Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
4. Get better at making learning more meaningful - deepening connections and motivation to learn	We are more engaged in professional enquiry to improve pedagogical practice and model a strong commitment to lifelong learning. This culture supports learners and practitioners to be 'good at learning, good at life.'	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of experiencing effective pedagogies and practices by Feb 2025. 95% of practitioners engaging with the Wellbeing and Learning Workstream who report a strong commitment to lifelong learning through collaborative professional enquiry by Feb 2025.	• Teacher and Practitioner Professiona-lism	• Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Build a shared understanding of how we can meaningfully collaborate within and across classes, schools, teams	There is system wide awareness of and engagement with the Northern Alliance Vision: Members of our RIC can cohesively communicate and apply collaborative practice, theory and policy to improve learner outcomes	By Feb 2025, 95% of practitioners engaging with Social Intelligence Workstream will have a shared understanding of meaningful collaboration*, aligned with the Northern Alliance Collaboration Framework.	• School and ELC Leadership • Teacher and Practitioner Professionalism	• Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
2. Increase opportunities for collaboration both at local level and across the Northern Alliance	Collaborative activity is always focused on improving outcomes for learners. Increased numbers of practitioners are collaborating across the Northern Alliance to bring about improvement.	By Feb 2025, 90% of schools participating in "Active Collaboration" projects will report improved wellbeing and learning experiences* for learners.	• School and ELC Improvement • Parent/ Carer Involvement and Engagement	• High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
3. Work together with our local authority and national partners to make a joined-up offer for professional learning	Practitioners from across the Northern Alliance can access a cohesive and accessible professional learning offer in collaboration with our 8 Local Authorities and national partners.	By Feb 2025, an online professional learning community platform will be created and developed in collaboration with our 8 Local Authorities and national partners	• School and ELC Leadership • Teacher and Practitioner Professionalism	• Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
		By Feb 2025, 80% of practitioners engaging in the professional learning community platform will share practice, learning and impact* with other members of the platform		• Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap

Equality Investments – How we break down the barriers to wellbeing and learning

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Make sure we are making best use of our data, measures and money to help us improve outcomes for and with every learner	Increased competence and confidence in using data for improvement system wide – evidenced in SAC2 and improved outcomes for learners. Teams make more effective use of data to improve outcomes from within our own settings. As a result of professional learning and sharing practice, confidence and competence in data for improvement increases and leads to improved outcomes for learners.	Completion of a Regional Data for Improvement Framework in partnership with SEIC RIC by 2025	• School and ELC Leadership • Teacher and Practitioner Professionalism	• An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap
		By Feb 2025, 95% of practitioners engaging with the Equality Investments workstream report improved outcomes for learners as a result of increased confidence and capacity in their use of data for improvement		

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
2. Get better at working with our learners and families so that together we can break down their barriers to wellbeing and learning	Schools and settings work in genuine partnership with children, young people and parents, as well as wider partners. Each partner's voice is heard, respected and is used to inform next steps. There is stronger collaboration in order to break down barriers to wellbeing and learning	By Feb 2025, 90% of participants* engaging in improvement activity within the EI workstream will report their experience of participation as good or better. *Parents, carers, children and young people, adult learners	• Parent/ Carer Involvement & Engagement • Curriculum and Assessment • Placing the human rights and needs of every child and young people at the centre of education	• Embedded engagement and participation of children and young people, families and communities in the learner journey. • An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*	All practitioners are clear about learners' rights in relation to policy – e.g., UNCRC, The Promise, Morgan Review. Policy and practice work together to break down barriers to wellbeing and learning and meet individual needs.	By Feb 2025 95% of establishments engaging across the Equality Investments workstream will demonstrate clear evidence* of putting learners at the centre with a particular focus on Policy and Practice *Where evidence is demonstrated through case studies.*	• Parent/ Carer Involvement and Engagement • Curriculum and Assessment	• Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

<table>
<tr><td colspan="1" style="border:1px solid">Systemness - Working together to improve our system</td></tr>
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Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Build collective responsibility for and engagement in improving our Northern Alliance system – with and for everyone!	Engagement with the Right Drivers for Whole System Success across the RIC – leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	By Feb 2025 95% of participants in the Systemness Workstream will report increased agency and engagement in improvement activity within and across schools/settings and teams.	• School and ELC Improvement • Teacher and Practitioner Professionalism • Parent/carer involvement and engagement	• Embedded engagement and participation of children and young people, families and communities in the learner journey.

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
2. Build a shared understanding of what makes a good leader of improvement – wherever we are in our learning journey	There is a shared understanding of effective leadership of improvement across the RIC. Leaders at all levels promote a culture of learning and improvement and as a result, there is deeper engagement in improvement activity within and across teams	By Feb 2025, 95% participants within the Systemness Workstream will report deeper engagement of stakeholders* in school/setting/ team improvement plans, leading to improved outcomes for learners *Staff, learners, parents/carers, community members*	• School and ELC Improvement • Teacher and Practitioner Professionalism • Parent/carer involvement and engagement	• Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
3. Get better at working together as a team to improve where we learn and how we learn	Evidence of increased collective efficacy within teams across the RIC, resulting in shared high expectations for and with learners and improved outcomes. Collective responsibility for improvement is growing.	By Feb 2025 95% of practitioners engaging with the Systemness Workstream will report increased collective efficacy* in their schools/ settings / teams, leading to improved outcomes for learners	• School and ELC Leadership • Curriculum and Assessment • Teacher and Practitioner Professionalism	• Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.

APPENDIX 3 - FINDING OUR TREASURE - OUR THEORY OF ACTION

Outlined below is the Northern Alliance theory of action for our Phase 4 Plan. Input from practitioners from across the Northern Alliance has helped to shape this theory of action, with the Right Drivers at its heart. Practitioner comments from our engagement sessions show how this theory can be brought to life and have its potential unleashed :

Northern Alliance Vision

'Developing a culture of collaboration, sharing of expertise, and creating local and regional networks to improve the educational and life chances of our learners.'

"Openness, transparency, regular opportunities to discuss and evaluate what aspects are working well/not as successful and ways forward – collaborative approach but with direction and purpose." Head Teacher

Our Theory of Action

The Northern Alliance Phase 3 plan has helped us to set the foundations for collaborative improvement. We have a better understanding of how we can meaningfully collaborate. Our relationships are stronger and many networks of practitioners have experienced the benefits of working together. We have begun to see the impact of meaningful collaboration on outcomes for learners through our growing bank of case studies.

"A 'case study' approach to problem solving where collaboration is focussed on meeting the needs of individual learners."
e-Sgoil Team Member

As a result, the phase 4 plan has been designed to step up a gear. Our sights are now firmly set on evidencing the impact of collaborative improvement on our learners. The plan sets out how we are going to realise our Northern Alliance vision over the next three years. Supporting us to achieve this, we have identified priorities for us to achieve which are driven forward by each of Michael Fullan's Right Drivers for Whole System Success:

- Wellbeing and Learning – feeling well and learning well
- Social Intelligence – how we work and learn together
- Equality Investments – breaking down the barriers to wellbeing and learning
- Systemness – working together to improve our system

Our Measures

"When goals involve new challenges, how can you possibly know if it is achievable, if it is realistic, and how long it will take you to achieve? In the absence of such knowledge, it may be better to set a learning goal or a broader performance goal that expresses your shared commitments and helps keep focused."
Viviane Robinson, Student Centred Leadership

Targeted Measures

Targeted measures help us to monitor improvement activity in relation to our driver priorities. Phase 4 priorities are set out within each driver workstream plan. Driver teams have developed aims and outcome measures for each priority which help us to understand whether theories of action lead to improved outcomes for and with our learners.

Wellbeing and Learning - Learning well and feeling well

Priority	Outcome Measure	Operational Defition	Data Collection Method
1. Get better at making learning more meaningful - deepening connections and motivation to learn	Percentage of learners demonstrating improved wellbeing and learning outcomes* connected to the design of the curriculum. *Engagement, Attendance Confidence, Wellbeing QI 2.2	**Numerator**: number of learners demonstrating improved wellbeing and learning outcomes **Denominator**: number of learners within the school or setting's associated engagement group "wellbeing and learning outcomes": • Engagement • Attendance • Confidence • Wellbeing HGIOS QI 2.2 -Curriculum	• Microsoft form – baseline, mid and end point data collection • QI 2.2 Progress reported by teams before and after collaborative activity
2. Get it right for every learner through our pedagogy and culture - breaking down barriers*	Percentage of learners demonstrating improvements in wellbeing and agency* *Feeling safe, included, valued and heard. QI 3.1	**Numerator**: number of learners demonstrating improvements in wellbeing. **Denominator**: number of learners within the school /setting/ learning space associated engagement group "Wellbeing and agency": feeling safe, included, valued and heard. Learners report increased wellbeing and agency in all domains of the student learning model. (likert scale)	• Microsoft form- baseline, mid and end point data collection • QI 3.1 -Progress reported by teams before and after collaborative activity
3. Get better at reaching shared expectations within learning, teaching and assessment	Percentage of learners demonstrating improved wellbeing and learning* outcomes as a result of moderation of learning, teaching and assessment. *Attainment and achievement – national measures	**Numerator**: number of learners demonstrating improved outcomes as a result of moderation of Learning, Teaching and Assessment. **Denominator**: number of learners within the school / setting'/ learning space associated engagement group HGIOS QI 2.3 – Learning, Teaching and Assessment HGIOS QI 3.2 – Raising Attainment and Achievement	• ACEL data (P1, P4, P7, S3) • Data on Senior Phase Qualification Awards • Sustained Positive School Leaver destination • QI 2.3 and 3.2 - Progress reported by teams before and after collaborative activity • Feedback from Youth Advisory Group and National Parent Forum.

Priority	Outcome Measure	Operational Definition	Data Collection
	Percentage of practitioners engaging with the Wellbeing and Learning Workstream who report increased confidence in their professional judgements	**Numerator**: number of practitioners reporting increased confidence in professional judgements **Denominator**: number of practitioners reporting	• Beginning, mid-point and end-point survey issued to engaging practitioners.
4. Improve how we teach and learn through working together on research and improvement projects	Percentage of learners demonstrating improved outcomes* as a result of experiencing effective pedagogies and practices.	**Numerator**: number of learners demonstrating improved outcomes as a result of experiencing effective pedagogies and practices. **Denominator**: number of learners within the school / setting/ learning space associated engagement group "wellbeing and learning outcomes": • Engagement • Attendance • Confidence • Wellbeing HGIOS QI 1.1 –self-evaluation for self-improvement	• Microsoft form- baseline, mid and end point data collection • QI 1.1 -Progress reported by teams before and after collaborative activity
	Percentage of practitioners engaging with the wellbeing and learning workstream reporting a strong commitment to lifelong learning through collaborative professional enquiry.	**Numerator**: number of practitioners reporting a strong commitment to collaborative professional enquiry **Denominator**: number of practitioners reporting	• Beginning, mid-point and end-point survey issued to engaging practitioners. • Data from GTCS, SSSC, CLD Standards for Scotland and Education Scotland PLL Team on subsequent uptake of further learning.

Social Intelligence - How we work and learn together

Priority	Outcome Measure	Operational Defition	Data Collection Method
1. Build a shared understanding of how we can meaningfully collaborate within and across classes, schools, teams	Percentage of system wide practitioners reporting a "good" or "very good" understanding of Collaborative practice* *As outlined in NA Collaboration Framework	**Numerator** – percentage of practitioners reporting good or very good understanding **Denominator** – percentage of practitioners surveyed	• Follow-up sample qualitative / quantitative self-evaluation survey across all 8 local authorities via Collaboration Leads to assess shared understanding of priority vision.
2. Increase opportunities for collaboration both at local level and across the Northern Alliance	Percentage of schools/ teams evidencing improved outcomes* through engagement in 'Active Collaboration' projects *Attainment and achievement as reported by practitioners	**Numerator**- percentage of platform members sharing impactful practice **Denominator**- percentage of platform practitioners	• Logic Model (linked to Model for Improvement) to record Purpose Statement, Guiding Questions, Theory of Action, Evidence and Impact. • Self-evaluation of current practice against NA Regional Collaboration Model.
3. Work together with our local authority and national partners to make a joined-up offer for professional learning	Completion of collaborative online professional learning community platform Percentage of platform members, evidencing and mobilising impactful learning and practice* *Practice resulting in improved wellbeing and learning outcomes for learners	**Numerator**- percentage of platform members mobilising impactful practice **Denominator**- percentage of platform practitioners	• Through use of platform analytics collect data to identify overall site engagement / by authority registration /number of schools engaged in collaboration to further school improvement - monthly

Equality Investments - How we break down the barriers to wellbeing and learning

Priority	Outcome Measure	Operational Defition	Data Collection Method
1. Make sure we are making best use of our data, measures and money to help us improve outcomes for and with every learner	Completion of Improvement Framework Percentage of practitioners reporting improved outcomes* for their learners *Attainment and achievement as reported by practitioners	**Numerator** – percentage of practitioners reporting improved outcomes **Denominator**- percentage of practitioners surveyed	• Data Framework process measures to be planned iteratively by the Steering Group • Qualitative data including the use of MS forms, Likert scale exit questionnaires and Thematic Analysis methodology • Quantitative data including for example ACEL, Positive Destinations and Wellbeing Indicators. • Case studies evidencing effective use of Data for Improvement.
2. Get better at working with our learners and families so that together we can break down their barriers to wellbeing and learning	Percentage of participants who report their experience of participation* as good or better. *As defined through Seven Golden Rules for Learner Participation 3-18	**Numerator**- percentage of participants reporting improved participation **Denominator**- percentage of participants surveyed Case Studies evidencing effective participation and learner voice.	• ·Qualitative data gathered through participatory methods- e.g. Youth Advisory Group, Participatory Budgeting and in collaboration with CLD • Quantitative data to include National CLD Measures and aligned to the National Outcomes as detailed in Best Start Bright Futures Strategic Plan 2022-26
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*	Count – case studies	Numbers of case studies evidencing impact* on learners through shaping policy and practice around the needs and rights of the learner *as reported by learners and practitioners	• Case studies evidencing effective policy into practice to be created in partnership with practitioners and learners across the Northern Alliance- count annually.

Systemness - Working together to improve our system

Priority	Outcome Measure	Operational Defition	Data Collection Method
1. Build collective responsibility for and engagement in improving our Northern Alliance system – with and for everyone!	Engagement with the Right Drivers for Whole System Success across the RIC – leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	**Numerator** – percentage of participants reporting increased agency **Denominator** – percentage of participants surveyed Count – case studies	• Survey – likert scale – baseline, mid and end point • count- case studies ongoing over time
2. Build a shared understanding of what makes a good leader of improvement – wherever we are in our learning journey	Completion of key principles Number of case studies with practitioners applying agreed principles of leadership and reporting improved outcomes* *HGIOS QI 1.3- Leadership of Change	Count – case studies	• Count- case studies ongoing over time
3. Get better at working together as a team to improve where we learn and how we learn	Percentage of practitioners reporting increased collective efficacy, leading to improved outcomes for learners Number of case studies sharing increased collective efficacy* and reporting improved outcomes**. *As outlined within the 'Enabling Conditions for Collective Efficacy', Jenni Donohoo, Peter DeWitt **Attainment and achievement as reported by practitioners	**Numerator**- percentage of practitioners reporting increased collective efficacy **Denominator** – percentage of practitioners surveyed Count – case studies	• Survey – likert scale – baseline, mid and end • Count- case studies ongoing over time

As our system matures, we are interested in finding out how targeted improvement activity as set out within driver workstream plans influences the wider system. The priorities within the phase 4 plan have been shaped to reflect what matters to our practitioners and to reflect local and national priorities. As we move forward, it is our theory that we will move towards a more joined up approach in tackling shared priorities. As a result, we have developed universal measures to capture to what extent we are building a sense of collective responsibility for improving outcomes for our learners in the north.

Universal Measures

Area of Focus	Outcome Measure	Operational Defition	Data Collection Method
Sampling Survey			
Collaboration • **within settings, schools and teams** • **across schools, settings or teams at a local, regional or national level**	The extent to which practitioners and learners are engaged in collaborative activity at: • school, setting or team level • local regional or national level	The extent to which practitioners and learners are engaged in collaborative activity at: • school, setting or team level • local regional or national level	• Sampling – 10 practitioners per local authority per month
Culture - opportunities to engage in improvement activity • **within settings, schools and teams** • **across schools** • **settings or teams at local, regional or national level**	The extent to which practitioners and learners are engaged in improvement activity at: • school, setting or team level • local, regional or national level	Number of practitioners or learners reporting 'engaged' or 'leading improvement activity' (Likert Scale)	• Sampling – 10 practitioners per local authority per month
Digital Technologies • **Accessibility** • **Acceptability** • **Support**	• The extent to which digital technologies are accessible to practitioners and learners • The extent to which practitioners and learners agree that digital technologies can support them in their role • The extent to which practitioners and learners are supported to develop their skills and capabilities in using digital technologies	Number of practitioners and learners reporting 'always' or 'most of the time' (Likert Scale) Number of practitioners and learners reporting 'agree' or 'strongly agree' (Likert Scale) Number of practitioners and learners reporting 'always' or 'most of the time' (Likert Scale)	• Sampling – 10 practitioners per local authority per month

Area of Focus	Outcome Measure	Operational Defition	Data Collection Method
Connect	Newspaper subscriptions	Number increasing monthly	• Cumulative total via MailChimp
	Number of practitioners attending professional learning sessions	Number of registrations	• Cumulative total via Eventbrite
Collaborate	Microsoft Teams Memberships	Number of active memberships increasing monthly	• Cumulative total via Microsoft Teams Census
	Collaborative Engagements	Number of practitioners engaging in collaborative engagement - ranging from 'raising awareness' to 'collaboraative enquiry'	• Number and range gathered monthly via central team app
Learn	Registration and engagement with World Education Summit	Number of practitioners who sign up to World Education Summit Number of case studies evidencing impact	• Number gathered quarterly • Number gathered quarterly

Cross Cutting Themes

Within the plan there are four cross cutting themes which permeate driver activity:
- Collaboration
- Improvement
- Culture
- Digital

We have learned from activity within our phase 3 plan that these themes will help us to create the conditions for collaborative improvement, as they weave their way through driver activity within the plan and across the wider system.
In order to ensure we are making progress within these cross cutting themes, we are making use of a range of resources, as outlined below:

Collaboration

Over the course of the Phase 3 plan, we have worked together to gain clarity around what it means to meaningfully collaborate. This has resulted in the development of the Northern Alliance Collaboration Framework, which was developed and then tested within our networks. The Framework helps us to understand what effective collaboration looks and feels like, with four core principles and ten indicators, taking us from 'latent collaboration' to 'deep collaboration'. This framework will be used to build a shared language and understanding of meaningful collaboration at class, school, setting, team, local and regional level.
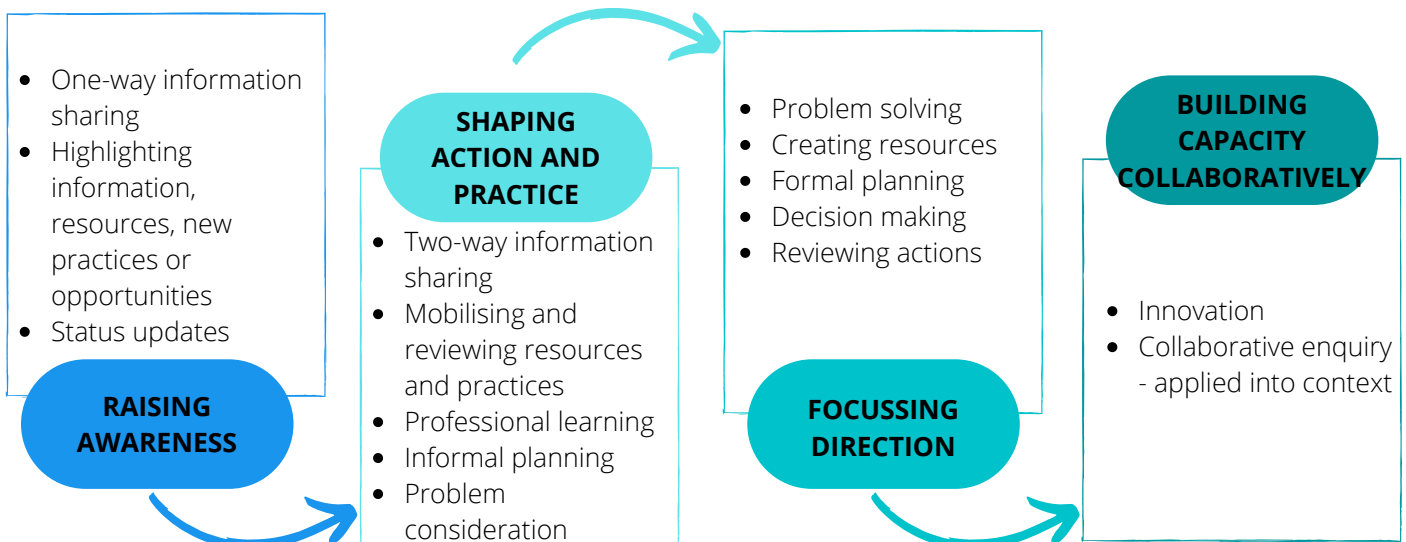
Using the framework, progress towards deep collaboration will be tracked within driver activity as well as understanding to what extent practitioners across the Northern Alliance are engaged in meaningful collaborative activity, which is resulting in improvement.

The Collaboration Framework has also helped us to develop a tool for tracking the different types of collaborative engagements within driver workstream activity. See diagram on below.

"We need to prioritise time together to collaborate across schools." Local Authority Officer

Shared Goals and Vision
- Common Goals
- Systemness

Governance
- Centrality
- Leadership
- Support for Innovation
- Connections

How well are we collaborating?

Internalisation
- Building Relationships
- Developing Trust

Formalisation
- Clear Roles and Responsibilities
- Sharing Information

"Using collaboration to tackle strategically the tough challenges that persist across the years and establishing conditions for solutions to be developed." Education Scotland Officer

RAISING AWARENESS
- One-way information sharing
- Highlighting information, resources, new practices or opportunities
- Status updates

SHAPING ACTION AND PRACTICE
- Two-way information sharing
- Mobilising and reviewing resources and practices
- Professional learning
- Informal planning
- Problem consideration

FOCUSSING DIRECTION
- Problem solving
- Creating resources
- Formal planning
- Decision making
- Reviewing actions

BUILDING CAPACITY COLLABORATIVELY
- Innovation
- Collaborative enquiry - applied into context

Based on evidence of progress so far, we predict a deepening of collaborative activity, with a greater emphasis on engagement in collaborative enquiry – focusing on impact on learners.

> *"Creating/managing time for people to reflect/discuss/share/support and challenge each other with improved outcomes at the heart."*
> Head Teacher

Improvement

In order to understand whether changes made within priorities actually lead to improvement, the Northern Alliance workstream leads use an improvement methodology called the 'Model for Improvement.' This is a simple yet powerful tool for accelerating improvement, which has two parts:

- **The Thinking Part** – three key questions to help us plan for improvement
- **The Doing Part** – the PDSA (Plan-Do-Study-Act) cycle which supports us to test and implement changes. The PDSA cycle enables us to determine if the change is an improvement

Model for Improvement

The Northern Alliance driver teams have all engaged in 'Model for Improvement' professional learning and as a result, have developed:

- Measurable aims and a measure plan for each priority.
- Theories and change ideas to test whether they impact on process and outcome measures.
- Processes for tracking data over time to help them understand whether a change is leading to an improvement.

> *"Everyone understanding improvement methodology and how to measure improvement and ensure change isn't just for change's sake."*
> Head Teacher

These processes are also shared with practitioners in order to build capacity and confidence in planning for improvement within schools, settings and teams. Within each driver workstream, there is a focus on building improvement capacity and sharing practice through collaborative enquiry, which will ultimately help us to understand whether the changes we have made, lead to improved outcomes for learners.