



NEWSLETTER

Summer 2019 (June Issue)

Helping Children Become Thinkers

幫助孩子成為思想家

Critical thinking has become a buzzword in education. In the past, the emphasis in classrooms was on imparting information and content; back in the day this was how we 'learnt'. In recent years, however, there's been a shift toward teaching critical thinking, a skill that elevates thinking beyond memorization into the realm of analysis and logic.

Put another way, critical thinking is about knowing how to think, not what to think.

Here at Discovery Mind we believe that critical thinking is an essential life skill. We use critical thinking skills every day. They help us to make good decisions, understand the consequences of our actions and solve problems. These incredibly important social skills are used in everything from putting together puzzles to negotiating your way around the classroom. Critical thinking helps us make good sound decisions.



K1 Math's problem solving

批判性思維已成為教育的流行語。過去，課堂的重點是傳授知識和內容，這就是我們所熟識的「學習」方式。時至今天，學習的方向趨向發展批判性思維，這種技能將思維從記憶模式，進入分析和邏輯領域。

換句話說，批判性思維讓我們認知如何思考，而非思考甚麼。

在弘志，我們相信批判性思維是必不可少的生活技能。我們每天都運用批判性思維來做出好的決定、理解我們行為的後果並幫助我們解決問題。這些精湛且重要的社交技巧被用於我們的日常生活當中，如從拼砌拼圖到與同儕磋商在課室裏發生的事情等。批判性思維都有助我們做出正確的決策。

The constructivist teacher ... sees education and its attendant curriculum goals as the result of children learning by resolving cognitive conflicts through experiences, reflection, and metacognition, critical thinking is at the heart of the teaching and learning process.

(Davis-Seaver, Jane)

Infinitely curious about the world around them, children constantly observe and explore, take in new information and generate their own ideas about how the world works. A child's natural curiosity helps lay the foundation for critical thinking. Critical thinking requires us to take in information, analyze it and make judgements about it and that type of active engagement requires imagination and inquisitiveness. As our students take in new information they fill up a library of sorts within their brain. They have to think about how the new information fits in with what they already know, or, if it changes any information we already hold to be true.

孩子們對周遭事物充滿好奇，他們透過不斷地觀察和探索，接收新的資訊，繼而產生他們自己對世界如何運作的想法。孩子天生的好奇心有助他們發展批判性思維，並奠定基礎。批判性思維需要我們在接收資訊後將訊息分析，然後對其做出判斷。這種活躍的思想運作模式同時需要想像力和求知慾。當我們的學生接收新訊息時，批判性思維模式會將訊息存放在大腦中的不同記憶體內，猶如裝滿大腦裏的圖書庫一樣。他們需要思考如何將新的訊息與故有知識結合，或更新我們對故有認知的理解。

Open-ended activities



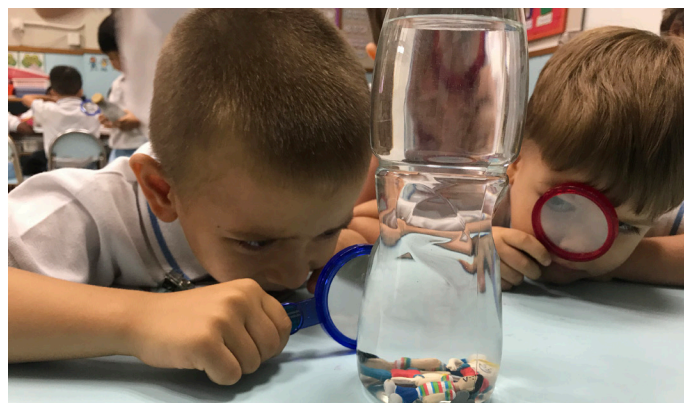
Playgroup children playing with cloud dough



The possibilities are endless!



K2 role play



K2 science and discovery

Many parents ask us how they can support the development of critical thinking at home. Here are a few ways you can encourage your child.

1. Present open-ended activities. Instead of having the child do a self- portrait by giving them a page with the outline of a body, give them several colours of construction paper, scissors and glue to create a picture of themselves. The possibilities are endless.
2. Ask the child for their opinion. When issues occur in the classroom, instead of issuing commands, we turn the discussion to the children. "Friends, we are having trouble remembering to clean the kitchen area when we have finished playing. Do you have any suggestions for what we can do about this problem?"

許多家長都對如何能夠在家培養和支持孩子發展並批判性思維有疑問。以下幾種方式或可有所幫助。

1. 進行開放式的活動。與其讓孩子在一個已印上身體輪廓紙上繪出自畫像，不如給他們一些顏色紙、剪刀和膠水，讓他們自行創造出自己肖像。發展他們的無限可能性。
2. 詢問孩子的意見。在學校課堂上出現問題時，老師除了對孩子發出命令，亦可讓孩子一起參與討論、共同研究如何攻有效地解決問題。「朋友們，我們每次在廚房玩完之後都會忘記收拾。你們會建議用甚麼方法來改善情況呢？」你在家中也可以試試相似的方法。

Problem solving



K3 working with a partner to classify plants



K1- I can spell my name!



Working and playing with a partner



K3 Math's problem solving

3. Conduct a daily sharing time activity. Children should be given an opportunity to verbally share any information/ item they would like to that day. The other friends in the class should be encouraged to listen to the speaker (listening skills practice). It would not be a requirement, but an opportunity.

3. 進行每日共享時間的活動。我們應該給予每個孩子一個讓他們分享當天想要表達的事物之機會。同時鼓勵要聆聽別人的分享(這相當於聽力技巧訓練)。這不是一個條件，而是一個機會。

Sharing Activities



IPC Knowledge harvest- K3 students brainstorming on the unit 'Flowers and Insects'



Puppet shows in Pre-Nursery



Sharing time



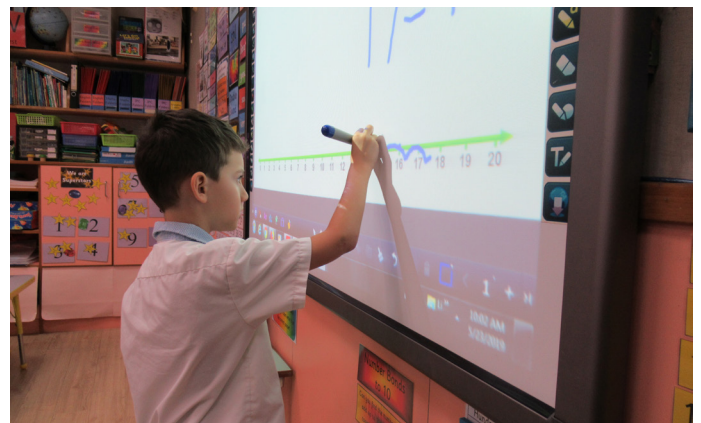
Picnic fun

4. Let the children be the teacher. Children learn many more things from their peers than they do from adults. The value of using other children as 'teachers' is priceless; in the class children can be partnered with a friend so that they can share with each other during an activity. The thinking, learning and discussion that goes on during this sharing time is so valuable that one must always look out for opportunities to allow children to 'teach' each other.
5. Help children understand the 'why.' Discuss with children why they are learning what you are teaching in the classroom. "Friends why do you think it is important for us to be a good friend?" A routine 'why' discussion will help children develop the thinking skills of reasoning and understanding the foundation of learning.

Helping a child develop thinking skills will open up the world to them.

4. 讓孩子成為老師。孩子從同儕身上學到的東西遠比從成年人當中學到更多。讓其他兒童作為「教師」的價值是無價的。在課堂的活動中，孩子們可以跟同伴一起合作、互相分享。在這分享時段進行的思考、學習和討論都非常有價值，這也能讓孩子們有更多教學相長的機會。
5. 幫助孩子理解「為甚麼」。與孩子們討論為甚麼他們要學習課堂上所教學的內容。「朋友們，為甚麼讓我們成為好朋友是這麼重要？」一個日常「為甚麼」的討論能幫助孩子培養推理和理解學習基礎的思維能力。

幫助孩子發展思維技能將有助他們日後探索更大、更遠的世界。



K3 Math's problem solving



To the rescue!



Seeing the world from a different perspective

Thinking skills

We have a strong belief at DMPS, that as a school, we are responsible not only for providing a good academic education but also for developing the 'whole child'. It is key that children are enthusiastic learners and critical thinkers who have the confidence and skills to ask questions and find answers independently. The introduction of Discovery Projects at the start of this year, has provided children with opportunities to actively engage with their learning and work collaboratively with others to solve problems. We have seen that children rise to the challenge - they are not only 'learning to learn' but are becoming increasingly adept at solving problems with growing independence.

The Year 5 and 6 challenge at the start of the year to organise our International Day resulted in a wonderful celebration of the different cultures represented in our DMPS family. There were lots of logistics to think through organising 3 hours worth of activities for 180 children, and lots of 'thinking on their feet' when things didn't go to plan!

Educational research has shown that when pupils understand how they think and learn they become more resilient and adaptable and make greater progress. At DMPS, we are passionate about learning and are committed to providing our children with skills to live successful lives in a rapidly changing world; we encourage our staff and children to work with a growth mindset, develop resilience and have a positive attitude towards everything they do.

The recent Year 4 Market Day was a great example of resilience with children carrying out market research to discover the product needs, designing a product, marketing and advertising, selling the product and then evaluating the profit made and reflecting on how more money could have been made. We have some great entrepreneurs in the making!



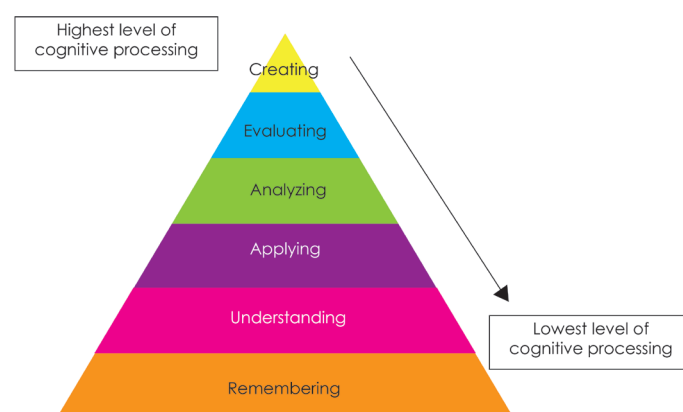
Our pupils are encouraged to think in a variety of ways which will encourage and inspire thoughtful learning and a 'can do' attitude. We would like children to be conscious of their thinking and encourage them to explain their thought processes to help develop understanding. *This can be seen in evidence in maths lessons, where children explain how they got an answer to a question or how they solved a problem. We like to help children to think outside the box, to be resilient and overcome barriers to learning. We want our children to find solutions to problems and facilitate and develop open minded thinking.*

At DMPS we believe that:

- All learners have the innate ability to think and improve their thinking.
- All learners need to transfer and connect thinking processes and dispositions to secure deep learning.
- Improving thinking and learning is most effective when this is taught explicitly and opportunities are provided on a daily basis to practise and extend skills.

At home, please encourage your child to think more to solve their own problems; for example asking, "what do you need to do to get ready for school?" rather than just directing the mornings activities for them.

Please also encourage your child to reflect; I like to ask my children, "What was the best bit of your day?" or 'What did you do to make you proud today?'. I love the fact that they turn the question back on me and it really makes me think too!



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