

**The Bosman CARE Framework:
An Evidence-Informed Model for
Sustainable Organisational Improvement
in Education**

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Abstract

Educational leaders increasingly rely on evidence-informed decision-making to improve teaching, learning and organisational performance. However, existing educational leadership literature provides limited guidance on how diverse forms of educational evidence can be systematically translated into coherent organisational systems that sustain continuous improvement. This paper proposes the Bosman CARE Framework, a conceptual educational leadership framework that integrates evidence-informed leadership, organisational learning, systems thinking and implementation science into a structured process of evidence-informed organisational design.

The framework conceptualises educational leadership as a continuous cycle of Collect, Analyse, Respond and Evaluate (CARE), enabling leaders to transform diverse educational evidence into coherent organisational action. Rather than presenting another leadership style, the framework provides a practical process through which educational leaders design, implement and continuously refine organisational systems that support teaching, learning, professional collaboration and student wellbeing.

Drawing upon contemporary scholarship in educational leadership, organisational learning and school improvement, the paper examines the theoretical foundations of the framework, outlines each stage of the CARE cycle and discusses its implications for evidence-informed leadership. The Bosman CARE Framework contributes to educational leadership scholarship by providing a structured organisational process that integrates established theories into a coherent model for sustainable school improvement. The paper concludes by identifying opportunities for empirical validation across diverse educational contexts.

Keywords: evidence-informed leadership; educational leadership; organisational design; school improvement; implementation fidelity; organisational learning; educational evidence.

1. Introduction

Educational leaders operate within increasingly complex educational environments characterised by rising accountability expectations, diverse student needs, rapid technological change and growing demands for sustainable school improvement. Contemporary schools are expected not only to improve academic outcomes but also to foster student wellbeing, strengthen community partnerships, support teacher development and respond to continually evolving policy environments. These competing priorities require leadership approaches that are strategically coherent, contextually responsive and firmly grounded in evidence-informed decision-making. Recent research continues to demonstrate that effective educational leadership remains one of the most significant school-based influences on student learning, teacher effectiveness and organisational improvement.

Evidence-informed leadership has emerged as a central principle of contemporary educational improvement, encouraging educational leaders to integrate research evidence, professional expertise, organisational knowledge and contextual understanding when making leadership decisions (Brown, 2015; Datnow & Park, 2014). More recent scholarship has reinforced that evidence-informed educational change is most effective when viewed from a systems perspective, recognising that sustainable improvement depends upon the interaction of people, processes, organisational structures and organisational context rather than isolated interventions.

Alongside this growing emphasis on evidence-informed practice, educational leadership research has consistently demonstrated the importance of instructional leadership, transformational leadership and distributed leadership in improving teaching, learning and organisational capacity (Hallinger, 2011; Leithwood & Jantzi, 2005; Robinson et al., 2008; Spillane, 2006). Collectively, these perspectives have advanced understanding of how educational leaders influence schools through instructional improvement, professional collaboration and organisational culture. However, while they explain important dimensions of leadership practice, they provide comparatively limited guidance regarding the organisational processes through which diverse forms of

educational evidence are systematically translated into coherent and sustainable school improvement.

Similarly, theories of organisational learning and systems thinking provide an important theoretical foundation for understanding schools as complex adaptive organisations requiring continuous learning, organisational coherence and ongoing refinement (Argyris & Schön, 1978; Senge, 1990; Fullan, 2007). Recent implementation research further suggests that successful educational improvement depends not only on identifying effective practices but also on designing organisational systems capable of adapting evidence to local contexts while maintaining implementation fidelity. Together, these perspectives reinforce the importance of viewing sustainable improvement as an ongoing organisational process rather than a series of disconnected initiatives.

Despite these significant advances, an important conceptual gap remains between evidence-informed leadership and the practical organisational processes required to transform evidence into sustainable educational improvement. While existing leadership theories explain why evidence matters and how leaders influence organisations, comparatively less attention has been devoted to the systematic leadership processes that connect evidence, organisational design and continuous improvement.

To address this gap, this paper proposes the Bosman CARE Framework, an evidence-informed leadership model comprising four interconnected processes: Collect, Analyse, Respond and Evaluate. Rather than proposing another leadership style, the framework conceptualises educational leadership as a continuous process of organisational design through which diverse forms of educational evidence are systematically translated into coherent organisational systems that strengthen teaching, learning, wellbeing and community engagement.

The paper makes three principal contributions to the educational leadership literature. First, it expands the concept of educational evidence by recognising student, professional, organisational and stakeholder evidence as interconnected sources of leadership knowledge. Second, it positions organisational design as a central responsibility of educational leadership. Third, it reconceptualises implementation

fidelity as a mechanism for continuous organisational learning rather than organisational compliance.

The remainder of this paper is organised as follows. Section 2 reviews the theoretical foundations underpinning the Bosman CARE Framework. Section 3 presents the framework and illustrates its application through leadership practice. Section 4 discusses its conceptual and practical contributions, before the paper concludes by considering implications for educational practice and future research.

2. Literature Review

2.1 Evidence-Informed Educational Leadership

Evidence-informed educational leadership has emerged as a central principle of contemporary school improvement, reflecting an increasing expectation that leadership decisions should be informed by multiple forms of evidence rather than intuition, tradition or accountability data alone. Rather than privileging a single source of information, evidence-informed leadership encourages educational leaders to integrate research evidence, professional expertise, organisational knowledge and contextual understanding when making decisions that enhance teaching, learning and organisational effectiveness (Brown, 2015; Datnow & Park, 2014). More recent scholarship further emphasises that effective evidence-informed improvement requires schools to develop the organisational capacity to interpret, integrate and apply evidence within their own contexts, rather than simply adopting externally generated solutions.

Brown (2015) argues that evidence-informed leadership extends beyond the use of research findings to encompass a broader process of professional judgement in which evidence is critically evaluated within local educational contexts. Similarly, Datnow and Park (2014) contend that meaningful school improvement depends upon collaborative professional inquiry in which teachers and educational leaders collectively interpret evidence, challenge assumptions and refine professional practice. Together, these perspectives position evidence not as a mechanism for accountability, but as a resource for continuous organisational learning and informed decision-making.

Contemporary scholarship has further broadened this understanding by recognising that evidence-informed educational change is inherently systemic. Rather than viewing evidence use as a discrete leadership activity, recent research conceptualises evidence-informed improvement as the interaction of leadership, organisational culture, professional collaboration, policy and contextual readiness within complex educational systems. Sustainable improvement therefore depends not only on access to evidence but also on the organisational conditions that enable evidence to be interpreted, shared and translated into practice. Contemporary empirical research further demonstrates that

the availability and use of data do not automatically translate into improved educational outcomes, with the relationship between data-informed decision-making and student achievement shaped by the forms of data used and the organisational contexts in which decisions occur (Lee et al., 2025). Recent research also continues to identify challenges in schools' capacity to move systematically through the stages of data-based decision-making, reinforcing the importance of organisational processes that support the progression from data collection to interpretation and informed action (Kızılkaya & Konaklı, 2026).

Taken together, this literature identifies a persistent challenge in the movement from evidence use to organisational action. Evidence-informed leadership scholarship establishes the importance of interpreting evidence through professional judgement and collaborative inquiry (Brown, 2015; Datnow & Park, 2014), while contemporary empirical research demonstrates that the availability and use of data do not automatically translate into improved educational outcomes and remain influenced by organisational context (Lee et al., 2025). More recent research further identifies difficulties in progressing systematically from data collection through interpretation to informed action (Kızılkaya & Konaklı, 2026). Collectively, these findings suggest that the unresolved issue is not simply whether evidence should inform educational leadership, but how diverse forms of evidence can be organised into a coherent and repeatable leadership process that moves from collection and interpretation to coordinated organisational response and subsequent evaluation. This creates a conceptual and practical space between evidence-informed decision-making and the organisational processes required to sustain improvement over time.

The Bosman CARE Framework addresses this gap by conceptualising evidence-informed leadership as a continuous organisational process rather than a discrete decision-making activity. Through the interconnected processes of Collect, Analyse, Respond and Evaluate, the framework provides educational leaders with a structured approach for integrating multiple forms of educational evidence into coherent organisational systems capable of sustaining continuous improvement. In doing so, the

framework extends existing understandings of evidence-informed leadership beyond the use of evidence towards evidence-informed organisational design.

While evidence-informed leadership explains the importance of using evidence to guide educational decision-making, the Bosman CARE Framework extends this perspective by providing a structured organisational process through which evidence is continuously translated into sustainable organisational improvement.

2.2 Organisational Learning

Educational improvement is increasingly understood as a process of continuous organisational learning rather than the implementation of isolated initiatives. As schools operate within increasingly complex and rapidly changing environments, sustainable improvement depends upon their capacity to learn from evidence, adapt professional practice and continuously refine organisational systems. Organisational learning therefore provides an important theoretical foundation for understanding how schools develop the collective capability required to improve teaching, learning and student outcomes over time.

The concept of organisational learning was established by Argyris and Schön (1978), who distinguished between single-loop learning, in which organisations modify actions to achieve existing goals, and double-loop learning, in which organisations critically examine and revise the underlying assumptions, beliefs and systems that shape practice. Senge (1990) further advanced this perspective by describing learning organisations as institutions that continuously develop the collective capacity to improve through shared vision, systems thinking and collaborative inquiry. Together, these foundational theories shifted the focus of organisational improvement from isolated problem-solving towards continuous organisational learning and development. These foundational principles remain evident in contemporary educational research, with Pinheiro and Alves (2024) highlighting the relationship between organisational structures, collaborative professional practice and individual, collective and organisational learning within schools.

Within educational contexts, organisational learning has become closely associated with collaborative professional inquiry, reflective practice and evidence-informed decision-making. Fullan (2007) argues that sustainable educational change depends upon developing organisational capacity rather than implementing isolated innovations. Similarly, Bryk et al. (2015), together with Bryk (2020), demonstrate that continuous improvement is strengthened through disciplined cycles of inquiry in which evidence informs the ongoing refinement of educational practice. This iterative orientation also aligns with Action Research, which conceptualises improvement as a recursive process of planning, action and observation, reflection, and subsequent refinement rather than as a linear progression towards a fixed endpoint (Kemmis et al., 2014). Collectively, these perspectives position learning not as an individual activity but as a shared and iterative process through which professional practice and organisational capacity can be progressively strengthened.

Recent scholarship has reinforced these foundations by demonstrating that organisational learning is influenced by leadership, school culture, professional collaboration and the organisational routines through which evidence is used. Research into sustainable evidence-driven school improvement further highlights the importance of collaborative organisational routines and data use in embedding continuous improvement within school practice (Räak & Eisenschmidt, 2025). Organisational learning is therefore increasingly understood as both a leadership responsibility and an organisational capability that enables schools to respond effectively to changing educational contexts.

Despite the strength of organisational learning theory, comparatively less attention has been devoted to the leadership processes through which organisational learning is intentionally structured, embedded and sustained through the systematic use of evidence. Existing theory explains why organisations must learn continuously but provides comparatively less guidance regarding how educational leaders collect evidence, interpret organisational needs, design coherent responses and evaluate their effectiveness through an ongoing organisational cycle.

The Bosman CARE Framework addresses this conceptual gap by conceptualising organisational learning as a structured leadership process rather than an emergent organisational outcome. Through the interconnected processes of Collect, Analyse, Respond and Evaluate, the framework provides educational leaders with a systematic approach for embedding continuous organisational learning within everyday school practice. Rather than viewing evidence as an endpoint for accountability, the framework positions evidence as the catalyst for ongoing organisational inquiry, informed decision-making and the continuous refinement of organisational systems.

The distinctive contribution of the CARE Framework lies not in proposing cyclical improvement itself, but in providing an explicitly evidence-to-action organisational structure for educational leadership. Existing approaches to organisational learning and continuous improvement similarly emphasise inquiry, reflection and iterative change. CARE, however, places particular emphasis on the transition between identifying an educational outcome and determining an organisational response. The Collect stage establishes a deliberately broad evidence base; Analyse moves beyond identifying what is occurring towards examining why it may be occurring; Respond translates that interpretation into coordinated action; and Evaluate considers both the effects of the response and the evidence generated for subsequent improvement. In this way, CARE connects evidence-informed decision-making with organisational learning by treating evidence not as the endpoint of diagnosis, but as the beginning of a recursive process of interpretation, action and refinement.

To further clarify its conceptual positioning, Table 1 compares the CARE Framework with related approaches to evidence use, organisational learning and iterative improvement. The comparison demonstrates that CARE draws upon established principles of evidence-informed decision-making, organisational learning, continuous improvement and Action Research while organising these principles around a distinct evidence-to-action leadership process.

Table 1
Positioning the Bosman CARE Framework in Relation to Existing Approaches

Approach	Primary emphasis	Improvement process	Relationship to CARE
Evidence-informed decision-making	Use of evidence alongside professional judgement and contextual knowledge to inform educational decisions (Brown, 2015; Datnow & Park, 2014).	Evidence is interpreted within professional and organisational contexts to inform decision-making.	CARE builds on this foundation by structuring how multiple forms of evidence move from collection and analysis into coordinated organisational response and subsequent evaluation.
Organisational learning	Development of collective organisational capacity through reflection, learning and adaptation (Argyris & Schön, 1978; Senge, 1990).	Organisations learn through reflection on practice, feedback and examination of underlying assumptions and systems.	CARE operationalises organisational learning through the recurring processes of Collect, Analyse, Respond and Evaluate.
Continuous improvement	Iterative improvement through disciplined inquiry, learning and refinement (Bryk et al., 2015; Bryk, 2020).	Evidence generated through repeated cycles informs ongoing refinement of educational practice.	CARE shares this iterative orientation while explicitly structuring the movement from a broad evidence base through organisational analysis to coordinated response and evaluation.
Action Research	Recursive practitioner inquiry through planning, action and observation, reflection, and subsequent refinement (Kemmis et al., 2014).	Evidence generated through action and reflection informs subsequent cycles of inquiry and practice.	CARE shares this recursive logic while applying it as an organisational leadership process connecting evidence, organisational analysis, coordinated response and evaluation.
Bosman CARE Framework	Evidence-informed organisational design for sustainable educational improvement.	Collect → Analyse → Respond → Evaluate → renewed collection.	CARE integrates evidence-informed decision-making, organisational learning and iterative improvement within an organisational leadership process, with particular emphasis on moving from <i>what</i> the evidence identifies to <i>why</i> it may be occurring before determining a coordinated organisational response.

While organisational learning theory explains why schools must become organisations that continuously learn, the Bosman CARE Framework provides a structured leadership process through which continuous organisational learning can be intentionally embedded within everyday educational practice.

2.3 Contemporary Educational Leadership Perspectives

Contemporary educational leadership has been shaped by several influential theoretical perspectives that explain how leaders improve teaching, learning and organisational effectiveness. Among the most prominent are instructional leadership, transformational leadership and distributed leadership, each of which provides a distinct yet complementary understanding of leadership practice. Collectively, these perspectives have established educational leadership as one of the most significant school-based influences on student achievement, teacher development and sustainable school improvement (Leithwood et al., 2020).

Instructional leadership emphasises the leader's responsibility for improving teaching and learning through curriculum leadership, instructional supervision, professional development and the establishment of high academic expectations. Hallinger (2011) argues that effective instructional leaders maintain a clear focus on teaching quality

while creating the organisational conditions necessary for continuous improvement. Robinson et al. (2008) similarly demonstrated that leadership practices directly related to teaching and learning exert the greatest influence on student outcomes. More recent scholarship continues to reinforce instructional leadership as a critical driver of school improvement while recognising that its effectiveness depends upon professional collaboration, trust and organisational capacity rather than leadership actions alone.

Transformational leadership broadens this perspective by emphasising the leader's capacity to inspire a shared vision, develop professional commitment and build a positive organisational culture. Leithwood and Jantzi (2005) argue that transformational leaders strengthen schools by fostering collective efficacy, encouraging collaboration and developing the professional capacity of staff. Contemporary reviews suggest that transformational leadership remains particularly valuable during periods of organisational change, where leaders are required to build trust, strengthen relationships and promote a shared commitment to continuous improvement (Leithwood et al., 2020).

Distributed leadership further extends contemporary leadership thinking by recognising that leadership is not confined to formal positions but is enacted through interactions among leaders, teachers and organisational structures. Spillane (2006) conceptualised leadership as an organisational practice emerging from the dynamic relationship between individuals and their professional context. More recent scholarship has reinforced that distributed leadership is most effective when supported by coherent organisational structures, collaborative cultures and clearly defined professional responsibilities, enabling leadership expertise to be shared across the school community.

Although these leadership perspectives differ in emphasis, they share a common purpose: improving educational outcomes through effective leadership. Collectively, they explain what leaders prioritise, why organisational culture matters and who contributes to organisational improvement. However, comparatively less attention has been devoted to the systematic organisational processes through which diverse forms

of educational evidence are translated into coherent organisational systems that sustain improvement over time. While contemporary leadership theories explain how leaders influence organisations, they provide comparatively less guidance regarding how evidence becomes the foundation for organisational design and continuous improvement.

The Bosman CARE Framework complements these established leadership perspectives by focusing on the organisational processes that connect leadership intent with organisational practice. Rather than proposing an alternative theory of leadership, the framework provides a structured organisational process through which instructional priorities, transformational practices and distributed expertise are translated into coherent organisational systems. Through the interconnected processes of Collect, Analyse, Respond and Evaluate, educational leaders integrate multiple forms of educational evidence, design sustainable organisational responses and continuously refine organisational practice through ongoing evaluation.

Importantly, the Bosman CARE Framework does not seek to replace existing leadership theories. Instead, it provides an overarching organisational process that strengthens their implementation. Instructional leadership informs what should be improved; transformational leadership explains why people commit to improvement; distributed leadership identifies who contributes to improvement; and the Bosman CARE Framework provides a structured organisational process explaining how evidence is systematically translated into sustainable organisational improvement.

The Bosman CARE Framework complements contemporary leadership theories by providing the organisational process through which evidence is continuously translated into sustainable organisational improvement.

2.4 Organisational Design and Systems Thinking

Educational organisations are increasingly recognised as complex adaptive systems in which curriculum, teaching, leadership, student wellbeing and community engagement are deeply interconnected. Consequently, sustainable school improvement cannot be achieved through isolated initiatives or independent organisational reforms. Instead, effective educational leadership requires a systems perspective that recognises the interdependence of organisational structures, professional practices and educational outcomes (Fullan, 2007; Senge, 1990).

Systems thinking emphasises that organisational performance is determined not only by the quality of individual components but also by the relationships among those components. Improvements in one aspect of a school frequently influence other areas of organisational performance, often in ways that cannot be fully understood through linear models of change. Consequently, educational leaders must consider how curriculum, assessment, professional learning, student wellbeing and community partnerships interact within a coherent organisational system rather than functioning as separate organisational priorities.

Fullan (2007) argues that sustainable educational change depends upon building organisational capacity rather than implementing isolated innovations. Similarly, Bryk et al. (2015) demonstrate that successful school improvement is strengthened through disciplined cycles of inquiry in which evidence informs the continuous refinement of organisational practice. Together, these perspectives, supported by implementation research (Fixsen et al., 2013), suggest that educational improvement is most sustainable when leadership focuses on strengthening organisational systems capable of continuous adaptation rather than relying upon short-term initiatives or individual leadership actions.

A systems perspective also reinforces the importance of organisational coherence. Schools frequently respond to emerging priorities by introducing additional programmes, policies or interventions designed to address specific educational challenges. While these initiatives may individually contribute to improvement, their cumulative

implementation can unintentionally increase organisational complexity, duplicate professional effort and fragment educational practice. Organisational coherence therefore becomes a defining characteristic of sustainable educational leadership, ensuring that diverse priorities are intentionally aligned within integrated organisational systems rather than managed as independent initiatives.

Despite the growing influence of systems thinking within educational leadership, comparatively less attention has been devoted to the practical leadership processes through which organisational systems are intentionally designed, implemented and continuously refined through the systematic use of evidence. Existing theories explain the importance of organisational coherence and continuous improvement; however, they provide comparatively less conceptual guidance regarding how educational leaders collect evidence, interpret organisational needs, design coherent responses and evaluate their effectiveness as part of an ongoing organisational process.

The Bosman CARE Framework addresses this conceptual gap by positioning organisational design as a central responsibility of educational leadership. Rather than viewing evidence as an endpoint for accountability or programme evaluation, the framework positions evidence as the foundation for designing organisational systems that support continuous learning, professional collaboration and sustainable improvement. Through the interconnected processes of Collect, Analyse, Respond and Evaluate, educational leaders continuously refine organisational structures, professional practices and collaborative processes in response to emerging evidence.

This perspective represents a shift from viewing leadership primarily as the management of programmes or the implementation of initiatives towards understanding leadership as the intentional design of organisational conditions that enable effective educational practice. Sustainable improvement therefore emerges not from the accumulation of additional initiatives, but from the continuous refinement of coherent organisational systems that align curriculum, professional practice, student wellbeing and community engagement.

Taken together, evidence-informed leadership, organisational learning, contemporary leadership theory and systems thinking suggest that sustainable educational improvement depends not only upon effective leadership behaviours but also upon the deliberate design of coherent organisational systems. The Bosman CARE Framework builds upon these theoretical foundations by providing a structured leadership process through which evidence is systematically translated into sustainable organisational improvement.

3. The Bosman CARE Framework

3.1 Overview of the Bosman CARE Framework

The Bosman CARE Framework is a conceptual educational leadership framework that integrates evidence-informed leadership, organisational learning, systems thinking and implementation principles into a structured process of evidence-informed organisational design. Rather than presenting another leadership style or school improvement programme, the framework provides educational leaders with a structured organisational process through which diverse forms of educational evidence are translated into coherent organisational systems that support continuous learning, professional collaboration and sustainable school improvement.

The framework conceptualises educational leadership as a cyclical process comprising four interconnected stages: Collect, Analyse, Respond and Evaluate (CARE). Rather than functioning as discrete leadership activities, these stages operate as a continuous cycle through which educational leaders systematically gather evidence, interpret organisational needs, implement coherent organisational responses and evaluate their effectiveness to inform future decision-making. In this way, evidence becomes an ongoing catalyst for organisational learning rather than an endpoint for accountability or programme evaluation.

A defining characteristic of the Bosman CARE Framework is its recognition that educational leadership extends beyond influencing people or managing programmes. Instead, leadership is understood as the deliberate design of organisational conditions that enable effective educational practice to become consistent, collaborative and sustainable. Evidence is therefore used not simply to evaluate existing practice, but to inform the continuous design, refinement and alignment of organisational systems that support teaching, learning, student wellbeing and community engagement.



Figure 1. The Bosman CARE Framework: An Evidence-Informed Leadership Model for Sustainable Organisational Improvement.

Unlike many school improvement models that focus primarily on implementing individual initiatives, the Bosman CARE Framework emphasises organisational coherence. Curriculum, assessment, professional learning, wellbeing, community partnerships and organisational processes are viewed as interconnected components of a single educational system. Consequently, improvement is achieved not through the accumulation of additional programmes but through the intentional alignment and continuous refinement of organisational structures informed by multiple forms of educational evidence.

Central to the framework is a broad conception of educational evidence. Educational leaders draw upon student, professional, organisational and stakeholder evidence to develop a comprehensive understanding of organisational performance. These interconnected sources of evidence provide the foundation for informed decision-making and ensure that organisational responses reflect both educational priorities and the unique needs of the local school context.

Figure 1 illustrates the Bosman CARE Framework as a continuous leadership cycle. Each stage informs the next, while Evaluate simultaneously generates new evidence that recommences the cycle. This iterative process reinforces the framework's central

proposition that sustainable educational improvement is achieved through the continuous translation of evidence into coherent organisational design.

The Bosman CARE Framework conceptualises educational leadership as a continuous process of evidence-informed organisational design through which educational leaders systematically translate evidence into coherent organisational systems that sustain continuous improvement.

3.2 Collect: Establishing an Evidence-Informed Foundation

The first stage of the Bosman CARE Framework, Collect, establishes the evidence base upon which all subsequent leadership decisions are founded. Rather than relying on isolated data points or singular measures of school performance, the framework adopts a holistic approach to evidence collection, recognising that sustainable educational improvement requires leaders to develop a comprehensive understanding of the organisational environment before determining appropriate responses.

Traditional approaches to educational improvement have frequently relied on limited sources of evidence, such as student achievement data or external accountability measures. While these sources remain important, they provide only a partial understanding of organisational performance. The Bosman CARE Framework therefore broadens the concept of educational evidence by recognising four interconnected domains that collectively provide a more comprehensive understanding of school effectiveness: student evidence, professional evidence, organisational evidence and stakeholder evidence.

Student evidence includes both academic and non-academic indicators that inform educational decision-making. These may include student achievement data, formative and summative assessment results, attendance patterns, behavioural trends, engagement measures, wellbeing indicators and student voice. Together, these sources provide educational leaders with a richer understanding of student learning, participation and educational experience.

Professional evidence focuses on the knowledge, expertise and practices of educators. Sources of professional evidence may include classroom observations, professional learning outcomes, teacher self-reflection, collaborative moderation, instructional coaching, curriculum implementation and professional dialogue. Collecting professional evidence enables leaders to identify existing strengths, recognise emerging professional needs and support continuous improvement in teaching practice.

Organisational evidence provides insight into the effectiveness of the systems and structures that support school improvement. Examples include curriculum documentation, assessment frameworks, policy implementation, strategic planning, resource allocation, operational processes and organisational culture. Examining these organisational elements enables leaders to evaluate whether existing systems are aligned with educational priorities and capable of supporting sustainable improvement.

Stakeholder evidence recognises that schools operate within broader educational communities. Parents, caregivers, students, governing bodies and community partners each contribute valuable perspectives regarding organisational effectiveness. Surveys, interviews, focus groups, consultation processes and community partnerships therefore become important sources of evidence that strengthen organisational decision-making while promoting trust, transparency and shared ownership of improvement initiatives.



Figure 2. Multiple Sources of Educational Evidence within the Bosman CARE Framework.

The Collect stage is not intended to generate the greatest possible quantity of data, but rather to ensure that educational leaders gather meaningful, relevant and contextually appropriate evidence capable of informing organisational decision-making. Equally important is the recognition that evidence gains value only when considered collectively. Individual sources rarely provide a complete understanding of organisational performance; instead, educational leaders develop more robust and balanced understandings by integrating multiple forms of evidence across the four interconnected domains.

Consequently, the Collect stage establishes the evidence-informed foundation upon which the remaining stages of the Bosman CARE Framework are built. By developing a comprehensive understanding of student outcomes, professional practice, organisational systems and stakeholder perspectives, educational leaders are better positioned to analyse organisational needs and design coherent responses that address underlying causes rather than isolated symptoms.

The Collect stage broadens educational leadership beyond data collection by establishing a comprehensive evidence base through which educational leaders develop a holistic understanding of organisational performance before determining appropriate action.

3.3 Analyse: Transforming Evidence into Organisational Understanding

The second stage of the Bosman CARE Framework, Analyse, focuses on the systematic interpretation of educational evidence to identify organisational strengths, challenges and opportunities for improvement. While the Collect stage establishes a comprehensive evidence base, meaningful educational improvement depends upon leaders' ability to critically interpret that evidence, identify patterns and determine the underlying organisational factors influencing educational outcomes. Evidence alone does not improve schools; improvement occurs when evidence is thoughtfully analysed and translated into informed organisational understanding.

Analysis within the Bosman CARE Framework extends beyond reviewing individual datasets or monitoring performance indicators. Instead, educational leaders examine relationships across multiple sources of evidence to develop a comprehensive understanding of organisational performance. Student achievement, professional practice, organisational systems and stakeholder perspectives are interpreted collectively rather than in isolation, enabling leaders to identify recurring patterns, confirm emerging trends and distinguish underlying organisational causes from surface-level symptoms.

This process encourages educational leaders to move beyond reactive problem-solving towards evidence-informed organisational diagnosis. Rather than asking *What is happening?*, leaders are encouraged to explore *Why is it happening?*, *Which organisational factors are contributing to these outcomes?*, and *What evidence supports these conclusions?* Such questions promote deeper organisational inquiry and reduce the likelihood of implementing solutions that address symptoms without resolving the underlying causes of educational challenges.

The Analyse stage also recognises that organisational improvement requires collaborative professional interpretation. Evidence gains greater validity when it is examined through multiple professional perspectives rather than by individual leaders alone. Collaborative discussions involving teachers, middle leaders and other relevant stakeholders promote shared understanding, challenge assumptions and strengthen the quality of organisational decision-making. This collaborative approach also builds professional ownership of improvement priorities and increases the likelihood of successful implementation during subsequent stages of the framework.

THE ANALYSE STAGE: TRANSFORMING EVIDENCE INTO ORGANISATIONAL UNDERSTANDING

Interpreting evidence to identify patterns, understand root causes and set strategic priorities.

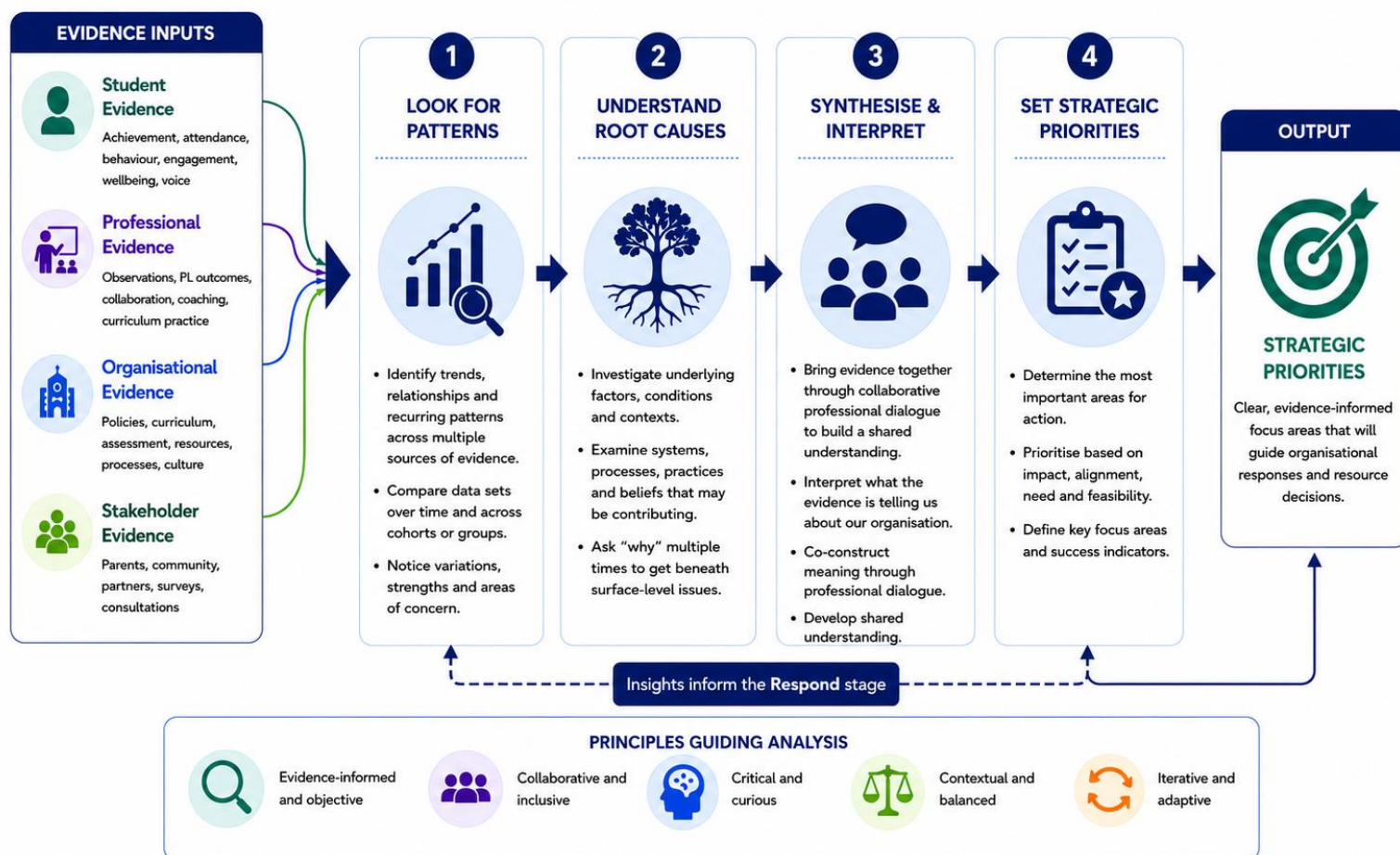


Figure 3. The Analyse Stage of the Bosman CARE Framework: Transforming Educational Evidence into Organisational Understanding.

Through systematic analysis, educational leaders identify organisational priorities that are both evidence-informed and contextually appropriate. Rather than responding to every issue identified through data collection, leaders prioritise areas where organisational change is likely to have the greatest educational impact. This process ensures that subsequent leadership responses remain strategically focused, achievable and aligned with the school's broader improvement priorities.

Importantly, analysis within the Bosman CARE Framework is not a one-off event but an iterative organisational process. As new evidence emerges and organisational conditions evolve, leaders continuously revisit previous interpretations, refine their understanding and adjust priorities accordingly. This ongoing cycle of interpretation strengthens organisational learning while ensuring that leadership decisions remain responsive to changing educational contexts.

The Analyse stage therefore serves as the critical bridge between evidence collection and organisational action. By transforming diverse sources of educational evidence into coherent organisational understanding, educational leaders establish a robust foundation for designing targeted, sustainable and contextually responsive improvement strategies.

The Analyse stage transforms educational evidence into organisational understanding by enabling educational leaders to identify underlying organisational needs, establish strategic priorities and design evidence-informed responses that address the causes rather than the symptoms of educational challenges.

3.4 Respond: Designing Organisational Improvement

The third stage of the Bosman CARE Framework, Respond, focuses on the intentional design and implementation of organisational responses informed by evidence and guided by strategic priorities. Whereas the Analyse stage develops a comprehensive understanding of organisational needs, the Respond stage translates that understanding into coherent organisational action. Rather than introducing isolated initiatives or short-term solutions, educational leaders deliberately design organisational

systems that address the underlying causes of identified challenges while strengthening the school's long-term capacity for continuous improvement.

Within the Bosman CARE Framework, responding is understood as an organisational design process rather than simply implementing programmes or interventions.

Evidence-informed responses may involve refining curriculum structures, strengthening assessment practices, redesigning professional learning, improving communication systems, enhancing student wellbeing processes or establishing new approaches to collaboration and community engagement. The emphasis is not on introducing additional initiatives, but on ensuring that organisational structures are coherent, aligned and capable of supporting sustainable educational improvement.

A defining characteristic of the Respond stage is its focus on organisational coherence. Educational priorities are not addressed independently but are intentionally integrated to maximise their collective impact. Curriculum, assessment, professional learning, wellbeing initiatives and stakeholder engagement are viewed as interconnected components of a unified organisational system. Consequently, changes introduced in one area are designed to strengthen, rather than compete with, existing organisational processes.

Successful organisational responses also depend upon collaborative leadership. While educational leaders establish strategic direction, the implementation of organisational improvement is strengthened through the active involvement of teachers, middle leaders and other relevant stakeholders. Shared responsibility promotes professional ownership, builds collective efficacy and increases the likelihood that organisational changes will be implemented consistently across the school.

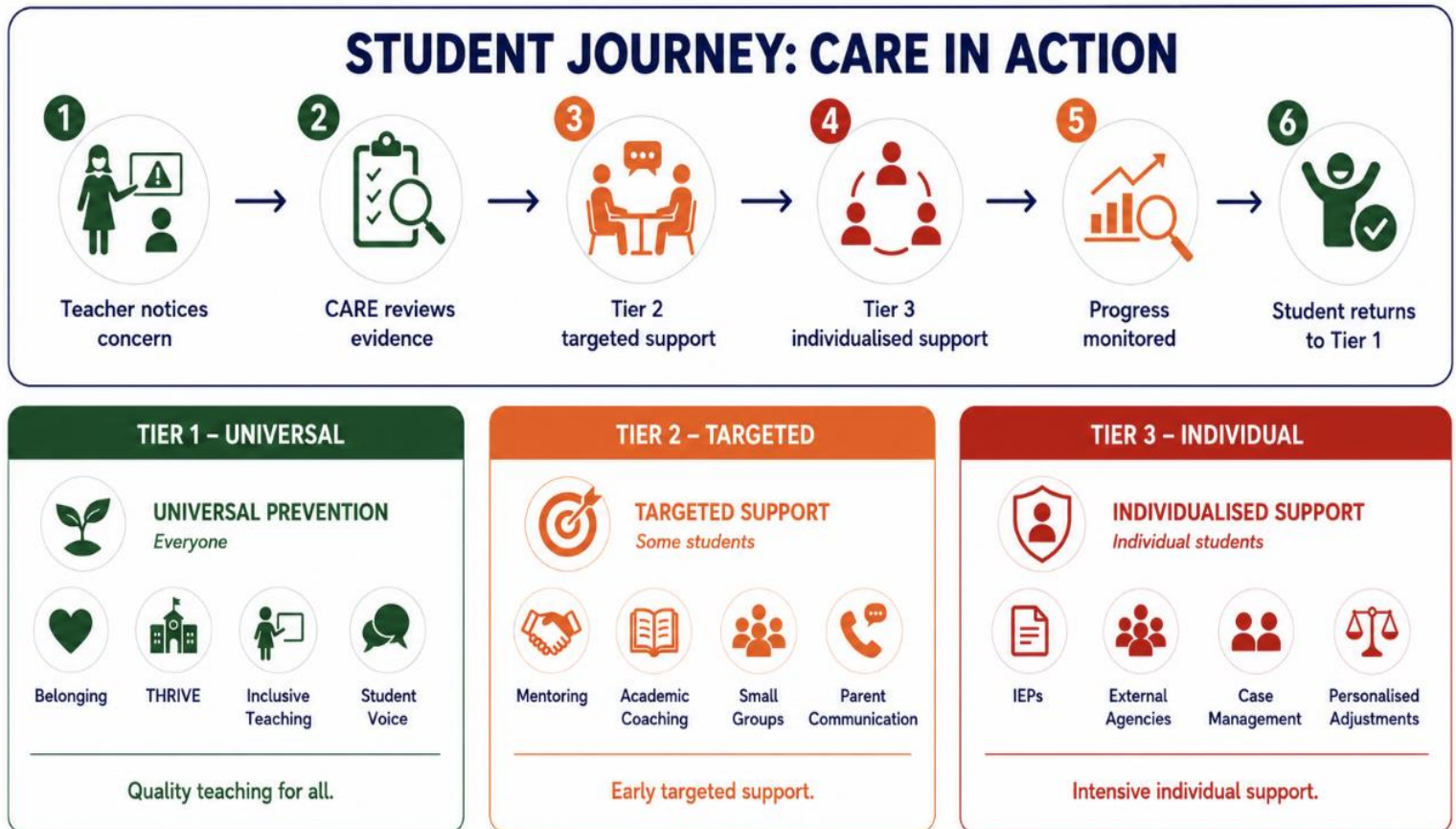


Figure 4. Translating Organisational Understanding into Organisational Action: The Respond Stage of the Bosman CARE Framework.

The Respond stage further recognises that effective organisational design requires implementation to be intentional, manageable and contextually responsive. Educational leaders therefore consider organisational capacity, available resources, professional readiness and local priorities before implementing change. This deliberate approach reduces initiative overload, supports implementation fidelity and increases the likelihood that organisational improvements will be embedded within everyday professional practice.

Importantly, organisational responses are viewed as adaptive rather than fixed. As implementation progresses, educational leaders remain responsive to emerging evidence, modifying organisational strategies where necessary to ensure that improvement efforts continue to meet the evolving needs of students, staff and the broader school community. This flexibility reinforces the framework's cyclical nature and

prepares organisations for the continuous evaluation undertaken in the final stage of the CARE Framework.

The Respond stage therefore represents the practical application of evidence-informed organisational design. By translating organisational understanding into coherent systems, educational leaders create the conditions through which sustainable improvement becomes embedded within the daily practices, structures and culture of the school.

3.5 Evaluate: Sustaining Continuous Organisational Improvement

The final stage of the Bosman CARE Framework, Evaluate, focuses on determining the effectiveness of organisational responses and generating new evidence to inform future improvement. Rather than viewing evaluation as the conclusion of an improvement initiative, the framework conceptualises evaluation as an ongoing organisational process through which educational leaders assess implementation, measure impact and refine organisational systems. In doing so, evaluation completes one cycle of organisational improvement while simultaneously initiating the next.

Evaluation within the Bosman CARE Framework extends beyond measuring student outcomes alone. Sustainable organisational improvement requires educational leaders to evaluate multiple dimensions of organisational performance, including the effectiveness of teaching and learning practices, professional collaboration, curriculum implementation, organisational systems, stakeholder engagement and student wellbeing. By examining these interconnected domains, leaders develop a comprehensive understanding of both the intended and unintended consequences of organisational change.

A central feature of the Evaluate stage is its emphasis on implementation fidelity alongside organisational impact. Consistent with implementation science, sustained educational improvement depends not only on the quality of organisational design but also on the consistency with which improvement strategies are enacted over time (Fixsen et al., 2013). Successful educational improvement depends not only on whether

desired outcomes have been achieved, but also on whether organisational strategies have been implemented consistently and as intended. Educational leaders therefore examine both implementation processes and organisational outcomes, recognising that limited improvement may reflect weaknesses in implementation rather than flaws within the organisational design itself.

Evaluation is also recognised as a collaborative process that strengthens organisational learning. Teachers, middle leaders, students, parents and other stakeholders contribute valuable perspectives regarding the effectiveness of organisational initiatives and the practical realities of implementation. These diverse perspectives enrich organisational understanding, strengthen professional reflection and promote a culture of shared responsibility for continuous improvement.

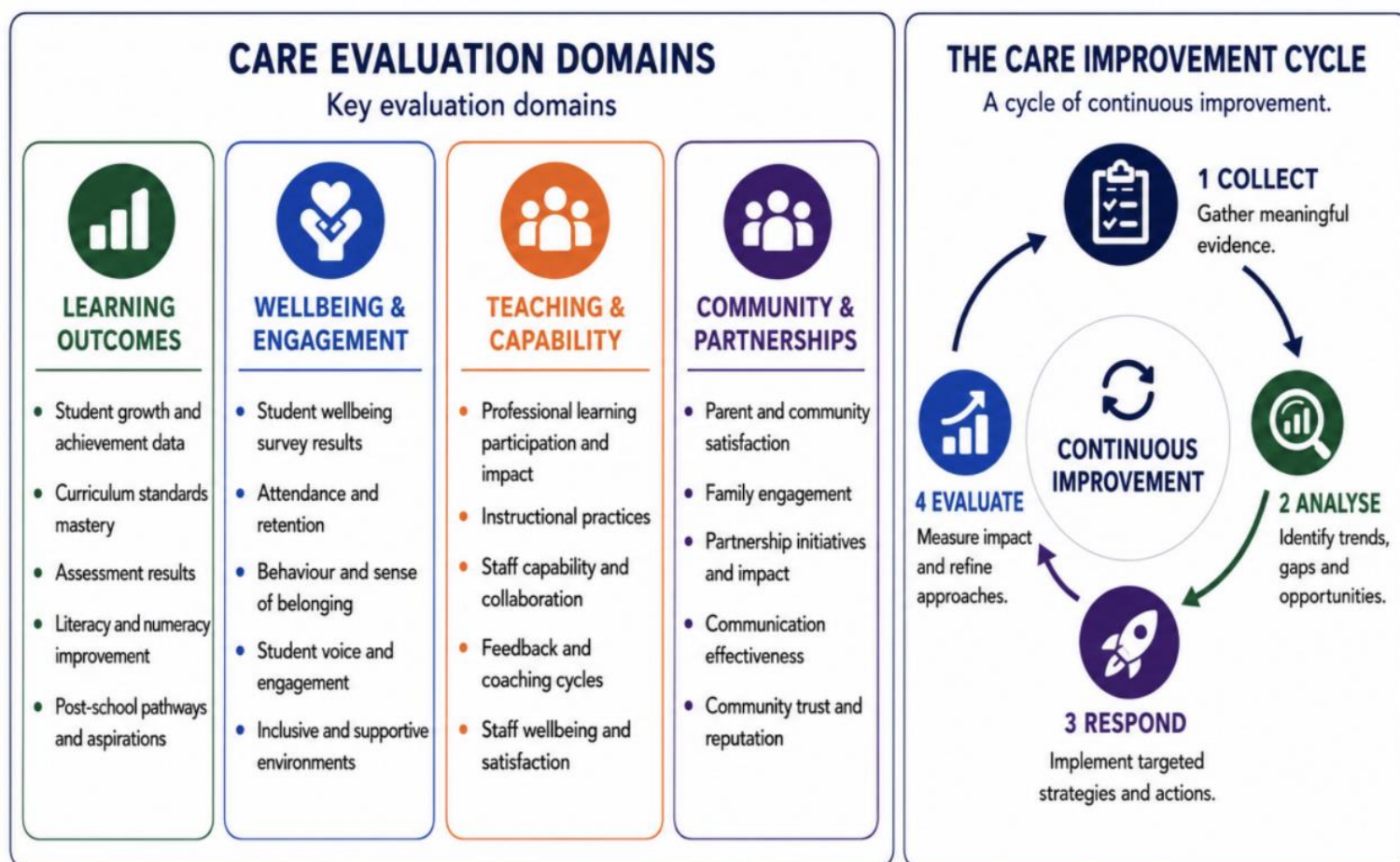


Figure 5. Evaluating Organisational Impact and Continuous Improvement within the Bosman CARE Framework.

Importantly, evaluation is not undertaken solely to demonstrate accountability but to inform future organisational decision-making. The findings generated during evaluation become new sources of educational evidence that feed directly into the next Collect stage of the framework. This cyclical process enables educational leaders to continuously refine organisational systems in response to emerging evidence, changing contexts and evolving educational priorities. Consequently, organisational improvement becomes an adaptive and sustainable process rather than a series of isolated reform initiatives.

The Evaluate stage reinforces the Bosman CARE Framework's central proposition that sustainable educational improvement depends upon continuous organisational learning. By systematically examining implementation, organisational effectiveness and educational outcomes, leaders create feedback mechanisms that strengthen evidence-informed decision-making and support the ongoing refinement of organisational systems over time.

The Evaluate stage sustains continuous organisational improvement by enabling educational leaders to assess implementation, measure organisational impact and generate new evidence that informs subsequent cycles of evidence-informed organisational design.

3.6 Illustrative Example from Professional Practice

The practical application of the CARE cycle can be illustrated through an authentic example from the author's educational leadership practice within an English learning area. The example concerned a departmental priority to strengthen students' analytical literacy and is presented as an illustration of professional practice rather than as an empirical evaluation of the CARE Framework. Accordingly, no identifiable student-level or school-level data are reported.

Collect. The cycle developed through concerns identified across classroom practice and achievement evidence over two academic years, including patterns evident in Year 12 achievement data, standardised literacy assessment data and diagnostic

assessment evidence. Across these sources, a recurring gap in students' analytical literacy became apparent. These data were valuable because they identified what was happening, but they could not, in isolation, explain why it was happening. Rather than treating the achievement gap itself as the problem to be solved, the evidence base was therefore broadened. Patterns in student work and formative assessment were considered alongside classroom practice and professional dialogue among teachers to develop a more complete understanding of the concern.

Analyse. Analysis across these different forms of evidence shifted attention from the visible outcome—the achievement gap—towards the processes underlying students' analytical writing. Students could often demonstrate an understanding of texts but experienced difficulty translating that understanding into increasingly precise and sustained analytical responses. The evidence pointed towards interconnected challenges in moving from comprehension to interpretation, identifying and using relevant textual evidence, articulating relationships through appropriate analytical language, and organising ideas into coherent analytical reasoning. The question consequently shifted from *How do we improve analytical-writing results?* to *Why are students experiencing difficulty constructing analytical responses, and what aspects of teaching practice might address those difficulties?*

This analysis informed the decision to establish analytical literacy as an explicit improvement priority within the English learning area. The goal was therefore not selected simply because achievement data were lower than desired; it emerged from analysis of multiple forms of evidence intended to explain the learning processes underlying those outcomes.

Respond. In response, teaching practice increasingly made the processes involved in analytical literacy explicit. This included explicit teaching of analytical language, modelling of analytical reasoning, analytical questioning, purposeful engagement with textual evidence, and structured opportunities for students to move from comprehension towards written analysis. Resource development commenced towards the end of the second academic year in preparation for the following year, with elements of this work

beginning during the transition period into the new academic year. Following further analysis of the evidence, analytical literacy was established as a formal English learning-area improvement goal within the first two months of the new academic year. Following formal communication of the goal, the associated practices were implemented and monitored across year levels. These practices were incorporated into existing English teaching rather than treated as a single discrete intervention, enabling their application across different texts, year levels and classroom contexts while maintaining a common learning-area improvement goal.

Evaluate. Evaluation returned to multiple forms of evidence, including subsequent standardised assessment evidence, student work, formative assessment, classroom practice and professional dialogue. Subsequent assessment evidence indicated growth during the period of implementation. These patterns were not interpreted as demonstrating that the CARE process had caused the improvement, but were considered alongside the broader evidence base to determine whether emerging patterns were consistent with the direction of the learning-area response. The purpose of evaluation was therefore not to establish causal effectiveness or empirically validate CARE, but to examine what the response revealed about both student learning and teaching practice. Professional reflection reinforced that analytical literacy could not be reduced to vocabulary or writing structure alone. The relationship between reading, comprehension, interpretation, evidence selection and analytical construction required continued attention, while the emerging evidence helped identify which aspects of practice warranted further refinement and investigation.

Beginning the next cycle. Evaluation therefore generated new evidence rather than concluding the improvement process. Subsequent CARE cycles enabled the broad analytical-literacy priority to become progressively more focused. Within this broader organisational work, particular practices—including purposeful annotation and structured analytical-comprehension responses—emerged as areas warranting closer examination. These more focused inquiries could occur within particular cohorts or year levels while remaining connected to the wider English learning-area priority from which they originated.

This example demonstrates the recursive character of CARE. Achievement evidence initially identified what was happening; triangulation with other evidence supported investigation of why it was happening; analysis informed what should be prioritised; response translated that understanding into practice; and evaluation generated new evidence about what should happen next. CARE therefore provided a structure through which an achievement gap could be investigated as an organisational learning problem rather than treated simply as a performance outcome requiring correction.

4. Discussion

4.1 Theoretical Contributions of the Bosman CARE Framework

The Bosman CARE Framework contributes to the educational leadership literature by providing a structured organisational process through which educational leaders can translate diverse forms of educational evidence into sustainable organisational improvement. While existing leadership theories offer valuable insights into leadership behaviours, organisational culture and instructional practice, comparatively little attention has been given to the organisational processes that connect evidence-informed decision-making with the deliberate design, implementation and continuous refinement of organisational systems. The Bosman CARE Framework addresses this gap by conceptualising educational leadership as a cyclical process of evidence-informed organisational design.

A significant theoretical contribution of the framework is its expansion of evidence-informed leadership beyond the analysis of student achievement data and accountability measures. The framework recognises educational evidence as multidimensional, incorporating student, professional, organisational and stakeholder evidence to provide a more comprehensive understanding of organisational performance. By integrating these complementary sources of evidence, educational leaders are better positioned to develop balanced organisational diagnoses and make informed decisions that reflect the complexity of contemporary educational environments.

The framework also operationalises principles of organisational learning by providing a practical process through which educational organisations continuously generate, interpret and apply knowledge. Rather than viewing organisational learning as an abstract organisational characteristic, the Bosman CARE Framework embeds continuous learning within the everyday practices of educational leadership through the iterative cycle of collecting evidence, analysing organisational needs, designing coherent responses and evaluating organisational impact. This positions organisational

learning as an intentional leadership responsibility rather than an incidental organisational outcome.

Furthermore, the Bosman CARE Framework complements contemporary educational leadership theories by providing the organisational process through which their principles can be enacted. Instructional leadership emphasises improving teaching and learning, transformational leadership focuses on developing vision and organisational commitment, and distributed leadership highlights collaborative decision-making and shared responsibility. The Bosman CARE Framework does not seek to replace these established perspectives. Instead, it provides the evidence-informed organisational process that enables educational leaders to translate these leadership approaches into coherent organisational systems capable of sustaining continuous improvement.

Perhaps the framework's most significant theoretical contribution is its positioning of organisational design as a central function of educational leadership. Leadership is frequently conceptualised in terms of behaviours, relationships or personal attributes; however, sustainable improvement also depends upon leaders' ability to intentionally design, align and continuously refine the organisational systems that shape educational practice. By foregrounding organisational design, the Bosman CARE Framework broadens contemporary understandings of educational leadership and offers a conceptual bridge between evidence-informed leadership, organisational learning and systems thinking.

Collectively, these contributions position the Bosman CARE Framework as both a conceptual advancement and a practical extension of existing educational leadership scholarship. Rather than introducing an alternative leadership theory, the framework provides educational leaders with a structured organisational process that strengthens existing leadership approaches by ensuring that evidence is systematically translated into coherent organisational systems capable of supporting sustainable educational improvement.

The Bosman CARE Framework contributes to educational leadership scholarship by conceptualising evidence-informed organisational design as a continuous leadership

process through which diverse forms of educational evidence are systematically translated into coherent organisational systems that sustain improvement.

4.2 Practical Implications for Educational Leaders

The Bosman CARE Framework provides educational leaders with a practical and adaptable process for leading sustainable organisational improvement within increasingly complex educational environments. Rather than prescribing specific programmes or interventions, the framework offers a structured approach that enables leaders to make evidence-informed decisions while remaining responsive to the unique needs, priorities and contexts of their organisations. This flexibility allows the framework to be applied across a wide range of educational settings regardless of sector, school size or organisational structure.

One of the framework's principal practical contributions is its emphasis on broadening the evidence base used to inform leadership decision-making. Educational leaders are encouraged to draw upon multiple sources of evidence, including student outcomes, professional practice, organisational systems and stakeholder perspectives, rather than relying solely on academic performance data or external accountability measures. This holistic approach enables leaders to develop a more comprehensive understanding of organisational performance and supports decisions that are responsive to the complex realities of contemporary education.

The framework also promotes greater organisational coherence by encouraging leaders to view curriculum, assessment, professional learning, student wellbeing, operational systems and stakeholder engagement as interconnected components of a unified organisational system. Rather than introducing multiple disconnected initiatives, educational leaders are guided to design integrated organisational responses that align with strategic priorities and reinforce existing structures. Such an approach has the potential to reduce initiative overload, improve implementation fidelity and strengthen the long-term sustainability of organisational improvement efforts.

Another practical implication lies in the framework's emphasis on collaborative leadership. The Collect and Analyse stages encourage broad professional engagement in gathering and interpreting evidence, while the Respond and Evaluate stages promote shared responsibility for implementation and continuous refinement. By involving teachers, middle leaders, support staff, students and other stakeholders throughout the improvement cycle, educational leaders foster collective efficacy, strengthen professional ownership and build organisational cultures characterised by trust, transparency and continuous learning.

The cyclical nature of the Bosman CARE Framework further supports adaptive leadership within rapidly changing educational contexts. Educational organisations operate in environments characterised by evolving policy requirements, curriculum reforms, technological innovation and changing student needs. By embedding continuous evaluation within the improvement process, the framework enables educational leaders to monitor implementation, respond to emerging evidence and refine organisational systems over time. Consequently, improvement becomes an ongoing process of organisational learning rather than a sequence of isolated reform initiatives.

This emphasis on continuous organisational learning aligns with contemporary improvement science, which views sustainable educational improvement as an iterative process of disciplined inquiry, organisational learning and the ongoing refinement of practice rather than the implementation of isolated reforms (Bryk, 2020). The Bosman CARE Framework similarly conceptualises organisational improvement as a continuous cycle through which educational leaders systematically collect evidence, analyse organisational needs, design coherent responses and evaluate their impact to inform future improvement.

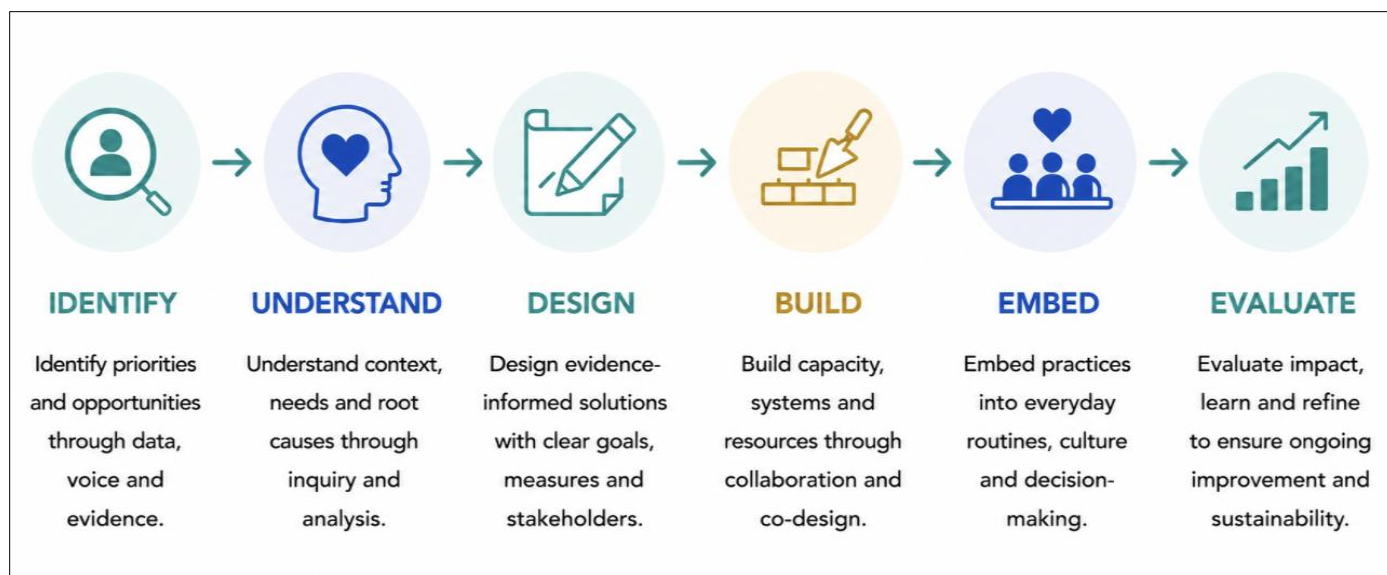


Figure 6. Leadership Principles Underpinning the Bosman CARE Framework.

The leadership principles underpinning the framework further reinforce its practical application. Effective implementation requires educational leaders to cultivate evidence-informed decision-making, systems thinking, collaboration, adaptability, reflective practice and a sustained focus on continuous improvement. These principles support leaders in moving beyond reactive management towards the intentional design of organisational conditions that enable students, staff and educational communities to thrive.

Collectively, the Bosman CARE Framework offers educational leaders a practical roadmap for translating evidence into meaningful organisational action. By integrating evidence-informed decision-making with organisational design and continuous evaluation, the framework provides a sustainable process through which educational leaders can strengthen organisational coherence, enhance implementation and foster continuous improvement across diverse educational contexts.

The practical value of the Bosman CARE Framework lies in its capacity to guide educational leaders in systematically translating diverse forms of educational evidence into coherent organisational systems that support continuous learning, adaptive leadership and sustainable organisational improvement.

4.3 CARE Implementation Tool

To support practical application, Table 2 provides a tool that translates the CARE cycle into guiding questions, practical actions and indicators for progression.

Table 2

Bosman CARE Framework: Practical Implementation Tool for Educational Leaders

CARE Stage	Key purpose	Guiding questions for leaders	Practical actions	Evidence of completion
 Collect <i>Build a broad and credible evidence base</i>	Gather relevant, reliable and varied evidence to develop a comprehensive understanding of the educational situation.	- What do we know about what is happening? - What evidence do we need to better understand the situation? - Whose perspectives need to be included? - What data sources are available and credible?	- Identify the educational focus or concern. - Collect quantitative and qualitative evidence (e.g. student data, staff feedback, observations, community input). - Ensure a range of perspectives (students, staff, families, external data). - Organise and document the evidence gathered.	☐ Clear statement of focus ☐ Multiple evidence sources collected ☐ Diverse perspectives included ☐ Evidence organised and stored
 Analyse <i>Interpret and make meaning</i>	Examine and interpret the evidence to identify patterns, underlying causes and key insights.	- What patterns, trends or discrepancies are evident? - What might be causing this situation? - What are the key underlying factors (e.g. systems, practices, context)? - What does this mean for our students, staff and school?	- Analyse evidence for patterns and insights. - Consider multiple explanations and test assumptions. - Identify underlying causes rather than just surface issues. - Involve others in sense-making (e.g. leadership team, PLCs). - Prioritise the key areas for response.	☐ Key findings and patterns documented ☐ Underlying causes identified ☐ Priorities for action established ☐ Analysis shared with relevant stakeholders
 Respond <i>Translate insights into coordinated action</i>	Design and implement coordinated, evidence-informed responses to address the identified needs and opportunities.	- What are we going to do? - How will this response address the identified causes? - Who will be involved and what are their roles? - What resources, support or professional learning are required? - How will we ensure coherent and consistent implementation?	- Co-design evidence-informed responses with relevant stakeholders. - Develop a clear action plan (goals, strategies, timelines, responsibilities). - Align with existing school structures and resources. - Communicate the plan clearly. - Implement the agreed actions with appropriate support.	☐ Agreed action plan documented ☐ Roles and responsibilities clarified ☐ Resources and support allocated ☐ Implementation underway ☐ Communication with stakeholders completed
 Evaluate <i>Assess impact and inform next steps</i>	Determine the effectiveness of the response and use the evidence to inform ongoing improvement.	- What difference has our response made? - What has worked well? - What has not worked as intended, and why? - What have we learned? - What are our next steps?	- Collect and analyse evidence of impact (quantitative and qualitative). - Compare outcomes with intended goals. - Identify successes, challenges and unexpected outcomes. - Share findings with stakeholders. - Use the evidence to refine, scale or revise the response and begin the next cycle.	☐ Evidence of impact collected and analysed ☐ Outcomes compared to intended goals ☐ Key learnings documented ☐ Findings shared with stakeholders ☐ Decisions made for next cycle
Continuous improvement through an ongoing CARE cycle				

4.4 Limitations and Future Research

The Bosman CARE Framework is presented as a conceptual model informed by educational leadership literature, systems thinking, organisational learning theory and extensive professional leadership practice across diverse educational contexts. While the framework provides a theoretically grounded and practically informed process for evidence-informed organisational design, it has not yet been subjected to comprehensive empirical validation. Consequently, the propositions advanced within this paper should be viewed as a conceptual foundation for future research rather than definitive claims regarding organisational effectiveness.

A further limitation relates to the broad applicability of the framework. The Bosman CARE Framework has been intentionally designed to be adaptable across different educational settings; however, educational organisations vary considerably in terms of governance structures, organisational capacity, policy environments and cultural contexts. The implementation of the framework may therefore require contextual adaptation to reflect the specific needs and priorities of individual schools, systems and educational sectors.

As a conceptual framework, the Bosman CARE Framework also does not prescribe specific leadership strategies or organisational interventions. Instead, it provides a structured process through which educational leaders can collect evidence, analyse organisational needs, design coherent responses and evaluate organisational impact. The effectiveness of any improvement initiative will therefore remain dependent upon the quality of leadership, organisational capacity, professional collaboration and the broader contextual factors influencing implementation.

These limitations present important opportunities for future research. Empirical studies could examine the implementation of the Bosman CARE Framework across a range of educational settings to explore its influence on organisational coherence, implementation fidelity, evidence-informed decision-making and sustainable organisational improvement. Comparative case studies, longitudinal research and mixed-methods investigations would provide valuable insights into how the framework

operates within different educational contexts and leadership environments. Such research would also enable further refinement of the framework and contribute to a stronger evidence base regarding its practical application.

Future research may also explore the relationship between the Bosman CARE Framework and existing educational leadership approaches, including instructional, transformational and distributed leadership. Investigating how the framework complements these established perspectives may provide a deeper understanding of the organisational processes through which leadership influences educational improvement. In addition, examining the framework across primary, secondary, tertiary and international educational settings would further establish its transferability and broader relevance within the field of educational leadership.

By acknowledging these limitations while identifying clear directions for future inquiry, this paper positions the Bosman CARE Framework as the beginning of an ongoing programme of scholarly investigation. Continued empirical research will be essential in refining the framework, testing its underlying propositions and evaluating its capacity to support evidence-informed organisational design across diverse educational contexts.

The Bosman CARE Framework provides a conceptual foundation for future empirical investigation into how evidence-informed organisational design can strengthen educational leadership, organisational coherence and sustainable improvement across diverse educational settings.

5. Conclusion

Educational leaders operate within increasingly complex environments characterised by evolving student needs, curriculum reform, accountability expectations and organisational change. These complexities require leadership approaches that move beyond intuition or isolated decision-making towards systematic, evidence-informed organisational processes capable of supporting continuous improvement. While existing educational leadership theories provide valuable insights into leadership behaviours, organisational culture and instructional practice, comparatively less attention has been given to the organisational processes through which educational evidence is translated into coherent and sustainable organisational improvement.

This paper introduced the Bosman CARE Framework as a conceptual model that addresses this gap by positioning educational leadership as a continuous process of evidence-informed organisational design. Through the interconnected stages of Collect, Analyse, Respond and Evaluate, the framework provides educational leaders with a structured process for gathering diverse forms of educational evidence, developing organisational understanding, designing coherent organisational systems and continuously refining those systems through ongoing evaluation. In doing so, the framework broadens traditional conceptions of evidence-informed leadership by integrating student, professional, organisational and stakeholder evidence within a cyclical process of organisational learning and continuous improvement.

The Bosman CARE Framework contributes to educational leadership scholarship in several important ways. It broadens the understanding of educational evidence beyond student achievement and accountability data, operationalises organisational learning through a structured leadership process, complements established leadership theories by providing a practical organisational process for implementation, and positions organisational design as a central responsibility of educational leadership. Together, these contributions provide both a conceptual contribution to educational leadership research and a practical framework designed to support sustainable organisational improvement across diverse educational contexts.

Although the Bosman CARE Framework is presented as a conceptual model, it establishes a foundation for future empirical investigation into evidence-informed organisational design. Further research examining the implementation and effectiveness of the framework across different educational settings will strengthen understanding of its practical application and contribute to its ongoing refinement. Such research will also enhance knowledge regarding the organisational processes through which educational leaders translate evidence into sustained organisational improvement.

Ultimately, sustainable educational improvement depends not only upon effective leadership behaviours but also upon the intentional design of organisational systems that enable continuous learning, collaboration and adaptation. The Bosman CARE Framework offers educational leaders a structured, evidence-informed process through which organisational improvement becomes continuous rather than episodic, collaborative rather than individual, and strategically designed rather than reactively managed. By placing evidence-informed organisational design at the centre of educational leadership, the framework provides a foundation for strengthening organisational coherence, enhancing implementation and supporting sustainable improvement within increasingly complex educational environments.

Generative AI Disclosure

The figures included in this manuscript were created with the assistance of ChatGPT (GPT-5.5; OpenAI, 2026) based on the author's original concepts, specifications, and design requirements. The Bosman CARE Framework, all intellectual content, and all scholarly interpretations are the author's own.

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