Knowledge Exchange is often used to describe a process whereby researchers and practitioners work together, sharing their respective knowledge of an area, to achieve something that is ‘greater than the sum of its parts’, being infused with robust research evidence combined with an understanding of ‘real-world’ practicalities and processes. We sometimes talk of the ‘bi-directionality’ of knowledge, whereby we encourage programmes to create findings, often case studies, that can feed back into the research cycle, creating a form of co-constructed research and collaboratively developed research questions and research priorities.

The core elements of a UCL CIE Knowledge Exchange programme for schools include:
• A criteria-enriched framework is generated from the literature review with a clearly articulated summary of findings for practitioners to consider, using the framework to audit their own settings.
• An audit constructed of a series of domains, arrived at collaboratively, identifying the evidence underpinning decision processes
• Theory of change model
• Collaborative decision-making, leading to priority change identification, the specification of actions, creation of appropriate time-line and data collection methods.
• Facilitated support.

Schools feedback their project results to other schools in the cohort on a ‘Review Day’ and we co-author a case study to showcase each project.

This presentation will discuss the findings of a pilot project with 10 schools completing the programme on 'Supporting Wellbeing, Emotional Resilience and Learning'. This will be supplemented by emerging findings from 30 further schools.