



中華人民共和國香港特別行政區政府教育局主辦

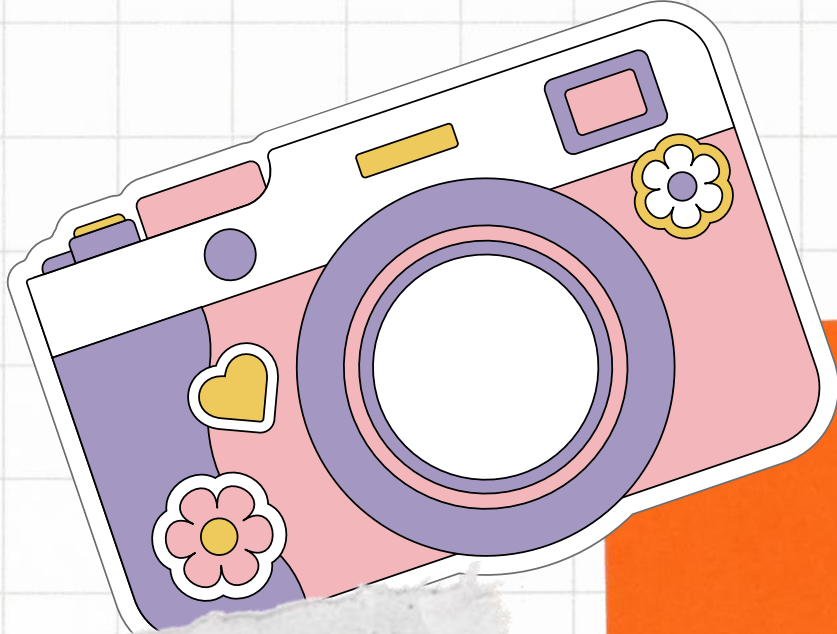


2025/26學年

『新西蘭幼稚園考察課程』



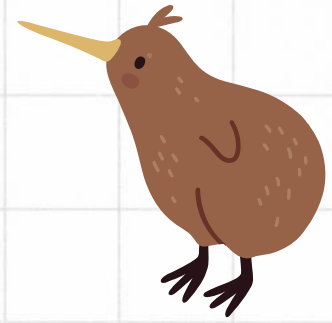
# WE ARE GROUP 6



- 徐琬澄 (Chloe)
- 周靜文 (Priscilla)
- 楊思贊 (Vinni)
- 趙玉雲 (Wan)
- 高可琪 (Amanda)
- 鄧素馨 (Joanna)
- 關淑玲 (Elaine)



***OUR TOPIC***

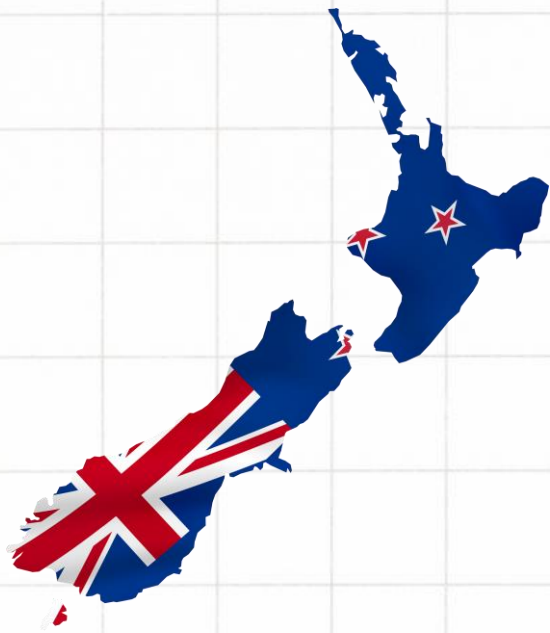


**The Art of Play-Based  
Learning: Cultural  
Adaptations Between  
New Zealand and Hong  
Kong**



# NEW ZEALAND EARLY CHILDHOOD CURRICULUM - TE WHĀRIKI

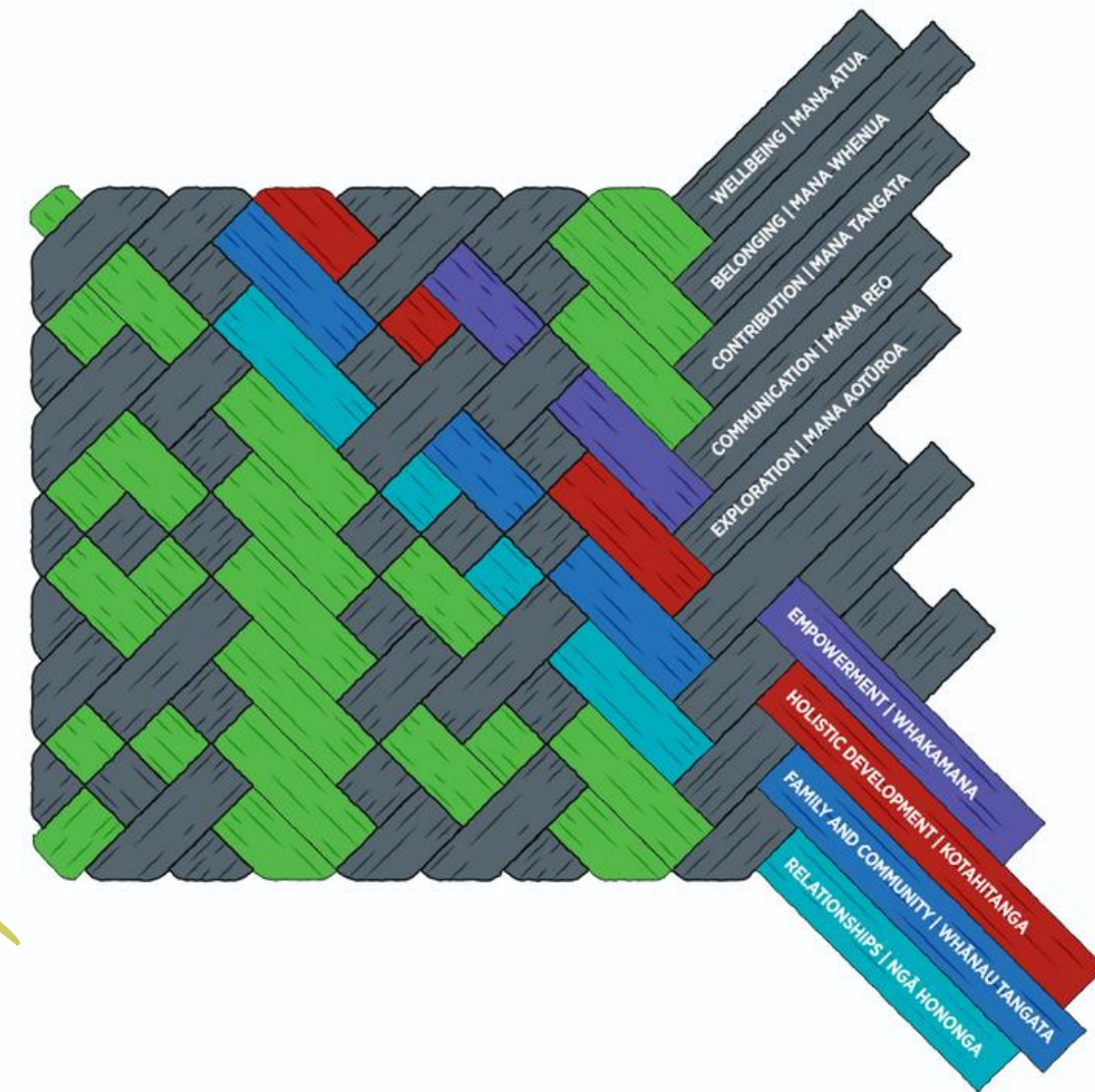
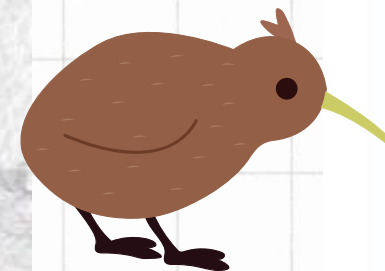
## 新西蘭幼兒教育課程指引



The real strength of Te Whāriki is its capacity to establish strong and durable foundations for every culture in Aotearoa New Zealand, and in the world ... Te Whāriki rests on the theory that all children will succeed in education when the foundations to their learning are based on an understanding and a respect for their cultural roots.

Reedy & Reedy (2013)

Learner identity is enhanced when children's home languages and cultures are valued in educational settings and when kaiako are responsive to their cultural ways of knowing and being. For Māori this means kaiako need understanding of a world view that emphasises the child's whakapapa connection to Māori creation, across Te Kore, te pō, te ao ārama, atua Māori and tīpuna. All children should be able to access te reo Māori in their ECE setting, as kaiako weave te reo Māori and tikanga Māori into the everyday curriculum.



# HONG KONG KINDERGARTEN EDUCATION CURRICULUM DOCUMENT

## 香港幼稚園教育課程文件

檔號：EDB(SA)ADM/50/4



教育局通告第 9/2023 號

國家安全：維護安全學習環境 培育良好公民

15. 至於幼稚園，學校可協助幼兒認識香港是國家的一部分及作為中國人的身份，幫助他們初步認識國家及中華文化，從而培養國民身份的認同。學校亦須教導學生遵守法規，愛護公物，尊重關愛別人，成為良好公民，讓他們在往後的學習階段深入地認識國家安全的各方面，以及自己在維護國家安全的責任。

### 幼稚園教育課程指引

遊戲學習好開始  
均衡發展樂成長

課程發展議會編訂  
香港特別行政區政府教育局建議  
幼稚園、幼稚園暨幼兒中心及設有幼稚園班級的學校採用  
二零一七年



主動認識不同的群體  
(例如：家庭、學校、社區、社會、國家)，展現投入和積極參與的態度

- 認識和認同自己在不同群體中的身份和角色
- 喜歡參與群體活動，樂於與群體成員和睦相處
- 有禮貌、孝順父母、愛護學校、關心社區和社會
- 初步認識中華文化及作為中國人的身份，並尊重其他國家、民族的文化、習慣和生活模式

# WHAT IS CULTURAL ADAPTATION?

## 何謂「文化調適」？



HOW KINDERGARTENS CAN ADJUST CLASSROOM CONTENT TO ALIGN VARIOUS EDUCATIONAL RESOURCES AND METHODS WITH STUDENTS' BACKGROUNDS, LANGUAGES, AND OTHER FACTORS, INCORPORATING CULTURAL BACKGROUNDS INTO CURRICULUM DESIGN.

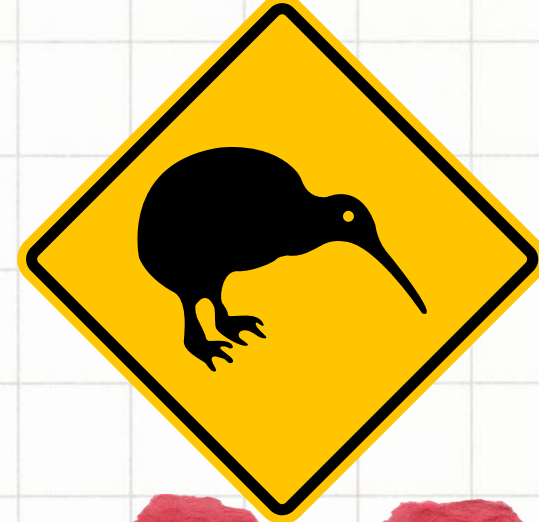
即幼稚園如何透過調整課堂內容，將不同的教育資源及方法與學童自身的背景、語言等因素互相配合，將文化背景納入課程設計當中。



# BACKGROUND 背景

生活於多元文化的社會，新西蘭或香港的幼稚園，都會有不同群體入讀，例如香港有本地生，亦有內地新移民學生；而新西蘭亦會有移民嘅華人家庭同當地小朋友一齊讀書，但是一直以來，因為語言不通或者日常相處群體生活習慣有異，較小群組的小朋友於學習之餘，亦需要一段較長時間適應這較為陌生的學習環境。

Living in a multicultural society, kindergartens in both New Zealand and Hong Kong accommodate various groups of students. For instance, Hong Kong has local students as well as new immigrant students from the mainland, while New Zealand also has immigrant Chinese families studying alongside local children. However, due to language barriers and differences in daily routines and social habits, smaller groups of children often require a longer adaptation period to adjust to this relatively unfamiliar learning environment while they are learning.



# HOW TO INTEGRATE "MĀORI CULTURE" IN THE NEW ZEALAND CURRICULUM?

## 如何在新西蘭課程中滲透及展現「毛利文化」？

1.1 毛利語(Te Reo Māori)是毛利文化的核心，也是新西蘭的官方語言之一。  
Te Reo Māori (the Māori language) is at the heart of Māori culture and is one of New Zealand's official languages.

1.2 老師會在課程中教授毛利語，並在日常的對話中同時使用毛利語及英語，課室角落展示毛利語。

Teachers incorporate Te Reo Māori into lessons, use both Māori and English concurrently in daily conversations, and display Māori language signs in classroom corners.

語言 Language

...ie-inahuta  
Tāwhirimātea  
Tūmataunga  
Haumia-tiketike  
Rongo-mā-Tāne  
Rūaumoko  
Papatūānuku e

Kia iow te Māori  
Hā ki roto - (breath in)  
Hā ki waho - (breath out)

Kia Tau te hinangaro  
Hā ki roto  
Hā ki waho

Kia Tau te Timana  
Hā ki roto  
Hā ki waho

Kia Tau te Wairua  
Hā ki roto  
Hā ki waho  
Tāhai mauri ora

Tūtira Mai Ngā Iwi  
Tūtira Mai Ngā Iwi, Tātou tātou e  
Tūtira Mai Ngā Iwi, Tātou tātou e  
Whai-a te marama-tanga  
me te aroha - e ngā iwi

Ki-a ko tapa-tahi  
Ki-a kotahi rā.  
Tātou tātou e.

Walata - Tirama, tirama, ngā whetū  
Nursery Rhyme - Twinkle, twinkle little star

He Kākano  
He Kākano  
E tipu ana  
I roto i te rua  
Ko te whenua  
Ka hora he wai  
Ka pua wai

Karakia mo te kai  
Tēnei te whakamoemiti  
Mō ngā ringawera  
I whakaritea enei kai

Mai i te rangi  
Mai i te whenua  
Mai i te taiao  
Mauri ora!

Eating time.

Whakarongo

Titiro  
Look

Laere mai ki  
whāriki.

# HOW TO INTEGRATE "MĀORI CULTURE" IN THE NEW ZEALAND CURRICULUM?

## 如何在新西蘭課程中滲透及展現「毛利文化」？

### 音樂Music

2.1 哈卡舞 (Haka) 是一種充滿力量的傳統戰舞，原用於戰鬥前威懾敵人，現在則是一種重要的文化表演形式，表達驕傲、力量和部落團結。

Haka is a powerful traditional war dance originally used to intimidate enemies before battle. Today, it is an important form of cultural performance that expresses pride, strength, and tribal unity.

2.2 老師會在課程中教授哈卡舞，並因應學生年齡及能力作出調節。

Teachers include Haka in the curriculum, adapting it according to students' age and ability.



# HOW TO INTEGRATE "MĀORI CULTURE" IN THE NEW ZEALAND CURRICULUM

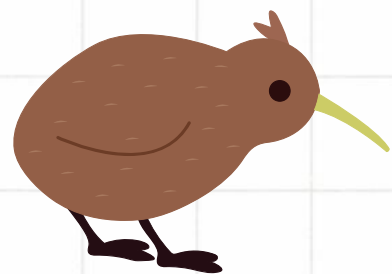
## 如何在新西蘭課程中滲透及展現「毛利文化」？

3.1 傳統的毛利紋面被稱為(Tā moko)，是對個人身份、地位、家族歷史和力量的象徵。男性通常紋在臉部和身體其他部位，女性則主要紋在下巴。

Traditional Māori facial tattoos are known as Tā moko. They are a symbol of personal identity, status, family history, and strength. Males typically receive tattoos on their face and other parts of the body, while females primarily receive them on their chin.

3.2 老師會節慶時，為學生畫面，模擬紋面，讓學生感受文化。

Teachers simulate Tā moko by painting students' faces during festivals and celebrations, allowing students to experience the culture.



**美藝：紋面 Arts & Crafts: Facial Tattoos**

# HOW TO INTEGRATE "MĀORI CULTURE" IN THE NEW ZEALAND CURRICULUM ?

## 如何在新西蘭課程中滲透及展現「毛利文化」？

4.1 編織(Raranga)是毛利文化特式之一，而傳統編織技藝也用於製作衣物和實用品。

Raranga (weaving) is a distinctive feature of Māori culture, and traditional weaving techniques are used to make clothing and utilitarian items.

4.2 老師會角落擺放各樣物資，讓學生自主探索及學習編織；同時，課室亦擺放編織物，美化環境及加強文化氛圍。

Teachers place various materials in classroom corners, enabling students to explore and learn weaving independently. Woven items are also displayed in the classroom to beautify the environment and enhance the cultural atmosphere.



**美藝：編織 Arts & Crafts: Weaving**

# HOW TO INTEGRATE "CHINESE CULTURE" IN THE HONG KONG CURRICULUM?

## 如何在香港課程中滲透及展現「中華文化」？

例子：中秋節

Example: Mid-Autumn Festival

語言 Language



音樂 Music



美藝 Arts & Crafts



# CONCEPTS OF COMMUNITY AND PLACE IN NEW ZEALAND AND HONG KONG

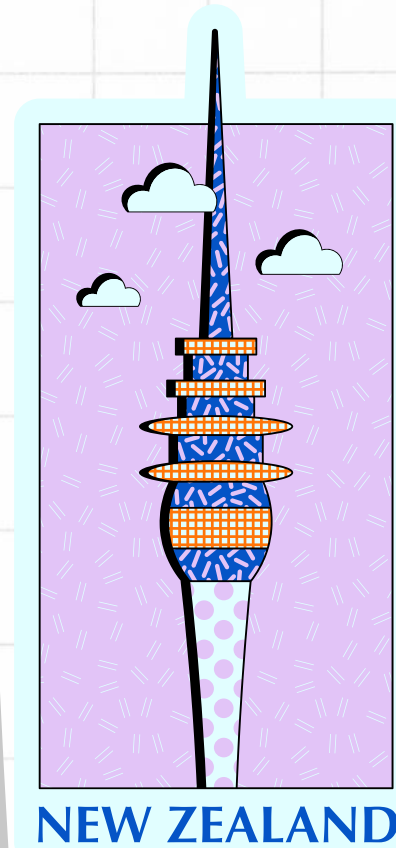
## 新西蘭與香港社區與地方的概念

### 在新西蘭：

#### In New Zealand:

參與Māori生活：帶兒童參加Māori的活動，如正式歡迎儀式Powhiri、葬禮Tangihanga、家族聚會。讓他們在神聖的集會堂中學習語言、歌謠、傳說和禮儀，感受部落的脈動。

Participating in Māori life: Children are brought to Māori activities, such as the formal welcome ceremony Pōwhiri, funerals Tangihanga, and family gatherings. They learn language, songs, legends, and etiquette in the sacred meeting house, feeling the pulse of the tribe.



### 在香港：

#### In Hong Kong:

沉浸於都市節奏：帶兒童乘坐港鐵，體驗其效率和擁擠；去屋邨的遊樂場和球場玩耍；跟隨家人去濕市場感受叫賣聲和鮮活的生活氣息；週末上茶樓體驗「一盅兩件」和點心車文化。

Immersion in the urban rhythm: Children are taken on the MTR to experience its efficiency and crowds; they play in housing estate playgrounds and courts; they follow family members to wet markets to experience the lively atmosphere of vendors and fresh daily life; on weekends, they visit tea houses to enjoy "yum cha" with dim sum and trolleys.

# CONCEPTS OF COMMUNITY AND PLACE IN NEW ZEALAND AND HONG KONG

## 新西蘭與香港社區與地方的概念

### 在新西蘭：

#### In New Zealand:

學習部落歷史與地理：教育兒童認識他們lwi的Whakapapa（族譜），以及部落領地內的山、河、海的名字和故事。這讓抽象的「土地」變成了充滿祖先故事的家園。

Learning tribal history and geography: Children are taught to understand their lwi's Whakapapa (genealogy), as well as the names and stories of the mountains, rivers, and seas within their tribal territory. This transforms the abstract concept of "land" into a homeland filled with ancestral stories.



### 在香港：

#### In Hong Kong:

社區空間的日常使用：在社區公園、公共屋邨的走廊、街角的「冬菇亭」（熟食攤）進行日常社交。這些非正式的、高頻率的接觸點，塑造了對「我們社區」的認知。

Daily use of community spaces: Daily social interactions take place in community parks, public housing estate corridors, and street-corner "dai pai dongs" (food stalls). These informal, high-frequency contact points shape the perception of "our community."

過流行文化強化：兒童通過香港的電視劇、電影、流行歌曲，反覆看到和聽到關於屋邨生活、茶餐廳文化、城市景觀的描繪，這些媒體強化了對這些空間的情感依附和身份認同。

Reinforcement through popular culture: Through Hong Kong TV dramas, movies, and pop music, children repeatedly see and hear depictions of housing estate life, cha chaan teng culture, and urban landscapes. These media reinforce their emotional attachment and sense of identity toward these spaces.

# ***CULTURAL ADAPTATION - COMMUNITY CULTURE***

## 文化適應-社區文化

**在新西蘭：**

**In New Zealand:**



**在香港：**

**In Hong Kong:**



**上茶樓文化**

**Chinese Restaurant Culture**



# CULTURAL ADAPTATION - COMMUNITY CULTURE

## 文化適應-社區文化

在新西蘭：

In New Zealand:



在香港：

In Hong Kong:



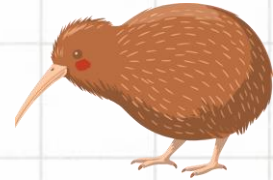
上茶樓文化

Chinese Restaurant Culture

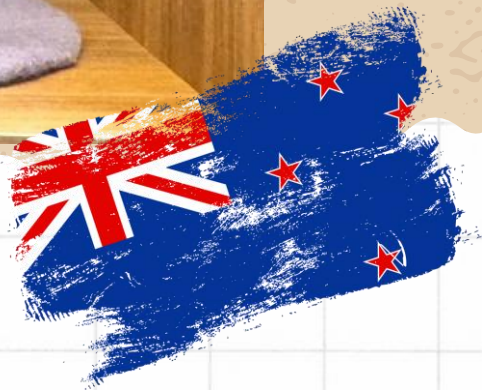


# CULTURAL ADAPTATION - DECORATION AND ATTIRE

## 文化適應-佈置和服飾



在新西蘭：  
In New Zealand:



在香港：  
In Hong Kong:



# CULTURAL ADAPTATION - FESTIVAL ACTIVITIES

## 文化適應-節慶活動



在新西蘭：  
In New Zealand:

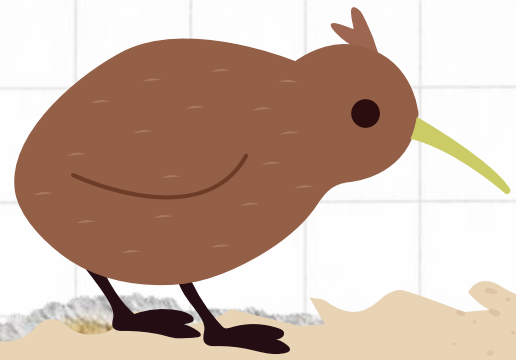


在香港：  
In Hong Kong:



# CULTURAL ADAPTATION – ENVIRONMENTAL ARRANGEMENT

## 文化適應—課程規劃



在新西蘭：

In New Zealand:

毛利兒歌Māori Nursery Rhymes

**Karakia For Opening Sharing Session**

**Tūtawa mai i runga, tūtawa mai i  
roto, tūtawa mai i waho. Haumi e, hui e, tāiki  
e!**

**Karakia For Close Sharing Session**

**Tūtawa mai i runga  
Tūtawa mai i raro  
Tūtawa mai i roto  
Tūtawa mai i waho**

**Kia tau ai te mauri tū, te mauri ora ki te katoa  
Haumi ē, hui ē, tāiki ē!**



在香港：

In Hong Kong:



藉中國傳統文化，教師於語文範疇進度，編排相關的粵語故事和兒歌，以鞏固兒童在聽說方面對該節日的認識。

Taking advantage of traditional Chinese culture, teachers will arrange related Cantonese stories and nursery rhymes within the language curriculum to reinforce children's understanding of the festivals through listening and speaking.

**運用粵語故事和兒歌**

**Using Cantonese stories and rhymes**



# CULTURAL ADAPTATION - ENVIRONMENTAL ARRANGEMENT

## 文化適應—環境佈置



在新西蘭：

In New Zealand:

學習環境：

Learning Environment:

1. 課室有基本的角落佈置。The classroom has basic corner arrangements.

2. 教師在圖書角會展示毛利語和英語的故事書  
Teachers will display Māori and English storybooks in the book corner.

3. 教師會於課室環境展示毛利語兒歌。Teachers will display Māori nursery rhymes in the classroom environment.



在香港：

In Hong Kong:

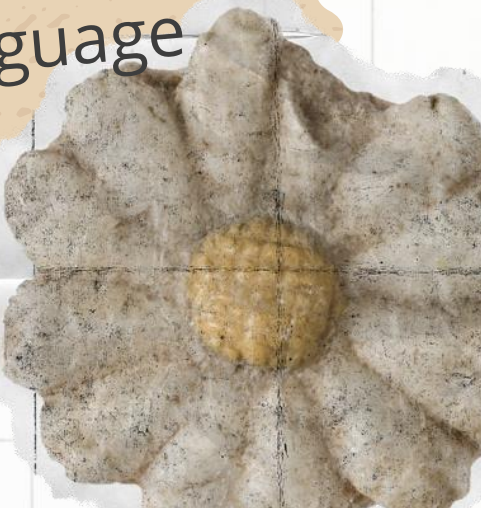


學習環境：

Learning Environment:

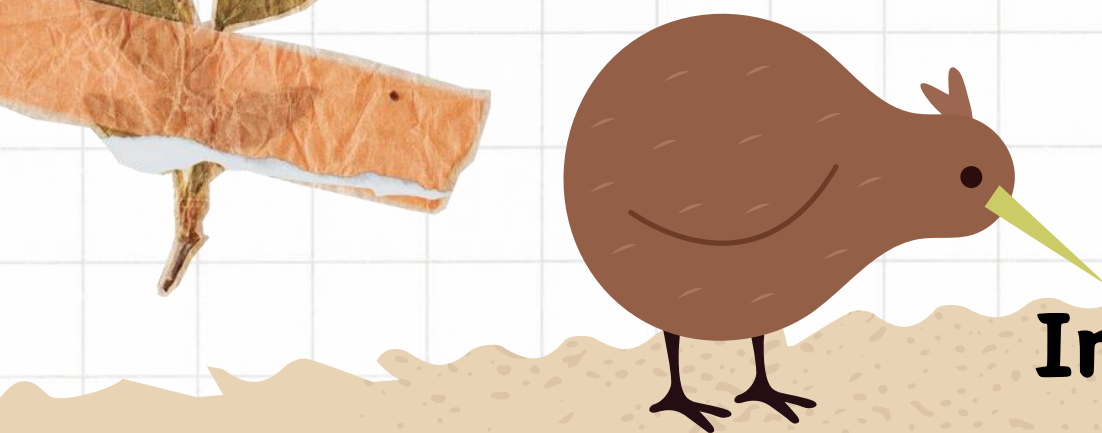
1. 教師於圖書角擺放中國傳統文化的圖書。  
Teachers place books about traditional Chinese culture in the book corner.

2. 教師於語文角展示中國傳統文化的兒歌。  
Teachers display children's songs about traditional Chinese culture in the language corner.



# CULTURAL ADAPTATION - TEACHING METHODS

## 文化適應-教學方法



### 在新西蘭： In New Zealand:

1. 教師以兒童為中心。Teachers are child-centered.
2. 教師透過全族語沉浸式的教學，讓兒童自然學習族語。Teachers use immersive teaching methods to help children learn their native language naturally.
3. 毛利兒童和新西蘭兒童雙向學習，復興族語。Mutual learning between Māori and New Zealand children, reviving their native languages.
4. 強化文化認同，並培養自信的學習。The teacher guides children to understand and recite the nursery rhyme in a fun and engaging way.



### 在香港： In Hong Kong:

1. 教師於大班時間講述故事。The teacher tells the story during the class time.
2. 故事後，教師可作一些提問。After the story, the teacher can ask some questions.
3. 以兒歌作為故事其中一個的延伸活動。A nursery rhyme is used as one of the extension activities following the story.
4. 教師以有趣的形式，引導兒童理解和朗讀兒歌。The teacher guides children to understand and recite the nursery rhyme in a fun and engaging way.
5. 另教師可安排富趣味性和多元化的延伸活動，如：角色扮演、語文遊戲、視藝創作、傳統小食製作等。The teacher can also arrange fun and diverse extension activities, such as role-playing, language games, visual arts creation, and traditional snack making.
6. 讓兒童從輕鬆愉快的環境下，透過活動和遊戲，學習傳統文化的知識。Let children learn about traditional culture in a relaxed and enjoyable environment through activities and games..



# NEW ZEALAND AND HONG KONG TEACHING RESOURCES

## 新西蘭與香港教學資源



### 在新西蘭：

#### In New Zealand:

政府重視毛利族，提供一個全方位的：  
The government values the Māori people and provides them with a comprehensive support system:

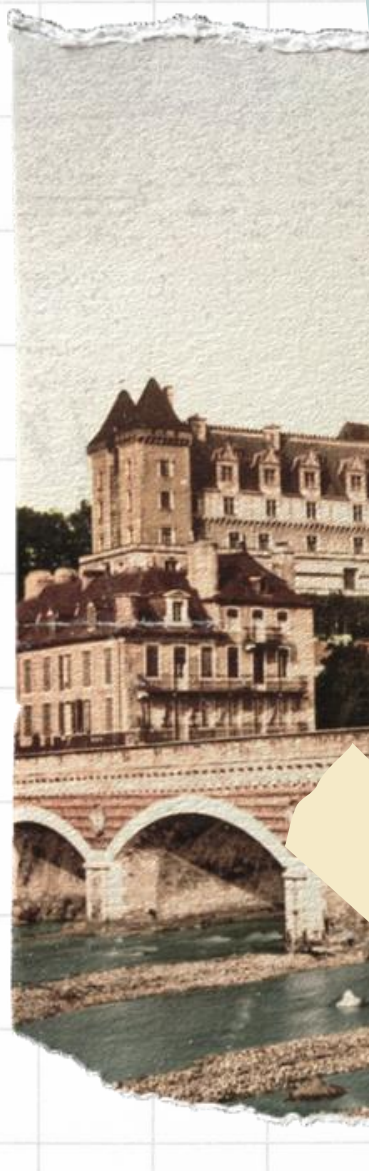
1. 毛利精神 Māori spirit
2. 文化 Culture
3. 教育環境 Educational environment



### 在香港：

#### In Hong Kong:

1. 善用教育局資源 Make good use of Education Bureau resources
2. 善用社區資源 Make good use of community resources
3. 善用家長義工資源 Make good use of parent volunteer resources





# PLACE-BASED PRACTICES



New Zealand's place-based practices are an educational approach that emphasizes integrating local environments, cultures, and communities into the learning process to enhance students' educational experiences. Here are the main features:

1. Incorporation of Indigenous Culture:


2. Environmental Education

3. Community Involvement

4. Experiential Learning

5. Flexible Curriculum Design

These practices not only promote academic development but also help students establish connections with their surrounding environment and culture.



新西蘭的基於地點的實踐（Place-based practices）是一種教育理念，強調將當地環境、文化和社區融入教學過程，以提升學生的學習體驗。以下是其主要特點：

1. 本土文化的融入


2. 環境教育

3. 社區參與

4. 實踐學習

5. 靈活課程設計

這些實踐不僅促進了學生的學術發展，還幫助他們建立與周圍環境和文化的聯繫。



# PLACE-BASED PRACTICES –COUNTRY KIDS EARLY LEARNING NATURALLY

Country Kids exemplifies place-based education by situating learning in the rich context of their rural landscape and community, fostering children's connection to their environment and culture while supporting their holistic development and lifelong learning.

Country Kids營造了一個由自然、社區與文化共同支持的學習環境，實現了place-based教育的核心——讓孩子在他們生活的具體地方，透過與環境及社區的互動，獲得全面的成長與發展。



# PLACE-BASED PRACTICES – KINDERGARTEN IN CHEUNG CHAU

Take children into the community and immerse them in the local culture, allowing them to achieve holistic growth and development through interaction with the environment and community.

帶孩子走進社區，浸淫在地區文化中，讓他們透過與環境及社區的互動，獲得全面的成長與發展。



在北帝寶誕欣賞粵劇



坐「艇仔」遊避風塘



# PLACE-BASED PRACTICES – KINDERGARTEN IN CHEUNG CHAU



小島旅客體



天后廟互外寫  
生



遊覽小長城

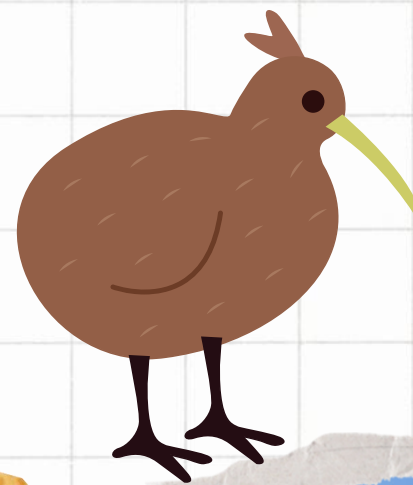


# GAINS 得著

- 打破班級概念, 混齡學習 Breaking down the concept of a class and promoting mixed-age learning.
- 能善用環境的優越條件, 提升幼兒的自理能力 Make Good use of the advantages of the environment to help children enhance their self-care abilities.
- 以幼兒的生活經驗及興趣發展課程 The Curriculum Development Based on Children's Life Experiences and Interests
- 課程具彈性, 能按個別差異學習文化的知識、技能、態度和價值觀。The curriculum is flexible and can be tailored to individual differences in learning cultural knowledge, skills, attitudes, and values.

TRAVEL

TIME





**THE END**

