

Minute

Education, Leisure and Housing Committee

Wednesday, 8 February 2023, 09:30.

Council Chamber, Council Offices, School Place, Kirkwall.



Present

Councillors Gwenda M Shearer, Jean E Stevenson, Graham A Bevan, Alexander G Cowie, Steven B Heddle, Rachael A King, James R Moar, John A R Scott, James W Stockan, Ivan A Taylor and Heather N Woodbridge.

Religious Representatives:

Reverend Susan Kirkbride and Reverend Fraser Macnaughton.

Teacher Representative:

Mary Maley.

Present via remote link (Microsoft Teams)

Councillor Stephen G Clackson.

Religious Representative:

Marie Locke.

Clerk

- Sandra Craigie, Committees Officer.

In Attendance

- Oliver D Reid, Chief Executive.
- James Wylie, Corporate Director for Education, Leisure and Housing.
- Peter Diamond, Head of Education.
- Frances Troup, Head of Community Learning, Leisure and Housing.
- David Brown, Service Manager (Resources).
- Garry Burton, Service Manager (Leisure and Culture) (for Items 1 to 4 and 6 to 17).
- Catherine Diamond, Service Manager (Early Learning and Childcare) (for Items 1 to 14).
- Lesley Mulraine, Service Manager (Housing, Homelessness and Schoolcare Accommodation).
- Pat Robinson, Service Manager (Accounting).
- Sheila Tulloch, Service Manager (Legal Services).
- Nick Hewitt, Team Leader (Culture) (Items 1 to 10).
- Nigel Fyffe, Senior Maintenance Surveyor (Items 1 to 4).

Observing

- Steve Arnold, Service Manager (Support for Learning and Inclusion) (for Items 1 to 13).
- Morag Miller, Service Manager (Primary Education) (for Items 1 to 13).
- Jane Partridge, Service Manager (Secondary and Tertiary Education) (for Items 1 to 13).
- Stuart Bevan, Solicitor.

Observing via remote link (Microsoft Teams)

- Kerry Spence, Service Manager (Community Learning, Development and Employability) (for Items 2 to 14).

Not Present

- Jo Hill, Teacher Representative.

Declarations of Interest

- Councillor Steven B Heddle – Item 8.
- Councillor James R Moar – Item 5.
- Reverend Fraser Macnaughton – Item 7.
- Mary Maley – Item 5.

Chair

- Councillor Gwenda M Shearer.

1. Disclosure of Exempt Information

The Committee noted that, although it was proposed that the public be excluded from the meeting for consideration of Appendix 1 of Item 6 as the business to be discussed involved the potential disclosure of exempt information of the classes described in the relevant paragraphs of Part 1 of Schedule 7A of the Local Government (Scotland) Act 1973 as amended, Item 6 had been withdrawn.

2. Revenue Expenditure Monitoring

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Committee:

Noted:

2.1. The revenue financial summary statement in respect of Education, Leisure and Housing for the period 1 April to 31 December 2022, attached as Annex 1 to the report by the Head of Finance, which indicated the following:

- A net General Fund overspend of £385,700.
- A net Non-General Fund underspend of £273,000.

2.2. The revenue financial detail by service area statement, in respect of Education, Leisure and Housing for the period 1 April to 31 December 2022, attached as Annex 2 to the report by the Head of Finance.

The Committee scrutinised:

2.3. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 3 to the report by the Head of Finance, and obtained assurance that action was being taken with regard to significant budget variances.

3. Housing Revenue Account

Revenue Repairs and Maintenance Programme – Expenditure Monitoring

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Head of Community Learning, Leisure and Housing, the Committee:

Noted:

3.1. The summary position of expenditure incurred, as at 31 December 2022, against the approved revenue repairs and maintenance programme in respect of the Housing Revenue Account, as detailed in section 4.2 of the report by the Head of Finance.

The Committee scrutinised:

3.2. The explanations given in respect of significant budget variances, as detailed in Appendix 1 to the report by the Head of Finance, and obtained assurance on progress being made with delivery of the approved revenue repairs and maintenance programme in respect of the Housing Revenue Account.

4. Health and Wellbeing Census

Proposed Establishment of Short-Life Working Group

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education, the Committee:

Noted:

4.1. That, during academic year 2021/22, all local authorities across Scotland were asked to make a Health and Wellbeing Census available to Primary 5 to Secondary 6 pupils.

4.2. That, due to concerns over the survey tool being deployed, a management decision was taken to suspend work on the survey until such time as a wider and more inclusive consultative exercise could be conducted.

The Committee resolved to **recommend to the Council:**

4.3. That a short-life member/officer working group, comprising the undernoted core membership, be established to design both the style and content of a Health and Wellbeing Survey for Orkney's children and young people:

- Chair, Education, Leisure and Housing Committee – Councillor Gwenda M Shearer.
- Vice Chair, Education, Leisure and Housing Committee – Councillor Jean E Stevenson.
- 3 additional Elected Members of Education, Leisure and Housing Committee.
- 1 Teacher Representative from Education, Leisure and Housing Committee.
- Corporate Director for Education, Leisure and Housing.
- Head of Education.
- Service Manager (Support for Learning and Inclusion).
- Team Leader (Education Resources).
- 3 Additional Teachers/Head Teachers (1 Primary, 2 Secondary).
- 1 Staff representative from Papdale Halls of Residence.
- 1 Staff representative from Community Learning and Development.
- 1 Representative from Orkney Health and Care (Social Work).
- 2 Representatives from NHS Orkney (eg Health Promotion).
- 2 Representatives from Orkney's Third Sector Organisations.

4.4. That the following representatives be appointed to short-life member/officer working group referred to above:

- 3 additional Elected Members of Education, Leisure and Housing Committee:
 - Councillor Stephen G Clackson.
 - Councillor Rachael A King.
 - Councillor John A R Scott.
- 1 Teacher Representative from Education, Leisure and Housing Committee:
 - Mary Maley.

4.5. That the Corporate Director for Education, Leisure and Housing should submit a report, to the Education, Leisure and Housing Committee in February 2024, advising of the outcome of the work of the short-life working group and presenting a draft survey for consideration.

5. Natwest International Island Games – Guernsey 2023

Orkney Islands Games Association – Proposed Grant Funding

Councillor James R Moar declared an interest in this item, his connection being that a close family member would be participating in the Island Games 2023, but concluded that his interest did not preclude his involvement in the discussion.

Mary Maley, Teacher Representative, declared an interest in this item, her connection being that a close family member would be participating in the Island Games 2023, but concluded that her interest did not preclude her involvement in the discussion.

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Community Learning, Leisure and Housing, the Committee:

Noted:

- 5.1. That Orkney Islands Games Association was preparing for the 2023 NatWest International Island Games to be held in Guernsey from 8 to 14 July 2023.
- 5.2. That it was anticipated that 11 sports would be represented at the 2023 NatWest International Island Games, with 89 provisional Orkney participants.
- 5.3. That Orkney Island Games Association was seeking financial support from the Council in respect of two team officials as well as games participants.
- 5.4. That the cost of attending the 2023 NatWest International Island Games was estimated at £1,730 per competitor.
- 5.5. That, historically, the level of grant awarded by the Council was assessed on an individual basis for each NatWest International Island Games, depending on the location of the Games, and comprised a per capita grant of £100 per person, up to a maximum number of participants and officials.
- 5.6. That Orkney Island Games Association had sponsorship packages available to local businesses, as detailed in Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing.
- 5.7. That, in advance of a service budget being established as part of the Council's annual budget setting process, any financial support to Orkney Island Games Association in 2023/24 would be subject to an adequate budget being made available.

The Committee resolved to **recommend to the Council**:

- 5.8. That the Council offer to be a Gold sponsor, at a cost of £10,000, of Orkney Island Games Association in respect of the Orkney Team attending the 2023 Natwest International Island Games, to be held in Guernsey from 8 to 14 July 2023.
- 5.9. That, subject to an adequate budget being made available in 2023/24, the Gold sponsorship, referred to at paragraph 5.8 above, should be payable equally over each of the two financial years 2022/23 and 2023/24, up to a maximum sum of £5,000 each year.

6. Proposed Facility Development

The Committee noted that this item had been withdrawn.

7. Pickaquoy Centre Trust – End of Year Performance

Reverend Fraser Macnaughton declared an interest in this item, his connection being that he was a Trustee of the Pickaquoy Centre Trust, but concluded that his interest did not preclude his involvement in the discussion.

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Leisure and Culture), the Committee:

Noted:

7.1. That recovery from the effects of the COVID-19 pandemic was the main focus for the Pickaquooy Centre Trust in 2021/22.

7.2. That staff retention was the biggest challenge faced by the Pickaquooy Centre Trust in 2021/22.

7.3. That the Pickaquooy Centre Trust was successful in securing £660,358 of external funding during 2021/22.

7.4. That the Council paid the full annual management fee for 2021/22, amounting to £776,592, to the Trust.

7.5. That Pickaquooy Centre Trust's audited annual accounts for 2021/22 had been submitted and indicated an operating deficit of £52,651.

7.6. That the Pickaquooy Centre Trust's end of year usage figures and performance covering the period 1 April 2021 to 31 March 2022, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, indicated overall annual usage of 266,009 which represented an increase of 213,855 in overall usage against the same period in 2020/21.

The Committee scrutinised:

7.7. The Pickaquooy Centre Trust's end of year usage figures and performance covering the period 1 April 2021 to 31 March 2022, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that the aims and priorities as detailed in the Service Agreement 2019-22 were being met.

8. Orkney Creative Future – A 10 Year Strategy for the Arts – Review

Councillor Steven B Heddle declared an interest in this item, his connection being that he was on the committee of Orkney Livewire which ran the Orkney Rock Festival, but concluded that his interest did not preclude his involvement in the discussion.

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Team Manager (Culture), the Committee:

Noted:

8.1. That, on 7 June 2017, the Education, Leisure and Housing Committee recommended approval of Orkney's Creative Future – A 10 Year Strategy for the Arts, accompanied by a policy document, Sector Aims and Ambitions, which was to be kept under regular internal review during the ten-year lifespan of the Strategy.

8.2. Activity delivered during the period 2019 to 2022, as detailed in the Sector Aims and Ambitions Progress Report, attached as Appendix 2 to the report by the Corporate Director for Education, Leisure and Housing.

8.3. The updated Action Plan, attached as Appendix 3 to the report by the Corporate Director for Education, Leisure and Housing, which incorporated measurable delivery metrics for the period 2023 to 2027.

The Committee resolved to **recommend to the Council:**

8.4. That the updated Arts Strategy Action Plan for the period 2023 to 2027, attached as Appendix 1 to this Minute, be approved.

9. Phase 4 Northern Alliance Regional Improvement Plan

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education, the Committee:

Noted:

9.1. That the Northern Alliance, which had a shared vision to improve the educational and life chances of children and young people, was a Regional Improvement Collaborative between eight local authorities across the North and West of Scotland.

9.2. That each Regional Improvement Collaborative was required by a joint Steering Group, comprising representation from the Scottish Government, Education Scotland and local government, to produce a Regional Improvement Plan.

9.3. The Northern Alliance Progress and Impact Report 2021-22, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, which set out the work achieved over the final year of the Regional Improvement Collaborative Phase 3 Plan.

9.4. That, on 7 September 2022, the Education, Leisure and Housing Committee recommended that the National Improvement Framework: Orkney Islands Council Report and Plan 2022/23 be approved for submission to the Scottish Government.

9.5. The Regional Improvement Collaborative Phase 4 Plan 2022-2025, attached as Appendix 2 to the report by the Corporate Director for Education, Leisure and Housing.

9.6. The illustrative relationship between the National Improvement Framework: Orkney Islands Council Report and Plan 2022/23 and the Regional Improvement Collaborative Phase 4 Plan 2022-2025, as set out in section 6 of the report by the Corporate Director for Education, Leisure and Housing.

9.7. That, from 1 January 2023, James Wylie, Corporate Director for Education, Leisure and Housing, took on the role of Regional Improvement Lead for a two-year period until 31 December 2024.

The Committee resolved to **recommend to the Council**:

9.8. That the Regional Improvement Collaborative Phase 4 Plan 2022-2025, attached as Appendix 2 to this Minute, be approved in so far as it related to the work of the Council.

10. Care Inspectorate – Eday Primary School Nursery

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Early Learning and Childcare), the Committee:

Noted:

10.1. That, in April 2022, the Care Inspectorate adopted a new inspection framework, applying to nursery, child-minding and out of school care settings, which had introduced new scrutiny aspects.

10.2. That, consequently, Care Inspectorate evaluations focused on the following four areas:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

10.3. That Eday Primary School Nursery was inspected by the Care Inspectorate in November 2022.

10.4. That, of the four areas inspected, one received a very good grading, two received good gradings and one received an adequate grading.

10.5. That one area of improvement was identified by the Care Inspectorate, as outlined in section 4.4 of the report by the Corporate Director for Education, Leisure and Housing.

The Committee scrutinised:

10.6. The inspection report by the Care Inspectorate in respect of Eday Primary School Nursery, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that action had been taken or agreed as necessary.

11. Care Inspectorate – Papdale Primary School Nursery

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Early Learning and Childcare), the Committee:

Noted:

11.1. That, in April 2022, the Care Inspectorate adopted a new inspection framework, applying to nursery, child-minding and out of school care settings, which had introduced new scrutiny aspects.

11.2. That, consequently, Care Inspectorate evaluations focused on the following four areas:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

11.3. That Papdale Primary School Nursery was inspected by the Care Inspectorate in June 2022.

11.4. That, of the four areas inspected, one received an excellent grading and three received a very good grading.

The Committee scrutinised:

11.5. The inspection report by the Care Inspectorate in respect of Papdale Primary School Nursery, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that action had been taken or agreed as necessary.

12. Care Inspectorate – Firth Primary School Nursery

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Early Learning and Childcare), the Committee:

Noted:

12.1. That, in April 2022, the Care Inspectorate adopted a new inspection framework, applying to nursery, child-minding and out of school care settings, which had introduced new scrutiny aspects.

12.2. That, consequently, Care Inspectorate evaluations focused on the following four areas:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

12.3. That Firth Primary School Nursery was inspected by the Care Inspectorate in November 2022.

12.4. That of the four areas inspected, one received an adequate grading and three received a good grading.

12.5. That one area of improvement was identified by the Care Inspectorate, as outlined in section 4.3 of the report by the Corporate Director for Education, Leisure and Housing.

The Committee scrutinised:

12.6. The inspection report by the Care Inspectorate in respect of Firth Primary School Nursery, attached at Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance that action had been taken or agreed as necessary.

Reverend Susan Kirkbride and Mary Maley left the meeting at this point.

13. College Management Council Sub-committee

After consideration of the draft Minute of the Meeting of the College Management Council Sub-committee held on 24 January 2023, copies of which had been circulated, the Committee:

Resolved:

13.1. On the motion of Councillor Gwenda M Shearer, seconded by Councillor Stephen G Clackson, to approve the Minute of the Meeting of the College Management Council Sub-committee held on 24 January 2023 as a true record.

The Committee resolved to **recommend to the Council:**

13.2. That the recommendation at paragraph 2 of the Minute of the Meeting of the College Management Council Sub-committee held on 24 January 2023, attached as Appendix 3 to this Minute, be approved.

14. Housing Services – Performance Monitoring

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Housing, Homelessness and Schoolcare Accommodation), the Committee:

Noted:

14.1. That housing organisations were required to report performance against a number of service areas and indicators within the Scottish Social Housing Charter.

14.2. Performance in relation to the undernoted range of service areas within Housing Services for the reporting period 1 April 2021 to 31 March 2022, as detailed in Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing:

- Customer Satisfaction.
- Housing Quality and Maintenance.
- Access to Housing and Support.
- Homelessness.
- Neighbourhood and Community.
- Getting Good Value from Rents.
- Re-lets and Voids.
- Customer/Landlord Relationship.

14.3. Areas of positive performance within Housing Services for the reporting period, as follows:

- Time to complete non-emergency repairs.
- Level of stock meeting the Energy Efficiency Standard for Social Housing.
- Low levels of tenancy offers refused.
- Good levels of tenancy sustainment.
- Reduction in void relet times.
- Low levels of abandonments/evictions.
- Reduction in time taken to assess a homeless application.
- No repeat homelessness presentations.
- Positive tenancy outcomes for homeless households, including the average time to close a case and the limited time spent in temporary accommodation.
- Reduction in the number of households in temporary accommodation.
- Low levels of former tenant arrears written off.
- Overall percentage of rent collected higher than in previous years.

14.4. Areas where performance within Housing Services could potentially be improved or continue to be improved, as follows:

- Customer Satisfaction.
- Opportunities to participate in landlord decision making.
- Level of stock meeting the Scottish Housing Quality Standard.
- Time taken to complete a medical adaptation.
- Time to complete emergency repairs.
- High percentage of tenancies ending in arrears.
- Rent arrears remaining high.

14.5. That, as part of the performance monitoring processes for 2021/22, the Annual Assurance Statement required by the Scottish Housing Regulator was approved by Council in October 2022.

The Committee scrutinised:

14.6. Performance in relation to the range of service areas within Housing Services for the reporting period 1 April 2021 to 31 March 2022, as detailed in Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, and obtained assurance.

Reverend Fraser Macnaughton left the meeting during discussion of this item.

15. Council House Rents

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Service Manager (Housing, Homelessness and Schoolcare Accommodation), the Committee:

Noted:

15.1. That a consultation, undertaken in December 2022, in relation to the annual increase for Council House rent levels to take effect from 1 April 2023, proposed the following three options, which were all below the Consumer Price Index (CPI) of 10.1% at September 2022:

- Rental freeze.
- 3% increase.
- 5% increase (capped at £5 per week).

15.2. The results of the consultation on the proposed annual increase for Council house rent levels, as detailed in section 4 of the report by the Corporate Director for Education, Leisure and Housing.

The Committee resolved to **recommend to the Council**:

15.3. That, with effect from 1 April 2023, Council house rents should increase by 3%, in recognition that the cost of living was having a significant impact on households.

16. Housing Revenue Account – Draft Budget 2023/24

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Community Learning, Leisure and Housing, the Committee:

Resolved to **recommend to the Council** that the draft revenue budget for the Housing Revenue Account for financial year 2023/24, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, be submitted to the Policy and Resources Committee for consideration through the budget setting process.

17. Conclusion of Meeting

At 12:26 the Chair declared the meeting concluded.

Signed: Gwenda M Shearer.

Orkney's Creative Future: A Ten Year Strategy for the Arts: Action Plan 2023-2027

Orkney's Creative Future is premised on three key focal points:

1. People.
2. Place.
3. Participation

Since the publishing of ***Orkney's Creative Future: A Ten Year Strategy for the Arts*** in 2017 Orkney Islands Council (OIC) has produced a focal matrix for its work as follows:

OIC Values.	OIC Priorities.
Resilience. Equality. Fairness. Sustainability. Leadership. Enterprise. Innovation.	Connected Communities. Caring Communities. Thriving Communities. Enterprising Communities. Quality of Life.

These are the guidelines for OIC operations and funding, and these activities are assessed through Best Value practices. It is therefore essential to ensure that the Arts Strategy be tied into to these processes of assessment to ensure that there is a continued case for the non-statutory funding of the arts in Orkney.

In addition, the Scottish Government published two strategic documents:

A Culture Strategy for Scotland, in February 2020, which is predicated on the following pillars of intent:

1. Strengthening Culture.
2. Transforming through Culture.
3. Empowering through Culture.

And *A Fairer, Greener Scotland: Programme for Government 2021/22*, in 2021, which is predicated on the following delivery goals:

1. Establish a Caring Nation.
2. Create a Land of Opportunity.
3. Secure a Net Zero Nation.
4. Create an Economy that works for all of Scotland's People and Places.
5. Living Better.
6. Establish Scotland in the World.

There is a clear synergy between all these strategies, and a need to ensure future cultural practice in Orkney is part of these local and national frameworks to be in-step with, and able to benefit from, the best national practice. It is therefore the intent of the *Orkney Sector Aims and Ambitions* in this next phase to align with both the local and national focus for Orkney's cultural sector going forward as follows:

Orkney Islands Council: A Creative Future, a Ten Year Strategy for the Arts 2017-2027.	Alignment.	Scottish Government: A Culture Strategy for Scotland, February 2020.	Resulting in.	Orkney Islands Council Values.	Orkney Islands Council Priorities.	Scottish Government: A Fairer, Greener Scotland Programme 2021-2022.
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People.	Through.	Strengthening Culture.	Resulting in.	Resilience.	Connected and Caring Communities.	Establish a Caring Nation.
Place.	Through.	Transforming through Culture.	Resulting in.	Leadership, Enterprise and Innovation.	Enterprising Communities.	Create a Land of Opportunity.
Participation.	Through.	Empowering through Culture.	Resulting in.	Equality, Fairness and Sustainability.	Thriving Communities and Quality of Life.	Create an Economy that works for all of Scotland's People and Places. Living Better.

Alongside each of the three key strands of the Arts Strategy: **People; Place; Participation** in the first column below there is sited the most relevant OIC Values and Priorities and Key Ambitions of the National Culture Strategy, in order to reflect its consideration within the Sector Aims and Ambitions for the next phase of work.

The third column expresses the overarching target intent of the next phase of work and the fourth column provides SMART (specific, measurable, achievable, realistic and time-bound) actions. The final column gives an oversight of goals achieved from the previous Sector Aims and Ambitions document and also covers the period between 2019-2021 and the impact of COVID.

Orkney's Creative Future Strategic Theme: People

Aligned sector aims and ambitions.	Target No.	Target.	How will this be achieved (SMART actions).	Lead Person(s) / Organisation(s).	By when.
<p>Orkney's Creative Future Strategic Theme: People.</p> <p>1.Children and young people will be able to harness their curiosity, imagination and problem-solving skills to achieve educationally, secure employment and confidently navigate life.</p> <p>Through:</p> <p>Scottish Government: A Culture Strategy for Scotland, 2020, Ambition 1:</p>	1.	Cultivate a shared understanding of creativity skills and creative learning across the arts and education sector in Orkney.	<p>Continue development of the creative leadership programme within primary schools in partnership with Matthew Sowerby and Associates (formerly Hidden Giants Creative Consultancy). Evaluate Delivery of Year Two rollout with:</p> <p>St Andrew's Primary. Glaitness Primary. Dounby Primary (phase II). Burray/Hope and North Ronaldsay Cluster. Production of a final report.</p> <p>Continue development of schools' engagement with Museums' Service. Maintain relationship with North Walls School and Junior Curators. Roll out similar programmes with other schools.</p>	<p>Orkney Islands Council (OIC) Arts Development and Education. Museums' Service.</p> <p>Funding partner NCLN.</p> <p>Schools: 2022 -2023: St Andrews. Glaitness. Dounby. Burray/Hope and North Ronaldsay.</p> <p>Schools: 2023 – 2027 TBC.</p>	<p>Annually 2023-2027.</p> <p>2023-2027.</p>

<p>Strengthening Culture.</p> <p>Our aims are to: Develop the conditions and skills for culture to thrive, so it is cared for, protected and produced for the enjoyment and enrichment of all present and future generations.</p> <p>Resulting in:</p> <p>Orkney Island Council Value: Resilience.</p>			<p>Support and produce education material for Schools as part of an OIC Cultural online platform.</p> <p>Production of a creative leadership online platform for dissemination of practice.</p> <p>Develop a set of creative learning aims/ethos for Orkney in line with Scotland's Creative Learning Plan and Curriculum for Excellence through Education Scotland's National Creative Learning Network Funding (NCLN).</p>		<p>2024-2027.</p> <p>2023.</p> <p>2025-2027.</p>
<p>Orkney Island Council Priority: Connecting and Caring Communities.</p> <p>Scottish Government: A fairer, greener, Scotland Programme 2021-2022:</p>	2.	<p>Using the aims developed through the pilot project roll out to all Orkney Primary Schools over the next six years, in partnership with Matthew Sowerby and Associates.</p>	<p>Continue development of the creative leadership programme within primary schools in partnership with Matthew Sowerby and Associates (formerly Hidden Giants Creative Consultancy). Fundraise Annually through Creative Learning Network Fund.</p> <p>Work in partnership with National Galleries Scotland</p>	<p>OIC Arts Development and Education.</p> <p>Funding partners: NCLN. Collaboration Fund, Leeds University. National Galleries Scotland and Stirling Education Services.</p> <p>Schools.</p>	<p>Annually 2023-2027.</p> <p>Autumn 2023.</p>

Establishment of a Caring Nation.			and Stirling to consider a research application for Collaboration Fund to explore the value of specialist led arts practice in education with a focus on visual arts delivery by practitioners.		
	3.	Develop a Secondary education links.	<p>Develop links between Museums' Service and Secondary education building on the model developed with North Walls Primary School and Scapa Flow Museum.</p> <p>Explore extension of the Creative Leadership programme to Secondary schools. Consider inclusion in annual application to NCLN.</p> <p>Explore potential for small/mid-scale national touring at Orkney Theatre in a residency model that could work both with schools and amateur dramatics groups.</p> <p>Lead the Orkney Delivery Group for <i>Remembering</i></p>	OIC Arts Development and Education. Museums' Service. Schools.	<p>2023-2027.</p> <p>2026.</p> <p>2025 – 2027.</p>

			<i>Together: National Covid Memorial Programme.</i>		
	4.	Maintain a strategic dialogue with partners in relation to creative learning to ensure an up to date understanding of the creative learning agenda and policy.	<p>Membership of NCLN – attend monthly meetings (minimum of 6 per annum). Membership of NCLN sub-groups to influence strategic thinking. Present Orkney based case studies of practice at meetings. Attendance of and presentation within NCLN Annual Events Week. Presentation by at least one Creative Leadership programme participating schools at the NCLN Annual Events Week.</p>	OIC Arts Development and Education. Schools.	Ongoing.
	5.	Embed the principles of creative learning within Orkney’s education approach across the whole sector.	<p>Pilot an ongoing Orkney Creative Leadership online platform hosted by Matthew Sowerby and Associates to: Share and develop creative leadership and learning approaches, in practice.</p>	OIC Arts Development and Education. Schools. Matthew Sowerby & Associates (formerly Hidden Giants).	2023.

			<p>To enshrine creative learning as a basic tenet of Orkney's education delivery.</p> <p>Involve participation of Head Teachers, Depute Head Teachers and Principal Teachers as critical to this practice.</p>		
6.	<p>Support a greater range and number of creative learning opportunities for schools in community engagement.</p>	<p>Maintain support of the annual delivery of the National Schools Theatre Touring programme offer in primary schools.</p> <p>Work in partnership with National Galleries Scotland.</p> <p>Culture Fund review implementation to open up opportunities for individual artists across a wider range of arts practice to work in a schools' context.</p> <p>Explore live theatre touring for Secondary aged young people potentially through Creative Scotland touring funding – looking at a residential model that could also extend to local amateur dramatics offer.</p>	<p>OIC Arts Development and Education.</p> <p>Imaginate.</p> <p>National Galleries Scotland.</p> <p>Other touring providers.</p>	Annually.	

			Lead the Orkney Delivery Group for <i>Remembering Together</i> . National Covid Memorial Programme.		
7.	Encourage schools to actively engage with cultural programmes as they arise.	Ongoing liaison with Head of Education, Service Improvement Officers, Head Teachers and staff. Broker relationships between artists, cultural organisations and schools. <i>Remembering Together</i> . Covid Memorial Programme.	OIC Arts Development and Education. Schools. Other stakeholders.	Ongoing.	
8.	Continue to advocate and support collaboration between schools and artists/cultural organisations to enrich learning experiences.	Liaison with Head of Education, Service Improvement Officers, Head Teachers and staff and Museums' Service on the Scapa Flow Museum re development 2021 – ongoing – annual schools input into peer-focussed interpretation of artefacts. Liaison with Key Culture Fund Client group and schools' provision as a part of the conditions of funding – Review of Culture Fund.	OIC Arts Development and Education. Key Culture Fund Clients: St Magnus Festival. The Pier Arts Centre. The Orkney Folk Festival. Orkney Community Dance. Barony Mills. Schools. Artists. Other cultural organisations.	2023-2027 (and ongoing).	

			<p>Liaison with annual Culture Fund recipients, where appropriate - as a part of the conditions of funding – Review of Culture Fund.</p> <p>Explore potential for small/mid-scale national touring at Orkney Theatre in a residency model that could work both with schools and amateur dramatics groups.</p> <p>Lead the Orkney Delivery Group for <i>Remembering Together</i>. National Covid Memorial Programme.</p>		
9.	Build supporting creative networks with YP outwith formal school, including YP who find the school environment difficult to manage and are unable to operate within it and/or who have additional support needs.	Liaison with gateway organisations including Youth Café, Young Carers and VAO Connect Project.	OIC Arts Development and Education. VAO Connect Project. Young Carers. Youth Café.	2023 – 2027 ongoing.	
10.	Continue to develop Orkney’s strong musical heritage by supporting	Advocate for the continuation of free instrument tuition. Ongoing and provided by Youth	OIC Education and Arts Development.	Ongoing.	

		young and emerging musicians.	Music Initiative run by Education Team.		
11.		Continue to support the encouragement and development of young writers throughout Orkney through Wirdsmit.	Support GMB Fellowship to develop more robust and sustainable organisational models to support the ongoing provision and development of Wirdsmit, including the consideration of making GMBF a Key Culture Fund Client.	OIC Arts Development. GMB Fellowship.	Ongoing – particular focus for 2023-2024.
12.		Develop the performing arts sector in Orkney for young people.	Research and develop funding capacity including considering implementing the proposed reframing of the current OIC Culture Fund to address this artform gap across all age groups. Research potential for small/mid-scale national touring at Orkney Theatre in a residency model that could work both with schools and amateur dramatics groups. Culture Fund Review implementation could open up opportunities for individual artists across a	OIC Arts Development, Education and Leisure. Creative Scotland. Schools. Amateur Dramatic Societies. Culture Fund Key Clients and Open Pot recipients as appropriate.	2023 – 2027.

			wider range of arts practice that are currently not funded e.g. performing arts and literature to work in a schools' context. It could also consolidate some annual organisational recipients that work with young people.		
13.	Support access routes into the arts sector and creative industries, through apprenticeships, trainee schemes, volunteer programmes operated by Key Culture Fund Clients and other industry routes within Orkney.	Support main Key Culture Fund clients' capacity to undertake to develop at least 1 work placement per year for young people in the cultural and creative industries as part of funding requirements of the reframed Culture Fund. Explore capacity within Orkney culture sector, outwith Key Culture Fund client status, to undertake similar opportunities and the required support to do so.	OIC Arts Development and Education. HIE. Culture Fund Key Clients. Orkney cultural organisations – particular emphasis on Festivals and Events Sector.	2022-2027.	
14.	Provide support to Culture Fund Key Clients in their development opportunities targeted at graduates within and	Support the Pier Arts Centre's submission of Full Business for the proposed capital development of an Artists Residential Centre (Links House) and	Pier Arts Centre. OIC Culture, Arts Development and Economic Development.	Ongoing. 2021-2023 Outline Business Case and Full	

		<p>returning to Orkney in order for them to continue to develop their skills as professional artists within Orkney.</p>	<p>community/teaching facilities (Old Post Office) through The Islands Deal proposal – Creative Wellbeing Programme.</p> <p>The capital project comprises the development of Links House, Birsay, as an international artist residential space and The Old Post Office, Stromness, as a training and community engagement resource.</p> <p>Both projects seek to feed into the focus on the development and retention of local professional visual artists.</p>	<p>HIE (Expo North). Other cultural organisations as appropriate.</p>	<p>Business Case.</p>
<p>Orkney’s Creative Future Strategic Theme: People.</p> <p>2.Through new friendships and dynamic partnerships artists and organisations will foster collaborative</p>	15.	<p>Advocate fair pay for artists and creative professionals in line with current sector/industry standards.</p>	<p>Ensure Culture Fund Key Clients and recipients of Culture Fund Open Pot pay artists in line with industry standards.</p> <p>Encourage all organisations to fully recognise the professional status of artists by paying in line with current industry standards.</p>	<p>OIC Culture and Arts Development. Partners including: Culture Fund Key Clients. Culture Fund recipients. Creative Scotland.</p>	<p>Ongoing.</p>

<p>cultural leadership and a more resilient future for the arts.</p> <p>Through:</p> <p>Scottish Government: A Culture Strategy for Scotland, 2020, Ambition 1: Strengthening Culture.</p> <p>Our aims are to: Value, trust and support creative people – for their unique and vital contribution to society and the economy.</p> <p>Encourage greater openness and diverse cultures to reflect a changing Scotland in the 21st century.</p>			<p>Raise awareness amongst artists of the annual rates of pay guidance published by sector/industry bodies e.g. Scottish Artists Union, the Musician’s Union and Equity.</p> <p>Use these rates system as a guide for OIC commissioned activity.</p>		
	16.	<p>Share information about the latest training and professional development opportunities for artists and creative professionals.</p>	<p>Develop new email databases to disseminate third party information on training/funding and events to artists and cultural/arts organisations.</p> <p>Develop the OIC Arts Development Web Pages including Culture Fund Open Pot funded projects to have a Case Study page.</p> <p>Develop material for Culture online platform.</p> <p>Ensure all OIC projects are presented to local press and media outfits through the OIC Comms Team.</p>	OIC Arts Development and Admin.	<p>Ongoing.</p> <p>2023-2027.</p>

<p>Foster international collaboration and build on Scotland's reputation for cultural excellence.</p> <p>Resulting in:</p>	17.	<p>Support increased access to more regular and cost-effective professional development opportunities for artists and creative sector employees.</p>	<p>Membership of Create Networks steering committee – exploring gaps in Business support Training for Creatives.</p> <p>Partnership with HIE and ExpoNorth and OIC Economic Development Team.</p>	<p>OIC Economic Development, Culture and Arts Development.</p> <p>HIE (Expo North).</p> <p>Business Gateway.</p> <p>Create Network.</p>	Ongoing.
<p>Orkney Island Council Value: Resilience.</p> <p>Orkney Island Council Priority: Connecting and Caring Communities.</p> <p>Scottish Government: A fairer, greener, Scotland Programme 2021-2022: Establishment of a Caring Nation.</p>	18.	<p>Seek data to support development as a strategy of sustainability, resilience and growth.</p>	<p>Review Festival and Events Sector support emerging from the economic impact assessment Report 2022 focussing on these key topic areas:</p> <ul style="list-style-type: none"> • Marketing and Data Capture. • Volunteers. • Venues. • Infrastructure – Accommodation and Transport. • Funding. • Development. <p>Run sector wide discussion workshops on each topic to develop an action plan to take forward.</p>	<p>OIC Culture, Arts Development, Economic Development and LEADER.</p> <p>Festival and Events Sector.</p>	2022 and ongoing.

			<p>Culture Fund Review: Key Culture Fund Clients to feed into a central needs analysis as part of the conditions of grant.</p> <p>Explore the potential for a shared resources hub or hubs for infrastructural equipment sited in Orkney to be able to respond to event needs e.g. rostra, seating, sound proofing, marquees, touring technical system.</p> <p>Explore the potential of the Social Value Engine as a system of evaluation of qualitative data in terms of cultural impact in Orkney.</p>		2023-2025.
19.	Support cultural organisations to develop greater resilience.	<p>Culture Fund Review – the revision of Key Client assessment processes and extension of the portfolio.</p> <p>Disburse and manage the Covid Recovery Fund for Culture.</p> <p>Festival and Events Sector Development Action Plans and realisation.</p>	<p>OIC Culture, Arts Development and Economic Development.</p> <p>HIE (Expo North).</p> <p>Creative Scotland.</p> <p>Orkney based Festival and Events Sector.</p>		2023-2024 and ongoing.

			<p>Support individual organisational reviews and reframe/refocus to ensure continued development.</p> <p>Explore the potential for a shared resources hub or hubs for infrastructural equipment sited in Orkney to be able to respond to event needs e.g. rostra, seating, sound proofing, marquees, touring technical system.</p>		
20.	<p>Maximise and promote the value of mentoring and the opportunities presented by the wealth of experienced artists working in Orkney.</p>	<p>Set up opportunities to for mentoring relationships with Key Culture Fund Clients as part of the grant requirements.</p> <p>Support opportunities to for mentoring relationships within the commercial arts sector in Orkney.</p> <p>Explore potential for opportunities within the wider cultural industries sector within Orkney.</p>	<p>OIC Arts Development.</p> <p>Key Culture Fund Clients.</p> <p>HIE.</p> <p>VAO.</p> <p>Cultural Organisations and businesses.</p>	2023-2027 (ongoing).	
21.	<p>Provide funding opportunities for individual creatives within Orkney and those</p>	<p>Continuing the support to individual artists and craft makers through the Visual Arts and Craft Makers Award (VACMA) in</p>	<p>OIC Arts Development.</p> <p>Creative Scotland.</p> <p>HIE.</p>	2023 and ongoing.	

		benefiting Orkney communities.	<p>partnership with Creative Scotland and HIE – ongoing.</p> <p>Implement Culture Fund Review recommendation to provide individual artist support across art forms that currently have no access to OIC funding including music, performing arts and literature. This to mirror the funding levels of the VACMA bursaries.</p>		
22.		Attract external and national arts funding and opportunities to Orkney.	<p>Funding Application support for Artists and arts organisations.</p> <p>Liaison with local and national cultural organisations and funders – ongoing.</p> <p>Support the development of new approaches to the wider Museum offer in Orkney – particularly regarding the current farm museums and Wireless Museum - Consider application to the William Syson Foundation for</p>	<p>OIC Arts Development, Museums' Service and Economic Development.</p> <p>Key Culture Fund Clients.</p> <p>Individual Artists.</p> <p>Cultural Organisations in Orkney.</p> <p>Creative Scotland.</p> <p>HIE.</p> <p>Trusts and Foundations.</p>	2023 – 2027 (ongoing).

			Public Art/Museums Development. Lead the Orkney Delivery Group for <i>Remembering Together</i> . National Covid Memorial Programme.		
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Strategic Theme: Place

Aligned sector aims and ambitions.	Target No.	Target.	How will this be achieved (SMART actions).	Lead Person(s) / Organisation(s).	By when.
<p>Orkney's Creative Future Strategic Theme: Place.</p> <p>We consider art as vital to the future sustainability and resilience of our islands. Orkney's landscape, unique culture and sense of place will continue to be a source of inspiration for artists. A readiness to experiment and innovate will help us to realise a</p>	23.	<p>Celebrate and support Orkney's unique built heritage, natural environment, arts and heritage collections and cultural traditions.</p>	<p>Capitalise on our own USP as a cultural destination, supporting business, enterprise, tourism and overarching economic development to foster resilience and sustainability:</p> <p>Support OIC Museums' Service's delivery of the Scapa Flow Museum Activities Plan through engagement of Primary and Secondary School Pupils, development of community site visits and initiation of stakeholder groups, early development of volunteer opportunities.</p>	<p>OIC Museums Service and Arts Development. Arts/cultural organisations. Funding partners.</p>	2023 – ongoing.

<p>creative and vibrant economy and a dynamic place where people choose to live and work.</p> <p>Through:</p> <p>Scottish Government: A Culture Strategy for Scotland, 2020, Ambition 2:</p>			<p>Develop action plans with Festival and Events Sector focussing on:</p> <ul style="list-style-type: none"> • Marketing and Data Capture. • Volunteers. • Venues. • Infrastructure – Accommodation and Transport. • Funding. • Development. 		
<p>Transforming Through Culture.</p> <p>Our aims are:</p> <p>Place culture as a central consideration across all policy areas including: health and wellbeing, economy, education, reducing inequality and realising a greener and more innovative future.</p> <p>Open up the potential of culture</p>	24.	<p>Advocate for sustained support and investment in arts and culture within Orkney.</p> <p>Ensure Orkney’s Arts and Cultural sector continues to actively engage with regional and national cultural policy and decision making.</p> <p>Stay up to date in relation to national cultural policy and look for opportunities to feed into planning and consultation, particularly where</p>	<p>Implement Culture Fund review proposals:</p> <p>Align with National best practice in the Arts and Heritage Sectors – 2021 – ongoing.</p> <p>Address current inequalities within the disbursement of funding in terms of three key areas:</p> <p>Address the inability to create new membership of the Key Clients portfolio and disincentive of existing Key Client membership to widen their funding portfolios.</p>	<p>OIC Culture and Arts Development.</p> <p>Creative Scotland.</p> <p>Museums Galleries Scotland.</p> <p>VAO.</p>	<p>2020 – 2023.</p> <p>Ongoing.</p>

<p>as a transformative opportunity across society.</p> <p>Resulting in:</p> <p>Orkney Island Council Values: Leadership, Enterprise and Innovation.</p> <p>Orkney Island Council Priority: Enterprising Communities.</p> <p>Scottish Government: A fairer, greener, Scotland Programme 2021-2022: Creation of a Land of Opportunity and Establishment of Scotland in the World.</p>		<p>issues could impact on Orkney.</p>	<p>Address the lack of funding for individual creatives from performing arts, literature and digital sectors- 2022 – onwards.</p> <p>Address the gaps in current data gathering to best support OIC to judge impact and make a case for continued funding, which in turn provides much needed evidence of the value that the arts and heritage afford in Orkney in order to drive strategic partnership working across sectors (including tourism and health).</p> <p>Widen the Recommendation Panel to include National Sector representatives.</p> <p>Align Recommendation and Decision Panels as the same event to facilitate decision making and demonstrate fairness and transparency of the process.</p>		
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	25.	<p>Raise awareness of and promote Orkney's 'Living Culture' as a cultural tourism driver.</p>	<p>Continue to develop the relationship between the arts and tourism sector to maximise the potential of the arts and culture as part of Orkney's cultural tourism offer.</p> <p>Support the development of new approaches to the wider Museum offer in Orkney – particularly regarding the current farm museums and Wireless Museum - Consider application to the William Syson Foundation for Public Art/Museums Development Project.</p> <p>Support realisation of North Isles Landscape Partnership Ferry waiting room project.</p> <p>Broker interest groups to bring UCLAN's SUN installation to Orkney in 2023.</p> <p>Lead the Orkney Delivery Group for Remembering Together: National Covid Memorial Programme.</p>	<p>OIC Culture/ Museum's Service and Arts Development. NILP Steering Group. Orkney.com. Visit Scotland. HIE. Local tourist providers.</p>	2022 - Ongoing.
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	26.	<p>Support and encourage investment in and development of Orkney’s capital cultural infrastructure so that it remains fit for purpose.</p>	<p>Support the development of new capital cultural projects via the Islands Deal programmes, specifically the plans by The Pier Arts Centre to develop the Old Post Office, Stromness, and Links House, Birsay, as part of the Pan-Island Creative Islands Wellbeing Programme.</p> <p>Disburse and manage the Covid Recovery Fund for Culture.</p> <p>Support the development of new approaches to the wider Museum offer in Orkney – particularly regarding the current farm museums and Wireless Museum - Consider application to the William Syson Foundation for Public Art/Museums Development Project.</p>	<p>OIC Culture, Arts Development and Museums’ Service. Arts/Cultural Organisations – The Pier Arts Centre. Developers. HIE.</p>	<p>Ongoing.</p> <p>2023.</p> <p>2023-2027.</p>
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			<p>Develop action plans with Festival and Events Sector focussing on:</p> <ul style="list-style-type: none"> • Venues. • Infrastructure – Accommodation and Transport. • Funding. • Development. 		2023-2025.
	27.	Explore cross sectoral collaborations locally, regionally, nationally and internationally.	<p>Seek opportunities to attract external funding in arts and culture to Orkney: Support the development of new approaches to the wider Museum offer in Orkney – particularly regarding the current farm museums and Wireless Museum Consider application to the William Syson Foundation for Public Art/Museums Development Project, National Heritage Lottery and other appropriate funders.</p> <p>Work with Stirling Council's Creative Education Team, National Galleries Scotland</p>	<p>OIC Culture and Arts Development. Culture Fund Key Clients. Annual recipients of Culture Fund. Artists and Arts Organisations. HIE. Creative Scotland. Trusts and Foundations. Stirling Council. National Galleries Scotland.</p>	

			<p>and Orkney Schools to access national funding.</p> <p>Seek opportunities to address issues of fragility in Orkney's cultural and arts sectors exposed by Covid.</p> <p>Lead the Orkney Delivery Group for <i>Remembering Together</i>. National Covid Memorial Programme.</p> <p>Explore the potential for Orkney Theatre to be able to promote Small/Mid-Scale national touring – potential to tap national funding and bring new forms of theatre/ performance practice enable the maximising of reach and development to and with audiences in Orkney.</p>		
	28.	Advocate for best practice to minimise the negative environmental impact of arts projects.	<p>Promote sector awareness of Creative Carbon Scotland's comprehensive resources and guidance specific to the cultural sector in Scotland to help organisations understand and reduce their environmental impact via consideration of</p>	<p>OIC Development and Infrastructure, and Arts Development.</p> <p>Orkney Science Festival.</p> <p>Orkney based Environmental Organisations e.g. EMEC.</p>	Ongoing.

			<p>environmental impact in OIC Culture Fund application requirements.</p> <p>Create partnerships with Orkney based specialists in environmental issues such as ORIC and EMEC.</p> <p>Support the presentation of the SUN Project by the Science Festival.</p>	<p>UHI. RGU and ORIC. Creative Scotland.</p>	<p>2023.</p>
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Strategic Theme: Participation

Aligned sector aims and ambitions.	Target No.	Target.	How will this be achieved (SMART actions).	Lead Person(s) / Organisation(s).	By when.
<p>Orkney's Creative Future Strategic Theme: Participation.</p> <p>Individuals and communities will be able to access and participate in a diverse range of high quality arts activity.</p> <p>Increased opportunities for people to experience the arts and also to become the creators of art will help improve mental and physical wellbeing, tackle social isolation and enable people to</p>	29.	<p>Ensure that the Arts Development Strategy and the work of the sector is recognised as a valuable contribution to community participation and development within Orkney.</p>	<p>Promote the arts sector as a resource within wider OIC projects including:</p> <p>Capital development – St Andrew's Primary School Floor Project.</p> <p>The Balfour Hospital Public Art commission.</p> <p>GMB100 Public Arts Commission.</p> <p>Review of Festival Sector to include an economic impact assessment.</p> <p>Community Wellbeing via Orkney Delivery Group for Remembering Together: Covid Memorial Programme – made up of NHS Orkney, Blide Trust, VAO, NILPS, an elected Council Member, a local artist and Orcadian,</p>	<p>OIC Culture, Arts Development, Communications, Economic Development, Councillors.</p> <p>Key Culture Fund Clients.</p> <p>Annual Culture Fund recipients.</p> <p>VACMA recipients.</p> <p>Artists and Arts, Cultural Organisations.</p> <p>Third sector organisations.</p> <p>NHS Orkney.</p>	Ongoing.

<p>develop important skills.</p> <p>Through:</p> <p>Scottish Government: A Culture Strategy for Scotland, 2020, Ambition 3: Empowering Through Culture.</p> <p>Our aims are:</p> <p>Continue to celebrate Scotland's extraordinary cultural contributions.</p> <p>Extend include the everyday and emerging, the established and more formal.</p>			<p>LEADER representative. The project has a creative co-creational community approach to the production of an appropriate memorial for Orkney.</p> <p>Pilot an ongoing Orkney Creative Leadership online platform hosted by Matthew Sowerby and Associates to share and develop creative leadership and learning approaches, in education leadership and practice.</p> <p>Support OIC Museums' Service's delivery of the Scapa Flow Museum Activities Plan through engagement of Primary and Secondary School Pupils.</p>		
<p>Extend opportunities that enable the view of culture to people to take part in culture throughout their lives.</p>	30.	<p>Promote the benefits of creative participation.</p>	<p>Promote and adopt the findings of the 2017 cross party paper on Health and Wellbeing to address both the issues around robust evidence gathering in the arts</p>	<p>OIC Culture and Arts Development. Cultural and Arts Organisations. Local Artists.</p>	<p>Ongoing.</p>

<p>Recognise each community's own local cultures in generating a distinct sense of place, identity and confidence.</p> <p>Resulting in:</p> <p>Orkney Island Council Values: Equality, Fairness and Sustainability.</p> <p>Orkney Island Council Priority: Thriving Communities and Quality of Life.</p> <p>Scottish Government: A fairer, greener, Scotland Programme 2021-2022: Creation of an Economy that works for all of Scotland's People and Places and Living Better.</p>			<p>sector and harness the existing evidence that in many cases a £1 spent in this sector yields significant savings to the public purse further down the line. It also highlights that this impact is more than savings based, as the sector can provide significant social results in terms of quality of life.</p> <p>Explore the potential of Social Value Engine as a system of evaluation of qualitative data in terms of cultural impact in Orkney – pilot with North Ronaldsay Sheep Festival.</p> <p>Ensure the support and inclusion of participatory practice in projects and programmes delivered by Culture Fund Key Clients and also others supported and funded by OIC, particularly with regard to the impact of Covid on both the</p>	<p>Robert Gordon University. NHS Orkney. Third Sector organisations e.g. OHAC, Blide Trust. Consider working with an external organisation such as Arts and Business Scotland or Culture Republic to conduct research.</p>	<p>2023-2024.</p>
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			<p>community at large and the creative sector.</p> <p>Research the need for and benefit of a sector wide evaluation of current participation in the arts in Orkney so that we are able to identify gaps in participation.</p>		2025-2026.
	31.	<p>Promote the development of arts and culture participation in the recovery from, and acceptance of, Covid in our communities.</p>	<p>Explore supporting the Wellbeing agenda, driven by Covid, and potential around prescribing art to develop the use of arts in the delivery of health and social care services. Explore with a range of organisations and sectors how they might use arts in the delivery of their work and services. Including non-arts services. Specific examples include Orkney Health and Care, OIC – Community Learning and Development team and</p>	<p>OIC Culture, Arts Development, LEADER, Economic Development. Greenspace Scotland. NHS Orkney. The Balfour. Creative Scotland.</p>	2023-2027.

			<p>education services. Voluntary Action Orkney. Promote and adopt the findings of the 2017 cross party paper on Health and Wellbeing in order to cultivate a shared understanding of how creative participation can be used as a form of prevention, reliance, and recovery in relation to health and wellbeing.</p> <p>Explore the potential of Social Value Engine as a system of evaluation of qualitative data in terms of cultural impact in Orkney.</p> <p>Community Wellbeing – Support the Islands’ Deal Creative Islands and Wellbeing Programme – The Pier Arts Centre capital development project.</p> <p>Manage the Orkney Delivery Group for <i>Remembering Together</i>.</p>		
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			<p>Covid Memorial Programme.</p> <p>Realise outstanding public art commission at The Balfour.</p> <p>Support further development of arts and creativity as embedded within the delivery of the Balfour Hospital through a new commission for a History Wall installation for the foyer of The Balfour.</p>		
	32.	Support building volunteer capacity across Orkney's arts and cultural sector through knowledge sharing and training.	<p>Encourage arts/cultural organisations to meet volunteering best practice standards. Guidance available through VAO and Voluntary Arts Scotland and support unique training needs of arts/cultural volunteers - pilot with Scapa Flow Museum.</p> <p>Support cultural organisations to reassess voluntary capacity in the light of the impact of Covid on</p>	<p>OIC Culture and Arts Development. VAO. Creative/cultural organisations.</p>	Ongoing.

			<p>human resources – Develop Festival and Events Sector Recommendation Action Plan.</p> <p>Encourage arts/cultural organisations to attain the Investing in Volunteers – Quality Standard – pilot with Scapa Flow Museum.</p>		
	33.	Promote, ensure and celebrate equality, diversity access and inclusion within the arts.	<p>Endeavour to support artists and organisations to make projects and events accessible to all by removing physical and perceived barriers to participation via advocating for 95% of Council run and funded projects to be accessible through:</p> <ol style="list-style-type: none"> 1. The use accessible venues. 2. Communications and language. 3. Consideration of digital access around connectivity and digital disadvantage. 	<p>OIC Culture, Museums and Arts Development. Key Culture Fund Clients. Annually funded Open Pot recipients. Artists and arts sector and organisations. Creative Scotland.</p>	Ongoing.

			<p>4. Recognition of the geographical barriers in Orkney and when planning activities and events consider how timings, location and transport options could encourage attendance.</p> <p>5. Organisation of events so that transport does not restrict participation and engagement with events and opportunities.</p> <p>6. Concessionary admission to events and opportunities, low-cost travel and bursaries to enable fair access to opportunities.</p> <p>7. Securing of external project funding in order to support additional access costs.</p> <p>8. Build access into budgets.</p>		
	33.	Build awareness of arts events and	Review current communication approaches for their reach and effectiveness	OIC Culture, Arts Development, Communications.	Ongoing.

		<p>opportunities for participation.</p>	<p>in disseminating arts information.</p> <p>Inclusion of Culture Fund Case studies on Arts Development Website.</p> <p>Research and develop the use of existing OIC platforms such as Orkney.com and sector led social media.</p> <p>Contribute to a Culture online platform to disseminate information.</p>	<p>Key Culture Fund Clients.</p> <p>Annually funded Culture Fund Open Pot recipients.</p> <p>News outlets.</p>	<p>2023-2024.</p>
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REGIONAL IMPROVEMENT COLLABORATIVE

Phase 4 Plan
2022-2025



Northern
Alliance

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Images courtesy of Northern Alliance Local Authorities:

Aberdeen City Council
Aberdeenshire Council
Argyll & Bute Council
Comhairle nan Eilean Siar
Highland Council
Moray Council
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Shetland Islands Council

FOREWORD

On behalf of the Northern Alliance Convention of Convenors, I am pleased to share the Phase 4 Plan for our Regional Improvement Collaborative. The 2022-2025 Plan sets out how we, the Northern Alliance, will continue on our journey of collaboration and improvement with all of our learners at the heart of activity.

As the Phase 3 plan has concluded, we have carried many lessons forward with us. This is complemented by the fact that we have aimed to meaningfully co-construct how we move forward by getting to the heart of what matters to you.



I am delighted to see the rich content of the discussions from across the region reflected in the Phase 4 regional improvement priorities.

As part of that process of co-construction, we were able to engage and draw upon the voices and experiences of children and young people directly in the formulation of this plan. Our learners are our greatest asset and through this next phase of regional working, we want our learners to become agents of change.

The priorities and processes within the phase 4 plan form our treasure map which will guide us toward collective improvement as a system. We are all part of the Northern Alliance 'system'- our learners, parents and partners, as well as our local authority staff members who work hard to get it right for every child, every day. By engaging in this plan and working together across every school, nursery and education service, we can build a strong, clear voice across the Northern Alliance so that we can influence current Scottish Education developments and ultimately, improve outcomes for all our learners.





Councillor Gillian Owen, Convention of Convenors Chair



Aberdeenshire
COUNCIL



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INTRODUCTION

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

Unique to the Northern Alliance is its diversity with a mix of urban, remote and rural and island Local Authorities. Covering 58.4% of the landmass of Scotland, the Northern Alliance is the largest RIC in geographical size, yet represents a small percentage of the Scottish population. The geography and common challenges experienced across the region moved the collaborative to identify new ways of working and adopt a shared approach to the communities it represents in the North and West of Scotland and the islands.



Originally coming together to collectively tackle a shared challenge of teacher recruitment and retention, the Northern Alliance remains committed to improving outcomes through collaboration, closing the gap which exists across our wide and varied communities.

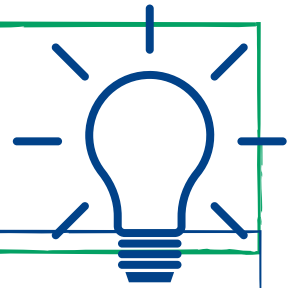
As we continue to mature as a collaborative, we are encouraged by the increasing numbers of practitioners engaging in improvement activity and opportunities to connect, sharing and mobilising practice, knowledge and experience.

With a focus on deepening connections between wellbeing and learning, the Phase 4 Plan, shaped around the Rights Drivers for Whole System success[1], sets out how we will drive forward improvement through a strong collaborative culture to create change that leads to impact for all of our learners.

Regional Improvement Forum

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

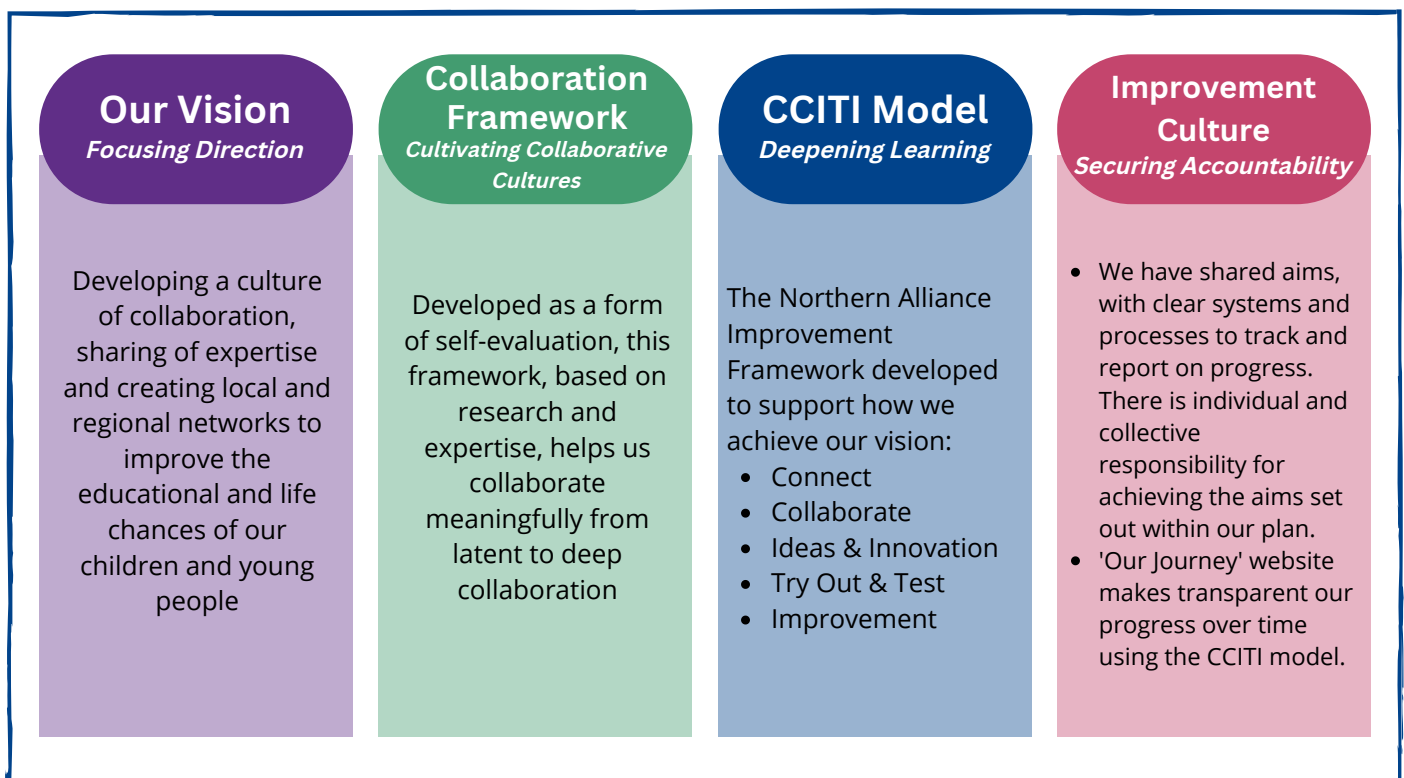
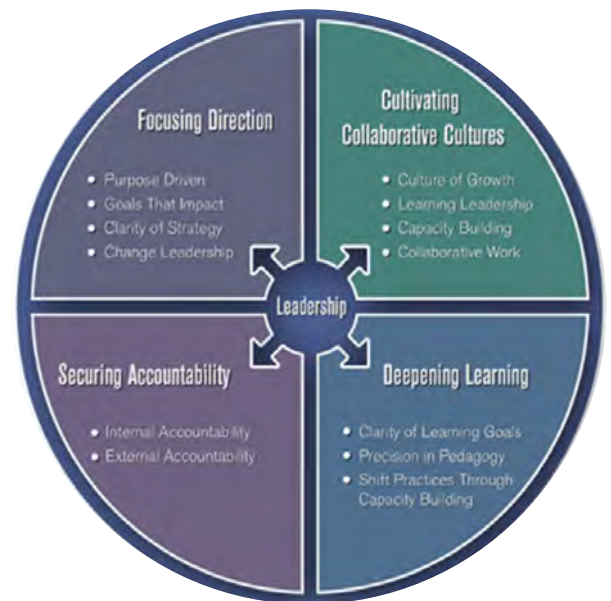
OUR STRATEGY



A Framework for Improvement

As we embark upon our Phase 4 improvement journey, we are building on learning which we have gained during previous phases of improvement. During Phase 3, we developed a strategy for improvement through collaboration which is designed to build coherence across local, regional and national policy and practice.

We make use of the four components within Michael Fullan and Joanne Quinn's Coherence Framework[2] to help us create the right conditions for coherence to grow: Focusing Direction; Cultivating Collaborative Cultures; Deepening Learning; and Securing Accountability. Detail around how our improvement strategy connects with each component can be found below.



[2] Coherence, The Right Drivers in Action for Schools, Districts, and Systems - M. Fullan and J. Quinn

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

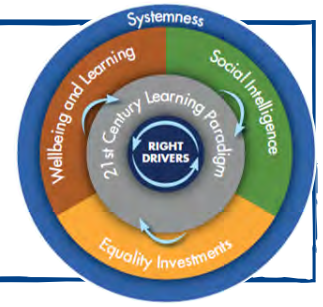
Cultivating Collaborative Cultures requires us to have a shared understanding of what it means to meaningfully collaborate - and how it leads to impact. This means that we will work on developing a collaborative culture, as well as systems and processes to support meaningful collaboration. Our Northern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

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

Securing Accountability - We are building a collaborative culture that combines individual responsibility for improving outcomes for our learners, collective expectations and corrective action. We have ambitious, shared goals and robust data processes which help us monitor progress over time. We welcome the opportunity to share our progress and learning both internally as part of our own team developments, but also with local and national partners. The Northern Alliance 'Our Journey' website uses the CCITI model to make transparent our progress and learning, using both quantitative and qualitative data, with a range of case studies evidencing impact at class, school, local authority and regional level.



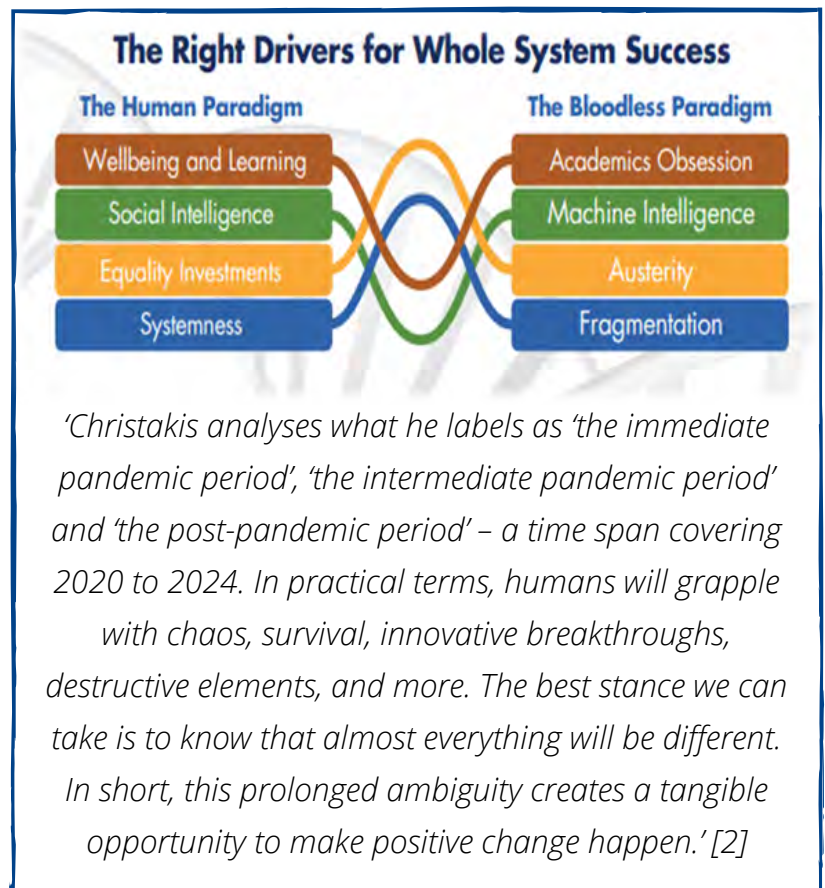
The Right Drivers for Whole System Success



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

In February 2021, Michael Fullan, an expert in Whole System Change in Education, introduced the world to the Right Drivers for Whole System Success, and these connected with us at a significant time of change in Scottish education.

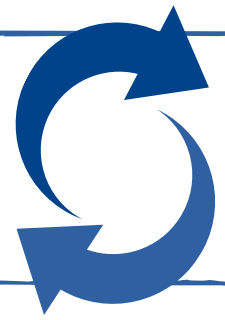
Over the course of session 2021/22, we have been deepening our knowledge of the Right Drivers for Whole System Success and together, we began to explore what our ‘treasure’, or key areas for improvement were emerging within each of the Drivers. Examples of putting the Drivers into practice, along with practitioners sharing their experiences can be found in Appendix 1 .



"Reflecting on progress across the Phase 3 plan, the speed and scale of the change we have seen across all levels of the system would have been incomprehensible just a few years ago. The Northern Alliance adoption of Michael Fullan's 4 Right Drivers for Whole System Success has been a valuable lens through which we can make sense of the process."

Early Years Workstream Lead

Shaping the Plan Around the Right Drivers



As we began to develop our Phase 4 Plan, it was more important than ever to ensure we focused on priorities that mattered to our teams and learners, as well as join the dots with local and national policy – focusing direction for everyone. As a Regional Improvement Collaborative, we committed to shaping our Phase 4 Plan around the Right Drivers.

Feedback from our networks informed us that the Right Drivers helped teams to focus on what was important at a time of turmoil and change - as several practitioners stated, 'They just make sense'.



What Matters to You?

The 'Right Drivers'

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

National Policy

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



Our Vision:

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

Engaging with Stakeholders - 'What Matters to You?'



In order to meaningfully engage with practitioners, partners, learners and parents, we took the drivers on the road across the Northern Alliance and asked everyone, 'What matters to you?' We used themes emerging from our work with the Right Drivers over the past session to frame our discussions.



We engaged with over 450 people and generated over 1400 pieces of feedback, which then went on to identify the themes that shape our phase 4 priorities.



In partnership with our regional colleagues from Education Scotland, we carried out a collaborative thematic analysis of the data, which involved data familiarisation, generating codes, searching for themes and naming and defining themes.[3]

Using the themes which represent what matters to our stakeholders, the next step involved working alongside our Local Authority Directors, Heads of Service and Chief Education Officers to identify the 'golden threads' that weave through Local Authority and national priorities.

These threads enabled us to focus direction and identify our new Phase 4 improvement priorities, which are shared on page 10.



[3] Braun and Clarke, 2008.

PHASE 4 PRIORITIES

The diagram below outlines the key priorities developed for each Driver Workstream.



A sample of the feedback gathered from our learners, practitioners, parents and partners is shared over the next four pages, making clear the strong connection between the voices of our stakeholders and how we plan to put these priorities into practice. Priorities with stars are shared across workstreams. Detailed plans outlining aims and measures have been included at Appendix 3.

Wellbeing and Learning

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

Workstream Priorities

- Relationships built on mutual trust and respect that will support effective learner-teacher interactions
- Exemplification of creative and innovative approaches to teaching and learning that will help inspire and support practitioners
- Ensure that the terminology of wellbeing is not just a word, but is immersed in practice. How can this be done effectively?

- Collegiality amongst staff - peer assessment, moderation of teaching and learning, planning and achievement of a level
- Learners voice and increasing empowerment to co-develop and design learning opportunities
- Partnerships between school, pupils and the community linked to Children's Rights
- 'Nothing for us without us'

- Is the physical school the most appropriate place for learning for every child?
- Capitalising on children's wider environment, sense of self in community, in out and beyond
- Importance of place
- Using digital to allow learners (and staff) to collaborate with others across the Northern Alliance.
- How do we use digital technology to expand the curriculum for all young people?

FEELING WELL AND LEARNING WELL:

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

Putting the Plan into Practice

- **Curriculum Design** - *developing pedagogical practice, skills and pathways*
- **Learner Rights and Voice** - *deepening engagement and building agency*
- **Learning, Teaching and Assessment** - *sharing and mobilising practice, breaking down barriers* and building shared expectations*
- **Collaborative Professional Enquiry** - *working together to solve problems and develop innovative approaches supported by professional learning opportunities such as the World Education Summit*

Social Intelligence

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

- Create a trusting ethos in school where it is safe to share. Sharing a common language between different services
- Collaboration needs to be authentic and purposeful
- Use tools to build partnership collaboration and discussion
- Shared goals are key - and staff communicating/articulating this with each other
- Discrete focussed work on how best to create connectedness and create an ethos of collaboration.

- We are going through the pain of change. I'm learning that there is a critical mass who want to collaborate.
- Creating/managing time for people to reflect/discuss/share/support and challenge each other
- Clear communication within and between areas, with improved outcomes at the heart

- Open and honest discussion between schools. Sharing best practice and what is working. Not just in small clusters but across the authorities and Northern Alliance.
- You should work with someone who you feel safe and happy with and you can feel more confident at expressing your feelings and thoughts.
- If you are connecting with each other you will get some friends

Workstream Priorities

HOW WE WORK AND LEARN TOGETHER:

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

Putting the Plan into Practice

- **Professional learning opportunities** to develop a shared understanding of meaningful collaboration linking theory, policy and practice
- **Online resource hub** to support collaboration at class, school, team, cluster, local authority or regional level
- **Opportunities for online collaboration** linked to individual school/ setting/ team improvement priorities as a common theme**
- **Development and creation of an online professional learning community**, streamlining and sharing local, regional and national professional learning opportunities, providing opportunities for collaboration.

Equality Investments

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

Workstream Priorities

- Working closely with parents and partners to identify barriers to learning and address these
- I would like to see a way of giving a voice to the parents who do not feel articulate or confident enough to be involved in parent forums.
- Voices from young people and families should be at the heart of planning and improvement

HOW WE BREAK DOWN BARRIERS TO WELLBEING AND LEARNING:

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

- As a staff, sharing, trialling ideas and supporting each other
- Ethos – supporting and valuing differences across the school
- Rights and responsibilities around UNCRC need to be shared, accessible and understood by all
- Ensuring that we have appropriate tools to measure impact of interventions.

Putting the Plan into Practice

- **Learner and family participation** – network, share practice and engage with children and young people and partners to improve how we work with learners and their families when there are barriers to wellbeing and learning*
- **Improve access to and engagement with meaningful data** to inform improvement at class, school, team, local authority and regional level – development of a data for improvement framework in partnership with South East RIC
- **Build confidence and clarity around national policy** such as the Morgan Review, The Promise and UNCRC and work together around how we can use policy to improve our practice at class/ school/ team/ local authority level

- How will improvement be measured? It needs to show improvement rather than evaluation against a standard or against other schools
- The right data that informs our unique contexts
- If you do things by yourself it can eat you up inside. A problem shared is a problem halved. It's easier when you're working together

Systemness

Focus for improvement within Early Years, Primary, Secondary, CLD and Digital - including Gaelic Medium:

You said...

- Leadership skills are required in order to effect a collaborative approach with staff involvement and empowerment
- Recognition that leadership occurs at all levels and across all members of the learning community - children, young people, teachers, CLD staff, parents...
- Using collaboration to tackle strategically the tough challenges that persist across the years and establishing conditions for solutions to be developed

- Need to take and manage risk and be allowed to succeed or fail and then try again
- Know your setting and the culture of your community to inspire and build together
- Young people and families need to be included and equal partners at the table
- Young people being "fearless agents of their own destinies"

- Actively share and broadcast change makers success (irrespective of size) to motivate others
- Quality improvement - opportunities to work with teams on small change projects - learn what works but also learn about what doesn't work
- How do we ensure the importance of the north is really captured when national policy is being formulated?

Workstream Priorities

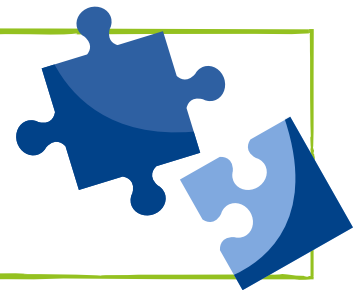
WORKING TOGETHER TO IMPROVE OUR SYSTEM:

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

Putting the Plan into Practice

- **Professional learning and networking opportunities** to share how Fullan's Right Drivers for Whole System Success can support teams to drive forward improvement together
- **Develop and engage** with a shared set of principles for leading improvement – including culture, systems and processes
- **Opportunities to connect and collaborate** with schools / settings/ teams with similar improvement priorities**
- **Work together** to create the conditions for collective efficacy to flourish within and across our teams

Connecting with National Policy and Drivers



The Phase 4 Plan has been shaped over time by practitioners in schools, settings and teams across the Northern Alliance, as well as learners and their families. It is also influenced by local and national priorities and closely aligns with the National Improvement Framework[4] and the Scottish Attainment challenge[5].



At the core of our plan, we will work to respect, protect, and fulfill the rights of every child and young person across all regional improvement activity as detailed in the UN Convention on the Rights of the Child[6].

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

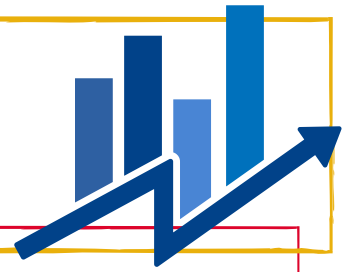


[4] [Achieving Excellence and Equity, 2022 National Improvement Framework and Improvement Plan](#)

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

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

EVALUATING PROGRESS



Data Processes

Data processes developed during Phase 3 will continue to help us to understand how we are realising the ambition of our vision.

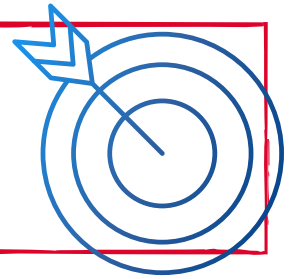
We make use of a range of measures and tools – from quantitative measures including numbers of practitioners engaging in activity to qualitative data capturing our experiences of collaboration and resulting impact on learners.

Our case studies and improvement projects capture context specific learning - sharing what works and providing the opportunity to support improvement in a range of new contexts across our Northern Alliance system.



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

Read more about how we will evidence impact in our Theory of Action at Appendix 3.



A Targeted and Universal Approach

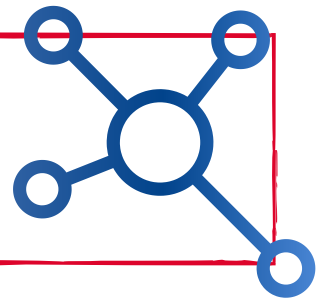
As a Regional Improvement Collaborative, our ultimate aim is to improve outcomes for and with our learners through collaboration and building a sense of collective responsibility. Therefore, it is important to capture improvement within the wider system as well as within our own workstreams.

That is why we will be using targeted measures to monitor improvement at workstream level – evaluating improvement in outcomes with the teams we work with directly. But also, universal measures to understand whether our theories of action are leading to improvement in the wider system.



Some of our national measures can help us do that. But we have also identified measures which allow us to monitor collaboration and improvement in a bespoke way and to help us understand the extent to which our system is cultivating that collaborative culture we aspire to as a Regional Improvement Collaborative.





Connecting with our Local Authorities and Partners

Communication is key in creating a collaborative culture across our RIC. Throughout Phase 4 we will continue to work towards achieving our goal of deepening connections with all levels of our Northern Alliance system. We also want to ensure equitable access to opportunities to connect with fellow practitioners, and to collaborate through professional enquiry activity and professional learning.

In order to further improve communication and engagement with our phase 4 plan, members of our Northern Alliance central team have the added role of linking with one of our eight Local Authorities in order to:

- share information on Northern Alliance activity,
- gather feedback from a local perspective on how activity is adding value; and to
- facilitate making connections and sharing practice that will support both regional and Local Authority activity.

Link Officers engage with their Local Authority Central Teams monthly, Head Teacher groups quarterly, and other practitioner/officer groups as agreed, building a more consistent approach to information sharing and gathering. In addition to local authority links, we also have officers who engage with regional and national partners and our Youth Advisory Group on a monthly basis.

Throughout Phase 4 we will also be updating our website to create a more effective information portal for practitioners and partners, as well as increasing our use of social media to enhance our reach across our RIC.



GOVERNANCE



In order to bring our plan to life, we have a strong Northern Alliance network of people to take forward our shared priorities. Detail about each of the central groups in the diagram below and be found on the next page.





Workstream Leads

A team of seconded practitioners and officers take forward improvement activity to achieve aims and priorities, each linking with members of the Education Scotland Northern Team, practitioner networks, learners and wider partners

- Wellbeing and Learning - *with a focus on Early Years, Primary, Secondary and Digital*
- Social Intelligence - *with a focus on collaboration*
- Equality Investments - *with focus on Inclusion and ASN, and Equalities and Diversity*
- Systemness - *with a focus on building agency and collective responsibility*

Project Management and Improvement

This team provides support and challenge for our workstreams in relation to progress within the Regional Improvement Plan, data analysis, budget monitoring and communication with stakeholders.

Regional Improvement Lead

The RIC Lead oversees the strategic direction of the Regional Improvement Collaborative and communicates progress at a national level. The Lead meets with the Quality Improvement Manager and Project Officer weekly.

Regional Improvement Forum

Directors, Heads of Service and Chief Education Officers from the eight Local Authorities work with the Education Scotland Senior Regional Advisor to provide support and challenge in order to drive improvement within our plan.

Youth Advisory Group

Established in late 2021, the Youth Advisory Group (YAG) captures youth voice and aims to strengthen youth participation in Northern Alliance developments. Members include MSYPs for each of our local authorities.

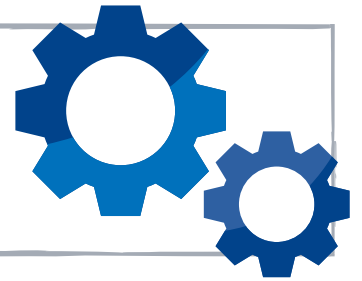
Regional Improvement Advisory Forum

Membership includes Head Teachers, Education Psychology Service, Higher Education, Unions and the Scottish Government. This group provides support and challenge in relation to progress and priorities.

Convention of Convenors

Local Authority Education Policy Leads discuss and advise on the strategy of the Northern Alliance, reviewing progress through regular updates.

Our Northern Alliance System



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

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

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



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

APPENDIX 1 - ENGAGING WITH THE DRIVERS - VOICES FROM ACROSS THE NORTHERN ALLIANCE

Below we share examples of how we have been engaging with the Right Drivers over session 2021/22, along with practitioner feedback on their experiences. This activity will continue to be developed and scaled up over the life of the Phase 4 Plan

Wellbeing and Learning

Re-imagining your Curriculum Rationale

We have been working alongside local authority central team officers and practitioners in ELC settings, primary and secondary schools to further develop understanding of curriculum design. This includes design tools, which can be used to take forward improvement in schools and settings. Over 250 Senior Leaders and Education Officers registered to be part of the 'Re-imagining your Curriculum Rationale' sessions, with 90% of participants who responded reporting being in the process of evaluating or updating their curriculum rationales at the end of our phase 3 plan.

"I would love to go more into the drivers." - Teacher

"I would definitely like to know more about Michael Fullan's work and how to practically use it to develop a curriculum rationale." Head Teacher

"It took me a few weeks to get into the training. I thought it would be more about areas of the curriculum and how we could ensure we were using them to meet the needs of the children [but] ... I feel we learned about how we as a staff team can improve our own practice to make things better for children." - ELC Practitioner



"It has been really valuable to connect across the Region with other remote establishments." ELC Practitioner

Interdisciplinary Learning Network

A dedicated interdisciplinary network further strengthens collaboration by providing opportunities to discuss and share practice. This has included a focus on ASN and relationships in the context of curriculum and interdisciplinary learning.

Hear from one Head of Primary about her experience of the IDL network [here](#). A Secondary Head Teacher and Deputy Head Teacher also share their experience [here](#).

IDL

Why? What? How?

Interdisciplinary Learning

- An opportunity to refocus on IDL and what it can offer our children and young people.
- Look at the 'Why, What and How' of IDL.
- Schools and Partners will share how they are being ambitious through the development of bold IDL experiences.
- Facilitated discussion and networking.

Northern Alliance
PROFESSIONAL LEARNING

Re-imagining your Skills Agenda

Northern Alliance professional learning resource called 'Reimagining your Skills Agenda', has been co-designed by Senior Leaders, Education Officers, Education Scotland, Teachers, DYW Co-ordinators, DYW Lead officers, Skills Development Scotland and CLD practitioners. This resource is based on the research of Michael Fullan's Right Drivers for Whole System Success and has been designed to support practitioners with evaluating and updating their skills frameworks. The resource was tested with a small cohort, which led to further refinements. The professional learning is designed as a series of four inputs, followed by a 'sharing successes' event to share progress with colleagues and discuss next steps.


"It is just so good to hear what others are doing"
Head Teacher

"Really enjoyed the discussions and the opportunity to discuss possible ways forward"
Teacher

Retrieval Practice: Leveraging Digital Using Research-informed Practice

During the pandemic a group of teachers from a variety of contexts; primary and secondary, rural and urban, English and Gaelic medium, met regularly online. They considered retrieval practice and how digital tools could enhance the teaching and learning in their settings. They reflected together on their small 'tests of change' as they implemented in their own classrooms new pedagogies and ways of working. Their experiences as a result of collaborative improvement are shared in an [e-book](#).

"With my P3 class, retrieval practice offers more than just improved memorisation skills, it secures that the learning is long term and it also increases their understanding."
Primary Teacher



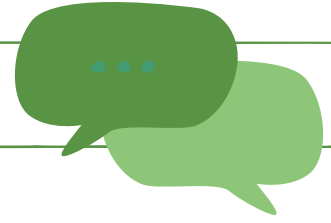
"The Northern Alliance curriculum skills CLPL co-design process has been an open, progressive and well led exercise – recognising that the curriculum doesn't operate in a vacuum. For a senior phase curriculum to have currency it must be relevant to (and designed around those it purports to serve) young people, the economy they are entering and wider community. This open, inclusive and data-informed Northern Alliance curriculum design process thus was in accord with Prof Muir's 'Putting learners at the centre' report, recently endorsed by the Scottish Government."
Education Support Officer

DYW Live



"Working with e-Sgoil on DYW Live has allowed hundreds of young people to gain access to role models from the world of work and gain and insight into jobs and industry. This has helped inform, inspire, educate them in what subject choices to make, what skills are needed for particular jobs and made what they learn in the classroom relevant. Real people – real stories."
Founders4Schools

Social Intelligence



1+2 Language Development Workstream

"It is vital that this type of collaboration continues and develops to provide the best opportunities and support for all learners, families and practitioners in our authorities."

Languages Teacher

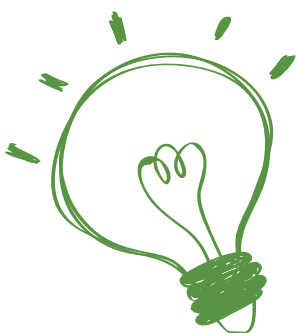


World Education Summit

The World Education Summit is a key professional learning resource funded for practitioners in schools and settings across the Northern Alliance. Moving forward into Phase 4, we will be connecting and collaborating within and across schools to tease out some of the many themes shared within this resource and test out some of the ideas shared within our own contexts. Collaboration with the Welsh Government and with Osiris Educational has been key to planning for implementation and engagement. A [Northern Alliance WES Toolkit](#) has been created to help colleagues navigate the site, host collaborative learning events and signpost to key sessions linked to the phase 4 plan and Michael Fullan's Right Drivers. In collaboration with the 8 local authorities, signposting guides have been created linking the sessions to local authority improvement priorities.



You can hear about one Deputy Head Teacher's experience of engaging with the World Education Summit [here](#)

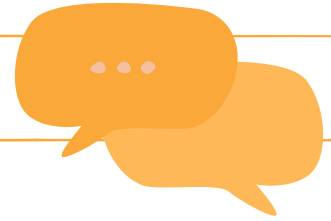


How are we deepening our collaborations?

"The best collaborative approach that I have been part of. The structure of the process, the inclusive nature of sessions and quality of content shared are key features which stand out. I really hope to bring and contribute these qualities to collaborative approaches I am part of in the future."

Secondary DHT

Equality Investments



Breakfast Cart Project

"When I first started as head teacher, I noticed that throughout the school there were children being taken out of class every morning for something to eat. There were wee groups of children having toast every day. Every teacher had a cupboard with breakfast bars and crisps to give to children who were hungry or had not had snack. They had bought these with their own money. I noticed too that some children were too shy or embarrassed to ask. I decided to look into how we could give breakfast to everyone. Now I know that every child in my school has access to something to fill their tummy first thing every day. Children can have as much or as little as they need. Parents are happy too. One recently said that it was hard getting her son out of bed in the morning but knowing he got breakfast in school was one worry less"

Head Teacher

"The approach taken by this school where every pupil is offered a free breakfast will be a model worth following. The research being undertaken by SPIRU at Glasgow Caledonian University has the potential to add knowledge and understanding to national policy and development."

Poverty and Inequality Commissioner



"We really look forward to continuing to work with our partners in the Northern Alliance and finding ways we can collaborate to provide useful and impactful learning that continues to promote equity in our schools."

Project Officer, CPAG

Collaborative Enquiry

"Really insightful and thought provoking...got me thinking about my role as a teacher, the struggles families face and how we can best support. A common theme in many schools so feel it is so important."

Teacher

"Having a mentor, hearing about the learning of other settings, learning about research methodologies. Making us mindful of using these tools for improvement and measuring impact – no matter how small."

Teacher

Systemness



School Improvement Project - Driving Improvement from Within

By using the Right Drivers as a 'lens for improvement', our school teams have been working together to consider what they can do together to improve outcomes for and with their learners whilst grappling with the challenges of change, uncertainty - and post pandemic! In doing so, there is a focus on building approaches to collaboration and improvement - with the intention of driving improvement from within.

"The school has made use of inservice time to explore the drivers and the investment in different stakeholders is beginning to pay off. Drivers are featuring within our school's improvement planning process."
Central Team Officer

"Initially the staff were quite sceptical about the project and saw it as just another thing. But the self evaluation process using the Right Drivers has engaged colleagues, leading to great collaboration and agreed outcomes. Staff are also clear about the improvement they want to see."
Head Teacher

"Working parties are positively engaging in the process of change and leading this/ being accountable for their part in this. It feels like as a team we are making progress."
Head Teacher

"What's really powerful about this project is the focus on clear thinking - really understanding deeply before deciding what is needed. Taking time to do it well, something we often underestimate the importance of. This approach is about deep and sustainable change and in this way it is also energising and empowering educators in a different way. We've talked a lot about recovery over the last couple of years, but I think this is about renewal."
Sarah Philp, Coach | Psychologist

"I think the impact of this work is that it has made all staff think carefully about how to embed improvements and be invested in the next steps of the school and improvement priorities. I think it has made us all think carefully about ensuring actions are well planned and thought out to ensure maximum impact"
Head Teacher



APPENDIX 2 - DRIVER WORKSTREAM OVERVIEWS

Wellbeing and Learning - Learning well and feeling well

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Get better at making learning more meaningful - deepening connections and motivation to learn	Outcomes for learners are improved through a relevant and meaningful curriculum that promotes wellbeing and learning. Learners feel well and are more involved in their learning, developing skills to be good at learning and good at life.	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream will demonstrate improved wellbeing and learning outcomes* through a relevant and meaningful curriculum by Feb 2025.	<ul style="list-style-type: none"> Curriculum and Assessment School and ELC Improvement 	<ul style="list-style-type: none"> Improvements in engagement, attendance, confidence and wellbeing of children and young people An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families
2. Get it right for every learner through our pedagogy and culture - breaking down barriers*	Mental and emotional wellbeing, children's rights and learner voice are central to all we do. Learning environments put learners at the centre. Learners feel safe, included, valued and heard.	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate an improvement in their wellbeing* by Feb 2025.	<ul style="list-style-type: none"> Curriculum and Assessment 	<ul style="list-style-type: none"> Embedded engagement and participation of children and young people, families and communities in the learner journey
3. Get better at reaching shared expectations within learning, teaching and assessment	Collaboration at regional and local level is the platform where we come together to explore and share practice. There is a consistent and shared understanding of high-quality learning, teaching, assessment and moderation practices. We feel confident, connected and there is greater consistency in expectations and standards. This will lead to improved outcomes for learners.	<p>95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of moderation of Learning, Teaching and Assessment by Feb 2025.</p> <p>95% of practitioners engaging with the Wellbeing and Learning Workstream report increased confidence in their professional judgements by Feb 2025.</p>	<ul style="list-style-type: none"> School and ELC Improvement Curriculum and Assessment 	<ul style="list-style-type: none"> High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
4. Get better at making learning more meaningful - deepening connections and motivation to learn	We are more engaged in professional enquiry to improve pedagogical practice and model a strong commitment to lifelong learning. This culture supports learners and practitioners to be 'good at learning, good at life.'	95% of learners attending schools or settings which are engaging with the Wellbeing and Learning Workstream demonstrate improved outcomes* as a result of experiencing effective pedagogies and practices by Feb 2025.	<ul style="list-style-type: none"> Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
		95% of practitioners engaging with the Wellbeing and Learning Workstream who report a strong commitment to lifelong learning through collaborative professional enquiry by Feb 2025.		

Social Intelligence - How we work and learn together

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Build a shared understanding of how we can meaningfully collaborate within and across classes, schools, teams	There is system wide awareness of and engagement with the Northern Alliance Vision: Members of our RIC can cohesively communicate and apply collaborative practice, theory and policy to improve learner outcomes	By Feb 2025, 95% of practitioners engaging with Social Intelligence Workstream will have a shared understanding of meaningful collaboration*, aligned with the Northern Alliance Collaboration Framework.	<ul style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
2. Increase opportunities for collaboration both at local level and across the Northern Alliance	Collaborative activity is always focused on improving outcomes for learners. Increased numbers of practitioners are collaborating across the Northern Alliance to bring about improvement.	By Feb 2025, 90% of schools participating in "Active Collaboration" projects will report improved wellbeing and learning experiences* for learners.	<ul style="list-style-type: none"> School and ELC Improvement Parent/ Carer Involvement and Engagement 	<ul style="list-style-type: none"> High quality learning, teaching and assessment, focussing on achieving equity for learners, across Health and Wellbeing, literacy and numeracy

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
3. Work together with our local authority and national partners to make a joined-up offer for professional learning	Practitioners from across the Northern Alliance can access a cohesive and accessible professional learning offer in collaboration with our 8 Local Authorities and national partners.	By Feb 2025, an online professional learning community platform will be created and developed in collaboration with our 8 Local Authorities and national partners	<ul style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.
		By Feb 2025, 80% of practitioners engaging in the professional learning community platform will share practice, learning and impact* with other members of the platform		<ul style="list-style-type: none"> Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap

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

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Make sure we are making best use of our data, measures and money to help us improve outcomes for and with every learner	Increased competence and confidence in using data for improvement system wide – evidenced in SAC2 and improved outcomes for learners. Teams make more effective use of data to improve outcomes from within our own settings. As a result of professional learning and sharing practice, confidence and competence in data for improvement increases and leads to improved outcomes for learners.	Completion of a Regional Data for Improvement Framework in partnership with SEIC RIC by 2025	<ul style="list-style-type: none"> School and ELC Leadership Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> An embedded use of data and evidence is used to build and share an understanding of effective interventions in closing the poverty-related attainment gap
		By Feb 2025, 95% of practitioners engaging with the Equality Investments workstream report improved outcomes for learners as a result of increased confidence and capacity in their use of data for improvement		

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
2. Get better at working with our learners and families so that together we can break down their barriers to wellbeing and learning	Schools and settings work in genuine partnership with children, young people and parents, as well as wider partners. Each partner's voice is heard, respected and is used to inform next steps. There is stronger collaboration in order to break down barriers to wellbeing and learning	By Feb 2025, 90% of participants* engaging in improvement activity within the EI workstream will report their experience of participation as good or better. *Parents, carers, children and young people, adult learners	<ul style="list-style-type: none"> Parent/ Carer Involvement & Engagement Curriculum and Assessment Placing the human rights and needs of every child and young people at the centre of education 	<ul style="list-style-type: none"> Embedded engagement and participation of children and young people, families and communities in the learner journey. An embedded culture and ethos based on educational equity exists in the education system that promotes high aspirations and recognises broader achievement for all children and young people and their families
3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*	All practitioners are clear about learners' rights in relation to policy - e.g., UNCRC, The Promise, Morgan Review. Policy and practice work together to break down barriers to wellbeing and learning and meet individual needs.	By Feb 2025 95% of establishments engaging across the Equality Investments workstream will demonstrate clear evidence* of putting learners at the centre with a particular focus on Policy and Practice <i>Where evidence is demonstrated through case studies.</i>	<ul style="list-style-type: none"> Parent/ Carer Involvement and Engagement Curriculum and Assessment 	<ul style="list-style-type: none"> Evidence based approaches embedded in the system with continuous refinement/ adaptation based on effective interventions in the local context.

Systemness - Working together to improve our system

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
1. Build collective responsibility for and engagement in improving our Northern Alliance system – with and for everyone!	Engagement with the Right Drivers for Whole System Success across the RIC - leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	By Feb 2025 95% of participants in the Systemness Workstream will report increased agency and engagement in improvement activity within and across schools/settings and teams.	<ul style="list-style-type: none"> School and ELC Improvement Teacher and Practitioner Professionalism Parent/carer involvement and engagement 	<ul style="list-style-type: none"> Embedded engagement and participation of children and young people, families and communities in the learner journey.

Priority	NA Context - What will success look like?	Measurable Aim	NIF Driver(s)	SAC Regional Medium-Term Outcomes
2. Build a shared understanding of what makes a good leader of improvement – wherever we are in our learning journey	<p>There is a shared understanding of effective leadership of improvement across the RIC. Leaders at all levels promote a culture of learning and improvement and as a result, there is deeper engagement in improvement activity within and across teams</p>	<p>By Feb 2025, 95% participants within the Systemness Workstream will report deeper engagement of stakeholders* in school/setting/ team improvement plans, leading to improved outcomes for learners <i>*Staff, learners, parents/carers, community members</i></p>	<ul style="list-style-type: none"> • School and ELC Improvement • Teacher and Practitioner Professionalism • Parent/carer involvement and engagement 	<ul style="list-style-type: none"> • Strong leadership in the education system, using skills developed through continuous professional learning focused on equity and closing the poverty-related attainment gap.
3. Get better at working together as a team to improve where we learn and how we learn	<p>Evidence of increased collective efficacy within teams across the RIC, resulting in shared high expectations for and with learners and improved outcomes. Collective responsibility for improvement is growing.</p>	<p>By Feb 2025 95% of practitioners engaging with the Systemness Workstream will report increased collective efficacy* in their schools/ settings / teams, leading to improved outcomes for learners</p>	<ul style="list-style-type: none"> • School and ELC Leadership • Curriculum and Assessment • Teacher and Practitioner Professionalism 	<ul style="list-style-type: none"> • Strategic collaboration across the education system results in innovative, impactful and sustainable approaches to closing the poverty-related attainment gap.

APPENDIX 3 - FINDING OUR TREASURE - OUR THEORY OF ACTION

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

Northern Alliance Vision

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

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



Our Theory of Action

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

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

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

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



Our Measures

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

Viviane Robinson, Student Centred Leadership



Targeted Measures

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

Wellbeing and Learning - Learning well and feeling well

Priority	Outcome Measure	Operational Definition	Data Collection Method
1. Get better at making learning more meaningful - deepening connections and motivation to learn	<p>Percentage of learners demonstrating improved wellbeing and learning outcomes* connected to the design of the curriculum.</p> <p>*Engagement, Attendance Confidence, Wellbeing QI 2.2</p>	<p>Numerator: number of learners demonstrating improved wellbeing and learning outcomes</p> <p>Denominator: number of learners within the school or setting's associated engagement group</p> <p>"wellbeing and learning outcomes":</p> <ul style="list-style-type: none"> • Engagement • Attendance • Confidence • Wellbeing <p>HGIOS QI 2.2 -Curriculum</p>	<ul style="list-style-type: none"> • Microsoft form – baseline, mid and end point data collection • QI 2.2 Progress reported by teams before and after collaborative activity
2. Get it right for every learner through our pedagogy and culture - breaking down barriers*	<p>Percentage of learners demonstrating improvements in wellbeing and agency*</p> <p>*Feeling safe, included, valued and heard.</p> <p>QI 3.1</p>	<p>Numerator: number of learners demonstrating improvements in wellbeing.</p> <p>Denominator: number of learners within the school /setting/ learning space associated engagement group</p> <p>"Wellbeing and agency": feeling safe, included, valued and heard. Learners report increased wellbeing and agency in all domains of the student learning model. (likert scale)</p>	<ul style="list-style-type: none"> • Microsoft form- baseline, mid and end point data collection • QI 3.1 -Progress reported by teams before and after collaborative activity
3. Get better at reaching shared expectations within learning, teaching and assessment	<p>Percentage of learners demonstrating improved wellbeing and learning* outcomes as a result of moderation of learning, teaching and assessment.</p> <p>*Attainment and achievement – national measures</p>	<p>Numerator: number of learners demonstrating improved outcomes as a result of moderation of Learning, Teaching and Assessment.</p> <p>Denominator: number of learners within the school / setting/ learning space associated engagement group</p> <p>HGIOS QI 2.3 – Learning, Teaching and Assessment</p> <p>HGIOS QI 3.2 – Raising Attainment and Achievement</p>	<ul style="list-style-type: none"> • ACEL data (P1, P4, P7, S3) • Data on Senior Phase Qualification Awards • Sustained Positive School Leaver destination • QI 2.3 and 3.2 - Progress reported by teams before and after collaborative activity • Feedback from Youth Advisory Group and National Parent Forum.

Priority	Outcome Measure	Operational Definition	Data Collection
	Percentage of practitioners engaging with the Wellbeing and Learning Workstream who report increased confidence in their professional judgements	<p>Numerator: number of practitioners reporting increased confidence in professional judgements</p> <p>Denominator: number of practitioners reporting</p>	<ul style="list-style-type: none"> Beginning, mid-point and end-point survey issued to engaging practitioners.
4. Improve how we teach and learn through working together on research and improvement projects	Percentage of learners demonstrating improved outcomes* as a result of experiencing effective pedagogies and practices.	<p>Numerator: number of learners demonstrating improved outcomes as a result of experiencing effective pedagogies and practices.</p> <p>Denominator: number of learners within the school / setting/ learning space associated engagement group "wellbeing and learning outcomes":</p> <ul style="list-style-type: none"> Engagement Attendance Confidence Wellbeing <p>HGIOS QI 1.1 -self-evaluation for self-improvement</p>	<ul style="list-style-type: none"> Microsoft form-baseline, mid and end point data collection QI 1.1 -Progress reported by teams before and after collaborative activity
	Percentage of practitioners engaging with the wellbeing and learning workstream reporting a strong commitment to lifelong learning through collaborative professional enquiry.	<p>Numerator: number of practitioners reporting a strong commitment to collaborative professional enquiry</p> <p>Denominator: number of practitioners reporting</p>	<ul style="list-style-type: none"> Beginning, mid-point and end-point survey issued to engaging practitioners. Data from GTCS, SSSC, CLD Standards for Scotland and Education Scotland PLL Team on subsequent uptake of further learning.

Social Intelligence - How we work and learn together

Priority	Outcome Measure	Operational Definition	Data Collection Method
1. Build a shared understanding of how we can meaningfully collaborate within and across classes, schools, teams	Percentage of system wide practitioners reporting a "good" or "very good" understanding of Collaborative practice* *As outlined in NA Collaboration Framework	Numerator – percentage of practitioners reporting good or very good understanding Denominator – percentage of practitioners surveyed	<ul style="list-style-type: none"> Follow-up sample qualitative / quantitative self-evaluation survey across all 8 local authorities via Collaboration Leads to assess shared understanding of priority vision.
2. Increase opportunities for collaboration both at local level and across the Northern Alliance	Percentage of schools/ teams evidencing improved outcomes* through engagement in 'Active Collaboration' projects *Attainment and achievement as reported by practitioners	Numerator - percentage of platform members sharing impactful practice Denominator - percentage of platform practitioners	<ul style="list-style-type: none"> Logic Model (linked to Model for Improvement) to record Purpose Statement, Guiding Questions, Theory of Action, Evidence and Impact. Self-evaluation of current practice against NA Regional Collaboration Model.
3. Work together with our local authority and national partners to make a joined-up offer for professional learning	Completion of collaborative online professional learning community platform Percentage of platform members, evidencing and mobilising impactful learning and practice* *Practice resulting in improved wellbeing and learning outcomes for learners	Numerator - percentage of platform members mobilising impactful practice Denominator - percentage of platform practitioners	<ul style="list-style-type: none"> Through use of platform analytics collect data to identify overall site engagement / by authority registration /number of schools engaged in collaboration to further school improvement - monthly

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

Priority	Outcome Measure	Operational Definition	Data Collection Method
<p>1. Make sure we are making best use of our data, measures and money to help us improve outcomes for and with every learner</p>	<p>Completion of Improvement Framework</p> <p>Percentage of practitioners reporting improved outcomes* for their learners *Attainment and achievement as reported by practitioners</p>	<p>Numerator – percentage of practitioners reporting improved outcomes Denominator- percentage of practitioners surveyed</p>	<ul style="list-style-type: none"> • Data Framework process measures to be planned iteratively by the Steering Group • Qualitative data including the use of MS forms, Likert scale exit questionnaires and Thematic Analysis methodology • Quantitative data including for example ACEL, Positive Destinations and Wellbeing Indicators. • Case studies evidencing effective use of Data for Improvement.
<p>2. Get better at working with our learners and families so that together we can break down their barriers to wellbeing and learning</p>	<p>Percentage of participants who report their experience of participation* as good or better. *As defined through Seven Golden Rules for Learner Participation 3-18</p>	<p>Numerator- percentage of participants reporting improved participation Denominator- percentage of participants surveyed</p> <p>Case Studies evidencing effective participation and learner voice.</p>	<ul style="list-style-type: none"> • Qualitative data gathered through participatory methods- e.g. Youth Advisory Group, Participatory Budgeting and in collaboration with CLD • Quantitative data to include National CLD Measures and aligned to the National Outcomes as detailed in Best Start Bright Futures Strategic Plan 2022-26
<p>3. Work together to shape policy and practice and build a shared understanding of how we get it right for every learner*</p>	<p>Count – case studies</p>	<p>Numbers of case studies evidencing impact* on learners through shaping policy and practice around the needs and rights of the learner *as reported by learners and practitioners</p>	<ul style="list-style-type: none"> • Case studies evidencing effective policy into practice to be created in partnership with practitioners and learners across the Northern Alliance-count annually.

Systemness - Working together to improve our system

Priority	Outcome Measure	Operational Definition	Data Collection Method
1. Build collective responsibility for and engagement in improving our Northern Alliance system – with and for everyone!	Engagement with the Right Drivers for Whole System Success across the RIC – leading to increased levels of agency and engagement in improvement activity. Systems and processes also support improvement.	Numerator – percentage of participants reporting increased agency Denominator – percentage of participants surveyed Count – case studies	<ul style="list-style-type: none"> • Survey – likert scale – baseline, mid and end point • count- case studies ongoing over time
2. Build a shared understanding of what makes a good leader of improvement – wherever we are in our learning journey	Completion of key principles Number of case studies with practitioners applying agreed principles of leadership and reporting improved outcomes* <i>*HGIOS QI 1.3- Leadership of Change</i>	Count – case studies	<ul style="list-style-type: none"> • Count- case studies ongoing over time
3. Get better at working together as a team to improve where we learn and how we learn	Percentage of practitioners reporting increased collective efficacy, leading to improved outcomes for learners Number of case studies sharing increased collective efficacy* and reporting improved outcomes**. <i>*As outlined within the 'Enabling Conditions for Collective Efficacy', Jenni Donohoo, Peter DeWitt</i> <i>**Attainment and achievement as reported by practitioners</i>	Numerator - percentage of practitioners reporting increased collective efficacy Denominator – percentage of practitioners surveyed Count – case studies	<ul style="list-style-type: none"> • Survey – likert scale – baseline, mid and end • Count- case studies ongoing over time

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



Universal Measures

Area of Focus	Outcome Measure	Operational Definition	Data Collection Method
Sampling Survey			
Collaboration <ul style="list-style-type: none"> • within settings, schools and teams • across schools, settings or teams at a local, regional or national level 	The extent to which practitioners and learners are engaged in collaborative activity at: <ul style="list-style-type: none"> • school, setting or team level • local regional or national level 	The extent to which practitioners and learners are engaged in collaborative activity at: <ul style="list-style-type: none"> • school, setting or team level • local regional or national level 	<ul style="list-style-type: none"> • Sampling – 10 practitioners per local authority per month
Culture - opportunities to engage in improvement activity <ul style="list-style-type: none"> • within settings, schools and teams • across schools • settings or teams at local, regional or national level 	The extent to which practitioners and learners are engaged in improvement activity at: <ul style="list-style-type: none"> • school, setting or team level • local, regional or national level 	Number of practitioners or learners reporting 'engaged' or 'leading improvement activity' (Likert Scale)	<ul style="list-style-type: none"> • Sampling – 10 practitioners per local authority per month
Digital Technologies <ul style="list-style-type: none"> • Accessibility • Acceptability • Support 	<ul style="list-style-type: none"> • The extent to which digital technologies are accessible to practitioners and learners 	Number of practitioners and learners reporting 'always' or 'most of the time' (Likert Scale)	<ul style="list-style-type: none"> • Sampling – 10 practitioners per local authority per month
	<ul style="list-style-type: none"> • The extent to which practitioners and learners agree that digital technologies can support them in their role 	Number of practitioners and learners reporting 'agree' or 'strongly agree' (Likert Scale)	
	<ul style="list-style-type: none"> • The extent to which practitioners and learners are supported to develop their skills and capabilities in using digital technologies 	Number of practitioners and learners reporting 'always' or 'most of the time' (Likert Scale)	

Area of Focus	Outcome Measure	Operational Definition	Data Collection Method
Connect	Newspaper subscriptions	Number increasing monthly	<ul style="list-style-type: none"> Cumulative total via MailChimp
	Number of practitioners attending professional learning sessions	Number of registrations	<ul style="list-style-type: none"> Cumulative total via Eventbrite
Collaborate	Microsoft Teams Memberships	Number of active memberships increasing monthly	<ul style="list-style-type: none"> Cumulative total via Microsoft Teams Census
	Collaborative Engagements	Number of practitioners engaging in collaborative engagement - ranging from 'raising awareness' to 'collaborative enquiry'	<ul style="list-style-type: none"> Number and range gathered monthly via central team app
Learn	Registration and engagement with World Education Summit	Number of practitioners who sign up to World Education Summit Number of case studies evidencing impact	<ul style="list-style-type: none"> Number gathered quarterly Number gathered quarterly



Cross Cutting Themes

Within the plan there are four cross cutting themes which permeate driver activity:

- Collaboration
- Improvement
- Culture
- Digital

We have learned from activity within our phase 3 plan that these themes will help us to create the conditions for collaborative improvement, as they weave their way through driver activity within the plan and across the wider system.

In order to ensure we are making progress within these cross cutting themes, we are making use of a range of resources, as outlined below:



Collaboration

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

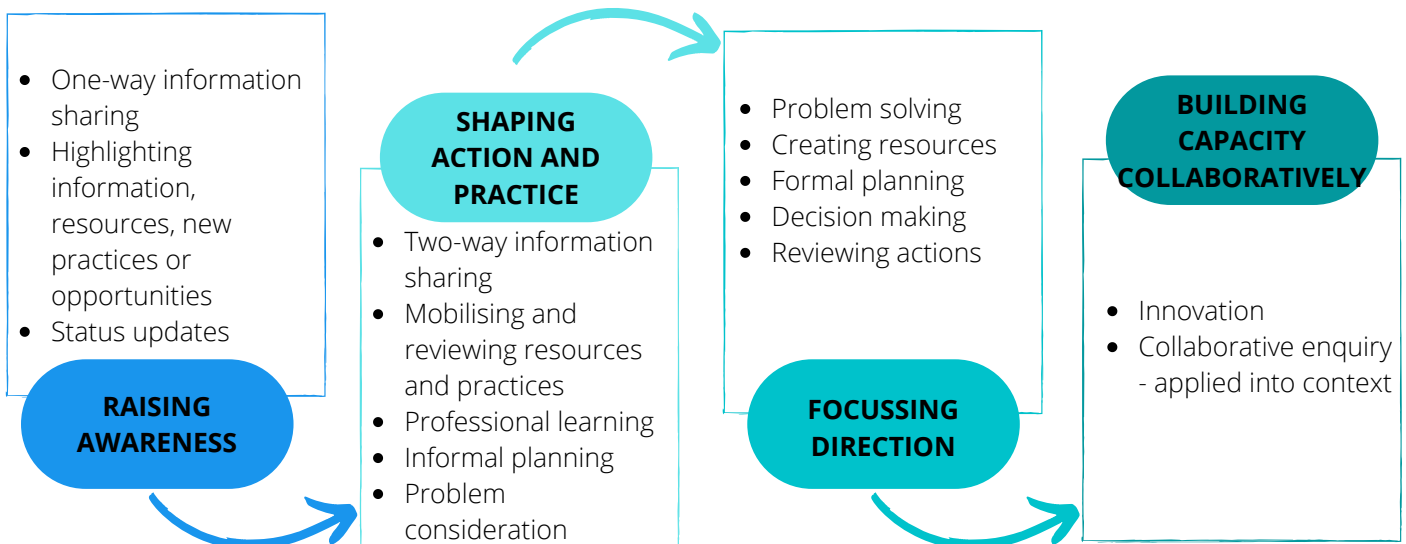
Using the framework, progress towards deep collaboration will be tracked within driver activity as well as understanding to what extent practitioners across the Northern Alliance are engaged in meaningful collaborative activity, which is resulting in improvement.

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

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



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



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

“Creating/managing time for people to reflect/discuss/share/support and challenge each other with improved outcomes at the heart.”

Head Teacher



Improvement

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

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

Model for Improvement



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

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

“Everyone understanding improvement methodology and how to measure improvement and ensure change isn’t just for change’s sake.”

Head Teacher

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



Culture

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

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

Head Teacher

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

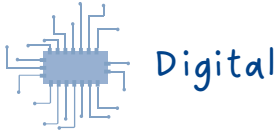
- Creating a learning culture in which people are encouraged to talk with their peers about mistakes and uncertainties in their practice, learn from them and move forward.
- Building relationships and trust between partners in a system.
- Establishing shared purpose.
- Developing shared values, principles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

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

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

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

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



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

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

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

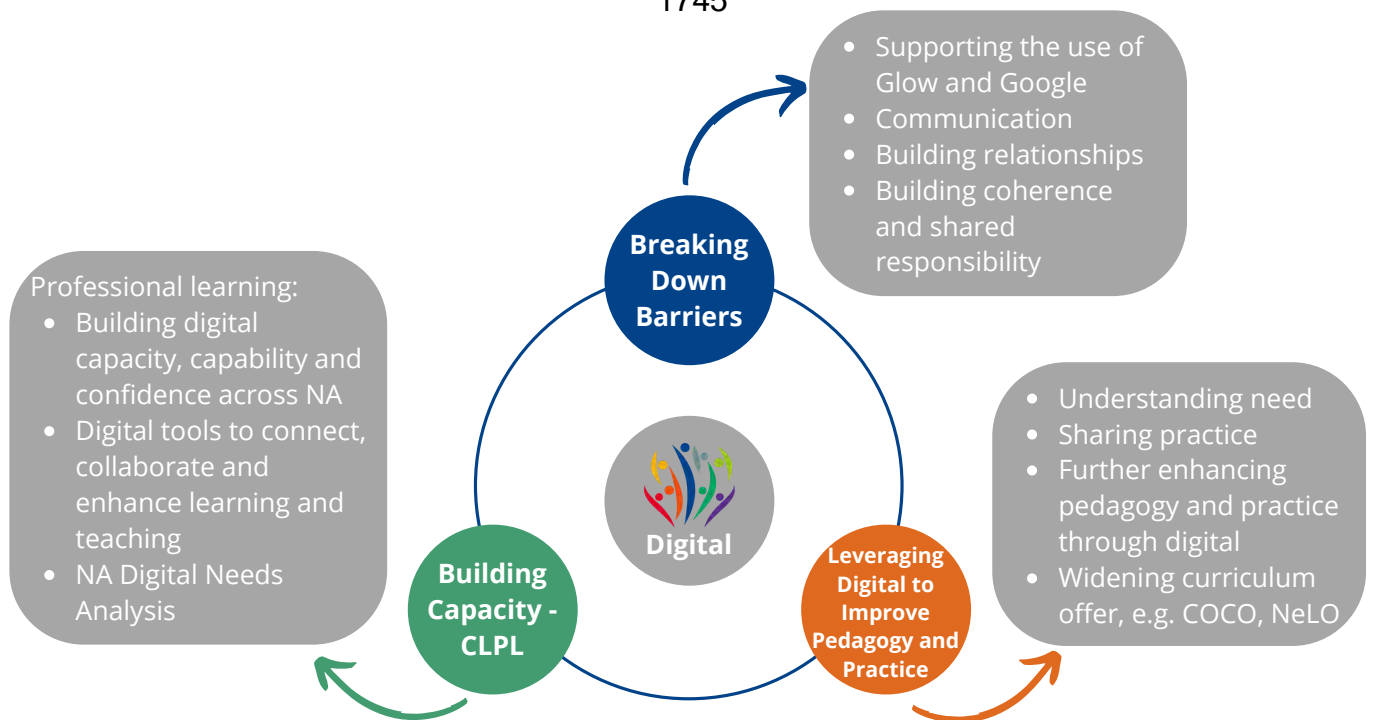
"How do we use digital to expand the curriculum for all young people?"
Education Scotland Officer

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

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

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

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



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

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

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

Connecting with the Plan

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

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

APPENDIX 4 - PUTTING THE PLAN INTO PRACTICE - 2022-2023

Feeling well and learning well

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

Breaking down barriers to wellbeing and learning

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



How we work and learn together

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

Working together to improve our system

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

APPENDIX 5 - KEY CONTACTS

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

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Minute

College Management Council Sub-committee

Tuesday, 24 January 2023, 14:00.

Council Chamber, Council Offices, School Place, Kirkwall.



Present

Councillors Graham A Bevan, Stephen G Clackson, Gwenda M Shearer and Heather N Woodbridge.

Community Representative:

Gail Anderson, Lorraine Bichan, Beverly Clubley and J Harvey Johnston.

Business Representative:

Tracey Phillips and Liz Stevenson.

Clerk

- Sandra Craigie, Committees Officer.

In Attendance

- James Wylie, Corporate Director for Education, Leisure and Housing.
- Peter Diamond, Head of Education.
- Hazel Flett, Service Manager (Governance).
- Jane Partridge, Service Manager (Secondary and Tertiary Education).
- Pat Robinson, Service Manager (Accounting).
- Sheila Tulloch, Service Manager (Legal Services).
- Peter Thomas, Internal Auditor.

Orkney College

- Claire Kemp, Assistant Principal.
- Avril Litts, Finance Manager.
- Rachel Scarth, Project Manager – Developing the Young Workforce.

Observing

Orkney College

- Jo Wallace, Assistant Principal.
- Donna Wishart, Support Services Manager.

Apologies

- Councillor Jean E Stevenson.
- Steven Sinclair, Business Representative.

Not Present

- Rebecca May, Business Representative.

Declarations of Interest

- No declarations of interest were intimated.

Chair

- Beverly Clubley, Interim Chair.

1. Revenue Expenditure Monitoring

After consideration of a report by the Head of Finance, copies of which had been circulated, and after hearing a report from the Service Manager (Accounting), the Sub-committee:

Noted:

1.1. The revenue financial detail in respect of Orkney College for the period 1 April to 31 December 2022, attached as Annex 1 to the report by the Head of Finance, indicating a net surplus of £20,300.

The Sub-committee scrutinised:

1.2. The explanations given and actions proposed in respect of significant budget variances, as outlined in the Budget Action Plan, attached as Annex 2 to the report by the Head of Finance, and obtained assurance that action was being taken with regard to significant budget variances.

2. Orkney College – Draft Revenue Budget

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Finance Manager, Orkney College, the Sub-committee:

Resolved to **recommend to the Council** that the draft revenue budget for Orkney College for financial year 2023/24, attached as Annex 1 to the report by the Corporate Director for Education, Leisure and Housing, be submitted to the Policy and Resources Committee for consideration through the budget setting process.

3. Orkney College – UHI Capital Funding Expenditure Plan 2022/23

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Finance Manager, Orkney College, the Sub-committee:

Noted:

3.1. That capital funding was allocated from the Scottish Funding Council to the University of the Highlands and Islands (UHI), with each of the academic partners receiving an annual allocation.

3.2. That Orkney College was required to submit reports to UHI on the capital funding, with a spend plan by October and final capital spend by July.

3.3. The UHI Capital Funding Expenditure Plan for Orkney College for 2022/23, attached as Annex 1 to the report by the Corporate Director for Education, Leisure and Housing, which indicated a total allocation of £170,175, with expenditure as at 31 December 2022 amounting to £100,800.

4. Developing the Young Workforce

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education, the Sub-committee:

Noted:

4.1. That Developing the Young Workforce (DYW) was responsible for developing the link between education and the world of work, increasing young people's career awareness and skills development, by developing employer engagement opportunities for young people, including work placement opportunities, workplace visits, employer talks and careers events.

4.2. That, in 2020, as part of the Scottish Government's response to the COVID-19 pandemic, additional funding was made available to recruit DYW School Co-ordinators for every secondary school.

4.3. That, locally, three members of staff were recruited, to cover the two secondary schools and three Junior High Schools, working directly with pupils and closely with Skills Development Scotland Careers Advisers, their respective school's Senior Management Teams and Guidance staff, as well as other partners to support young people into a positive destination.

4.4. The key activities of DYW Orkney during 2022, as detailed in sections 4 to 9 of the report by the Corporate Director for Education, Leisure and Housing.

5. Orkney College UHI Further Education Credits Audit

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from Claire Kemp, Assistant Principal, Orkney College, the Sub-committee:

Noted:

5.1. That each academic year an internal audit was undertaken of the College's Further Education Statistical return to the Scottish Funding Council.

5.2. That Internal Audit had undertaken a review of the further education statistical return and supporting systems, known as Credits, at Orkney College in relation to academic year 2021/22.

5.3. The findings contained in the internal audit report, attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, relating to the review referred to at paragraph 5.2 above, which were presented to the Monitoring and Audit Committee on 17 November 2022.

6. Highlands and Islands Students' Association – Update

After consideration of a report by the Corporate Director for Education, Leisure and Housing, copies of which had been circulated, and after hearing a report from the Head of Education, the Sub-committee:

Noted the paper prepared by the Orkney Student Voice Assistant, Highlands and Islands Student's Association (HISA), attached as Appendix 1 to the report by the Corporate Director for Education, Leisure and Housing, outlining the following matters:

- HISA Orkney staff:
 - HISA Orkney Depute President (one of the student representatives on the College Management Council Sub-committee) – resignation.
 - HISA Student Voice Assistant.
- Student Representation and Engagement:
 - Winter By-elections (including for the second vacant student representative on the College Management Council Sub-committee).
 - Student Voice Representatives' recruitment.
- Housing consultation.
- Student Activities:
 - Volunteers' Fair.
 - Student Pantry.

7. Conclusion of Meeting

At 14:45 the Interim Chair declared the meeting concluded.

Signed: B Clubley.