

# Lessons From Lockdown

Messages for - and from - governors and school leaders

## Dr Tony Breslin FRSA

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Co-founder, Transform Governance

Author, *Lessons From Lockdown: the educational legacy of COVID-19*

Chair, Bushey Primary Education Federation

## Bury Governor Association

7.00pm – 9.00pm

Thursday 11<sup>th</sup> March 2021

@UKpolicywatch

#LessonsFromLockdown

transform

governance

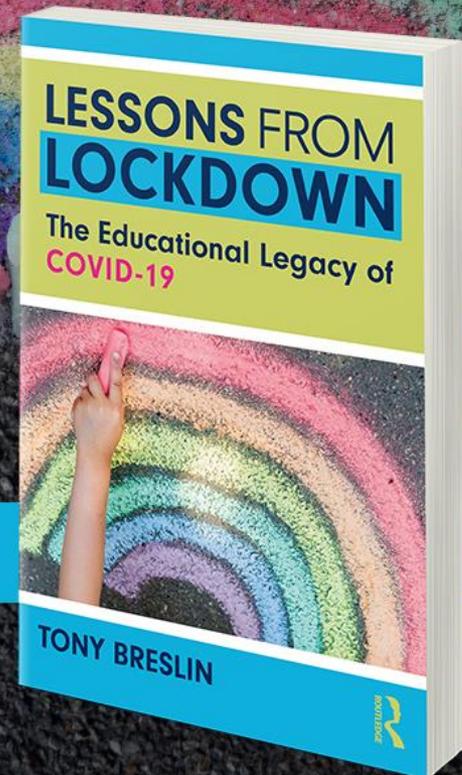
TONY BRESLIN

# LESSONS FROM LOCKDOWN

The Educational Legacy of COVID-19

Save 20% Use code: BSM20

 **Routledge**  
Taylor & Francis Group



**Breslin**

Social  
Impact

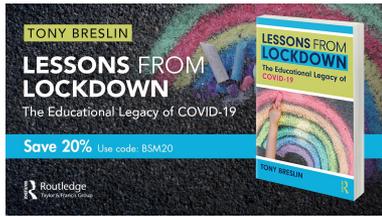
# Outcomes

By the close of this session, the intention is that you will have:

- A grasp of the key lessons emerging from the last academic year, as detailed in *Lessons From Lockdown: the educational legacy of COVID-19* (Routledge, 2021)
- A sense of the emergent lessons from the current academic year, set to be curated in *Bubble Schools: the long road from lockdown* (Routledge, 2022)
- An understanding of how these lessons might apply in our own schools, to the educational phase we work in, and across the Bury community of schools
- Some initial thoughts on the implications for our work as governors and leaders, and for the future of education and schooling more broadly

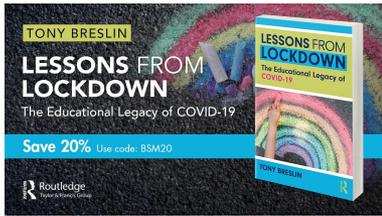
# The purpose of governance – a reminder

- ✓ Framing, sustaining and renewing a clear vision, ethos and strategic direction for the MAT or the school
- ✓ Ensuring the wellbeing and safety of pupils and staff
- ✓ Appointing the headteacher or executive leader and holding this individual to account for the educational performance of the school(s), while ensuring that they have comparable performance management processes in place for the wider staff community
- ✓ Ensuring regulatory compliance and overseeing the financial performance of the school (or schools), ensuring that money is well spent and resources well used
- ✓ Ensuring that the school - or group of schools - serves its community appropriately and effectively, and in a manner that is both transparent and seen as legitimate, for instance through providing a forum for review and appeal



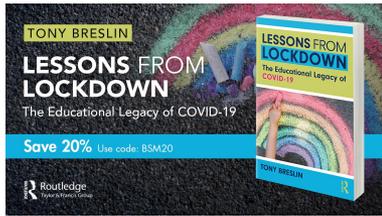
## Process

- ✓ Contracted: 1<sup>st</sup> June 2020
- ✓ Text Submitted: 1<sup>st</sup> September 2020
- ✓ Published: 18<sup>th</sup> January 2021
- ✓ 108 Research participants
- ✓ 10 focus groups and 16 face-to-face interviews
- ✓ Extensive media analysis
- ✓ 50 recommendations
- ✓ Sequel commissioned: 1<sup>st</sup> March 2021



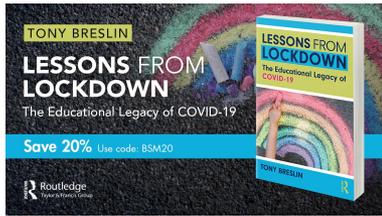
## Intention

- ✓ To capture the experience of lockdown. “in the moment”
- ✓ To give voice to pupils, parents and education professionals and volunteers
- ✓ To assess the implications for how we have done schooling in the past and how we might do it in the future
- ✓ To offer some observations
- ✓ To make a series of recommendations



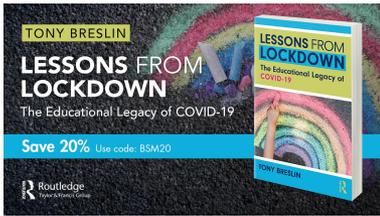
## Headlines

- Schools have multiple functions: educational, socio-economic, social, as community hubs as providers of respite from full-time parenting
- For the most part, COVID has not caused the gaps in attainment, the poverty, and the differential experiences that it has exposed
- Every child and every family has had a different lockdown
- Across the past year most children, parents and teachers there had periods as “Lockdown *Strugglers*”, “Lockdown *Survivors*” and “Lockdown *thrivers*”
- The challenge now is about much more than *just* curriculum catch-up
- Levels of creativity and innovation, system-wide, have been startling and offer the opportunity for a wider system re-set



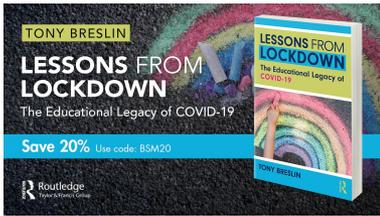
## Recommendations: local

- Focus on diagnosis and *social* (rather than just *curricular*) recovery in the first instance
- Place SEND approaches and strategies at the heart of your teaching processes
- Capture the positives of the lockdown experience, especially the independent learning skills that many children have developed, the new relationships between families and schools, and the new levels of digital literacy across the profession
- Capture the specifics of the lockdown experience at your school, including your experience as governors
- Do not take the re-integration of pupils into school life as unproblematic
- Use the experience of lockdown to re-set your practice as a Board and as a school or a cluster of schools



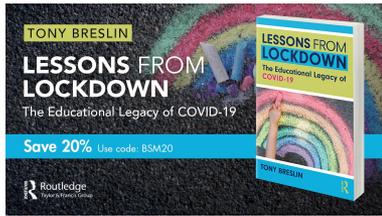
## Recommendations: national

- Rebalance the attainment-inclusion nexus, system-wide
- Re-commission an agency specifically focused on curriculum and qualifications development
- Launch a major multi-method, longitudinal research exercise to capture the enduring impacts of lockdown
- Utilise the opportunity for a wider system re-set
- Explore, in particular, the nature of inspection post-pandemic
- Develop mechanisms for supporting high levels of home learning, blended learning and learning off-site
- Boost provision for adult and community learning to support an expected increase in demand



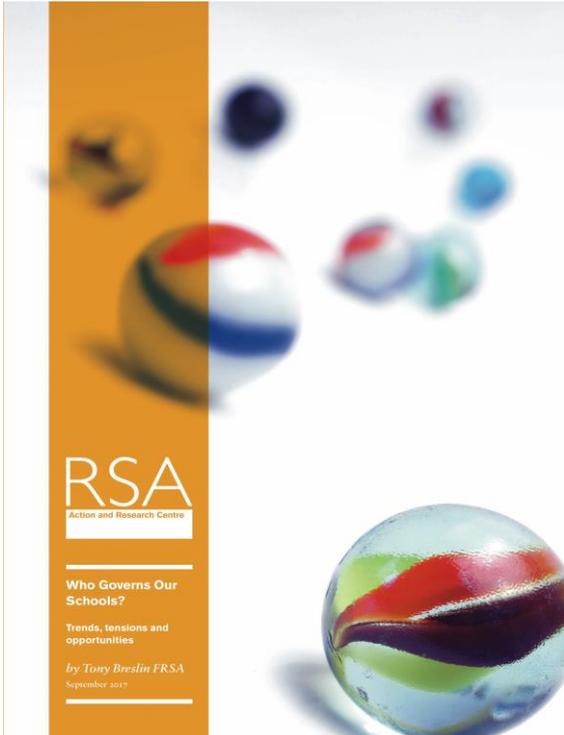
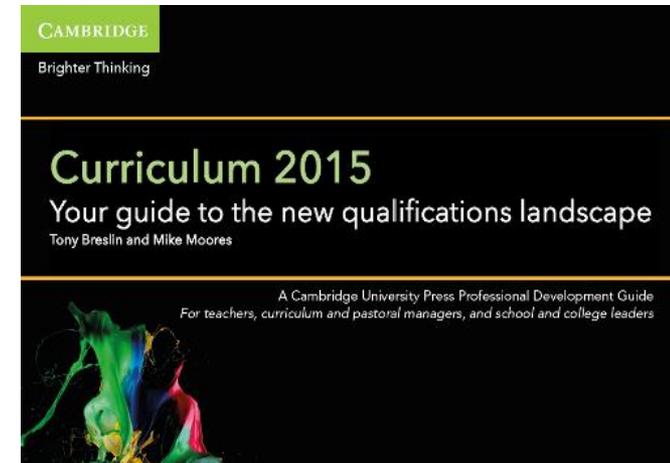
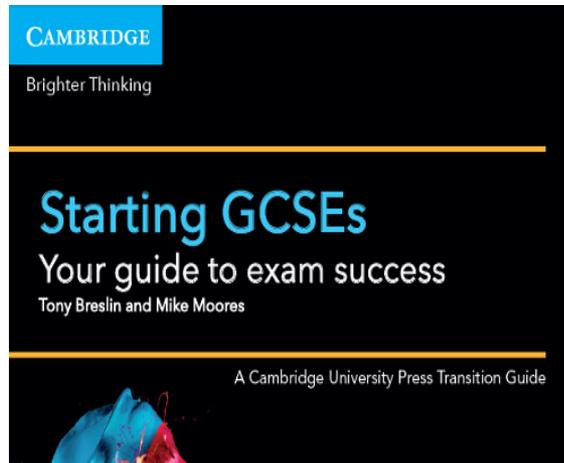
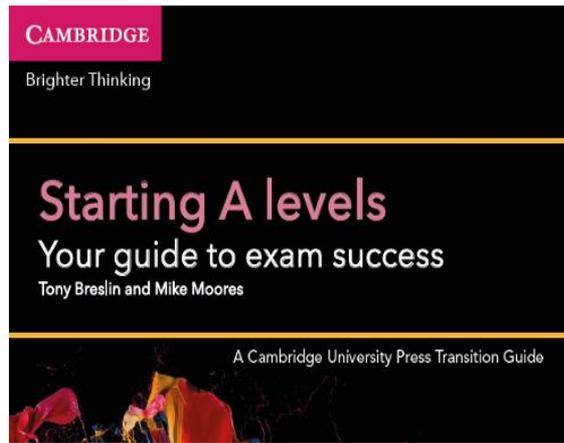
## Next steps

- Arranging the interviews and focus groups for *Bubble Schools*, the sequel to *Lessons From Lockdown* – volunteers sought and contact details at the close of this presentation
- Scoping out the key content for the third book in what is set to become a lockdown trilogy, *Post-pandemic learning: the case for reschooling society*
- Seeking to spark a broader debate about the future of schooling, and its constituent elements, such as governance and curriculum



## Questions

- Post lockdown, what can't you wait to get back to, and what can't you wait to leave behind?
- What practices, developed during lockdown, are you intent on retaining, post pandemic?
- How will you capture the multiple, varied and nuanced experiences of this period, so that they can inform your practice in the future?
- Post pandemic, what's it like to be a child, a member of staff or a leader in your school?
- What kind of provision will you need to offer the children in your school so that they are well prepared for an as yet unseen world?



## Feedback

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[www.breslinpublicpolicy.com](http://www.breslinpublicpolicy.com)

### Ordering *Lessons From Lockdown*

www.routledge.com (discount code BSB20) and all usual outlets

# Dr Tony Breslin FRSA

- **Tony Breslin's** latest book, *Lessons from Lockdown: the educational legacy of COVID-19*, was published by Routledge in January 2021 and tracks the experience of teaching, learning and school leadership through the early stages of lockdown in spring and summer 2020. He is currently working on the sequel, *Bubble Schools: the long road from lockdown*, which picks up this story from the fall of 2020 and takes us through to the close of the 2020-21 academic year. His recent reports, *A Place for Learning: putting learning at the heart of citizenship, civic identity and community life* (RSA, 2016), and *Who Governs Our Schools? Trends, Tensions and Opportunities* (RSA, 2017), have made important contributions to the debates about the role of adult and community learning and Further and Higher Education in a post-industrial age, and the nature of school governance in a new landscape of academies, federations and MATs.
- Tony's own experience in governance and as a senior leader in education and the voluntary sector is extensive. A teacher by profession, with experience working in denominational and non-denominational schools, and a curriculum development specialist, he is currently Chair at Bushey Primary Education Federation.. Previously, he has served as Chair of the awarding organization, Industry Qualifications, the public speaking social enterprise, Speakers Bank, and the educational charities and membership associations, Human Scale Education and the Association for the Teaching of the Social Sciences. He has also served as a Trustee of Adoption UK and the Association for Citizenship Teaching.
- A former Local Authority School Improvement Adviser, a Chief Examiner at GCSE and a Principal Examiner at A level, he is best known for his work as CEO at the Citizenship Foundation (2001-2010), the influential education and participation charity, where he developed the concept of the Citizenship-Rich School, and his work in the governance arena, where his recent engagement as a Consultant Trainer at Herts for Learning means that he works with school governors and leaders in primary, secondary and special education on a weekly basis, either in person or virtually.
- Tony is a champion of the social curriculum, professional and vocational education, community engagement and lifelong learning, themes that are common in a wide-ranging publications list featuring over 120 articles, papers and texts, and in the work of the successful social impact consultancy that he leads, Breslin Public Policy Limited.

# Breslin Public Policy Limited

- **Breslin Public Policy Limited**, which trades as **Breslin Social Impact**, **Transform Education** and **Transform Governance** (in partnership with Permuto Consulting), was established in September 2010; focused on education, participation and the voluntary and community sector, it works at the interface between public policy and professional practice.
- Current and recent clients include Adoption UK, Babcock Education, Beyond Philanthropy, BMAT Trust, the Bridge Group, Brighton and Hove City Council, the British Educational Research Association, the British Olympic Foundation, the British Paralympic Association, Bury Council, Cambridge University Press, Character Scotland, Cornwall County Council, Culture, Creativity and Education England, the Diana Award, East Sussex County Council, Hampshire County Council, Haringey Adult Learning, Hayes Education, Herts for Learning, Hull and East Riding Governance Network, Keynote Educational, KPMG, the Local Government Association, the London Centre for Leadership in Learning, the London Organising Committee for the Olympic and Paralympic Games (LOCOG), Lifelong Learning London Central, the Mercers' Company, Modern Governor, Navigation Learning, Oasis Community Learning, the Office of the Children's Commissioner, Ofqual, the Orwell Youth Prize, Plymouth Marjon University, the Royal Society for the promotion of the Arts, Stevenage Sixth, Stockport Governors' Association, the University of York Department of Education, Uprising and V-Inspired.