BEYOND THE SCHOOL GATES: AN INTERNATIONAL PERSPECTIVE ON COMMUNITY SCHOOLS

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How children learn and develop
Four contexts:

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

Attainment

Child

Social background

Family

School

Kathryn Duckworth
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.


…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.

Four levels of work to improve school outcomes & life chances

- Working on learning
- Working with the child
- Working with the family
- Working with the area
The impacts of community schools

- Strong impacts on targeted children
- Strong impacts on targeted families
- Strong impacts on targeted residents
- Strong impacts on school improvement
- Small impacts on short-term overall attainment
- Potential impacts on area
- Few impacts on social structures
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

Analyzing local dynamics

Finding the right partners

Resourcing

Strategic planning

Evaluating
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

- National policy-makers
- Families
- Third sector organisations
- Employers
- Community groups
- Early years providers
- Local authority
- Schools & educational institutions
- Health, social & other public services
- National policy-makers
- Community groups
- Early years providers
- Local authority
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Read more...

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