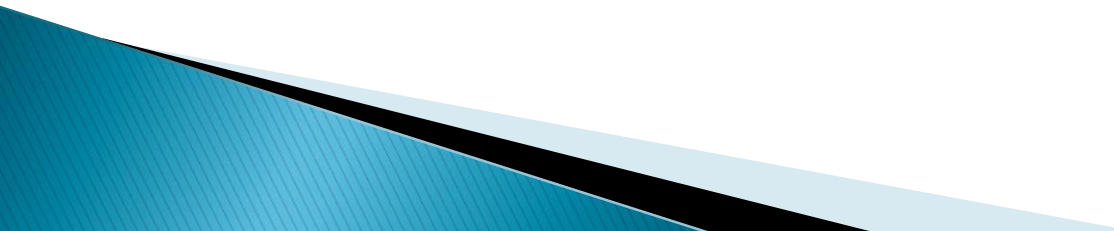


浅谈NB省的教育理念

婴幼儿期及小学期

- ▶ 婴儿 infant (ages 4 weeks – 1 year)
 - ▶ 幼儿 toddler (ages 12 months–24 months)
 - ▶ 学龄前 preschooler (ages 2–5 years)
 - ▶ 小学 school-aged child (ages 6–12 years)
 - ▶ 青春期 adolescent (ages 13–19)
- 

幼儿园 daycare center

- ▶ 无牌的幼儿园

- ▶ 持牌的幼儿园

牌照统一由省政府教育与幼儿发展部负责， 并定期会有专人考核检查， 考核报告公开公布

<https://www.nbed.nb.ca/parentportal/en/search/elc/>

政策和法规

统一的运营标准NB Daycare Operator Standards

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/OperatorManualFullTimePartTimeEarlyLearningChildcareCentres.pdf>

- ▶ 统一的教纲 □ New Brunswick's Early Learning and Child Care Curriculum

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/ELCC/CollaborativeAssessmentTool.pdf>

NEW BRUNSWICK CURRICULUM FRAMEWORK FOR EARLY LEARNING AND CHILD CARE - ENGLISH -



WELL-BEING

EMOTIONAL HEALTH AND POSITIVE IDENTITIES

- sense of self
- sense of other

BELONGING

- sense of place
- respectful and responsive relationships

PHYSICAL HEALTH

- personal care
- food and nutrition
- body and movement



COMMUNICATION AND LITERACIES

COMMUNICATIVE PRACTICES

- form relationships
- learn conventions of languages
- extend ideas and take actions

MULTIMODAL LITERACIES

- use a variety of sign systems
- engage in multimodal meaning making

LITERATE IDENTITIES WITH/IN COMMUNITIES

- co-construct literate identities
- re-invent popular culture
- use digital technologies



PLAY AND PLAYFULNESS

IMAGINATION AND CREATIVITY

- use flexible and fluid thinking
- invent systems of representation
- explore new possibilities

PLAYFUL EXPLORATION AND PROBLEM SOLVING

- explore the properties of objects
- test their limits
- negotiate joint undertakings
- invent creative approaches to practical problems

DIZZY PLAY

- take pleasure in being on the edge
- take pleasure in sharing the joy of laughter



DIVERSITY AND SOCIAL RESPONSIBILITY

INCLUSIVENESS AND EQUITY

- appreciate distinctiveness
- respect diversity
- act to change inequitable practices

DEMOCRATIC PRACTICES

- act as responsible and responsive citizens
- participate in decisions that affect them
- practice fairness and social justice

SUSTAINABLE FUTURES

- develop a sense of wonder
- recognize patterns in nature
- appreciate creativity and innovation
- learn about natural resources
- practice environmental and social responsibility

INDIVIDUALITY & INDEPENDENCE - SOCIAL INCLUSIVENESS AND EQUITY - COMMUNICATION - IMAGINATION - COMPASSION AND CARING - LIVING DEMOCRATICALLY - INDIVIDUALITY - ARTISTICS - SPIRITUALITY - ZEST FOR LIVING AND LEARNING - INCLUSIVENESS AND SOCIAL RESPONSIBILITY - COMMUNICATION - CREATIVITY AND PLAY - IMAGINATION, CREATIVITY & PLAY - SPIRITUALITY - ZEST FOR LIVING AND LEARNING - SOCIAL INCLUSIVENESS AND EQUITY

幼儿园

- ▶ 吃：自备的话，请准备一些适合孩子自己喂自己的食物
- ▶ 穿：Muddy Buddy Overalls
BOGS



图片来源：<https://www.aboutkidshealth.ca/Article?contentid=1940&language=English>
<https://www.amazon.ca/>

▶ 睡： COT + crib fitted sheet



图片来源：<https://www.amazon.ca/>

学（玩）

省统一教纲是有牌照幼儿园必须遵守的标准

- ✓ 读书区 A book/reading area
- ✓ 角色扮演区 A dramatic play area
- ✓ 绘画手工艺术,精细运动区 An art area/fine motor skills play
- ✓ 工程区 A carpeted block, construction area
- ✓ 科学区 A scientific /mathematical area
- ✓ 音乐活动区 A music and movement area
- ✓ 肢体大运动区 Space/equipment for large motor play
- ✓ 自然材料/感官训练区 Provision for play with natural materials



图片来源：<https://childcare.extension.org/using-learning-centers-in-child-care/>

基本教育目标

儿童心理健康方面

- 培养儿童积极的自我认识和尊重他人的意识
- 培养儿童对社区的认识
- 培养儿童对社交，对朋友的认识
- 培养儿童的自我卫生，自立的认识
- 培养儿童的自我身体健康的认识
- 培养儿童对自我身体运动能力的挑战和自我保护能力

基本教育目标

儿童从玩中学习

- 开发想象力和创造力
- 在玩中学习发现问题和解决问题的能力
- 在安全的范围中体验玩闹极限，放松自我（放飞自我）

基本教育目标

交流和文化

- 多方式提高儿童的交流和表达能力
- 多形式的进行文化文字沉浸，潜移默化的学习

基本教育目标

多元话和社会责任感

- 包容和平等
- 民主和公平
- 环保和
- 对未来的责任感



图片来源: <https://www.cnn.com/2014/02/23/living/gallery/10-places-with-10-snow-days/index.html>

小学， 中学和高中

小学时间表范例

7:40 am – 8:10 am	Busses and Parents drop-off students
8:15 A.M.	Bell Rings / School Entry
8:25 A.M.	O'Canada and Morning announcements
8:30 A.M.	Instruction begins
10:05 A.M. – 10:25 A.M.	Morning Recess
10:30 A.M.	Instruction continues
12:00 P.M. – 12:40 P.M.	Noon Recess
12:40 P.M. – 1:00 P.M.	Lunch
1:00 P.M.	Instruction continues
1:50 P.M.	K-2 Dismissal and Bus Pick-up
3:05 P.M.	Grades 3-5 Dismissal
12:10 P.M.	Wednesday dismissal time for all grades

小学，中学和高中

▶ 吃

早上一个SNACK TIME, 一般在10点左右, 一般在10-15 分钟左右

午饭一般在12点左右, 一般20分钟左右, 小学没有微波炉

- ✓ 不要带任何有花生成分的食物
- ✓ 不要带各个班级不同的过敏源食物, 老师会以邮件通知
- ✓ 适合孩子年龄, 能力的食物和食物盒 (学前班老师一般建议在家提前练习)
- ✓ 尽量营养均衡

小学，中学和高中

▶ 穿



▶ 穿



穿（室外冬天）



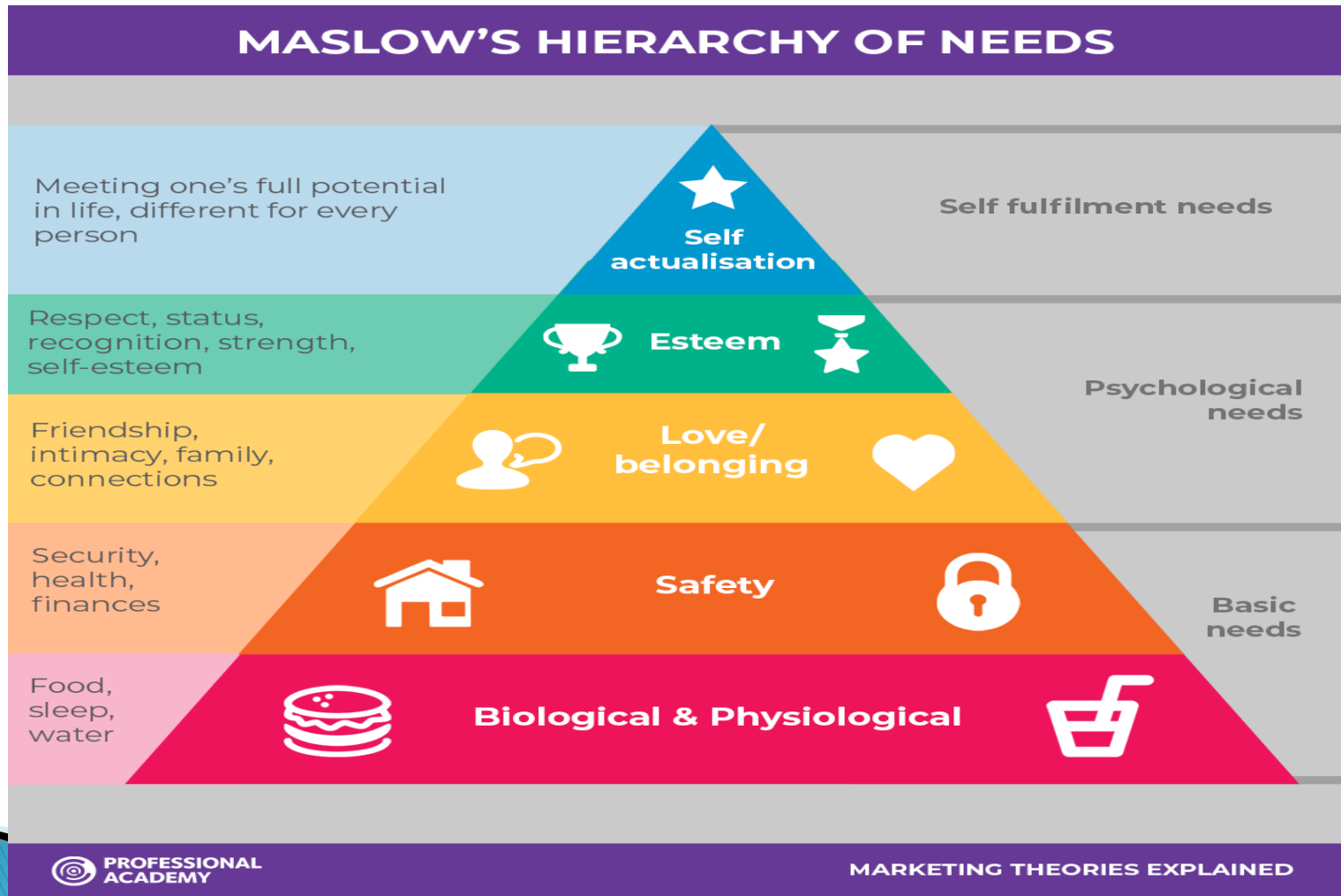
穿着之特殊日子

- ▶ 睡衣日 (Pajamas day/PJ day)



- ▶ 圣诞演唱会日 Christmas concert day
- ▶ 学校精神日 (school Spirit Day)
- ▶ 各种节日, 纪念日

教育的理论基础



早期教育理论家的一些理论基础

Driving Theory

- **Piaget—Cognitive Developmental Theory:** Children actively construct knowledge.
- **Vygotsky—Sociocultural Theory:** Modeling & language essential for children’s learning.
- **Skinner—Behaviorism:** Children learn based on environmental actions and reactions.
- **Bandura—Social Learning Theory:** Children’s learning occurs socially through observation, imitation, and modeling.



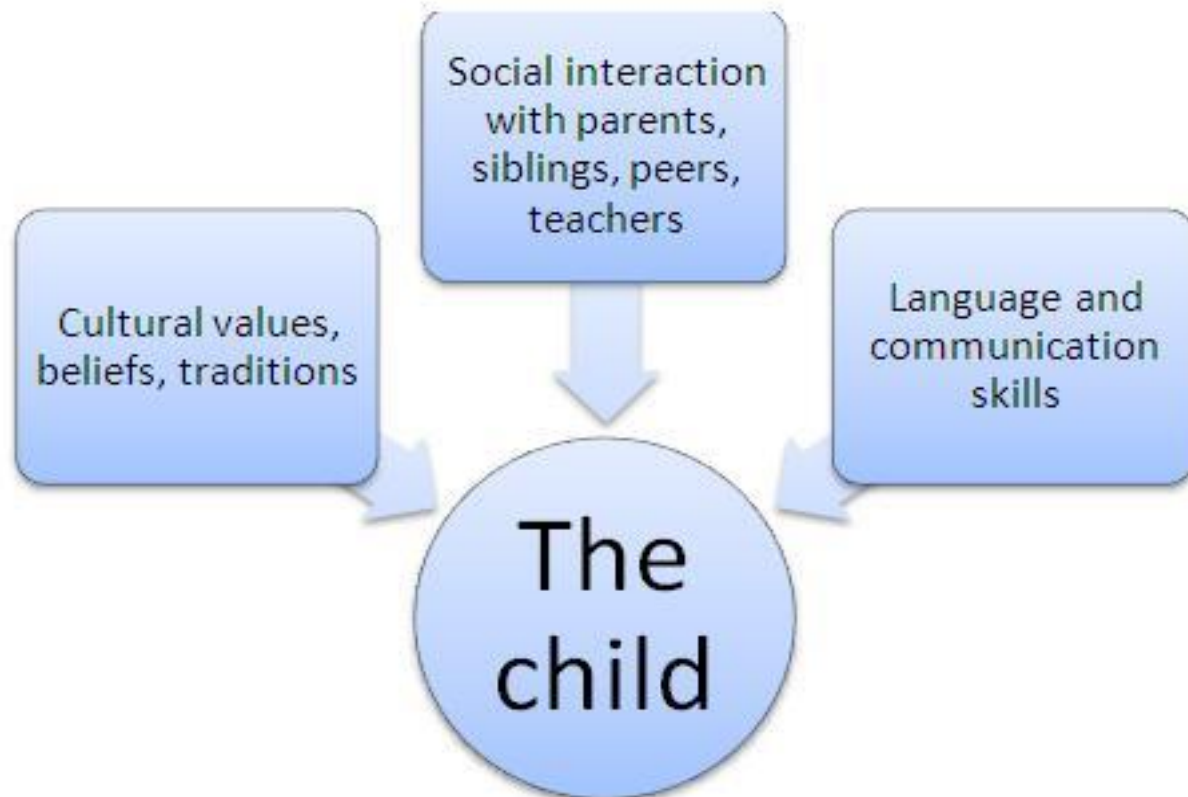
皮亚杰教育理论

Piaget's Stages of Cognitive Development

Stage	Age range	What happens at this stage?
Sensorimotor	0-2 years old	Coordination of senses with motor responses, sensory curiosity about the world. Language used for demands and cataloguing. Object permanence is developed.
Preoperational	2-7 years old	Symbolic thinking, use of proper syntax and grammar to express concepts. Imagination and intuition are strong, but complex abstract thoughts are still difficult. Conservation is developed.
Concrete Operational	7-11 years old	Concepts attached to concrete situations. Time, space, and quantity are understood and can be applied, but not as independent concepts.
Formal Operational	11 years old and older	Theoretical, hypothetical, and counterfactual thinking. Abstract logic and reasoning. Strategy and planning become possible. Concepts learned in one context can be applied to another.

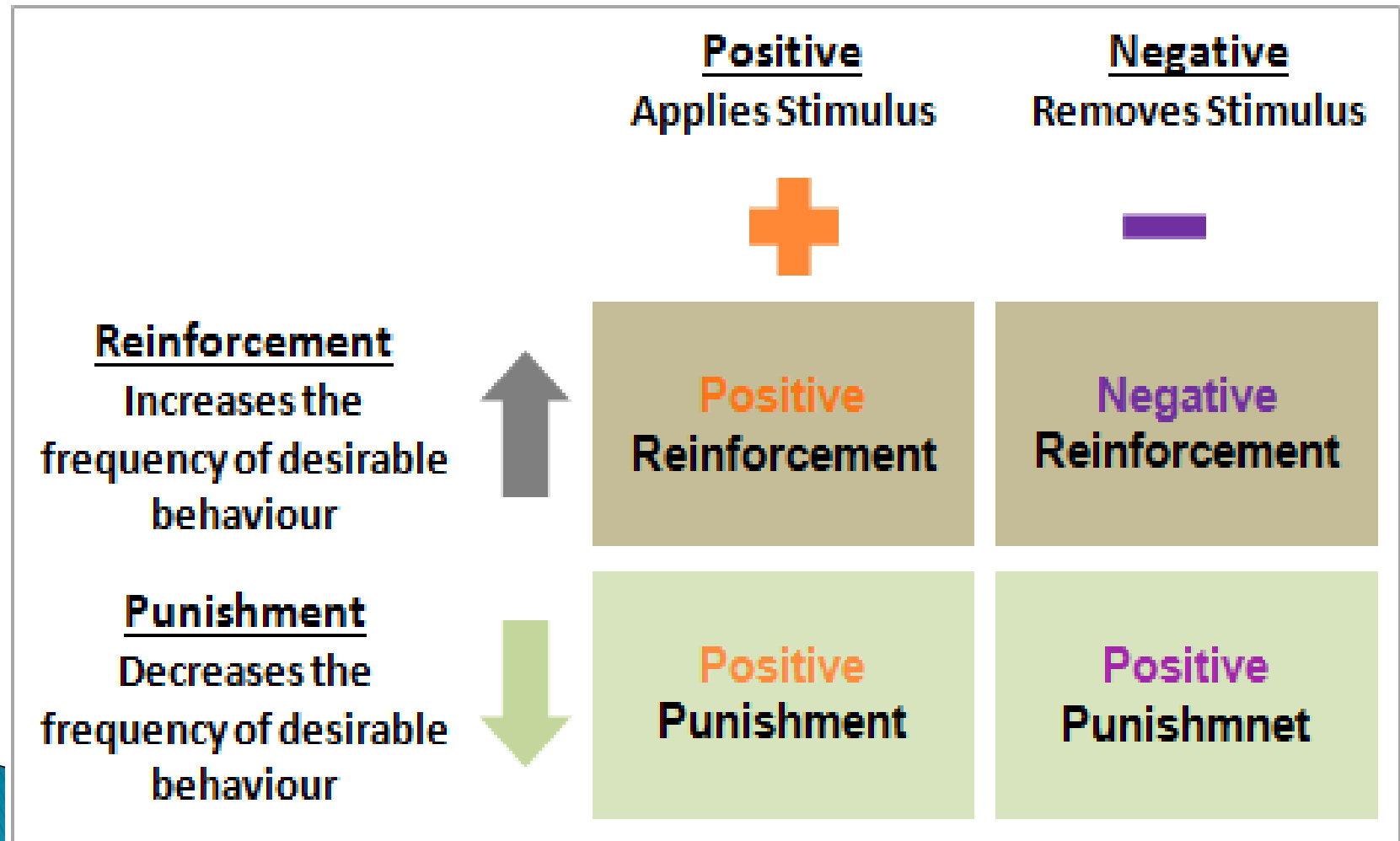
Vygotsky Theory 社会/环境

图片来源: <https://tadahgroup.wordpress.com/vygotskys-theory-2/>



Skinner 惩罚和奖励

图片来源: <https://www.slideshare.net/Razaq786/skinner-learning-theory>



Bandura – monkey see monkey do

图片来源: <http://www.waldentwo.com/2018/06/banduras-social-learning-theory.html>

The Bobo Doll Experiment



An experiment by Bandura (1961) in which adults modelled aggressive behaviour towards a “Bobo doll”.

- Children were observed to copy the adults.
- This supports Bandura’s Social Learning Theory, which

问题

图片来源: <https://martechtoday.com/7-top-questions-to-ask-your-account-based-marketing-technology-vendor-218903>

