

NORTHERN ALLIANCE

REGIONAL IMPROVEMENT PLAN

PHASE 4

Contents

Northern Alliance Regional Improvement Collaborative.....	3
Our Context.....	3
Our Strategy for Improvement	3
A Framework for Improvement	3
The Right Drivers for Whole System Success.....	5
Shaping the Plan around the Right Drivers	5
Engaging with Stakeholders - ‘What Matters to You?’	6
Our Phase 4 Priorities	7
Driver Workstream Overviews.....	8
Wellbeing and Learning	8
Social Intelligence	10
Equality Investments.....	11
Systemness.....	13
Connecting with National Policy and Drivers.....	15
Evaluating our Progress	16
Our Data Processes	16
A Targeted and Universal Approach	17
Governance	18
Our Northern Alliance System	19

Northern Alliance Regional Improvement Collaborative

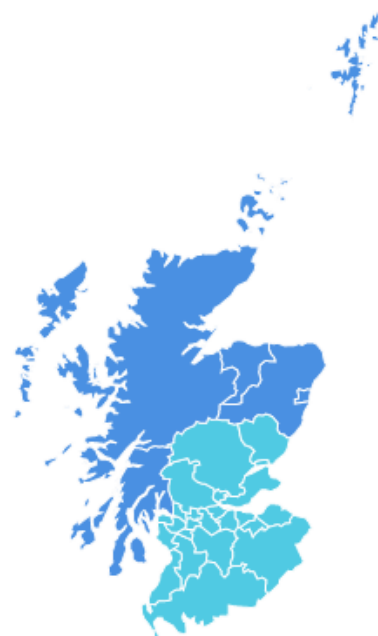
Our Context

The Northern Alliance is a Regional Improvement Collaborative between eight local authorities, across the North and West of Scotland: Aberdeen City, Aberdeenshire, Argyll and Bute, Eilean Siar (Western Isles), Highland, Moray, Orkney Islands and Shetland Islands, with a shared vision to improve the educational and life chances of all our learners.

As a group of eight local authorities, the Northern Alliance remains committed to improving outcomes through collaboration, closing the gap which exists across our wide and varied communities and crucially, championing a learner centred approach in order to deepen wellbeing and learning.

The Northern Alliance continues to strive towards achieving our vision of *developing a culture of collaboration, sharing expertise and creating local and regional networks to improve the educational life chances of our children and young people.*

Networks across the eight Local Authorities continue to grow with increasing numbers of practitioners engaging with improvement activity and opportunities to connect and collaborate.



Our Strategy for Improvement

A Framework for Improvement

As we embark upon our Phase 4 improvement journey, we are building on learning which we have gained during previous phases of improvement. During Phase 3, we developed a strategy for improvement through collaboration which is designed to build coherence across local, regional and national policy and practice. We make use of the four components within Michael Fullan's Coherence Framework¹ to support us; Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability:

Our Vision <i>Focusing Direction</i>	Collaboration Framework <i>Cultivating Collaborative Cultures</i>	CCITI Model <i>Deepening Learning</i>	Improvement Culture <i>Securing Accountability</i>
<ul style="list-style-type: none">• <i>Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational and life chances of our children and young people</i>	<ul style="list-style-type: none">• Developed as a form of self-evaluation, this framework, based on research and expertise, helps us collaborate meaningfully from latent to deep collaboration	<ul style="list-style-type: none">• The Northern Alliance Improvement Framework developed to support how we achieve our vision:• Connect• Collaborate• Ideas & Innovation• Try Out & Test• Improvement	<ul style="list-style-type: none">• Our positive improvement culture is supported by a robust data management and governance system.• 'Our Journey' website designed to capture progress over time using our CCITI model. This includes both quantitative and qualitative data, featuring 20 case studies

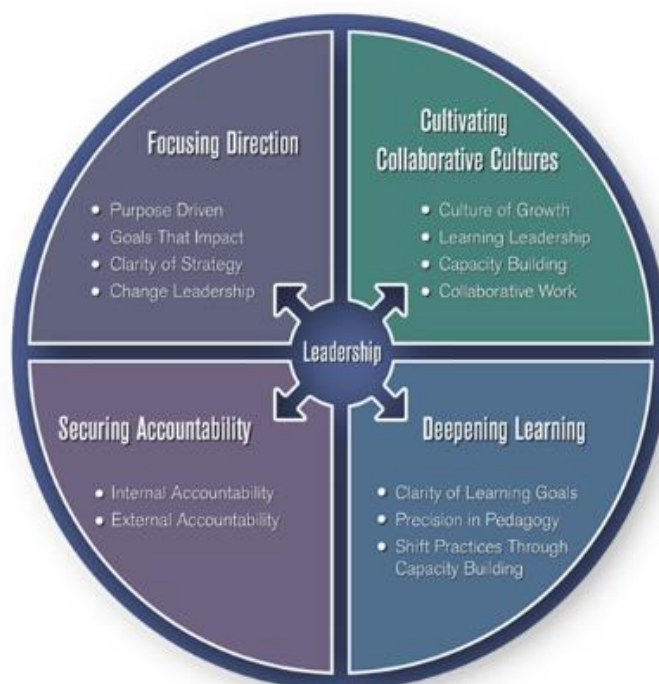
¹ Coherence, *The Right Drivers in Action for Schools, Districts, and Systems* - M. Fullan and J. Quinn

Focusing Direction starts with our vision – this ensures we remain focused on our core purpose as a Regional Improvement Collaborative, which is ultimately to improve outcomes for all our learners through collaboration. Our improvement plan has been developed to capture what matters to our schools, settings and teams, as well as making clear the golden threads which run through local, regional and national priorities.

Cultivating Collaborative Cultures requires us to have a shared understanding of what it means to meaningfully collaborate - and how it leads to impact. This means that we will work on developing a collaborative culture, as well as systems and processes to support meaningful collaboration. Our Northern Alliance Collaboration Framework helps us understand what effective collaboration looks and feels like, taking us from 'latent collaboration' to 'deep collaboration'. As our journey of collaborating meaningfully with colleagues and practitioners across the Northern Alliance continues to grow, one-off sessions and opportunities to engage are fewer, with an increased focus on collaborative and practitioner enquiry.

Deepening Learning is based on building a sense of connectedness across the Northern Alliance which helps us to share what is working well within and across our settings and teams, as well as working together to deepen our knowledge and understanding of pedagogy and breaking down the barriers to wellbeing and learning, which ultimately will lead to improved outcomes for all our learners. The five steps of the Northern Alliance CCITI Model provide the road map for our journey towards improvement. This strategy also includes the use of an improvement methodology which helps us understand whether the changes we are making do lead to improvement.

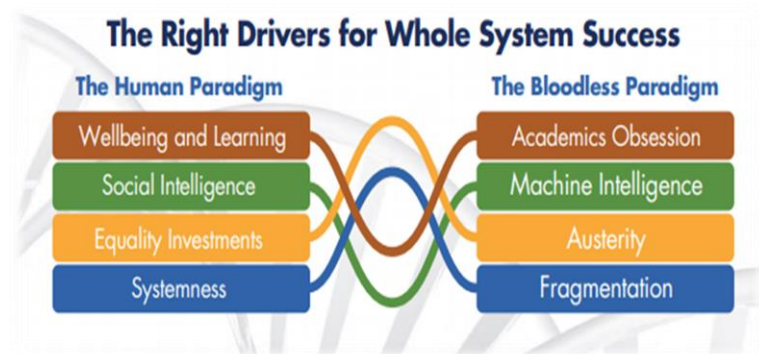
Securing Accountability - We are working together to develop a culture which creates psychologically safe places to collaborate, try, test and learn. We know that it is only through trying and sometimes failing that we will achieve improvement. We have strong data processes which help us monitor our progress over time and we welcome the opportunity to share our progress and learning both internally as part of our own team developments, but also with local and national partners. The Northern Alliance 'Our Journey' website uses our CCITI model to share our progress and learning through both quantitative and qualitative data, with a range of case studies evidencing impact at class, school, local authority and regional level.



The Right Drivers for Whole System Success

The repercussions and ripples of the pandemic continue to impact on our schools and settings across Scotland – and will continue to do so for some time to come. It was clear as we prepared for a new phase for improvement across our RIC that we needed to look more closely at wellbeing and how it impacts on learning, as well as how we can more effectively break down barriers to wellbeing and learning.

In February 2021, Michael Fullan, an expert in Whole System Change in Education, introduced the world to the Right Drivers for Whole System Success, and these connected with us at a significant time of change in Scottish education. Over the course of session 2021/22, we have been deepening our knowledge of the Right Drivers for Whole System Success and began to explore what our 'treasure', or key areas for improvement were emerging within each of the Drivers.



*'Christakis analyses what he labels as 'the immediate pandemic period', 'the intermediate pandemic period' and 'the post-pandemic period' – a time span covering 2020 to 2024. In practical terms, humans will grapple with chaos, survival, innovative breakthroughs, destructive elements, and more. The best stance we can take is to know that almost everything will be different. In short, this prolonged ambiguity creates a tangible opportunity to make positive change happen.'*²

Shaping the Plan around the Right Drivers

As stated above, this is a period of significant change for our practitioners, learners and their families. As we began to develop our phase 4 plan, it was more important than ever to ensure we focused on priorities that mattered to our teams and learners, as well as create coherence with local and national policy – focusing direction for everyone. As a Regional Improvement Collaborative, we committed to shaping our phase 4 plan around the Right Drivers. Feedback from our networks informed us that the Right Drivers helped teams to focus on what was important at a time of turmoil and change- as several practitioners stated, 'They just make sense'.

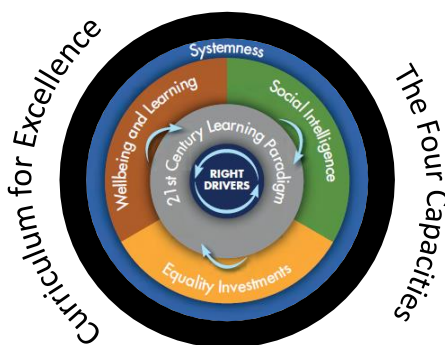
The 'Right Drivers'

- Wellbeing and learning
- Social Intelligence
- Equality Investments
- Systemness

National Policy

- GIRFEC
- National Improvement Framework
- Developing the Young Workforce
- Realising the Ambition

What Matters to You?



Our Vision:

Developing a culture of collaboration, sharing of expertise and creating local and regional networks to improve the educational life chances of our children and young people

² [The Right Drivers for Whole System Success, M.Fullan](#)

Engaging with Stakeholders – ‘What Matters to You?’



In order to meaningfully engage with all our stakeholders, we took the drivers on the road across the Northern Alliance and asked colleagues, practitioners, children and young people ‘what matters to you?’ in connections with themes from the Right Drivers. We engaged with over 450 people and generated over 1400 pieces of feedback, which then went on to create the themes we want to take forward within our phase 4 plan.

In partnership with our regional colleagues from Education Scotland, we carried out a collaborative thematic analysis of the data, which involved data familiarisation, generating codes, searching for themes and naming and defining themes³.

Using the themes which represent what matters to our stakeholders, the next step involved working alongside our Local Authority Directors and Chief Education Officers to identify the ‘golden threads’ that weave through Local Authority and national priorities. These threads provided the basis to enable us to focus direction and identify our new Phase 4 improvement priorities, which are shared in the diagram below.



³ [Braun and Clarke, 2008](#).

Our Phase 4 Priorities



Feeling well and learning well:

1. Get better at making learning more meaningful - deepening connections and motivation to learn
2. Get it right for *every* learner through our pedagogy and culture - breaking down barriers*
3. Get better at reaching shared expectations within learning, teaching, assessment and moderation
4. Improve how we teach and learn through working together on research and improvement projects

How we work and learn together:

1. Build a shared understanding of how we can meaningfully collaborate
2. Increase opportunities for us to collaborate both at local level and across the Northern Alliance
3. Work together with our local authority and national partners to make a joined-up offer for professional learning

How we break down barriers to wellbeing and learning:

1. Get better at working with our learners and their families so that together we can break down their barriers to wellbeing and learning
2. Make sure we are making best use of our data, measures and money to help us improve outcomes for every learner
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*

Working together to improve our system:

1. Build collective responsibility and engagement in improving our Northern Alliance system – with and for everyone!
2. Build a shared understanding of what makes a good leader – wherever we are in our learning journey
3. Get better at working together as a team to improve we learn and how we learn

Driver Workstream Overviews

Wellbeing and Learning

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
WELLBEING AND LEARNING						
Learning goals are clear to everyone and drive instruction (DL)	1. Deepening connections to wellbeing and learning through curriculum design	Outcomes for learners are improved through a relevant and meaningful curriculum that promotes wellbeing and learning. Learners feel well and are more involved in their learning, developing skills to be good at learning and good at life.	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream will demonstrate improved wellbeing and learning outcomes* through a relevant and meaningful curriculum by Feb 2025.	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrating improved wellbeing and learning outcomes* connected to the design of the curriculum. *Engagement, Attendance Confidence, Wellbeing QI 2.2	Curriculum and Assessment School and ELC Improvement	Improvements in engagement, attendance, confidence and wellbeing of children and young people 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.
A set of effective pedagogical practices is known and used by all educators (DL)	2. Putting the learner at the centre – how we meet individual needs (in collaboration with Equality Investments Workstream)	Mental and emotional wellbeing, children's rights and learner voice are central to all we do. Learning environments put learners at the centre. Learners feel safe, included, valued and heard.	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate an improvement in their wellbeing* by Feb 2025.	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrating improvements in wellbeing*. *Feeling safe, included, valued and heard. QI 3.1	Curriculum and Assessment	Embedded engagement and participation of children and young people, families and communities in the learner journey
Robust processes (collaborative inquiry and examining student work)	3. Collaborating to achieve shared expectations within learning, teaching, assessment and moderation at class, school/setting,	Collaboration at regional and local level is the platform where we come together to explore and share practice. There is a consistent and shared understanding of high-quality	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved wellbeing and learning* outcomes as a	School and ELC Improvement	High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
are used regularly to improve practice (DL)	team, local authority and regional level	learning, teaching, assessment and moderation practices. We feel confident, connected and there is greater consistency in expectations and standards. This will lead to improved outcomes for learners.	moderation of Learning, Teaching and Assessment by Feb 2025.	result of moderation of learning, teaching and assessment. *Attainment and achievement – national measures	Curriculum and Assessment	Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.
			95% of practitioners engaging with the Wellbeing and Learning Workstream report increased confidence in their professional judgements by Feb 2025.	Percentage of practitioners engaging with the Wellbeing and Learning Workstream who report increased confidence in their professional judgements		
A growth mindset underlies the culture (CCC)	4. Increasing opportunities for collaborative professional enquiry to explore existing and new pedagogies and practices	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 'better at learning, better 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.	Percentage of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrating improved outcomes* as a result of experiencing effective pedagogies and practices. *Engagement, Attendance Confidence, Wellbeing QI 1.1	Teacher and Practitioner Professionalism	Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
			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.	Percentage of practitioners engaging with the wellbeing and learning workstream reporting a strong commitment to lifelong learning through collaborative professional enquiry.	Teacher and Practitioner Professionalism	

Social Intelligence

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
SOCIAL INTELLIGENCE						
Shared purpose drives action (FD)	1. Working together to build a shared understanding of meaningful collaboration at school/setting, team, local authority and regional level.	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.	Percentage of system wide colleagues reporting a “good” or “very good” understanding of Collaborative practice*, theory and policy through self-evaluation analysis linked to Northern Alliance Collaboration Framework. *NA 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.
A small number of goals tied to student learning drive decisions (FD)	2. Increasing opportunities for meaningful collaboration which leads to impact at school/setting, team, local authority and regional level	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.	Percentage of schools evidencing improved outcomes* through engagement in ‘Active Collaboration’ projects *Attainment and achievement as reported by practitioners	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
Structures and processes support intentional collaborative work (CCC)	3. Working together at local, regional and national level to make a cohesive and accessible professional learning offer for and with practitioners across the Northern Alliance which impacts on outcomes for learners	. 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 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	Completion of collaborative online professional learning community platform Percentage of platform members, evidencing and sharing impactful learning and practice *Practice resulting in improved wellbeing and learning outcomes for learners	School and ELC Improvement Teacher and Practitioner Professionalism	Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap

Equality Investments

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
EQUALITY INVESTMENTS						
<p>Change knowledge is used to move the school forward (FD)</p> <p>External accountability is used transparently to benchmark progress (SA)</p> <p>Capacity building is used to continuously improve results (SA)</p>	1. Working together to build confidence and capacity in the use of data to improve outcomes for our learners across the Northern Alliance	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	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	<p>Percentage of practitioners reporting improved outcomes* for their learners</p> <p><i>*Attainment and achievement as reported by practitioners</i></p>	<p>School and ELC Improvement</p> <p>Teacher and Practitioner Professionalism</p>	<p>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</p> <p>Professional learning focussed on equity is embedded and practitioners use these skills and knowledge to improve outcomes for children and young people</p>
Structures and processes support intentional collaborative work (CCC)	2. Working together to ensure our learners have a strong voice in how we break down barriers to wellbeing and learning at class, school /setting, team, local authority, regional and national level	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	<p>By Feb 2025, 90% of participants* engaging in improvement activity within the EI workstream will report their experience of participation as good or better.</p> <p><i>*Parents, carers, children and young people, adult learners</i></p>	<p>Percentage of participants engaged with the EI workstream who report their experience of participation* as good or better.</p> <p><i>*As defined through Seven Golden Rules for Learner Participation 3-18</i></p>	<p>Parent/ Carer Involvement & Engagement</p> <p>Curriculum and Assessment</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>	<p>Embedded engagement and participation of children and young people, families and communities in the learner journey.</p> <p>An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises</p>

Coherence Component	NA Priority	NA Context - What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver /s	SAC Regional Medium-Term Outcomes
						broader achievement for all children and young people and their families
Structures and processes support intentional collaborative work (CCC)	3. Putting the learner at the centre – how we meet individual needs (in collaboration with Wellbeing and Learning Workstream)	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 <i>Where evidence is demonstrated through case studies</i>	Numbers of case studies evidencing impact* on learners through shaping policy and practice around the needs of the learner *Shared actions within learner plans have been achieved	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.

Systemness

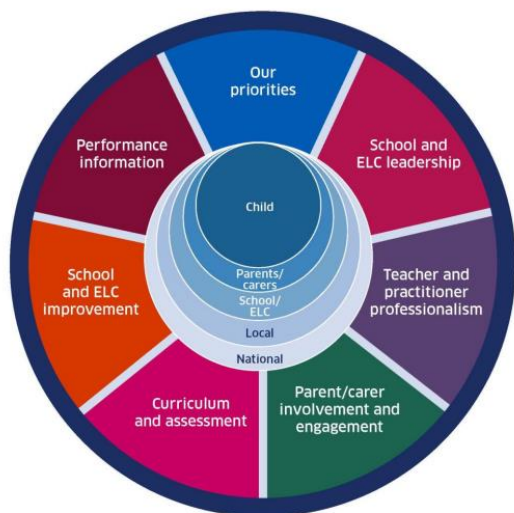
Coherence Component	NA Priority	NA Context – What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver/s	SAC Regional Medium-Term Outcomes
SYSTEMNESS						
A clear strategy for achieving the goals is known by all (FD)	1.All stakeholders within our system are motivated and supported to engage in a culture of continuous learning and improvement activities within and across our schools/settings and teams	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.	Percentage of stakeholders reporting increased agency in improvement activity Number of case studies evidencing impact* of collaborative improvement activity *Outcomes within team / school /setting plans have been achieved	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.
Leaders model learning themselves and shape a culture of learning (CCC) Underperformance is an opportunity for growth, not blame (SA)	2.Build a shared understanding of the key principles of effective leadership at all levels – class, school/setting, team, local authority, regional and national level	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 <i>*Staff, learners, parents/carers, community members</i>	Percentage of participants reporting deeper engagement* in school/setting/ team improvement plans Number of case studies with practitioners applying agreed principles of leadership and reporting improved outcomes**. *7 Golden Rules of Participation **QI 1.3	School and ELC Leadership School and ELC Improvement 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.
Collective capacity building is fostered above	3.Practitioners and learners at all levels work together to develop efficacy and a culture to drive and influence system wide improvement from within	Evidence of increased collective efficacy within teams across the RIC, resulting in shared high expectations for and with learners and improved	By Feb 2025 95% of practitioners engaging with the Systemness Workstream will report increased collective	Percentage of practitioners reporting increased collective efficacy, leading to improved outcomes for learners	School and ELC Improvement	Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to

Coherence Component	NA Priority	NA Context – What will success look like?	Measurable Aim	Outcome Measure/s	NIF Driver/s	SAC Regional Medium-Term Outcomes
individual development (CCC)	and across our schools/ settings and teams across the Northern Alliance	outcomes. Collective responsibility for improvement is growing	efficacy* in their schools/ settings / teams, leading to improved outcomes for learners	<p>Number of case studies sharing increased collective efficacy* and reporting improved outcomes**.</p> <p><i>*As outlined within the 'Enabling Conditions for Collective Efficacy', Jenni Donohoo, Peter DeWitt</i></p> <p><i>**Attainment and achievement as reported by practitioners</i></p>	<p>School and ELC Leadership</p> <p>Curriculum and Assessment</p> <p>Teacher and Practitioner Professionalism</p>	closing the poverty-related attainment gap

Connecting with National Policy and Drivers

The Phase 4 Plan has been shaped over time by practitioners in schools, settings and teams across the Northern Alliance, as well as learners and their families. It is also influenced by local and national priorities and closely aligns with the National Improvement Framework⁴ and the Scottish Attainment challenge⁵.

At the core of our plan, we will work to respect, protect, and fulfill the rights of every child and young person across all regional improvement activity as detailed in the UN Convention on the Rights of the Child⁶.



We believe our phase 4 priorities will strengthen our approaches to collaboration across the Northern Alliance and ultimately improve how we work together to improve outcomes for every learner in the Northern Alliance. Learner rights permeate all drivers and priorities at a local, regional and national level - strong connections which will help to focus direction and build a sense of coherence for everyone moving forward.



⁴ [Achieving Excellence and Equity, 2022 National Improvement Framework and Improvement Plan](#)

⁵ [The Scottish Attainment Challenge Logic Model – Regional/Local Level](#)

⁶ [A summary of the UN Convention on the Rights of the Child](#)

Evaluating our Progress

Our Data Processes

Data processes developed during Phase 3 will continue to help us to understand how we are realising the ambition of our vision. Using a range of different measures and tools – from quantitative measures including numbers of practitioners engaging in activity to qualitative data capturing stakeholders' experiences of collaborating and resulting impact on learners. Our case studies and improvement projects capture context specific learning which can be shared far and wide to build shared understanding and support improvement in a range of different contexts across our Northern Alliance system.



As a central team, we have a robust system to help us monitor and capture improvement activity. The Model for Improvement helps us to create aims and measures which reflect our own unique contexts. It also helps us to take a shared approach to improvement. Each month, we monitor progress towards the aims set out in our improvement plan. We are curious about our progress and if there are any problems or delays, we work together to try out and test shared theories of action.

We are transparent about our data and we share our improvement progress here – [Our Journey](#).

A Targeted and Universal Approach

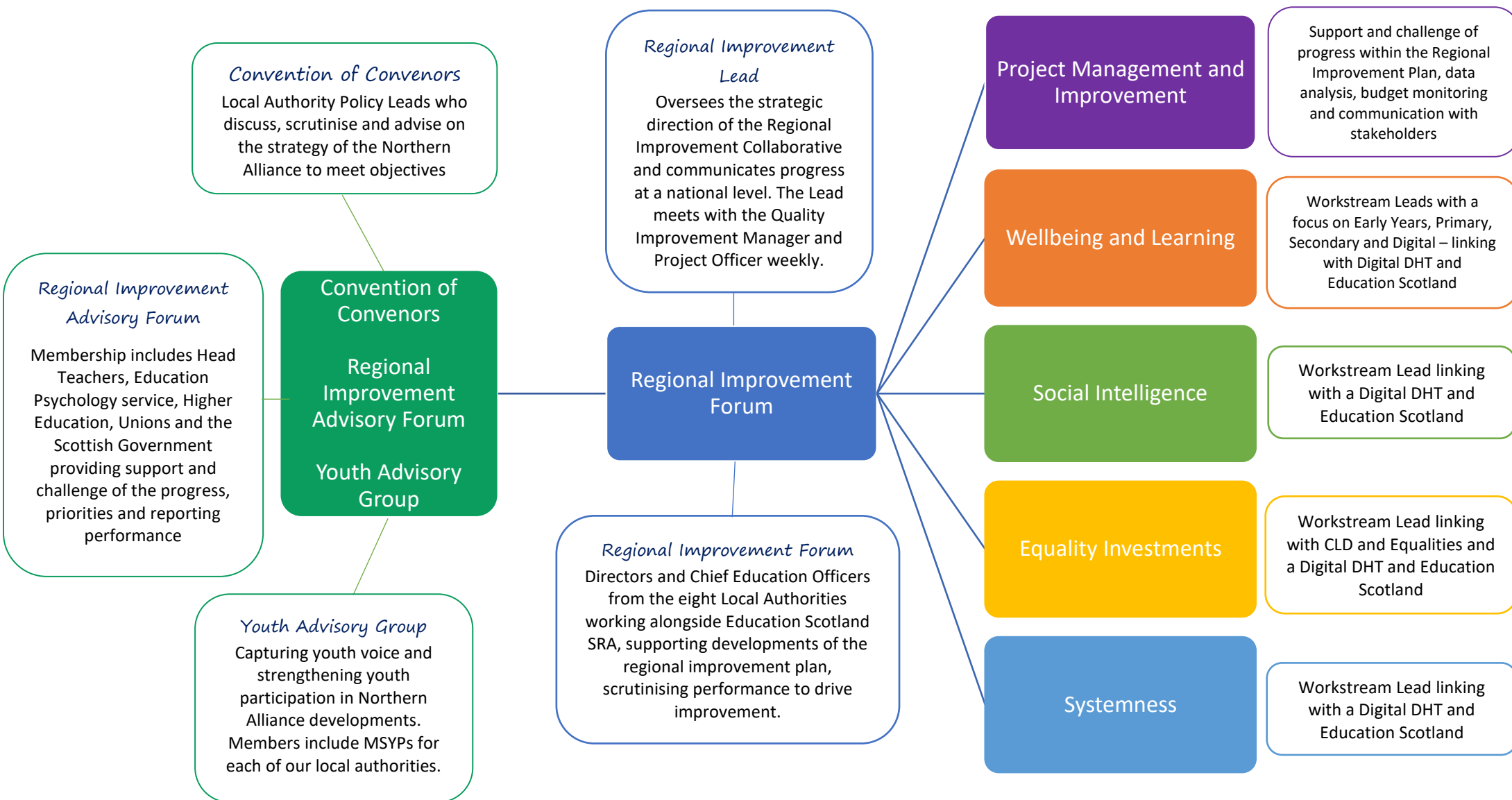
Our aspirations are for achieving whole system success through using the Right Drivers. We do not just want to achieve improvement within our own workstreams, but we also want to see that improvement permeate into the wider system.

That is why we will be using targeted measures to monitor improvement at workstream level – evaluating improvement in outcomes with the settings we work with directly. But also, universal measures to understand whether the changes we are making are leading to improvement in the wider system. Some of our national measures can help us do that. But we will also be constructing measures which allow us to monitor collaboration and improvement in a bespoke way and to help us understand the extent to which our system is cultivating that collaborative culture we envision as a Regional Improvement Collaborative.



Governance

In order to bring our plan to life, we have a strong Northern Alliance system of people to take our priorities forward.

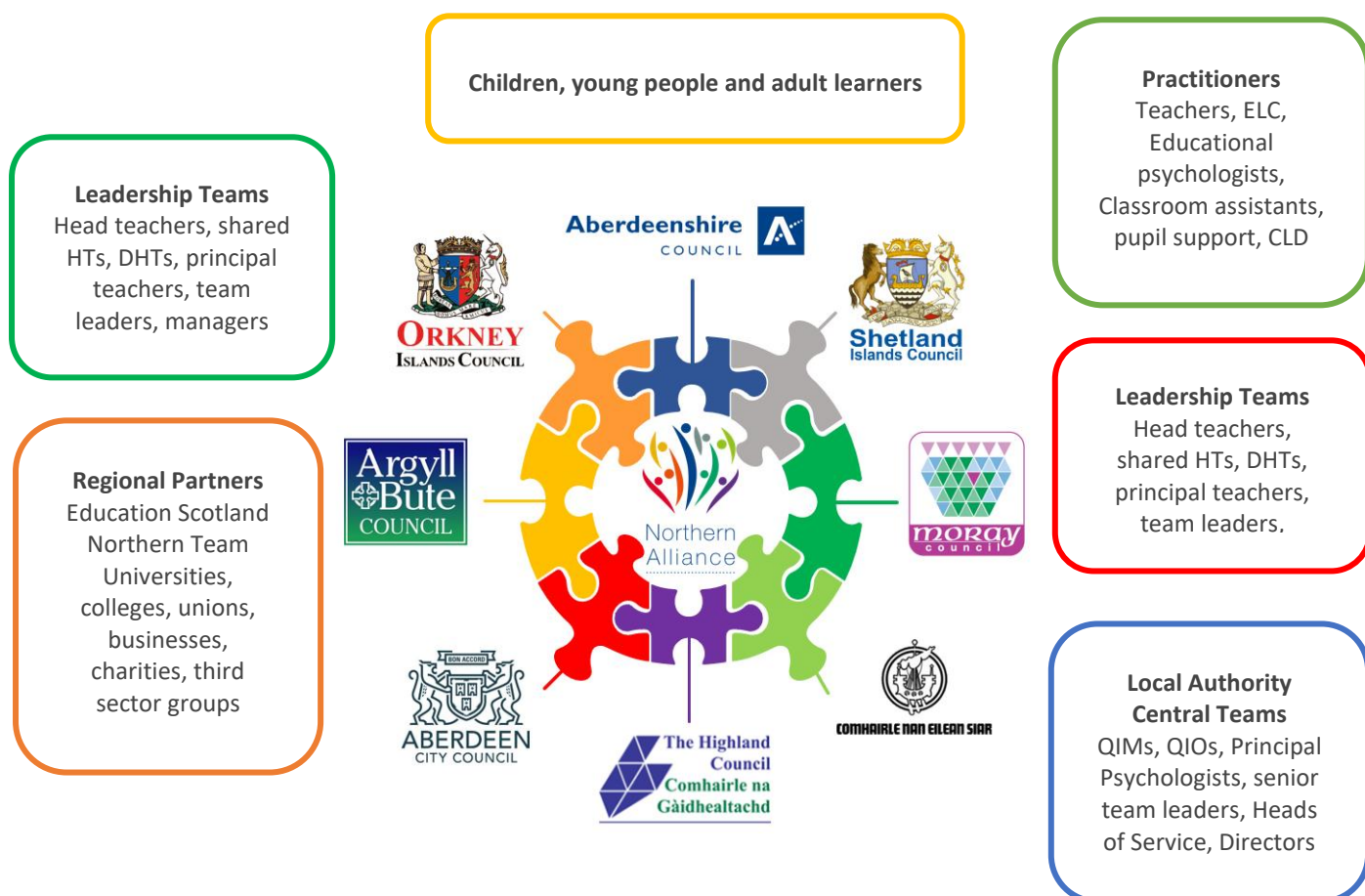


Our Northern Alliance System

The above diagram shares our five workstreams, as well as advisory and governance groups which challenge and support workstream teams. Our workstreams work alongside practitioners, learners, families and partners to realise the ambitions set out within our phase 4 plan. People and processes can only come together effectively when they have a shared vision and commitment to work towards. The Right Drivers for Whole System Success work alongside our Northern Alliance vision to help us focus our direction and move forward together. Within the Right Drivers for Whole System Success, Michael Fullan describes Systemness as -

“When students, teachers, and others at the local and middle levels are helped to think differently about their systems leading to pathways of action that foster greater clarity, collaboration, and ownership of improvement.”

Our young people face yet unknown challenges and opportunities as a result of climate change and advancing technologies. Our practitioners are grappling with the repercussions of a global pandemic, as well as the uncertainties which currently exist within our education system. Never has there been such a need for us to take collective responsibility for building clarity and bringing about improvement together. Learner rights are at the heart of this Northern Alliance phase 4 plan – as are the rights of all members of our system to have their voices heard and to be active in shaping our direction. This plan is not a plea for engagement or indeed an invitation to engage, but a call to action for everyone to take collective responsibility in bringing about whole system success.



“A deliberate attempt to realize the system you are in; and the system you should want.”
Michael Fullan