

Little Dalton

道爾頓幼稚園

PRE K . K1 - K3

Little Dalton Kindergarten

I AM NOT LED, I LEAD



LITTLE DALTON PHILOSOPHY

道爾頓幼稚園理念

The Dalton Plan is the keystone of our philosophy. We provide an environment for children in the early years that nurtures their natural inquisitiveness, develops their self-confidence and their capacity to succeed, exploits their natural ability to acquire languages, and educates them to be responsible and independent learners and thinkers. Little Dalton challenges each student to develop intellectual curiosity, creativity, and a sense of responsibility and respect towards others both within the school and in the wider community. Students are taught to take the lead in their life-long learning process. Our motto is: **I am not led, I lead.**

道爾頓計劃是道爾頓幼稚園教學理念的基石。我們致力於提供一個以孩子為中心的環境，以培養學生的探索精神、建立他們的自信心、開發他們學習語言的潛能和培養他們成為獨立的、有責任感的小學者和小思想家。道爾頓幼稚園期望培養每位學生在學校和社會中發展其求知慾、創造力、責任感以及對他人的尊重。我們希望孩子都可以成為主動的學習者，並為自己的終生學習奠基，如同我們學校的座右銘 - **卓爾樂群**。



LITTLE DALTON KINDERGARTEN (LDK)

道爾頓幼稚園 (LDK)

Little Dalton is a progressive, dual language kindergarten underpinned by The Dalton Plan and the Early Years Foundation Stage (UK). The Dalton Plan is one of the most influential and successful child-centred educational models in the world that gives children the freedom and responsibility to guide their own learning, and opportunities for cooperation. Our curriculum is specially designed and delivered by experts to combine rigor and all-round excellence in a caring and nurturing environment.

Little Dalton offers education for children from Pre-K to K3 and a dual language Putonghua and English environment focused on play, physical development and social and emotional skills in the early years, with the gradual integration of emergent literacy and mathematic programmes.

Little Dalton is committed to providing our graduates with a solid foundation for life-long learning and a world-class, well-rounded education. Little Dalton graduates are inquisitive, self-confident, responsible, socially sensitive, independent learners and thinkers. They are well-equipped for a transition to the primary years either at Dalton School Hong Kong or any other leading schools around the world.

We are especially indebted to advisors from The Dalton School in New York and Ascham School in Sydney for their guidance and support.

道爾頓幼稚園是一所以道爾頓計劃和優質早期教育發展課程為基礎的雙語幼稚園。道爾頓計劃是世界上最成功和最具影響力的以孩子為中心的教育理念之一，注重給予孩子適當的學習自由和責任以及群體合作的機會。我們的課程嚴謹而全面，由教育專家特別設計而成。

道爾頓幼稚園開設了準幼班 (Pre-K)、幼兒班 (K1)、低班 (K2) 和高班 (K3)，是一所教授普通話和英語的雙語學校。學校注重孩子早期的遊戲學習、體能發展和社交與情感技能的發展，並逐步引入與培養讀寫能力和數學能力相關的課程。

道爾頓幼稚園希望為孩子的終身學習奠基，並致力於提供世界頂尖的全方位教育。道爾頓幼稚園的畢業生都是具有探索精神、充滿自信、有責任感、善於交際、合群但獨立的小學者和小思想家。道爾頓幼稚園的雙語教育將為他們升讀香港道爾頓學校或世界各地的其他頂尖小學的學習都打下堅實的基礎。

我們要特別感謝來自紐約道爾頓學校 (The Dalton School) 和悉尼阿斯克姆 (Ascham) 學校的顧問給予我們的幫助和支持。



*I AM NOT LED
I LEAD*

**O U R
D A L T O N
A P P R O A C H**

道爾頓模式

*“It is not a curriculum...
it is an educational
reorganization which
reconciles the twin
activities of teaching and
learning. When intelligently
applied, it creates
conditions which enable
the teacher to teach and
the learner learn.”*

Helen Parkhurst

「它不是一個課程……它是將『教與
學』這兩個雙生活動重新組織、調和、
革新的一項工程。如能得到恰當的應
用，將為教師教學，學生學習創造良好
的條件。」

海倫·派克赫斯特



THE DALTON PLAN

道爾頓計劃

The Dalton Plan, created a century ago by Helen Parkhurst in Dalton, Massachusetts, USA, grew out of the progressive movement of educational reform in the early 20th Century that reacted against the teacher-centered, “one size fits all” mode of education. Today, there are over 200 Dalton Plan schools throughout the world. Many other leading schools, including Tsinghua University Primary School (THPS), adopt some components of the Dalton Plan while leading educators, such as the Association of Senior Professors of Peking University, are strong advocates of the Dalton Plan for education reform.

海倫·派克赫斯特於1920年前後在美國麻省道爾頓鎮創立了道爾頓教育計劃，20世紀初教育革新運動興起，顛覆了當時「以教師為中心」、「千篇一律」的傳統教育觀念。今天，全世界有超過200所道爾頓計劃學校。許多其他的頂尖學校，包括清華附小也採用了道爾頓教育計劃的部分內容，一些知名的教育家，如北京大學高級教授協會的教授們都是道爾頓教育計劃的有力宣導者。

The Dalton Plan is based on a strong belief that whenever children are given responsibility for their learning, they instinctively seek the best way to achieve it and execute their decisions with focus and rigor, leading to success. Built on this belief, the Dalton Plan believes education should:

- tailor each student's program to his or her needs, interests and abilities;
- promote communication, collaboration, and a sense of responsibility and community;
- nurture children's skills for tomorrow, building resourcefulness, flexibility and independence.

To achieve these objectives, Parkhurst developed a three-part model which reorganizes education from teacher-centred to child-centred, transferring critical learning responsibilities from the teacher to the child. These three parts, namely the House, the Assignment, and the Laboratory, along with the more formal Lesson, form the critical, structural foundation of a Dalton education. Through these structural components and guided by the philosophy of the Dalton Plan, teachers and students work together towards individualized goals that develop the mind, the body and the spirit.

派克赫斯特女士堅信，當孩子們為自己而學習時，他們就會主動尋求最好的學習方式，並會嚴謹地執行，從而獲得成功。基於這個信念，道爾頓計劃將會：

- 根據孩子的需要、興趣和能力來為每個學生量身定制學習計劃；
- 加強孩子的溝通能力、協作能力、責任感和社群意識；
- 培養孩子駕馭未來的技能，發展他們的智慧、靈活性和獨立性

為了實現這些目標，派克赫斯特女士研發了一個三部份的教學模式，把教育從傳統「以教師為中心」轉變為「以兒童為中心」；把學習的責任從教師的手上轉移到孩子的心中。這三個部份名為House(學舍)、Assignment(作業) 和 Laboratory(實驗)，加上常規的授課時間，就形成了道爾頓教育的主要基礎。通過這三個部分和道爾頓教育理念的導引，教師和學生共同協作完成個人目標，以發展學生的思維、體能和精神情志。



THE IMPORTANCE OF PLAY

遊戲的重要性

Little Dalton is committed to providing a child-centred, playful environment for our young learners. We value play as an essential part of the learning process and strive to nurture imagination and inquiry so that children can make sense of the world and their place in it. Play is often referred to as the engine of learning and LDK provides many opportunities for children to engage in various forms of play, increasing in sophistication and depth over time.

Children at LDK are given a wide variety of opportunities in which to explore and learn. Through careful observation during independent, unstructured and group play, teachers notice each child's individual strengths, interests and unique views and interactions. These observations during various forms of play— make-believe, symbolic, construction— provide teachers with critical information to support individual children while also creating targeted experiences that empower all children to build skills of cooperation, develop an understanding of social cues and boundaries, build relationships and develop self-control.

Little Dalton provides a well-equipped and supportive environment, one where play is valued, and where children are given opportunities to learn, grow and develop their understanding of the world around them.

道爾頓幼稚園致力於為年紀較小的兒童提供以孩子為中心的玩樂環境。我們將遊戲作為學習過程的重要組成部分，努力培養孩子的想象力和求知慾，使孩子能夠開始了解世界以及他們自己在其中的位置。遊戲通常被視為學習的引擎，而道爾頓幼稚園正是給孩子們提供了許多不同形式的遊戲方式，讓他們在不同深度和層次的遊戲中進行學習。

道爾頓幼稚園的學生有很多機會探索和學習。老師會在他們獨立玩耍或小組遊戲時仔細觀察，進而發現每個孩子的長處、興趣、視角以及與同伴的互動情況。這些觀察會在不同形式的遊戲時間進行，例如角色扮演遊戲、樂高建築遊戲等，這使得老師能夠獲得相關的重要信息以支持每個孩子的學習，並創造有目的的體驗形式來培養孩子的合作技巧、社交能力，建立他們與小夥伴的關係和形成自律能力。

道爾頓幼稚園提供良好的學習環境和設施，強調遊戲的重要性，使學生們都有機會去學習、成長和形成自己對周圍世界的理解。





CHILD-CENTRED LEARNING AND INQUIRY

以孩子為中心的學習與探究

Little Dalton is a child-centred learning environment for children aged two to six years. We recognise that every child is an individual with unique learning needs, and we promote development at the child's individual rate. Little Dalton also recognises the natural inquisitiveness of children and that they are active participants in their own learning and should be involved in deciding what they learn whilst at kindergarten. Ideas, preferences, and interests are all considered when planning and teaching, and teachers and students work together to explore the world through the lens of the child.

LDK's approach to learning is one fully focused on the whole child. Activities—including physical education, music, art, dance —promote the development of cognitive skills, emotional growth, physical coordination, and social interaction. Our LDK teachers work closely with each child to ensure that ongoing development occurs in a carefully designed environment, one that is child-centered and empowers each learner to reach his or her full potential.

道爾頓幼稚園為兩到六歲的兒童提供以孩子為中心的學習環境。我們認識到，每個孩子都有自己獨特的學習需求。據此，我們也提倡根據每個孩子不同的學習速度設置個性化的學習方案。道爾頓幼稚園同時也關注孩子內在的求知慾，他們是自己學習的積極參與者，應該參與決定自己在學校要學什麼。老師在計劃和教學時會考慮孩子的觀念、偏好和興趣，老師和學生將一同通過孩子的視角來探索世界。

道爾頓的學習方式強調全人教育。體育、音樂、藝術和舞蹈等活動能夠促進他們的認知技能、情感發展、身體協調性和社交互動。學校的老師會和每位學生緊密合作，以確保在精心設計的學習環境中，每個孩子在各方面的能力持續發展，並使每個孩子能夠充分發揮自己的潛能。



MISSION

使命

The mission of Little Dalton is to provide a progressive, creative, nurturing, dual language teaching and learning environment that:

- Meets each student's interests, abilities and needs while building a solid foundation of skills to fulfill their academic and non-academic potential; and
- Develops students into compassionate contributors who respect, appreciate and promote the diversity and moral values in our communities.

道爾頓幼稚園的使命是為每一個孩子提供具有創意性的雙語學習環境：

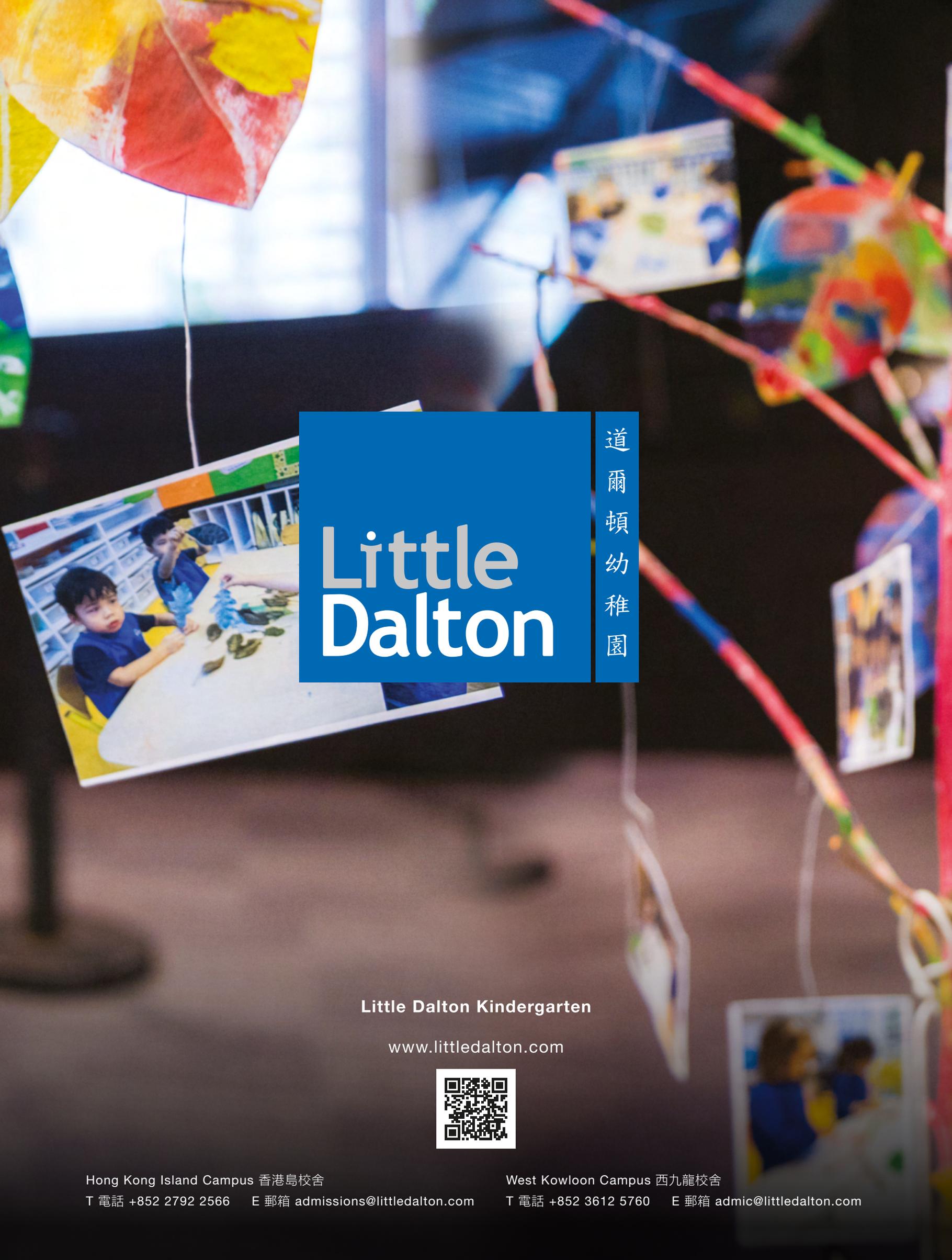
- 以滿足每個學生的興趣、能力和需要，為他們學術和非學術的發展奠定堅實的基礎；
- 以培養學生的道德觀和價值觀，讓孩子對身邊的社群有一顆真誠、尊重、感恩和包容的心。

OUR PRINCIPLES

道爾頓幼稚園教學原則

- Creating a nurturing and caring learning community for children, parents and teachers in which individual development is fostered through collective cooperation;
- Delivering a child-led curriculum designed to consider each student's interests, abilities and needs while nurturing development of all dimensions: intellectual, social, emotional, linguistic, cognitive and physical;
- Promoting intellectual independence and risk-taking through play, inquiry, direct experience, reading and collaboration;
- Instilling a sense of ethics, moral values, respect and responsibility towards others;
- Working closely with leading Dalton schools to share best practices, conduct joint programs and innovate;
- Engaging greater China researchers and institutions to effectively and continuously enhance our dual language program;
- Adopting innovative educational tools and methodologies through technology and various mediums.

- 為孩子、家長和老師創建一個關愛的學習共同體，讓每個孩子通過集體合作來得到適當的發展；
- 在考慮每個孩子的興趣、能力和需要後，學校以孩子為中心來設計課程，讓學生在知識、社交、情感、語言、認知和體格等各方面都獲得全面發展；
- 通過探索、實驗、閱讀和群體合作來培養孩子獨立的思考能力與敢於冒險的精神；
- 培養正確的道德觀和價值觀，讓學生學會尊重他人和承擔責任；
- 與其他遵循道爾頓教育理念的學校保持緊密聯繫，籍以分享經驗心得、建設聯校課程和研究改革創新；
- 與大中華的專家學者和學術機構合作，不斷加強改進雙語教學的規劃；和
- 探索和採用創新的教育工具、技術、科技和媒介進行教學支援。

The background is a collage of children's artwork and photos. At the top left, there are colorful paper umbrellas in shades of yellow, red, and orange. Below them, several photographs of children in a classroom setting are visible. One photo shows two children sitting at a table, working with green leaves. Another photo shows a child holding a fan. The overall theme is creative and educational.

Little Dalton

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Little Dalton Kindergarten

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