



Model for Improvement in Action

Practice Based Learning

What is the Model for Improvement?

The Model for Improvement is a methodology used to develop and implement quality improvement. It is widely applicable to improving organisational performance and has achieved results in a variety of settings.

The Model for Improvement first provides questions to help users set an aim, establish measures, and develop changes/strategies to test. These changes are then tested and refined by conducting Plan-Do-Study-Act (PDSA) cycles.

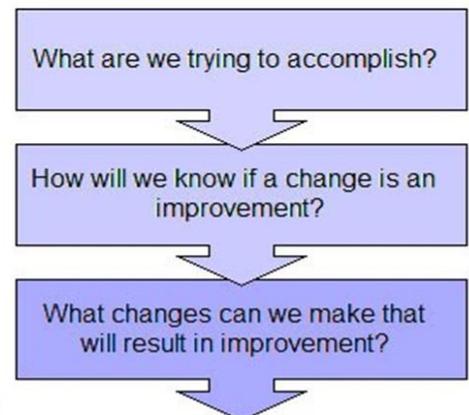
It is important to note that although quality improvement is sometimes referred to as PDSA, PDSA cycles are but one important component. They are most effective when used as part of a larger process.

Why use this model?

The Model for Improvement is a simple, yet powerful tool for accelerating improvement. This model is not meant to replace change models that organisations already have in place, but rather accelerate improvement. This model connects with and supports school leadership efforts in improving their schools and sits seamlessly with How Good is Our School 4.

The method involves rapid testing of ideas, allowing much-needed quality improvement to occur at a brisk pace.

Model for Improvement



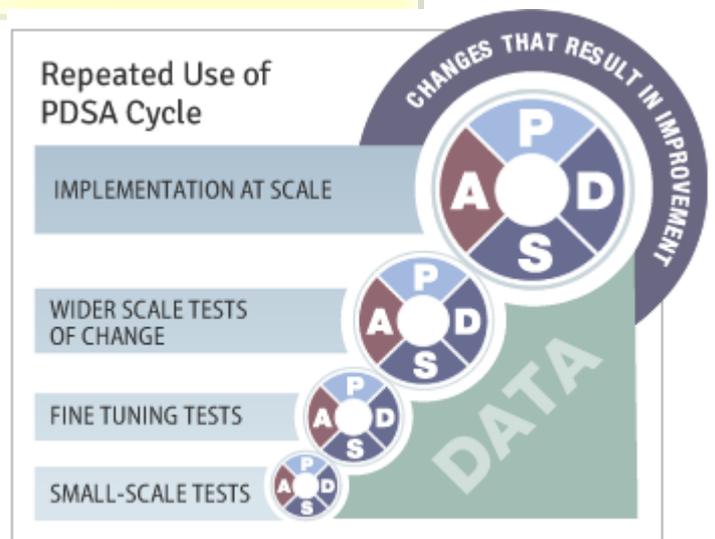
MFI supports:

- Rapid cycles of improvement
- Bottom up approach to change
- Facilitation of large scale strategic plans
- Powerful tool for learning. As much is learned from ideas that don't work as those that do.
- Where people have been involved in testing and developing the ideas there is often less resistance on implementation.

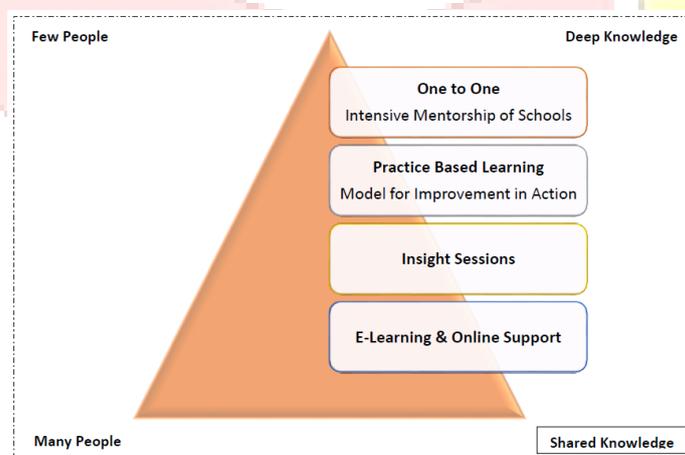
The method uses small-scale testing to prove effectiveness prior to testing or implementing changes on a wider scale.

This small-scale testing reduces:

- the risk of wasting resources on ineffective changes;
- the risk of unintended or unexpected consequences, because changes are tested over time in different settings; and
- resistance to change, because participants feel that, on this smaller scale, "It doesn't hurt to try."



In supporting schools to apply Model for Improvement within their schools a range of support models have been identified. The approach is structured to develop practitioner understanding through a tiered training approach.



Kaiser Permanente Improvement Skills Model

Model for Improvement in Action: Practice Based Learning

Course Overview

This course aims to support school leadership teams in understanding and using the Model for Improvement to take forward an aspect of school improvement over a 3 month period.

This is focused on a practice development model, with minimal focus on theory but support in applying the Model for Improvement to school projects and opportunity of learning through doing. Teams will apply a range of tools to their work to understand the system, gather and organise information, understand variation and identify change ideas to support implementation of evidence into practice.

As a result of participating in this programme participants will be expected to:

- Lead improvement through the application of the Model for Improvement
- Define a set of measures, collect data and analyse time series data
- Conduct frequent iterative testing using PDSA cycles
- Aim to achieve results with evidence of improvement that will be shared with the wider improvement community.

Learning Objectives

This process is designed to help teams:

- Understand the science of improvement and apply the Model for Improvement as a roadmap for improvement projects
- Develop, test, and implement changes identified as high-leverage change ideas
- Become skilled in how to use data for improvement, including how to use run charts, and other key quality improvement tools.
- On completion of the programme, continue the team approach to improvement and share learning systemically to enable scale up of interventions that deliver impact
- Learn concepts of implementation, spread and scale up
- Leave with a specific plan of how you will continue to embed Model for Improvement within your daily work, as well as to upskill and support others to apply this model.

Expectations

The programme will require participants to have time and space to be able to regularly connect as a team, enabling them to integrate and progress improvement activity as part of daily work.

To apply for this opportunity, we ask that each school identifies 3 individuals to form an Improvement Team to work together on a specific project that will progress an aspect of school improvement. Teams will be supported to develop their improvement knowledge and skills. All members of the team will be expected to attend each of the improvement sessions including the full day introductory session. One of the team should be from the school leadership team.

Overall Design and Structure

During the sessions each school team will be supported to apply the Model for Improvement from planning to implementation of a PDSA cycle as well as use of and presentation of the data that arises from this.

The course will take the form of a pre-meeting with the school leadership team, one full day session for the school team leading this improvement and 6 further 2 hour twilight sessions. Each of the twilight sessions will support the school team in taking the improvement forward, with each task being specific to their project.

Each school will have an identified Improvement Coach who will be on hand to answer questions in between sessions by either phone or e-mail.

Facilitators:

Sarah Else, Education Officer, Fife Council

Jan Adair, Head Teacher, Fife Council

Joleen McCool, Improvement Coordinator, Fife Council

Kieran McQuaid, Improvement Advisor, Scottish Government

Materials Provided:

- Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. The Improvement Guide: A Practical Approach to Enhancing Organizational Performance (2nd Edition). San Francisco, California, USA: Jossey-Bass Publishers; 2009.
- Memory Jogger: A Pocket Guide of Tools for Continuous Improvement.

Cost: Free

