

## **Lending Support to Remote Areas through Developing Local Culture -Based Curricula**

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To solidify the foundation of national education, MOE set up National Education Preschool Program (NEPP) in 3 remote villages and 3 counties located in outlying islands in the school year of 2004. This program was subsequently extended to 54 aboriginal townships and cities during next year. In the school year of 2015, there were a total of 250 classes that received peripatetic guidance service from NEPC. Meanwhile, MOE subsidized municipalities (that are directly governed under central government) and counties (cities) to run their auxiliary service and guidance program to assist and support NEPC preschool educators in constructing curricula that respond to local cultures and learning needs, and ultimately stabilizing and enhancing the quality of education. Through clinical practices led by peripatetic guidance professors and teachers, local natural ecosystem and indigenous languages were integrated, thereby developing local culture-based curricula.

The Affiliated Preschool of Taitung County Yung-An Elementary School is a beautiful, forest-like kindergarten, featuring natural ecosystem and green landscaping. Its population was mainly Taiwanese people, Hakka people, Mainlanders, A-mei, Bunun, and other minority ethnic groups. Planting tea tree and making tea have been their major economic industry. The main agricultural products are pineapple, banana, ginger and etc. In the past, the kindergarten curricula were compiled before the semester began. Now, under the lead of NEPC peripatetic guidance professors and teachers, preschoolers are led to explore their community. It all started with the discovery of local foods. By ways of attentive observation, sensory experience and hands-on cooking, student learned to extend their touches in environment exploration, graphic expression, and practical skills. In addition, students took the initiative to design their learning spaces and show their cooking skills with the local ingredients.

Another school—the affiliated preschool of Taitung Elementary School—opened a kindergarten that spoke indigenous-language-only in the school year of 2014 and employed a preschool educator. At first, it adopted traditional teaching method: the courses were divided by subjects. However, at the suggestion and direction of NEPC peripatetic guidance team, the preschool educator found what went wrong and adjusted their curricula accordingly.

Indigenous languages were incorporated into curricula through the theme-based teaching method. For example, through the creation of indigenous culture learning zone, preschoolers can read picture books of indigenous peoples or design the Puyuma assembly. In addition, the indigenous speaking educator arranged individual or group learning activities, such as the Millet Festival: Wild Boar Hunt. The incorporation of indigenous languages through theme-based teaching helps preschoolers in NEPC reap a rich harvest of learning.

NEPC regions preserve diverse natural ecological environment, offering the best teaching resources that help develop local culture-based curricula. The mechanism of peripatetic guidance offer support and assistance. The counselor and preschool educator form a curriculum discussion team, focusing much on the future direction of curriculum. Guidance professors help local teachers find the blind spot in their teaching, and give suggestions from in-depth angles. The ultimate goal is to construct quality learning environment, thereby assuring the quality of preschool education.