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# How research engaged are Australian school educators?

**AARE Conference**  
**Thursday 2 December 2021**

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 @MonashQProject @MonashEducation  
#QURE #UsingEvidenceBetter #researchinaction

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.

We also accept the invitation in the Uluru Statement from the Heart to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.



Source: <https://fromtheheart.com.au/>

# Today's Presentation

MONASH Q PROJECT  
'Using Evidence  
Better'

- Introduce Monash Q Project
- Educators' use of research in practice
- Q's concept & measure of educators' research-engagement
- Results – **how research-engaged are Australian educators?** ( $n=1311$ )
- Significance & implications for future research & practice



# Quality Use of Research Evidence

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## Strand 2

What does it look like  
in practice?



## Strand 1

How to  
conceptualise it?

Quality  
use of  
research  
evidence in  
education



## Strand 3

How to develop it  
through professional  
learning?



## Strand 4

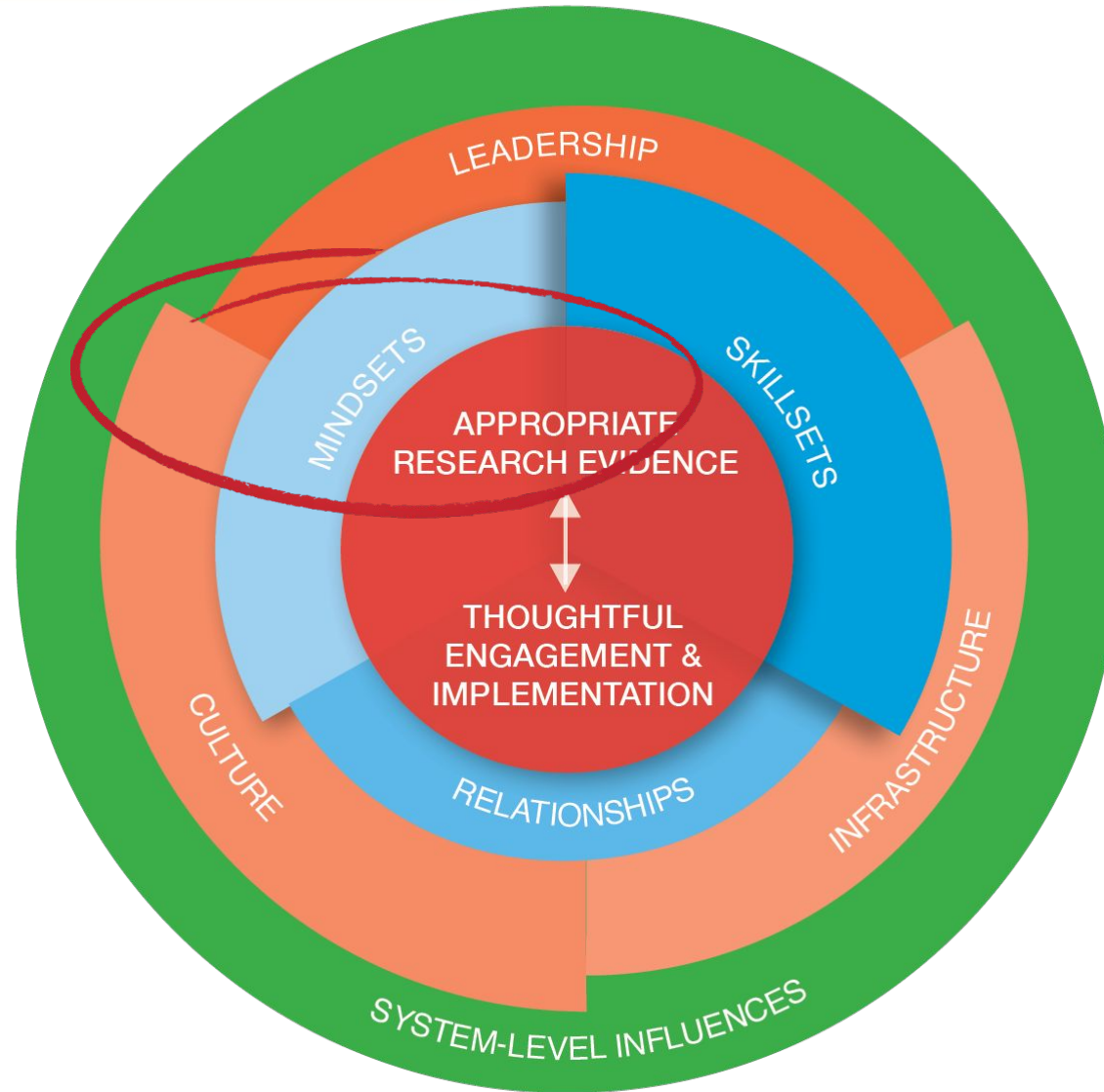
How to embed it  
within systems?



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# QURE Framework

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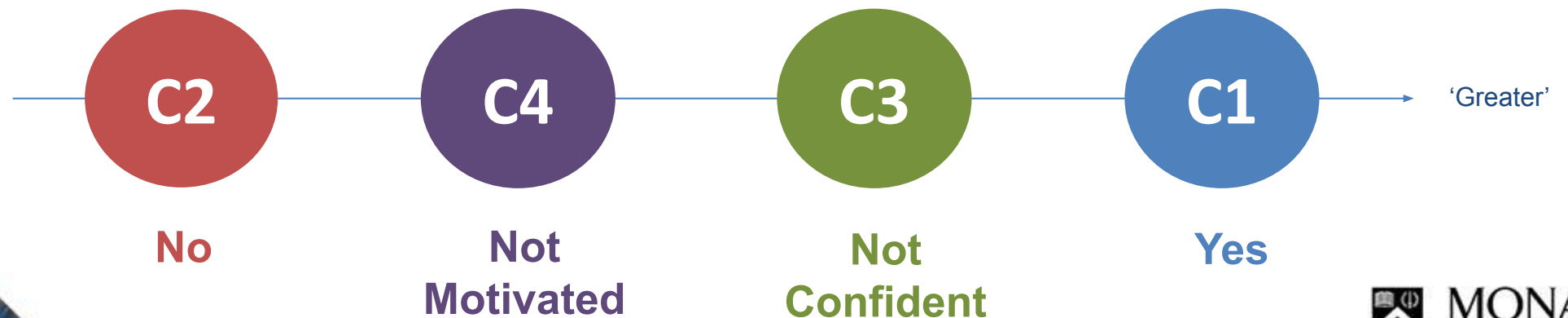
- Growing expectations for educators to use research
- Benefits:
  - Individuals' skills & confidence improve
  - School performance improves
- **36.7% consult university research frequently**
- **29.7% consult university-based guidance**
- Lack of reliable instruments to measure research engagement

- Focus on reading & using research – *not doing research*
- Range of influencing factors
- Confidence, beliefs & attitudes are pre-conditions for use
- Our own work – **educators with positive beliefs, high confidence & strong motivation use research more in practice**

- Two influencing studies
- 9 items:
  - 2 belief items – change practice, student outcomes
  - 1 negative belief item – teacher experience over research
  - 2 confidence items – judge quality, analyse & interpret in relation to context
  - 2 motivation items – initiate looking for research, initiate discussions with others
  - 2 use items – university disseminated research, university-based guidance/advice

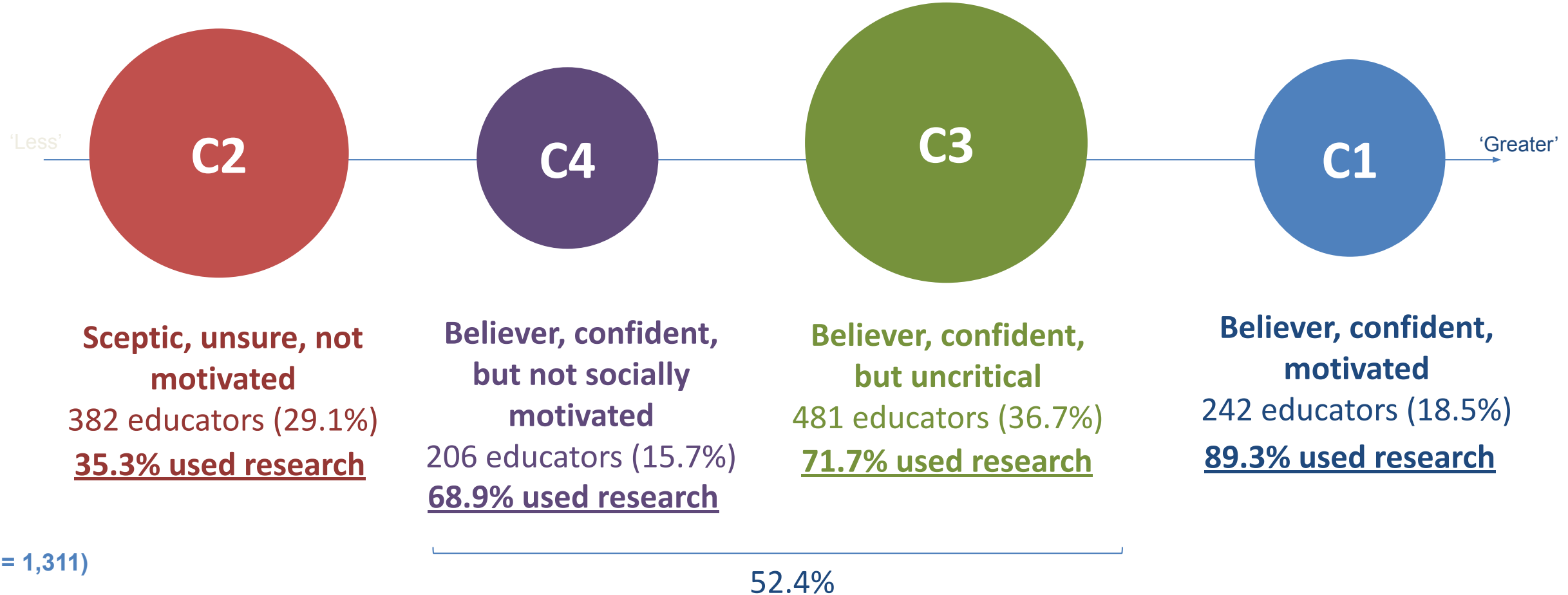


- Two samples:
  - $n=492$ ; 32% leaders, 57% teachers, 11% other staff
  - $n=819$ ; 12% leaders, 72% teachers, 16% other staff
- Initial analysis: **75% not research-engaged**
- 4 key clusters

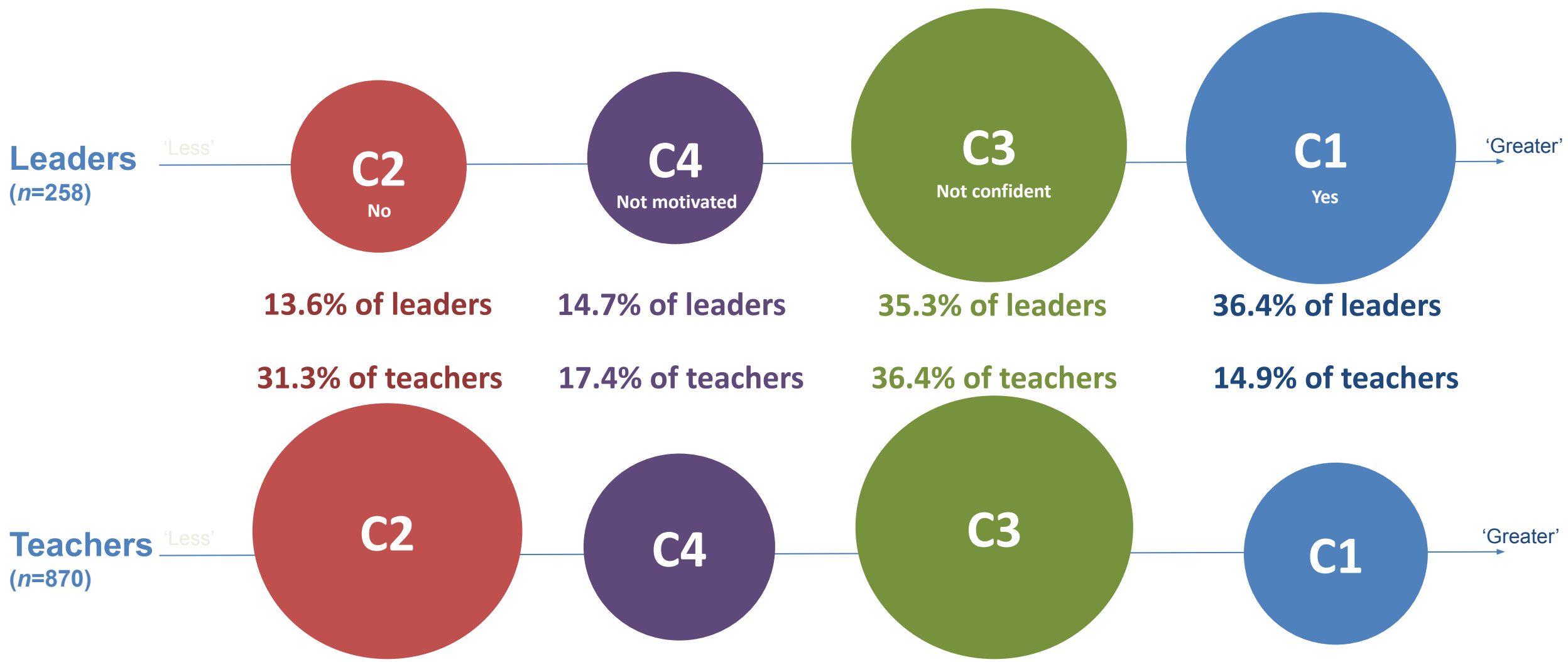


- Study 1: Initial scale validation ( $n=492$ ):
  - Rasch: 8-item scale showing validity, reliability & unidimensionality
    - 1 negative belief item – teacher experience over research – did not fit model
  - CFA: confirmed single-component 8-item scale
- Study 2: Re-test scale validation ( $n=492$ ):
  - Rasch: Confirmed same 8-item scale showing validity, reliability & unidimensionality

# How research-engaged are Australian educators?



# Leaders vs Teachers





# Significance & Implications

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- Research is significant
- Practical, easy to use tool designed specifically for educators
- Furthers knowledge about educators' research use & contributes to research use improvement agendas
- Provides scope for future research
- Inspiration for **measuring *how well* educators engage with research**

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*We encourage you to connect with the Q Project and contribute to ongoing conversations about the quality use of research in educational practice.*



@MonashQProject @MonashEducation

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[monash.edu/education/research/projects/qproject](https://monash.edu/education/research/projects/qproject)

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