

RECOVERY – returning to one’s self and learners back to their own ‘nature’ and the outer world –  
‘Why are you so kind to me?’ ‘Why not?’

Community resources and opportunities  
Rights-based, sustainability, capacity for renewal  
WE have the connections, resources and agency  
Vulnerable empowered to participate

Many of our learners, families and colleagues are very resilient

**Assets-based community approach**

Commitment to support those that need it most on their terms

Time and space

**Build on partnerships**

People working with and for each other

Don't forget/identify the forgotten, overlooked, unseen

physical  
mental  
social

- learners
- adults

**Self-regulate**  
*Relate* •  
*Rupture* •  
*Repair* •  
*Regulate* •  
*Relate* •  
*reason*

**Emotional contagion and well-being**

Relationships

**Whole school strategies**

**OBAN and TIREE Schools**  
after lock-down –  
engaging in a slow hurry

**Identify ‘next’ role models**

**Loss** ↔ of motivation  
↔ of social ties

**Reintroduce** ↔ key routines  
↔ habits

**Attainment** ↔ identify and  
↔ close the gaps

**Sense of purpose and long-term goals**

**A fully engaged and authentic learner**

**Adapt the curriculum**

**Coherent journey**

learner and parent/  
carer understands

filters

**Revisit the rationale**

HGIOS/OURS  
OCTF  
NIF

- Learner-centred
- Communication
- Consistency
- Collaboration
- Culture

• Transparent progression pathway >>> amplification >>> schemas

Skills >>> **SUBJECT** <<< vocab and literacy

- Metacognition
- Values/philosophy/ethics/citizenship
- Reflection by learner/teacher/parent/carer
- Depth, breadth, relevance, coherence, personalization & choice

CLPL  
Review/evaluate  
strategy and  
approach

Powerful  
pedagogy,  
learning  
and  
assessment