

The Study of Indigenous Early Childhood Education in Taiwan

—Now and Future

Abstract

The aim of the article was to exploring the indigenous educational issues of young children. Literature review, document analysis and author's long-term observation were adapted to analysis the related regulations, policies and the status of implementation, and to explore the practices of other countries to the issues of indigenous education of young children. Finally, the five aspects of indigenous early childhood education, the goals of indigenous young children, teaching and caring service personnel, curriculum and instruction, family and macro-environment, was planned for the future development. The goals of indigenous young children aspect included: 1. Bring up the indigenous young children to identify and love their ethnic culture and language. 2. Develop physical and mental health of indigenous young children. 3. Cultivate the indigenous young children with competitively. The teaching and caring service personnel included: 1. Cultivate the teaching and caring personnel with multi-cultural concept and localization curriculum designing ability during pre-service training. 2. Strengthen the teaching and caring personnel with multi-cultural concept, localization curriculum designing ability, and learning the local ethnic language and culture during in-service training. 3. Actively train the parents, elders and cultural workers who can stay at the tribe in long-term. The aspect of curriculum and instruction includes: 1. Develop the culture and language teaching resources for indigenous young children. 2. Develop the cultural knowledge system for indigenous young children. 3. Emphasize the appropriately dynamic teaching and operating instruction for indigenous young children. 4. Promote outdoor observation and firsthand experience teaching pedagogy. The family aspect included: 1. Establish the family support system from pregnancy. 2. Take the village to nurture our children. 3. Encourage parents to participate educational activities with real subsidy (to be one of workfare programs). 4. Provide the family resource (economic, human, and social resource) management program and practice to parents. The macro-environment aspect included: 1. Establish the kindergarten with indigenous cultural subjectivity and autonomy. 2. Establish the indigenous educational supervise, direct and manage department from central to local government. 3. Promote the related research and study to indigenous early childhood education.

Keywords: education, indigenous people, Taiwan, young child