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## Educational Technology - a way of life for the child of the 21<sup>st</sup> century

Very often we see children as young as 2 or 3 years of age adept at using tablets and smart phones. Equally often, we come across young children teaching us a thing or two about using the latest apps and finding our way around a new gadget. Does this mean that the children of this century are born with this intrinsic ability to effortlessly transition into the digital world, demonstrating astute knowledge and skills around a completely new device or application? A child's tenacity and creative thinking skills always has and always will amaze me. But it is their ability to be comfortable and at ease around technology which over the years has been the domain of scientifically gifted adults that never ceases to intrigue me.

Given this very real and significant context that defines the 21<sup>st</sup> century, educators all over the world have embraced technology or educational technology in their classrooms. Technology not only enriches learning, but also makes it relevant to our children. The relevance of technology also stems from an understanding of child development. Young children are concrete and visual learners and use symbolic languages to express their thinking. They also have diverse learning styles. Technology therefore intrinsically aligns with children and their learning in the early years and beyond. It encourages manipulation, exploration, self-directed learning and critical thinking amongst children as they use a range of symbolic languages. The appropriate and intentional use of technology makes learning individualized and sensitive to diverse learning styles. More importantly it exploits our genetic preference for visually presented information.

In EtonHouse, we value the spontaneity, ingenuity, social affiliation and diversity that technology lends to our inquiry based programme. The richness that the use of computers, interactive whiteboards, tablets, digital cameras, software programmes and digital access brings to our classrooms is unparalleled. Not to mention how it supports us as a global community

of learners enabling us to interact with EtonHouse children and educators all around the world. It brings to our context, richness, diversity and collaborative learning experiences that form a critical element of our education. It supports our educators to further enrich and enhance their teaching and learning through tools that enhance documentation and our reflective thinking practice. It also helps to extend and expand the overall goals and outcomes of the programme offered in our schools.



You will read some wonderful examples of appropriate, intentional and innovative use of technology in this newsletter. Be it gaming, multimedia or symbiotic technology – our schools offer engaging and relevant opportunities around the use of educational technology in learning experiences with adults and peers.

In this edition of the corporate newsletter, you will also read about the wonderful new campuses that we have opened this year in Shanghai, Suzhou and Chengdu (in China) and Vietnam and the one that will open shortly in Hong Kong. The official launch of REACH (Reggio Emilia in Asia for Children) opens up new and exciting possibilities for research and professional development for EtonHouse educators and the entire early childhood profession in Asia. We will also be reaching out to more Singaporean families by offering a high quality, affordable early years programme at the new Hampton Pre-School, Tanjong Pagar – a meaningful community project initiated by Singapore's Founding Father and Former Prime Minister, Mr Lee Kuan Yew. The newsletter is yet another reinforcement of the dynamism of the EtonHouse community to bring about excellence and leadership in educational practice in Asia.

I hope you enjoy this edition of the corporate newsletter.

**Ng Gim Choo**  
Group Managing Director  
EtonHouse International Education Group

## EtonHouse and PAP Community Foundation (PCF) collaborate to open second Hampton Pre-School in Tanjong Pagar, Singapore



Singapore's first Prime Minister, Mr Lee Kuan Yew announcing the launch of Hampton Pre-School, Tanjong Pagar

EtonHouse has expanded its collaboration with PAP Community Foundation (PCF) to set up another centre under the Hampton Pre-School brand. Located in Tanjong Pagar in Singapore, the pre-school will commence operations on 2 January 2014. The project was initiated by

Singapore's Founding Father and first Prime Minister, Mr Lee Kuan Yew who chose EtonHouse to manage Hampton Pre-School in Tanjong Pagar to provide high quality bilingual early childhood programmes at affordable prices to young families. The campus was launched by Mr Lee himself on 16 August 2013 during a National Day Celebration Dinner.

Hampton Pre-School was first set up in Bishan in 2009 when PCF and EtonHouse joined hands to offer high quality affordable early childhood services to Singaporean families. Hampton Pre-School at Bishan has been running successfully over the past 3 years. The programme that was designed by EtonHouse, caters to Singaporean families and is highly appreciated by parents. The graduates from this centre have done very well in primary school settings, not just academically but also socially and emotionally and are confident

and competent life-long learners.

The new campus at Tanjong Pagar will continue to offer the same high standards of practice. EtonHouse is delighted to expand its offering under the Hampton brand, and to reach out to more Singaporean families with a high quality learning environment at affordable prices.



Mrs Ng Gim Choo with Mr Chan Chun Sing, MP of the Tanjong Pagar GRC, Minister for Social and Family Development

## EtonHouse Nanjing fully authorised as an IB World School for Primary Years



EtonHouse International School Nanjing is now fully authorised as an International Baccalaureate World School for Primary Years (IB PYP). The IB Primary Years Programme provides an education framework based on its inquiry-centred, multi-disciplinary philosophy. Recognising that students are active participants in the learning process, the programme seeks to offer students a rigorous, comprehensive curriculum to encourage their curiosity and inquiry. EtonHouse Nanjing is the sixth IB World School under the EtonHouse umbrella.

## EtonHouse opens brand new campus in Suzhou Baitang

The brand new EtonHouse International Pre-School in Baitang One, Suzhou has opened this September. Located in Baitang One on the east of Jinji Hu lake in Suzhou Industrial Park, the pre-school sits on 4,717 sqm of land boasting a unique architectural concept based on the famous children's classic – Jack and the Beanstalk. The school has many innovative features such as a children's kitchen or vegetable garden, digging and construction areas and mobile climbing equipment to offer children a rich environment full of exciting and engaging learning possibilities. The school offers young children an international research based programme delivered by highly qualified international teaching staff and an inspiring and engaging learning environment.



## EtonHouse International Pre-School Shanghai sets new standards

EtonHouse opened its first campus in Shanghai in September 2013. Located in the heart of Pudong in Lujiazui, the school reinforces the EtonHouse Group's reputation of excellence and leadership in educational practice by offering a high quality early childhood programme based on research based best practice.



Says Mrs. Ng Gim

Choo, Founder and Group Managing Director of the EtonHouse International Education Group, "I am very excited about the opening of EtonHouse Shanghai. Shanghai is a very special city and we are confident that the quality of early childhood education we will offer is unparalleled and will establish new standards of excellence here. Being a part of EtonHouse, also offers opportunities for the children and staff of EtonHouse Shanghai to interact, learn and share with their peers in other EtonHouse campuses around the world, thus

adding more colour and diversity to their learning environment and inculcating international mindedness amongst them"

A series of Open House events for the pre-school was held successfully and was well attended by invited guests, government officials, children and their families, prospective parents and media.

Children had the opportunity to engage with a wide range of materials and learning resources and to experience our meaningful



learning environments, while parents interacted with educators to learn more about our unique inquiry-based curriculum. Visitors complimented the beautifully designed learning spaces that opened up to the outdoor environment. The design encourages deep and meaningful relationships with the natural world and between the learning happening indoors and outdoors. EtonHouse believes in offering respectful and aesthetic learning environments that inspire and intrigue young children.

## EtonHouse launches first campus in Hong Kong



provide a strong early years foundation for children and develop them into confident, competent global citizens with a lifelong love for learning. Log on to [www.etonhouse.com.hk](http://www.etonhouse.com.hk)

EtonHouse will be opening a new international pre-school campus in Hong Kong to cater to expatriate and resident families alike. Situated in Hong Kong island, the new campus is set to establish exemplary standards of excellence and a new direction in early childhood education in Hong Kong. The thoughtfully considered and aesthetically designed learning environment and integrated inquiry-based programme will

## EtonHouse opens in Hanoi, Vietnam

EtonHouse International Kindergarten in Hanoi opened its doors in June 2013. Located in one of Hanoi's most modern buildings, the school is well-resourced with facilities that



include an outdoor play area, a multipurpose hall and a music & movement room. It has an engaging learning environment carefully designed to stimulate the development of children from 2 to 6 years old of age. The school offers the renowned EtonHouse Inquire•Think•Learn curriculum which is inspired by international best practice. EtonHouse is happy to start its first school in Vietnam to collaborate with families in Hanoi to offer an inspiring international education for young children.

## Third EtonHouse campus in Chengdu, China

EtonHouse has opened a third pre-school in Chengdu. Located in Botanica, an iconic township development project built by Singapore property developer, Surbana Land, the brand new pre-school sits on 3,659 sqm of land and offers a high quality learning environment for young children. The school has an extensive outdoor area designed for children to interact with the natural world, and diverse features such as a water pool, library, piano studio and art studio to offer children a rich environment full of exciting and engaging learning possibilities.



## Staff Night 2013



More than 400 staff, colleagues and friends attended the Staff Night 2013



Dance performance by EtonHouse Broadrick

The EtonHouse family came together on the annual Staff Night held at the Concorde Hotel in Singapore on 30th August 2013. The party was attended by more than 400 staff, partners and friends from campuses across Singapore, China, Indonesia, and Cambodia. The evening was a wonderful celebration of our achievements, learning journey and camaraderie, and an occasion to give recognition to a total of 36 dedicated staff members who had been with the EtonHouse family for 5, 10 and 15 years. The occasion was made even more memorable by the performances put together by our talented colleagues and our valued sponsors who contributed generously to the lucky draw prizes.



Chairman, Mr Jimmy Oh and Group Managing Director, Mrs Ng Gim Choo



Long service awards

## The first REACH Conference in Singapore

The EtonHouse Education Centre (EEC) Singapore looks forward to welcoming 150 early childhood teachers and early years co-ordinators (from 8 different Asia Pacific countries) to their forthcoming conference Encountering Reggio Emilia: Values, Experiences and Identities. The conference will be held 24<sup>th</sup> – 26<sup>th</sup> October, at the Grand Park City Hall Hotel in Singapore.

Delegates will also have the opportunity to participate in educational tours of four EtonHouse preschools on the Saturday of the conference.

The EEC is pleased to collaborate with EtonHouse Orchard and Claymore, EtonHouse 718 and 223 Mountbatten as part of the centre visiting initiative.

Key note speaker, Dr. Stefania Giamminuti, who studied in Reggio Emilia for 6 months as part of her doctoral dissertation, will share her insights and perspectives about the values of the Educational Project of Reggio Emilia and her experience as a researcher in these world renowned preschools.

The conference will open Thursday evening

24<sup>th</sup> October with a cocktail reception and the launch of REACH (Reggio Emilia in Asia for Children). Dr Giamminuti will also be available to sign copies of her publication titled Dancing with Reggio Emilia: Metaphors for Quality.



## Loose Parts Theory as an Early Childhood ‘Technology’

by Heather Conroy, Executive Director of Pedagogy, EtonHouse Education Centre & Director of REACH

Wikipedia defines *technology* as the *making, modification, usage and knowledge of tools...to solve problems, improve pre-existing solutions to problems and to achieve a goal.*

In the learning environment of the 21<sup>st</sup> Century, we can focus too early on children’s engagement with electronic technology. There are and should be other tools offered to children to support their self-initiated exploration of their world. In 1972, Simon Nicholson (architect) proposed:

In any environment, both the degree of inventiveness and creativity and the possibility of discovery are directly proportional to the number and kind of variables in it...

This theory has relevance for early childhood teachers as we work to differentiate\* our curriculum to meet the strengths and learning styles of each learner in our classroom.

‘Loose parts’ (or open-ended materials) are simple materials (often what we find ‘around’ us; or discover in the natural world) that can be offered to children to enhance and complicate their

play. Loose parts can be explored, assembled, designed and re-designed to create a myriad number of patterns, constructions and 3D models (e.g. pebbles, bottle tops, shells, ribbons). As such they offer greater affordance to planning, design and innovation than do static materials. The more

varied the type and number of materials, the greater the potential for skills of problem solving; reflection; planning and assemblage to occur.

Nicholson, like Malaguzzi, (founder of the infant and toddler schools in Reggio Emilia) believed that ALL children have creative potential. In offering loose parts in early childhood classrooms, we invite children to activate:

Curiosity, inquiry; exploration and discovery modes of learning

Meaningful engagement and persistence with (often self-initiated) challenges

\*Differentiated curriculum refers to the adjustments teachers make to the type and degree of support offered, the material, the time offered for engagement, to individual learners to work towards a similar goal.

reference

Nicholson, S. (1972). The theory of loose parts: An important principle of design methodology.



Using simple materials to enhance skills of planning, innovation construction/ assemblage and design

# EtonHouse Broadrick introduces 3D Gaming in Education



## EtonHouse @ Broadrick

by Vibha Sheth, ICT Specialist Teacher-Coordinator

Broadrick's 3D Gaming club will stimulate inquiry learning through the use of a concept based visually interactive gaming platform designed by Playware studio called 3DHive. EtonHouse is the first International Primary School to work on the 3DHive platform. Students will work in collaboration to plan and design their games based on themes and concepts. Students using the 3DHive platform learn to strategically plan, collaborate and solve problems using logical thinking skills. 3DHive features integrated multimedia support, multimodal communication and secure online environments. 3DHive allows students to work on Unit of Inquiry topics like Market



Place and Habitats in virtual space to gain valuable learning experiences. Moreover this platform provides an opportunity to our budding game designers in school to have first hand experience in designing games and evaluating its usability at the same time. The 3DHive platform is extremely versatile and can be used by the three operating systems Mac, Windows and Android, allowing one to join the game through any digital device mobile (Including tablets and smartphones) and desktop. The school is currently putting this product on trial as an Extra Curricular Activity, and it is proving to be extremely popular with students.

# Embracing Technology in Early Childhood Education



## EtonHouse @ Orchard

by Leanne Sunarya, Senior Pre-School Director on behalf of the Orchard Teaching Team



Technology is one of the fastest growing and changing areas of development and innovation in the world and for educators, it is proving to be the most challenging. The challenge arises not in the desire to incorporate technology into our programmes but in how to embrace technology authentically and enrich the depth of children's learning.

At Orchard, as we inquire into the use of

technology:

We use digital cameras to document learning. Teachers and children document important or beautiful things and experiences. Teachers recognise glimpses of what the child is focusing on as a photograph suggests the interest of the child. Children revisit learning experiences making connections and links to developing friendships and building a sense of belonging. The children, parents and teachers are interested to see the photographs and share their thoughts.

Computers link us to the internet. Learners use searches as a way of investigating something of interest. Information and images provide different perspectives. This forms a valuable secondary research source into the world around us.

Video becomes an interesting reflective tool as it gives the children an opportunity to revisit what

they have done in a different way.

Interactive white boards support children in expressing themselves beyond pencil and paper. Group thinking is developed and explored through thinking tools and data collection.

Technology is a new journey into our early childhood educational perspective and as we approach all that we do, our role as educational researchers is paramount and enables us to collect the evidence as we consider new possibilities.



# Enhancing Learning through Multimedia Communication

## EtonHouse @ Newton



by Tracey Boyle, Pre-School Director



Multimedia communication is about enhancing the skills to access, understand, question, analyse, evaluate and create media in a variety of ways. This supports our students to use media as a platform for communication.

At EtonHouse we believe that children of the 21<sup>st</sup> century need to be equipped with multimedia communication skills. Children might know how to use remote controls, mobile phones and search the internet but they also need to learn to speak, read and write the language of media.

A prime example of how media literacy enhances

learning at EtonHouse Newton was evident during our K2 Exhibition "Who We Are". The exhibition showcases the students' learning journey throughout the school year. The PYP Units of Inquiry exposed to the children provided them with a wide variety of opportunities to access, explore, interpret and demonstrate their understandings of media communication. These opportunities provided a foundation for their future learning engagements.

While working on the exhibition, the students documented and reflected on their individual and group discoveries. This was done through using a variety of multimedia avenues that clearly highlighted all attributes of the IB PYP Learner Profile.

To plan and prepare for the Exhibition, our K2 students

not only chose but designed and created an array of multimedia and visual resources to exhibit their work. The varied and impressive exhibits included slideshows, videos, photographs, multimedia story books, 3D models and constructions, visual displays, dance and



drama performances, outdoor games, light puppet theatre shows as well as Mandarin and Japanese cultural exhibits.

The students' exhibits and the information they shared was a wonderful showcase of their confidence and learning.



# Using Technology for Visual Information

## EtonHouse @ 223 Mountbatten Road

by Joy Tan, Assistant Pre-School Director

The 21<sup>st</sup> century is normalized by digital technology which has fully integrated into our daily lives. This growth has spurred the inclusion of various forms of technology in many places and branches of life, including pre-schools.

In 223 Mountbatten, we define technology as children using cameras, computers, overhead projectors, and video cameras in their learning experiences. These technologies are excellent learning tools because they share a common factor – the ability to present information visually.



For example during an inquiry project, the N2 children attempted to share a story of their learning journey through the lens of a camera. By capturing images of what they observed, the children were able to help their peers, teachers and parents to see what they saw during the investigation process.

In the Pre-Nursery to Kindergarten classes, teachers not only use the computer as a research tool, but also as a tool to help children build understanding through visual images in pictures and videos that are not available in books.

Most importantly, technology has created opportunities for the children to revisit learning



experiences and allow more in-depth reflection and discussion among peers and teachers. This visual information serves as an important recording of the learning journeys in school.

# Exploration of Technology

## EtonHouse @ 718 Mountbatten Road

by Victoria Newman, Pre-School Director

At EtonHouse International Research Pre-school (Mountbatten 718), the exploration of technology is embedded in our pedagogical practices. When considering technology our thoughts are often drawn to recent technologies, such as computers and digital literacies. However, exploring technology with young children has a different focus at 718. Symbiotic technology



where science and technology interact in a mutually supportive way, runs through classroom inquiries. Hand held whisks at the water table, bikes on the track, opening and closing a gate, the flushing of a toilet are all opportunities to exploring understandings of technology and the structures and mechanisms that are an integral part of their function. The children's exploration of the garden generated interest in the construction of a butterfly

structure, designed and constructed by the children. Flying a kite evoked questions as to how the kite worked, the importance of the strings and the need for wind and speed. The light projector consistently provides curiosity and questioning. Projection and manipulation of light, using materials to change light evoke

questions and wonderings about the technologies used in its creation. Fler and Jane (2004:pp91) share "authentic tasks, often devised by students as they recognise a need or a problem to be solved, can encourage students to view technology as a real life enterprise". Central to the success of technological understanding is for learning provocations to have intention and to be purposeful. Taking time to listen to

children's theories about technology provides opportunity to scaffold learning to greater depths. Representation of understandings through multiple symbolic languages ensures opportunity to share thinking and perspectives in many ways. Working and exploring a wide variety of technologies, supported and scaffolded by educators, and parents, will ensure that children not only use digital and computer technology, but can build, create and discuss technology in all its forms.



# Technology – a Tool to Research and Communicate with others at Claymore

## EtonHouse @ Claymore

by Lisamarie Hughes, Pre-School Director

As we carefully plan our programme with children in the 21<sup>st</sup> Century, we are aware that many technological tools exist in our context today. These tools can facilitate research and communication as we share our findings with others.



At Claymore, the interactive whiteboard, computers in the classrooms and class cameras form part of our daily tools for the children to explore. This strongly connects to our learner outcome of The Thinking Child as children move towards the long term goal of building scientific and technological understandings.

With access to these tools, children begin to demonstrate awareness of technology in their environment, they build skills when using this technology and appreciation of technology as a tool to support investigation and daily living (Developmental indicators from our ITL curriculum framework. 2011)

As we engage in inquiry with children, teachers offer opportunities for children to develop skills and understandings with technological equipment, from simple to complex. Time is given to understand their function and how they

can help us in our learning. As children grow with us, they become increasingly independent and competent in operating these tools to assist their daily learning. An example would be our K1 friend checking the PSI levels for Haze last term and e-mailing her findings out to the Claymore community.



When we engage with technology, we continue to reflect on how it should be relevant, meaningful and engaging. It needs to serve a purpose as children build further connections with the world around them in this digital age.

## The Use of Camera – From Children’s Perspective

### EtonHouse @ Outram

by Fadhlina & Jiani, Class Teachers

To most adults, photo-taking has always been an integral part of our daily lives. When children at EtonHouse Outram started to use it as part of their learning expedition, it was really interesting to see how children perceived photo-taking as an experience.

While many of us see photo-taking as part of adding to our memoirs, we realised that it means more than that to children.

Taking photos requires multi-tasking and challenges children in many different ways. Several children felt that it is tougher than they thought it to be. “I am trying to capture a picture of that chair, but it is so difficult.” said



Ayumi in Japanese. Seeing how Ayumi struggled, Rinka came to offer a helping hand. “You need to remember to first put it in the screen, then press the button.” reminded Rinka.

The children also realised that taking photos is a tool to express what they see and communicate their thinking with others. “Look! You can only see my nose and eyes. So funny!” said Noah, with a laugh.

It is intriguing to see how they acknowledge their work with photos, and share and preserve their representation with photos.



## Technology – One of the ‘hundred languages’ for children to express their ideas, competencies and creativity

### EtonHouse @ Vanda

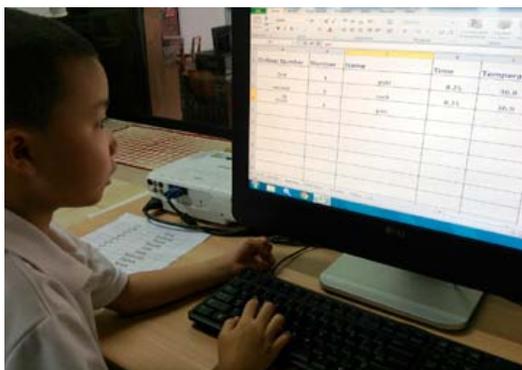
by Ng Shu Ping, Pre-School Director

In an inquiry based curriculum, technology is an important tool that provides opportunities for young children to learn and make sense of their world.

Technology enhances our routine. In the Kindergarten classes, the children record their daily temperature on a sign-in sheet.

This is now done on the computer and is a daily meaningful exercise in literacy and numeracy as children type out their names, time of arrival in school, ordinal numbers as well as temperatures.

Technology is an integral part of our inquiry. The Nursery 2 children typed a note to the pre-school director when they wanted to find out where



they could construct their tyre swing. While many would think that working on the computer would isolate one from others, the children worked collaboratively as peers requested for help in finding the alphabets on the keyboard. As part of their graduation

project, the Kindergarten 2 children have embarked on film-making to create a movie inspired by the ancient legend of Ramayana. The children first worked on pictorial images to interpret important parts of the story. Technology and media played a vital role as they designed the backgrounds and slides for their movie trailer

revisiting the exploration of Microsoft Paint.

At EtonHouse Vanda, teachers and children alike are just starting to discover the many possibilities that technology offers to further enrich our learning experiences and make them more engaging and meaningful.



## iPad Technology in the Classroom

### EtonHouse @ Chengdu

by Carol Hutchinson, Principal, EtonHouse Times Residence

When technology is properly used with supervision in the classroom, the learning journey can be enhanced. Not only can children achieve more, families' involvement in their children's schooling can also be increased.

In recent years, iPads and Smart

Interactive Boards have entered into many classrooms across the world and are recognised as effective teaching tools. When iPads are used in the classrooms, teachers are able to use applications to target specific and individualised needs of students.

The iPad can be tailored to provide learning, practice and reinforcement activities at each child's own developmental level. It gives teachers



more time as the device turns on quickly (most applications literally in seconds), and reduces the need for multiple resources like CD players, computers and many other manipulatives.

iPads allow students to engage and challenge themselves as well as assess their capabilities at the end of each application. Teachers

have observed that students' skills are reinforced when teaching concepts and engaging and practising these concepts on the iPad. The applications used on the iPad drive home and reinforce important lessons that are learnt in the classroom.

Technology gives every child a voice and does not discriminate; it offers opportunities for children to shine and take risks with their peers, promoting

a culture of positive learning and interaction of ideas on a high cognitive level. Children are given opportunities to practise being responsible digital citizens, building their self confidence at the same time. We have found Pre-School children to be amazing thinkers and they seem to continually want to share their ideas of what they observe and understand. Technology helps this become a reality for all children.



## The Impact of Technology

### EtonHouse @ Jinan

by Aurelio Gonzales, International Coordinator

Technology has effectively changed the way we live our lives. From the way we gather information to the way we communicate with others, technology has reshaped the way the world functions. When we want to know a specific piece of information, we turn to the internet. When we want to make a transaction of any kind, such as banking or shopping, we turn to the internet. Technology has influenced nearly all aspects of our lives. Education is no exception.

All across the world, technology has been implemented in educational



programs. Technology has also been implemented as specific domains of educational outcomes, and teachers have become reliant on technology to supplement their teaching resources. Inside any given classroom, it would not be surprising to see some type of technology-based centre. Computer centres are perhaps the most common type of centres we would see in classrooms. Not only can a child engage in a wide range of experiences using computers, it also helps to enhance thinking and problem solving skills amongst young learners.

# An immersion into the Chinese Language and Culture

## EtonHouse @ Suzhou

by Yue Wang, MYP/S.Y/AP Mandarin Teacher

The Advanced Placement (AP) Mandarin course has become more and more popular every year. The AP Chinese course is comparable to a fourth-semester or equivalent college course in Mandarin Chinese. The AP Mandarin exam tests both language skills and cultural knowledge. Each section of the exam tests interpretive, interpersonal, and presentational language skills. The exam does not explicitly test grammatical knowledge,



Yue Wang, MYP/S.Y/AP Mandarin Teacher

but rather integrates grammatical knowledge into the language skills that are tested. The AP exam not only assesses communication skills, but also evaluates knowledge of Chinese customs, history, literature, art, and society. The AP Chinese Language and Culture exam is divided into four sections; Listening- primarily assesses interpretive communication skills, Reading- the reading selections include a wide range of stimulus types such as advertisements, notes, posters, articles, signs, e-mail, etc.

Speaking- the speaking part of the exam is divided into Simulated Conversation and Cultural Presentation and Writing: The writing part of the exam assesses interpersonal and presentational communication skills. The exam tests students ability to interpret the problem(s) which are presented spontaneously and come up with solutions or suggestions. All students who have sat for the AP Mandarin exams under Ms Wang at EtonHouse Suzhou have passed - with only one student scoring a 3 and all other scoring 5. According to the AP College Board, "AP Exam grades of 5 are equivalent to grades in the corresponding university courses."

# Enriching students' high school learning journey

## EtonHouse @ Suzhou

by Katherine Webster, Visual Arts PYP, MYP SY AP Teacher and Arts Coordinator

We are proud and thrilled to announce the achievements of our Senior Year students at EtonHouse International School, Suzhou.

For the past 2 school years, the EtonHouse International School, Suzhou has offered the Advanced Placement (AP) Programme, an externally examined set of courses which have been approved for each school by the American College Board. The AP curriculum offers high school students who obtain high scores above a certain number of examinations placement and course credits for universities all over the world. The curriculum is the first year university level created for the College Board by a panel of experts and college-level educators in each subject. EtonHouse runs AP programmes in Biology, Studio Art, 2D Design and Drawing, Japanese Language and Culture, Chinese Language and Culture, English Language and Composition, Statistics and Macroeconomics.

Exams are scored on a scale of 1 to 5, and many of our students have scored top marks, a great achievement for the school, its teachers and

students. In addition completing AP courses help students qualify for various types of scholarships. According to the College Board, 31 percent of colleges and universities look at AP experience when making scholarship decisions. Over the 2 years of running the AP program here at EtonHouse we have seen all our students who sat for the AP Chinese Language and Culture exams and Studio Art pass with a score of 3 or more. The two senior students who we are going to showcase are Taiwanese AP Mandarin student, Edith Tseng Chen and AP Studio Art Dutch student, Renee Langendonk.



Renee Langendonk

The AP Studio Art portfolios are designed for students with a serious interest in the practical experience of art. Students are challenged to develop their own personal work and mastery of concept, composition and execution of their personal ideas and themes. AP Studio Art is not based on a written exam; instead, students submit their portfolio for evaluation at the end of the school year. The structure of the portfolio is in 3 sections; Quality permits the student to select the works

that best exhibit a synthesis of form, technique and content that best demonstrates excellence. The Concentration component is where the student produces 12 consecutive pieces of work that make a coherent visual statement about the development of a theme or concept. In the Breadth section the student is asked to demonstrate a serious grounding in visual principles and material techniques. Renee Langendonk completed the AP Studio Art in 2D design in one year, scoring 5, the highest point score.



Edith Tseng Chen



# Blogging as a Teaching Tool

## EtonHouse @ Nanjing

by Leigh Nelson, Principal

At EtonHouse International School – Nanjing, the use of student blogs is one teaching tool used daily to enhance the Information Technology environment. This initiative, implemented in our upper primary PYP class, appears to be reflective of a trend sweeping across the world of online learning. Mason Elliott, the core classroom teacher and an innovative IT user, has experimented positively with student blogging for a number of years. He believes that it provides children with a safe environment that encourages reflection and collaboration. It also builds a learning community that goes beyond the classroom walls. The International Baccalaureate (IB) ideal of encouraging International Mindedness grows from this kind of educational environment, a community of people working and playing together using IT



Vivian—Most Effective use of Blog Award, Jonathan—Most Creative use of Plug-ins Award Abby—Best Post Award 'Who we are—Life Cycle' and Gahyun—Best Inquiry Diary Award

as a vehicle.

Mr Elliott also highlighted the following positive educational outcomes:

- Create classroom discussion
- Learn digital citizenship
- Practise the conventions of print through purposeful writing
- Create an E-Portfolio for use in Parent/Teacher conferences, and
- Reflect on learning

Using student blogs makes it very easy to publish rich multimedia content that seamlessly embeds slideshows, videos, podcasts, and artwork through Google documents. Mr Elliott uses an incentive programme to encourage student blogging and ensures that it helps embed the IB Learner Profile attributes and attitudes in his classroom.

# The Digital Native

## EtonHouse @ Wuxi

by Paul Grisewood, Principal

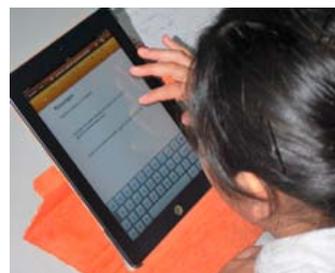
The term Digital Native to describe those born into a digital world was coined by Marc Prensky in his 2001 article Digital Natives, Digital Immigrants. Some researchers assert that this generation has been 'bathed in bits' since birth and that therefore their brains have developed differently from previous generations who were not exposed to digital technology at a young age. They argue that schools need to radically change their teaching attitudes and practice in order to engage these students.



the iPad offers. It has updated features which can be difficult to find with other educational tools, and is a device that students are enthusiastic on using.

Apps like numbers, pages, keynote, iDT, penultimate, educreations and iBooks engage students in interactive ways, keeping them organised and enabling them to find information instantly.

Students can experience up to date textbooks and books. They can flip through a book by sliding their finger along thumbnail images of the pages. If they do not know the definition of a word, one tap takes them to a glossary or dictionary. This helps students broaden their vocabularies and learn a new



language.

Often, schools use the same books year after year, even after the content is outdated. But with textbooks available on the iPad, students can easily gain access to the most updated versions by downloading iBooks textbooks from the Textbook section of the iBookstore into the iPad.

We believe that iPad apps are expanding the learning experience both inside and outside the classroom. From interactive lessons and study aids to productivity tools, there is an app for every learner and for all ages.



# Using Technology in the Classroom

## EtonHouse @ India



*Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important.*

**Bill Gates**

Well, this is certainly true but Bill Gates did not imagine the use of technology in early childhood education that our schools could come up with. Changes in learning modalities are a requisite at both Vivero and Serra. Teachers in both these schools aim to integrate technology seamlessly into the curriculum by introducing information and communication technology (ICT) in classrooms.

“At our K1 and K2 levels, technology is used to transform teaching and learning practices through active use of internet and electronic resources. Children create and share presentations incorporating the unit of inquiry and also their personal experiences at events and festivals. We

also video tape peer interactions and replay it to children. It is an innovative method of recording and periodically documenting children’s developmental growth to facilitate indirect guided interaction” remarks Gurpreet Sabharwal, Principal, Serra Pune.

Young children are known to exhibit a diversity of learning styles, and often want a variety of physical experiences and the opportunity to explore various facets of social behavior. Clearly

many of these developmental outcomes can be met through the appropriate use of technology in the classroom, especially exploration, manipulation of symbolic representation and

matching alternative learning styles.

Barkha Gulani, Principal, Vivero Mumbai says “While celebrating the Jewish festival Rosh Hashanah - ‘Celebrations reflect the value and history of culture’, children wanted to hear the sound of ‘Shofar’ (an instrument made of a ram’s horn, blown to commence the festival). This was only possible through internet access. On hearing the sound of ‘Shofar’ children spontaneously associated it to the sound of the conch which is ritualistically blown during Indian celebrations.”

Appropriate and intentional use of technology in classrooms promotes cognitive learning and develops children’s curiosity, problem solving and independent thinking skills. However it should not replace the traditional means of learning and should only supplement the child’s classroom experiences.



# Visual Documentation of Learning

## EtonHouse @ Japan

by Angela Fitzpatrick, Pre-School Director

The digital camera is a valuable tool in our pre-school. We use cameras to organise our classrooms with Project boards, documentation of children's learning, parent evenings, slide shows and displaying family photos.



In the classrooms, we often take pictures of resources

used by children, and store them into containers. This allows children to become independent and extend on their self-help skills. Providing lots of visual representation around the classroom

enhances children's literacy skills. We also display pictures of key places and events as this helps children become familiar with the classroom routine.

Our children love taking pictures as much as they love being in them. Photography helps children become more involved with the learning environment.

Children are able to reflect on past and present events; this also helps teachers evaluate learning goals for children,

allowing them to reflect on their teaching practice and learning environments.

Allowing children to use cameras independently is a fantastic learning opportunity. It is a first hand experience with technology which also allows them to learn about the art of photography.



# Technology is a Learning Tool, Not a Learning Outcome

## EtonHouse @ Korea

by Hanna Faletaupule, NurseryTeacher. ECE Leader



As a passionate early childhood teacher of Information, Communication and Technology (ICT), I have often encountered speculation and judgment on the use of ICT in our classrooms today.

As we continue to teach in a society where vast technology is evolving, children are already being

born into a generation as Digital Natives. Therefore I question, How are we preparing children for a future of jobs that do not exist yet?

It is important that teachers place emphasis on their own teaching pedagogy with technology before embedding it within their classroom.

At EtonHouse Bundang, we place value on ICT and its role in our classrooms.

Children are encouraged to find answers to their questions, raise awareness, change minds, make a difference and most importantly be inspired to drive change. ICT is an innovative approach to learning in the 20th century, but most of all it is a learning tool, not a learning outcome.

The possibilities presented by ICT are endless. As teachers, we can decide to move forward and embrace the ways ICT is contributing to education, or be left behind and miss out on the opportunities that come our way.



# ‘Technology’ – not just a Tool – but a Lens for Learning

## EtonHouse @ Malaysia

by Claire Elizabeth Blake, Pre-School Director

We at EtonHouse Malaysia are inspired by the prominence of children and childhood in this statement about technology. The title reminds us that technology is but a tool in early childhood programmes and therefore should be used as a way to enhance learning and support children’s



development.

Some are concerned that children are being exposed to too much technology, too soon, while others worry that this exposure will be detrimental to the child’s health.

We now realise that if technology is used in developmentally appropriate ways and integrated into classrooms to further enhance existing learning goals, technology can actually help support children’s development and growth, instead of harming it.

Of course, a significant amount of work, planning,



and thought needs to go into technological use in early childhood classrooms for it to be approached in appropriate ways. Interactivity and open-ended programmes

should be core requirements when selecting technologies and planning technological activities.

At EtonHouse Malaysia, we let children access technology as a means of letting them express themselves and represent their ideas. The use of cameras is widely available to the children and teachers document this from the perspective of what the child really sees -life through a lens.

## Who’s the Teacher?

### EtonHouse @ Jakarta

by Chris Hartman, K2 teacher, Assistant Pre-School Director



Most young children are now surrounded by digital technology from the day they are born. For these children, digital media is as much a way of life as is traditional media such as pen and paper.

At EtonHouse Jakarta we are fully aware of this, and we try to make sure our children are able to efficiently use digital devices. We let them know how to operate our PCs and they are free to use them whenever they want to, for example to search for textual or more visual information. We sometimes have classes where the children can use their tablet computers as well.

Bearing in mind that the teacher-student relationship has a much more important role in the development of a child’s personality, we minimise unnecessary exposure to these devices during school hours. Most children also use these devices at home, reducing the time needed at school to teach them how to work proficiently with digital devices.

