

# Summary of recommendations

## Foundations for good implementation

# 1



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

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

## Foundations for good implementation

# 2



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

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

# 3



## Explore

Define the problem you want to solve and identify appropriate programs or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a program of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

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# 4



## Prepare

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

- Develop a clear, logical, and well-specified implementation plan:
  - a) Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
  - b) Develop a targeted, yet multi-stranded, package of implementation strategies.
  - c) Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
  - a) Create a shared understanding of the implementation process and provide appropriate support and incentives.
  - b) Introduce new skills, knowledge, and strategies with explicit up-front training.
  - c) Prepare the implementation infrastructure.

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# 5



## Deliver

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

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

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# 6



## Sustain

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

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

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