

坚持初心 脚踏实地

Remain True to Original Aspiration and Have Both Feet on the Ground

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从某种意义上说，我的职业生涯可以简单地被划分为两个阶段——新西兰奥克兰大学与中国复旦大学合办孔子学院前和后。2005年之前，我只是奥克兰大学一名普通的汉语教师，我在那个岗位上已经工作了十几年，有了终身教职，工作安稳，教学工作多年也很上手。但就在这一年，我被奥大任命担任新西兰第一所孔子学院的院长。从规划、筹建至今，这14年中面对一个全新的领域，面对各种挑战，我和我们整个团队团结一心，在新中两国各方支持下，踏踏实实做好每一件“小事”，成就了一份让我、让团队每个人足以骄傲的大事业。

孔子学院是一个国际合作项目，如何协调各方需求，想必是世界各地每所孔院从筹建阶段起就需要面对的一个现实问题。但从另一个角度看，这未尝不是提供了一个更好的机遇——在共同的目标下，协调各方达成共识，将为孔院的发展提供更广阔的空间和更有力的支撑。而新西兰又具有自己的独特性，这是一个移民国家，奥克兰更是一个融合了多元文化的国际都会。早在上世纪六七十年代，新西兰的大学就开始开设中文课程，社会上也始终存在各种中国文化社团和小规模的零散的中文教学机构。在全面分析客观环境后，我们找到了自己的定位——奥克兰孔子学院的成立和发展不是要取代新西





兰业已存在的各类组织，而是要与各方合作，成为整幅中文推广蓝图中的一片拼板。或许最初我们只是整体中外来的全新的一小部分，但我们将逐渐融入其中，逐渐变得至关重要、无可替代，并进而辐射影响这幅图画中的其他板块。而我们需要做的，就是从无到有，脚踏实地，着眼于一件件实事、“小事”，向着我们的目标缓慢而锲而不舍地前进。很幸运，我能够一直工作在这个岗位上，用十几年的实践保证了这个目标没有偏移，见证了定位的可行性和巨大成效。

在孔子学院成立之前，新西兰教育体系中的外语教学呈现“倒三角形”结构，全国所有的综合性大学都已开设了中文专业，然而高中开设的外语选修课，在以法、西、德、日等为主导的外语选修课体系里，中文教育可谓凤毛麟角。小学更是没有学习外语的要求和经费。因此我决定把孔院工作的突破点放在如何扭转这个“倒三角”上，在新西兰中小学中打下广泛而扎实的中文基础，以吸引更多对中国文化有兴趣，对学习中文有动力有基础的学生到大学里继续提高，甚至到中国继续深造。为新西兰培养一批新中关系亟需的真正了解中国语言文化的年轻一代。

2007年，奥克兰孔子学院正式成立，恰逢教育部推出新政要把外语课扩展到初中，这为我们进入这个真空领域提供了天时地利。我们所要做的就是及时抓住这个契机，再为中文进入中小学课堂添上最重要的一个条件——“人和”。新西兰教育有个很大的特色，那就是只要符合教育部大纲，中小学校长对学校的经费和课程安排有很大自由度。就在这一年，我们推出了独具特色的“校长团”，邀请新西兰中小学校长们去中国参观，了解中国文化，观摩中国中小学教育，帮助他们从不同角度去思考：作为教育者，他们需要如何更好地为新西兰孩子们的未来做规划。这其中还有一个小奥妙。当时我坚持，虽然“校长团”是我们组织和邀请的，但参加的校长必须向其学校董事会申请来回机票费用。别看只是一小笔经费的分摊，这意味着校长们回来后必须就这笔机票钱的使用向学校董事会提交考察报告并提出后续计划。就这样，中文课开始了踏进中小学的第一步。

如今，“校长团”早已成为奥克兰孔院每年的重要活动之一，已有11批共126位校长参与。今年10月，又将有8位校长踏上中国教育之旅。这些校长回来后不仅在自己的学校先后开设了中文课，而且有一些还成了我

们的“忠粉”，在同行中介绍经验、收获，换工作后在新学校主动推进中文教学，甚至有的退休了还希望能参与我们的中文推广活动做一些贡献。他们成为了中文教学进入当地教育体系的一个强有力的推进器。

要开设中文课，学校面临的重大难题是教师和教材。我从超市里的促销活动得到启发，又推出了“尝鲜项目”：我们自出经费组织当地资深汉语教师，准备好教材，进学校做为期一学期的示范教学。幸运的是我们又一次赶上了好时机，不久，中新自由贸易协定签署，新西兰教育部拨款支持中国汉语教师志愿者项目，移民局也为汉语教师志愿者申请特殊工作签证开绿灯。在孔子学院总部的支持下，越来越多了解中国文化、学习过对外汉语教学方法的志愿者们来到新西兰，加入了帮助新西兰中小学开展中文教学的队伍。

如果说“校长团”为新西兰中小学开设中文课提供了来自管理层面的可行性，那么汉语教师志愿者项目则是从资源上为中文课的推广普及提供了强有力的保证。如今，每年新西兰都会迎来150名中国汉语教师志愿者，其中近50名分布到奥克兰孔院管辖的奥克兰、怀卡托、北地地区的大中小学参与学校汉语教学。在我们的直接支持和帮助下，这些地区已经有130多所中小学开设有中文课，每年学习中文的学生达3万多人。中文课已经成为整个新西兰学生人数上升最快的外语课。

数量上的不断增长是我们所乐见的，但并非我们的终极目标，如何在广泛的推广基础上保证并进一步提升中文教学的质量，这是我们更为关注的。我们不仅安排汉语教师志愿者到学校辅助教学，更鼓励当地中小学自主教学。“授人以鱼不如授人以渔”，我在奥大的很多学生受我的影响毕业后从事中小学教育工作，成为了新西兰本土汉语教师中的中坚力量。为此，我被开玩笑地称为新西兰中文教师的“祖师婆”。孔子学院定期举办教师培训，推荐优秀本土教师去中国交流访学，让“校长团”和汉语教师志愿者项目培养出的种子能在这些学校里真正生根发芽，最终长成参天大树。我们优中选优，在这些学校中设立了12个孔子课堂，希望这些孔子课堂能起到标杆的作用，让其他学校有参照的榜样，有努力的方向。

由奥克兰孔院探索出的这一系列独具特色的中文教育推广模式，早已获得新西兰所有孔子学院的一致认可和效仿。当它的成果在数量和质量上都达到足够的高度时，我梦想着有朝一日，我们能有足够的力量来改变教育部的中小学外语教育政策，让每个新西兰孩子都能拥

有选择学习中文的机会。

14年来，奥克兰孔子学院给了我一群志同道合的同事，一个结交新西兰各层面各种族有志于推广中国文化和中文的朋友的氛围，一个脚踏实地一步一个脚印去追求梦想的机会，也给我带来了各种荣誉。我们的孔子学院5次被评为“全球先进孔院”，2015年获得“孔子学院开拓者奖”，去年又搬入“示范孔子学院”大楼。我本人也于2011年获得了“突出贡献奖”。虽然我将孔院的工作重心偏重于新西兰中小学教育，但奥克兰大学校长却两次授予我对大学做出特殊贡献的特别奖，这是很多奥大教师工作一辈子都无法得到的。

这些荣誉是收获是认可，更是动力和期许。“新西兰奥克兰大学孔子学院院长”，于我不只是一个头衔，一个职业，更是我全身心投入的事业。



In some sense, my professional career can be simply divided into two stages: before and after the establishment of the Confucius Institute in Auckland by the University of Auckland (New Zealand) and Fudan University (Shanghai). Before 2005, I was just an ordinary Chinese teacher at the University of Auckland. Having worked on that post for more than 10 years, I obtained the tenure and was quite skillful at teaching. However, it was in this year that I was appointed as the director of the first Confucius Institute in New Zealand by the University of Auckland. Since its planning and establishment, for 14 years, I have been confronted with various challenges in a totally new area. United with my team as one, we have attended to every “little thing” with the support from various parties of New Zealand and China and achieved something significant that makes me and others in the team proud.

The Confucius Institute is an international cooperation project. I suppose that accommodating the requirements of various parties must be a real problem that every Confucius Institute in

the world must face from the planning of its establishment. From another perspective, however, this may be a good opportunity because coordinating all parties to achieve a consensus may provide broader space and stronger support for the development of the Confucius Institute. In addition, New Zealand has its own uniqueness for being a nation of immigrants, and Auckland is an international metropolis embracing multiculturalism. Since the 1960s and 1970s, universities in New Zealand have begun to offer Chinese language courses. There are also various Chinese cultural associations and small-scale, scattered private institutions offering Chinese courses at all times. After a comprehensive analysis of the environment, we found our own position - the establishment and development of the Confucius Institute in Auckland is not to replace the existing organizations in New Zealand, but to cooperate with all parties to make up the Chinese language promotion blueprint. Maybe we were merely a new small part of the whole picture at the beginning, but we will gradually fit into it and developed into a vital and irreplaceable part, thus exerting





influence on other sections of the picture. What we need to do is to start from scratch and focus on every practical work and minor matters in a down-to-earth manner, and to move slowly but unremittingly toward our goals. Fortunately, I have been able to work in this position for a long time. Our 10-year-something experience proves that we are on the right track to the goal and also testifies the feasibility and effectiveness of this positioning.

Before the establishment of the Confucius Institute, foreign language teaching of the education system in New Zealand appeared to be an “inverted triangle” structure. Although all comprehensive universities in the country have set up Chinese programs, Chinese education was in a less favorable position in the system of foreign language elective courses in high schools compared with other language courses like French, Spanish, German, and Japanese. In primary schools, there were even no requirements or funding for learning a foreign language. Therefore, I decided to focus the work of the Confucius Institute on how to reverse this “inverted triangle”. By laying a universal and solid foundation of learning Chinese in primary and secondary schools in New Zealand, we can attract more students with an interest in Chinese culture and motivation and knowledge for learning Chinese to improve their Chinese language proficiency in universities and even continue their studies in China, cultivating a young generation in New Zealand, who truly understand Chinese language and culture and is urgently needed in the New

Zealand-China bilateral relations.

In 2007, the Confucius Institute in Auckland was officially established when the Ministry of Education launched new policies to extend the foreign language courses to secondary schools, providing us with good conditions to enter this uncharted territory. All we need to do is to seize this opportunity in time, and set the stage for incorporating Chinese language education into the primary and secondary school classes by nurturing support from local people. One important feature of New Zealand’s education system is the autonomy of the principals of primary and secondary schools in arranging the funding and curriculum of the school as long as it meets the outline of the Ministry of Education. Also in 2007, we launched a unique programs - “the NZ Principals’ Delegation to China”. Through learning about Chinese culture and observing Chinese primary and secondary education during the on-field visit in China, primary and secondary school principals in New Zealand may have a chance to think about what they can do to better prepare students for the future from different perspectives. There is also a little trick behind it. At that time, I insisted that although the delegation was invited by us, the participating principals must apply for the round-trip airfare to their school board. Don’t underestimate the small amount of money, as it means that principals must submit an investigation report to the school board and propose a

follow-up plan after their return from China. In this way, the Chinese language courses set out the first step into primary and secondary schools.

Now, “the NZ Principals’ Delegation to China” has become one of the important annual activities of the Confucius Institute in Auckland. It has been held for 11 sessions with a total of 126 principals involved. In October this year, another 8 principals will embark on the journey of Chinese education. These principals have not only opened Chinese language courses in their schools after returning from China, but some of them even became our big fans who shared their experience with their peers, as well as proactively promoted Chinese teaching in new schools after changing their jobs. Some of those retired principals even expressed the hope of contributing their own efforts in our Chinese language promoting activities. They have become a powerful booster in integrating Chinese into the local education system.

To set up Chinese language courses, the biggest difficulty facing the schools is the lack of teachers and teaching materials. I was inspired by the promotion activity in the supermarket and launched the “free sample project”: we hired the local experienced Chinese teachers and prepare the teaching materials to have a one-semester demonstration teaching for the schools. Thankfully, we were once again favored by fortune. Because of the signing of New Zealand–China Free Trade Agreement, the Ministry of Education funded to support the Volunteer Chinese Teacher Program and the Immigration New Zealand offered a green channel for volunteer Chinese teachers to apply for the China Special Work Category visa. With the support of the Confucius Institute Headquarters, more and more volunteers who have a command of Chinese culture as well as methods in teaching Chinese to speakers of other languages came to New Zealand and joined the team to help primary and secondary schools in New Zealand carry out Chinese teaching.

The delegation program provides feasibility for local primary and secondary schools to set up Chinese language courses from the perspective of the management while the Volunteer Chinese Teacher Program provides a powerful guarantee for the promotion and popularization of Chinese language courses from the perspective of resources. Now, New Zealand receives 150 volunteer Chinese teachers each year, and nearly 50 of them are distributed to primary schools, secondary schools and universities in Auckland, Waikato and Northland administrated by the Confucius Institute in Auckland. With our direct support and help, more than 130 primary and secondary schools in these areas have set up Chinese language courses, with more than 30,000 students studying Chinese each year. Among foreign language courses in New Zealand, Chinese language courses are the one with the fastest growth in the number of students.

The continuous increase in student number is satisfactory, but it is not our ultimate goal. We should pay more attention to how to ensure and further improve the quality of

Chinese teaching on the basis of extensive promotion. We not only arrange volunteer Chinese teachers to assist in teaching at the schools, but also encourage local primary and secondary schools to carry out independent teaching. “Give a man a fish and you feed him for a day; teach a man to fish and you feed him for a lifetime”. Many of my students at the University of Auckland have been engaged in primary and secondary education under my influence after graduation, and have become the backbone of local Chinese teachers in New Zealand. To this end, I earned the moniker “grandmaster” of New Zealand’s Chinese teachers. The Confucius Institute regularly organizes teacher training and recommends excellent local teachers for exchange visits to China, so that the seeds cultivated by the delegation and the Volunteer Chinese Teacher Program can truly take root in these schools and eventually grow into towering trees. We have established 12 Confucius Classrooms in the selected schools, hoping that they will serve as benchmarks and role models in Chinese teaching, thus charting the course for other schools.

These unique Chinese education promotion models explored by the Confucius Institute in Auckland have long been recognized and emulated by other Confucius Institutes in New Zealand. With Chinese education in New Zealand continuing to achieve growth both in quantity and quality, I dream that one day, we will be powerful enough to impact the Ministry of Education to change its foreign language education policy for primary and secondary schools so that every child in New Zealand can have the opportunity and choice to learn Chinese.

For 14 years, the Confucius Institute in Auckland has brought me a group of like-minded colleagues, an atmosphere of making friends with people from all walks of life in New Zealand who are interested in promoting Chinese culture and Chinese language, a chance to pursue my dream step by step with my feet on the ground, as well as various honors. Our Confucius Institute has been awarded the “Confucius Institute of the Year” five times, won the title of “Confucius Institute Global Trailblazer Award” in 2015, and moved into the “Model Confucius Institute” building last year. I also won the “Outstanding Contribution Award” in 2011. Although I put the emphasis of Confucius Institute’s work on New Zealand’s primary and secondary education, the principal of the University of Auckland awarded me a special award for special contributions to the university twice, which is unimaginable for many of the teachers working at the University of Auckland throughout their whole life.

These honors are the results and recognition for my job, as well as the motivation and expectation for me to work harder. “Director of the Confucius Institute in Auckland” is not only a title or job for me, but a career I dedicate myself to wholeheartedly.