Recovery Conversations

Context and considerations
Conversations
Recovery curriculum background

Recovery Conversations

Diocese of Norwich Education and Academies Trust

Diocese of Norwich St Benet's Multi Academy Trust

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.

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This **daily lived experience** is underpinned by the distinctive Christian ethos of the Diocese, the Trust and each school.

Recovery Conversations

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- The excellent, positive work of school staff has enabled pupils to access education at school or at home over the past few months.
- Reflective of their particular context, our schools are at different stages as they prepare for next chapter in the journey that began in March.
- Aim of the next few slides is to provide a broad framework for leaders in current thinking about the next steps of preparation.

Considerations

Diocese of Norwich Education and Academies Trust

Diocese of Norwich St Benet's Multi Academy Trust

- **School leaders** are best placed to know what has been lost and what has been gained in lockdown and to make decisions about the education and care within each school.
- **Communication/engagement:** involving as many groups from within the school community as is appropriate and practicable.
- **Focus on reconnection:** Of the school becoming whole again; of pupils and staff with the ethos, routines, expectations, and learning.
- **Co-creation:** based on each of the above.
- **Compassion:** Strong, kind leadership.
- **Continuity:** Integrating, and returning to, improvement work underway prior to lockdown. A conversation about timeframes.

Reflection Conversations

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What was school like when these pupils and staff last attended?

(Ethos, values, principles? What did it look like? What were the structures, routines, timings, activities?)

What have our pupils and staff lost/missed out on over the period of lockdown?

Have there been gains and is there a chance to recalibrate any aspect of our work?

How have relationships changed?

What remains the same at the point of pupils' and staff's return?

Reflection

What do we know about our pupils', staff's, parents' experience through lockdown?

What has worked well in school so far? What has been less successful or missing?

What do we need to continue/do differently with regards to safeguarding?

What remains important to us and our school community and will underpin our work?

What is the end goal of our recovery curriculum?

How does this align with our journey of school improvement?

Wellbeing Conversations

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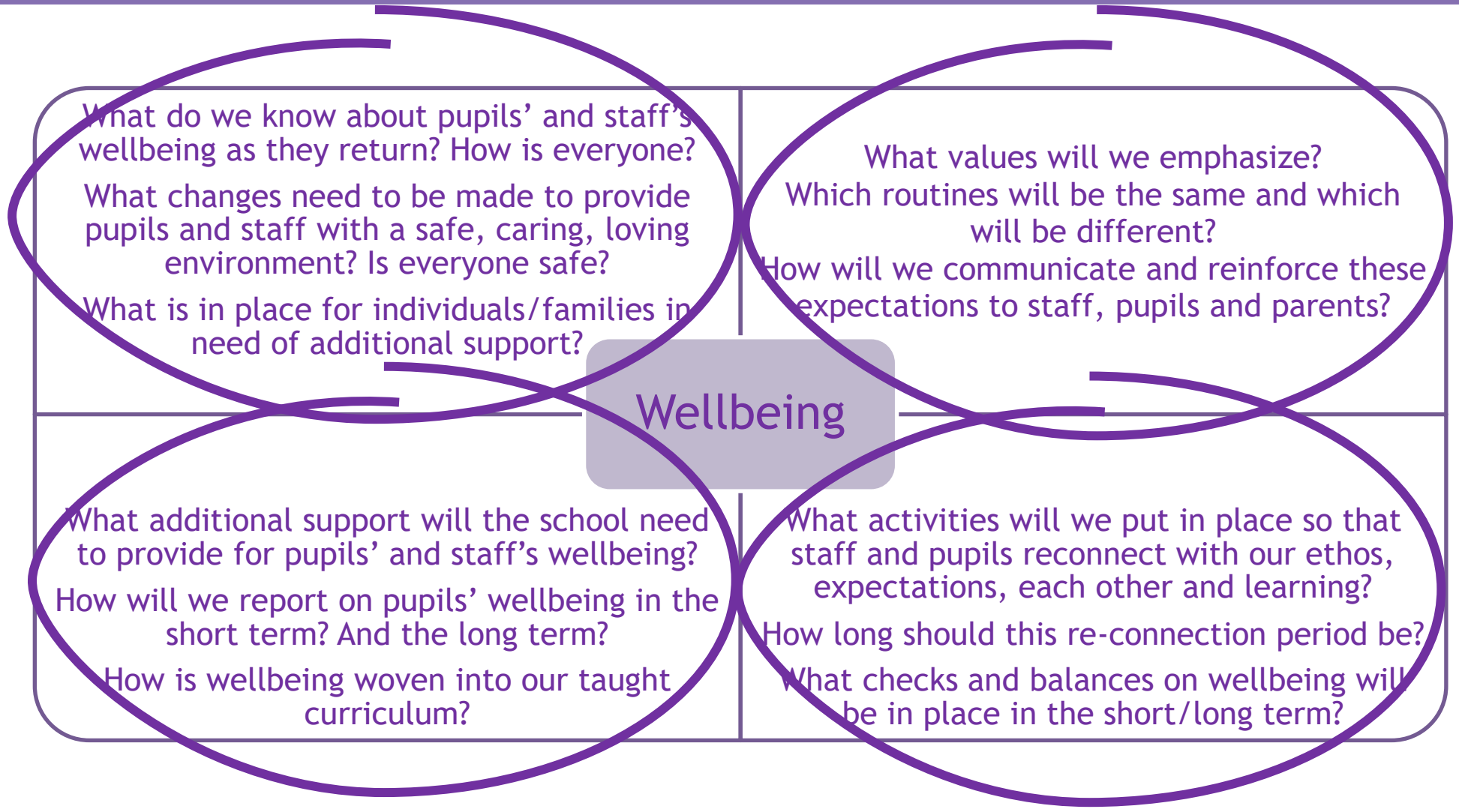

Curriculum Conversations

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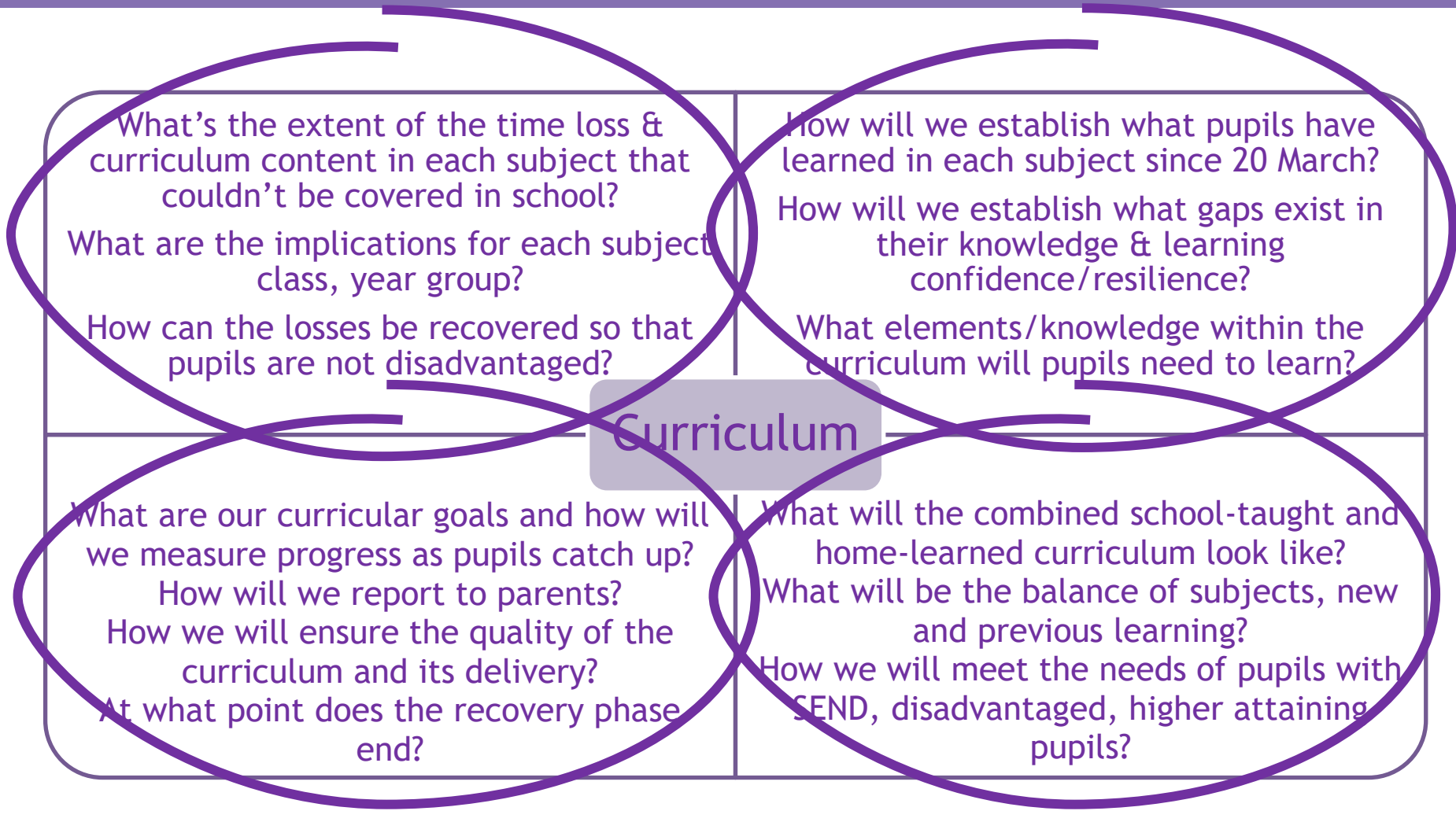

Community Conversations

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Continuity Conversations

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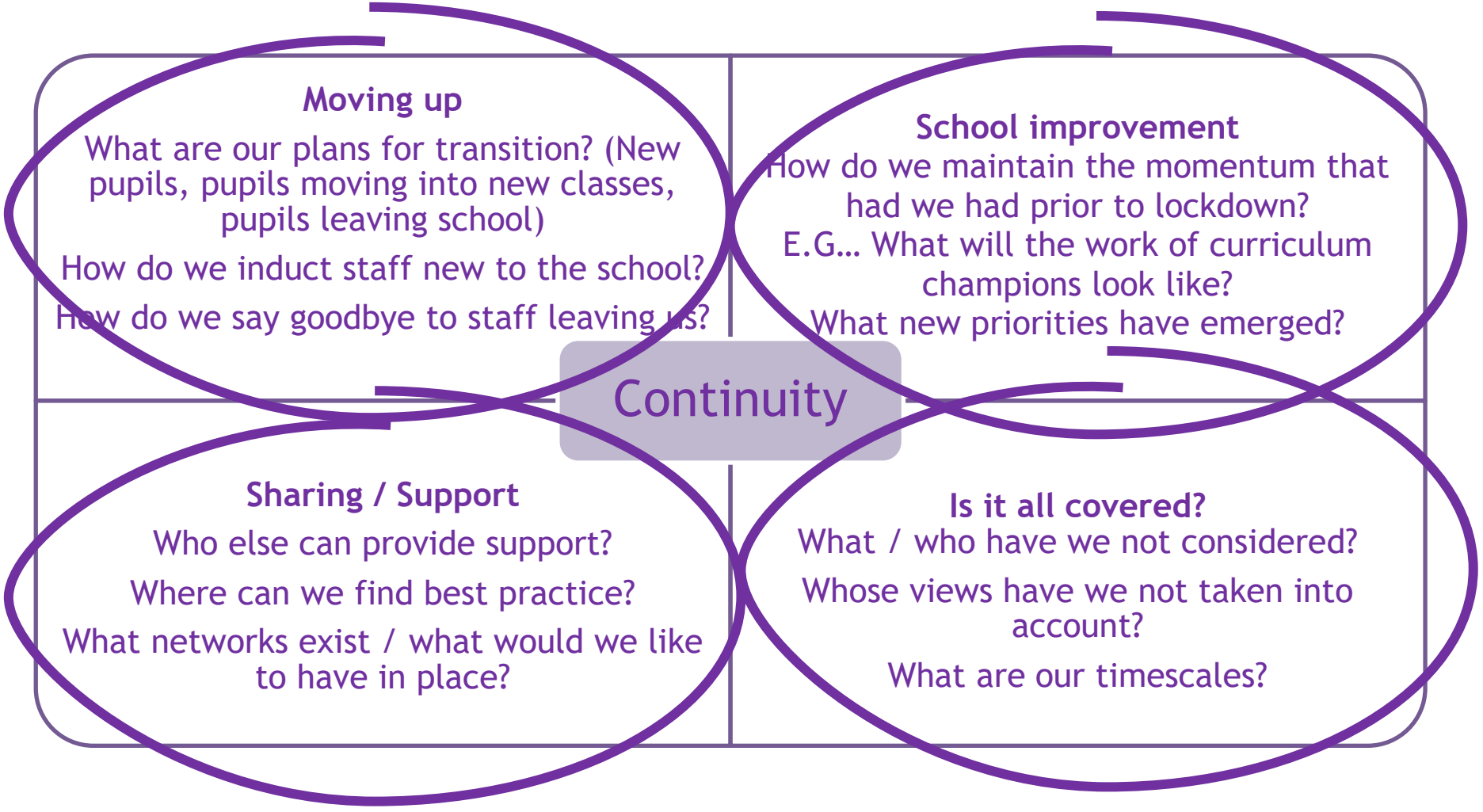

Within our Trusts

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- **DIALOGUE:** Rehearse your developing plans with others across your region. Share with your AGEP/DoSI for critical feedback.

- **SHARE:** Submit your final plans, to be shared, so that all academies can benefit from collective wisdom.

  DNEAT academies submit to: tara.burrows@dneat.org (we will then upload centrally to GovHub)

  St Benet's academies ensure your DoSI has a copy to inform further group discussions

- **MONITOR:** Check the impact of your plans at a school level throughout recovery. A programme of retrospective monitoring by AGEPs/DoSI will help provide quality assurance from September 2020.

Context: Recovery Curriculum

Diocese of Norwich Education and Academies Trust

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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.

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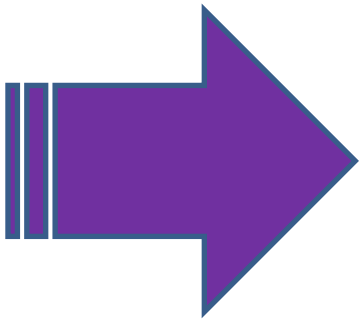
https://www.evidenceforlearning.net/recoverycurriculum/

The five losses

- Loss of Routine
- Loss of Structure
- Loss of Friendship
- Loss of Opportunity
- Loss of Freedom



- Anxiety
- Attachment
- Bereavement
- Trauma

'I was preparing to run a marathon, but now they tell me there is no race'

The five levers

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Lever 1: Relationships - Reach out to greet - don't automatically expect them to return joyfully.

Lever 2: Community - Engage, listen, understand, grow together.

Lever 3: Metacognition - Explicitly scaffold teaching to grow confidence as a learner.

Lever 4: Transparent Curriculum - co-construct to show them how you are addressing the gaps.

Lever 5: Space - to be, to rediscover self-image, concept, esteem and confidence.

Recovery curriculum

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- a construct
- built through compassionate leadership
- aims and values
- best informed judgements
- a personalised response

Links

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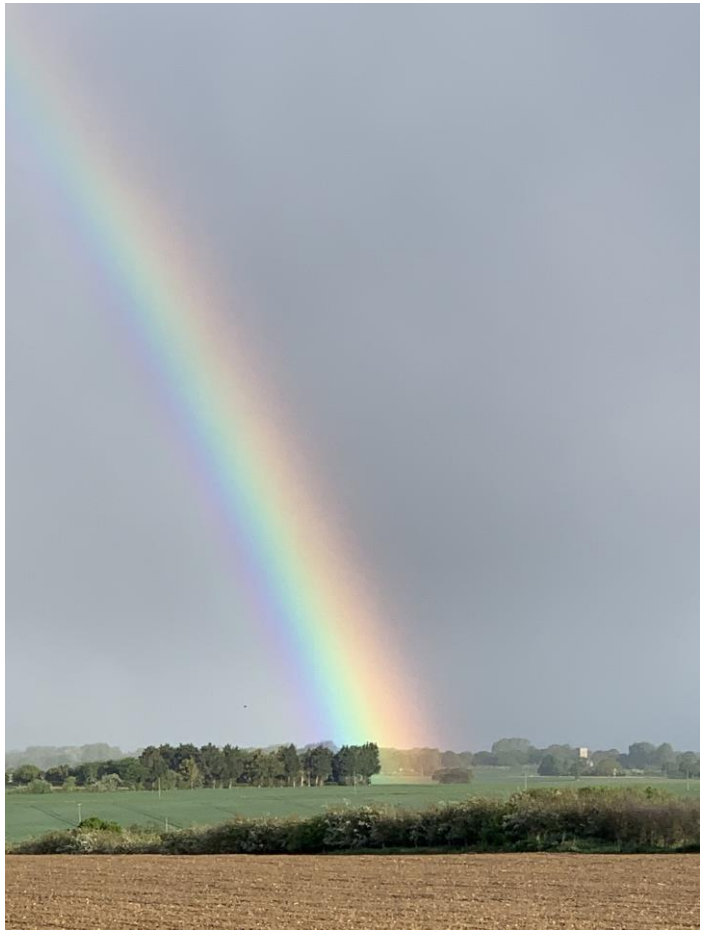
- https://2simple.com/blog/covid-19-return-school-action-plan/
- https://www.evidenceforlearning.net/recoverycurriculum/
- https://www.anewdirection.org.uk/blog/7-creative-ways-to-teach-a-recovery-curriculum