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# Quality Evidence in School Contexts: What Counts?

In the ever-evolving education landscape, the quest for quality evidence to inform decision-making processes in classrooms and schools remains paramount. With the diverse array of methodologies and sources available, defining what constitutes "quality" evidence in school contexts becomes a multifaceted and complex endeavour.

In this keynote, Professor Penny Van Bergen will examine the factors that underpin quality evidence within educational settings. Drawing upon empirical research, theoretical frameworks, and practical insights, Penny will explore the variety of sources teachers can draw on to access research evidence and the approaches they can use to check the methodological rigour, reliability, relevance and validity of that evidence. She focuses specifically on when research findings should and should not be applied to learners in different year groups, from different backgrounds, and in different discipline areas. She concludes with a focus on how education policies and reform can both shape and distort our understanding of research evidence.

By enhancing our understanding of what defines quality evidence, educators can make better informed decisions that positively impact student learning outcomes and enhance equity in education.