

Mother's Day Special Supper Sup



The Conversation
Talking about Education

Quality Use of Research Evidence

"Phenomenal Woman"

by Maya Angelou

Pretty women wonder where my secret lies.
I'm not cute or built to suit a fashion model's size
But when I start to tell them,
They think I'm telling lies.
I say,
It's in the reach of my arms,
The span of my hips,
The stride of my step,
The curl of my lips.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

I walk into a room
Just as cool as you please,
And to a man,
The fellows stand or
Fall down on their knees.
Then they swarm around me,
A hive of honey bees.
I say,
It's the fire in my eyes,
And the flash of my teeth,
The swing in my waist,
And the joy in my feet.
I'm a woman
Phenomenally.

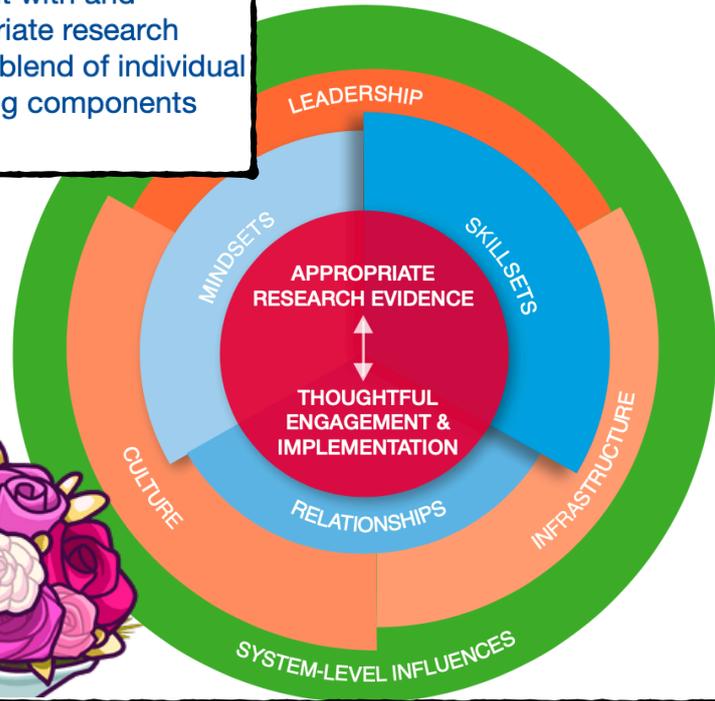
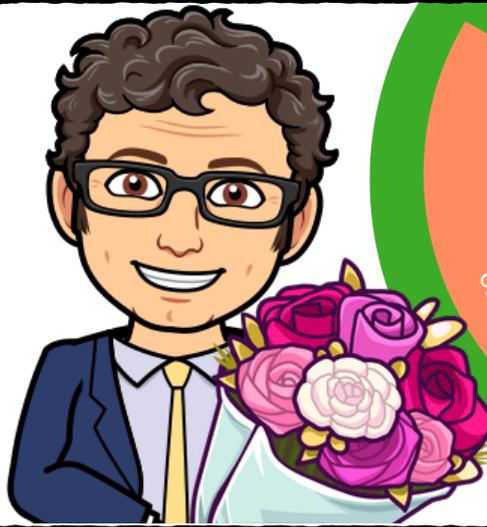
Phenomenal woman,
That's me.

Men themselves have wondered
What they see in me.
They try so much
But they can't touch
My inner mystery.
When I try to show them,
They say they still can't see.
I say,
It's in the arch of my back,
The sun of my smile,
The ride of my breasts,
The grace of my style.
I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

Now you understand
Just why my head's not bowed.
I don't shout or jump about
Or have to talk real loud.
When you see me passing,
It ought to make you proud.
I say,
It's in the click of my heels,
The bend of my hair,
the palm of my hand,
The need for my care.
'Cause I'm a woman
Phenomenally.
Phenomenal woman,
That's me.

<https://www.poetryfoundation.org/poems/48985/phenomenal-woman>

Quality use of research evidence in education is defined as...
the thoughtful engagement with and implementation of appropriate research evidence, supported by a blend of individual and organisational enabling components within a complex system.



CORE COMPONENTS	ENABLING COMPONENTS - INDIVIDUAL LEVEL	ENABLING COMPONENTS - ORGANISATIONAL LEVEL	SYSTEM-LEVEL INFLUENCES
<p>APPROPRIATE RESEARCH EVIDENCE</p> <p>The need for research evidence to be not only methodologically rigorous, but also appropriate for the educational issue, the context and intended use.</p>	<p>SKILLSETS</p> <p>The knowledge and capabilities that are required to thoughtfully engage with and implement appropriate research evidence.</p>	<p>LEADERSHIP</p> <p>The organisational vision, commitments and role models that support thoughtful engagement with and implementation of appropriate research evidence.</p>	<p>The complex interactions and inter-dependencies across the education sector to support thoughtful engagement with and implementation of appropriate research evidence.</p>
<p>THOUGHTFUL ENGAGEMENT AND IMPLEMENTATION</p> <p>Critical engagement with the research evidence, shared deliberation about its meaning and effective integration of aspects of the evidence within practice.</p>	<p>MINDSETS</p> <p>The dispositions, attitudes and values that are required to thoughtfully engage with and implement appropriate research evidence.</p>	<p>CULTURE</p> <p>The organisational ethos, values and norms that support thoughtful engagement with and implementation of appropriate research evidence.</p>	
	<p>RELATIONSHIPS</p> <p>The interpersonal processes and connections that are required to thoughtfully engage with and implement appropriate research evidence.</p>	<p>INFRASTRUCTURE</p> <p>The organisational structures, resources and processes that support thoughtful engagement with and implementation of appropriate research evidence.</p>	

Cryptic Crossword COTW:

Road not repaired in storm (7)

First correct answer pinged or emailed to JR will receive a prize

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