# Covid has magnified social inequalities

# How?

**The digital divide**

*Access to computers, internet and home learning. A complex picture of opportunities and barriers*

*Disability – for example the hard won rights of disabled children in relation to digital technologies*

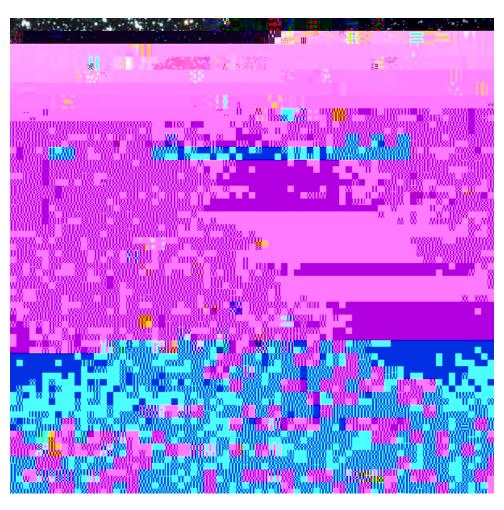**The dilution of support for vulnerable children and young people**

*Children's need for secure ongoing relationships and attachments especially for our most disadvantaged children.*

*The crisis has eroded ongoing initiatives:  Restorative Practice. Nurture Groups*

**Flaws in current forms of assessment**

*The mutant algorithm and  injustices of an exam based,  norm-referenced system.*

# Covid has exposed a void of educational purpose

# Covid has given us glimpses of possibilities

# What are they?

A range of technologies. The matching of pedagogies and technologies to educational purposes

# Covid has created a space for re-imagining schools and schooling

# The re-imagined school:

Resolves the duality of pastoral and academic educational purposes

Promotes mutual care. Care as both a means and an end of education

as well as possible.  That world includes our bodies, ourselves, and our environment, all of which we seek
to interweave in a complex, life-                                              Tronto, 1990, p 41)

Implies courageous education (e.g. MBC)

Distinguishes between the  ego-logical and eco-logical. Being in the world without

# Conclusion: from egocentricity to ecocentricity