

Mitigating Perceptions of Risk and Improving Impact in ILE

Tamara Jones

tell005@aucklanduni.ac.nz



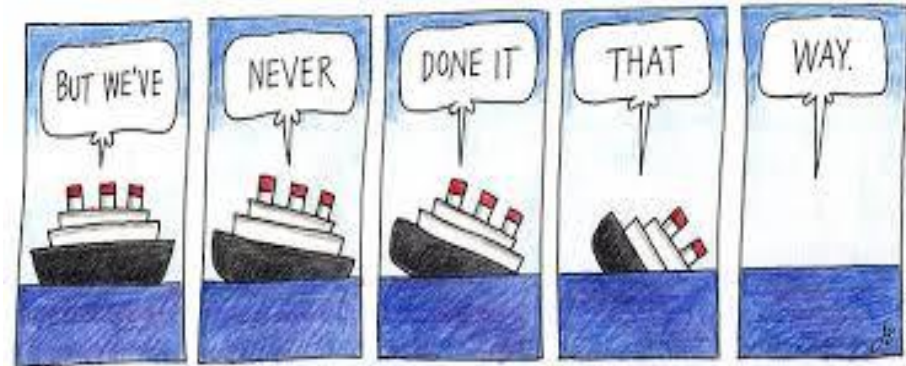
**EDUCATION AND
SOCIAL WORK**



Change; Resistance or risk?

Prior Assumption

- Teachers, “resist the change until the pressure eases or disappears” (Hargreaves, 1994)
- Teachers “become resistant to, and resilient toward change” (Hargreaves, 2005)



Current Understanding

- Blaming teachers is counterproductive to developing a culture of collaborative, sustainable improvement (Robinson, 2011)
- Teachers’ perceptions of risk may be a fundamental barrier to change (Le Fevre, 2014; Twyford, 2016)

Engaging in ILE; Theories of Risk-taking

Individual theories of risk-taking

- A Teacher's Age and Career Stage
- Personal Practical Theories
- The Individual Teacher's Risk Attitude



Organisational theory of risk-taking

- A Context-Specific Phenomenon



Research Design



**EDUCATION AND
SOCIAL WORK**

2015

2016

2017

Review of literature on ILE and risk-taking theories
Research planned: Questionnaire, interview
questions and journal formats piloted
Ethics application and research
proposal approved

Schools approached and 3 selected

Collection of public school documentation
Consent and questionnaire distributed to
84 teachers.

Quantitative data analysed

First interview with 16 teachers

Collection of teachers' documentation and
self-reflections.

Observations of teachers

First interview with 3
principals

Second interview with 16
teachers

Findings drafted

Actions that may support teachers to engage in ILE

