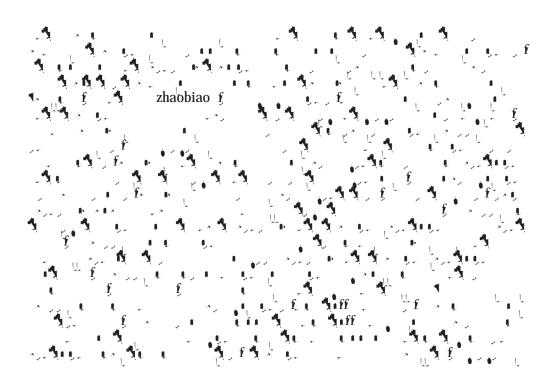
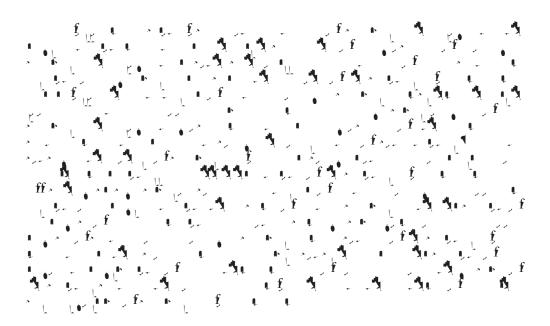


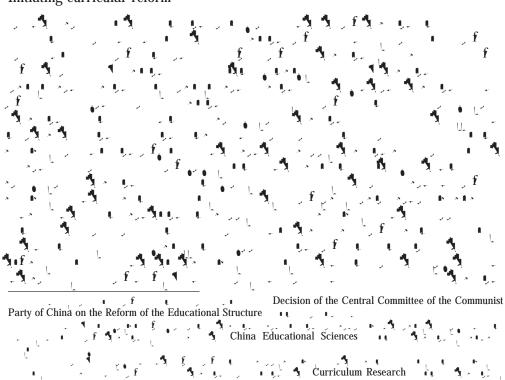
This article will examine the development and implementation of the new geography curriculum in secondary schools in Shanghai. Analysis of the processes and mechanisms which underlie curricular change in China reveals how embedded bureaucratic, social and cultural norms have profoundly influenced the degree to which reforms to the geography curriculum have achieved the desired results. The analysis begins with a detailed examination of the wider institutional hierarchies which initiated and managed curricular reforms in





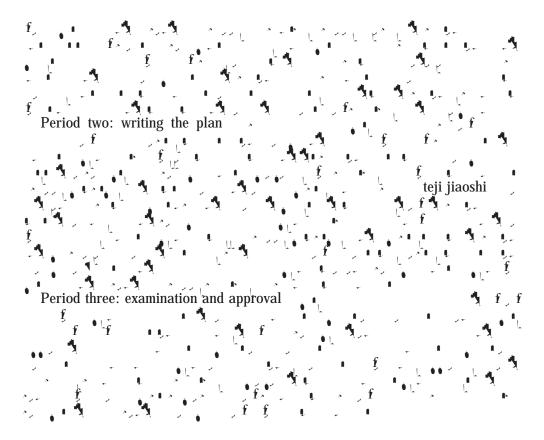


Initiating curricular reform

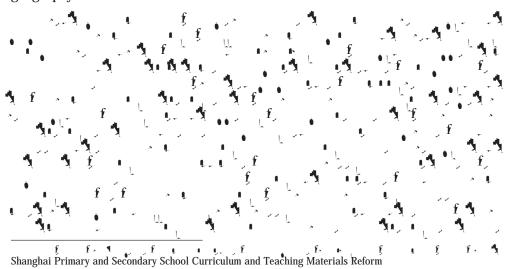


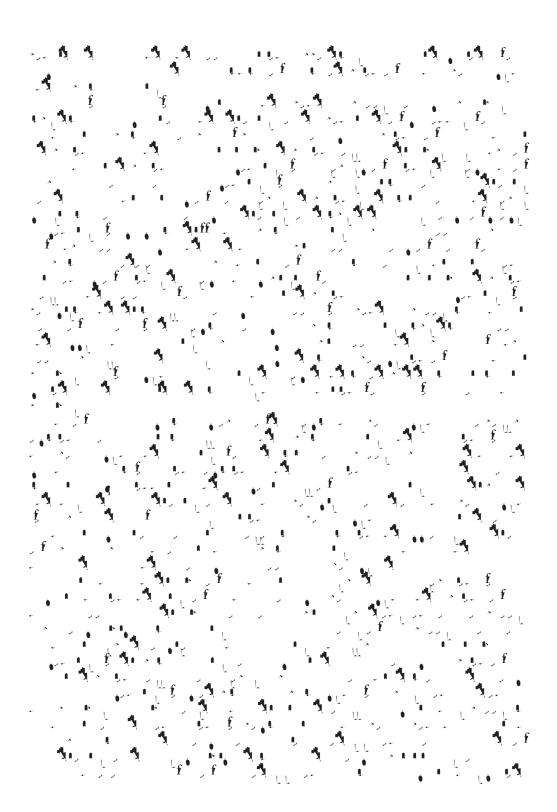
Decision of the Central Committee of the Communist

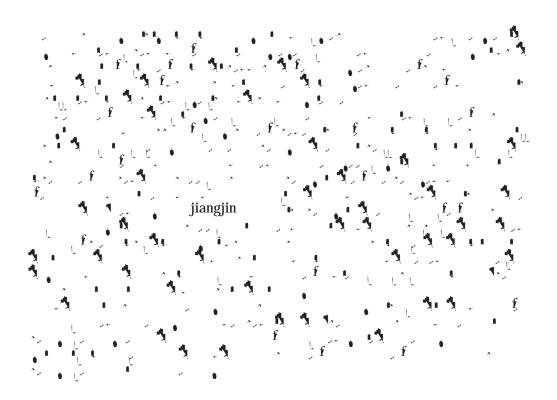
Curriculum Research

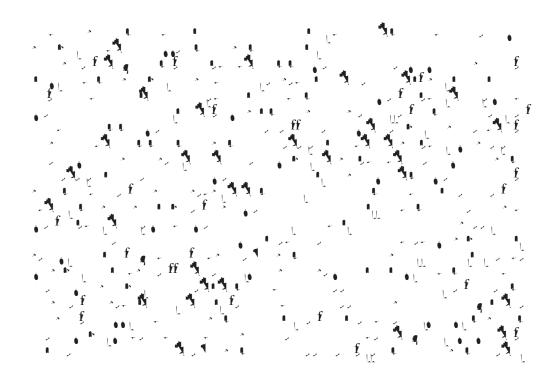


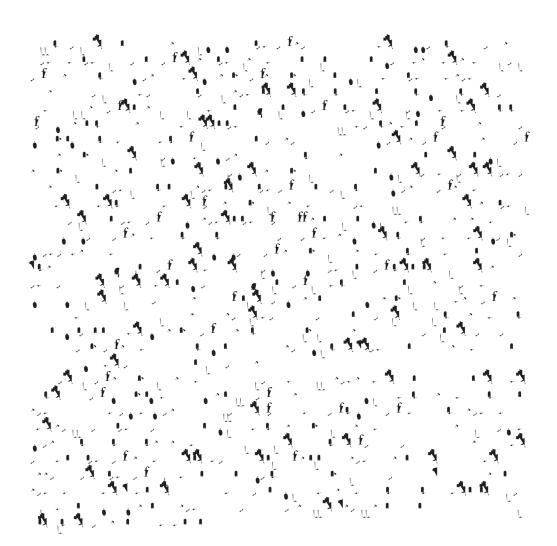
Phase two: preparing the teaching plans and teaching materials for the new geography curriculum $\,$



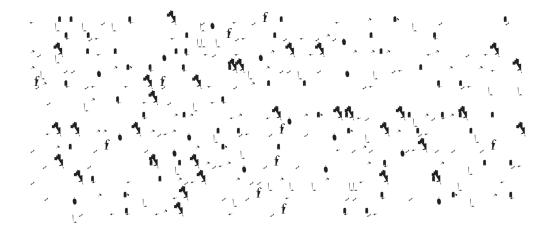




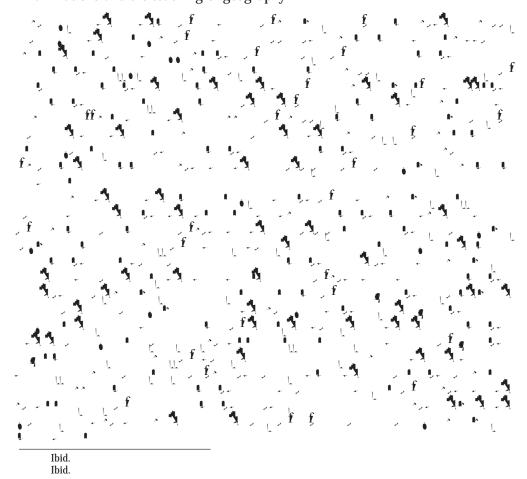






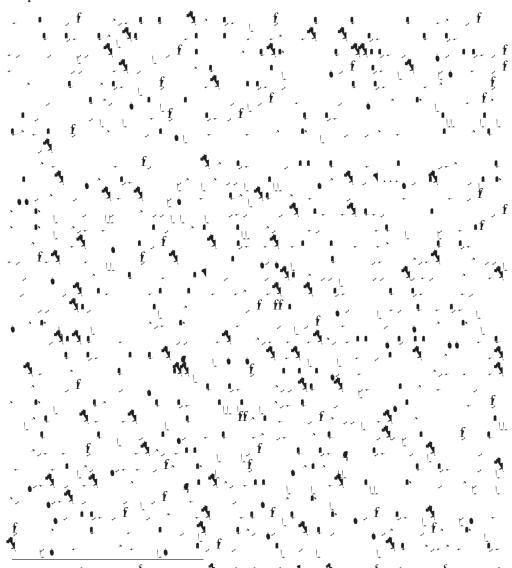


Examinations and the teaching of geography





Implications



China Education News

