F., Ayala, A. M. C. and Koorts, H. (2019) 'Adoption, Implementation and Sustainability of School-Based Physical Activity and Sedentary Behaviour Interventions in Real-World Settings: A Systematic Review', *International Journal of Behavioral Nutrition and Physical Activity*, 16 (1), pp. 1–13; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

22. Anderson-Butcher, D., Iachini, A. L., Ball, A., Barke, S. and Martin, L. D. (2016) 'A University–School Partnership to Examine the Adoption and Implementation of the Ohio Community Collaboration Model in One Urban School District: A Mixed-Method Case Study', *Journal of Education for Students Placed at Risk (JESPAR)*, 21 (3), pp. 190–204; Robinson, V. and Gray, E. (2019) 'What Difference Does School Leadership Make to Student Outcomes?', *Royal Society of New Zealand*, 49 (2), pp. 171–187; Trapani, B. and Annunziato, A. (2018) 'Using the Concerns Based Adoption Model (CBAM) to Accelerate Understanding by Design Implementation', *Instructional Pedagogies*, 21; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

23. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation; Miller, S., Gildea, A. G., Sloan, S. and Thurston, A. (2015) 'Physically Active Lessons: Evaluation Report and Executive Summary', London: Education Endowment Foundation; Zhang et al. (2021) in Moore et al. (2024).

24. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

25. Ibid.

26. Hung, D. and Lee, S. (2015) 'Proposing an Educational Scaling-and-Diffusion Model for Inquiry-Based Learning Designs', Educational Technology, 55 (1), pp. 27–32; Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A. and Hensley, M. (2011) 'Outcomes for Implementation Research: Conceptual Distinctions, Measurement Challenges, and Research Agenda', *Administration and Policy in Mental Health and Mental Health Services Research*, 38 (2), pp. 65–76; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

27. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

28. Reezigt, G. J. and Creemers, B. P. M. (2005) 'A Comprehensive Framework for Effective School Improvement', *School Effectiveness and School Improvement,* 16 (4), pp. 407–424; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

29. Chong, W. H. and Lee, B. O. (2021) 'Understanding Effective Implementation of Prevention Education Programmes: Perspective from Singapore Schools', *Asia-Pacific Edu Res*, 30, pp. 23–32; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

30. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

31. Ibid.

32. Ibid.

33. Gabby, S., Avargil, S., Herscovitz, O. and Dori, Y. J. (2017) 'The Case of Middle and High School Chemistry Teachers Implementing Technology: Using the Concerns-Based Adoption Model to Assess Change Processes', *Chemistry Education Research and Practice*, 18 (1), pp. 214–232; , M. E., Ten Hoor, G. A., Van Lieshout, S., Rodriguez, S. A., Beidas, R. S., Parcel, G., Ruiter, R., A., C., Markham, C., M., and Kok, G. (2019) 'Implementation Mapping: Using Intervention Mapping to Develop Implementation Strategies', *Frontiers in Public Health*, 7, p. 158; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

34. Fixsen, D., Blase, K., Naoom, S. and Wallace, F. (2009) 'Core Implementation Components', Research On Social Work Practice, 19 (5), pp. 531-540: https://doi.org/10.1177/1049731509335549; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

35. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

36. Evidence for Learning (2022), 'Insights to De-implementation', Melbourne: Evidence for Learning: https://evidenceforlearning.org.au/support-for-implementation/school-planning-and-recovery/de-implementation

37. Allen. R. et al (2021) *The Next Big Thing in School Improvement*, Melton, Woodbridge: John Catt.

38. Van Geel, M., Visscher, A. J. and Teunis, B. (2017) 'School Characteristics Influencing the Implementation of a Data-Based Decision Making Intervention', *School Effectiveness and School Improvement*, 28 (3), pp. 443–462; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

39. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

40. Ibid.

41. Ismail, M. R., Seabrook, J. A. and Gilliland, J. A. (2021) 'Process Evaluation of Fruit and Vegetables Distribution Interventions in School-Based Settings: A Systematic Review', *Preventive Medicine Reports*, 21, 101281; Albers, B., & Pattuwage, L. (2017). *Implementation in education: Findings from a scoping review*. Melbourne: Evidence for Learning.

Trapani, B. and Annunziato, A. (2018) 'Using the Concerns Based Adoption Model (CBAM) to Accelerate Understanding by Design Implementation', *Instructional Pedagogies*, 21; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

42. Albers, B., Metz, A., Burke, K., Bührmann, L., Bartley, L., Driessen, P. and Varsi, C. (2021) 'Implementation Support Skills: Findings From a Systematic Integrative Review', *Research On Social Work Practice*, 31 (2), pp. 147–170: https://doi.org/10.1177/1049731520967419; Koh, G. A. and Askell-Williams, H. (2021) 'Sustainable School Improvement in Complex Adaptive Systems: A Scoping Review', Review of Education, 9 (1), pp. 281–314 Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

43. EEF (2024) 'Using Research Evidence: A Concise Guide', London: Education Endowment Foundation.

44. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

45. Albers & Pattuwage, (2017); Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

46. Gabby, S., Avargil, S., Herscovitz, O. and Dori, Y. J. (2017) 'The Case of Middle and High School Chemistry Teachers Implementing Technology: Using the Concerns-Based Adoption Model to Assess Change Processes', *Chemistry Education Research and Practice*, 18 (1), pp. 214–232; Hollingshead, B. (2009) 'The Concerns-Based Adoption Model: A Framework for Examining Implementation of a Character Education Program', *NASSP Bulletin*, 93 (3), pp. 166–183: http://dx.doi.org/10.1177/0192636509357932; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

47. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

48. Ibid.

Education Endowment Foundation

49. Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Feagans Gould, L., Greenberg, M. T. and Mendelson, T. (2017) 'A Qualitative Exploration of Implementation Factors in a School-Based Mindfulness and Yoga Program: Lessons Learned from Students and Teachers', Psychology in the Schools, 54 (1), pp. 53–69; Simmons, B. and Martin, F. (2016) 'Perceived Implementation Barriers of a One to One Computing Initiative in a Large Urban School District: A Qualitative Approach', *School Educational Technology*, 11 (4), pp. 26–38; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

50. Moore, S. A., Arnold, K. T., Beidas, R. S. and Mendelson, T. (2021) 'Specifying and Reporting Implementation Strategies Used in a School-Based Prevention Efficacy Trial', *Implementation Research and Practice*, 2, 26334895211047841; Miller, S., Gildea, A. G., Sloan, S. and Thurston, A. (2015) 'Physically Active Lessons: Evaluation Report and Executive Summary', London: Education Endowment Foundation; Zhang, Y., Cook, C. R., Azad, G. F., Larson, M., Merle, J. L., Thayer, J. and Lyon, A. R. (2023) 'A Pre-Implementation Enhancement Strategy to Increase the Yield of Training and Consultation for School-Based Behavioral Preventive Practices: A Triple-Blind Randomized Controlled Trial', *Prevention Science*, pp. 1–15; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

51. Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Feagans Gould, L., Greenberg, M. T. and Mendelson, T. (2017) 'A Qualitative Exploration of Implementation Factors in a School-Based Mindfulness and Yoga Program: Lessons Learned from Students and Teachers', *Psychology in the Schools*, 54 (1), pp. 53–69; Simmons, B. and Martin, F. (2016) 'Perceived Implementation Barriers of a One to One Computing Initiative in a Large Urban School District: A Qualitative Approach', *School Educational Technology*, 11 (4), pp. 26–38; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

52. Roach, A. T., Kratochwill, T. R. and Frank, J. L. (2009) 'School-Based Consultants as Change Facilitators: Adaptation of the Concerns-Based Adoption Model (CBAM) to Support the Implementation of Research-Based Practices', *Educational and Psychological Consultation*, 19 (4), pp. 300–320; Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Feagans Gould, L., Greenberg, M. T. and Mendelson, T. (2017) 'A Qualitative Exploration of Implementation Factors in a School-Based Mindfulness and Yoga Program: Lessons Learned from Students and Teachers', *Psychology in the Schools*, 54 (1), pp. 53–69; Simmons, B. and Martin, F. (2016) 'Perceived Implementation Barriers of a One to One Computing Initiative in a Large Urban School District: A Qualitative Approach', *School Educational Technology*, 11 (4), pp. 26–38; West, M., Ainscow, M., Wigelsworth, M. and Troncoso, P. (2017) 'Challenge the Gap: Evaluation Report and Executive Summary', London: Education Endowment Foundation; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

53. Hudson, K. G., Lawton, R., & Hugh-Jones, S. (2020) 'Factors affecting the implementation of a whole school mindfulness program: a qualitative study using the consolidated framework for implementation research', *BMC health services research*, 20(1), 1-13.

Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Feagans Gould, L., Greenberg, M. T. and Mendelson, T. (2017) 'A Qualitative Exploration of Implementation Factors in a School-Based Mindfulness and Yoga Program: Lessons Learned from Students and Teachers', *Psychology in the Schools*, 54 (1), pp. 53–69; Simmons, B. and Martin, F. (2016) 'Perceived Implementation Barriers of a One to One Computing Initiative in a Large Urban School District: A Qualitative Approach', *School Educational Technology*, 11 (4), pp. 26–38; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation

54. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

55. Ibid.

56. Gabby, S., Avargil, S., Herscovitz, O. and Dori, Y. J. (2017) 'The Case of Middle and High School Chemistry Teachers Implementing Technology: Using the Concerns-Based Adoption Model to Assess Change Processes', *Chemistry Education Research and Practice*, 18 (1), pp. 214–232; Fernandez, M. E., Ten Hoor, G. A., Van Lieshout, S., Rodriguez, S. A., Beidas, R. S., Parcel, G., ... and Kok, G. (2019) 'Implementation Mapping: Using Intervention Mapping to Develop Implementation Strategies', Frontiers in Public Health, 7, p. 158; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

57. Durand, F., Lawson, H., Wilcox, K. and Schiller, K. (2016) 'The Role of District Office Leaders in the Adoption and Implementation of the Common Core State Standards in Elementary Schools', *Educational Administration Quarterly*, 52 (1), pp. 45–74: https://doi.org/10.1177/0013161X15615391; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

58. Alonge, O., Chiumento, A., Hamoda, H. M., Gaber, E., Huma, Z.-E., Abbasinejad, M. and Rahman, A. (2020) 'Identifying Pathways for Large-Scale Implementation of a School-Based Mental Health Programme in the Eastern Mediterranean Region: A Theory-Driven Approach', *Health Policy and Planning*, 35 (Supplement 2), pp. ii112–ii123: doi:https://dx.doi.org/10.1093/heapol/czaa124; An, R. P., Li, D. Y., Cole, M., Park, K., Lyon, A. R. and White, N. H. (2022) 'Implementation of School Diabetes Care in the United States: A Scoping Review', *School Nursing*: doi:10.1177/10598405211026328; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

59. Dusenbury, L., Brannigan, R., Falco, M. and Hansen, W. B. (2003) 'A Review of Research on Fidelity of Implementation: Implications for Drug Abuse Prevention in School Settings', *Health Education Research*, 18 (2), pp. 237–256; Pearson, M., Chilton, R., Wyatt, K., Abraham, C., Ford, T., Woods, H. B. and Anderson, R. (2015) 'Implementing Health Promotion Programmes in Schools: A Realist Systematic Review of Research and Experience in the United Kingdom', *Implementation Science*, 10 (1), pp. 1–20; Shoesmith, A., Hall, A., Wolfenden, L., Shelton, R. C., Powell, B. J., Brown, H., ... and Nathan, N. (2021) 'Barriers and Facilitators Influencing the Sustainment of Health Behaviour Interventions in Schools and Childcare Services: A Systematic Review', Implementation Science, 16 (1), pp. 1–20; Tancred, T., Paparini, S., Melendez-Torres, G. J., Fletcher, A., Thomas, J., Campbell, R. and Bonell, C. (2018) 'Interventions Integrating Health and Academic Interventions to Prevent Substance Use and Violence: A Systematic Review and Synthesis of Process Evaluations', *Systematic Reviews*, 7 (1), pp. 1–16; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

60. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

61. Ibid.

62. Charlton, C. T., Sabey, C. V., Young, E. L. and Moulton, S. E. (2020) 'Interpreting Critical Incidents in Implementing a Multi-Tiered System of Supports Through an Active Implementation Framework', *Exceptionality*, 28 (3), pp. 161–175; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

63. Van Geel, M., Visscher, A. J. and Teunis, B. (2017) 'School Characteristics Influencing the Implementation of a Data-Based Decision Making Intervention', *School Effectiveness and School Improvement*, 28 (3), pp. 443–462; Leeman, J., Wiecha, J. L., Vu, M., Blitstein, J. L., Allgood, S., Lee, S. and Merlo, C. (2018) 'School Health Implementation Tools: A Mixed-Methods Evaluation of Factors Influencing Their Use', *Implementation Science*, 13 (1), pp. 1–13; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

64. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

Education
Endowment
Foundation

65. Frigge, V. K., Nanney, M. S., Harnack, L., Haggenmiller, M. and Pratt, R. (2019) 'Using Theory to Evaluate the Implementation and Integration of an Expanded School Breakfast Program in Rural Midwestern High Schools', *Nutrition Education and Behaviour*, 51 (3), pp. 277–286: doi:https://dx.doi.org/10.1016/j.jneb.2018.07.003; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

66. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

67. Goldenthal et al. (2021); Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

68. Albers, B., Metz, A., Burke, K., Bührmann, L., Bartley, L., Driessen, P. and Varsi, C. (2021) 'Implementation Support Skills: Findings From a Systematic Integrative Review', *Research On Social Work Practice*, 31 (2), pp. 147–170: https://doi.org/10.1177/1049731520967419; Ryan Jackson, K., Fixsen, D. and Ward, C. (2018) 'Four Domains for Rapid School Improvement: An Implementation Framework', University of North Carolina, Center on School Turnaround; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

69. Robinson, V., & Gray, E. (2019) 'What difference does school leadership make to student outcomes?', *Journal of the Royal Society of New Zealand*, 49(2), 171-187; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

70. Ott, M. A., Hunt, A. L., Katz, A. J. and Zaban, L. S. (2020) 'Tapping into Community Resiliency in Rural Adolescent Pregnancy Prevention: An Implementation Sciences Approach', *Behavioral Medicine*, 46 (3-4), pp. 340–352; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

71. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

72. EEF (2021) 'Effective Professional Development', London: Education Endowment Foundation.

73. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

74. Roney, M. and Daftary, A. (2020) 'Implementation Barriers to Restorative Approaches in K–12 Schools: An Integrative Review', *School Social Work Journal*, 45 (1), pp. 1–15; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

75. Oliver, R. M., Wehby, J. H. and Nelson, J. R. (2015) 'Helping Teachers Maintain Classroom Management Practices Using a Self-Monitoring Checklist', *Teaching and Teacher Education*, 51, pp. 113–120; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

76. EEF (2021) 'Effective Professional Development', London: Education Endowment Foundation.

77. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

78. Ibid.

79. Mouw, M. S., Taboada, A., Steinert, S., Willis, S. and Lightfoot, A. F. (2016) '"Because we all trust and care about each other": Exploring Tensions Translating a Theater-based HIV Prevention Intervention into a New Context', *Progress in Community Health Partnerships*: Research, Education, and Action, 10 (2), p. 241; Sadjadi, M., Blanchard, L., Brülle, R. and Bonell, C. (2021) 'Barriers and Facilitators to the Implementation of Health-Promoting School Programmes Targeting Bullying and Violence: A Systematic Review', *Health Education Research*, 36 (5), pp. 581–599; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

80. Herlitz, L., MacIntyre, H., Osborn, T., & Bonell, C. (2020) 'The sustainability of public health interventions in schools: a systematic review', *Implementation Science*, 15(1), 1-28; Hudson et al. (2020); Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

81. Guhn, M. (2009) 'Insights from Successful and Unsuccessful Implementations of School Reform Programs', Educational Change, 10 (4), pp. 337–363; Alonge, O., Chiumento, A., Hamoda, H. M., Gaber, E., Huma, Z.-E., Abbasinejad, M. and Rahman, A. (2020) 'Identifying Pathways for Large-Scale Implementation of a School-Based Mental Health Programme in the Eastern Mediterranean Region: A Theory-Driven Approach', Health Policy and Planning, 35 (Supplement 2), pp. ii112–ii123: doi: https://dx.doi.org/10.1093/heapol/czaa124; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

82. Bishop, C. D., Snyder, P. A., & Crow, R. E. (2015) 'Impact of video self-monitoring with graduated training on implementation of embedded instructional learning trials', Topics in Early Childhood Special Education, 35(3), 170-182;

Dariotis, J. K., Mirabal-Beltran, R., Cluxton-Keller, F., Feagans Gould, L., Greenberg, M. T. and Mendelson, T. (2017) 'A Qualitative Exploration of Implementation Factors in a School-Based Mindfulness and Yoga Program: Lessons Learned from Students and Teachers', *Psychology in the Schools*, 54 (1), pp. 53–69; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

83. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

84. Fixsen, D., Blase, K., Naoom, S. and Wallace, F. (2009) 'Core Implementation Components', *Research On Social Work Practice*, 19 (5), pp. 531-540: https://doi.org/10.1177/1049731509335549; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

85. Cviko, A., McKenney, S. and Voogt, J. (2013) 'The Teacher As Re-Designer of Technology Integrated Activities for an Early Literacy Curriculum', *Educational Computing Research*, 48 (4), pp. 447–468; Garvis, S., Pendergast, D., Twig, D., Flückiger, B., Kanasa, H., Phillips, C. and Leach, D. (2013) 'The Victorian Early Years Learning and Development Framework: Managing Change in a Complex Environment', *Australasian Journal of Early Childhood*, 38 (2), pp. 86–94: doi:10.1177/183693911303800211; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

86. Damschroder, L. J., Aron, D. C., Keith, R. E., Kirsh, S. R., Alexander, J. A. and Lowery, J. C. (2009) 'Fostering Implementation of Health Services Research Findings Into Practice: A Consolidated Framework for Advancing Implementation Science', Implementation Science, 4 (1), pp. 1–15; Damschroder, L. J., Reardon, C. M., Widerquist, M. A. O. and Lowery, J. (2022) 'The Updated Consolidated Framework for Implementation Research Based on User Feedback', *Implementation Science*, 17 (1), pp. 1–16; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

87. Firth, N., Butler, H., Drew, S., Krelle, A., Sheffield, J., Patton, G., Tollit, M. and Bond, L. (2008) 'Implementing Multi-Level Programmes and Approaches that Address Student Well-Being and Connectedness: Factoring in the Needs of the Schools', *Advances in School Mental Health Promotion*, 1 (4), pp. 14–24: 10.1080/1754730X.2008.9715736; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

88. Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

89. Van Geel, M., Visscher, A. J. and Teunis, B. (2017) 'School Characteristics Influencing the Implementation of a Data-Based Decision Making Intervention', *School Effectiveness and School Improvement*, 28 (3), pp. 443–462; Fernandez, M. E., Ten Hoor, G. A., Van Lieshout, S., Rodriguez, S. A., Beidas, R. S., Parcel, G., ... and Kok, G. (2019) 'Implementation Mapping: Using Intervention Mapping to Develop Implementation Strategies', *Frontiers in Public Health*, 7, p. 158; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

90. Evidence for Learning (2022) 'Insights into De-Implementation', Melbourne: Evidence for Learning: https://evidenceforlearning.org.au/support-for-implementation/school-planning-and-recovery/de-implementation

91. Cook, C. R., Lyon, A. R., Locke, J., Waltz, T. and Powell, B. J. (2019) 'Adapting a Compilation of Implementation Strategies to Advance School-Based Implementation Research and Practice', Prevention Science, 20 (6), pp. 914–935; Moore, D. et al. (2024) 'Review of Evidence on Implementation in Education', London: Education Endowment Foundation.

Notes