

# A Recovery Curriculum What we can do!

# What's it all about?



- ▶ Research notes written by Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK and Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire, UK
- ▶ It is a really useful guide as to what we should be expecting our students to achieve and how we are going to teach them when they return.
- ▶ Anything in italics is taken as a direct quote from the text but a copy of it will be sent along with this and the first podcast is being produced on 29/4/2020 - check on the website:  
<https://www.evidenceforlearning.net/recoverycurriculum/>

# What should we do when returning?

- ▶ Listen to what the students are saying.
- ▶ Look at what the students are experiencing.
- ▶ For most of our students their daily goal has not just been to learn but to meet their friends and to feel that they “belong” somewhere.
- ▶ *“You can’t underestimate the impact of the loss of that social interaction”*
- ▶ We are social beings and we grow/develop through the interactions that we have with others.



**R**ecovery means something different for everyone

**E**xtend **Metacognitive** approaches

**T**ime and **S**pace

**U**nderstand our **C**ommunity

**R**elationships are key

**N**ow and next – share the **C**urriculum plans

The importance of staff training

*Very interesting particularly regarding students masking/camouflaging their turmoil and feelings so presenting as 'ok'.*

Love the idea of the journals and happiness boxes. A fantastic way to begin to help them process their emotions and feelings.

This video was really interesting and I had no idea of the psychological impacts that lockdown would have on students. I was one of those people that believed that for the majority, they would settle back to normal very quickly.

*Students experiences of lock down may be vastly different and we can not underestimate the effects.*

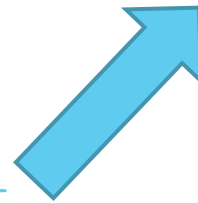
Understanding and implementation

# What will their worries or anxieties be?



1. Loss of routine
2. Loss of structure
3. Loss of friendship
4. Loss of opportunity
5. Loss of freedom

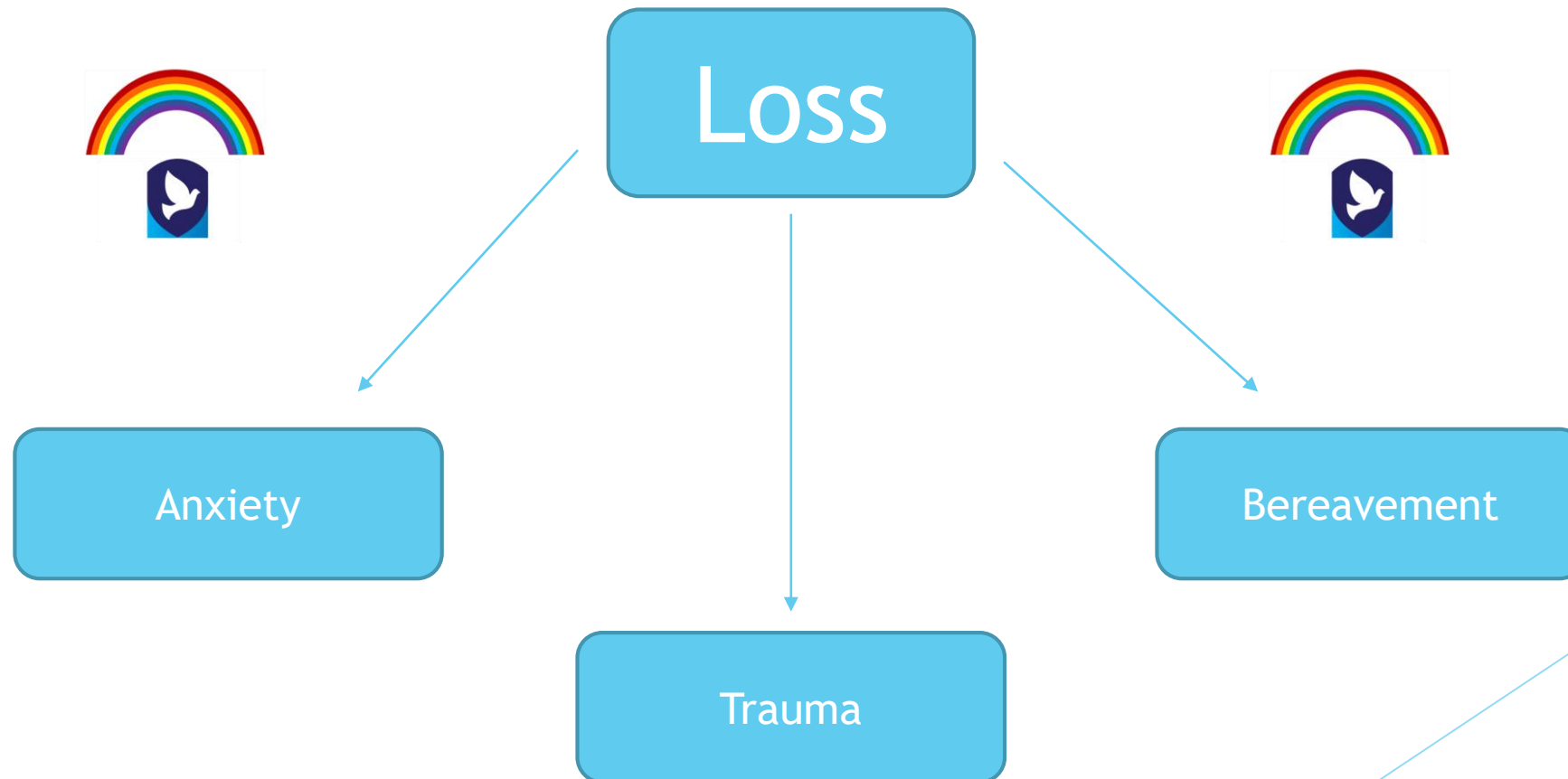
**ANXIETY  
TRAUMA  
BEREAVEMENT**



**RAPID EROSION OF  
MENTAL HEALTH IN  
CHILDREN AND  
YOUNG PEOPLE**



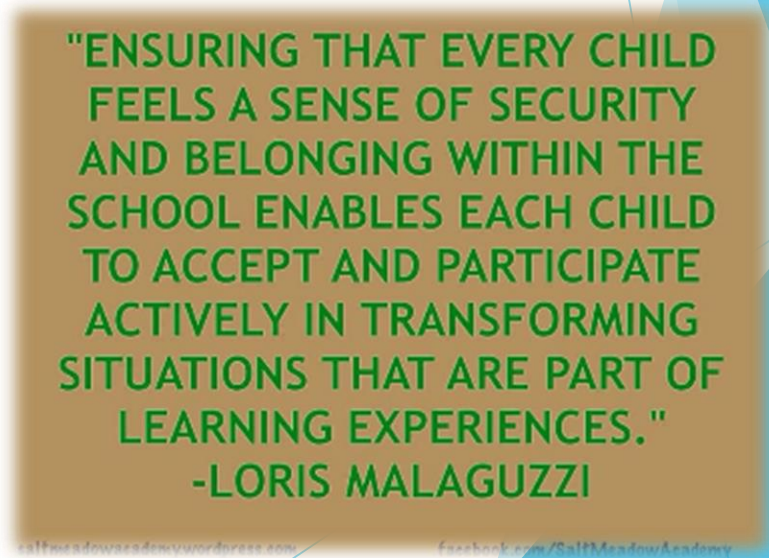
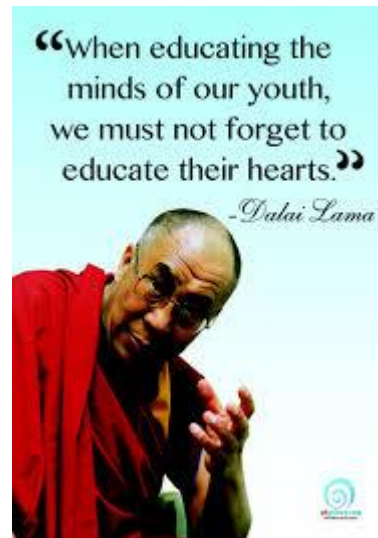
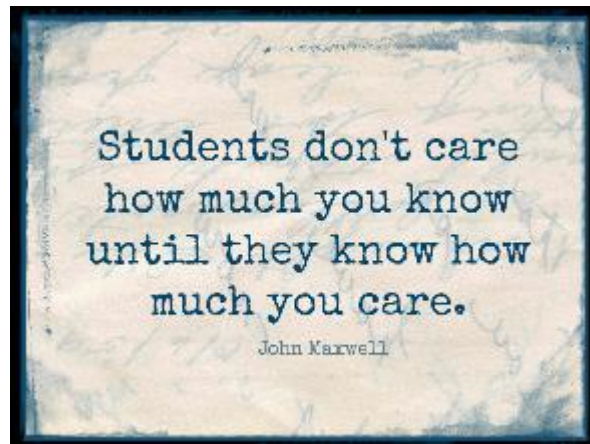
*“For all of these to appear at one in an untimely and unplanned fashion is significant for a developing child or young person.”*





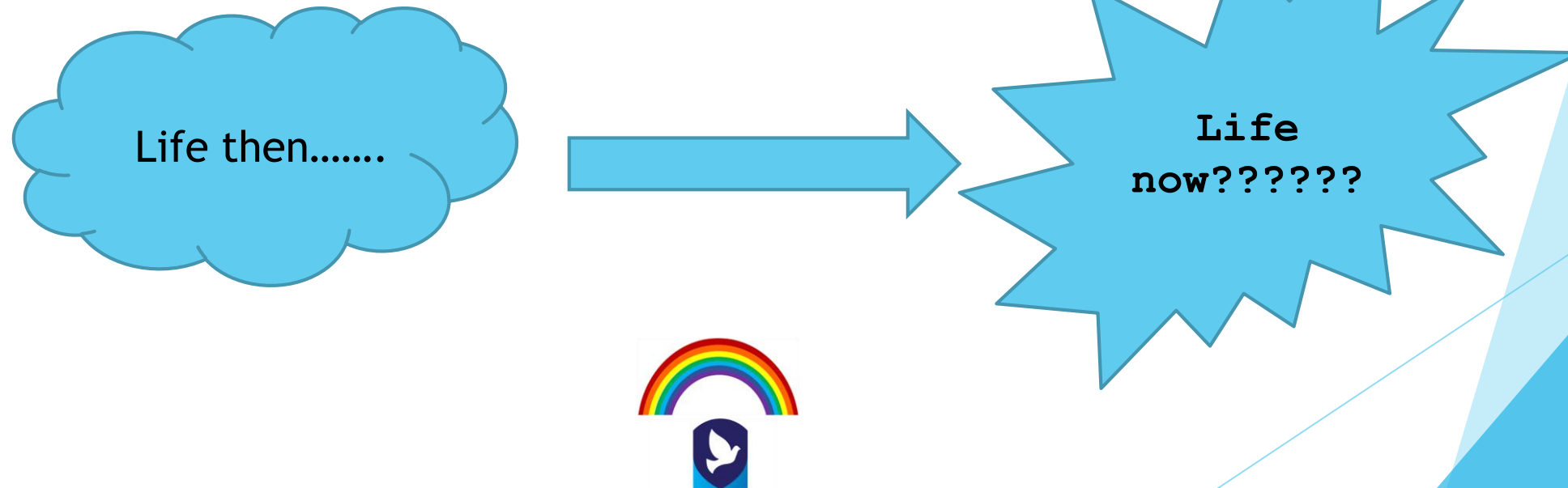
*“Our children are vulnerable at this time and their mental health is fragile.”*

- ▶ Does the loss of academic learning really matter in light of the above statement? Our students are experiencing their own anxieties whilst seeing their families, communities, the country and the world in a sea of anxiety. They can't escape it.



# Being prepared..or not? Loss of routine

- ▶ During this pandemic, all of our students friends and carers from school have disappeared without any warning. We had very little time to prepare them and this wouldn't normally happen.

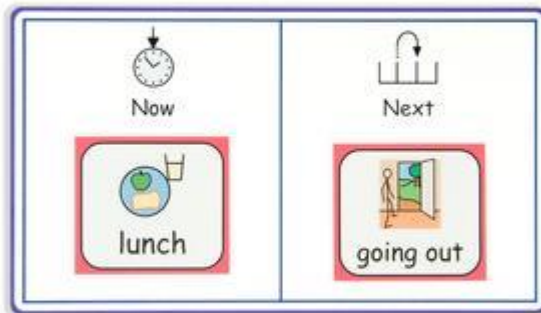




# Loss of structure



- ▶ We all need to know what's happening NOW and NEXT



# How long will it take for our students to feel NOT threatened by the nearness of others?

## Loss of friendship

- ▶ There have been increased reports of self-harm - Young Minds 2020
- ▶ Increased anxiety attacks
- ▶ Loss of self-control
- ▶ Is it ok to go out?
- ▶ How do I know?
- ▶ Where will I be safe?



# Loss of freedom



- ▶ What teenager wants to be with their parents 24/7? - Come to think of it.....  
What child, adult, elderly person, pet.....?



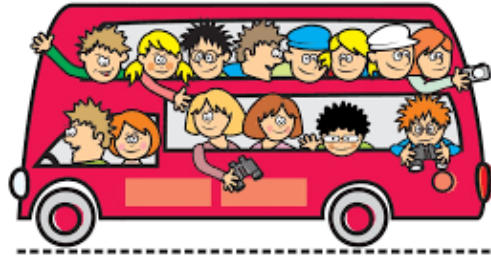
I was training for a marathon and now there is no race to run....

# Loss of Opportunity



They have lost their rites of passage - taking exams - SATs, school trips, driving test, music or dance performances?

I could go on...



# anxiety

- ▶ It's a cruel companion and eats away at positive mental health and cause deterioration of a young person's overall well-being.
- ▶ An anxious child is not a learning child
- ▶ Loss of sleep diminishes coping mechanisms
- ▶ We all hear about daily death toll and people who are facing highly stressful situations.

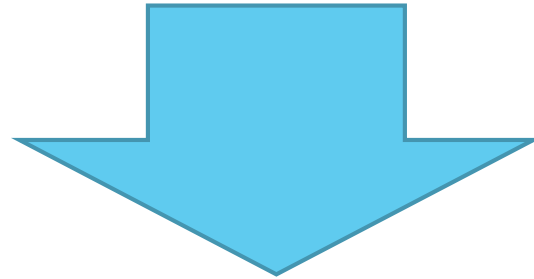




# Key Questions



- ▶ How do we prepare for going back to school?
- ▶ What curriculum adjustments do we need to make? What is crucial?
- ▶ How will staff manage their own recovery?
- ▶ What pedagogical frameworks will facilitate teaching with compassion?

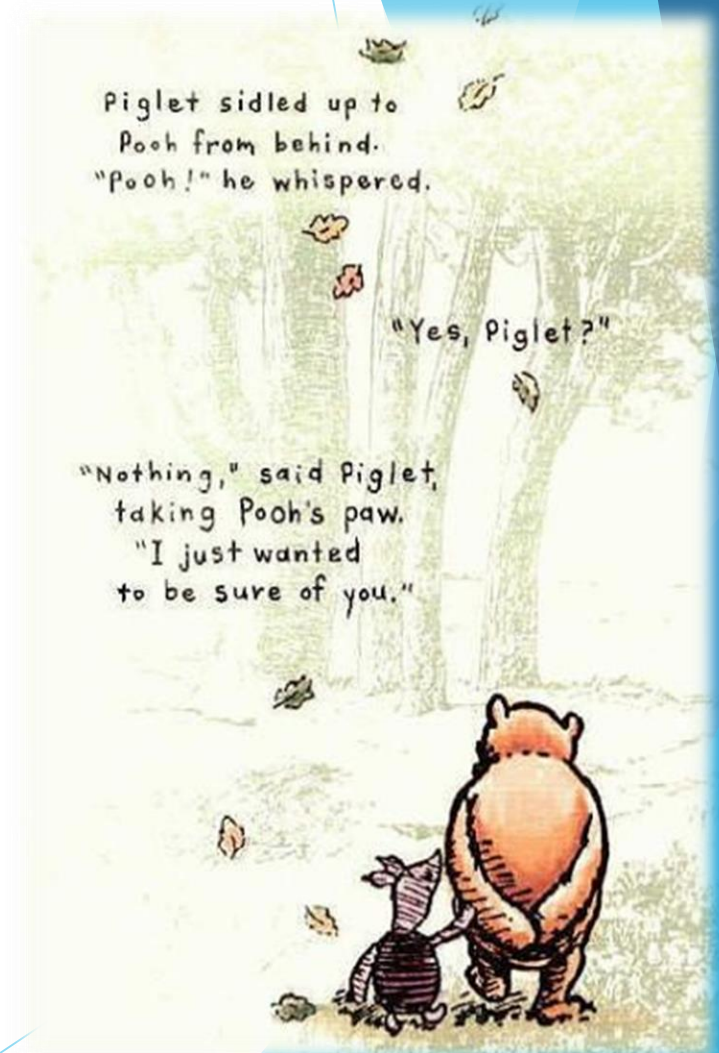


We form a curriculum to recover from loss



# “Teaching is a relationship based profession”

- ▶ *“We all need a holistic recovery; some may need a focussed recovery 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.”*
- ▶ We need to plan for activities that provide the space for recovery.
- ▶ We need to focus more on FUNDAMENTAL WELLBEING and secure positive development of the young person.







# Levers to help us



Now is the time to get the mental wealth of our children restored, so that their aspirations for their future, can be a vision that becomes, one day, a reality.

## ▶ Lever 1 - Relationships

*Our students won't all return joyfully. Relationships that were thriving are going to have to be nurtured and restored. We need to PLAN for this to happen. Reach out to the students and greet them - cushion the discomfort of returning.*

## ▶ Lever 2 - Community

*Curriculum will have to be based around the community for a long time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.*

## ▶ Lever 3 - Transparent curriculum

*Students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.*





# Levers to help us, continued



## ▶ Lever 4 - Metacognition

*In different environments our children will have been learning in different ways. We need to make the skills for learning in a school environment explicit to our students and reskill and rebuild their confidence as learners.*

## ▶ Lever 5 - Space

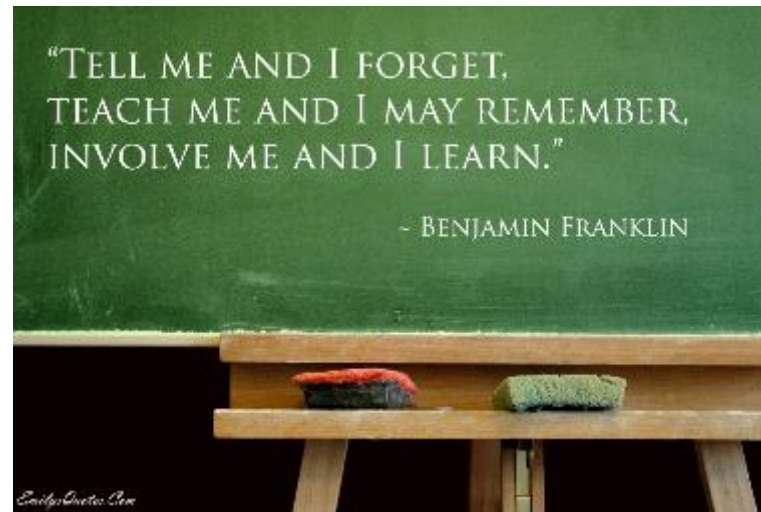
*To be, to rediscover and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, **providing opportunity and exploration alongside the intensity of our expectations.***



# Engagement



- ▶ *Many children will return to school disengaged.*
- ▶ *School may seem irrelevant after a long period of isolation.*
- ▶ ***OUR QUEST, OUR MISSION AS EDUCATORS, SHOULD BE TO JOURNEY WITH THAT YOUNG PERSON THROUGH A PROCESS OF RE-ENGAGEMENT, WHICH LEADS THEM BACK TO THEIR RIGHTFUL STATUS AS A FULLY ENGAGED, AUTHENTIC LEARNER.***



# We need to show that we can be trustworthy again....



- ▶ Can I trust you again?
- ▶ Will you abandon me?
- ▶ Can our lives reconnect?
- ▶ Can our relationship be re-established?

*“Now is the time to get the mental wealth of our children restored, so that their aspirations for their future, can be a vision that becomes, one day, a reality.”*



# Holding on to our St Paulinus Beliefs....(1)



- ▶ **Mission:** ‘To Love one Another as I have Loved You’
- ▶ **Motto:** ‘Be the best person I can be’
- ▶ **Golden Rules:** We will be gentle, kind & helpful, work hard, look after property, listen to people and be honest.
- ▶ **REAL VALUES:** Respect, Enjoyment, Acceptance & Love

# Holding on to our St Paulinus Beliefs....(2)



## Curriculum Paulinus:

- ▶ Promote independent learning as a life skill through engaging experiences and discovery.
- ▶ Aim for the best in all that we do.
- ▶ Use and develop a positive attitude to develop a love of learning.
- ▶ Learn to respect and care for the environment and become responsible global citizens.
- ▶ Inspire, support and guide pupils through excellent teaching & learning experiences.
- ▶ Nurture the uniqueness of each child and curriculum area to gain depth of knowledge and understanding.
- ▶ Understand the need for challenge to inspire each person to do their best.
- ▶ Succeed and smile through rich memorable learning experiences
- ▶ 5 core principles are creativity, learn by doing, independence, Personal/Social Development and be safe.

# How might we achieve this?



What this will look like:

- **Short term:** Our shared river to recovery. Different class layouts and different timetables. Many logistical challenges and opportunities to clean! Please check the google drive shared resources excellent commitment from our Trust.
- **Medium Term:** Review after first half-term if not before. We do intend to return to our usual curriculum with adaptations to commence Autumn 2.
- **Longer Term:** Improvements Across the school to include developemtn of the teaching of Maths across the school



# Where are we now?



## Rejoin & Reconnect



Reconnecting with families

Rejoining

Re-engage relationships

Shared Values

Reinvigorating School Culture

Transition Activities

## Reigniting & Re-Engaging



Building emotional resilience

Capture, understand and diagnose

Targeted Intervention

Holistic Therapy

## Observation & Healing



Reconnecting with families

Reconnecting with families

Reconnecting with families

The Future



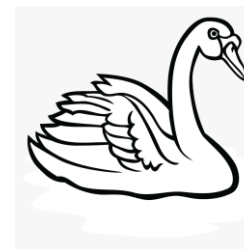
(Re) Learning to be Learners



## St Paulinus Catholic Primary School

Our Shared River to Recovery

**SWAN** Approach



**Safe, Welcoming, All together, Nurturing**

# Further information



- Jonathan Baggaley (You Tube Covid recovery clip -23mins)

<https://www.youtube.com/watch?v=tBWjMXQ-Nw8&feature=youtu.be>

Learning Shared Podcasts (Barry Carpenter)

Recovery Curriculum (Facebook)

Google Drive St Paulinus Staff, Recovery Curriculum