

Chapter 3 Reflective Questions – Factions

1. The chapter begins with examples of divisions in the field. These are generalisations and are written with the context of England and the experience of the authors in mind. Do you recognise these divisions in your own context? If so, which is the most serious? Are there additional/alternative divisions that you are aware of?

2. The book poses three general questions for the overall field. Are these the right questions? Sub-questions are provided to illustrate the considerations that would fall within each. These are not exhaustive. What sub-questions would you add as considerations within each general question?

3. A simple overview of the EEI and WW approaches is provided. What do you think will be the main challenges in successfully carrying each of these out?

4. Do you think there is a meaningful distinction to be made between evidence-informed and evidence-based policy/practice? If so, what are the differences in emphasis, value, and behaviour between these? Can you think of examples of each?

5. Examples of research that could inform educational improvement from 'the wider field' are provided. These are not exhaustive. What areas of research are missing from the list and which do you think are most/least helpful to informing education?
