



BYTEWISE DIGITAL

CLARITY | CONFIDENCE | CAPABILITY

My Story

I learned early in my career that confidence with technology does not begin with knowing all the answers. It begins with believing you are allowed to ask the question.

My interest in technology began when computers were becoming an increasingly important part of working life. I was frustrated in a role with little opportunity to progress when someone told me plainly that, without the right qualifications and practical experience, I was likely to remain exactly where I was.

It was difficult advice to hear, but it was also the push I needed.

I returned to education as a mature student and, step by step, built the knowledge and experience that changed the direction of my career. I graduated with a First Class Honours degree in Computing and qualified as a teacher. Somewhere along the way, I discovered that my real passion was not simply technology. It was helping people understand it.

There is a moment when something that seemed confusing suddenly becomes clear. Uncertainty disappears, confidence takes its place and people realise they can do far more than they first believed. That is the part of technology I have always cared about most: not the tool itself, but the confidence it can unlock.

Over the past twenty years, I have worked across education, professional services and the legal sector, designing learning programmes, supporting technology change and helping thousands of people adapt to new ways of working. As my career developed, that work expanded into workflow analysis and automation: understanding how work actually happens, removing unnecessary steps and using technology to reduce repetitive tasks. Done well, that means people can get more done in less time, with fewer frustrations, and spend more of their time on the work that genuinely needs their knowledge, skills and judgement.

Yet some of the moments that have stayed with me most were much smaller: sitting beside someone struggling with a spreadsheet or document, or watching a colleague achieve something they had been convinced was beyond them.

While studying for my degree, I also volunteered to teach practical computer skills to people experiencing homelessness. Watching confidence grow as technology became less intimidating reinforced something I still believe today: knowledge only becomes valuable when it is shared in a way that allows somebody else to succeed.

Perhaps that is the teacher in me. I do not want people simply to follow instructions. I want them to understand why something works, develop their own judgement and eventually have the confidence to work without the instructions at all.

That belief feels especially important as artificial intelligence becomes part of everyday working life. AI may be the latest development in technology, but the underlying challenge is familiar: understanding what it can do, where it can genuinely help and where human judgement and responsibility still matter.

A taxi driver once told me he had used ChatGPT to help complete court forms, saving considerable time and money. He had checked the information carefully and corrected parts of it before submitting anything, yet he remained convinced AI was going to take everyone's jobs.

I thought his own experience demonstrated something rather different. AI had helped him tackle a difficult task more efficiently, but it had not removed the need for human judgement. He remained responsible for checking the work and deciding whether it was right.

For me, that is where the opportunity lies. Not in handing over our judgement, but in understanding technology well enough to use it confidently and make better decisions for ourselves.

Looking back, I realise that technology has never really been the centre of my story.

People have.

Helping someone move from uncertainty to confidence, from hesitation to curiosity and from dependence to independence has been the greatest privilege of my career.

Whatever technology comes next, that will remain the work that matters most to me.