Index

Aquinas, Thomas, 189 Assessment for learning (AfL), 94 Australian Institute for Teaching and School Leadership, 93	semi-structured in-depth interviews, 48 Civil Service Reform Plan, 2012, 157 Collaborative orientation, 55, 57
Becker, Gary, 24 Blower, Christine, 131 Blunkett, David, 167 Chestnut Church of England	Communicative action, theory of, 116 Cultural and practical rational aspects of EIPr pre-intervention survey
Learning Federation, case study of, 46–48, 61–63 analysis and findings, 49–54 Baudrillardian semiotic domains of consumption, 49, 53–54, 56	questions on research use, 49 research questions, 48 semiotic perspective, 46–49 Cultural rationality, 26–28 Dreyfus model of learning, 162
characteristics of respondents, 49 CR + /PR + quadrant, responses within, 54–56 CR + /PR - quadrant, responses within, 56–58 CR-/PR + quadrant, responses within, 58–61 CR-/PR - quadrant, responses within, 61 enquiry mindset of participants, 55 improvement plan objectives, 47	Economic and Social Research Council, 93 Education Endowment Foundation (EEF), 65, 71–72, 184 Elementary and Secondary Education Act, 2001, 167 Engagement with evidence, 171–174 Evidence informed, 68 Evidence-informed, school led self-improvement (EISI), 66
interview data, 54 model for evidence-use, 47 research focus, 48–49	Evidence-informed policy and practice (EIPP) in education

implications for achieving complexity, 179–182 effective learning, 182 trust and networked social relations, 182–184 measuring, 188–189 Evidence Informed Policy in Education in Europe (EIPE) project, 157 Evidence-informed practice (EIPr), 23, 89 a priori position of, 23 assumptions in, 159–161 beneficial outcomes, 23–24 cost effectiveness of, 24–25 high awareness/low take-up of, 26 notion of optimal rational behaviour, 28–29 analysis and findings, 35–39 practitioners' beliefs and behaviours in relation to, 30	cycle of enquiry approach, 96 four workshop approach, 96–97 learning about leading change, 99 participants, 94–95 processes of knowledge creation, 96–98 trialling and refining research- informed interventions, 98 Expertise, concept of, 161–163 in evidence-informed policy- making, 169–170 as learning, 166–169 in policy development, 164–165 Explicit knowledge, 161, 163, 170 Feedback, 25 Flyvbjerg, Bent, 161–162, 166 Foucault, Michel, 116, 118–119 truth, 119 Free schools, 66 Gibb, Nick, 131 Gove, Michael, 131, 167
predictive models, 35–39	Gradient Boosted Tree (GBT)
self-reported behaviours in relation to, 29–35	predictive model, 24
optimal rationality (OR) aspects of, 26–28 substantive critique of, 26 teaching and learning activity, 25 Evidence 'misuse,', 108–132 definition of, 130 effects of, 130 occurrence of, 129 as a strategic discursive position, 128 Excellence Together TSA, study of, 89, 94 collaborative aspect of Joint Practice Development (JPD), 98	Habermas, Jürgen, 116 civic life, 116 decision-making, 117 model for democracy, 117 mutual agreement and discursive validity, 116 power and policy development, 116–118 Hobbes, Thomas, 117 Instructional leadership, 67 Knott and Wildavsky scale, 159 Knowledge adoption, conceptualization of, 135 analysis and findings, 148–151

complexity of, 144 Oates, Tim, 131 concept of evidence-informed Optimal rationality (OR), 26–28 policy, 148 cultural rational position, as a contextually specific social 27 - 28process, 151 practical rational position, description of models, 137–138 27 - 28criticism of, 138-140 Optimal rational position of EIPr face validity of, 147 analysis and findings, 35–39 'how' of, 147 practitioners' beliefs and internal and external, 141-148 behaviours in relation literature review, 136–137 to, 30 policy preference factors, predictive models, 35-39 141-148, 149 self-reported behaviours in research focus, 135-136 relation to, 29-35as social action, 140-141 Organisational culture, 173 Knowledge conversation, 170 Organizational learning (OL), 65 Knowledge transfer, 137 access to and sharing of forms Knowledge transfer project, 93 of social capital, 69 challenges facing EISI, 67–68 Learning conversations, 55, 57 London Centre for Leadership in Phronetic expertise, 161, 171 Learning, 72 Policy agora, 119-121, 169 analysis and findings, 122–123 Machiavelli, Niccolò, 118 idea of evidence 'misuse.'. Making Policy Happen 108 - 132programme, 158 implications, 126-128 'Mode 2' knowledge, 119-120 'policy-ready' marketization in action, 124-126 National Audit Office, 25 research focus, 121-122 National College for Teaching and School Leadership, 93 Policy 'enlightenment,', 106 National Professional Policy learning communities, 170 Qualification for 'Policy ready' knowledge, 171 Headship (NPQH) for 'Policy-ready' marketization in school leaders, 173 action, 124-126 Networked learning Pollard, Andrew, 131 conversations, 55-56, 57 Practical knowledge, 170 Networked social relations. Practical rationality, 26–28 182 - 183Network orientation, 55, 57, 60 Professional Skills for No Child Left Behind Act, 167 Government (PSG), 172

Randomized Controlled Trials	School improvement strategies
(RCTs), 167–168	importance of trust, 69–71
Rational Choice Theory (RCT),	interpersonal relationships and,
24-26	68-69
in improving teaching activity,	role of school leaders in
24	fostering, 68
ResearchED, 29	organizational learning (OL)
Research-informed guidelines	access to and sharing of
interventions and	forms of social capital,
programmes, 184–188	69
Research Learning Communities	challenges facing EISI,
(RLCs), 89	67–68
importance of school	quality and structure of social
leadership for delivering	ties and, 72
change, 92–93	research focus, 71–78
knowledge creation activity	analysis and findings, 78–80
within, 91	detail on the survey scales,
learning and practical	74–76
application, 91–92	intervention and control
new practices and innovations,	groups, 72–74
93	network sociograms, 82-83
origins of, 90–91	normalized degree
in practice, 94–108	centralities, 77
research focus	relationship between aspects
analysis and findings,	of research-informed
102-108	self-improvement, social
effectiveness of RLC	networks, 72
approach and activities,	relationships between
106-107	RE-USE climate and
helping participants engage	OL, trust and TLE
with research, 99	degree centralities,
impact on teaching practice,	80-82
106-108	Self-improvement, 65
participants' opinions on,	four-core criteria for, 66
100	'transformational' and
student outcomes result	'learning centred' aspects
from EIPr, 101-102	of, 67
teacher engagement with the	by trust, 69–71
EIPr strategies, 105–106	Self-improving school-led school
RLC project, 65, 83	system, 66, 173
Restorative justice, 121	Semiotics, 46, 48-49

Social Activity Method, 140–141 Social capital, 68 Social Network Analysis, 65 Social relationships, 68

Tacit knowledge and perspectives,

161, 163–164
externalisation of, 170
Teachers' perceptions of research
use
semiotic perspective, 46, 49
see also Chestnut Church of
England Learning
Federation, case study of
Teaching and learning activity,
24–26
Teaching School Alliance, 39

Teaching school alliance (TSA), 89, 94

Teachmeets, 29

Theories of Action (ToAs), 184

Top-down performance management, 173

Trust, 69–71, 182–184

role of school leaders in facilitating, 70

Trustworthiness, 61

Twigg, Stephen, 131

UCINET software program, 77

Wellbeing, 27 What Works Network, 157, 184