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2.

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.
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4.

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.

Are teachers supported with appropriate professional learning around how to work with families?

- The professional capacity of staff is a vital consideration in the success of whole-school approaches to family engagement in learning.
- What does this look like in your school?

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.

Has the school leadership developed a plan for the ongoing professional learning for teachers, supporting them to work with families? Do you know what this plan looks like?

- Building the skills required for engaging with families in learning develops over time with practice and reflection. School leaders can provide vital support by encouraging professional learning to occur.
- Sharing and considering good practice though a peer network is ideal.