



Wolsey Hall

FLEXIBLE LEARNING FOR SCHOOLS

CASE STUDY

MI Education Hub



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CASE STUDY

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Where personalised mentoring meets Cambridge-aligned online learning

How MI Education Hub works with Wolsey Hall for Schools to support individual learning journeys, strengthen tutor practice and give families confidence in a trusted Cambridge pathway.

AT A GLANCE

Organisation: MI Education Hub

Location: Shantigram, Ahmedabad, Gujarat, India

Interviewee: Deelip Choudhari, Director

Curriculum focus: Cambridge curricula, alongside other international and Indian learning pathways

Wolsey Hall for Schools used for: Cambridge Primary, Secondary, IGCSE and A Level learning pathways

Key challenge: Finding a trusted partner that could align with MI's highly personalised, one-to-one learning model

Key outcome: Stronger individual learner support, greater confidence for families, and a model that has influenced teaching practice across the wider hub

“We take ownership of the learner. Wolsey Hall provides the Cambridge curriculum expertise.”

About MI Education Hub

Based in Shantigram, Ahmedabad, MI Education Hub has grown over the last decade from MI Tuition into a wider education hub built around personalised learning, mentoring and academic ambition.

MI stands for Multiple Intelligences, a philosophy reflected in the hub's commitment to understanding each learner as an individual. Its model combines physical premises, hybrid learning and a one-to-one approach, supporting students across Cambridge, International Baccalaureate and Indian learning pathways.

For Deelip Choudhari, Director at MI Education Hub, the organisation's strength lies in the close relationship between learner, family and tutor.

“We take ownership of the learner. We take ownership of the long-term mentorship cohorts, whether they are Cambridge, International Baccalaureate or Indian curriculum learners.”

Today, MI Education Hub describes itself as a place for “world level education”, with 32 full-time teachers and an intake that is intentionally limited so the team can maintain the personal relationship at the heart of its model.

THE CHALLENGE

Finding a partner that could match MI's personal approach

MI Education Hub was not looking for a simple online course provider. Its own model was already deeply personalised, built around mentoring, individual learning plans, physical teaching spaces, science labs and close parent communication.

The team needed a partner that could complement this ecosystem without diluting it. They wanted academic credibility, Cambridge alignment and a high-quality online learning structure, but they also needed something more human: tutors who would engage with learners, understand them and respond to their individual needs.

Deelip explains that MI explored several options before choosing Wolsey Hall for Schools.

“We did our research. We had interesting proposals from many organisations before proceeding with Wolsey Hall for Schools.”

What stood out was not only the professional structure of the programme, but the quality of tutor engagement, feedback and personal attention.

“The kind of response we received from your end, right from your tutors to their engagement, the interactions, the assignments, assessments and feedback mechanism.”

For MI, that made the difference. Wolsey Hall for Schools felt aligned with the hub's own belief that learning should be personal, responsive and rooted in the relationship between student, tutor and family.

A shared ecosystem around the learner

Wolsey Hall for Schools now sits within MI Education Hub's wider learning model. Students attend MI's physical premises, where they learn with MI teachers, access the hub's learning spaces and work within an annual schedule that is aligned with Wolsey Hall's curriculum structure.

This creates a shared support system around the learner. MI's tutors and Wolsey Hall's tutors work from the same page, with the student's development plan guiding how learning is supported day to day.

“When we talk, we should be on the same page. That same page has been created with both entities at MI and Wolsey Hall, and it really worked well.”

For practical subjects, MI can also align its own physical learning environment with Wolsey Hall's curriculum. Deelip gives the example of students completing experiments in MI's labs in sync with Wolsey Hall's methodology, while continuing to use our learning platform for course materials, assignments, feedback and learning progress.

But for Deelip, the platform is only one part of the story.

“The solution is more than a simple online learning platform. It is far beyond that.”

Students use the online learning platform to make notes, submit work, connect with tutors and track their learning. Combined with MI's local mentoring and physical learning environment, this gives students both structure and personal support.

The student impact: growth in confidence, communication and independence.

One of the clearest benefits for MI has been the way students develop confidence as they move through the Wolsey Hall learning experience.

Deelip shared the example of one learner who had completed Grade 7 through Wolsey Hall in partnership with MI. His parents told the MI team that, after one year of the association, they had seen clear growth in his learning not previously seen.

“My child has grown. That kind of validation itself is a statement.”

“We wanted something very personal, tutors who would engage, observe and treat learners equally.”

The progress was visible across subjects, including mathematics, science and English. But what stood out most was the learner's confidence in speaking and interacting with tutors.

“I remember when he came in, and that was the first interview with the tutor, he was nervous in talking. At the end, in his science tutor interaction, he was speaking so confidently. This whole transition in the child is clear.”

For MI, this reflects a wider strength of the Wolsey Hall model: it does not only support academic progress. It also helps learners build independence, communication skills and the confidence to take part actively in their own learning.

The personalised nature of the support has also helped students with different learning needs and styles. Deelip described one learner who moved from the UK to India and needed time to feel comfortable within a new educational environment. Through the combined support of MI and Wolsey Hall, the student settled, progressed and completed significant learning milestones.

“The way the Wolsey Hall learning ecosystem made him comfortable was amazing.”



A model that supports academic stretch and individual need

MI Education Hub works with academically ambitious families, including students preparing for medicine, engineering, commerce and other competitive pathways. As learners progress, their subject choices and academic goals often become more specific.

Wolsey Hall for Schools gives MI a way to support those ambitions within a trusted Cambridge-aligned structure, while preserving the hub's own mentoring model.

The partnership has been particularly valuable because it supports both ends of personalisation: students who need additional confidence, structure and communication support, and students who are ready for academic stretch.

For Deelip, this is where the alignment between MI and Wolsey Hall feels especially strong. Both organisations place the learner at the centre. Both recognise that education is not only about content delivery, but about building confidence, independence and long-term capability.

“It is a very hands-on, practical and personalised experience.”



Impact on tutors and the wider learning culture

An important feature of this case study is the impact Wolsey Hall has had beyond the individual learners enrolled. Through observing the way Wolsey Hall tutors structure lessons, MI tutors began to adopt elements of that same rhythm in their own teaching.

“Our own tutors have even been influenced in their delivery of the Cambridge curriculum through their interactions with Wolsey Hall. They started following the same rhythm of imparting education in many ways.”

This created what could be described as a form of professional development through partnership. The Wolsey Hall model did not sit separately from MI's provision. It became part of the hub's learning culture, influencing how tutors thought about structure, explanation, feedback and learner support.

For Deelip, the impact has been visible in the wider academic environment.

“That human touch to all the learners, maintaining equality not by saying it, but by implementing it, has created a positive impact on the environment here.”

The value of heritage and trust

For parents, trust matters. MI Education Hub places strong emphasis on the history and credibility behind Wolsey Hall, particularly its long-standing educational heritage.

Deelip explains that when speaking with parents, the date 1894, the year Wolsey Hall was founded, carries real weight. It reassures families that the organisation brings deep educational experience, not just technology or content.

“The heritage of Wolsey Hall has a hugely positive impact on the minds of parents. Every one of us wants to understand what kind of experience and knowledge a particular institute or school has. That is a winning point.”

For MI, this combination of heritage and modern online learning is central to the partnership. Wolsey Hall brings a long history of supporting learners, now delivered through a contemporary online model that fits naturally within MI's hybrid and personalised learning environment.

Why it works for MI Education Hub

For MI Education Hub, Wolsey Hall for Schools works because it strengthens what the organisation already believes in.

It supports personalised learning.

It keeps the learner at the centre.

It gives families confidence in a Cambridge-aligned pathway.

It provides structure, feedback and tutor engagement.

It complements MI's physical learning environment and one-to-one mentoring model.

And moreover, it influences the wider culture of teaching and learning within the hub.

The partnership has also helped MI communicate the value of Cambridge learning more clearly to families, particularly as students progress through primary, secondary, IGCSE™ and A Level pathways.

Deelip believes this should remain a prominent part of the story.

For an organisation built around individual mentorship, the fit is clear. Wolsey Hall for Schools gives MI Education Hub a trusted global partner while allowing MI to preserve the personal, local and relational support that families value.

For schools and learning hubs considering Wolsey Hall for Schools

For Deelip, the value of Wolsey Hall for Schools is difficult to capture through information alone. His advice to another school or learning hub is to experience the model directly.

He explains that the true value lies in the lived experience: the tutor engagement, feedback, human connection, structure and confidence that develop over time.

For MI Education Hub, that experience has become part of its own educational ecosystem. It has supported students, reassured parents, influenced tutors and strengthened the hub's ability to deliver personalised Cambridge learning.

“A partnership built around the individual learner.”



MI Education Hub's story shows how Wolsey Hall for Schools can support organisations that already have a strong educational identity of their own.

This is not simply a case of replacing local teaching or even adding an online course. It is a partnership model, one that brings together MI's one-to-one mentoring, physical learning spaces and family relationships with Wolsey Hall's Cambridge-aligned courses, tutor expertise, online structure and long educational heritage.

Together, the two organisations create a learning experience that is personal, practical and ambitious.

Could Wolsey Hall for Schools strengthen your school's Cambridge provision?

Speak to our team about flexible, Cambridge-aligned online learning that works alongside your own school, learning hub, or learning centre.



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