



Contents:

INTRODUCTION

1. Message from the Founder

ETONHOUSE INTERNATIONAL EDUCATION GROUP - NEWS & EVENTS

2. Collaboration with Singapore Chinese High School to launch "Hwa Chong EtonHouse Institution" New Campuses in Singapore - Robertson and Bukit Timah
3. EtonHouse nominated as One of Singapore's Most Influential Brands 2014 EtonHouse Annual Staff Night
4. EtonHouse Pre-School Vanda Receives "Outstanding Centre for Teaching and Learning Award", "SPARK" Certification and the "Community in Bloom Award" EtonHouse Pre-Schools at 223 and 717 Mountbatten Received Awards for Health Promotion
5. REACH Study Tour to Reggio Emilia, 17th – 26th October 2014

SINGAPORE

6. Reflective Practice - Thomson
7. Professional Development Strategic Plan - Broadrick Professional Development: Reflective Practice - Outram
8. How Professional Development Connects to Best Practice at EtonHouse Claymore The Spirit of Sharing: Professional Development @ Hampton Bishan
9. Professional Development for Educators: Growing through Networking Professional Development at Mountbatten 718
10. Our Journey on SPARK (Singapore Pre-school Accreditation Framework) - Vanda Tomorrow's Educators - Newton

CHINA

11. Home-School Partnership - Times Square, Chengdu Professional Development and Professional Learning Communities
12. The China Context The Changing Role of the Music "Specialist" - Hong Kong

JAPAN/MALAYSIA

13. Commitment to Reflective Practice Professional Development – 'Essential Agreements'

INDONESIA

14. Making Connections – Pedagogy and Andragogy - Surabaya The Children, the Teachers and the School - Jakarta

INDIA/VIETNAM

15. A Commitment to Best Practice Establishing the EtonHouse Standards of Practice

A Teacher Affects Eternity, You Can Never Tell When Their Influence Stops – *Henry Adams*

As parents and educators, we may have different ideas and views about education, but we are united in our belief that teachers are a critical and vital component of the education system. A good teacher inspires, instills joy in learning and changes lives. To be an agent of change, educators have to continually reflect, innovate and create, upgrade their skills and knowledge, collaborate with their colleagues and be motivated by what their role as teachers has to offer.

These key aspirations of our teachers drive the EtonHouse Group to lay specific importance to the development of a dynamic, challenging and rewarding professional development programme for all our teaching staff. Quite simply put, if a teacher is not motivated and struggles to get to work every day, the effect this would have on the group of children in his or her care is far from desirable. I have therefore always been personally involved in the training and professional development of teachers in all EtonHouse campuses wherever that may be. I remember coming back from a day in school when I was doing a course to be an assistant teacher. I was exhausted, physically and mentally drained by the demands of the job. That made me think about our teachers and the need to give them adequate leave to recoup and recover from their frenetic schedule. I therefore decided to increase the teachers' annual leave in EtonHouse from 21 to 35 days in a year.

In early 2000, when EtonHouse was expanding within Singapore and internationally, we realized the need to set up a separate team of pedagogists to focus exclusively on the training and development of the teaching staff to ensure that our teachers are offering consistent and high quality programmes in all our schools. The EtonHouse Education Centre (EEC) was thus born and has over the years trained and supported teachers in acquiring, furthering and strengthening their qualifications, skills and knowledge in education. The EEC also facilitates research papers, training videos and teacher qualifications like the CACHE, UK's only specialist awarding organization for children, adults and healthcare sectors.

Our career progression and advancement pathway offers teachers opportunities in different countries where we are located. This has helped us to recruit and retain high

quality staff who add significant value to the EtonHouse education across countries.

Recently, EtonHouse also signed an agreement with the Reggio Children International Network to start REACH (Reggio Emilia in Asia for Children). It is indeed a privilege to be the first organisation in the region to establish this



At the REACH conference in Singapore, March 2014

relationship with Reggio Children to support, uphold, sustain and disseminate the values, culture and heritage of the Reggio Emilia approach in Asia.

Our educators have done us proud; setting standards of excellence and leadership in Asia and in the world. The articles in this newsletter are a testament to their commitment to the intensive, multi-dimensional and thought provoking professional development initiatives that take place

in EtonHouse in different parts of the world, as the teachers unite in their passion to provide a truly inspiring international programme for your children.

I am also especially proud to share with you that we have opened a brand new campus on Thomson Road spanning



EtonHouse International Pre-School, Thomson

200,000 square feet, a beautifully designed learning environment that has established new standards in early childhood education. Our next new campus in Singapore on Robertson Walk is another stunning campus in the heart of town that offers the unique EtonHouse pedagogy in a thoughtfully planned set-up. You can read more about these developments in the 'news and events' section of this publication.

I hope you enjoy this edition of the corporate newsletter.

Ng Gim Choo
Group Managing Director
EtonHouse International Education Group

Collaboration with Singapore Chinese High School to launch “Hwa Chong EtonHouse Institution”

The Singapore Chinese High School and EtonHouse International Education Group will launch “Hwa Chong EtonHouse Institution” in Singapore, catering to students from kindergarten to primary levels. This joint venture is envisaged to expand overseas when the opportunity arises.

Chinese High School has a distinguished history of 96 years and is regarded as one of the finest educational institutions in Singapore, having nurtured leaders of society in research, industry and government.

This collaboration is a momentous milestone that will bring a high quality, international baccalaureate (IB) education with a strong bilingual and bicultural focus to students across different countries. Leveraging on the strengths of both founding schools, the new institution is set to establish new standards of excellence in international education.



Left to Right: Mrs. Ng Gim Choo, Founder and Managing Director of EtonHouse, Mr. Jimmy Oh, Chairman of EtonHouse, Mr. Jonathan Lee, Chairman, Board of Singapore Chinese High Board, Mr. Choong Buat Ken, Advisor and Immediate Past Chairman, Board of Singapore Chinese High School

New Campuses in Singapore - Robertson and Bukit Timah



Robertson Walk

EtonHouse will be opening new campuses at Robertson Walk #02-20 and 215 Upper Bukit Timah Road. The new pre-schools are scheduled to open their doors in early 2015 and will feature innovative learning environments specially designed to stimulate the learning and development of young children between 18 months to 6 years of age.

Facilities will include an indoor playground equipped with unique open-ended learning materials, dedicated ateliers for Art, Light, Music and Movement,

offering children countless opportunities to engage and learn across multiple disciplines. The schools will offer the renowned EtonHouse Inquire Think Learn pedagogy delivered by highly qualified international and local educators. Children will be immersed in an integrated bilingual environment and will be exposed to both English and Mandarin at all times, allowing them to pick up both languages spontaneously and effectively in a natural environment.



215 Upper Bukit Timah Road – Artist Impression

EtonHouse Nominated as One of Singapore's Most Influential Brands 2014

EtonHouse has been nominated by consumers as one of Singapore's Most Influential Brands. Consumers picked EtonHouse as one of their most preferred pre-school brands, according to an independent consumer insights research conducted by Brand Alliance on Gen X Singaporeans.

This is an affirmation of the goodwill and trust that the EtonHouse brand has built within Singapore



over the past two decades, and is a reflection that parents and consumers value the high quality early years programme and inquiry based Inquire-Think-Learn curriculum offered by EtonHouse.

EtonHouse is delighted and encouraged by this acknowledgment and looks forward to bringing meaningful and innovative best practice in early years education to more families in Singapore and beyond.

EtonHouse Annual Staff Night



The EtonHouse Singapore family celebrated its annual Staff Night at the Concorde Hotel in Singapore on the 26th of September 2014. The party was attended by 430 staff, partners and friends. To celebrate our vibrant multicultural community, guests were invited to be dressed in international outfits that represented a country or culture.

The evening was a joyous celebration of our achievements, learning journey and camaraderie, and an occasion to give recognition to 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 for their generous contributions to the lucky draw prizes.



EtonHouse Pre-School Vanda Receives “Outstanding Centre for Teaching and Learning Award”, “SPARK” Certification and the “Community in Bloom Award”



Ms. Ng Shu Ping, Principal of EtonHouse Pre-School, Vanda represented the campus to receive the “Outstanding Centre for Teaching and Learning” Award 2014 from Mr Chan Chun Sing, Singapore’s Minister for Social and Family Development

Singapore’s Early Childhood Development Agency (ECDA) has presented EtonHouse Vanda with the Outstanding Centre for Teaching and Learning Award. This award recognises child care centres and kindergartens which have excellent processes and learning environments that support high quality programme activities to promote children’s holistic development. In addition, the centre also received the SPARK (Singapore Pre-Schools Accreditation Framework) re-certification which recognises the pre-school’s excellence across Leadership, Planning and Administration, Staff Management, Resources, Curriculum, Pedagogy, and Health, Hygiene and Safety. The centre was recognised and commended for progress in teaching and learning since their first SPARK accreditation in 2011. It was awarded a mastery level (the highest level possible) in its general principles for pedagogy, teaching and learning as well as curriculum.

In August 2014, the Vanda campus was awarded the Silver band of the Community in Bloom (CIB) Awards organised by the National Parks Board to recognise and reward gardening efforts by community groups in housing estates, schools and organisations.

At EtonHouse, we continuously strive to excel and work collaboratively towards the common goal of excellence and leadership in educational practice. The teaching team, parents and children at EtonHouse Vanda exemplify this spirit of collaboration, and these achievements reinforce the Group’s commitment to offer holistic, meaningful and high quality programmes based on best practice.

EtonHouse Pre-Schools at 223 and 717 Mountbatten Received Awards for Health Promotion



EtonHouse Pre-School 223 Mountbatten was awarded the CHERISH (Championing Efforts Resulting in Improved School Health) Junior Award by Singapore’s Health Promotion Board (HPB) and Ministry of Education (MOE). This award recognises the pre-school’s efforts and initiatives in good health promotion for children and staff.

EtonHouse Pre-School 717 Mountbatten received the “Healthy Eating in Child Care Centres

Programme (HECCP)” Award introduced by the Singapore Health Promotion Board to encourage and acknowledge child care centres for providing healthier food and promoting healthy eating in their centres.

These awards are testimony to the standards of excellence established in our campuses.



REACH Study Tour to Reggio Emilia, 17th – 26th October 2014

The abode of Bambini

by Dr. Arun Arora, Chairman of Advance Pre-Schools and participant of REACH study trip to Reggio Emilia



Emanuela (left) with Rakhi



(From left to right) Claudia Giudici, Paola Ricco, Ivana Soncini with Team India

Teachers and educators are continually challenged to upgrade their skills to better understand the hundred languages of children. Our recent study tour to Reggio Emilia with participants from Singapore, India, Tokyo, Indonesia and Hong Kong was one such effort. It was envisioned by Gim Choo Ng, detailed by Heather Conroy and executed by Tina and her colleagues of REACH (Reggio Emilia in Asia for Children) and EtonHouse Singapore with guidance from Paola Ricco and Emanuela Vercalli from Reggio Children.

Carla Rinaldi said in an interview “you can only see what you know”. I shall try to elaborate some of the observations based on what we saw as a group and interpreted after due reflection.

• **Bambini**

Reggio is organic, alive, breathing and hopelessly in love with Bambini, the word for children in Italian. Bambini is an intense passion and exclusive preoccupation of every Reggio individual irrespective of his/her being the Atlierista, Padagogista, Teacher, Cook or Helper. Our entire group got infected with this passion by the time we were two days old at the programme.

• **Importance of Reflection**

Reggio does not teach you “how to” as we generally understand the term. Instead it emphasizes on the process of reflection and adaptation. It can best be experienced as a way of life.

Incongruent is also Congruent

Bambini’s mind is unfettered, pure, creative and powerful. It does not use separate buckets for what appears to be logical and illogical to the adult mind. The facilitating adult must learn to interpret the child’s work with a belief that what appears incongruent often coexists with what is congruent. She must facilitate children in finding expression to their feelings of wonder.

• **Endless Possibilities**

“This and That” is more powerful than “This or That”.

Bambini do not believe in singular alternatives. There are endless possibilities in their mind, which could all be present at once without being in conflict with one another.

• **Light is Magical**

Every space must get infused with light. Most spaces open into each other to create an open and well lit environment. Light gets reflected and refracted in the classrooms through materials like mirrors, light tables, jars, overhead projectors and shadow play. Metaphorically, it opens minds and creates transparency for Bambini, teachers, parents and visitors.

• **Problem Solvers**

Bambini have powerful minds. They could often interpret complex issues through simple solutions. The project on drawing music in the Piazzas was almost surreal.

• **Environment is a third teacher**

Schools must create an environment where Bambini are taken seriously. They should not be afraid of making mistakes or reconstructing their own ideas. It should encourage a dialogue between pedagogy and architecture. It has to be aesthetic, liberating, stimulating and interesting.

• **Atelier**

Atelier is central to the Reggio philosophy. It is present both within and outside the classroom. It could be understood as a place of what is possible, creative thinking and discovery. It is a physical manifestation of the value of visual expression and language.

• **Atelierista**

Atelierista (Practicing Artist) plays a crucial role in stimulating and nurturing the curiosity and creativity of Bambini besides being the enabler of development projects.

• **Ideas**

Look for ideas that open doors and not close them. Bambini have theories about the world based on their individual intuition. They have to be encouraged to share them with other children who in turn will also have their own intuitive theories. Bambini construct their own concepts to organize the world.

• **Listening**

Listening intently to Bambini is an ongoing process that nurtures reflection, creativity, thinking, exploration, amazement, theory and a sense of extra-ordinary behind verbal and non-verbal communication. Listening and reflecting on your own ideas is equally important to understand how the Bambini build and construct their thoughts.

• **Reciprocal Relationships**

Respectful reciprocal relationships are the backbone of its system. Education of young children is a shared responsibility with active participation of Bambini, Teachers, Parents and the Community.

As all good things end this study tour also ended but not before igniting a desire to initiate a deep dialogue of reflection to understand what Reggio meant to our practices in Asia. We returned inspired to motivate our colleagues, infect them with our passion for Bambini and inspire our children to reach their individual excellence.



Reflective Practice

EtonHouse @ Thomson

“Teacher development has moved beyond simple in-service workshops and has expanded into a more robust system of continuing education. In order to advance in their careers, teachers should seek out professional development opportunities which are ongoing and aligned with standards and assessments.” (Quattlebaum,S., 2014)

Thomson’s Senior Teachers Reflect on Professional Development:

As a member of the EtonHouse Group

Rajani Patel

Educators at EtonHouse are lifelong learners and critical thinkers who are encouraged to develop a culture of constant dialogue, planning collaboratively and sharing knowledge. This ethos is reflected in the financial support for higher education and the regular workshops and PD’s that become our way of life.

As a member of the Thomson Community

Mike Carrigan

Since joining EtonHouse Orchard and now Thomson I have found we are encouraged as teachers to create a culture of professional learning on a day-to-day basis. We do this through our dialogues with colleagues, our listening to what the children have said and our discussions with parents. By reflecting on our interactions with all of these stakeholders I think we further our understanding of the people we work with and the way children learn.

As a member of a Learning Community

Lynne Steele

Quality Professional Development provides teachers with the opportunity to explore collaboratively, pedagogy and best pedagogical practices in our own setting. Critical and reflective dialogue with colleagues provides opportunities to investigate relevant and meaningful issues, challenge assumptions, listen to multiple viewpoints as a means to change pedagogical practices, knowledge, conceptual understandings and beliefs. As all teachers are involved in the professional learning it enables us to build common understandings and work together to improve the quality of teaching and learning in our setting.



Professional Development Strategic Plan

EtonHouse @ Broadrick

by Rob Stewart, Principal and Director Strategic Planning (Education Services)

At EtonHouse, we value the need for consistent, high quality and relevant professional development to ensure that our schools are led by knowledgeable, competent and inspiring educators. To this end, a five year strategic plan has been developed to provide purposeful direction in the successful provision of professional development to EtonHouse staff.

Big Ideas of 'Image of the Child', 'Environment as the Third teacher', and 'Pedagogy of Listening'. Under the mentorship of Emelia Prayogo (Director of Pedagogy), the group of "teacher consultants" went through facilitator training. This initiative is currently under review as to how to progress in order to support all EtonHouse Schools as well as develop capacity within EtonHouse Teachers

risks, building community confidence, attracting and retaining good teachers and staff as well as ensuring our students access invigorating and challenging learning programmes. Part of a strong leadership development programme is to build capacity within the organisation with succession planning. Identifying aspiring leaders within our schools and organisation also enhances stability, continuity of our culture and offers exciting pathways in career development for people within the group.

Key Target Functions	Key Target Areas	Key Target Groups
<ul style="list-style-type: none"> Facilitator Program Development School based capacity building Quality Assurance and Moderation 	<ol style="list-style-type: none"> The Big Ideas Effective Teaching and Learning Leadership and building organisational capacity Research and Innovative practice Accreditation related standards and practices 	<ul style="list-style-type: none"> School Leadership groups School Teaching Groups

The Aspirant programme has been developed to initiate insight into what it takes to be an effective leader as well as giving participants opportunities to reflect on their leadership capacity and future aspirations.

The programme looks at research and issues relating to Self as Leader, Instructional Leadership, Challenging People and Community Leadership.

The first training programme will begin in Singapore over the months of November – January.

Further development of the Professional Development Strategic Plan will continue and roll out to members of the EtonHouse group.

Two initiatives that have commenced are;

Teacher Consultancy Programme:

We commenced a trail teacher Consultancy Group comprising of selected teachers to be trained to help deliver the 'Welcome to Etonhouse Induction Module' which focuses primarily on the

to deliver similar worthwhile professional development to their colleagues.

Leadership Aspirant Programme:

We recognise Leadership as the most critical element in building successful schools. Effective Leadership results in our organisation reducing

Professional Development: Reflective Practice

EtonHouse @ Outram

by Emelia Prayogo, Acting Principal



The habit of discussing one's practice with colleagues becomes part of the regular conversation that teachers engage in as a community of learners. Listening to different perspectives gives educators an opportunity to reflect upon one's own practice. In other words, different points of view are used to challenge one's thinking further. Grushka, McLeod, & Reynolds, 2005; Hill, 2005; Parsons & Stephenson, 2005 inform us that verbal reflection encourages and supports the *cognitive growth* and *affective development* of educators and was found to facilitate deeper thinking about field experiences.

Furthermore, as a community of learners, the teachers value *reflective skills*. Professional colleagues act as a *source of clarification* of proposed changes, sharing their knowledge



and suggesting practical strategies (Kilgallon, Malloney, and Lock, 2008).

Thinking back over the process of learning and teaching stimulates educators to address any identified gaps or inconsistencies – a process driven by *intrinsic motivation* (Ausabel, 2000). A greater complexity in teaching strategies may be gained through the support of others. Teaching is based on a wider range of evidence, reading and research. Engaging in dialogue with like-minded

professionals provide a further form of support, strengthening one's resolve and ability to cope with the change process (Kilgallon, Malloney, and Lock, 2008).

Dialogue among colleagues, initiated by various focus interests, encourages us to reflect on our teaching and learning style, and to enrich our teaching portfolio with diverse teaching and learning tools (Schmidt, 2002)

How Professional Development Connects to Best Practice at EtonHouse Claymore

EtonHouse @ Claymore

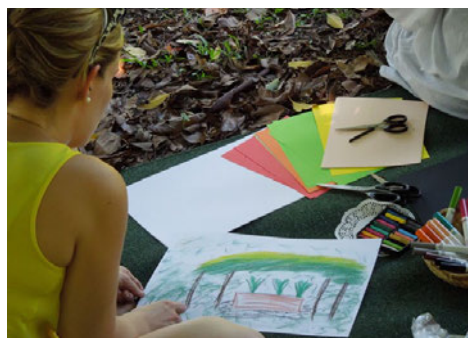
by Lisamarie Hughes, Principal

In Reggio Emilia, professional development is characterized as a process aimed at building understanding and awareness of the meanings and methods of education (2010. P.13)

As a community of learners, we consider the many different learning styles within our teaching community. We also continue to reflect on the best 'conditions for learning' within a potential professional development experience. This may include the choice of setting, materials, social context and the design/flow of the session as we aim for professional development to be relevant, interactive and meaningful. Therefore, a varied and diverse approach to professional development needs to be undertaken as we build understandings and make meaning with best practice in Early

Childhood Education. Formal and informal opportunities are planned throughout the year as we connect and reflect. Informal professional development takes the form of collaborative year level meetings, daily conversation among colleagues, off site teacher led research groups, curriculum meetings and visits from other educators and inspirational guests such as the Pedagogue and Atelierista from Reggio. We then engage in formal opportunities via on site workshops, seminars,

conferences and external workshops. The professional learning opportunities provide time to pause, think, celebrate and identify where we would like to move to at a team and individual level. We then see traces of learning and development



woven through the programme leading to quality practice. This may be trying a new idea in the classroom, sharing a finding with a fellow colleague, feeling confident to articulate key ideas to families and making best practice visible through high quality documentation.

The Spirit of Sharing: Professional Development

Hampton @ Bishan

by Fish Kok Ziyu, Teacher



The spirit of sharing is very much alive at Hampton@Bishan this year. We were delighted to be able to host practicum teachers and share professional development sessions with in-service teachers from Hampton@Tanjong Pagar and our new colleagues from the E-Bridge centres. During these sessions, we shared our belief

and teaching practice, as well as our current challenges. Together we bounced off ideas and brainstormed possibilities to overcome them. The shared experience provided opportunities to reflect on our professional growth and progress not just as an individual but also as a team. The beginning of friendship forged through these

exchanges provided a platform for future collegial collaboration, exchange and support in improving the provision of quality early childhood education. The teachers look forward to strengthen this affiliation with colleagues and educators in the field.

Professional Development for Educators: Growing through Networking

EtonHouse @ 223 Mountbatten

by Joy Tan, Vice Principal

As the world continues to progress at a rapid pace, teaching practice and learning approaches are evolving too. Good teachers form a critical component of a good school, thus improving one's skills and knowledge is one of the most important investment educators have to make consciously.

In Mountbatten 223, we recognize the significance of teachers having ongoing and regular opportunities to learn from fellow educators, both in-school and outside. This year, our teachers participated in a clay workshop hosted by our own EtonHouse colleagues, as well as others courses and workshops hosted by the Early Childhood Development Agency (ECDA). Our K2 teachers also worked with Singapore's National Heritage Board and ECDA in their pilot programme



"Singapore's Little Treasures", where they worked together to tailor heritage lessons and museum visits aligned to the learning needs and interests of young children. During the annual Early Childhood Conference (2014) recently, they also set up an exhibition booth to share and exchange learning experiences with other educators.

The ongoing professional development and networking opportunities serve as an important platform to attract, retain and develop early childhood professionals as the individuals continue to make meaningful contributions to the learning journey of young children.

Mrs Ng and the K2 team leader at the Early Childhood Conference 2014

Professional Development at Mountbatten 718

EtonHouse @ 718 Mountbatten

by Germaine Chow, Teacher and Susannah McGuire, Principal



Teachers reflecting on 'child protection'



Off-site professional development with other EtonHouse schools

Our work with children is underpinned by our image of the child and the advocacy of children's rights. We respect children by giving them the time, space and ownership to be who they are. This in turn places emphasis on the ongoing professional development of our teachers so that we can honour the rights of the children.

"The image of the competent child shifts emphasis to the image of the competent adult who is capable of seeing the competent child."
– Maddalena Tedeschi

The school invited the representatives from Family and Child Protection and Welfare Services to share about child protection within Singapore as well as discuss the role of teachers in supporting the well-being of children and their rights to protection.

As an IB candidate school, the teachers are also offered opportunities to attend a range of IB workshops to further develop their understanding of the PYP and inquiry-based learning. The teachers are a part of a wider PYP professional network in Singapore, within which they engage

in dialogue with other educators through Network Focus Groups and visits to other IB schools. These experiences offer different perspectives for teachers to reflect, question, research and be critical thinkers of their practice so that we can truly see 'the competent child'.



In-school training for Child First Aid

Our Journey on SPARK (Singapore Pre-school Accreditation Framework)

EtonHouse @ Vanda

by Munia Ahmed, Senior Teacher and Ng Shu Ping, Principal

In 2011, EtonHouse Vanda received its SPARK accreditation. Subsequently, the school was re-certified process, EtonHouse Vanda was recognised for the progress made in teaching and learning. The campus was rated at mastery level in areas such as curriculum leadership, integrated curriculum and holistic development as well as general principles for pedagogy. Senior Teacher, Ms Munia Ahmed, shares her reflection on the SPARK process:

“Striving for excellence is a continuous and collaborative effort among the teaching team in EtonHouse Vanda. Achieving SPARK certification has added value in inspiring and encouraging us to continue to provide high quality programs for children. In reflecting on the SPARK accreditation process, I would divide it into two parts: (1) Classroom observation and (2) Interview by the assessors. I can understand that classroom observations can sometimes be overwhelming,

but in a professional environment like Vanda, and being under a strong and a dedicated leader, it has become part of our regular practice. During the classroom observations by SPARK, the assessors commented on how the community of learners in my class (both children and adults) were meaningfully engaged in the learning experiences. I was pleased of the opportunity of being interviewed as I could advocate the hard work and good practices that we pursue in Vanda.

The process of accreditation as a whole gave me an incentive to challenge myself and work even harder to better the pedagogical quality in our pre-school.”

This continual drive towards improvement and quality assurance is also the reason behind



EtonHouse Vanda receiving the “Outstanding Centre for Teaching and Learning”, award by Early Childhood Development Agency (ECDA – Singapore), the highest national award.

Tomorrow’s Educators

EtonHouse @ Newton

by Gabrielle Macdonald, Principal

Continuing professional development is possibly the most important requirement of a modern educator. It is our values, beliefs and experiences that shape who we are as teachers, and since we live in a changing world, we need to continually update and refine our teaching methods.



To ask the question, why, is often the best place to start. Is there a better way? For example, why is my intentional teaching taking place in the classroom? Where else, how else, can education take place?

Currently there is a huge focus on digital education. And it is here to stay! More and more schools are implementing the change. Even traditional computer rooms are now ‘outdated.’ iPad learning, smart board teaching is occurring in all classes and is interwoven into the daily curriculum.

It is incumbent upon today’s educators to actually inspire tomorrow’s leaders. No longer, can

we only just teach facts, to children. We need to equip children with the motivation and knowledge of not only knowing how to think, but also knowing how to think big!

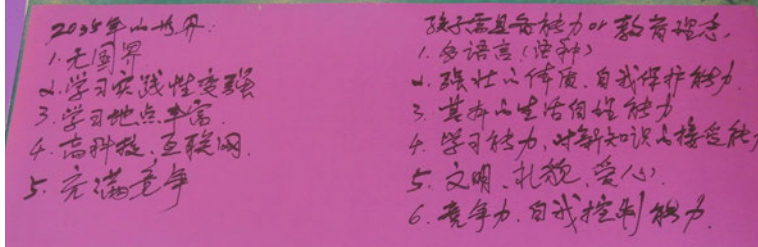
It is through professional development that educators themselves, become inspired, learn new ideas and share findings. Professional development is run within the school and outside the school. Conferences, especially those targeted towards the future of education are not only desirable but also essential.

It’s hard to imagine a more important and necessary profession than teaching. Our country and our world, depends on the quality of education children receive. Education is our future.

Home-School Partnership

EtonHouse @ Times Square, Chengdu

by Georgina Iraheta, Vice Principal



Home and school have a partnership and a common interest in the well-being and development of a child. To strengthen this partnership and enhance understanding of our philosophy and curriculum, EtonHouse Times Residence has prepared three workshops for parents and have two more programmes for the rest of the school year. During these workshops, teachers and parents discuss big ideas about education and best practice and the development of children in a global context.

The first workshop was to introduce parents to the

IB Learner Profile and to talk about ways in which it can be developed both in home and at school. Parents responded positively and fully supported the vision of the school.

The second workshop that came from a suggestion made by parents was on “Learning Languages”. The EAL and Mandarin teachers participated in the workshop and shared their knowledge and experience with parents.

The most recent workshop “Lifelong learners”

had as a starting point the EtonHouse mission statement. In it we explored the “image of the child” from the parents’ perspective and talked about educating and developing skills that children need in the future: independence, adaptability, communication, etc. With such a range of collaborative professional development opportunities, both teachers and parents gain much through enhanced standards of practice and greater continuity between home and school, thus benefitting the child in particular.

Professional Development and Professional Learning Communities

EtonHouse @ Suzhou

by Cheryl Kelly, Executive Principal EtonHouse China and Principal EtonHouse Suzhou

Professional learning or professional development (PD) is vitally important in our schools as we embrace a constructivist approach to learning. Professional development is not just about attending externally conducted workshops. Professional development, or more accurately professional learning, is most effectively based in collaborative learning environments within the school. In Professional Learning Communities (PLCs), colleagues reflect in practice and reflect “on practice”, generating relevant, practical, sensitive questioning about what works, what doesn’t work and why, and seeking strategies for improving student learning. Collaborative reflection is a very powerful staff development approach.

EtonHouse IB World schools in China work together with their staff in professional learning communities, using the benefits of purposeful collaboration for school improvement. Professional learning takes place continuously - weekly sessions, in formal 2-3 day workshops, through mentoring and coaching with experienced trainers. In weekly exchange meetings, staff are able to share their expertise, problem-solve and plan together. Teachers collaborate around a shared

purpose, in a safe collegial environment, with defined outcomes; they have access to research and we provide skilled leadership to guide their collaboration. Collaborative PD is essential for continuous school improvement. Collaborative learning environments need to be supported by professional and informed leadership, and to that end we also invite IB workshop leaders, colleagues and instructional leaders from our networks, to conduct sessions with our staff.

As teachers manage many tasks from planning, evaluations and accreditation visits, assessment and reporting, policy development and implementation and the daily general communication practices,

the value of PLCs can easily be diminished or compromised. We purposefully build in planning days on Saturdays, allow two weeks before our students return at the beginning of the year and plan for at least a single two day workshop per year, to ensure that quality time is available. As Tom Lehmann suggested in, “Reflection, Action, Research and Purposeful Collaboration: Element of Effective School Improvement, “As with all learners, when teachers have the chance to explore questions in depth, and test new ideas in practice, they enjoy a deeper, more connected, meaningful and sustainable learning experience”.



The China Context

by Debra Liu, Director of Pedagogy, China

The China Pedagogy team is tasked with the provision of Professional Development (PD) across EtonHouse Pre-Schools in China. Our role is to support teachers and principals deepen their understandings of the EtonHouse Inquire.Think.Learn Curriculum Framework.

New centres all receive an introduction to our Curriculum Framework and an overview of important concepts such as Inquiry learning and observation-based planning. We then provide ongoing pedagogical support to the centres in numerous ways. China has many regional differences and each centre has specific needs, so the challenges of providing quality Professional Development across such a large country are met by constant liaison with our various centres and developing PD material that it is relevant and meaningful to those participating. It is crucial that our teaching teams develop theoretical understandings of our curriculum framework; consequently our PD sessions aim to deepen this pedagogical knowledge. However supporting teachers in pedagogical implementation is also important. Thus we ensure our



Debra Liu, Director of Pedagogy, China, with teachers from EtonHouse Jinan during a PD session.

sessions also have a practical component.

To monitor and improve curriculum delivery, we develop close relations with the leadership teams of our various preschools. We have regular Skype meetings with our Curriculum Coordinators across

China, and use other means of communication to discuss pertinent issues. Pedagogical support is thus tailored to current concerns. Along with meetings with the Curriculum Coordinators as a team, we regularly communicate with individual centres in order to support each centre to develop “best practice”. We visit many schools and make observations of the teaching environment and teaching practice in order to facilitate improvements.

We also engage in research and translations in order to support the deepening of pedagogical knowledge amongst our teams, contribute to policy development and review, and liaise closely with our Pedagogy team in Singapore. One of our current major projects is to translate the EtonHouse Inquire.Think.Learn Curriculum Framework into Chinese, and to this end we have been ably supported by many volunteers.

The China Pedagogy team aims to continue to build close relations with all of our centres across China in order to continue to develop ‘best practice’ in our Early Years centres.

The Changing Role of the Music “Specialist”

EtonHouse @ Hong Kong

by Isla Hughes, Playgroup Teacher



At EtonHouse Hong Kong, teachers and parents believe that musical play should be no less important than any other kind of play. The staff however were concerned that they did not have the expertise to ensure this was the case. They therefore embarked on a course of professional development with the school’s music specialist to address this. At EtonHouse Hong Kong, it is more important that the music specialist supports and teaches the staff so as to support them in their musical interactions with children. This is a new evolution in music teaching supported by latest educational research.

Studies into infant musicality have shown what many of us have believed for a long time: that all people are

born musical. Music is an innate part of human nature. This means that, if, as we grow up, we lose this innate musicality, then something is going wrong with how it was nurtured. At EtonHouse Hong Kong, parents and staff are keen to support musical experiences from a very early stage, so that all children grow up musical. We have known for a long time that often the best way to teach something is to model it. So when we say everyone is musical, we mean all members of staff and not just the music ‘specialist’. We model the idea that “everyone is musical”.

Secondly, music education research tells us that children are more likely to make music for longer with an adult they are familiar with. The ‘music specialist’ is rarely the adult the children are most familiar with in their classrooms. So it makes sense that the class teacher makes music with them, just like supporting any other area of development. For this to work well, music specialists need to be passing on their musical knowledge to their staff, and supporting generalist class teachers so that music can be integrated into all elements of the curriculum. At EtonHouse Hong Kong, the teachers are learning to play the ukulele, and the music specialist keeps up-to-date with what the

children are doing in class to make music sessions fit within everything else they are doing. But music doesn’t just happen in intentional music sessions, it can happen during an art experience, or at playtime, snack time or when children are writing or counting. The role of the music specialist has to change, how we conceive of music ‘classes’ has to change, because if it does not, the message we send to the children we teach is: Music is only for the special few and that music only happens in certain places and at certain times. We now know this is not true. Everyone is musical. At EtonHouse Hong Kong we don’t just believe this, we try very hard to live it.



Commitment to Reflective Practice

EtonHouse @ Japan

by Angela Fitzpatrick, Principal

This year the teaching team at EtonHouse Tokyo are making a commitment to reflective practice.

What is reflective practice? “ Reflective practice in practice is a cycle of on-going learning that occurs when we take time to stop and think and change” (OConnor and Diggins 2002 P.9)

We are in the process of establishing personal reflective dairies which contain a reflective system that is practical in our daily teaching and learning.

We will be looking at all areas



of the curriculum, including managerial practice.

For some teachers this practice is new and for others this is exciting as they are able to share personal knowledge on their past reflections.

Most of the reflective practice will be conducted within our daily conversations, staff meetings and personal thoughts.

The educators believe that when teachers participate in reflective practice they;

- are more likely to increase knowledge and gain skills.

- become more open-minded and enjoy challenging our teaching practice.

- become adaptable and flexible in their planning and assessment of children’s learning.

As a group, the teachers are discovering the benefits of collaborative group reflection. They are becoming more confident in exchanging ideas, sharing decision making and being positive about collaborative relationships alongside their colleagues, making a strong teaching team.

From a director’s perspective, this ensures that all the educators are consistently learning new ideas and skills. The school strongly believes that establishing reflective practice in turn will lead to better outcomes for children, families and the community.

Professional Development – ‘Essential Agreements’

EtonHouse @ Malaysia

by Ms. Claire Elizabeth Blake, Ms. Jo Lewis, Ms Tan Chyn Fong, Ms Chai Xiao Fang and the entire teaching team at EtonHouse Malaysia

The EtonHouse round table discussions and professional development sessions develop peer networks and give teachers the opportunity to share ideas with the educational community.

What would or could be the success criteria for this? What would it look like? As part of an ongoing professional development process, EtonHouse Malaysia decided to look at what the school really values. As the educators collaborate to write them down for the children as a ‘Declaration of Intent’, the entire teaching team felt that they should develop an essential agreement for themselves - at staff meetings.

The essential agreement for staff-meetings at EtonHouse Malaysia is as follows:

- We value the opportunity to develop as professionals and share experiences so we share good-practice and act upon new



information that we learn from others for the good of our students.

- We value participation and open-mindedness so we are actively involved in all discussions and listen to and share opinions and ideas with others freely.
- We value our time so we are always punctual, professional and productive in meetings.

- We value the skills, attributes and opinions of each team member so we respect others and work as a team.

- We value our school ethos and mission so we keep the well-being and education of our students in mind and meet to plan for our goals.

Making Connections – Pedagogy and Andragogy

EtonHouse @ Surabaya

by Allison Potter, Principal



Inquiry, Thinking and Learning to realise their full potential. Learning never stops.

This applies to the new team of professionals here in Surabaya. Recently, the school celebrated the Mid-Autumn Festival, also known as “Mooncake Festival” or “Lantern Festival”, one of the most important Chinese festivals of the year dating back to over 3,500 years. Moon Cake celebration is a most fitting, inclusive and unifying celebration where our children, parents and teaching team come together as a community to promote cooperation and development in the learning processes.

As we know pedagogy is professional practice relating to learning and growth of children, andragogy is the professional practice relating to learning and development in adults.

As the very first term at EtonHouse International Pre-School Surabaya commences, these two concepts are very relevant. Children and adults need to experience the processes of Exploration,

Together we learn and develop as a team, celebrating and gaining valuable insights that foster respect and diversity and acknowledges individual cultures and tradition in a truly international environment.

The Children, the Teachers and the School

EtonHouse @ Jakarta

by Chris Hartman, K2 Teacher/Vice Pre-school Director



K2 class; bright and sunny



Renovations behind the scenes

This dynamic process aims for children learning in more natural ways, as their individual interests are at the center of the learning process.

The physical changes our school is undergoing are broad and necessary. Some rooms have been merged to create larger learning centers and new structures are being built to accommodate more students. Continual development through environmental enhancements, reflective practice and professional development ensures that the school supports a bustling and dynamic community of learners.



PD activities and discussions

These are busy times at EtonHouse Jakarta. The school is undergoing major renovations to accommodate more students in an enhanced learning environment. The teachers have also had their bi-annual professional development sessions.

For a full week, the teachers learnt more about the process of cultivating inquiry on a daily basis.



EtonHouse Director of Pedagogy in Jakarta

A Commitment to Best Practice

EtonHouse @ India

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”
- *Albert Einstein*

At Vivero, this is brought to life by our teachers who are supported by research and best teaching practice from around the world through regular and expansive training and professional development sessions.

Poonam Warthy, Principal, Vivero Kalyani Nagar, Pune says “The success of a school depends on the quality of teachers you have. At Vivero Pune, we begin our academic year with generic training that is developed by our academic team after inputs from teachers and heads of other schools.”

She further adds “We also infuse a fun element to the training to make it interesting. As a part of

this year’s induction we conducted a workshop on ‘creating best out of waste’ for our teachers. This in turn helped our teachers encourage recycling amongst children as well.”

It is a constant endeavor to build a team of teachers who are passionate and committed about what they do. Sharayu Thampi, Principal, Vivero Whitefield, Bengaluru talks about honing this passion further by conducting various professional development workshops throughout the year and teacher exchange programmes among the schools.

She elaborates “The workshops include instructional mentoring and integrate a teacher model along with a researcher model, wherein the teachers are encouraged to find new evidence, make new discoveries in connection with education or develop new methods of teaching and learning.”

The teachers work diligently to instill joy in the process of learning and inspire creative expression amongst children, supported by a strong and intensive professional development programme.



Establishing the EtonHouse standards of practice

EtonHouse @ Hanoi

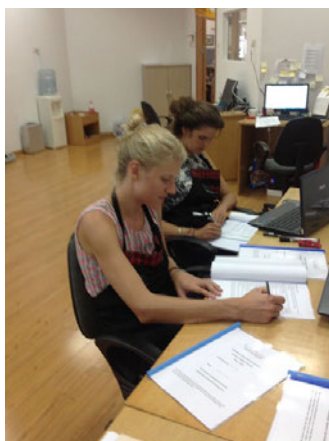
by *Leean Woodland, Principal*

Although EtonHouse Hanoi is relatively new, there are some very established quality assurance systems in place to make sure that the students are getting a very high quality provision. The systems are for both quality assurance and quality maintenance. There is induction training at the start of the year and two in-house training weeks for each of the teachers. These often include a visit from the Director of Pedagogy Singapore, as well as quality assurance visits throughout the year.

Students initial assessments linked into the EtonHouse curriculum framework are carried out in the first month and tracked throughout the year so that the teacher can keep a close eye on a child’s progress. The progress profiles are shared with both parents and students with negotiated ‘next steps.’ Teachers make plans for short, medium and long term goals that match the students’ individual needs and interests. There are teaching observations to ensure that the teachers reach an outstanding Grade 1 status, and are amongst many other processes such as teachers’

appraisals and professional development plans. EtonHouse Hanoi also aims to keep a high level of happiness and satisfaction through its’ Student, Parent and Staff Satisfaction Surveys etc. which are given out on a regular basis through a warm and professional ‘Open Door’ policy. Here,

teachers and staff work in constructive partnership with parents. Eton House Hanoi is always looking for recommendations of best practice, through latest research in early childhood education as well as working on a continuous cycle of self-improvement.



Student progress tracking



Supportive Teaching and Learning Observations