

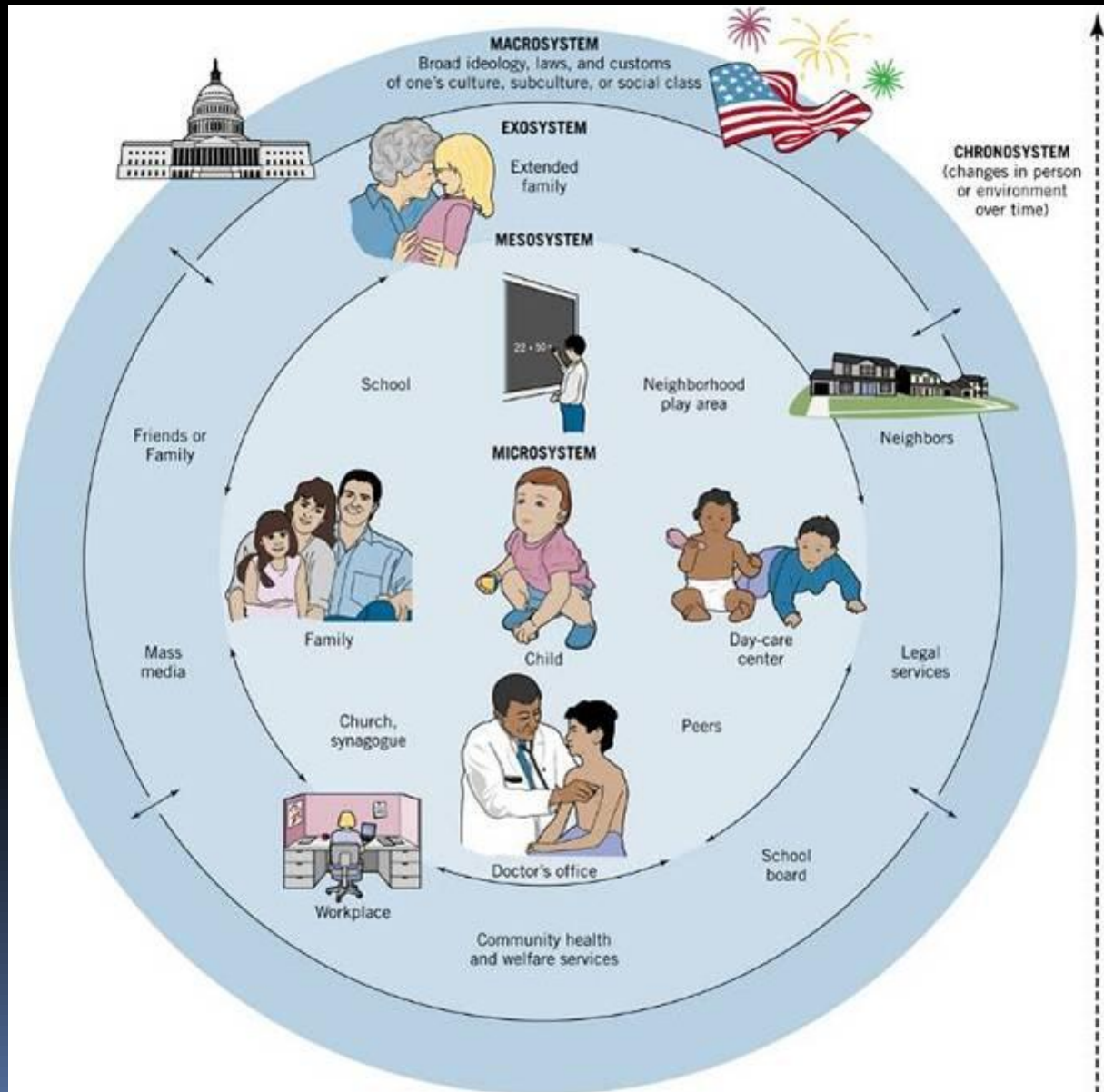


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BEYOND THE SCHOOL GATES: AN INTERNATIONAL PERSPECTIVE ON COMMUNITY SCHOOLS

How children learn and develop

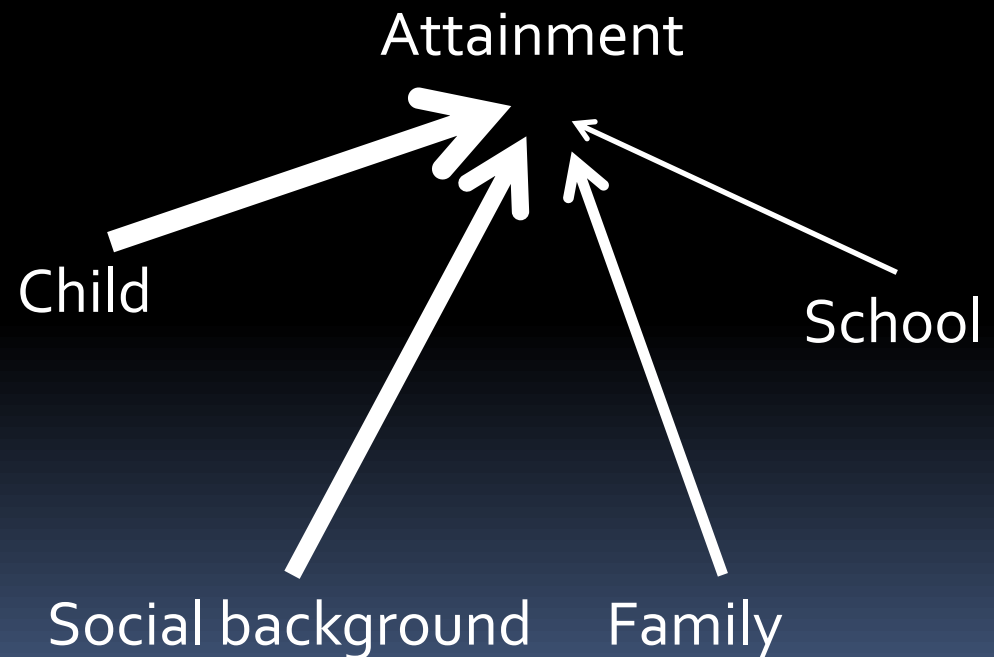


INFLUENCES ON ATTAINMENT IN PRIMARY SCHOOL
INTERACTIONS BETWEEN CHILD, FAMILY AND SCHOOL CONTEXTS

Kathryn Duckworth

Four contexts:

- Child characteristics
- Family interactions
- School context
- Social background



The effects of school 'improvement'...

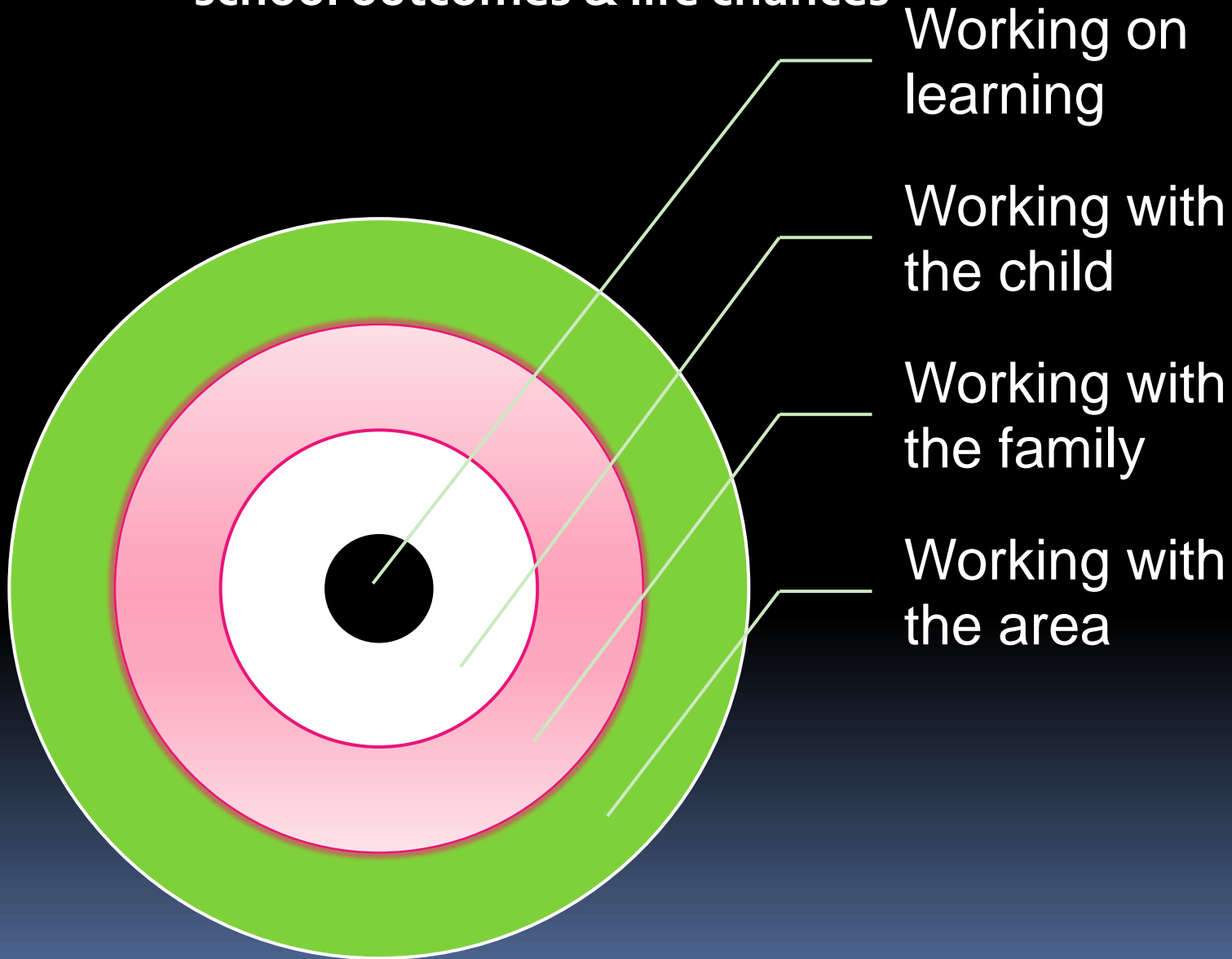
Social class remains the strongest predictor of educational achievement in the UK, where the social class gap for educational achievement is one of the most significant in the developed world.

Perry, E. & Francis, B. (2010) *The social class gap for educational achievement: A review of the literature*. Report for RSA (London).

...even if we found all the factors that make schools more or less effective, we would still not be able to affect more than 30 percent of the variance in pupils' outcomes. It has therefore become increasingly clear that a narrow focus on the school as an institution will not be sufficient to enable work on more equitable educational outcomes to progress...Interventions will need to impact more directly on pupils' environment and life chances.

Muijs, D. (2010) Effectiveness and disadvantage in education: Can a focus on effectiveness aid equity in education?, in: C. Raffo, A. Dyson, H. Gunter, D. Hall, L. Jones & A. Kalambouka (Eds) *Education and poverty in affluent countries*. London, Routledge), 85-96.

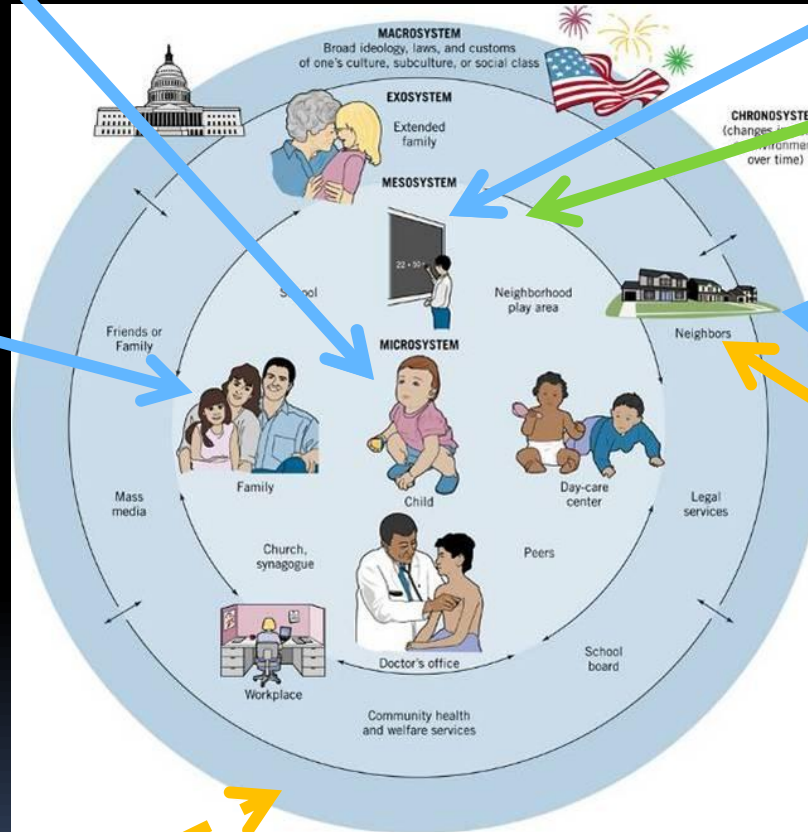
Four levels of work to improve school outcomes & life chances



The impacts of community schools

Strong impacts on targeted children

Strong impacts on school improvement



Small impacts on short-term overall attainment

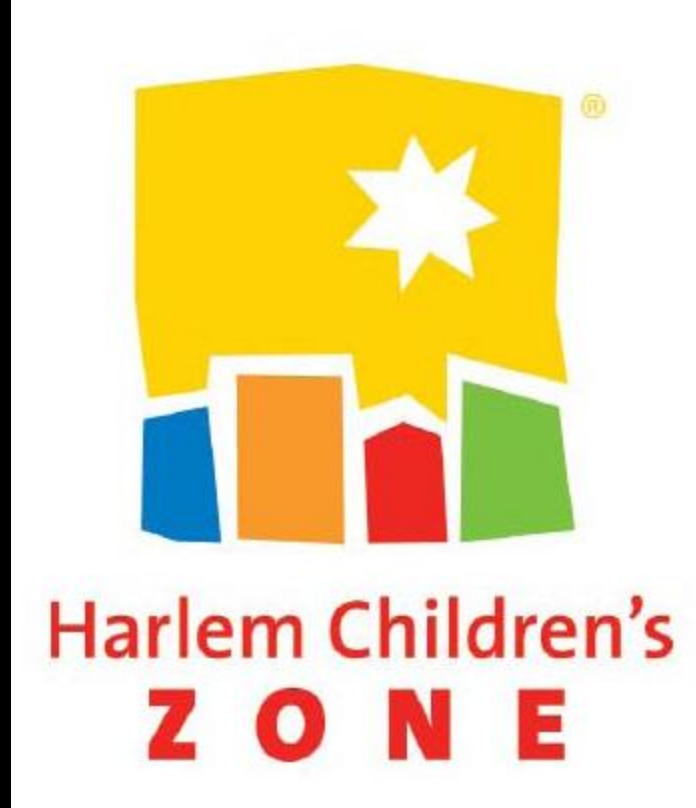
Strong impacts on targeted residents

Potential impacts on area

Strong impacts on targeted families

Few impacts on social structures

A US example



<http://www.hcz.org/home>

One of our core beliefs is that in poor communities where, literally, all of the institutions are failing children, you can't do one thing and expect you'll solve the issue of scale. I mean, you can save some children with an early intervention programme, and you can save some children if you work with addicted mothers, and you can save some children if you have after-school programs. But if you start talking about how you're going to save most of the children, you have to do all those things, and do them over the long term, and you have to make sure you count how many children actually received those services.

The HCZ pipeline



Children's Zones for Europe?

Area based

Cradle to career approach

Autonomous governance

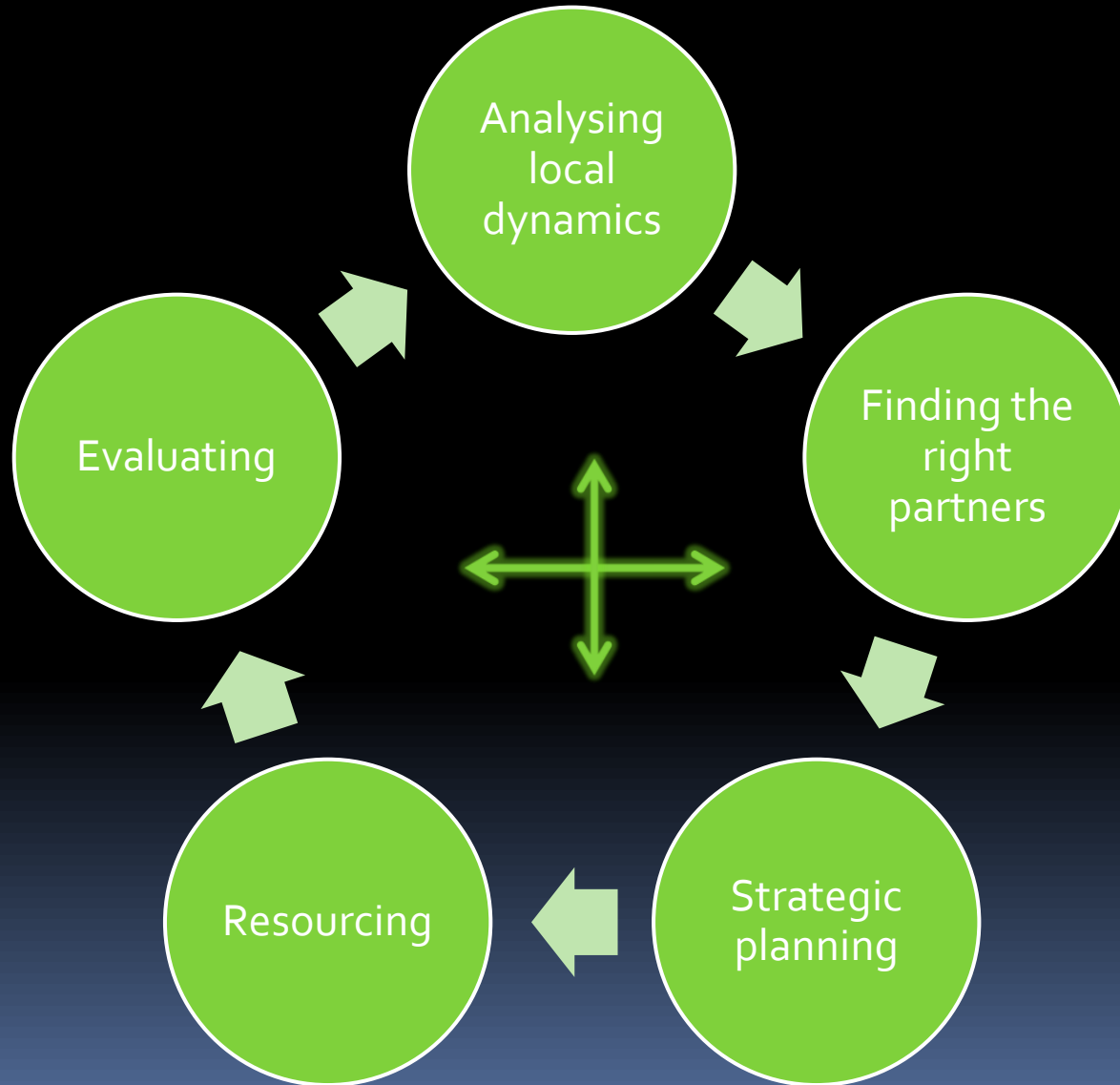
More powerful than schools alone



Likelihood of cumulative and area effects

Reducing the burden on schools

Key steps



Places are different...



So, analysis...

...planning...

...evaluation...

...are crucial

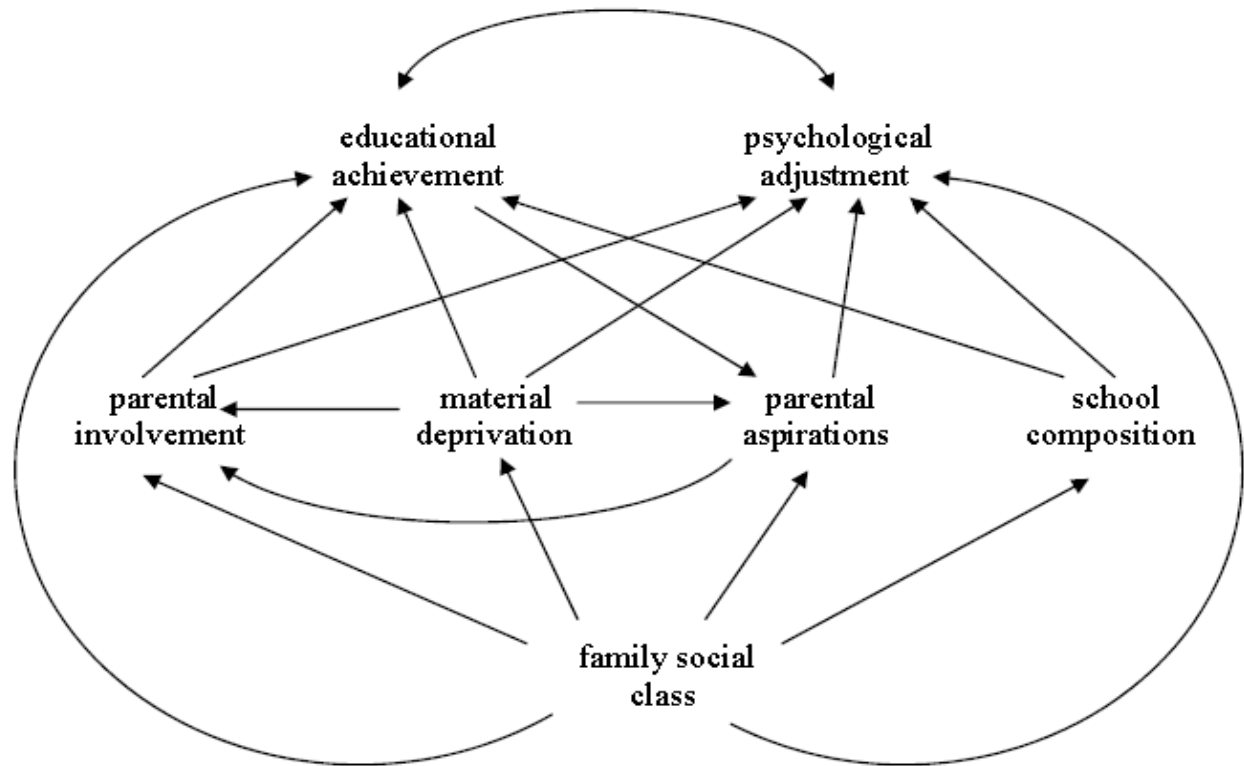
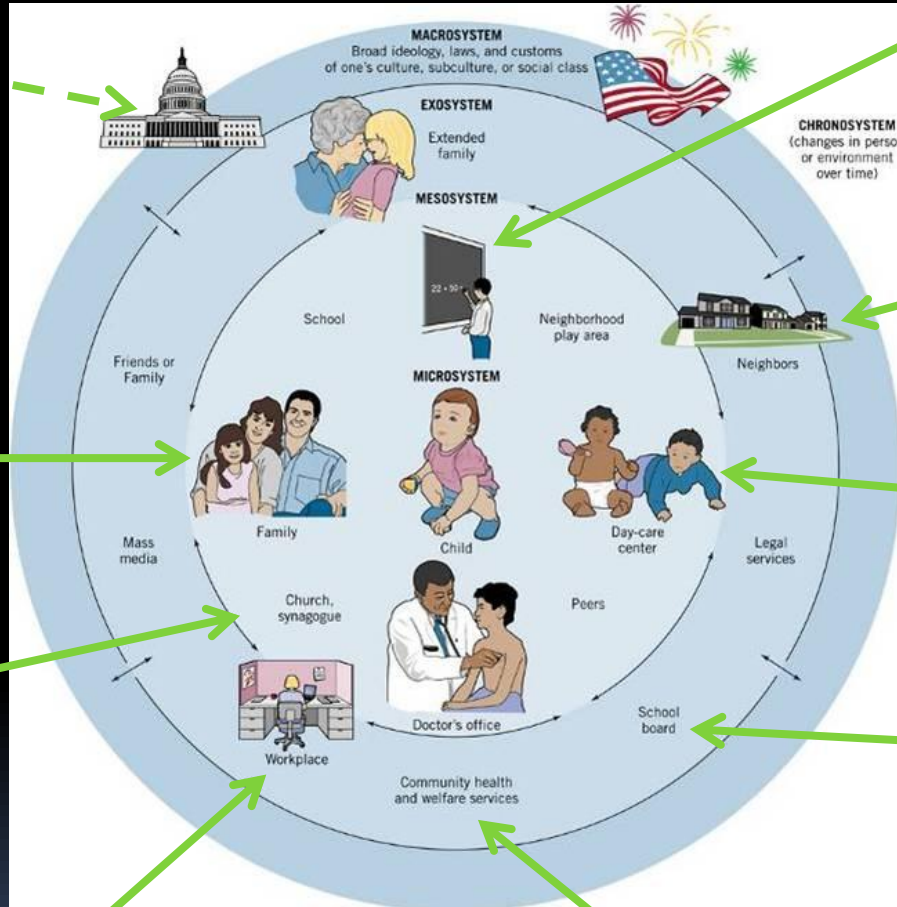


Fig 2. Sacker et al (2002) model of the relationship between family social class, and pupil achievement and adjustment

Key partners

Schools & educational institutions

National policy-makers



Community groups

Families

Early years providers

Third sector organisations

Local authority

Employers

Health, social & other public services

Read more...

RESEARCH

Evaluation of the Full Service Extended Schools Initiative: Final Report

Colleen Cummings *, Alan Dyson #, Daniel Muijs #, Ivy Papps Diana Pearson #, Carlo Raffo #, Lucy Tiplady * and Liz Todd with Deanne Crowther

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Education in Urban Contexts Group, School of Education, University of Manchester

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Taking Action Locally: Schools developing innovative area initiatives

Alan Dyson and Kirstin Kerr
Centre for Equity in Education



BEYOND THE SCHOOL GATES

CAN FULL SERVICE AND EXTENDED SCHOOLS OVERCOME DISADVANTAGE?

COLLEEN CUMMINGS
ALAN DYSON
AND LIZ TODD



Centre for Equity in Education

www.education.manchester.ac.uk/research/centres/cee