

Book Review

Lessons From Lockdown: The Educational Legacy of COVID-19 London and New York by Tony Breslin

Noemi Majoros¹

Recommended citation:

Majoros, N. (2021). Lessons from lockdown: The educational legacy of COVID-19 London and New York by Tony Breslin. [Review of the book *Lessons from lockdown: The educational legacy of COVID-19*, by Tony, B.] *Central European Journal of Educational Research*, volume 3(3), 142–143. <https://doi.org/10.37441/cejerr/2021/3/3/10129>

Bibliography of the reviewed book: Tony, B. (2021). *Lessons from lockdown: The educational legacy of COVID-19*. Routledge.

Review

Dr. Tony Breslin is an adviser, chief examiner, educational reviewer, curriculum development expert, writer, and independent researcher. He is also a professional and vocational teacher who published many articles and papers, textbooks, books. His well-known works include: *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). His works provided significant input into the arguments about the scope of schooling in many schools, such as community, adult learning and higher education.

His recent book, *Lessons from Lockdown: the Educational Legacy of COVID-19*, gives a good overview of last year's situation, and of how the COVID-19 pandemic affected the British School systems. Also, recording the experiences of more than a hundred students, teachers, and parents he exposes how professionals and pupils are acclimating to this new online learning experience and paints a detailed picture about the difficulties faced by parents and their kids when home-schooling.

Moreover, it discloses how professionals and students are practically adjusting in educational programs and how the parent is getting engaged in online learning and different types of evaluation and review. It exposes how professionals, pupils, and school systems adapt to the new teaching methods of the online platform. The reader is encouraged to rethink how we can do schooling and learning, to look at COVID-19 as an opportunity to take advantage of. Breslin also inspires his audience to reconsider the British Education system, personalizing it more, and encourages them to improve interaction between schools and parents.

The seven chapters in this book are a discussion about how COVID-19 has challenged the traditional education system and its practice. Chapter 3 specifically focuses on economics education and inequalities. Breslin stated that 'though COVID-19 has not created the common or specific inequalities in educational outcomes that it has revealed, it may have widened the effect of both.' (p.44)

The author encourages the reader to see this global health crisis as an opportunity to create equitable education for all students.

In the next chapters, Breslin raises the following concerns about the examinations that had taken place in summer 2020. The authors, for the following chapters, motivate readers to discuss the British curriculum systems in its current form and how it can be improved. He also calls for direct engagement between policymakers and experienced educators to reform the current curricula "(to) urgently address the neglect of the social curriculum, notably in areas like citizenship education, economic and financial literacy and personal, social and health education" (p.58). Also, this would allow for the building of a more robust social curriculum and offer pupils and teachers better well-being.

The author narrates the story of the school children and their families, but also provides information on how many "individual schools and teachers were left largely alone to make the best of the situation". Daniel Coyle, Headteacher, Newman Catholic College, Brent.

¹ Centre for Opposition Studies, The University of Bolton, Bolton, United Kingdom; nm18hcs@bolton.ac.uk

In the chapter entitled “of Pupil well-being and emotional recovery”, the author urges the reader to understand that staff well-being, of heads and senior leaders” is one of the key points to tackle in order to ensure that school employees can provide vital emotional and psychological support for these students, so that these children can recover from the traumatic experience of lockdowns. Breslin also adds that “Just as pupils have had the differential experience of lockdown, so it is with staff. Indeed, they too have been, at different times, lockdown ‘thrives’, ‘survivors’ and ‘strugglers’, and heads and senior leaders will need to use a full range of human resource strategies to ensure that staff are not just physically present but mentally ready to teach, to lead, to enthuse.” (p. 147). Therefore, recovery from the Covid-19 lockdowns cannot be concentrated only on the children; a holistic approach needs to provide emotional recapture for the teachers as well.

The readers are urged to consider how this pandemic can change the future of the British education systems in better ways.

The author provides practical recommendations through the books, which will cause the reader to see the recovery of education from the pandemic as the beginning of a new, more robust education system that provides fair school for all students.

Lesson from Lockdown: The Educational Legacy of COVID-19 is recommended for teachers, headteachers, and policymakers working in schools who want to see how to improve the education system.

Acknowledgments: We thank Johnathan Dabney for the English language editing.

References

Tony, B. (2021). *Lessons from lockdown: The educational legacy of COVID-19*. Routledge.



© 2021 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>).