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Message from the Founder

This year, Singapore celebrates SG 50. At EtonHouse, we celebrate EH 20, since we turn 20 years old this year! As our nation celebrated our journey, I reflected on our journey here at EtonHouse and the lives we have touched. It has been a humbling and fulfilling experience, made even more rewarding when I meet former EtonHouse students making a mark in their chosen field. I have met budding doctors, artists, actors, lawyers and many more wonderful young people full of optimism and enthusiasm to make a difference. And I am so proud to say that EtonHouse has been a contributor to their learning journey. When I heard what they had to say in the video that was put together to commemorate the anniversary, I was touched by their honesty and connection with EtonHouse after all these years.

As I reflected on our journey, I realised that to build character, we have to demonstrate compassion. I have always believed that education and charity are two sides of the same coin. How can you build character without teaching generosity to help the less fortunate? I also believe that the gift of education is the best possible charity we can give because we are investing in a child's future. Therefore we set up the EtonHouse Community Fund, an approved Charity to serve the less fortunate and in our own small way, make a difference to children's lives by making education accessible to them. The inaugural fund raising event was held at the charity dinner on 22nd October 2015. Our guest-of-honor was Ms. Sim Ann, Senior Minister of State in the Ministry of Culture, Community and Youth & Ministry of Finance. We raised a total of more than S\$350,000 at the charity dinner, including S\$22,000 through the silent



At the EtonHouse 20th Anniversary Charity dinner with our guest-of-honor Ms. Sim Ann, Senior Minister of State in the Ministry of Culture, Community and Youth & Ministry of Finance (left)

and open auction sales of paintings and children's art works during the charity dinner.

I am overwhelmed by the support we received from our friends, partners, parents and students (past and present), staff and well-wishers. I would like to thank all our donors for their generous support. I am touched by their altruism and trust in us. I would also like to express sincere appreciation to all our staff members and teachers who worked tirelessly to organise the event and our children who created the beautiful works of art for our charity auction.

With such positivity and enthusiasm that surrounds EtonHouse, we are motivated to scale greater heights in education and remain committed to the well-being of our community.

Ng Gim Choo

*Group Managing Director
EtonHouse International Education Group*

EtonHouse celebrates 20 years of Excellence in Education Launches EtonHouse Community Fund to give back



With the Board of EtonHouse and EtonHouse Community Fund



With our partners from Dongguan, China



Student emcees from EtonHouse Broadrick



With our partners from EtonHouse Tokyo and EIS Japanese Kindergarten



Beautiful performances put up by our teachers



With our partners from Malaysia, Korea and India

This year is a very special year for EtonHouse. It marks the 20th anniversary for us. To commemorate this significant milestone, we launched the EtonHouse Community Fund at a Charity Dinner on 22nd October 2015 in Singapore.

The EtonHouse Community Fund is a Registered Charity approved by the Commissioner of Charities of Singapore and its main objective is to advance the causes of education for children from underprivileged backgrounds in

Singapore. Its pioneer project would be to work with community bodies to support children from underprivileged backgrounds by contributing to their Child Development Account, which in turn attracts matching donations from the government.

Children from the EtonHouse Group in Singapore played their part by putting together a SG50 art exhibition titled "Singapore through the eyes of a child". An intriguing reflection of their interpretations of Singapore, their artwork showcased Singapore's multi-cultural society, unique culture and iconic landscapes. All proceeds raised from an auction of their work went towards the EtonHouse Community Fund.

We are very proud that the EtonHouse Community Fund is able to play a part in advancing education goals of children from underprivileged backgrounds. As we celebrate this meaningful milestone, we would like to thank each and every member of the EtonHouse family for sharing our joy as we continue to make a positive difference to the lives of children.



SG50 Charity Art Exhibition "Singapore through the Eyes of a Child"

As a tribute to Singapore's 50 golden years, children from EtonHouse, E-Bridge and Hampton conceptualised and created art pieces through a myriad of ways to reflect their unique perspectives of Singapore.



"Moving Fast"

K2, EtonHouse Claymore

The children were inquiring into movement and speed and decided to use photography to represent the movement on the roads of Singapore.



"Colour Burst"

N1B, E-Bridge 178A Rivervale Crescent

Children were enthralled by the fireworks they saw during Singapore's National Day celebrations and recreated the dazzling effect on canvas.



"Silver Forest"

N2 The Bandarra's, EtonHouse 718 Mountbatten

The children noticed all the rectangles within Singapore's skyline and decided to recreate them using masking tape to make "big and small rectangles".



"Singapore Glory"

N2 / K1 class, EtonHouse Sentosa

Inspired by their dramatic play of a Singapore Girl who travels around the world, the children decided to create a piece of art that "looks like a Singapore Girl dress".



"The Botanic Gardens"

K1 Honey Bears, EtonHouse Newton

The children see Singapore as a beautiful place full of gardens and flowers. Inspired by their curiosity towards nature, they decided to paint "Singapore Botanic Gardens", one of their favourite places.

EtonHouse now offering a Secondary Programme – a seamless transition from Primary to Secondary



EtonHouse International School at Broadrick Road now offers a Secondary Programme to provide a seamless transition from its International Baccalaureate (IB) Primary Years Programme for Nursery to Year 6 students. The secondary curriculum follows the Cambridge International General Certificate of Secondary Education (IGCSE). Students have access to a dedicated Science Lab and Design and Technology suite which includes a 1-1 MacBook facility, and are supported through special study skills and personalised learning programmes. To learn more, contact the school at Broadrick@etonhouse.edu.sg / 6346 6922.

Another EtonHouse campus receives IB Authorisation

EtonHouse International Pre-School at 718 Mountbatten is now an authorised IB World School for the Primary Years Programme (PYP). The IB PYP is an international programme that aims to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world through intercultural understanding and respect. As the school continues on this IB journey, the entire learning and teaching community remains committed to deepening their understanding of the IB PYP curriculum framework through ongoing professional development and parent workshops.



Read more about the school here:
www.etonhouse.com.sg/m718



E-Bridge opening a purpose-built large Childcare Centre with an Innovative Ecological design by mid 2016



E-Bridge is opening a purpose-built large childcare centre at 78 Edgedale Plains in Punggol. Spread over 5,000 sqm, the campus has an innovative ecological design and features never seen before in Singapore's early years sector, including mass temperature screening facilities, early lightning warning system and solar powered outdoor lighting. Children will also have access to a spacious rooftop garden with a movable maze, a cycling and running track, dedicated spaces for water play, sand play and construction, a performing arts atelier and a food atelier with kitchen studio for our young learners. The childcare centre will be ready to welcome up to 500 young children in mid 2016. Latest updates can be found at www.e-bridge.edu.sg.

EtonHouse Mountbatten 223 awarded Early Childhood Innovation Award (Distinction) from ECDA



EtonHouse Mountbatten 223's heritage project, 'Our Heritage. The Early Years' received the Early Childhood Innovation Award (Distinction) from Singapore's Early Childhood Development Agency (ECDA). This recognises the centre's efforts in nurturing a culture of innovation and is a wonderful testament to our learning and teaching practice.

EtonHouse International School, Broadrick awarded EduTrust certification

EtonHouse International School has been awarded 4 Year EduTrust Status by the Council for Private Education (CPE). The 4 Year EduTrust status reflects our ability to reach exceptional standards in the continuous delivery of quality educational services and practices that meet the needs of both the parents, students and staff in the areas of Pre-School, Primary and Secondary education in Singapore. Mr Rob Stewart, Principal of EtonHouse International School, emphasised the importance of receiving a 4 Year EduTrust certification as it reflects the School's commitment to CPE regulatory standards and also, the school's mission of seeking quality assurance of our operations.



Cert No. : EDU-2-2067
Validity : 06/10/2015 - 05/10/2019

Islander Pre-School – a new member of the EtonHouse family

EtonHouse is welcoming a new school into its family – Islander Pre-School. The childcare centre is located on Sentosa Island and caters to the needs of parents who work on or in the vicinity of the island.



Offering an inquiry-based programme for children from 18 months to 6 years old, the centre also offers flexible and day care services to provide care services for children on an occasional basis. The rooms are arranged according to various activity areas, including blocks, dramatic play, art, science, computer and language. Learn more at

www.islander.etonhouse.com.sg.

Save the Date – Reggio Conference in Singapore, 10-12 March 2016



REACH
Reggio Emilia in Asia for Children

REACH (Reggio Emilia in Asia for Children) in collaboration with Reggio Children is excited to announce that the next Reggio Conference would be happening in Singapore 10-12 March 2016. With speakers from Reggio Emilia in Northern Italy, the

conference is poised to be yet another inspiring and insightful session on best practice in the early years. Please mark the dates in your calendar and join us for this professional learning initiative. Details will be coming your way soon, please email enquiry@reach.edu.sg to indicate your interest in the meantime.

Uniting the Community through Documentation at EtonHouse

by Lisamarie Hughes, Educational Consultant

As I reflect upon the value of documentation, my thoughts lean towards **why** we make the teaching and learning process visible and the various stakeholders who benefit from this process across the EtonHouse pre-school settings.

Lens of a child – Our documentation immediately attracts the children and cultivates a sense of feeling immensely valued, empowered and respected. By making the children's learning visible, we then provide a platform for them to celebrate, revisit and extend their ideas. The documentation not only provides an account of the past, but also a window of possibilities for children to question, feel challenged and continue their research alongside their peers and teachers. Amy Lin (5yrs, EtonHouse Outram) suggested expanding her work after viewing her first draft illustrations on the panel 'looking closer'- *"I can see my drawing from yesterday! Oh, I think I need to use the binoculars again to zoom in for the roof pattern today!"*

Lens of a teacher - As teachers critically choose



Making learning visible via the 100 Languages Exhibition
EtonHouse Claymore 2014

what to make visible from a very busy day, they too sharpen their skills with observation, analysis and evaluation as they question what they present and how it may be received. By capturing the power of learning, teachers revisit that moment and think about what happened in a deep and profound way. It offers an opportunity to really understand the children in our care as well as 'tune in' to the ways in which we can respond to their diverse learning styles. Angela Wee Qi (Teacher, EtonHouse 718 Mountbatten) reflected

"as I scribed the children's voices, I found out what they already knew about wind and where it comes from. George preferred to show me with sounds, Josh decided to draw his thinking. This then allowed me to plan the next day to extend and build on their theories!"

Lens of a parent - Parents and guests then step into our documentation-rich environments to encounter what has taken place, and they are drawn in by the powerful images of children in action. They marvel at the children's voices, theories and evolving ideas. They then better understand the rich learning that occurs within our inquiry-based

programme as they read the teachers' voices. Documentation at EtonHouse connects all stakeholders; it unites the community in viewing and embracing the **joy** that should always be at the heart of any teaching and learning experience. Sandra Versalle (Parent, EtonHouse 718 Mountbatten) shared *"Eleonore beamed with pride as she brought me to her drawings and the photographs of her organising the leaves. The board really helped her tell me about her day!"*

The role of Documentation in enhancing Quality of Education in EtonHouse Preschools

EtonHouse Education Centre

by Rani Sidhu, Director of Pedagogy



Capturing our children's learning journeys in the form of high quality documentation contributes to the depth of children's learning from their project(s) and everyday intentional and incidental learning experiences. Loris Malaguzzi (1993) points out

displaying our children's learning journeys in the form of documentation allows us to revisit the experiences, during which new understanding can be clarified and deepened, and this in turn enhances our children's learning related to the

that documenting children's learning journeys allows them to 'become even more curious, interested and confident as they contemplate the meaning of what they have achieved.' This is made possible as

areas of focus.

To further ensure the quality of our children's learning, teachers need to reflect on the documentation so as to be able to discuss with children their ideas and the possibilities of new investigations for the next day. This helps our teachers plan intentional learning experiences based on children's interests that they find stimulating and challenging. Reflection also provides teachers with ongoing planning and evaluation that can be done in collaboration with their team and children. The individual children's strengths and progress are made visible and provide a rich content for teacher-parent, child-parent and teacher-child discussions.



Making Learning Visible

EtonHouse @ 718 Mountbatten

by Susannah McGuire, Principal

In order to make each child's learning through inquiry visible, our teachers create a personalised e-portfolio of each child's learning throughout the year.

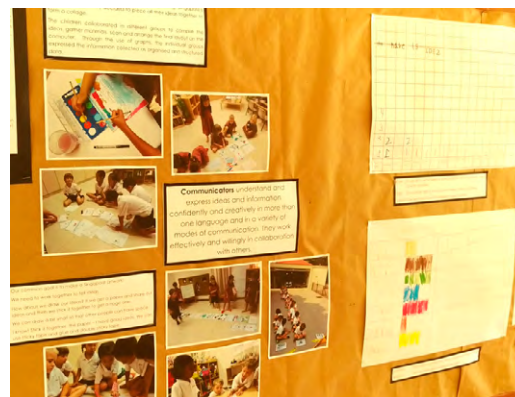
Over the year, our teachers contribute portfolio entries documenting significant learning experiences. These include reflection and analysis which clearly highlight the connections between the documented learning experience and areas of the curriculum in which the child has demonstrated interest and understanding.

These portfolio entries are also printed and placed in a folder that each child has access to daily. The children and teachers work together to place significant artefacts and pieces of work they have created into their folders for safekeeping. This supports children in developing a strong sense of



connection to their learning, and the portfolios will be used as a tool for reflection and assessment throughout the year.

To ensure strong home-pre-school partnership, the portfolios are shared with each child's parents at the end of each term. Parents are invited to add their own reflections of their child's learning. These significant reflections are then shared and discussed in the class.



In addition, we share updates of the children's ongoing inquiry learning in class through weekly newsletters, which we share within our pre-school community. Teachers use display boards in classes and throughout the pre-school as opportunities to highlight significant moments of learning and interest within class inquiries.

Documentation as a Collaborative Practice

EtonHouse @ Mountbatten 223

by Kim Fitzharria, Atelierista

"What did you see"?

"What does it make you wonder or feel"?

"What ideas does this give you about how to proceed"?

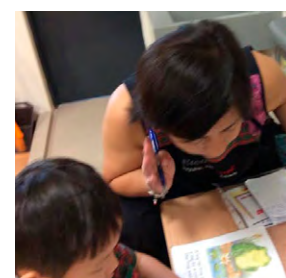
(Sarah Adams Kollitz, Child Care Exchange)

Documenting the answers to these questions serves as a pathway for students and teachers to embark on a journey of inquiry-based learning. To be on this path is to serve as a witness to a child's ideas and perceptions. Taking an interest in a child's learning process is the



ultimate praise a teacher can give. On this path, the teacher and student are poised to become co-constructors of knowledge and formulate more questions. The teacher's role is to facilitate the child, and also to reflect on the moment and intuit the direction for further study.

It is a common assumption that a teacher's role is to give answers.



When the role is reversed to one of an active participant, many wondrous things start to happen. Children relax and know that they are safe to explore

questions. When children experience their own inquiries as valuable, they develop faith in their inborn abilities. The role of documentation is to assist children to become confident and active learners and to help teachers be partners in this learning.

Making Learning Visible : An Investigation into Pine Cones

EtonHouse @ Thomson

by Alison Hindell & Rajani Patel

“Documentation is not about what we do, but what we are searching for.” Carla Rinaldi

Pedagogical documentation is an important tool for teaching, learning, planning and assessing. Below is a documentation of an investigation that happened in the K2 Magical Forest at EtonHouse Thomson.

K2 children have been focusing on the UOI ‘How the World Works.’ This unit is based on investigations and takes the children on the journey of research, from forming hypotheses through to interpreting the results.

The investigation began by accident. During the inquiry into the nature themed class name, the children talked about what they know about nature and what they would like to know. Some children wondered if a pine cone is nature. They decided that they would see if it grows in water. Later in the day the children noticed that the pine cone looked different. They even thought someone had switched it! Then they realised it was the same pine cone, but it had closed!

Here began our investigation into why the pine cone closed in water. The children made lots of



The children decided to investigate by leaving some pine cones outside until it rained. They considered how to make sure nobody touched their investigation and decided to write a note explaining the investigation. They attached a note to a box and found a place not blocked by trees or buildings and waited. The teachers used their observations to reflect with the children in this

process. theories about why the pine cone might close. They thought about it through the concept of ‘function’- how it works.

“They close, but then next to the sun they open.” Miraya

When talking about what else the children were interested in, the children wanted to find out if pine cones would close in the rain or just a bowl of water. The children began to hypothesise what would happen to the pine cones in the rain.

Uta: **It does close in the rain.**

Miraya: **No, it doesn’t, it likes rain.**

Uta: **But rain is water and when it is wet it goes closed.**

The documentation of an inquiry supports:

- **Capturing children’s theories**
- **Making connection to the curriculum**
- **Assessing children’s learning**
- **As a reporting tool through the portfolios**

Documentation as Research and Relationship

EtonHouse @ 215 Upper Bukit Timah

by Ng Shu Ping



As a reflective educator and lifelong learner, researching into the role and purpose of documentation through the eyes of educators in Reggio Emilia has certainly captivated and inspired me. Through their pedagogical documentation, I am able to see how the educators listen to the children, with a desire to learn and research alongside them. Their work continues to push my thinking and creativity further.

I started out as an early childhood educator in the pre-nursery class. The process of documentation then was joyful and meaningful. Here was a group of children who were not quite ready to respond when their parents asked them at the end of the day, "How was your day in school?" Through the photographs and voices of the children and teacher written in words, parents were able to understand what their child was learning, exploring and experimenting with daily. It was not so much about accountability, but rather, a way to create shared understanding and a way for everyone to be present.

Over the years, my thinking on documentation has been growing and continually challenged. Documentation takes time.

As Stefania Giamminuti said at the REACH conference Encountering Reggio Emilia : Values, experiences and identities, 2013, documentation



is not about taking time away from the children. It is about taking the time to see more and to see better. It is about taking the time to 'slow down' to think and reflect deeply on how children are engaging with the materials and what they are really telling us through their representations... Documentation helps us think how we can relaunch and extend children's initial ideas.

In EtonHouse pre-school, our template for documenting daily observations of our children has seen many changes over the years. At the core of our documentation lies 3 fundamental questions – what we see (the observation), what we understand (i.e. the interpretation) what we do (the next step i.e. our planning). We learned as educators that there is no one way to document.

We have also reflected on the target audience for our documentation. From sharing solely with parents at the end of an inquiry, we now understand the value that documentation has in supporting the learning of the class. We share our documentation with all interested participants – the children, teachers and all interested collaborators who come and dialogue together.

Daniela Lanzi, one of the pedagogists with the Municipal Preschools and Infant-toddler Centres in Reggio Emilia argued that documentation should not only be used as follow-up for a finished process, but also during the learning process. Daniela explained that if you complete documentation only at the end, then it is not documentation, it is visible communication.

Documentation has honed my skills in many different areas. I learned how to take better photographic images and develop different ways of presentation and layout to produce insightful and visually rich

documentation. The teacher learns to take on other roles.

In depicting the learning through documentation, teachers must master many skills: an art director, a writer, a photographer, and an educator. What am I seeing? How do I capture this? How do I present and share this? How can I enrich this learning experience and deepen understanding? (Richland Academy, 2013)

Source: <http://www.richlandacademy.ca/richlandWP/?p=4318>



Vea Vecchi further expounds on documentation, When teachers learn to take photos and work on documentation, they are not just learning a skill, but also a careful and attentive way of seeing. It is a way of seeing that requires empathy. You must be in empathy with the child and the surroundings to capture the essence of an experience in a photograph.

Source: <http://myclassroomtransformation.blogspot.sg/2013/04/on-display-lella-gandini-and.html>

Now, as a parent, I am grateful that my children's pre-school educators embrace documentation as a tool for learning and relationship-building. My children revisit their learning through documentation and share their reflections with me.

Documentation conveys the respect that educators have for children's thinking and voices. It portrays the ways that the educators have spent time with the children, to know and value them as unique individuals. It is a record of shared memories and as Giamminuti said, a gift to families.

Documentation - Making Teaching and Learning Visible

EtonHouse @ Robertson Walk

by Justine Wooden, Principal



educators' and the children's thinking are made visible. All of this stems from the fundamental Reggio Emilia belief of the image of child, where the child is seen as competent. Thus, documentation is an important testimony of respect to a child's learning process.

Quality documentation differs from a simple recount in that it focuses on the aspects and processes of learning. Based on observable facts, capable educators analyse the teaching and learning phenomena, reflect upon it, and plan for the next rich episode of teaching and learning.

A competent educator will be able to recognise learning as it occurs, pose poignant questions

and comments, and to constantly provoke higher-order thinking in the children, and hence achieve deep and authentic learning.

Documentation offers an opportunity for an educator to reflect on the quality of the teaching episode through analysis, reflection and planning, as well as to record children's responses to a teaching and learning episode. Both the

Through honouring a child's enormous potential, curiosity and capabilities, the teacher as facilitator then interact with the child to inspire and provoke learning, where the children will express through the hundred languages.

It is therefore clear how documentation is key to the realization of the Reggio Emilia inspired approach.

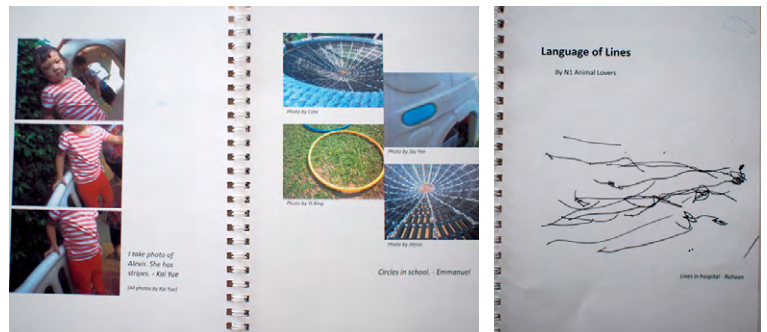
Documentation – a Tool for Thinking Together

EtonHouse @ Vanda

by Munia Ahmed, Principal

"Documentation is not about finding answers, but generating questions." (Filippini in Turner & Wilson, 2010, p. 9)

Documentation offers a process for listening to children. It is a way to see and shape how and what children are learning. We, at Vanda, believe in quality documentation which prompts questions and promotes conversations among children and adults



that deepen and extend learning.

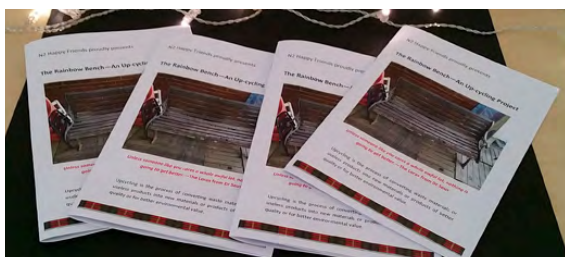
Through documentation, we not only focus on what children are doing, but we make visible how they are doing.

This can help lead to new ways of learning.

Making children's learning visible helps offer insight into their thinking, feelings and values, which in turn allows us to study the meaning of events to them.

We see children as researchers working with others to make sense of the world, and we, as educators, are researchers as well. By offering our thoughts collaboratively through documentation, we research on children's curiosity to generate theories about their holistic development. And in the process, our own understanding widens, deepens and takes in multiple perspectives.

Reference: Turner, T. & Wilson, D. (2010). Reflections on documentation: A discussion with thought leaders from Reggio Emilia. Theory into Practice, 49, 5-13.



Empowering Children's Thinking and Inquiry through Documentation

by Debra Liu, Director of Pedagogy, China

The purpose of documenting in Early Years is not only to “make learning visible”, but also to support and power further inquiry. The most important audience for documentation panels are the children themselves, as they revisit their own experiences and are prompted to undergo further investigation.



Mickey and Linda are looking at the documentation panel showing their drawings of building structures. The conversation children had regarding their building plans led to discussions about how buildings are made.

Thus, it is crucial that documentation panels are accessible to children. Wein (2011) discusses the importance of “visual literacy” in ensuring that documentation panels are not only documenting authentic learning, but also bringing clarity to the

visible expressions of learning.

When “visual literacy” is taken into account, documentation panels become an ongoing journey into learning and discovery.

As the children from Eton House Suzhou Baitang looked at the documentation of their inquiry into buildings, they engaged in conversation to further clarify their thoughts, which then led to further inquiry. The first documentation panel showed the children's two-dimensional plans for building construction. Their ongoing conversation led to an



Yosan and Vincent revisit their experiences in building materials through the documentation panels. Yosan pointed out words identifying various building materials, thus along with powering inquiry, supported the children's language development.

The children then participated in constructing their own three-dimensional documentation. Yosan and Vincent build block towers next to other three dimensional buildings and discuss how they would like the teacher to “write about” their constructions. The children thus become active participants in documenting their own learning journeys.



exploration of building materials.

This inquiry culminated in further exploration of 3-dimensional building construction, with the documentation panels serving as focal points to revisit, assess and plan their future inquiry.

Reference: Wien, C. (2011). *Learning to Document in Reggio-inspired Education. Early Childhood Research & Practice*, 13(2).

Using Documentation to inform prospective parents of Learning and Teaching

EtonHouse @ Hong Kong, Tai Tam

by Allison Banbury, Principal

Families were invited to our recent Mid-Autumn Festival themed Open House in September. Our teachers were charged with making learning and teaching visible to parents whilst delivering meaningful experiences to children.

Through collaborative discussion, the teachers decided to use video footage, photographs, learning stories and newsletter articles to showcase learning experiences and aspects of our curriculum linked to the Mid Autumn festival. They also ensured that documentation boards reflected learning in these aspects.

Whilst children appreciated the scent of different



fruit and herb teas, their parents were informed of other sensory experiences offered to our children. The lantern decorating experience

acted as the catalyst for dialogue about art in our school. As children made mooncakes, their parents were informed of our approach to the learning and teaching of Chinese language and culture. The light atelier was used as the basis for discussion about our music curriculum as children investigated sound waves using their voice and other music makers.

The Open House enabled us to experience the power of bringing the various sources of documentation together to deliver a very strong message of our intentionally planned curriculum and the impact of this on children's learning.

Documentation - making Teaching and Learning Visible

EtonHouse @ Time Residence, Chengdu

by Carol Pedersen, Executive Principal, International Division of Southwest China



In music class, the children were playing with the instruments by themselves. They found out that it is so much fun if they play as a team, so they decided to make a little band.

In this era of globalization, our ability to learn and function as part of diverse groups is essential for our capacity to survive and thrive. We believe that pedagogical documentation offers more than just a record, it offers a process for listening to children, creating artifacts from that listening and studying with others what children reveal about their competent and thoughtful views of the world. When we listen to children, we document live moments with images. Hearing other thoughts makes us realise that there are many viewpoints.

Documentation serves different purposes during different stages of learning - it allows for group learning environments to shape how and what we learn. Our educators at EtonHouse Times Residence Chengdu work collaboratively to

develop the practice of observing and documenting children's learning and using it to examine their own questions about teaching and learning. Tools that assist us in this process of making learning visible through documentation are videos, photographs, computers and children's work.

Our overall goal of making learning visible is to create and sustain powerful cultures of learning in and across the classrooms. Learning in groups not only helps us learn about content,

it also helps us learn in a way that fits with the kind of people we want to become and the world we want to create. Learning in groups develops critical human capacities for participating in a democratic society - the ability to share our views and listen to those of others, entertain multiple perspectives, seek connections, change our ideas and negotiate conflict.

Pedagogical documentation goes beyond the foundation of the developmental continuum to welcome both children's perspectives and our study of their views. It is when we have made children's thoughts, feelings and values visible that we can study the meaning of events to children, offering our thoughts collaboratively so that our own understanding widens, deepens, and takes in multiple perspectives.



In our "Passport Office", students had to tell the teacher their name, gender, age, and home country in English.



Communicator: Doris uses her own words to explain her friend how to use the thermometer.

Making Learning Visible by Listening

EtonHouse @ Korea

by Cara Clark, Lead Teacher, EtonHouse Bundang



ideas through their experiences.

When we make listening and learning visible, we bring the ideas and experiences of individuals to the learning



Listening is central to learning, sharing and growing. In order to pass on something that we have learned, it is essential that we listen. Listening gives value to the ideas and perspectives of the child. If we are truly listening, we have to challenge our existing ideas with the ideas of others (Rinaldi 2004).

Questioning a child on their idea, taking a picture of what they have discovered, or displaying something they have created demonstrates our listening. This shows the child that we care, and that their ideas are valued. When a child feels like their ideas are valued, they become directive agents of their own learning and construct their

community. By doing this, we create a listening community, and when people in a community listen to one another, ideas and perspectives are



challenged. Continually evaluating our ideas through the ideas of others connects us to one another. We are connected not by our similarities, but by our differences - it is our differences that make us useful to one another because they offer another perspective (Rinaldi 2004). This creates a true learning community.

Making Teaching and Learning Visible for our Community

EtonHouse @ Japan

by EtonHouse Tokyo Teachers

At the end of each academic year at EtonHouse Tokyo, we celebrate our learning by organizing an art fundraising exhibition for our families and local community.

At EtonHouse Tokyo, we value the language of art and embrace art as a flexible medium to express theoretical thinking of our children.

Below are some amazing examples and explanations of how teachers and children use the language of art to make their learning visible for our learning community.

Participation + patience + perseverance = product



This art project was inspired by the children's interest in cutting with scissors and pasting with glue and brushes.

The visual image of the art project was explored alongside the story of Elmer the elephant. During this investigation,

children verbally communicated their understanding of Elmer's identity and differences.

Funky glass jars

Allowing children to use recycled materials encourages children to engage with objects in deeper and more meaningful ways.

By using recycled glass jars, children were able to experiment with the different effects of paint on glass and discovered lighting and shadowing formations.



Monkeypod Treehouses

The treehouse series (novels by Andy Griffiths and Terry Denton) inspired the children to look at architectural concepts with recyclable materials. Each house was handcrafted by each child and is unique to them. The creative thinking enabled children to express their ideas through the 100 languages of Reggio Emilia. The strongest language used was through a series of trial and error, as well as the language of constructional design and planning.



Project Chair



As part of our inquiry into ways we communicate with people around us, the children of White Oak class initiated a project to design special chairs for their cuddly toys. During this process, they wrote notes to parents and measured the length of wood needed to construct

the legs of the chairs; these are valuable learning experiences made visible to families and friends during our art exhibition.

Making Teaching and Learning Visible through Documentation

EtonHouse @ Jakarta

by Natalia Ellys Susanti Ginting, NI Teacher

At EtonHouse Jakarta, we feel that documentation is very important to the process of teaching and learning to the community. Every day, observations for each child are recorded and written down. After school hours, teachers discuss what they have collectively observed of each child. These discussions and documenting of all observations lead to the development of individual portfolios. These portfolios are important to the children. They can help the children reflect on their learning journeys by reading through their own portfolios and their friends' portfolios.. The documentation is important



Listening to our children is a part of documentation



Documentation as a tool for reflection

for the parents, as well. Through the portfolios, parents get a report on what their children are doing, saying and learning in school. Finally, documentation is also important for teachers. Documentation gives teachers a good overview



Documentation makes children's play meaningful

of each child's interest and learning journey. They also show what the teachers need to focus on to meet the learning goals of each child. Finally, documentation allows teachers to plan for better and more challenging provocations that would be meaningful to each child.



Documentation - Making Teaching and Learning Visible

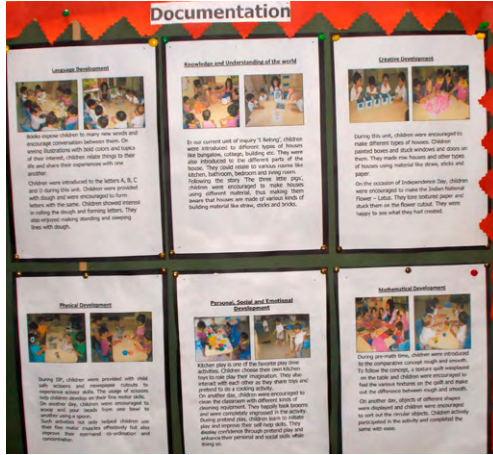
EtonHouse @ India

Documentation is not only retrospective; it is also prospective. It shapes the design of future contexts for learning. Observation and documentation are integral to our classrooms. The documentation panels, including photographs, notes and artifacts, serve as visual archives of children's learning. They are looked at by children and teachers, to reflect on the experiences and to think about the meaning.

Documentation of children's work shows children that their ideas, work, efforts and learning are taken seriously by adults in the environment. This results in better commitment and satisfaction amongst children whilst at work.

Documentation makes it possible for not only the teacher to evaluate a child's work from time to time, but also the parent to be deeply aware of their child's work, experiences and learning at school.

It serves different purposes during different stages



of learning. What seems to remain constant is that quality documentation focuses on some aspect of learning and not just "what we did". It prompts questions and promotes conversations among children and adults to deepen and extend learning.

At Vivero & Serra, we take pride in our efforts to make learning visible to all. Our documentation boards and portfolios speak volumes about our children's progress and involvement in the cycle of learning.

