

Dalton Café

NOVEMBER 23, 2022





Ms. BAI Lili

Principal of Wenzhou Dalton Elementary School, P.R. China.

For over 100 years, the Dalton educational theory founded by Ms Helen Parker, based on the core values of “freedom and cooperation”, has been the foundation stone for practice and development in Dalton schools.

With global scope, the Dalton International has constantly been active in its engagement to promote the practical application of Dalton education, in cooperation with schools. It has contributed a great deal of wisdom and strength.

We at Wenzhou Dalton Elementary School in China have benefited from the personal guidance of President Rohner, Dr. Agata. Furthermore, their online trainings and webinars teach us strong measures which have given impetus to the development of Dalton in China, which have benefited the reform of education.

Dalton education is a ‘future-facing’ kind of education. We refer to and absorb its essence, to boost the implementation of China’s own domestic educational reforms. No matter whether we view the immediate effects of practical application, or the beautiful vision in the distance of a school’s development, both present a mode which is delightful.

Dalton cafe is another way. Just a cozy corner, with a cup of coffee, and open the laptop, you could meet all the members from our Dalton family. We exchange our thoughts, we discuss our creative ideas as well as Dalton development in Chinese education both in theory and practice.

2023 is coming, I cannot wait to welcome all our Dalton family members to China, to see us in Wenzhou.

DALTON INTERNATIONAL CAFÉ 2022

SPEAKERS



ROEL RÖHNER

PRESIDENT, DALTON INTERNATIONAL

WELCOMING GUESTS



HUIB WURSTEN

HOFSTEDE INSIGHTS GROUP

EDUCATION IN A GLOBALIZED WORLD



DR JOANNE MANNING

ASCHAM SCHOOL IN SYDNEY/DALTON INTERNATIONAL

KNOWING EVERY STUDENT THROUGH DALTON STRUCTURES AT ASCHAM



RENE BERENDS

*SAXION UNIVERSITY OF APPLIED SCIENCES/
DALTON INTERNATIONAL*

DALTON VISION IN THE NETHERLANDS

DALTON INTERNATIONAL CAFÉ 2022 SPEAKERS



DR SIMONE REICHENBERGER

PRESIDENT, AUSTRIAN DALTON ASSOCIATION

DALTON DAILY PRACTICE IN AUSTRIA



SARAH LOUISE MONEY, MOHAMMAD HADTAGHINEZ

DALTON COLLEGE IZMIR

DALTON DAILY PRACTICE IN DALTON COLLEGE IZMIR



ESTERA SZPUNTOWICZ

INTERNATIONAL DALTON PRESCHOOL, POLAND

HOW DO WE CONNECT DALTON PLAN, THE PROJECT METHOD AND REGGIO EMILIA PHILOSOPHY. THE PRACTICAL CHILD DEVELOPMENT IN KINDERGARTEN NO. 34 IN KOSZALIN POLAND



DR KATARZYNA KROL/MATYLDA

THE STATE UNIVERSITY OF TECHNOLOGY AND ECONOMICS IN JAROSLAW, POLAND

THE USE OF A THEATRE DOLL IN THE DIDACTIC AND EDUCATIONAL PROCESS OF PRESCHOOL CHILDREN

DALTON INTERNATIONAL CAFÉ 2022 SPEAKERS



DR BARBARA CZUBA

*THE STATE UNIVERSITY OF TECHNOLOGY AND ECONOMICS IN
JAROSLAW, POLAND*

THE DALTON PLAN IN COGNITIVE BEHAVIORAL THERAPY FOR
CHILDREN WITH EMOTIONAL DISORDERS



SOPHIE PAN/MARCY YU

WENZHOU DALTON ELEMENTARY SCHOOL

WENZHOU'S DAILY DALTON PRACTICE



AMY LU

SHENZHEN XINHUA DALTON SCHOOL

DALTON DAILY PRACTICE IN SHENZHEN XINHUA DALTON SCHOOL



DR AGATA RÖHNER

DALTON INTERNATIONAL

DAO, LI AND DALTON EDUCATION IN CHINA.



Roel Röhner, President, Dalton International

director of one of the oldest Dutch Dalton Schools in The Netherlands-Pieterskerkhof in Utrecht, the school was founded in 1925. During my work I was co-responsible for creation the Dalton model for an early primary Dalton education.

- the Director of the Documentary Centre in a Dutch Dalton Association.
 - the member of the board of Dutch Dalton Association for twenty years.
 - primary education coordinator in the city link Utrecht-Brno for 15 years.
- Founder and President of the board of Dalton International since March 2001.
- The cofounder of Austrian Dalton Association, Czech Dalton Association, Polish Dalton Association.

The main topic for the organization of the education in our schools, is that teachers have to organize a process in which they can handle all the differences between children.

In pre-school and primary education, we are confronted with very heterogeneous groups.

In the daily practice it means that the discrepancy between the old model of 'whole-class-teaching' and the real educational needs is too big.

These differences between pupils make a strong appeal to the professional skills, the expertise of the teacher. Their level of teaching-strategy and educational ability, their skills to organize the educational process are conditional.

Characteristic of the pedagogical relation is that, on one side teachers want to promote the self-reliance and the responsibility of pupils, but with the dilemma to lose the check on the individual development.

The society is focussed on the individual, but in education we still focus on the group.

Children nowadays are outside the school able to make a lot of choices themselves and the same should be possible in school. We force them in the classroom and that's good for the social development. But we must use their natural urge to discover things.

It is interesting to find what Helen Parkhurst said about this point:

'In the old days the student went to school to get what the school had to offer him ; now he goes to school to satisfy a definite need for self-development.

He is no longer disposed to learn just what the teacher proposes to teach'.

The role of the teacher must change. Not the fixed and 'safe' position in front of the classroom, but in the group next to the children. The role changes from leader of the process to a coach function.

And a relevant question is: who is responsible for the quality of education?

My simple answer is: the teacher in the classroom.

Those are the professionals, the facilitators, the pedagogues, the coaches, the quality makers.

But in the daily practice in the school the team of teachers is a heterogeneous group of quality makers and this is still not a guarantee for good education.

Such an heterogeneous group of teachers look like a beautiful archipelago: nice isles but a lot of water in between and very complicated to connect.

When a director of a school wants to have influence on the educational quality of the whole school, he/she must focus on the task of educational leadership.

If the director of the school wants to be a quality maker too, he/she must leave the office frequently to observe the processes and to work on the floor.

Sitting in the office the profession of an average manager is not adventurous. The problems are predictable and almost the same every year. This manager is pursuing the 'status quo'.

By preference: no problems, no changes, no development.

This manager is in his authority focussed on average results: a financial balance, not too much non-attendance of teachers and he prepares properly the visit of the inspector.

Every year the manager utters a breath of relief when summer holidays are fetched without accidents.

Much happened, nothing changed.

(Roel Röhner: Magazine Dalton International 2005)

But the educational leader is part of a dynamic process. She/he can adept new situations and recognizes valuable initiatives on the floor.

If the director of the school is only mastering the management problems, it will have at last a negative effect on the quality of the education.

Educational leadership is stimulating the human power, is making a team out of a group of quality makers and stimulate them to be involved with the future of their students.

Director and teachers has to think about the innovation of education. It can be done in the own school, but even better in contact with other schools. International exchanges make that process more attractive and valuable.

In Dalton education we are still able to make innovative new steps thanks to the fact that our basic concept is so clear.

The educational reformers of the last century constructed the fundament of student-centred education.

Perhaps you can say that "Respect the child" was Helen Parkhurst's mission statement.

But she worked it out in a complete concept that promotes adaptive education.

And because Helen Parkhurst didn't prescribed regulations, we are able to actualize the Dalton concept.

At this moment I asked myself if the Covid period

disturbed the development of the Dalton implementation process in the Chinese Dalton schools and the Dalton College in Turkey? The whole society worldwide was forced to invent a new way of communication and cooperation. In the beginning we were afraid that the lack of direct contact between your teams of teachers and our group of international Dalton consultants should disturb the process.

But altogether we proved that a motivated group takes the responsibility and find a way to overcome obstacles. And how nice it was to notice how we could use the technology in order to have regular contact with each other.

Agata Röhner had a frequent contact with the Dalton Consultants and staff of the schools in Wenzhou and Shenzhen, and Paul Bruijn and Dalton College Izmir found also a way how to continue the training process. It was a valuable start of new and active process, because the individual differences in competences were used as a team development process.

Finally, I want to say that the procedure of self-reflection proved to be an important strategy to make the quality of the education more transparent. Self-reflection is a good way to motivate students, but also teachers to grow in their profession.

Teachers must learn to formulate their professional experiences in order to help each other by exchange of these experiences. The success of innovation depends on the exchange of thoughts. And if that happens on an international platform it always give more inspiration, is more effective and is it suitable to Helen Parkhurst's vision about co-operation.

Dalton International stimulates these initiatives of the exchange of thoughts. We were forced to do it on-line, but we are very happy if we can see each other in person and to continue our cooperation together with you in the classrooms.

Roel Röhner

President Dalton International

Agata Röhner,
Dalton International Foundation,
The Netherlands

Dalton education, Personalism and Confucian tradition

Introduction

Contemporary world together with numerous civilization changes brings the necessity of solving modern problems. Human being has always longed for permanent values, which would enable their holistic development. From this perspective, the article seeks to examine the relation between integral education, personalistic philosophy combined with Chinese ancient vision on education.

On the one hand the following publication tends to reveal the aspect of self-cultivation and the aspect of “true self” in the light of eastern personalism and William James’ pragmatism, whereas on the other hand it indicates and inspires to create brand new frames of a modern Dalton education and its implementation in China.

The first part of the paper focuses on vision on human being presented by Helen Parkhurst and William James in the light of philosophy of personalism, however combined with Chinese Confucian spirit and its reflection in a modern Chinese Dalton School. To achieve this, the concept of Bios was subjected to analysis.

The second part of this paper seeks to examine the relation between Parkhurst vision on society accompanied by Confucian vision on socialization on the example of “Ren” and its personalistic equivalent “*Ethos*”, which focuses on introducing a young human being in the world of values, and interaction with outside world by forming relations and finding their own place in a modern community, society.

The third part seeks to analyse the reflection of Parkhurst vision on education and its place and development in a modern Chinese education system. In order to analyse this, the personalistic concept of “*Agos*” was subjected to analysis. This paper seeks to examine the answers for such questions as: is a child an integral education subject in the Dalton School? Is the voice of children loud enough to hear? Is moral, ethical, emotional, intellectual, and spiritual sphere of every child naturally developed? Is the young human being prepared for an active participation in a school life? Is citizenship present? Is master-child relation based on a dialogue? Or is it a top-down communication?

Therefore, presented vision can serve not only theoreticians of teaching and upbringing, but also practitioners: educators, teachers, parents, who may find some precious inspirations



Dr Agata Röhner

Executive Director of Dalton International, author, speaker, and lecturer. She actively promotes DI's involvement in Dalton educational projects in many countries, alongside the many other areas of the association's work, including teacher training programs globally and ancillary Dalton programs, research and development supported by the board, committees, and staff of Dalton International. Teacher trainer in some Dalton schools in Europe and Asia.

and take advantage of them in their pedagogical work. For pedagogues, the following Dalton analysis may constitute a rich source of information that helps Dalton schools in China to create their own vision on independent, self-reliant, responsible, cooperative, reflective, and fearless young human being. It seems that universal and timeless character of Dalton education may become a solution to everyday pedagogical problems, and therefore it is necessary to recall child centred vision and rediscover the potential of Dalton education in China.

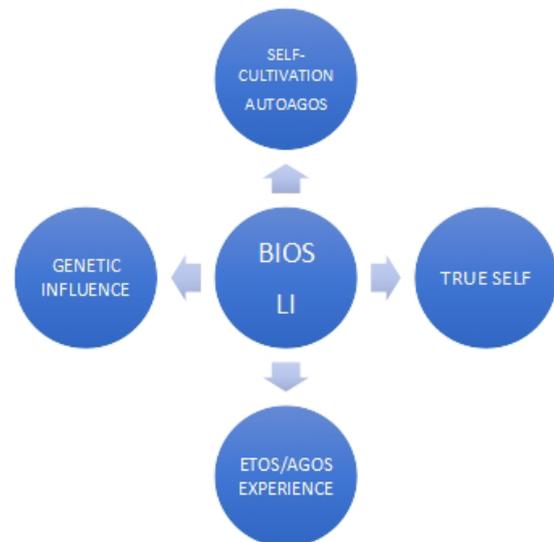
Part I

Bios in Dalton education

The framework definition of education combines elements of action (praxeological), developmental (evolutionary), conditioning (situational) and productive (adaptive)¹. It integrates above all: a) education as an activity of structuring, b) education as free development, c) education as an impact of educational situations and d) education as a product. As a result of this connection, it contains the most basic ingredients of education that influence the holistic development of every human being.

These forces-dynamisms include among other *Bios*, which is a basic force, drive for the natural, psychological development of the organism. In pedagogy, this momentum is called *bios* (derived from Greek: *bios- life*)². Thanks to the inherited biological structure from parents and a number of generations of ancestors, *bios* is expressed in the momentum of life (*bio tonus*), which can be very strong from the birth of the child, resistant to stress, vital and flexible factors, or on the contrary can be weak and delicate. (Kunowski, S. 1999). William James³, an American philosopher and psychologist marks the importance of revealing the "inner truth", a true self and free will. What is important, also Confucius is writing about the aspect of truth and coming back to "true self". For Helen Parkhurst both personalistic and pragmatic vision on education were actual and important. Thus, natural development and the concept of free will lie in the heart of a daily Dalton practice.

Below, the vision on *Bios*:



From this perspective, one may observe that all the external forces are working and influencing "Bios". Psychoorganic development of every human being is influenced by "natural predispositions" inherited from the ancestors, family. And also a concept of a "tru self" - a uniqueness and originality what makes all the people different and special, self development, individual and social experience aquired throughout the whole life of a person. And finally, the dynamic force that helps a child to live in a harmony with others, responsibly and freely, without being a slave of their own "impulses". That force helps to regulate and shape "Bios" and it is called "Ethos" (derived from Greek "custom, habit"). *Bios* is therefore regulated by the strenght of the society, therefore socialization is significantly important in introducing a young human being in the world of values, maorality and social norms. Hence, free will combined with responsible growth makes us humans. Helen Parkhurst wrote about these aspects as "*freedom and responsibility*".⁴

¹ A. Sowinska, *Innovations in English Language education in the light of alternative education*, John Paul II Catholic University in Poland, Lublin 2016.

² Kunowski, S., "The basics of a modern pedagogy", Warsaw University Press, 1993.

³ James, W., *Pragmatism, and other writings*", Penguin Classics, 2000.

⁴ Parkhurst, H., "Education on the Dalton Plan", E.P. Dutton amp Company, New York, 1922.

Part II

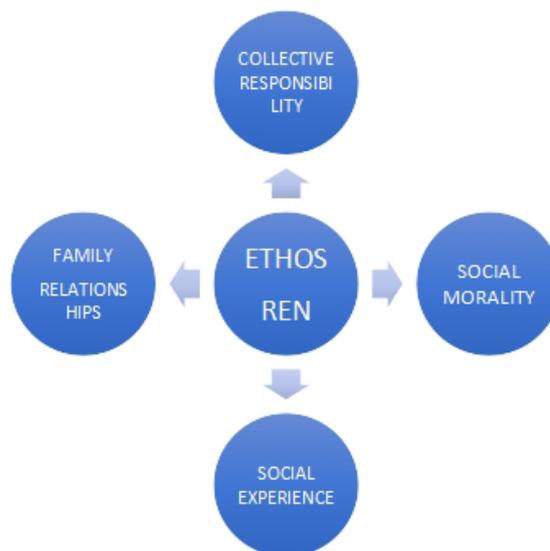
Ethos in Dalton education

The strength of society, which is morally and culturally shaped by *Bios* is called *Ethos*.

Its dynamism depends on the support and educational care, that is, on the struggles of educators (parents, teachers) in the specific culture. This huge element of social life tries to direct the *bios* of the individual to achieve their own goals and subordinate a young human being to the moral, cultural and legal norms existing in a given community. The strength of the *ethos* depends on the level of morality of family, school, peer, professional or wider groups, national and state organizations. The level varies greatly, but now it can be measured scientifically using sociometry methods. *Ethos* works on the *bios* primarily by creating educational situations in the social, family, school, peer group, professional group, etc., in which specific patterns of behavior apply, playing roles in accordance with social models, e.g. a good son, student, employee, citizen, etc. In educational situations it is created a sense of duty, responsibility, independency. In social situations, thanks to collaboration, the *ethos* of work and entertainment, self-regulation, independence, relations between people, the *ethos* of science, art and culture are shaped.

Speaking about *ethos* as a social action of mature generations on young generations, forming a placenta for the natural development of individuals. We can talk about socialization, which, according to Dewey⁵, is the process of shaping the child's personality and adapting it to life in a community, consisting in teaching young person and introducing them to culture, enabling children to communicate and act intelligently within this community. In Chinese Dalton Schools we may speak about collectivism, rather than individualism. Socialization is important, but it has a different face than in Parkhurst's vision. In China, the wellness of a group is more significant than the wellness of a person. Solidarity plays a special role in "collaboration."

Below, a vision on "*Ethos*" from the perspective of mentors from Shenzhen and Wenzhou Dalton School.



The equivalent of a Greek *ethos* is in Chinese ancient culture "Ren"⁶. The concept of REN is similar to *Ethos*, however it is more focused on "collective responsibility". REN means "perfect virtue", "goodness" and "human heartedness". Through this, Confucius meant to respect and love another person. In a contemporary Chinese tradition REN means "how people should treat one another"⁷. And that is the essence of *Ethos*, both in Chinese and Greek philosophy. Parkhurst derived "respect" and "trust" from Greek vision on human being. Personal growth, goodness and virtues (love, truth, goodness) are undoubtedly an important and timeless aspect of life present in all aspects of Dalton education.

The process of upbringing is also all about raising a brave and fearless human being⁸. Education is nowadays a challenging and more and more difficult matter. Stimulating self-growth, braveness (Brezinka)⁹, taking own initiatives, self-determination, self-development, living in accordance with one self and others, respect, trust, morality are all aspects of *Ethos* and REN. All these aspects will constitute the aspect of educating young humans, and it is called *Agos*.

⁵ John Dewey, *Democracy and Education*, 2004, Classic Reprint Series, Publisher: Courier Corporation, New York.

⁶ Cua, A. (1989). *The concept of Li in Confucian modern theory*. Hong Kong: Oxford University Press.

⁷ Chan, A. (2000). Confucian ethics and the critique of ideology. *Asian philosophy*, 245-261.

⁸ Berends R., *Creating spiritual fearless human being; on how spirituality fits into Dalton education of Helen Parkhurst*.

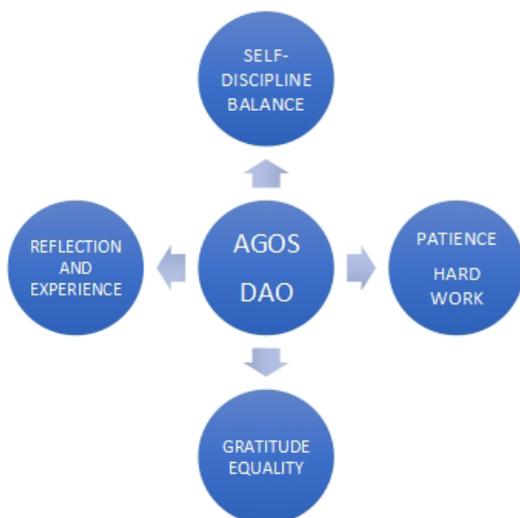
⁹ Brezinka, W., *Philosophy of Educational Knowledge: An Introduction to the Foundations of Science of Education, Philosophy of Education and Practical Pedagogics (Philosophy and Education)*, 1991, Springer Publishing.

Part III

Agos and Dao in a modern Chinese Dalton School

Striving to lead upwards, towards better and better models, is called psychagogy in pedagogy. Hence, the strength of a moral and intellectual influence of educators, as people belonging to the elite of a certain educational environment, who act as “role models”, is called *Agos* (derived from the Greek word *ago* – “I lead”). The power of *Agos*, can play a significant role in the pupil's personal growth above the mediocrity of the group ethos and the drives of his own bios. Due to the development of their own, unique “spirit”, self-control, emotional and social growth are engaged in the educational process of a child.

Therefore, *Agos* is the third force of education ennobling the young generation, developing its personality in the difficult process of personalization. The profession of educator, teacher, is work in the above all sensitive matter, which is the full intellectual and moral development of the human person. This profession is often compared to the work of a gardener who takes care of plants and tries to create optimal conditions for them to fully bloom, taking into account individual requirements, characteristics and needs. No one must be modelled according to one's own pattern, but one should discreetly direct and imperceptibly show the way in transcending one's own individual and diverse capabilities. Such differentiation in education allows every young human being develop their capacities and their own vision¹⁰.



(Rohner R. W., 2013) (Rohner R. R., 2021)

The differentiation plays a significant role in the upbringing of a pupil in a modern Dalton School. In the above presented model, the equivalent of personalistic “Agos” is Chinese “Dao”, derived from an ancient Confucian vision on education. The upbringing of a child according to ancient tradition, combined with Dalton spirit focuses mainly on teaching self-discipline, perseverance, fearlessness, balance, gratitude, humbleness, modesty. A crucial element is undoubtedly reflection and experience. According to Confucian philosophy: “Learning without reflection is a waste”. Hence, in modern Chinese Dalton School engaging reflection is a path to better understanding of the children themselves and each other. It involves both social and individual experience.

In Chinese Dalton education focuses mainly on collaboration (as I wrote before focused mainly on collective wellness (collectivism) rather than individual needs (individualism)¹¹, involvement of a young human being in learning how to make responsible decisions, instead of being “persuaded” and forced to realize the goal according to the teacher’s vision. In Dalton education “it is important to rule the learning process together with a child, rather than let the child listening to the orders without their own voice and initiative”. Such active versus passive education one might compare to Dalton (active) vs. Traditional school. Generally, Dalton education ought to be based on respect of a child’s dignity, their originality, differences, creating optimal conditions for a personal growth, developing the sense of responsibility as well as internalization of norms and values. The question that needs to be stated is not: should Dalton education be more effective than other educational proposals, philosophies, influences? But: if Dalton education, rightly understood, is the best solution in every educational situation, no matter cultural and family background? When we consider differentiation, respecting individual differences, trust, equality, listening to the voice of children, valuing their opinions, instead of listening to the orders of the teachers and fulfilling them, we can together create an environment of mutual respect, trust and listening to each other. Such organized Dalton school will be a valuable investment in the future of every young human soul.

¹⁰ Rohner, R., Wenke, H., Daltononderwijs, een ontwikkelingsgerichte inspiratie, Arko Uitgeverij, Nieuwegijn 2013.

¹¹ Rohner, R., Rohner A., The Dalton Plan: a child’s lifetime experience, Northeast Normal University Press, 2021, China.

Above, the model I created together with the mentors from Wenzhou and Shenzhen Dalton School in China.

The most important factors in a Chinese Dalton education are:

DALTON EDUCATION IN CHINA



**Self-discipline
and perseverance**

"It does not matter how slowly you go as long as you do not stop."¹²

In our school we praise hard work, and we do our best to reach our goal.



**Nobility
and fearlessness (Confucius)**

"The Noble Person has neither anxiety nor fear."

In our school we are not afraid of making mistakes, making mistake is our best lesson. Therefore, our school provide the culture of "try" and "try again"



**Freedom
and Responsibility (Dao and Li)**

We create the environment in which we stimulate self-action of children. Responsibility induces experience and experience induces learning.



**Self-determination
and ownership**

In our school we create environment in which intrinsic and extrinsic motivation are in balance. We demonstrate competence, relatedness and autonomy. We set goals and monitors progress towards meeting them.



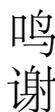
**Emotional self-regulation
and well-being**

We demonstrate diverse strategies to engage physical and emotional wellbeing by creating an atmosphere of positive mutual relations.



**Endurance, Patience,
and hard work (Confucius)**

In our school we work hard to accomplish an ambition, we do not give up easily.



**Gratitude
and generativity**

We praise thankfulness and appreciation to one another by promoting positive attitudes and meaningful relationships.



**Sociality (affiliation)
and Mutual responsiveness**

We communicate effectively, appropriately, and sensitively with others, we demonstrate interaction of a group life based on mutual trust and respect.



**Efficiency and enterprising living
and working**

We demonstrate an efficient education with Dalton Plan as an "efficiency measure".

Efficiency is the goal of organization in our school.



**Intercultural Competence
and Citizenship**

We demonstrate openness and curiosity about diverse cultures, children are aware of their social roles and responsibilities



Reflection and experience

“Learning without reflection is a waste. Reflection without learning is dangerous.”

In our school we engage reflection and reflect practice to better understand each other, ourselves, and the purpose of our learning. It involves both social and individual experience.

On the basis of the above analysis of “Agos”, I can firmly state from my experience and observations as a many years’ coach in Dalton International Schools in China that *Dalton Plan* enormously supports holistic development of a child, enables every child to speak their own opinions, express their own unique style of learning, engages leadership and citizenship. The implementation of Dalton education supports moral, ethical, emotional, intellectual, and spiritual sphere of every child and through the process of socialization and differentiation every young human being is prepared for an active participation in a school life and a life as a responsible and valuable citizen. The basis of a good dialogue, according to a western philosophy is most of all the art of listening. Also, Helen Parkhurst recalled that fact in her Dalton Plan. In her opinion, listening to the voice of every child and allowing their freedom of choice and voice was a crucial and foremost task of every Dalton school. Moreover, the issue of an efficient communication in different situations, presenting children’s own point of view and respecting the views of others. Most of all, effective cooperation¹³ in a team and in a group, building interpersonal bonds, making individual and group decisions; solving problems in a creative way and in accordance with their own interests, passions; searching for and using information from various sources; the application of knowledge in the practice of everyday life, self-education and motivation to work as well as the art of negotiation of conflict resolution and social problems.

These aspects require improvement as well as constant guidance of an International and Chinese Dalton Consultants and researchers.

Conclusion

The analysis presented in this paper, may serve only

as a description that needs to be further developed, monitored and researched. The subject of the implementation of the vision of Helen Parkhurst in a contemporary Chinese society needs to be continued. That subject generates new field for implementation of Dalton model both in practice and theory. It also generates the new research field, such as the real image of quality and Dalton education in Chinese Dalton International schools.

In the age of post modernistic chaos, accompanied by multiplicity of educational proposals, it is extremely difficult to implement the framework of a Dalton education and a well proven educational model that fits to all the cultures in every part of the world. It is not surprising that contemporary educators, teachers and parents are to face a hard task of preparing their children for a life in a constantly changing reality. Thus, Dalton education and Parkhurst vision on human being together with its practical implementation in Dalton schools across the world help children to reach their personal maturity, self-fulfilment, to become a person in all dimensions where the aspect of Bios, Ethos and Agos are in harmony. Dalton vision presented in this paper, implemented in a contemporary Chinese school may renew and rediscover what John Dewey and Helen Parkhurst spread more than one hundred years ago in Chinese model of education.

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¹³ (Rene, Helen Parkhurst, founder of the Dalton Plan, 2023).

Doing the best, in the best possible way

Building a pedagogical vision on Dalton education

Dalton teachers want to do the best, in the best possible way. They want to give 'good' education in an effective and efficient way.

By wanting to work in the best possible way, they can be inspired by educational and didactic research. There they will find the knowledge to develop their skills to shape the practice of their Dalton education. In this way, teachers can work in a more evidence-based way, or at least start working in a more evidence-informed way.

But, doing 'the best' requires a different approach. In order to do 'the best', the question of what that best means, must be answered. This calls for a pedagogical value orientation, for an answer to the question of what constitutes 'good' education.

To this end, teachers at Dalton schools will have to jointly develop a vision of what they consider 'good education'. Such a vision gives direction to the question of what they want to raise and educate children for. This article briefly presents a model for developing such a pedagogical vision.

The model can be used by individual teachers, but also by teachers who want to develop such a vision together in their school team. In short, the vision development model is also used to highlight the ideas of Helen Parkhurst, the founder of Dalton education. Teachers can use her ideas to be inspired when formulating their own vision of good Dalton education.

The 'flower model' for building a vision on (Dalton) education



Rene Berends

International Dalton Consultant, board member of Dalton International, researcher Saxion University of Applied Science, Chief editor of Dalton Visie, the magazine of Dutch Dalton Association, author, speaker. He is specialized in the historical and philosophical backgrounds of Dalton education.



A vision on the foundation of a Dalton school and a vision on your work as a Dalton teacher requires a value orientation towards what we consider worth pursuing in (Dalton) education. If we want to give 'good' education, we must agree on what we think is 'good'. This requires answers to at least the following five questions:

1. What does the pursuit of human self-realization require from education? (vision on human development).

This concerns the question of what is perceived as the essence of human existence and what and how personal development in education can contribute to this.

2. What do developments in society require of its inhabitants (vision on society) and how are children prepared to participate constructively in that society?

Education should introduce new generations into meanings. So, children can become participants in their culture. In this way knowledge, skills and attitudes, the culture and important values and norms are passed on to new generations.

At the same time, society is changing, and it is necessary to teach children how they can help shape the renewal of society. Children should learn how they can participate in innovation their culture.

An educational and pedagogical vision therefore requires reflection on these social developments.

3. How do we view the processes of playing, learning, forming, and developing?

If we have considered in question 1 what people need for self-realization and in question 2 about how that person can learn to contribute constructively to the world, the next question is how he can acquire the knowledge, skills, and attitudes for this. A third building block for an educational vision is therefore about your ideas about how the processes of playing, learning, forming, and developing take place.

4. What role does the teacher play in these processes of playing, learning, forming, and developing?

In these processes of playing, learning, forming and developing, teachers naturally play an important and active role. They entice children to learn and organize learning material in such a way that these subjects appeal to children.

Building an educational vision therefor also requires a substantiated opinion about the professionalism of the teacher. What might be expected of him or her to ensure that the learning, playing, forming and development of children proceed as optimally as possible?

5. How do we view the school as an educational and training institute?

Finally, to build an educational pedagogical vision, it is also important to think about the school as a social education institution. Children go to school to impart knowledge, skills, and attitudes within it, that they should use outside. The question must therefore be answered how we view the relationship between the school and the outside world: how we bring the world in and how we go out with the school.

Inspired by Helen Parkhurst

The five questions can be used to formulate a general educational vision. Teachers at Dalton schools will be able to draw inspiration from the work of Helen Parkhurst to answer the questions.

Below it is indicated in keywords how we can use Parkhurst's ideas to answer the five questions.

1. A Dalton vision on human self-realization

According to Parkhurst, what children need to develop as a person is summarized in the following points:

- Becoming a fearless human being;
- Self-awareness that leads to a satisfying and joyful living;
- Being industrious, responsible, open-minded, and eager to gain and apply knowledge;
- Creativity;
- Freedom;
- Inner equilibrium;
- Morality;
- Provision for individual differences.

2. A Dalton vision on active participation in society

According to Parkhurst, becoming an active participant in society is about:

- Better comprehend their environment;
- Active appreciation of, and concern for, the needs and achievements of others;
- Orient towards large problems of the present world;
- Solving social and political problems;
- Building a new machinery for a new world;
- Flexible individuals;
- Acts as a member of society;

- Prepare not to be governed, but to govern.

3.A Dalton vision on playing, learning, forming and development

Parkhurst's ideas about how children learn are summarized in the following points:

- Learning must be fun;
- Life-like experience ;
- Student voice: Learn to do it on your own;
- Working in your own rate;
- Working in freedom and bearing responsibility;
- Not chain to preconceived ideas;
- Cooperation.

4.A Dalton vision on the role of the teacher

Parkhurst's ideas on how teachers can contribute to learning at school include:

- Dalton as a way of living;
- Becoming a fearless teacher;
- Building relationships with colleagues and children;
- Experimenting;
- Flexible: solving problems as they arise;
- ‘No cast iron thing’;
- Stay out of the way;
- Welcome criticism (reflection).

5.A Dalton vision on school

Parkhurst also had ideas about how the school should be organized. In summary, she says:

- Sociological laboratory
- School with community conditions
- Life-like experiences
- Synthetic education
- Assignments
- Budgeting time
- No method, no system

The Dalton Plan, a growing thing

Parkhurst did not want to give her own name to her experiments. She felt that she would not be able to deal with criticism and comments independently. We therefore do not speak, for example, about the ‘Parkhurst method’.

Originally, she talked about the Laboratory Plan. She was enthusiastic about the word ‘laboratory’. Her plan was ‘no cast iron thing’. Teachers were called upon to keep experimenting. Lynch (1924) writes: “She desired the Plan to be ‘a growing thing’; and desired its growth to be contributed to by other experimenters besides herself.” And Dorothy R. Luke quotes her: “I would be the first to hear welcome criticism” (Dorothy R. Luke (n.d.) part 1,

chapter 6, p. 87).

Dalton teachers have therefore more or less been instructed by Parkhurst to further develop her Dalton Plan. The flower model for developing an educational pedagogical vision can be a first aid here.

Additional options to arrive at your own vision

An extensive contribution about the flower model will soon be published on the website of Dalton International.

A document will also be published on www.daltoninternational.org with concrete instructions for completing the parts of the model for writing your own Educational Manifesto. In this paper examples of what teachers at Dutch Dalton schools thought about are gathered and examples of what students of an international minor on reform pedagogy at Saxion University of Applied were thinking.

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Living in a globalizing world. Can we learn from each other?

To answer this question for education we will explore a special published by The Economist Magazine's Intelligence Unit "The Learning Curve".

In this report an attempt was made to look for "best practices". Applying educational reforms that have proven effective in raising educational achievement in one country to other countries. In this way enabling policy makers and practitioners in other countries to simply "copy and paste" to improve their own educational system.

The most surprising conclusion from this report is that almost no practices were found that could be implemented globally.

The authors explain that while the inputs to education – like money, school choice, years in school, and teacher-pupil ratio's – can be identified; and outputs can be compared looking at ranking systems on measures of literacy, numeracy, and educational attainment; what happens between input and output is very much a local issue.

They describe this country-specific process as a "black box", implying that there is no systematic way to describe how the differences in the teaching/learning process transforms inputs into outputs.

The answer to this statement is a variation of a famous remark by former American President Clinton: ***It's culture, stupid!***

Using the work of Geert Hofstede on cultural differences, it is clear that the cultural value dimensions he found provide an analytical tool for understanding the local differences in educational policy and teaching methods in school systems.

Such analysis makes clear why many students aren't achieving their potential because of certain cultural assumptions.

We differentiate students according to learning aptitudes and achievement levels, but we are not differentiating based on to cultural dimensions and worldview!

For instance: in many Western countries, the quality of education is the resultant of the quality of interaction between the teacher and student. But what if the lack of classroom participation by many students isn't due to a lack of understanding or motivation, but a less individualistic upbringing and a value system that shuns speaking one's own mind in the presence of an authority like a teacher?

And, what if questioning and critical thinking aren't happening because certain types of behaviour can be unsafe or dishonouring in some cultures?

We can sweep these misunderstandings under the carpet, or



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we can become inter-cultural experts in our schools.

Perceptions about what is right and wrong in education are very much influenced by the cultural assumptions!

Example: When in 1976 children of Vietnamese schools went to regular schools in small towns in the USA, the office of Education issued an instruction for teachers On Teaching the Vietnamese.

Part of it runs:

“Student participation was discouraged in Vietnamese schools by liberal doses of corporal punishment, and students were conditioned to sit rigidly and to speak only when spoken to. This backgroundmakes speaking freely in class hard for a Vietnamese. Therefore, don’t mistake shyness for apathy.

In his book “Cultures and organizations” Hofstede reverses this statement:

A Vietnamese on American schools.

“Students’ proper respect for teachers was discouraged by a loose order and students were conditioned to behave disorderly and to chat all the time. This background makes proper and respectful behaviour in class hard for an American student. Therefore, don’t mistake rudeness for lack of reverence.

The problem with best practices: Worldwide we try to copy and paste approaches of economically successful countries

In the past Japan and Germany

Nowadays most books we read about education and issues like leadership, organizational behaviour and education are written by people from North America. Of course we can and should try to learn from the experiences and wisdom of these authors. But the implication of really understanding culture as a fundamental value system is that all the best practices that are identified in a certain type of culture cannot be applied automatically in other cultures. They need translation in the local value framework

For a full and detailed analysis of how to do so, read:

“The impact of culture on education. Can we introduce best practices in education across countries?

By Wursten H. and Jacobs C.

<https://www.academia.edu/22731263/>

For further reading also see

-“Dao, Li and Dalton education in China” by Agata Sowinska in this

- Brochure.

- “Culture and Education” Special of the Culture Impact Journal.

December

2022

Click <https://culture-impact.net/culture-and-education/>

Sternschule Deutschlandsberg

Our school "Sternschule" is situated in Deutschlandsberg, which is a picturesque city in Styria in the southeast of Austria. The name "Sternschule" can be translated to „Starschool“ and our motto is: "Wir greifen nach den Sternen" / "We are reaching for the stars".

Our school was established in 2004. Back then we started with only 17 students from the age of five to 16.

In 2009, the Diakonie de La Tour, an evangelical church organization, made it possible for our school to go public.

Since 2013, we are a certified Dalton International school. The certificate was given to the head of Sternschule by Roel Roehner, President of Dalton International, and Jürgen Peters, the former President of Dalton Austria.

Our school building used to be a castle owned by xxx. We are lucky to have a wonderful school garden, where we spend a lot of time during our breaks. We also grow herbs and vegetables there.

We are a bilingual school and value languages and language learning. In our teacher staff, we have native speakers of Slovenian, Italian, English, Croatian, Ladin and Greek. Additionally, our teachers speak a multitude of languages including Spanish, Hungarian, Russian and Dutch. For students who are talented in English or simply want to improve their language skills, we offer Cambridge courses. In these courses, we prepare the children for the Cambridge exam and help them to achieve an official language certificate. We are proud to say that we have even become an Official Cambridge Preparation Centre.

A day at our school looks as follows: before the break the different grades stay in their classrooms and work together in the group. During this part, the teacher introduces a new topic or organizational and social work is done.

After the break the students can go into the subject room they want to work in. In each room only the respective subject should be worked on. They have the choice between Maths, German, English or Creative work. In these rooms, they have the chance to work with students from other grades. Therefore, older students can help the younger ones. Moreover, whether they want to work in groups, or individually, the social form can also be chosen by the learners themselves. The students are expected to also switch rooms and ideally work in three different subject rooms per day.

On Fridays, the secondary students have different subjects: Geography, Biology, History, Chemistry, etc. In those subjects they work with portfolios continuously for five weeks. In order



Dr Simone Reichenberg

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Headmistress of Sternschule in Deutschlandsberg.

to make sure that the students obey the rules and don't stay in only one room, we have a digital table to check-in and check-out students. This is a great tool for both the students and the teachers: while the teachers have an overview of where each child is, the students can see which subject room is open for them.

In the last half hour of the school day, the students present books, recite poems, talk in English about a given topic and hold discussions. In our school, the students can also stay until the afternoon (16:00), in which case they can also sign up for lunch.

During the subject room part of the day, the students get so-called "Assignments" in each subject, which are similar to to-do-lists. On these assignments, they can find all the exercises they have to complete in a certain amount of time (usually about 1.5 weeks). However, there are not only mandatory, but also optional exercises for the students to work on. They have to reach a certain number of credits with the mandatory and optional tasks – which of the optional exercises they want to do, is up to them.

In addition, each Assignment includes three "levels of complexity": One star, two stars and three stars. The students can choose which level they want their assignment to be. They can, of course, choose the level in each assignment and are not stuck in one complexity level forever. This helps them to improve in areas they are already good at, they are cut some slack in the subjects they need more help in and are always given the chance to improve. One of our teachers, even created a digital version of the assignment for his English students.

One of our favorite parts of the school year are the special days that we have planned throughout the year. The first day of school normally includes fun activities, getting to know each other and ends with a sleep-over. Other special days include a ski course for four days, a week in Vienna for the older students, and a trip to Graz for the younger students. On the last day of school, we camp and sleep in our beloved school garden.



our school :)



This year we were very fortunate to be able to participate in the first Dalton International Café in November 2022.

We were able to share our experiences with our Dalton family and make plans for the year 2023.

As Dalton College İzmir, we used our time in the café to describe the daily practice of Dalton in Izmir, Turkey.

Firstly, we talked about Independence/responsibility. As a Dalton school, we empower students to take an active part in their own learning while being held accountable for their behaviour and work product. We develop this through a system of consistency and flexibility within the classroom. We assign leadership roles and give our students different responsibilities as a result they take ownership and excel in learning.

Cooperation is number two on our daily practice list. Our students work together in small groups on a structured activity. In general, we talk about positive interdependence when a gain for one is a benefit for the other. Pair and group members experience themselves as a team and are on the same side working toward the same goal. They support each other and weaker students get the opportunity to learn from their peers and improve themselves.

After cooperation comes reflection. An absolute must for us a Dalton school. In class, normally at the end of the lesson, students are asked to write a one-minute paper or just pause to think things through silently or aloud in pairs regarding what they have learned after that teachers normally assess the reflection to improve a student's performance. We mostly focus on positive feedback which can be verbal, written or gestural to encourage our students.

Evaluation and assessment is also an important part of our daily and weekly practices. For us the primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (including assignments, projects, and a midterm) that accurately reflect how well students are achieving the curriculum expectations. As part of assessment, our teachers provide students with descriptive feedback that guides their effort towards improvement.

Sarah Louise Money

Director of Dalton College Izmir,
International Dalton School in
Turkey since 2021.



When given assignments we also give our students a choice. Freedom to choose what, when, and how to contribute in a learning process which motivates students to actively engage and achieve more in their studies. Our approach is to facilitate and coordinate free student choices and provide much needed relief for instructors at the same time. We give our students different tasks and they are free to choose and complete the task they desire.

The Workplace or place of learning, for us is the icing on the cake. Every one of us has most likely experienced sitting in a stuffy classroom where content is being taught that isn't the most exciting or engaging material. That's why school labs are a great place for students which help them enhance their learning by understanding the theoretical concepts of the subjects which are taught in classrooms. For every subject we have a specific classroom so that students can move between the classrooms rather than sitting in one classroom for the whole day which is considered boring.

Other than labs we benefit from our school garden to help students to re-energize their bodies and their brains, helping them to focus and concentrate better, we sometimes take our students to garden in different lessons.

After academics comes extracurricular activities because for us allowing students to use their talents, sports and art-based helps build student's self-confidence and increases their success. We believe talented sportsmen and good quality education go hand in hand which is why we continue to give scholarships to our students who are active sports players.

DALTON INTERNATIONAL CONFERENCE 2023

30Th April 2023

We are very happy to invite you to the next Dalton international conference that will be held in Izmir in April 2023. Your presence will be an opportunity to compare different experiences regarding the implementation of the Dalton plan. We are eagerly waiting to see you all here soon.

Sarah Louise Money

Max Taghinezhad

How do we connect Dalton Plan, the project method and Reggio Emilia Philosophy.

The practical child development in kindergarten no. 34 in Koszalin Poland.

We've been a International Dalton Preschool certified by Dalton International since 2017 - since then we can't imagine working effectively with a child without the vision created by Helen Parkhurst. Why? Because the Dalton Plan is work with the child that takes into account his subjectivity, focuses on him and his needs. It motivates action, independent work by putting in the hands of the child the responsibility for the process of acquiring knowledge and its planning. We, as teachers, must trust the child and let him decide what he will learn on a given day, how he will use the time allocated for the activities proposed by the teachers, and then give him space to reflect and draw conclusions from his work and the actions taken. We play the role of an observer, a person who creates space so that the child can undertake educational activities on his own.

The principal of our kindergarten – Violetta Antkowiak said: "the Dalton concept that we have been implementing for years required new stimuli, and the project method is symbiotically related to the Dalton Plan. We needed to re-arrange the space, rich in new stimuli for exploration, and expand the teaching activity in new areas." We do not stagnate, we try to constantly develop. In our kindergarten we combine the Dalton Plan, the Reggio Emilia philosophy and project method work - they complement each other on many levels, but above all they allow children to act, explore and commune with nature. For us teachers, this gives us more tools to work with and allows us to quickly adapt to emerging changes.



Estera Szpuntowicz

Dalton Coordinator in International Dalton Preschool in Koszalin, Poland.

What the Reggio Emilia philosophy is? It is a modern and innovative approach to the teaching process. It is based on the belief that the most effective method of learning is self-discovery and exploration. It is a space where the child is the creator of his own reality and development. He learns through experience and finds joy in what he does. The beauty of the environment provokes the child to think, and is a second teacher. It can be described as an innovative set of philosophical and pedagogical assumptions, methods of organizing education and principles of designing the environment, which, as a holistic unity, is referred to in the world as "Reggio Emilia practice" (Reggio Emilia experience).

Working with the project method is a way of fostering active, engaged and purposeful learning for children who conduct in-depth research on a specific topic over an extended period of time - a topic that flows from their interests, is interesting to them, and connects with their experiences. Each project lasts from a week to several weeks, and its content relates to

the physical, emotional, social, cognitive development of the child and the curricular issues of linguistic, mathematical, natural, social, artistic, physical education.

Our institution works with the Dalton Plan and project method inspired by Reggio Emilia. This allows for the actual development of pupils. It takes into account their interests, state of knowledge. Tools are provided to spark interest in light, technology, nature. Teachers use coaching questions, do not give ready answers, do not transfer their visions of the world to the children, but encourage them to explore the environment according to their developmental abilities, interests.

How we combine Dalton education, Reggio Emilia philosophy and project method work. Until we incorporated the Reggio Emilia philosophy into our daily practice, we worked by bi-weekly thematic blocks. For about 1.5 years we have been working with the project method. We start each day by meeting the children "in the forum" in a circle, where everyone is face to face and see each other. We talk about the well-being of the children, their emotions, which initiates the construction of longer statements by the children, getting to know each other.

Stage I - knowledge grid and grid of questions

A new project begins with the creation of a "knowledge grid" - while talking in a circle, the children determine what they know about a given topic - each child has the opportunity to make a statement to the group - to present their knowledge on the topic. When the determination of what we already know is completed we move on to the creation of a "grid of questions", that is, what the children would like to learn about the new topic-project. From the list of questions, we collectively choose a few to focus on and look for answers to them during the project - placing them on the Dalton board and in the form of daily learning activities. Children try to find answers to the questions that intrigue them by doing the tasks suggested by the Teachers. The grid of questions and knowledge is usually created on Mondays - after determining what the children know and what they want to learn the teachers plan learning activities. The next day we meet at a meeting of the teaching staff, present the plans and put them on the scrum board.

Scrum in Educational Institutions

So what does scrum planning look like in our

kindergarten? We plan two-week projects - Teachers write down on slips of paper the activities they plan to do. When a task is started it goes to the "in progress" place and when it is completed to the "done" place. The backlog is in a place that is visible to everyone. Everyone can see the status of the tasks being performed. The technique is very transparent and clear.

The summary sprint (meeting) takes place on the last day of the project, it is a discussion of activities that have been completed, which were particularly valuable and are recommended for reuse by other colleagues. Activities that have not been completed can be put back in the "to do" area. There is no place for grading - there is reflection. Teachers plan responsibly and tell, without stress, what they would like to do differently, better, and what just didn't get done.

Planning and supervision with the scrum board (backlog) have a similar goals to the children's task board in the Dalton Plan, where the children determine by themselves how long they will complete a task and with whom they will complete it. The task board is part of the children's learning of independence, responsibility and cooperation. The technique is similar to the scrum - there is a task to be done, after completion we are moving to the place "done" and after a certain time we summarize: what was difficult, what was easy, what required the help of a colleague or teacher, what this task taught me, whom I helped or from whom I received help.

Stage II - research activities - joint planning

In our Dalton kindergarten, we plan and visualize the tasks and learning activities that we do every day. The tasks on the Dalton board are the result of the knowledge and questions grid. Each child plans on the Dalton board when he or she will complete the weekly tasks - this is usually independent work or work in a Dalton pair - the activities are selected according to the developmental needs of the children and implement the theme of the current project. In addition, each day the children choose from among the daily tasks proposed by the teachers. The tasks are also referring to the project.

In the course of working with the project method, the teacher observes the child's development, takes notes, collects the products of the child's activity (artwork, photos, books, newspapers, etc.).

Children can create a Portfolio. In our institution, children place their work in "Dalton folders".

Stage III - summary

Summing up gives the opportunity to our children to share their knowledge with others. Forms of self-presentation can be : performances, thematic meetings with parents, exhibition of works, exchange of items, thematic play, demonstration to other groups.

"Our pupils are not taught, they learn by themselves. The teacher accompanies them in this process discreetly" - V. Antkowiak Headmaster of Kindergarten No. 34 in Koszalin.

We are curious to see where the journey we have undertaken will lead us. To check it out with us we invite you to watch our social media. You can see our educational space containing the tools of the Dalton Plan and areas decorated in accordance with the Reggio Emilia philosophy in photos and videos on our facebook page „Reggio Emilia Przedszkole nr 34 w Koszalinie”.

The article deals with the use of theater puppets in kindergarten and early school education. A review of research in the world is the theoretical basis for practical considerations concerning the use of dolls in the didactic and educational process. The use of dolls increases children's communication skills and motivation, affects peer relationships and contributes to better learning outcomes.

Introduction

Taking into account the individual needs and psychological development and educational possibilities of children, which is characteristic of working according to the Dalton plan, requires the use of new, innovative ways of working, developing the competences necessary to function in a complex reality. An interesting method seems to be the use of a theater puppet in the implementation of activities in kindergarten and school. Contemporary researchers and teachers separated the doll from the theater, where it served only to reflect the directed story and used its theatrical possibilities when working with children, assigning it an educational, educational and therapeutic role.

Review of research on the use of a theater puppet in the didactic and educational process

The effectiveness of using a theater puppet during classes in kindergarten and early childhood education was noticed by researchers, e.g. in the United States, Great Britain, Slovenia and Israel. In the United States, there was a 20-week project at Phoenix Elementary School in which a Wally puppet class was taught. The effect was to improve the behavior of preschool and early school children with emotional disorders, developmental delays and ADHD [Venter 2010]. American psychiatrist Lynne Jones used hand puppets to reduce children's fears after the tsunami [Shukor 2005].

In the United Kingdom, in the years 2003-2005, the project "The Puppet Project" was carried out, in which the effectiveness of teaching science lessons with the use of puppets was tested. The study included children aged 6 to 9, participating in five lessons led by a previously unknown teacher using a puppet. It turned out that the children established a relationship with the doll faster and strongly identified with it, were more involved in looking for different solutions, and were easier to overcome their barriers and fears [Keogh et al. 2008].

In 2013, H. Korošec conducted research on the use of dolls in kindergarten and school classes. The study included 47 teachers from Ljubljana, and its aim was to analyze the cognitive, social and emotional effects on children while working with a theater puppet. Moreover, Korošec wanted to determine on which objects the doll could be used and plan the ways of



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using this tool in the implementation of various topics [Korošec 2012].

The results were intended to involve the dolls in the continuous and systematic work of this method, because Korošec found that the use of the doll was more effective than traditional teaching. Slovenian teachers noticed that the puppets allowed the children to learn in a relaxing atmosphere. The students' motivation was so great that they immediately mastered the discussed issue. H. Korošec noticed that with the help of a doll, the teacher establishes an individual relationship with the child in which the child becomes not only a passive listener, but an active co-creator of the teaching process. Teachers can also perceive the emotions and characteristics of children, which is difficult in classic lessons. The puppet allows students to get to know a new topic from a different perspective, and making mistakes does not seem as terrible to students as in traditional teaching.

In 2015, the research in Israel was carried out by R. Remer and D. Tzuriel, and their aim was to identify the results of using dolls in early education [Remer, Tzuriel 2015]. 145 children from 15 kindergartens in Israel (68 of which were covered by special education) were tested. It turned out that the puppets contributed to increasing the interest, attention and motivation of children, to their greater involvement, to creating positive relations between teachers and children, to creating a pleasant, joyful atmosphere conducive to creative work. Among the benefits of working with a doll, there were also those related to working in a group, i.e.i.e., direct communication between children and maintaining proper behavior in the group. The puppet has also become a role model and helps the teacher to effectively test the level of new knowledge.

It should be noted that the literature does not contain many descriptions of how to work with a doll in classes with children. There is also no training on how to use a theater puppet as a teaching tool in kindergarten or school. There are either trainings on working with a puppet in the theater (methods of animation, voice emission workshops, theater workshops), or substantive and methodological courses on the implementation of the individual content of the core curriculum (e.g. art, mathematics, language workshops, etc.).

Methodology of working with a theater puppet

Analyzing the available literature on this subject, one can find information that the best age for a child to use a doll is from 2 to 11 years of age. However, age does not really matter much, and the work with the doll should be adapted to the child's level of functioning. For smaller children, e.g. in preschool and early school age, it is worth choosing, for example, hand puppets or puppets with friendly colors and nice facial expressions, for older students more serious Javanese or marionettes. When animating the doll with smaller children, you can also change the voice, use phrases and language appropriate for children.

When working with a theater puppet, you should remember a few rules that affect the effectiveness of such an activity:

- The doll should already come to life in front of the children. Ideally, she should have her own home and come to life out of sight of the children. Before the teacher uses the doll in classes with children, he should practice using the doll - e.g. moving the puppet's lips when the teacher is speaking (mouth movement for each spoken syllable). The animator can lend the doll his voice or change that voice.

- It is important that the doll has a name, that it is not just a doll, but a specific character that the children will react to and say its name, e.g. Matylda, Philemon, Gustav, Igor, Lena, etc. The doll cannot be infantile (stupid), because then we will not achieve the intended didactic or educational goals (the children will laugh at her and even beat her). It can be fun if that is the character of the teacher, but if it is rather serious, the character he animates can be as well.

- During the discussed topic, it is important that the doll is not the goal of the class, but a means to achieve the assumed didactic or educational goals.

The use of a doll during classes is, on the one hand, an expression of the teacher's creativity, and on the other hand, it stimulates the activity of children, motivates them to act, reduces fears and barriers, because the puppet speaks the children's language, which is well known to them. In addition, the doll is colorful, soft, awakens the imagination and becomes a friend with whom you can play and learn.

Summary

Dolls are one of the most effective techniques for teaching children in preschool and early school age. The dolls can be used every day, and the play should be related to the immediate topic of the activity. When a child is engaged by a puppet, he learns in a completely natural way, has greater motivation and positive emotions. It is not afraid of judgments or mistakes, because the doll speaks the child's language and is also experiencing difficulties. Dolls facilitate the learning process, which is sometimes impossible in other circumstances. They speak a language that is close to the child. They always understand. They only laugh and cry with children or adults, and only allow them to complain and deny when they are allowed to. This phenomenon is independent of culture, age, speaking skills and life experience, intelligence or creativity.

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THE DALTON PLAN IN COGNITIVE BEHAVIORAL THERAPY FOR CHILDREN WITH EMOTIONAL DISORDERS

What does Cognitive Behavioral Therapy (CBT) have to do with the Dalton Plan? It turns out that a lot. First of all, there are assumptions regarding, among others:

- independence, the aim of which is to develop in the child mechanisms of coping with problems in adulthood. The child independently performs the tasks entrusted to him, looks for solutions and willingly undertakes projects that require their activity. This, in turn, motivates him. Independent work is adjusted to the individual level of each child. In the Dalton influence, there is no place for hierarchy and competition that are present in the traditional teaching system. If a student performs a task independently, independently but does not understand a problem and is unable to solve it, he should first turn to his colleague, and only then to the teacher. It is important that children do not interfere with each other when working together. Independence is the second pillar of Dalton education. Her. Thanks to this, the teacher can devote more attention to those children who need his help more. Self-reliance in an alternative school based on the Parkhurst Model of education means that if a student is to learn something, he must do it himself. On the other hand, in a traditional school, it means following the teacher's instructions. Children learning in this way do not make any effort to look for their own solutions and expect them from an adult.

- responsibility,

- cooperation - effective psychotherapy requires the creation of a therapeutic alliance - a relationship between the patient and the therapist, which is a safe environment for introducing changes in the way of thinking, behavior and emotions. Such a relationship is based on acceptance, mutual respect, trust and enables effective cooperation in the process of achieving therapeutic goals. Cooperation, according to Helen Parkhurst, is the interaction of students with each other. The Dalton Plan at school assumes the creation of such conditions that children function as members of society, support each other and help each other in overcoming difficulties.

In CBT therapy, it is emphasized that the patient is an expert in the field of his own problems, the therapist is an expert in the mechanisms of problem formation. The cooperation of both parties can lead to the success of psychotherapy, solving the problem and reducing the suffering associated with it.

The therapist motivates the patient to take more and more initiative in the course of therapy, teaches the patient self-observation, perceiving relationships between thinking, emotions and behavior, and problem solving. The success of psychotherapy depends largely on the patient's motivation and personal work - the patient also works between sessions



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by performing therapeutic tasks, experiments, completing diaries, reading educational texts. CBT psychotherapy is educational. The therapist provides the patient with information on the diagnosis, mechanisms of the reported problems, etc. The therapist also acts as a trainer, teaches the patient to change problematic habits, teaches how to solve problems, so that after the end of therapy he can become his own therapist.

-reflection - The last pillar of Dalton pedagogy is reflection. It plays a very important role in the teaching process, as it enables the student to express an opinion on his own work and to justify it. Reflection also allows you to get feedback from other children, which they can then use. It also gives an insight into the way students learn and allows you to discover what is good for them and what is not.

Therapy teaches the patient to recognize, verify and react to maladaptive thoughts and beliefs. It teaches you how to deal with problems. Learn how to become your own therapist. The Dalton Plan is not a system or method, but rather an educational concept that results from the approach to the student as an individual. Despite the main assumptions that are the pillar of Dalton pedagogy, each Dalton institution is unique and has its own distinctive identity. Creating an appropriate educational space triggers children's cognitive curiosity, willingness to develop and independence in action

What is CBT? Cognitive-behavioral therapy is based on the assumption that by changing the wrong way of thinking, you can change your mood and behavior. A wrong way of thinking is one that causes suffering. The therapist uses CBT techniques to help the patient verify the patient's thought patterns and replace "thinking errors" with more effective thoughts. Cognitive-behavioral therapy allows you to replace unhelpful ways of coping, thinking, feeling and behaving with more useful ones. CBT assumes that everyone can learn to think about themselves, the world, and other people in a way that is more conducive to their good daily functioning.

The cognitive-behavioral therapist uses various CBT techniques in working with the client/patient, which include, among others:

- Socratic dialogue – a method based on skillful questioning by the therapist, in a way that allows the client/patient to independently identify errors

or falsifications in their own thinking. The method refers to the Greek philosopher Socrates, who became famous, among other things, for his characteristic way of discussing with interlocutors whose views he did not share. By simply asking questions, he allowed them to discover logical fallacies in their own reasoning. One of the aids I use is called Traits on the Table. In which the child himself chooses the qualities he thinks he has. It helps to identify its strengths and weaknesses.

- Thought record – a method based on developing the ability to observe one's own emotions more carefully, consciously and at a distance. This is where the "emotion thermometer" helps me, in which the child determines the degree of a given emotion. From 1 to 10. 1 means a weak intensity of emotion, eg; anger and 10 - means that this is a level of anger with which he can no longer cope.

- Homework they help in an empirical (experimental) way to examine and verify the beliefs. For example, if someone is deeply convinced that because of shame, "I can't initiate a conversation with others", they can set up a task together with the therapist to ask 5 random people about the time, weather, directions, etc. The tasks also help to consolidate and develop new skills and ways of coping,

- Exposure- in the case of anxiety disorders, exposure means conscious, planned and deliberate exposure to the feared object (e.g., a spider, feeling short of breath, being in a closed room) to unlearn the fear reaction, tame fear and learn to react in a more adaptive way. The exhibition may take the form of, for example, gradual, controlled taming of the fear-producing object.

It can be said that as part of cognitive-behavioral therapy, the therapist and the client/patient act as a research team and together look for suboptimal ways of thinking, feeling and behaving, as well as ways to change them most effectively and best for the client/patient.

Conducting cognitive-behavioral therapy on the basis of the Dalton plan gives amazing results. Students who create their own learning model are more creative, and motivated. Once the responsibility is given to the children, they do not follow the teacher's instructions, but strive to master the material themselves. Teachers are here companions in the child's/other's journey in development, both cognitive and emotional. They are "advisors

on request" and "translators" for the child in his emotional development.

Teachers are mentors who, because they themselves are equipped with tools that help in development, shape healthy and building habits of action / development , and work and pass on to them a model of relationships with other people based on respect, cooperation and responsibility.

Ph.D Barbara Czuba

psychologist, CBT therapist

Community

Mentor group and international teachers group

Our daily Dalton practice consists of four parts: Dalton Training Program, Study Contract, Mixed Aged Family System, International Art Festival. into four parts, which are Dalton training system, study contract, mix-aged groups and international art festival.

First of all, we'd like to thank Dalton International for the enormous help and support.

What is more, few years ago, Dalton international came to visit our school in person. In order to implement Dalton education by coaching the team of teachers and observing the classes. Consequently, we learned why and how to put Dalton education in everyday practice. Although the situation is different now, we still keep close touch with Dalton international by weekly online video meeting.



After the meeting, mentor groups will share all the Dalton training knowledge to the whole school, such as "why" we implement this model of education, "who" is our student, "how" are we implementing Dalton influence and "what" are we teaching.



Our daily Dalton practice focuses mainly on study contract, it contains time schedule with daily tasks, differentiated tasks for every students, self assessment and evaluation. Pictured here are the examples of Chinese's study contract and Maths, English and other subjects.

Shenzhen Team of Mentors

Team of Dalton Mentors from Shenzhen Xinhua Dalton School, International Dalton School since 2016.

Unit 1 - Learning goals	Feedback	Schedule																																																																																				
<p>Section 1: Vocabulary</p> <ul style="list-style-type: none"> Remember NIMASZAPET words Understand Module words Remember Unit 1's interpretation <p>Self-assessing table:</p> <p>Week1-Write 20 words per day. Week2-Write a short story with 10 words per day.</p> <p>Week1-Write 20 words per day. Week2-Make 10 sentences per day. Week3-Write 10 words per day. Week2-Write 10 words per day.</p> <p>Section 2: Grammar points</p> <p>1. We use 'in the past' and 'tomorrow' to talk about the past and present. 2. We use 'used to' to talk about something that people usually did in the past. 3. We use 'to' to show results.</p>	<p>1. I have _____ words for everyday words self-assessment.</p> <p>2. I get _____ points in the dictation. I think it is _____ (easy / difficult / interesting)</p> <p>3. I can use _____ words to make sentences.</p> <p>4. The most difficult words are _____</p> <p>The most difficult grammar point is _____</p>	<p>Terms deadline - Week 3</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Monday</th> <th>Tuesday</th> <th>Wednesday</th> <th>Thursday</th> <th>Friday - Sunday</th> </tr> </thead> <tbody> <tr> <td>Date</td> <td>2022/3/7</td> <td>2022/3/8</td> <td>2022/3/9</td> <td>2022/3/10</td> <td>2022/3/11</td> </tr> <tr> <td>words & textbook read aloud</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>words & sentences self assessment</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Reading Exercise</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Reading Bank (Student's Book)</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Creative writing 2</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Dalton Lunch Broadcast</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Tick if you've finished</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>Signature 签名</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Student's Feedback</p> <p>Listening & Reading part: Put a tick in the right box if you can finish the items on time.</p> <table border="1"> <thead> <tr> <th>Items</th> <th>Mon</th> <th>Tue</th> <th>Wed</th> <th>Thu</th> <th>Fri</th> <th>Sat</th> <th>Sun</th> </tr> </thead> <tbody> <tr> <td>Follow-reading</td> <td><input checked="" type="checkbox"/></td> </tr> <tr> <td>10 min</td> <td><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Day	Monday	Tuesday	Wednesday	Thursday	Friday - Sunday	Date	2022/3/7	2022/3/8	2022/3/9	2022/3/10	2022/3/11	words & textbook read aloud	<input checked="" type="checkbox"/>	words & sentences self assessment	<input checked="" type="checkbox"/>	Reading Exercise	<input checked="" type="checkbox"/>	Reading Bank (Student's Book)	<input checked="" type="checkbox"/>	Creative writing 2	<input checked="" type="checkbox"/>	Dalton Lunch Broadcast	<input checked="" type="checkbox"/>	Tick if you've finished	<input checked="" type="checkbox"/>	Signature 签名						Items	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Follow-reading	<input checked="" type="checkbox"/>	10 min	<input checked="" type="checkbox"/>																																								
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More have six big mix-aged houses which each has different characteristics. Each big house has four small families. Each family will have three themed classes each week: psychology, labour and citizenship. We have houses based activities like camp-reading night, labour time, Christmas family time and fun sports meeting etc.



At last, our international teachers group shared their project for the art festival. The International Art festival is intended to become an annual cultural highlight event for Dalton, a celebration of the richness and diversity of culture and creativity WORLDWIDE. This year the theme is Community. This Festival give the students a feeling of fellowship with others, as a result of sharing common attitudes and interests in any art form (drama, music, visual art). The goal is to consolidate arts in the school's culture, making this community festival an event that the students can feel excited to show to the community . That is also a brilliant occasion to manifest each child's uniqueness and individuality.

Furthermore, the song Dalton Feeling was shared by international teachers, wishing all the international Dalton schools sing this song together. We want to bring students and teachers together and create a feeling of real community. We want to do this by working on projects that involve Dalton teachers and students in different countries. It is a very happy song, which makes it memorable. Students reception has been very positive, and they have been enjoying performing during some of my lessons.



In conclusion, we Shenzhen Dalton school will keep learning and practicing Dalton qualities. Furthermore, we wish all the Dalton schools will become better and better!

We have established connection with Dalton International in 2019, and thanks to all the guidance and support Dalton International generously provide us with, we have been growing and practising with pride our own Dalton vision in numerous diverse ways. For us, starting with “Why” was crucial. Creating our own image of Dalton philosophy was and still is a challenge. For us, the most important was to understand “who” do we teach and “why” are we working with Dalton.

We learned a lot from the core values Dalton International states, and we generated our School version of students’ objectives: Freedom, cooperation, responsibility and self-discipline. They inherited the essence of Dalton’s values. We learned from Dalton’s practise, and based on our practical situation we customized our implementations and had recorded them in the handbook for the convenience of teachers.

In our school, we use two important ways to realize the Dalton pillars in learning. By these two ways, we hope students can experience self-determination. So they can feel competent, autonomous and learn how to relate to the outside world. We help our students to find out by themselves who they are in connection with the others but also with themselves relatedness. In order to achieve this in practice we developed socialization and collaboration on numerous different levels. We have some connection with the environmental protection organization, police station, etc. They will come to school to deliver speech during our morning assembly, to let students know more about our society. They will invite students to attend kinds of social activities. On school’s level we created Student’s Union, Mentor System among both teachers and students. Students run the Union by themselves. They collect opinions and also generates solutions to real school problems. In our school, we also have a caring seniors program, in which elder students take care of junior fellows in many ways. This is a very good way to learn sociability.

Focusing on “how”, we can firmly state that our how is the reflection of our vision on “why” we developed at the beginning of our training with Dalton International. The first way is , in our school we work with assignment contract. All of our students use this strategy to manage their homework. At this moment, we have developed it to many different models, for different grades of students, and various situations of learning. We finished a provincial research project on how contract assignment raise self-determined learners, and is a brilliant way of enhancing students’ effectiveness with homework. The second is our study lab problem. It consists of four matters:

In which we adopted many ways we learned from Dalton International such as block period and reflection strategies. Every afternoon our students have a study lab lesson, in which they determine their tasks on their own, temple of learning



Dalton Mentors:
PAN Yishu
YU Moxian

from Wenzhou Dalton Elementary School, since 2017.

and ways to cooperate with peers. Every month we have an organizational day, in which our children plan their own work and set their own goals. After that, they reflect on their own learning process and check if they achieved their own goals. Furthermore, we create lab spaces to allow more personalized learning independently and cooperatively.

To assure that students grow up emotionally and mentally healthy, we emphasized well-being in our school. We practise wellness of children in many ways to assure their physical health, and we let our students' voices be heard. We found out that making agreements in many aspects of class management is undoubtedly efficient. Teachers and students makes agreements about the use of telephone watches, bedtime at night, exercise plans during recess time and so on. The agreements are signed by students and they stick to it.

To raise the habit of independent homework, we use assignment name boards. Students will hand in their homework on the shelf on the left-hand side after finishing, waiting for teacher's check and get personalized feedback. After checking, teacher will puts it on the right-hand side, waiting for students to correct their mistakes. Different grade's classrooms adapt different ways, but quite creative ways.

From the past we also learned that the Dalton Plan elicits a new response from the child's nature by inviting them to undertake the job in a way that appeals to his natural desire to learn in their own way and even in their own tempo. Therefore, we give each student their own class duty, such as book corner manager, snack manager, classroom designer, balcony manager, etc.

We always encourage our students to be proud of themselves. In order to awake in our children intrinsic motivation as well as wellbeing, we use "wall of pride". Students bring their own work of pride and show up there. We intend to make them feel worthy and valuable of themselves. The "Shining-me" self-portrait walls also help to achieve that. Students are demonstrating their good personality or characters, for example, "I don't like complaining." "I am helpful." Some class does the weekly reflection, like "a good thing I did this week", student will reflect on his own and write it down.

The class family album is a magic way to show and to remind the group honour how they grow up

together.

We firmly believe that Dalton is a way of living together and growing together. It helped us to develop more harmony in everyday school life and eliminate some issues with discipline among children. We have also observed that, we developed a healthy collaboration and positive team spirit.

The school organize a plenty of student programs and activities to create a living together community.

Our school has a farming resource which students go during the harvest season, they do the farm work, cook lunch by themselves, because we believe labour in education is crucially important. Every May, we have the Bento week. During this week, students make their own lunch boxes in the early morning, and take them to school.

We organize many art activities. For example, we celebrate every new year by quick flashing, everyone sing and dance together. We have Dalton drama festival every year on international Children's day. Everyone on the stage is the superstar that day.

Also, we have Dalton blossom Festival, on that day, every dress beautifully and say nice words and do nice things, we use our eyes, to find beauty, and fulfill beauty.

We regularly have school flea market. Our students organize fashion shows like balloon fashion show, environmental fashion show, etc.

We have a mini bus in our campus, in fact it is a souvenir store. We have our school souvenirs sold each week by student union.

Our students also help the community around us to solve problems. We recently had this sharing-helmet project. Every student and people around could borrow the helmets, which is coloured by students, when they ride on scooter or motobike of their parents, to keep safe.

Helen Parkhurst said, Experience is the best and indeed the only real teacher. Pupils should be given the chance to acquire the art of study before they can be expected to learn. We did a lot of project based learning programs all these years, a project not only stimulates intellectual but also social and emotional development. Those projects helped

students to know the world, and learn to care about themselves, others and their community.

We create opportunities for children's holistic development, becoming responsible, cooperative and self-aware citizen of this century.

We try to protect the river nearby by doing the program, and we visit hospitals, and visit animal protection unit, donate our money which was collected by the charity sale.

Our parents also stand together. We have our parents union, parent teachers, and also we organize parents book clubs, and blue jacket parents volunteers who help with the traffic outside the school gate. They help our children in many ways.

Being a teacher in International Dalton School, helps us to raise independent, responsible, cooperative and reflective child. Our main target is to create environment in our school where every person is inspired to grow creatively, discovering their own strengths and weaknesses.

Our Motto is: Dalton is a way of living. We learn, we grow up and we live together.



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