Leading Improvement Evidencing Impact : Children's Services in Falkirk

Workshop 2
January 21st 2020

Wendy Toner

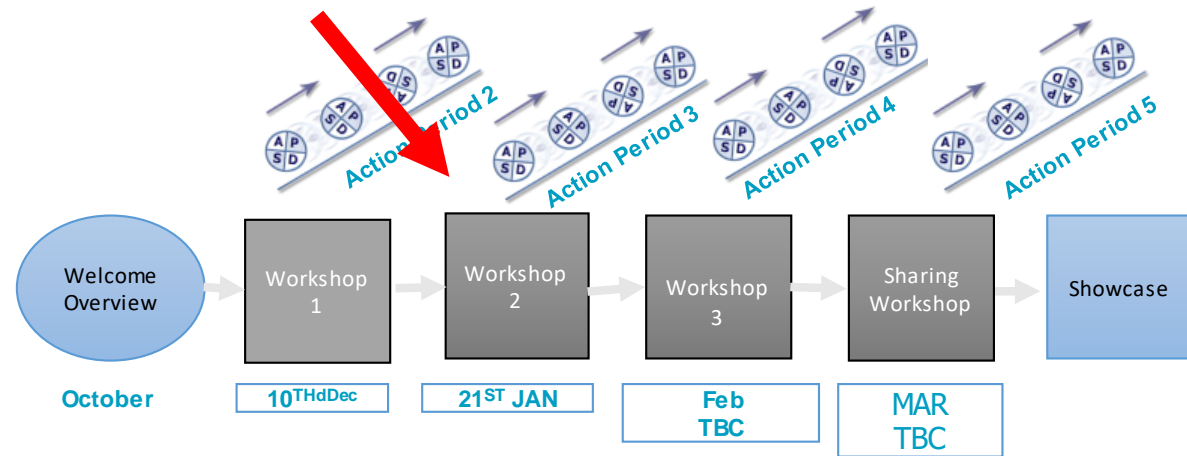**CYPIC Improvement Advisor**

&

Falkirk CYPIC QI Faculty

Children and Young People Improvement Collaborative

Programme design and key dates

October

Welcome Overview → Workshop 1 → Workshop 2 → Workshop 3 → Sharing Workshop → Showcase

Action Period 2 · Action Period 3 · Action Period 4 · Action Period 5

10THdDec · 21ST JAN · Feb TBC · MAR TBC

Model for Improvement
What are we trying to accomplish?
How will we know that a change is an improvement?
What change can we make that will result in improvement?

Act | Plan
Study | Do

Support

| National IA | Leadership Team/s | Q.I. Faculty |

QI Zone (TURAS)   (Falkirk) GIRFEC Practitioner pages

All teach ,all learn

By the end of this session you will…….

- Have a STAN aim and strong Driver Diagram (theory of change)

- Understand how your measurement plan is linked to your change theory

- Introduce Run Charts

- Leave with an action plan for Action Period 2.
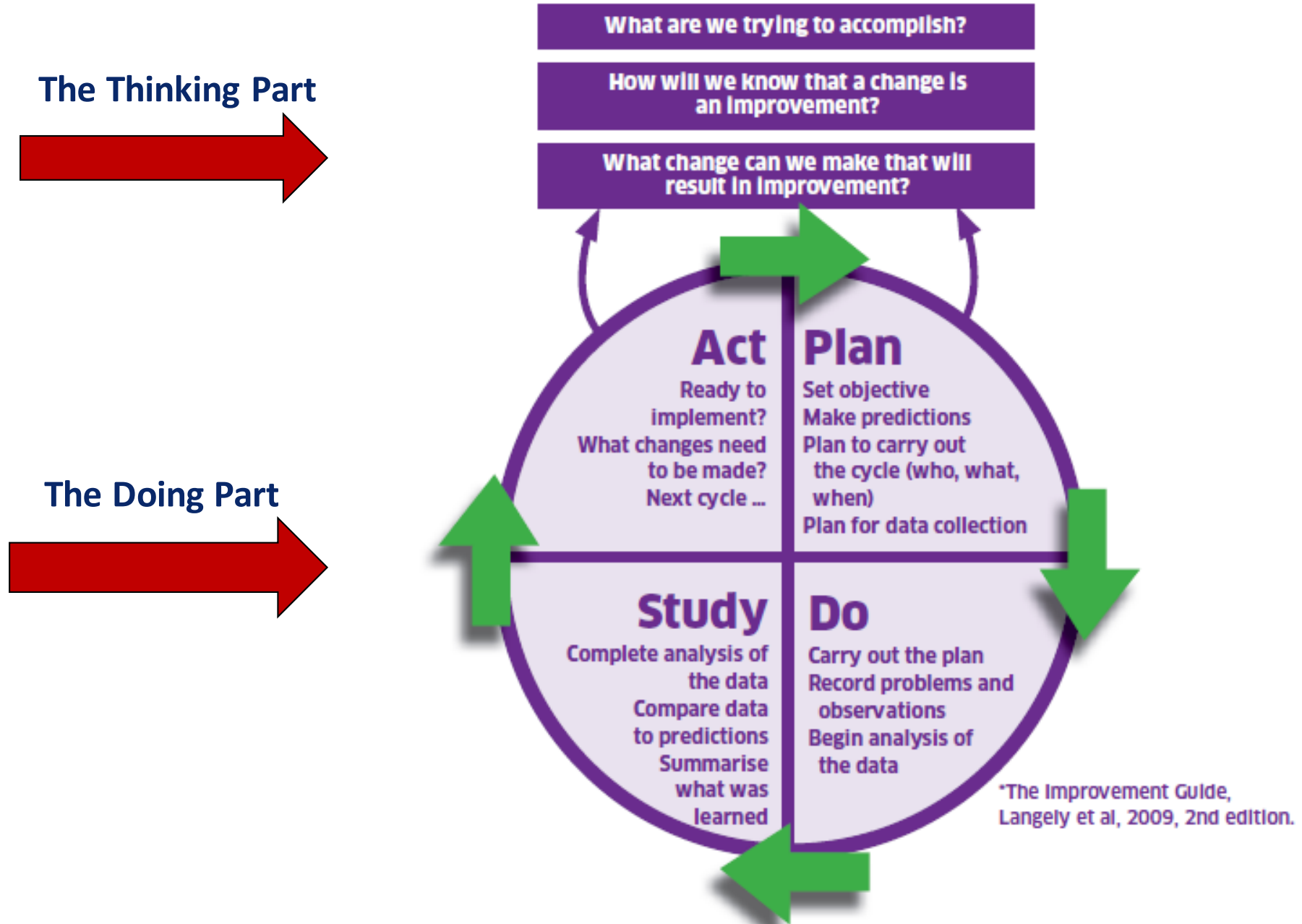
If you want to go fast, go alone.
If you want to go far, go together.
African Proverb

The Model For Improvement

The Thinking Part

The Doing Part

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act
Ready to implement?
What changes need to be made?
Next cycle ...

Plan
Set objective
Make predictions
Plan to carry out the cycle (who, what, when)
Plan for data collection

Study
Complete analysis of the data
Compare data to predictions
Summarise what was learned

Do
Carry out the plan
Record problems and observations
Begin analysis of the data

*The Improvement Guide, Langely et al, 2009, 2nd edition.

Appreciation of a System

1. Common Aim
2. Understand how things link together
3. People, process and items
4. Simple, Complicated or Complex

Psychology

1. Relationships between people
2. Motivation, intrinsic /extrinsic
3. Beliefs, assumptions
4. Will to change

Profound Knowledge

Theory of Knowledge

1. Develop a theory
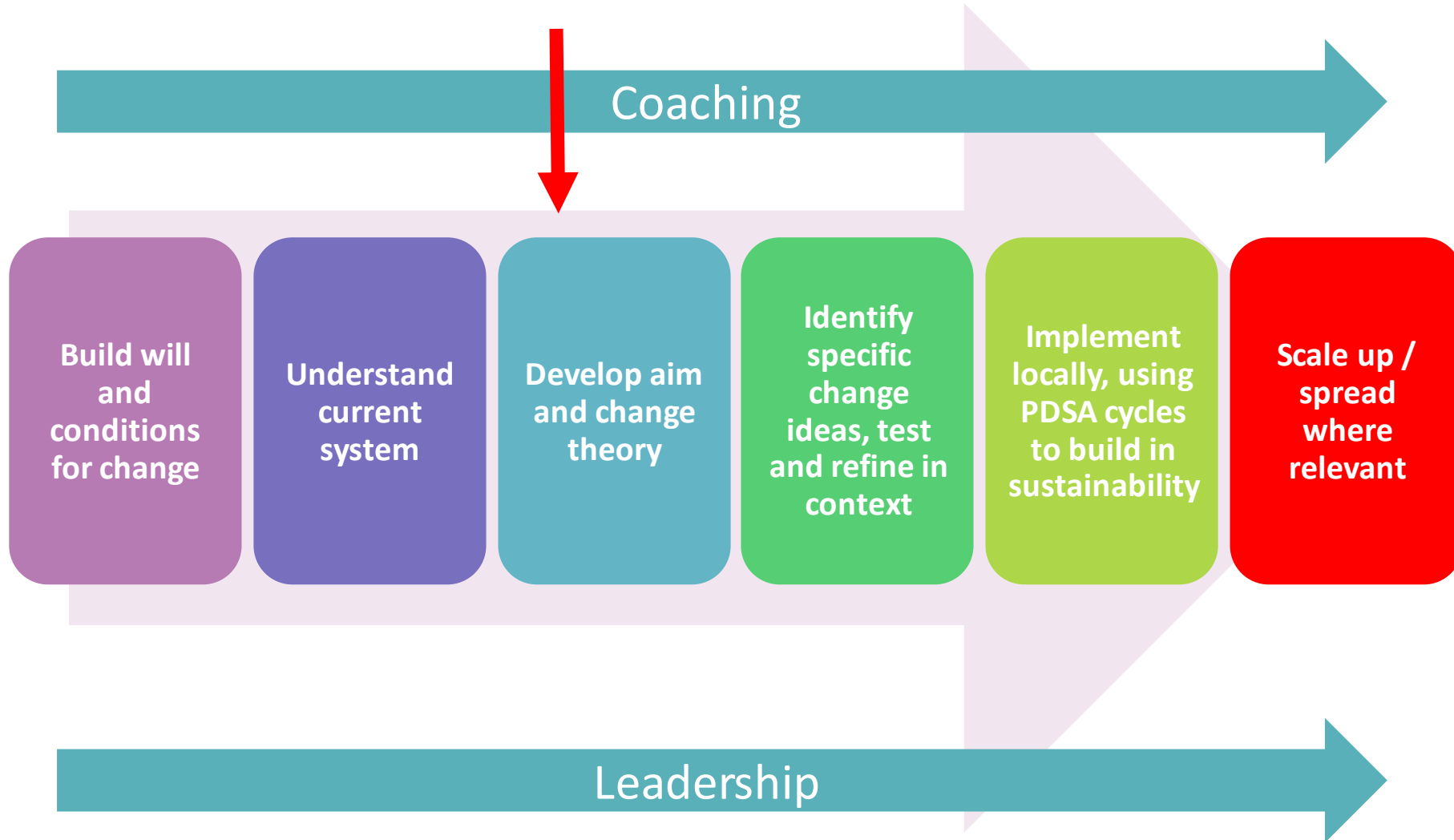2. Use PDSA to test
3. Bring knowledge into the system

1. Develop a theory
2. Use PDSA to test
3. Bring knowledge into the system

Understanding Variation

1. The world is not deterministic
2. Variation is expected
3. Understand when to improve
4. Understand when not to tamper

Improvement Journey

Constructing an Aim Statement

Specific

Timebound

Aligned

Numeric

Falkirk : Aim Statements

Attendance will improve

All children p.1 – 7 will achieve at least 85% attendance by June 2018. (Attainment)

There is a shared understanding of what a good lesson looks like.

By January 2019, 95% of children and 95% of teachers will rate lessons in Maths as good or very good. (Self-Evaluation)

More children will be read to at home

90% of children will receive a bedtime story 3 times a week by the end of the summer term (Family Support)

Children and Young People Improvement Collaborative

A goal without a plan is just a wish.

Antoine de Saint-Exupéry

Improvement Planning

On yellow post-its

List all the barriers, challenges and issues stopping you from achieving your aim

One issue per post-it
Be specific, no one word answers
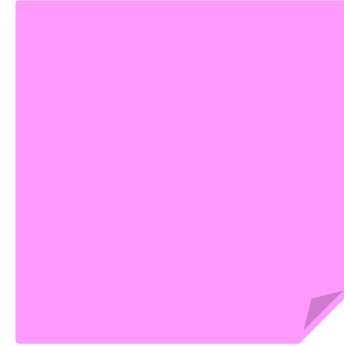
Improvement Planning

On orange post-its

Turn those negative barriers into positive things that need to be in place

One positive per post-it

Be specific, no one word answers

Improvement Planning

Group the orange post-its into themes
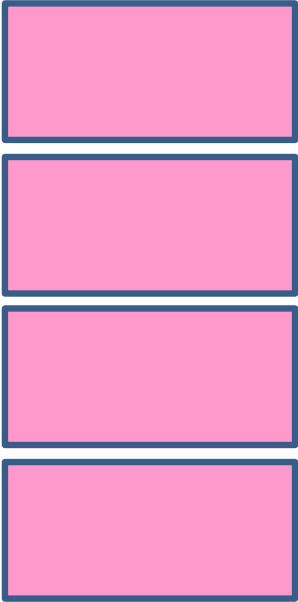
On pink post-its
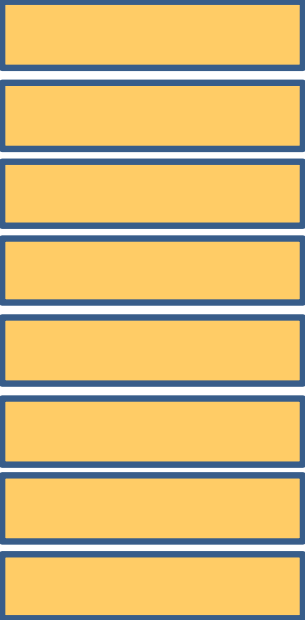
Write down a name for each theme

No more than 5 themes

Driver Diagram

Aim
How much,
by when

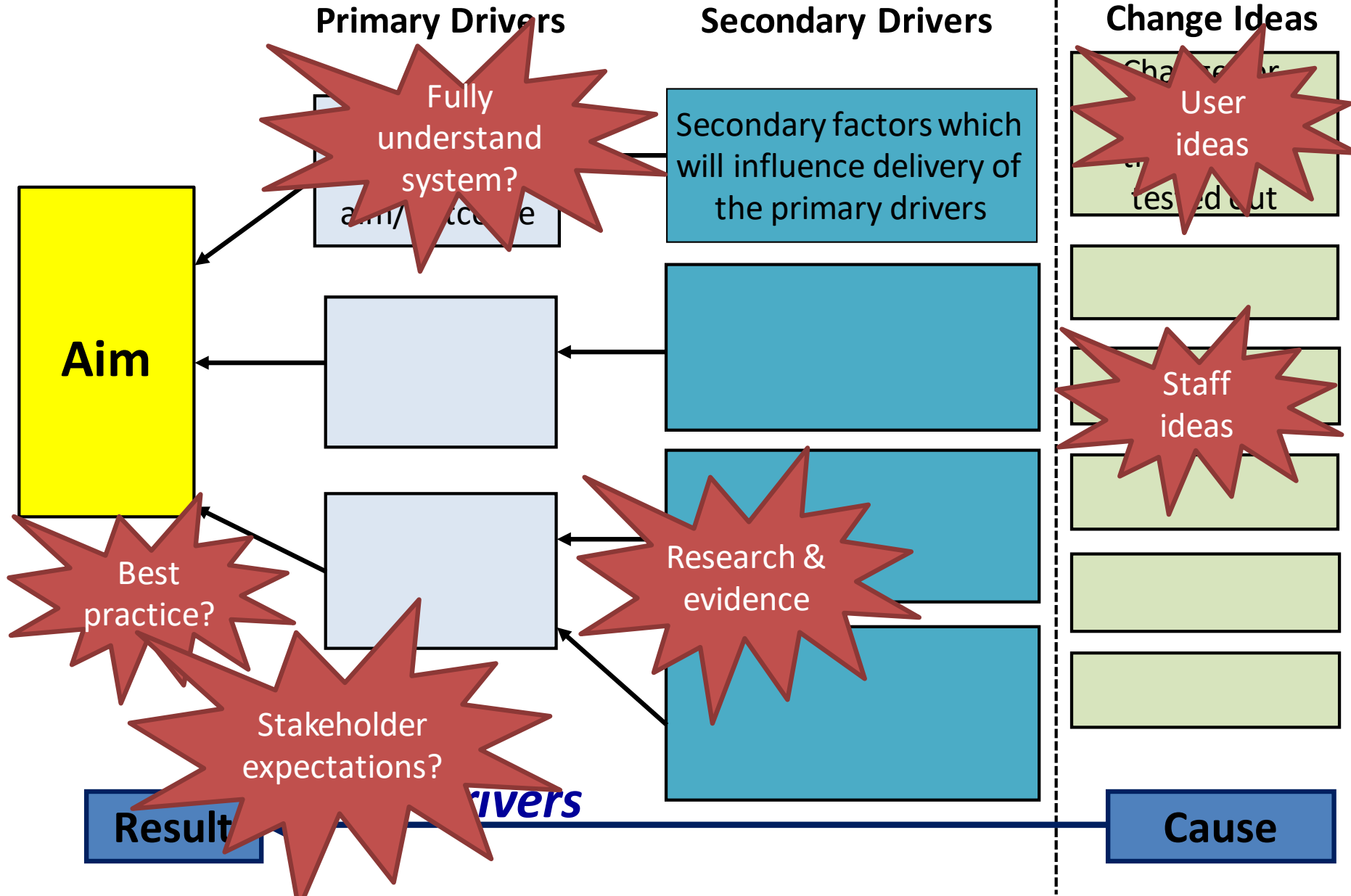**Primary Drivers**
Broadly what needs
to be in place

Secondary Drivers
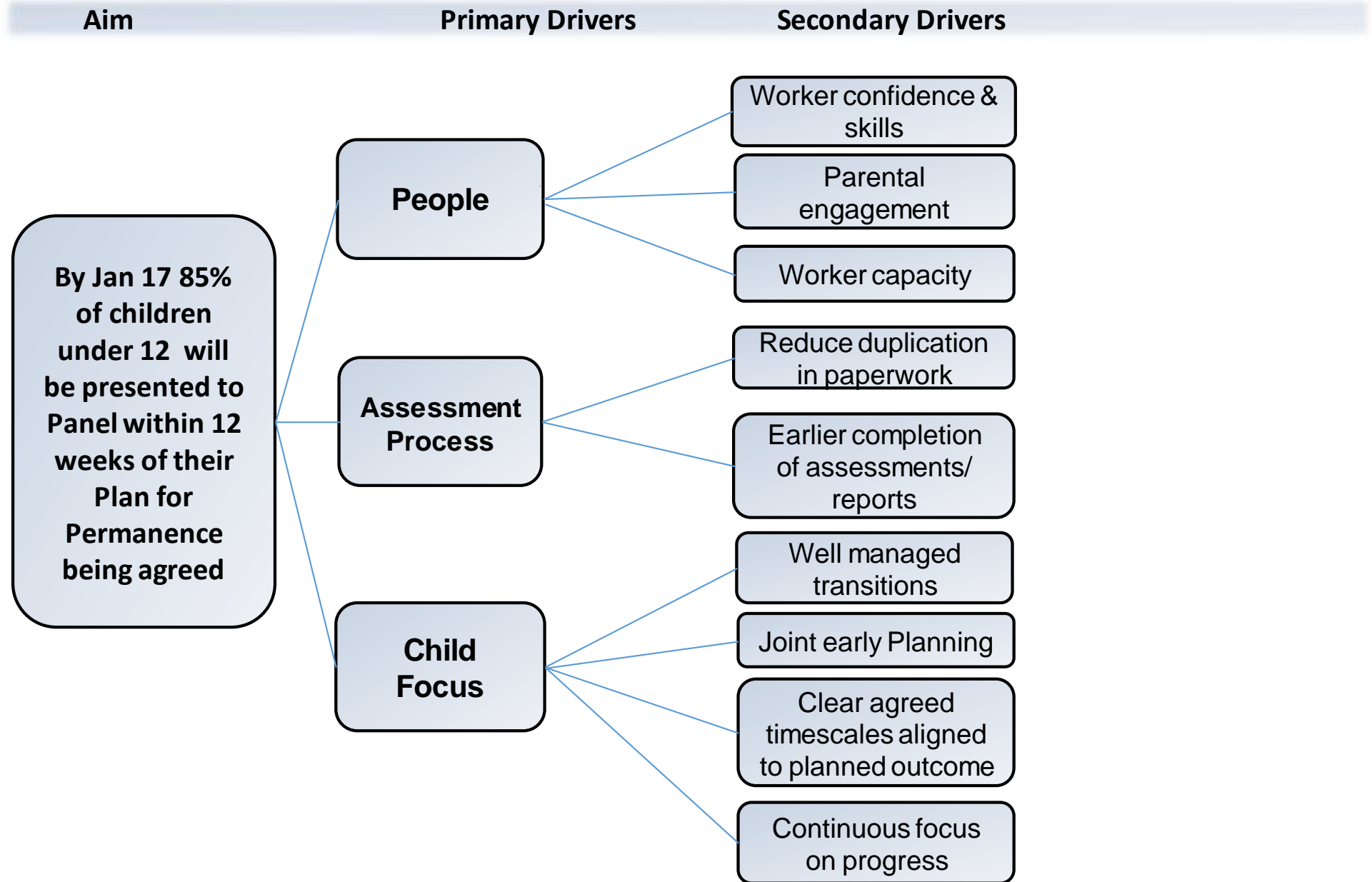Specifically what
needs to be in place

http://www.ihi.org/resources/Pages/Tools/Driver-Diagram.aspx

Theory of Learning

Driver Diagrams

Primary Drivers

Secondary Drivers

Change Ideas

Aim

Secondary factors which will influence delivery of the primary drivers

Fully understand system?

User ideas

Staff ideas

Research & evidence

Best practice?

Stakeholder expectations?

rivers

Result

Cause

Vision – each child lives in a stable, safe, secure and happy home, where they know they will stay until independent and where they can make lifelong connections.

Aim	Primary Drivers	Secondary Drivers

By Jan 17 85% of children under 12 will be presented to Panel within 12 weeks of their Plan for Permanence being agreed

People
- Worker confidence & skills
- Parental engagement
- Worker capacity

Assessment Process
- Reduce duplication in paperwork
- Earlier completion of assessments/ reports

Child Focus
- Well managed transitions
- Joint early Planning
- Clear agreed timescales aligned to planned outcome
- Continuous focus on progress

Primary Drivers

Secondary Drivers

PDSA ideas

Aim

23 of the 24 children in Literacy class 3.5 at Stewarton Academy will show a minimum of '3 point' increase in their reading level baseline assessment score, through the introduction of a 'quality Active Reading lesson' by June 2016.

Teachers have a deep understanding of the Active Reading strategies and adopt a consistent approach to learning, teaching and assessment of these strategies.

Engage in a planned programme of CLPL to upskill teachers in approach.

Resources available and accessible and used by teacher and pupils to deliver high quality learning experiences in Reading.

Lesson structures are clear, with assessment and next steps planned for.

Librarian supporting teachers in the delivery of Active Reading strategies.

Provide a positive classroom learning environment which supports the delivery of active reading strategies and helps raise attainment and achievement in Literacy in S3.

Establish a community of trust, with opportunities for pupils to experience positive feedback.

Promote independent and collaborative learning.

Pre and post reading self-reflections to allow children to recognise their achievements and understand the benefits of the strategies.

Pupils are engaged and show confidence and competence in applying the strategies.

Pupils are engaged through interesting lessons that make learning real and relevant.

Children are able to: use their prior knowledge, apply metalinguistic, visualise, infer, identify the main point and can summarise and paraphrase.

Implement effective systems for monitoring and tracking progress and achievement in Reading.

A range of systems in place to monitor and track pupil attainment and achievement, including pupils setting their own targets.

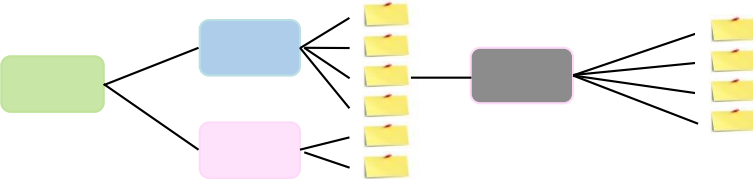Introduce Learning Mat into lessons. (Main change idea)

Spreadsheet sent to departments to detail what strategies are being covered/highlighted.

Quality Reading Lesson Criteria.

Weekly pupil feedback survey containing: confidence in using each strategy, parental support in using the strategies and appropriateness of texts.

Driver Diagram: Tips on Facilitation

Gather together the subject matter experts.	
Brainstorm "to achieve our aim the things we need to improve are…"	
Cluster the ideas to see if groups represent a common driver.	
Expand the groups (or single ideas) to see if new drivers come to mind.	
Logically link together the groups into a driver diagram format.	
Work backwards from ideas of change if that helps.	

Practical Exercise

In teams:

STAN Aim

Driver Diagram

ALL TEACH ALL LEARN

All Teach, All Learn

Questions?

We need a **wee family** of measures...

Outcome Measures

Process Measures

Balancing Measures

Is the young person getting the right outcome?

Is the system working as planned?

What about the bigger picture?

Outcome Measures

Are we making things better?

Are we on track to achieve our Aim?
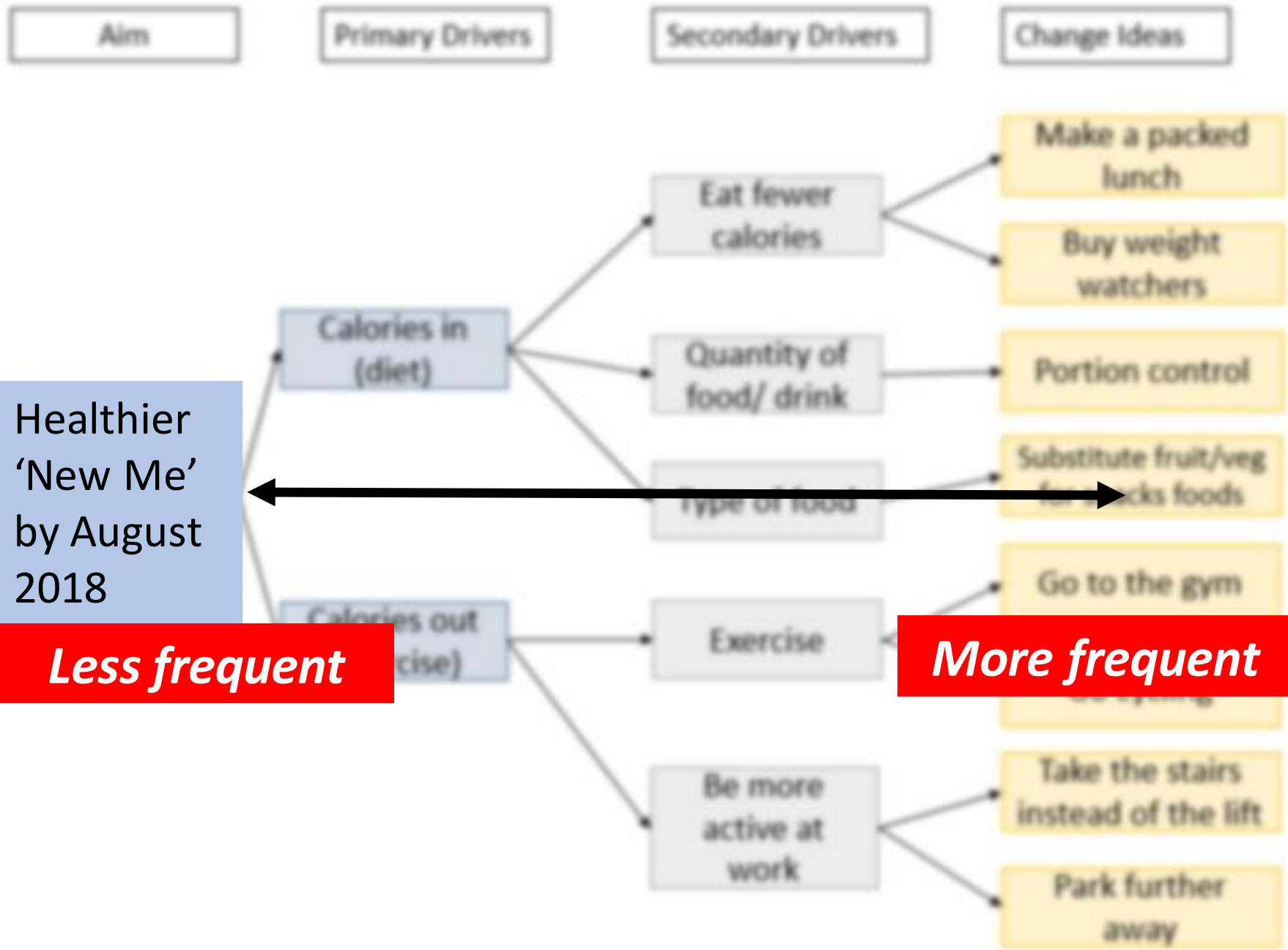
Process Measures

Are we doing the right things at the right time, every time?

Is the process reliable?

Balancing Measures

Looking at the system from different dimensions.

Does improving one thing cause problems elsewhere?

Dave Williams, IHI

Aim	Primary Drivers	Secondary Drivers	Change Ideas

Aim: Healthier 'New Me' by August 2018

Primary Drivers:
- Calories in (diet)
- Calories out (exercise)

Secondary Drivers:
- Eat fewer calories
- Quantity of food/ drink
- Type of food
- Exercise
- Be more active at work

Change Ideas:
- Make a packed lunch
- Buy weight watchers
- Portion control
- Substitute fruit/veg for snacks foods
- Go to the gym
- Take the stairs instead of the lift
- Park further away

Less frequent ←→ More frequent

Vision – each child lives in a stable, safe, secure and happy home, where they know they will stay until independent and where they can make lifelong connections.
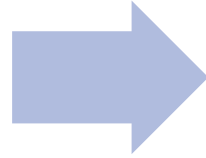
Aim	Primary Drivers	Secondary Drivers

By Jan 17 85% of children under 12 will be presented to Panel within 12 weeks of their Plan for Permanence being agreed

People
- Worker confidence & skills
- Parental engagement
- Worker capacity

Assessment Process
- Reduce duplication in paperwork
- Earlier completion of assessments/ reports

Child Focus
- Well managed transitions
- Joint early Planning
- Clear agreed timescales aligned to planned outcome
- Continuous focus on progress

% presented within 12 weeks

Time taken by individual child

Process :
% of cases with support meeting held within 2 weeks of allocation

Process :
% of transfers where workers report being fully informed on child's plan and journey

Process
% of children who have their Panel date set when plan agreed

Moving from a Concept to a Measure

Concept

- Parental Engagement

→

Possible Measure

- % of parents/carers

- % parents/carers who are more confident in understanding their child as a learner

- Number of parents who attended monthly meeting about their child's development

Moving from a Concept to a Measure

Concept	➡️	Possible Measure

- Staff Confidence

Number of staff reporting improved wellbeing

Aim

23 of the 24 children in Literacy class 3.5 at Inspire Academy will show at least a 4 point improvement in their reading level baseline assessment score, through the introduction of a 'quality Active Reading lesson' by June 2016.

Teaching and Learning

Engage in a planned programme of CLPL to upskill teachers in approach.

Resources available and accessible and used by teacher and pupils to deliver high quality learning experiences in Reading.

Lesson structures are clear, with assessment and next steps planned for.

Librarian supporting teachers in the delivery of Active Reading strategies.

Positive Classroom Learning Environment

Establish a community of trust, with opportunities for pupils to experience positive feedback.

Promote independent and collaborative learning.

Pupil Confidence

Pre and post reading self-reflections to allow children to recognise their achievements and understand the benefits of the strategies.

Pupils are engaged through interesting lessons that make learning real and relevant.

Children are able to: use their prior knowledge, apply metalinguistic, visualise, infer, identify the main point and can summarise and paraphrase.

Monitoring and Tracking

A range of systems in place to monitor and track pupil attainment and achievement, including pupils setting their own targets.

Learning Mat

Transferrable Skills in other departments

Establish what a 'quality active reading' lesson looks like.

Lessons appropriately challenging

Pupil feedback form

Create a measurement plan that matters

O: Percentage of children with a reading level improvement score of 4 by Week

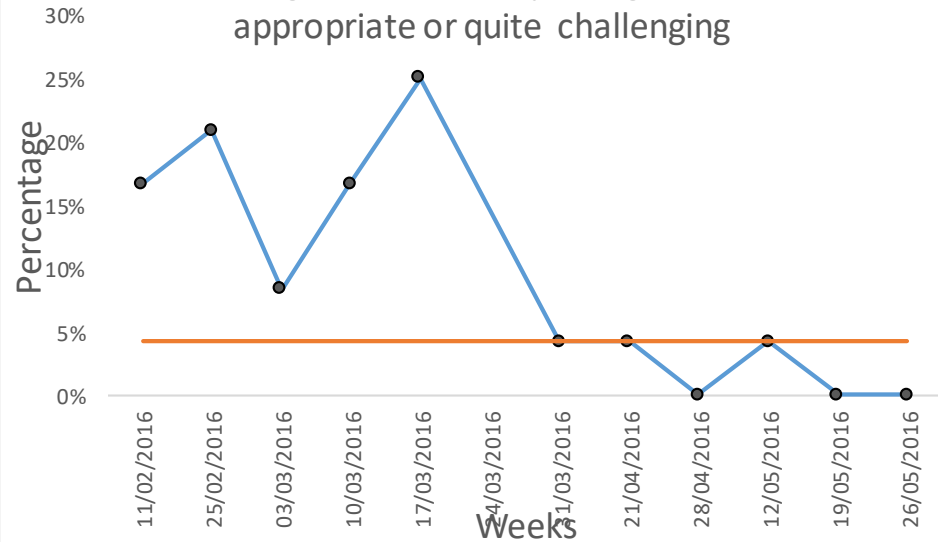(Percentage vs Weeks chart, y-axis 50%–100%, dates 07/04/2017 to 2017)
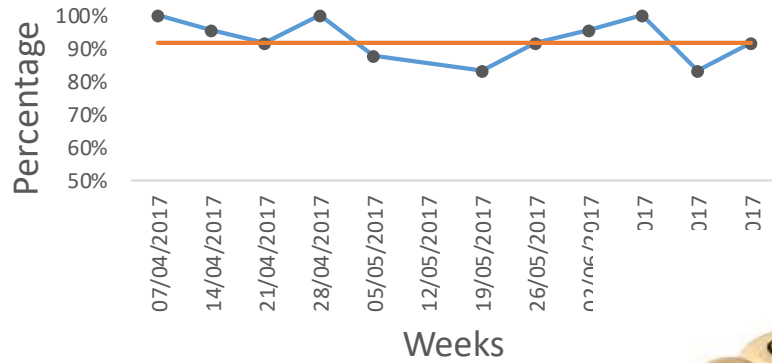
P: Percentage of pupils reporting they are confident or very confident

(Percentage of Learners vs Weeks chart, y-axis 0%–40%, dates 21/04/2017 to 23/06/2017)
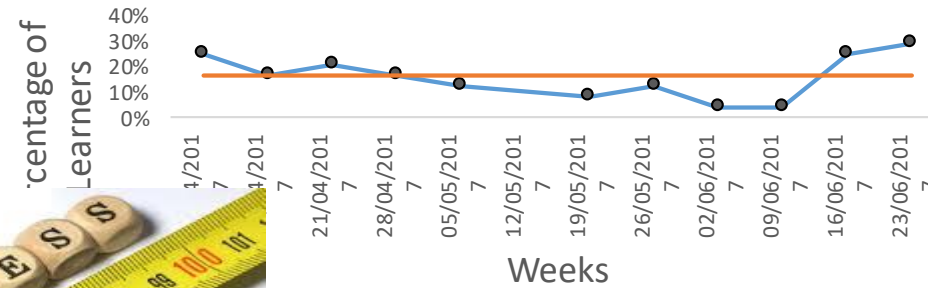
P: Numbers of learners scoring 6 or above

(Percentage vs Weeks chart, y-axis 70%–105%, dates 11/02/2016 to 26/05/2016)
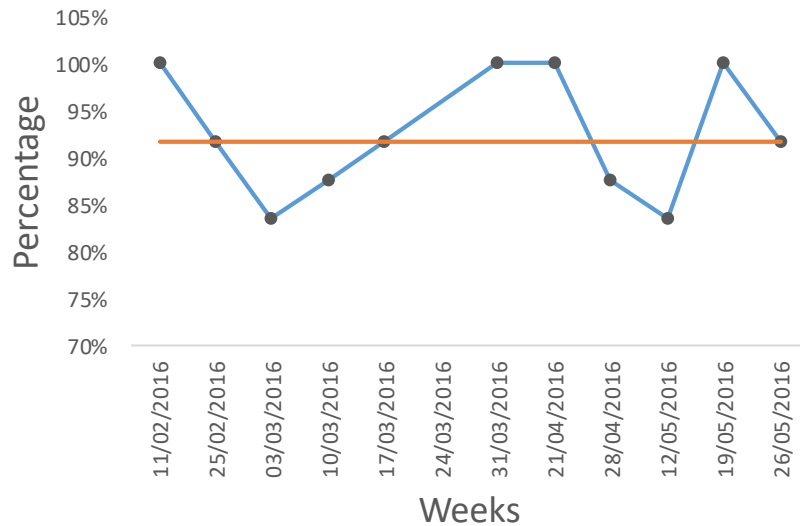
Percentage of learners reporting lessons are appropriate or quite challenging

(Percentage vs Weeks chart, y-axis 0%–30%, dates 11/02/2016 to 26/05/2016)

Practical 2 Exercise

In teams:

Start to identify your Outcome Measure and 1 process measure

ALL TEACH
ALL LEARN

All Teach, All Learn

Questions?

Why do we need data for improvement?

To understand what needs improved

To understand variation

For testing changes

For monitoring progress

To tell the story of your improvement journey

"When you have two data points, it is very likely that one will be different from the other."
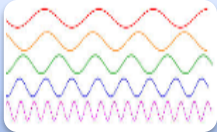
W. Edwards Deming

Measures - Things to consider

Who will be responsible for data collection?

What is the data **source** / **how** will the data be collected?

Frequency of data collection, and timings?

Equipment needed to measure?
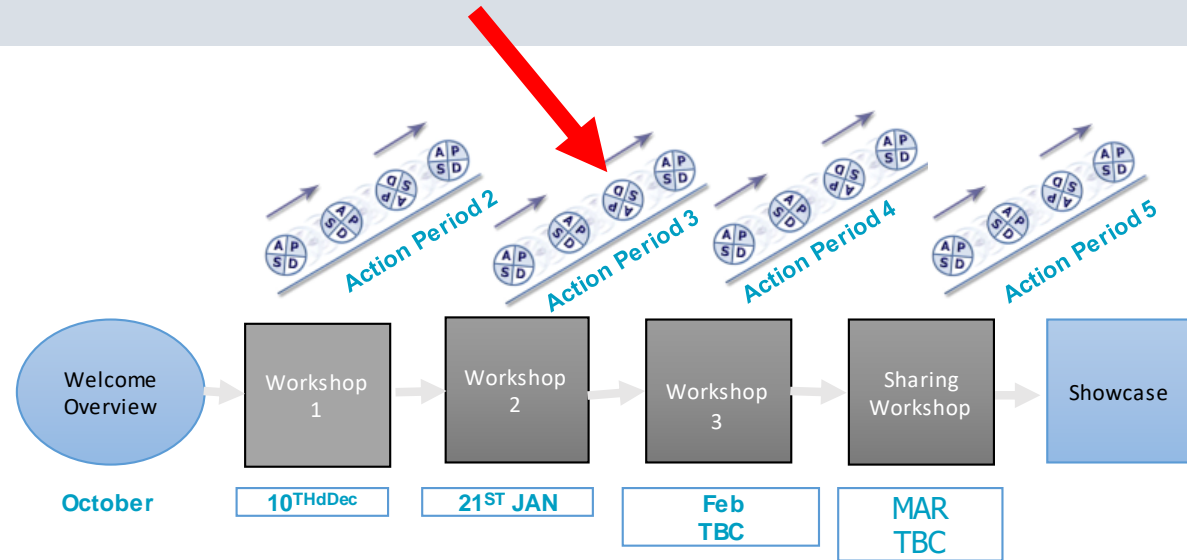
How can data collection be **integrated** with work?

What factors might **influence** the measure?

Improvement Journey
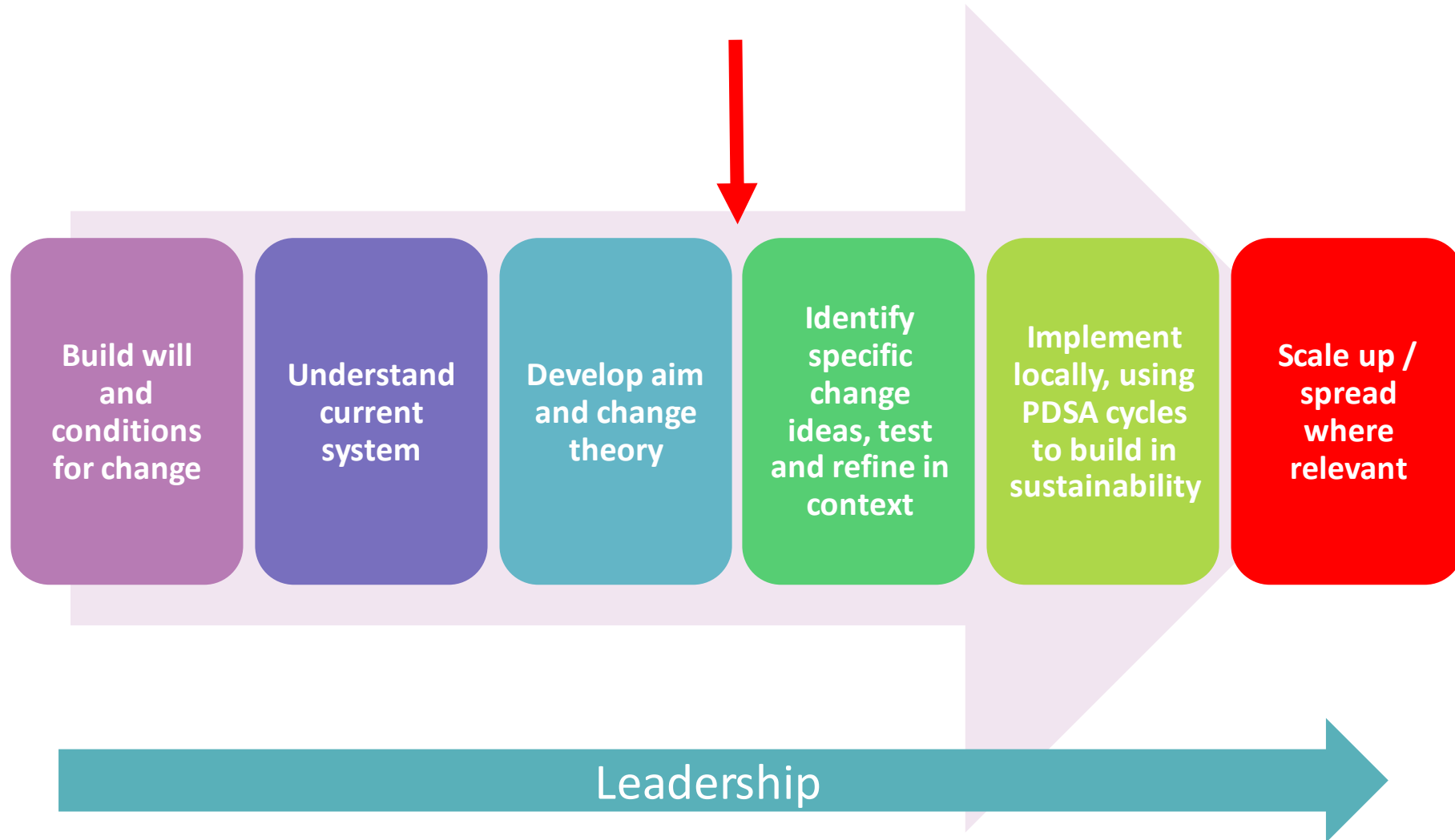
Programme design and key dates

Run Charts

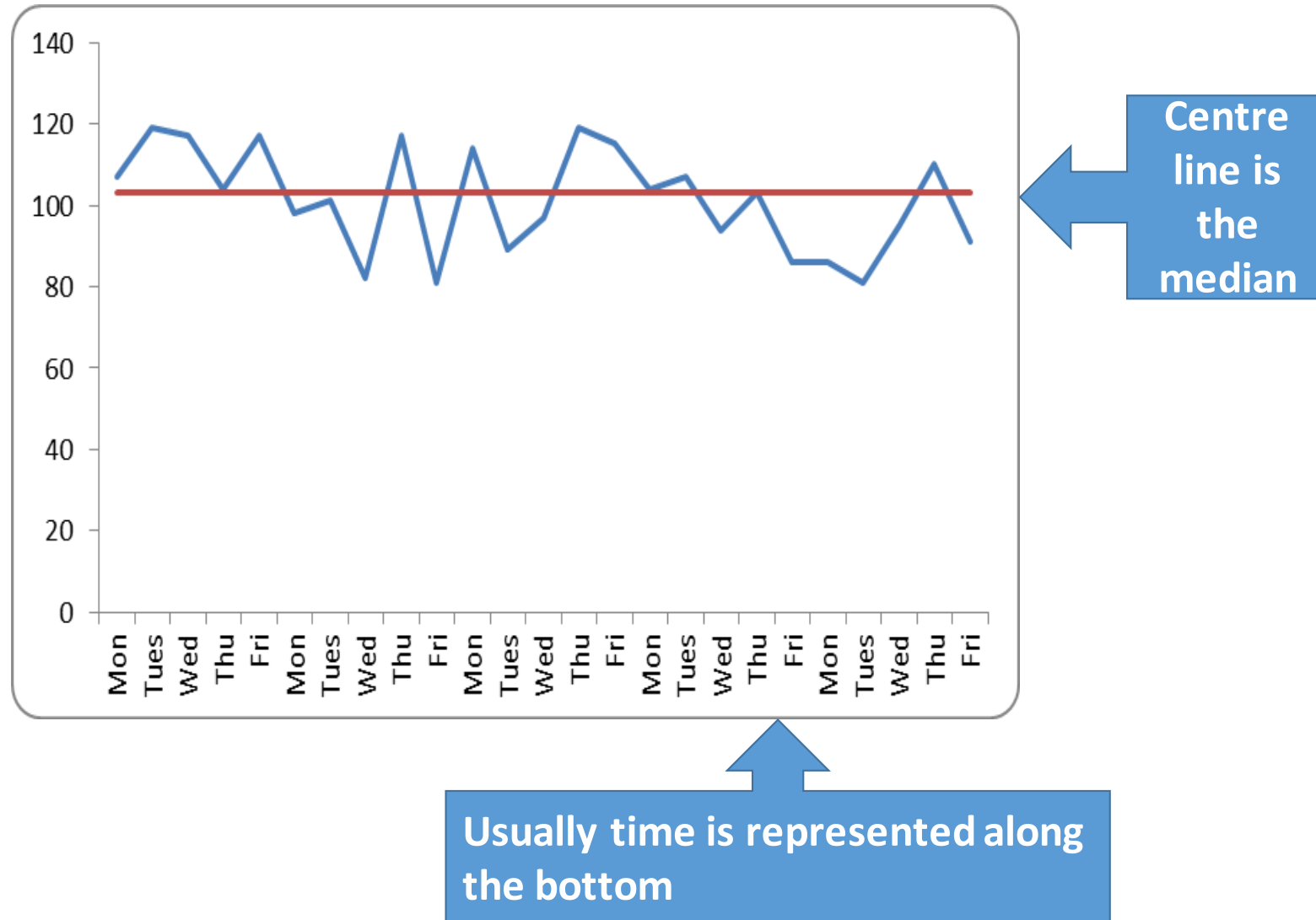Display data to make process performance visible

Centre line is the median

Usually time is represented along the bottom

Practical 3 Exercise : 15 Mins

In teams:

Build a run chart

ALL TEACH
ALL LEARN

By the end of this session you will.......

✓Have a STAN aim and strong Driver Diagram (theory of change)

✓Understand how your measurement plan is linked to your change theory

✓Introduce Run Charts

✓Leave with an action plan for Action Period 2.