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## From the Founder & Group MD

This eNewsletter is the third and final EtonHouse Corporate Newsletter for the 2010 calendar year. The Newsletter has the aim of sharing with our EtonHouse community of children, parents, staff and stakeholders, a collection of articles representing a snapshot of the many very interesting activities occurring in pre-schools and schools in Singapore, Jakarta, India, Japan and China. Also included are articles that provide some greater insight into the richness and diversity of pedagogical thinking that drives the quality of EtonHouse classroom teaching and learning.



has been transformational, taking children and their communities on a journey to be better global citizens, assuming personal responsibility for their actions for the benefit of all who share our planet. These are mighty aspirations from an EtonHouse pre-school and school system committed not

only to learning excellence but equally, the nurturing of genuine leaders for the future.

Please enjoy the articles that follow and thank you for your support and partnership over this past year.

EtonHouse now looks forward with optimism and confidence to 2011 and the further innovation and learning journey that it will bring.

*Ng Gim Choo*  
Group Managing Director

## EtonHouse @ Mountbatten 718

EtonHouse is delighted to announce the opening of a new International Pre-School at 718 Mountbatten Road in January, 2011. The Centre will commence with enrolments in Pre-Nursery, Nursery 1 and Nursery 2. The new Centre is known as EtonHouse International Research Pre-School.

area is spacious and designed to stimulate outside play and exploration.

The Inquire-Think-Learn curriculum, inspired by the Reggio Emilia pedagogical approach in Northern Italy, will focus on inquiry-based learning in which children's ideas, interests and theories inform the curriculum experiences.

Inquiries about enrolment in this new EtonHouse International Research Centre can be made by contacting Cathy Klein-Wallace, Parent Liaison Manager, on 6846 3322 or email [cathy.wallace@etonhouse.com.sg](mailto:cathy.wallace@etonhouse.com.sg)



The classrooms are accommodated in two beautifully renovated early 20th century buildings. The outdoor



## EtonHouse @ Mountbatten 717: Embracing Nature



In our continued endeavour to bring nature into the lives of our young charges, the Pre-nursery and Nursery One children were invited to embark on a journey of inquiry and exploration in nature. The teaching team at 717 got together and held a discussion on the green possibilities within the program.



The teachers introduced literature in the classrooms that revolved around nature and its wonders. This was the beginning as we built on the children's budding interest in the natural environment which was clearly distinct in their daily outdoor exploration.

We examined the outdoor environment, creating and segregating gardening plots. We invited parental collaboration, and encouraged parents to bring in recycled materials that can be given a new lease of life in our garden.

The teachers modelled respect and care for nature and the children were encouraged to do so too. The provision of various gardening tools like spades and shovels etc. were enough to get the children motivated and get their hands dirty.

As the children explored the functions of the gardening tools, they assumed responsibility and took up the role of taking care of their outdoor environment. Outdoor experiences soon involved spritzing and watering the plants, raking dried leaves, digging and preparing plots for new plants, planting their own seeds, and adding fertilizer to enrich the soil.

It became a part of the children's daily routine as they hurried to the shelves, picked up the watering cans, filled them up at the sinks and watered their plants. The children were developing an understanding of what plants needed in order to grow. Their close encounter with nature sparked interest in fauna as the children came up close and personal with nature's gardeners, the earthworm.



Nature's colour palette was inspiring. Every morning children started to name the colours of the blossoms they saw. "How many yellow flowers do you see?" A simple question was all that was needed to pique the children's interest and engage them in a counting experience. There was a sense of satisfaction as the children watched the first buds emerge and continue to grow under their care.



Our gardening experience has taught both the children and teachers valuable lessons as we grew their appreciation and respect for the natural environment. We believe that our children are competent and active protagonists of their learning. The responsibility falls on us to bring their attention and recognition towards the role they can play in preserving nature. The simple act and engagement in gardening serves to instil values of nurturing and caring for the natural world. It was a way to keep the children in touch with the vibrancy of nature; to take time and slow down to appreciate the 'green'.



## EtonHouse @ Mountbatten 764: ARTopia 2010-2012 Charity Drive & Home-School Partnership

To inculcate the development of social awareness, responsibility and sustainability in their students, EtonHouse 764 partnered their parents and families in a charity drive through their annual art exhibition, ARTopia – celebrating the 21<sup>st</sup> Century child's learning, journey through visual arts.



The process: The K2 Orchids observing the spread of blue dye as they paint around orchid motif during the making of "Our Identity", using Batik techniques.

The event was opened to EtonHouse colleagues, parents, families and friends on Thursday, 30<sup>th</sup> September 2010 between 4pm – 7pm.

The Team identified the Singapore Children's Society as their official Charity Partner for year 2010-2012. The main reasons for the selection were their belief that

"charity begins at home" and that the Singapore Children's Society supports disadvantaged children, youth and families regardless of their circumstances, race and religion. The Team finds such diversity and anti-biased practice important as it reflects its values of global citizenship.



The product: Nina and Lauren of N2 Petunias played in the GB House that was installed using recycled plastic bottles.

The 764 Team would like to thank and congratulate their students, parents, families and colleagues for such a wonderful partnership that resulted in a very successful event which raised \$7,888.50.

### Congratulations

*"I just wanted to say how much I enjoyed Artopia. You all managed to outdo yourselves again and I enjoyed it even more than last year. I am not an expert but I could not believe the calibre of the works of art on display! Hope it all went well and you managed to hit that target. Congratulations again on such a fabulous event!"*

*Mrs. Adj Frema-Appiah, mother of Jemima, Harriet & Charlie*

*"Congratulations Jo and all Mountbatten 764 team members for inspiring all exhibition visitors yesterday with a display of artwork that was truly breathtaking in its richness of conceptualization, imagination, contemporary awareness and presentation .. In every room and in your outdoor area, there were artworks connecting to such a diversity of ideas – and explored in such a wondrous variety of media. ARTopia was indeed a feast for the eyes, and senses."*

*Mr. John Cooley, Executive-Principal of EtonHouse (Singapore)*

### Reflections

*"People like my artwork. We put in a lot of hard work and we did it together. At the end it looks very nice. It is fun to do art; it is about learning something new."*

*Han Tao, K2 Orchid*

*"I realised art needs a lot of focus and concentration to be a good artist. When I grow up, I want to be a jewellery designer."*

*Chloe Lim, K2 Orchid*

*"I learn how to use a metal wire to mould into the shape of a shark. Then I tied it with two nylon strings to make it move."*

*Chloe Lim, K2 Orchid*

*"Art is magical because you can use anything to make art. I love doing art."*

*Kristine, K2 Orchid*

*"I never thought I could use junk and different types of materials to make art like my wind chime. It is really a trash to treasure and it makes beautiful sounds."*

*Alyssa, K2 Orchid*

*"I am truly honoured and privileged to be a part of ARTopia and most importantly as a co-learner alongside the children in the process. My limited understanding of art took a quantum leap as the children and I brainstormed on the countless creative possibilities of materials in creating art ..."*

*Mrs. Anne Liew, K2 Teacher*

## EtonHouse @ Orchard



EtonHouse International Pre-School was granted IB PYP World School Authorization in November 2010

In September, John Harper and Elena Serraglio came to EtonHouse International Pre-School for the IB Authorisation Visit. This is a required audit by representatives of the IB, in order to become an IB World School. During the visit the educators received a lot of positive feedback; they felt one remark stood out. John Harper, the visiting team leader, said: "This school is definitely a place for innovation."



Innovation is a change in thought processes. It has 'uniqueness' implications and carries an undertone of positive expectations. Innovation adds value to an organization. At EtonHouse Orchard the educators started working together in March 2007. In September 2007, it was decided the school would apply for IB PYP candidate status. This was the start of an exploration of how the PYP framework fits with the 'Inquiry-Think-Learn' programme at EtonHouse.

This programme is inspired by the educational project of Reggio Emilia. Recently, the mayor of Reggio Emilia described this town as 'A dream come true'. He also mentioned that Reggio Emilia is a place that is constantly changing. Carla Rinaldi, one of the protagonists of the educational project in Reggio Emilia, believes change is both a value and a right.

" Though change may not be easy and can sometimes be painful it is vital. Vital in relation to life, because life is change. We talk about the right to change, change is both a right and a value. It is a quality of life and of living which

requires awareness to give oneself direction. What is necessary is to give meaning to change and to accompany change".

This statement evokes a poignant question: 'How do we accompany change?'

A key challenge in innovation is maintaining a balance between continuity and alteration. It is also important to constantly discuss and identify the process and elements of change with all members of the community.

A higher level of understanding about our work alongside children can only be reached through a culture of reflection and collaboration. This culture of collaboration and mindfulness has supported the development of the programme at EtonHouse International Pre-School. At the same time there has been a pleasure of 'being', of joyfulness during the process.

The efforts of John Cooley, the Executive Principal of EtonHouse Singapore, Mrs. Ng, our Managing Director and all the educators have made the IB Authorisation visit a success. Victoria Newman, the PYP Coordinator, put in a tremendous amount of time and effort in preparing the visit. It's their hard work and dedication that have shaped EtonHouse Orchard into an exceptional place for teaching and learning.

*Anne van Dam*

*Senior Pre-School Director*

*EtonHouse International Pre-School*

## EtonHouse @ Outram

At EtonHouse Outram, we have been working towards our K2 Graduation with our children who will be leaving for Primary One very soon. This has been an enjoyable and engaging project as the children were involved in the whole process. They made decisions about what they would like to share on the day and what art pieces we could display to create an ambiance in the hall where parents will join us to celebrate this occasion.



*This has become our inquiry over the past few weeks as the children have prepared individual presentations to share about their favourite learning journey at EtonHouse. One of our students, Miyu, can be seen as she selected images from her favourite learning inquiry to share for graduation. She typed her thoughts and feelings about the images.*

*This will be used as a power point on the day. The children can demonstrate their competencies as they operate technology to share their individual memories of their time at EtonHouse.*



*The children prepared their graduation invitations for their families. This allowed them to engage in writing for a purpose.*

*The children illustrated their invitations and felt empowered as they were involved in the graduation process from beginning to end.*



*The children have been invited to create symbolic representations of their time with us at EtonHouse using clay. Shaw Wee can be seen left intently engaged in creating the intricate designs on his tortoise shell. He shared "I chose the tortoise because it is my favourite animal and I learnt many things about it from the books, the computer and David's Wildlife magazines!"*

*On the day the clay representations will be displayed as meaningful art exhibits. They have been engraved with the children's years of attendance at EtonHouse and will be sent home as a treasured memory of their time with us!*



## EtonHouse @ Newton: Action: Jamiyah Welfare Home



EtonHouse Pre-School Newton was granted IB PYP World School Authorization in June 2010

During the weeks leading up to Children's Day our school community was involved in collecting items for donation to Jamiyah Welfare Home. Items that were collected included clothing, toys, tinned foods and toiletries. The response was overwhelming and the K2 children helped to sort and pack quite a lot of the donations. On Thursday September 30<sup>th</sup>, K2 children and their teachers, packed the donations into the bus and personally delivered the donations. During this time all of the K2



children displayed many of the attributes of the IB learner profile and attitudes that have included them being confident, caring and reflective role models. Experiences such as these help children to develop a deeper understanding and appreciation of the communities that they live in. The K2 children have engaged in reflections that have seen them using oral and written communication skills



to express their thoughts and feelings. Their actions have helped to provide some less privileged children with a reason to celebrate "Children's Day" with a smile on their faces.

## EtonHouse Education Centre (EEC): Master Class in Children's Art, Creativity and Play

*Heather Conroy, Senior Director of Pedagogy*

The EtonHouse Education Centre (EEC) recently convened its second conference for 2010 - a series of Masters Classes on children's art, creativity and play. The Master Classes held at the Novotel, Clarke Quay, 14<sup>th</sup> - 16<sup>th</sup> October were attended by educators from Singapore as well as 8 neighbouring countries and included classroom teachers, specialist art teachers and policy makers. The 90 participants included a large delegation from EtonHouse pre-schools (Newton, 764 and 717, Mountbatten Road, Vanda, Outram and Broadrick).

Dr. Barbara Piscitelli (AM), who facilitated the 2.5 day conference, is an acknowledged advocate for

children and young people's engagement in museum culture. She has worked for 30 years with a wide range of educational settings, galleries, museums and libraries to develop and deliver high quality arts programs. Dr. Piscitelli serves on the Board of Directors of major Australian museums; advises widely on the arts and cultural sector; works directly with children and communities; and collects and curates children's art. Dr. Piscitelli holds an Order of Australia, Member, General Division, 2006

Dr. Piscitelli was ably supported across conference sessions by Dr. Susan Wright (Professor of Early Childhood and Special Education at the National Institute of Education; NIE) and Esther Joosa, also of NIE, all strong advocates for the arts. Playeum representatives Sumitra Pasupathy and Jennifer Loh also took part



*Conference sessions addressed working with artists in residence; documenting and analysing children's artistry; the adult role in supporting creativity and symbolic representation and how best to establish environments which foster creativity and play.*

in conference sessions. The Playeum (or the museum without walls) serves as a widely successful community arts programme, with a clear focus on supporting children's creative development through playful engagement in the arts and culture. Through direct participation with artists and arts programs, they aim to support children in creating, expressing and indulging their imagination.

Dr. Susan Wright's latest publication Understanding creativity in early childhood. (2010). London, UK: Sage publications, is currently available at September 21.



*Art is a crucial part of the thinking process and creativity must be cultivated... I must communicate this to parents... ..*

*The conference was a wake up call for me... it has inspired me and given me a push to create a quality learning experience for children...*

*Art is an integral part of a child's day (and their holistic development). I am going to instil creativity and play into our daily curriculum...*

## Self-Appraisal through reflective practice:

*Heather Conroy, Senior Director of Pedagogy, EtonHouse Preschools*

*Emelia Prayogo, Preschool Director, EH Vanda Preschool*

Epstein (2003) says that reflection is remembering with analysis. When educators reflect...it is as though we are looking through a lens to examine our behaviours and then thinking about ways to improve...it is a process of metacognition because we think about our own thinking (Suskie 2003 in Harle & Trudeau 2006 p 101).

If we consider the early childhood field within a Singaporean context, self-appraisal through reflective mode is now receiving attention as a valid form of teacher (self) evaluation and professional growth.

Despite our understandings of the significance of critical reflection as a learning tool, many practitioners seem to find reasons not to engage in this process. If however, we acknowledge ourselves as professional teacher-researchers, we need to seek time and space to engage both in individual reflection and as critical friends within a collaborative framework of collegial reflection to ensure that our values; beliefs and theoretical knowledge inform our practice. Without deep reflection, our actions will be merely 'doing' - we need to seek ways of supporting more insightful practice.

Time, or the lack of it, is often cited as a reason for NOT employing a more reflective stance in relation to our teaching i.e. the time educators allocate for planning, as well as the actual process of learning and teaching, seem to take up every minute of the day...many teachers believe they are just too busy to pause momentarily, to look inside their thinking for the purpose of self-evaluation.

We advocate that the habit of reflecting on our practice (individually, or with colleagues) must be acknowledged as part of our day to day teaching; as one of the ongoing responsibilities we undertake as a professional educator. We see the process of collegial reflection, based on openness and trust within the group, as being a powerful way of supporting and challenging both thinking and practice. In other words, we propose that the practice of accessing another's perspective as a provocation to our own critical consciousness (Freire 1973 p 38) of a particular interaction, conversation or event supports us in becoming authors of our own decisions (Freire 1973).

To demonstrate our respect for this standpoint i.e. the critical nature of reflective practice to our ongoing development as educators, we established a goal of creating a culture of collegial reflection at EH Vanda pre-school. Teachers were invited to individually respond to several questions related to our already documented image of child and the work practices at our pre-school. It was proposed that these individual reflections would then be shared within the full group to initiate further dialogue about values informing practice. This dialogue was not aimed at reaching a 'conclusion' about anything – instead we wanted to initiate a process of further exploring meaning together – thinking together and learning together about our teaching.

### Reflecting on our thinking:

#### What was shared

*I feel that I am still learning to plan learning experiences based on ongoing observation, reflection and evaluation. As the day goes by with lots of experiences, I need to tell myself to stop and reflect ...and being able to reflect on this with my peers in a small group will be very effective as we would be able to share ...and evaluate towards better practice.*

**Parimala**

*This is what I try to pay attention to when I reflect each day...the importance of ... Getting down to a child's level and looking at things from their point of view, listening to them, respecting their values and ideas by responding to them verbally, wall documentation, displaying their creations, taking their opinions into consideration and extending the learning plans/experiences accordingly.*

**Munia Ahmed**

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Epstein, A. S. (2003). *How planning and reflection develop young children's thinking skills. Beyond the journal.* Washington, USA: NAEYC.

Freire, P. (1973) *Education for critical consciousness.* New York, NY: Continuum International Publishing.  
Harle, A.; with Trudeau, K. (2006). *Using reflection to increase children's learning in kindergarten.* Young Children. Washington, USA: NAEYC. p 101-104.

## EtonHouse @ Broadrick Introducing Mr Alan Small, Principal



EtonHouse International School and Pre-School, Broadrick was delighted to be able to welcome Mr. Alan Small as the new campus Principal on October 18<sup>th</sup>, the first day of the Term 2 calendar. Mr Small relocated from Sydney, Australia with his wife Suzy, and has already made a fine impression upon all sections of the school community.

Mr. Small is an outstanding educational leader, having previously held the positions of Head of Junior School at Central Coast Grammar, Deputy Head of Middle School at Newcastle Grammar School and Head of Middle School at Bishop Tyrell Anglican College



– all well-renowned independent schools in New South Wales, Australia.

Mr. Small's educational vision can be summarized from his resume in which he stated, 'I believe that each person in an educational community is unique and that each possesses special strengths that are the cornerstone of emotional balance, self-image and learning for that individual. The education of the "whole student" is of paramount importance.'

EtonHouse Broadrick looks forward to Mr. Small's visionary leadership of the campus over many years into the future.



## EtonHouse @ Jinan: Grandparents' Day October 22, 2010



Jinan Eton House has a busy Program Calendar throughout 2010 – 2011 designed to enrich children's learning while building partnerships with the parent community. On Friday 22nd October 2010, they hosted a Grandparents' day with over 140 Grandparents joining in the day's celebrations. The day provided an opportunity to develop understanding of the process of inquiry, and showcase the learner profile attributes; such as our caring, thinking communicators. Grandparents



witnessed learning environments and activities very different from their own days at school. The bilingual opening address delivered by the Principal, Cheryl Kelly, and the Assistant Principal, Lucy Qu, drew enthusiastic applause from the grandparents. Children and teachers had been preparing for the day and classrooms hosted a rich display of pictures and children's work in progress; all bilingual. This year Jinan EtonHouse is



making a transition to a fully bilingual school and visitors were able to appreciate the displays in either English or Chinese. Grandparents were able to see the Inquiry Process Boards in the classrooms and appreciate the current Unit of Inquiry which has been focusing on understanding Who We Are.

Grandparents joined in music and singing, art work, games and language time in the classrooms. After sharing a snack in the common areas, children and teachers



invited the grandparents to join in outdoor games on the school oval. It was wonderful to see the cooperation as grandparents ran relay races, joined in piggy back races and played with their grandchildren.



Grandparents' Day followed a recent parent workshop looking at the philosophy of EtonHouse and the Inquiry approach, also attended by an enthusiastic group of 45 parents. Both bilingual events have helped build understanding and partnerships at Jinan EtonHouse.

## EtonHouse @ Yiwu: Singaporean Minister Lim Hwee Hua visits

On September 8th, Singapore's Minister Lim Hwee Hua, concurrently Minister in the Prime Minister's Office,



Second Minister for Finance and Second Minister for Transport, led a group of Singaporean officials and business representatives in a visit to EtonHouse, Yiwu as part of a tour to build relations between Singapore and Zhejiang. The Minister, along with local Chinese officials including, Mr Zheng Hou Ze of the Yiwu Municipal Foreign Trade and Economic Cooperation Bureau toured the school and chatted with teachers and students. The Minister was impressed by the school's facilities and international makeup, representing 15 nations.

## Mid-Autumn Festival Celebrations



On September 20th, the children and teachers in the Chinese Department shared a presentation of various songs, dances and poems to celebrate the Mid Autumn Festival. All children, teachers and parents were invited to this presentation. In the evening, a delicious assortment of Chinese treats and snacks were served.

## EtonHouse @ Xi'an: Special Events

### Curriculum Evening

Our Curriculum Evening held on 21 September was an opportunity for parents to gain more information



about their child's curriculum and also to ask questions. Staff made presentations about the New Literacy and Numeracy Programmes as well as our new IB Diploma Programme. The event was well supported by both PYP and MYP parents and the feedback to staff has been very positive.



### Community and Service

Our Student Council has raised over 6,000 RMB over the last year for "The Library Project". We now have enough to buy a library for Gong



Want Elementary School in Lantian County, Shaanxi Province. This will provide books, bookshelves, a globe and other library resources. We are excited at the prospect of delivering our library to the school



and meeting the staff and students. We intend to build a relationship with our Project School and to continue to share and communicate with them regularly.

### Crazy Bike Ride

Alasdair MacLean our amazing Principal rode over 350km in 17 hours to raise money for The Library Project. He rode without a support crew due to a last minute cancellation through the mountains from Xiang Fan to Xi'an in the dark and pouring rain. This man is an inspiration to our students, he is definitely a risk taker, caring, principled and reliable.



*The first 100km done, phew, only 270km to go.*



*Home again with Isabel and Max*

## EtonHouse @ Suzhou



It is an exciting time at EtonHouse, Suzhou as this year for the first time we have students all the way from aged 2 up to 17 years old.

It has been great to see how our youngest students have quickly adapted to life in the Pandas. The Nursery classes are such exciting

places of learning and discovery. It is that engagement with learning that has always been one of the strongest characteristics of EtonHouse, Suzhou. The learning journey here has maintained that excitement and child centred nature right from the youngest to the oldest students as we focus on the IB Learner profile.

The students' happiness and the care they show for each other is also regularly commented on by visitors to our school, and it is the security this provides that underpins our students' willingness to be risk takers in their learning.

As we move towards authorisation for our middle years programme and prepare for the introduction of the Diploma Programme in 2013, we are seeking the continuity and seamless progression of a whole school IB programme. It is a common sight to see the oldest boys in school taking the hands of some of the little ones to guide and assist them, whether it is day to day or various cross school initiatives such as our Buddy Reading programme.



This year is seeing significant development in our languages programme across the school both in EAL and in mother tongue support and development. As our middle years has grown in the last year from 29 to 49, with this growth

almost exclusively being of students from an Asian background, it has been necessary to support their access to a curriculum delivered in English.

Research on second language acquisition supports the importance not only of addressing the teaching



of English but also the continued development of the mother tongue. At first sight this is counterintuitive compared to second language immersion programmes. If students can continue to develop their concepts and metacognition in their mother tongue, however, it enhances the development of their learning of concepts across the curriculum.

This is because although oral communication skills in a second language may be acquired within 2 or 3 years, it may take 4 to 6 years to acquire the level of skill needed for understanding the language in its academic uses (Collier, 1989; Cummins, 1981). The recent expansion of our languages programme from English and Mandarin to now include Korean and Japanese is a result of EtonHouse's commitment to its students.

It is a privileged and an exciting time to be in a school that is developing these language programmes alongside EAL in a structured development from the age of 2 all the way to 17 and 18.



## EtonHouse Indonesia: Caring and Sharing - The EtonHouse Way

Vera Lie, PSD, EtonHouse Jakarta



Our programme for the Independence Day celebration started with a cat walk show of batik and International clothes

parade worn proudly by the children of EtonHouse International Preschool in Jakarta. Some of our teachers took to the cat walk too with beautiful Indonesian costumes. After the show, parents mingled and looked at art & craft items made from recycled materials on sale

and they also bought local delicacies made by the staff in the kitchen.

In keeping with our philosophy of helping those in need in our community, the funds generated from the sale at the Independence Day Bazaar were



channelled towards a Nursing Home foundation. Ms Vera, the PSD and Ms Nita, the PLM representing the school, visited the Bina Bhakti Nursing Home on 1st September, 2010 to give our donation in the form of food supplies such as dried noodles, biscuits, rice, oil, flour, sugar, eggs, milk and milo. It was warmly received by the 70 residents there.



channelled towards a Nursing Home foundation. Ms Vera, the PSD and Ms Nita, the PLM representing the school, visited the



## EtonHouse Japan



EtonHouse International Preschool Tokyo officially opened on Monday the 30th of August, 2010. All students separated from their parents and settled into their classrooms without any signs of anxiety or a single tear. The teachers were all feeling very motivated and thrilled to begin the school year after weeks of working together as a team to prepare classrooms, organize resources, and write curriculum documents.

School Director Peter Ackerman said, I am delighted and proud to be working as the Director of EtonHouse International Preschool Tokyo in its



inaugural year. I want to continue the hard work of others from EtonHouse schools throughout the world and I hope to build on their success while working with our staff here to achieve even more. This marvellous school is the culmination of many years of hard work by the school's management. The school's curriculum is research based best practice, the teachers are well prepared, enthusiastic and excited, the school is very well resourced and the classrooms and facilities are incredibly beautiful so I can't see how children can come here and not be totally inspired. Our school promises to be a great place for learning where children develop confidence in their abilities and excel.

The school managers have plans to further develop the school's facilities beginning with the construction in the coming months of a playground at the front of the school. The students are currently using this area



for water and sand play and also for riding the tricycles. The development of the playground will begin with the laying of soft ground cover before the climbing equipment is then put in place. We

have been regularly visiting our local park (Hinokichokoen) for outdoor play time. During one of our recent trips to the park the children enjoyed eating their morning tea on the benches by the pond. As the children sat and ate they discussed some of the

things that they could see – water fall, fish, insects, birds, and a bride and groom being photographed. After they had finished their morning tea, some of the children did illustrations of the pond before finishing the trip to the park with some play on the slides and swings.



## EtonHouse India



### Vivero International - Pune

The flagship pre-school of Edvance Pre-schools, proudly reports having 111 children across 16 nationalities. Vivero has established itself as a premium brand when it comes to early childhood education and care in Pune. A host of celebrations were seen in the last quarter – Gokul Ashtami, Eid and Ganesh Chaturthi. Another important event was the Literacy Week where the children were encouraged to draw and scribble, read their marks through action and talk, listen to stories and read about and learn how to orient their bodies and minds to the technicalities of books and print.



### Vivero International – Powai

Vivero International in Powai, Mumbai began its first year with a houseful of 78 children, across 11 nationalities. The first term started with the children

entering the class crying and clinging to their parents and came to an end with them entering with bright smiles and refusing to leave their school. This is a big achievement for them considering the fact that a majority of them are attending school for the first time.

Vivero International in Powai, Mumbai offers Pre-Nursery, Nursery, Mother-Toddler and Child Care programs and will be starting Kindergarten 1 and Mother-Toddler programme with the new academic year.

### SERRA International – Aundh

The month of September marked the beginning to a festive season with the festivals of Gokul Ashtami, Eid and Ganesh Chaturthi being celebrated in India as well as in the pre-school. These celebrations not only gave the children an insight to various festivals but also helped the school in living up to its mission statement of “Fostering genuine and dependable relationships with family and the community.” The model franchisee centre SERRA International in Aundh, Pune will turn one on 14<sup>th</sup> November, on the occasion of Children’s Day having 97 children across 5 nationalities.



### SERRA International – Franchisees Centres

SERRA International has successfully franchised 5 pre-schools, across Aurangabad, Bangalore, Nagpur and Pune and commenced the academic year on 18<sup>th</sup> November, 2010. We look forward to working with these franchisee partners who share our commitment, and are motivated to create a social impact through a financial venture and thus make a difference to the society and economy of India. Over the next few years, we aim to provide quality pre-school learning across the length and breadth of the nation through the franchisee network route and more prospective franchisee centres are in pipeline.

