

# NORTHERN ALLIANCE REGIONAL IMPROVEMENT PLAN: PHASE 3

## PRACTITIONER SURVEY RESPONSE SUMMARY

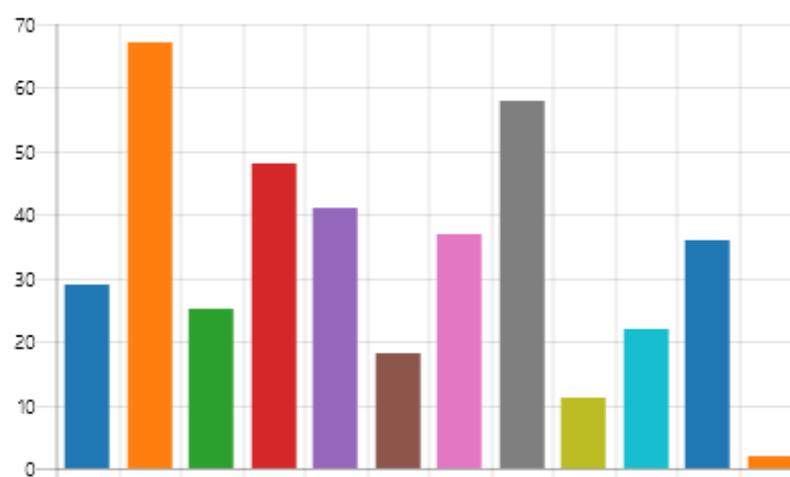


1. The Northern Alliance Regional Improvement Plan will be focussing on 4 thematic areas of improvement:
  1. Curriculum
  2. Raising Attainment and Closing the Poverty Gap
  3. Sustaining Education in Our Communities
  4. Leadership.

What area of professional learning would you like to be offered through support from the Northern Alliance?

|                                           |                           |                                         |
|-------------------------------------------|---------------------------|-----------------------------------------|
| Empowering leadership                     | Developing the curriculum | Using data for analysis and improvement |
| Aspects of numeracy                       | Aspects of literacy       | Leading change                          |
| Learning and Teaching aspects of pedagogy | Assessment & Moderation   | Identifying key indicators of poverty   |
| e-Learning                                | Parental Engagement       | Other                                   |

|                                    |    |
|------------------------------------|----|
| Empowering leadership              | 29 |
| Developing the curriculum          | 67 |
| Using data for analysis and im...  | 25 |
| Aspects of numeracy                | 48 |
| Aspects of literacy                | 41 |
| Leading change                     | 18 |
| Learning and Teaching aspect...    | 37 |
| Assessment & Moderation            | 58 |
| Identifying key indicators of p... | 11 |
| e-Learning                         | 22 |
| Parental Engagement                | 36 |
| Other                              | 2  |



'Other Responses:

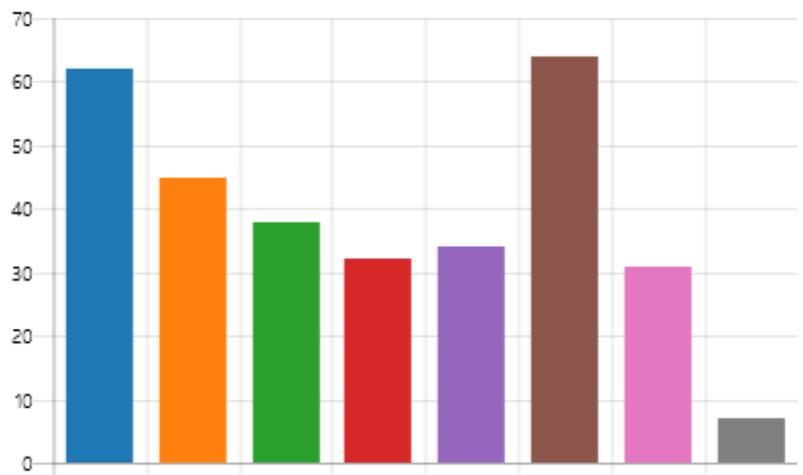
*"Nature and place-based education."*

*"Workload and HWB staff."*

2. Which curriculum area(s) do you think would benefit from regional collaboration?

|                    |           |                        |
|--------------------|-----------|------------------------|
| Health & Wellbeing | Languages | Technologies           |
| Expressive Arts    | Sciences  | Numeracy & Mathematics |
| Social Studies     | Other     |                        |

|                          |    |
|--------------------------|----|
| ● Health & Wellbeing     | 62 |
| ● Languages              | 45 |
| ● Technologies           | 38 |
| ● Expressive Arts        | 32 |
| ● Sciences               | 34 |
| ● Numeracy & Mathematics | 64 |
| ● Social Studies         | 31 |
| ● Other                  | 7  |

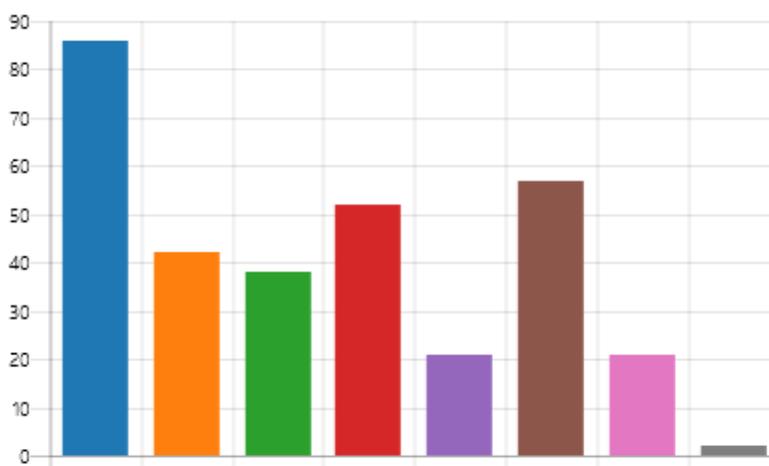
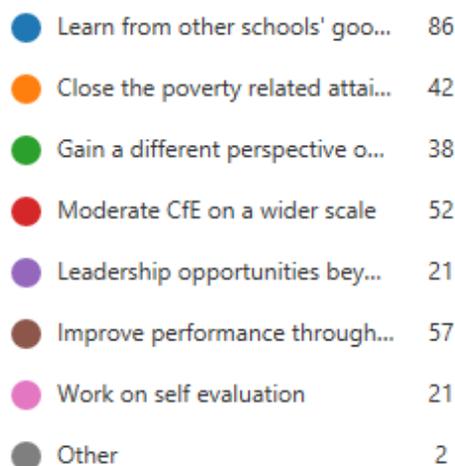


'Other' Responses:

|                                                                                                                                                                                |            |                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|-------------------------------|
| <i>ALL of them!</i>                                                                                                                                                            | <i>PEF</i> | <i>Literacy &amp; English</i> |
| <i>Music Instruction Services</i>                                                                                                                                              | <i>RME</i> | <i>Literacy</i>               |
| <i>"I think it would be helpful for all subject specialists to have opportunities to work with colleagues from elsewhere, as this has been limited to Lit and Num so far."</i> |            |                               |

3. What would you want your school to gain from being part of our Regional Improvement Collaborative?

|                                          |                                                                   |
|------------------------------------------|-------------------------------------------------------------------|
| Learn from other schools' good practice  | Close the poverty related attainment gap                          |
| Gain a different perspective on our work | Moderate CfE on a wider scale                                     |
| Leadership opportunities beyond LA       | Improve performance through working together on shared strategies |
| Work on self-evaluation                  | Other                                                             |



'Other' Responses:

*“And then I would hope all of other things listed (particularly the attainment gap) would be improved as a result of these things.”*

*“All of the above!”*

4. Please tell us what support you would need to use Glow as a sharing platform for information and learning.

|    |                                                                                                                                                                                                                                                                                                         |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | None                                                                                                                                                                                                                                                                                                    |
| 2  | Improved search facility                                                                                                                                                                                                                                                                                |
| 3  | Taking over as HT in 2018, I have created a staff glow site which we have been slowly transferring relevant info across to. As staff use this they will become more confident. However, I would like them to have access to glow training to use with the children and enhancing learning and teaching. |
| 4  | Once a term twilight would be very useful.                                                                                                                                                                                                                                                              |
| 5  | i don't use GLOW                                                                                                                                                                                                                                                                                        |
| 6  | Refresh training in school provided to staff but this is really HT responsibility and not that of the NA.                                                                                                                                                                                               |
| 7  | Training                                                                                                                                                                                                                                                                                                |
| 8  | More access to all that Google Classroom can offer                                                                                                                                                                                                                                                      |
| 9  | Training on using it for the basics - this is still very inconsistent. Ensuring it can be used for VC and e-training - ie. making sure the internet is good enough to allow for this.                                                                                                                   |
| 10 | Further training                                                                                                                                                                                                                                                                                        |
| 11 | n/a                                                                                                                                                                                                                                                                                                     |
| 12 | Needs to be streamlined - it's getting too big with too many add-ons                                                                                                                                                                                                                                    |
| 13 | Easier navigation through the website                                                                                                                                                                                                                                                                   |
| 14 | Moderation and consistency of resources.                                                                                                                                                                                                                                                                |
| 15 | None                                                                                                                                                                                                                                                                                                    |
| 16 | Time - when teaching on minimum time and trying to deliver best lessons and support for pupils there is no time built in for developing/practicing other skills                                                                                                                                         |
| 17 | Glow as a sharing platform needs to a worthwhile resource in order for teachers to use valuable time going on there. Support that doesn't overwhelm already very busy professionals.                                                                                                                    |
| 18 | How to setup a pupil share group                                                                                                                                                                                                                                                                        |
| 19 | Better, reliable and consistent connectivity Training to make the most of GLOW                                                                                                                                                                                                                          |
| 20 | Training to all staff on how it has changed.                                                                                                                                                                                                                                                            |
| 21 | Easy to navigate around Glow                                                                                                                                                                                                                                                                            |
| 22 | None                                                                                                                                                                                                                                                                                                    |
| 23 | Better sharing of where to go in to Glow to find the things that are meant to be on there - I can't find half the things I'm told will be put on it...!                                                                                                                                                 |
| 24 | no support personally although our local authority does not really promote the use of glow                                                                                                                                                                                                              |
| 25 | Further opportunity to find out how best to navigate and utilise the platform - awareness of what is available and how to use it.                                                                                                                                                                       |
| 26 | A face-to-face training session followed up by regular requirement to use it, but the danger                                                                                                                                                                                                            |

|    |                                                                                                                             |
|----|-----------------------------------------------------------------------------------------------------------------------------|
|    | is that this would become demanding.                                                                                        |
| 27 | Clarity on approach, eg Glow Groups or Teams?                                                                               |
| 28 | Consistent and effective access to it.                                                                                      |
| 29 | Refresher training and step by step guide to the new platform to ensure support for staff to sustain usage.                 |
| 30 | How to improve pupil participation in Glow?                                                                                 |
| 31 | Just need more practise in-house.                                                                                           |
| 32 | Additional training on Glow and consistency across the ASG in regards to relevant resources and priorities within the area. |
| 33 | How do you join Yammer groups on Glow? Finding shared resources from other schools.                                         |
| 34 | More Training More consistent use Improved IT resources, equipment and connections                                          |
| 35 | Strategic managers plan to use this in a more integrated manner.                                                            |
| 36 | NA                                                                                                                          |
| 37 | CPD training on the wider possibilities of using GLOW in schools                                                            |
| 38 | Step by step                                                                                                                |
| 39 | Extensive training- no idea how to use it                                                                                   |
| 40 | none                                                                                                                        |
| 41 | Refresher                                                                                                                   |
| 42 | Not required.                                                                                                               |
| 43 | N/A - Familiar with glow                                                                                                    |
| 44 | We are becoming more familiar with Glow and more able to use it confidently so we would be able to share more information.  |
| 45 | Sharing good practice and resources.                                                                                        |
| 46 | Additional training.                                                                                                        |
| 47 | More training                                                                                                               |
| 48 | None                                                                                                                        |
| 49 | clearer input on how to use GLOW and what information can be put on GLOW.                                                   |
| 50 | Refresher course                                                                                                            |
| 51 | Easier to navigate and more user-friendly.                                                                                  |
| 52 | Navigation of this resources can be very challenging                                                                        |
| 53 | We have a specialist in school who could upskill staff on Glow                                                              |
| 54 | It to be easier to access                                                                                                   |
| 55 | Refresher on how to make best use of glow.                                                                                  |
| 56 | Computers that are up to date and actually work                                                                             |
| 57 | IT Skills development                                                                                                       |
| 58 | how to use glow                                                                                                             |

|    |                                                                                                                                                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 59 | GLOW would need to be used consistently. Currently I rarely use GLOW as our council have their own email system and find it too hard to find what I need from GLOW. I only go there if there is something specific that I know to find. |
| 60 | Already use it effectively.                                                                                                                                                                                                             |
| 61 | I currently use Glow for the onedrive facility but a course explaining how the tiles are used etc would be helpful. I know I do not make full use of the resources currently.                                                           |
| 62 | I am comfortable using Glow, as long as I know where to access resources.                                                                                                                                                               |
| 63 | No support to use glow                                                                                                                                                                                                                  |
| 64 | Training                                                                                                                                                                                                                                |
| 65 | time... to have a go and to discuss with colleagues                                                                                                                                                                                     |
| 66 | Time to navigate and discuss and explore with colleagues.                                                                                                                                                                               |
| 67 | Make it easier to navigate. Time given to share.                                                                                                                                                                                        |
| 68 | training                                                                                                                                                                                                                                |
| 69 | Advice on how to share.                                                                                                                                                                                                                 |
| 70 | None                                                                                                                                                                                                                                    |
| 71 | Refresher on how to use                                                                                                                                                                                                                 |
| 72 | A well designed platform that links the GTC standards to specific professional development courses/learning opportunities.                                                                                                              |
| 73 | in house training                                                                                                                                                                                                                       |
| 74 | Revisit Glow so that all staff / children can log in and use regularly.                                                                                                                                                                 |
| 75 | Use this already.                                                                                                                                                                                                                       |
| 76 | Short online training session to demonstrate the opportunities for sharing information and learning                                                                                                                                     |
| 77 | I would need training on how to use it in that way                                                                                                                                                                                      |
| 78 | Glow integration with a systems like Google Classrooms would be useful, we're still to gain access to this in the Western Isles despite it being readily available.                                                                     |

5. What other areas would you want your school to collaborate on as part of our Regional Improvement Collaborative?

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Numeracy and Mathematics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 2  | The use of Digital Technologies in the classroom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 3  | HWB - strategies and sharing successful approaches.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 4  | Our main focus would be assessment and moderation in the BGE - very keen to do any collaborative work in this area.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 5  | Share resources across faculties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 6  | Mastery of Maths - being able to continue to train staff in the Mastery of Maths approach like I did last school year. Real shame to not have funding to do this and spread this excellent practice far and wide.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 7  | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 8  | Developing a shared understanding of rurality and how it impacts on children. How multi-level teaching and learning is a positive not a negative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 9  | Unsure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 10 | Moderation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 11 | Diversity and Inclusion, specifically LGBT+                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 12 | Hear from pupils who have successfully achieved despite their circumstances - what helped them achieve, what support did they need?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 13 | Showcasing what excellence looks like in Aberdeenshire schools. The schools who are excellent sharing what it is that they are doing and what it looks like in their setting.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 14 | How crossmarking is done in rural schools, with one teacher per subject                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 15 | Use the newsletter to share information about really effective resources that are both pupil and teacher friendly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 16 | Self evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 17 | Facilitating of CPD events across the authority to enable us to work together to support each other.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 18 | Maybe shared religious leaders etc. either visiting around or doing discussions on Skype (or equivalent) so that we can hear first hand from those in the North of Scotland who are benefiting from their religious beliefs and more about them - it's hard for all rural areas to adequately represent the key religions in a meaningful way. Sharing more equipment and science experts around the area - maybe doing blocks of experiments? We don't all have the storage, money and expertise to do some really interesting experiments once a year and hook kids into science the way we should be, linking to real life and job skills. Create more career cards with photos and people examples talking about their day, their qualifications and what they like about their jobs - a whole set for land-based industries, hospitality (food and drink?), etc etc. around Scotland. Is there anything we can do with procurement - ALL buying certain items in bulk and distributing on a much larger (and more affordable) level? More linking of schools that are comparative and having termly calls/video conferencing to discuss effective initiatives? |
| 19 | sustaining schools in small rural communities - assisting with inspection and improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | criteria/approach for very small rural school (which in the main inspectors neither understand or like) - it is a very different job being HT of an isolated rural school - poverty is the same as in urban areas but the systems of support and access are severely lacking - how do we bring about systemic change and also find a different way to express our successes and achievements which is a more effective measure of our performance and improvement. |
| 20 | Any opportunities to reduce 'reinventing the wheel'                                                                                                                                                                                                                                                                                                                                                                                                                |
| 21 | Small rural schools working together to establish ways of working to maximise efficiency and effectiveness particularly with multi-composite classes. Shared ideas of ways to keep it fresh for pupils and teachers who have been working together for 2+ years.                                                                                                                                                                                                   |
| 22 | Areas highlighted above are main priorities.                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 23 | Reporting to parents                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 24 | ASN                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 25 | Having the opportunity to observe fellow colleagues within, and outwith, our ASG to observe good practice and share effective strategies.                                                                                                                                                                                                                                                                                                                          |
| 26 | Skills through Play and Outdoor Learning.                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 27 | Streamlined planning to allow for more focused assessment and moderation Stronger resources                                                                                                                                                                                                                                                                                                                                                                        |
| 28 | Sharing resources across the whole curriculum                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 29 | outdoor learning                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 30 | n/a                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 31 | attainment in rural situations professional development opportunities north of Perth rights respecting                                                                                                                                                                                                                                                                                                                                                             |
| 32 | Digital Training                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 33 | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 34 | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 35 | Early years play based learning.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 36 | Digital learning                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 37 | Please see above.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 38 | transition from primary to secondary science, transition from nat 5 courses to higher                                                                                                                                                                                                                                                                                                                                                                              |
| 39 | How to develop the work of the visiting specialist teacher                                                                                                                                                                                                                                                                                                                                                                                                         |
| 40 | Development time with other teachers of the Expressive Arts. Discussion on Assessment in BGE, specifically Drama.                                                                                                                                                                                                                                                                                                                                                  |
| 41 | literacy, tracking                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 42 | Teacher leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 43 | Mental Health                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 44 | Sharing resources                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 45 | Numeracy and Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 46 | Taking a collaborative approach to all/SIP aspects of education could benefit all - expertise, reduce workload...                                                                                                                                                                                                                                                                                                                                                  |

|           |                                                                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>47</b> | Development of early numeracy.                                                                                                      |
| <b>48</b> | Play throughout the stages.                                                                                                         |
| <b>49</b> | Breaking down experiences and outcomes to ensure streamlined coverage of the curriculum across an authority / Scotland              |
| <b>50</b> | Making thinking visible                                                                                                             |
| <b>51</b> | Improving appropriate curricular choices and experiences for our pupils, not all linked to conventional attainment.                 |
| <b>52</b> | Global Citizenship and Community Partnerships Outdoor Learning Schools                                                              |
| <b>53</b> | Family Learning. Examples of taking forward Learning Logs, Rights Respecting Schools, outdoor education.                            |
| <b>54</b> | Health and Well being Numeracy Closing the gap                                                                                      |
| <b>55</b> | As a teacher who has not been teaching in Scotland for very long I would love to have some support with standards at N5 and Higher. |

## 6. What support would you require to engage more effectively with the Regional Improvement Collaborative?

|    |                                                                                                                                                                                         |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | Given the geographical size of our Alliance, travel time and transport costs would be a challenge                                                                                       |
| 2  | HT currently get emails for NA. Is there a way to sign up for alerts at all re: any updates? I will follow on Twitter. Can those who sit on the NA for our LA be more visible or vocal? |
| 3  | Access to different authority approaches                                                                                                                                                |
| 4  | Everyone says this but if staff aren't given time to engage with the RIC and then take their learning forward then they will not - and should not - be able to do it properly.          |
| 5  | Funding                                                                                                                                                                                 |
| 6  | Time, a central contact to co-ordinate any support offered.                                                                                                                             |
| 7  | Feel very removed from the RIC - something that is mentioned in Area days but have no ownership of it                                                                                   |
| 8  | Face-to-face meetings                                                                                                                                                                   |
| 9  | Round table opportunities for face to face discussion.                                                                                                                                  |
| 10 | Effective communication                                                                                                                                                                 |
| 11 | Again - time                                                                                                                                                                            |
| 12 | Not sure                                                                                                                                                                                |
| 13 | regulat emails and possibly a sharepoint just for Regional Improvement Collaborative                                                                                                    |
| 14 | Time - that priceless commodity!                                                                                                                                                        |
| 15 | Who to contact and know what support is available.                                                                                                                                      |
| 16 | More opportunities for other staff to attend sessions, other than SMT                                                                                                                   |
| 17 | Time - inservice? Although being part of an authority where inservice days are not consistent throughout the authority creates difficulties.                                            |
| 18 | I'd like to do more, but the workload at school is just too much and the budget constraints prevent long distance travel/accommodation.                                                 |
| 19 | travel and accommodation funding and cover funding                                                                                                                                      |
| 20 | Improve my IT Skills and awareness                                                                                                                                                      |
| 21 | Ways of working which do not entail another layer of expectation on an already overwhelming workload.                                                                                   |
| 22 | time and money                                                                                                                                                                          |
| 23 | Training and coaching in the above mentioned areas and opportunity for this to be in our authority area.                                                                                |
| 24 | None                                                                                                                                                                                    |
| 25 | Time constraints make this difficult.                                                                                                                                                   |
| 26 | more e.mail info please :)                                                                                                                                                              |
| 27 | Effective communication and time management.                                                                                                                                            |

|    |                                                                                                                                 |
|----|---------------------------------------------------------------------------------------------------------------------------------|
| 28 | Continue to offer opportunities for training within ASGs Consider webinar or training via live links                            |
| 29 | More time set aside for collaborative work across cluster schools and ASG.                                                      |
| 30 | Access to online learning/resources which can be done at a time and place of your choosing.                                     |
| 31 | Workshops                                                                                                                       |
| 32 | regular up-dates                                                                                                                |
| 33 | n/a                                                                                                                             |
| 34 | a point of contact                                                                                                              |
| 35 | On-going communication and updates.                                                                                             |
| 36 | On going information and communication (including updates)                                                                      |
| 37 | Collaboration and discussion with colleagues at school                                                                          |
| 38 | CPD opportunities in Moray.                                                                                                     |
| 39 | Time                                                                                                                            |
| 40 | BGE level moderation and standardisation, differentiation materials                                                             |
| 41 | Advanced planning/notice for collaboration to allow time to include in school WTA/planning                                      |
| 42 | Visits from workstream members to school to share knowledge.                                                                    |
| 43 | Again, better IT with faster broadband and up to date PCs and iPads                                                             |
| 44 | Time to meet with colleagues                                                                                                    |
| 45 | resources, links with departments                                                                                               |
| 46 | Time to meet together or engage in the RIC. Greater understanding of the purpose of it.                                         |
| 47 | time and money                                                                                                                  |
| 48 | More direct information i.e. direct to our staff email accounts                                                                 |
| 49 | Time                                                                                                                            |
| 50 | Unknown                                                                                                                         |
| 51 | CPD                                                                                                                             |
| 52 | Organisation of creating support groups would be needed                                                                         |
| 53 | More information                                                                                                                |
| 54 | Advice on its role.                                                                                                             |
| 55 | Not sure as yet                                                                                                                 |
| 56 | Quality Assurance and Moderation                                                                                                |
| 57 | Continue regular information sharing                                                                                            |
| 58 | Keeping resources streamlined is important. Often there are too many emails and materials which means that staff is overloaded. |
| 59 | Access on line/via GLOW for training and to share knowledge/experiences to allow me to engage at time/place of my choosing      |

**60**

I would need to know what it was and who was in it. I would also want to talk to real people rather than doing things over video links. In practice this would mean meetings with a specific and narrow focus.

7. Please add any ideas that you have to support the development of the Northern Alliance. In doing so, please consider how you could contribute and what added value could there be from your experience?

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|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>  | Keep the number of streams small - we can't do everything at the same time and it is better to do a few things well rather than a lot of things badly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>2</b>  | More Northern Alliance Progressions like the numeracy one would be excellent.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>3</b>  | A hub for faculty resources from all contributors                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>4</b>  | There needs to be a clearer link to what the NA RIC is doing that is having a direct impact on learners in each area covered by the RIC and also, for teaching staff, what the RIC can do for teachers to improve practise.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>5</b>  | I didn't know this existed until the Headteacher sent an email out asking us to complete a survey.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>6</b>  | Focus groups that include teachers and PSAs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>7</b>  | Professional knowledge and understanding of ACES, and the impact of trauma and loss on behaviour to support behaviour management in school. Mental health. I am a trained level 8 Forest School Leader, Head Teacher and professional with a passion for supporting children and families, using restorative approaches to behaviour management, and nurturing approaches, with successful results.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>8</b>  | Regularly network events for specific areas: literacy, attainment, LGBT+ etc.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>9</b>  | Communicate. Presently very little idea about this.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>10</b> | .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>11</b> | Nothing beats face to face meetings as it allows also a sharing of ideas with colleagues in a natural, discussion way that simply cannot be replicated by technology-assisted meeting. An annual meeting at the very least is hugely valuable, as proven by the NAEL meetings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>12</b> | I think most teachers, and SMT in schools are working at capacity, as far as time and budget. We must get creative to help reduce this, and associated stress, to allow more time for contributions to the NA and similar groups. There seems to be a lot of 'reinventing the wheel' happening all around Scotland - surely there could be basic shared lessons online across all stages and curricular areas with links to tried and tested resources by now? I think we should get better at linking businesses and schools, teaching skills as the focus and giving children real-life taster sessions to build work ethic and resilience. I also think we need to think across the NA about issues affecting the region and plan accordingly - what skills are lacking? Where are the gaps? What can we do to prevent children from heading into a life of drugs and addiction? What can we do to better prepare people to look after their physical and mental health? What support can we offer young people who are heading down a difficult path? (As a region - as a larger, more powerful group of professionals with a wide range of skills and expertise?) How could I contribute? I will do what I can. I have experience in different areas within the Northern Alliance. |
| <b>13</b> | would love to contribute, but as a HT with no class teacher I have no chance of getting out of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | school and can't afford to travel for work and pay my own expenses.                                                                                                                                                                                                                                                          |
| 14 | Being part of the Emerging Literacy Workflow has been inspiring and an excellent example of how shared working can have impact. To have this approach for other Curricular areas would be amazing.                                                                                                                           |
| 15 | I would be pleased to work with a group of headteachers from one or two-teacher schools to explore ways of streamlining the role of a teaching head and keeping relationships fresh and learning approaches varied to improve engagement.                                                                                    |
| 16 | There is no point having fancy plans without providing money to release teachers (and not just for one-off events, but for linked collaboration and development time) and for resources and materials; or without providing time and space for collaboration and reflection.                                                 |
| 17 | Better communication and clarity.                                                                                                                                                                                                                                                                                            |
| 18 | Formation of a Northern Alliance Music Heads of Service/Instructors Forum for sharing geographically specific ideas.                                                                                                                                                                                                         |
| 19 | Ongoing literacy development...happy to share with others.                                                                                                                                                                                                                                                                   |
| 20 | We're looking forward to what is being developed as part of the numeracy project.                                                                                                                                                                                                                                            |
| 21 | Recognising good practice in all schools and allowing for this to be shared. Could curricular coordinators be organised from across the cluster schools to allow for the development of consistency, best practice and perhaps directed by Northern Alliance.                                                                |
| 22 | N/A                                                                                                                                                                                                                                                                                                                          |
| 23 | n/a                                                                                                                                                                                                                                                                                                                          |
| 24 | representative within schools (secondary)                                                                                                                                                                                                                                                                                    |
| 25 | N/A                                                                                                                                                                                                                                                                                                                          |
| 26 | N/A                                                                                                                                                                                                                                                                                                                          |
| 27 | Regular updates regarding progress / documentation etc. Video / Skype Presentations available for Collegiate / Professional Development.                                                                                                                                                                                     |
| 28 | lots of resources for curriculum development, leadership experience and knowledge                                                                                                                                                                                                                                            |
| 29 | Use short films to promote Northern Alliance, own TV channel on You Tube or equivalent                                                                                                                                                                                                                                       |
| 30 | Any opportunities for teachers of the Expressive Arts to share good practice and also to share development of materials would be appreciated. The impact our subjects can have within schools is limited, with Moray being a small authority and also with limited EA provision across both the primary & secondary sectors. |
| 31 | I feel that I don't know much about the Northern Alliance and its remit - this would be a good start.                                                                                                                                                                                                                        |
| 32 | Bring together teachers with similar interests to collaborate and feed back to their schools.                                                                                                                                                                                                                                |

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| 33 | Improved professional practise.                                                                                                                                                                                                                                                                        |
| 34 | Drop box for ideas                                                                                                                                                                                                                                                                                     |
| 35 | I have really enjoyed being part of the emerging literacy group. I would be interested in a similar group for number, especially in the upper years.                                                                                                                                                   |
| 36 | Experienced colleagues that could work with teachers, in the classroom, on implementing/demonstrating said initiatives.                                                                                                                                                                                |
| 37 | Extending Early Years practice and pedagogy as a model to close attainment gaps in early primary.                                                                                                                                                                                                      |
| 38 | A link on GLOW to areas of development within the Northern Alliance would be good. Sending resources to this one location, rather than to staff would encourage use of the site and would save time finding materials.                                                                                 |
| 39 | Gross motor control Fine motor control Assessing memory and activities to promote short term memory                                                                                                                                                                                                    |
| 40 | I am, at this stage unsure exactly what the remit of the Northern Alliance is and what its intended purpose is. Once I know this I am certain that there is a lot I could contribute.                                                                                                                  |
| 41 | Workload issues must be addressed before any thought will be given to developing Northern Alliance - tackling the bureaucracy and needless paperwork that is demanded by the current systems in place and ensuring that pupil well-being is concentrated on before any new initiatives are introduced. |