

Nick: Hello and welcome back to the Innovation in Professional Development podcast with me, Nick. I'm sad to say this week that this will be the last episode in the series and hopefully you'll agree that we've done a pretty good job. I've met some fantastic guests over the podcast to share and pass on their knowledge and expertise, covering everything from whole school vision, culture, digital transformation all the way through to delivering high quality CPD and live online lessons. Today's episode will be no different and it's a great way to round off the series as I'm delighted to welcome Mr. Andrew Jewell. Hello Andrew, how are you doing?

Andrew: Hello. I'm good, thank you very much. Nice to be here. Great to follow such an amazing list of guests as well.

Nick: It's great that you are able to join me. As you say, it's a nice way to round it off. So very quickly, as is the case with all my guests, let me start by giving a brief introduction. So you're an Apple Professional Learning Specialist working as an educational transformation consultant across large scale projects across the UK. On your hitlist you include the Connected Learning one-to-one project in Glasgow City. Currently you're the Inspire Learning Project in the Scottish borders. You've also got a huge range of experience running education planning events across EMEA. Where you've led the strategy behind successful technology deployments, across local authorities, multi-academy trust and higher education institutes. So Andrew, that strategy piece is something we've talked a huge amount about really across the series. I'm sure that's not something that you just become a dab hand at overnight it's not something you start doing straightaway. You clearly have many years of experience behind you. So why don't we start by I guess you telling us a little bit about your professional background maybe and your Apple journey to date.

Andrew: Sure. So, I mean, I taught, I taught for nearly 20 years. I was trained as a primary teacher. I didn't have an amazing experience of school life until I was probably a bit of a late developer when it came to school, but I kind of fell into teaching and discovered that I really loved it. Taught for 20 years, or just under 20 years. Toward the end of that, the school that I was teaching at did a one-to-one project with iPad. By that time, you know, you've seen you know, we'd seen so many different types of technology come in and come and go through the school, you know, visualisers, voting systems, voice recording units, all that stuff. Actually so many of them ended up in a cupboard somewhere that they weren't really used. The iPad for me changed everything because all of a sudden I could see real world transformation in front of my eyes. So, those five years of teaching 1 to 1 with iPad were some of the most interesting, dynamic years that I was a teacher. Alongside that it was very early days, so we were like the first school in the world to do a

one-to-one program with iPad. So it became really, you know, people wanted to find out about it. We had visitors from all over the world, you know, your classroom door would get knocked and you'd be like, 'What country are they coming from today?' So yeah, those conversations themselves were amazing. As a result of that, I began to just kind of do a bit of travelling and really kind of being released by the school to go out and have some of these conversations elsewhere tell the story of what we've done and what we were doing. That led on to becoming an Apple Distinguished Educator and ultimately the Apple Professional Learning Specialist. Then you know, working as part of what was the Apple leadership tour at the time across the EMEA with a number of other amazing people. We ran education, strategic planning events everywhere from Greenland to Cape Town and it was just such an amazing time to be involved in the whole conversation around technology and learning. That gradually led to me beginning the strategy conversations that you've talked about there Nick, you know, and I guess the long story short answer really is that in the past number of years I've been more focused on the UK than I have been and further afield and ultimately at Glasgow and the borders where we've got really large scale and comprehensive one-to-one programs there. And now you know, it's the strategy piece that really excites me and I would like to think I'm as enthusiastic and excited about the potential and the impact of, of mobile technology in the iPad, particularly in education and the wide reaching effects that can have on the lives of young people. There are positive destinations following school and also the economic regeneration of whole areas and regions, which is something that we're just starting to get to. So yeah, it's been an amazing journey and one that's kind of just getting started still it feels!

Nick: Yeah that's Great. I love how you say you just fell into teaching. Maybe that's a story for another day. I love to hear people's personal journeys, you know how they first of all engage with kind of Apple Technologies, how they started on their journey. I think for me, it was kind of a personal journey that manifested itself into a kind of part of that whole school vision and driving that whole school before kind of moved on to the things I do now and it's really interesting to find out things like that out and yeah. I imagine a knock on the door and having visitors from around the world could have been a scary place at times!

Andrew: I mean, it was great fun as well.

Nick: Yeah, I'm sure it was. So just as a quick reminder for our listeners, you can share your journey with us and engage in the conversation on Twitter as always. Hopefully, you know by now that you can use the hashtag #I2PD and tag me... We'd both love to hear your thoughts, experiences and your journey!

Andrew: Yeah, absolutely!

Nick: So Andrew, in this episode, I really want to focus on your experiences of successfully leading that digital transformation, I suppose, and more importantly what it takes for that successful implementation from a leadership perspective. So we've discussed previously on the podcast about the importance of the buy in from leaders and the why and why kind of something like the digital transformation project needs to have that top down approach.

Andrew: Yeah.

Nick: So my question to you would be, I suppose, how do we harness that challenge, kind of the multiple layers of leadership to produce an effective education transformation?

Andrew: I mean, I think it's a huge question and I think you're right, Nick. Everybody, people recognise that the leadership element is so important. I think one of the things I've learned and many, many of these things really are learned, learned by making mistakes really, is that, you know, leadership exists at every level. Often you can have this idea of some kind of pyramid that there is somebody sitting at the top of that pyramid who is the leader. If you can kind of convince that leader and get their buy in, then somehow that's the kingpin. If you've got that, then everything else kind of just falls into place beneath that. I think one of the things I found is that actually often the leadership, leadership in a project exists at every level of that pyramid. You know, the person sometimes that's just got the loudest voice is often a leader because other people listen to that voice. There may well be a, you know, a teacher, even a young person, a student, or they might be one of the IT professionals in the building or, you know, and they may have a recognised leadership role in terms of a badge that says that they are the leader of something. Or they may not, but they may just be, like I say, somebody with a really loud voice and they have a role in leading that. I think for me, one of the big things that I've learned is, is respecting all of those levels of leadership and the leadership role as much as the title. In fact, more than the title. You know, we respect the roles that people play in a project as opposed to just the titles that they have on their business cards. So there's a great example of this from the Glasgow Project where, you know, it was a it was a rollout over a number of years, and the first people to go into the school as part of that role, they were actually the technicians who were who were who were fitting the data projectors into the classroom ceilings. Right. So they would go in and they were they were obviously doing their work to kind of wire the whole thing and plug everything in. One of the head teachers said to one of those technicians, you know, how do you know what time, when it is, we're going to be getting the iPads? The technician didn't really know, but he said "Well, I've heard it's something like five years." So the head teacher was like, "What? Five years?" "We can't wait five years

till we get iPads" Yeah so she picked up the phone to her friends who were also headteachers of schools and she was like, "I've just spoken to someone who's told me that it's going to be five years till we get the iPads" and this whole rumour went through the whole project that somehow there was going to be five- it was totally false. What we realised was that it was a positive opportunity. There was a leadership element, because these guys were the first faces of our project that were being seen in any of the schools. So in actual fact, they had a leadership role. They were right up front. So the head teachers were going to be saying to them, you know, "When are we getting the iPads?" "What's this all about?" So I remember going to a whole bunch of these guys and saying to them, "Let me present to you what the vision is." Same presentation we've done to the chief execs and the people with the big leadership jobs on the business card, you know, so that they knew when they went into school. This is the timeframe. This is the vision. This is the kind of the aims of the project. This is who it's going to affect. This is why you should be excited about it, because, you know, they had a vital leadership role in the early stages of that project, even though that wasn't on their business card, essentially. So I don't know if that makes sense, but I think one of the big things for me has been one of the big learnings has been, value the leadership role and everybody In all the stages of that project you can find that role in the most unusual and unlikely of places, but if you're looking for it and you value it, that makes a massive difference in how successful these rollouts and these projects can ultimately be.

Nick: Yeah, it definitely, certainly makes sense. Also it really highlights the fact that we've talked again on some of the other episodes, in terms of our communication and identify it, letting everyone know, all the stakeholders know, you know, what's the timeframes, what is the plan, I suppose, of communicating that strategy to everyone that really helps and that was a great example thereof kind of that. So with all that in mind then, I mean, you talked about kind of like a pyramid, if you like, and kind of moving up. So who would you consider to be kind of the most important person when it comes to rolling out that one-to-one project that scale?

Andrew: I mean, I don't know if you can pin that down to one individual. Obviously, you know, you've got examples from our projects. You've got the political level and sometimes with local authority, large scale projects that are literally political, it's with a big 'P' if you like, it's the politicians. They can be vital. There's the people that ultimately have to find the money. So they need to understand the vision and you need to convince them that the question is not how can we afford to do this, but it's how can we afford not to do this so that they will find money that they didn't expect that they were going to find before. I think there's leadership, obviously key there. Then obviously, the school leadership is so vital. You know, some of the projects I've been involved in have been strategic decisions made which will impact the life of a school that has not involved a head teacher and that can be the right thing to do.

Then you have to do a lot of work to make sure that the head teachers and the school leaders really are on board with. "Okay, so at this point, we're handing this project almost over to you because you're responsible to lead it in your school." Then from that point on, obviously, the leadership stretches through the whole kind of strata of what school leadership looks like, you know, down to the young people that are often forgotten. I think also we've noticed that there are sometimes middle layers of middle leadership that can be forgotten and overlooked. You know, like, for example, we've got an Apple teacher. We can focus a lot on the actual teachers. Let's get everyone through the Apple Teacher Program. We've got targets. You know, 85% of staff will be through their Apple teacher in the first six months. That's all great. Often all of that focus is on the app, on the teachers, on the ground, on the classroom transformation. But there are people in these projects whose role is all about quality assurance and quality improvement, school improvement, and often they can get missed. So they're being asked to do a job where they go into the classroom and they can evaluate practice, but nobody's ever taking the time to sit with these people and go, "This is what good looks like when the iPad comes into the classroom and technology appears." So they can sometimes be doing jobs where they're going into classrooms and going, "Everyone's got an iPad out." "That must be good." You know as well as I, that could be really not good. That could be terrible. They could all be sitting wasting time and or they go, "Oh, everyone's got an iPad." "I have no idea what that is. That's bad." Actually they need frames of reference to begin to quality assure, you know, improvements, improvement and you know, again, we've in some ways sometimes we miss people out and we have to go back and go "Let's spend a bit of time with you guys" "because you are vital in your leadership role." So I don't think it's one person. I think it is. I think it's like every strata. Like I say, sometimes there is there is one person that if you do not convince that person and bring them on, then you're not going to get very far because they will ultimately block the project and because they don't understand it or they've not seen the vision for it or if they've not been brought in. But again, they can be critical individuals.

Nick: You make some really good points there particularly, you know, as you said, those middle leaders who come into the room and, you know, try to evaluate things but what is their understanding of what good looks like? It's a really good point. Really well made there. Now, obviously, we're looking at this from some kind of leadership perspective, a school leadership perspective. So suppose, as senior leaders within the school will be expecting them to make some tough decisions, tough decisions to be made, particularly when taking projects at scale on. Tough question, but how important is it in saying, no?

Andrew: I think it's every bit as important, if not more important, what you say no to as what you say yes to. I think, you know, again, we've drawn certain red lines

around this in some of the projects I've been involved in where, you know, we've made strategic decisions and sometimes, you know, like we're talking today using Streamyard, right? Which is an amazing tool for this kind of thing. Similarly, there are other tools we could be using. You know, we found in, say, in the Borders project, for example, you could have Zoom, you could have Teams, you could have Google Meet, you could have, you know, WebEx. There's literally a multiplicity of options and every single one of them is a great tool. They do good things. You know, they're really valuable. But actually, sometimes it's not so much about the decision you make, but it's about the fact that you've made a decision. So when you're talking about scale, sometimes people take this idea of, Well, let's just go out to everybody. Let's ask them what they think. Then what you get is a million different opinions about what you should do. Some people want this and people want that, and some people have already invested time down here and here. Then what you get is you're diluting the likelihood of impact. Whereas, if you've got a small group that are identified because they're experts and you bring them on board, you do some consultation, you go in-depth into the big nitty gritty questions, but then you make decisions and those decisions are made for reasons. So you've made the decision that iPad is your choice, right? That's a decision. You're going to have to stand behind that because other people will be like, "Well, why not this or this or this?" You need to stand behind that. Those 'No's' "Well, no, it's not. You can't have that." "No, you can't do this. No, it won't be like that." They are every bit as important as the 'yes', because if it wasn't for the no's, you have nothing that you can lean on, like putting your whole weight on a big strategic project. You want foundations that you can build on, that everybody is going to get behind all your teacher training, your professional development, you know, the consistency of experience for the young people of their parents, their families. You know, they see exactly the same experience coming home with the iPads in terms of their homework tasks or whatever they see. All of that communication piece is consistent. I think that thing though, that kind of statement of it's not so much the decision you make, it's the fact that you've made a decision. I think it's really for me, it's been one of the key elements of success. So it is absolutely important the no's as much as the yes'

Nick: A thousand no's to every Yes, right?

Andrew: Absolutely. Yeah.

Nick: Brilliant. You mentioned it slightly there. My final question, I suppose and it really lies around some of the external factors and how we as leaders can help to control that narrative and inside school, but also outside the school setting as well. So, you know, inevitably these days there are Facebook groups or other social media outlets that allow, I don't know parents, guardians other interested parties

to join an online conversation. So just to discuss all walks of life, I suppose but in particular maybe a 1 to 1 rollout. So what can leaders do, I suppose, to help control that narrative around the rollout and the change in which the school is looking to make?

Andrew: I think you've mentioned it already, and I think to be honest, it's a nice question to wrap up with in some ways because, you know, I'm sure this has been a thread from what a lot of your other guests have spoken throughout the whole thing. This is this kind of idea of communication, of openness, and for me, it's a concept really built around the idea of a team. I think when you're building a 1 to 1 project and whether it be in a small school or a large municipality or local authority, you know, ultimately what you're looking for is a team. That team involves the leadership that we've spoken about, it involves all those key people. It also extends to parents, families, the young people that are involved, the people and they need to feel that they are part of the team. So they're not kind of like people that stuff is being done to, but they have a voice and they have a role and they are being respected as learners and as the families of learners. They have a critical part to play if it's going to be successful. Again, what can school leaders do? One of the things we did in the borders was we made sure that we spoke to literally, physically, face to face, spoke to every family, the families of every young person of our secondary school, young people before they got their iPad. We presented that this vision of this is what we would like learning to look like for your children, for your young people. Do you agree? That was exactly what you've just said. It was because the Facebook conversation was like, "How are they spending this much money on, millions of pounds is being spent on iPads when you know, I've got potholes in my road and nobody's filling them up or you know, nobody's cutting the grass on their verges." You know it was like, that's the kind of the tone sometimes of a Facebook conversation or a Facebook group. Actually, we were like, we need to get to these people. We need to present them. This is what we think learning should be like for your children. Are you with us? You know, literally without exception, they were like, yeah, 100%. Some of them they would come into these meetings going, "I'm really against this, you know, screen time, blah, blah, blah," all the usual things but, you know, invariably by the end they would be speaking at the end they'd be like, "We totally get it. We're absolutely behind it." And the end, the final sentence of that of that presentation was like, "So, you know, this is Inspire Learning. This is the Inspire Learning Project. We are the Inspire Learning team. We'd like to welcome you guys as parents and families. We'd like to welcome you tonight to the Inspire Learning Team. We're looking forward to working with you for the benefit of your young people." That idea of communication, of inclusiveness, of this open place where, you know, we were perfectly happy to discuss decisions and choices and the vision that was key. Then obviously that's a huge knock on effect because you change the Facebook conversation You've got advocates, you've got members of your team

there advocating for you on Facebook and on social media and with the families. And they're talking about "It's amazing." "My son managed to do this." You know, "so-and-so still struggles with this, but he's got support" and all of that becomes a lot more positive. Then that can only be good for the project as a whole. So communication is really key. You said it earlier.

Nick: Yeah. I also kind of refer to managing expectations, you know. Exactly. These are the expectations. This is what it is. I like the fact that something which I've done in my previous role in school, it's something we encourage when we work with schools, as you said, engage the parents, engage the wider community, offer workshops, get them physically into school and show them, let them hands on, experience it. How about 1 to 1 device or 1 to 2 whatever it is, can support and aid their child's learning because when they can see it from themselves, how it's physically going to work, people are far more, likely to get on board and engage with the idea rather than...

Andrew: Absolutely. It's that whole idea of like making it visible, who does it need to be visible to? It needs to be visible to the young people. It needs to be visible to their parents, their families, to the school leaders. So it's what we've been talking about the whole time today, really, is that it's that consistency of approach that addresses every layer of a project. Absolutely. bang on, and managing expectations is key.

Nick: Yeah. So you're obviously a very experienced practitioner in this field Andrew and no doubt you've learned a lot along the way. As you said, don't be afraid to make mistakes and so forth. Are there any resources in which I suppose you use or you refer to, say, if you're working with a school in a APLS or consultancy capacity, what resources would you like to pinpoint?

Andrew: Well, I think the big one for me particularly right now is well, is the whole kind of 'Elements of Leadership' book. In some of those books, I think they have been and they're increasingly useful because they're so practical. The downloadable materials and resources that you can download the matrix is something that you can get school leaders at the beginning of a project to start to kind of evaluate where they are with some of their practice, again, they've been incredibly valuable resources. I think also the direction that the Apple teacher has taken in the past number of years with the Apple Teacher Learning Center, I highly recommend that and often go back to teachers who have done the Apple Teacher badges maybe a number of years ago and redirect their attention back to the Apple Teacher Learning Center. Because I think there's been a huge kind of progress that's become a much more rich environment in terms of support, resources. I think ultimately a community where people who have a very similar mind can access and learn from one another. So yeah.



Nick: Some great resources there and Apple Teachers Center is definitely one where people say, "I've done my Apple Teacher now." Well that's constantly updated, new skills and updates to the iPad. So please revisit that. Also then you mentioned the 'Elements of Leadership' again which is available via Apple Books and some resources come up again, as I said, throughout the series. So if you're listening, please go and check it out as well as some of the fantastic interactive widgets etc. There's also some great planning tools names to help you, I suppose, continually raise the bar, plan and understand I suppose how technology enables kind of your learning community. So it's a great resource. For the final time then in this series Andrew, we move to the 'Recommend a Friend' feature. So this can be anyone you would recommend others to follow on Twitter or any other social media outlets that help others to possibly develop and grow the professional learning environment.

Andrew: Okay, so I have a funny one in this or maybe a slightly leftfield answer to this one. It concerns me sometimes a little bit, I think what happens us with social media is that we get you know, we follow the people that say the same things that we say or that we want to hear. So you basically kind of fall into the trap of going... There's an amazing community of ADE's out there, this incredible community of Apple Professional Learning Specialists. There's some great ADS schools. I would say follow all of those guys because they're incredible. They're amazing. All over the world, I get, I'm blown away sometimes by some of what people post and I get so much value out of people just putting "Here's a Pages document that you can use to plan." I can reshare and I can download and I can use that in the future. So all of that stuff's amazing. I would suggest follow people that say the opposite of what you think, like go and follow the people that are the people that are saying the opposite of what you think the answer is. Go and try and kind of like listen to people that really have a completely different view than you and just kind of absorb the value that you get from being challenged in your own thinking. I think the danger is that we think we know the answer. We think it's kind of we've come a long way. We've had a lot of experience. We've learned that what the answers are and we've become a little bit complacent in that. So, you know, I'm trying right now to make a bit of a habit of going back through Twitter and going, right? Who are the people that like literally I disagree with them fundamentally and I don't want to follow them for an argument. I don't think Twitter is often the very good place to to kind of have a big argument. At the same time, it is a really good place to kind of hear opposing views, find out what the kind of other people are saying and just kind of avoid the echo chamber of just listening to people that constantly affirm what you said, you know, say the same thing as you. So I think my advice there would be go and find someone that says the opposite, of what you think and follow them. It will probably challenge you and annoy you and frustrate you. At the same time, it's useful because it kind of keeps you, keeps your brain sharp and your thinking in the right direction.

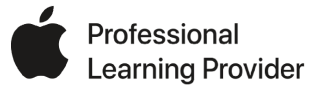
Nick: Yeah. Do you know what, that's actually a great bit of advice there because now we can often just kind of find ourselves going with the status quo, I suppose, can't we? Just because, as you say, they fall in line with my views or just because it's the thing to do is the easiest thing to do when actually having a discussion or having a difference of opinions is a great way to learn from others. Gain an understanding from someone else's perspective. I suppose that helps you from a leadership point of view as well. I remember on a webinar not so long ago, where we were talking about perspectives. People's perspectives across the different roles in schools. So what's your perspective? Something from a headteacher, from a deputy head teacher all the way down to kind of just just as your standard teacher I suppose. We all have those different views and opinions, don't we? So that's a really good bit advice actually. Don't just go with it I suppose.

Andrew: I'm not going to tell you who the people are that I follow that are the opposite views though, I'm not giving any specific names!

Nick: We won't make you divulge those today! So finally then, just before we go. If you could give just two top takeaways from today's discussion, what would they be for our listeners?

Andrew: Well. Number one would be probably leadership exists at all levels. Then the second thing would be value leadership as a role and not just as a title. They would be my two tips.

Nick: Perfect, sound advice there! Andrew, it's been an absolute pleasure to speak to you, but unfortunately, that's all we've got time for on this Innovation in Professional Development Podcast today and indeed for the series! So a massive thank you, Andrew, and to all of our guests over the series, thank you very much for joining me. My thanks also go to you, the listeners! I really hope that the knowledge really and experiences the guests share of you has got the cogs turning and starting to get you thinking of the direction you're heading in with your digital journey, whether it be on an individual level or your educational setting, wherever it is you work. Please, please, please go and check out the amazing Apple Professional Learning tools that have been shared with you over the series. These really will have a huge influence and make a big difference to the way in which you approach using Apple Technologies and more importantly, will have an impact on the teaching learning opportunities you provide your learners. As I've mentioned throughout, please get in touch for myself or any of the guests via Twitter. Ask us your questions, leave us your thoughts, or even just your experiences of any of the Apple Professional Learning Tools you've come across. I'm sure we'd all love to hear from you! Just remember to use the hashtag #I2PD. It's been a great series. Thank you



#I2PD

very much for your company. Andrew, thank you very much once again and I look forward to engaging with more of you soon. Bye for now.

Andrew: Thank you very much, thank you, cheers!