



## Bio

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**Current Role & Organisation:**  
Quality Improvement Officer,  
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**ScIL Cohort:** 34

**Date:** 2021

## Completing ScIL

Following the professional learning, my focus was to increase the number of practitioners using improvement methodology to evidence impact of training provided on the practitioner, setting and learners. This involved introducing them to a range of tools to measure impact, a simple yet effective way to gather and evidence data. and working with other professionals to develop a support network for learning new skills.

## QI Tools & Techniques

Driver Diagrams and PDSA, both have helped me to formulate my ideas. I also really benefited from the coaching sessions that not only supported me in developing my ideas but in how to support others.

## Advice

When you start, do not expect an overnight success! Some projects take time, especially those involving mindset change. Not unlike PDSA, complete cycles and tweak as you go. If you believe in something keep trying, do not give up!

## Post ScIL

The learning gave me the confidence to support practitioners to understand improvement methodology and use it in practice. I had a belief that to empower practitioners to attend professional learning and ensure it added value to their role, they needed to show Managers and other colleagues that training they attended was worthwhile. This was particularly true during Covid when releasing practitioners could be challenging. I felt that practitioners needed a way to share learning with others rather than to feedback at staff meetings. Using the Plan, Do, Study, Act approach showed that they could evidence their learning in practice and scale and spread the change. It is easier to bring others on board through role modelling and them being actively involved. It supported Managers to promote leadership at all levels and then link this to improvement priorities. Ensuring practitioners were gathering the data also lightened the load for Managers in evidencing change and improvements. It encouraged reflective practitioners and sustained self evaluation which in turn impacted on the quality provision for children.

Initially it was difficult to encourage colleagues that this was not additional work but rather beneficial to the whole setting. In the first year I was learning too so that meant implementation was slow. Three years on and the benefits are showing and most practitioners will now use improvement methodology to implement and evidence the learning they have taken from professional learning.

## Contact

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