



耀华国际学校

Yew Wah International Education School

www.yewwah.com

幼儿教育部 Early Childhood Education

幼儿家长锦囊

What Parents Need To Know



把国际教育带到您的家园

Bringing **International Education** to Your Home

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耀华课程的特点

1. 我的孩子会学到什么？

就读于耀华幼教部的孩子将会在双语及东、西方多元文化的环境中学习及发展体能、社交、情感、语言和智能。这种学习和发展对幼儿的成长非常重要，为他们未来作为世界公民奠定良好的基础。幼儿的学习和发展有赖家长和教师的互相尊重和支持。而最重要的是您的孩子将会在专业教师的指导及支持下，启发他们的思维与潜能。

2. 为何我应该选择耀华国际教育学校的幼儿教育？

耀华幼教部课程致力为幼儿提供一个全面的双语学习环境，让幼儿从生活体验中愉快学习。同时，教学研究专业人士会对教学的质量和效能作定期评估，这不仅确保幼儿的学术和智能获得全面发展，同时也提供良好的学习环境，培养幼儿的关爱之心、良好的人际关系、责任感和对大自然的尊重。耀华鼓励幼儿对事物充满好奇心，关注幼儿良好个性和品格的形成和培养，让幼儿在未来纷繁的世界中得以成功生活和学习。

耀华双语教育

3. 双教师日常如何合作教学？

每班均由一位外籍教师和一位华裔教师共同协教。两位专业教师为平等工作伙伴，共同分担课程实践责任。双教师通过共同备课、定期分享、反思教学和学习成果，建立积极的工作关系。

4. 如果儿童同时学习中文和英文两种语言，是否在使用语言时会造成混淆或者影响他们的语言发展？

如果孩子的第一语言发展良好（比如中文），那么这个时候就是他们开始接触另外一种语言的黄金时期。耀华创造的双语环境不但可以全面支持幼儿的第一语言发展，同时也可以培养他们掌握另一种语言（比如英文）的能力。就像学习第一语言一样，孩子会按照他们的时间和节奏来学习另一种语言。在幼儿还未准备好用另一种语言交流之前，我们要做的不应是添加他们的压力，而是应该尽力为幼儿持续地营造自然语言的氛围。双语环境让幼儿在外籍老师和华裔老师的带领下，在两种语言的学习上都能取得全面的支持和发展。

5. 如果孩子来自非英语或非华语背景，耀华将如何支援孩子的语言学习呢？孩子需要多久才能讲英语或中文？

外籍和华裔教师在课室中以双语合作教学，满足幼儿的学习需要。对来自非英语或非华语背景的幼儿，两位教师会给予他们更多关注，以确保他们在学习英语和中文期间，不会感到被忽视，最重要的是幼儿在与教师的个别互动中所建立良好的关系。幼儿在学习外语时会有不同的发展阶段，包括沉默期，这时期幼儿从聆听中学习语言，当他们具有信心时，便会开始使用一些单词以至语句与人沟通。



学习进度及评估



6. 我的孩子需要做什么功课？

幼儿是没有功课的，然而，耀华非常鼓励家庭学习；我们会向家长汇报幼儿的学习情况，并提供有意义的活动建议，让家长在家里与孩子延续学习，这些活动都有助亲子互动。

7. 教师如何评估幼儿的学习进度？

教师透过观察和与幼儿的互动来评估幼儿的学习进度。这是教师在活动中观察和聆听幼儿的表达所作的评估，而不是一般意义上的测试。这样教师能够更准确地评估幼儿对事物的认知、学习动机、能力和思维方式，从而发展他们的兴趣和认知。教师会为幼儿提供个人学习档案，详细记录他们的学习点滴，让家长清楚了解孩子在学年内的成长发展。

8. 耀华如何协助幼教部学生进入小学阶段？

在幼儿的成长中，从幼教部进入小学一年级是一个重要的转折点。因此，我们悉心安排幼儿进入小学部的过程和步骤，以确保每个幼儿能顺利适应。小学和幼教部老师在整个幼小衔接中互相沟通和协作，在幼教部学年结束前的几个月中进行一系列的衔接活动。其中包括向幼儿介绍一年级老师、参观小学课室和室内外环境等。家长会获邀参加小学部的简介会；同时，所有家长在整个幼小过渡中会获得幼教部的全力支持。

学习以外

9. 耀华幼教部的音乐课程如何推行？

耀华通过整合课程，为幼儿提供音乐和舞蹈活动，让他们有更多机会对声音的反应、音乐的律动进行探索，从而鼓励幼儿参与歌唱和舞蹈，以悦耳的声调咏唱、随节奏及感情舞动、弹奏课堂乐器。耀华音乐课程是根据幼儿的年龄而发展与其年龄相乎的音乐概念，启发他们对音乐的兴趣，透过创作音乐及欣赏音乐，让音乐成为幼儿日常生活的一部分。

耀华的部份校区更有音乐专科老师特别为全日制五岁班的幼儿设计了小提琴课程。学习小提琴能让孩子学会仔细聆听音乐、辨认乐声，特别是节奏、节拍和音准等；更重要的是能让幼儿学习如何与他人相处，一齐合奏出美妙乐章。

10. 耀华幼教部如何将品德教育融入课程中？

游戏和探索活动是培养幼儿自我认识和品德发展的最好途径，幼儿与同伴和成人的互动也同样重要。然而最重要的是我们为幼儿提供一个有归属感的安全学习环境，让幼儿尽情游戏、探索和互动，教师亦应幼儿的个别需要作出悉心的辅导，使幼儿具自信地接受新挑战，发展稳定的情绪和良好的品德，建立与他人的友谊，增强自我意识、自尊心和自信心，从而有利于幼儿的个性发展，并促进他们获得所处群体的认同。





11. 如果孩子在与家长分离的过程中哭闹或感到焦虑不安，学校将如何处理？

每一个孩子适应新环境的时间长短会因他们之前的经历而有所不同。有些儿童在开学初期可能表现得困惑和不安，但同时他们也开始学习去信任和依靠他们的老师，并且和老师建立紧密的关系。耀华的环境对每个幼儿来说将会是非常温暖的，并随时为孩子提供协助。老师会非常耐心地去关爱孩子，给予孩子很多鼓励，以帮助他们在获得自信的同时去探索新的环境。

12. 耀华幼教部如何培养幼儿遵守纪律？

耀华为幼儿创设安全及和谐的校园环境，以培养幼儿良好的行为。在活动中，幼儿可运用中、英双语言与同伴商讨及分享资源。教师会为幼儿订立简单而一贯的规则，以鼓励幼儿遵守规则，确保他们安全和健康。受过专业培训的教师，通过引导、规则提示和以身作则，帮助幼儿学习思考和解决问题，培养他们具责任感。耀华不允许以体罚或侵犯个人权利的方式处理幼儿的行为。我们会定期举行教师家长会谈日，使老师与家长紧密合作，共同探讨和辅导幼儿的行为发展。

13. 学校如何训练幼儿如厕、进食及午睡？

如厕训练是幼儿成长中很自然的过程。幼儿会按自己的能力及兴趣而形成生活规律。如厕训练成功的关键在于家庭和学校的合作，让幼儿在轻松的心情下进行。如果幼儿以穿学习裤替代尿布的话，他们便可以学习自行穿脱裤子。同时建立有规律的如厕时间。家长的泰然处之和鼓励，尤其是给予孩子成功信心的表达会加速幼儿学习如厕的进程。反之，会导致父母和孩子之间的“权力抗争”。

学校提供的所有食物均经过严格检查，以确保高质量和富营养。我们会鼓励幼儿尝试品尝新的食物，而不会强迫他们进食，老师会陪同幼儿用膳。家长务必通知学校有关幼儿对食物的过敏，所提供的资料将作为档案，并知会相关的教师和工作人员，我们审批每月菜单时会加以留意。

研究证实，幼儿特别是在0至5岁，需要充足睡眠，以促进健康成长。耀华全日制课程亦会视幼儿的身体发展或个别需要，而安排他们中午休息或睡觉。

阁下如对耀华课程有进一步查询，欢迎与招生部联络。

Yew Wah

Curriculum Highlights

1. What will my child learn?

Your child will learn and develop physically, socially, emotionally, linguistically and intellectually in a bilingual environment that brings together the best of both Eastern and Western traditions and culture. This learning and development are fundamental to children's lives and to their future participation as citizens of the world. Of importance to a child's learning and development is the partnership of respect and support that is developed between parents and the early childhood teachers. Most important of all, your child will learn with the support of professional educators who are tuned into children's thinking, open to their ideas, and responsive to their ever-active minds.

2. Why should I choose Yew Wah over other Kindergartens?

The Yew Wah Early Childhood Approach is committed to providing young children with the joy of learning bilingually, in two world languages, through meaningful and real life experiences. The quality and effectiveness of the approach is regularly evaluated by teaching and research professionals. The objective is not only to ensure academic and intellectual achievement but also provide a learning environment where care, compassion, relationships, responsibilities and a respect for nature is nurtured. Yew Wah encourages a child's natural curiosity and wonder, and places importance on positive identity and character development that allow children to live and learn successfully in the wider world.



Yew Wah

Bilingual Education



3. Explain how Co-Teaching works in the classroom day-to-day.

Every early childhood classroom has a teaching partnership of a qualified Western and Chinese teacher. The co-teachers work as equal partners. The classroom responsibilities are equally shared between them. The co-teachers develop a strong and positive working relationship through co-planning and regularly sharing and reflecting upon the outcomes of all teaching and learning.

4. If children are learning both Chinese and English at the same time, will it create confusion with their use of language or affect language development?

If your child is developing well in his first language (for example Chinese) then this is the prime time to expose your child to an additional language. The Yew Wah bilingual setting enables your child's first language to be well supported and further developed while he is acquiring an additional language (such as English). Children develop an additional language in their own time and at their own pace just as they did their first language. There should be no pressure on the children to speak the additional language before they are ready; however every effort is continually made to surround them with natural language. Children will develop well in both languages with the full support of an English and a Chinese speaking teacher in the bilingual setting.

5. If the child comes from either a non-English or non-Chinese background, what will Yew Wah do to support the child's language learning? How long before my child will be able to speak English or Chinese?

Throughout the day in the early childhood bilingual classroom, an English and Chinese speaking teacher work in partnership to provide for the needs of each of the children. Special attention is given to children who do not have the languages of the school to ensure they do not feel left out or "invisible" while they acquire English and Chinese language competence. Of importance are the relationships the children build with their teachers and the one-to-one interaction that occurs. There are stages of development that young children go through in acquiring an additional language. This includes a silent period as children listen to the language while their confidence grows enough to begin to use some words and eventually sentences to communicate with others.

Learning Progress & Assessment

6. What homework will my child need to do?

There is no homework for the youngest children. However, home learning is very much encouraged. Parents are kept well informed about their child's learning and provided with ideas about valuable opportunities that can be extended into the home to continue the learning. These activities are often interactive for all of the family.

7. How do you assess my child's learning progress?

Teachers assess children's learning through their ongoing observation and interactions with children. These assessments are based on what teachers see children do and hear children say rather than on formal assessments. In this way teachers are able to make judgments about children's ideas, what they know, their motivation, their abilities and their thinking, and how their interests and ideas might be further developed. A portfolio is produced for each child providing parents with "snapshots" of the "child in action" to demonstrate their child's development over the academic year.

8. How does Yew Wah prepare ECE students to enter the Primary section?

Transition from the Kindergarten to Year 1 in Primary School is a significant event in a young child's life. Therefore, a deliberate process and procedure is developed to ensure a smooth transition for each child. Of importance are the shared vision, communication and collaboration between the teachers of both the Primary and the Kindergarten throughout this process. Together the teachers develop a plan of activities for an orientation process to take place in the months before the end of the school year. This provides for the children to be introduced to the Year 1 teachers and to visit the classrooms and outdoors environment of the Primary School. Parents are kept fully informed with introductory sessions conducted by the Primary School. At the same time all parents receive ongoing support from the Kindergarten throughout this process.



Non-Academic



9. How does the music programme work for ECE?

Through the integrated curriculum, music and dance takes place by providing opportunities for the children to respond to sounds, move to music, to join in singing favourite songs and by encouraging the children to build a repertoire of songs and dances. Children are encouraged to sing tunelessly, move expressively and rhythmically, play classroom musical instruments, develop age appropriate musical concepts, create music, value music as part of everyday life and listen appreciatively.

In some of the Yew Wah campuses, we have specialist music teachers to provide instrumental instruction with the violin for the five years old children who attend the whole day class. This instrument has been specially chosen to allow children to listen well to musical sounds, especially rhythm, beat and pitch. Children learn to co-operate well with others as they play and learn together.

10. How is character education integrated into the teaching and learning in ECE?

It is important that the young child's identity and character matures through play and exploration. Interaction with other children and adults is equally important. Enabling play, exploration and interaction to take place in the protected learning environment offered by our caring teachers who are sensitive to the needs of each child is most important of all. Providing a secure environment where children develop a sense of belonging enables them to face new challenges. It enables children to develop the emotional and moral qualities of friendship. It also grows self-concept, self-esteem and self-belief which enable a child to feel a sense of both individuality and belonging in their social world.

11. In case the child cries at school or feels uncomfortable separating from his parents, how will the school handle such a situation?

The length of time it takes a child to settle into a new programme will differ according to the experiences each child has had prior to starting school. For children it can be confusing and very unsettling at first as they begin to trust and rely upon their teachers and form close relationships. The environment of the school will be warm and supportive of each child. The teachers will be patient and caring and provide lots of encouraging support as children settle, gain confidence and begin to explore the environment.

12. How do you keep discipline?

The physical environment and general atmosphere is designed to be safe and to encourage pro-social age-appropriate behaviour from young children. Switching between languages as a way of managing their own play negotiations is an additional resource for bilingual children. Any limits or rules set by the staff for the children are simple and consistent. A positive approach is used in ensuring children's safety and well-being at Yew Wah. The staff is trained to use redirection, rule reminders, role modeling, responsible thinking processes and problem-solving discussions. Harsh or humiliating discipline techniques are not permitted at Yew Wah. No corporal punishment or violation of personal rights will be used. Parent/teacher conferences are encouraged, where appropriate, to work on a joint approach to the management of a child's behaviour.

13. How does the school help with toilet training, and the eating and sleeping needs of ECE children?

Toilet training is a natural process that children are more likely to become interested in when allowed to do so according to their own timetable. Of importance is to ensure the process is worry free and both kindergarten and home work together. If children have "pull ups" rather than diapers, they learn to manage and do things for themselves once they are shown how they can help. Toileting becomes a regular routine during the day. It is important to stay positive with a child and emphasise your confidence that he/she will be successful. The child needs encouragement or it can become a "power struggle". Your detachment from this issue sometimes speeds up the process.

All food provided by the school is carefully scrutinised to ensure a high standard of quality and nutrition. Children are encouraged to taste foods they are not familiar with but are never forced to eat. Adults sit and interact with the children during meal sessions. It is important that parents inform the school of any allergies their child might have. This kind of information is documented and always available to adults who work with the child. It is also taken into consideration when approving weekly menus.

Research has confirmed that children need sleep to facilitate growth, especially in the first five years. Children attending the whole day session will either sleep or rest for a period of time in the early afternoon according to their developmental or individual needs.

If you have any further questions about Yew Wah Curriculum, please feel free to contact our Admissions Division.



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