



## Teachers working in the era of risk management – An investigation into the relationship between knowledge of education law and teacher self-efficacy

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In an era of ever increasing awareness of risk, are teacher-held understandings about education law impacting on their professional practice? This paper provides an outline of proposed research investigating a possible link between Australian teachers' knowledge of education law, and professional confidence with regards to risk management. The hypothesis is that teachers hold serious misconceptions about the law and a teacher's duty to manage risk, which is impacting on their ability to provide innovative and engaging curriculum. The proposed study will investigate whether teachers are over-reacting to perceived risks, thereby giving rise to the unforeseen risk of pedagogical outcomes being altered, without effective oversight. The originality of this thesis is twofold - firstly in the use it makes of sociology's risk society theory, in identifying a possible impediment to successful educational outcomes and secondly, in providing the first exploration into whether teachers' misconceptions about the law are resulting in the type of 'reflexive spiral' (Beck, Giddens & Lash, 1994) described in risk society theory.