

IMPLEMENTATION SCIENCE FOR SCHOOLS

A practical toolkit for or bringing about lasting, positive change

Have you ever wondered: ‘Why do so many school improvement initiatives fail to improve pupil outcomes in a lasting way?’

Are you interested in learning about a cutting-edge approach to change management that brings about lasting, positive change to people’s lives?

Whatever you want to achieve in YOUR school – e.g., improving whole-school behaviour, closing the disadvantage gap, or improving mental health and wellbeing – implementation science can help you bring about the improvements YOU want to see.

WHAT IS IMPLEMENTATION SCIENCE FOR SCHOOLS?

Implementation science is a new field of study concerned with how to bring about lasting, positive change in real-world contexts.

IMPLEMENTATION SCIENCE FOR SCHOOLS (ISS) is a practical toolkit for effective change management which harnesses the power of implementation science to improve educational and life outcomes for young people.

The ISS programme places the power of implementation science in YOUR hands. It will significantly increase your ability to bring about lasting, positive change to people’s lives.

We have now delivered the ISS programme to hundreds of schools, all over the world. Here are some testimonials from senior leaders who have taken part in the programme recently:

The implementation programme has been the making of me as a leader. It’s something that I take with me now and apply to everything that I do.

Elaine Long
Assistant Principal, UCL Academy

This training is so valuable because it’s something we’re doing all the time, but we’ve never really been trained in it.

Alasdair Kennedy
Headmaster, Trinity School

I really wish that I had done this training before I embarked on my current project. Goodness me, I would be doing things differently if I had had this learning first!

Sara Ward
Deputy Head, Trinity School



RETHINKING EDUCATION
Education's Critical Friend

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THE ISS TRAINING PROGRAMME

Whether working remotely or in person, we can only work with so many schools on a one-to-one basis. So, to scale up this powerful approach to school improvement, we have now created an online course.

The IMPLEMENTATION SCIENCE FOR SCHOOLS (ISS) training programme draws together a range of tried and tested tools, strategies and processes for bringing about lasting, positive change. The toolkit comprises four components:

1. 23 videos (total viewing time: 4h45m)
2. The ISS playbook (180 pages)
3. The ISS planning template (30 pages)
4. The ISS Mighty Network – a global online community



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WHAT'S IN THE ISS TRAINING PROGRAMME?

The ISS toolkit draws together ideas from implementation science, the world of business and the behavioural sciences. In 23 short chapters, the ISS toolkit features practical guidance in three stages: PREPARING THE GROUND, IMPLEMENTATION PLANNING and MAKING IT HAPPEN.

PREPARING THE GROUND	IMPLEMENTATION PLANNING	MAKING IT HAPPEN
1. Welcome and introduction	5. Vertical slice team	20. Metaphors for change
2. Implementation science: what and why?	6. Mapping the journey	21. Project management
3. The role of school leaders	7. Setting impact goals	22. Pivot or persevere?
4. Choosing your focus	8. Backward design	23. Implementation review
	9. What's out there?	
	10. Building your intervention	
	11. Guskey's pyramid	
	12. Diffusion of innovations	
	13. Habit change	
	14. The implementation bridge	
	15. Tight but loose	
	16. Communications planning	
	17. Monitoring and evaluation	
	18. The implementation plan	
	19. Pause. Pre-mortem	



HOW CAN THE ISS PROGRAMME HELP MY SCHOOL?

The ISS toolkit is designed for high-effort/high-impact school improvement initiatives. Here are some examples of whole-school initiatives that schools have been successfully implemented using the ISS approach:

- ✓ Behaviour policy and practice
- ✓ *Learning Skills* curriculum
- ✓ Feedback policy and practice
- ✓ Whole-school approach to oracy
- ✓ Decolonising the history curriculum
- ✓ The science of learning
- ✓ Teaching and learning checklist
- ✓ Developing a curriculum for creativity
- ✓ Closing the disadvantage gap
- ✓ Whole-school approach to science

A NEW APPROACH TO SCHOOL LEADERSHIP

The ISS programme is an ethical, relational approach to school leadership which harnesses the power of collective efficacy. Initially, schools tend to use the ISS toolkit to implement a single change initiative. However, the ISS approach is really a new approach to school leadership, whereby the entire process of school improvement planning is shaped by the principles of implementation science to bring about sustained improvements in pupil outcomes.

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SUBSCRIPTIONS AND PRICING

We operate a sliding scale of fees, depending on the size of school(s). The annual subscription fees are as follows. A subscription provides access to the materials for **everyone at your school/group of schools**.

ANNUAL SUBSCRIPTION					
SCHOOL SIZE (total no. pupils)	<250	<500	<1000	<2000	2000+
Access to the full ISS training programme	£999	£1999	£2999	£3999	£4999

GET IN TOUCH!

To make a booking, or for further information, contact hello@rethinking-ed.org.

ABOUT RETHINKING EDUCATION

Established by Dr James Mannion and Kate McAllister in 2014, Rethinking Education is a teacher training organisation dedicated to research-informed school improvement. Services offered include:

- Implementation Science for Schools training programme (rethinking-ed.org/implementation)
- Implementing a *Learning Skills* curriculum (see further reading, below)
- Annual practitioner inquiry programmes
- Keynote speeches at local, national and international conferences
- Hosting the Rethinking Education podcast (200K downloads to date: rethinking-ed.org/podcast)
- Hosting the Rethinking Education Mighty Network (rethinking-education.mn.co)
- Hosting conferences (rethinking-ed.org/reconf22)

FURTHER READING

Mannion, J. (2018) *Metacognition, self-regulation, oracy: A mixed methods case study of a complex, whole-school Learning to Learn intervention*. PhD thesis, University of Cambridge. ([LINK](#))

Mannion, J., McAllister, K., Mercer, N. (2018) The *Learning Skills* curriculum: raising the bar, closing the gap at GCSE. *Impact, the Journal of the Chartered College of Teaching*, Sept. ([LINK](#))

Mannion, J., McAllister, K. (2020) *Fear is the Mind Killer: Why Learning to Learn deserves lesson time – and how to make it work for your pupils*. Woodbridge: John Catt. ([LINK](#))

See rethinking-ed.org/research for a full list of publications.

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