

YC Links

耀中連線

Play-Based Learning

遊戲中學習



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Play-Based Learning

遊戲中學習

G·A·M·E

Play-Based Learning and Child-Centred Environment in the Kindergarten

寓遊戲於學習的教學模式與 以幼兒為中心的學習環境



In the Yew Chung Early Childhood programme, parents always ask “How will my child learn, make friends and understand the teachers or other children who speak a language different from my child’s home language?” The clear answer is that “play-based learning” in an environment that is adapted to the children’s interests, completely supports all areas of children’s learning as teachers focus on the interests of the children to provide activities that introduce vocabulary, encourage friendships and develop physical skills.

Here is an example of child-centred learning based on a role-play game during which some children pretended to eat ice lollies using the ice lolly moulds as props. The teachers observed this interest and provided the equipment and resources, allocated time and introduced vocabulary related to the ingredients and process of making ice lollies. The children made the ice lollies, with teacher support, and put them in a freezer after a bilingual discussion about how juice could change into ice lollies. On the next day, the children chose their ice lolly according to flavours and noticed how the ice melted as they ate them.

Embedded in these experiences, children learnt mathematical skills such as sorting according to flavours, measuring juice into the moulds and one-to-one counting to ensure there were enough ice lollies for everyone. Literacy skills were introduced as teachers read the recipe and details on the juice boxes. The Yew Chung Early Years programme is “play-based” and provides infinite opportunities for hands-on learning according to the interests of the children.



在青島耀中國際學校的幼教部，我們常常會聽到家長提出這樣的疑問：「老師和其他小朋友說的語言跟我孩子的母語不同，他能理解別人嗎？他是怎樣學習和交朋友的呢？」答案是：我們採用寓遊戲於學習的教學模式，在以遊戲為基礎的學習環境中，老師關注孩子的興趣，營造出孩子感興趣的學習環境，開展幼兒感興趣的活動，鼓勵和支持孩子在遊戲和互動中學習詞彙、社交技能、體能等各個領域的技能。

以下是一個以幼兒興趣為中心幫助幼兒學習的例子。小朋友用冰條模具玩角色扮演遊戲「吃冰條」。老師觀察到小朋友的這一興趣，於是準備工具和材料，安排時間介紹與製作冰條相關的食材詞彙和製作步驟。在老師的幫助下，小朋友製作了許多冰條汁，在雙語活動時，大家一起討論怎樣才能把冰條汁變成冰條。討論結束後，大家決定將冰條汁放進冰箱。第二天，冰條做好。小朋友根據自己喜歡的口味選擇冰條，在品嚐冰條時，他們發現冰條在嘴巴裏又融化成冰條汁了。

在這個活動中，孩子依據口味將冰條分類、測量倒入模具的果汁量、用一對一點數的方式確保有足夠的冰條分給每一個人，孩子接觸和學習了分類、測量、一對一點數等解決數學問題的方法。當老師和小朋友一起閱讀果汁盒子上的配方和其他資訊時，發展了小朋友的早期讀寫能力。耀中幼兒教育課程是採用寓遊戲於學習的教學模式，它以幼兒興趣為主導為幼兒提供豐富多彩的學習機會。





A Playful Journey through the World of Transportation 交通王國的快樂之旅

Jayne Nakamura and Amy Lai, Pre-4 Class Preschool Co-Teachers, YCIS Silicon Valley
矽谷耀中四歲班老師 Jayne Nakamura 和 Amy Lai

Play-based learning in a preschool setting allows children to build essential lifelong skills at their own pace and driven by their current interest. Flexibility, provided by the teacher, gives the children the opportunity to seek out and explore new topics as well as builds relationships amongst the children in the class.

Lately, many of the children in the Pre-4 Sea Turtles class have been showing a great interest in manipulating toy cars, blocks, and other modes of transportation. Through many conversations between the teachers and children, the idea of transforming the dramatic play area into an auto body shop came to life! Children and teachers worked closely together to create an auto body shop fully equipped with mechanic's tools, bikes, toy cars, and air pumps. In addition to the various role play toys, the children worked as a team to create a sign for their shop along with a full list of services offered and prices to customers. Later, the classroom's auto body shop added a homemade gas pump to fill up the cars that were repaired.

During the transformation of the class's auto body shop, all the children's imaginations and suggestions were heard, valued, and taken into consideration when deciding how things would be made. This open communication allowed the children to develop receptiveness towards one another's opinions and thoughts. When the children entered the final stages of designing their auto body shop, they also displayed a distinct curiosity for money and how it was used to pay for repairs. Through songs, experiments, small group activities, and intentional discussions the children were able to concurrently learn about money and the key role it plays to the success of a business and one's personal life.

When the children played in the auto body shop, it was also clear to see that air transportation was another topic they were intrigued to learn more about. To take a closer look at airplanes and their ability to fly, a wind tunnel was brought into the class. Children used printer paper to fold and make an airplane. They tested their paper airplanes by sending them through the wind tunnel to see if they would successfully fly. Through the process of trial and error, the children were able to test various materials and discover that a folded airplane composed of tissue paper and printer paper made its way through the wind tunnel the easiest. In addition to problem solving their way to this answer, each child exercised their fine motor skills when folding, pressing, and carefully assembling their paper airplanes. It was an exciting way for the children to also gain exposure to the principles of aerodynamics.

With many of the children's questions continuing to be asked regarding transportation, the class planned a field trip to the local Hiller Aviation Museum. Here, the children were able to interact with replica planes and step into an actual aircraft's cockpit. Since the teachers' first observation of the children playing with the toy cars in the classroom until now, it is clear to see the journey the children embarked upon. By taking charge of their own learning through play, the children built self-confidence and the persistent mindset to understand and explore the world around them.

幼稚園的遊戲教學法是在遵循孩子的自發興趣和學習進度的基礎上，培養終身受益的各項技能法。老師在孩子的自主學習過程中，靈活地提供各種機會，使孩子可以發現和探索新的課題。這種教學方式還有利於建立同學之間的友誼。

最近，海龜班（四歲班）的許多孩子對玩具車、積木和其他交通工具表現出極大的興趣。通過老師與孩子之間的多次討論，把玩「過家家」的區域改造成「修車店」的想法終於浮出水面！孩子和老師緊密合作，創建了自己的修車店，並配備了齊全的機械工具、自行車、玩具車和氣泵。除了各種角色扮演玩具之外，孩子團結合作，為他們的商店創建了招牌以及可以為客戶提供的所有服務和相關價格列表。後來，修車店增加了一個自製的氣泵機器，用來給已經修好的汽車輪胎打氣。



在建造修車店的過程中，對於如何自製設備，所有孩子的想像和建議都被聆聽、重視和考慮。這種開放的交流使孩子能夠接受和採納彼此的意見和想法。當孩子進入修車店設計的最後階段時，他們也表現出對金錢的好奇心，想知道如何用錢來支付維修費用。通過歌曲、實驗、小組活動和深度討論，孩子能夠同時了解金錢及其在企業成功和個人生活中的關鍵作用。

當孩子在修車店玩的時候，我們明確觀察到另外一個孩子很感興趣的話題，那就是空中交通工具。為了進一步觀察飛機和它們的飛行能力，我們把風洞拿到教室作為實驗工具。孩子用打印用紙折成紙飛機，然後把紙飛機放到風洞測試它們能否成功地飛起來。在測試的過程中，孩子嘗試

用不同種類的紙張來折飛機。他們發現用薄紙和打印用紙造成的飛機最容易穿越風洞。除了鍛鍊自主解決問題的能力之外，每個孩子還在折疊、按壓和認真組裝飛機的過程中鍛鍊了動手能力。孩子在令人興奮的自主學習過程中接觸到空氣動力學的原理！

當孩子繼續提出有關交通的問題時，我們班計劃去當地的希勒航空博物館參觀。在博物館，孩子可以實地了解展示的飛機複製品，並且可以走進真正的飛機駕駛艙。自從老師第一次觀察到孩子在教室玩玩具車到現在，可以很清晰地看到孩子的自主學習之旅。通過在遊戲中自主掌控自己的學習，孩子建立了自信心和能夠以堅持不懈的心態去了解和探索周圍的世界。

All Hands-On Learning! 在實踐中學習

Stephanie Nguyen, Preschool Teacher, YCIS Silicon Valley
矽谷耀中幼稚園老師 Stephanie Nguyen

In our preschool Extended Care programme, we do our best to provide our children with activities and lessons that not only engage and excite them, but also incorporate elements relating to STEAM (Science, Technology, Engineering, Art, and Maths). We ensure the topics of these activities and lessons are drawn from children's interests. We closely observe children's play and conversations and utilise what is called a KWL chart (Know, Want to know, Learnt).

For example, in the beginning of the school year, we observed that many children were talking about and playing with trains during their playtime with their peers. We further developed their interest by having discussions about trains they already knew, and then reading books about trains they did not know of and

learning songs about trains. As a combined class project, we made a preschool-sized train set using cardboard boxes. Children painted, added wheels, and role played with the trains by

boarding the trains and riding them to afternoon story time. We also had various train-related open-ended art activities utilising a variety of art supplies.



在我們幼兒園的課後班，我們盡最大努力為孩子提供豐富多彩的活動和課程。這些課程和活動不僅激發孩子的興趣並使孩子充分參與，而且涵蓋多項領域（科學、科技、工程、藝術和數學）。這些課程和活動都源自孩子的興趣。我們密切觀察孩子如何一起玩，如何交流，並且運用表格來記錄我們的觀察。（表格包括三部分：我們已經知道的、我們想要知道的和我們學會的）

例如，在學期初孩子一起玩的時候，我們觀察到很多孩子喜歡玩火車和談論火車。通過討論我們了解到他們對於火車的認知程度，從而進一步發掘他們的興趣。然後我們一起讀關於火車的書，介紹書裏的新知識。我們還一起唱和火車有關的歌。作為混齡班的活動，我們用硬紙箱做了一個適合孩子大小的火車。在做火車的過程中，孩子給紙箱塗顏色，加上車輪，而且還以它為道具玩「過家家」的遊戲（他們假裝坐火車去聽故事）。我們還用各種不同的美術材料做了和火車有關的、由孩子自由發揮的美術作品。





GAME

Creating Inquisitive Learners 培育善於發問的學生

Samantha Smith, ECE teacher, YCIS Chongqing
重慶耀中幼教部老師 Samantha Smith

YCIS Chongqing's ECE students showcased their learning of being "inquisitive" — a feature of the YCIS Global Citizenship Learner profile during a monthly assembly on January 29. During this assembly, teachers used songs and videos to incite the children's curiosity and all of our young singers and dancers were so engaged in the stage performance and won a great round of applause from the audience!

In ECE, most of the learning revolves around curiosity, and being inquisitive is highly encouraged. Teachers love it when children ask questions and show what they are interested in learning. Being inquisitive is fundamentally important to the foundation of the ECE emergent curriculum and teachers use these valuable observations and

questions to guide their weekly programme, while linking them to learning outcomes.

重慶耀中幼教部的小朋友在1月29日月度校會上，展示了他們近來學習的耀中世界公民學習者品質之一「善於發問」。小朋友表演相當投入，贏得觀眾陣陣掌聲。

在幼教部，大部分學習都源自好奇心，善於發問受到重視和鼓勵。我們很希望孩子勤學善問，表達他們的喜好。善於發問是我校幼教課程的基礎，老師觀察及了解孩子的好奇心和問題，並貫穿於每周的課程中，進而和教學計劃成果聯繫起來，達到學習目標。

在這次校會的表演中，我們運用了歌曲和視頻啟發孩子的好奇心，實踐將好奇心和幼兒低齡段教育大綱的銜接，這也正是耀中幼教課程的精粹。

A Fun ECE First Aid Session 妙趣橫生幼兒急救班



On March 6, YCIS Chongqing's school nurse Ms Judy Yang specially organised a CPR incursion training at ECE – not for the teachers but for the children! The session was very interactive and enjoyable, with the children learning some crucial new skills that might one day be very important.

While they did get to learn about some CPR skills, and how to administer it, the most important skill they learnt was about how to call for an ambulance. The children recited a short rhyme to help them remember the different numbers (fire, police, ambulance), and when to call. We hope the children never need to do this, but it is important that they know.

3月6日，重慶耀中醫務室的楊茜老師特地為幼教班的孩子組織了一場心肺復蘇急救演練。整場活動妙趣橫生，孩子熱情參與！所學的急救技能將來可能會起到至關重要的作用。

孩子不僅學習和掌握了心肺復蘇技巧，但更重要的是，他們學會了如何打電話叫救護車。大家一起學習了一段押韻的兒歌，區分消防、公安和醫院的電話，以及撥打的最佳時機。我們當然希望孩子將來不需要用到這些技能，但這些知識有備無患。這次演練讓孩子學到很多知識，他們甚至在玩耍時都可以重複心肺復蘇的急救過程，手法像模像樣。





Watching Bubbles and Marbles Moving 觀察氣泡的產生和彈珠的移動

Veronica Martin, ECE Co-ordinator, YCIS Shanghai Regency Park Campus
上海耀中御翠園校舍幼教部主任馬文妮

Young Children have their whole future ahead of them, and it is difficult to predict what types of jobs will be available in 20 or 30 years' time. Therefore, it is important to focus on the "soft" skills which are going to be important in the world that the children will grow up in. Learning to ask questions, investigating how things work, working together with peers, communicating their needs, are foundational skills which will be highly-relevant in the future.

In line with this, we have been working on many different topics as they emerge from the children's own curiosity in their world. In our K2B class, the children were exploring food. Children were investigating popcorn and they were amazed at how the kernels popped when heated. To move their interest, the teachers helped to make a solution of baking soda and water. The children added red dye to add more interest to the experiment. Children added vinegar and watched as the corn danced in the water. As they stirred the water, one child noticed that the kernels danced more and that the bubbles would appear next to the kernel. This brought a whole new discussion as to why they thought this happened.

The students in K4C were also exploring their world with marbles. A group of children built different ramps and tunnels for the marbles to move through. They noticed that the different angles would change how fast or slow the marble moved. The students used different materials inside the classroom but then also took the idea outside. They then moved to different types of balls to investigate how the size of them changed the speed at which they travelled through different tunnels. This led to the children making predictions as to which sized marbles would travel faster, and some children were beginning to offer their own explanations to their observations.

Both of these activities developed organically as the children asked questions and were given the tools to answer their own questions by working together and taking risks. Just imagine how they will build upon these skills of science, mathematics and observation as they grow and continue their educational journey, moving into an exciting future career choice!

幼兒未來都有各自的發展道路，我們很難預計到二、三十年後有甚麼工作給他們選擇，因此，對他們來說掌握好最基本的「軟」技能有利於他們在未來社會的成長與發展。比如：學習如何提問；調查學習專案；和同年齡的人合作、交流思想等。

為了培養幼兒良好的技能，幼稚園也在不斷尋找各種能夠激發孩子好奇心的主題活動。在 K2B 教室，孩子在「食物探索」的主題框架下，研究爆米花，他們驚訝於顆粒在加熱時是如何爆裂的。為了進一步激發他們的興趣，老師通過用蘇打和水混合在一起的實驗讓孩子加深了解；在水里加點醋，觀察玉米在水中起舞的現象。當水被攪動時，一個孩子注意到越來越多的玉米顆粒起舞，氣泡慢慢出現在旁邊。這就引發了孩子一個全新的討論，為甚麼會這樣？

K4C 的孩子探索了彈珠的世界。一群孩子建造了不同的坡道和隧道，讓彈珠從上面穿過。他們發現不同的角度會影響彈珠滑落的速度。於是他們用其他不同的材料進行實驗，從而獲得更多相關資訊。然後，他們又用不同類型的彈球來做實驗，以研究彈珠的大小如何影響通過不同隧道的速度。在這個實驗中，孩子預測怎樣大小的彈珠會滾得更快，並通過實際的操作來驗證。一些孩子還開始解釋他們所觀察到的現象。

上述活動激發了孩子探索提問的興趣，並通過實驗尋找答案，在這過程中孩子與人合作的技能和解決問題的技能都得到了發展。我們可以想像，他們今後在成長和學習的道路上，不斷運用從小就培養與發展起來的科學和數學技能，對他們將來的職業選擇也大有裨益。

Yew Chung 85 Anniversary 耀中 85 周年

85

85th Anniversary Screen Prints 85 周年活動——絲網印刷

Elizabeth Briel, Artist-in-Residence, YCEF
耀中教育機構駐校藝術家 Elizabeth Briel

Working with a new YCIS campus on an art project is a jump into the unknown: new staff, new students, and new environment. Each Yew Chung school has its own culture.

Landing in Shanghai's Pudong airport late one Sunday night with sample silkscreens and inks, I felt some trepidation. What would the teachers be like? How would they feel about the potentially messy silkscreen workshops we had planned for the week? But not to worry: everyone at YCIS Shanghai Century Park Campus was incredibly flexible and accommodating. They welcomed me and our silkscreens and the occasionally smelly inks into their classrooms.

We began workshops with ECE students. They were adorable and got so excited while printing the 85th anniversary logo. Screen printing is a bit of a mystery until you try it for the first time. Squeezing just the right amount of ink through the tiny holes of a screen to create a clear design can be a challenge, but children and ECE staff produced lovely prints. Printing an edition or project creates a rhythm; you learn what to anticipate, which inks are more likely to run, and which should be spread more thinly. As drying racks filled with brown-covered notebooks printed in YCIS colours, we created a variety of colour mixes and compositions.

The following week was even more active, producing T-shirts as well as notebooks with Primary students. Primary Art teacher Anita Dai and her colleagues were a wonderful group. Their art room was impeccably organised, calm yet lively, and made classes conducive to optimum creativity for the children. Students were able to put theories of contrast and colour interactions to work for this project, as well as learn new ways to print. We talked about the silkscreened designs on many of their YCIS T-shirts, and they now understood how they were made. Factories produce identical clothing and designs but handmade artwork often has variations



to it. We talked about the irregularities of the handmade, and how the uniqueness of their process became visible through what can sometimes be seen as flaws. These unique traits become part of the story of their T-shirt, and they can wear it with pride.

每次在一個耀中新校園開展藝術項目都是未知之數：新員工、新學員和新環境，每個耀中校舍都有自己的文化。

在上海浦東機場著陸的那個星期天晚上，帶著絲印樣品和油墨的我，感到有些不安。老師會怎麼樣？他們會如何看待我們計劃好為期一周、可能場面邋遢雜亂的絲印工作坊？但不用擔心：上海世紀公園校舍所有人都非常靈活和寬容，他們歡迎我和我們的絲網以及有特殊味道的墨水進入他們的課室。

我和幼稚園學生開始工作坊，印刷我們的 85 周年紀念標誌，他們都很可愛並且非常興奮。在你初次嘗試前，絲網印刷有點神秘。在絲網的小孔壓出適量墨水可能是一個挑戰，但是孩子和教職員卻做出些優美的作品。印刷一版本或項目創建了一個學習流程，學生學會預測哪些墨水會流淌，哪些墨水應該塗得薄些。乾燥架裝滿了印有耀中顏色的筆記本，我們也創造了各種顏色混合搭配效果。

接下來的一周更加精彩，我與小學生製作 T 恤和筆記本。小學美術老師 Anita Dai 和她的同事是一個很棒的小組。他們的藝術室無可挑剔地整潔，課堂氣氛平靜而活潑，有助於兒童發揮最佳的創造力。學生能夠將對比和色彩互動理論應用到該項目中，並學習新的打印方法。我們談到他們的耀中 T 恤上的絲網印花設計，他們現在了解它們是如何製作，認識到工廠如何生產相同的服裝和設計，但手工製作的藝術品往往會有變化。我們談到手工製作的不規範，以及如何通過「瑕疵」看到過程的獨特性。這些特質成為他們 T 恤故事的一部分，他們可以自豪地穿上自己的作品。



Musical Celebration

樂韻悠揚慶賀 85 周年



In celebration of the 85th anniversary of Yew Chung and Yew Wah, the 2018 YCIS Soloists Concert and the 11th YCIS HK IIIP (In-school Individual Instrumental Programme) Recital were held on January 26 and March 27, 2018 respectively in the YCIS Hong Kong's Secondary auditorium, hosted by the Fellows in Residence Division.

In the Soloists Concert, 21 solo performers, selected from more than 60 student candidates in a rigorous process, gave performances of their highest quality. These performances included strings, woodwinds, piano, vocal and Chinese instruments. Apart from student performers, Musician in Residence Dr Yu Yeung performed a solo piano piece. The highlights of the concert included a guest performance by Hong Kong Camarata Strings, directed by Mr Jeremy Williams. The 18-string player ensemble performed several classical works with honorary guest Mr Richard Bamping, the principal cellist of the Hong Kong Philharmonic Orchestra. The concert was very successful and enjoyable, as reviewed by numerous members of the audience.

In the 11th YCIS HK IIIP Recital, 24 students from nine IIIP teachers' studios presented their best performance including violin, piano, clarinet and vocal repertoires. Students showed that they were progressing well in their musical education. For some

students, it was their first time to play music on the stage to an audience. Recitals are a vital platform for students to share their own sense of musical achievement with others after learning over a period of time.

作為耀中和耀華 85 周年紀念活動的一部分，由綜合藝術部舉辦的耀中獨奏音樂會及第十一屆 YCIS HK IIIP（校內樂器個別教授課程）演奏會分別於 2018 年 1 月 26 日及 3 月 27 日在香港耀中中學部禮堂舉行。

在獨奏音樂會節目中，從 60 多名學生中精選出的 21 名獨奏表演者向觀眾展示了他們最高的水平和最佳的品質，表演包括弦樂、木管樂、鋼琴、聲樂和中國樂器演奏。除了學生表演者之外，駐校音樂家遇陽博士也表演了鋼琴獨奏曲。音樂會中的亮點還包括 Jeremy Williams 先生指導的香港室內弦樂隊，這個一共 18 位弦樂手的組合跟香港愛樂的首席大提琴手 Richard Bamping 先生，一起演奏了幾首最著名的古典樂曲。許多觀眾表示，音樂會非常成功和令人愉快。

而在 YCIS HK IIIP 演奏會上，來自九個 IIIP 教師工作室的 24 名學生展示了他們的最佳表演，包括小提琴、鋼琴、單簧管和聲樂曲目。許多學生展現出在音樂學習上巨大的進步，而一些學生則是第一次體驗到在舞台上面對觀眾表演音樂。演奏會是一個非常重要的平台，讓學生在學習一段時間後與人分享他們對音樂成果的體會。



Carolyn Macaluso, Preschool Co-Teacher and Assistant Co-ordinator, YCIS Silicon Valley
矽谷耀中幼稚園老師及助理主任 Carolyn Macaluso



Carolyn Macaluso, along with four other YCIS Silicon Valley teachers and the preschool co-ordinator, attended the recent 85th anniversary celebrations in Hong Kong and reflected on connecting with colleagues:

Just a short 15 hour flight and we were in Hong Kong! What a great experience it was to travel to the other side of the world and be in the company of our sister campuses.

Although we were thousands of miles from Mountain View, California, our YCIS Silicon Valley home, we felt very much at home when we stepped onto the Early Childhood Education (ECE) campuses in Hong Kong. It was wonderful to be surrounded by the professional learning community at YCIS and be a part of the 85th anniversary celebration conference. It was a time of celebration, learning, growth, and community!

Building bridges between all YCIS campuses really helps strengthen the ties and pride we have in doing what we do every single day. Seeing the campuses in action helps us see the working vision of the organisation as a whole and gain new ideas to take back and share with our colleagues in Silicon Valley. We are so thankful for the opportunity to be a part of the celebration this year and look forward to building more bridges throughout the upcoming years!

Carolyn Macaluso、幼稚園主任和其他四位矽谷耀中的老師參加了最近在香港舉辦的耀中 85 周年慶，並且在此分享與同事交流的體會：

經過短短的 15 小時飛行之後我們到達了香港！我們到了世界的另一端，並且來到我們的姊妹學校。這真是非常棒的體驗！

儘管距離我們在加州山景城的矽谷耀中是千里之遙，當踏進香港的耀中幼教部時，我們卻能明顯感受到像在自己校區的親切和熟悉。參加耀中 85 周年的慶祝研討會並且融入耀中這個專業教育團隊中真是非常好的經歷！這是一個慶祝、學習、成長和社區共建的時刻！

構築耀中不同校區之間的橋樑非常有助於加強同事之間的聯繫，我們雖身在不同校區卻每天做相同事情，同為耀中一員而深感榮耀。實地考察不同校區的教學活動有助於我們對整個耀中的工作和教學理念有全面的認識，並得到回來後可以在矽谷耀中分享和應用的新建議。非常慶幸能有機會參加這次慶祝活動！我們期待在未來的幾年能夠構築更多校區之間交流合作的橋樑！



We Are a Learning Community 我們是學習社區



When staff from YCIS Qingdao, YWIEK Qingdao and YWIEK Rizhou came together to collaborate on “Reinvention: The Future Beckons,” we became a Learning Community ourselves!

Many ideas resulted from these packed two days of the 85th anniversary conference focused on collaboration, new spaces and new technologies. We were able to share our teaching experiences with each other and trial the technology we planned to use with our students. Online sharing was one of the many resulting ideas from this conference. Additional ideas focused on how best to use the space in our building and create further opportunities for student collaboration through exploration and experimentation.

Qingdao teachers were inspired to introduce Learning Communities at their schools. Year 12 students will help Year 9 students prepare for their service learning trip, with the student-led workshops connected to the recent study of an IBDP English Language B text *The Curious Incident of the Dog in the Nighttime* and the topic of autism. The Humanities & Arts Department will facilitate a mural painting project across Lower Secondary, in collaboration with English and PSHE teachers. Additionally, Chinese and English staff will bring their students together for inquiry-based learning on the concept of culture. YCIS Qingdao is determined to prepare our young people for the future.

當青島耀中、耀華國際教育幼兒園青島園和日照耀華國際學校的老師以「重塑教育·回應未來的呼喚」為主題相互砥礪的時候，我們變成了一個學習社區。

在這兩天的耀中耀華 85 周年教育研討會上，我們專注於合作、新空間、新技術的探究，取得了很多成果。我們分享了各自的教學經驗並且探討了曾計劃要為學生使用的技術。「線上分享」是本次會議的成果之一，其他的成果包括如何合理利用我們的建築空間，通過探究和體驗為學生創造更多合作機會。

青島耀中的老師對於在學校創造學習社區受到了很大的啟發。十二年級的學生將幫助九年級的學生準備他們的服務學習之旅，同時這個以學生為主導的工作坊可以和 IB 英語 B 閱讀的小說《深夜小狗神秘習題》以及「自閉症」主題產生關聯。人文和藝術部將和英語老師、PSHE 老師合作，在中學低年級開展一壁畫塗鴉活動。此外，中西方老師也將帶領學生進行文化的探究性學習。青島耀中致力於培養青少年迎接未來的挑戰。



Various subject departments of YCIS Shanghai Gubei Campus celebrated Yew Chung 85th anniversary with lots of activities. Humanities Department aligned with 85th anniversary theme "We Care" by focusing on global citizenship and showing interest in social and environmental issues. Our IB Geography students raised school-wide awareness of environmental issues for Earth Day on April 22. As this year's focus was on plastic pollution, students created PowerPoints to highlight this issue and displayed them in the cafeteria and around the school throughout the week.

Year 9 Global Studies students celebrated March 8 International Women's Day with posters and presentations on influential women which they displayed in the Humanities corridors. Year 11 Global Perspectives students gave presentations to all of Year 11 and Year 10 about their chosen topics to raise awareness on an issue of importance. Some of the topics included refugees, corruption in sport, teen health, water shortages and slum housing, to name a few.

The use of technology has helped students understand topics of Year 10 and 11 Global Perspectives as they took virtual reality tours of different places. They were able to look at 360 degree surround views of the impact of environmental issues such as global warming and coral bleaching in Australia's Great Barrier Reef.

The IB geographers prepared for and undertook a two-day river study during their Thailand trip. This allowed for the development of field techniques in collecting data and for the application and analysis of primary material culminating in a written report. As river experts, along with Year 10 geographers, they visited Year 5 students at Hongqiao Campus to hear and comment on the proposals the Year 5s had presented regarding river quality improvements on the Yangtze.

The Mathematics Department celebrated the 85th anniversary in the spirit of "Reinvention: The Future Beckons", the theme of the 85th Anniversary Conference. In their annual Pi Day on March 14 (3.14) throughout the Lower Secondary classes, students were committed to numerous tasks and projects. Some students made bracelets with distinctly coloured beads to represent each of the 10 digits of pi (π), and to highlight that no pattern can be seen visually with the colourful array displayed on the bracelets. Others participated in a scavenger hunt where they digitally searched for information related to the number pi, such as finding the names of Chinese cities, which have something to do with a circular object, and famous people with birthdays on March 14.

In the context of their YCIS commitment to cultural interchange, exploration and investigation, the Year 10 classes visited the Shanghai Han Xiang Water Expo Garden where they examined the architecture of the Chinese bridges featured in the park. A Tracker programme was used to plot the arches in the bridges and make measurements, which they later used to determine the equations they might use in making bridge models.



In the settlement topic on sustainable cities, the Year 7 cohort visited the Shanghai Tower going up to the 119th floor and looking at the features of the building that is globally acclaimed as being the greenest high rise building in the world. Our students collected some information that supplemented their work in class on how we can overcome some of the urban challenges to sustainably using resources.



The PE Department hosted a senior basketball game between Yew Chung and Yew Wah school teams. Both schools had the opportunity to field some new and upcoming players and it was exciting to see some of the potential new players for next season. A fairly large number of students came to watch the two games and this created a fantastic atmosphere in the new gym.

The girls game started at a frantic pace with both teams working hard to try to retrieve the ball from the opposition. Points went on the board early for both teams and our team won the game 33-18. The boys game included some young students representing Yew Chung. Yew Wah had a much larger and older team but this did not intimidate any of our players at all as we started strong and played well throughout the match. In the end we won by six points. Both teams should be pleased with their performances, particularly in attack with some superb shooting and attacking moves pleased the crowd.

上海耀中古北校舍的不同學科部門以大量活動慶祝耀中 85 周年。人文學科部緊貼 85 周年主題「共獻關懷」，藉活動關注世界公民以及社會和環境問題。IB 地理科學生在 4 月 22 日地球日當天努力提高學校整體的環保意識。今年的主題是塑膠污染，因此學生製作了相關的幻燈片在餐廳和學校滾動播放。

九年級環球研究學科學生為了慶祝 3 月 8 日國際婦女節，在人文學科教室外的走廊展示了富有影響力的女性宣傳海報以及她們的個人介紹。十一年級環球視野學科學生向所有十和十一年級學生展示他們對不同文化理解的調研，主題包括難民、體育界貪腐、青少年健康、缺水和貧民窟等問題。

科技的使用可以幫助十和十一年級環球視野科學生通過不同地點的虛擬旅行來獲得多種視角，他們能 360 度全景視察全球變暖和澳洲大堡礁珊瑚白化等環境問題。

七年級學生登上 119 層高樓，參觀了被譽為世界最環保高層建築的上海中心。學生收集了相關資訊，並運用在有關如何保持可持續發展及資源利用的主題作業中。

IB 地理學科的學生在泰國之旅中進行了為期兩天的河流研究。他們運用現場開發技術收集資料、應用和分析第一手資源並最終寫成書面報告。作為河流專家，他們還聯合十年級地理學科學生一起到虹橋校舍，聆聽五年級學生有關揚子江水質改善的計劃，並對此提出意見。

數學部本着耀中 85 周年教育研討會主題「重塑教育：回應未來的呼喚」的精神舉行了一系列慶祝活動。3 月 14 日，初中年級在年度「圓周率日」活動中，有的學生用代表不同數字、顏色各異的珠子製作手鍊，10 位數一組來呈現出圓周率（ π ）是無限不迴圈的；其他同學參與了與圓周率數值相關的尋物遊戲，比如：尋找指定的中國城市名，尋找生於 3 月 14 日的名人。

本着耀中一貫秉承的文化交流、探索與調查精神，十年級學生前往上海韓湘水博園考察，仔細觀察園中中式橋樑的結構。大家借助一個追蹤程式對橋洞進行測量並繪製，為接下來製作橋樑模型的任務獲得資料。



體育部主辦了一場耀中及耀華兩校間男子及女子組的籃球比賽。兩所學校都有機會引進一批新球員，且雙方對下賽季有新人加入都興奮不已。當天有相當多學生來觀看這兩場比賽，給體育館營造了非常好的比賽氛圍。

女子組的比賽異常激烈，兩隊都努力地嘗試從對方手中搶回球權。比賽中，兩隊都早早地得分，我們最後以 33 比 18 獲勝。耀中男子組包含一些低年級選手，而耀華隊就集合了較多有經驗的老隊員，但我們的隊員並沒有因此膽怯，從比賽一開始就對耀華隊發起了強烈攻勢。最後我們以六分的優勢獲勝。兩支球隊都表現出色，特別是進攻中的過人和投籃都令觀眾驚歎。

Campus in Action

校園動向



In order to support the work of Seeds of Hope, on April 21, 2018, YCIS and YWIES hosted the second annual Seeds of Hope Charity Gala at Four Seasons Hotel in Beijing. With the help of the YCIS Beijing Parent Organisation, the schools made the “Night at the Opera” themed evening an enchanting event of musical performance, helping raise essential funds for the Seeds of Hope project.

Ten years after its inception, to help schools in rural China, Seeds of Hope is now expanding to include initiatives that will benefit schools further afield. “We’ve recently partnered with Kids International Ministries in the Philippines to purchase land and help construct a high school for an impoverished area outside Manila”, explains Mr Casey Fanning, Character and Moral Education Development Officer at YCIS Beijing.

Our students have been actively involved in Seeds of Hope. Students from YCIS and YWIES participated in the Piggy Bank Fund Raiser, where they were each given a piggy bank and a QR code to accept donations for the new school in the Philippines. At the end of the project, around 9,000 piggy banks were collected.

By designing curriculums that enable students to connect with and give back to society, YCIS Beijing and other schools in the network are not only providing aid to disadvantaged communities, but also expanding the moral, spiritual, cultural and social intelligence of future global citizens.

CITATION: A longer version of this article was originally published in *Beijing Kids* magazine, dated March, 2018.

為了支持「希望種子」專案，4月21日，耀中和耀華在北京四季酒店舉辦了第二屆希望種子慈善晚宴。在北京耀中家長會的幫助下，學校在名為「歌劇之夜」的晚宴，呈現了精彩的音樂表演，並為「希望種子」募集到數目可觀的善款。

「希望種子」慈善計劃最初成立的目的是幫助中國農村的學校，在它誕生十年之後，範圍不斷擴大，還幫助更偏遠的學校。北京耀中品格和道德教育發展主任 Casey Fanning 先生說：「我們最近與菲律賓兒童國際協會合作，購買土地並幫助馬尼拉郊區的貧困社區建造高中。」

我們的學生積極參與「希望種子」。來自耀中和耀華的學生參與撲滿籌款計劃，每名學生獲得一個存錢罐募捐，亦可以通過掃描二維碼以電子形式向我們在菲律賓捐助的新學校捐款。在項目結束時，我們收集到大約 9,000 個存錢罐。

我們通過課程設計讓學生與社會聯繫並回饋社會，北京耀中及耀中、耀華其他學校不僅向貧困社區提供援助，還豐富了未來世界公民的道德、精神、文化和社會智慧。

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Particularities of Yew Chung Approach Identified by a Prominent Scholar

著名學者確認耀中教學法特別之處

Catherine Mak, Executive Editor
執行編輯麥素碧

In an intrinsic case study of the early childhood programme at Yew Chung International Schools, a prominent scholar in the field identifies a major particularity in what she named “Yew Chung Approach”: the combination of emergent curriculum and emergent multilingualism. And she says the combination is “unique and unparalleled”.

Dr Stephanie Sanders-Smith, Assistant Professor of Early Childhood education at the University of Illinois at Urbana-Champaign (UIUC) interviewed teachers and Co-Principals to learn their teaching experience at Yew Chung. She has identified 12 values they uphold and recorded the relevant examples. The 12 values are:

- Children are worthy of our respect and admiration.
- Children are capable and can be trusted.
- Strong relationships must be developed between teachers and children.
- Teachers support relationships between children.
- Members of the teaching team work together as equals.
- Children are supported as emergent bilinguals.
- Children are supported in the use of their home language.
- Children learn through emergent curriculum with emergent themes.
- Children use language to solve both academic and social problems.
- Teachers and children construct learning together.
- Children initiate and lead activities.
- Teachers make intentional connections to academic skills within child-led experiences.

Dr Sanders-Smith named the pedagogy “Yew Chung Approach”, which holds relationships at its centre. Elaborating on the pedagogy, she says: children and their ideas are highly valued and children are viewed as capable and autonomous in need of teacher support, not teacher direction; teachers use an emergent approach to both curriculum and pedagogy and to bilingualism; children take the lead in the classroom in choices of classroom experiences and in the language that is used when doing them; teachers make intentional choices to support children’s learning by helping children to use language to problem-solve, to build and extend children’s interests, to support learning in multiple languages,

and to integrate academic skills needed for the next level of learning.

The findings were presented at the Yew Chung – Yew Wah 85th Anniversary Conference, held in March. Dr Sanders-Smith is working with colleagues at UIUC and Yew Chung to develop this conceptualisation of a Yew Chung Approach.

一位幼兒教育著名學者對耀中國際學校的幼兒教育課程作內在個案研究，發現她稱之為「耀中教學法」中的特殊性：生成課程和自然的多種語言學習的結合。她形容這結合「獨一無二和無與倫比」。

美國伊利諾大學香檳分校 (UIUC) 幼兒學者 Stephanie Sanders-Smith 博士與耀中的老師及校長深入對話，了解他們在耀中的教學經歷，歸納出他們持守的 12 項價值觀，並記錄相關例子。該 12 項價值觀分別是：

- 兒童值得我們的尊重和讚賞。
- 兒童是有能力的，能被信任的。
- 教師和兒童之間必須建立牢固的關係。
- 教師支持兒童之間的關係。
- 教師團隊成員平等合作。
- 支持兒童成為自然的雙語者。
- 支持兒童使用他們的母語。
- 兒童通過生成課程和生成的主題來學習。
- 兒童使用語言來解決學業問題和社會交往問題。
- 教師和兒童共同建構學習。
- 兒童發起並主導活動。
- 教師在兒童主導的經歷中有意地與學習技能建立關係。

Sanders-Smith 博士稱這些為「耀中教學法」，這是以關係為中心的教學法。她這樣闡述其中內容：兒童及其思想受到高度重視，兒童被視為有能力的、自主的、需要教師的支持，而不是教師的指導。教師在課程、教學法和雙語教育方面都採用了生成的方法。在教室裏，兒童主導學習經驗和語言的選擇。教師有目的地做出選擇，通過幫助兒童使用語言解決問題，建立和延伸兒童的興趣，支持多種語言的學習以及整合下階段學習所需的學習技能，來支持兒童的學習。

以上的研究在三月舉行的耀中——耀華 85 周年教育研討會上發表。Sanders-Smith 博士正與她的大學同事和耀中的同事合作，將耀中教學法化為概念。





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