**Evidence-based Practice EBP**

EBP requires teachers to recognise that decisions should be based on the best available, current, valid and relevant evidence. All professionals need to understand the principles of EBP, recognise it in action, implement evidence-based policies, and have a critical attitude to their own practice in light of valid evidence. Without these skills, professionalswill find it difficult to provide 'best practice'. EBP conceives a professional activity as an intervention and searches for research evidence regarding the effectiveness of this intervention. Research needs to find out 'what works' and the main way, if not the only way, of doing it is through experimental or at least quasi-experimental studies. In medicine, the term EBP is defined as the integration of best research evidence with clinical experience and client values in order to guide clinicians to an optimal clinical decision for an individual patient (Sackett et al., 2000). Thus, within the medical profession, evidence-based practice has been defined as a decision-making process informed by three distinct sources of influence: (1) the best available evidence, (2) clinical expertise and (3) client values. However, the word *practice* also has a second meaning – specific method or technique used by a professional (Spencer, Detrich, & Slocum, 2012). This is the sense in which one might talk about 'best practices' or the practice of providing immediate corrections of errors.

Within education, many have defined evidence-based practice with the latter sense of the word *practice*. Thus, within education, the term EBP is most often used to refer to a program or intervention that has been found to have strong research support. In education, the case for evidence-based instruction has generated much discussion. On the one hand, although not leading to universal answers, the accumulated and available research evidence allows looking at practice through different theoretical lenses that guide the research. But on the other hand, answering the question of what works or what is effective can narrow what is learned to a rather technological model where there is a separation between means and ends. Research in education should not only investigate the effectiveness of educational means but should at the same time inquire into the desirability of educational ends. Biesta (2007) maintained that EBP provides a framework for understanding the role of research in educational practice and that we must expand our views about the interrelations among research, policy, and practice to keep in view education as a thoroughly moral and political practice that requires continuous democratic contestation and deliberation.