

*Thank you*

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from Making Room for Impact.

[LEARN MORE](#) about this title!

# Preface

---

*You'll take the high road and I'll take the low road,  
And I'll be in Scotland afore you.*

## **The Bonnie Banks o' Loch Lomond**

Roud No. 9598

Often in life there's a hard way and an *easier* way. That easier way gets you to the same destination in less time and with considerably less commotion.

But if you are already on the hard path, it's often challenging to switch. For a start, you might not (yet) know that there is an easier way. And even if you do know, you might feel guilty about making the transition. Or your “muscle memory” might push you, subconsciously, to stay firmly on the hard path—the high road—when reason suggests you would be much better off taking the low road, instead.

This begs the question: in our world of education, are we collectively on the hard path or the easier one?

We don't need to look far to find the answer. Across the predominantly English-speaking countries, teachers report exceedingly high workloads—often clocking up more than fifty hours per week (OECD TALIS, 2020). Yet, despite all the expended energy, student achievement in comparative international assessments has barely budged since 1970 (Altinok et al., 2018). And the educators working these long hours report high levels of stress: every year, large numbers of new colleagues need to be recruited and trained to replace the ones who have exited stage left.

But maybe that's just the way it is? Perhaps like the Red Queen in *Alice Through the Looking Glass*, educators simply have to run really fast just to stand still? Maybe it's the hard path or bust?

Thankfully, no. As we will go on to show, there are lots of international data showing schools and systems with shorter school days and years, less teacher preparation time, less student homework, less data collection, less form-filling, and less everything. And now for the sucker punch: many of these systems achieve just as good (and sometimes better)

outcomes as the schools and systems with long hours, complicated processes, and high stress. Less really can be more.

The trouble is, though, once you have implemented all these (seemingly) shiny but additive things, they take on a life of their own. It can be very difficult to row them back—to de-implement. Understandably, you might worry that student outcomes will plummet, that parent complaints will rise, and that your colleagues in other schools will brand you lazy (or crazy).

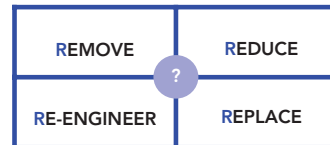
You might also be wracked with guilt and concerned that your paymasters will haul you over the coals—for working outside “the rules.” And even if you do get going, you might find yourself thwarted by that (aforementioned) muscle memory. Your mind says “take the low road,” but your body, nonetheless, sleepwalks you back up the high road. All these things (and more) can make it tricky to de-implement. To pivot from the “more path” to the “less path.”

We three authors were astounded at how little there was in the way of tool kits, guides, and research to support educators to overcome these pitfalls and de-implement with rigor. Hence the book you have in your hands, which (we believe) is currently the most comprehensive de-implementation guide ever written. Although it certainly won’t be the last word on the subject!

The whole point of the book is to help you to focus on your *efficiency of impact*. To support you review every activity in the school day from that efficiency perspective and to ask:

*What’s the worst that could happen if we just stopped doing X—if we de-implemented it?*

And, before you balk, there are several ways that you can de-implement. Yes, you can **Remove** the target area altogether; you can also **Reduce** how frequently you do it; or you can **Re-Engineer** the practice so that it takes less time—six steps not sixteen; or even **Replace** it with something else. Lots of ways to go about it and lots of areas you could consider de-implementing (we even give you more than eighty suggestions to get you started!).



The process that we unpack in the following pages is called *Room for Impact*, a shorthand term derived for the book’s longer title *Making Room for Impact*. It’s a four-stage approach that supports you to:

1. **Discover** amenable areas for de-implementation in your local context
2. **Decide** the best-fit strategy (i.e., will you Remove, Reduce, Replace, or Re-Engineer?)

3. **De-Implement**, which is where you bring the plans to life. This also includes deploying suitable countermeasures to avoid backsliding into muscle memory or stepping on locally identified beartraps.
4. **Re-Decide**, which is where you confirm that you did what you set out to; where you triple-check that you did no harm to the learners; and where you decide what to do next!

And it's all about "making room," whether that be for positive impact in your lives outside school, the lives of your learners, or (ideally) both.

You can use this *Room for Impact* process on your own, in your professional learning community, at whole school level, or even system-level.

Many people helped and inspired us as we three collaborated on this book. Discussions with Russell Bishop, Lyn Sharratt, Douglas Reeves, Peter DeWitt, Michael Barber, Yong Zhao, Steve Saville, Christophe Mullins, Jacque Allen, Mary Sinclair, and Tina Lucas gave us many "aha!" moments. Lots of warm leads also came from pioneering de-implementation research being undertaken in the medical field, particularly the work of Susan Michie, Karina Davidson, Siqin Ye, George Mensah, Virginia Wang, Eva Verkerk, Wynne Norton, and David Chambers. We thank them for all the rich nectar!

But most of all, *Room for Impact* is about *you* and for *you*. So that you and your colleagues can identify efficiencies that you can either reinvest in greater work-life balance *or* in replacement activities that have more impact on student outcomes. It's totally about what you decide locally in your inquiry teams. We just give you the tools to systematically think it through.

Of course, you might still have a nagging doubt that the local rules and regulations don't give you the flexibility to get off the hamster wheel. But we think you might find that the (imagined) rules in your head are more complex and prohibitive than the (real) rules on paper. That you have much more leeway than you think. And as you embark on your inquiry, you are going to find out!

---

No one knows for sure who penned "The Bonnie Banks o' Loch Lomond." The Scottish folk song is thought to have originated in the 1700s and to tell the story of a warrior that died for his king and who (in death) simultaneously took both the "high road" (in body) and the "low road" (in spirit) back to Scotland.

But that short half-verse ("You'll take the high road and I'll take the low road, And I'll be in Scotland afore you") is arguably the most remembered

part of the song. And it's also arguably taken on a life of its own, with a different and more literal meaning: That some roads just get you places faster.

And *Room for Impact* is all about helping you to do just that. So that you can reinvest the savings in the things that matter most.

Arran Hamilton  
Kuala Lumpur, Malaysia

John Hattie  
Melbourne, Australia

Dylan Wiliam  
Florida, United States

© Corwin, 2023

# Introduction



***Work expands . . . to fill the time available for its completion***

**Cyril Northcote Parkinson (1955)**

We have had the immense pleasure of reading and learning from thousands of books and articles on education. They all say something different. Saying the same is rarely a recipe for publication!

Some of these accounts are rearview-oriented, seeking to explain how by doing X or Y a school or system unleashed greatness. Others are forward-looking, giving suggested actions, steps, and protocols for you to implement in your own local contexts to grow your impact. And yet others double down on values: asking what it is we should care about most and prioritize for impact. But no matter their specific topic area and perspective, these publications still generally have one thing in common: a focus on improvement, on making things profoundly better for *all* students.

While the prescriptions for improvement may vary, there usually is also a second thing that unites these accounts:

## **The tendency to privilege addition!!!**

The implicit assumption is that improvement is best unlocked by inserting *new* policies, *new* programs, *new* activities, or *new* widgets. Improvement by moving forwards and not backwards. Improvement by adding and not subtracting. More-in leading to more-out.

In many ways we should not be surprised by this. Recent psychological research suggests that we humans may be hardwired to solve problems and to innovate by attaching and inserting new ingredients rather than deleting or simplifying (Klotz, 2021). Whether this be adding more Lego bricks to a wonky bridge in a cognitive psychology lab study when removing bricks works just as well (Adams et al., 2021); or implementing *more* improvement programs, *more* technology, and *more* teaching hours in school. It seems we love to add but not subtract.

Our sister publication *Building to Impact* (2022) went with (rather than against) this psychological grain. It was specifically designed to help you with that task of implementing more, new, and better. It was also predicated on the assumption that we have good evidence about *best bets* for learning but that schools and systems still struggle to:

- select appropriate initiatives to add to their context;

- localize or adapt that new addition in a way that doesn't dilute the impact to nothing, or that actually even makes it counterproductive;
- implement the shiny new insertion with (local) fidelity;<sup>1</sup> and
- rigorously monitor and evaluate—to double-up the impact.

*Building to Impact* drew on a range of research findings on successful implementation across education, healthcare, business, and international development to present logical and sequenced steps to replicate the success of others. And it suggested that we need a new role—the implementation specialist—to keep initiatives on track and to evaluate systematically when they need to change track.

Of course, we often need to make space alongside by finding other things to stop to, then, add the new things. We need to do this because there are only twenty-four hours in a day, and there are only so many things we can do well—simultaneously—in those hours, including sleep. This is why *Building to Impact* also contained a subprocess focused on finding things to stop and then on the action of simultaneously stopping those old and less effective things while starting the new, shiny, improved things. However, the explicit assumption was that we were stopping to make space, to make room for substitution. Stopping was never about just stopping.

This book, by contrast, is *entirely* about stopping, reducing, and reversing. And we expand the three-page discussion in *Building to Impact* into a more comprehensive de-implementation process that we call *Room for Impact*.

There are at least five reasons that you might seek to get serious, rigorous, explicit, and *focused* about de-implementing:

1. **To substitute less effective practices with those that have more evidence and probability of impact;** that is, to free up time to focus on those more effective things (a.k.a. to **replace**).

Often this is about swapping out good or average things that generate reasonable impact with better things that unlock far more. Because most things in education “sorta” work—very little causes actual harm. But each hour you spend on something that’s only moderately effective is an hour you can’t spend on something else that’s very effective.

---

<sup>1</sup>We say “local fidelity” because we have come to the conclusion that no educational innovation can be implemented in schools in the way imagined by its inventor. Innovations have to be adapted, and so implementing with fidelity is not slavishly following instructions but finding ways to adapt the innovation in a particular context that avoids “lethal mutations.”

2. **To substitute more expensive interventions with those that have the same or better outcomes at a fraction of the cost:** to use existing budgets more cost effectively (a.k.a. to **spend more wisely**)
3. **Streamlining practices that have become overengineered,** trimming an eleven-step process down to six-steps—without any loss of impact (a.k.a. to **re-engineer**)
4. **To dial down the use of a still needed process**—for example, to do it with less frequency to get the same impact or even to be selective about who delivers and receives the treatment (a.k.a. to **reduce** or even to **restrict**)
5. **To get our lives back** (a.k.a. to **Remove**, to *stop*). Yes, sometimes it's perfectly acceptable (or better, even) to just stop doing things without any intention of finding different activities to fill the void (Churches, 2020). Sometimes having that void makes us less stressed and gives us more time for introspection. And this *might* also improve our performance and learner outcomes, too.<sup>2</sup>

If *Building for Impact* was principally about inching forward through design space to implement new things, then *Room for Impact* is 100 percent about inching backwards—to de-implement and de-implement again: the Yang to the Yin (see Figure 0.1).

There is, however, much more research on addition. For example, our cousins in healthcare have been busy building and testing implementation frameworks since at least the 1970s and have even founded a sub-field called *Implementation Science* (Bauer et al., 2015). We in education have only cottoned onto this literature and gotten serious and systematic about implementation in the last decade or so. Therefore, in developing *Building to Impact* we drew heavily from the learnings and successes within the medical field. There was so much of it!

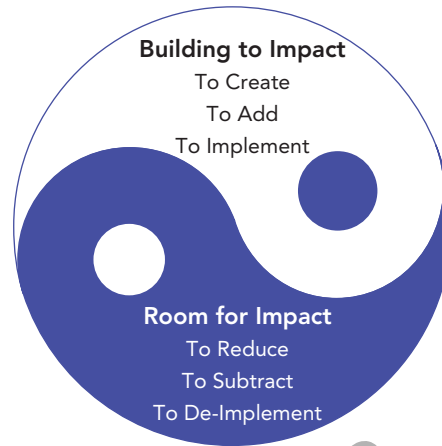
In contrast, the business of *systematic* de-implementation, de-adoption, discontinuing, disinvesting, withdrawal, abandoning, and decommissioning is new—even to healthcare (Augustsson et al., 2021; Burton et al.,

---

<sup>2</sup>One of the more commonly cited definitions of de-implementation is that of Farmer et al. (2021). This states that de-implementation is about the removal of “low value” practices that have either (A) not shown to be effective; (B) are less effective than other alternatives; (C) cause harm; or (D) that are no longer necessary. We think that there is value in this definition but with the following caveats: (1) very few things in education cause genuine harm—it’s more a case of some practices being less effective than others; (2) the definition plays into the education status quo—which is about the constant hunt for identifying “shiny new things” to replace existing “rusty” things—rather than just removing things; (3) it does not emphasize efficiency; that is, de-implementation focused on making existing processes take less time or resources; (4) there is no focus on financial efficiency; that is, the cost-benefit of existing actions.



FIGURE 0.1 Yin and Yang



2019; Burton et al., 2021; Davidson et al., 2017).<sup>3</sup> Although, in the medical field, there has been (slowly) growing interest during the last decade linked, for example, to the global *Choose Wisely* campaign, which has focused on high-cost low-impact medicines and surgeries that are routinely prescribed; and on strategies for getting healthcare practitioners to stop administering low value interventions (Grimshaw et al., 2020).

The healthcare literature on de-implementation is the current largest of any sector—and far larger than education—but it is still extremely small, with fewer than fifty major studies and systematic reviews (summarized in **Appendix 2**). And while, too, there is a growing consensus that de-implementation is *not* the same process as implementation and that unlearning is *not* the same as learning (Grisold et al., 2017; Prusaczyk et al., 2020; Visser, 2017), there are currently no healthcare-specific “oven-ready” frameworks for de-implementation that can be transplanted to our world of education; no codified manuals that take you from A to B to C to dematerialization.

Warmer leads come from the business and manufacturing sectors, in the form of the Lean Methodology and Six Sigma, which were explicitly designed for process improvement and efficiency—that is, for stopping pointless things and reducing wasteful things (Hamilton & Hattie, 2022; Harry et al., 2011; Womack & Jones, 2003). They also come from generic “get your life back” type books (e.g., Newport, 2016, 2021); and behavioral

<sup>3</sup>One reason why de-implementation research is not strong even in healthcare is that most research is done in the United States, and medical practitioners are notoriously risk averse. The risk of litigation from patients arguably makes medics more inclined to practice “defensive medicine”—that is, ordering more tests and undertaking more investigative procedures to protect from future malpractice claims. Also, because of the medical insurance system, healthcare practitioners worry less about cost.

science research on habit change, particularly addictive behaviors like giving up smoking or gambling (Gardner & Rebar, 2019; Michie et al., 2014). And even dieting.

When we turn to education, by our count, there are currently only six published education frameworks explicitly for de-implementation:

1. In 2018, England's Department for Education launched the *Teacher Workload Reduction Toolkit*, which was very strong on case studies and potential focus areas but lighter on explicit replicable processes to bring de-implementation to life and to sustain it.
2. In 2020, the Australia Northern Territory Department of Education published a short *De-Implementation Guide*, which draws on the implementation tools developed by Jonathan Sharples and colleagues at the UK's Education Endowment Foundation. However, in using an implementation framework for de-implementation, there is a hidden implicit assumption that both processes are similar. As we will go on to show, there are significant differences between the two that require different thinking and action. Same, but very different.
3. In 2021, Dan Jackson published *Work Less Teach More*, with brilliant life hacks for teachers. He has good claims about creating a "No" and "Yes" list; suggests we need to "service" ourselves like we do to our lawnmower and car; suggests we stop doing that which does not relate to our personal mission statement; and that we allow time for shallow (emails) and deep (planning, collaborating) work, and explicitly choose not to be overworked. This book is very useful as a resource for individual educators.
4. In 2022, Peter DeWitt published a mini volume on education "de-cluttering," inspired by conversations with Arran and John. Peter's work here is starting to socialize the concept of de-implementation and attune educators to the possibilities, which can only be good!
5. In 2022, Betty Burks and Gaylan W. Nielson released an excellent volume on stopping "fake work" in education. The notion of fake work is brilliantly sticky, as are the suggested protocols for identifying the activities within school that are the most valuable. But what is missing are explicit behavioral strategies for stopping the things that are not *real work*.<sup>4</sup>
6. In 2022, Arran and John also published *The Lean Education Manifesto*, which synthesized over fifty-three thousand studies on impact efficiency, focusing on cash-strapped developing countries. This was heavy on the research into what areas to invest and

---

<sup>4</sup>And in education sometimes it's not about fake work per se; instead it's often about substituting perfectly good things with even better things.

disinvest, providing a shopping list of suggestions—some of which might make you fall off the back of your chair, but we still felt we had much more to say about explicit processes for undertaking a (systematic) de-implementation inquiry cycle.

So, while these existing veins of research cast valuable light on the need for de-implementation and on some of the ways we could potentially go about it, we felt that much more needed to be done to bring it to life and give you a kit of tools to make it happen.

Therefore, *Room for Impact* is (we believe) the first book-length de-implementation model in either education or healthcare that provides a detailed and rigorous framework for use at *all* system levels. Yes, it's a Rolls-Royce model, but we have tried to highlight different routes through the book, so that you can go straight to the parts that are most relevant to you.

### An Overview of the Book

None of us can abide magical mystery tours and we're sure that you are the same. So here is what you can expect from the book:

CHAPTER	KEY MESSAGES/FOCUS
<b>PART 1: THE BIG PICTURE</b>	
<b>1. Why We Need to De-Implement (and Why It's Hard)</b>	<p>This chapter does exactly what it says on the tin. It begins by laying out three big reasons for getting serious about de-implementation (teacher workload and stress; efficiency of impact; and resource constraints). It then unpacks nine key reasons why bringing this to life is so hard. These reasons have implications that we feed forward into the <i>Room for Impact</i> Protocols.</p> <p>***</p> <p>Suppose you are already bought into the idea of de-implementation and are less interested in the academic research underpinning it. In that case, you can skip or at least skim this chapter—and quickly exit at Chapter 2.</p>
<b>2. Room for Impact: The Helicopter Overview</b>	<p>With the big picture clearly established, we outline and unpack our suggested de-implementation processes. We also explain how you can put them to work in various contexts. This is the chapter you probably will want to come back to several times to orient yourselves, as you bring the <i>Room for Impact</i> process to life in your local context.</p> <p><b>N.B.</b> For a sneak peak of the <i>Room for Impact</i> stages and steps, see Figure 0.2 and for a worked example of de-implementation decision-making in action, see Figure 0.3.</p> <p>***</p>

CHAPTER	KEY MESSAGES/FOCUS
<b>PART 1: THE BIG PICTURE</b>	
	With chapters 1 and 2 setting out the big picture context and the helicopter overview of the approach, the rest of the book gets deeply into the detail. Each of the chapters in parts 2, 3, 4, and 5 focuses on an individual step of the de-implementation inquiry cycle; and each is designed to be practical and hands on, giving you tools and approaches you can immediately put to use and a range of worked examples to help unlock your “aha!” moments.
<b>PART 2: DISCOVER STAGE</b>	
<b>3. Permit</b> — <i>Obtaining a mandate to de-implement</i>	De-implementation is unlikely to be successful unless you have permission to proceed from the highest levels of your organization and a backbone team to lead the charge. The <i>Permit</i> -step covers the key systems and process to make this happen. It’s about establishing the mandate and laying the organizational foundations to focus on your efficiency of impact.
<b>4. Prospect</b> — <i>Searching for amenable de-implementation opportunities</i>	There are many things that you <i>could</i> de-implement. But some are harder than others and some come with much more risk to student outcomes. The <i>Prospect</i> -step is about explicitly identifying, sifting, and sorting the various de-implementation opportunities to decide those that offer the greatest potential in your context. We give you a range of tools and approaches to choose from.
<b>5. Postulate</b> — <i>Explaining why (potentially) unnecessary practices might have been started and sustained in the first place</i>	Often, the things that we do in schools are heavily ingrained, with long histories behind them.  To (successfully) de-implement something, we first need to understand why it was started up in the first place and what sustains it. With that knowledge, we can then reconfirm both that it’s a suitable area to de-implement and start to glean clues about the best ways to bring our intentions to life. The <i>Postulate</i> -step gives you tools and processes to explain the current situation, so you can more successfully de-implement in the (near) future. Or, so that you can conclude that de-implementing a specific area is actually a bad idea, enabling you to cross it off your list and to focus on something else instead.
<b>PART 3: DECIDE STAGE</b>	
<b>6. Propose</b> — <i>Developing a high-level de-implementation strategy</i>	This is about choosing an explicit de-implementation strategy. For example, will you <i>Remove, Reduce, Re-Engineer, or Replace</i> the activities in your target area? It also involves drawing on your prior understandings from the <i>Postulate</i> -step to identify countermeasures or “antidotes” for all the barriers to de-implementation that you have uncovered. This includes grappling with beliefs, social norms, and engrained habits (a.k.a. muscle memory).
<b>7. Prepare</b> — <i>Developing a more detailed de-implementation plan</i>	Here you are adding more meat to the bone and working up the strategy you developed during the <i>Propose</i> -step. You are fleshing this out into a more detailed implementation plan that lays out the <i>what, why, where, when, who, and how</i> . You are also stress testing that plan prior to de-implementation, and we give you a range of techniques, including bodystorming, pre-mortem, and side effects analysis, to choose from.

(Continued)

(Continued)

CHAPTER	KEY MESSAGES/FOCUS
<b>PART 3: DECIDE STAGE</b>	
<b>8. Picture</b> — <i>Laying out your success criteria and evaluation plan</i>	Before you get going and de-implement, you also need to picture what success looks like and set out your monitoring and evaluation plan. You get this done during the <i>Picture</i> -step.
<b>PART 4: DE-IMPLEMENT STAGE</b>	
<b>9. Proceed</b> — <i>De-implementing with rigor</i>	This is about “putting the pedal to the metal” and making de-implementation happen. Of course, what you do here is a black box (to us), because your actions will depend on your local analysis and deliberations, but we recap the key “look-fors” and lay out the critical actions.
<b>PART 5: RE-DECIDE STAGE</b>	
<b>10. aPpraise</b> — <i>Monitoring, evaluating, and deciding where to next</i>	Once you have brought your de-implementation intentions to life, you need to check that they save the intended amount of time/resources. And that you are de-implementing without harming student outcomes. Armed with those findings, you must decide what to do next. Do you continue as is? Do you abandon ship and search for a different strategy? Or do you make some tweaks to your existing approach and <i>Proceed</i> once again? These questions are the focus of the <i>aPpraise</i> -step.
<b>11. Propel</b> — <i>Longer-term considerations about sustaining and scaling</i>	After successfully de-implementing for some time, you must then confront longer-term decisions about sustainability and scaling. This includes whether to keep the de-implementation backbone team in place to repeat the cycle again or whether to transition to business as usual. These, and other considerations, are explored in the <i>Propel</i> -step.
<b>PART 6: FINITO</b>	
<b>12. Conclusion</b>	All things must come to an end. So, in the conclusion, we do what all conclusions do—summarize the key messages, tie the loose ends, answer a few burning questions, release the fireworks, and then let the credits roll.
<b>Appendices</b>	We include a range of appendices that summarize the key research findings on de-implementation and implementation. Even if you don’t get to these, we included them to signal to you that a heck of a lot of research has gone into getting this book into your hands!  <b>Appendix 1 contains a detailed “shopping list” of 80+ practical de-implementation strategies that you <i>could</i> consider! This is one that you may want to study much more closely.</b>

We have explicitly designed *Making Room for Impact* to be a playbook/field-guide/operating manual/kit-of-tools for de-implementation. The quickest route is to carefully read chapters 1 and 2—and skim the chapters in Parts 2–4 to get a feel for how you can use the process to undertake your local inquiry (although stop and look at chapter 5 in depth, since it has a range of detailed case studies).

Then, once you have your de-implementation team ready for action (or what we call your backbone), we suggest you work through the rest of the book chapter by chapter. Basically, you study the chapter as a team and decide how you will implement/adapt the suggested de-implementation processes locally. Then, do what you agreed, rinse, and repeat. You can also use the book on your own, leveraging it for ideas about things to de-implement in your classroom. Although, here, you are less likely to follow the process end-to-end.

We also think it's important to stress that because de-implementation is so new to education—we went for a “Rolls-Royce” approach to the book. We thought it was important to summarize the totality of the research and lay out many ways that you could undertake an inquiry cycle. This means that it is (quite) a big book filled with (quite) a lot of options. While we suggest that you work through each stage and step of the *Room for Impact* cycle sequentially, the optionality comes with which (of the many) tools you use and how long you spend digging.

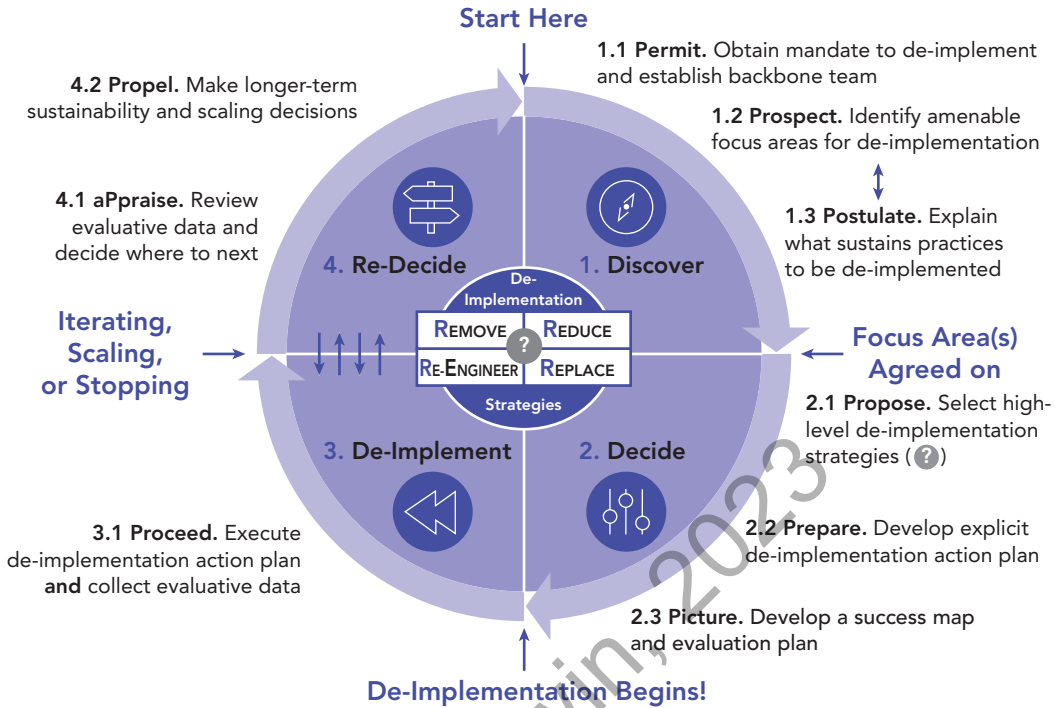
Suppose you are working at system or district-level, then you might spend days or even weeks on each step because you are seeking to de-implement things across many schools, with ever-compounding risk (and reward). But suppose you are working at whole-school or teaching-team level, then you might sprint through the Discover and Decide stages in a few highly focused days and press on to de-implement. Whereas if you are reading as an individual practitioner—looking for things that you can subtract on your own—then you might simply read the book for inspiration and ideas, quickly identifying one or two things that you can de-implement in your classroom and get moving at speed.

Lots of options. Lots of ways. You decide.

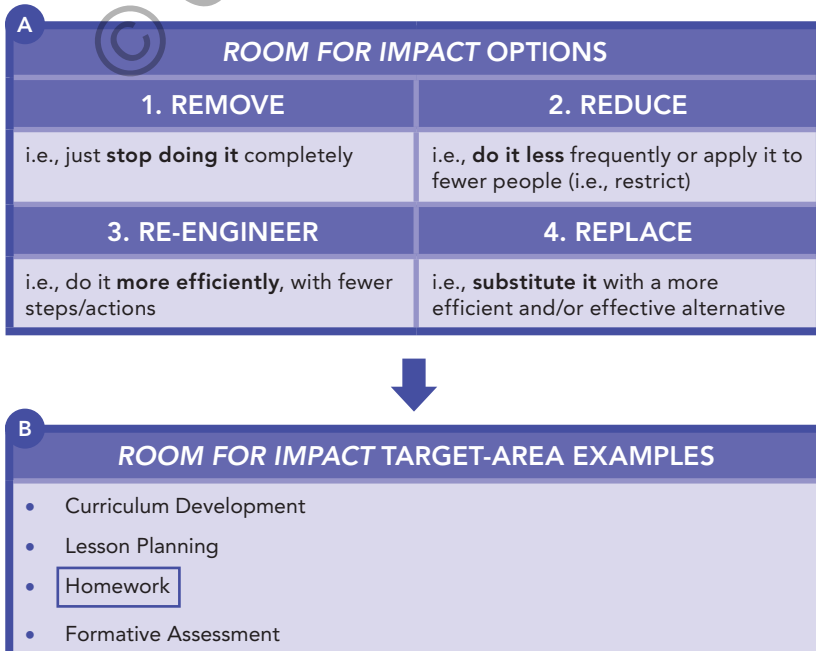
Finally, we end the introduction by raising the curtain on the *Room for Impact* methodology itself, which you can see in all its glory in Figure 0.2. At this stage, fret not if this looks to you like tangled alphabet-spaghetti because all will become clear as you read on.

But to give you a taste of how *Room for Impact* can work in practice, take a look, too, at Figure 0.3. This (A) introduces the 4Rs of de-implementation (i.e., whether to Remove, Reduce, Re-Engineer, or Replace current practices); it then (B) provides a high-level “shopping list” of areas that *could* be amenable to de-implementation; and, finally, it maps out some of the de-implementation options related to the example area of student homework, (C) and (D). You may find some of those options unpalatable or even shocking. But that's the point: to investigate all the options carefully before selecting the approach that has the best fit to your local context. And to then de-implement with rigor!

**FIGURE 0.2** The Room for Impact Methodology



**FIGURE 0.3** From Opportunities to Actions—an Illustration



**B**

**ROOM FOR IMPACT TARGET-AREA EXAMPLES**

- Timetabling
- Lesson Observation
- Data Collection, Management, and Use
- Parental Reporting
- Student Behavior Management
- Multitiered Systems of Support
- Breaktime Duties
- Professional Development
- Staff Meetings
- Out-of-Hours Working
- Wall Displays
- Co-curricular Activities
- Whole-school Programs
- Early Career Teacher Support
- Revision/Catch-up Classes
- Teacher Cover
- Administrative Activity



**C**

**SELECTED DE-IMPLEMENTATION AREA**

<b>Current Practice</b>	<b>Daily Homework for All Students That Is Devised, Set, and Marked by Teachers</b>
-------------------------	---



**D**

**WHAT ARE OUR DE-IMPLEMENTATION OPTIONS?**

<b>1. CAN WE REMOVE IT?</b>	<b>2. CAN WE REDUCE IT?</b>
<ul style="list-style-type: none"> <li>• <b>Stop</b> homework completely for all (e.g., for Primary/Elementary) students</li> </ul>	<ul style="list-style-type: none"> <li>• <b>No setting of homework in the week before holiday breaks</b>, to ensure that staff do not return to a pile of marking</li> <li>• <b>Frequency of homework reduced</b> from twice per week per subject to once per week</li> <li>• <b>Size of homework assignments reduced</b> to decrease preparation and marking time (This is technically an act of re-engineering!)</li> </ul>

(Continued)



(Continued)

D WHAT ARE OUR DE-IMPLEMENTATION OPTIONS?	
3. CAN WE RE-ENGINEER IT?	4. CAN WE REPLACE IT?
<ul style="list-style-type: none"> <li>• Develop <b>quizzing homework</b> that requires less marking for grades 8 and 9</li> <li>• Ensuring homework is a chance to practice something already taught, so it fits in easily with the current classroom routines</li> <li>• <b>Peer marking</b> of all homework, with teacher sampling</li> <li>• <b>Review homework and provide verbal feedback on assignments during lesson time</b> to reduce written marking</li> </ul>	<ul style="list-style-type: none"> <li>• Use of <b>off-the-shelf homework packages</b>, to reduce homework assignment preparation time</li> <li>• Use of <b>automated intelligent tutoring systems</b> for homework—to reduce preparation and marking time</li> <li>• Use <b>deep learning AI algorithms</b> to automate the creation of bespoke homework assignments and then undertake minor adaptations/improvements</li> <li>• Use <b>deep learning AI algorithms</b> to assess student homework and provide initial feedback against the assessment rubrics</li> </ul>

↓

D WHAT WILL WE DO?
?

—

Back in 1955, the historian Cyril Northcote Parkinson famously said “that work will expand to fill the time allotted for its completion.” This has become known as Parkinson’s Law. Unfortunately, in our world of education, the challenge is deeper. Work is expanding *beyond* the time available with no real evidence that the additional hours are pushing the needle on student achievement, which has largely remained stagnant since the 1970s (Altinok et al., 2018).

It’s time we got our lives back—but without harming student outcomes. And *Making Room for Impact* can help with that!