

Working with Resistance

In mathematics education, change is hard when:

Because:

Think of someone you know who has been resistant to a change you support. Briefly describe the person and situation.

Take one minute to write down every stereotype or assumption that people may have about a person who resists change.

Intellectual Empathy

What experiences has this person had in mathematics and how might that affect his or her interaction with me?

How connected does he or she feel to the school community and school leaders?

How comfortable does this person feel being vulnerable and opening up about areas where he or she needs to develop in his or her practice?

What other factors may be at play here?

The Five Whys

Problem:

Why?

Why?

Why?

Why?

Why?

Categories of Resistance

The Switch Framework:

What rider issues can you identify in your setting?

What elephant issues can you identify in your setting?

How might you shape the path in your school setting to help make the change easier for people?

Notes:

