

'Putting Evidence to Work: A School's Guide to Implementation' contains checklists at the end of each section to help you reflect on implementation in your school. All six checklists are outlined below.

1 Treat implementation as a process, not an event; plan and execute it in stages.



- Do we implement changes across the school in a structured and staged manner?
- Is adequate time and care taken when preparing for implementation?
- Are there opportunities to make fewer, but more strategic, implementation decisions and pursue these with greater effort?
- Are there less effective practices that can be stopped to free up time and resources?

2 Create a leadership environment and school climate that is conducive to good implementation.



- Does our school have a climate that is conducive to good implementation?
- Does the school leadership team create a clear vision and understanding of expectations when changing practices across the school?
- Do staff feel empowered to step forward and take on implementation responsibilities?
- How do day-to-day practices affect the motivation and readiness of staff to change?

3 EXPLORE: Define the problem you want to solve and identify appropriate programmes or practices to implement.



- Are we confident we have identified a strong school improvement priority that is amenable to change?
- What are we looking to achieve by adopting a new programme or practice?
- Have we systematically identified the right approach to achieve these goals?
- Is there reliable evidence it can have the desired impact, if implemented well?
- Is it feasible within our context?

4 **PREPARE: Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.**



- Is there a logical and well-specified implementation plan?
- Do we have a clear and shared understanding of the active ingredients of our intervention and how they will be implemented?
- Have we selected the right set of implementation strategies, in the right order?
- Are we able to capture the desired (and undesired) changes in practices?
- Have we honestly appraised our capacity to make those changes?
- Are staff and the school practically ready to adopt the new approach?

5 **DELIVER: Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.**



- Are we able to respond to challenges that arise during the initial stages of using a new approach? Can we use existing structures and processes or are novel solutions required?
- Is appropriate follow-on support available to embed new skills and knowledge developed during initial training, in the form of coaching, mentoring, and peer-to-peer collaboration?
- Is the intervention being implemented as intended? Are the active ingredients being observed in day-to-day practice?
- Are staff finding the new approach useful and feasible?
- Does implementation data suggest we need to adapt our implementation strategies?

6 **SUSTAIN: Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.**



- Do we have a stable use of the intervention, as intended?
- Is it achieving the desired outcomes?
- Have we created contingency plans for any changes across the school that may disrupt successful implementation?
- Is it appropriate to extend the use of the approach to additional staff? What is required to achieve this?
- How can the existing capacity and resources be best used to support scale-up?