



**Development  
Milestones**

**Active  
Learning**

**Inquiry-  
based**

**Neuroscience  
Rooted**

**Social  
Interaction**

**Physical  
Skills**

**Play-  
based**



*Cultivating Resilient Motivated  
Lifelong Learners*





## *Cultivating Resilient Motivated Lifelong Learners*

What matters most in education is  
**Early Years Learning**

The UK Early Years Foundation Stage organisation states that “children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. [But] Development is not an automatic process.”

It depends on each child having opportunities to interact in positive relationships and enabling environments. Opportunities that the right Early Years preschool provides.

According to Harvard University Centre on the Developing Child, neuroscience tells us that creation of sensory, language and cognitive function brain pathways peak before age 5. Also, that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done through play, in which case it only takes 10-20 repetitions.





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In addition, the neuroscience tells us that toxic stress in childhood damages the developing brain and can lead to lifelong behavioural and learning difficulties.

Toxic stress emanates from extreme poverty, abuse or neglect.  
“It is important that all children receive the necessary time and engagement from adults with whom they have a strong and secure relationship”

– Harvard University Centre for on the Developing Child.

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Maximising crucial  
early years brain development

“Child development –  
particularly from birth to five years  
– is a foundation for a prosperous  
and sustainable society”,

*Harvard University – Centre on the  
Developing Child*





At Purple Dragon we place a premium on creating a welcoming but also stimulating environment where children feel safe and at home.



Our staff are prohibited from using physical punishment and harsh words that may have a psychological impact but rather to understand a child's needs and guide them to good behaviour and learning.



We offer outdoor and indoor play options and a roleplay room where children can practice social skills and develop their imagination.



We use a play based curriculum to leverage children's natural curiosity and the lessons of neuroscience to make learning faster and more durable. In short, we seek to cultivate **resilient, motivated, lifelong learners.**



# Our Educational Approach

The Purple Dragon approach is rooted in tried and tested child education research and overlayed with emerging neuroscience about how children learn, develop and thrive, and crucially what might interrupt and block that development. This knowledge, based on in-depth research by our founders, has been curated to create an optimised environment for children to become **resilient, motivated, lifelong learners**.

## Child centred learning not teacher centred teaching



“Connect learning to real-life situations and focus on understanding and thinking rather than on memorisation [also known as rote learning]”,

*UNESCO/International Academy of Education 12 principles of  
“How Children Learn” [2002]*

By maximising the vital early years brain and physical development opportunity that nature bestows and harnessing innate curiosity and thirst for understanding, we aim to prepare children not just for primary school but for life by teaching them how to learn, how to think for themselves and to ask questions.



### 12 Principles of How Children Learn



A report on how to formulate education to best leverage 12 key principles that are rooted in child psychology. These are split into 3 main areas: the learning environment; cognitive factors and individuality. At PDEY we use these principles as the overarching framework for all of our curriculum and methodology.



### Emerging Neuroscience

In recent times neuroscience has exploded as a field of study as technology allows us to see what is going on in the brain. The specific speciality of early brain development is of particular interest to education practitioners and governmental regulators and policy makers. PDEY leverages understand of neuroscience to back up our curriculum choices.



### UK Early Years Foundation Stage (EYFS) Development Milestones



The comprehensive EYFS development milestone are split into general or prime areas (e.g. language, social, physical) and specific areas (e.g. Maths, Literacy) and are designed as targets to both build a curriculum and to measure success. PDEY applies these milestones throughout our curriculum.

## Resilient Motivated Lifelong learners



### Curriculum by HEI Schools of Finland



The Finnish education system has been rigorously tested for decades with outstanding learning results. It combines the best and latest learning philosophies, models and practices with neuroscience and continuous development to meet the highest standards in education. PDEY uses HEI Toolkit as the backbone curriculum delivering a play-based, active learning model.



### Specialist Curriculum

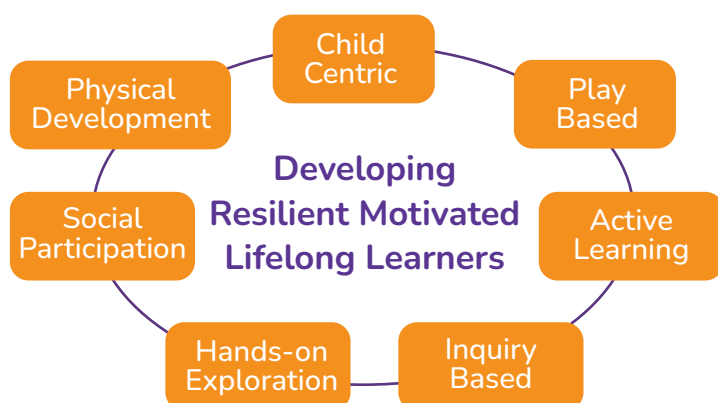
In addition, we include specialist Mandarin, Bahasa Melayu and Music curricula leveraging the best of locally sourced books and exercises.

Play-based and Active, not Passive, learning  
“Play is important to healthy brain development”,  
*Kenneth Ginsburg, The American Academy of Paediatrics*



# Our Ethos

## Key elements of our method



Our ethos is first and foremost predicated on putting children at the centre of everything we do.

Countless studies have shown that play based learning is more durable and stimulates early brain pathway development better than traditional instructive lecturing.



Similarly, inquiry based, hands on learning and active rather than passive learning yields better results because children are engaged and interested in the activities and achieve understanding of the topic rather than being bored by instruction and trying to commit things to memory without full understanding (so-called rote learning).

To this we also add social participation, where children learn social skills and teamwork, and also learn from each other. The final element is physical activity to strengthen their bodies, develop coordination skills and because exercise stimulates and keep the brain healthy.



In particular, outdoor play is important for children to get fresh air, interact with the outside world and, as studies have shown, to minimise the chances of self-induced myopia (short- sightedness). In Taiwan the government stipulates 2 hours of outdoor activity per day to reap these benefits.

## Learning through hands-on exploration and questioning

“Inquiry-based learning is part of the HEI School curriculum approach; it involves a collaboration between children and teachers”,

*HEI School of Finland*



## Applying Our Approach



Our Approach is rooted in continuous improvement. Lesson plans are prepared by our teachers, overseen by our Head teacher, appropriate to the age group and stage of the academic year.

Our teachers practise in-flight constant assessment of each child's progress week to week. Periodically the teaching staff assess the entire group against the EYFS development milestones and specific learning objectives applicable. Lesson plans and any specific individual actions necessary are then built into the next planning periods and any specific issues addressed with parents. This may extend to other provisions such as physical exercise if specific issues are noted that requires changes or additions.

## Applying Our Method

**PLAN**  
Create lesson plans to meet development milestones

**Do**  
Deliver teaching and development activities

**Act**  
Create lesson plans to meet development milestones

**Check**  
Assess achievement vs milestones and learning objectives



**Rooted in the UK EYFS Development Milestones**

"The building blocks of lifelong learning are Social & Emotional;  
Physical; Language and Cognitive",

*UK Department of Education Early Years Foundation Stage (EYFS)*





## Our Programmes

Our age range covers children aged 1-6 years old. Our academic year is based on the calendar year. The daily schedules are split into 3 parts: **school, daycare and extended hours daycare.** Each year has a slightly different timetable (Our current timetables can be viewed on our website.)

Our pricing is all inclusive according to the package selected with no hidden extras or fees. The monthly rate is all you will be charged, except for any special excursions or enrichment classes as may be offered from time to time. All food and beverages, school and daycare materials, course books, shower soap, shampoos and lotions and equipment utilised in the school is provided inclusive of the monthly fees.

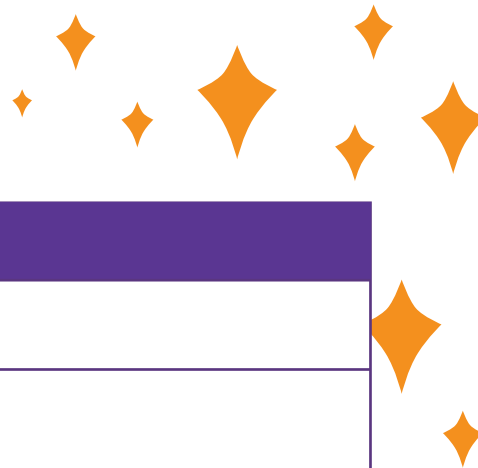
For more details on packages and fees please contact us.

### We offer 3 package options:

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|---|---|
| 1 | A half day preschool programme focusing on development milestones and academic education, featuring the HEI School curriculum and locally sourced Mandarin and Bahasa Melayu and Music. (08.00 – lunchtime). End time varies for each year. This programme includes breakfast; mid-morning snack and lunch. |
| 2 | A full day programme incorporating school in the morning and daycare in the afternoon from 08.00 – 18.30. Afternoon daycare includes craft activities, outdoor play (weather permitting), afternoon refreshments and Tea.   |
| 3 | An extended day programme incorporating the full day plan plus an extra extended half hour in the morning and extra hour after the full day. Hours of services for this programme are 07.30 – 19.30. [You can choose 1 or both options for extended hours]  |



We offer 3 package options:



Nursery Programme	
Nursery 1 (N1)	Turns 2 in academic year
Nursery 2 (N2)	Turns 3 in academic year



Our Nursery programme is primarily play-based in nature but rooted in achievement of EYFS development milestones. The focus is on maximising the critical neuroscience recognised brain development in sensory, communication and early cognitive functions to prepare children for more structured learning to come. In the N2 stage we begin to introduce some early structured learning in the 3 main languages (English, Mandarin and BM) plus foundation mathematics.

Kindergarten Programme	
Pre Kindergarten (Pre K)	Turns 4 in academic year
Kindergarten 1 (K1)	Turns 5 in academic year
Kindergarten 2 (K2)	Turns 6 in academic year



Our Kindergarten programme is about leveraging the Nursery development achievements into more structured learning and development of skills. Play remains a core route to learning but in Kindergarten we focus also on inquiry-based learning and encouraging critical thinking and questioning to develop the higher cognitive brain pathways and knowledge and skills acquisition. The primary objective is to teach children how to learn and to want to learn, thus developing resilient, lifelong motivated learners.