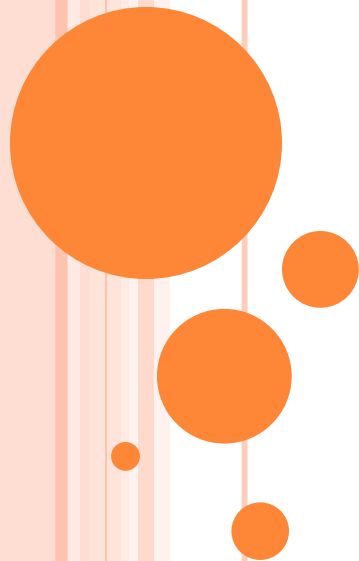


SOME RESPONSES

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THREE KEY ISSUES

- Educational equity & school improvement
- Where's the politics?
- Atypical sites as the basis for change



EDUCATIONAL EQUITY & SCHOOL IMPROVEMENT; THE ENGLISH EXPERIENCE

- Changing schools through policy seems easy
- But changing schools is complex (as this study shows)
- And changing what happens inside schools does nothing to change the roots of the problem outside of school
- We need a ‘social determinants’ approach



WHERE'S THE POLITICS?

- Implementation from the policy-maker's perspective...
- ...versus accommodation/resistance/capitalisation from schools' perspective
- Which end of the telescope are we looking through?
- How do policy-makers get schools to do what they want...
- ...versus how do schools keep policy-makers off their backs?
- Cf. Pupil Premium in England
- Policy initiatives as resources which schools can draw upon – if the balance between autonomy & accountability is right



ATYPICAL SITES AS THE BASIS FOR CHANGE

- If they can do it, why can't the rest?
- Cf. inclusive education
- How different are the atypical sites?
 - What do we know about them *in detail* – especially context?
 - What do we know about the rest *in detail* – especially context?
 - For how long do they stay atypical?
- How feasible is change based on atypical models?
- Change based on good-enough schools & system nudge

