



## Bio

**Name:** Stefan Wyroslawski

**Current Role & Organisation:**  
Curriculum Leader of Humanities /  
QI Officer - Improvement  
Methodology & Professional  
Learning

**ScIL Cohort:** 34

**Date:** 2021 - 2022

## Completing ScIL

**Shifting Recycling Behaviour:** Using a QI approach with young people (secondary students) to create culture change and implement a recycling system within a school.

**Strength Deployment Inventory:** Discovering not only how I work most effectively but also what I need to be mindful of. It was also fascinating to learn about how others see the world in a different way with their motives and responses to conflict. Having the group discussion where we learned about each other in the cohort was a highlight.

## QI Tools & Techniques

Although not officially in ScIL, Julie Wild's prioritisation tool which differentiates between Understanding, Improving and Consolidating priorities has been very impactful not just for me but also the improvement teams I have been working with. It creates strategic space for people to really consider what is going on in their system before attempting to make an improvement. It also locks in any improvement and encourages planning to embed and sustain positive change.

## Advice

Know yourself and how you operate fully before trying to improve the world around you. When you build teams show humility and be honest about your weaknesses (and strengths). We cannot improve alone, but you need to know who you are alone before you can be an effective team player. When you build your teams, always be a positive driver, be open and embrace your mistakes then learn from them. Relentless positivity underpinned by deep understanding about our theory of change seems to be a good mixture for improvement.

## Post ScIL

Micro - more effective faculty improvement planning both for myself and colleagues across a local authority. This has included deployment of key tools at the right times and paying more attention to measurement. In small-scale projects I am advising and coaching on, ScIL has given me confidence and a framework to anchor my advice upon.

Meso - with school leaders I have been able to support their prioritisation and planning for improvement. This has led to systems-wide changes with a collective theory of change being embedded which means that schools are having an even stronger impact on outcomes for children and families. There have also been a range of projects I have been fortunate enough to work on including Gender Barriers to Learning, Positive Destinations, Enhancing the S6 Experience, and Improving Pedagogical Approaches to Mathematics.

Macro - at systems level learning from ScIL has been applied not only to build QI knowledge and capacity across the local authority, but to inform and support systems improvement strategy.

The challenges are more apparent having completed ScIL, but equally I feel more confident that I have a toolkit and theory of change to work with the problems. A key challenge relates to Rogers Adoption Curve and managing expectations of enthusiastic improvers to take a long-term view. Paying more attention to knowing who you are working with in the improvement journey, both service users and leaders of change, is a key strategy to overcome barriers. The Knoster checklist and Cynefin framework have also been very helpful in explaining risk of project failure and system complexity. If we can understand these key principles then things do tend to go more smoothly, although there are always unexpected surprises. The [TURAS QI Zone](#) website is my go-to when I'm in a muddle.

## Contact

Email Stefan if you'd like to discuss their ScIL journey further:

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