

These three elements work together. The process helps schools do implementation. The cross-cutting behaviours and contextual factors help them do it well.

1

Adopt the behaviours that drive effective implementation

- **Engage** people so they can shape what happens while also providing overall direction.
- **Unite** people around what is being implemented, how it will be implemented, and why it matters
- **Reflect**, monitor, and adapt to improve implementation.

2

Attend to the contextual factors that influence implementation

- Consider whether **what is being implemented** is evidence-informed, right for the setting, and feasible to implement.
- Develop **systems and structures** that support implementation, for example, time allocation or data systems.
- Ensure **people who enable change** can support, lead, and positively influence implementation.

3

Use a structured but flexible implementation process

- Use a **structured process** to apply the behaviours and contextual factors to your day to day work.
- Adopt a practical and tailored set of implementation strategies organised into **manageable phases**: Explore, Prepare, Deliver, and Sustain.
- Treat implementation as a process of **ongoing learning and improve**.