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Message from the Founder

'Will there be another Steve Jobs?'

The passing away of Steve Jobs, a visionary, a creative genius, a man who changed the way we communicate, a man who has touched our lives in so many ways has had a profound effect on all of us.

His humble beginnings, his disregard for the 'norm', his 'rags to riches', 'riches to rags' and then 'rags to riches' story, the spectacular success of his companies Apple and Pixar, his fight against cancer and his premature death makes one reflect on the pure genius of the man who culturally transformed the way we communicate, listen to and share music and movies in the digital age.

Steve Jobs had an unconventional history, as unconventional as his life. He was put up for adoption at birth, dropped out of college, led a countercultural lifestyle, got kicked out of the organisation that he founded and named his technological innovation 'Apple' a fruit, at a time when people were describing their machines with model numbers. He was neither a hardware engineer nor a software programmer, nor did he consider himself a manager. He was a thought leader. A visionary who at a very young age had accurately envisaged the use of computing and technology, not just a means to crunch numbers and solve business problems, but one that can transform lives, the way we communicate and live.



L to R: Janet Robertson, Mrs. Ng Gim Choo and Wendy Shepherd from Mia Mia, Macquarie University at the EtonHouse October Forum.

His death brings us to the question 'Will there be another Steve Jobs'? Will there be another pioneer, a visionary entrepreneur who was not afraid to pursue his dreams and create innovations that were not just beautiful but also transformational?

Our children are growing up in the 21st century; where the pace of change is far more rapid, drastic and unexpected than what it was in the past, where it is estimated (by the US Department of Labour) that our children will have 10-14 jobs by the age of 38, where it is estimated that the 10 in-demand jobs 6 years from now do not even exist in the present. How therefore do we do justice to our very significant role as parents and educators to provide children an environment where they can flourish and pursue their dreams. In the 'test frenzy' environment that children are expected to conform to, how does one offer a programme that encourages them to feel, touch, taste, experiment, discover, fail, create and learn from their experiences. An environment where they can express themselves, experience the unexpected, create new dimensions and evangelise 'big ideas'. It is these experiences that free our mind to come up with something extraordinary, something that has never existed and something that inspires awe and wonder.

At EtonHouse, we believe therefore in developing the big ideas that will transform the lives of our



EtonHouse educators at the Mia Mia Forum in October.

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EtonHouse in Singapore

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'Creating Positive Learning Environments' – a forum organised by the EtonHouse Education Centre was attended by over 150 early childhood professionals from Singapore and overseas.

children, will give them experiences that open up their minds and hearts to the world, develop a sense of wonder and understanding of the diversity that exists in our society as well as give them the confidence and motivation to pursue their dreams. This identifies the great challenges that exist in the delivery of a curriculum for the future - but it is a challenge that EtonHouse pedagogy and curriculum delivery is continually seeking to address.

We place great emphasis in developing high quality, open-ended learning environments in our campuses. Most importantly, we believe that our teachers are our greatest assets. We therefore work towards offering several professional development and in-service training programmes of the highest calibre that offers our teachers a glimpse of what is happening around the world, an understanding of international best practice and the motivation to create centres of excellence within their own classrooms.



Lim Poh Beng receiving the award for 'Outstanding Teacher' from Mr. Chan Chun Sing (Acting Minister, MCYS).

Some examples of the innovation and best practice that EtonHouse is currently achieving, and seeking to further build-upon throughout its pre-school/school group, are cited as follow:

The October Forum hosted in Singapore, which featured keynote speakers from the Mia Mia Child and Family Study Centre and Macquarie University in Australia. It was an inspiring session where the speakers shared some 'big ideas' as well as some wonderful images of children and the learning environment. It was attended by over 150 early childhood professionals from across 7 countries.

I am also happy to report that EtonHouse educators Josephyne Ho and Lim Poh Beng received the Singapore MCYS 'Outstanding Leader' and 'Outstanding Teacher' award, the highest awards in the child care sector. EtonHouse Pre-Schools at Vanda, Outram and 764 Mountbatten Road were amongst the first in Singapore to pilot and receive the MOE SPARK (Singapore Pre-Schools Accreditation Framework) awards introduced by the Ministry of Education to raise the quality of pre-school education in Singapore.

In this MCYS/MOE relationship, EtonHouse is playing a "lighthouse" role in pedagogical thinking within Singapore early years' settings.

We also continued to strengthen and consolidate our International Baccalaureate learning at the EtonHouse International School

and Pre-School in Broadrick and at EtonHouse Newton and Orchard, the only two pre-school campuses in Singapore with International Baccalaureate (IB) Primary Years Programme (PYP) World School Award status. In China, EtonHouse Suzhou now operates with both IB PYP and Middle Years Programme (MYP) World School status and is currently enrolling its first students for the Diploma Programme. Similarly, in EtonHouse Wuxi, the International School is offering both the Primary Years and Middle Years International Baccalaureate Programmes, with formal accreditation of these programmes anticipated this year.

Recently, at the Heads of International Baccalaureate Schools' Conference held in Singapore, one of the Broadrick Road Year 6 students, Natasha Went, had the great honour of introducing the keynote speaker, Professor Sugata Mitra, to all assembled delegates and guests. This introduction was carried out with such confidence and panache that it was a talking point for the remainder of the conference. It was indeed a testimony to our belief and passion in offering educational environments that encourage young individuals to develop confidence, empathy, a strong sense of social justice, a yearning for knowledge, a sense of wonder and creative genius. A lot like Steve Jobs. His values and qualities will continue to live amongst us, in our children and hopefully in our future.

Ng Gim Choo
Group Managing Director,
EtonHouse International Education Group



MCYS SPARK Award winners at the MCYS Child Care Conference 2011

Glimpses of 2011

MCYS Child Care Awards 2011

The Ministry of Community Development Youth and Sports (MCYS) Child Care Awards recognizes outstanding and exemplary contributions by early childhood professionals and practitioners towards enhancing and making a difference to the lives of children and their families.



L to R: Lim Poh Beng (PYP Coordinator, EtonHouse Newton), Mrs. Ng Gim Choo (Founder, EtonHouse), Mr. Chan Chun Sing (Acting Minister, MCYS) and Josephyne Ho (Senior, Pre-School Director EtonHouse 764) at the awards ceremony.

The awards are also the highest national award for the child care sector. Held in conjunction with the annual Child Care Seminar on the 29 September 2011, the event was a celebration of excellence in early years practice within the Singaporean context.

Outstanding Early Childhood Leader Award 2011

Josephyne Ho, Senior Pre-School Director of EtonHouse Pre-School at 764 Mountbatten Road was awarded the Outstanding Early Childhood Leader award.

Outstanding Early Childhood Teacher Award 2011

Lim Poh Beng, the inaugural PYP Coordinator at EtonHouse Pre-School, Newton was awarded the Outstanding Early Childhood Teacher Award for 2011.

MOE SPARK Awards

EtonHouse Pre-Schools at Vanda, Outram and 764 Mountbatten Road were amongst the first in Singapore to receive the MOE SPARK (Singapore Pre-Schools Accreditation Framework) awards introduced by the Ministry of Education to raise the quality of pre-school education in Singapore. EtonHouse had been invited by the MOE and MCYS to be pilot pre-schools for this accreditation programme, which will eventually become mandatory for all child-care centres and kindergartens. EtonHouse was proud to play a significant role in Singapore's journey towards the building of an early years framework that will be for the benefit of all children in all learning settings.

EtonHouse Founder receives Jiangsu Friendship Award



In September 2011, Mrs. Ng Gim Choo, Founder and Group Managing Director of EtonHouse International Education Group received the Jiangsu Friendship Award.

Jiangsu Provincial People's Government established 'Jiangsu Friendship Award' in 1997, in order to commend the foreign experts who have made remarkable contributions to the

economic and social development of the province, and to promote cooperation and exchanges in economy, science & technology, culture and education with foreign countries. 'Jiangsu Friendship Award' is the highest prize that the Jiangsu Provincial People's Government has established for foreign experts.

EtonHouse has 4 international schools and pre-schools in the Jiangsu Province in China.

EtonHouse Celebrates its 16th Birthday

EtonHouse Singapore celebrated its 16th birthday at a party organised at the Millennium and Copthorne Hotel on the 19th of August 2011. There were more than 300 staff from all campuses across Singapore who attended the event and revelled in the success of EtonHouse over the last 16 years. The



L to R: Ben Neu (Director EtonHouse), Mrs. Ng Gim Choo (Founder and MD, EtonHouse), Mr. Ng Hark Seng (Advisor, EtonHouse), Mr. Jimmy Oh (Chairman, EtonHouse), Mrs. Betty Oh (Associate Director, EtonHouse), Mr. Phua Hua Seng (Director, EtonHouse), Mr. Chao Tse Ann (Director, EtonHouse) and Mr. Henry Lee (Director, EtonHouse).

evening was a wonderful celebration of the cultural diversity that exists in our schools. It was also an occasion where the organisation recognised and felicitated the staff who had been with EtonHouse for 5 and 10 years and recognised their contributions to the success of the Group.

Connections to the Community and International Mindedness

John Cooley, Executive Principal - EtonHouse Singapore

It is sincerely hoped that the articles in this third edition of the EtonHouse Corporate Newsletter for 2011 are appreciated by the EtonHouse parent readership for their vibrancy and diversity of ideas and imagery. The dual themes of this Newsletter, *International Mindedness* and *Connections to the Community*, represent two fascinating insights into the social curriculum that journeys hand in hand with the more familiar curriculum that is literacy, numeracy and the social sciences et al.



School systems such as EtonHouse, that aspire to provide their children with a curriculum that is philosophically reflective, pedagogically based and collaboratively responsive - will continually be in search of an educational milieu that provides an immediate sense of place and connection – for all learners i.e. students and their teachers. To have this security of place, connection and community is to be well on the way to having happy, secure learners.

Amos Oz, the esteemed Israeli writer, has recently commented that great literature; literature that is universal in its humanity and voice, must be focused on the minutia of the immediate environment and the connection of its characters to a local, tangible sense of place - in order to achieve its essential truth and greatness. In other words for literature to be truly resonant with a global audience it must have this “earthed” connection with its own neighbourhood. Think Chekov or Conrad or JK Rowling.

So too with great education.

Our celebrations of United Nations Day and Racial Harmony Day remind us how much the world has changed over recent years and how cosmopolitan are our communities. A generation of “third culture” children whose identity is not with any one homeland - but two, or three, or more countries - is now a global reality.

It is precisely for these reasons, that EtonHouse

recognizes that its pre-schools and schools must be places that provide children an oasis, an “earthed” environment in which they can find their identity, their “feet”, their sense of connection to a place that is welcoming, safe and respectful.

In Ancient Greece the words at the entrance of the Delphic Oracle can be translated as “Know Oneself”. This was the prophesy for a happy, harmonious life some 2000 plus years ago. As with all essential truths, nothing has changed in the intervening years.

The etymology of our language and the lessons from history are vital links between the past, present and future. From the language of Greek Civilisation (and Latin) is drawn the word humus meaning earth or soil. From this base word comes humanity, humankind, humility and humour. The fundamentals of our language link our sense of identity with our sense of place. Historically, this sense of place would have been linked to the natural world and countryside. Today, a sense of place will be the built environment, somewhat different but no less tangible.



The role of schools is very much to work collaboratively with learners (and their families) to unearth and explore a greater, more insightful self-knowledge, for that is the beginning of a “true north” life journey. That journey is explored in the relationships with ideas, peers, teachers, family members, the immediate environment and the local community. The individual’s exploration of how s/he fits into the local environment, and is consequently identified with a social role in that community - is the realization of self, difference, individuality and connection.

From this sense of identity within a local environment develops the confidence and security to explore further, beyond the known shores. Through knowing oneself and the connections that are immediate and local, the learner can then have the foundation upon which to move outwards into the wider world. However, this journey outwards in the direction of international mindedness is not a venture easily taken without an embedded sense of individual identity and connection. This is the loop back to the Amos Oz reference – start at the centre space of our everyday experiences and then use this as the framework to make some impact upon that with which we are less familiar. Specific to universal.

Much of this thinking extends beyond pedagogy and moves closer to philosophy in considering

how best our practice in schools meets the big questions of identity, connection to place and our evolving relationship with a communal environment changing from natural to urban to virtual.

Challenging issues indeed – issues without simple answers – and with a

multitude of thoughtfully considered and varying responses from the diversity of schools that is EtonHouse.

Building Connections within School and Pre-school Communities:

Heather Conroy, Executive Director of Pedagogy, EtonHouse Pre-schools



EtonHouse Leadership teams work hard to honour the notion of 'team' amongst pre-school and school staff members; to work towards the establishment of strong connections and collaborations within the setting; and to genuinely aim for a whole of school/preschool 'culture' which respects and reflects a valuing of diversity (of culture; of gender; and of each other's opinions and contributions).

What could this look like in practice?

Recently the EEC (EtonHouse Education Centre) collaborated with the teaching and kitchen teams at EtonHouse Orchard to explore an Atelier of Taste (with the aim of attempting to better understand

the sensory nature of children as inquirers). Working with various cereals/grains and fresh vegetables; we (chef, kitchen and teaching teams) took up the challenge of chopping our way through 9 kilograms of tomatoes to collaboratively create our own meal.

We dined together at tables, designed by a focus group working to the objective of establishing 'ambience' – tables set with plants collected from the garden, mirrors, and lights. Why don't we do this more often – work together to plan, prepare and share a meal. We should make this a regular thing (a ritual) to the start of each term...I have spent time getting to know people, I normally only say hello to in a day...

The workshop had been planned to further thinking about spaces for children to inquire and engage deeply with materials. However looking more deeply, we see snapshots of a healthy 'community' at work...of appreciation of each other and a deep sense of belonging:

- The exhilaration of the Mandarin team rolling

dough through the pasta maker

- The collective energy and determination of the chopping team
- The sharing of rich memories about cooking with mothers; grandmothers and grandfathers (stories from all over the world)
- Chef John as lead teacher for the morning working with both male and female apprentice cooks

EtonHouse educational communities are scattered across the Asia Pacific region (8 different countries). However this sense of 'community' – this desire to build connections within our educational settings is a shared vision that in turn connects us all.



Building Connections within the Asia Pacific Region:

Heather Conroy, Executive Director of Pedagogy, EtonHouse Pre-schools



Conference speakers Wendy Shepherd (left) and Janet Robertson from Mia Mia Child and Family Centre at Macquarie University, NSW, Australia

The EtonHouse Education Centre (EEC) recently convened its third conference in Singapore– an education forum titled Creating positive learning environments for children. Held 6th – 8th October, at Hotel Fort Canning, more than 150 delegates attended from Vietnam; Hong Kong; Indonesia; China; Malaysia; Korea and of course Singapore to work with Australian speakers Wendy Shepherd and Janet Robertson from Mia Mia Child and Family Centre at Macquarie University, NSW, Australia. Participants were greatly inspired by the passion of the speakers to support their reflection about the creation, maintaining and

nurturing of our educational learning spaces. They were encouraged to think widely about the environment, not just as a physical space – but as a 'landscape' which reflects a person's culture, family and context; which displays connections to the community in which the learning environment exists.

Delegates indicated the following as key concepts developed across the 2.5. day conference:

- 'Looking down from the balcony' – making our values visible when working with spaces and places; looking at the political landscape; considering the messages we convey to children and families as we design our learning environments
- The concept of 'dwelling in a place' and the place dwelling in you...the emotional connections and sense of well being that comes from being in places of beauty;
- Aspirational architecture – again the beauty of space
- The significance of connections to nature
- The entrance should entrance

- The environment is at the heart of what you do
- The significance of involving children in the design of spaces – democratic spaces

To maintain the level of energy and inspiration... to maintain the connections formed amongst delegates, the EEC hopes to establish an environments focus group, to continue the sharing of thinking and research currently underway in relation to early childhood environments.

The EEC is looking to organize another conference with Reggio Children in March-April 2012.



Conference delegates discuss implications for practice between the ideas shared at the conference and their own settings.

International-Mindedness in the School Community

EtonHouse @ Broadrick



Atima Joshi - PYP Coordinator, Vice Principal - Curriculum



A Chinese parent explaining Indian artifacts for students for Diwali, students communicating fluently in their second language during play time, Caucasian parents learning Mandarin at school, a group of parents and teachers building houses in Cambodia, students collecting stationery to support a school in Zambia, teachers and their families coming together for the Breast Cancer Awareness walk - the EtonHouse Broadrick community is a diverse group of internationally-minded learners with more than forty nationalities represented across the school.



The International Baccalaureate suggests that an 'Internationally minded' person is one



who demonstrates the attributes of the IB Learner Profile. George Walker, former Director General of the IB has pointed out that international education must be more than the five "Fs"—food, festivals, famous people, fashion and flags. So how does Broadrick go beyond the symbolism to promote international-mindedness?

To start with, it is important to recognize that the definition of international-mindedness itself varies for individuals depending on their learning journey, perspectives and sense of identity. It is becoming increasingly important that the children understand the nature of their own physical, mental and emotional being which is explored in the curriculum from Nursery 2 to Year 6 through the transdisciplinary theme 'Who we are'. Students are encouraged to bring their perspectives and be open-minded towards others' in and beyond the classroom environment. To promote a sense of identity as well as awareness of other cultures, the school celebrates different festivals on a large scale involving the whole

school community including United Nations day, Christmas, Diwali, Chinese New Year, Easter and Japanese Children's Day, which aim to provide an exposure to different cultures, traditions, beliefs, value systems and thinking patterns. While the celebrations provide learning through a festive atmosphere it is the preparations towards these events that promote international-mindedness in the students. Excursions including camp-visits provide them with real-life learning experiences that help them gain insights of the realms of the wider community. The robust participation of the Broadrick parent community in regularly organizing and participating in all school activities ensures that the school values and ethos reach homes to build upon the learning at school.

The students, teachers and parents, including the extended families, regularly come together to participate in community projects. In the last few years the school community has been involved in Tabitha House Building in Cambodia, collecting and carrying stationery to needy schools across the



world including Thailand, Philippines, Cambodia and Vietnam, Breast Cancer Awareness walk, supporting schools and orphanages in Sri Lanka, Zambia, China and India, fund-raising for Tsunami victims in Japan, Earthquake relief for Chile, building toilets and schools through World Vision and projects supporting local charities. These activities, while supporting the projects, provide a valuable learning experience for the entire school-body, and especially to our students, who we hope will carry forth this learning to build a caring, internationally-minded global community.



International Mindedness – Beyond Multi-Culturalism



EtonHouse @ Orchard

Victoria Newman, PYP Coordinator, Assistant Pre-School Director

Increasingly, 'International mindedness' has become a mantra for International schools to indicate a holistic and culturally encompassing educational curriculum. Definition of international mindedness as a concept is complex, context influenced and subjective. EtonHouse (Orchard) as an IB World School has embraced the PYP perspective on International-mindedness. The IB programme aims to develop internationally minded people with attributes that ensure recognition of their responsibility for the planet, humanity and peace. From an IB perspective, these attributes discussed following, encapsulate an internationally minded person.



Children at EtonHouse Orchard are encouraged to develop their natural curiosity, their research skills and independent learning skills as a means to becoming deep thinking inquirers. We respect that children are knowledgeable at many levels about their understandings. Our indoor and outdoor learning



environments, set with carefully considered proposals for learning, support children in demonstrating themselves as critical thinkers. Children are encouraged to express themselves, their thoughts and ideas as part of the ongoing dialogue of learning. At Orchard we place great importance on children seeing themselves as communicators

through many of the different expressive languages. These languages as modes of demonstrating understanding are central to our exploration of teaching and learning.

As an international pre-school, being open-minded to the cultures, thoughts and views of others is seen as central to the school community by parents, children and teachers. Children are encouraged to be principled in their interactions with others and to act with responsibility. We acknowledge that life can be uncertain and provide situations of



unfamiliarity. Supporting children to have courage and be risk-takers in all aspects of their day at school, and life, is positively encouraged. The food children choose to eat in the dining room, their expressions of emotional needs and wants, as well as taking care of their own personal well being, are all seen as being integral to children being balanced in their choices.

At Orchard we see children as being powerful, knowledgeable and independent. Children are empowered to be intrinsically motivated towards their learning and reflective in their achievements and abilities. Central to the importance we place on community at Orchard, is the attribute of caring for those within our school community, making a difference to the lives of others and the environment that is our shared planet.

The IB poses 'What is an internationally minded person? It is a person who demonstrates the attributes of the IB learner profile'. At EtonHouse Orchard, as a school community, we strive towards this.

“How do we promote International Mindedness?”



Reflections from EtonHouse Newton Staff

Tracey Boyle, Pre-School Director

In collaboration with our students and parents we celebrate our children's different cultures and diverse backgrounds.



Our school culture helps shape our students views and responses to the world around them.

Our school environment needs to be supportive and encouraging, creating respect and tolerance for all cultures and backgrounds.

As teachers we recognize that we have an immense effect and influence on our students' global understandings and attitudes. We can

shape how children view the world and how they can see themselves as unique and capable individuals.

To support our children we create a whole school culture that develops positive relationships, allowing our children to become confident and competent communicators.

Our whole school philosophy determines our school environment. Respectful relationships between children, staff and parents are central to establishing International Mindedness within a school community.

We recognize that communication is the key to success and can cross all cultures and language

barriers. Our school environment needs to consistently create opportunities for everyone to effectively communicate in a variety of ways.

To learn and grow together we need to support and cater for our student's different learning styles and needs.

“Together we can shape how our students embrace the world around them.”



Building Relationships in Our Community

EtonHouse @ 718 Mountbatten Road

Lisa Hughes, K1 Teacher

As a new Pre-School, the focus this year with regard to building community at 718 has been the immediate community of children, parents and teachers.



We aim to foster a sense of belonging and value for our immediate community so that the pre-school becomes a place where relationships are developed and treasured. As a Pre-School inspired by the Reggio Emilia approach, we honour and embrace their core values. In this regard, we greatly value the concept of 'teachers, parents and children' as collaborators in the process of learning.

"Normally, parents are not seen as a part of the educational process in an authentic way." But the Reggio approach views the parent as an essential resource for their child's learning. To foster community, Reggio schools host a variety of events throughout each school year, including conferences and special lectures for parents.

(Garrett, R. 2011. Paragraph 6)

Garrett, R. (2011) What is reggio emilia? Education.com. Retrieved on 22/9/2011. Retrieved from

http://www.education.com/magazine/article/Reggio_Emilia/

At 718 we host class parent interactive sessions each term where parents join the class experience connected to the inquiry, participate, contribute and collaborate with the teachers and children to feel an authentic sense of belonging to our 718 community.

We also plan special sharing and dialogue sessions for parents where we talk about our approach. Communicating the teaching and learning process with parents builds opportunities for shared understandings and rich dialogues. Our 'Introduction to the Inquire-Think-Learn approach' evening for parents held on the 20th September was



a special event for us. Our pedagogist Heather Conroy and a team of senior teachers, Lisa Hughes, Lucy Ahern and Abi Watson presented to the audience and shared documentation panels to make learning visible as well as engaged in a dialogue with parents to support further thinking about our approach. Through interactive sessions

in class and special events with parents, we aim to foster relationships so that our sense of cohesion, collaboration, support and interaction with and within the community continues to grow.

Building Community Within: Respectful Relationship

EtonHouse @ Vanda

Emelia Prayogo, Pre-School Director at EtonHouse Pre-School Vanda

At EtonHouse Vanda, we value highly community building as a process of nurturing community spirit through respectful relationships. What this means is that we need to be able to weave together our individual and diverse passion, our talents, insights and experiences towards a committed



common purpose. It is inevitably significant for each individual to be inclusive, reflective,

respectful of differences, embracing of conflict and relating to others with respect through our daily interactions and relationships both with children and adults. Being in a respectful relationship does not mean that we will not have differences of opinion or disagreements; however, the differences are dealt in ways that lead to a mutual agreement.

Research projects suggest that children use indirect emotional information—emotional reactions that are directed at other people—to guide their own behaviour (Child Development, 2007). Children's microsystems, according to Urie Bronfenbrenner, include any immediate relationships they interact with. How these groups interact with the child will have an effect on how the child grows; the more encouraging and nurturing these relationships and places are, the better the child will be able to grow. Children within a community that respects each person are also more likely to form happy and healthy relationships with others and themselves.

Go Green

EtonHouse @ Outram



The recent 'Go Green' Fair at EtonHouse Outram marked the end of our curriculum year. We sought participation from our parent community, inviting the expertise of a willing group of International experts, for example parents who were skilled in henna drawing manned our 'Henna' stall. Others baked cakes and muffins, or cooked Indian

curry, others still served customers Swiss coffee (with coffee machines from their own kitchens). Children and staff devoted their time and efforts to both prepare for and assist on the day. The spirit of collaboration created a delightful sense of community amongst children, parents, teachers and ancillary staff, all working together for a good cause. The outcome on the day was a bustling energy with lots of joy as our Outram community worked together to raise funds for our chosen charity (the Children's Cancer

Foundation).

We believe it is important from an early age to involve children in taking action to be responsible and caring citizens. In seeing their parents and

teachers working hard together to raise funds, we establish positive role models for our children. In establishing roles for our Outram children to participate in the event, we empower them to see themselves as contributing members of the community at large.



Engaging with the parents, grandparents, family and friends of our children....from all around the world.

Connecting to the Community: ARTopia 2011

EtonHouse @ 764 Mountbatten Road

Josephyne Ho, Senior Pre-School Director



On the evening of Friday, 14 October 2011, EtonHouse Pre-School at 764 Mountbatten Road transformed into an artistic community centre. The 764 pre-school organizing committee and staff launched its annual event of the year – ARTopia 2011, a successful collaboration between students, parent volunteers and their families and friends to raise funds for the Singapore Children's Society.

In 2010, we incepted ARTopia Café, where mum volunteers contributed home-baked cupcakes that were sold as part of the charity drive. This year, ARTopia Café has evolved into a platform for dads to be more

actively involved in their children's school, in our support of the Dads for Life national movement.

The idea of ARTopia was originally designed in 2007 as a multi-disciplinary event to provide a platform for our students to express



their creative ideas and to demonstrate their learning experiences and stories through visual art. Environment and social sustainability are the key focus areas for ARTopia, all in the spirit of saving and conserving the environment and serving the community.



UN Day EtonHouse @ Suzhou



Scott Taprell, Principal EtonHouse International School, Suzhou

International mindedness was the theme of the day at EtonHouse International School on Saturday October 22nd with our UN celebrations holding center stage.



The day got underway with a parade of the 15 nations that are represented within our school and it was wonderful to see such a variety of national costumes on display. Shortly after, the day got into full swing, with the community modeling

intercultural awareness through a diverse range of displays, food and games. Examples of food available included, Japanese Curry, Armenian Steak and vegetables, Haitian Gumbo, Australian BBQ & Aussie biscuits, New Zealand Anzac biscuits, Danish Pastries and Canadian hotdog.

Musical performances from our PYP students were extremely well received, as were the efforts of our MYP students who earned valuable community and service credit for their supportive actions

throughout the day.

At the end of the day, the community was very satisfied with their efforts and we look forward to similar experiences next year.



International Day EtonHouse @ Nanjing

Ken Armstrong, Principal, EtonHouse International School, Nanjing



Recently EtonHouse International School at Nanjing celebrated International Day with a range of wonderful activities that reflected and reinforced the international mindedness of the school community.

At EtonHouse Nanjing we recognize our twenty-first century students are members of a global community, connected to the world by ties of culture, economics and politics,



enhanced communication and travel and a shared environment. Enabling our students to participate in shaping a better shared future for the world is at the heart of our educational program. The International Day emphasised the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirmation of social justice and human rights, building peace and actions for a sustainable future in different times and places.

We promoted international mindedness by providing students with opportunities to learn to take responsibility for their actions, respect and value diversity and see themselves as global citizens who can contribute to a more peaceful, just and sustainable world. The emphasis of the day was not only on developing knowledge and skills



but a love of the arts as well as promoting positive values and participation. The day focused on cooperative learning and action, and shared responsibility. There was an emphasis on critical thinking and communication and an opportunity to develop positive and responsible values and attitudes, as well as an orientation to active participation.

Sparking Creativity and Linking with Local Entrepreneurs

EtonHouse @ Yiwu

Jeremy Van Sluytman, Principal, EtonHouse International School, Yiwu



Yiwu is a place built largely on the ingenuity and hard work of entrepreneurs. The creativity and courage needed to start a business and the commitment to see a vision through to becoming a reality are common threads that connect many of Yiwu's inhabitants.

At EtonHouse, we work to help our community of learners and leaders develop the IB Learner Profile and Attitudes through activities in and outside

of the classroom. One such effort at EtonHouse Yiwu is our "Clothing and Logo Design" Contest (September 19 – 30). This contest, organised in cooperation with a local clothing design and manufacturing company, was created to allow for children to express themselves through their clothing designs - "by children, for children".



Children created original designs for outfits and a company logo. All designs were on display in the school assembly in October. There is also a possibility that the winning

designs will go into production. Plans are also underway for visits to clothing factories for children to learn more about how clothes are designed and produced.

We hope that this exercise will spark students' creativity and educate them about one of the many wonderful aspects of the industrious city in which we live and also strengthen connections between the school and the immediate socio-cultural context.



Connections to the Community

Peter Ackerman, Pre-School Director, EtonHouse Japan



At EtonHouse International Pre-school Tokyo the teachers are encouraged to seek opportunities to make connections outside of our pre-school setting. Tokyo, being the megalopolis that it is, the focus of these connections is the local community within a child's walking distance of the pre-school. These excursions



out into the real world are in response to children's interests; the many events that occur within our immediate community; and the opportunity of making the children visible as members of the local community. Some recent examples include, participating in a charities clothing donation that was established in a nearby shopping centre; visits to the post office; supermarket; fire station; local parks and the nearby art gallery.

These opportunities provide for the children a context which assists in the shift from teaching to learning. In this way teachers are engaging children in tangible deeds, fostering the constructive and collaborative actions of children. Children learn best when both actively



engaged and when the act is social, (including both adults and other children). Also, an important approach to educating children is to start with the child – their thoughts, ideas, and interests. The immediate area around our pre-school forms an important connection for our children as for most of them this part of Tokyo is where they have formulated many of their views of the world.

An Inquiry into the Lesson of Giving

EtonHouse @ Korea

John Hughes and Shin Mi Jung

Several months ago, the children in the kindergarten 2 Dolphins class decided to learn about the different cultures of the world. During their inquiry, they explored a dozen countries utilizing student-led, interactive pedagogy.



After learning about various cultures, the class was surprised to learn that there were many people in the world who lived in abject poverty, war and famine and that many children are unable to go to school and even lack basic necessities of life like clean drinking water.

The discussion prompted a storm of questions from the students about why people don't have enough food, water or even toys! Moved by their desperate plight the students began to ask, "What can we do to help?"

Thus, the "Philanthropy Inquiry" was born.

For more than three months, the Dolphins explored the causes and effect of world hunger, devised solutions and eventually resolved to raise money and awareness through letter-writing campaigns to world leaders. They even

received a response from President Lee Myung Bak. They engaged in community conversation by handing out pamphlets, sewing the "Hunger Quilt" and organizing a music concert/art auction where they raised \$1500.00. The money raised will go towards funding a clean-water well in Vietnam.

What began as a simple question blossomed into an in-depth and multi-faceted project stretching across the curriculum, breaking down the

boundaries of cultural diversity and teaching the children a lesson that will stay with them forever...the lesson of giving



Celebrating differences – Internationalism in India

EtonHouse @ India

With an objective to create responsible global citizens and brilliant leaders of tomorrow, VIVERO and SERRA International pre-schools in India incorporate several elements of internationalism in the curriculum and day-to-day



school life for children. Celebrating International Day along with various other festivals across nationalities and communities has helped inspire brotherhood and kinship among children, preparing them for a fast evolving global 21st century.

At VIVERO International, Kalyani Nagar – Pune, International Day was observed on August 16, 2011. The significantly large international community along with their Indian counterparts celebrated the day with a Dress Parade where children dressed up in their respective traditional

attire; spoke about their culture, traditions and customs. In order to inspire patriotism and pride in their motherland, children engaged in opportunities to draw and colour their national flags which were displayed around the school. Active participation from parents was sought in an effort to create rich cultural experiences for

children. Parents from different countries such as Australia, Germany and France narrated interesting anecdotes from their motherland to a rapt audience.

At SERRA International Pre-schools, across the country, children enthusiastically celebrate Indian as well as International festivals promoting internationalism and cultural diversity. Celebrating

Independence Day, Rakhsha bandhan, Ganeshotsav, Dussehra, Halloween, Diwali and Christmas under one roof creates an atmosphere of unity in diversity. On Ganeshotsav, children came together to worship Lord Ganesha and ate traditional Indian sweets 'laddoos'. On Dussehra, children enacted the "Ramlila" that symbolises victory of good over evil; Lord Rama burns the effigy of Ravana. While exploring Japan, children learnt about 'Hinamatsuri day' - the festival of dolls, the Zen garden and the Cherry Blossom flowers, Japanese music and greeting "Konichiwa", Kimono dress and the Japanese fan. While

exploring China, they learnt about 'Rice cakes', Chinese tea, chopsticks, Chinese scripts and paper toys as well.

Through various celebrations, children at VIVERO and SERRA International pre-schools are encouraged to develop pride in their roots and respect each other with a deep sense of international mindedness and attitude.



World Citizens at EtonHouse Jakarta

Chris Hartman, K2 teacher



International Mindedness; the families and staff at EtonHouse Jakarta have fully embraced the ideas of the 21st century child in a world that is constantly becoming smaller.

We have introduced many new themes dealing with world history, geography, flora and fauna and the cultural diversity that exists in the world.

EtonHouse Jakarta, though still very young is growing steadily into a bustling community of learners. Nestled in beautiful, aesthetic surroundings, its lush gardens and environment are a draw for most parents and children.

The centre values the 'World Citizen' concept and

The curriculum for all classes is inquiry based, but the Kindergarten department has enhanced its programme by implementing a variety of media to represent children's learning with a strong emphasis on experimenting with mathematics and using scientific and guided approaches to solving problems and finding answers.



The curriculum content is negotiated between teachers and the children. Children are thereafter encouraged to further investigate and follow through their questions in an effort to find solutions collaboratively in a process of active, engaged and involved participation.

“Accoglienza” – EtonHouse Malaysia - parents, children and the community

Claire Blake, Pre-School Director, Malaysia



child in relation to the other children, their families, teachers, the environment of the preschool and the wider community, as well as the child's relationship to society at large.

It is important to invite each and every parent to be involved with the preschool in some way, just as it is important to embrace and welcome new families

The Reggio Approach is often called “an education based on relationships.” At EtonHouse Malaysia, we are constantly seeking opportunities to foster close relationships.

Consequently, it is important for parents, teachers and children to have strong communication networks that really reach out into the community.

We value the importance of focusing on each

and cultures by building a strong sense of community among ourselves.

Being so involved with the children's schooling, parents gain a sense of being an active citizen and welcome this stance.

Divali/ Deepavali is a time where families freely shared cultures, in an ethical way, building a sense



of community and demonstrating our valuing and celebrating of diversity. This “accoglienza” welcomed each family and gave them a great sense of importance.

This event demonstrated the strong foundations with which EtonHouse is synonymous as well as the beautiful transition - where trusting relationships with parents and the school are synthesised.

