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朱雀先驅USR電子報

THE SUZAKU PINOEER USR NEWSLETTER

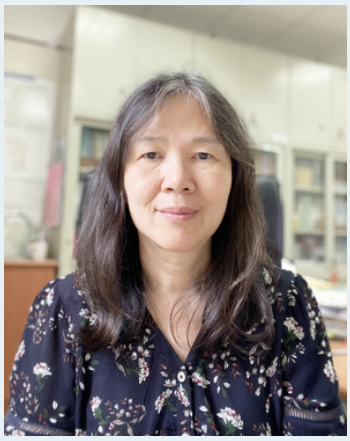
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朱雀小檔案 Suzaku at a glance

7 Years	5 Actions	3T+C	1Vision
深耕鄉村教育 Rural education	五大行動方案 Action Plan	教師偕同社區 Teachers and Community	讓教育有無限可能 Education with infinite possibilities

七年深耕，朱雀再啟新章
Seven Years of Dedication, a New Chapter for Suzaku



林曉雯老師
朱雀計畫創辦人
Prof. Lin, Sheau-Wen
Founder, Suzaku Pioneer Project

各位在鄉村教育路上並肩同行的夥伴與朋友們：

大家好！今天，《朱雀先驅》電子報創刊號正式與大家見面了。這份刊物承載的不只是文字與消息，更是我們走入鄉村、深耕教育、陪伴孩子成長的真誠承諾。

在傳統文化中，「朱雀」是守護南方的神鳥，象徵光明、希望與堅韌。七年前，屏東大學鄉村教育團隊將 USR 計畫命名為「朱雀先驅」，期盼以教育的光與熱，點亮南國鄉村校園的前行之路。一路走來，我們以「走讀鄉村、在地雙語、STEM 教育、跨年級教學及國際教育」為五大行動方案，持續走進鄉村、深耕在地。

這些年，我們更加體會到，教育的改變從來不是一個人可以完成的。感謝一路上共同投入的大學師生、校長、教師及每一位支持我們的夥伴，讓朱雀先驅計畫得以持續前行。創立這份電子報，是希望在鄉村教育的路上搭起一座彼此交流、相互陪伴的橋梁，記錄我們共同走過的足跡，也分享教育現場的故事與感動。期待未來繼續與大家並肩前行，見證朱雀展翅，陪伴南國的孩子勇敢做夢、自在翱翔。

Dear partners and friends in rural education,

Welcome to the inaugural issue of the Suzaku Pioneer Newsletter. More than sharing stories and updates, this newsletter reflects our commitment to rural education and to supporting children as they learn and grow.

Seven years ago, National Pingtung University's rural education team named its USR project "Suzaku Pioneer." Symbolizing light, hope, and resilience, Suzaku represents our commitment to bringing new possibilities to rural schools. Through five major initiatives—Reading the Countryside, Local Bilingual Education, STEM Education, Multigrade Teaching, and International Education—we continue to connect universities, schools, and communities.Educational change is never achieved alone. Through this newsletter, we hope to share our journey, connect with our partners, and continue working together to help children in rural communities dream boldly and grow with confidence.

2026 SIG論壇 2026 SIG Forum



2026年10月16日朱雀先驅計畫邀請韓國大邱教育大學孫章豪教授及SIG夥伴學校學生，透過專題演講與實踐經驗分享，從「專業力、探索力、實踐力、關懷力」四大面向，交流在地教育的觀察與行動，共同探索教育的多元可能與未來！

The Suzaku Pioneer project invites Professor Hyegang from South Korea and students from SIG partner universities to share educational experiences and explore new possibilities in education through four key competencies: Professional Competence, Exploratory Competence, Practical Competence, and Caring Competence.

僻地不僻，小校不小：朱雀團隊在鹿兒島縣的教育交流

Small Schools, Big Possibilities



教育學院院長 李雅婷院長
朱雀先驅計畫主持人

Dean of College of Education, Prof. Lee, Ya-Ting
Principal Investigator, Suzaku Pioneer Project



朱雀團隊拜會鹿兒島教育機構之團隊大合照
Suzaku Team Visiting Educational Institutions in Kagoshima

懷抱著對偏遠地區小校教育創新的長久期待，屏大朱雀先驅計畫團隊成員、國小校長、主任及其他大學教授們，於今年（2026年）7月共同展開了這趟籌劃已久的日本鹿兒島教育見學之旅，由於鹿兒島縣地形狹長，境內離島與偏鄉地區散布著眾多小校，了解日本教育界如何將地理與人口的限制，轉化為推動教學創新的核心資產。在交流過程中，團隊關注的核心之一是「複式學級（跨年級教學）」的實踐樣貌。不論是全校僅18人的和田小學，或歷史悠久的鹿兒島大學附屬小學，現場教師都能熟練地運用「交錯（ずらし）」與「移動（わたり）」的課堂技術，在不同年級間流暢地切換直接指導與間接指導，並且教師善用ICT數位工具，讓學生透過即時共享機制獨立思考、自主學習。再者各校皆致力發展結合在地特色的體驗課程，例如與鄰近校合辦插秧與割稻體驗、善用地方農業資源推動食農教育，讓自然環境成為教育現場的延伸。日本小學校將人少、地處偏遠的環境限制，轉化為實施精緻個別化指導、深化社區生命共同體意識的扎根實踐場域。 此外，鹿兒島縣綜合教育中心巡迴支援各離島學校的專業支持系統，也為臺灣當前的小校跨年級實踐與師資專業支撐，提供了高價值的參照。觀諸臺灣鄉村小校，已有部分教師具備跨年級教學理念與教學實務經驗，也能善用ICT融入課堂深化學生的學習與自主學習素養。我們期待將這些珍貴的國際經驗與本土實踐加以分析與對話，轉化為朱雀先驅計畫持續深耕在地、優化臺灣小規模學校教育韌性的強大動能。

In July 2026, members of National Pingtung University's Suzaku Pioneer Project, together with elementary school principals, directors, and university professors, visited Kagoshima, Japan, to explore innovative practices in rural small schools and learn how geographical and demographic challenges can become opportunities for educational innovation.A key focus was multi-grade teaching. From Wada Elementary School, with only 18 students, to Kagoshima University Elementary School, teachers skillfully used "ずらし" (staggering instruction) and "わたり" (moving between grade groups) to shift between direct and indirect instruction across grade levels. ICT tools were also integrated to support students' independent thinking and self-directed learning.The schools also made creative use of local resources through rice planting, harvesting, and food and agricultural education, extending learning beyond the classroom and into the local environment. The professional support provided by the Kagoshima Prefectural Institute for Education also offered valuable insights into supporting teachers in rural and remote schools.Through this study visit, we gained new perspectives on multi-grade teaching, ICT integration, and community-based learning. These experiences will continue to inform the Suzaku Pioneer Project as we connect international ideas with local practices and explore new possibilities for small-school education in Taiwan.

夏日樂學，我最勤學 Fun Summer Learning







2026/07/13-7/24 水泉國小Shueiquan Elementary School

水泉國小的「夏日樂學」一直是朱雀計畫放在心上的「心頭肉」，每一年，師培生都延續著與孩子們的約定，再次帶著教學熱忱回到這裡。這次採訪到連續三年參與營隊的隊長溫秉薰同學。他分享，參與營隊的經驗，讓自己對成為老師這條路更加有信心。而真正讓他一次次回到水泉的，是過去課程中一位孩子小小的期待。當時，師培生請孩子想像自己未來的模樣，其中一位孩子寫下：「希望你們每年都可以來。」這句話成為秉薰持續參與營隊的原因，也讓他用一次次的行動，兌現與孩子之間的約定。從秉薰的故事中，可以看見「約定的力量」，陪伴的背後並非是師培生單方面的試著影響孩子，與此同時，偏鄉的孩子也正用自己的方式，影響著這群未來的老師。

Shuiquan Elementary School's Summer Learning Program has always held a special place in Suzaku Project's heart. Every year, pre-service teachers return to Shuigui with the same passion, continuing the since promise to the children. The camp leader, Wen,Bing-Xun, has joined the camp for three consecutive years. He shared that the experience strengthened his confidence in becoming a teacher. What kept bringing him back was a simple wish from one child: "I hope you can come back every year." That small wish became a promise, and Bing-Xun chose to keep it through his actions. His story shows us that the commitment matters. While pre-service teachers hope to inspire children, the children are also shaping and inspiring these future teachers in their own way.

把世界帶入偏鄉 International Exchange













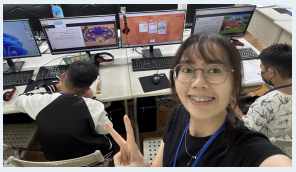
「夏日樂學」除了由師培生帶領孩子學習，朱雀計畫也善用校內資源，將國際視野帶進偏鄉校園。屏東大學的越南國際學生將家鄉文化融入課堂中，帶著孩子認識不同的生活與文化樣貌，同時孩子們也化身小小導遊，向國際學生介紹自己的家鄉，讓文化交流成為一場雙向的認識。另一方面，曾赴捷克交流的師培生將海外教案帶入永港國小，並與班級教師共同備課、議課，再依據孩子的需求與教學環境調整課程。透過「把國際帶進偏鄉」及「把海外經驗帶入教室」，不同的國際交流，是「三師＋C」共學的實踐之一，這樣的安排不僅讓孩子在校園裡看見世界，也讓師培生在交流與實踐中，看見自己的專業與成長。

The Summer Learning Program also brings global perspectives into rural schools. NPTU international students from Vietnam shared their culture with the children, who in turn introduced their own hometown, creating a two-way cultural exchange. Meanwhile, pre-service teachers brought their experiences from the Czech Republic to Yonggang Elementary School and adapted their lessons with classroom teachers. These community international exchange reflect the "Three Teachers + C" model, allowing children to see the world while helping pre-service teachers grow through practice.

2026/07/14-7/22 永港國小
Yonggang Elementary School

數位科技 × 校本課程 Digital Technology × School-Based Curriculum

玉光國小的營隊，是今年夏天相當具有特色的一隊。團隊以學校校本課程中的「防空洞」為核心，結合STEAM與AI設計課程。孩子們從實際觀察、測量出發，發揮想像力打造獨一無二的防空洞，更運用AI為自己的作品創造專屬故事。這次採訪到的總召曾盈瑄，她分享，最令她印象深刻的是孩子們透過一次次討論、修正與測試，逐步完成防空洞作品的過程，也讓她體會到比起直接提供解答，更重要的是適時引導，讓孩子在探究中找到屬於自己的答案。同行的徐翊庭也從AI繪本課程中發現，當給予孩子足夠的創作空間與適當的工具，他們所展現出的可能性往往超乎預期。營隊不只是孩子們探索與創作的舞台，也是師培生重新認識「如何成為一位老師」的現場。這些從孩子身上得到的發現，也將成為他們未來設計課程、走進教室時的重要養分。





2026/07/6-7/10
玉光國小Yuguang Elementary School

The Yuguang Elementary School camp was one of the most distinctive programs this summer. Centered on the school's air-raid shelter curriculum, the team integrated STEAM and AI into its lessons. Through observation and measurement, children used their imagination to design their own unique air-raid shelters and even used AI to create original stories for their designs.Program coordinator Tseng,Ying-Xuan shared that she was most impressed by how the children completed their designs through repeated discussion, revision, and testing. This experience helped her realize that rather than simply providing answers, a teacher's role was to offer guidance and encourage children to explore and find answers of their own. Hsu,Yi-Ting also discovered through the AI-Assisted digital picture Book activity that when children were given enough creative freedom and the right tools, they can show potential far beyond expectations. The camp was not only a space for children to explore and create, but also a place for pre-service teachers to rethink what it ment to be a teacher. What they learned from the children will become valuable inspiration for their future lesson planning and teaching.

陪伴孩子的我們 Us, accompanying our children





師培生與大學教師間的省思Reflection Between Pre-service Teachers and University Professors

師培生走進偏鄉前，總希望自己的到來能為孩子帶來改變，因此從課程設計到活動帶領，無不盡心投入。然而，隨著營隊來到尾聲，離別的不捨也常籠罩著最後一天的成果發表會，無論是師培生還是孩子，都難免有依依不捨的心情。面對這樣的離別，帶隊的莊念青老師每年都會提醒師培生：「剛好的感動和信任，才不會帶給孩子更多的分離感。」偏鄉師資更替較為頻繁，孩子好不容易與老師建立起信任，卻可能因人員異動再次面對離別。也因此，朱雀所期待的，不是透過一次營隊帶來多大的感動，而是試著站在孩子的角度，思考什麼才是他們真正需要的陪伴。一屆又一屆的師培生持續走進偏鄉，讓這份陪伴得以延續。「剛好的感動」，是讓每一次相遇都有機會繼續累積。這份站在孩子立場思考，並以長期行動延續的陪伴，或許正是「關懷力」最真實的模樣。

Pre-service teachers enter rural communities hoping to make a difference, so saying goodbye at the end of the camp is never easy. Professor Chuang,Nien-Ching often reminds them, "Just the right amount of inspiration can help children avoid a deeper sense of separation and loss." Rather than creating a short-lived impact, the Suzaku Project focuses on continued companionship by bringing generations of pre-service teachers back to rural communities. Each encounter becomes part of something lasting—and this is what "Caring Competence" truly means.