

National Early Learning Participation

Regional Collaborative Learning Session One

November 2015

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What to expect from today

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Making the Case for Change

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Breakthrough Series Collaboratives

Q *What do large-scale improvement projects in healthcare, education, landscaping, energy efficiency, and organ donation all have in common?*

- They have all been topics for which the **Breakthrough Series Collaborative (BTS)** has been successfully applied to achieve rapid results
- Created by the Institute of Healthcare Improvement, **BTS** is an improvement approach based on spread and adaptation of existing knowledge to multiple settings to accomplish a common aim

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Q What topics / setting can BTS be applied to?

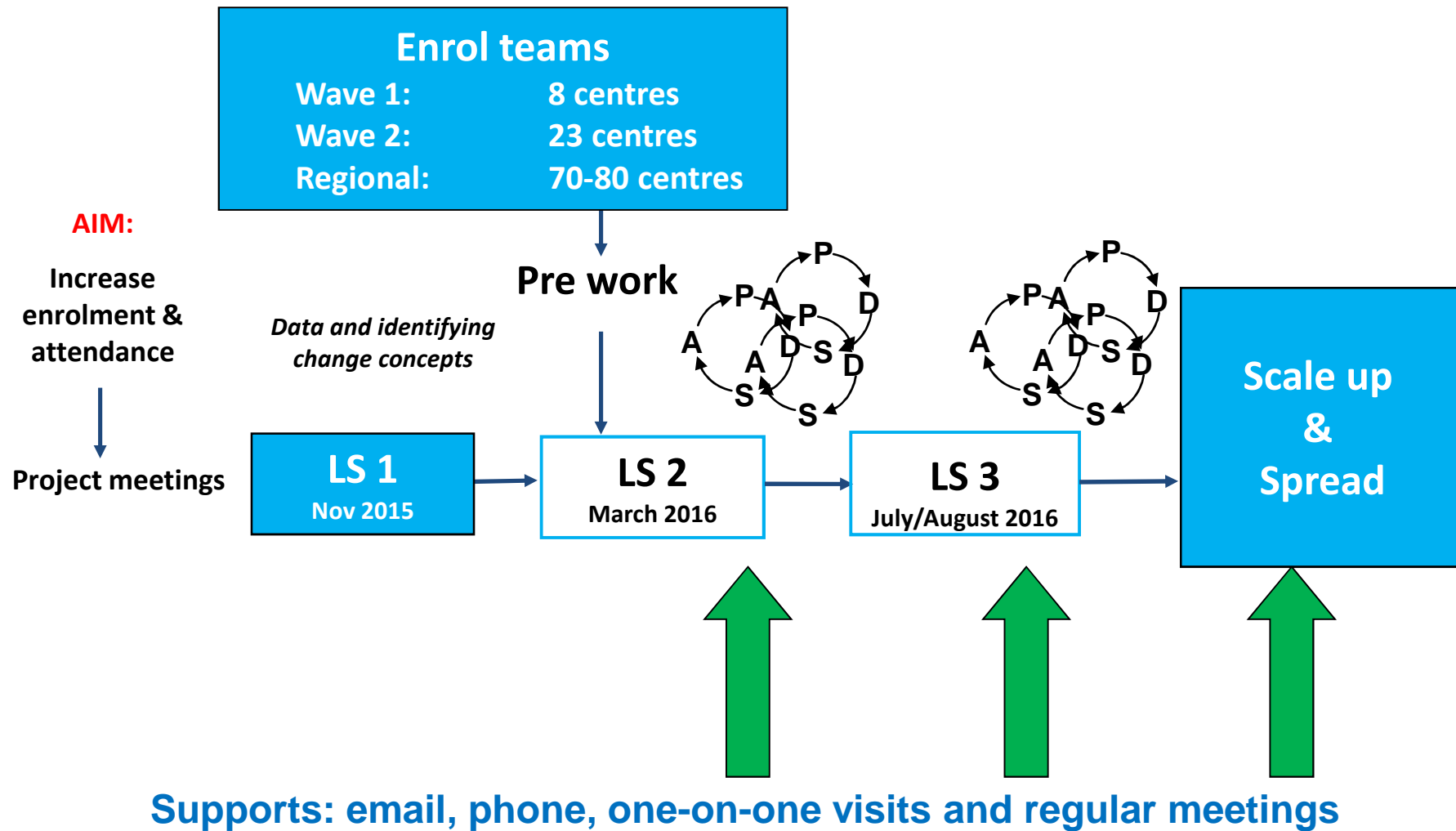
The topic or setting doesn't matter. What does matter is meeting the following:

- Identify a group with a common problem
- Look for the gap between current and best practice in some type of process or system eg: increasing the number of children enrolled in a learning centre
- Look to other countries or regions who have worked on a similar project
- Finally, the problem or issue has to be important and really matter

**BTS Collaboratives require effort, discipline and resources
to develop and support**

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Collaborative Structure

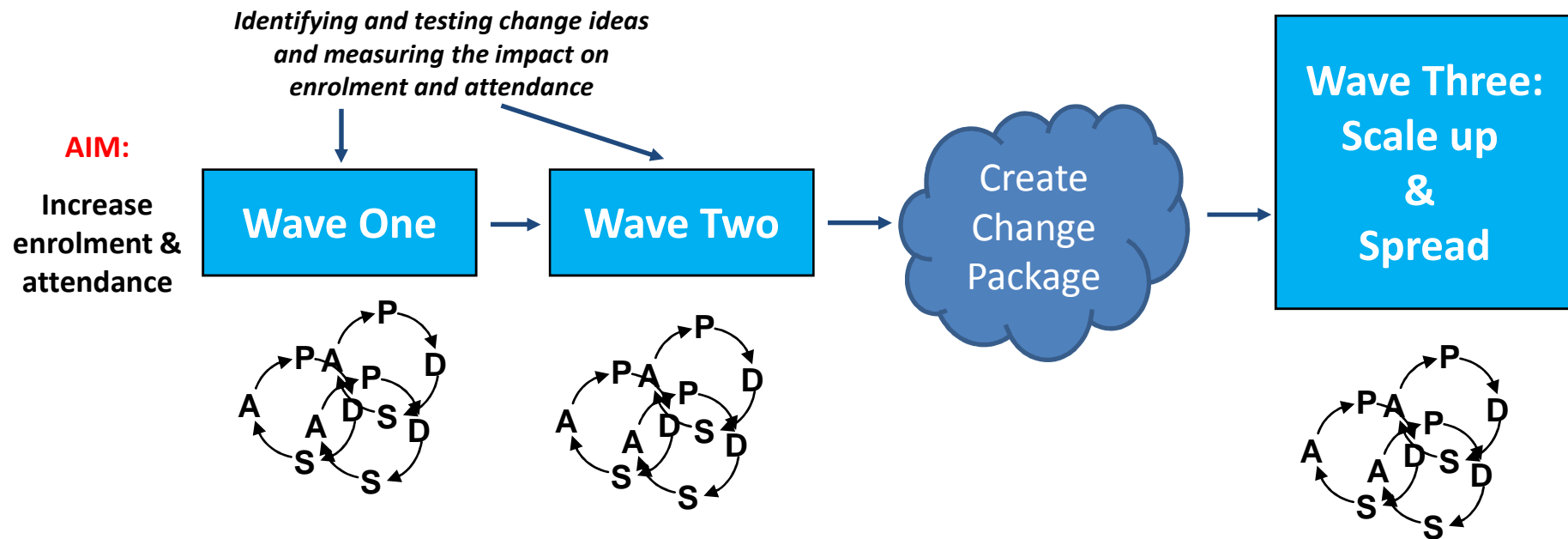


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Breakthrough Series in Action

Wave 1:	8 centres
Wave 2:	23 centres
Wave 3:	70-80 centres

We are here!



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What are we trying to achieve?

- An average of 98% **enrolment** at participating ELCs by December 2016
- An average of 98% **attendance** at participating ELCs by December 2016

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How will you each contribute to
the overall aim?

Where are you starting from?

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Why is it important to know where you are starting from?

Let's say you set an aim: "To be able to run 10kms within 40 minutes by December 2016"

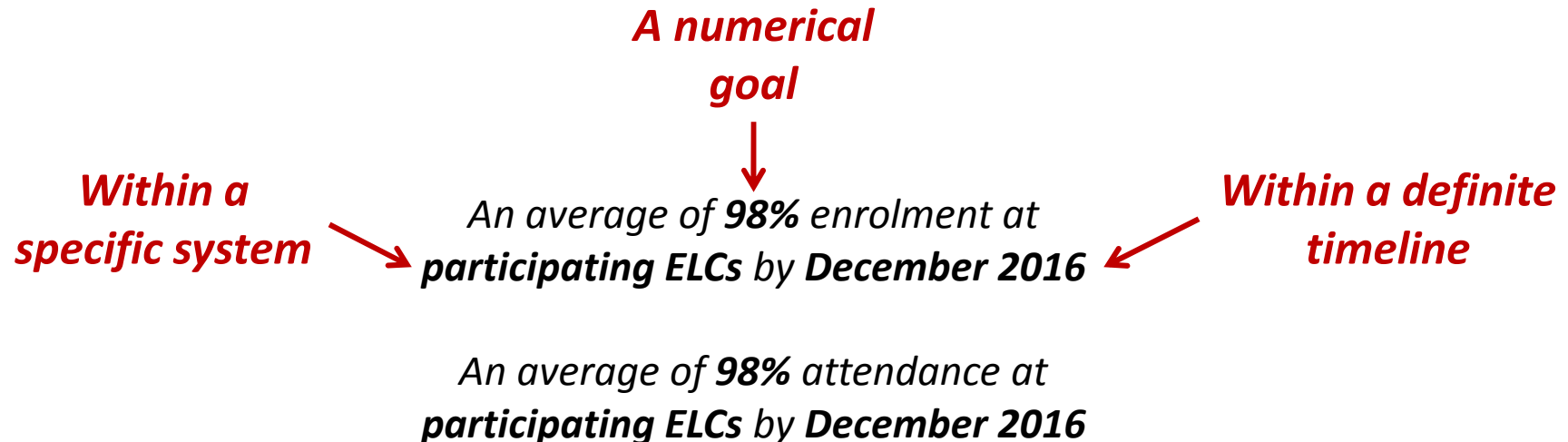
What if you are an experienced runner, currently doing 10km in 45 minutes?

What if your current exercise regime is a 20 minute walk three times a week, and you haven't run since high school?

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An aim is:

- Not just a vague desire to do better
- A commitment to achieve **measured** improvement



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10 minute Breakout Session:

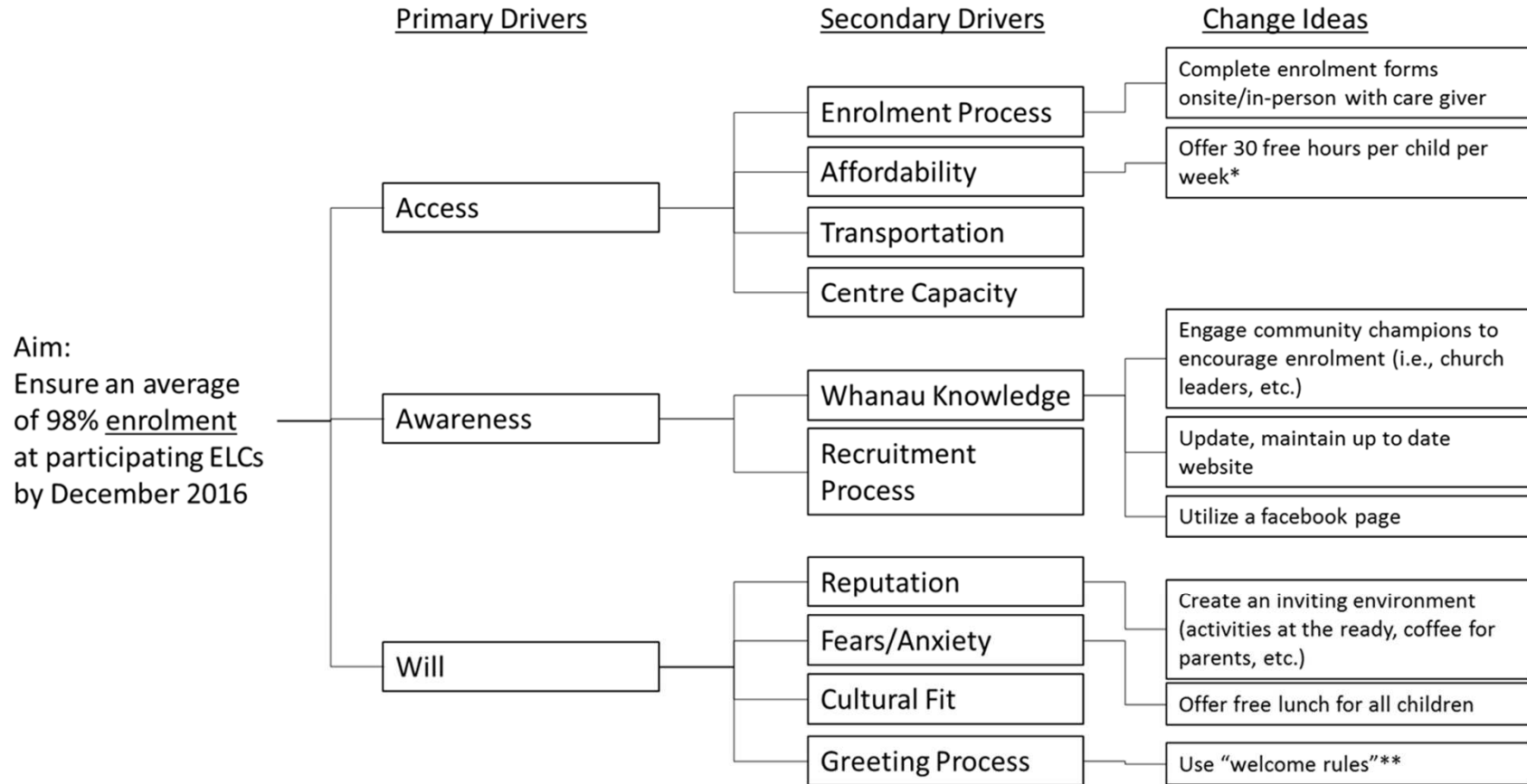
In your centre pairs/groups:

What do you think is your centre's immediate priority: enrolment or attendance? Why?

Then create your own aim statement for your first priority area.

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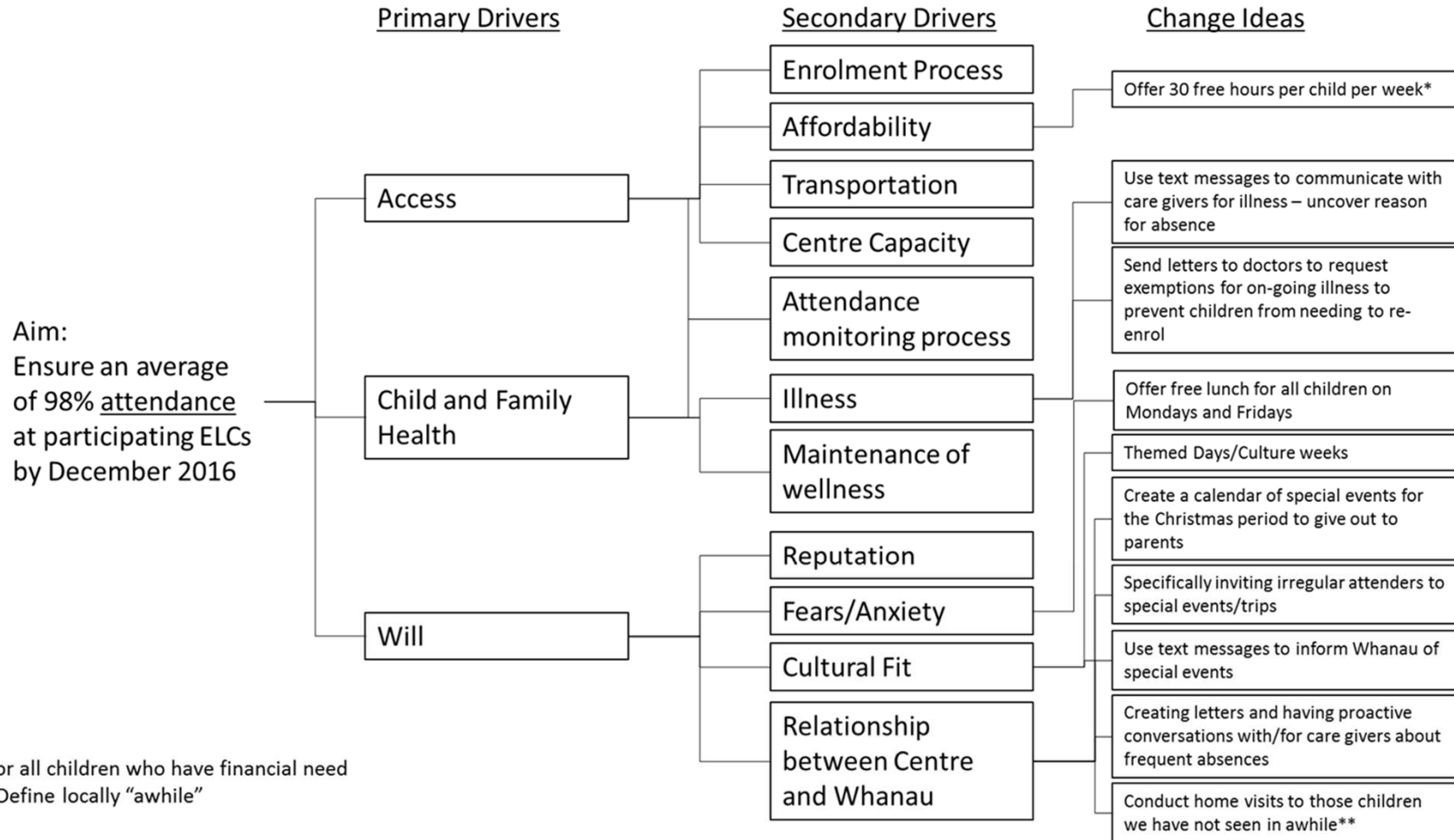
Driver Diagram: Enrolment



*For all children who have financial need **When a person enters the centre a teacher immediately stops and goes to the door to greet and invite in the child and/or caregiver

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Driver Diagram: Attendance



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Breakout Discussion: Successful Change Ideas

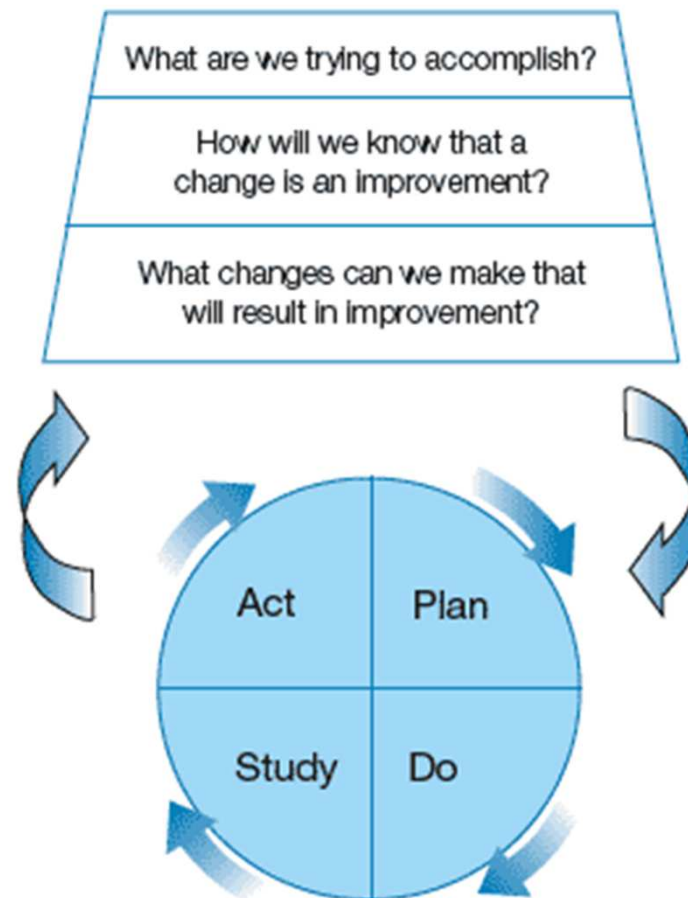


- Which of these ideas are already being done at your centre?
- Which ideas are new?
- Which are the interesting ideas that you'd like to test in your Centre?

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Model for Improvement

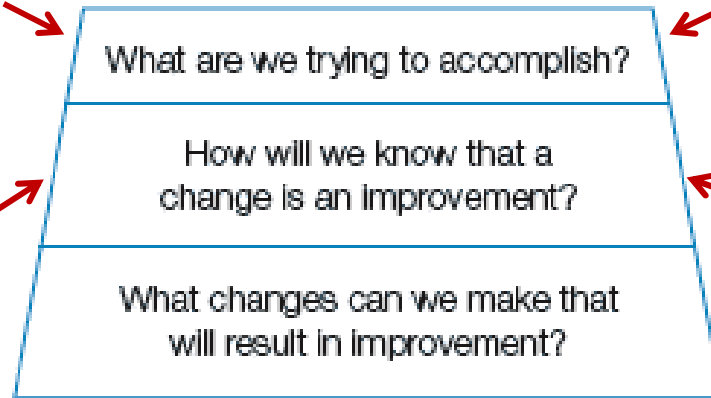
A method for testing and assessing your change idea



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Aim: An average of 98% **enrolment** at participating ELCs by December 2016

1. % Licenced hours booked per week
2. # of full-time equivalent children booked per week
3. # of booked hours per child per week



Aim: An average of 98% **attendance** at participating ELCs by December 2016

1. % Licensed hours attended during the week
2. % of booked hours attended per week



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Family of Measures:

Outcome measures: reflect what we are trying to accomplish

- % Licenced hours booked per week

Process measures: reflect the work done to accomplish the outcome

- Number of on-site enrolment forms completed per week
- Number of children signed up for '30 free hours'

Balancing measures: unintended consequences of improvement (robbing Peter to pay Paul?)

- Cost of providing additional free hours

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Example:

Aim: Reduce childhood obesity by 25% in Saint Paul by 2015

Outcome measure: % children with healthy BMI

Process measures:

- % of children exercising for one hour or more per day
- % of children who eat fast food more than 1x per week
- # of sweetened beverages consumed per day in Saint Paul school district

Balancing measure: Family satisfaction around meal preparation and free time

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Example:

Aim: To reduce turnover of new teachers in their first year of employment by 30% by end 2015

Outcome measure: Retention rate of new teachers (%)

Process measure: % of new teachers who report receiving consistent/actionable feedback

Balancing measure: Administration time taken for 1:1 sessions

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QUIZ

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LUNCH

1200-1230

PDSA Activity

The Ball Game

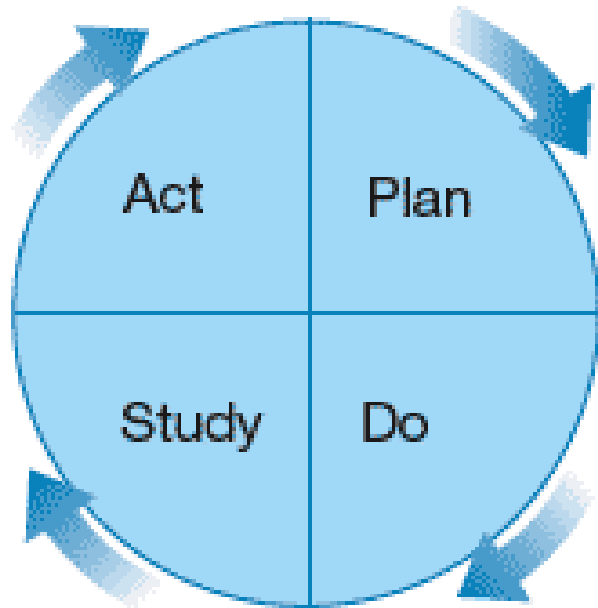
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Aim: To pass the ball, in sequence, in the fastest time possible

1, 4, 2, 7, 5, 8, 3, 6

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Plan-Do-Study-Act (PDSA Cycle)



- **Plan:** Plan the test, including a plan for collecting data.
- **Do:** Try out the test on a small scale, document problems and unexpected observations
- **Study:** Set aside time to analyse the data and study the results.
- **Act:** Refine the change, based on what was learned from the test

Prepare a plan for the next test

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Let's practice!

Each Centre will prepare for a PDSA Learning Cycle to run once you're back at work.

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After selecting a change idea, the next step is to run Plan-Do-Study-Act (PDSA) cycles to test the change in your centre to see if it results in improvement.

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Last breakout session of the day!

The Psychology of Change:

- How will you engage the rest of your team?
- How might you create the 'will' to try new ideas?

What does success look like?

Video Learning Session 3
(The South Auckland Experience)

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Next Steps