

The Enlightenment of New Zealand's "Learning Story" on Implementing the Spirit of China's "Guide to Learning and Development for 3-6 Years Old Children"

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ABSTRACT

This study tries to find the connection between the ideas conveyed by New Zealand's "learning story" and the spirit of China's "Guide to Learning and Development for 3-6 Years Old Children" (hereinafter referred to as "Guide") and the enlightenment significance of the theory and practice of "learning story", in order to make China's preschool education workers draw on the useful experience of "learning story" and combine the local Chinese practice of "learning story" with the spirit of implementing the "Guide" while practicing the spirit of the "Guide". Through the perspective of comparative study, this paper combines with the practice of "learning story" promotion in China, finds that efforts can be made to improve the learning process of Chinese children and promote the formation and development of advanced curriculum ideas in preschool education from five aspects, namely, the renewal of educational concept, the creation of kindergarten culture, the improvement of teachers' professional quality, the creation of learning conditions for children and the construction of learning community for children.

Keywords: *New Zealand's "Learning Story", "Guide to Learning and Development for 3-6 Years Old Children", enlightenment*

I. INTRODUCTION

"Learning story" are widely used in kindergartens in New Zealand. After being promoted in many kindergartens in the United Kingdom, Canada, Germany and other countries, they have been highly evaluated by international preschool education. In 2004, New Zealand "Learning Story" began to enter the field of vision of Chinese preschool education workers. This evaluation system has attracted widespread attention once it was introduced. In 2012, the Ministry of Education of China promulgated the "Guide to Learning and Development for 3-6 Years Old Children". The theory and practical experience of "Learning Story" has important enlightening significance for the implementation of the spirit of China's "Guide".

II. UPDATING EDUCATION CONCEPT

Early educators in New Zealand believe that every child is an independent individual. They grow up as capable and confident learners and communicators. There are many possibilities and uncertainties in their learning and development, and it is a gradually unfolding and diverse process. Therefore, the evaluation of children's learning must be dynamic.

Due to the consistency of the educational philosophy contained in the "Learning Story" with the current reform trend of China's preschool education, Chinese preschool educators should absorb the essence of the "Learning Story" and constantly change and update the educational philosophy, which is conducive to the improvement of teachers' professional quality. Taking an example as proof: when a boy who is usually mischievous was found to be quietly and persistently cutting window grilles during a regional activity on a certain day, he constantly tried every time he failed. When there are all shredded paper on the desk, the teacher no longer immediately thought about "how to cultivate his good hygiene habits" as before. Instead, the teacher first appreciated and accepted this child who was focused on experimenting, understood the motivation and interest of his behavior from the perspective of a child, and then thought about how to further respond to the child. However, after stopping the steps, the teacher found that the situation was different from what the teacher expected. After the boy showed off his beautiful window grilles to his friends, he still remembered to return to the desk and cleaned the shredded paper on the table. Before patiently observing, understanding, and respecting children, it is necessary not to treat children with preconceived ideas

and interference, and it is of great significance to pay attention to children's interests and advantages. Not only children have more freedom and autonomy, but the relationship between teachers and children has become more harmonious. This will undoubtedly reverse the development of the incident, and realize "growing-up with letting go, and promoting development with respect."

III. CREATING A KINDERGARTEN CULTURE OF "DIALOGUE, LISTENING AND MUTUAL RESPONSE"

In recent years, with the carrying-out and implementation of the "Guide", the practice of studying and learning "Learning Story" in kindergartens in many areas of China continues to deepen. For example, Chongqing kindergartens have made meaningful attempts and explorations of New Zealand's "Learning Story". This kind of practice is not simply imitating and copying, but is based on in-depth thinking about the educational concept and practice of "Learning Story", and based on the change and creation of self-understanding and the status quo of the kindergarten. As the kindergartens strive to create a humanistic environment of love and respect, teachers are encouraged to continue to dialogue, listen to and respond to each child in the activities, and gradually build a good teacher-child relationship of dialogue, listening and mutual response. If the kindergartens take "Learning Story" just as an evaluation system with a high level of expertise, if the kindergartens only pay attention to questions such as "what is the template for Learning Story", "how many learning stories are most appropriate for the teacher to write for a week", and if even teachers in kindergartens are not built on the basis of "dialogue, listening and mutual response", Learning Story in the eyes of teachers will become a terrible task that increases their burdens, and there will be no qualitative changes in the relationship between teachers and children. Therefore, the way of getting along with teachers and students between teachers and children has gradually become based on dialogue, listening and mutual response. This kind of change does not only exist at the level of teachers. The kindergarten culture construction of "dialogue, listening and mutual response" should be completely surrounded from top to bottom and from the inside out.

IV. IMPROVING THE PROFESSIONALISM OF TEACHERS

The effectiveness of implementing the spirit of the "Guide" depends on the level of professionalism of teachers. Only by deepening teachers' understanding and grasp of the "Guide" can the fundamental spirit and requirements of the "Guide" be truly implemented in the vast number of kindergartens in China. In the

process, there are many lessons to be learned from the experience of "Learning Story".

First of all, teachers should work with children to design a set of one-day activity plans based on children's activities based on children's autonomous activities and supplemented by teachers' control, and a set of curriculum management mechanisms that can be adjusted as needed. Secondly, teachers should refer to the "Guide" to scientifically establish reasonable expectations for children's learning and development, and continuously enhance teachers' ability to observe and interpret children. At this time, novice teachers can learn from the writing of the "Learning Story" syllogism to help determine guidance strategies to promote the development of children, and skilled teachers can accurately identify the current development level, interest and potential of children by keenly capturing the "magic" moments of children's learning and development so that they can finally propose targeted, systematic and flexible curriculum plans and teaching programs. Finally, when making narrative evaluations of young children, teachers should avoid horizontal comparisons among young children, and see their progress bit by bit. The teachers also need to provide the children with a good environment based on all-round observation and understanding of young children, guide them to continuously create new learning activities, expand and enhance their experience, and encourage children to achieve continuous and in-depth progress and development.

V. CREATING CONDITIONS FOR CHILDREN'S ACTIVE LEARNING

In one day's life, to encourage children to learn actively requires the following necessary conditions:

The first is time. Carrying out activities according to the daily life timetable is the norm in kindergarten teaching in China. However, is it really correct to arrange "full" day of life? There is some enlightenment from the New Zealand kindergarten's fragmented integration of daily life to a certain extent, that is, allowing sufficient time for children's independent play, thinking, and teacher's identification and response.

The second is space. The "Guide" points out: In the kindergarten, creating a rich and well-prepared environment includes space layout, wall layout, material provision, as well as psychological atmosphere, interpersonal relationships and activity opportunities. So, how should this environment be created, and by what standards? When arranging a space, teachers must not only understand the interests of the children in the class, but also understand the specific connotations of the five major areas in the "Guide", as well as be familiar with its educational principles and teaching methods. But whether it is from the perspective of

children's interests or from the perspective of teachers creating an environment to provide opportunities for children's learning, children should be the ones who ultimately decide whether to participate. Only a rich and well-prepared environment of children's enjoyment and interest can encourage children to learn actively.

The third is trust, understanding and rights that are not specific and difficult to grasp. In fact, giving children trust, understanding, and rights does not conflict with teachers' ideas, judgments, suggestions, and practices. The teachers simply transform the original "indoctrination" and "teaching" led by "teachers, teaching materials, teaching aids" into "teaching" led by discovering children's learning interests and learning abilities and "teaching" with "children, environment and relationships" as the leading factor on the basis of fully entering and understanding the children. Gradually, when teachers are studying how to "teach", they find that their focus has shifted from studying textbooks and teaching aids to "focusing on — recognizing — responding" children's learning, to the ways to create a rich and prepared environment, and to building a mutually beneficial relationship between children, parents and the community.

VI. PARTICIPATING IN THE DIVERSIFICATION OF THE MAIN BODY AND BUILDING A LEARNING COMMUNITY FOR CHILDREN

Vygotsky's social-cultural development theory and Bronfenbrenner's ecosystem theory have influenced the core educational philosophy of "Te Whāriki". The learning and development of children cannot be separated from communication and negotiation with others. Therefore, how to deepen the cooperation between kindergartens, families and communities is highly valued by the preschool education circles in China. However, problems such as serious formalism, low coordination of relevant subjects, and difficulty in carrying out work are still emerging. Fundamentally, it would be directly related to the lack of specific cooperation content and unintuitive cooperation methods. Therefore, by learning from the experience of New Zealand's "Learning Story", Chinese kindergartens should invite and guide parents to enter the class to participate in children's activities, and encourage them to work with teachers to write "learning stories" and children's learning and growth files, so that parents have opportunities to participate in the exchanges around children's learning, forming an interactive and mutually beneficial mutual education of families and kindergartens. At the same time, the children's learning and growth files have changed from being merely "accessible" to "inviting people to participate" and "individualized". In addition, kindergartens should also connect with the wider family and community outside based on the "Learning Story"

of the children in each kindergarten and every class, and carry out targeted and goal-oriented tripartite cooperation activities.

VII. CONCLUSION

Since the Ministry of Education of China and the Preschool Education Research Association jointly promoted the "Learning Story" in 2013, the preschool education workers in China have gradually put the "Learning Story" into practice from the transformation of their self-concepts. They learn to stop, sit down, try to think about children's behavior from the perspective of children, listen to children's voices, and then think about what life experiences, professional knowledge and judgments of their own can further promote and support children's learning to build a learning journey together. These attempts and explorations have important theoretical and practical significance for the implementation of the spirit of China's "Guide to Learning and Development for 3-6 Years Old Children".

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