Supporting Evidence-Use in Networked Professional Learning

**The Purpose**
This study investigated the role of the middle leader in supporting teachers’ use of research- and classroom-based evidence within the context of collaborative professional learning.

**The Study**

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<th>30</th>
<th>72</th>
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<tbody>
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<td>middle leaders</td>
<td>teachers</td>
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Data were collected from 30 middle leaders (i.e., system facilitators) and 54 teachers (36 Primary/Junior school teachers and 18 Intermediate/Senior school teachers across the nine school districts.

**Conclusions**
Four themes across system facilitators and teachers were identified:
- realising the need for data literacy in the construction of classroom evidence
- recognize challenges in evidence use
- middle leaders are pivotal in supporting evidence use
- middle leaders help support changing mindsets about evidence use.


Full article at cdeluca.com