



Contents:

INTRODUCTION

1. Message from the Founder

ETONHOUSE INTERNATIONAL EDUCATION GROUP - NEWS & EVENTS

2. EtonHouse Broadrick Champions at Singapore's 4th International Chinese Competition
New Campuses in Singapore
3. Second EtonHouse Campus in Hong Kong
Study Trip to Reggio Emilia, Northern Italy, 15 - 21 November 2015

SINGAPORE

4. No Way. The Hundred is Here
The Hundred Languages
5. 100 Languages Exhibition
The Hundred Languages of Children
6. The philosophy of the Hundred Languages
The Hundred Languages of Children

CHINA/KOREA

7. Mathematics as one of the Hundred Languages
The Hundred Languages of Children with English Language Learners

JAPAN

8. Pop Culture at EtonHouse Tokyo

INDONESIA

9. The Hundred Languages of Children
10. Nature as a Source of Inspiration and Provocation

INDIA

11. Supporting Children to Express themselves through Different Languages

The Hundred Languages of Children

It was nearly a decade ago when I first read Loris Malaguzzi's poem on 'The Hundred Languages of Children'. Loris Malaguzzi is the founding father of the Reggio Emilia approach to education that inspires our schools. As I read through the lines and realized the profoundness of his thinking, it made me reflect on how wonder, awe, joy and curiosity are often taken away from children by adults in the hope that they 'grow up'.

Very often parents tell me that their children have innumerable questions and just as many ways of expressing themselves. Sometimes parents say they are unable to answer their children's questions. I think that is wonderful that the children are so curious and motivated to learn and that their thinking is so unique and not something that is handed down by adults. It presents such wonderful learning opportunities for parents and children to find answers together.

We should nurture this uniqueness and not stifle it. As Malaguzzi says

*The school and the culture
Separate the head from the body.
They tell the child;
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel
Only at Easter and Christmas
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine.
They tell the child:
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together*

Symbolic languages such as painting, sculpting, writing etc. offer endless possibilities to children to express their thinking and understanding of the world around them. At EtonHouse, we encourage and promote the hundred ways in which children interpret and represent their ideas, circumstances and the problems they face growing up. It lays the very foundation of a society that grooms critical and creative thinkers, inventors, problem solvers and a progressive and creative bend of mind. Malaguzzi's poem continues to be my favourite as it inspires our thinking, philosophy and environment at EtonHouse.

As EtonHouse embarks on its 20th year, I look back on the years that have gone by. My daughter, who inspired EtonHouse, graduated with a Ph.D. in linguistics, and my son will receive a Masters degree in Creative Writing. My younger son has joined EtonHouse. I still remember their early days when they used to ask me many questions and I used to wonder how different and unique their thinking was. I learnt a lot from my children. Today they are all grown up. It has been an enriching and rewarding journey for me as a mother and equally so as the Founder of EtonHouse. I am humbled by our success and wish to sincerely thank parents, past and present, our partners, our wonderful staff and my dear family for their trust and faith in me and my dream.

We have opened many new schools while we strengthened our commitment to the existing ones. EtonHouse International Pre-School Sentosa opened its doors in late May to many enthusiastic parents who deeply appreciated the innovative environment with its very

own heritage centre. EtonHouse Kindergarten on the grounds of Hwa Chong International School opened in April offering a unique early childhood programme in Mandarin. The second school in Hong Kong welcomed over 150 families to its first open house in June. EtonHouse Wuxi students made us very proud when they won the top honours in Mathematics on a global platform where over 10,000 schools participated. The students at EtonHouse Broadrick in Singapore impressed the judges of a Chinese language competition and came first amongst all the other international schools in Singapore.



With over 100 schools in our fold, we continue to nurture young children into confident, competent and responsible global citizens and deeply appreciate your support in our journey to achieving excellence in this endeavor. We hope you enjoy this edition of the EtonHouse newsletter with the many inspiring stories of our wonderful children and their learning journeys using 100 or more different languages of expression.

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

EtonHouse Broadrick Champions at Singapore's 4th International Chinese Competition

EtonHouse International School Broadrick clinched the top prize at Singapore's 4th International Chinese Language competition organized by HSK Centre (Crestar) held on 9 May 2015. This is the second consecutive year the school has emerged champions in this prestigious competition, a remarkable achievement that reflects the strong Mandarin foundation that we have developed in our students.

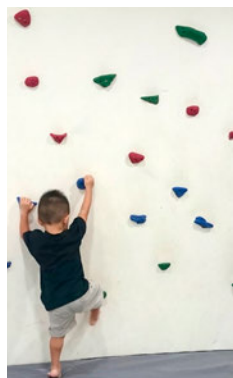
The competition consisted of two rounds. Our students breezed through the preliminary round which had their writing skills tested by the organizing committee. At the finale held at River Valley High School, they put up a Chinese Opera performance and a specially choreographed dance reflecting A Hundred Family Surnames (bai jia xing), receiving glowing praise from the judges and audience.



New Campuses in Singapore

EtonHouse opens several new campuses in 2015 in China, Malaysia, Vietnam, Kazakhstan, Myanmar, Hong Kong and Singapore.

Here is the list of the new schools in Singapore.



Children's rock climbing wall at EtonHouse Robertson Walk

EtonHouse Pre-School at Robertson Walk opened its doors in January 2015, offering the Inquire Think Learn curriculum in a childcare setting. Japanese language is offered in this campus.

EtonHouse Kindergarten located on the grounds of Hwa Chong International School will offer an innovative programme delivered entirely in

Mandarin in the early years (Pre-Nursery, Nursery 1 and 2) and thereafter in a bilingual English and Mandarin environment in the Kindergarten years.



Exquisite rooftop garden at 215 Upper Bukit Timah Road

EtonHouse Bilingual Pre-School at 215 Upper Bukit Timah is a 5-storey design innovation in the early years, featuring specialist studios for Performing Arts, Mandarin, Light, Music & Movement, Visual Arts and Construction.



Mandarin Cultural Studio at 215 Upper Bukit Timah Road

EtonHouse International Pre-School on Sentosa Island is housed in a pre-war colonial style building set amidst lush surroundings. It will be Singapore's first heritage pre-school, offering young children a unique perspective of Singapore.



Mrs Ng Gim Choo and Leanne Sunarya, our Executive Director of Pedagogy at EtonHouse Sentosa. The indoor playground is exclusively built for this campus with unique features like a tree house designed around a Kampung House (Malay traditional houses constructed by indigenous ethnic Malay) and spiral staircases reflective of olden Singapore architecture.

Second EtonHouse Campus in Hong Kong



EtonHouse is opening a second pre-school campus in Hong Kong 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 which offers residents access to a stellar environment with panoramic sea views hosted its first open house on Saturday, the 13th of June to an overwhelming response.

Associate Director-General of Investment Promotion Mr Jimmy Chiang congratulated the



expansion of EtonHouse in Hong Kong, and said, "We're glad to see that EtonHouse settled well in our city. There

is a strong demand for high-quality international programmes, as many senior expatriate executives need to find quality education for their children when they come to work or do business here. By providing



quality education choices, EtonHouse and other educational groups help strengthen Hong Kong's attraction as an international business centre."



The campus is another testament to innovative and international best practice in early childhood education and we look forward to welcoming many new families to the beautiful learning space when we commence operations in September 2015.

Study Trip to Reggio Emilia, Northern Italy, 15 - 21 November 2015

"The space and fluidity of the environment (in Reggio Emilia) really WOWed me... It was a very good experience, getting to know educators from other schools, making friends who share the same passion as myself."

Reflections
from our past participants:



Photo courtesy of EtonHouse International Pre-School, 718 Mountbatten Road, Singapore

"It was absolutely amazing that we could visit some schools while the children were having their normal morning. It was great to see the interactions between the children and the educators... It was WOW to see how they organised the environment and the day. Being able to interact with the materials in the Ateliers in the Loris Malaguzzi centre was another inspirational opportunity where I learnt how to use ordinary materials in extraordinary ways."

REACH (Reggio Emilia in Asia for Children), in collaboration with Reggio Children in Italy is organising an international study trip that will take place in Reggio Emilia, Northern Italy. The Study Group will see first-hand why the renowned Reggio Emilia approach has been hailed as the world's best practice in Early Years Education. Both pre-trip and post-trip discussions and sharing sessions will enhance the synergy of the group and add value to the trip.

Register at enquiry@reach.edu.sg or log on to <http://bit.ly/1BguuDN> for more information.

No Way. The Hundred is Here

EtonHouse @ EtonHouse Education Centre

by Emelia Prayogo, Director of Pedagogy

When children choose to use non-verbal ways to interact with various media to represent their thinking, does this mean their minds are less active? If the answer is no, why do we still tend to emphasize on spoken and written language? What makes us think children haven't learned (academically) when they focus over a sustained period of time to shape, joint, mark, and create their ideas without saying it out loud?

Shouldn't we, adults, focus more on studying children's abilities in forming the relationship between the movements and the marks on the paper; being genuinely interested in the stories they have created; or drawing children's



awareness to details?

When adults choose to pay attention to the many ways children's creative and logical minds work, the connections to the hundred ways children are so capable of forming and presenting would shift our own thinking.

In addition, adults also need to support children's

interests to find out about self and the world around them by describing their actions or elements of hundred languages such as texture, line, shape, pattern, design and form or texture, if the creation is three-dimensional. Only through collaborative partnerships between children and adults, the hundred languages would serve its meaning.

The Hundred Languages

EtonHouse @ Vanda

by Priya Nathan, Senior Teacher

Working with the hundred languages has always been an integral part of our learning community here at Vanda. Our daily encounters or learning experiences always involve the intentional use of materials which allows children to express, discover, translate, hypothesize and feel through their senses, building layers of rich understanding within the context of what is being explored



in many meaningful ways.

We have found many ways of involving the hundred languages and one example would be the Language of Food which the children of K1 have been exploring extensively. The children identified many ways of expressing what they know and what they have learnt ranging from not just cooking experiences, but building layers to their understanding and learning such as; creating recipes, finding out ways to create aprons with recyclable fabrics; discovering the digestive system by finding out what

happens when food enters our body; developing a balanced diet meal, using clay to explore pottery and crockery; exploring famous paintings related to food and also exploring different types of food from around the world by having parents participating weekly as 'Mystery Chefs' to engage children with cooking experiences.

100 Languages Exhibition

EtonHouse @ Claymore

by Lisamarie Hughes, Principal

More than just art!

Our end of year annual exhibition is very special to us, it aims to bring to life our philosophy and way of working with young children as we **acknowledge and promote many ways for them to express their thoughts, feelings and ideas.**



I really felt like the children's work and ideas were valued! It sends a strong message to the children that their work is important! Sharon (K2 parent)

The children were **active participants** in the exhibition, taking the lead to discuss and describe their work and ideas with their teachers and parents. They continue to have strong autonomy over their learning as they are **involved in inquiry processes rather than just making a product for 'display'**.

The children revisited their learning through multiple media and mediums at the exhibition. Our goal was to ignite **strong connections** for them to recall a special learning moment/experience. We want children to know that we observe them, appreciate their contributions and find their participation very special!

Multple languages are used to build knowledge and understandings about the world and to then communicate this with others. We see wire, clay, drawing, paint, loose materials (languages) as a cognitive process, **one which involves deep thinking!**

The exhibition honours the children as competent learners and makes visible the many projects and inquiries that have been explored across the year.

Honouring process over product.....

Tell me and I forget, show me and I remember, involve me and I understand - John Gay



The Hundred Languages of Children

EtonHouse @ 215 Upper Bukit Timah

by Ma. Sheraine, Atelierista

The hundred languages of children consist of unspoken languages as well – body language and expressing themselves through arts and creativity are some examples. It requires much observation, attention and cogitation to decipher these unspoken languages; these are how the little ones communicate with us before they build up their vocabulary skills.

Sometimes paying attention to the little details allow us to catch a clear glimpse of what is going on in the little minds, and sometimes listening intently will help us to hear the keywords as to what they are trying to express.

Here, a pre-nursery class was



introduced to clay. Through kneading, rolling, pressing, poking and sticking, these little explorers got to know this new material. The children displayed different ways of interacting with clay; Zen tried to flatten it, Yu Yang attempted scooping the clay into tiny bits, Itto poked a straw through it to observe what kind of pattern it creates, while Lenise experiments sticking clay onto the glass window.

When introduced to a new experience, children will experiment with it using their individual approaches. It then takes the reflection and intentionality of the educator to know what to offer next.

The Philosophy of The Hundred Languages

EtonHouse @ Robertson Walk

by Madonna Mariee Lee, Principal

During the 20th Century there was a big change in western societies regarding how children were viewed. Instead of being seen as an empty vessel that needed to be filled with knowledge, society started to view children as capable, thinking, expressive people in their own right. Many educational philosophers and theorists researched and continue to research, young children and how they learn.



product. Piaget was an advocate for active exploration both individually and collaboratively (Halpenny, 2013).

John Dewey (1859-1952) was a philosopher and educational reformer whose theories stated that children learn best in environments where they experiment, experience and interact with the curriculum and where the learning is student focused (Ornstein, 2014).

of ways that children explore and investigate the world, express themselves, share meaning and construct new knowledge. If you observe any child you will soon see evidence of their natural inclination to play. 'Play' refers to the Inquiry based learning and investigation that children undertake in order to understand the world. Inquiry begins with a provocation, something that we want to investigate.



This exploration culminates in the expression of ideas and the listening, supporting and encouraging of The 100 Languages of Children.

Jean Piaget (1896-1980) was a developmental theorist who asked educators to look at the process of learning rather than the finished

The 100 Languages of Children is an expression of the Reggio Emilia Philosophy that refers to the myriad

The Hundred Languages of Children

EtonHouse @ Newton

by Asmita Sharma, K1 Educator

"Only a child sees things with perfect clarity, because they haven't developed all those filters which prevent us from seeing things that we don't expect to see" **Douglas Adams**

The term '100 languages of children' refers to the many ways children express themselves and share their thinking. The language of a child does not simply involve using verbal skills. It is the way children communicate their thoughts, theories and ideas through many means such as drawing, dance, pretend play, modeling, construction, sculpting or painting to name a few.

At Newton we believe that children come to our school full of knowledge, that they are capable and competent children who are naturally curious. It is due to this strong belief that our children are confident to express themselves,



unafraid of sharing their theories through symbolic play. As a child represents their mental images to others, they represent them to themselves,

developing a more conscious vision of their world around them.

As educators we must listen to the hundred languages of children with all our senses. Our responsibility as educators is not only to allow the differences to be expressed but to make it possible for children to be nurtured through the exchange and comparison of ideas. We must not limit their imagination but to provide a platform for children to construct their own knowledge, theories and beliefs.

We are a hundred languages, so that one hundred children and one hundred more can always find meaning, and show meaning through learning.

Reference: Rinaldi, C. (2006). In Dialogue with Reggio Emilia. Routledge publishing.



Mathematics as one of the Hundred Languages

EtonHouse @ China

by Debra Liu, Director of Pedagogy, China

Young children develop and communicate their ideas in a diversity of ways, using the myriad “languages” of self-expression. We tend to immediately consider artistic and creative expression – such as painting, drawing, sculpture and clay, music and dance – along with oral and written language itself - when we talk about the “100 Languages”.

Yet young children often use mathematical concepts as a means of expression. Children engage in mathematical ideas when they are “playing shop” in the “home area”, measuring and weighing, or sharing resources. Children building complex structures with blocks are also expressing their ideas about length, weight, balance and force.

A group of children were inquiring into “things that fly” and they decided to make paper aeroplanes. They were experimenting with aero-dynamics as they attempted to guide and direct their planes. Hugo had an idea – he wanted to make holes in cardboard as a means to experiment with directing

his plane through a small space, and was determined to make the ‘holes’ into shapes.

As Hugo and Nono worked on the shapes, they were expressing their ideas through the language of Mathematics.



Hugo and Nono measure shapes whilst making their target for aeroplanes.



Tony takes aim, and watches as his aeroplane glides past the shapes.



Alice is making a mind map. Included in her ideas is the number 6. She is expressing herself through the language of Mathematics, showing us that her age is important to her.

The Hundred Languages of Children with English Language Learners

EtonHouse @ Korea

by Hannah Sung, Principal, EtonHouse Bundang



The Hundred Languages of Children is the core concept of the Reggio Emilia approach to represent the respect towards the learning of children. It is critical to build a team who can understand this concept at EtonHouse Bundang because the language use of English and Mandarin sometimes can be viewed as barriers of children’s learning with a high population of English Language Learners (ELL) at our school. People who can

truly believe in the importance of learning with daily opportunities to encounter many types of materials, expressive languages and points of view with hands-on activities are the types of the members we look for in our learning community.

They are the ones who can view ELL students as valuable resources with diverse culture at our school. EtonHouse Bundang is a school where the powerful image of child exists and flourishes everywhere. Every child is a competent learner with unique talents and children learn with hundred languages and even

more. English, Mandarin and Korean are only one of the communication tools children use for learning. Symbolic languages, including drawing, dancing, dramatic play, writing, painting and others are used to represent children’s wonderful ideas in our school. It is very rewarding to keep and share the unique concept of a Hundred Languages of Children in this society given the high academic pressure that young children face today.



Pop Culture at EtonHouse Toyko

EtonHouse @ Japan

by Angela Fitzpatrick, Principal

Could pop culture be included as one of the Hundred Languages of children?

Angry bird sling shots

When we implement and establish firm foundations of learning through the inquiry approach and project approach philosophies, it becomes visually evident that children naturally access many mediums and forms of the hundred languages.

In the Monkey Pod K class children have been interested in the well known angry bird's game. They have a specific interest in the sling shoot mechanics.

You may ask yourself what languages the children would want to use when investigating the sling shoot.

Here are some photographs of various languages used in this systematic investigation.

Children's Hundred Languages support and guide their knowledge, setting their cognitive pathways for the next step to formal learning.

The natural learning of interest based inquiry is the most powerful way of giving children rich and practical knowledge for their age and time.

It is important that we create memories of learning and in return, develop creative thinking skills for the future.

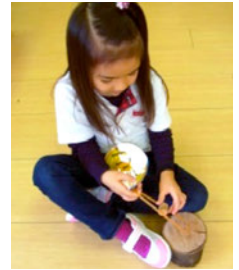
Pop culture can provide educators with powerful pathways to extend children's working theories about the world around them.

Pop culture could be a medium of the Hundred Languages.

By using pop culture in a positive way, teachers can encourage children to develop sustained information. It allows children to be creative, expressive, and social and gain intellectual and cognitive information and interactions.

At EtonHouse Tokyo, we use as many different forms of children's Hundred Languages to empower their learning alongside their interests.

The beginning



The languages of interpretation, invention, replication

Planning process



The languages of marks on paper, visualization of images

Upgrade using wire



The languages of trial and error, creative design, rethinking, wire, materials

Drawing onto the wood



The languages of measurement, scale, proportion, dimensions, modelling

Building process



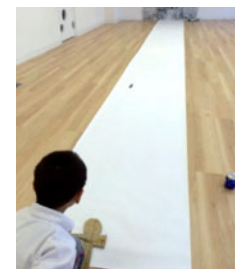
The languages of construction, creating, using tool for a purpose, manufacturing, prototype construction, strength and body movement

Testing and building forts



The languages of projection, physics, architecture, volume, dimensions, space

Ending competitions



The languages of success, movement, speed, space, projection, competition, graphing, team work, communication, recording, mathematical concepts.

The Hundred Languages of Children

EtonHouse @ Jakarta

by Sonya Baldwin, K1 Teacher

We as adults, teachers and parents need to respect every child and acknowledge that every child is 'unique'. Teachers must understand the children's backgrounds, characters and learning styles as to be able to facilitate and support their learning process.

Some children represent their learning through their drawings, while others learn through manipulating clay or dough or through other mediums. We say children have a hundred languages.

For example, in my class the children are currently inquiring into different dinosaurs; some children will express what they have learned in their drawings, while others may show their knowledge by working with clay to make fossils of dinosaur bones, while another group of children may role play and dance around stomping like dinosaurs.



"I did it, this is Apatosaurus fossil." said Chloe



"I like Apatosaurus. Apatosaurus is a herbivore and big. It is bigger than a bus." said Mia



Hilton: "Marc, let's draw 17 plates on our stegosaurus".
Marc: "Yes, like this, Hilton."

We have to understand that children are all different and learn in different ways. As teachers we watch children closely and listen, respecting the different ways they express themselves using the hundred languages such as drawing, verbal language, symbols, media, clay, role playing etc.

Through my observations, when I see the children drawing a stegosaurus and being able to put all the 17 plates into their

drawing and number the plates, I know that they understand numeracy, the same way as a child who is role playing a stegosaurus and describes how a stegosaurus has 17 plates on his back, and again another child using clay to make the same stegosaurus may put the 17 plates on his/her creation. As facilitators we continue to set up appropriate provocations to extend and deepen children's learning and thinking.

Some children love to repeat the same activity until they are satisfied with the outcome. Teachers must allow this to occur to help in their learning process as "practice makes perfect".

We must respect children's learning processes and work together to reach the intended learning outcomes.



Watch us doing the Dinosaurs Stomp!

Nature as a Source of Inspiration and Provocation

EtonHouse @ Surabaya

by Allison Potter, Principal

Nature has given us the perfect opportunity to express ourselves in a hundred ways!

During a recent excursion to the mountains Julian (N1 teacher) discovered a large caterpillar. Oh! She wondered, would the children find this a source of interest? The next day she brought the caterpillar into class and the children's questions kept coming day after day, "How many legs has the caterpillar got?"

The children, their parents and grandparents came to see the new visitor.

Friends and family of EtonHouse brought in different leaves and fruits and the children observed the caterpillar's favourites.

Two days later to everyone's surprise and excitement the caterpillar transformed in front of their very eyes. Its body now enclosed in a brown covering.



was fading.

Then, on Wednesday 6th May 2015, what greeted the children was a beautiful big butterfly. Wow!

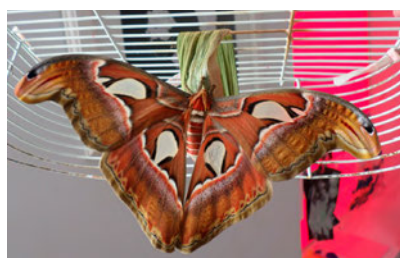
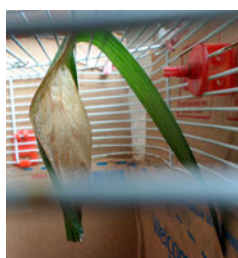
The children had been inspired to conduct a scientific investigation, observing recording and



The children asked each other in wonder, "What has become of our lovely green caterpillar?" It brought great excitement. How can this be? "A cocoon!" exclaimed a child "That is what it is now."

The children checked the cocoon daily watching for any change. Each day that past was noted on the calendar.

After the second week there was no change, hope



learning about the habits and life cycle of the butterfly, stage by stage and close up.

It instilled a sense of wonder and made learning visible. It was time to release this beautiful creature and give it freedom to fly and continue its journey in nature.

Supporting Children to Express themselves through Different Languages

EtonHouse @ India



Probably the most well-known aspect of the Reggio Emilia Approach. The belief that children use many different ways to show their understanding and express their thoughts and creativity.

A hundred different ways of thinking, of discovering, of learning. Through drawing and sculpting, through dance and movement, through painting and pretend play, through modelling and music, and that each one of these Hundred Languages must be valued and nurtured.

Through music children often explore the high and low notes using various instruments. Observing sounds in the environment and creating sounds with natural resources is also one of the languages that children express themselves in.

Outdoor play gives children an opportunity to express through verbal language and build

confidence to initiate social interaction. Art is the most popular medium of expression in a pre-school. Experimenting with paint mixed in various textures and using different tools to paint excites them.

These selected interests are then developed through 'projects' or 'investigations' – involving relevant, fun and interesting, hands-on learning experiences in which the children express their own theories and understandings through a variety of representative mediums. All children are equally given a host of opportunities

as they journey to reach their full potential.

For example this year, the children were encouraged to make a graphic representation of the first thing that came to their mind. These graphical representations were then displayed during the Annual Concert where the children spoke confidently in front of a crowd of 500 guests to express themselves and



give meaning to their creations.

