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Exploring new models of education: lessons from the pandemic

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Safe Model for School Return during the COVID-19 Pandemic

What if lockdown is needed again? Family consultation and school co-production to develop a Scottish Model for Safe Education (SMS-Ed)



Evi Bali



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Back in 2020, findings about school closures differed across the world

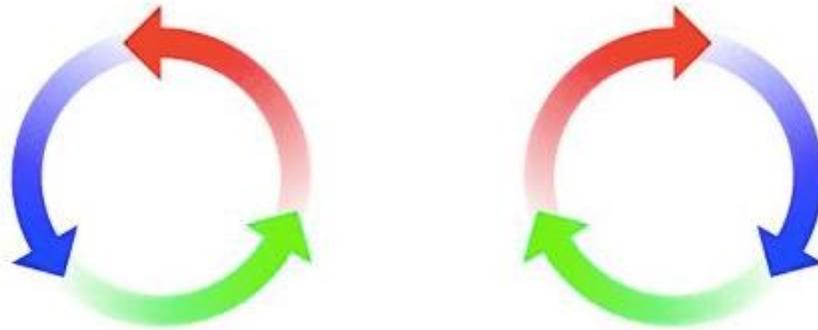
In Ireland, Sweden and Japan findings suggested school opening versus closure made little difference

...but in Korea, the US and France evidence suggested that school closure made a big difference



Many families were doing much better than expected

Risk and resilience factors were tricky to identify, because there was often a **constellation** unique to that family

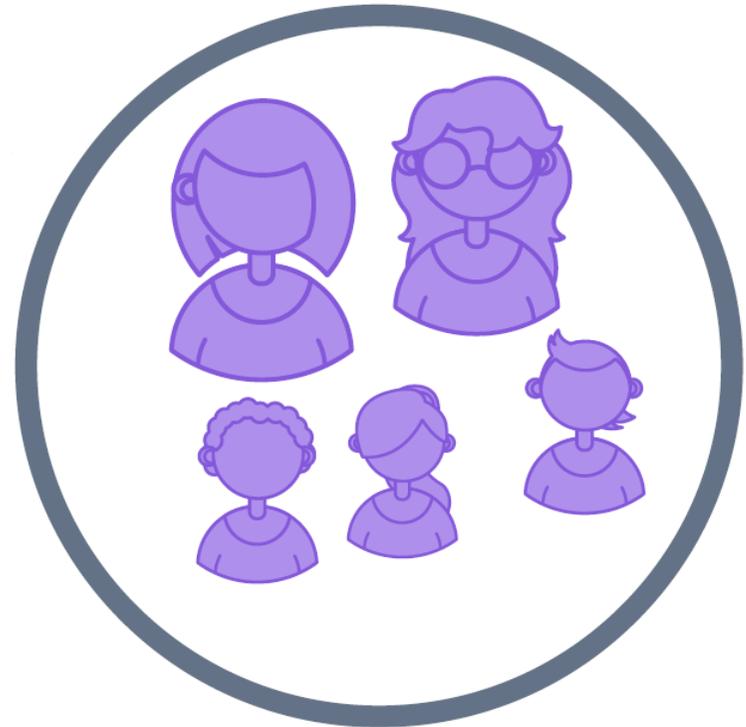


Vicious and virtuous cycles developed over time

School and home-working was a big source of stress so we came up with an alternative model

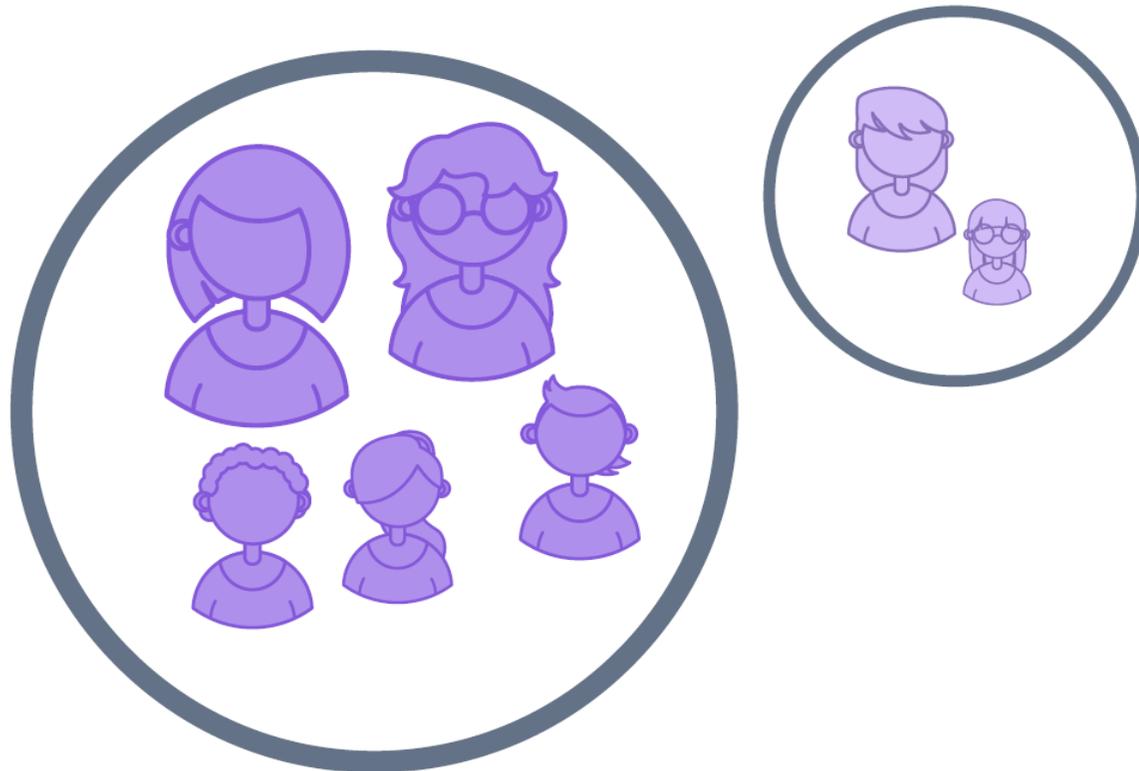


Let's imagine a local family
who have been self-isolating
under lockdown:





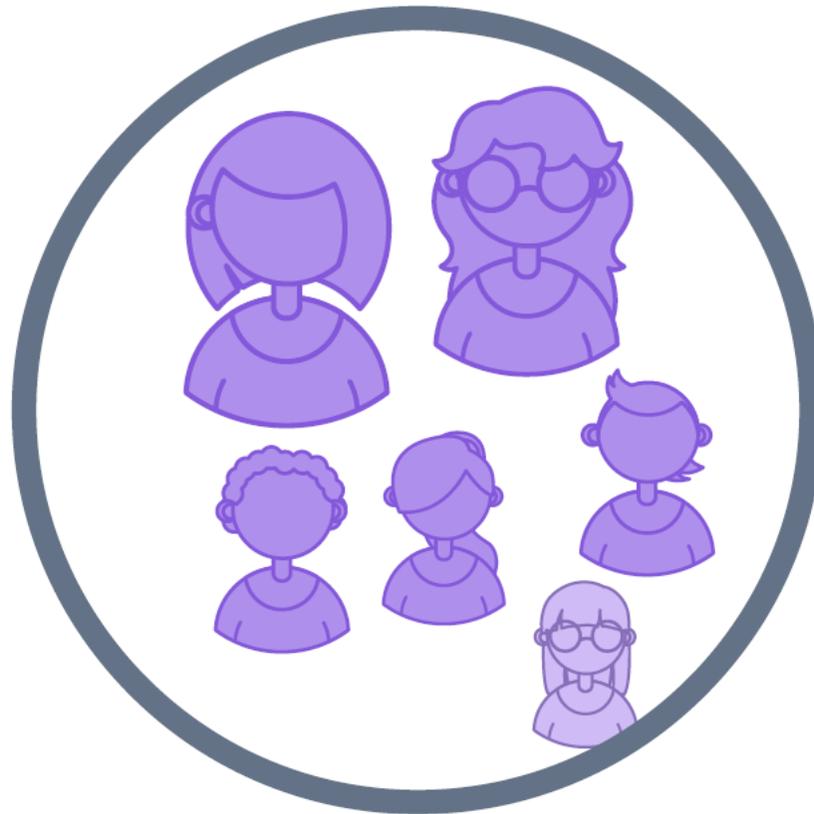
They are in a cluster with 1 other household





For 2/3 days of the week the child from the other household would join theirs

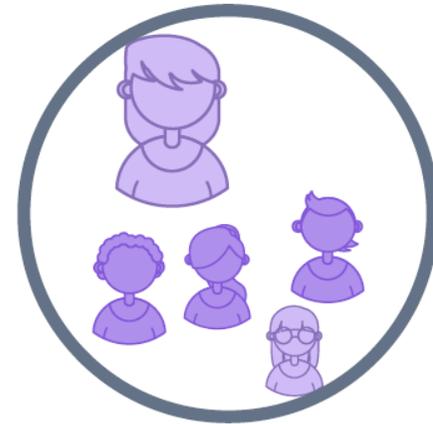
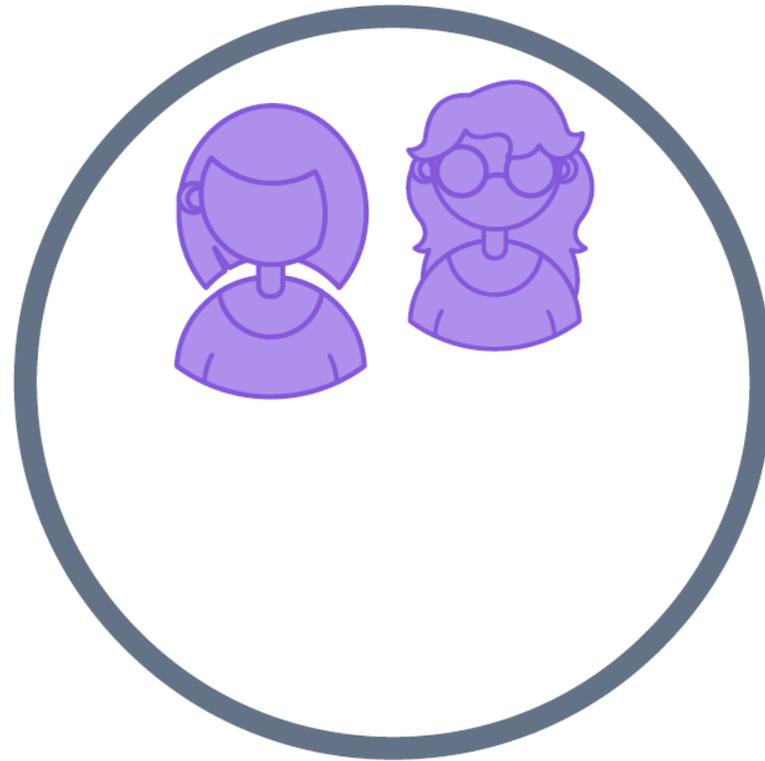
They would receive virtual support from teachers and materials for them to use with children.





For 2/3 days of the week their children would go over to their neighbour

The children would leave in the morning and come back in the afternoon.



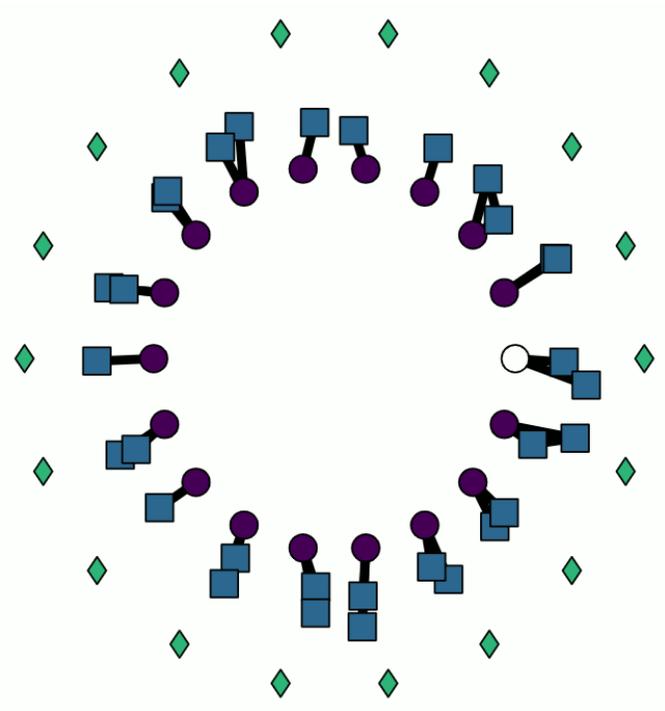
We ran two waves of stakeholder focus groups to think about CCCs:

In Wave 1, we discussed how **disease modelling** works with parents and teachers separately...and gave group members a chance to try out disease modelling for themselves

...and in Wave 2 we repeated the process, except with parents and teachers in groups together and with **disease models** that were more specific to the **wishes** and the **balancing of risks** made by Scottish Borders teachers and parents

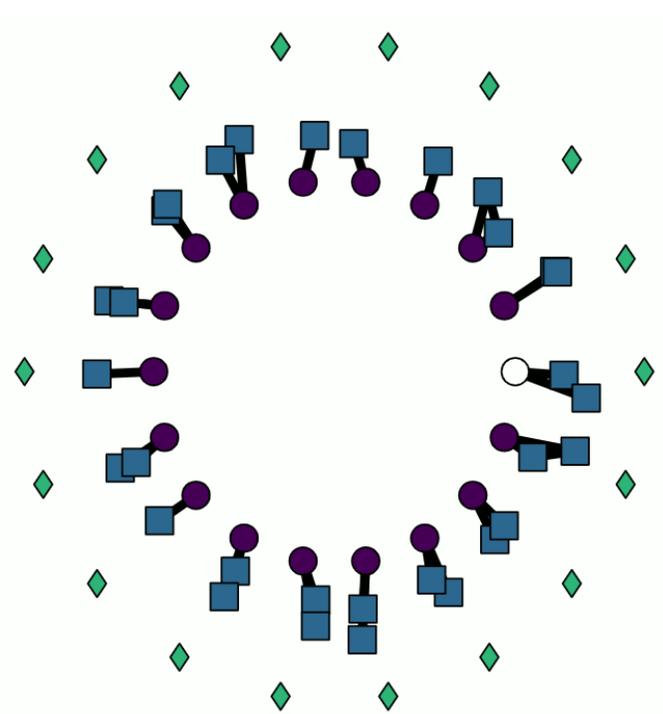


Single family lockdown

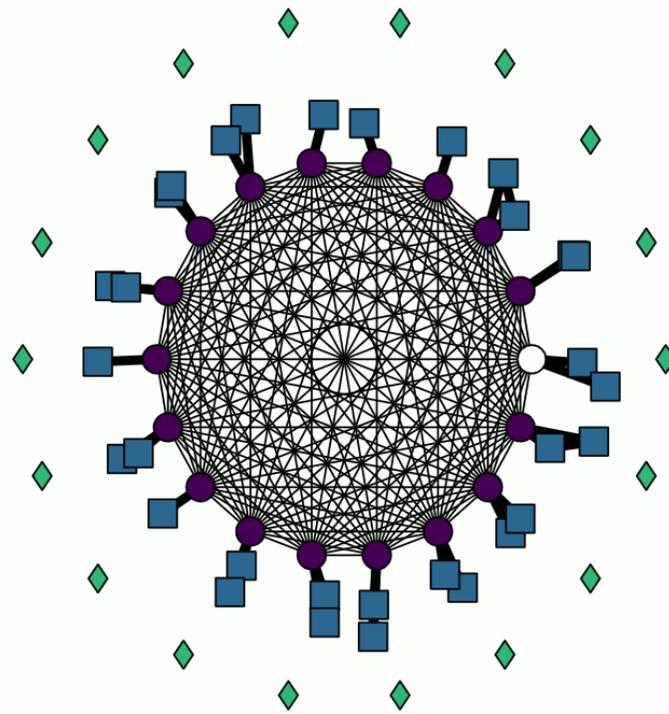




Single family lockdown

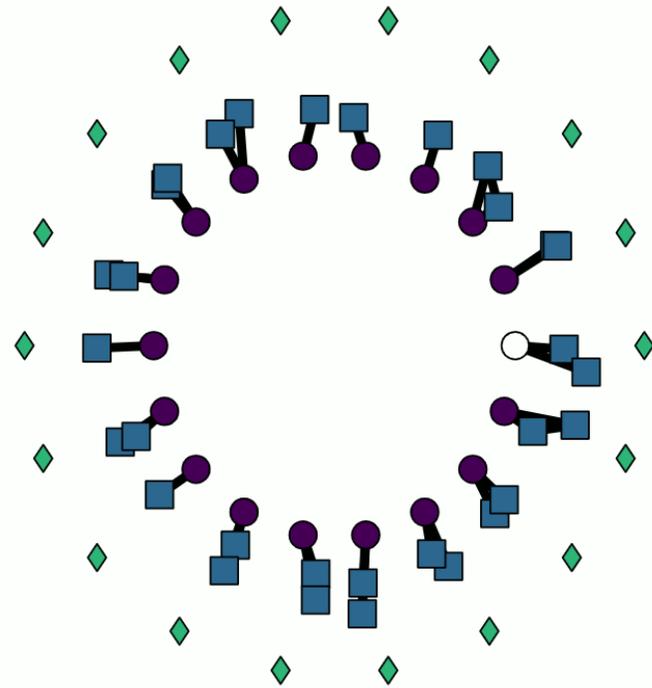


Back to school

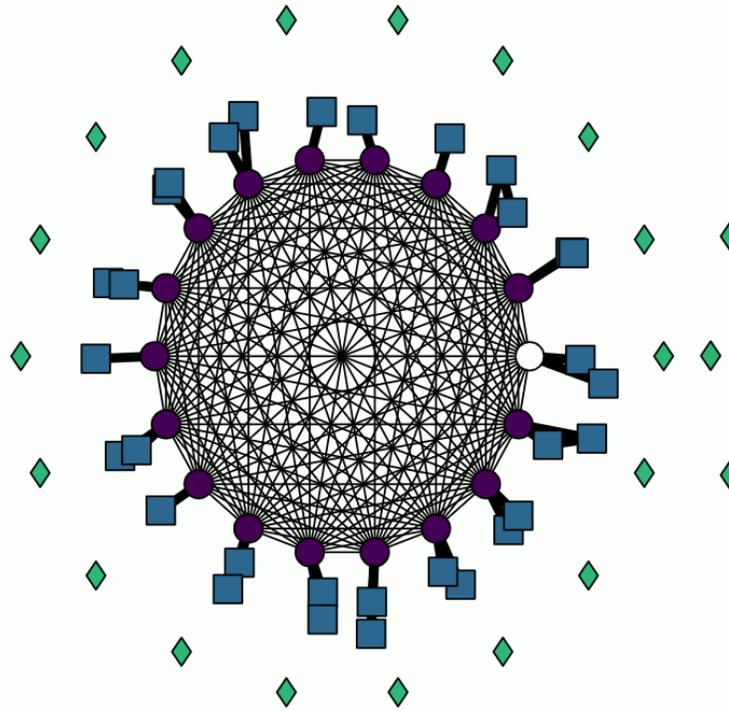




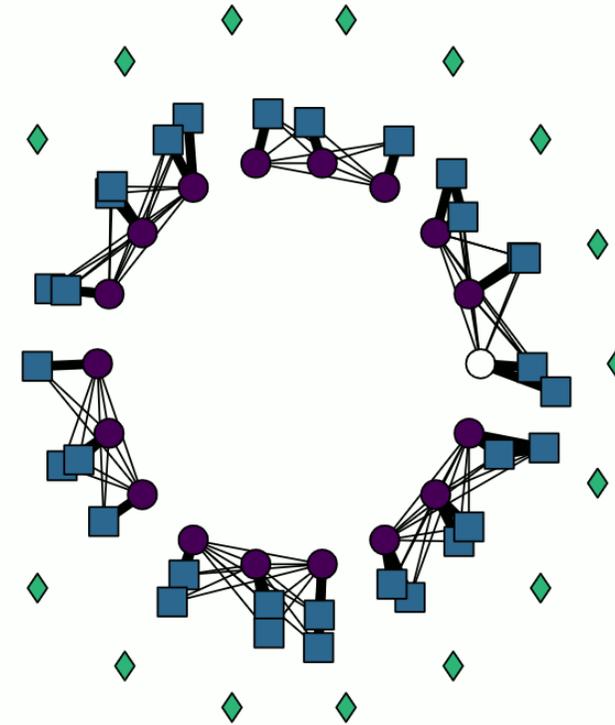
Single family lockdown

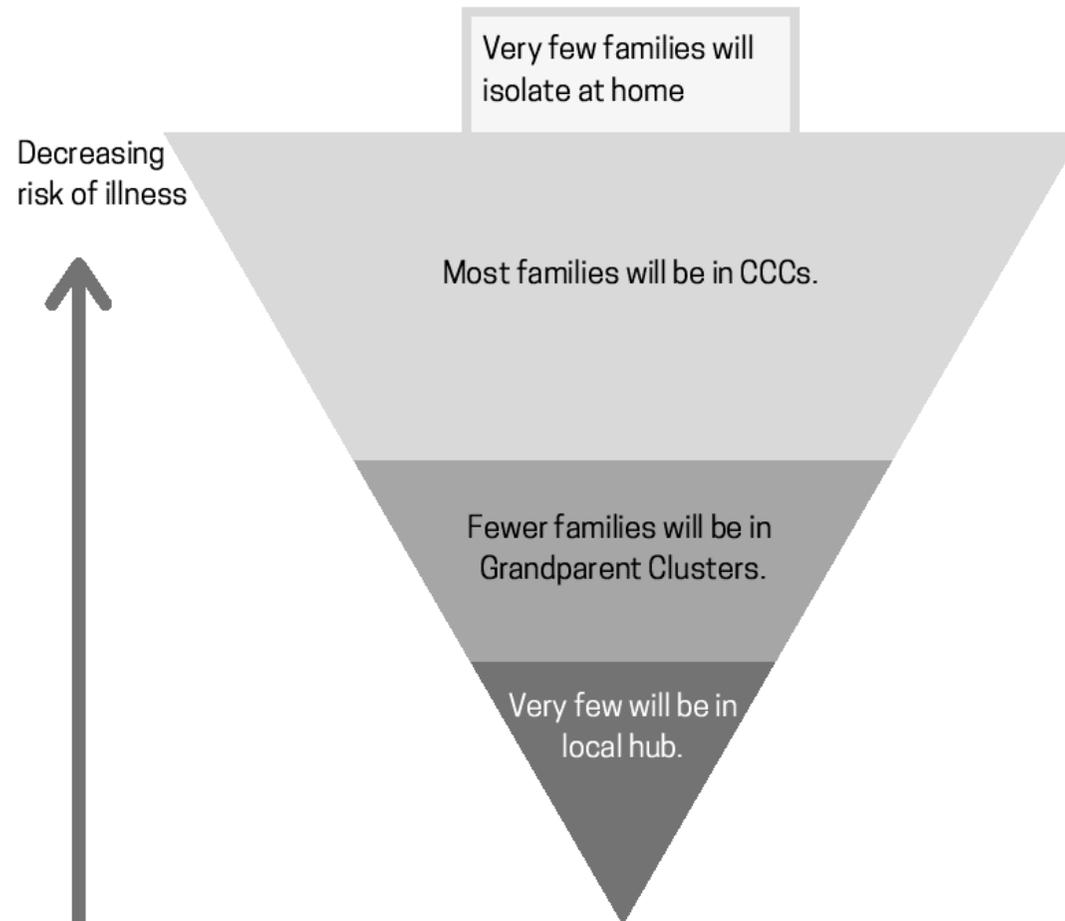


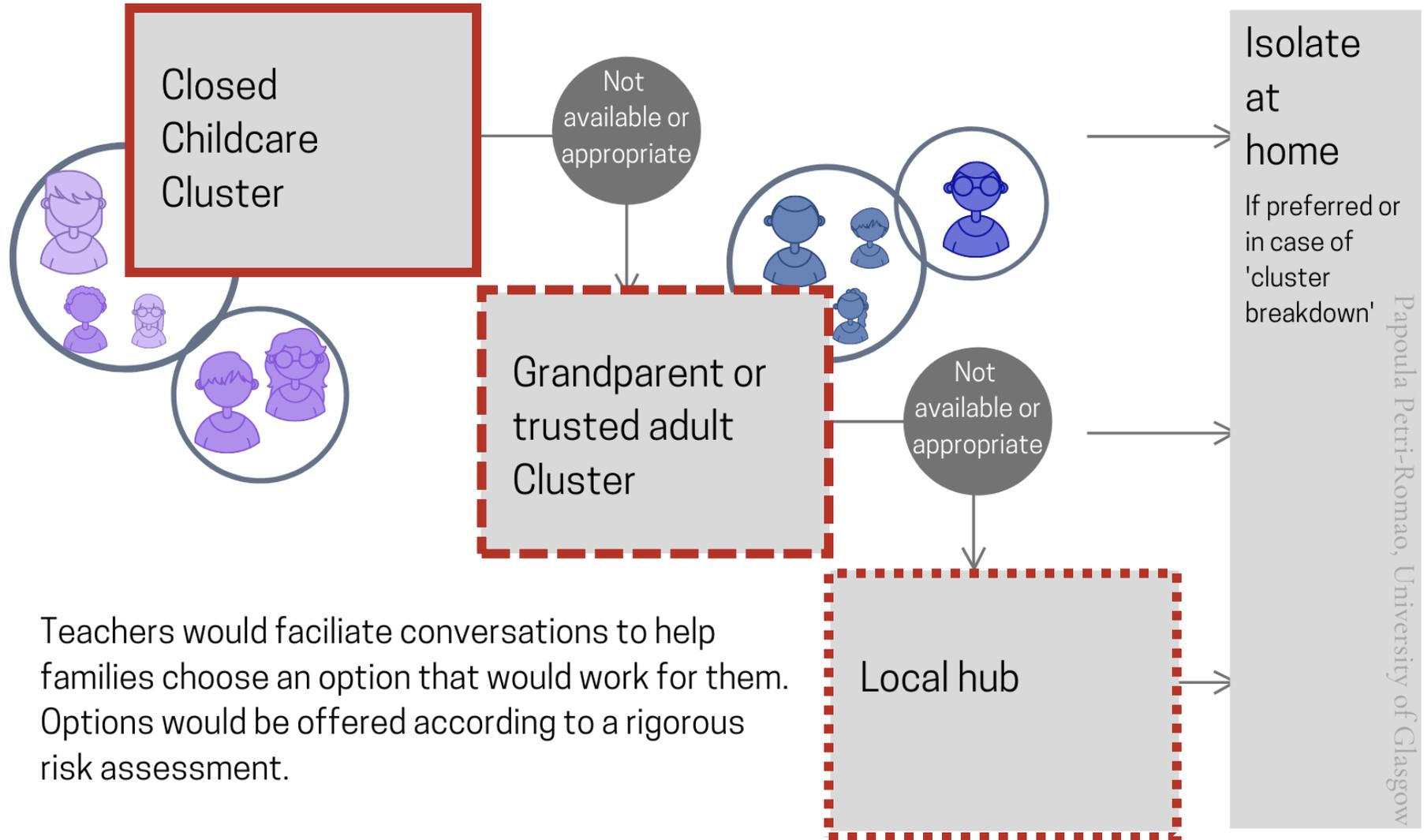
Back to school



Closed Childcare Clusters









What can we learn from this post- lockdown?

Across the UK, a sizeable proportion of children have not returned successfully to school post-lockdown

Many of these children have neurodevelopmental conditions like ADHD and Autism, and were already struggling pre-pandemic

Can the Childcare Clusters model offer something to these children and their families?



What can we learn from this post-lockdown?

Interviews already conducted with 17 families of children who have been unable to re-engage in school post-pandemic – most with Autism or other neurodevelopmental conditions

Qualitative exploration about the potential worth of a Childcare Cluster model, possibly alongside an internet school

Next steps, interviews/focus groups with educators/policy-makers

Then focus groups with parents and educators together

Could this offer an alternative to traditional school for those unable to tolerate a classroom?





WATCH
THIS
SPACE

