



Moving the cloud for school leaders

LGfL Conference 2018
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Agenda

- What is cloud?
- Savings through cloud implementation
- Pedagogy
- Infrastructure
- Training/PD
- Strategy, vision and culture
- LGfL Support



**What is
cloud?**



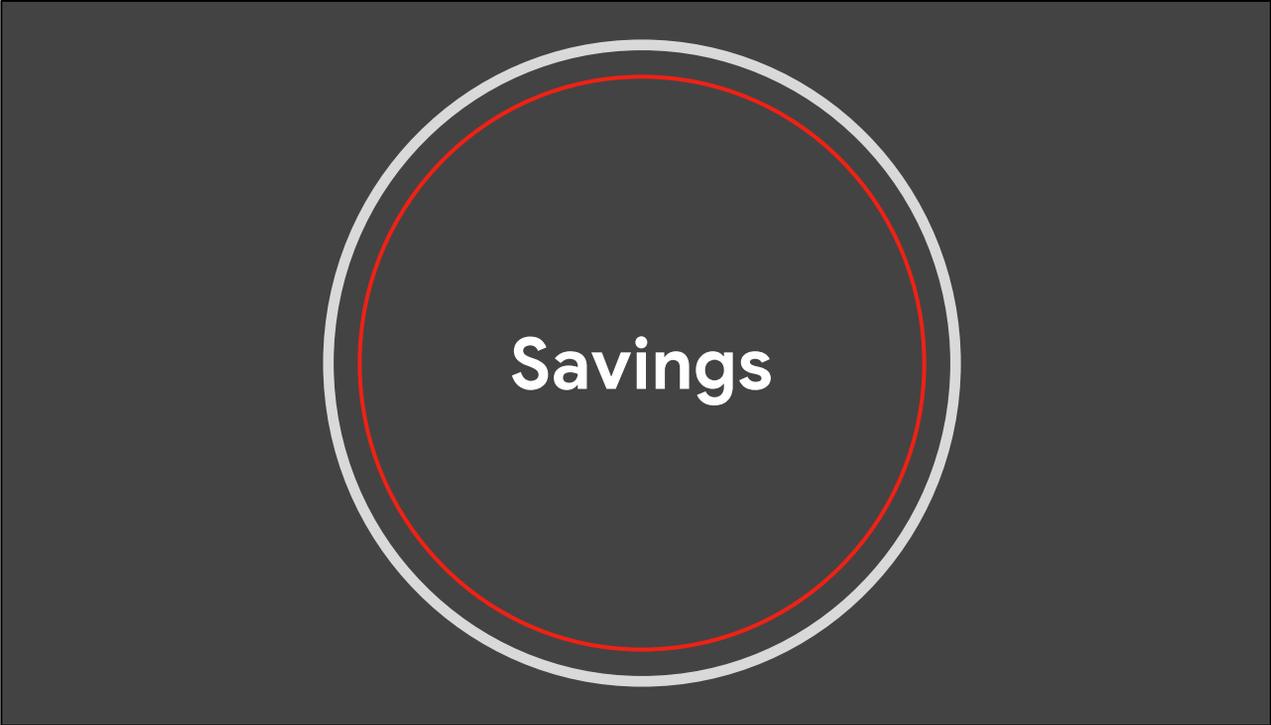
It's not this.



So this is more like what the cloud looks like.

Moving from on-premise solutions to storing your files in data centres around the world which are protected by world class security features, and can be accessed from whatever device you want, wherever and whenever you need.

But they are also more than just data storage. Cloud tools such as G Suite for Education and Office 365 are world class productivity suites used by millions of businesses around the world. Philanthropically, they are offered to schools for free.



Savings

Schools experience loads of savings in both time and money when adopting the cloud.



TIME:

- Self marking quizzes with Forms
- Collecting data/feedback or information processes
- Managing user profiles and devices is significantly quicker
- Collaborating on a single policy document instead of emailing back and forth attachments and ending up with 19 different versions



MONEY:

- No need for on-premise servers, patches, office suite licenses, storage
- Going paperless can save thousands, and better for environment



Pedagogy

Using cloud tools and low cost devices enables teachers and students to transform the way that they operate.



So this is a photo from Victorian times, and apart from some furniture and fashion updates, many classrooms still operate in this way. Teachers typically deliver content from the front from a board, then students complete some task, often individually, then the teacher takes that work in, goes through and provides feedback, and maybe 3 weeks after the student has completed the task you hope/pray/beg that they respond to the feedback. Now as a pedagogical model, this can work for students, but it generates so much work for the teacher, not least in holding students accountable for progress, that it seems crazy to continue doing this when there are much smarter ways of doing things.

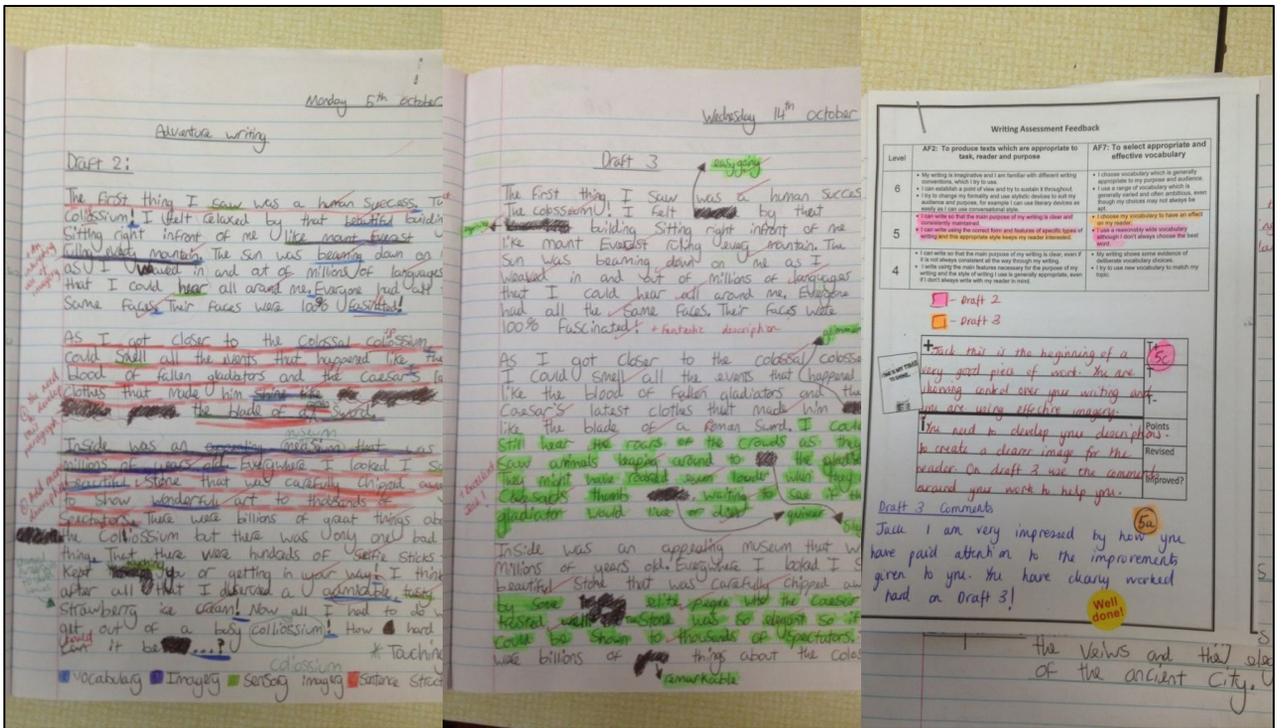


Now this may look more like your modern day classroom. Maybe not at secondary schools, and you probably aren't lucky enough to have class sizes of 12! So smart boards promised to revolutionise pedagogy in the classroom, but generally have failed to do so. Granted, they can make teachers lives a little easier in class by allowing them to prep some material in advance. They can also be really useful tools for demonstrating mathematical processes and other such things. But even in this class, it's not addressing the fundamental engagement issue. There's 3 lads at the back who are clearly bored or having a chat - that's 25% of the class! I would argue that even some of the others are simply passively learning. There is now much better/easier/free ways to do this.



In built into these free cloud productivity suites are loads of tools that can enhance collaboration, automate some assessment, and rapidly improve the speed at which teachers can give feedback to students. There's also a plethora of 3rd party online tools that teachers can use for free to improve engagement and assessment, fundamentally improving student outcomes.

The great thing about these tools, is there's no need to be running a specific operating system, on a specific device. Students can use any device to access these tools, whether that be new kit, old existing devices, or personal devices such as mobile phones. There's no need to go paperless immediately, but your staff can start introducing these tools and add them to their arsenal of teaching strategies really easily. What they will need is adequate support and freedom to take risks which we will come onto later.

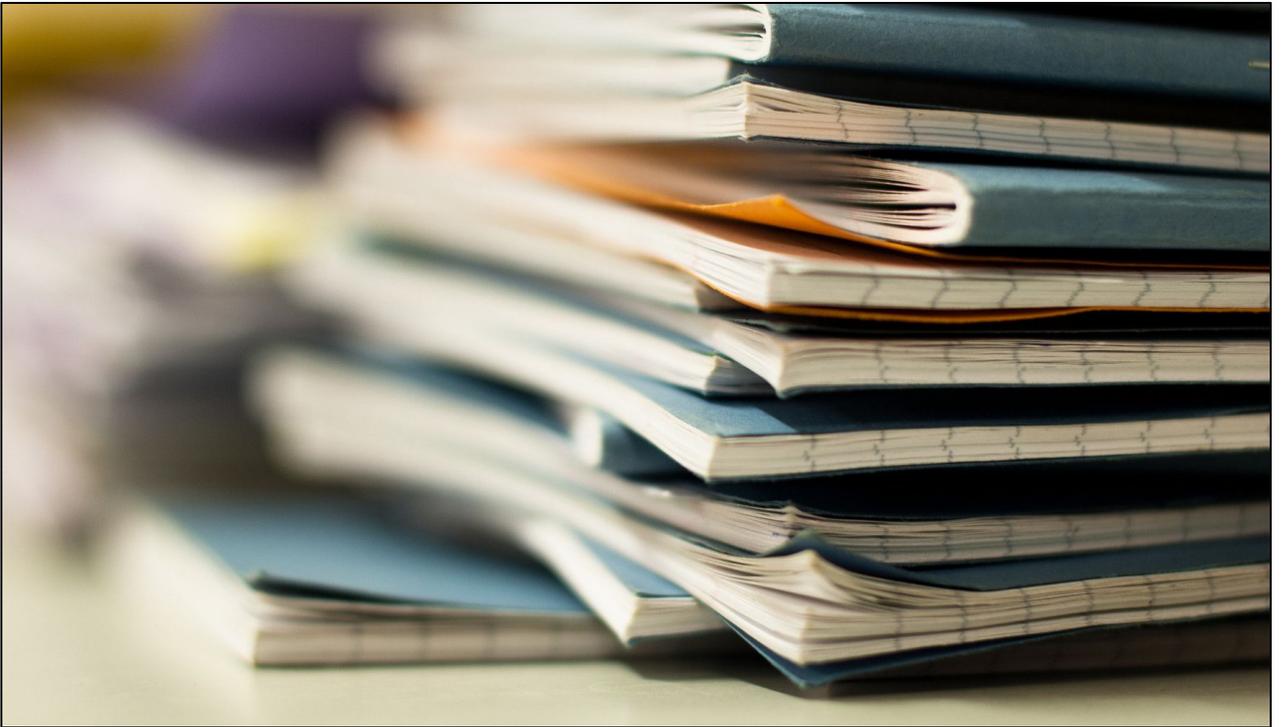


It also completely transforms the marking and feedback process. Fair play to this teacher and student who are obviously working exceptionally hard using a variety of marking codes that need cross referencing, four different coloured pens to underline different writing techniques, all in an effort to 'save time' and 'improve feedback quality'. I also used to hate this as a student, having to completely re-write something by hand after every bit of feedback. With cloud platforms, every edit is saved automatically so changes are just made in one document, and you can go back and see what it looked like at any point in time if you are looking at 'showing progress over time'. You can even play back documents as they were written in real time and identify which parts of documents have been re-drafted since you last looked at it. Marking codes are as simple as clicking a button for the teacher, and they are deciphered automatically for the student without having to reference to their 'marking code' sheet. And it's even easier to completely transform the feedback process by giving audio or video feedback in fractions of the time whilst massively improving the ease with which students can respond to the feedback.

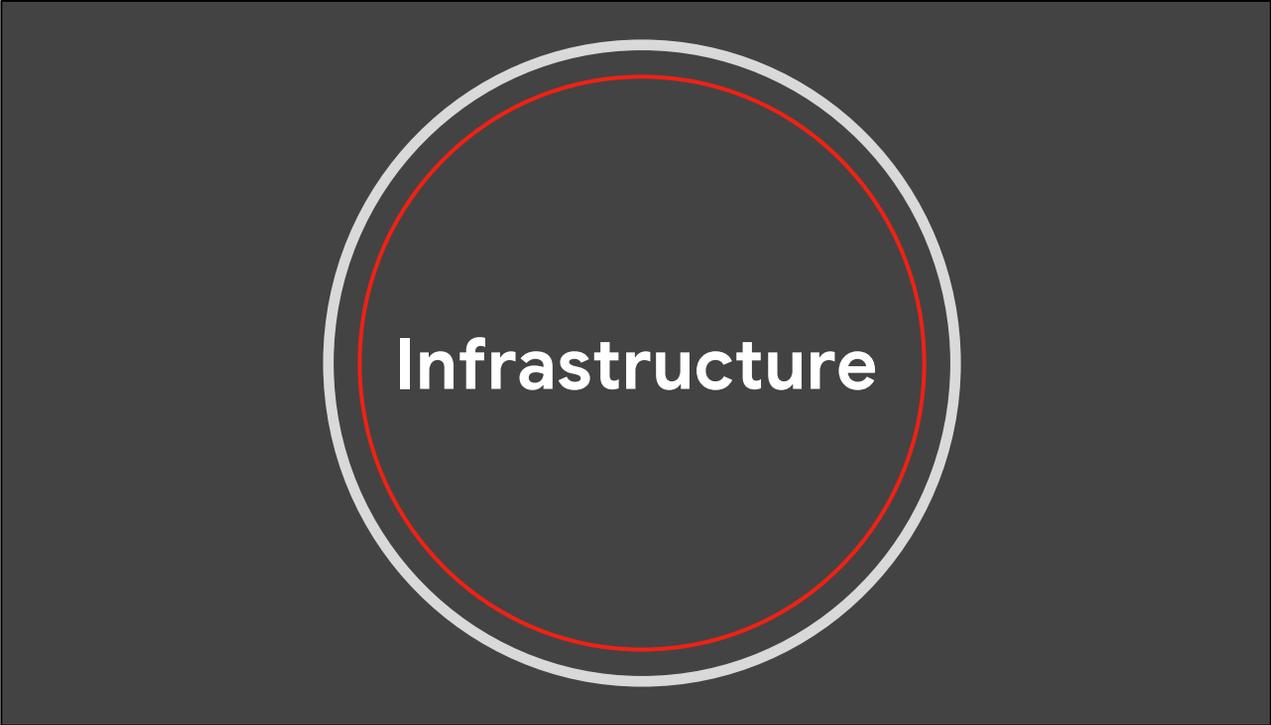
Miss Richards and Mrs Grant have been developing the use of code-marking to support students to be more responsible for their own feedback.

Students are given a positive code, e.g. +0.5, and an iTime code, e.g. iT2. They then locate this code on their feedback sheet – write it in green pen and respond by re-visiting their work and making additions or alterations, whilst knowing from their positive code what they have done well.

This reduces the workload of staff but also has the added benefit that students can see the range of comments that have been available, as they can see the meanings of other codes assigned to the class.



And with all of this in the cloud, there's no need to lug home a massive box of 32 exercise books on the tube/bus. You can access all of your students work from any time on any device. As a senior leader, you also need to think about what marking scrutinies look like. Traditionally, this involves collecting in a sample of students work, or observing in exercise books in lesson observations or learning walks. This isn't always particularly practical, and will be different if you start using cloud tools for students to work in and feedback. Don't feel obliged to print it all out and stick it in! It's not required by Ofsted so don't force your staff to do it! Quite often schools will create an inspection account, and ask teachers to share student work with it, for example at our school we would add the inspection account to all of our Google Classrooms, so they could access any work of any teacher whenever they wanted - really great for book trawls too.



Infrastructure

The infrastructure of your network in schools is also extremely important.



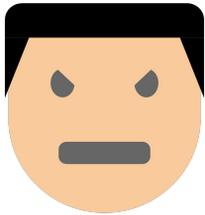
As John alluded to this morning, LGfL are working hard to ensure that the bandwidth coming into schools is some of the fastest speeds in the world. This is fantastic as your schools start using more of these tools. What's also really important to consider is the wifi access around your school, and there's a few things to consider:

- 1) Are there any spots in your school where there is no wifi connection. I remember that at my school half of the science block couldn't connect due to poor access point distribution. That's a real problem when your staff are keen to adopt the tech, but simply can't connect. Through smartbuy and using things like Meraki tools you can help alleviate this for less than you think.
- 2) Number of devices connecting to the web. If your school is going to go from 50 devices to 500, you'll need to ensure that you have the capacity to enable this. It's all very well implementing a BYOD policy, but check with whoever manages your network if it can handle the increase. If not LGfL are here to support you in making sure you are ready.
- 3) Charging. Most new devices built for education will easily last a school day on a full charge. However if you are using old devices, or students are using their own, you need to consider how these will be charged throughout the day. This may be charging trolleys, lockers, or additional sockets in classrooms. Something to consider.



Training

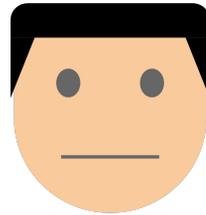
Training your staff and students is often overlooked or undervalued. This is one of the most important things that you can do when implementing change. You need to empower those teachers who are keen and really support those who are sceptical or change averse.



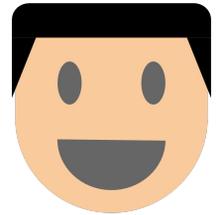
The Critic
Who opposes



The Victim
Who panics



The Bystander
Who ignores



The Navigator
Who is empowered

It's a really useful exercise to be able to group your staff loosely into these four categories. I'm sure you can already start thinking about some navigators in your school, along with some victims or critics.

We know that your time as senior leaders is scarce and you need to ensure that you are smart with your time when managing staff through change. What we've seen work well is focussing your time on empowering your navigators to help others and bring the bystanders on board. Your time is best spent working directly and closely with critics for two reasons:

- 1) They can be a massive inhibitor on your organisation's ability to change by creating a negative culture
- 2) If you can support someone who was openly against the change you were trying to implement to adopt it and get on board, that has a profound effect on the victim's confidence and willingness to try it

Google for Education



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Hands On with G Suite

A workshop for staff who are just getting started with G Suite

Microsoft

15 May 2018

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21st Century Teaching and Learning with Office 365 and Microsoft Tools.



LGfL

15 May 2018

Creative Computing with LGfL resources

Come and explore the wide-ranging resources available

training.lgfl.net

There's heaps of free training available to LGfL schools available on our training portal.



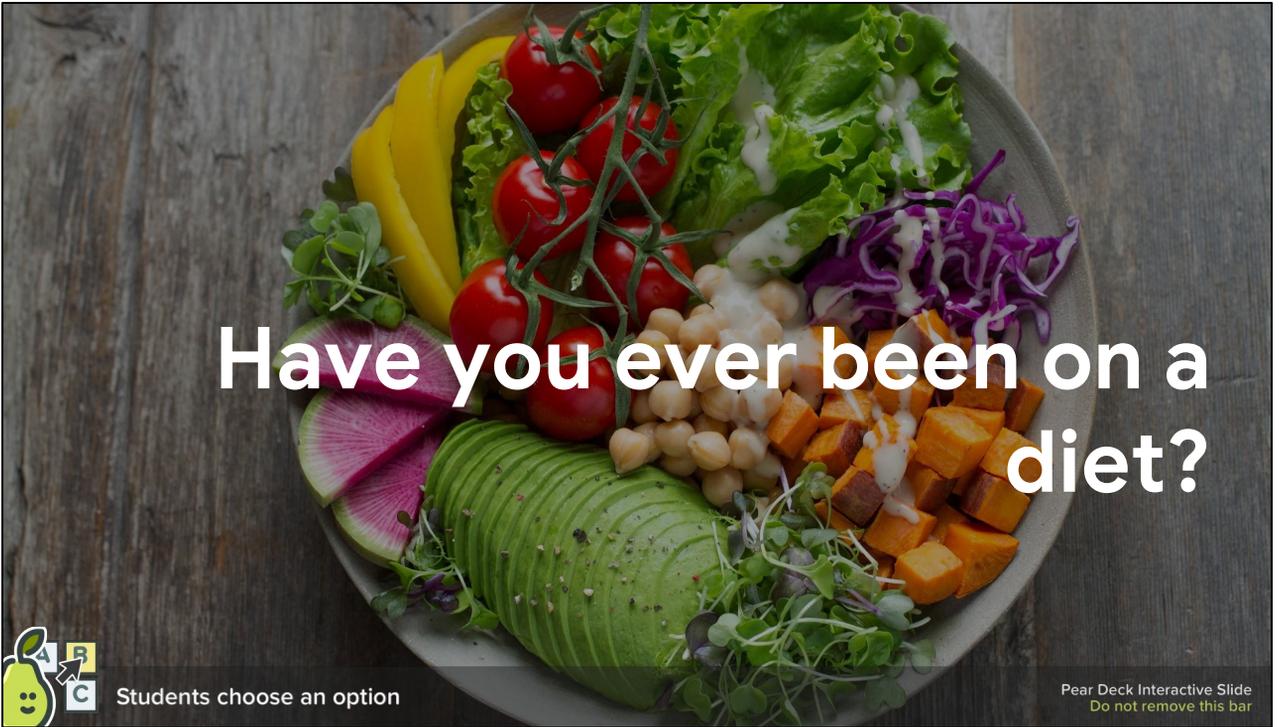
Strategy

This leads us on to the most important element in your recipe for creating purposeful transformation using cloud technology. The strategy you adopt as a school leader to create a necessary culture to align your vision is key.



These cloud tools are actually so well designed, that teachers don't need a lot of training when it comes to actually using them. However, fundamentally important in your cloud transformation journey is an appropriate strategy for change management. Many human beings are creatures of habit, and it's often easier to take the path of least resistance and keep doing what you've been doing, particularly if you don't know what might be at the end of a different journey.

It's also quite difficult to conceptualise this importance, so for the the next section, we're going to forget about technology completely and start talking about something which many of us can relate to, and that is diets.



Have you ever been on a diet?



Students choose an option

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- This is a Pear Deck Multiple Choice Slide. Your current options are: A: Yes, B: No, C: What is a diet!?,
- To edit the type of question or choices, go back to the "Ask Students a Question" in the Pear Deck sidebar.

So I'm actually going to start by asking you this. We will take a quick vote, but also speak to your partner or people around you. Share what diets you've been on. If they worked for you, why? If not, why do you think why not?



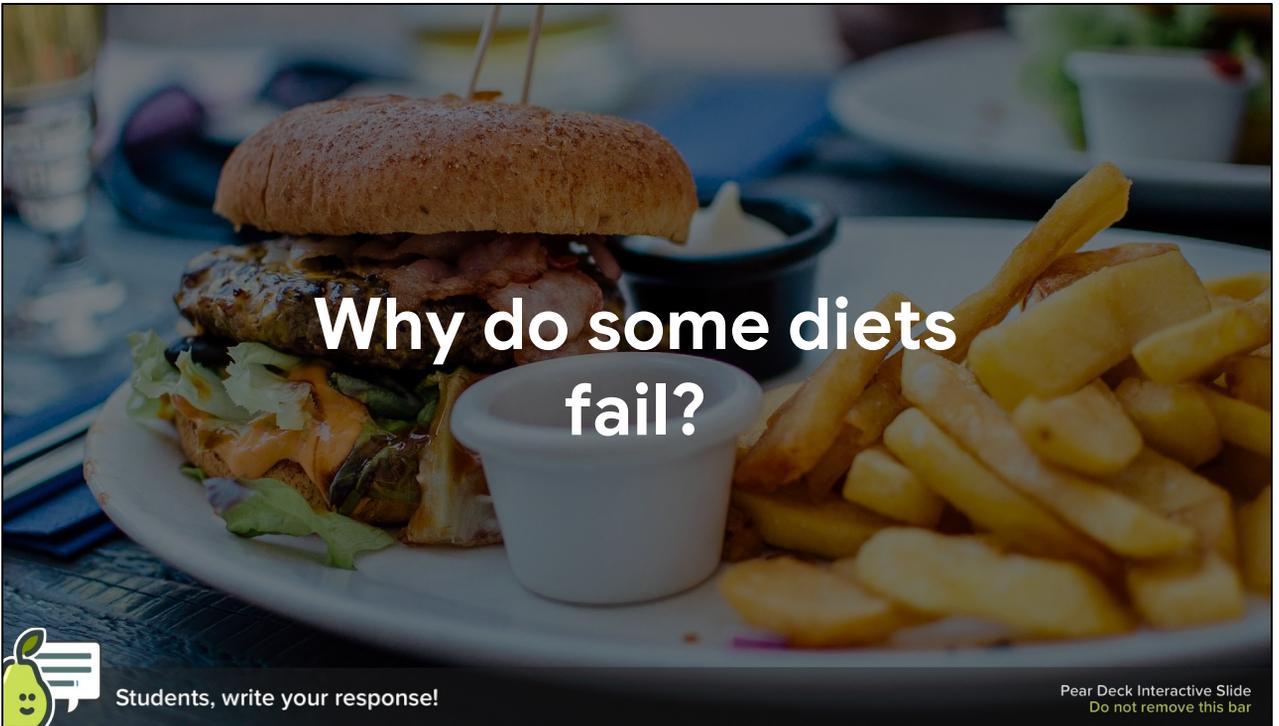
Students, write your response!

What type of diets have you been on?

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It would be great, too if you could now share different types of diet that you might have been on or heard about.



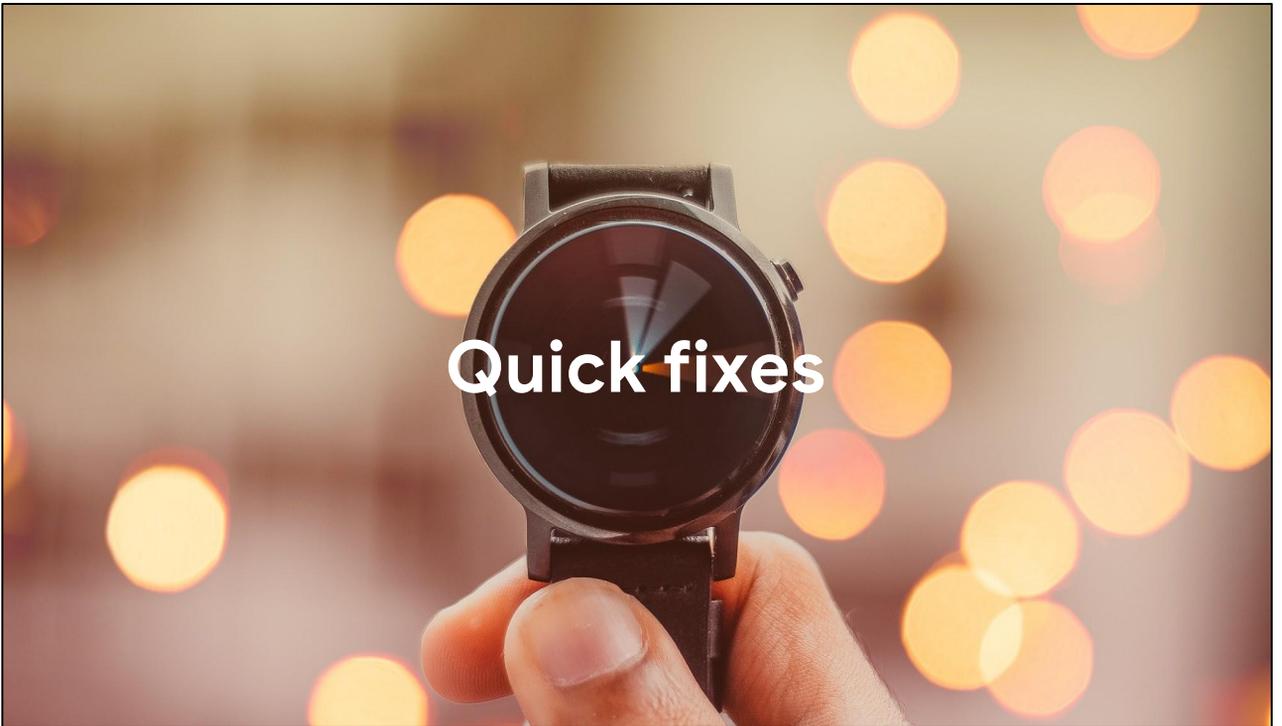
Why do some diets fail?

Students, write your response!

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Have a think and discuss. Come up with the top 3 reasons that diets might fail.



A really common theme that I've seen for diets failing is the really short term nature of them. You read things like 'shed 10 kg in 2 weeks', which is fundamentally pretty mental, but people go for it. They may even achieve that quick loss, but it's really unsustainable - usually not enjoyable, and more often than not, they quickly revert back to how they were previously, and may feel really deflated.

Quick fix solutions seem to be part and parcel of our society in all walks of life, but generally tend to be pretty inefficient, as they don't address the root cause of problems. This is really true in so many industries, particularly healthcare and education and all manners of public sector work where there is an agenda to 'show progress' quickly.

Vision

Why do people go on diets?



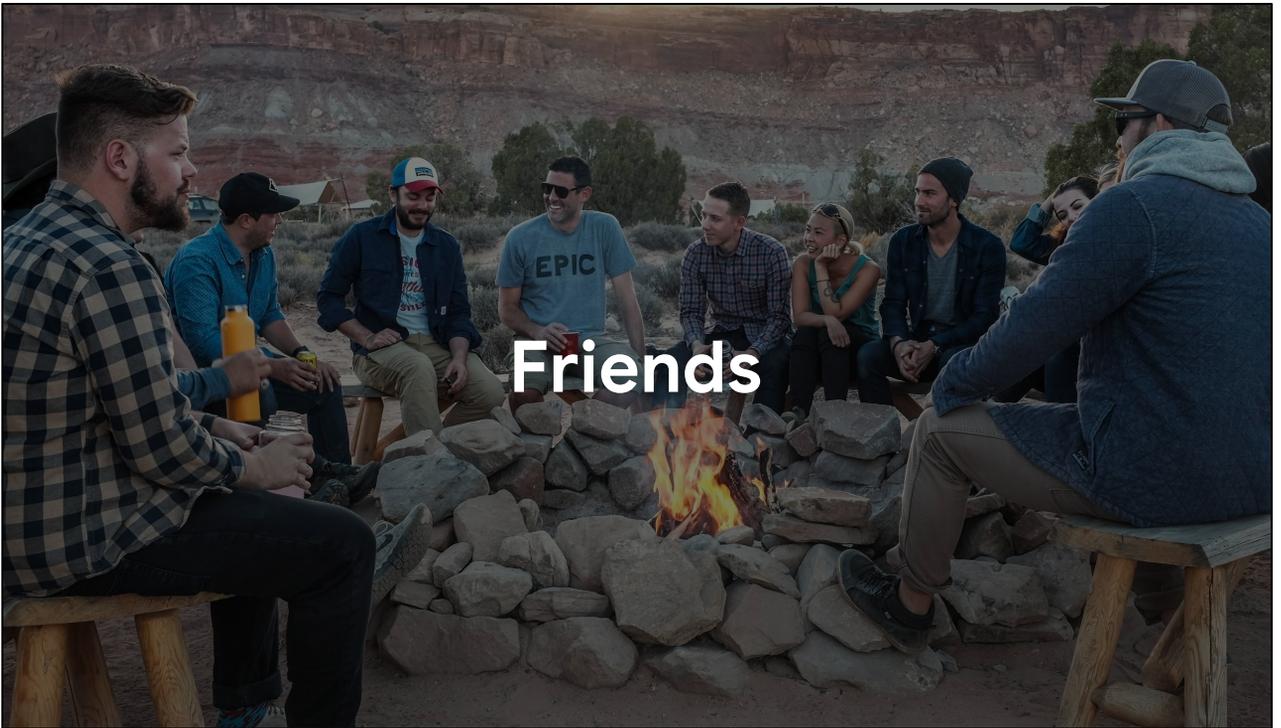
Students, write your response!

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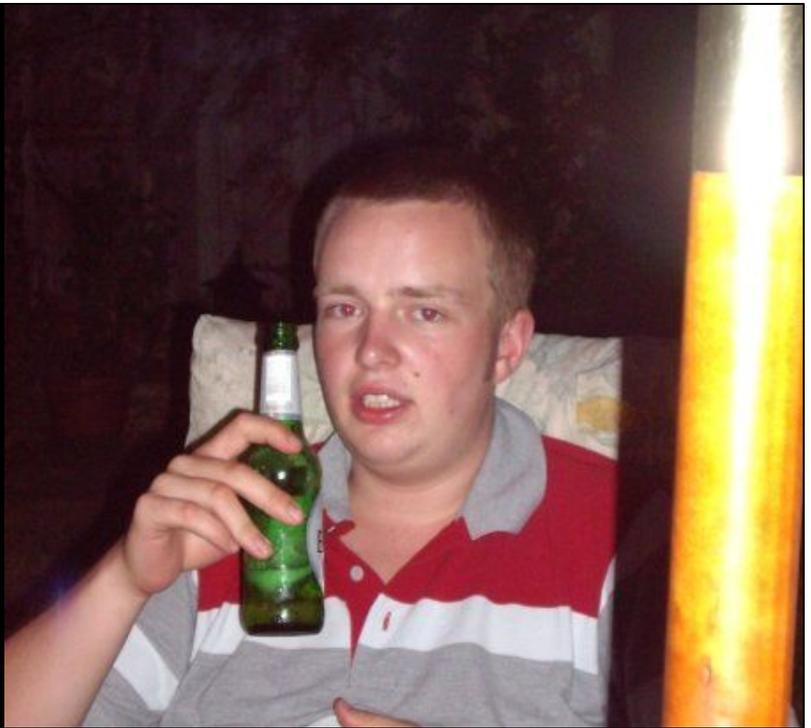
Please share any reasons you can think of as to why people might go on a diet. What motivates them?

A lack of vision can really affect a diet's chance of success, too. Sometimes you might have gone on a diet just because your friend or partner did. Or because it was a new year resolution. There's a good chance that if you don't establish what you want to achieve or why, it won't work, and you will quickly fall back into your old ways.



It's also really important that when trying to achieve diet goals, that you surround yourself with people who understand what you are trying to achieve, or even better, are on the same journey with you. We've all been there when we're trying to eat a bit healthier and your mates are tucking in to a Big Mac, or trying to give up smoking when your mates are all nipping out for a cigarette. If you are all in the same boat together, like maybe heading to the gym, or going for a run, it tends to be much easier to stay focussed and on track.

Oli Trussell.
2008



This was me 10 years ago. An absolute vision of health. This was the picture that motivated me to sort myself out. I began my slight transformation by running/walking and was eventually running 30 miles a week and lost 4 stone in a year just with a little bit of discipline. Whilst I'm no catwalk model now, I feel significantly healthier and it's good to remind yourself of that every now and then when you start making regular bad choices.



Students, drag the icon! 

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- To edit the type of question, go back to the "Ask Students a Question" in the Pear Deck sidebar.

If you had to choose one of these 4, in order to achieve a goal of losing weight, or toning up etc. which one would you go for?

Importantly, there's no real right answer here. In a perfect world, we should all be doing all 4, but that's fairly unrealistic. By choosing at least one, and sticking with it, you'll make progress towards your goal.



So the reason that we've just been through all that talking about diets is to give you a real world point of reference. Adopting EdTech purposefully heavily relies on changing and developing habits. I find that this is sometimes an afterthought, or a little abstract, so it's really useful to be able to compare to something that you may have experienced personally, whether this be a diet regime, or giving up a bad habit. So, I'm now going to get you to reflect on your experiences, but this time replacing diet with educational technology.



Has anybody ever implemented new technology in a school that you worked in?



Students choose an option

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- To edit the type of question or choices, go back to the "Ask Students a Question" in the Pear Deck sidebar.

So let's go with this quick vote.

What types of technology change have you seen in schools?

Students, write your response!

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So I think this will be interesting to see what kind of EdTech you've seen introduced at schools you've worked in. I wonder if we will see a wider range than the diets!

Why does some technology change in schools fail?

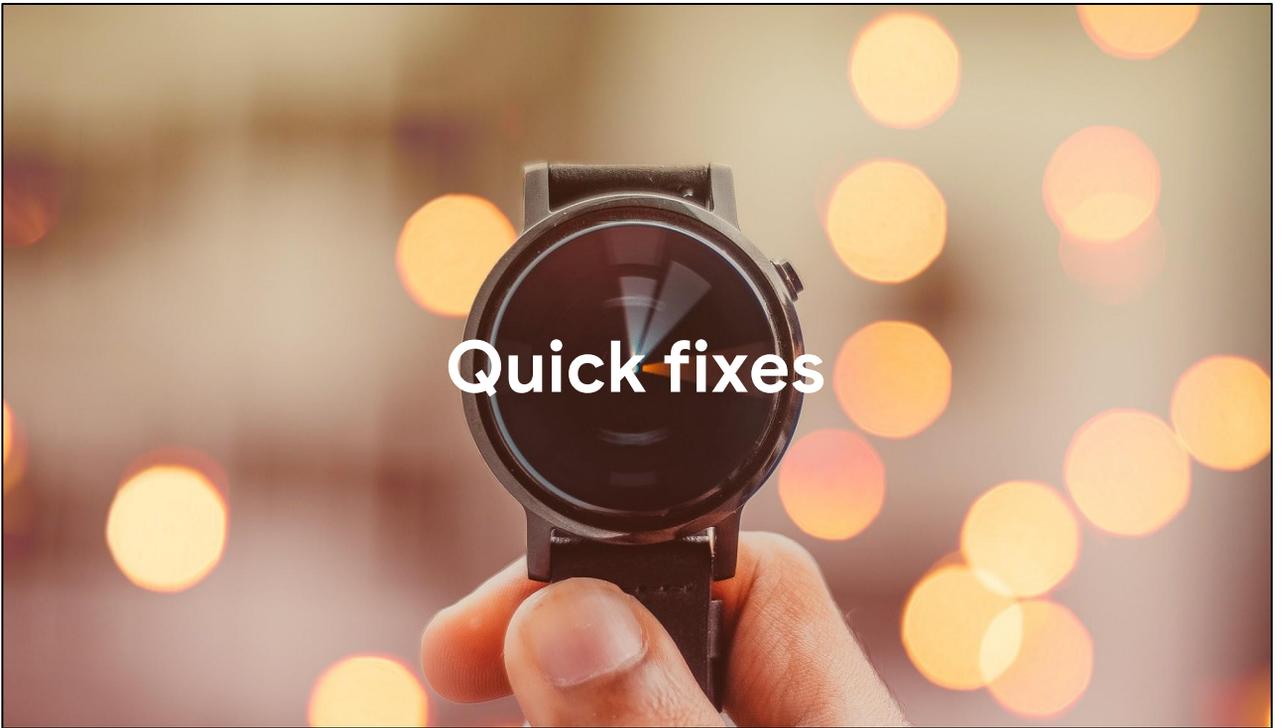


Students, write your response!

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Thinking back to why diets fail, we can see a lot of similarities. We discussed how hard it is to stick to a new diet if all of your friends are eating chocolate, or giving up smoking while all of your friends are having a cigarette! The same thing here. If you are the only one trying to work differently, and all of your colleagues are still doing the 'old' thing, that's really hard to maintain focus.



So this is similar to before. In the same way that spending loads of money on an intense juice diet or crash fasting diet may not fix your fundamental issues, there's way more to adopting EdTech than just getting loads of devices in. Purposeful change can't happen overnight and is all about incremental improvements.



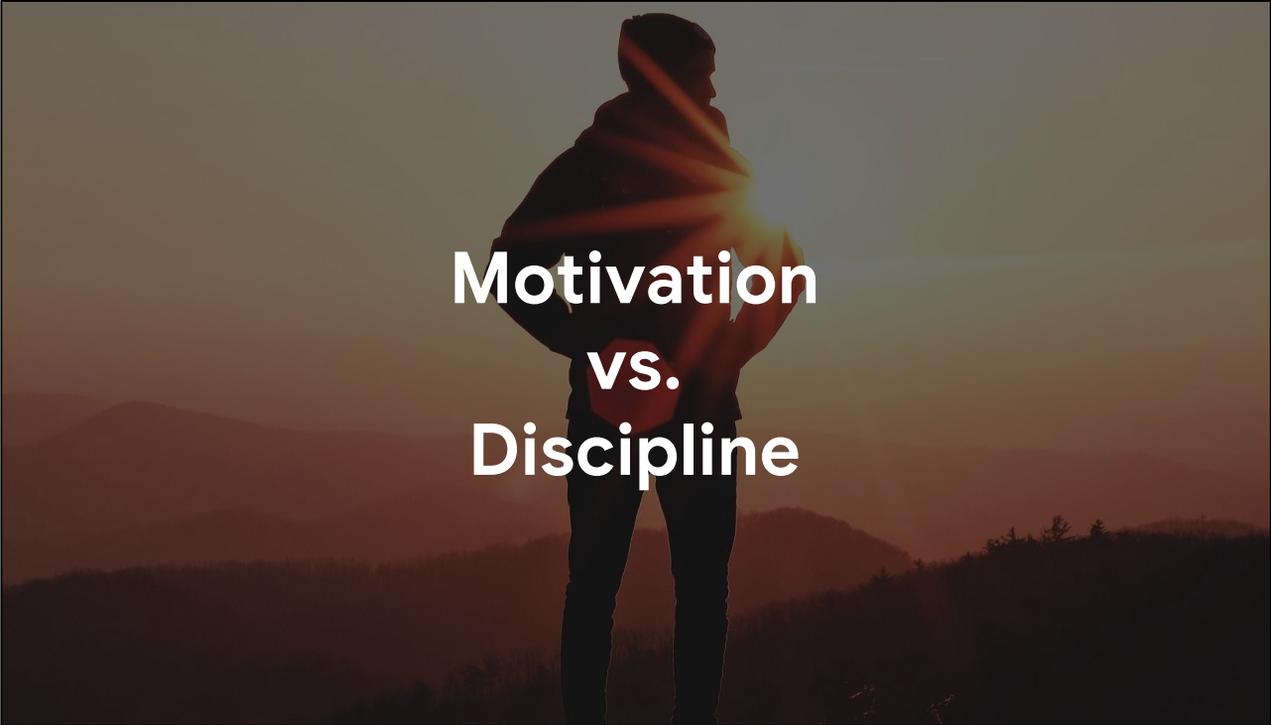
Likewise, A clear vision and understanding why you are doing what you are doing is equally as important here. It needs to be a shared vision, too.

It really helps that the vision is shared amongst your school, and that you have some executive champions leading by example from the top. If you're not inspired to do something, just like a diet, there is a good chance you'll not achieve your goals.

It's really important that instead of constantly focussing on 'what' you are doing, that you keep reflecting on why you are doing it. This will help you keep focussed on your goal.



In the same way that having good friends around can help you achieve goals with a diet, it's really important that your staff have supportive colleagues around who are on the same journey. The culture that you cultivate in your school is possibly the single most important factor in driving change. If your staff don't feel comfortable in being able to take a risk to try something new, it's unlikely that they will. If you can enable and empower staff with focussed time to collaborate and work together on doing things differently, you are likely to see quick adoption and transformation. Until using these tools becomes part and parcel of daily school life, you'll need to ensure that time is ring-fenced to focus on support and training as a priority, not an afterthought after 10 other whole school improvement plans.



Motivation vs. Discipline

Now I want to finish up with a really crucial thing to be aware of when trying to change habits, and that's the difference between motivation and discipline. Motivation and discipline are two quite different things. Motivation is waking up one morning feeling fresh, and getting on your gym kit and heading out for a run, and feeling great about it. Discipline is waking up feeling a little tired, when it's -4 and raining outside and putting on your gym kit and going for a run regardless. Motivation is all about striking while the iron is hot, whereas discipline is about making the iron hot by striking.

Motivation is generally pretty easy to come by, and requires no effort - it comes just as quickly as it goes. To make purposeful change, you can't just rely on motivation. Motivation requires you to feel like doing something in order to do it. If you want to change habits, making yourself feel like doing something every day is quite a big ask!

But the thing that you do have control over, is discipline. You alone have the power to keep innovating when you're having a busy week and could easily whip out that lesson plan from 4 years ago. Motivation can help you achieve short term goals, but discipline is far more powerful than motivation in the long run, so I urge you and your staff to stick with the new things you try until they become good new habits. Far too often we see teachers try out a new tool after a training session, love it, but then slip back into old ways of working. Your role as a senior leader is to cultivate that culture that enables colleagues to take purposeful risks, and hold each other accountable to change.

1) Why?

2) Time

3) Accountability

So I want to bring you back and summarise with three key takeaways.

- 1) You need to know why you are doing something, and this needs to be a shared vision. You'll be fighting an uphill struggle by asking people to do things differently without them understanding the benefit or reason.
- 2) Doing things better and differently isn't something you can necessarily achieve overnight. Staff need to feel secure and comfortable to try things out. They will need time to develop and tweak their curriculum and lesson plans and it's important in the short term that they get this extra relief in order to save them time and improve their workload in the future.
- 3) Change is really hard for most people. All too often I've seen schools launch all kinds of new initiatives for them only to fizzle out before the end of the academic year. Now there may be a few reasons for this, but fundamentally if you know where you want to get your school to and have communicated that clearly to staff, hold them accountable for not moving with you. At my old school we were going great guns with G Suite, but the headteacher would still send round emails with Word document attachments which had a huge impact on those who were reluctant to work differently (smarter) and collaboratively online. Or if most of your teachers are making great use of technology, improving learning and reducing workload, and there is a cohort who aren't and are struggling, then make sure you bring them on board. Make professional development a priority and get the school moving as one.



Next steps

Some of you may now feel “this sounds like a lot of work - I’m out!”, but hopefully there are a few still asking yourself “Why haven’t we done this already!?”. If that is the case, I’ll explain how LGfL can help with the next steps.



Let'sGetDigital 

Getting started

If you haven't already got G Suite or Office 365 at your school, LGfL can sync your USO accounts for all staff and students to your cloud platform of choice. Simply raise a support case with Atomwide to get going. You can use your existing domain e.g. @yourschool.co.uk or create a new one completely.

As we mentioned before, there is loads of training available on our training hub, so it's probably a good idea to send some of your staff along to some of our beginner getting started training, too.



Through SmartBuy and LGfL we can help you with procuring everything you'll need for your cloud transformation journey at the best possible price.



And finally we have a brand new resource called LGfL TV which contains some brilliant videos, including a dedicated playlist for our Let's get digital content and cloud technology. I'd thoroughly recommend using these videos as a resource to assist decision making in your schools, and also to share with stakeholders to alleviate concerns or questions they may have.



THANK YOU

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We will be around after the conference and it would be great to talk to you about your journey or answer any questions, so please pop by and say hello.