# Resource 4.

## Table 3: Using evidence to improve education and service the public good

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| Table 3: Using evidence to improve education and service the public good |
| 1. Effective system-wide educational improvement efforts serve the public good and economic growth, providing returns that can exceed costs
 | ***Use evidence to strategically resource improvement in education.*** |
| 1. Improvement efforts require an unwavering focus on valued outcomes for diverse (all) learners, with a targeted focus on accelerated improvement for those underserved by schooling or disadvantaged
 | ***Focus on improvement in valued outcomes for diverse (all) learners and accelerated improvement for those underserved by schooling or disadvantaged.******Establish goals and expectations for improvement.*** |
| 1. A collaborative inquiry and knowledge-building approach ensures local responsiveness and enables ongoing improvement across a system
 | ***Use collaborative inquiry and knowledge-building across policy and practice to guide action in ongoing cycles of improvement.*** |
| 1. Trustworthy bodies of research evidence about *what does and does not work, what makes a bigger difference, why,* and *how* can be a resource to inform improvement efforts. Such evidence matters for working smarter for improvement
 | ***Use trustworthy evidence for improvement.*** |
| 1. Improved pedagogy for diverse (all) learners is the big change lever
 | ***Ensure knowledge of effective pedagogy drives improvement*** |
| 1. There is much evidence of policies and practices that deliver no benefit or do harm in education. The public good requires a shift to alternative policies and practices that work.
 | ***Do no harm.*** |
| 1. Relational trust, stakeholder ownership, and capacity-building are critical to success
 | ***Foster constructive problem talk, build relational trust, and ensure effective supports for improvement*** |
| 1. Success requires coherent action across four areas of influence: pedagogy, activating educationally powerful connections, professional learning, and leadership of the conditions for improvement
 | ***Leverage all four major areas of influence for accelerated improvement: pedagogy, educationally powerful connections, professional learning, and leadership*** |
| 1. Ongoing improvement of pedagogy relies on aligned action across policy, research, professional education, leadership, and community stakeholders
 | ***In times of fiscal crisis, give priority to leveraging the evidence of what makes a bigger difference.*** |
| 1. Expertise matters. Collaboratively high-impact research and development can leverage and grow knowledge, disciplined innovation, and adaptive expertise. Ongoing R&D is a driver for capacity-building and the development of smart tools to accelerate improvement to scale.
 | ***Invest in collaborative R&D expertise as a driver for accelerated systemic improvement in areas of need.*** ***Develop adaptive expertise and smart tools.*** ***Scale up effective implementation of high-impact pedagogies across the system.*** |