



One to One Intensive Mentorship of Schools

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.

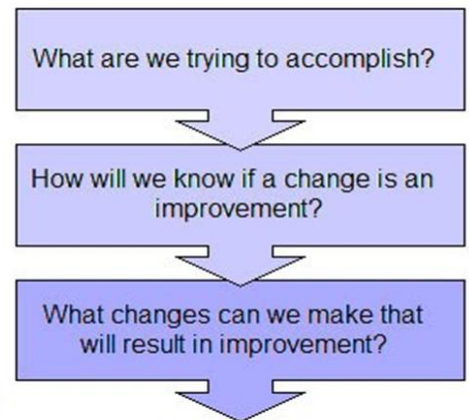
It is important to note that although quality improvement is sometimes referred to as PDSA, PDSA cycles are but one important component. They are most effective when used as part of a larger process.

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



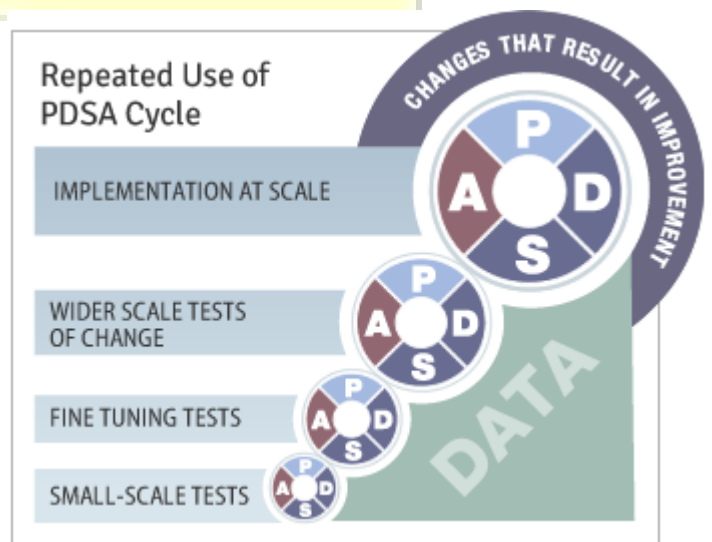
MFI supports:

- 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.

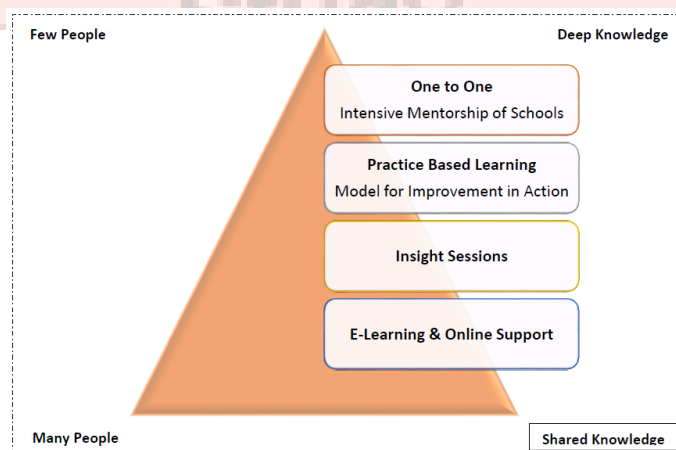
The method uses small-scale testing to prove effectiveness prior to testing or implementing changes on a wider scale.

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.



One to One Intensive Mentoring Support

Embedding MFI in Your Setting

Participant number – 4 schools

Course Overview

This course will consist of coaching and mentoring of a school project within the school setting.

Each school will have an allocated Improvement Coach who will work with the school on a weekly basis to support the school in further using and embedding MFI within their context.

This programme will take place over a 6 month period. Support will initially be through weekly 1-1 sessions with the school improvement team, moving to staggered interventions as appropriate to the project.

Learning Outcomes:

The process is designed to help schools:

- Have multiple improvement projects up and running
- Have a whole school awareness about what improvement is and what is happening
- Able to use data for improvement
- Able to use analytical tools
- Understand scale and have tests of change working
- Be able to understand, create and use measurement plans
- Understand measurement over time
- Have visual data displayed in the school
- Have at least two improvement leaders in the school

School Commitment

To have undertaken some previous training on MFI and to have tried this within your school setting.

To commit release staff with protected time to enable improvement work to be undertaken within the school context/day e.g. time for planning; collection of data; analysis etc.

The school improvement team will have ownership of the project and will be expected to commit to weekly meetings with their Improvement Coach.

Upon completion of this course there will be an expectation that the school continues to embed MFI and to support other school teams in their understanding of the model.