

Media release

Partnership project unlocks critical insights on implementing evidence-based teaching – and making it stick

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Schools that take a planned and structured approach to embedding evidence-based teaching practices are reporting positive outcomes, including improved teacher confidence and enhanced student learning.

AERO's [Insights into Implementation 2025](#) discussion paper, published today, provides an update on its Learning Partner project, which has so far supported more than 50 schools as they transform their approaches to teaching.

It provides clear insights into the most promising approaches for implementing evidence-based teaching practices in varied school contexts.

AERO CEO Jenny Donovan said the project, now entering its third year, was helping to fill a gap in knowledge about how to best implement school-wide change in approaches to teaching.

'Schools are increasingly drawing on evidence-based practices in their efforts to improve learning outcomes for all students,' Dr Donovan said.

'However, just knowing about evidence-based practices is not enough for schools to implement them effectively.

'How we go about implementation is just as important as what is being implemented.

'Aiming for sustainability – the point where effective evidence-based teaching becomes "the way we do things around here" – is critical if improved student outcomes are the end goal.'

The 2025 discussion paper examines work undertaken with Learning Partner schools throughout 2024, with some of the key insights including:

- Schools using AERO's deliberate and structured approach to implementing evidence-based teaching practices reported improved teacher confidence, stronger student engagement and better student academic outcomes
- Implementation approaches should be tailored to fit the school context, informed by local enablers and barriers, but not adapted to the point where structure and rigour are lost

- Quality is more important than quantity, and schools report better results with a few well-chosen, carefully sequenced strategies rather than multiple efforts running simultaneously
- Purposely-formed implementation teams with clear roles, shared accountability and protected meeting time are essential for successful change
- Schools that plan for sustainability from day one, not as an afterthought, are more likely to embed new practices permanently.

AERO's Learning Partner project was launched in 2023, starting with nine primary schools in the process of implementing explicit instruction in either mathematics or writing. The project has since expanded to include 53 schools across four states in both metropolitan and regional areas.

Each school is provided with direct support and guidance to enhance implementation leadership, develop understanding and skill in leading a structured approach to implementation, and sustain the use of evidence-based practices.

Dr Donovan said there remained much to learn about implementation and how best to support it.

'To strengthen our Learning Partner and other implementation work, we will be continuing to investigate evidence-informed options to provide scalable and practical implementation support and resources to all Australian schools,' she said.

'We are also looking forward to doing more work with our regional system teams to support and learn alongside those teams and their schools who have recently joined the project.'

As the national evidence body for education, AERO is committed to sharing findings from the project.

Schools can access AERO's free practical implementation tools and guidance to strengthen their own evidence-based teaching practices.

- Link to discussion paper: <https://www.edresearch.edu.au/research/discussion-papers/insights-implementation-2025>

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