

The Inspire Improvement Fellowship: *Moving Online*

Review Summary 2019-2021

Jo Odell, FoNS Practice Development Facilitator and Debbie Warren

June 2022

Through this review of the year 2 and year 3 of the Inspire Improvement Fellowship, we wanted to 'shine a light on the participants' experiences of the programme'. We used participants' experiences as evidenced by the evaluations they provided, blogs they wrote, interviews they gave and feedback they provided.

We asked:

Has the Inspire Improvement Fellowship succeeded in its aim?

We found:

The Inspire Improvement Fellowship has succeeded in its aim:
Fellows report feeling better able to work with their teams; to 'facilitate' rather than 'fix'
Fellows develop greater understanding of the importance of collaboration, inclusion and participation in practice
Fellows work with their own values and the values of their teams
Teams become problem solvers and take on new responsibilities
Fellows are able to think in new ways and explore creatively
The Inspire Improvement Fellows report an increase in confidence; enabling them to try new methods and approaches in practice. This is reflected in how they describe their changed ways of working

We asked:

How has funding enabled participation and further learning and development opportunities?

We found:

The bursary gave the Fellows a certain amount of 'freedom' to enable their own participation and development, and that of their teams.

We asked:

Has FoNS created a safe and supportive online learning environment?

We found:

FoNS has created a safe and supportive online experience, however, Fellows ultimately want to meet in person and going forward years 4-6 will take a blended approach of two online learning blocks and a final face-to-face two-day workshop

We asked:

What is the learning for fellows from the participatory evaluation?

We found:

The participatory evaluation deepens and consolidates understanding, and emphasises that evaluation is and should be a process, not a tick box exercise. It makes evaluation a positive exercise, and even a fun one. We would like to explore this in future evaluations.

We asked:

How has the role of co-facilitator enabled the development of further facilitation skills?

We found:

We are delighted that this was an opportunity for co-facilitators to further embed their knowledge and skills and also to gain a deeper understanding of the methods and approaches in helping to support other fellows to use and adapt these to their own workplaces.



This review builds on the tradition of programme evaluations undertaken at FoNS as an integral part of our way of working and something we value in and of itself. Evaluation creates a learning opportunity for all. In this review, we also wanted to add new perspectives to the evaluation undertaken of the year 1 of the programme "[Game Changer](#)": [Creating Caring Cultures through the Inspire Improvement Fellowship](#).

The COVID 19 pandemic hit in March 2020 just as year 2 were completing their journey as fellows and year 3 were starting their journey. A result of the pandemic was a pause in the programme, a redesign to take this onto a virtual platform and the opportunity to recruit previous fellows to become co-facilitators for year 3 of the programme (without the need to travel).

Given the difficulties, we took the decision to combine the evaluations for year 2 and 3. But have used this opportunity to then look at the experience of the co-facilitators and how co-facilitating enabled them to deepen their learning. We have been able to compare and contrast the different approaches taken, that is face-to-face versus virtual.

While the emphasis on participatory evaluation (See Jo Odell's article: [Reflections on developing a participatory evaluation as part of the Patients First programme](#)) as an ongoing process throughout both years of the programme continued, it was hampered by the pandemic and meant engagement levels were low at the end of year 2, when fellows were working extremely hard in practice and were often redeployed into new roles to help their organisations. Our learning for year 4 of the programme is to enable this participatory evaluation process to be part of the end evaluation as year 1 of the programme, but with a more explicit nature.

The Inspire Improvement Fellowship: *Moving Online*

A Review 2019-2021



We asked:

*Has the Inspire Improvement Fellowship succeeded in its aim?
How has funding enabled participation and further learning and development opportunities?
Has FoNS created a safe and supportive online learning environment?
What is the learning for fellows from the participatory evaluation?
How has the role of co-facilitator enabled the development of further facilitation skills?*

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June 2022



Introduction

Year 2

In January 2019, eleven Fellows started on the Inspire Improvement Fellowship. They undertook six workshops (two each in March, June and September 2019) which were held in a central UK location. This was an opportunity for the Fellows to travel and work together as a group. The workshops were facilitated by the FoNS Programme Lead Jo Odell. Between workshops, each fellow also had 1:1 support from the FoNS facilitator and was provided with a small bursary.

In June 2019, the Year 1 Fellows joined the year 2 Fellows at their workshop, and presented the work they had undertaken in year 1 of the programme.

After the last workshop in September 2019, the group decided to continue meeting and in January 2020 they participated in a Resilience Based Clinical Supervision workshop (then hosted by the University of Nottingham) and also co-facilitated their own workshop alongside this. Then in March 2020 the Covid pandemic reached the UK shores, which resulted in a national lock down on the 23 March 2020. As a result, all health and social care staff were extremely busy adapting to new ways of working and were often re-deployed, and all study leave was cancelled.

In April 2020, FoNS as an organisation entered a period of furlough as we were unable to provide our programmes of support. In July most of the staff returned and started to adapt to delivering programmes virtually. From that point onwards, the FoNS Lead kept in touch with the fellows and gathered end of programme feedback using the virtual platform *Padlett*.

Year 3

Twelve fellows were due to start (as year 3) their workshops in March 2020, but the continuing pandemic forced postponement. By July 2020, the FoNS Lead had redesigned the workshop content for online delivery using *Zoom*. The workshops were replaced with three learning blocks comprised of seven weekly sessions of three hours. These started in September 2020 with 10 fellows (two Fellows had had to withdraw for personal reasons). The move to online necessitated extra facilitators and two new co-facilitators were recruited from year 1 and 2 of the Fellowship. The learning blocks were held in September 2020, March 2021 and June 2021. Each fellow also had 1:1 support and a small bursary.

End of programme feedback was gathered in September 2021 using the virtual platform *Padlett*.

Background

The fellowship and programme of support, which started in January 2018, aims to enable clinical leaders to develop knowledge, skills and expertise in facilitating culture change and improvement at the front line of practice.

The programme is underpinned by the [Creating Caring Cultures](#) model developed by FoNS in 2015.

This programme is funded through partnership funding with the Burdett Trust for Nursing. Many thanks.

[Programme Information](#)
[Information about the Fellows](#)

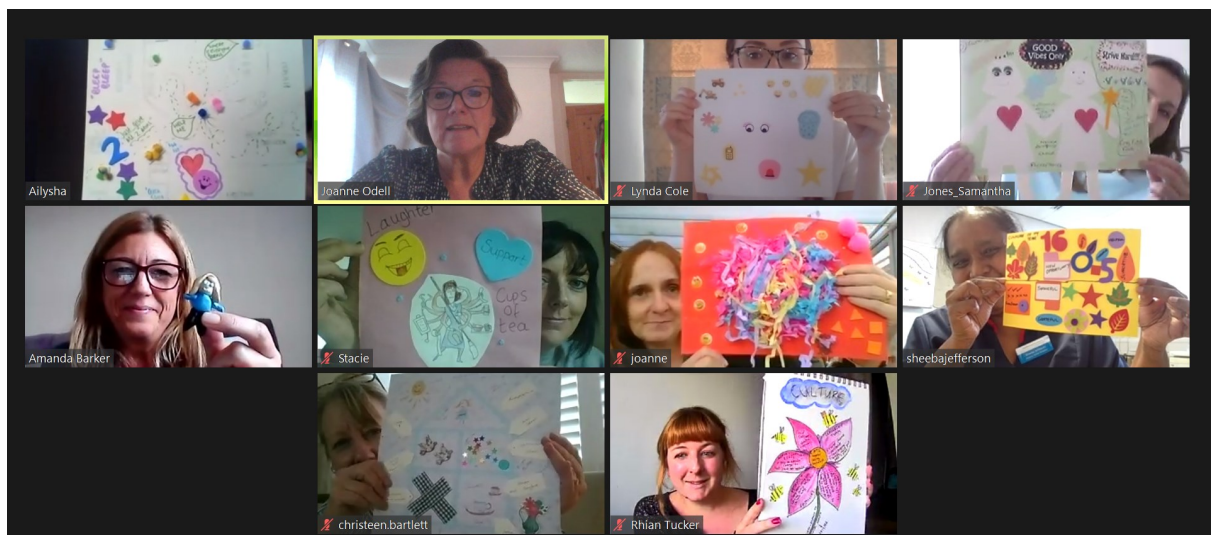
Year 2: 2019-2020 Fellows



Barbara O'Donnell: Anaesthetic Team Leader, Main Theatre	Whittington Health, London, England
Deborah Smith: Ward Manager, Paediatric care	Royal Manchester Children's Hospital, Manchester, England
Nicola White: Specialist Practitioner District Nurse	Edinburgh, Scotland
Pamela Galloway: Clinical Midwifery Lead	Victoria Hospital, Fife, Scotland
Rebecca Cartland: Senior Sister, Cardiac and Endocrine Care	Glangwilli Hospital, Carmarthen, Wales
Morag Millar: Charge Nurse, Adult Mental Health	Whytemans Brae Hospital, Fife, Scotland
Charlotte Keates: Senior Nurse, Acute Care Clinical Services	BMI Priory Hospital, Birmingham, England
Joanna McGee: Team leader, Older Persons Mental Health	Southern Health NHS Foundation Trust, Winchester, England
Joanne Mohammed: Ward Manager, Respiratory Care	East Lancashire Hospitals, Blackburn, England
Karen Kane: Ward Manager, Ambulatory Care Unit	Altnagelvin Hospital, Northern Ireland
Karen Davies: Care Home Manager	Rose Court Care Home, Manchester, England

Year 3: 2020-2021 Fellows

Christeen Bartlett: Health Visitor Lead, Community	Homerton University Hospital, London, England
Isobel McDowell: Lead Nurse, Older Persons Mental Health, Community	Londonderry, Northern Ireland
Katie Miller: Day Services Manager, Hospice Care	St Peter's Hospice, Bristol, England
Stacie Hughes: Ward Sister, Psychiatric Intensive Care	Midlands Partnership, Stafford, England
Lynda Cole: Ward Sister, Emergency care	Royal Victoria Hospital, Belfast, Northern Ireland
Gemma Bow: Team Leader, Primary Care Adult Mental Health	Milton Keynes, England
Sheeba Jefferson: Deputy Nurse Director	Sheffield Teaching Hospitals, England
Samantha Jones: Ward Sister, Orthopaedics	St Mary's Hospital, Isle of Wight
Ailysha Carr: Ward Sister, Adult Mental Health	Midlands Partnership, Shrewsbury, England
Rhian Tucker: Team Leader, Community Mental Health	Eastbourne, East Sussex, England



In order to review the programme, we have themed evidence from:

The *End of Year Evaluations* for both Year 2 and 3 (Appendix 1)

An extensive interview with Joanne Mohammed, one of the participants from Year 2 and also a co-facilitator of the year 3 programme (Appendix 2)

The *End of Day Evaluations* for Year 3 Fellows Isobel McDowell, Sam Jones and Christeen Bartlett (Appendix 3)

Email feedback from Year 3 Fellow Christeen Bartlett (Appendix 4)

Fellows' own blogs (Appendix 5)

Feedback from members of the Fellows' teams (Appendix 6)

Appendices available on request

Question 1: Has the Inspire Improvement Fellowship [Year 2 (2019) and Year 3 (2020-2021)] succeeded in its aim?

The programme aims to enable clinical leaders to develop knowledge, skills and expertise in facilitating culture change and improvement at the front line of practice. Key aspects of this are collaborative and inclusive ways of working, the ability to think creatively in working with the team and with people who receive care and the confidence to try new approaches.

The findings fall into four main themes:

- Collaboration, inclusion and participation; working with teams and their values in inclusive ways
- Gaining new methods, approaches and facilitation skills
- Putting new ideas into practice: Confidence
- Creating happier and more healthful workplaces

Collaboration, inclusion and participation; working with teams and their values in inclusive ways

Participants report feeling better able to work with their teams; to 'facilitate' rather than 'fix'. The programme explores the importance of collaboration, inclusion and participation and introduces participants to ways to put this into practice, for example [Values Clarification](#) exercises and [Claims, Concerns and Issues](#). Teams think about their values and what matters to them and the people they care for and together, come up with solutions to problems and take on new projects, which is empowering for team members and helps build leadership capacity at all levels.

I have also learnt that when I embark on my next role, the key to success is participation, collaboration and providing some reflective and thinking 'space', away from clinical practice, for the key stakeholders of an initiative. This is because they can see where the challenges are and have great ideas about how to move forward together (App 5, Charlotte Keates Y2, Glitterbox)

A key component of creating a caring culture is around shared decision making and how, as leaders, we need to facilitate this. Team members are often better placed to find solutions in their areas as they are experts in their own field. Therefore leaders need to facilitate collaboration, participation and inclusion within the team to enable shared decisions to be made. This will allow team members to feel valued, promote good team work along with fostering better outcomes for patients (App 5, Sam Jones, Y3, Shared Decision Making)

As a Trainee DN student FoNS opened my eyes to leadership and different approaches to team development. Allowing teams to explore their own ideas, thoughts and feelings. Involving the entire team is so important as they are able to collaborate to create team values and continual reflect (App 6, Y2, Section C)

Shared purposes and values enable people to take ownership thus enabling more productivity, autonomy and a positive environment (App, 1 Q2, Y3)

Collaborative working - before I would do and tell - now I don't, I leave a question in the air and ask people to solve it (App 1, Q1, Yr 2)

Collaboration is key towards inspiration and improvement (App 1, Q1, Y3)

Collaboration, inclusion and participation. The positive impact of this and how working in collaboration can make team members feel. This also involves shared decision making within our team (App 1, Q1, Y3)

I work with rather than do to people. I changed my way of being and can't go back to the way I was working before (App 1, Q6, Yr 2)

What has changed in my leadership style as a direct result of the programme? To be free to practice with my values and beliefs and to be authentic (App 1, Q6, Yr 2)

What has changed in my leadership style as a direct result of the programme? Promoting a belonging as a team and encouraging and enabling others to grow and flourish (App 1, Q6, Y3)

So it was this idea of working with the team rather than doing to your team. And that really for me was quite transformational in the way that I did work with my team 'cause I moved from being the leader that went in and told them what you do on a daily basis, to the leader that went in and asked what we should do as a team and so it's that [that] changed my mindset (App 2, Section 1)

Gaining new methods, approaches and facilitation skills

A key aspect of the programme is the linking between the workplace, the development of facilitation skills and methods and techniques that participants explore and experience. Exploring creativity (such as visual arts and poetry) as well as encouraging creative ways of working, help participants think in new ways and work with their teams in new ways.

You can give training to anyone but using the Creating Caring Cultures model to help people reflect and understand their workplace, can help people seek improvements (App1, Q1, Y2)

I expected to come and be taught, but I have found that it's within yourself and the other fellows. Gave us a framework and all the tools and brought the creativity out of us (App1, Q7, Y3)

So my transformation has been around my way of being, my ways of thinking and my way of looking at things through a different lens. So it's allowed me, using the tools from the fellowship to take a step back from my work place and look at it more objectively. Look at the culture (App 2, Y2, Joanne Mohammed interview, Section 2)

The Inspire Improvement Fellowship programme has also opened my eyes to see from a different perspective (App 5, Isobel McDowell, Y3, Caring in extraordinary times)

The art of being positive and reframing negatives to positives (App1, Q2, Y3)

Since being part of the inspire improvements programme, I have seen this practice evolve further in not only her way of thinking and supporting residents wishes/choices in a person led way, but by the way she shares this knowledge and experience with myself and the wider staff team, to support a more diverse and quality leadership to the home and overall better living experience for all residents in our home (App 6b, Y2, feedback from colleague)

I've also learnt that creativity is not just about being good at drawing or designing (which I am not) but is about using all the senses to feel and share thoughts and feelings, which has been very powerful for me (App 4, Y3, Feedback from Christeen Bartlett)

Facilitation skills, engaging with the team, using Evoke cards and different ways of getting staff to engage (App1, Q2, Y2)

Recognising golden moments for self and team (App1, Q2, Y2)

Valuing feedback ... stories from patients and staff (App1, Q2, Y2)

To prove or improve, be curious, ask why

What values and beliefs do we live by

Really listen and hear

Can make things more clear

Isobel McDowell (App3b, Daily feedback)

Putting new ideas into practice: confidence

The Inspire Improvement Fellows report an increase in confidence; enabling them to try new methods and approaches in practice. This is reflected in how they describe their changed ways of working.

Confidence to learn about the leader I want to be, can't go back to what I was doing before (App1, Q3, Y2)

Increased confidence to action ideas. Confident to action staff ideas, be courageous, be curious and 'go for it' when opportunities arise. More confident as a facilitator (App1, Q3, Y2)

So much more confident in a good way - able to challenge positively, feeling 'brave' to try new things and not seeking permission from senior staff all the time (App1, Q3, Y3)

Given me confidence to talk in the groups and with the teams. Had confidence to facilitate and enable the teams to learn together. Given teams confidence to approach me with ideas. Feeling confident about using creative skills with the teams (App1, Q3, Y3)

Obviously, it's a journey and nobody ever gets to the end of the journey, the transformation is still ongoing. But for me, it's just that idea of how we can work in a structured way to enable this transformation (App 2, Y2, Joanne Mohammed interview, Section 1)

Facilitation skills and confidence to try these in practice (App1, Q2, Y3)

Feel mature - feel more confident with conflict and difficult situations (App1, Q3, Y2)

Have built my confidence in trusting the process and taking the risk about what others would see as quite radical and justify it (App1, Q3, Y2)

The team's confidence has grown, because I believe in them, as a consequence of me being able to better articulate myself (App1, Q3, Y2)

From this I feel I have also been able to share this positive practice, to the staff team and support Karen in a different way of working in the home, to build knowledge and confidence further with other members of the staff team. In turn I have seen how this has built confidence and developed members of the staff team, to work on their own initiative to respond and problem solve, then later share their own knowledge and experience with others. The skills and knowledge I feel we have all gained from Karen in taking part in this, has shown a new degree of practice and confidence in the home, which has only impacted in positive changes from all involved in our setting, whether it be staff, residents, relatives or other visiting professionals, due to feedback we have had of our practices within the home. (App 6b, Y2, feedback from colleague)

I can see how staff have developed in their own roles and confident to leave them to grow. Now have the confidence to take new skills to a new role (App1, Q3, Y2)

They now have new confidence in each other as team members and feel empowered to do what is best for our patients. We are definitely heading towards transformation and although we still have work to do, I am ever hopeful and excited for the future (App 5, Joanne Mohammed, Y2, Working in new ways)

I also feel it has offered opportunity. An opportunity to change, start from scratch, and really examine what we do, why we do it and what the need is (App 5, Katie Miller, Y3, What the pandemic has meant to me)

Working with Nicki while she was part of the FoNS programme empowered us to 'dig deep' and acknowledge how fantastic we really are. Facilitating a safe space to reflect on our own practice and work on shared team visions was so important, especially during this pandemic. FoNS allowed us to do this in such a creative way that it enabled everyone to participate in a way where they felt comfortable. As a team we can continue to utilise the tools that FoNS has given us in our future practices to motivate and encourage us to develop (App 6c, Y2, feedback from colleague)

Question 2: How has funding enabled participation and further learning and development?

The bursary was used in different ways by different fellows. Although a small amount of money in relation to large NHS budgets, it gave the fellows a certain amount of 'freedom' to enable their own participation and development, and that of their teams. Below are some examples of how the bursary was used. Lead facilitator Jo Odell's experience and observation was that it allowed fellows to overcome challenges and barriers that existed within their services and organisations such as accessing funds for team development, in financially difficult times.

How the bursary was used

- Travel to face-to-face workshops
- Team development - venue hire, refreshments, creative resources and tools,
- Personal development - payment for workplace modules and specialist module at universities
- IT equipment when went over to virtual programme (when not supplied by organisation)



Joanne Mohammed describes how she used her bursary:

'... so the bursary gave us a bit of a buffer to buy the things that we needed... So I used it to buy the creative stuff that I could take into work. And I've now got a tool box that I can take with me wherever I go. It enabled me to attend the practice development day and the away days that we had together with the fellows. It's enabled me to seek out learning that wouldn't have necessarily been covered by my organisation ... It's allowed me to widen my network into ... clinical supervision ... to look at all these and other ways of working that we wouldn't have been able to access through the normal route ... So the bursary has been important, yeah.

So, you didn't have to worry about how you're going to get to the sessions... And it's just it was a little bit of a buffer to buy the stuff that would help support you get through the fellowship.' (App 2, Y2, Joanne Mohammed interview, Section 9)

Question 3: Has FoNS created a safe and supportive online learning environment?

Previous evaluations have highlighted a safe and supportive learning environment within the fellowship. This is something that is key to all the work FoNS undertakes. Each group undertakes a co-created 'ways of working' or 'safe space agreement' as a basis for the workshops. In addition, programmes are designed to develop connections between participants with activities that are varied with a high degree of autonomy and self direction.

The Covid-19 Pandemic meant the year 3 programme was redesigned and delivered using an online platform. However, we were keen that the online experience would have the same values of participation as the in-person workshops, as opposed to the more common online learning which is undertaken in the form of webinars where one person presents and others listen. Samples of the fellows' experiences are shown below:



In person would be ideal however it worked so well virtually, meeting would be the icing on the cake (App1, Q8, Y3)

Despite using Zoom, we felt very connected (App1, Q8, Y3)

One of the programme's strengths is that it facilitates conversations and active learning sessions between participants, which is unique to this programme and needs to remain (App1, Q9, Y3)

I have enjoyed and benefitted from each session and I believe that there has been a balance of learning and opportunities throughout the programme (App1, Q8, Y3)

However, generally people would like to meet in person too!

What could have been differently? *Nothing really, except the obvious of being desperate to meet face to face (App1, Q8, Y3)*

Going forward years 4-6 will take a blended approach of two online learning blocks and a final face-to-face two-day workshop. This will give us the best of both worlds: the convenience and benefits of more regular, manageable input, reduced travel needs and money saving, but with the 'icing on the cake' of face-to-face meeting at the end of the programme.

Question 4: What is the learning for fellows from the participatory evaluation? What are the benefits of being involved in theming and presenting evaluation feedback?

Both years 2 and 3 were involved in the creation of their own end-of-block evaluations. While the questions are set in advance by the FoNS facilitator, the participants themed the answers, decided on priorities and presented their findings.

We present here some evidence of the value that this participatory approach has. It deepens and consolidates understanding, and emphasises that evaluation is and should be a process, not a tick box exercise. It makes evaluation a positive exercise, and even a fun one. We would like to explore this in future evaluations.

The activity helped to consolidate this understanding in a practical and enjoyable way. It helped me to understand that evaluation is not just about looking at the outcomes (which I had always thought it was) but the process itself? ... This has helped me to acknowledge evaluation as a positive tool to support improvement with active involvement and participation.

It is not something that has to be completed in a neutral and somber way but can be exciting and pro-active activity which demands commitment and energy

I hope that I can begin to think about more innovative and exciting ways of supporting evaluation which will not only enthuse but challenge teams to look at practice areas and to actively celebrate what is being delivered, staff being at the centre of influencing client care: bottom up! (App 3c, Y3, Christeen Bartlett feedback)

So as a fellow, I think the participatory evaluation at the end of what we were doing, allowed us to gather all our thoughts in one place and present back what we've learned.... so it consolidated our learning ... it deepens your understanding of what you've learned when you participate in your evaluation of what you've learned (App 2, Y2, Joanne Mohammed interview, Section 7)

[I have learnt] how group evaluation can lead to a more enriched reflection. (App 3d, Y3, Isobel McDowell feedback)

Participatory evaluation 3
Made with swagger

Who has been impacted as a consequence of you participating in the fellowship?

- Individual fellow
- Colleagues
- Senior management team
- Patients
- Managers that sponsored me on the fellowship
- Peers
- Trust board - through the star awards

In what ways?

- Confidence and learning about new tools
- Connecting with like minded people. We are all facing similar challenges together- regardless of what service
- Being able to be open and honest as a group- Trust within the group contributed to the safe learning environment
- On going connection and support through the whats app group
- The team members that I have left behind when moving to a new role, have stayed inspired and use creativity. Because of the investment in the team via the programme the fellow was leading. Enabled the junior sisters to be themselves.

What has changed in your leadership style as a direct result of the programme?

- If you enable front line leaders with facilitation skills you will enable transformation through enlightenment.
- I work with rather than do to people. Changed my way of being and I cant go back to the way I was working before.
- To be "free" to practice with your values and beliefs and be authentic
- Having awareness of factors that affect peoples work and be more accommodating of that. Working in more person centred ways with your staff,
- Take time to actively listen and be more compassionate with our colleagues

Question 5: How has the role of co-facilitator enabled the development of further facilitation skills?

Inviting previous fellows to be co-facilitators on the virtual programme, was needed to help the online experience to be as participatory as possible. But as Joanne Mohammed describes below it was an opportunity for co-facilitators to further embed their knowledge and skills but also to gain a deeper understanding of the methods and approaches in helping to support other fellows to use and adapt these to their own workplaces. Joanne as fellow has also taken the opportunity afforded by the bursary, to undertake academic study to further embed the theoretical underpinnings at Masters level. Having co-facilitators on the Inspire Improvement Fellowship, also helps builds capacity and sustainability that will contribute to succession planning for facilitative leaders of the future.



Interview with Joanne Mohammed – IIF 2019 and cofacilitator 2020-2021

‘So initially it was quite daunting ... How am I going to facilitate these people that I've never met before? It was a bit nerve wracking at the beginning. But .. as time went on over the weeks I became more confident doing that and going into a group and developing my facilitation skills: Keeping my eye on the time, making sure that people were having an equal amount of time to speak, that everybody’s voice was being heard, and making sure that we stuck to the task in hand, not diverged off But for me, being a co-facilitator it embedded my learning as a fellow. So what I learned as a fellow we covered again and I looked at them again with different eyes 'cause I wasn't in the moment doing the work. I was actually away from the moment taking a step back looking at other people, doing and learning and being. It was a massive eye-opener. It was the best thing ever actually being a co-facilitator 'cause you could actually see people just picking up and coming up with ideas and learning and capturing it. And it was just it was joyful being there.’ (App 2, Y2, Joanne Mohammed interview, Section 4)

Please see below two posters created by the Fellows to present at the FoNS Celebration event in May 2022. The first one was developed and co-created by the year 3 Fellows, when looking at what they wanted to celebrate about the fellowship when they were able to meet for the first time in May 2022. In some ways a participatory evaluation of sorts. The second was developed by Joanne Mohammed to describe her journey of transformation firstly as a Fellow and then as a co-facilitator. We feel this illustrates what is possible when given a safe and supportive environment, whether on-line or face-to-face, which enables people to grow and flourish.

Celebrating our Success

Self-development

SELF-BELIEF

BE CURIOUS

INSPIRING CHANGE

HOPE

BEING BRAVE - BIG GIRL'S PANTS

INSPIRING TEAMS TO SHINE

CREATIVITY

Emotional touchpoints

Claims, concerns, issues

CREATIVITY

Fix, not facilitate

Engagement

Active learning

New perspective

Reflection

Connecting

'Stop, listen, think'

Our teams

FACILITATIVE GROWTH

GUIDING LIGHTS

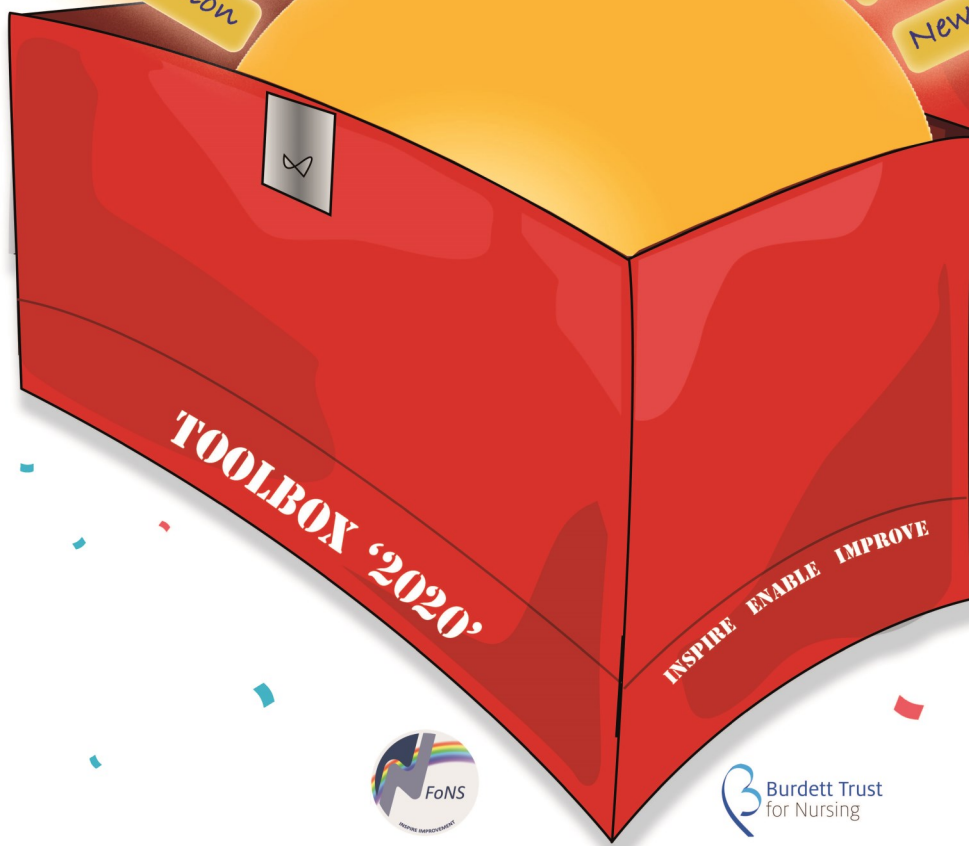
CULTURE CHANGE

CELEBRATING SUCCESS

MAKING A DIFFERENCE

CARE

CRITICAL REFELXIVITY



Stacie • Sam • Isobel • Katie • Sheeba • Ailysha • Gemma • Christeen • Rhian • Lynda

Creating caring cultures with the Inspire Improvement Fellowship

Inspire Improvement Fellow to Co-facilitator and beyond

Joanne Mohammed was an Inspire Improvement Fellow, she has now gone on to co-facilitate a cohort of the fellowship

