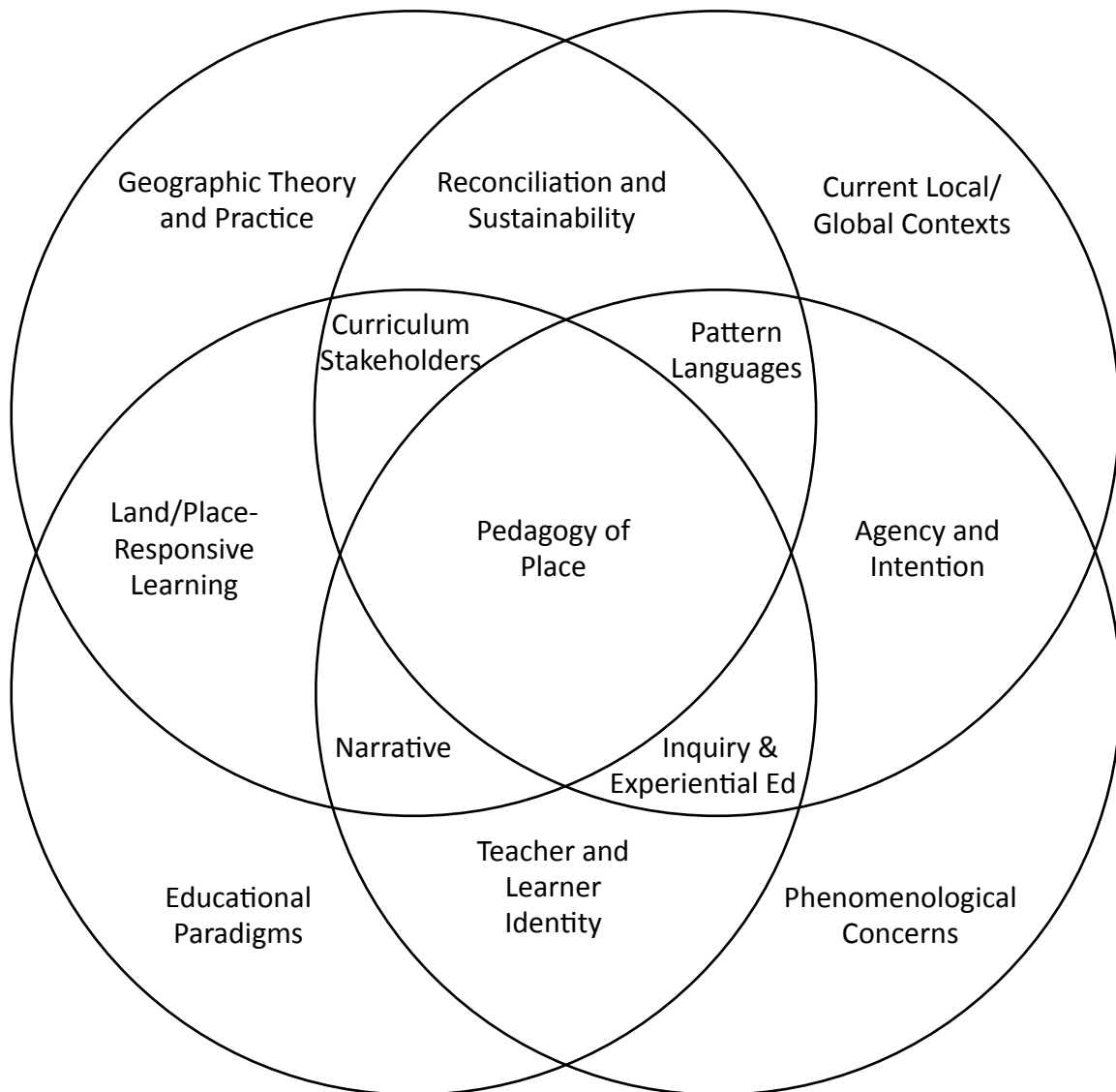


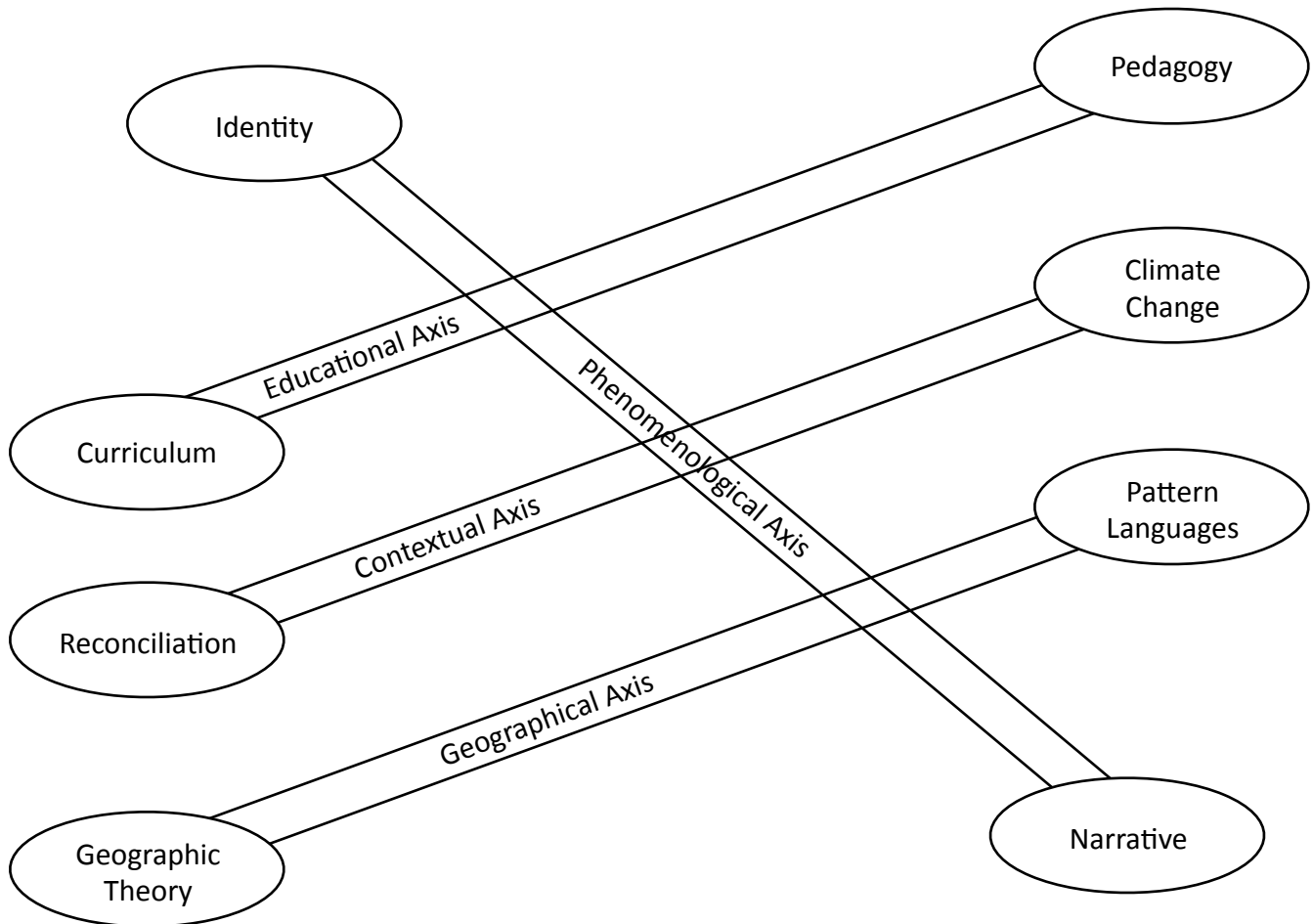
**Research question:** How are K-12 teachers engaging a pedagogy of place in the context of the revised BC curriculum?

**Why?:** With the revised K-12 curriculum as both backdrop and driver of current pedagogy in BC schools, alongside all of the other things that guide practice, many teachers are turning towards place-responsive teaching and learning to address, among other things, questions of environmental sustainability and Indigenous reconciliation. This research will examine how teachers interpret and conduct geography education as it relates to land-based, place-oriented, experiential, and indigenous-informed practice -- areas of concern for geographers and curriculum stakeholders alike -- and the associated problems, influences, intentions, and narratives of practice and identity that emerge as teachers and students inhabit pedagogies of place.

This conceptual schema illustrates why a pedagogy of place might emerge as a valid research topic within a broader exploration of the state of geography education, climate change education, education for reconciliation, and place-responsive learning initiatives in BC K-12 Schools.



The schema above suggests various realms, spectrums, or ecologies that are productive sources of inquiry or driving questions for exploring pedagogies of place. For example, here are some axes that can be used to generate questions related to my research topic.



**The kinds of “driving” questions that might emerge from these axes:**

- Are teachers deriving their practice initiatives related to place from the new curriculum or from an pedagogical understanding? What else motivates or informs the design of this practice?
- What contexts are providing the most traction for teachers who are grounding place-responsive Geography education in real-world concerns?
- What are the specific impacts of the climate change crisis, or the call for Truth and Reconciliation, having on practice design?
- How far have teachers who focus on place gone in terms of accessing geographic theory, of using this theory to structure their practice or inform pedagogy?
- Has the use of geographic theory resulted in implicit or explicit pattern languages at use in teacher practice?
- Who is the self that shows up to teach about place?
- What challenges to the self (or society) are engendered by place-responsive learning?
- How does storytelling relate to teaching about place?
- What are some possibilities and limits to the power of storytelling in the context of place-responsive learning?
- Do teachers understand the new curriculum to have a particular stance on the role and value of place in education? What is that stance?