Exploring early-career teachers’ perspectives of geographical knowledge and their practice in China

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This glossary provides definitions of the main terms and ideas used in GeoCapabilities.

Each idea has been 'translated' into several languages other than English. Select your language from the menu on the left. Then, open the pdf in a new window so that you can read the English at the same time.

The terms and ideas here are complex, interconnected and often have cultural meanings. In other words, they are often difficult to 'translate'. The 'translations' are better understood as interpretations into different cultural and linguistic contexts.

Just as cultural and linguistic contexts may vary, so do subject specialist contexts. Most of the ideas below apply to other school subjects (not only geography), but in distinctive ways.

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Research pathway

- Experience as a research assistant in GeoCap2
- Reflection as a student and geography teacher
- And I found a gap in the literature

Early career teachers

Geographical knowledge

Curriculum practice
Something new

New Coronavirus

Map source:
https://voice.baidu.com/act/newpneumonia/newpneumonia

Other useful websites:
https://qianxi.baidu.com/?from=shoubai
Set the Scene: China

1840

1949
PRC

1978
Reform and open up

2003
New Policy!

2018
The latest Curricular

Changing ‘Climate’?

Teacher Shortages!

Knowledge Winters?

Social Impact?

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ECNU Review of Education

Competence for Students’ Future: Curriculum Change and Policy Redesign in China

Tao Yang

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Abstract

Purpose:

This article aims to provide a policy review of the new national curriculum program and standards for high school education announced in January 2018 and analyze the key features of curriculum change in China.
RQ: How do Chinese early-career teachers relate their perspectives of geographical knowledge to understanding their practice of upper secondary school geography curriculum?

Perspectives to understand geographical knowledge:

- Academic geographers (Agnew & Livingstone, 2011; Bonnett, 2008; Fu, 2017; Golledge, 2002; Zhu, 2018)
- Geography (Teacher) Educators: philosophical, psychological, sociological
- Cf. subject, disciplinary (Stengel, 1997)

Factors affecting Chinese geographers’ practice:

- Education: a politicalized system
- Geography discipline: the academic-politics interdependence
- Geography Subject: a centrally mandated curriculum
- School: the exam-oriented community
- Personal: Individual differences
Figure 1.1 The fruit tree metaphor with three research themes (RT)

RT1: geographical knowledge perspectives
RT2: Factors affecting practice
RT3: Connecting perspectives and practice

Student (Pre-teacher) 

University 

Political perspectives 

Educational perspectives 

Geographical perspectives 

Uprooted transplant

School 

education 

discipline 

subject 

Teacher 

school 

personal
Why are the three perspectives foundational?

Why use ‘cultures of influence’ (Brooks, 2007, 2016) to address the factors affecting practice?

Why ‘curriculum making (Lambert & Morgan, 2010) can connect teachers’ perspectives and practice?
Methods: teachers’ thinking and practice

Adapted from Brooks (2007), Seow (2013), Mitchell (2017)

Observe teaching  One-to-one interview  Document Analysis
Research instruments: Observation, Interview, concept mapping

**Perspectives**
- What were your reasons for choosing this career? (teach school geography)
- What was your understandings of geographical knowledge as a university student? As a pre-service teacher?
- Factors you identified as key to become a geography teacher

**Practice**
- Lesson Observations
- Factors you identify as key to affect you as a geography teacher
- To what extent you think the following factors influence you: Policy, geography as a discipline, geography as a subject, the school you work in, personal factors.

**Curriculum making**
- If there is a difference (either in perspectives or practice, or both) between the younger ‘you’ and current ‘you’, which factors prompted this change?
- Concept mapping (after the second observation and interview)
Next steps

• Conceptual clarity
• Research ethics
• Analytical tools


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Questions?

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