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三岁见大，七岁见老

By Three you see how a Child will grow up By Seven you see how a Child will end up

As parents and educators, we understand the significance of the early years. There is enough evidence and research that highlights this. Increasingly many policy makers and Governments are realizing this as well and putting in place specific initiatives to enhance the accessibility, affordability and quality of the early years in an effort to enhance birth rates, encourage a vibrant workforce including women and more importantly enhance the social and emotional success indicators of its society such as lower school drop outs, crime rates etc.

The Starting Well Index launched by the Economist Intelligence Unit notes- "Consciously setting aside a time to stimulate young children's development is a relatively new phenomenon. Until the 1980s, preschools in most countries were largely focused on providing simple child minding. But as economies shift towards more knowledge-based activities, awareness about child development—the need to improve their social awareness, confidence and group interaction skills, and to prepare them for starting primary education—continues to grow".

President Obama rightly calls good quality early childhood provisions a 'national priority', a way to enable a more accomplished workforce and to enhance the opportunities to succeed amongst all classes of society. In Singapore too, there has been a slew of initiatives announced by the Early Childhood Development Agency (ECDA) to continually enhance the childcare and kindergarten provisions through the allocation of more sites, more investment in teacher training and development, schemes to support small and medium sized centres to enhance efficiencies etc. It is interesting to note that Scandinavian countries that rank the highest in the quality of their early years spend the largest percentage of their GDP in the early years as compared to other countries. Quality in the early years is measured amongst other factors by teacher qualifications, health and safety and a well-defined pre-school curriculum.

This edition of the newsletter highlights our emphasis on a well-grounded curriculum in the early years and beyond with inquiry as the cornerstone of how young children learn at EtonHouse. The inquiry based learning approach encourages children to drive their own

learning, gives them myriad opportunities to think, create, transform and reflect. These life experiences present opportunities to create and strengthen connections between the synapses of the brain. In the first three years of life, the brain's capacity for making these connections is the highest it will be in the lifespan (Phillips, 2000).

The EtonHouse Inquire Think Learn curriculum is inspired by international best practice such as the Reggio Emilia Educational Approach that started in Italy after World War II by an educator and philosopher called Loris Malaguzzi who dedicated his life to the development of a remarkable educational community of teachers and learners.

At EtonHouse, the community of pedagogists and teachers appreciate the responsibility they have towards the children in their care. They continually work towards introducing innovative practice in their settings, creating

standards in early childhood to inspire and challenge young children to equip them with 21st century skills to succeed in the future and develop into confident, curious, competent, responsible and sociable global citizens.

A case in point was the opening of our campus at Upper Bukit Timah that established a new standard through its innovative design concept. The building, an erstwhile furniture showroom was transformed into an early years paradise with many new and interesting design features carefully planned by our pedagogy team. The new

'heritage school' on Sentosa Island will be another innovation that we can't wait to share with our parents and children. Please read about them further on in this newsletter.

EtonHouse celebrates its 20th anniversary this March. It has been a remarkable journey for all of us and one that has been especially rewarding. I would like to express my sincere gratitude for your support throughout the years and I look forward to many more decades celebrating our journey towards excellence in educational practice.

I wish you and your family a very happy Easter!

Ng Gim Choo

Group Managing Director

EtonHouse International Education Group



New Campus Openings

Singapore

EtonHouse Pre-Schools at Robertson Walk and 215 Bukit Timah successfully commenced operations in November 2014 and March 2015 and received a very strong response from parents, educators and the members of the media.

New Campus at Robertson Walk

The campus at Robertson Walk opened in November and welcomed many new families into its beautifully designed learning spaces. With an experienced and well established bilingual teaching team from the earlier EtonHouse campus on Outram Road, the pre-school opened its doors to a bustling community of learners in January 2015. At the opening, Emelia Prayogo, Director of Pedagogy delivered talks to a packed room of parents. Apart from Mandarin, the pre-school also offers Japanese as a second language programme. The new Principal Madonna Lee and her team of teachers continue to strengthen the excellent teaching and learning environment in the school.



For more details e-mail RobertsonWalk@etonhouse.edu.sg or call +65 6221 1050



Bilingual Pre-School at 215 Upper Bukit Timah



Spanning 29,000 sq. ft., the EtonHouse Pre-School at 215 Upper Bukit Timah had its grand opening on the 30th and 31st of January. With many innovative features such as the indoor garden, sensory corridors, atelier, rooftop garden and specialist studios for art and construction, the new EtonHouse campus has set benchmarks in innovative design in the early years. Offering a strong second language programme, this pre-school provides a strong bilingual foundation in the early years.



Check out this amazing centre at 215 Upper Bukit Timah Road, Singapore 588 184.

For more details e-mail 215BT@etonhouse.edu.sg or call +65 6762 3322



Singapore's First 'Heritage Pre-school' on Sentosa Island



The new campus on Sentosa Island will commence operation in August 2015. Spread over 32,000 square feet, this early childhood campus is

housed in a 3-storey conservation house with pre-war colonial style architecture.

In keeping with the historical perspective and architecture of the property, the school will feature a heritage centre to offer children and families a glimpse of Singapore in its early years of inception. With special features and artifacts from the past, the centre will offer young children a unique perspective of history and at the same time initiate many new discoveries and learning that will enrich their early years in myriad ways.

The opening will also coincide with Singapore's 50th anniversary and EtonHouse's 20th anniversary. The 'heritage centre' will also evolve into an exhibit to include

children's interpretations of Singapore's history, a wonderful celebration of the 50 golden years through the eyes of young children.

Offering the established EtonHouse inquiry-based bilingual programme for children from 18 months to 6 years of age, the innovative use of the property will serve the demand for a high quality early years programme amongst the residents of Sentosa and neighbouring areas.

Set in tranquil surroundings amidst lush greenery overseeing the Sentosa Golf Course, this campus will feature a large multi-purpose hall, an indoor play area, an atelier, library, recycling corner and sensorial corridors, apart from outdoor spaces to offer an integrated and dynamic learning environment.

Open House:
Saturday, May 30th & June 6th
9 AM to 3 PM

33 Allanbrooke Road, Singapore
099981

For more details, e-mail sentosa@etonhouse.edu.sg or call +65 6377 3322



First EtonHouse Kindergarten to Open at Hwa Chong

The first EtonHouse Kindergarten at Hwa Chong opens in April 2015. A much anticipated opening, the centre is a collaboration with the Hwa Chong Alumni Association and is within the premises of Hwa Chong.



Offering the renowned EtonHouse Inquire Think Learn (ITL) curriculum, the kindergarten programme will be delivered entirely in Mandarin in the early years (Nursery 1 and 2) and thereafter in a bilingual English and Mandarin environment in the Kindergarten years.

There will be an added emphasis on Chinese cultural experiences such as Chinese Art (painting, Calligraphy), Performance Art (music, dance, drama and songs), literature (stories, rhymes and poems) and festivities. The learning environment is created for children to experience the beautiful Chinese culture and tradition in a warm, home-like space, featuring unique art pieces, musical instruments and engaging and meaningful resources.

The programme will make reference to the EtonHouse learning goals as well as MOE's 'Nurturing Early Learners' framework for the six areas of learning (Aesthetics & creative expression, discovery of the world, language & literacy, motor skills development, numeracy and social & emotional development) in the planning of children's learning and development.

The programme offered at EtonHouse@ Hwa Chong is unique in its delivery and will lay a strong bilingual foundation in the early years developing competent and confident global learners who can effectively communicate in English and Mandarin.

Saturday, April 25th & May 9th
Address: 681 Bukit Timah Road, Singapore 269782
Email: hceh@etonhouse.edu.sg

EtonHouse Celebrates 20 Wonderful Years

EtonHouse completes 20 years in March 2015. From one school in Singapore to over a 100 in 12 countries - what a remarkable journey it has been! We thank the EtonHouse families, friends and staff for their wonderful support over the last two decades. Each one of you has contributed significantly to the EtonHouse story.



There will be a series of events to celebrate this milestone. The first celebration was held on the 12th of March at the first EtonHouse campus on Broadrick Road. Here are some glimpses.



Hong Kong

Second Campus in Hong Kong



After the successful launch of the first campus in Hong Kong, the second kindergarten will open in September 2015. Situated in the prestigious Sinoland and K.WAH project Mayfair

by the Sea located in the picturesque waterfront of Pak Shek Kok, Tai Po. The property offers residents access to a stellar environment with panoramic

sea views. Offering a high quality international early childhood education, the school will showcase many innovative design features such as an indoor garden with an innovative climbing frame, sand pit, pebble garden and other common areas such as a recycling area and ateliers of art, music, light, building and construction, thus offering children many different expressions of thought and language.

Open House:
Saturday, May 30th & June 6th
9 AM to 3 PM

LG/F Kindergarten, Mayfair By The Sea I, 23 Fo Chun Road, Tai Po, Hong Kong

For more details, e-mail enquiry@etonhouse.com.hk or call +852 2353 5223

Official Opening of E-Bridge Pre-School

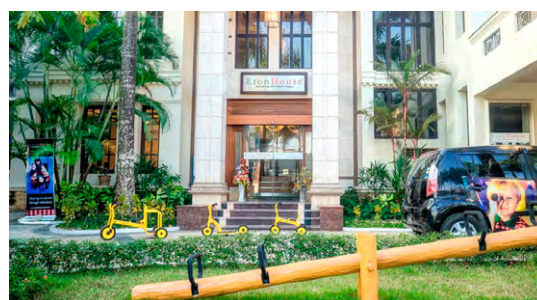


The official opening of E-Bridge took place on the 28th of February at 615 B Edgefield Plains. The Guest of Honour at the event was Dr Janil Puthuchery, Member of Parliament for Pasir Ris-Punggol GRC.

E-Bridge at 615 Edgefield Plains started operations in August 2014 to a very positive response and currently operates at full capacity with an enrolment of 127. It is one of the 3 E-Bridge centres in operation. E-Bridge Pre-School is a member of the EtonHouse Group under the enhanced Anchor Operator Scheme (AOP) announced in January 2014 that aims to increase access to affordable and good quality early childhood care and education.



Myanmar



EtonHouse International Pre-School in Yangon opened its doors on the 18th of January, making it the first EtonHouse campus in Myanmar.

Situated in the heart of Yangon, the campus offers a beautiful learning environment integrating the indoor and outdoor spaces. Attended by Chief Minister of Yangon, U Myint Swe, Minister U Kyaw Soe (Ministry of Energy, Yangon Division), Singapore Ambassador, H.E. Mr. Robert Chua Hian Kong and Member of Parliament U Soe Han Linn, the opening was a grand success and reinforces the demand for high quality early years provisions in Yangon.

<http://www.etonhouse.com.mm/en/>



Photography as a Tool for Teacher Inquiry

EtonHouse @ Mountbatten 223

by Suzanne Rossouw, Atelierista

While we associate the word 'inquiry' to the type of learning we aim to facilitate in our children, it is not limited to children. There is a great need for teachers to also take on the role of inquirer or researcher. Through the use of tools and records, teacher inquirers study the learning that takes place, in order to make teaching and learning visible.



Photographic documentation, as inspired by the work done in Reggio Emilia, is a powerful

tool with which teachers can make visible the children's learning and their own research. Image-based research promotes and requires careful observation by the teacher. Moran and Tegano (2005) suggest that intentional use of photographs can have the same subjective, interpretive potential as

words.

'Photographs are not passive artifacts, but represent active forms of meaning with layers of potential interpretations.'

When photographs are studied with others, they stimulate dialogue, reveal various perspectives and evoke questions. Such dialogue can in turn motivate teachers to reexamine their pedagogical approach and find deeper meaning in their work with children.



Continuous cycles of creating and studying photographs, and making visible their intended and shared meanings, allow teachers to engage in meaningful classroom research.

Inquiry as a Journey, not a Destination

EtonHouse @ Vanda

by Ng Shu Ping Principal. Photos contributed by Denise Teo, Senior Teacher.



The art of inquiry learning is underpinned by the image of the child as well as that of the educator. The way we see children and the way we see our roles as educators in the classroom transforms the entire learning process. The

emphasis changes from content to metacognition, understanding our own thought processes. It is not so much what children learn but how they approach their learning. In an inquiry-rich classroom, children are supported in finding relevant information, determining a reliable source, asking questions, forming and testing hypotheses and expressing a point of view. Children have a strong drive to know



bursting with ideas that are always impatient to escape through language (and we say a hundred languages) to connect and communicate with the things of the world."
~ Louis Malaguzzi, Founder of the Reggio Emilia Approach

We take the lead from children and we act as partners in their learning. We don't answer their questions as that denies children the opportunity and joy to discover it for themselves. The

and understand, to share and articulate ideas.

"Children do not wait for our permission to think. Indeed, children are

adult plays a crucial part in the learning process. We observe and learn about how they learn, we listen, we offer suggestions, we ask questions, we engage in a continual dialogue of reflection, we help make plans, we provide resources, we keep momentum going when needed, we



teach them how to find information, we value their opinions and suggestions and we support their ideas.

This is real learning; focussing on the process not the answers. For when our children know how to learn, the 'what to learn' is limitless.



Inquiry – Seeing the Extraordinary in the Ordinary

EtonHouse @ 717 Mountbatten

by Renee Sim Principal

Inquiry is an approach towards learning; it involves a process of active exploration, questioning and making discoveries. It responds to the interests, ideas, questions, and curiosities of the children. (EtonHouse Inquire Think Learn framework)

At EtonHouse Mountbatten 717, the way we work around the notion of inquiry is interconnected with our image of child. It is our belief to support children to be inquisitive explorers, self-directed and enthusiastic learners. The role of educators is to offer opportunities in the learning environment for active exploration and discovery. We believe learning takes place when children are given time and space to work individually or in a group to test out their own theories, work through trial and error, question their hypothesis and reflect on their thoughts.

Examples of how this looks like in our practice:



The educator takes on the role of a facilitator and researcher during this process. Educators listen, observe and document children's conversations, actions and thought processes – seeking to see the extraordinary out of the ordinary.

Inquiry – An Engaging and Powerful Learning Tool

EtonHouse @ Robertson Walk

by Madonna Lee, Principal

Inquiry is the cornerstone of how young children learn. Research into Brain Development through the Canadian Centre for Excellence in Early Childhood Development, has focused on the neurobiological, behavioural and social influences on young children (Mustard, 2010). The research has shown that life experiences create and strengthen the connections between the synapses of the brain (Porter, 2007).

In the first three years of life, the brain's capacity for making these connections is the highest it will be in the lifespan (Phillips, 2000). At 3 years of age children's brains have double the number of synapses of an adult. Sometimes connections are created and they



are strengthened and continue to expand. Other times, the creation occurs but when the connection is not used it is eventually pruned (Shore, 1997; Nelson, 2000).

Tasks such as stencils and worksheets have limited outcomes and hence inhibit creativity and problem solving skills. Neural pathways need to be strengthened and expanded upon in order for the individual to reach their true potential. Inspiring the child's interest and engaging their passion for learning is essential. Pedagogues facilitate this through experiences that facilitate the child's natural desire



to explore, imitate and play.

As educators and parents we recognise "the importance of the social phenomenon of childhood and relate that understanding to what kind of society children of today live in and what kind of society they will encounter in the

future" (p. 134. Dahlberg, 2005). The world of today's children is fast paced, multi-dimensional and ever changing. The days of completing one fixed outcome based task at a time are in the past. Through engaging in Inquiry, a powerful learning tool, children forge connections between ideas and concepts and gain a deeper understanding of how the world works and their place in it.

The Power of Inquiry

EtonHouse @ Claymore

by Lisamarie Hughes, Principal

How do young children learn?
How do teachers respond?

We believe that children bring to any learning encounter, an existing body of knowledge constructed from their past experience and interactions with the world. This knowledge forms the foundation for on-going learning.



Through purposeful listening and observation of children's interactions with peers, adults and materials, our teachers are able to reflect on and evaluate the child's current level of skill, knowledge and interest. In developing a profile of each child's learning style and their existing knowledge base, teachers plan subsequent learning experiences designed to extend and complicate children's thinking.

We believe that children learn best when the learning experiences are relevant and

meaningful to them. Play based inquiry is acknowledged worldwide as a vehicle for learning. We see inquiry as the integrative device, which supports children in making meaning (e.g. a water experiment

may offer children opportunities to observe, use mathematical and scientific understandings as well as participate in a social group).

How do we plan our inquiry based curriculum?

At EtonHouse Claymore, our curriculum is organised according

to the EtonHouse: Inquire – Think - Learn Curriculum Framework. Our observations of children's interests, behaviours and 'wondering' about the world informs the experiences we plan. We then link these experiences and the children's participation to the goals from our Inquire-Think-Learn Framework to ensure we are accountable for learning. Teachers create many opportunities across the day, week and year for each child to explore a wide range of hands-on learning encounters which aim to integrate rather than segment the learning content. The children and educators together co-construct understanding of concepts so as to embed learning as a powerful experience. We then make the power of inquiry visible through our panels, portfolios, newsletters and exhibitions held for the community.



Inquiring into Language

EtonHouse @ China

by Debra Liu, Director of Pedagogy, China

The principles of the Reggio Emilia Educational Project inspire us to not only engage deeply with inquiry as a means of teaching and learning, but also inspire us to do so such within the cultural and societal environment of the children with whom we interact and learn.

Carla Rinaldi, Director and Pedagogista of the Reggio Emilia Pre-Schools has stressed upon Howard Gardner's comments that the Reggio approach only makes sense in other parts of the world if we understand and value the cultures we work in.



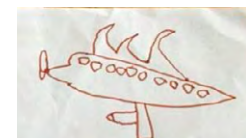
Children talking about the wings of an aeroplane as they draw

(Rinaldi, 2013);

In China, engaging and collaborating with the community has led to children inquiring into the formation of the written language.

Children at Baitang, Suzhou were invited to consider the character 飞 and consider which part of the character looked like wings. They investigated insects such

as dragonflies and crickets and wondered how they fly, and how this could be represented in pictorial form. They investigated how aeroplanes fly, through paper-modeling and other "3-D" modeling opportunities. As they inquired, they gained a deeper understanding of why the character 飞 looks like it does.



The children were actively involved in a very meaningful experience that engaged them in the origins of the picto-



Junyi's aeroplane picture showing wings like the character 飞

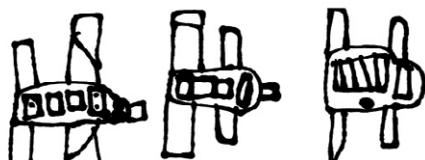
ideographic logograms which form their written script.

These fun and meaningful inquiry activities offered powerful learning opportunities in the children's own linguistic heritage.

Reference:
Rinaldi, C, *Re-imagining Childhood, The Inspiration of Reggio Emilia Educational Principles in South Australia*, Government of South Australia, Adelaide, 2013.



Luna inquires into differing machines that fly, by making a helicopter out of playdough



Haoxuan's picture showing different styles of wings

Inquiry, An Engaging and Powerful Learning Tool

EtonHouse @ Times Residence, Chengdu

by Carol Hutchinson, Principal

At EtonHouse Times Residence Chengdu, our students love to ask questions, it is one of the ways in which they make sense of the world and their place in it. As educators we find questions are also a powerful tool to promote children's thinking and learning. They exercise their sense of agency and encourages children to develop valuable and complex problem-solving skills.



Active involvement in learning builds children's understanding of concepts and the creative thinking and inquiry processes that are necessary to become lifelong learners. Inquiry based approaches reflect a view of the child as a constructor of their own knowledge actively learning rather than being a passive recipient of someone else's.



As EtonHouse Times Residence, our staff see themselves as co-learners working with the children as they learn. Children have the time, space and resources to become deeply involved in their investigations,

and learning is richer and more effective when it develops over time. There are opportunities for planning, and reflection through their experiences.

An Inquiry on 'Movement'

EtonHouse @ Hong Kong

by Allison Banbury, Principal



At EtonHouse Tai Tam, we acknowledge that children are curious with an innate need to continually make sense of their world. Using their sensory explorations as a foundation, our children build conceptual understandings as they gain knowledge through first hand experiences. We know that these experiences are most meaningful when a strong connection is made with the children's interests. As teachers, we observe the children's interactions with the materials, spaces and people within their environment. 'Listening'

to children, and reflecting on and analysing what we have 'heard', we ensure that the experiences we plan will provoke questions, exploration and investigation, and offer challenge to the children's thinking.

In our Pre-Nursery class, children have been deepening their knowledge and understanding of 'fast and slow' as part of an inquiry into movement. This particular focus arose from the children's transport play, in which the children expressed their interest in the speed of the vehicles. The teachers created an environment in which the children could, amongst other things, inquire into the effect their pace of movement could have on their musical and art compositions. They also had the opportunity to investigate the speed at which various materials would roll down an incline;



making predictions and testing their theories.

This inquiry was powerful and engaging as it built on children's interests and enabled them to play with their own ideas and test out their own theories through a variety of cross-domain experiences.



How Children with Learning Challenges Influence Our Inquiry Based Programme

EtonHouse @ Japan

by Angela Fitzpatrick, Principal

Having children with special developmental needs in our school has made us look at inquiry based learning through a different (non-verbal) lens.

For the core teacher within this classroom, it has made them reflect on the importance of inclusion of all children and how each child's identity impacts our curriculum.

It has made the teachers look closely at the class programme, environment and revisit learning outcomes for the children as a group and as individuals.

By reflection and revisiting learning goals and data gathering, the teachers discovered that they were relying on children's verbal skills to support the inquiry programme and that the children with non-verbal skills were being overlooked.



Once teachers looked through the lens of the non-verbal child, they soon discovered that they had individual and group interests that they as teacher did not notice.

The interest that was discovered was symbols and forms of written print. This included the alphabet, numbers, colours and children's names. By redesigning each core area of play to the needs of the non-verbal children, teachers noticed a huge change in the classroom dynamics.

Children were calm and busy doing their work, and were taking an interest in each other and developing new friendships.



The teachers discovered that children began to explore the classroom and had confidence in trying new activities and were coming up with their own ideas of play and creations. Teachers gained new insights to children's cognitive development.

Language development was strengthened and turn taking and negotiation skills were evident, making a class room of total harmony for all children and teachers.

The Inquiry Process at EtonHouse Jakarta

by Dorothy Rose, Teacher



Ruilin is looking at our "Ready, Steady, Grow!" book to see the process of planting.



Ashika and Kenneth are working together to replant their bean plants.



Yi Han is the team leader in charge of watering the bean plants.



Nelson is watering and discussing the plants with his team members.

The inquiry-based approach to teaching and learning is indeed a powerful learning tool that has the potential to increase deeper understanding of children's interested topics while in active engagement within the prepared stimulating environment where purposeful materials are supplied for provocations which foster dispositions and motivation towards real life practical learning.

Effective inquiry is more than just asking questions. Inquiry-based learning is a complex process where children formulate questions, investigate to find answers, build new understandings, meanings and knowledge and then communicate their findings and understandings to others

using their '100 languages' for example through presentations, drawings, arts etc.

Inquiry based learning provides the teacher and the children an opportunity to work together, to test and to reflect on the newly acquired knowledge, dispositions and skills gained in research and projects. This method allows teachers to observe and evaluate the learning taking place and to plan for future provocations that provide useful links and connections.

The learning experiences gained through inquiry based learning cultivate in children fluidity in problem solving, curiosity to know more and the persistence to find solutions; thinking 'out of the

box'. All these are necessary attributes for understanding the world and global issues preparing children to become agents of change in the future, concerning earth's sustainability and as care takers of the natural world.



Kylie is drawing the signage for her team group - "Sunshine Group".



"Our bean plants are growing!"



"Our wheat grass is growing!"



Children from the Sunshine Group's drawing and writing of a sign board for their chilli plants.



Our project plans for today.

Inquiry at Its Best

EtonHouse @ Surabaya

by Diana Carnemolla, Teacher



The Claude Monet Class has been interested in a variety of activities to begin Term 3 including planting, Jack and the Beanstalk and making paper. However, it seems that we have made a breakthrough into understanding our big idea. A child asked a question after we were watering our bean plants, "How does our bean drink the water?" As a teacher, I explained how the bean is beginning to form roots in the soil and that

through the roots it can drink the water. The child struggled to understand this concept and simply replied, "Ohh" and walked away. I realized that this child (and probably others too) needed something more visual to understand. The next day, I had the children sit down and we examined pieces of lettuce, looking at the lines all around it. We then put pieces of lettuce in cups, added water and they then chose a colour to add to the water. The following day, the children were amazed to see what had happened to the lettuce as it radiated colour throughout and the lines in the lettuce were now vibrant colours. At this point, when the child that originated the question began looking at the palms of her hands and tracing the lines, it seems that she understood the experiment and

we may now be heading into new directions.

Children play an active part in the learning process. They develop and improve not only their process skills, but also their cognitive learning and communication skills. There was collaborative teamwork involved in this experience as the children chose their colours, pouring water and helping each other to ensure all the pots had enough water inside.

They made connections that all living things need water to sustain them. This applies to all living things. Some children even looked at their hands and said "we have veins like the lettuce!" A wonderful example of how children develop theories and their thinking to make sense of the world around them.



Inquiry – as a Tool for Constructing Knowledge

EtonHouse @ Malaysia

by Clair Elizabeth Blake, Head of School

Biographies and Meeting Jane Goodall

Being engaged in an inquiry within a domain means that there is neither a pre-determined set of requisite knowledge and skills, nor a pre-defined end point to learning. Instead, it means that EtonHouse



Malaysia inquirers are constructing knowledge based on what they know already, what questions they are pursuing, and what emerges through investigation and interaction with others. This view contrasts sharply with the practice of dividing a subject into a list of simplified facts and delivering

them efficiently to the learner (the transmitting knowledge approach).

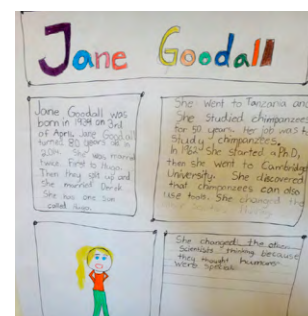
Questions should arise out of the child's lived or vicarious experience (building dispositions of curiosity). We as teachers should scaffold this learning and take children onto new learning experiences. These learning experiences are engaging, hands on and involve 'creating' or

representing.

At EtonHouse Malaysia, we consider the environment, the materials are diverse (open ended), challenging; real-life. Our classrooms invite collaboration,

working with others, dialogue, articulating understandings and perspectives, which further supports (new) meaning making.

Our inquiries support reflection, articulating the experience to self and others. They offer positive attitudes to learning and to the learners; feelings of success are imminent and there are definitely powerful interactions. Just recently, our inquiry into 'biographies' led us to meet Doctor Jane Goodall herself.



“Be Curious Always! For Knowledge Will Not Acquire You; You Must Acquire It.” Sudie Back

EtonHouse @ Cambodia

by Kaithri, Principal

At EtonHouse Phnom Penh (EHIS), we embrace inquiry-based learning experiences as part of our provision for a meaningful curriculum for the children and it concurs with our beliefs on our Image of a Child; as being competent, curious, unique individuals, social cultural beings and communicators of hundred languages Below is a glimpse into what this looks like in our practice at EHIS.

Inspired by the K1 children’s daily conversations and interest, the children and educator achieved a shared understanding to design their own class calendar.



As part of the provocation they went on a hunt around the school to lookout for various types of calendars. The children were encouraged to pose questions that they had discussed as a class earlier; about the purpose of the calendar in people’s lives – embracing the image of a child being curious and unique.

During the hunt, children observed that certain dates were marked off as special days/holiday/events and they wanted to investigate more about the significance

of these dates. They continued to work together to indicate important dates for the class community such as school events, friends’ birthday on the calendar, as such the image of a child being a social cultural being; working as a team was put into action.



Children then, invited their parents to the class to share more about special events and this supports children to make authentic connections through their inquiries too. The teacher capitalised on the children’s interest and understanding and continued to work on designing the class calendar advocating the competent child at work.

Inquiry - an Engaging and Powerful Learning Tool that Encourages Exploration

EtonHouse @ India



In an environment where traditional rote learning has been the approach for centuries, Serra and Vivero have given importance to Inquire, Think and Learn. Children are encouraged to talk about, question, discuss, and engage in discussions and voice the opinions and views that arise thereon.

Reiterating this idea, Sowmya Belliappa, Academic Coordinator, Vivero says “Our unit - ‘Celebrations Reflect Values and Cultures’ led to many interesting anecdotes by the children. During one

such circle time session, one of the children said ‘Teacher when I celebrated Diwali with my parents, we burst fire crackers and the rocket went high up in the sky’. To this a child added, ‘I wish to go on the moon in a rocket’. One idea led to another which took the inquiry further into learning about the Solar System which turned out to be a great learning experience for our children.”

It is important to establish a classroom culture in which new ideas triumph and take the unit of inquiry to a different dimension. A result of this would be the several viewpoints, multiple perspectives and ideas that children bring forward.

Dhara Sanghvi, PRM, Serra Aundh, Pune says “During the unit

of inquiry: ‘Marine World’ the teacher along with the children discussed and explored the topic ‘sources of water’. This resulted in a conversation amongst the children as to where does water come from and how does water flow? Taking this discussion forward with the help of an experiment, the teacher provided a funnel, pipe, bucket and some water for the children to explore. Children excitedly observed water flowing and concluded that water flows from a higher to a lower level.”

The focal point should not be memorizing but giving children the creative freedom to explore and investigate, which makes learning deeper and meaningful.

