

3 - Science Teaching Processes | Empirical

SP - (16674) - THE IMPACT OF CURRICULUM CHANGE ON SCIENCE TEACHERS' SUBJECT MATTER AND PCK FOR SCIENCE PRACTICAL WORK

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Short Abstract

The aim of this qualitative study is to investigate teachers' subject matter and pedagogical content knowledge for teaching science practical work against a background of curriculum change. Data gathered via focus groups conducted two years apart in eighteen secondary schools in England reveal changes in pedagogical practices that in general, moved practical work teaching to align more closely with teachers' existing subject and epistemic knowledge about science. Factors such as availability of resources, strength of collaboration between colleagues and the ethos underpinning practical work teaching influenced the extent to which teachers were able to implement the required curriculum change. The study shows the challenges associated with implementing curriculum change and the impact teachers' SMK and PCK may have on students' learning outcomes relating to practical work.