INDEX

Accountability, 26	Ambiguous status of ideas, 34–35
Acton Academy, 274–275	Analytical/creative skills, 291
Adaptability, 273	Anticipatory, 120
Adolescence, 254–255	Anti-learning culture, 316–317
Advisory Board, 197	Anti-vaxxers, closed mind of,
Age of Enlightenment, 300–301	21–22
Blair government, 298–299	Appreciative Inquiry (AI), 118-120
centralisation of control,	Appreciative Mindset, 127
296–297	Archaeology, overcoming barriers
comprehensive reorganisation,	through, 186-187
297	Art, 167, 177–178
consciousness, 295-296	boy from Brooklyn, 168-170
expansion of chains of trust	migration, 170–174
schools, 299	overcoming barriers through,
future, 303	187–189
market forces in school	public sense of place, 174-176
admissions and	Wanderer, A, 176-177
funding, 297-298	Artificial Intelligence (AI), 218, 241
National Curriculum, 298	Arts and Humanities in peril,
need for new statement of	160–161
shared purpose,	ASPIRE, 174
301–302	Auckland Project, 179
new voices at table, 303-304	Audience, 28
policy environment, 299–300	Augmented reality, 218
relevance of learning to life and	Australian Nuclear Science and
community, 303	Technology
straitjacket of multi-layered,	Association (ANSTO),
'irreversible' reforms,	202
297	Australian School Innovation in
varied settings for learning,	Science, Technology
302–303	and Mathematics
Age of numbers, 231	(ASISTM), 323–324
Age Related Expectations (ARE),	Austrian economics, tradition of,
329	28
Agency, 277–278	Autocrats, 77
Alphabet Land, 175	
Alternative facts, 16–19	Baby box, 132-133
Alternative truths, 85–86	Barber-Phillips model, 298

D :	01 1 2 6 24 92
Barriers to engagement, 185–186	Christian faith communities, 86
Battle of ideas	Church in UK, 95–96
ambiguous status of ideas,	Citizens, 180
34–35	engagement with parliament,
conventional orthodoxies,	101–102
33–34	Citizens' Initiative Act (2012), 106
debating first principles, 40	Civic assets, 339–340
empowering robust exchange of	Civic ideas, 76
ideas, 42–43	Class, 40–41
fallacy of, 49	Classics, 163–164
festival, 39–40	
	Classroom implications, 100
free thinkers welcome, 41–42	Climate breakdown, 232
language, 40–41	Climate change, 19–20
new challenges to address new	Climate change project, 326–328
incursions on freedom,	Climate emergency, 40
37–39	Closed mind of anti-vaxxers,
politics without ideas, 35-36	21–22
politics without public, 36-37	Code-breakers, 183
Beveridge Report, 130	Cohesive communities
Big Data (BD), 218	AI, 118–119
Big ideas, 132, 134, 322–323	conversations, 121-126
Big Local, 122–123	creative methodologies,
Bishop Big Dig, 187	119–121
Black Lives Matter movement,	ideas, 119
	,
211–212	ideas generation, 126–127
Blair government, 298–299	questions worth asking,
Bottom-up processes of renewal,	117–119
70–71	Collective positive resilience,
Bouncing back, 205-206	222–223
Bouncing forward, 205–206	Commanders in chief, 72–73
Breaking the News', 193-194	Communicators in chief, 72–73
British Baccalaureate proposal, 301	Communities, 40–41, 66, 68,
British Broadcasting Corporation,	179–180, 189–190
19	plan, 117–118
British Civil Service, 69	Community curriculum making
British Library in London,	big idea, 322–323
193–194	climate change project,
Brooklyn, boy from, 168–170	326–327
Brotherhood Sister Sol, 281	examples, 323–325
Business leadership, 184	introverted schools and
business leadership, 104	
	untapped talent,
Cancel culture, 50–51	321–322
Celebrity, 193–194	school case, 325
Centralisation of control, 296-297	social justice arguments, 323
Chaos, 193–194	Comprehensive reorganisation,
Cheerscrolling, 193–194	297
Childhood obesity, 136	Coney Island, 170
Choices, 235–237	Confirmation bias, 17-18

Conflict, 193–194	wellbeing interventions
Connectedness, 214, 216, 340	continuum, 311–312
Consciousness, 295–296	Cross generational project, 123
Constructionist, 119–120	Cultural appropriation, 94–95
Control, 212–214	Cultural capital in local
Conventional orthodoxies, 33–34	communities, 179
Conversations, 121–126	barriers to engagement,
approaching communities with	185–186
fresh perspective,	curiosity, 180–182
121–122	narrative, 184–185
Big Local and Dog Show,	overcoming barriers through
122–123	archaeology, 186–187
cross generational project, 123	overcoming barriers through
mutuality and voluntary	art, 187–189
responses, 123–124	
	positives of cultural
whole community plan, 124–126	engagement, 182–184
	Cultural engagement, positives of, 182–184
Coping, 218–220 Coronavirus pandemic (COVID-	Cultural Marxism, 40–41
19), 4, 20–21, 37	Cultural obstacles, 316–317
Creative ideas, 321	Culture Wars, 26, 41
Creative ideas, 321 Creative industries, power of,	
161–162	Cultures, 15
	Curiosity, 179–180, 182, 189–190,
Creative methodologies, 119–121	278–279
Appreciative Inquiry, 119–120	Curriculum imperative, 273–274
positive deviance, 120–121	
visual minutes, 121	Deep learning, 91–93
Creativity, 181	Deliverology, 298–299
Creativity, Collaboration,	Demagogues, 76–77
Communication and	Democracy, 100-102
Critical Thinking (4	Democracy and Education
Cs), 270	(Dewey), 146–148
Crime, 193–194	Democratic participation,
Crisis in education and need for	parliaments as enablers
transformation,	of, 104–108
241–243	Digital platforms, 218
Critical depth and breadth,	Digital technology, new vistas of,
308	234–235
Critical digital literacy, 100	Disaster, 193-194
Critical literacy, 100	Discrimination, 95–97
Critical race theory, 38	Distress, 219
Critical thinking skills, 78–79	Dog Show, 122–123
Critically reflective practice, 307,	Doomscrolling, 193–194
312	
holism, 309–311	Education, 78-79, 100
obstacles to using ideas in	systems, 10
action, 315–317	Education Act (1870), 334–335
theorising practice, 312–315	Education Act (1902), 334–335
	2000000011100 (1702), 551 555

Education Act (1944), 296	Florida–Or You Can't Fight
Education Action Zones (EAZs),	Progress, 172
335	Flourishing media, 79
Education Investment Areas (EIAs),	Frailties, 88
336	"Free speech allowed", 41-42
Education Priority Areas (EPAs),	Free speech fallacy
335	fallacy of 'battle of ideas', 49
Educational formation, 147	hypocrite of pseudo-free speech
Educational leadership, 244	51
Emotional control, 213	ideas-led society, 56-57
Emotional Hijack, 212	improving public discourse,
Emotional intelligence skills, 291	57–58
Enclosed 'epistemic bunkers', 151	salutary tale, 49-51
Engaged communities, 340	speech and platform, 51-53
Engagement in culture, 179–180	structural inequality, 55-56
Entrepreneur's journey	truth, 53–54
big ideas, 132-134	"Free thinkers welcome", 41–42
challenge of ideas informed and	Freedom of conscience, 38
inspired society,	Freedom of Information Act, 18
140–141	Frustration, 253–254
ideas, 131–132	Fugitives, 232–234
London's child obesity	Future skills society
taskforce, 136–140	consequences for ideas-
personal journey in making	informed society,
ideas reality, 135–136	291–293
society in crisis, 129–131	growing importance of skills in
untangling ball of wool,	future workforce,
134–135	290–291
Entrepreneurial approach of	megatrends, 287–290
learning, 139	new skills for transformed
Environmentalism, 40	labour market, 285
E-Petitions, 107	shocks and megatrends,
Equality, 29–30	286–287
Equity, 246–247, 279, 281	Futures-literate leadership,
Eustress, 219	248–249
Evaluation, 87–88	
Evidence, 29–30	Generic knowledge, 69
'Evidence-based' agenda, 23-24	Gen-Z, 209
Excellence in Cities (EiC), 335–336	Global Education Leadership
Experiential learning, 217	Partnership, 249
Experimentation, 278–279	Global North, 232
	Global South, 232
Faith communities, 94–95	Good Friday Agreement of 1998,
Faithful improvisation, 91–92	79
Fake news, 17–18	Good ideas, 26
Fallacy of 'battle of ideas', 49	Graphic vocalisers (see Visual
False myths, 75–76	minutes)
Fears, 88	Great resignation, 209

Greenhouse effect, 19	false myths and Yugoslavia
Grievances, 78	tragedy, 75-76
Gross Value Added, 162	fracturing history, 77-78
Growth, 216–218	generation, 126-127
	malign forces, 78-79
Hard Times (1854), 158-160	politics without, 35-36
Hard-and-fast evidence, 29	refusers, 6
Health care, 184	road to recovery, 79-83
High pressure and need for	scars of history, 83
reflection, 315–317	Ideas-engagement, 5
High-quality cultural venues,	Ideas-informed society, 26,
179–180	145–146, 148–149,
Holism, 309–311	232
Honesty, 26	benefits of, 4–5
Hostilities, 78	caveats and challenges, 5-7
House of Commons, 102, 104	consequences for, 291–293
Chamber Engagement Team,	crisis in education and need for
107	transformation,
House of Commons Library, 104	241–243
House of Commons Library	experience and insights, 7-8
Services, 103	need educational experiences,
House of Commons Library	243–244
subject specialists, 103	new leadership, 249-250
House of Commons Library	new models for leadership in
Tiouse of Commons Library	
training team, 103	education, 244-249
	education, 244–249 Ideas-informed young citizens
training team, 103	education, 244–249 Ideas-informed young citizens agency and personalisation,
training team, 103 House of Lords, 104	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278
training team, 103 House of Lords, 104 Housekeeping	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement,	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech,	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech, 51	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic approaches, 274–275
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech, 51 Ideas, 3, 75, 131–132, 308	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic approaches, 274–275 ideas informed society,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech, 51 Ideas, 3, 75, 131–132, 308 ambiguous status of, 34–35	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic approaches, 274–275 ideas informed society, 281–282
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech, 51 Ideas, 3, 75, 131–132, 308 ambiguous status of, 34–35 demagogues and suppression of	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic approaches, 274–275 ideas informed society, 281–282 knowledge-based curriculum,
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech, 51 Ideas, 3, 75, 131–132, 308 ambiguous status of, 34–35 demagogues and suppression of ideas, 76–77	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic approaches, 274–275 ideas informed society, 281–282 knowledge-based curriculum, 267–269
training team, 103 House of Lords, 104 Housekeeping fundamental questions, 25–28 ideas, 23–24 rationality, 29 searching for clarity about meaning, 24–25 tradition of Austrian economics, 28 Human rights movement, 211–212 Humanities, 15, 163–164 subjects, 55–56 Hypocrite of pseudo-free speech, 51 Ideas, 3, 75, 131–132, 308 ambiguous status of, 34–35 demagogues and suppression of	education, 244–249 Ideas-informed young citizens agency and personalisation, 277–278 applying and synthesising, 276–277 curiosity and experimentation, 278–279 curriculum imperative, 273–274 empowering young citizens, 266–267 equipping young people for chaotic world, 265–266 equity, 279–281 examples of holistic approaches, 274–275 ideas informed society, 281–282 knowledge-based curriculum,

whole school design, 276-279	Intergenerational social inequality,
Ideas-led society, 56-57	63–64
IdeaSpies Kiosk, 202	International bodies, 242
IdeaSpies platform	Internet of things (IoT), 218
benefits, 197–198	Interpersonal skills, 291
creation and development, 195	Intersectionality, 29–30
doomscrolling vs.	Intervention, 105
cheerscrolling,	Introverted schools, 321–322
193–194	Inutility, 157–158
evolving structure, 195–197	Arts and Humanities in peril,
future, 201–203	160–161
Home Page, 194	Hard Times (1854), 158-160
ideas, 198-199	humanities, 163-164
power of positive ideas, 193	policymakers, 163
UpRising schools initiative,	power of creative industries,
199–201	161–162
Identification, 105	
Illogical and dull doctrines, 35	Jewish faith communities, 86
ImaGen Ventures, 253-254	Job creation, 81
Impartiality, 19	J
Implicit bias, 27–28	Knowledge gap, 180-181
Improvisation, 92	Knowledge society, 34–35, 149
Independent Inquiry into Child	Knowledge-based curriculum,
Sexual Abuse (IICSA),	267–269
89	207-207
Indigenous land rights, 211–212	I
Inequality, 247	Language, 40–41
Information, 105, 232	Leaders, 72–73
users, 102–103	Leadership, 26, 243
Information distributors, 103–104	new models for leadership in
Information literacy (IL), 99	education, 244–249
citizens' engagement with	for new narrative, 245–246
parliament, 101–102	for renewal, 73
Contribution of libraries,	Learner agency, 303
100–101	Learning, 147
and democracy, 100-102	across borders, 258–261
implications for classroom,	culture, 316
100	ecosystems, 247
information distributors,	relevance of learning to life and
103–104	community, 303
information users, 102–103	varied settings for, 302–303
Innovation, 248	LGBTQ+ equality movement,
Inquiry, 150–151	211–212 Liberal Berry <i>C</i> 2, <i>C</i> 4
Inspiring Communities, 336	Liberal Party, 63–64
Institute of Technology Education	Libraries, contribution of, 100–101
(iTE), 200	Life-changing ideas, 3 Life-long learning policy, 184
Integrity, 26	
Inter-generational mobility, 63	Literacy, 183–184

Logicality, 29–30	National Professional Qualification
London's child obesity taskforce,	for Headship, 299
136–140	Neo-fascism, 40–41
	Net Zero Agenda, 211-212
Major design project (MDP),	New leadership, 249-250
199–200	New South Wales (NSW), 199–200
	New vistas of digital technology,
Making Jam, 123	234–235
Making sense of practice, 314–315	Non-learning culture, 316
Malign forces, 78–79	Not-so-new normal, 334–335
education and critical thinking	Tion so new norman, 55 i 555
skills, 78–79	01 420 420
flourishing media, 79	Obesogenic system, 138–139
perceived economic grievance,	Objectivity, 26
78	OCSI's Community Needs Index,
political divide, 79	339–340
Market forces in school admissions	Omicron variant, 4
and funding, 297–298	Openness, 26
Mass communication, 147–148	Opportunity Areas (OAs), 336
Media, 16, 18	Optimism, 210
Media and information literacy	
(MIL), 99	Paradigm, conflicting, 15-16
Megatrends, 286–287, 290	Parliamentary engagement,
Members of Parliament (MPs), 104	104–106, 108
Memory Wall, 175	Parliaments
Methodist Church, 87–89	as enablers of democratic
#Me Too movement, 211–212	participation, 104-108
Metropolitan elite, 90	IL, 99
Mickey Mouse courses, 160–162	information literacy and
Miltonian exhortation, 51	democracy, 100-102
Modernity, 68	as information users and
Mothers and Babies: Reducing	distributors, 102–104
Risk Through Audits	Participation, 105
and Confidential	Passion, 253–254
Enquiries	Pedagogy, 100
(MBRRACE), 96	Perceived economic grievance, 78
Multiculturalism, 38	Personal, Spiritual, Health and
Mutuality, 123–124	Citizenship Education
• •	(PSHCE), 270
Narrative, 179–180, 184–185,	Personal development, 270–272
189–190	Personalisation, 277–278
National Child Measurement	Perspective, 210–212
	Philosophy for Children
Programme, 136	
National Curriculum, 298	programme (P4C
National Foundation for	programme), 150
Educational Research	Place, 333–334
(NFER), 288	area 'types' in practice,
National Literacy Strategy, 299	339–340

brief and incomplete history of place-based policy making in education,	Professionals, 149–150 Project-based learning (PBL), 322–323
334–336	Pseudo-free speech, hypocrite of,
improve ideas and policy	51
relating to, 338–339	Public art, 177–178
prevailing ideas of 'place'	Public discourse, 49, 53, 57
inhibit policy, 336–338	improving, 57–58
Platform, 51–53 Play, 90	Public engagement, 105 Public sculpture, 174
Playful approaches, 187–188	Purposefulness, 208–210
Pluralism, 29–30	rurposerumess, 200 210
Poetic, 120	Quality, 57
Poetic principle, 122–123	Quanty, 37
Polarisation	Dabble mouseure 77
bottom-up processes of	Rabble-rousers, 77 Racism, 40–41
renewal, 70–71	Radical uncertainty, 67–68
Britain's unequal life-chances,	Randomised Control Trial (RCT),
63–66	150
communities and polities,	Rapid learning, 69
66–68 escaping, 68–69	Rathlin Development Community
leadership for renewal, 73	Association (RDCA),
top-down processes of renewal,	124–125
72–73	Rationality, 29
Policy disconnect, 255-257	Reflection, 87–88
Policy opportunity, 255–257	Reflective conversation with situation, 314
Policymakers, 134, 163	Renewal
Political divide, 79	bottom-up processes, 70–71
Political literacy, 100	leadership for, 73
Political managerialism, 36–37	top-down processes, 72–73
Political participation, 104–105	Repetition, 91–92
Politics without ideas, 35–36	Representation, 57
Politics without public, 36–37 Polities, 66–68	Reputational path, 27
Populism, 55	Research-informed' agenda, 23-24
Positive deviance, 120–121	Resilience, 88, 222
Positive ideas, power of, 193	Resilience deficit, 311
Positive Pandemic Plan (PPP), 199	Ripples, 238
Positive questions, 120	Road to recovery, 79–83 high cost, 80
Positive resilience, 206–208, 222	investment and employment, 81
Positives of cultural engagement,	reconnecting citizens and trust
182–184	in leaders, 81–83
Postmodern relativism, 35	tackling segregation, 80
Post-truth politics, 102 Power, 193–194	Rotary Club, 70-71
Proactive truth telling, 87–88	
Professionalisation, 149	Safe space, 39
2101colonumoution, 117	

Sanctuary, 232–234	Speech, 51–53
Satire, 193–194	Stories, 184
Scandal, 193-194	Story Wall, 175
School autonomy, 296	Storytelling, 184
Schools as communities of inquiry,	Straitjacket of multi-layered,
145–146, 150–151	'irreversible' reforms,
Democracy and Education	297
(Dewey), 146–148	Structural inequality, 55-56
teachers as public intellectuals,	Structured youth social innovation
148–150	programme, 253
Science, 3–4	Subsidiarity, 69
Sciences, 15	Success, 245–246
Scientific facts, 18–19	Super-smart society, 218
Scientific paradigm, 15	Suppression, 193–194
SCOOP, 197	of ideas, 76–77
Scriptures, 86–87	Synthesising mind, 273
Selflessness, 26	Synthesising innia, 275
Self-management skills, 291	m 1 11: 11 1
Semi-mythical narrative, 76	Teachers as public intellectuals,
Sensationalism, 193–194	148–150
Serb victimhood, 76	Team-members, 186–187
	Technology, 237–238
Shared purpose, need for new	Thatcher government, 296
statement of, 301–302	Theorising practice, 312–315
Shocks, 286–287	Thinkpol, 30
Simultaneity, 120	3D printing, 218
Site of Special Scientific Interest	Tin Temples, 172
(SSSI), 327	Top-down processes of renewal,
Skills Builder Partnership, 256	72–73
Skills Imperative 2035 research	Traditional politics, 3–4
programme, 291	Transformed labour market, new
Skills Imperative 2035: Essential	skills for, 285
Skills for Tomorrow's	Transition Year, 260–261
Workforce, The, 288	Trust schools, expansion of chains
Social innovation, 253	of, 299
Social innovation programmes,	Truth, 9–10, 53–54, 85, 87
259	discrimination, 95–97
Social inquiry, 147–148	faith communities and cultural
Social interaction, 214	appropriation, 94–95
Social justice arguments, 323	frailties and fears, 88
Societal upheaval moments, 130	proactive truth telling, 87-88
Society in crisis, 129–131	telling, forming, bearing
Society of Human Resource	communities, 88–93
Management (SHRM),	truthful people and truth-telling
215–216	communities, 97
Soft skills, 55–56	witness in action, 93-94
Solidarity, 29–30	Truthful people, 97
Sparks of inspiration, 3–4	Truthful witness, 90
Spatial planning design, 184	Truth-telling communities, 97

TwitterFiles investigations, 38 Twitternet, 26	positive resilience, 207–208 purposefulness, 208–210 thriving, 207
UK labour market, 286-287	wellbeing, 220-222
UK Parliament, 102, 108	Voluntary responses, 123–124
UK's professional body for	
librarians and	Wanderer, A (film), 176-177
information	Waves, 238
professionals (CILIP),	Wellbeing, 220–222
99	interventions continuum,
Uncertainty, 21	311–312
Understanding, 105	Western society, 3–4
University of Edinburgh, 54	Whole community plan, 124–126
Unrealistic optimism, 211	Whole school design, 276–279
Untapped talent, 321–322	Whole-systems approach, 138–139
UpRising schools initiative, 199,	Witness as improvisation, 90–91
201–202	Witness in action, 93–94
UPSHIFT, 253–254	Witness to truth
in Action in India, 258–259	attending to other, 92–93 experiments in, 88–89
Values blueprinting, 215-216	local and particular, 89-90
Virtual reality, 218	Work pressures, 315
Visitors, 184–185	Workplace resilience, 206
Visual minutes, 121	
Volatile, uncertain, complex,	XP Schools, 275
ambiguous world	
(VUCA world), 129,	Young Social Innovators (YSI),
131, 205	259–261
bouncing back or bouncing	Youth led social innovation, 253
forward, 205-206	adolescence, 254-255
connectedness, 214–216	learning across borders,
control, 212–214	258–261
coping, 218–220	passion and frustration,
gains for individuals,	253–254
governments and	policy disconnect or policy
society, 222–224	opportunity, 255–257
growth, 216–218	Yugoslavia tragedy, 75–76
perspective, 210–212	