



Focus  **Co-Principal Model Introduced**
焦点专题 **双园长制首次推行**



Yew Wah brings together the East and the West through providing our students with an international learning environment, management and programmes. To achieve this objective, Yew Wah International Education Kindergarten of Shenzhen (YWIEK Shenzhen) has carried out the Co-Principal model, which is the first among the three Yew Wah kindergartens. The two Co-Principals, one Filipino and one Chinese, have been working in partnership for almost a year to provide academic leadership to the school. They consult, collaborate with, support and complement each other and share equal authority over and accountability for the school operation. They jointly create and lead a harmonious learning community, and provide a role model of effective cross-cultural collaboration.

中首先推行了“双园长制”。这个管理制度实施快一年了，来自菲律宾和中方的两位园长，携手管理学校的学术工作。他们共同商讨和执行决策，相辅相成，权责均等。他们协力创造和带领和谐共融的学习社群，树立良好的跨文化合作榜样。

耀华将东方和西方文化兼容并蓄，通过创设国际化的教学环境、行政管理和课程内容，让学生享受多元文化的学习氛围。为达到此目标，耀华深圳红树湾幼儿园在3所耀华幼儿园当



What the Partnership Means for Us

我们眼中的夥伴关系

Ammilou Pelayo and Zhan Huini, Co-Principals of YWIEK Shenzhen
深圳红树湾幼儿园双园长詹慧妮、Ammilou Pelayo

One of the best things of working in Yew Wah is its advocacy to provide a high quality child-centred education. YWIEK Shenzhen has introduced the Co-Principal form of management, which is composed of one foreign principal and one local principal. Like any beginning it entails adjustment and a lot of hard work. We have been doing it for almost a year and we are continuously improving.

How does Co-Principal work? Every week we plan together with the rest of our management team. We update on what took place in every department; discuss our objectives and tasks of every leader. Every day, we greet the children and their families “good morning” and “zhao shang hao”. What a pleasant way to start the day as we listen to children greet us back! Classroom observation and giving feedback to teachers are important tasks that we need to accomplish too. We discuss our observations and set up a bilingual meeting. Other areas of operation such as admissions, health care and safety, school bus, management of human and non-human resources in the kindergarten are following the same procedure of observation and feedback.

What are the essential components of Co-Principal? Open communication, respect, and trust are all crucial elements in the Co-Principal system. First is open communication. We must clarify the misunderstanding brought about by the language immediately. This could be in the form of oral and written discourse. Correspondents, meeting agenda, files for training, etc. are either translated in English or in Chinese. This task takes time. Second is respect. We need to ask why and have an open-mind to accept the differences in each other’s point of view. “In our culture...” or “In early childhood...” statement is used to express ideas. Third is trust. We demonstrate trust in each other’s ability by ensuring that whatever objectives or tasks, we would accomplish them within the time frame we set.



The Co-Principal management is challenging not only for the two principals but for our staff as well. We have to establish that in terms of decision making and policy implementation, no matter whom the staff would talk to, both of us will say the same thing whether we are together or not. We all have our own share of extra effort to get used to this kind of management style but we are all continuously giving it a best shot. We keep the communication open and frequent. We are guided by the principles of early childhood education, our goals for the kindergarten, work guidelines and policies, and the culture of people we serve during the decision making process. We try to make everybody understand the reason behind every rule and policy.

Indeed, Co-Principal is one of the significant ways of implementing education for international understanding, which is not only important for our children, but also beneficial to our teachers and parents. For in this manner, the children will have more opportunities to get in touch with people from different backgrounds, to practise respecting and accepting differences. For the teachers, no matter local or foreign, the Co-Principals set up a good example of cross-cultural co-operation. We are a living proof that two persons from different cultural backgrounds could actually work harmoniously and systematically. For parents, they can understand more about awareness of global citizenship, which is one of our educational philosophies. The more they experience, the more they understand, and the more they will support.



在耀华工作的最大好处之一在于耀华致力于提供以幼儿为本的高质量早期教育。深圳园率先引进了“双园长制”管理模式，即一位外籍园长和一位中方园长共同管理。万事开头难，需要不断地调整，且工作繁重。迄今为止，双园长制已经实施快一年了，还在不断地改进中。

双园长制是如何运作的呢？每周，我们与管理团队其他成员一起制定工作计划。各部门汇报已完成的工作，然后讨论下一步目标和各部门主管的任务。每天早上，我们在门口迎接入园的幼儿和家长，向他们道声“good morning”和“早上好”。听着孩子稚嫩地回应，是一种多么愉悦的方式来开始一天的工作啊！此外，观察课堂活动、与教师一起做教学反思也是我们的重点工作之一。至于其他方面的运作，如招生、卫生保健、后勤和人力资源等也同样遵循观察和反馈的程序。

双园长制的要素是什么？首先是开放的沟通。我们必须马上澄清因语言差异而造成的误解，包括口头的和书面的。所有的会议流程、培训内容等，都需翻译成英文或中文，这项任务颇耗费时间。其次是尊重。我们必须问为什么，并且以开放的思想接受彼此之间观点上的分歧。“在我们的民族文化里……”或者“在早期教育……”是我们在表达观点时经常使用的表述方式。第三是信任。我们相信彼此都能在设定的时间范围内完成工作和任务。



双园长制管理模式不仅给两位园长，也给所有员工带来挑战。在决策和落实政策时，不管员工跟我们当中的哪一个说，也不管当时我们是否在一起，我们都必须保持言论一致。我们为适应这种管理模式付出了额外的努力。我们保持频繁、开放的沟通。在决策过程中，我们遵循早期教育的原则、耀华的办园目标、规章制度和服务对象的文化背景。我们努力让每位员工都明白每项政策背后所蕴藏的理由。

双园长制是开展国际教育的重要途径之一。对幼儿而言，他们有更多机会接触不同文化背景的人，学习尊重和接受差异。对教师而言，无论是外籍教师还是中方教师，双园长为他们树立了跨文化交流的良好榜样。对家长而言，他们可以更深入地理解我们的教育理念，即培养世界公民意识。他们经历越多，理解越深，就越支持幼儿园的工作。

● About Ammilou Pelayo Ammilou Pelayo 小资料

Ms. Ammilou Pelayo has more than 10 years of work experience. She earned her Bachelor Degree in Family Life and Child Development from University of the Philippines and worked in an international preschool after. Later on, Ms. Pelayo was given the opportunity to join the team of professionals who trained the daycare workers all over the Philippines and wrote modules for the Daycare Manual of the Philippines which was published in 2002.

Not long after this, Ms. Pelayo went abroad and worked as a classroom teacher and assistant principal in another international school where she mentored teachers and provided workshops to parents and their families. Within these four years, there was a time that she had a child with Down syndrome who was being mainstreamed in her class. She thought that she would be able to serve the children and their families more if she has enough knowledge in addressing the children with different needs. She returned to the Philippines and finished her Postgraduate Diploma in Special Education before serving as an education advisor in another international preschool and kindergarten abroad and coming to YWIEK Shenzhen.

拥有逾 10 年教育工作经验的 Ammilou Pelayo 女士，在菲律宾宾大学取得家庭生活与儿童教育学士後，曾於一所国际幼儿园任教。後来，Pelayo 女士加入了负责培训菲律宾全国幼儿教师工作者的团队，并草拟了於 2002 年公布的菲律宾幼儿教师手册。

之後，Pelayo 女士出国担任一所国际学校的老师兼助理校长，负责培训其他教师并为家长和家庭提供工作坊。在这 4 年期间，一个患有唐氏综合症的孩子被安排到她的主流班级上课。她想到，若她拥有照顾特殊儿童所需的知识，便可以更好的照顾这些儿童及其家人。於是，她回到菲律宾修读特殊教育研究文凭。学成後，Pelayo 女士曾在国外一所国际幼儿园出任教育顾问，然後再加入深圳红树湾幼儿园。





Students of Yew Wah School of Shanghai Changning (YWIES Shanghai) achieved excellent results in 2011 Cambridge International Examinations, achieving A*/A in 48 per cent of all the A Level subjects taken (compared to the world average of 24.7 per cent) and obtaining A*/A in 49 per cent of all the IGCSE subjects taken (compared to the world average of 34.8 per cent). What is more, Dawn Chen Shengxi achieved the highest mark in China in Applied ICT in the A Level examinations; Sam Zhang Chengkai achieved the highest mark in China in Music in the AS Level examinations. All YWIES Shanghai graduates of 2011 have been matriculated to top overseas universities.

At Yew Wah, the students obtain far more than just good academic results. Find out what some of our students' parents said.

John Yuan's mother: John used to be an introverted child. However, he has been very engaged in various activities at Yew Wah, and we can tell his confidence and leadership skills have been dramatically uplifted. Yew Wah put emphasis on not only the academic performance, but also the character development. Consequently, John is now in the USA fitting into the university life there effortlessly. He said he would continue challenging himself on becoming a leader.

May Zhang's mother: The goal we set up for May is to acquire wholesome, all-round character, and happy life experience in addition to good academic result. I think Yew Wah has helped me reach that goal.

Dawn Chen's mother: At Yew Wah, Dawn has learned how to think independently and make decisions on her own, such as choosing the A Level subjects, applying for the overseas universities and majors, and how to balance the academic assignment with social activities, etc. She somehow managed to make proper arrangement and achieved her goals.



Sam Zhang's mother: The teachers of Yew Wah care about the students' growth not only on their study, but more importantly on their character. I'm very pleased to see that Yew Wah's philosophy has planted very good seeds for Sam's future in that he's mentally mature at the age of 17 and has already started to plan for his life.

上海长宁区耀华专修学校（上海耀华）於2011年剑桥国际考试考获骄人成绩；A Level 学生取得A*/A的比率为48%（高於世界平均分24.7%），IGCSE 学生取得A*/A的比率为49%（高於世界平均分34.8%）。此外，陈圣曦同学荣获A Level 考试信息与传意科技科“中国区最高分”，张乘恺同学荣获AS Level 考试音乐科“中国区最高分”。上海耀华2011届毕业生全部升读一流国外大学。

在耀华，学生获得的远不止优秀的学科成绩。我们的学生家长如是说：

袁周天妈妈：周天原来是个内向的孩子。但是他积极参与耀华组织的各项活动，我们感受到他的自信心和领导力得到很大的提升。耀华除了关注学习成绩，也非常关注学生品格的发展。现在周天在美国大学也能轻松地参与到那里的活动，继续挑战自己，励志成为领导者。

张涵之妈妈：我们培养孩子的目标除了希望她获得优异的学习成绩，还希望她可以拥有完善、健全的人格，和快乐的人生体验。在这一点我觉得耀华帮我达成了这个目标。

陈圣曦妈妈：圣曦学会了如何自主地思考和独立地作决定，如选择A Level 科目、选择报考的大学和专业，以及在学业和社交活动间取舍等，她都可以作出周全的安排，并最终达成自己的目标。

张乘恺妈妈：耀华老师关心学生的成长不光是他们在他们学习知识方面，更在于他们的人格成长方面。我最欣喜地看到耀华的教育理念为乘恺今后的成长埋下了好的种子，让他在17岁就可以有成熟的心智，并开始规划人生的目标。



Sam Zhang 张乘恺同学



Dawn Chen 陈圣曦同学

Daniel Lo, CIE Co-ordinator, YWIES Yantai
烟台耀华国际教育学校剑桥国际考试主管卢敏道

Yew Wah students have once again achieved extraordinary results in the 2011 Cambridge examinations. In the General Certificate of Education Advanced Subsidiary Level examinations (GCE AS-A is highest grade), Billy Cho and Robert Morgan have achieved As in all three subjects taken while Rachel Morgan, Catherine Han and Basimalla Ratna Stephenson have scored 3As and a B in their four subjects.

All five of them have exceeded the average of 2As and a B amongst all Cambridge/Oxford successful applicants. Overall, the GCE AS class has achieved As in 48 per cent of all the subjects taken compared to the 22 per cent which is the average of all students across the world taking GCE AS examinations.

Our IGCSE class has also shown excellent results as well. Daniel Kim has scored 5A*s and 2As in the seven subjects taken while Johan Suh has scored 4A*s and 4As in eight subjects. Overall, the IGCSE class has achieved A*s or As (highest grade A*) in 64 per cent of all subjects taken which is way higher than the world average of 39 per cent. Three students were given awards directly from Cambridge for earning Top in China: Daniel Kim for Music; Johan Suh for Combined Science; Rachel Morgan for English and ICT (two subjects).

本年度耀华学子在剑桥国际考试中再度取得优异成绩，赵诚旭、Robert Morgan 在参加考试的所有 3 门科目中都取得了 A（剑桥国际考试 AS Level 最高分数）；Rachel Morgan、



韩志珉、Basimalla Ratna Stephenson 3 位同学在参加考试的 4 门科目中取得了 3 个 A 和一个 B 的好成绩。

这 5 位同学的成绩远远超过了历年成功申请剑桥大学和牛津大学学生两个 A 和一个 B 的平均分。我校今年剑桥国际考试中 AS Level 成绩达到 A 的比率为 48%，远远超过该考试 22% 的世界平均分。

今年参加剑桥 IGCSE 考试的同学也有突出表现：金善禹在 7 门科目中获得了 5 个 A* 和两个 A，徐东贤在 8 门科目中获得了 4 个 A* 和 4 个 A。耀华考生取得 A* 及 A（A* 为最高分）的比率为 64%，高于世界平均分 39%。我们还有 3 位同学取得了“中国区最高分”并荣获剑桥国际考试中心授予的特别奖励证书：金善禹——音乐奖；徐东贤——综合科学奖；Rachel Morgan——英语和信息与传意科技（两个科目）。

Here at YALC Shanghai, students are encouraged to share a passion for learning and pursue excellence in all they attempt.

Each year dozens of students enter for the Trinity College of London examinations in spoken English, and the British JetSet English examinations which test reading, writing and listening skills. Both these sets of examinations are public international assessments which are externally marked and internationally recognised.

Our 2010-2011 candidates, just like our candidates in previous years, have indeed succeeded in their pursuit of excellence, with the vast majority of candidates earning Distinctions! In both exams over 90 per cent of our candidates gained Distinction or Credit certificates.

在上海耀华语艺教育中心，学生在老师的鼓励下提升学习的热情，不断地努力中追求卓越。

我们每年有数十名学生参加伦敦圣三一学院英语口语考试，以及测试阅读、写作和听力能力的英国捷思英语考试。这两项考试都是获广泛认可和国际公认的公开国际考试。

2010-2011 年，如同我们前几年的考生一样，学生在追求优异成绩的道路上获得了成功。大多数考生取得了优异的成绩。在两项考试中，超过 90% 的考生荣获了优异或者良好的证书。



让我们向他们表示热烈的祝贺！
希望你们能够坚持对学习的热情，并且继续丰富你们的生活！
Congratulations!
May your passion for learning endure and continue to enrich your lives!

Visiting the Seeds of Hope School 探访希望种子小学

Solomon Wan, IGCSE 1 Student, YWIES Yantai
烟台耀华国际教育学校 IGCSE 1 学生万家泽

The visit to the Seeds of Hope School in Sichuan gave me the opportunity to understand more of the life of the less fortunate children living in rural areas of China.

We had a "mock birthday party" themed English lesson for the students at the Seeds of Hope School, where instead of the usual vocabulary and grammar routines we have at our schools, we made an effort to promote the idea that "everybody is unique" and obviously, to leave them with a good impression of English, since they don't have regular English classes.

While there, I was continuously surprised by how the children were content with the limited resources they had, which really wasn't much. It was then that I truly understood how every last penny mattered to these people, and how it should matter to everybody else.

作为耀华学生我有幸走访了四川“希望种子小学”，期间的



所闻、所见、所感，让我对于山区贫困儿童的生活有了重新认识和深切体会。

我们在该校举办了一场“英语模拟生日派对”，在这节特别的英语课上，没有词汇和语法的常规学习，取而代之的是发动每个人互动，使每个人认识到自己是独一无二的。山区小学的孩子英语能力和词汇有限，我们希望借助这样的方式给大家留下一个关于英语的美好印象。

探访期间，我不断地被震撼着，尽管山区经济落后物质匮乏，但是那里的孩子还能够知足常乐。那一刻我切实感到，一分一厘对于贫困山区的人们是多么重要，也明白到我们应该珍惜眼前所拥有的。

Fun in Sand 沙雕寻趣

Chris Danaher, Upper Secondary Teacher, YWIES Yantai
烟台耀华国际教育学校高中部老师 Chris Danaher



Earlier this semester the school spent a warm Thursday afternoon on Kai Fa Qu Beach, which was the venue for an exciting sandcastle construction competition. The teams were divided into their homerooms and had to use their imagination and teamwork strategies to create something out of sand.

From walking around the different "building sites" the diversity was impressive! There were turtles, a chair, a cake and even a replica of the Egyptian pyramids! At the end of the afternoon, the winners were finally announced and the judges unanimously voted for the interesting "Mermaid" put together by the A Level group.

一个美好的周四下午，我校师生在开发区海滩举行了充满趣味的沙雕活动。活动以班级为团队，鼓励同学发挥想象和团队合作，动手制作自己的沙雕作品。

学生的作品真是令人目不暇接——有大气的乌龟、造型别致的椅子、超大版的蛋糕，甚至还有埃及的金字塔。评委老师游走于作品间，真是难以取舍，最后通过公众评议和投票表决，A Level 年级的作品“美人鱼系列”成为当天团队冠军得主！



Role Swapping 角色大对换

Jane Fan, Teacher of YWIEK Chongqing
重庆婴幼儿园老师樊静

2011/2012 First Issue 第一期



Yew Wah believes learning should not be limited to the knowledge and experience gained inside the classroom; living environment and experience also play important roles in the child's well-rounded development and learning. Recently, our four-year-old class engaged in a role reversal activity, which extends our classroom to home and encourages them to be independent.

The teachers sent a letter to the parents explaining how to conduct a role reversal activity at home, and its purpose and benefits. The parents were advised to keep close contact with the class teacher during the process of activity, and the teacher would follow each family's progress and provide professional advice. The activity was widely supported by the students' families.

In Jenny's home, she and her mom reversed roles. When the "baby" said she was tired, Jenny asked the "baby" to hold onto mom and walk slowly. Afterwards, Jenny invited the "baby" to sit down and gave her a massage. In another family, Shawn took on the role of mom for the weekend. He cooked egg fried rice for his family and babysat his little sister.

After the activity the parents provided us with several positive comments. Through this activity the parents truly understood what it means to see the world through a child's eyes. This enabled adults to understand the child's perspective and behaviour. But, more importantly we were proud to see the children becoming independent. The children are developing their own understanding of life. The children explored what they are capable of doing by making their own decisions and putting them into practice. By doing this, they build their own character and enhance self-image.

我们认为，学习不应该局限于教室内的经验建构，生活环境及生活经历对幼儿的发展也有着重要的影响。最近，中二班开展的“角色互换”活动，将教室延伸至家庭，培养孩子的独立意识。

老师将此次活动目的、意义、开展方式、记录方式告知家长，并与他们保持密切联系，进行跟进和指导。家长都积极配合，在一天的时间里，让孩子来当家长，家长当宝宝。

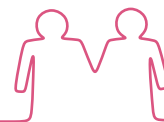
在曾垣菊家，垣菊一本正经地对妈妈说：“我是妈妈，你是宝宝。”当“宝宝”说累了的时候，垣菊回答：“妈妈来拉你吧，小心一点一点一步一步走”。回家以后，垣菊还请“宝宝”坐下帮她揉揉腿。在卓友小朋友家，友友当上了妈妈，学着大人的样子，动手为妈妈扮演的“宝宝”做了一份香香的蛋炒饭，还学着妈妈的样子认真地照顾襁褓中的妹妹。

活动后，很多家长向我们反馈，他们真正意识到“蹲下来”以孩子的视角去观察和审视周围的世界是多么重要，也尝试去站在孩子的角度去理解他们的行为。当然，最让成人感到欣慰的是孩子在活动中所展现出来的独立意识。孩子不断通过自己做决定并付诸实践，来探索自身的能力，以获得对自我的客观认识。



Making Friends

找朋友



Carmen Chen, Teacher of YWIEK Chongqing
重庆婴幼儿园老师陈晨

Quite a number of new students joined our kindergarten at the beginning of the semester. Although the children were gradually adapting to the kindergarten life, most of them were still accustomed to playing alone. Therefore, the teachers designed a language activity "Making Friends" to help the children develop their social skills.

First, the class teacher demonstrated with hand puppets and guided the children to imagine how the puppet would feel if it is playing alone, and then let them imagine how it would feel playing together with other puppets. The teacher introduced the phrase "Can we play together?" to encourage and stimulate the children to learn and repeat this phrase. Two children were invited to do a role-play with the hand puppets.



In the beginning of the term, having noticed that the children lacked social skills, the teachers designed this simple game to help the children interact and learn new phrases that would help them socialise.

本学期有不少新生加入，虽然已初步适应幼儿园生活，但多数孩子还是习惯独自玩耍。因此，老师特别设计了“找朋友”的语言活动。

老师出示小兔子和米老鼠手偶，引导小朋友想象小兔子独自玩耍的场景，然后再想象它跟米老鼠一起玩耍的场景，触发幼儿的内心感受，再将“我们可以一起玩吗？”这句话穿插在情景中呈现给幼儿，并邀请幼儿重复跟读，学习这句社交语言。之后，老师邀请两个小朋友拿着手偶扮演小兔子和米老鼠互相邀请和玩耍的情景。

老师从新生适应期观察到孩子缺乏社交意识和技巧，从而设计了一个简单的语言活动，把握了小年龄阶段孩子喜欢重复的语言学习特点，教给孩子常用的社交语言以帮助孩子融入集体生活。



The Amazing Moments

那些温馨的画面

May Li, Teacher of YWIES Yantai Kindergarten Section
烟台耀华国际教育学校幼儿部老师李双双

The days with the kids are always filled with fun. Sometimes they are a little bit naughty and give you a headache. But at night when I am on my bed after a long day's work, the only things left in my memory are the amazing moments spent with the children.

Eric loves bugs very much. The moment he found a ladybug beside the sandpit was filled with fun! Eric began shouting, "Teacher, teacher, ladybug!" So I walked over and saw that he crouched down staring at this lovely ladybug. Suddenly it flew away. Eric jumped back in surprise, but with a big smile on his face.

We had Purple Dress Day and every child was encouraged to wear purple. In the morning, I met Andrew at the gate and noticed that he was not happy. His mother told me they looked for purple clothes the previous night, but failed to find any, and this morning Andrew insisted on bringing his hair dryer to school. At that time, Andrew pulled my jumper and asked me if he could bring the hair dryer to the class, "Teacher, look! The hair dryer is purple!" I was pleasantly shocked! He beamed at me when I said "yes". This was possibly my best moment of the day.

The Motivation for Success 成功路上的动力

Emelina Xu, Teacher of YWITEC Beijing
北京耀华婴幼儿教育中心老师许晓梦

The role of a teacher is not only to provide knowledge or organise teaching; it is more important that a teacher develops and guides every student. A teacher should use positive tone and appreciative sight to affirm every child's shining points. This means giving them encouragement and support.

In our class, a few children were too shy to perform when they were given a chance. In view of this, we have organised "I am a little singer star" activity to encourage each child to sing a favourite song on his/her own. After the performance, the teachers and other children give each singer affirmation and encouragement. This activity often makes shy students more active and confident.

Our teachers see each child as a unique individual and have confidence in them; they help the children whenever needed, and allow them to make mistakes. The children feel that the teachers are supportive and encouraging; in return

the children will give full play to their strong points. This will enable a child to experience the happiness of success.

教师的角色本身就不应只是知识传播者、教学的组织者，更应成为每一个学生的潜在开发者和引导者。教师要经常用认同的语气、欣赏的眼光去肯定每个幼儿的亮点，给予及时的鼓励和支持。

班上有几个小朋友在表演活动中，表现出很怕羞；发现这个现象以后，我们开展了“我是小小歌唱家”的活动，鼓励幼儿独自演唱最喜欢的歌曲。表演结束后，老师和小朋友给予他们肯定和鼓励。经过一段时间後，怕羞的小朋友在活动表现得非常积极和自信。

教师要把幼儿看成是重要的个体，要对每个幼儿充满信心，在他们需要时给予帮助，允许他们出错。幼儿从老师处得到支持和鼓舞，使本来很细小的优点变得越来越突出，从而不断地体验到成功的快乐。



和孩子在一起的日子总是充满了快乐。有时孩子会比较顽皮，甚至会让老师比较头疼，但到了晚上，一天的工作下来，躺在床上，脑子里留下的却都是和孩子一起的温馨画面、值得回忆的点点滴滴。

例如仲闵非常喜欢瓢虫，有一次他在沙坑旁边发现了一只，便惊喜的喊道：“老师，老师，有一只瓢虫！”我走了过去，只见他蹲下身子，慢慢地贴近那只瓢虫，突然，瓢虫飞了起来，仲闵往后退了几步，显然被吓了一跳。我过去查看他有没有事情，却看到了他满脸笑容。

又有一天学校举办“紫衣日”，孩子和老师都要穿上紫色的



衣服入园。早上，在校门口看到深海的时候，发现他好像有些不开心；妈妈告诉我他们前一晚一直在找紫色的衣服，但是却没有找到，今天早上深海却执意要把他的吹风机带到学校。就在这时，深海拉着我的衣服，看着我，说：“老师，我可以把我的吹风机带到幼儿园吗？你看，它是紫色的！”我为这份天真的认真深深感动了。当我点头答应的时候，深海给了我一个大大的微笑。

Tri-partnership Holds Key to Success

三方合力 其力断金



At Yew Wah, we strongly believe that a well-functioning partnership among school, students and parents is the key to success. In order to enhance parent-school connection and orient the new students' parents toward the school operation, the first-ever parent orientation retreat of Yew Wah School of Shanghai Changning was held in the first week of the new academic year.

A variety of sessions and activities were designed mainly to acquaint the parents with the school life ahead of their children. Some upper level students shared their learning experiences, especially on how to smoothly transit from local schools to an international learning environment in as short a time as possible. Parents of old students were invited to the event to share their experiences about supporting their children at Yew Wah.

We were delighted to see the majority of the new students' parents take active part in and give positive feedback to this activity.

在耀华，我们坚信学校、家长和学生3方之间密切的协作是学生获得成功的关键。为了促进家校联系，并使新生家长了解学校运作，上海长宁区耀华专修学校在新学年第一周首次举办了新生家长联谊会。

此活动安排许多环节，主要让新生家长了解孩子即将面对的耀华学习生活。一些高年级的学生分享了他们在耀华的学习经历，尤其是如何在尽可能短的时间内从本地学校过渡融入到国际教育环境里。部分旧生的家长也受邀参与，讲述如何支持孩子在耀华的学习成长。

我们欣喜地看到大多数新生家长十分积极地参与这次活动，并给予本次活动积极的评价。



Parent Organisation Brings New Vitality

家委会带来新活力

Nancy Chen, Teacher of YWIEK Shanghai
上海碧云幼儿园老师陈颖

Here we have a group of parents who know about education and care about the development of international education. With the re-election of Parent Organisation (PO) for 2011, a new group of parents have come to participate in the kindergarten's affairs. They are all passionate people who are willing to contribute to the community.

Parents are a resource that, once properly deployed, can make a big difference. The new PO has made breakthroughs in organising activities: the Mothers' Drama Group will present three drama performances; the Fathers' Sports Group will lead the children in basketball, soccer and badminton games; the volunteers in Parent-child Reading Room will introduce the first-ever Book Festival this semester.

We are looking forward to these quality activities being organised by PO. We feel that our home-school cooperation is expanding and is going to do good to our children.

这里有一群懂教育、关注国际教育发展的家长。2011 学年第六届家长委员会换届选举后，又一批对家委会工作有热情，并热心于公益事业的家长积极参与进来。

家长是一种资源，一旦优化配置，就会发挥很大的力量。家委会代表推出了一系列突破性的活动：妈妈故事团本学期推出3部经典舞台表演；爸爸运动团每周两次带领孩子分别进行篮球、足球、羽毛球运动；亲子阅读室志愿者将在本学期开展第一届读书节活动。

当看到这些高质量的家委会开展的活动，我们感觉到家园合作之路正越走越宽。而这一切都是为了孩子的成长！



Oxford Early Education Expert Visits

牛津幼教专家来园访问

Amanda Fan, Teacher of YWIEK Shanghai
上海碧云幼儿园老师樊静星



Prof. Kathy Sylva from University of Oxford, a renowned specialist in early childhood education who participates in the Effective Provision of Pre-school Education (EPPE) Project in the UK, visited and hosted a seminar held at YWIEK Shanghai on October 14, in the company of Dr. Betty Chan Po-king, Director of Yew Wah International Education Foundation.

In the seminar, Prof. Sylva shared with the audience her findings on how quality preschool experience affects young children's learning and development in primary years. Before the seminar, Prof. Sylva toured around the kindergarten and highly credited our school environment which is designed according to children's angle of vision. She was impressed with our children's project activities illustrated with photographs in each classroom; she had

never thought that project teaching in its true sense was available in China.

英国牛津大学、参与英国幼儿教育成效计划（EPPE）的著名幼教专家 Kathy Sylva 教授於 10 月 14 日，在耀华国际教育机构校监陈保琼博士的陪同下，来到上海园与教师进行主题为“学前教育机构质量与小学学习能力关系”的研讨会。

研讨会上，Sylva 教授用研究数据有力的证明了高质量的学前教育机构与家庭学习环境对幼儿发展的重要性。研讨会前，Sylva 教授参访了上海园，对幼儿园所创设以儿童视角为主的环境给予了高度的评价。教授看到各个班级张贴出的幼儿专题研习活动照片後表示惊讶，没想到在中国也能看到有“提出问题、调查、参访、研究……”真正意义上的“项目教学（专题研习）”。



Stronger Western Teaching Team

前进中的外教团队

Sandy Wang, Teacher of YWIEK Shanghai
上海碧云幼儿园老师王向宇



YWIEK Shanghai started the new semester with two new Western teachers joining our academic team. We offered professional training to all Western teachers on our educational philosophy, children's psychology, as well as teaching skills.

Various methods were employed during the training session, including real teaching examples and role-play,

which enabled good progress in both teaching and learning of the Western teachers. Currently, all of the Western teachers at YWIEK Shanghai come from the UK or North America with a bachelor's degree or above. This guarantees English teaching by native English speaking teachers as well as competence of the frontline teaching staff.

这新学期，又有两名新外教加入上海园的外教队伍。园方对全体外教进行了包括耀华教育理念、幼儿心理发展特点以及教学技巧方面的培训。

培训采用多样的方式，结合教学实例和角色扮演，起到了教学并进的良好效果。目前，上海园的外教均来自英国和北美各地，并具有大学本科及以上学历水平。这保证了教学语音和语感的纯正，也保证了教师在整体素质上能胜任幼儿园一线的工作。

K4 Curriculum Introduction

中班课程介绍会

Alice Sha, Teacher of YWIEK Shenzhen
深圳红树湾幼儿园老师沙西娜

YWIEK Shenzhen held a K4 curriculum introductory meeting on October 15 and almost 50 parents attended. Through learning the framework of K4 curriculum, experiencing the classes, sharing and the conclusion by the principal, parents learned more about the Yew Wah curriculum and children's developmental characteristics.

Parents all enjoyed the activities, and some parents shared their findings. Jiajia's father who took part in the maths activity said he had learned that maths helps train children's logical thinking, analysing and problem-solving skills instead of enabling children count from one to 100. Jianjian's mother who took part in the English activity felt that foreign teachers are very patient and caring, and she was impressed with their method of using games to involve children in learning.

Through the introductory meeting, we felt that parents approve our teaching philosophy and support the kindergarten very much.

为了让中班家长深入了解耀华的课程内容和幼儿成长特点，10月15日深圳园组织了中班课程介绍会，共有近50个家长参加。介绍会包括讲解课程框架、家长分小组体验课程、家长集中分享和园长总结4个部分。

在分享环节，家长代表谈到了参加活动的体会。数学组的佳佳爸爸说活动让他认识到数学学习重点不是孩子懂得从1数到100，而是培养孩子的逻辑思维能力和分析、解决问题的能力。英语组的健健妈妈就说，外教老师非常的有耐心和爱心，英语活动的层次、结构非常清晰。外教通过游戏的形式引导学生参与活动，她觉得非常好。

通过课程介绍会，我们感受到家长对耀华教育理念的认可、对幼儿园的支持。



耀華國際教育機構

Yew Wah International Education Foundation

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