How does theory and evidence increase access to and engagement with teaching?

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Evidence-Based Practice in education

"a professional and ethical obligation to provide evidence-based treatments for their patients" (Leach & Gilham, 2011, pp.129).

Increased practitioner or educator accountability → Increased learner accountability

Evidence-based practice

Evidence-informed education

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(Anderson *et al*., 2021, Lwin & Beltrano,2022)
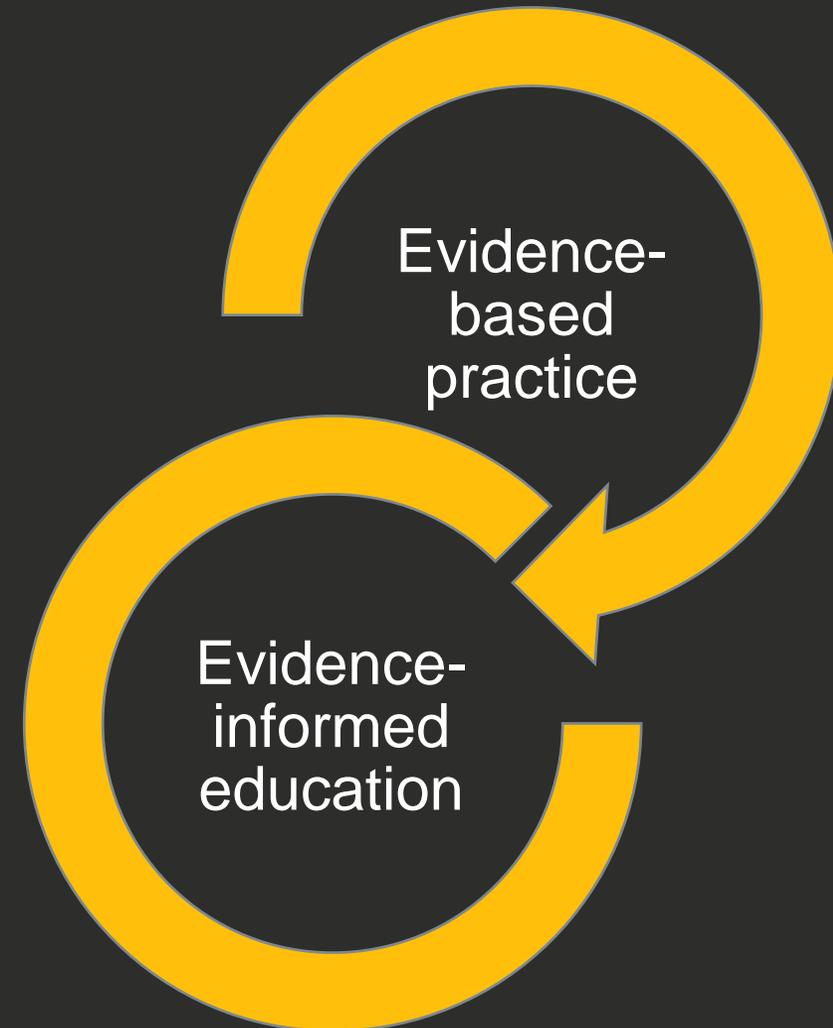
Access to Education

Literacy competency

Cognitive thinking skills

Engaged reading

Literacy coaching

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(Office for Students, 2022; Aldridge, 2019; Doyle, 2020)

Attainment

Attainment = highest level of education that has been completed

"Children from all ethnic minority groups are more likely than white children to proceed from secondary education" (Richardson, Mittelmeier & Rienties, 2020, pp.352)

White students are more likely to receive more degrees at first class or higher second class than minority ethnic students with similar qualifications (Boliver, 2013 & Richardson, 2015)
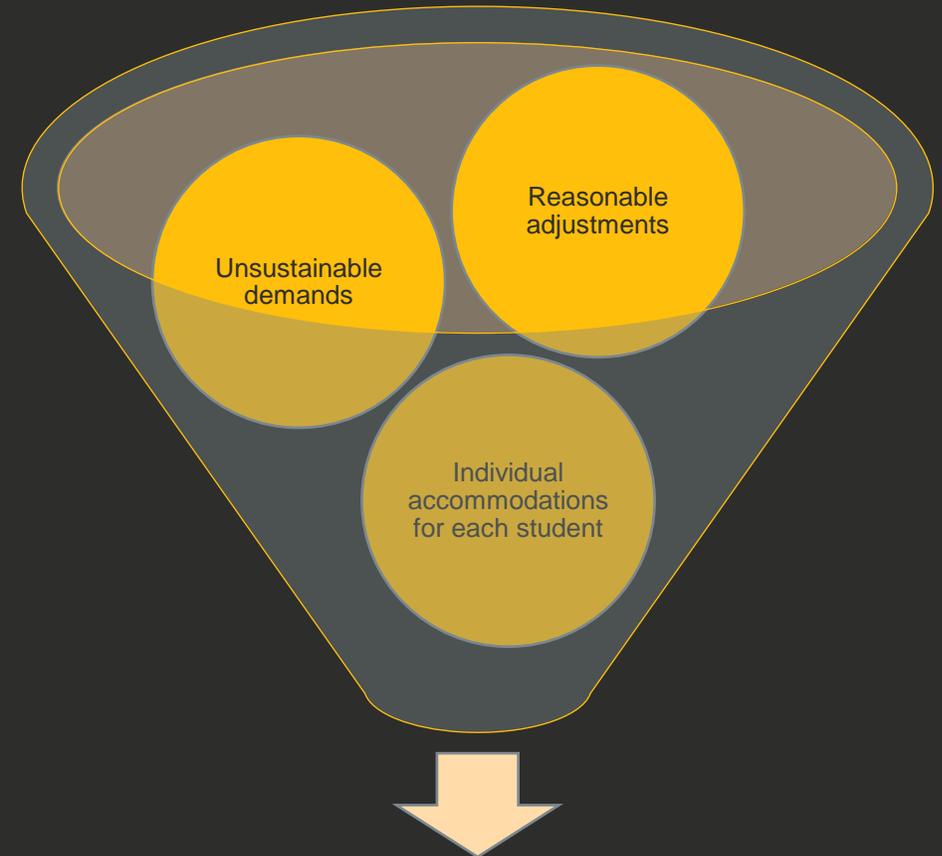
Inclusive learning design

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Inclusive Learning Design

Implementing reasonable adjustments for each student on a larger scale is unsustainable (Edwards, 2019).

Intentional design with inclusivity built in.

Universal Design for Learning

(Edwards, 2019; Griful-Freixenet, 2017; Burgstahler, 2015)

Evidence-based practice requires CPD

Continuing professional development

Communities of practice

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How does theory and evidence increase access to and engagement with teaching?

- Inclusivity built into the design of education

- Widen access to and participation with education

- Reasonable adjustments ever-growing

- Designing inclusive programmes

- Pedagogy of inclusive design can reduce the need for reasonable adjustments

- Actively participating in sustained continuous professional development

- Communities of practice

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