Accountability, 53, 103
Active decisions, 32
Aristotelian reasoning, 11

Baudrillard’s work, 87
Benefit, cost and signifying value (BCS value), 47, 93
Benefit(s), 103
benefit- and signifying-related factors, 56
codes, 52
Bialetti coffee maker, 26–27, 74–75
Bottom-up change, 37
Bottom-up/teacher-led initiatives, 41
Brands, 75
affecting consumption, 25–27
consumer, 7, 75
power of, 25

Chestnut approach, 90
Chestnut Learning Federation
model, 42–43
school improvement plan, 57–58
Climate Care, 74
Collaborative and networked orientations, 57
Collaborative EIP, 39, 41, 57, 70
Collaborative orientation, 50, 95
Collaborative professional development, 90
Competing priorities, 52–53, 101, 103
Confidence to collaborate, 50–51, 96, 99
Confident professional autonomy, 53, 102
Consensus Project, 2, 86
Constructivism, 76
Consumer object, 78
Danes cycling, 91

Education, case studies
from, 37, 55
allocation of respondents,
46, 61
allocation of thematic
codes, 49, 63
benefit- and signifying-
related factors, 56
characteristics of
interview respondents,
45
Chestnut Church of
England Learning
Federation, The, 42
Chestnut Learning
Federation’s model,
42–43
Chestnut Learning
Federation’s school
improvement plan,
57–58
collaborative EIP, 39,
57–59, 70
EEF, 41
EIP, 38
enquiry mindset, 48, 51
evidence-informed
approaches, 40
Finnish model, 59
networked learning
conversations, 51
new hierarchy of thematic
codes, 62
OR type of participants,
45, 59–60
ORPs, 38–39
ORS approach, 71
pre-intervention’
interview data, 55
qualitative methodology,
43
research-use measures, 44
research questions,
44–45
respondents, 64, 65, 67
RLC approach, 68
thematic analysis, 47
type 1 quadrant, 48, 50
type 2 quadrant, 50–51
type 3 quadrant, 51–53
type 4 quadrant, 53
type 4 rejecter, 69
Education Endowment
Foundation
(EEF), 41
Educational ‘self-
improvement’, 37
England
Chartered College of
Teaching, 41
‘Drink Aware’
campaign, 74
Enquiry-related
professional growth,
69–70
Enquiry mindset, 48, 51,
100
of participants,
94, 97
Evidence-informed practice
(EIP), 37, 38,
40, 57
collaborative EIP, 39, 41,
57–59, 70
Finnish model, 59, 90
‘First do no harm’ principle, 40

Gateway belief, 87
*Guardian, The*, 86

Huaca Pucllana excavation site in Lima, 23

In-depth semi-structured interviews, 43–44
Inductive analysis, 47
Interview analysis, 93 mid-level codes, 98 networked learning conversations, 95 signifying values of EIP, 96, 99 type 1 quadrant, 93–94 type 2 quadrant, 97–99 type 3 quadrant, 99–102 type 4 quadrant, 102–103

Learning community culture development, 58 conversations, 48, 50, 95, 97 organisations, 57

London Borough of Tower Hamlets, 80
London’s 1970s punk-rock music scene, 76

Malevich’s groundbreaking painting of black square, 76
Malevich’s suprematism movement, 76
Mid-level codes, 47, 48, 50, 93, 98
Moral imperatives, 11

Nespresso coffee maker, 25, 26, 74–75
Netflix, 29
Network orientation, 48, 51, 96, 97 of participants, 52
Networked learning conversations, 51, 52, 95, 97
Non-financial costs, 30

Optimal rational positions (ORPs), 9, 14, 73, 81, 83, 85 brand, 28 brands, 75 discourses/behaviours, 81 England’s ‘Drink Aware’ campaign, 74 London Borough of Tower Hamlets, 80 relational approach to, 24 scenes, 75, 76 temporal scenes, 79 types, 29–30

Optimal rational/semiotic approach (ORS approach), 37, 43
Optimal rationality (OR), 9, 10
Aristotelian reasoning, 11
individuals, 18
positions, 14
post-intervention, 60
potential rational
behaviour, 15
rationality gaps, 17
rationality types, 19
short-term responses, 12
short-term welfare
reward, 16
type of participants, 45, 59–60

Paul McCartney’s ‘Meat Free Mondays’, 91
Performativity, 103
‘Pre-intervention’ interview data, 55

Rational choice theory (RCT), 9, 10
Rationality gaps, 17, 23
active decisions, 32
archaeologists, 23, 24
benefits, 29–30
brands, 25, 26
costs, 30–31
ORPs, 24, 28
semiotic analysis into OR
matrix, 33
semiotics, 25
signification, 28–29
Reflection on academic research, 52, 57, 94, 100

‘Research-engaged’
schools, 39
Research Learning
Community approach
(RLC approach), 57
independent scientific
evaluation, 72
key attributes, 58
Research Schools initiative, 41
ResearchED conferences, 41

Scenes, 75, 76, 80–82
capital, 78–79
characteristics, 76–77
consumer object, 78
temporal, 79–80
Semiotic analysis, 88, 89
to fill rationality gaps, 23–34
Semiotics, 25
Signifying values, 47, 50, 51, 53, 96, 99, 102
Social science, lessons for, 85
Baudrillard’s work, 87
Danes cycling, 91
Finnish model, 90
semiotic analysis, 88
technical and adaptive
changes, 86
time interventions, 89
Suprematism movement, 76

Teaching assistants (TA), 51, 98
‘Teachmeets’ conferences, 41
Thematic analysis, 47
Thematic codes
allocation, 49
hierarchy, 47, 48
Type 1 individuals,
18, 20, 59, 67,
89–90
Type 1 ORP, 73
Type 1 quadrant, 48, 50,
55, 88, 93–94, 97
Type 2 individuals, 18, 67
Type 2 quadrant, 50–52,
97–99
Type 3 individuals, 18, 20
Type 3 quadrant, 51–53,
99–102
Type 4 individuals, 18, 20
Type 4 quadrant, 53,
102–103
Type 4 rejecter, 69
Universal moral
imperative, 11