



Culture

"Culture is the way we do things around here"- Deal & Kennedy

"Need to encourage boldness and bravery and share these...risk that we measure everything rather than innovate."

Head Teacher

Whilst making effective use of systems and processes to capture improvement is important, equally so is:

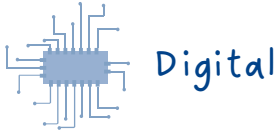
- Creating a learning culture in which people are encouraged to talk with their peers about mistakes and uncertainties in their practice, learn from them and move forward.
- Building relationships and trust between partners in a system.
- Establishing shared purpose.
- Developing shared values, principles and behaviours

If we work together to develop the right culture for collaborative improvement, practitioners, learners and parents and partners will feel more connected to improvement activity and agency will grow within and across schools, settings and teams. This will help us achieve the end goal of building collective responsibility for improving outcomes for all learners. In addition, the voices from the different parts of our system will help to shape and form local, regional and national policy.

Developing a collaborative culture is a key responsibility of our driver workstream teams and they will actively pursue representation from all sectors, (including Gaelic Medium) as well as the voices of our learners. The Northern Alliance Youth Advisory Group will be strong partners in working with our learners.

"Engaging meaningfully with young people to find out what their barriers are and how we can work with and support them to bring about the necessary changes." CLD Lead

We want to know whether we are growing a collaborative culture within our Northern Alliance system, and we will be using a sampling method to capture whether we are making progress over the life of the plan, surveying practitioners and learners from across our system.



The Pandemic has taught us that the use of digital can add significant value to the way we teach, we learn, we communicate and collaborate. This has been particularly evident across our RIC where we unlocked the potential to learn and work together across the mountains and seas between us, across sectors and settings to share what works for us and to learn with and from one another.

“Digital ways of working have already provided many more opportunities for working collaboratively over the last 2 years – important not to lose this as we return to face to face.”
Teacher

Leveraging digital also means that we don’t always need to travel many miles to attend professional learning sessions or collaborate with colleagues. This saves us time and money – and more importantly, supports our wellbeing. New ways of working have revealed the potential of opening up the curriculum to our learners, deepening connections to wellbeing and learning.

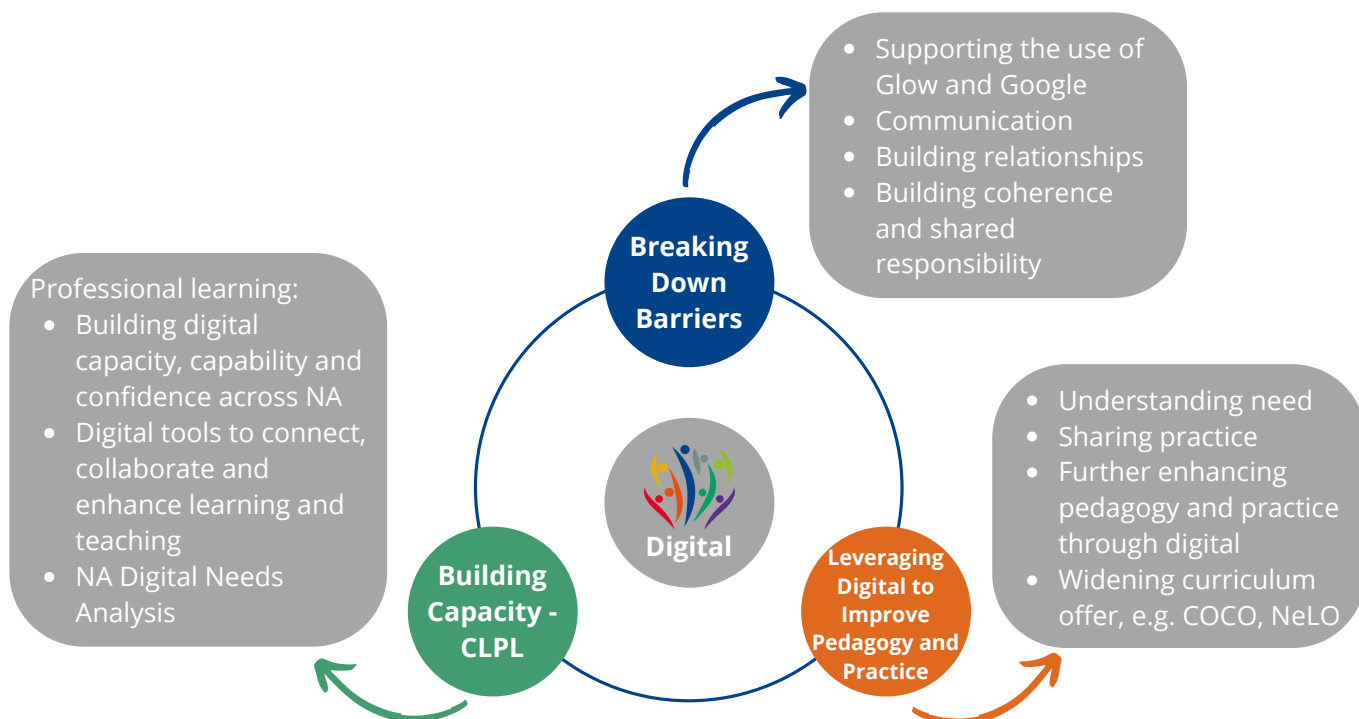
“How do we use digital to expand the curriculum for all young people?”
Education Scotland Officer

Our partnership working with e-Sgoil continues to grow and we continue to explore new and innovative ways of opening up learning opportunities through digital across our region.

We will continue to develop COCO, our collaborative online curriculum offer which is a collaboration of our 8 local authorities to offer learners the opportunity to access Senior Phase courses from other schools and places of learning across our region.

“There are now opportunities for children and young people from across the NA and beyond to share their learning and connect with others, this can be done more easily via digital platforms.”
GME Teacher

However, there is still more work to be done to fully realise the potential of digital moving forward. There are barriers which we still have to overcome and we recognise the need to build confidence and capacity. We have identified 3 areas of focus for our digital team within the phase 4 plan.



We have also included digital as an area of focus within our suite of universal measures – focusing on:

- Accessibility of digital technology
- Acceptability of digital technology
- Availability of support to build confidence and capability

This data will help us to understand to what extent we are leveraging digital across the region, what the barriers are and where we need to target our activity.

Connecting with the Plan

This shared theory of action sets out how we aim to bring about greater freedom across the Northern Alliance to **connect, collaborate, to share and mobilise what works well, to problem solve and generate new ideas**. The ambition is to deepen connections to wellbeing and learning and to work together to break down barriers to wellbeing and learning with and for every learner. Your voices have shaped this plan and will continue to shape it as we work together to bring its content to life. Take a look at some of the themes we will be exploring together in the year ahead - you can find these in Appendix 4. Next step is to reach out to our team - you can find contact details in Appendix 5. Let's get going!

"For everyone in the system to have a sense of collective efficacy, that positive and real chances can occur, and we can be agents of that change." Teacher

Feeling well and learning well

- Curriculum design and pathways
- Learning environments
- Nurture and belonging
- Learning partners
- Learning, teaching and assessment- sharing expectations
- Engaging in collaborative enquiry

Breaking down barriers to wellbeing and learning

- Learner and family participation – working together to break down barriers to wellbeing and learning
- Using data effectively
- Sharing what works around national policy – e.g. UNCRRC, Morgan Review, The Promise



How we work and learn together

- How we create the conditions for meaningful collaboration
- Opportunities to connect and collaborate with colleagues on common themes
- Developing an online professional learning community

Working together to improve our system

- Understanding and using the Right Drivers to drive improvement from within
- Leading improvement at all levels of the system
- Sharing what works for you and learning from others
- Building collective responsibility for improvement within and across teams

APPENDIX 5 - KEY CONTACTS

<p>Regional Improvement Lead</p> <p>Depute Regional Improvement Lead</p>	<p>Laurence Findlay</p> <p>James Wylie</p>
<p>Project Management and Improvement</p>	<p>Kathleen Johnston - Quality Improvement Manager</p> <p>Jenny Foxen - Project Officer</p> <p>Andy Thompson - Data/Research Assistant (interim)</p>
<p>Wellbeing and Learning</p>	<p>Cheryl Sharp-Sturrock - Early Years</p> <p>Heather Grant - Primary</p> <p>Kirsty Campbell - Secondary</p> <p>Jacqui Yule - Digital</p>
<p>Social Intelligence</p>	<p>Anne Craig - Workstream Lead</p>
<p>Equality Investments</p>	<p>Ruth Reid - Workstream Lead (interim)</p> <p>Bernadette Cairns - Equalities</p> <p>Sue Briggs - Community Learning and Development</p>
<p>Systemness</p>	<p>Mike Burchell - Workstream Lead</p>
<p>Digital Depute Head Teachers</p>	<p>David Downham</p> <p>Thomas Webster</p> <p>Sarah Paterson</p> <p>Simon Hall</p>

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