



ECWB7003 Transforming Education: Effective Change In Leadership and Management

A HISTORICAL OVERVIEW OF EDUCATIONAL CHANGES IN CHINA

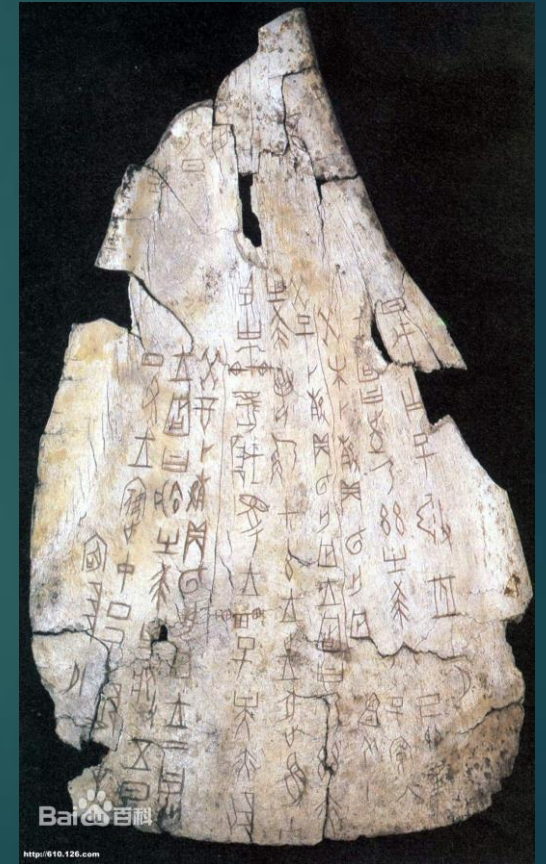
09/11/2022 14:00 &
10/11/2022 10:00 (GMT)

Historical Overview of Educational Changes in China

- ▶ Macroscopic view on the key educational changes in China throughout the history.
- ▶ Establish an understanding of how education was transformed through macro, meso and micro level.
- ▶ Critically reflect how culture, language, change of government is affecting education (factors influencing educational transformation).
- ▶ Critically evaluate the similarities and differences between historical educational transformations in China and the UK.

Shang Dynasty (1600-1046BC)¹

- ▶ Schools located in the capital and local areas. Established by central government, local government and affiliated states and tribes.
- ▶ A matured writing system to facilitate education²
- ▶ Curriculum:
 - ▶ ideological and political education
 - ▶ Military education
 - ▶ Rituals and music education
 - ▶ Writing and mathematics education
- ▶ Retired government officials were the teachers
- ▶ Education was a privilege for the nobles
- ▶ The aim of education was to train future rulers



1. The Shang dynasty is the earliest dynasty of traditional Chinese history firmly supported by archaeological evidence.

2. There were over 160,000 oracle bones excavated, which contains over 1,600,000 oracle writings.

Shang Dynasty (1600-1046BC)

- ▶ 大学(da Xue), also called 右学(you xue), located in the rural area west of the capital
 - ▶ Taught by retired high-ranking officials and ministers
- ▶ 小学 (Xiao Xue), also called 左学 (zuo xue), located in the east side of the palace.
 - ▶ Taught by retired lower-ranking officials and ministers
- ▶ Record of words such as teach, teacher, learn on oracle bone inscriptions³.
- ▶ Divinations and ancestor worship ceremonies for sending children to schools: treating education as the most important thing for the nobles.

3. Recorded in oracle writings on Xiaotun Nandi Oracle Bones (《小屯南地甲骨》)

Western Zhou Dynasty(1045-771 BCE)

- ▶ Introduced the political doctrine **Mandate of heaven (天命)**: heaven had imposed a moral mandate on Zhou rulers to replace the Shang and return good governance to the people⁴.
- ▶ Established the **Li ritual system (礼制)** for expressions of social hierarchy, ethics and regulation of material life (only applied to nobles).

What effect do you think this has imposed on Education?

4. Pollard E. et al. (2013) *Worlds Together Worlds Apart*. Fourth ed. W.W. Norton and Company: New York

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What effect do you think this has imposed on Education?

- ▶ Education was only available for nobles, government officials and their offsprings.
- ▶ Types of education:
 - ▶ Family education; 小学 (xiao xue) - primary education; 大学 (da xue) - higher/elite education
 - ▶ Located in the central state and rural districts.

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Western Zhou Dynasty(1045-771 BCE)

Curriculum - The Six Arts (六艺):

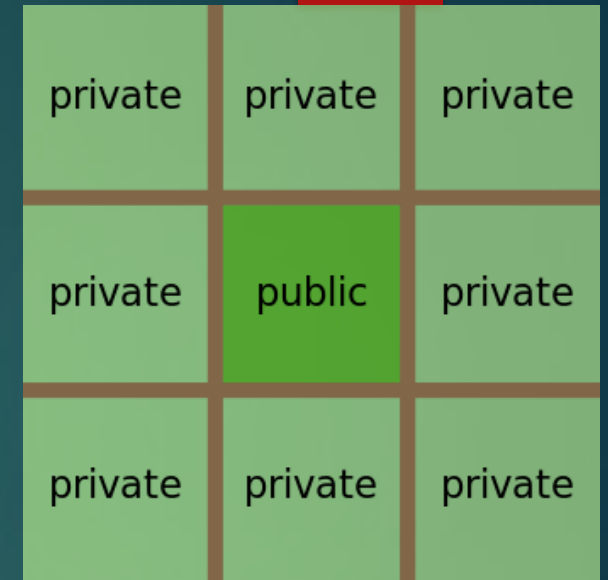
- ▶ Rituals (also propriety) and Music 礼乐(li yue)
 - ▶ Archery and Charioteering 射御 (she yu)
 - ▶ Reading & writing and Mathematics 书数 (shu shu)
-
- ❑ Education of The Six Arts emphasis on ideology, morality as well as cultural knowledge; treat both traditional culture and practical application skills equally importantly; develop both arts and military skills; also require one act according to code of Li (propriety) as well as cultivate inner emotional cultivation.
 - ❑ The Six Arts education and its educational ideologies have exerted a far-reaching historical impact.

• Spring and Autumn Period (770-476BCE)

In Western Zhou, the kings enfeoffed their clan relatives and warriors as vassals, who were allocated an area of land (fief), was established (by the kings) as the de facto ruler of that region, who rule the fief autonomously and pay homage to the king regularly. The titles and fiefs of these rulers could be legitimately inherited by their descendants.

Great Social Transformation in the Spring and Autumn Period:

- ▶ Socioeconomic development through advancement in agricultural productivity – the use of ironware, cattle plowing, hydraulic irrigation.
- ▶ Increase of land reclamation – more private land than public land
- ▶ Power change - the power of Western Zhou Kings was diminishing, while the power of the marquesses was rising.



Well-Field System 井田制: a square area of land was divided into nine identically-sized sections; the eight outer sections (私田; sītián) were privately cultivated by serfs and the center section (公田; gōngtián) was communally cultivated on behalf of the landowning aristocrat.

• Spring and Autumn Period (770-476BCE)

The Decline and Abrogation of Official Education - schools run by officials for officials (官学&乡学)

- ▶ Hereditary system – nobles did not value education as much when their social status and power was not directly linked.
- ▶ The decline of kingship – schools were deserted.
- ▶ Cultural monopoly was broken by wars⁵ amongst the marquesses.
- ▶ Downward mobility of cultural officials and the declined nobles – lead to the rise of private education

What happened next to education?

5. in the 242 years recorded by the Spring and Autumn Annals, there were 483 military operations. Nobles and aristocrats cared more about maintaining political status and expanding their territory and enjoy the victories, education was neglected.

• Spring and Autumn Period (770-476BCE)

The Rise of Private Education

- ▶ Rise of the Shi class (scholar stratum) - many of them became retainers (门客), who lived as dependents under nobles, officeholders and powerful landlords. They provide guidance and services to their host and get benefits from them in return.
- ▶ Private education was needed and encouraged by the emerging landlords.
- ▶ Freedom in teaching and learning - no restrictions in the curriculum, freedom in teaching different political views, ideals, knowledge and skills. And education was open to common people.

• Spring and Autumn Period (770-476BCE)

Confucius (551-479BCE), also known as Kong Qiu, Kongzi.

- ▶ A pioneer educator and educationist in China
- ▶ The founder of Confucianism, one of the most influential and long lasting school of thought in China.
- ▶ Started teaching and receiving students from the age of 30
- ▶ First educator discussed the relationship between education and economic development (establish a good material basis through economic development and then emphasis on education to ensure prosperity of the nation).
- ▶ Compiled historical literature into Six Classics, which served as textbooks for later confucians: Book of Poetry, Book of Documents, Book of Rites, Book of Music (lost in history), Book of Changes and The Spring and Autumn Annals.
- ▶ Political governance should benefit the people, not to exploit them.
- ▶ Advocate virtuous governance and governance through education.

• Spring and Autumn Period (770-476BCE)

Confucius' view on education:

- ▶ Introduced study tours and emphasised on practical application of knowledge and learning.
- ▶ Emphasis on the function of education – in the time of social unrest, morality, ethics, rites and propriety education should be emphasised rather than through mandatory penalties.
- ▶ Education plays key role in social development.
- ▶ The middle ranged

• Spring and Autumn Period (770-476BCE)

Confucius' education:

- ▶ No age limit.
- ▶ Mainly teach on individual basis and accompanied by group lecturing.
- ▶ Make no distinctions in teaching.
- ▶ Cultivate virtuous Junzi (the superior man), set good examples and affect others through exemplar effect.
- ▶ Innovated The Six Arts curriculum and added the Confucian canon of literature called the Six Classics.
- ▶ Innovation in pedagogy: combine learning, thinking and practice; guided teaching to develop students' active enquiry; teaching according to individual aptitudes; right attitude for learning (eager to learn, enjoy learning, treat everyone as your teachers, be honest in one's knowledge and limitation) .
- ▶ Self-reflective individual moral cultivation.

Warring States Period (475-221 BCE)

Chaotic and bloody period characterised by warfare, and bureaucratic and military reforms and consolidation.

What's the effect of this on education?

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What's the effect of this on education?

- ▶ Popularity in hosting retainers to one's court for advice
- ▶ Rapid development of private schools (私学)
- ▶ The Golden Age of Chinese philosophy because a broad range of thoughts and ideas were developed and discussed freely – Contention of Hundred of Schools of Thought (百家争鸣)
- ▶ Jixia Academy (founded in around 318 BCE) – Very influential schools of thought: Mohism, Confucianism, Daoism, Legalism and so on.

Qin Dynasty (221-206BCE)

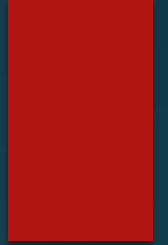
How do you think education has changed?

Qin Dynasty (221-206BCE)

How do you think education has changed?

- ▶ Unification of written language (small seal script) and measurement.
- ▶ Strict ban on private education and schooling and anti-Confucianism – burning books (except for History of Qin, books on divination and agriculture)
- ▶ Only government officials can be teachers, and focus on legal knowledge and law.
- ▶ Adopted Legalism, and implemented severe punishment and strict law

Han Dynasty (202BCE-220CE)



Promotion of Huang-Lao Daoism

- ▶ Core ideology, governance through "non-action": less intervention and allow people and society to recuberate through not engaging in political movements or economic intervention.
- ▶ Use loose policies, less taxation to mobilize the natural self-recovery ability of individuals and society, which would then facilitate later rapid improvement of productivity.

New cultural and education policy in 134BCE by Dong Zhongshu - Promoting Confucianism as the official ideology of the Chinese Imperial State

- ▶ Facilitate autocratic centralization of state power
- ▶ Easier governance to the people
- ▶ It has been adopted by many emperors and has influenced China for 2000 years

Discussion

Can you think of some impact of Western technology and culture to Modern Chinese Education?

Reading and Discussion Task

- ▶ Read the following document and share your thoughts on modern Chinese education.

[China's education modernisation plan towards 2035
\(internationaleducation.gov.au\)](http://internationaleducation.gov.au)

- ▶ Identify similarities and differences between modern UK and Chinese education in terms of macro-educational plan.
- ▶ How do you think this document is going to transform Chinese education from the macro, meso and micro levels?