

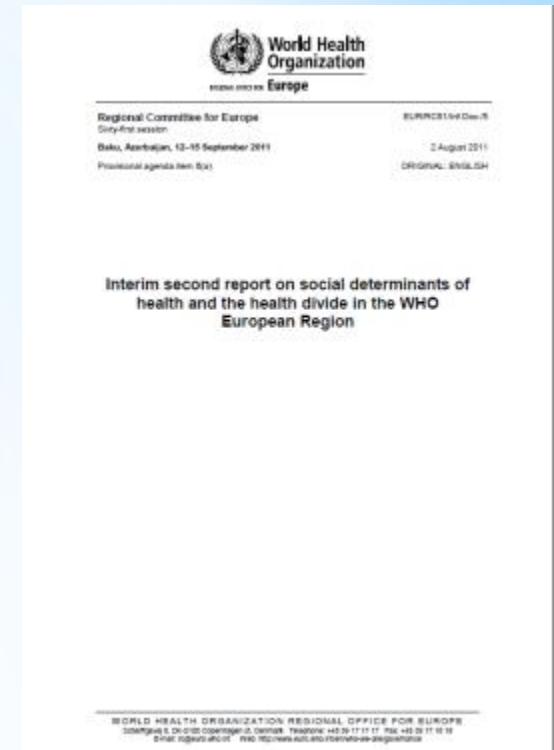
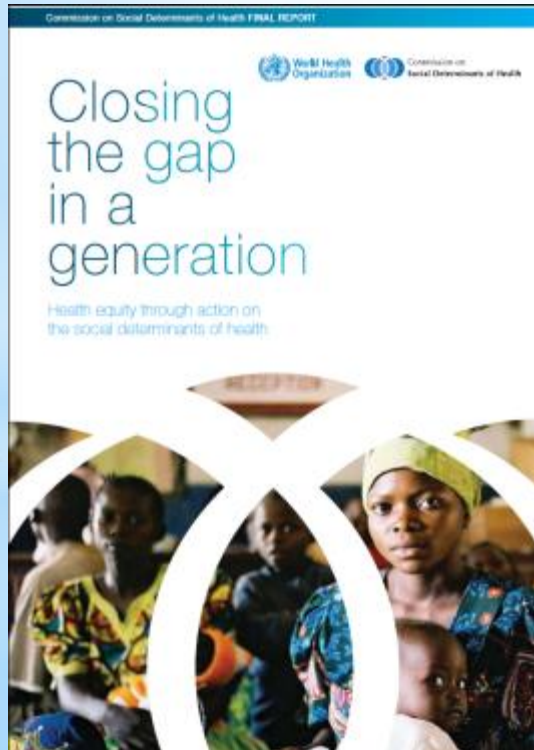
*** *Building a holistic
strategy to improve
outcomes for
children and young
people***

Alan Dyson

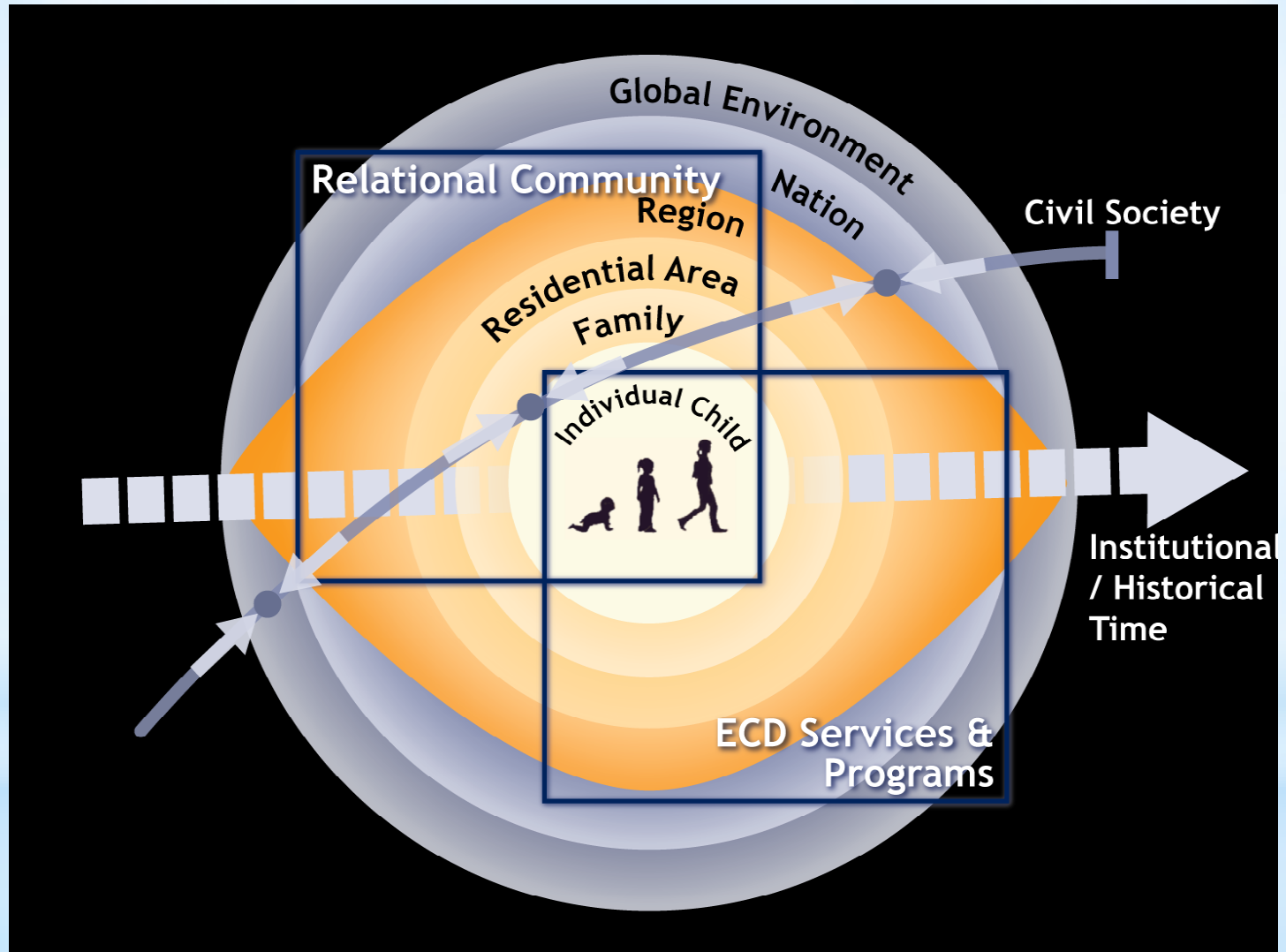
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Three reports...



How children develop



Complex interactions

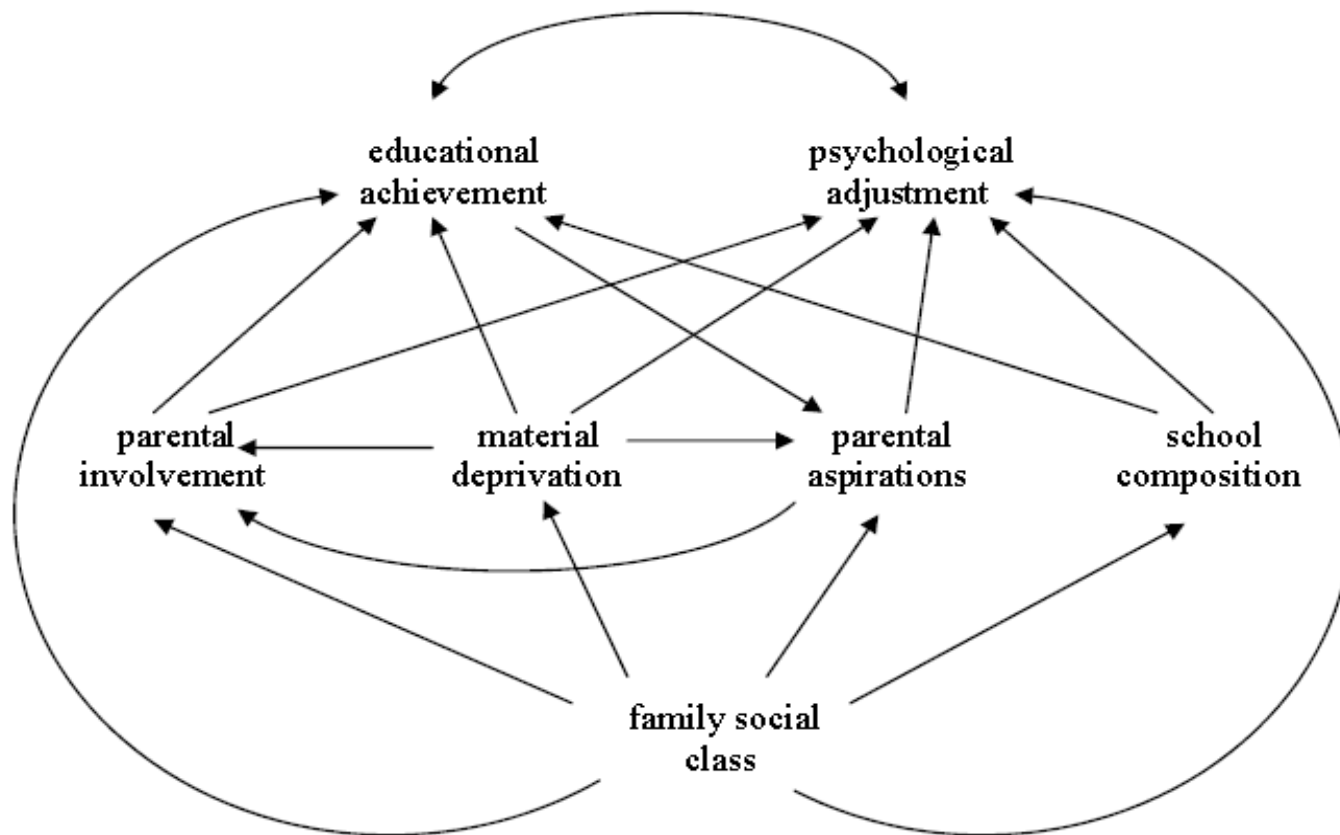
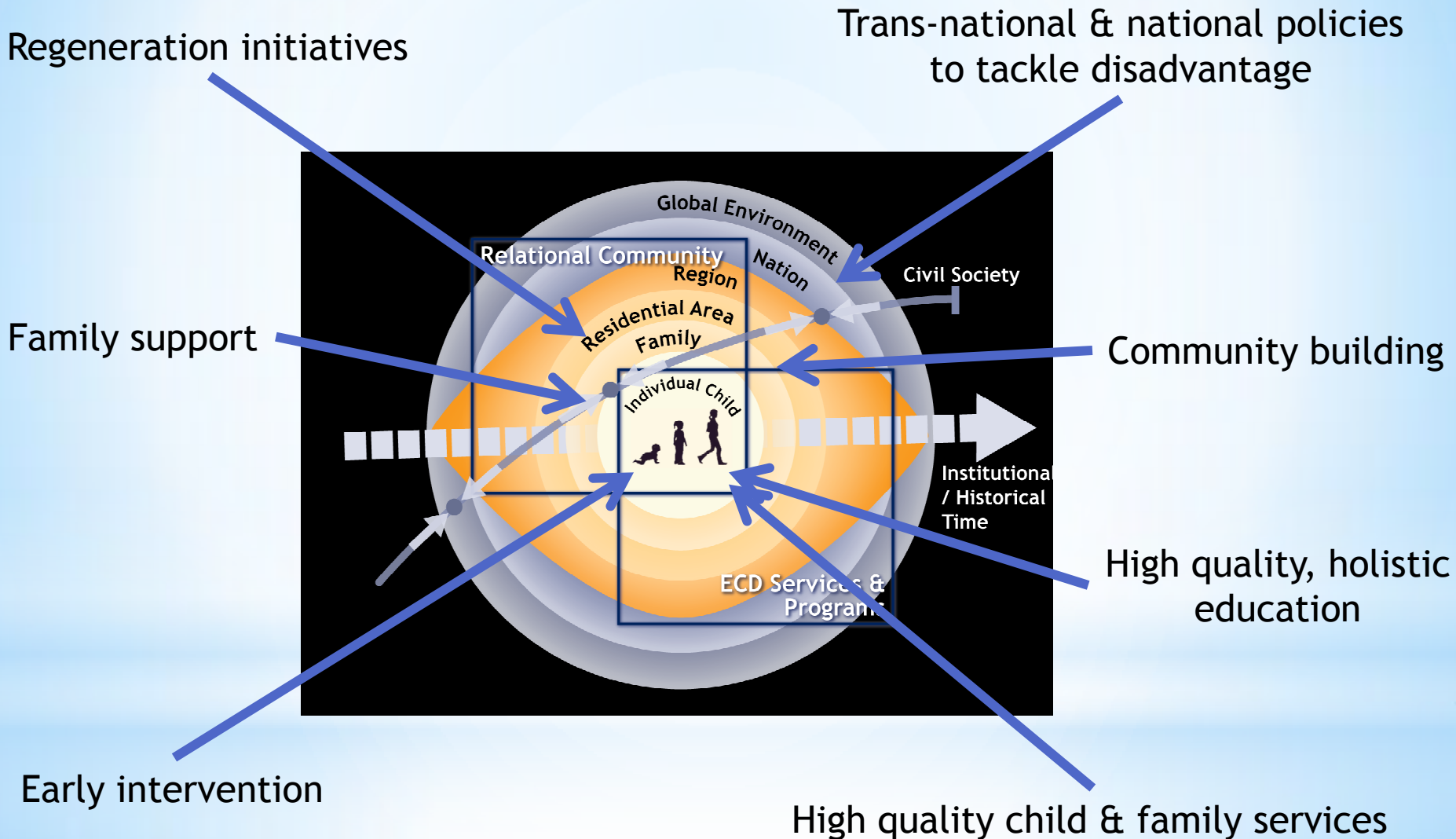


Fig 2. Sacker et al (2002) model of the relationship between family social class, and pupil achievement and adjustment

An ecological approach



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



The Baby College®

Offers a nine-week parenting workshop.

Harlem Gems®

An all-day pre-kindergarten program.

Promise Academy Charter Schools:

Have a longer school day and year, and feature wide-ranging, enriching after-school programs.

Harlem Peacemakers

Trains young people who are committed to making their neighborhoods safe.

Academic Case Management

Each student has an individualized plan and the case managers find assistance for them when necessary.

TRUCE Fitness and Nutrition Center

Offers free classes to children in karate, fitness and dance. Participants also learn about health and nutrition.

Community Pride

Organizes tenant and block associations, helping tenants convert their city-owned buildings into tenant-owned co-ops.

The HCZ Asthma Initiative

Works closely with asthmatic children and their families so they can learn to manage the disease.

The Obesity Initiative

A multi-pronged program designed to help children and their families reverse the alarming trend toward obesity

The principles

- * Doubly holistic approach:
 - * cradle to career support
 - * across all of the contexts in which children learn and develop
- * Focus on a coherent area
- * Based on a thorough analysis of the area's distinctive dynamics
- * Range of partners & resources - including but not restricted to schools
- * Autonomous area-based governance and funding

The potential in the UK

- * Political consensus around the importance of educational disadvantage
- * Much experience of partnership working & area approaches
- * Many structures (trusts, federations, clusters, chains) going beyond individual schools
- * Central direction replaced by local autonomy
- * Many quasi-Children's Zones ready to grow
- * The next step is to develop pilots

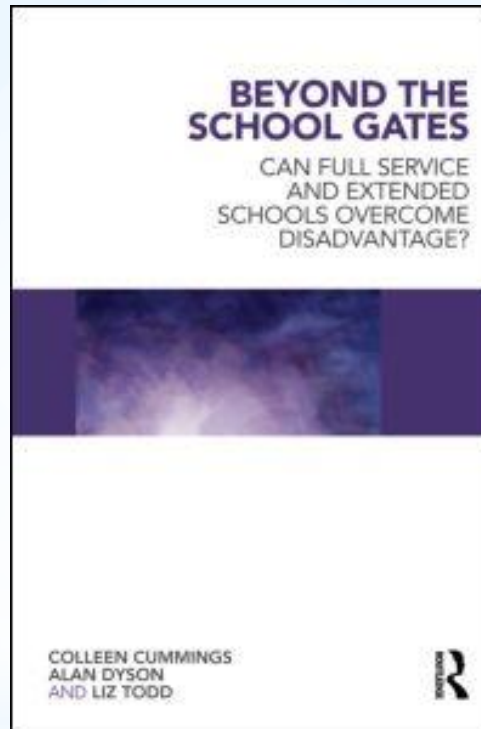
A zone must...

- * Undertake a structured assessment of the situation faced by children in the zone.
- * Develop strategies which are 'doubly holistic'
- * Be a formally constituted entity
- * Have a governance structure and accountability arrangements
- * Show a commitment to undertaking meaningful action
- * Show a commitment to robust evaluation

A zone needs...

- * A co-ordinator or co-ordinating capacity
- * Technical support
- * Evaluation support
- * Resource in kind
- * Support for specific activities

Three more reports...



Centre for Equity in Education

<http://www.education.manchester.ac.uk/research/centres/cee/>