

Nick: Here we are! It's another episode of our Innovation in Professional Learning Podcast with me, Nick Evans. Today, I'm delighted to say that I'm joined by special guest Mr Stuart Cheyne. Hello Stuart, thanks for joining me. How are you?

Stuart: Yeah, I'm good, thank you. Thanks for having me! It's nice and sunny up in Scotland here today and I'm looking forward to beginning this.

Nick: It's great that the sun is up for you at long last! Now, before we get going into this podcast and get stuck in for the next 15 minutes or so, let me remind our listeners at home or wherever you listening at if the sun is out, you can join the discussion and let us know your thoughts on Twitter by using the hashtag #I2PD. You can tag myself at.... So now, Stuart, as well as being an Apple Professional Learning Specialist, your day job sees you as a Senior Digital Learning Consultant at XMA originating as a primary school teacher and principal teacher with a keen interest in Apple technologies. You now work with organisations across the UK to facilitate, mentor and coach effective teaching and learning initiatives. I suppose what to know is even when you leave the classroom, you're never out of the classroom, are you Stuart, you're one of those.

Stuart: Well everyday's a school day isn't it!

Nick: So there we are by means of a brief introduction. I thought maybe a good place to start is if you tell us a little bit about yourself, a little bit more about what keeps you busy these days in your role with XMA.

Stuart: Thank you and many thanks to Aspire 2Be for hosting these Apple Professional Learning Podcasts. It's such a great way to hear some top tips, inspirational stories, effective strategies from Apple Educators, APLS from here, there and everywhere. So really honoured to be part of this series so thank you! As you said, I lead up the digital learning with XMA. We are all teachers and all Apple Professional Learning Specialists and as such a great and passionate team that we have working here, all working to ensure that teaching and learning is at the heart of everything and certainly is at the heart of my colleagues and everything we do on a day to day basis. So essentially we are supporting educators for their own digital journey, covering a wide range of ages from nursery, the wee ones all the way to high school teachers up to educators, universities, covering everything really. At XMA, our team, we've been part of numerous 1 to 1 shared device roll outs made journeys from pre deployment to sustaining unique individual visions across local schools, facilities, trusts and just here, there and everywhere really.

Nick: Yes, so a broad range of things, I think it'd be fair to say. In anything you cover, which is great and I suppose it's really similar to the work we do, here at Aspire 2Be, very similar companies. I suppose in that respect. That's a great start maybe you can give us a little bit of an insight then into your time prior to the work you do now and maybe share your experiences from your teaching days? I'm sure there'll be many people out there listening who are interested and fascinated, to hear how people like ourselves, former teachers who end up in the roles that we now have.

Stuart: Absolutely. I think that if you ask anyone in our position this question you have the obvious answer that, as a teacher obviously I had a keen interest in digital education so it's in place to start. I suppose on this journey, I found myself a number of years ago. Glasgow I'm sure you know, was to go under a huge digital roll out of iPads and some 60 plus thousand being delivered on a 1 to 1 basis or one to many. At XMA we are still assisting to grow and adapt and back then, when I was a teacher at the primary I was keen to be part of that vision. So back then, teachers in every establishment across the city were asked to become digital leaders of learning. This was to promote, sustain the city-wide development. Each person was to take forward this vision and sort of those pockets within their own establishment, which would obviously grow and to the wider image across the city, which was really nice as well, because that's key to the team across a number of schools from early nurseries, up to secondary that could meet, support, guide each other, share good practice let everyone know how their journey was going and continue to grow and evolve and adapt. Back then I just had the real interests to ensure that my establishment was part of that journey. I think another part that you touched on as well, when we were in the class, you teach these skills for your students about a job that's not going to exist in ten years and ten years in years ago, I could never have imagined myself being one of those people to you know, champion that message of saying, "Here's the skills that we're going to need for a 21st century." You know here I am, finding myself in a job that ten years ago didn't exist which does feel very full circle. It just so happened that on the day that my primary school was getting that roll-out, I spoke to an APLS and an XMA and now colleague Nicola Patterson, who was taking over our establishment at that time through the roll-out. It just so happens that from speaking to her and hearing about the great work being a digital consultation and expert APLS can be very keen and it just so happens that there was a job going and the rest they say is history! So it's quite nice I managed to see that from both sides of the table. There during a roll-out which all started to move into the other side and see this on a wider scale.

Nick: The journey just keeps on going, doesn't it?

Stuart: Yes, it certainly does.

Nick: Funny you talk about the 1 to 1 roll-out. Or one to many roll out. Obviously Scotland as a whole, have put a huge investment in terms of Apple technology. It's great to see and we're certainly keeping a close eye on that and playing a part in that as well. So that's really important. Also it makes me laugh when you say, you know about jobs, we're doing jobs now that maybe didn't exist ten years or so ago. There's some remarkable stats really out there in terms of people doing job roles now, which literally did not exist. Then it's quite frightening to see what our learners will be doing now in the next ten or 15 years or so, when they kind of get out of school, and I suppose what jobs will be on offer then. So obviously we work in our position and in the roles that we do, we try to pass down all the skills and knowledge and wisdom that we've acquired I suppose over the many years of plying our trade, as it were. You know, working in a strategic level and CPD and upskilling. So I wonder if you can give us a little bit of an insight into kind of what's been your personal journey with Apple Education and what's made you such a trusted practitioner over recent years?

Stuart: Yeah, good question thank you. I think the first real impact that I remember having, I remember having and thinking that is going to change things and it was during a competition called 'The First Lego League' essentially each year this competition is set up and teams of students compete to program a robot. They work as a team to solve a scientific problem in this industry. Then, you know, one year we had iPads available to us and it just allowed the students to research the topic at hand. I think it was, reduce, recycle, reuse topic at the time and it gave them this collaborative space to generate, explore ideas, record and document their progress. They could test, try to improve, and then actually use the iPads to do the coding of the robot itself. We always talk about this lightbulb moment. In teaching we all say, when you see the flicker of light in the eyes of your students and you see they've understood this. This was the first time I had my own lightbulb moment. Seeing this is really going to alter the way things work and we've got a great tool and great resource that can progress and allow movement to happen. Essentially, I was seeing Apple's 'The Elements of Learning' seeing teamwork, communication, critical thinking, new world engagement all of this first hand all made possible just from this resource was amazing. Since then, this passion and drive is growing in and out of the classroom and in 2019 I was lucky enough to become an Apple Professional Learning Specialist, an APLS. Being able to learn and be part of this community and be among such dedicated experts working as a unit to progress education has just been phenomenal and I mean, this covers so many different backgrounds as you've said, from being on site, video tutorials, remote training, even podcasts. It's just specialists around the globe continuing to grow, reach out, help and progress this movement, it's just unbelievable.

Nick: Yeah you mentioned that passion and drive there I think it's safe to say you've certainly got that. I could feel that when you started to talk about Apple technology. So we could be in for a great 10, 15 minutes or so now when we start to find out a little bit more around kind of where you sit, I suppose in Apple Professional Learning. So I've talked with other APLS in other episodes of the podcast series around hybrid and virtual learning opportunities I suppose and we've talked around creating sustainable models of CPD for schools and academy trusts to help kind of support their digital ambitions. Today we're going to kind of continue the conversation, if you like, around CPD. For me, the CPD needs to be focused based on the needs of the school or the department in which you are working with. If we're really talking kind of, digital upskilling the CPD. It really needs to be a well-planned program linked to schools, overarching digital strategy. So I suppose my first question for you Stuart is if I'm delivering a planned CPD session, how do I make sure and how do I assure that it's meaningful, particularly in today's society?

Stuart: Yeah, good question. I think firstly, we have to consider who are you trying to target during the CPD? It's an obvious question, something that is going to be part of a parcel of what you're trying to do. I think it's a question that can also get lost, particularly when you get stuck in a habit or a routine and that can happen when you continue to deliver in sessions, particularly across such a wide, vast area and you're maybe covering X, Y and Z time and time again. Essentially, it's imperative that you understand who your target audience is. This is before any content is made, and target audience this could be sector aimed, this could be the nursery teachers, this could be secondary students or beyond. It could be the target, or building foundations or their target audience could be looking at

developing a depth of understanding. Whatever it is, you need to make sure you know who your target audience is and in doing so that will maximise impact, maximise attendance, and also it'll ensure that what you are talking about, what you're teaching is relevant. As I said, we can all get lost and stuck in this like groundhog day and certainly more so the last few years groundhog day has come about. Bringing this back to who's your audience? It will allow you to keep your sessions fresh, because in your heart and in your mind you're thinking, how am I assisting this group of folk in front of me. How are they going to get the most out of what I'm trying to teach them? As long as you understand that, the message is going to come through. In that sense as well, you have to put yourself in the audience's shoes. You have to see it from their point of view and ultimately they're going to ask 'What's in it for me?' 'What am I going to get?' 'What am I going to achieve by attending this session?' Not even that, what am I going to achieve by watching this recording or listening to this podcast, what am I going to get out of this? How is it going to help me? If you consider that from the onset and make this message clear as possible, whether it be in the description of your session, would be in the description and whether it be in conversation. It's gonna allow you to create a session that holds its relevance and ultimately is a success. Crucial as well, particularly for your teachers and educators as a gimmie. Something they can take away, something that they can build on, transform so that they're not just left afterwards thinking 'We don't know where to start with this.' All that message was great, but I'm still feeling like I'm at the beginning of my journey. A great resource, the exemplary lessons in the 'Elements of Learning' have been great examples of high level lessons. Downloadable, editable, shareable and having them available that you can send out to your teachers, to your educators as an option for here's how I can start and here's how I can transform this as best and that suits me and assists me in my classroom. It's just a great resource and it's one that we use on many occasions to assist and support educators. Definitely have a wee look at the 'Elements of Learning', the exemplary lesson if you are looking for resources, if you're looking for lessons that will help educators. Lastly, certainly learn from your previous sessions, just like any teaching model, if you were back in the classroom you'd plan, you'd implement, you would reflect and you would assess. That cycle would continue there in, there out and hone your craft. Do the exact same thing. After the session is finished, it's not finished. You may have some form of repetition happening in the next week, but have that internal thought that is a reflection of saying, 'How did that session go?' 'Was it the best I could have done?' We're all human, we all get things wrong. We all make mistakes, we're all not perfect. We're our own worst critics as well, considering that and considering what you've done in the past, how would you shape that, reflect on it, take your own takeaways and build on for the next time.

Nick: You said with passion certainly showed through there, Stuart and it certainly did there with quite a comprehensive answer there but you make some really good points in terms of knowing the audience and adapting the content to suit the needs of the listener. You're also right in terms of sometimes we can all get stuck in a cycle where we can be guilty, I suppose, of regurgitating, delivering the same content that might not be wholly relevant. So the tools in which you're showcasing are highly relevant, but the context is not. For me, the best CPD is going to be the CPD that kind of people can relate to the most. The best way to do that is make sure that context is relevant and as you say that, gimme, that takeaway. What am I going to get from it? Which is really important. So that again, I suppose just reinforces the

fact that that CPD sessions are not just a one off, but the whole kind of CPD for the year, whatever that looks like, should be well mapped out and thought of as a process rather than just kind of ad-hoc generic sessions, which are delivered to the masses on whole. So I suppose let's say we start with some great CPD for our staff. It's well structured, it's tailored, it's tailored to their needs. I've mapped it out as a school and I know strategically how I'm going to deliver it. How can someone like yourself working with the school on a consultancy basis then? Or indeed, how can a senior leader ensure that they help keep the momentum going when it comes to that CPD journey?

Stuart: I think as well just coming back because I think it's clichéd to say the world has changed but look how everyone has responded. Look how everyone's adapted over the last few years. It's a true testament to the resilience of our educators and our learners out there. Going with the flow and challenging their viewpoints and then wanting to adapt and wanting to progress. I think actually, just going back to knowing who your audience is and bringing this all the way back to the planning stage. You're less likely to have someone sitting there in your session or watching your video thinking 'Why do I need to know about this?' If you've planned for it and the message is clear for what it is that's going out there, you're more likely to have that attendance be from people who want to get the message out, who want to have something from your session, as opposed to sitting there thinking, 'Well why am I here?' Take it back even further though, let's go back to the planning stage. Another great resource 'Innovation in Schools'. This book provides an interactive spreadsheet graphic that can help capture learning in the teaching environment. It's a crucial tool that will allow you, if you are the educator of a school, if you're thinking about having a discussion with lead educators, trust whoever. It's going to let you keep a snapshot of that establishment. Essentially from that, you can plan for change. It's all about building these foundations, working on from that, getting it right and planning it early is going to make that journey a whole lot smoother. Also, depending on how the session is being delivered. If you are on site, get to know your audience. It's a great way to break the ice, it's a great way to tailor a session for them so that they're going to get out that maximum and the best that they can get out of it. Something as simple as even asking them 'What topic are you teaching?' or 'What you're going to be doing next' and try to build in and incorporate a part of the session that reflects that and is going to get them on board straight away. Remotely, obviously comes with its own imperatives and things you have to consider. We certainly find ways for participants to actively engage in a task. Something that's quite nice as a digital icebreaker, giving yourself a makeover and mark up. Take that little selfie, change the colour of your hair, have X,Y and Z. Big moustaches, beards, whatever! It's just a nice way to get everyone on board and get settled into it. Music we found as well is just a great way to fill that silence. If you give that task to say, 'Have a wee minute to think.' 'Well let's have a couple of minutes to do this.' Just that wee bit of music just breaks the dead space. Doesn't have them sitting there thinking is anyone listening to me. It also allows you to engage and maybe chat, dialog, whilst everyone else is busy. Also ensure that you have tasks for the user to do and ensure that you have things will keep them engaged. Have them being hands on. We don't want to have to step back and just listen to someone talking to us and you want to have that interaction. This can even be something as simple as an interactive question. Give me a thumbs up in the chat just something that keeps your users, your viewers, engaged. If you are doing recorded sessions, real world examples of practice and things that are embedded

in the classroom. It's always great to see, you know, they're less into a story and listening to an anecdote and moving beyond that happening. Imagine when that happens in the classroom. If you're doing a recording and you can have the recordings happening there and you get to see that lightbulb moment happen. It's just way more effective than someone telling you about that. Finally, keep it fresh. We've said this again, technology is constantly updating. It's constantly staying current. Make sure your skill does too, try not to get stuck in that rut, try not to be telling the same anecdote, time and time again, there's nothing wrong with it. But make sure it's keeping yourself fresh and ensuring that you are thinking about your audience, reflecting on what you're doing, and evolving and growing your sessions.

Nick: Yes, some really sound advice there I suppose in terms of firstly, using that 'Innovation in Schools' Apple book. That's an absolutely great resource. The interactive elements I suppose help structure that kind of help you plan that journey I suppose that digital journey. Then you mentioned getting it right, and planning early. In a previous podcast, Greg Hughes, he likened Digital Strategy and I liked it, he likened it to an oil tanker. He said kind of, 'When it gets going, it's very difficult to stop and change direction.' I suppose what you said kind of reinforced that message I suppose so you need to get it right first time, I suppose, and spend the time to plan it wisely as opposed to this kind of goal and kind of deviate it I suppose. You also mentioned keeping it fresh and staying current. So as well as making use of the usual interactive polls and asking questions in the chat, I'm going to put you on the spot and ask, are there any tools out there which you would kind of actively encourage any of our listeners to go and try even delivering CPD to their own in their own settings or even tools in which you can use in a class of learners?

Stuart: I mean, there's so many out there. I know that you've obviously got your interactive digital quizzes like your Kahoots, like Socratives quiz time and some information coming out and certainly ones like that are a go to and to involve and get the students on board. Even certain things like a lot of the things we've used as workflows when we go to the establishments. So you have things like your Seesaws, and your Showbies and having quizzes and having things that you can upload and have teachers, students interact in an app that they might use in a class within that, just a great way to have your learners learn without them realising they're learning. So coming back to the classroom we may be like a game based approach to learning, if you can give teachers a way, an app that they're using and they don't actually realise that they are taking part in the Showbie application or Seesaw they've uploaded a recording. They don't actually realise that they are learning to do that skill. They think it's part of this interactive session and it's the same model you apply to the students and they're building that skill and then they will have this 'Oh, I could actually use that!' and it explains it so certainly if you know that school was using the workflow, that's a great one to have your staff and educators on board because it will be something they're using and you might find a way that they could pick up a tip or use it elsewhere.

Nick: Yeah that's a really great bit of advice there. You mentioned Kahoot, a personal favourite of mine is something called Mentimeter so for audience participation live polls, word clouds, quizzes. All of those types of things so perfect for you've already mentioned stuff like icebreakers, checking knowledge, giving opinion, even prompting debate. It's quite nice to have something like that in a CPD session. You know, ruffle the feathers as it were.

Also you've obviously mentioned Kahoot, I like things like Padlet like an interactive collaboration space in a session like that and the beauty of all of these tools no matter what it is they can all be used, whether it be in a face to face session or virtual session, so they can easily be adapted. So Stuart, I'm going to move on because I'm conscious time is running away with us. So you've touched upon some Apple Professional Learning tools and as you know, this podcast is all about shining a light on the brilliant resources that our listeners and educators in the Apple community have access to for completely free resources in which teachers, senior leaders and schools have relied upon, I suppose, to help with their digital transformation journeys over recent years. No doubt there are many success stories. So what resource or what resources do you want to identify as the kind of the go to resource I suppose for our listeners? I mean, you've already mentioned a few, but what are you going to pinpoint?

Stuart: Absolutely so we've already mentioned those examples of those exemplary lessons, such a great starting tool and obviously a snapshot. My go to resource, the one that I always recommend. If teachers say 'Can you recommend an app, can you recommend a resource?' I go to resources for ideas such as 'Everyone Can Create - Early Learners Teachers Guide'. Even if you're not teaching the early years, it's got such a multitude of ideas that can be adapted, differentiated, changed. There's so many ways that this can be transformed and has so many great starting points that anyone can use and in any setting. Such a great place to spark ideas and if you're looking for a starting point, I would recommend the photo chapter. Taking pictures on the iPads is just such a phenomenal place to start, particularly if you have those educators who are a little bit unsure and a bit wary, it incorporates a range of abilities, it allows the user to have fun, get creative, stoke a little spark that may turn into a flame and beyond. The whole book's ideas are just fun, simplistic, and effective, which is what we want.

Nick: I wholeheartedly agree with you. I love the Everyone Can Create series of books and that Early Learners Guide is absolutely superb. I'd recommend you go and check it out. Check out the whole series I suppose, which is available completely for free on the Apple Book Store. Personal favourite of mine would be the Everyone Can Create photo book as Stuart mentioned. You know, they can give some amazing ideas really in there, in all the books and they can really transform the teaching learning opportunities you can provide to your students. I don't know about you Stuart, but I know many schools who have based pretty much the entire curriculum around much of what the 'Everyone Can Create' series has to offer, because they take those ideas and they take the things in the books are offering to adapt them for their needs and their curriculum, which is a really great idea, really. So we're off to a great start then Stuart, in terms of a recommendation resource. As well as these resources, and you've picked an absolute blinder there, we're also looking to for you to recommend someone for us to follow on Twitter so someone you feel who would be a must have I suppose in anyone's professional learning network, someone who can offer and add real value in the work that they do and the things they post around kind of the world of Apple Education. So any anyone in particular you want to highlight?

Stuart: Yeah, I think so. I would like to recommend my friend, fellow APLS colleague, Michael Conlon and you can follow them at... and Michael is our transformation consultant.

So assists with academy trusts, the councils to achieve their own vision and as well, just provides constant motivation, thought provoking posts. Someone who is obviously dedicated to bringing about change in the digital area for all ages, for all stages, from all backgrounds no matter where they're from, just on that journey to progress. So definitely Michael Conlo if you're looking for someone to follow I would highly recommend him!

Nick: So there you are! If you're not already following Michael on Twitter, please go give him a follow and check out some of the posts which he puts on there. I suppose it's always, It's great to connect with like minded people to grow that Professional Learning Network. Stuart, it's been great to have you with me for this episode and it's been great to gain insight from someone with real experience in delivering high quality CPD for educators. Just before we wrap up and before I let you go, if I would give or if you were to give two key takeaways for our listeners, very briefly off the back of today's episode, what would they be? Just a few words.

Stuart: Yeah, I think. Firstly, the thing that's come through today is remembrance of the journey. It's going to be a constant ongoing change, and that's nothing to be scared of. Just consider that things evolve, things adapt and don't worry if the plan of the path you're going down goes down a different route, always have a progressive journey that doesn't necessarily need to have an end state. My second takeaway would be, make mistakes and off of that don't be afraid to make mistakes. I think we get stuck in a little bit of everything that has to be perfect and has to be right the first time around. Life isn't like that, education isn't like that. We learn from what we do and get it wrong. I say that almost in every session, whether it be looking at Pages, Keynote whatever it is, I say make mistakes with us, please get it wrong because you learn so much better from setting yourself up, trying to get it right and moving on. So making mistakes is certainly going to be the big one for me certainly.

Nick: Perfect, some wise words there. Stuart, thank you so much for your time today. I hope you've enjoyed being on the podcast with us.

Stuart: Yes, absolutely. Thank you. I think we could spend the day here just chatting away.

Nick: It'd be great, thank you. For our wonderful listeners. I hope Stuart's got you thinking about what high quality CPD looks like. Don't forget you can tell us about your journey or any of those mistakes you might have made along the way by tweeting us... using the hashtag #I2PD. Thanks for listening. Bye for now. Thank you.

Stuart: Thanks.