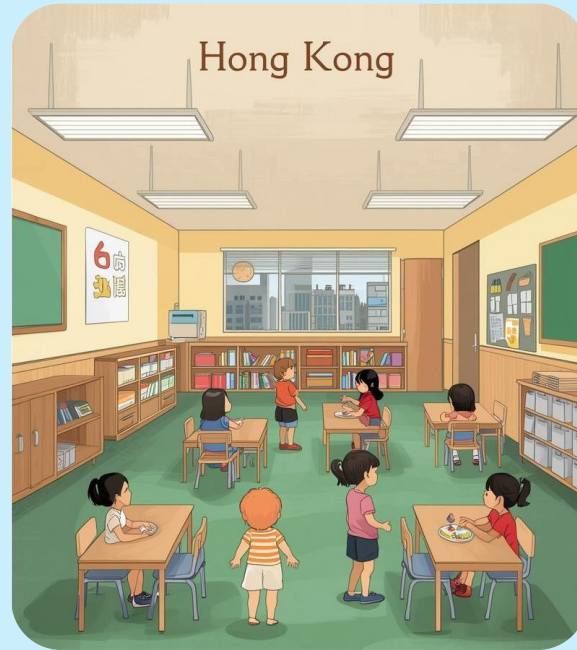


2025/26 學年新西蘭幼稚園考察課程

Diverse Educational Models in Action :

Comparing New Zealand's and Hong Kong's Kindergarten Systems

多元教育模式實踐：新西蘭與香港幼稚園體系對比



第二組

教育局 幼稚園及幼兒中心聯合辦事處 服務主任
中華基督教會屯門堂何福堂幼稚園
港九街坊婦女會環翠幼稚園
香港中國婦女會幼稚園
香港青年協會青樂幼稚園
東華三院譚錦球伉儷幼稚園
東華三院幼稚園及特殊教育高級教育主任

李淑嫻女士
陳鳳嫻校長
陳潔盈校長
廖海艷校長
趙嘉汶校長
談樂芹校長
鄭美詩女士

Diverse Educational Models in Action : Comparing New Zealand's and Hong Kong's Kindergarten Systems 新西蘭與香港幼稚園體系對比

1. A Brief Comparison of Hong Kong and New Zealand Early Childhood Education Curricula

香港與新西蘭幼兒教育課程的簡要比較



2. Diverse Educational Models: Play-based 多元教育模式：以遊戲為本

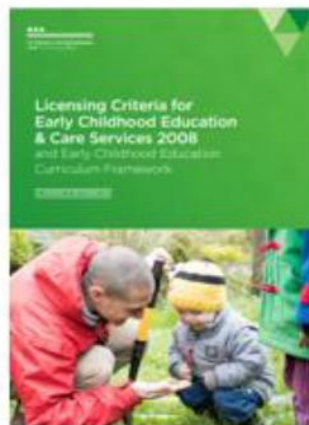
3. Assessment Methods 評估方法



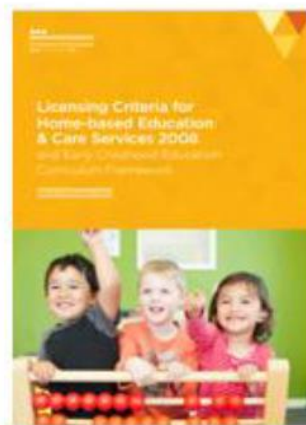
Categories of New Zealand's Early Childhood Education System

新西蘭幼稚園教育類別

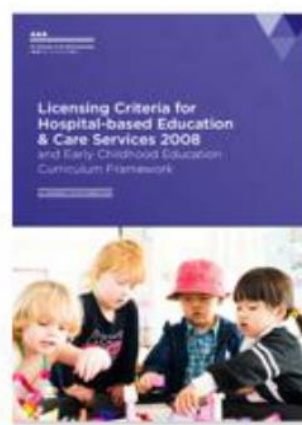
There are five different licensing Criteria:



Centre Based



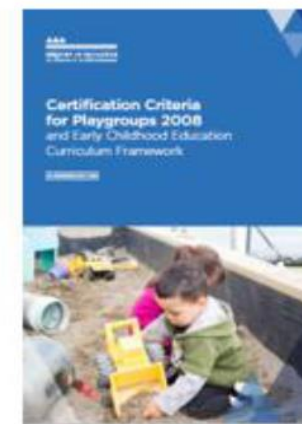
Home-Based



Hospital-Based



Ngā Kōhanga-Reo



Playgroups

中心式

家庭式

醫院式

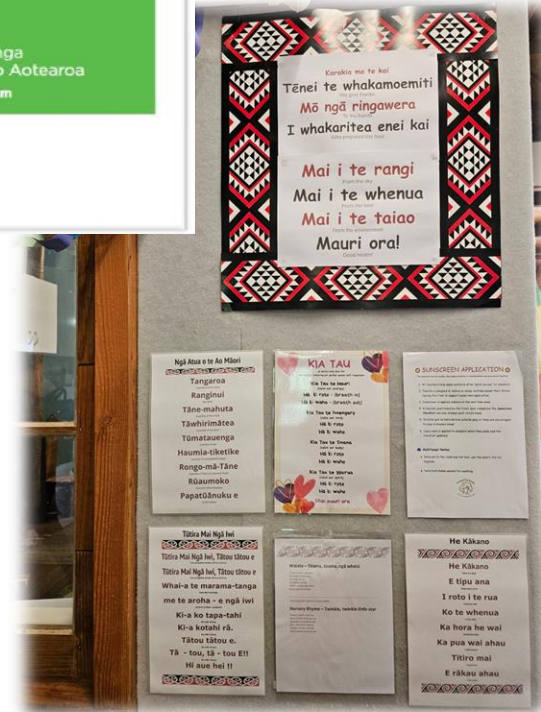
毛利語幼稚園

遊戲小組

Highlights of New Zealand ECE Curriculum - Te Whāriki

新西蘭幼稚園教育課程重點

- Te Whāriki : Woven mat 編織的草蓆
- **5 Strands & 4 Principles**
- Holistic, inclusive, and grounded in relationships, multicultural society (Maori 毛利語) and empowerment.
- Guides teachers to design learning experiences based on each child's interests, strengths, and cultural background.
- Whāriki is **unfinished**, with loose strands still to be woven, acknowledges the child's potential and their ongoing educational journey. 草蓆尚未完成，仍有絲線待編織，表示幼兒無限的潛力及有待持續發展的教育旅程。



Philosophical Foundations of Te Whāriki 新西蘭幼稚園教育的理念基礎

📖 象徵意義

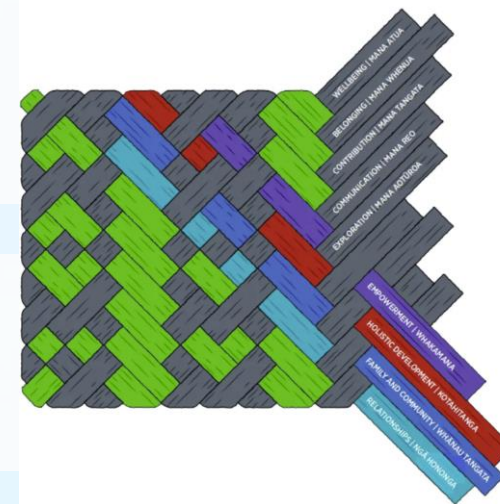
《Te Whāriki》象徵著課程由教師、家庭和社區為每個孩子共同編織而成，如同Maori Maori人的傳統編織藝術。

🌱 Maori價值觀融入

植根於Maori文化的全人觀與雙文化課程，將毛利人的智慧與現代教育理念相融合，創造出獨特的教育框架。

🧑 全人發展理念

側重於培養學習傾向（如好奇心、韌性、協作能力），而非傳授默認的學術知識。重視孩子作為主動學習者的潛能。



⚡ 賦能

支持兒童成為有能力、
自信的學習者



全人發展

促進身體、情感、
社交和認知全面發展



家庭與社區

強調家庭和社區在
教育中的重要角色



人際關係

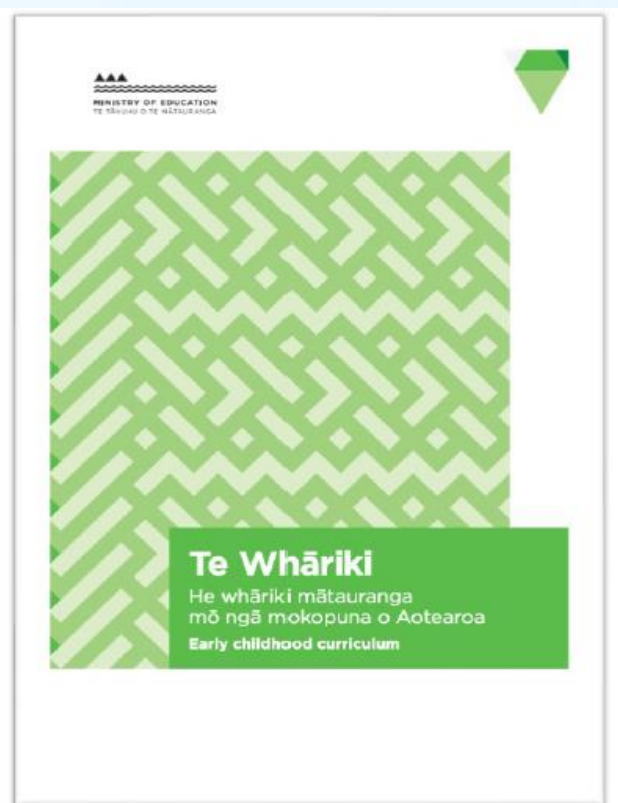
建立尊重、
關心和信任的師生關係

Comparative Analysis of New Zealand and Hong Kong Early Childhood Education Frameworks

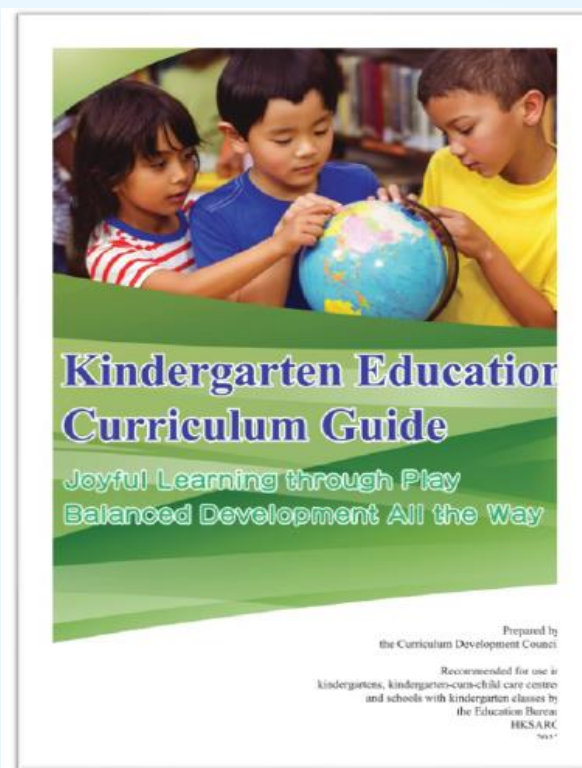
新西蘭與香港幼稚園教育課程框架的比較分析

5 Strands

New Zealand



Te Whāriki (Ministry of Education, 2017)



Kindergarten Education Curriculum Guide (Curriculum Development Council, 2017)

6 Learning Areas

Hong Kong

New Zealand's 5 Strands



Wellbeing
(Mana Atua)



Belonging
(Mana Whenua)



Contribution
(Mana Tangata)



Communication
(Mana Reo)



Exploration (Mana Aotūroa)

Key Characteristic:

New Zealand's framework is holistic and disposition-oriented, integrating concepts across learning experiences and emphasizing multicultural principles.

新西蘭的幼稚園教育課程全面及重視幼兒的群性發展，將多元學習體驗中的概念融會貫通，並秉持多元文化教育理念。

Hong Kong's 6 Learning Areas



Physical Fitness
and Health
體能與健康



Early Childhood
Mathematics
幼兒數學



Self and Society
個人與群體



Language (Chinese)
Second Language
(English)
語文 (中文)
第二語言 (英語)



Nature and Living
大自然與生活



Arts and Creativity
藝術與創意

Key Characteristic:

The classification of learning content into different learning areas provides a framework for reviewing the comprehensive and balanced learning elements to ensure children's whole-person development.

將學習內容劃分為不同學習領域，為審視綜合平衡的學習要素提供了框架，從而確保幼兒的全人發展。

Comparison on Frameworks 課程框架比較



Holistic Development 全人發展

- ✓ Hong Kong's "Physical Fitness and Health" directly corresponds to New Zealand's "Wellbeing (Mana Atua)"
- ✓ Both recognize that physical health and well-being are foundational to development
幼兒的健康是發展的基石



Social-Emotional Growth 社交情緒發展

- ✓ Hong Kong's "Self and Society" aligns with New Zealand's "Belonging (Mana Whenua)" and "Contribution (Mana Tangata)"
- ✓ Both emphasize the importance of trusting others and connected to others/ environment
與他人建立互信的關係，與他人及環境聯繫至關重要



Communication Skills 溝通技巧

- ✓ Hong Kong's "Language" learning area parallels New Zealand's "Communication (Mana Reo)" strand
- ✓ Both foster verbal, communication skills and promote literacy
培養語言及溝通能力，並將來幫助幼兒提升讀寫能力



Key Insight: highlighting the universal importance of holistic development, social-emotional growth, and communication skills in early childhood education.

Play-based Background 遊戲為本的背景



全球幼兒教育趨勢

幼兒教育正從傳統的學術導向轉向以兒童為中心的遊戲化學習模式。新西蘭的《Te Whāriki》國家課程成為全球遊戲教學法的領導者，強調全人發展與文化價值的融合。



"遊戲為本"教學法的跨文化實踐

遊戲教學法在不同文化背景下的實踐存在顯著差異。新西蘭體系體現了純粹的"遊戲為本"理念，而香港體系則呈現出一種務實的多元模式，試圖平衡遊戲學習與學術準備。



探討問題

- 探討不同文化背景下"遊戲為本"教學法的實踐差異
- 考察兩地教師角色、學習環境與家長期望的比較研究
- 分析新西蘭《Te Whāriki》與香港幼稚園課程指引的核心理念差異

Core Connection : Play as Learning 游戏即学习

In the context of *Te Whāriki*, play is not seen merely as recreation but as crucial, meaningful "work" for children.

Through play, children develop the skills and dispositions needed to become confident, competent, lifelong learners.

The curriculum provides a flexible framework that empowers educators (*kaiako*) to use child-led play as the foundation for all learning experiences.

在 *Te Whāriki* 的理念中，游戏不仅是娱乐，而是儿童重要且有意义的"工作"。

孩子们通过游戏，发展成为自信、有能力的终身学习者所需的各种技能与态度。

该课程框架具有灵活性，使教师 (*kaiako*) 能够以儿童主导的游戏为所有学习经验的基础。



What Is Play-Based Learning?

什么是游戏式学习？

- A child-centred approach where play is the main vehicle for learning.
游戏式学习是一种以儿童为中心的教学方式，游戏是主要的学习途径。
- Children explore, experiment, and discover through self-chosen activities.
儿童通过自己选择的活动进行探索、尝试与发现。
- Teachers observe and extend learning through meaningful interaction.
教师通过观察与互动引导孩子更深入地学习。

"Play is the highest form of research." – Albert Einstein

"游戏是最高级的研究形式。" — 爱因斯坦



Examples of Play-Based Learning

- Block play 积木游戏 → Maths and teamwork 数学与合作, and more
- Dramatic play 角色扮演 → Communication and empathy 沟通与同理心, and more
- Outdoor play 户外游戏 → Science and risk taking 科学与冒险精神, and more
- Creative play 创意游戏 → Art and self-expression 艺术与自我表达, and more

Benefits for Children 对儿童的益处

- Builds foundation for literacy & numeracy 奠定阅读与数学基础
- Develops self-regulation and emotional intelligence 培养自控力与情绪智能
- Encourages engagement and motivation 提升学习投入与动力
- Fosters lifelong learners 培养终身学习者

當地學者對Play-based的闡述
~What is Play-based learning
~Core Connection : Play as Learning
~Example of Play-based Learning
~Benefit for children

New Zealand Kindergarten System 新西蘭幼稚園體系：遊戲為本 (Play-based)



全球遊戲教學法的領導者

新西蘭的早期兒童教育體系使其成為全球遊戲教學法的領導者，這主要受其國家課程《Te Whāriki》的推動。該體系強調從兒童的興趣中自然生髮學習，注重全人發展而非機械式學術訓練。



"遊戲為本"教學法的定義

- ✓ 兒童主導的遊戲：孩子們擁有很大的自由來選擇他們的活動
- ✓ 教師是學習的引導者和知識的共同建構者
- ✓ 學習環境充滿了"遊戲的邀請"，室內與室外的界限模糊
- ✓ 沒有正式閱讀、寫作或算術教學，識字和計算能力自然嵌入遊戲中



《Te Whāriki》的核心作用

- 象徵課程由教師、家庭和社區為每個孩子共同編織而成
- 側重於培養學習傾向（如好奇心、韌性、協作能力）
- 而非傳授默認的學術知識
- 植根於毛利價值觀的全人觀、雙文化課程



關鍵原則



賦能



全人發展



家庭與社區

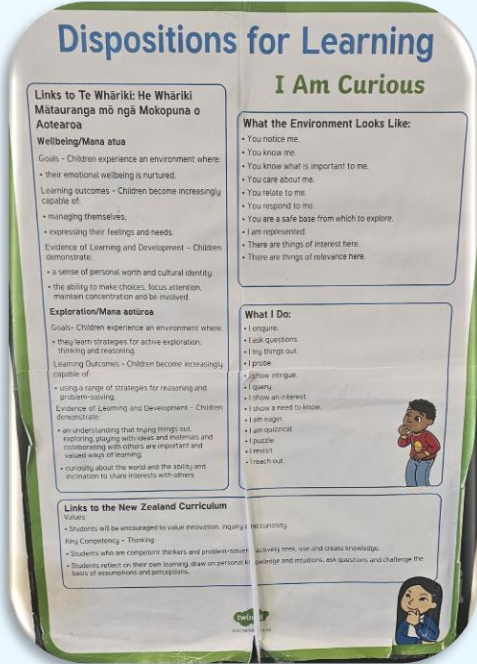


人際關係

New Zealand Kindergarten System 新西蘭幼稚園體系：遊戲為本 (Play-based)

在《Te Whāriki》下學校各具特色的遊戲為本(Play-based)模式

1+1 preschool



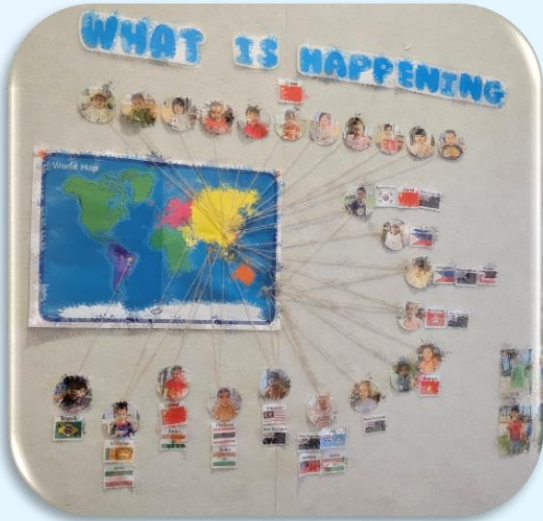
Country Kids Early Learning Centre



Howick Kindergarten



Mightly Minds Educare



Te tupu te thread learning service



St John Montessori



Practical Features of Play-Based Pedagogy in New Zealand

新西蘭遊戲教學法(Play-based)的實踐特色



兒童主導的遊戲

- 學習環境充滿"遊戲的邀請"
- 孩子有很大自由選擇活動
- 從兒童興趣中自然生髮學習

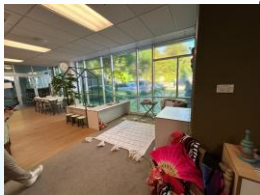


幼兒在大自然中學習



學習環境

- 教室熱鬧、忙碌且充滿活力
- 開放性資源鼓勵創造力和解決問題
- 室內與室外的界限模糊



充足的戶外活動空間



教師的角色

- 學習的引導者和知識的共同建構者
- 觀察兒童遊戲，提出開放式問題
- 根據觀察擴展兒童的學習



提供讓幼兒自由探究及操弄的教材及教具



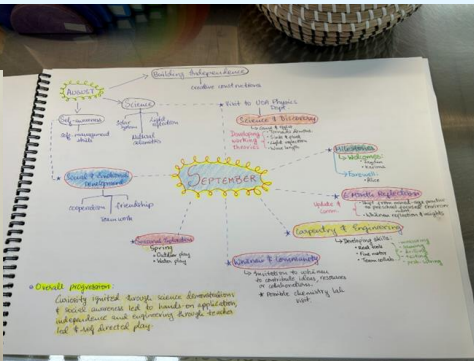
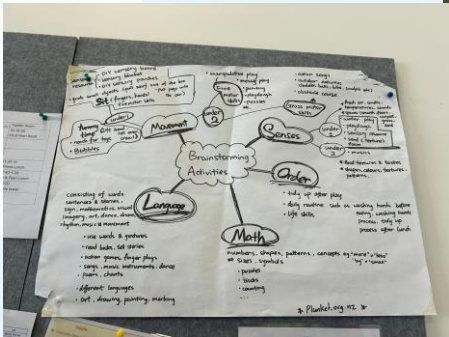
新西蘭幼稚園教師引導兒童進行自主遊戲



無正式學術課程

- 沒有正式的閱讀、寫作或算術教學
- 識字和計算能力自然嵌入遊戲中
- 通過遊戲培養學術技能

各校自訂的生活化的課程



HK Kindergarten System : Diverse Educational Models

香港幼稚園體系：多元的教育模式



傳統學術導向

香港幼稚園體系歷史上深受儒家思想和競爭激烈的學術文化影響，側重於早期的識字和計算，為競爭激烈的小學面試做準備。



改革進程

自2000年代以來，由政府主導的重大改革，推動以兒童為中心的教學法，明確提倡“從遊戲中學習”和“均衡課程”。



現狀：多元的教育模式

目前的《幼稚園教育課程指引》建議教師宜先透過多元化的活動，提升幼兒控制小肌肉的能力，創設有意義的情境，讓幼兒從基本筆劃開始，學習執筆書寫簡單的文字，幼兒需要逐步發展書寫的能力。



多元的教育模式的關鍵特徵



結構化遊戲與教師引導的活動並存



學術內容仍然有意識地融入遊戲活動中



教師角色從單純的知識傳授者轉變為學習的設計者和引導者



家長期望對學業進步的要求仍是重要因素



Philosophical Transformation of Hong Kong's Play-Based Learning Reform

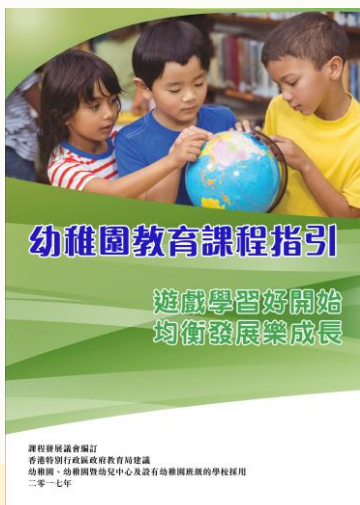
香港“遊戲中學習”改革的哲學轉變



歷史背景

傳統香港幼稚園教育側重於：

- 早期識字和計算技能培養
- 競爭激烈的小學面試準備
- 機械式記憶和重複訓練
- 教師主導的學術導向教學



改革進程

2000年代初

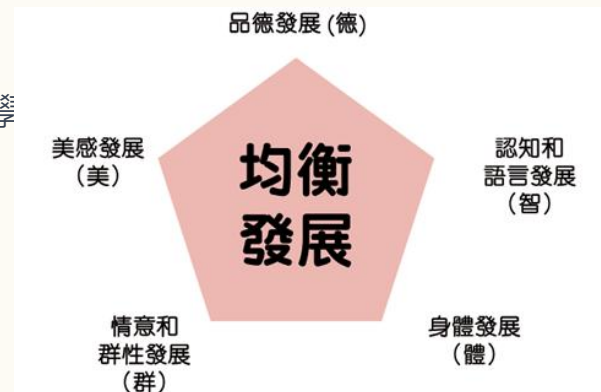
政府主導重大教育改革，推動擺脫死記硬背式學

教育局政策轉向

強制推行以兒童為中心的教學法，明確提倡“從遊戲中學習”和“均衡課程”

當前發展

教師角色正在轉變，從單純的知識傳授者向引導者過渡



政策指引

《幼稚園教育課程指引》

- 提升幼兒控制小肌肉的能力
- 逐步發展書寫的能力
- 提倡均衡課程設計

哲學核心轉變

- 從學術導向轉向遊戲化學習
- 重視兒童自主探索和發現
- 平衡學術與社交情感發展



The Diverse Educational Model Application of Play-Based Teaching in Hong Kong

香港遊戲教學法的多元模式實踐



結構化遊戲

遊戲通常比新西蘭的更結構化、更由教師引導。它可能被安排為日程中的"自由遊戲角"或"活動時間"，與教師主導的小組活動並存。



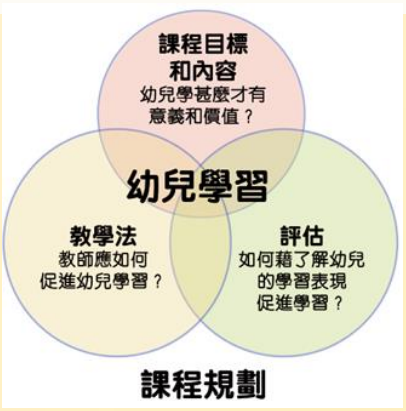
教師的角色

教師通常是學習的設計者和引導者。他們設計遊戲活動時心中已有特定的學習目標（例如，通過角色扮演餐廳來教授社交技能和計數）。教師正在向引導者轉變，但學業目標仍然是強大的影響因素。



學習環境

教室通常井井有條。你會看到學習區角（例如圖書角、家庭角、積木角），但整體結構更為明顯。數字圖表、漢字牆等學術元素很常見。



學術內容整合

這是關鍵差異。雖然融入了遊戲，但體系仍在持續有意識地培養學生的學術準備能力。拼音、識字和基礎算術通常仍會被明確教授。

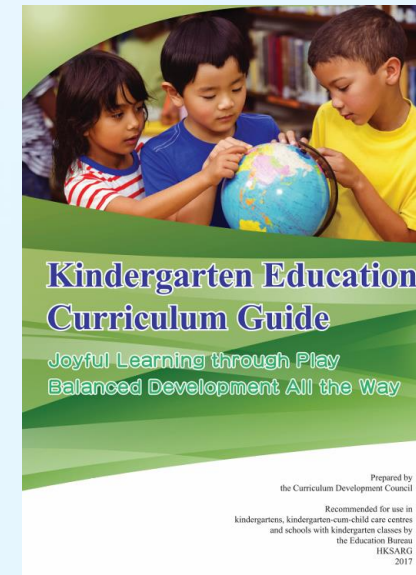


香港幼稚園中的結構化學習活動

HK Assessment-- Learning Portfolios

1. focuses on children's **children's growth and development is a continuous**
2. **systematic record** of children's growth, not an assessment tool.
3. **Should have a holistic plan** to ensure that adequate training is provided for teachers and parents.
4. **Should collect parent's opinions and children responses.**

*主題評估表、作品分析、中期評估、總結性評估、學習歷程檔案、家長回應、學生自評



🌐 NZ Assessment -- Learning Story Definition

1. focuses on children's **actual learning process**, children's thoughts and ways and reasons of their thoughts.
2. **capture children's interest** in learning, analyze children's learning methods, and explore children's learning motivation.
3. **promote process** rather than just evaluating children's final learning outcome.
4. **record the "magic" moments** in the children's learning process in the form of photos and words.
5. focuses on the children's **interests and highlights**, rather than shortcomings and weaknesses.

Yara, the active explorer!



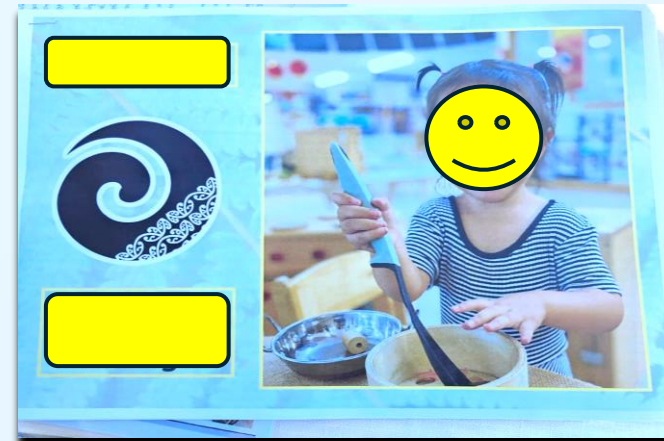
Oi Yara,

You have been actively exploring the garden these days. You enjoy climbing on boxes, going through the red tunnel and sliding down. You can do these physical exercises for long time along with your peers. You enjoy every learning experience you do in the garden because we can hear you giggle and laugh. You are gaining confidence in your physical abilities so, you enjoy running and jumping, no matter where you are. We wonder, if you do the same at home?

According to Te Whariki, you are recognising and appreciating your own ability to learn and showing awareness of your strength and confidence. So, you are learning to challenge your skills and abilities when you are outdoor.

Key Characteristics of Learning Stories

1. Nature: Positive
2. Narrative-Based Assessment
3. Strengths-Based Approach
4. **Linked to Te Whāriki**
5. **Personalized and Contextual**
6. Structured observations
7. a cumulative series of pictures about a child's learning
8. Supports Continuity of Learning



Te Whāriki (Ministry of Education, 2017)

The evaluation process of learning story

Describing refers to defining learning, forming and developing ideas related to learning opportunities at that time.

Documenting refers to recording learning and evaluation in certain ways such as text, photos and collected works.

Discussing refers to communicating with other teachers, children and their families on children's learning and assessment, so as to confirm, question or develop a certain kind of analysis and interpretation.

Deciding means to decide what to do next, including spontaneous response or formal and informal plans.



Teachers' Role in learning story

1. observers, listeners, communicators, play partners, encouragers for children, role models, consultants, counselors and protectors of children, creators and lifelong learners of children's learning.
2. begins with the observation of children's learning → analyze and understand children's learning process → recognize to effectively plan and support children's further learning.
3. **"Attention"** is the teacher's observation of children's learning
"recognition" is the teacher's analysis and understanding of children's learning
"response" is to use the identified information to effectively plan and support children's further learning.



Responding in learning story

Comments:



Parent

19 Feb

Thank you for this lovely birthday post, Shiyang and facilitating the celebration for Yara. She's been singing Happy Birthday which we believe she picked up from daycare and thought it would be special for her to celebrate with her friends. We look forward to working with you on Yara's developments for the year. Thank you and the other kalakos for all that you do.



Teacher

19 Feb

It is so nice to hear from you Natasha! We are so pleased that you celebrated with us one of Yara's milestones in her first years! And as a team we are always here to support Yara's development alongside you. Let her impress us with all her improvements in this new year:) We hope you and the baby are doing very well, and look forward to seeing you soon :)



What should include in learning stories?

Descriptions of key behaviors or dispositions

What learning has taken place

How learning relates to children's interests and dispositions

What steps might be taken to extend and **support future learning**

Children's interests, skills, knowledge and **working theories**

The child's voice, and a teacher's response

Setting learning goals (perhaps with the child)

Links to the **child's family context**

Māori knowledge and ways of learning and being, and use of te reo

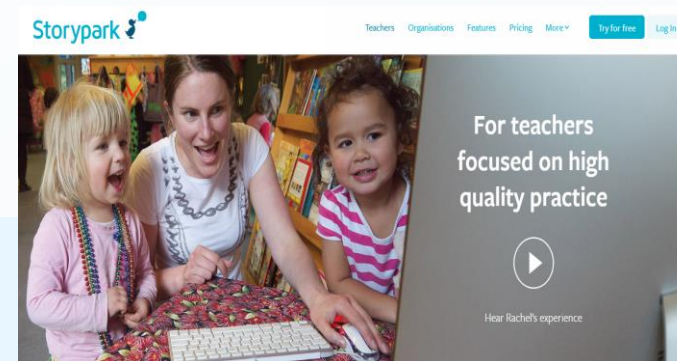
Cultural knowledge and ways of learning

Use of **relevant languages** appropriate to the **child's background**










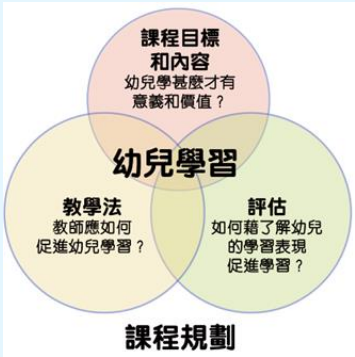
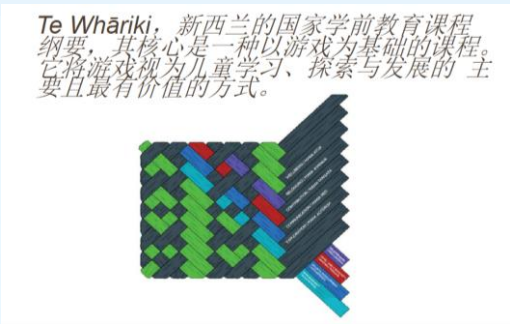
Implication in Hong Kong

1. Document and support children's learning, together – Storypark
<https://vimeo.com/59379384?fl=pl&fe=sh>
2. Assessment for Learning 促進學習的評估
teachers provide feedback to students about their learning and how to improve.
3. Assessment as Learning 作為學習的評估
students use self assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals.
4. Assessment of learning 學習成效評估
assist teachers to use evidence of student learning to assess student achievement against learning goals and standards.



Comparative Analysis of the Two Educational Systems 兩地體系對比分析

維度	新西蘭	香港
 核心理念	通過兒童自主遊戲實現全人發展。（《Te Whāriki》）	通過遊戲與學術的融合實現均衡發展，為小學做準備。
 對"遊戲"的定義	內在驅動、開放式、從兒童興趣中自然生髮。	通常是教師引導且有目的的，內含明確的學習目標。
 教師的角色	引導者、觀察者、共同學習者。	設計者、指導者（正在向引導者過渡）。
 學術技能培養	完全融入遊戲中自然習得，無正式教學。	明確教授，但越來越多地通過遊戲化和主題式方法進行。
 學習環境	流動、嘈雜、常貼近自然，充滿開放性資源。	結構化、按"學習區角"組織，有可見的學術內容展示。
 課程驅動者	兒童的興趣和學習傾向。	教師/學校設定的主題和學習目標，受家長期望影響。
 家長期望	普遍支持遊戲；關注社交情感健康。	高學術期望；常尋求可見的學習成果（如作業）。

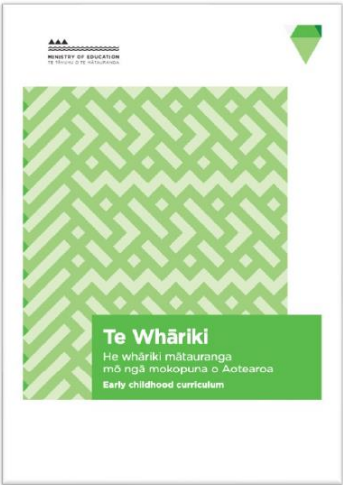


Conclusion and Implications 結論與啟示

對比顯示"遊戲為本教學法"並非一個單一的概念，而是理想主義與文化背景平衡的教育實踐。

新西蘭模式的價值

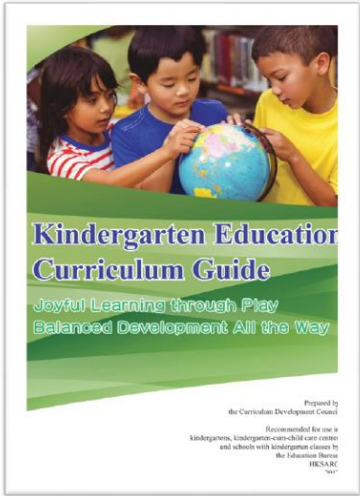
- 遊戲化學習純粹基於哲學思想的體現
- 信任兒童天生的好奇心與學習動機
- 成功協調課程、教師培訓與文化價值



Te Whāriki (Ministry of Education, 2017)

香港模式的價值

- 務實且不斷演變的適應模式
- 將遊戲好處建構在學習上
- 展示教育改革的複雜性與現實挑戰



Kindergarten Education Curriculum Guide (Curriculum Development Council, 2017)

教育改革的平衡與未來展望

平衡理想與現實

融入遊戲是理想與文化之間的平衡旅程，需要靈活應對不同教育系統的挑戰。

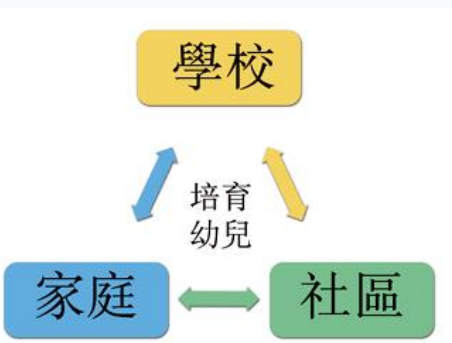
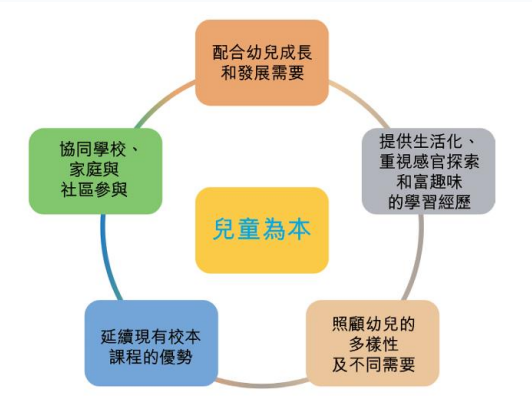
全球啟示

兩個體系都提供了寶貴的見解，樹立了不同平衡遊戲與學術目標的參考點，促進全球幼兒教育的多元化發展。

Te Whāriki – The Early Learning Curriculum



Early Childhood Education priorities in New Zealand





Tēnā koutou

謝謝

