SUMMER IS HERE! LET US LAY IN THE SUN AND COUNT EVERY BEAUTIFUL THING
暑假來了！讓我們沐浴在陽光下，盡情享受一切美好！
Excerpted from “Most important first three years of life”

The understanding of “no” by children under three years old is different from that which most parents may think. (The real understanding of the word “no” is a development process that doesn’t fully develop until a child is three years old.) “No” is an abstract concept. It is directly opposed to the way that a child explores the world around them and the need to develop self-awareness.

Yes, when your child hears the word “no” your child may “know” that you don’t want him to do something. He even knows that if he does this you will be angry. However, developmentally, he does not fully understand the real reason why you will not let him do it. Why does the child look at you first when he “knows” what you don’t want him to do and then smirks, and finally does it?

Children around the age of one year enter the stage of “I Do”. At this time they begin to develop an understanding of suspicion and shame. In addition, along the continuum of the ages two to six children will begin to develop an understanding of enthusiasm and guilt that deepens their perspective of their actions in the world. This means that their main development task is exploration and experimentation. We can imagine how confusing it is for children when they do things because of their developmental understanding and then they are punished. Subconsciously, children face a real dilemma, “Do I have to listen to my parents or do I follow the autonomy and innate needs of my own physiological development to explore and experiment?”

These stages of development do not mean that we allow children to do anything. This information simply helps us to understand why our children may act or react in an opposite manner to our requests. With this understanding of childhood development, we should be gentle and firm, not controlling or punitive in our response. These stages take time to develop and are important in the overall development of your child’s personality. As a parent, your hope should be that your child can develop a thinking pattern that includes: “I am capable. I will make mistakes, and then learn from my mistakes. I am loved. I am a good person.” If parents use guilt, shame and punishment as learning tools throughout childhood development then what will be created is a frustrated environment for the child. The negative impacts of the punitive approach to childhood development are difficult to reverse once a child reaches adulthood.

摘錄自《生命中最重要的前三年》

三歲以下是對於「不」的了解，跟大部分家長是不一樣的。（對於「不」真正的理解，要等到孩子三歲之後，這是一個發展過程。）「不」是一個抽象的概念，它和小孩子探索世界、發展自我意識的需要直接對立。

是的，你的孩子也許「知道」你不希望他做某件事，他甚至知道如果做了這件事你肯定會生氣。然而，他卻不能理解成人不讓他做的真正原因。為什麼孩子在做他「知道」你不希望他做的事時，會先看你一眼，然後笑一下，最後還是去做呢？

一歲左右的孩子進入了「我要做」的階段，這個時候，他們的自主性會與懷疑和羞愧感對抗發展。到了兩到六歲，則是主動性和內疚感對抗發展。這就意味著，他們的主要發展任務是探索和實驗。你能想像，當孩子因為生理需要而去做事情，但卻受到懲罰時，他們的內心是多麼混亂嗎？他們在潛意識層面，面臨著真實的兩難處境：「我是要聽父母的話呢，還是順從自己生理髮展的自主性與主動性需要進行探索和實驗呢？」

這些發展階段，並不意味著我們允許孩子去做任何事情。這很好地解釋了為什麼所有我們希望孩子合作的方法，都應該是溫和而堅定的，而不是控製或懲罰的。這個階段，是你的孩子個性養成的階段。你希望你的孩子可以做出這樣的決定：「我是有能力的。我可以試著犯錯，然後在錯誤中學習，我是被愛的，我是一個不錯的人。」如果你試圖用內疚、羞恥和懲罰讓你的孩子學習，那麼你給孩子創造的是一個受挫的環境，這些帶來的影響等他們成年之後也很難再逆轉。

The Dalton Journal

道爾頓通訊

Dalton School Hong Kong

G/F, Imperial Cullinan, 10 Hoi Fai Road, Kowloon, Hong Kong

www.dshk.edu.hk
HIGHLIGHTS
精彩時光

DALTON SPEKAER SERIES - RETHINK EDUCATION
道爾頓反思教育系列講座

“BRINGING LITERACY AND MUSIC TOGETHER”
- Eric Litwin
On 19 April, DSHK invited parents and families to join us for an interactive afternoon, “BRINGING LITERACY AND MUSIC TOGETHER”, with ERIC LITWIN (Author of Pete the Cat series). Eric’s performances brought early literacy and music to life. Children and adults were engaged from start to end as they sing, dance, call & respond, laugh and leave inspired.

“Checkmate Through Storytelling”
- Mr. Jon Sieber
On May 24, Founder of New York based program, “Chess-at-3”, Mr. Jon Sieber, shared with parents the benefits of learning Chess, as children not only become skillful and passionate with Chess, they will cherish their journey while instilling grit, determination, mathematic and problem solving skills.

Against traditional chess learning techniques that involve systematic memorizing, Chess-At-3 team demonstrated to groups of children to learn the game of chess effortlessly through his captivating storytelling; turning Kings, Queens, Bishops and Knights to a vibrant cast of animated characters.

The Dalton Journal
道爾頓通訊

Dalton School Hong Kong G/F, Imperial Cullinan, 10 Hoi Fai Road, Kowloon, Hong Kong www.dshk.edu.hk
Mr. Gian Paolo Pelosi
On 27 May, families were in for a treat as everyone was WOWED by Mr. Gian Pelosi’s performance as he demonstrated his talent with a Stradivari Violin of 1697 worth $8 million USD!
It is no secret that music is an important part of children’s development. Mr. Gian Pelosi shared his insights with parents on how playing a musical instrument can be rigorous yet joyful, through child’s self-driven passion. And how your child’s very first music teacher can influence his or her lifelong music journey.

5月27日，家長定當讚歎佩洛索先生，欣賞由他透過一把1967年價值900萬美元的斯特拉迪瓦裡小提琴，流露的藝術天賦。
音樂對於啟迪兒童發展的重要性無庸置疑。佩洛索先生與家長分享了他的見解，探討如何引導孩子激發內在的熱情，使他學習演奏樂器的經驗既嚴謹且快樂，並談及了音樂啟蒙老師將如何影響孩子的終身音樂之旅。

Dalton Learning Lab X Mini Dalton Open Day
On 14 April and 9 June, Dalton Learning Lab opened its door with fun-filled activities for the whole family to enjoy! Mini Dalton invited parents to a 20-minute taster music playgroup session to fully experience the fun with little ones!
And to keep things extra fun while parents connect with our teachers and learn more about our curriculum, the face painting station and the baby gym kept the little ones entertained.

And to engage the older kids aged 5+, there were stations set up to challenge their imagination and creativity. Using the latest technology, boys and girls stimulated and expressed their creativity with Digital Music. They also built their own creations at the Robotics station, and tackled coding challenges with their logic and imagination.

Dalton Learning Lab 和道爾頓遊戲班開放日
4月14日和6月9日，Dalton Learning Lab為了家長和小朋友打造充滿樂趣的活動，讓來賓盡情享受！
道爾頓遊戲班歡迎家長參與一節二十分鐘體驗式音樂遊戲課，與您的孩子共同參與、共享歡樂！為了使家長能安心與老師溝通以了解更多課程資訊，我們還特別為寶寶們準備了面部繪畫、嬰兒體操等趣味活動！
此外，我們特備科技專區，為五歲以上孩子打造發揮其想像力和創造性的藝術空間。小朋友們利用最新技術，在數碼音樂站激發孩子的創意激情，使他們盡情發揮創作靈感。小朋友們還可以自行創造機器人電子發明，和從電腦編碼挑戰考驗邏輯和創意思維。

The Dalton Journal
道爾頓通訊
I am beautiful because...
美麗的我，獨特的我

22-6-2018
End of year Joint Concert & K3 Graduation Ceremony

道爾頓年終音樂會暨高班畢業典禮

The Dalton Journal 道爾頓通訊
Dalton School Hong Kong G/F, Imperial Cullinan, 10 Hoi Fai Road, Kowloon, Hong Kong www.dshk.edu.hk
“WOW”@Dalton

Our year-long dual language collaboration with Dr. José Medina of the Center for Applied Linguists in Washington, D.C., allowed our Dalton team to engage in new research, new learning and new challenges as we worked to support the diverse needs of our dual language learners. One area of José’s work with us was to challenge us to discover the “Wows” all around us...each and every day. Taking time to notice these “wow” moments, from both teachers and students, provided us a window into so much possibility!

Some of our teacher “wows” this year showed teachers exemplifying what it means and looks like to trust in students’ intelligence and to allow children to lead, while listening and observing students’ interests and needs. Teachers prepared learning activities with materials that gave students access and allowed them to work independently and designed relevant learning activities that were built upon students’ interest and unit themes. Teachers ensured that our Dalton students had choices of learning tasks and an understanding of how to navigate these choices in their learning environment—so many wonderful “wow” moments from our Dalton team!

As we wrap up this exciting year of learning, we would like to share some of our student “wows” that teachers captured along the way. These are only a few of the many, many “wows” from this exciting, student-centered school year. We look forward to sharing more “wows” in the coming school year and we hope that your summer will be filled with countless WOOS!!

本學年，我們在雙語教育方面與華盛頓應用語言學研究中心的 José Medina 博士緊密合作。道爾頓團隊致力於支持雙語學習者的需求，全面參與最前沿的雙語研究，啟蒙全新的學習體驗並不斷迎接新的學習挑戰。José博士與我們合作的領域之一是鼓勵大家每天都發現我們周圍的「精彩」時刻。關注這些來自老師和學生的「精彩」時刻，為我們提供了一個開放的窗口來探究更多的可能性！

老師們分享的「精彩」時刻展示出他們相信學生的能力，鼓勵學生成為自主學習者，同時認真傾聽和觀察學生的興趣和需要。老師準備的學習活動和材料允許學生獨立探究，且這些活動設計基於學生的興趣並與主題單元相關。老師們確保學生獲得具選擇性的學習任務並了解如何在學習環境中駕馭這些選擇，許多「精彩」時刻也因此應運而生！

在這個激動人心的學年結束之際，讓我們共同分享一些老師們在學習過程中捕捉到的「精彩」時刻。這些僅僅是許多許多「精彩」中的一小部分。我們期待在即將到來的新學年與您分享更多。也希望您的暑假充滿無數快樂和驚喜！

讓精彩繼續……

Larry Leaven
李昌瑞

The Dalton Journal
道爾頓通訊

Dalton School Hong Kong
G/F, Imperial Cullinan, 10 Hoi Fat Road, Kowloon, Hong Kong

2018 Summer
“While there were many WOW moments throughout the year, I must say that seeing Celine share her work and favorite book was one of the most memorable. Celine has grown so much as a student, but it’s been her confidence in her English skills that have humbled me the most.”

By Teacher Nicole

It was a WOW moment for me when I realized that my students took the ideas from 2 themes, rationalized it and transformed it from something very abstract into something that would change their lives from the moment they discovered it.

By Teacher Doris

在社區的主題中，我們一起閱讀了「香港百年變變變」的圖書後，運用平板電腦來呈現書中的10個擴增實境效果（AR），活現10個具代表性的歷史場景。學生們根據擴增實境效果中所聽到的聲音，想像著當中香港的歷史故事。這是我第一次在教學中引入擴增實境效果，學生也非常喜歡運用不同媒體學習。認識了百年的香港後，學生們對於數字「100」很感興趣。

By Teacher Circle
小朋友們很開心地製作了自己的《棕色的熊，棕色的熊，你在看什麼?》，然後我們也邀請了家長一起來猜一猜小朋友們畫的是什麼動物。最後小朋友們把整個故事從頭到尾自信地表演了出來！這個活動是我們今年K1A仁舍的亮點之一！

By Teacher Tracey & Linda

為了將專科的學習內容融入班級的日常活動，在禮舍的教室裡特別設置了探索區。小朋友們正在探索區探索磁鐵的特徵和性能，經過反覆的試驗，小朋友們發現了磁鐵的紅色部分和紫色部分可以相互吸引。他們開心地將這一發現分享給同伴和老師！

By Teacher Alice and Cindy
This photo was taken during one of our very first practice sessions for graduation. We were wow’d by student engagement, if they weren’t dancing they were singing very loudly. We are very proud of our students and we hope they continue with their successes!

By Teacher Gorby

LDK’s first Cultural Diversity Day! It was wonderful seeing some of our children come into school in their traditional outfits. Thank you to the families that sent in snacks! Our Highlight

By Teacher Sonam & Teresa

全班小朋友們互相合作，也從失敗中學習，有的負責畫設計圖、有的負責建築及修改，終於建成了比「ICC、校長」還高的大樓！

By Teacher Linda
LDK Hospital - K1, K2, and K3 students were able to work cooperatively to create LDK Hospital, they bonded together for imaginative play. Students were able to communicate their past knowledge and think interdependently while remaining focused in their play.

By Teacher Angela

I look at Mini Dalton’s confident playgroup kiddos and remember a lot of them were still toddlers when we first met! I am so honoured to have been part of this transformation!

By Teacher Crystal
Professional Development at Dalton

In order to provide our students and families with an exceptional educational experience, it is critical that we provide our teachers with high quality, research-based professional development and support. Our professional development focuses on cultivating a coherent set of beliefs and vision for school and a common understanding of effective teaching. Additionally, we strive to individualize professional development based on teacher’s interests and needs. Below is an overview of some of the central tenets to our professional development plan.

"I liked that we looked at some different strategies that can be used in the classroom when teaching and working with the students. I also enjoyed the fact that IC and WK teachers were able to meet up regularly in this setting and talk about what we tried and the student responses to the different tools. I think with a PD like this one helped me see even more possibilities of what we can do with our classroom.”

- Alice Loo, Little Dalton Pre-K Teacher

Dalton Plan and Child-Centered

We held retreats and professional development days throughout the year that focused on creating a shared understanding of the key principles of the Dalton plan and child-centered instruction. We used the text, "Choice Time", by Renée Dinnerstein, to support our work with classroom environments and LAB time, as well as the original work of Helen Parkhurst.

「道爾頓計劃」和「以兒童為中心的教育理念」

本學年，我們開展了一系列教師專業發展，注重培養教師對「道爾頓計劃」和「以兒童為中心的教育理念」的共識。除了Helen Parkhurst的道爾頓計劃，我們還研讀了 Renée Dinnerstein 撰寫的《Choice Time》一書，並以此書為依據，不斷改善我們的課堂探究環境及更加有效地運用實驗時間（LAB Time）。

The Dalton Journal
道爾頓通訊
Dual Language

We were fortunate to work with one of the leading experts, Dr. José Medina, in the field of Dual Language from the Center for Applied Linguistics in Washington, D.C. José played an integral role in deepening our understanding of the three pillars of Dual Language. In addition, we studied lesson preparation, building background, and comprehensible input in a Dual Language setting. We are looking forward to working with him again next year!

雙語教育

我們非常榮幸與來自美國華盛頓應用語言學研究中心的José Medina博士合作。他是雙語教學領域的專家，對我們深入了解雙語教育的三大支柱起到了非常重要的作用。另外，我們還探索了雙語教育中的教學準備、背景建設和理解性輸入等議題。我們期待下學年再次與José Medina博士一起學習和成長！

Study Groups

During the spring our teachers engaged in small study groups across campuses. We had three groups focused on the following areas:

Group 1: Purpose- Participants analyzed the principles of lesson preparation.

Group 2: Engagement and Environment- Participants analyzed ways to develop classroom environments that nurture and develop students’ disposition toward thinking.

Group 3: Assessment- Participants researched/Compared/Contrasted the foundational literacy systems in both English and Chinese.

學習小組

從三月份到五月份，老師們進行了跨校區小組學習。三個小組分別關注以下領域：

第一組：教學目標——學習者分析教學目標，包括內容目標、語言目標和文化目標。

第二組：教學參與和教學環境——學習者分析不同方式的課堂環境建設，培養和發展學生的思維能力。

第三組：教學評估——學習者比較中英文基礎讀寫體系、研究中英文的「跨語言連結」議題。
Classroom Walkthroughs and Observations
Throughout the year we engaged in classroom walkthroughs and observations. As a community, we use the “3 W Framework” from the Center for Applied Linguistics. As we study teaching and learning, we look for Wows, Wonders, and What ifs. In this way, we celebrate practice, pose questions to push thinking, and generate next steps to enhance practice.

1:1 Coaching
Our leadership team works closely with individual teachers. We use a 3-part coaching model where we co-plan, co-teach, and debrief the lesson. This process is shared, so teachers and school leaders are responsible for the instructional decisions and their impact on student learning.

Specialized External PD
Several of our teachers attended specialized PD based on their areas of interest and developing expertise. For example, Ms. Yan, our music teacher, and our PE team attended conferences specific to their content areas.

The Dalton Journal
道爾頓通訊
Dalton School Hong Kong
G/F, Imperial Cullinan, 10 Hoi Fai Road, Kowloon, Hong Kong
www.dshk.edu.hk

I am not led, I lead.
BOOKS WE LOVE
同愛童書

School’s out, so there’s plenty of time for reading!
暑假開始了！讓我們一起享受閱讀的樂趣！

What the Ladybird Heard on Holiday - Julia Donaldson
Duck & Goose Go to the beach - Tad Hills
Louise, The Adventure of a Chicken - Kate Dimacillo
Blackout - John Rocco
The Relatives Came - Cynthia Rylant

搭乘火車旅行的祕密 作者：凱倫·布朗
鴨子的假期 作者（以）吉拉德·索弗
跑跑鎮 作者：亞東