

我是一名来自中国兰州的教师，从 2016 年 3 月开始在新西兰基督城 ARA 学习英语半年，我的女儿心迪在 Halswell School 学习。在 ARA，我感受到了不同于中国的教学方法，教师充分利用各种游戏和有趣的练习将英语语法、词汇、表达与写作等内容自然融入，让学生轻松掌握并迁移运用。我每天享受着丰富而有趣的英语学习。每周星期五下午，学校会为国际学生组织丰富多彩的活动，比如去南极中心、动物园、博物馆、艺术馆，各种手工制作，一是让国际学生了解新西兰的文化；二是丰富国际学生的业余生活，特别是在毛利新年期间通过组织学生做风筝、吃毛利食品，欣赏毛利歌舞让学生了解毛利文化给我留下了深刻的印象。

对我来说，每天最期待的事情就是晚上听女儿讲 Halswell School 有趣的事情，她们去公园跑 2000 米、去摘核桃、去野营、去滑雪、做点心披萨、去欣赏歌舞剧、做各种球类运动、去另外一所高中做木工……我有幸参加了学校热情奔放的迪斯科晚会、高雅精致的音乐晚会，最有趣的是作为家长志愿者和国际学生一起去体验新西兰 150 年前人们的生活，在真实的小镇中，学生们穿着 150 年前孩子们穿的衣服，享用上午茶、去上学、洗衣服、晾衣服、压水、参观商店，玩各种传统游戏，小学生们在丰富多彩、形式多样的活动中感受着生活的快乐；体验着文化的传承；锻炼着自己的能力；更享受着学习的快乐！

因为我是教师，更感兴趣新西兰的小学教育，Penny 安排我跟班观摩一天，结合女儿平常给我的讲述，我对新西兰小学教育有了初步的了解，没有教材，通过主题将学习内容整合，主题与社会生活密切联系，比如父亲节、奥林匹克、毛利新年等。全部采用分组教学，倡导游戏中的教学，教师根据学生在写作、数学等方面的不同水平，将学生安排在不同的小组，每个小组的教师还会根据学生的不同水平，选择不同的学习内容，安排不同的练习，既有整个小组的集体活动又有分散的不同任务的个体学习活动，整个课堂“乱而有序、自由而有规矩”，这才是真正的基于学生发展的、以学生为本的教育。

I am a teacher from Lanzhou of China. I began to learn English in the first half of this year, at A. R. A., in Christchurch New Zealand. My daughter Xindi studied at Halswell School. In A. R. A., I noticed that teaching methods are different from Chinese teaching methods. Teachers make full use of all kinds of games and fun exercises as part of teaching English grammar, vocabulary, expression, writing, etc. This helps the students to

master English. I have enjoyed a rich and interesting English learning. Every Friday afternoon the international school organize rich and colorful activities for the students. For instance, students of the international school go to the Antarctic Center, zoo, museum, art gallery, Museum, so that the students understand the culture of New Zealand. ; The international students have a colorful life, especially in the Maori New Year, Matariki, when the students made a kite, ate Maori food, enjoyed Maori dancing. The Maori culture left a deep impression on me.

For me, I looked forward every evening to Xindi telling me everything about her day at HALSWELL SCHOOL, interesting things, they went to the park to run 2000 meters, picked walnuts, went camping, skiing, made pastry and pizza, enjoyed song and dance drama, played all kinds of ball games. In addition, they went to a high school to make wooden things. I had the honor to participate in the school passionate disco party, Party Music exquisite. The most interesting is that as a parent, volunteers and international students together experienced New Zealand as it was 150 years ago. People in real life, the town, the students 150 years ago, the children

wore period clothes, and enjoyed morning tea . They went to school, washed clothes, pumped water, visited the shop, played a variety of traditional games. The enjoyed a rich and colorful cultural experience through diverse forms of activity, and learnt about their cultural heritage, while exercising their abilities. They enjoyed themselves while learning.

Because I am a teacher within an interest in primary school education in New Zealand, Penny arranged for me to observe a Halswell School teacher teaching for one day.

the attendant, daughter usually give me about my primary school education in New Zealand have a preliminary understanding, no teaching materials, through the theme of learning content integration, closely related to the subject and the social life, such as father's day, Olympic, Maori New Year.

I saw that in the same class, the teacher gives different material to groups of about five students at different levels of writing, mathematics, and so on. The teacher gives to those groups different learning content and different arrangement of practice.

As a result of the collective activities of the whole group and

the different tasks of individual learning activities, the whole classroom looks at the same time “chaos and order”, “free and orderly”, which is the real development of students based on student-oriented education.