

# Evidence-Informed Change Network

## Spring 2025 Newsletter



Dear colleagues and members of the ICSEI community,

It was a pleasure to see so many of you engage in this year's conference in Melbourne. Thank you to everyone who joined the network business meeting and participated in our symposia, paper sessions, and invited dialogue.

As announced during the conference, our network has adopted a new name:

We are now the **Evidence-Informed Change Network**.

This change reflects our ongoing commitment to bridging research, data, and practice across multiple system levels and contexts – and to embracing a broad understanding of evidence and how it can inspire meaningful educational change.

## Announcement: Upcoming Online Member Meeting: preparing Special Issue and ICSEI Symposia in Doha 2026

We are organizing an online meeting with our members to discuss two key topics.

First, we are in discussions with a journal about a **special issue on Evidence-Informed Change**. We would like to explore with our members relevant contributions.

Second, as we prepare for **ICSEI in Doha**, we aim to submit joint contributions in the form of symposia. This meeting will provide an opportunity to discuss potential topics and collaboration possibilities.

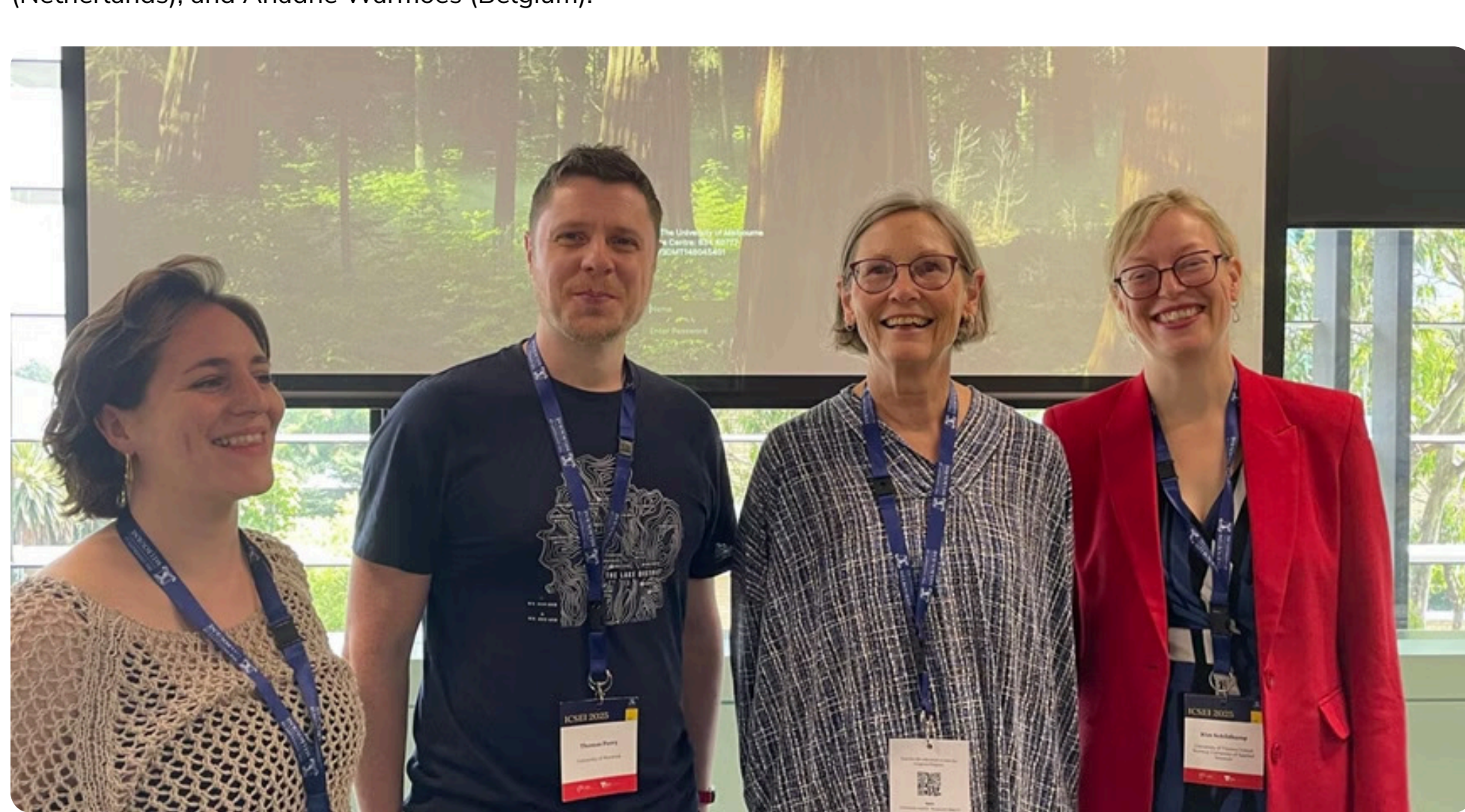
To find a time that works best for most participants, **please fill out the Doodle poll ([link](#))**. We will confirm the final date as soon as possible.

We look forward to your participation!

## Looking Back: ICSEI 2025

### Invited Network Session: WERA-IRN Meets ICSEI

The invited session, "Research-Informed Educational Practice Meets ICSEI", brought together members of the WERA IRN Research-Informed Educational Practice and our ICSEI-network Evidence-Informed Change. Moderated by Kim Schildkamp, the session featured contributions by Elaine Munthe (Norway), Tom Perry (England), Kim Schildkamp (Netherlands), and Ariadne Warmoes (Belgium).



Left to right: Ariadne Warmoes (Belgium) - Tom Perry (United Kingdom) - Elaine Munthe (Norway) - Kim Schildkamp (the Netherlands)

The invited network session sparked a rich dialogue on current challenges in evidence-informed change. Participants emphasized the importance of aligning data collection with clearly defined educational goals, rather than letting data drive the agenda. A recurring theme was the role of emotions and motivation in how teachers engage with evidence, highlighting the need to better account for affective and belief-based dimensions in change processes. The discussion also raised critical questions about bridging research and practice – including who should adapt to whom, and what it takes to make research both accessible and usable. Finally, participants underscored the pivotal role of school leaders in fostering a culture of evidence use and called for more targeted support to build leadership capacity in this area. Overall, the session pointed to the need for more nuanced and context-sensitive approaches to working with evidence in education.

### Evidence-Informed Business Meeting: Redefining Education and the Role of AI in Transformative Evidence Use

During our meeting, we welcomed new members to our network and provided our existing members with the latest updates. This was followed by an inspiring panel discussion featuring Kim Schildkamp (the Netherlands), Mei Kuin Lai (New Zealand), Thomas Perry (UK) and Maria Alberto (Australia).

We brought together researchers, policymakers, and practitioners to map the current state of the research field on Evidence-Informed Change and collaboratively identify key challenges for the future. Through open dialogue and knowledge sharing, we worked toward a shared understanding and set the agenda for addressing pressing issues.

This panel discussion not only provided a platform for in-depth conversations but also actively contributed to advancing evidence-based educational practices on a global scale.



## Session Highlights

Our network was involved in symposia and a paper session addressing central questions of evidence-informed change:

1

### Paradoxes of Redesigning Education: Students as Experts and Teachers as Learners (Chair: Kristin Vanlommel | Discussant: Andy Hargreaves)

This symposium explored tensions arising when students are involved in redesigning education – highlighting both the potential and complexity of shared leadership.

2

### Navigating Stakeholders' Readiness for Evidence-Informed Change (Chair: Emma Strating)

This session examined how leaders, teachers, student-teachers, and students engage with different forms of evidence, and how their attitudes and capacities shape change processes.

3

### Paper Session on Teacher Education and Student Voice

This session focused on student-teachers' data literacy and explored diverse approaches to student voice in the classroom. Presentations from Belgium and the Netherlands provided rich insights into how future educators and students themselves engage in data-informed dialogue and learning.

Many thanks to all presenters and attendees for the thoughtful discussion.

## What Other News?

### Recent Publications from Our Network

We are pleased to highlight several recent publications from network members that reflect the breadth and depth of current work on evidence-informed change:

#### Scott, C., & Parsley, D. (2025)

Data use solutions: Building teacher capacity and efficacy. Presented at ICSEI 2025, Melbourne, Australia. [Read here \(PDF\)](#)

#### Rechsteiner, B., Kyndt, E., Compagnoni, M., Wullschleger, A., & Maag Merki, K. (2024)

Bridging gaps: A systematic literature review of brokerage in educational change. *Journal of Educational Change*, 25(2), 305–339.

#### Schaap, L., & Vanlommel, K. (2024)

Why so many change efforts fail: Using paradox theory as a lens to understand the complexity of educational change. *International Journal of Leadership in Education*, 1–14.

#### Silva-Didier, L., Schildkamp, K., Visscher, A. J., & Bosker, R. J. (2025)

Factors influencing the implementation of a teacher professional development program to improve teaching quality. *Frontiers in Education*, 10, 1546448.

#### Silva-Didier, L., Tagle, M., & Loncomil, I. (2025)

Analyzing factors promoting teachers' use of Lirmi: A digital monitoring system in Chile using the technology acceptance model. *Frontiers in Education*, 10, 1406699.

#### Vanlommel, K., & van den Boom-Muilenburg, S. N. (2024)

How can we understand and stimulate evidence-informed educational change? A scoping review from a systems perspective. *Journal of Educational Change*, 25(3), 605–634.

#### Vanlommel, K., van den Boom-Muilenburg, S. N., & Kikken, E. (2025)

School leadership during disruptive change: an emotional and relational practice. *School Leadership & Management*, 45(1), 125–147.

#### Warmoes, A., Brown, C., Decabooter, I., & Consuegra, E. (2025)

Measuring Reflective Inquiry in Professional Learning Networks: A Conceptual Framework. *Education Sciences*, 15(3), 333.

### ICSEI Website Launched:

The new ICSEI website is now live! Visit <https://icsei.org/> for updated information on networks, publications, and upcoming activities.

## Looking Ahead: ICSEI 2026

ICSEI 2026 Will Take Place in Qatar: The next ICSEI Congress will be hosted in Qatar – we look forward to seeing many of you there!

We invite all members to begin considering possible contributions for ICSEI 2026. Whether through empirical research, conceptual work, or practice-oriented insights – your proposals help us make evidence-informed change visible and impactful across contexts.

Let's continue building momentum together and ensure that the diverse work of our network is represented at next year's conference.

If you are interested in becoming more involved in the network or have ideas to share, we warmly welcome your input.

With best wishes on behalf of the Evidence-Informed Change Network Team.

Kristin Vanlommel, Jana Groß Ophoff & Lucas Silva-Didier