Recovery Curriculum

Activities

MB LIS, July 2020, updated February 2021

Activity 1:

What 3 key questions does this extract raise for you in thinking about the five levers for recovery?

‘Those 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma and emergent attachment issues .

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight of loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the ‘daily lived experience’ we must plan for experiences that provide the space for recovery. Already Headteachers are saying “The children will be so far behind academically when they return.” Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many Headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.’

*A Recovery Curriculum:  Loss and Life for our children and schools post pandemic. Matthew and Barry Carpenter- 2020*

**Three key questions.**

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Activity 2

A SWOT analysis will help support planning based on current strengths, weaknesses, opportunities and threats. It could also support discussion around not taking your traditional strengths for granted, such as relationships and trust of the community (Should my child attend? Are they safe? Will you listen or fine me for non-attendance?) Or students who are always highly motivated to learn (I’ve missed most of Year 10, what’s the point? I’ll never pass my GCSEs now!)

**SWOT ANALYSIS**

**Strengths Weaknesses**

**Opportunities Threats**

Try taking one area and try a fishbone diagram (Ishikawa diagram). A **fishbone diagram** is a visual way to look at **cause and effect**. It is a more structured approach than some other tools available for brainstorming causes of a problem (e.g., the Five Whys tool). The problem or effect is displayed at the head or mouth of the fish.

*Start with the area of concern, agree major factors, identify causes and analyse. Use the causes to problem solve for mitigating actions e.g supporting parents prepare for routines.*

Student new apathy towards exams/attendance

Mental health

Lack of routine/structure = late so don’t arrive at all.

Attendance Non-attendance

2nd wave, local spikes, family

Covid

Parental anxiety

Self-isolation required

Activity 3

|  |  |
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| Challenges faced at home | What behaviours might be exhibited that are cause for concern? |
| * Domestic violence * Abuse or neglect * Family conflict * Financial concerns, e.g. loss of employment for parents and guardians * Worry about relatives who are key workers and continuing to work * Caring responsibilities for family members * Hunger and lack of nutrition * Insecure housing * Attachments disrupted * Belonging to a group that is at greater risk from COVID – where one’s social identity may feel threatened – e.g. BAME |  |

Activity 4

Leadership in recovery is different from response although remaining challenging and requiring flexibility. Key differences:

* **Uncertainty**: “*You have to try to imagine the future when you are in an environment that is uncertain and rapidly changing. You have to make important decisions with limited evidence and do it with confidence*.”
* **Scale**: “*The size and complexity of what needs to be done can be overwhelming. Every aspect of life changes*”
* **Time**: “*Decisiveness and the ability to make good decisions quickly. Part of that is making everyone feel included in the process. It’s a balancing act between those things*”
* **Psychology**: “*Impacted populations work differently. Chronic stress negatively impacts relationships, problem-solving, creative thinking, ability to take on information… As people get worn down, trust, cohesion and niceties can be lost*”
* **Endurance**: “*This is not a marathon, this is not a sprint, this is not a relay. It's every horrible endurance event that you can imagine all rolled into one*”

From University of Manchester research – Recovery from COVID 19.

Thinking about the University of Manchester Leadership research, what skills, attributes and actions will be required from you as a leader of a subject, senior leader or as a leader of learning?

**Further reading:**

The Recovery Curriculum, April 2020 <https://barrycarpentereducation.com/2020/04/23/the-recovery-curriculum/>

A Recovery Curriculum: Loss and Life for our children and schools post pandemic, Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK, Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK. <https://www.evidenceforlearning.net/recoverycurriculum/>

The Great Teaching toolkit, June 2020 <https://www.cambridgeinternational.org/Images/584543-great-teaching-toolkit-evidence-review.pdf>

Islington Return and Recovery Curriculum guidance, <https://www.islingtoncs.org/sites/default/files/Return%20and%20Recovery%20Curriculum_0.pdf>

Liberty, K., (2018) ‘How research is helping our children after the earthquakes.’  
<https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-the-earthquakes/> (accessed 14th April, 2020.)

Young Minds (2020) Coronavirus; the impact on young people with mental health needs. [www.youngminds.org.uk](http://www.youngminds.org.uk) [www.learningshared.org](http://www.learningshared.org) for videos podcasts or <https://www.evidenceforlearning.net/recoverycurriculum/> video 1-12 on sharing ideas for a recovery curriculum.