

YEW WAH **U**今日耀华 **UPDATE**

2019/2020 FIRST ISSUE 第一期



发掘潜能
Let the Stars Shine



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发掘潜能

Let the Stars Shine

当个小小建筑师 —— 创造学习机会，发掘幼儿潜能 Be a Little Builder — Creating Learning Opportunities to Help Children Explore Their Potential

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儿童是有能力的学习者，他们通过自主选择游戏活动，来构建、了解世界。儿童在不断地探索学习环境、游戏材料的过程中，各方面的能力均获得提高。

刚入小班时，小马就非常喜欢在积木区游戏。他喜欢选择简单的长方体、正方体、三角形等积木，不断地把它们搭高后推倒，或把积木当成电话、乐器等摆弄。

有一天，小马发现积木区的墙上出现了自己旅行时拍的照片，开心地说：“看，这是我去贵州时拍的大桥！”说完便拿起适合的拱形积木搭建桥梁，并且在搭建过程中不断地调整积木的形状和数量，努力使自己的桥梁能够对称。

当小马发现越来越多桥的图片及模型出现时，便静静地观察着它们的不同，在每天搭建中加入新的创意，“圆圈桥”、“翅膀桥”、“钢丝桥”、“入海大桥”等不断出现在我们面前。

我通过观察小马的游戏，发现他的当前兴趣后，提供相关图片、实物等就可以鼓励他学习，诱发他探索、发现和表达想法，并不断激发潜能。除了在游戏中发掘幼儿的潜能，教师也可以在一日生活中引导他们学会观察，例如，观察身边的物品、建筑物等，并帮助他们积累经验，在游戏中发挥更多的创意和想法。

Children are capable learners. They can build and understand the world through their own choice of game activities. In the process of constantly exploring their learning environment and playing with various materials, children can improve all aspects of their capabilities.

When Xiaoma first joined K3, he liked playing in the building area very much. He liked to choose simple blocks such as the rectangular ones, cuboids, and triangles to create buildings and then pushed them down. Sometimes, he imagined the blocks as other items such as phones and musical instruments.

One day, Xiaoma found a picture of himself on the wall of the building block area. He said happily, "Look, this is the bridge I photographed when I went to Guizhou!" After that, he purposefully picked the arched building blocks suitable for building bridges, and constantly adjusted the shape and quantity of the blocks in the process of building, trying to make his own bridges symmetrical.

When Xiaoma found more and more pictures and models of bridges on the wall, he quietly observed their differences, adding new ideas in the process of his building every day. Then, we could see his works like "circle bridge", "wing bridge", "steel wire bridge", and "sea bridge".

I found Xiaoma's interest by observing his play, and then introduced objects and other opportunities, such as aforementioned pictures of real bridges on the wall, to further stimulate his learning. This both encouraged and enabled him to explore, discover and express his ideas. Xiaoma's potential can be constantly stimulated and continue to grow. In addition to exploring children's interests during play, we can also encourage children to learn and observe during their own daily life. For example, we teach children to observe nearby objects, buildings or vehicles to help them accumulate experience and play more creatively.





油漏的探索 Exploring the Oil Leak



耀华国际教育幼儿园复地园中二班的孩子最近迷上了新配置的油漏玩具，他们常常趴在桌上静静地观察油滴一颗一颗掉落下来，接着翻转油漏继续观察。这两天，孩子有了新发现：红色的“水”和蓝色的“水”混在一起变成了紫色的“水”。

孩子很想知道其中的原因，为找出答案老师请他们先解决一些问题：如何打开油漏这个塑料容器？用什么工具打开？哪里可以找到工具？于是，在确保安全的情形下，老师带领孩子用他们想到的工具打开了油漏，并找来盒子装彩色“水”。“这水看上去粘乎乎的，应该是油吧！”、“不对，油是黄色的”、“我见过妈妈给车加油，油是黑色的”……在争论中，老师提议：“我们要不要摸一摸？”孩子伸出手碰了碰盒子里的液体，“滑滑的，不是水”、“粘粘的油”，孩子用亲身接触验证了猜想。

为支持幼儿进一步观察，老师提供了透明塑料瓶，并将油漏中的彩色液体倒进瓶中。没过一会儿，在塑料瓶中的彩油就出现了分层。孩子观察到“上面是白色，下面是紫色”，并提出“可将油变成彩色”的猜想：在油里加白糖、紫糖、颜料、彩沙和辣椒油，就可以给油变色。在接下来的几天里，老师邀请孩子一起收集材料并逐一验证。

在油漏的探索中，幼儿发现油漏混色的现象，并开始辨别油漏中彩色液体的性质。幼儿能结合自己的生活经历，与同伴分享自己的看法，并大胆提出“可将油变成彩色”的猜想，最后在老师的协助下逐一进行验证。在整个探索过程中，老师倾听并尊重幼儿的想法，给予幼儿机会充分探索，并在适宜的时机提供“无痕”的帮助，如提出“要不要摸一摸”的建议，以及改变盛放“油”的容器，引导幼儿发现分层现象，从而推进整个探索活动持续深入的开展。



Recently, the kids of K4B at YWIEK Chongqing Fudi became addicted to the new toys – oil leaks. They often lay on the table, watching droplets fall off, and then turned over the oil leaks, continuing to observe. In two days, the children had a new discovery: red “water” and blue “water” mixed together and turned into purple “water”.

The children wanted to know why, and to get the answer the teacher asked them to solve some problems first: how do I open the plastic container of the oil leak? Do we need any tools? Where can I find the tools? So, after making sure it was safe, the teacher led the children to open the oil leaks with the tools they came up with, and to find a box to hold the floating “water”. “The water looks sticky. It must be oil!” “No, oil is yellow.” “I have seen my mom refueling the car, and the oil is black.” Listening to the arguments, the teacher suggested, “Shall we touch it?” The kids reached out and touched the liquid in the box: “Slippery, it’s not water.” “It’s sticky oil.” They proved their guess by touching and comparing.

To support the students’ further observation, the teacher provided a plastic bottle and poured the coloured liquid of the oil leaks into the bottle. After a while, the oil in the plastic bottle became layered. The kids found that, “White is on the top, and purple is on the bottom”. They came up with different ideas of “making colourful oil”, like adding white and purple sugar, paints, coloured sand and edible chili oil into the oil. In the following days, the teacher asked the children to collect materials and verified them one by one.

In the exploration of oil leaks, the kids found colour mixing phenomenon, and began to identify the nature of the colourful liquid in the oil leak. They could associate their own life experience to the exploration of the oil leak and share their views with their peers. They came up with different ideas of making colourful oil, and verified them one by one with the help of the teacher. In the whole process of exploration, the teacher listened to and respected the children’s ideas, gave them the opportunities to fully explore and provided the “perfect” help at the appropriate time, so as to facilitate the exploration.



有准备的课室环境激发幼儿自主学习

A Carefully-Prepared Environment Stimulates Children's Learning

耀华国际教育幼儿园重庆融科园老师江杰

Andy Jiang, Chinese Co-Teacher, YWIEK Chongqing Rongke

(Translated by James Morgan Ellyard, Western Co-Teacher, YWIEK Chongqing Rongke)

幼儿从出生开始，就具备探索世界的能力。他们对周围的人、事和物充满好奇，喜欢用眼观察，用手操作，用脑思考，从而获得相关的经验和知识。过程中，环境对于他们来说显得尤为重要。一个丰富的、有意义的、幼儿感兴趣的环境更能激发幼儿自主学习的兴趣与愿望。我们通过观察，发现幼儿正在做的事情，并倾听他们的谈话，以此探寻他们感兴趣的事情，从诸多兴趣里思考值得深度探究的学习，然后准备一个探究这兴趣的课室环境。

一段时间里，我们的幼儿会常常说到关于时间的话题：“我是9点以前到幼儿园的。”“还有5分钟，游戏就要结束了。”于是，我们把时钟、笔和没有指针的时钟图片摆放在桌面。幼儿拨弄指针、认读时间、在图片上绘画时间，这都促进了他们对时间的深度学习。几天后，我们发现不认识数字的幼儿对活动逐渐失去兴趣。那么，如何帮助幼儿认识数字？我们决定将数字的学习延伸到各个区域，创设丰富的数字学习环境。例如在阅读区摆放数字方面的图书，在积木区摆放数字火车。

当我们创设了一个“有准备的环境”，就能引发幼儿与环境 and 材料的互动。他们在互动中学习，在游戏中学习。当我们客观、正向地向幼儿描述他们正在做的事情时，如“你用棋子摆出了4。”“你把数字从小到大顺序排好了”他们就能从老师的语言里发现，自己在游戏里学到什么。这让他们在学习中获得成就感、满足感，把学习当成快乐的事情，这就帮助幼儿找到学习的兴趣和动力。



Children are born with the ability to explore the world. They are always curious about their surroundings. Children observe with their eyes, feel with their hands, and think with their mind. Through all of these ways they acquire relevant experience and knowledge. The learning environment appears to be especially important for this process. A carefully-prepared environment with abundant materials, based on children's interests, will arouse children's will to learn. Teachers try to uncover children's interests by observing what children are doing, and listening to their ideas. Finally teachers find out the meaningful interests for children, and prepare an environment that helps children to explore further the interests.

Recently, our children often mentioned things like, "I come to kindergarten before 9 o'clock", "the activity will end in 5 minutes". Based on these observations, we provided the children with clocks, pens, and paper clocks without hands. The children started to move the hands, read the numbers on the clock, and indicated the time by drawing lines on the paper clocks. All activities and all materials facilitated the children to learn more in depth.

We discovered that children who did not yet understand numbers showed no interest. We thought about the ways to support the children to learn numbers, and made a decision to offer a variety of materials in several areas. We put numeracy books in the reading area and number trains in the blocks area.

Children started to explore when we offered a carefully-prepared environment. They learnt through games and activities. The children knew what they were learning when a teacher described the work they had done like "You've made a '4' with the chess pieces." This process gave the children a sense of achievement, and they found it interesting to learn more and became more active learners.



如何通过有效的观察发现孩子的兴趣

How to Discover Children's Interest through Effective Observation

耀华国际教育幼儿园青岛园老师相春森

Sanna Xiang, Teacher, YWIEK Qingdao



游戏是幼儿园的基本教育活动，也是孩子最佳的学习方式。在游戏中，老师的角色是观察者、引导者和支持者，那么，如何通过有效的观察发现孩子的兴趣呢？

一、通过观察幼儿使用的材料，了解幼儿的需求和兴趣

在一次自主区域游戏时，几名幼儿一起合作搭建了一艘可以在海上战斗的轮船。发现孩子对船很感兴趣，我们开展了生成课程“船的基本构造”并在搭建区为孩子提供更加丰富的搭建材料。

二、倾听孩子的想法，从幼儿的角度观察

在一次搭建活动中，一名幼儿取了块半圆积木和一块正方体积木。她先把正方体积木放到半圆积木的中间，想了想，又把它取下来放到半圆积木的侧边，看着积木从上面掉下来，这样反复进行了三次。当老师想要介入她的游戏时，她却对老师说：“老师，我不需要你帮忙，我想试一试它怎样才能掉下来。”

有时候我们的想法并不是孩子真正的想法。当我们的观察并不能了解到孩子的真正目的时，蹲下来听听孩子的想法，才能知道他们真正想要做什么。

三、通过合作，提高对幼儿观察的全面性

当我们与合作老师讨论对孩子行为的观察时，往往会从对方身上看到不同的观察角度和想法，在双方讨论后，思路可能会变得更清晰，更容易通过孩子表面的行为发现他们的真正意图。

1. Find out children's needs and interest by observing their use of materials

Some children built a war ship model during play time, so we noticed they were interested in ships. Therefore, we started an emergent programme “Basic Structure of Ships” and provided more materials for them to build ship models.

2. Listen to children and observe from their point of view

In the block building activity, a child repeatedly put a square block on a round surface and watched it fall. When a teacher wanted to help put the square block properly, she just refused and said, “I want to see how it falls.”

Sometimes, we don't know what the children are thinking. Even we observe, we don't know the actual purposes of their acts. It is the time we should squat down and listen to them so as to know what they really want to do.

3. Enhance the comprehensiveness of observation by cooperating with Co-Teacher

When we Co-Teachers discuss the observation of children's behaviours, we have different perspectives and views. Through discussion, we can have a clearer picture of children's behaviours and intentions.



“丰收节”的另一种收获

Harvest Festival — A Creative Type of Learning

耀华国际教育幼儿园上海园老师刘春慧
Cathy Liu, Teacher, YWIEK Shanghai

在耀华国际教育幼儿园，老师会观察孩子的兴趣，尽量提供机会让幼儿探索与体验。

到11月，幼儿园蔬菜大棚内种植的各类蔬菜都已成熟。孩子去浇水时总是说：“我们丰收了。”老师决定和孩子举办一个隆重的“丰收节”，开始一起装点、布置，幼儿园大厅装点一新，小朋友仿佛置身于一个农庄。孩子庆祝丰收的活动异彩纷呈：

小班的孩子去菜园轻轻地将蔬菜拔起，放在鼻尖轻嗅，淡淡的泥土味是孩子从未闻过的味道；

中班的孩子将采摘的蔬菜运用自己的想法制作成创意蔬菜造型秀，还学习使用一些不常用的美术工具来切、剪、拼、贴。

大班的孩子想记录他们眼中的秋天。有的孩子走进大自然，用相机记录美丽的景象，带回幼儿园与同伴分享。另一部分表达自己对秋天的认知，以各类豆子制作拼贴画或用画笔描绘金黄的色彩。

在活动中老师看到班上有一个孩子既没有参与蔬菜制作，也没有参与画画，因为他不爱画画，生怕画得不好看。老师知道在平常的日子，他在积木区搭建作品时游刃有余，对立体的作品更加拿手。讨论以后，老师为孩子追加准备了一系列秋天的植物。第二天早上一入园，棉花、稻谷、花朵……这些材料摆放在桌子上。孩子自然被这一切吸引，好奇地拿起一支麦穗放在手中观摩，然后试着开心地插入花篮中。前天不参与活动的那位孩子摆弄着桌上的材料，开始邀请同伴来欣赏他的作品，自信的笑容也逐渐展现在他的脸上。

秋天，不仅是蔬菜与水果；艺术，也不仅是纸笔、线条与颜色。当老师了解孩子，了解孩子的需求，才知道在何时提供哪些合适的材料，激发孩子参与活动的热情。



At YWIEK, through daily observation of children's interests, teachers provide multiple opportunities for children to explore and experience.

In November, all kinds of vegetables grown in our kindergarten greenhouse were ready for harvest. Whenever the children watered the vegetables, they always said, "Perhaps now is the time to harvest." Having listened to what the children said, teachers decided to hold a grand Harvest Festival in our kindergarten and began working with the children to decorate the school. Soon the lobby in our kindergarten was transformed into an indoor farm. The children were encouraged to experience this harvest celebration.

- K3 children went to the greenhouse and gently pulled up the vegetables that they had seen growing from seeds to fruit. The children felt the texture, and smelled them.
- The children in K4 picked vegetables from the soil and placed them on plates in various creative and stylish ways. In this activity, K4 children also applied techniques such as cutting and pasting in order to display their art in a lively way.
- K5 children wanted to record autumn through their own eyes. Some children stepped into nature and took pictures of the beautiful scenes of the autumn harvest, bringing them back to class to share with their friends and teachers. Others expressed their understanding of autumn by using various kinds of beans to make collages, and using brushes to paint golden colours.

During the activities, a teacher noticed there was a child in the class who did not want to be involved in the vegetable production or in painting activities because he does not love painting. The teacher observed that he was far more intrigued by building blocks than painting or drawing. After discussion, the teachers gathered a variety of autumn plants for the children. On the following day, when entering the school, the children found a bunch of cotton, rice, flowers and more. These materials were placed on the table. The children were attracted to the items, picking up items such as wheat, and observed them in their hands before trying to insert them into the flower baskets. The child mentioned above was inquisitive about his surroundings. He took his time to wander amongst the materials, choosing carefully the items that he wished to use. He started to invite his friends to see his project; a big, confident smile appeared on his face.

Autumn is not just vegetables and fruits; and art is more than paper, pencil, lines and colours. Only when teachers understand children and know their needs, can they provide the appropriate materials, encouragement and inspiration to children.

儿童是有能力的学习者

Children Are Competent Learners

耀华国际教育幼儿园深圳园老师张彩云
Jocelyn Zhang, Teacher, YWIEK Shenzhen

孩子在游戏中所展示的能力总会让人惊叹，令我坚信儿童是有能力的学习者。

老师给予幼儿合理的较高期待，控制住自己不要“多管闲事”也不是件容易的事。孩子看到沙包在树上，跑来告诉我，我的第一反应是直接把它拿下来，但我忍住了，决定做个旁观者。他们在操场上搜寻各种工具，每拿到一样工具就先想一想可行性。我看到孩子遇到问题勤动脑，不断试错，不轻易放弃的品质，也看到孩子能够意识到危险，合理地操作工具。只要不伤害到自己、他人及物品，我们可以给予时间、空间让孩子去解决问题，静待惊喜。

和小朋友游戏的时候，我们也能和孩子一样成为学习者。如果之前问我，玫瑰汁是什么颜色的，我肯定会回答是红色的，但小朋友用擀面杖捶玫瑰花瓣作画后，我才知道玫瑰花瓣的汁是紫色的。和孩子一起游戏一起探索的过程中，成人有时只能想到一种方式，他们不受限制的思维却能想到千万种方式。

跟上小朋友的节奏，去提供支持也很重要。观察孩子的游戏，记录孩子的言行，经常会让我和搭档得到生成课程的灵感。有一次，我们提供了淀粉、面粉和苏打粉，小朋友把兴趣聚焦在面粉上，有一位说：“面粉加了水变得黏黏的，像白乳胶一样。”我们当即提供纸张，让小朋友像使用白乳胶一样使用面粉液；有小朋友探索的时候把面粉做成了面粉团，发出感叹：“好像橡皮泥啊！”我们就提供泥工板让他们像玩橡皮泥一样玩面团；玩面团的时候，孩子讨论包饺子，第二天，我们又和小朋友一起和面、擀面、包饺子、煮饺子、吃饺子。尊重幼儿的游戏，跟着他们的节奏，提供足够的时间、空间和机会让他们运用自己的办法解决问题。让老师和有能力的学习者一起游戏，找到游戏的魅力吧！

The abilities shown by children during play always surprise me and make me believe that they are competent learners.

Having a reasonable high expectation for children and avoiding interference in their exploration is no easy task for teachers. When children told me their sandbag was on a tree, my first thought was to get it down for them but I held it back and acted as an observer to see what they would do. The children found different tools on the playground and considered the usage of each of them. They learnt by trial and error and did not give up. Only when we give time and space for children to solve problems, can we have the surprise at their ability.

When playing with children, we also become learners like them. It is also important to follow the children's rhythm and support their learning. One day, we provided starch, flour and soda and the children focused on flour. Some said, "When water is added, the flour becomes something like white glue." Therefore, we gave them paper and let them use the mixture of water and flour like white glue. When they knead the dough, some said, "It's like clay!" Then, we provided some moulds and boards for them to play with the "clay". During the play, some discussed making dumplings so we made and ate dumplings together the next day.

By respecting children's play, following their rhythm and providing enough time and space for them to solve problems by themselves, we can find the charm of play with these competent learners!





陪伴孩子在游戏中学习 Children Learn through Play and Grow along with Parents



2019年10月，耀华内地首家针对0-3岁婴幼儿及家长的学习社区——耀华婴幼儿探索中心——在上海开办。

婴幼儿探索中心践行耀中耀华“以儿童为本”的核心价值观理念，为0-3岁婴幼儿创设安全而丰富的开放式学习环境，提供符合其发展需要的早期教育支持。

我们坚信孩子是通过游戏学习的。在中心，我们提供各种各样的开放性游戏材料给孩子触摸、摆弄、玩耍。在这里，你看不到设计复杂的、被成人预设好了的东西。我们希望孩子有机会发现一种东西可以有很多种玩法。

和其他耀华以及其姊妹学校耀中一样，中心采用中西方教师合作教学的模式，老师合作备课、合作教学、合作评估，为孩子提供双语环境，让他们自然地习得第二语言。

教育的真正起点，是养育者和教育者的思维模式。家长和老师如何认识、了解孩子，决定了他们会以怎样的方式和风格对待孩子。

正因如此，中心在课程设计之初，就把建立密切的家校伙伴关系、支持和帮助家长视为其中一大教育目标。家长需陪同婴幼儿一起参加活动，专业教师将支持家长发展有效地回应婴幼儿发展需求的能力。中心还为家长提供亲职课程，由重新认识儿童和家庭教育实践两个系列组成。我们将与家长一起认真思考如何为孩子提供对其发展恰当、有力的支持，做一个孩子需要的成人。

Yew Wah Infant and Toddler Discovery Centre (YWITDC), the first learning community for 0- to 3-year-old children and their parents was founded in Shanghai in October 2019.

YWITDC follows the fundamental learning and teaching values of Yew Wah and its sister school Yew Chung, offering infants and toddlers a safe and meaningful learning environment to support their early developmental needs.

We believe that children learn through play. In YWITDC, various open materials are provided for children to touch, to feel and to play with. We don't display highly structured and preprogrammed things. We hope children will discover more possibilities of playing mode with our loose part materials.

YWITDC practises Co-teaching by qualified Western and Chinese teachers. The Co-Teachers work as equal partners to co-plan, co-teach and co-evaluate the programme. They create a bilingual environment that is beneficial for infants and toddlers to learn both Chinese and English.

The foundation of education lies in the mentality of caretakers and educators. How parents and teachers view and understand children will determine which parenting style and classroom pedagogy they would adopt.

This is the reason why we see building connections between school and parents to be one of our most important goals. Parents need to accompany their children in activities, where professional teachers will support them in developing the skills of responding effectively to children's developmental needs. We also offer parenting programmes — Rethinking What We Know about Children and Parenting in Practice — to parents. We, together with parents, rethink how to respond to children's developmental and educational needs according to their individualities.



艺术时尚行业透视：丝网版画及扎染工艺工作坊

Insight into Art & Fashion: Screen Printing & Resist Dyeing Workshops



耀华古北校区在11月份举行了三期艺术与时尚设计领域的专题工作坊，在行业专家的指导下，同学近距离接触并亲手实践了丝网版画及扎染工艺，为准备大学申请的作品集收集了丰富素材和灵感意念。这三期专题工作坊更激发了同学深入思考艺术与设计之间的联系，以及将来自己计划专注于艺术设计的专业方向。

很多艺术家曾用丝网版画创作过艺术品，在欧洲、美国等文化氛围浓厚的地方，丝网版画广受追捧，有很多独立的工作室。丝网技术在纺织品设计领域应用也非常广泛。为了帮助学生更熟悉这一创作形式，我们邀请了Gregor Koerting先生为学生举办了为期四天的丝网版画专题工作坊。

Koerting老师所属的爱豆笔此 (IdleBeats) 是一个双人艺术组合，也是中国首家独立丝网版画工作室，一直专注于探索丝网语言的可能性。多年来的实践使他们形成了独具一格的视觉风格，创作被广泛应用于海报、产品、墙面、音乐项目及各种商业合作。他们的作品受到世界各地艺术爱好者的喜爱和收藏，并在澳大利亚、德国、比利时、美国、印度尼西亚等地多次举办个展、群展。

在Koerting老师的引领下，同学回顾丝网版画的起源与发展，操作行业内惯用的标准丝网工具，实践不同方式的丝网印刷技能，熟练掌握丝印的创作过程，提升自己艺术创作的广度与深度。同学经过实践与体验，对书本里的名词术语，比如模板、橡皮刮水器、丝网、屏幕、乳化剂、转印纸等，以及晦涩的概念，有了鲜活与生动的理解。通过探索与实验不同的材料、工艺、技能，同学不断扩宽创作思路与视角，为以后的艺术设计创作带入更多跨领域的思考。

面料作为服装三要素之一，面料设计是时装业的基础。印染工艺的发展为时尚设计孕育了广阔的创造空间。深耕纺织品设计领域多年的Kim Yoon-kyung女士，为同学们带来两期极富创意与变化的扎染工艺工作坊——扎染T恤与日式扎染围巾。天然靛蓝染料在面料上呈现奇妙的色彩与图案。

Kim老师毕业于美国罗德岛设计学院纺织品设计专业，年幼时就已在韩国开始了专业的艺术学习。Kim老师行业经验丰富，是设计师、买手、配色师、市场研究员、教育者，工作足迹遍及纽约、首尔、上海和苏州，在中国已有十年的教学经验，在时尚、纺织和艺术领域里，担任过不同的教学岗位。她在世界各地多种多样的工作经验，给她的创作及教学带来了源源不断的启发。

Kim老师指导同学学习了扎染工艺的基本技巧。布料经过特定的折叠、捆扎、包扎、针扎、缝合，放入靛蓝染料中浸染，使同学的T恤和围巾呈现了千变万化的图案。

秉承“与文艺结盟”的校训，上海耀华古北校区竭力为同学们提供全方位的艺术设计学习平台与资源，邀请艺术家、设计师和教育者为同学带来不同领域的视角，并带领同学探索与实践新的技能、材料与工艺，启迪同学的创作灵感。





squeegee, mesh, screen, emulsion, transfer paper all came alive through exploration and practice.

Textile design is essential to fashion design. The development of different dyeing techniques enables fashion design as creative as it can be. Ms Kim Yoon-kyung, specialising in textile design for many years, has brought to the students two sessions of tie-dyeing workshops — Resist Dying T-Shirt and Shibori Scarf. The patterns and colours created by indigo dyeing were so beautiful and amazing.

Ms Kim attended arts schools in South Korea at a young age and later in the US with a degree in textile design from Rhode Island School of Design. In her subsequent years, she has developed her career in New York City, Seoul, Shanghai, and Suzhou as a designer, merchandiser, colourist, market researcher and educator. Over the past decade, she has been in various teaching positions for fashion, textiles and fine arts in China. Much of her inspiration in creating and teaching art and design is drawn from her diverse experience from all corners of the world.

In November, YWIES Shanghai Gubei held three featured workshops in art and fashion. With professional guidance from two artists and designers, students had an opportunity to explore screen printing and resist dyeing. These workshops inspired students to think critically the relations between art and design, and helped them to expand their skills so that they could decide which art form they would like to develop in the future.

Screen printing is quite popular in Europe and America, and there are many independent screen print studios. Screen printing is widely applied in textile design. In order to show our students how industry professionals work, we invited Mr Gregor Koerting to run a four-day screen printing workshop at school.



Under the guidance of Ms Kim, students learnt the basic dyeing techniques that involved folding, bunching, wrapping and stitching the fabric to create incredible patterns with the indigo dye on T-shirt and scarf.

In conformity with the school motto “align with culture and art”, YWIES Shanghai Gubei is dedicated to offering as many opportunities as we can to our students in learning specialist skills in art and design. We have been inviting artists, designers and educators to bring new perspectives to the students, guiding them and inspiring them to practise new skills, explore new materials, and techniques.

IdleBeats is an artist duo and the first independent screen print studio in China, founded in 2009 by Nini Sum(China) and Gregor Koerting (Germany). Together, the two have formed a strong partnership and have spent years focusing on the medium of screen printing and its numerous creative possibilities. In addition to screen printing, IdleBeats also creates murals, products, posters and album arts. Over the years they’ve gained rich experiences and a top reputation on various kinds of projects. They also had exhibitions in China, Australia, the US, Europe and Southeast Asia.

Mr Koerting introduced to the students not only the history and development of screen printing, but also the professional application of industry standard equipment. The students learnt a variety of processes which added breadth and depth to their work. The terminologies and concepts in textbooks such as stencil,



我的学习秘诀 —— 奖学金获得者的经验分享

My Secret to Learning — Tips from Our Top Student



上海耀华临港校区学生高昱博在 2019 英国剑桥 AS 考试中获得四个 A 的优异成绩并荣获奖学金。他一路走来不断面对挑战，不断超越自我。他内心非常自信，但外表却很谦和。他在学业上取得不断进步与突破的经验值得学习与借鉴。在此，他应邀分享他的学习感悟、学习方法以及梦想与目标。

“挖掘兴趣是我学习最大的动力。我对经济学感兴趣，想进入金融市场去探索那些跳动数字背后的意义和原理，想去发掘一切关于经济的奥秘，所以我会去探寻相关领域的历练。去年暑假，我去了香港友邦保险公司参加夏令营项目实习。在那里，我了解并实践了很多金融知识，同时也提升了管理能力。

主动求问，提升学习的自主性，会让学习事半功倍。耀华让我拥有比较充足的空间与时间，探索自己的爱好和世界。平日，我会通过大量的阅读与实践，增进对经济这门学科的了解。同时学校老师也会常常与我交流，让我获得许多宝贵的经验与技能。我还会主动参加经济科老师组织的校企活动，令我更加了解经济理论在现实中的运用，了解现实世界中企业的运营问题。

培养良好的学习习惯也很重要，我个人的首要建议是自律与自制。另外，我的学习重点方法之一是复习，在接触新知识的时候能够记下来的东西是很少的，通过后面的复习才能够将知识巩固。”

Louis Gao, student of YWIES Shanghai Lingang, achieved four As in the 2019 CAIE AS exams and won a scholarship. Louis has overcome many difficulties, and continues to surprise himself as he faces challenges. He is very confident, and at the same time modest about his achievements. Here he shares his learning experience, learning methods, and goals for the future. Let's learn about his experience of making continuous progress and breakthroughs in his studies.

“I'm interested in economics. I want to enter the financial market to explore the meaning and principles behind those jumping numbers, and to explore all the mysteries of economics. In the past summer, I went to AIA Hong Kong to participate in a summer camp project internship, where I not only learnt and practised financial knowledge, but also improved my management skills, which made me more interested in economics and finance.

“At Yew Wah, I have enough room and time to explore my hobbies and the world. In my daily life, I improve my understanding of economics through a lot of reading and practice. At the same time, my teachers often communicate with me and help me gain valuable experience and skills. I also participated in the School Enterprise organised by my Economics Teacher, Ms Patel, which helped me better understand the application of economic theory in reality and the operation problems of enterprises in the real world.

“My first piece of advice about studying habits is to have self-discipline and self-control. One of my key learning methods is review. After learning new knowledge, very few things can be kept in our memory. Only through repeatedly reviewing later can the knowledge be consolidated.”



校区特稿

Special Features



享受校园生活，实践开放式学习 —— 桐乡耀华七天寄宿课程

Unforgettable Seven-Day Residence Experience at YWIES Tongxiang



2019-2020 学年开始，桐乡耀华向七年级及以上的同学提供七天寄宿制。学而中心的老师为寄宿生设计了包括文化体验和外出探索等丰富多彩的周末活动。



其中一项活动是寄宿生在一超市进行“超市大赢家”比赛。他们分组去采购一周日常用品，并用英文列出购物清单。最接近限额的一组可以选择午餐的地点。本次活动锻炼了孩子的生活自理、沟通技巧、团队合作和合理规划等能力。孩子表示活动组织得很好，既有趣也能学到知识，除了增加了生活经验，也体会到家人照顾他们日常生活的不易。

2019年9月15日晚上，宿舍老师精心策划了一场寄宿生的聚会派对——疯狂发型日。活动旨在鼓励孩子发挥创意，设计自己喜欢的有趣发型，并且搭配相应服饰来学校参加派对。活动结束后，大家选出各类奖项，度过了一个美好的在校夜晚。



10月上旬，我们在校园里举办了一场烧烤派对。同学分组自己点燃木炭生火烧烤，这不仅锻炼同学的生活技能，更是对团队协作的考验。同学借着一起享受美食，相互交流，深化友谊和默契。

不少同学会将自己亲手烤制的美食与老师、餐厅员工等分享；活动尾声时又主动留下来耐心地清理烧烤余物，帮助清洁阿姨减轻工作量，展现美好品格。

耀华寄宿制是学校重要的延伸部分，致力培养住宿生终身热爱学习的精神，并通过多类活动，让住宿生得以全面发展，成为诚实、负责和博爱的世界公民。七天寄宿让学生在周末有更多自习和活动时间，发展他们的生活技能、领导能力和独立性。

Our Seven-Day Boarding Programme is open to students in Grades 7 and above starting from the new school year 2019-2020. Our boarding programme provides opportunities to the students for cultural learning, additional academic support, weekend outings, and campus activities.

One of the activities was "Grocery Winner" competition at a supermarket. Boarding students worked in teams to make a proper shopping list in English and purchase enough groceries to eat for one week. The winning team could decide where they would have lunch.

This activity offered a chance for boarding students to improve their life-skills, communication skills, teamwork and planning ability. They found the activity fun, educational, and well-structured. As well as gaining life-skills, they also learnt to appreciate the daily care from their parents and teachers.

On September 15, 2019, the Residence Hall Teachers designed an amazing party — Crazy Hairstyle Day. Through this activity, the students could design any hairstyle they liked with their creativity and came to school with their favourite dresses and clothes. At the end of the activity, we presented awards for some outstanding hairstyles, and everyone had a great night.

In early October, we held a special BBQ event at our campus. The students were divided into groups, and each group had to light their own charcoal to make a fire and cook the food. In the process, the students could develop life skills and team spirit. While enjoying delicious food together, students could chat and get to know each other better.



Many of the students shared their delicious food with teachers and canteen staff. When the fun of the barbecue was over, the students took the initiative to clean up, showing their good character by reducing the workload of the cleaning staff.

Yew Wah boarding programme, as vital extensions of our schools, seeks to instil a lifelong love of learning in our residence hall students. Residence hall staff actively nurture students' whole-person development in order to prepare them for successful lives characterised by responsible global citizenship, compassion for others and personal integrity. The students in our Seven-Day Boarding Programme have more time on weekends to develop their life skills, leadership and independence through a wide variety of activities.

烟台耀华 20 周年庆典开始

20th Anniversary of YWIES Yantai Celebration Begins

20

20

耀华国际教育学校烟台校区外籍校长金艾伦
Aaron J G King, Western Co-Principal, YWIES Yantai



在 2019 年楚珩日的最终正式活动上，我们邀请了特别嘉宾在小操场参加植树仪式，以此纪念烟台耀华成立 20 周年。

香港耀华国际教育机构校监陈保琼博士和机构主席叶国华教授在学校领导团队成员的见证下为树铲土，学校业务总经理龙少华女士、外籍校长金雅伦先生、华籍副校长裴淑珍女士和李寒冰先生为树浇水，象征着我们学校第一个 20 年的成长，希望这棵树象征学校和机构的每个成员幸福和辉煌的未来。

在中学语文老师王红超先生的建议下，此次植树仪式最终选择了苹果树作为烟台的标志，因为苹果是烟台最著名的水果，名扬全国。烟台耀华是山东省最知名的学校之一，我们的学生作为这座城市和学校的大使从这里走向全世界。

员工精心布置了走向树的通道并铺设了红毯，高年级学生参加此次活动以支持学校领导并拍摄了精彩难忘的照片。

此次花园参观让特别嘉宾有机会看到新装修的储藏室。

尽管是一栋非常小的建筑，却很醒目，步进校园就能看到，并成为操场显著的一部份。

我们非常幸运地请到了机构驻校艺术家之一 Emily Eldridge 来帮忙，她是一位扎根香港的专业艺术家。经过与学校领导团队数周的讨论，考虑到 20 周年的标识志及校园靠海的独特地理位置，以及希望为孩子的操场带来活力和欢乐，Emily 想出了储藏室的醒目设计，我们现在每天都可以享用。

驻校专家计划为全职艺术家、科学家及音乐家提供独特的职位，造就专业人才，同时激励并鼓励耀华和姊妹学校耀中的学生及教职人员。他们在学校和学生分享自己的灵感、愿景、技术以及理念。我们非常感恩受益于 Emily 的创作灵感，她放弃了黄金周假期来创作我们的新壁画。

陈博士很高兴看到壁画并对 20 周年的标志印象深刻，该标志基于我校十二年级学生 Lina Bitzer 的设计，20 周年的 T 恤和纪念品也印上了该标志。

此次楚珩日以及 20 周年生日庆祝活动圆满结束。



As one of the final formal events on Founder's Day 2019, our VIP guests were invited down to the front garden to take part in an important event — a tree planting ceremony to commemorate the 20th anniversary of YWIES Yantai.

Dr Betty Chan and Professor Paul Yip, respectively School Supervisor and Chairman of Hong Kong Yew Wah International Education Foundation first shovelled earth onto the tree before the SLT members, School Business Manager Ms Melody Long, Western Co-Principal Mr Aaron J G King, Chinese Vice Principals Ms Rose Pei and Mr Leon Li poured water onto the roots of the tree to symbolise the growth of our school over the first 20 years, and in the hope that this tree will become a symbol of a happy and fruitful future for the school and for every member of our community.



On the advice of Mr Andrew Wang, one of our Secondary Chinese teachers, we finally selected an apple tree for this ceremony as a symbol of Yantai and to denote that just as the apple is the most famous fruit in Yantai, known all around China, so YWIES Yantai is one of the best known schools in Shandong Province and our students go out from here all around the world as ambassadors for our city and school.

Staff had laid out the pathway to the tree with decorations and a red carpet, and senior students were in attendance to support the school leaders with the planting ceremony before some wonderful and memorable photos were taken.

The visit to the garden also gave our VIPs the opportunity to see our newly decorated storage room. Although it is just small building, it is easily visible upon entry to the campus and becomes a feature of the playground.

We were therefore very lucky a week earlier to have benefited from a visit from one of the organisation's Artists-in-Residence, Emily Eldridge, a professional artist based in Hong Kong. Through discussions with the school's SLT over many weeks, consideration of our 20th anniversary logo and unique campus location so close to the sea, and wishing to bring a vibrancy and joy to the children's playground, Emily came up with the eye-catching design for the storage room that we can all now enjoy each day.

The Fellows-in-Residence programme, offers full-time artists, scientists and musicians a unique position to develop themselves as professionals while creatively inspiring and encouraging students and faculty within Yew Wah and Yew Chung schools. They serve to share their inspirations, visions, techniques, and ideas with students throughout the family of schools. We were truly blessed to benefit from Emily's inspiration when she gave up her Golden Week holiday to create our new mural.



Dr Chan was delighted to see it, and she was also very impressed with the 20th anniversary logo which was based on a design by our own Grade 12 student, Lina Bitzer, and which was featured on our 20th anniversary T-shirts and souvenirs.

This was a very happy end to a very happy morning of celebration events for both Founder's Day and our 20th anniversary birthday party!



广州耀华安然度过邻近森林火灾考验

YWIES Guangzhou Rises to the Challenge Presented by an Adjacent Wood Fire

广州耀华教育管理有限公司总经理吕萍及行政实习生陈少环

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广州耀华坐落在广州市花都区九龙湖国际社区，该处郁郁葱葱，群山环绕。11月5日下午，距离学校西面围墙50米，一场森林火灾在秋风的助长下直逼校园，带给我们巨大的威胁和挑战。

当日下午4时课后活动时间，学校保安发现后山有烟，和后勤部一起确认后，迅速报警。在消防车到达之后，火势还在乘风不断从西向北蔓延，包裹着校园北面围墙。

5时半，整个校园警报声响起，270余名住宿生大多在餐厅用晚餐，持续不断的警报让气氛变得恐慌，但是宿舍老师充足的人手和应急能力对大家的情绪起了重要的稳定作用。宿舍老师按照分管的楼层，管控好自己的学生。

6时半，火情继续发展，我们疏散学生到距离森林火源有一定距离的九龙湖篮球馆。面包、牛奶和水到位，孩子终于静下心来，安静等待家长的到来。

9时40分，可以回家的学生全部被家长接走，剩余10名不能回家的孩子获安排入住酒店，并有宿舍老师陪同，华籍校长尚尔娜女士亦到酒店看望学生并留宿酒店。

经过四小时的努力，山火终于被扑灭。广州耀华团队安然度过了这场大考验，我们迅速疏散师生、学校消防设施设计专业、维护保养良好，受到当地政府和学生家长的高度评价。第二天，学生停课一天，教职工正常上班，对校园深度清洁，排查各种隐患，并讨论了消防安全新计划。

On November 5, 2019, a fire broke out in the woods 50 metres outside YWIES Guangzhou at 4 p.m. and the wind-aided fire approached the campus. We alerted the fire department and quickly evacuated the students to a stadium at a safe distance from the fire scene. Most of the students were picked up by their parents and the remaining ten were arranged to stay at a hotel in the company of Residence Hall Teachers and Chinese Co-Principal Ms Shannon Shang.

The wood fire was put out after four hours, and YWIES Guangzhou rose to the challenge presented by the incident. With our prompt evacuation of students to a safe place, professional fire control facilities and their good maintenance, we received praise from the local government and parents. The class was suspended the next day after the fire, but staff came to work to carry out campus deep-cleaning, fire hazard examinations and new fire safety planning.





世界学者杯比赛

World Scholar's Cup

耀华国际教育学校广州校区老师李宁及 Merlin Pratt
Shelly Li & Merlin Pratt, Teachers, YWIES Guangzhou



9月5至12日，在李宁老师和Merlin Pratt老师的带领下，广州耀华国际教育学校初中组和高中组的15名学生前往菲律宾马尼拉参加2019“世界学者杯”的全球赛，他们去年于澳门的区域赛夺得佳绩，因而获得今年的参赛资格。

“世界学者杯”是一项美国学术比赛，比赛内容涵盖了六个不同领域的学科，要求学生具备丰富的文理科知识、极强的英语口语表达能力和团队协作能力。

我校学生凭借良好的知识储备、扎实的英文基础、创新的思维能力、默契的团队配合，在学校的支持和老师的指导下，敢于接受挑战、充分发挥了自己的潜能，高中组全部同学晋级耶鲁总决赛。初中组陈雨馨、万千越和程可好三位同学获得团队创作金奖。高中组黄德恺、黄紫洪和 Erica 获得团队辩论银奖。



In early September, 15 of our bravest students embarked on a challenging and alpaca filled trip to Manila in the Philippines. These were students who had attended the regional “World Scholar’s Cup” in Macau in the previous academic year. They did fantastically well, and all qualified for the “Mini global round” held in Manila.

Our students got the chance to undertake collaborative writing, and also debate about engaging topics with schools from other countries. There was an academic quiz competition in which each team was asked to solve critical analysis problems. We also got to see the other talents that students had, with a cultural event where students from different countries celebrated their cultures, and a talent show where we saw a range of acts from scholars from all around the world.

Our students got to interact and compete with students who they would never normally meet and are from cultures they know very little about. They got to practise their English in social and competitive settings. All our students did amazingly well, and both our senior teams qualified for the “champion of champions tournament” which will be held in Yale in the US. All of our students grew developed and benefitted from this amazing experience, and came back little more educated and wiser, thanks to their time with the World Scholars Programme.

从访校中重新认识国际教育

A New Understanding about International Education in a School Visit

耀华国际教育学校北京校区访校家长 Joe

Joe, Parent Visitor, YWIES Beijing



自从有了孩子，我经常探访国际学校，因择校是每个妈妈最重要的事。这次，在朋友的推荐下，我去了常在妈妈群听到的耀华国际教育学校北京校区。

进入耀华园区，我感觉空气很舒适，看到采用北高南低的“院”式设计。教学楼里宽敞明亮，在空间的划分上，和我之前去过的许多国际学校都不太一样。

一开始我有点疑惑——为什么有外籍老师带着一组学生在教室外面学习？了解后才知道，原来这是采用了世界顶尖校园设计的理念“开放式教学”——教学空间灵活多变，墙也是可以移动的，方便老师根据教学的内容，随时组合成一个多功能的学习区。

今天正好赶上了四年级的 Cathy 老师在上一节主题为“天然气的形成”的课。Cathy 老师向我介绍：“近几年，项目式学习在美国、欧洲和国内的国际学校都很盛行。和以往的教学方式不同，它强调以学生为中心，调动不同学科的知识 and 研究方法，更能激发学生主动探究的兴趣，需要老师和同学经常进行思维碰撞。”

观摩下来，我发现，孩子是分成小组，跟着不同的老师在学习。带着好奇，我踏进了 Barney 老师的课堂。一位外籍老师和一组学生正围着桌子积极地讨论；另外两位中国老师带领其他两个小组；有两个女孩在做全英文演讲，主题是“If the Rainforest

Disappears”（如果雨林消失），配合着 PPT 上的画面，一人一句流利地演讲着。Barney 老师告诉我：“这种教学方式叫学习社区，按照孩子的兴趣爱好、语言能力和知识的掌握程度等因素来分小组，探讨同一个话题，根据孩子的个别差异，因材施教。”

之后我来到幼儿园的教室，那儿很大，分成了不同的区域，每个区域摆放着不同的教具，种类丰富。低龄的孩子活泼好动，对教室的教具很感兴趣，一边开心地探索，一边和老师互动。虽然这些孩子看起来都是在“玩”，但玩得可不简单，其实是经过了老师大量的研究和备课后，专门为孩子设计出来的课程。

Penny 老师给我讲了一节火山课的由来：“有一天我们观察到，孩子在玩的过程中，会把垫子当做火山爆发的游戏去玩，吸引了很多小朋友。第二天，老师就让孩子观看火山爆发的视频，让他们了解火山爆发真正的样子。我们还会做一些关于火山爆发的延伸活动，帮他们开阔思路。这种培育方式叫游戏中学习，尊重孩子的选择和兴趣，也尊重孩子的发展规律。”

老师每天都细心观察孩子的一举一动，反思他们对什么感兴趣，然后来计划更深一层的教学活动。

大半天的探访，让我收获颇多。我还遇到一位来看孩子展演的家长，我问她为什么会送孩子来耀华。她分享道：“看到上海的耀华办的很成功，所以我就把孩子送来了。如果孩子去了国际学校，我会担心孩子的中文不会太好，但在耀华，孩子的中英文水平都有提高，我也就放心了。”

本文原载于《菁 Kids》北京公众号





As a mother, choosing schools for my child is an important task so I always visit international schools. This time, I visited YWISE Beijing recommended by my friend. Upon stepping into Yew Wah campus, I breathed in fresh air and saw a campus designed like a courtyard with the higher buildings in the north and the lower ones in the south. The Academic Building is large and bright and its division of space is different from most international schools I have visited before.

I was confused when I saw a foreign teacher leading a group of students to study outside the classroom. Then I realised that the school is adopting a worldwide top-tier school design concept called Open Teaching — the teaching space is flexible and even the walls can be moved. Teachers are able to form a multi-functional learning space at any time according to their teaching content.

Today I attended a Grade 4 lesson about “Formation of Natural Gas” taught by Ms Cathy. She said, “In recent years, project learning is popular among international schools in the US, Europe and mainland China. Being different from the previous teaching method, it is a student-centred approach. Making use of the knowledge and investigation method of different subjects, it is more successful in stimulating students’ interest in proactively learning. Teachers and students often engage in thorough discussion.”

In the course of the visit, I discovered that children were divided into groups to study with different teachers. Out of curiosity, I entered Mr Barney’s classroom. A foreign teacher and a group of students were enthusiastically discussing around a table; two Chinese teachers were leading the other two groups; two girls were doing a presentation in English on the topic “If the Rainforest Disappears” and taking turns to explain their PowerPoint slides fluently. Mr Barney told me, “This teaching method is called Learning Community, in which we divide students into groups according to their interests, language abilities, knowledge availabilities, etc. We discuss the same topic and teach student according to their differences.”

From the visit I gained a lot. I met a parent who came to watch her child’s performance in the afternoon, so I asked her why she sent her children to Yew Wah. She said, “YWIES Shanghai is a great success, so I let my child study here. If my child attends an international school, I will be worried that his Chinese may not be fluent. However, at Yew Wah, I can see that my child has improved his Chinese and English. Therefore, I feel relieved.”

The article was originally posted by *Jing Kids*.





耀華國際教育機構

Yew Wah International Education Foundation

《今日耀華》为耀华国际教育机构出版之双语刊物，每半年出版 2 次。

Yew Wah Update is a bilingual magazine of Yew Wah International Education Foundation to be published two times a school year.

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