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Environmental and Social Citizenship

The environment is an aggregate of all elements and conditions that supports our lives. It is an integral part of who we are and what our future will look like. The environment reflects our past and present values and offers a window into the future. Environmental education empowers us to consider our roles and responsibilities into looking after our world, promotes sustainable lifestyles and the well-being of our future generations. It develops an attitude of care and responsibility, skills and knowledge in our young learners.

Environmental citizenship as I would like to call it is a sense of responsibility that we inherit from the time we are born towards our eco-system whereas social citizenship is the duty of care towards people and society. This is innate to who we are and what we become. Education related to our environment and society is thus as integral to a child's education as are literacy, numeracy, social and physical education.



At EtonHouse, our inquiry based curriculum includes environmental education from the pre-school years, reflected in our image of the child of the 21st century. It is a multi-disciplinary approach towards developing knowledge, understanding, specific skills, behaviours and attitudes towards a sustainable future for all. It therefore gives me great pleasure that we have chosen to talk about this very important aspect of an EtonHouse education.

Our schools engage in a variety of innovative practice towards ensuring that environmental and social responsibility are an important aspect in the lives of our children. Though initiatives such as in-kind giving, team volunteering, social impact efforts, management of school and community resources, events and school based learning on environmental issues, outcomes and solutions, the EtonHouse learning community of teachers, children and parents work collaboratively to embrace Environmental and Social Citizenship in the true sense of the word.

We are also very fortunate to be a part of a global community of learners spread across different parts of

the world. EtonHouse schools are now in 11 countries across 90 campuses and educate more than 9,000 students from many different nationalities. Such a dynamic and vibrant community of international learners brings a truly global and culturally rich learning environment to our classrooms. The global and local discussions around concepts and issues related our environment, sustainability and social contexts are therefore so much more vibrant and meaningful.

New Developments at EtonHouse

It gives me great pleasure to share with you that EtonHouse was selected by the Ministry of Social and Family Development (MSF) in Singapore to be part of the Anchor Operator (AOP) Scheme and will launch E-Bridge Pre-School under the scheme, providing high quality and affordable early childhood services for Singaporean families. Anchor operators were selected based on track record and how

they demonstrated commitment and ability to meet the demand for early childhood services, offer good quality and affordable programmes, expand outreach to low income families, and provide sector leadership in manpower development. This initiative further strengthens our social impact initiatives towards making a difference through good quality education. We have also commenced operations in Hong Kong, Surabaya and new cities in China and recently concluded a successful international conference through REACH (Reggio Emilia in Asia for Children).

This edition of the corporate newsletter shares information on all these new developments and has a wonderful selection of articles that reinforces our commitment to building environmental and social citizenship amongst the EtonHouse global community of learners. I hope you enjoy reading it.

Ng Gim Choo
Group Managing Director
EtonHouse International Education Group

EtonHouse Launches E-Bridge Pre-School under the Anchor Operator Scheme

EtonHouse has been appointed by the Government of Singapore to be a pre-school "anchor operator" (AOP), and will launch E-Bridge Pre-Schools under the AOP scheme. The AOP scheme was introduced by the Singapore Government to scale up the provision of good quality and affordable early years programmes reaching out to a wider community in Singapore. This is the first time the Government has opened up the scheme to private operators, and EtonHouse is honoured to be selected and appointed from amongst several others who expressed their interest to be a part of this initiative. EtonHouse is happy to have this very important and meaningful opportunity to play a more active role in shaping the future direction of early childhood education in Singapore.



Mr. Chan Chun Sing, Minister for Social and Family Development (MSF) with Mrs Ng Gim Choo, Founder and Managing Director of EtonHouse

There will be three E-Bridge centres commencing operations in the third quarter of 2014. Learn more about E-Bridge Pre-School from www.e-bridge.edu.sg.

REACH Conference - *Walking on Silk Threads*

The REACH (Reggio Emilia in Asia for Children) conference titled *Walking on Silk Threads* was held in Singapore from 13th to 15th March 2014. Tiziana Filippini (well known pedagogue) and Loretta Bertani (Atelierista) from Reggio Emilia, Northern Italy, shared of their rich experience across the 3 days. Participants had the opportunity to reflect on the significance of pedagogical documentation and the Atelier as a way of working with children. The conference was attended by more than 200 educators, parents and administrators from 15 different countries across the Asia Pacific. Delegates were deeply inspired, motivated and encouraged by the speakers.

To find out more about REACH, visit www.reach.edu.sg or email enquiry@reach.edu.sg.



Left to Right: Ms Tiziana Filippini – conference speaker, Ms Veronica Manson representing the Italian Cultural Institute, Singapore, Ms Loretta Bertani - conference speaker

EtonHouse in Hong Kong

The official opening of the very first EtonHouse campus in Hong Kong in Tam Tam on the 27th March was a huge success, well attended by guests from the consulates, business partners, education experts, representatives from international schools, property developers, friends and well-wishers. Plans are underway to open new campuses in Hong Kong - a pre-school in a Sinoland development in the New Territories and a primary school in the near future.



EtonHouse looks forward to further collaboration with the community in Hong Kong to offer an inspiring international education in the early years

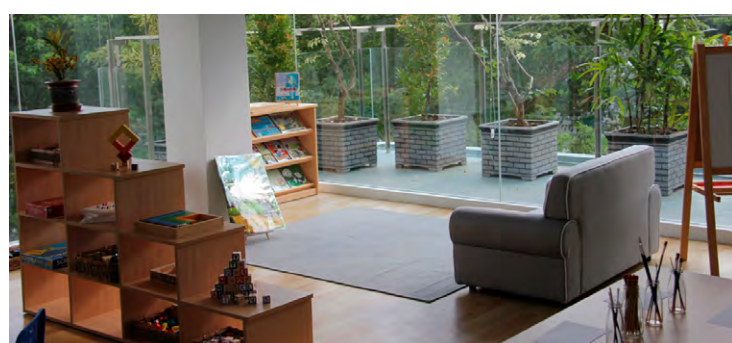
and beyond.

Log on to www.etonhouse.com.hk

EtonHouse Launches First Campus in Surabaya, Indonesia

A brand new EtonHouse International Pre-School has opened in Surabaya, Indonesia. Located in Citraland, the school will offer the renowned EtonHouse Inquire-Think-Learn curriculum to children from 18 months to 6 years of age. With a high quality inspiring learning environment, the new EtonHouse International Pre-School is set to establish exemplary standards of excellence and a new direction in early childhood education in Surabaya.

Log on to <http://www.etonhouse.co.id/en/schools/surabaya>



EtonHouse to Open Largest Pre-school in Singapore that will Establish New Standards



Artist Impression of the Library in EtonHouse Thomson

Singapore's first IB standalone pre-school will be relocating from Orchard Boulevard to 8 Thomson Lane. The new EtonHouse International Pre-School housed in a beautiful colonial style building sits on a hilltop and has unique traditional architectural features like a charming European water fountain and exquisite stained glass ceilings. Built over 200,000 sq ft, this pre-school is the largest in Singapore and will set new standards as an innovative pre-school environment based on research and best practice. Children will have access to extensive outdoor areas and a range of facilities and innovative features such as the piazza, alfresco dining areas, spacious classrooms with verandas, designated library spaces, the Atelier of Art, the Atelier of Light and a swimming pool. The campus is scheduled to open its doors in August 2014 to children from 18 months to 6 years old.



Artist Impression of the outdoor area in EtonHouse Thomson



An Inquiry into Sharing the Planet

EtonHouse @ Orchard

by Leanne Sunarya, Senior Principal on behalf of the K2 Ants



At EtonHouse Orchard, the big ideas that underpin Inquire, Think, Learn and the IB PYP curriculum place citizenship in the 21st century as priority to all the work we do alongside children.

Our inquiries

- explore what it means to develop skills for living in the world;
- consider diverse ways of thinking; and
- evolve in ways that emphasise communication

and collaboration

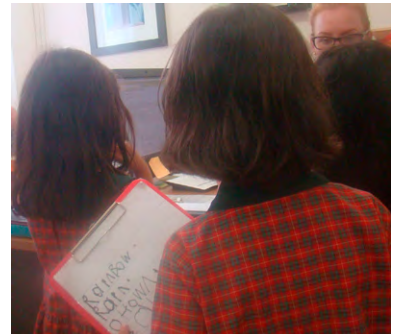
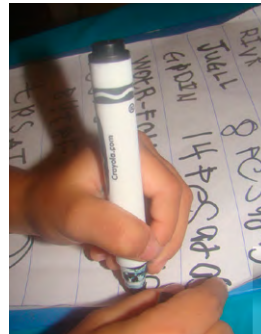
During the Sharing the Planet Unit of Inquiry, the K2 Ants class began to consider their personal usage of paper.

“We have to go to all the classes and see which class uses the less and then we can follow them.”

The children strategised about how they would approach this idea. They developed a tally sheet to collect data as they interviewed our community. They found out that the class that used the least amount of paper have an agreement to use only 2 pieces of paper a day

each and they also cut the paper in two pieces and use both sides. The K2 Ants decided that they should do the same, but they would use only one paper a week.

The group talked to their friends about signing out paper on a Monday morning and using the paper for the rest of the week. This action was monitored and was continually reviewed as the children considered the impact their decision had on their daily lives.



Social Responsibility – A Shared Goal at Claymore...

EtonHouse @ Claymore

by Lisamarie Hughes, Principal

Our ‘Image of Child’ at Claymore describes how ‘we see children as people with rights and responsibilities’.



Social responsibility at Claymore continues to be an integral aspect to support a strong interpersonal and physical environment. Teachers continue to nurture an attitude of care with the

children towards people and things around them. We believe day to day experiences, interactions and encounters support children with reflections and connections to view themselves as individuals who influence and are influenced by others within their context (The Child as a Social/Cultural Being, ITL Framework).

All stakeholders, parents, teachers and children create a culture of social responsibility.

A glimpse into what this looks like in our practice:

We invite children to participate in real projects that make a difference to the community. Therefore, the

children’s suggestion to add a zebra crossing to the outdoor space, allowing friends to cross the bike track safely was honoured. This project supported social responsibility towards the environment and the people in it.



Another example would be the manner in which teachers and parents slow down and take time to value and appreciate ideas and materials. During our celebration of learning evening, parents dialogued with their child regarding their work that was respectfully displayed, further nurturing appreciation of ideas and materials in our social world.



Environmental and Social Responsibility

EtonHouse @ Newton

by Madhulika Varma, Class Teacher



Ms. Pooja is supporting the children's discussions on the needs of plants and how to care for them.

who are environmentally friendly as well as socially responsible. We believe that the nurturing of a good citizen in the understanding of these 'big' concepts should be initiated at an early age.

A very important role is played by the 'Three R's' while educating children on how to be environmentally friendly. We know that the three most significant strategies on

washing hands; switching off the lights and fans when the room is not in use; reducing the amount of paper used and often recycling it. These are the building blocks to developing a sense of environmental and social responsibility amongst young learners and are instilled at a very young age amongst our children.

From my perspective as the educator of 3 year olds, the concept of environmental & social responsibility is a vast one. So at EtonHouse Newton, we educators strive to create students

being environmentally friendly are 'Reduce, Reuse and Recycle'. We share these values with the children at an early age...using water sensibly while



Dohyun is requesting Nichole to take one tissue at a time



Kohta is mindful of his friends' safety. He spent 10 minutes fixing the mat so that no one would trip over.

A Part of Social Responsibility is to be Environmentally Responsible

EtonHouse @ 223 Mountbatten Road

by Joy Tan, Vice Principal

When we first started celebrating Earth Day in school many years ago, we wanted to use the Earth Day events as a way to jump-start environmental consciousness within the children under our care. We talked about why we needed to plant more trees, learnt about the endangered wildlife, and discussed the 3Rs – reuse, reduce, recycle - in our classrooms. It was a good start but it was not enough.



awareness through our daily routines. Gathering and working with recycled materials for

Over the years, our teachers and children have learnt to be advocates and role models amongst their friends and family members as we began to reflect on our environmental

creative art purposes has become a norm in EtonHouse @M223. For the last 18 months, our children and families have been actively contributing to the collection of ring tabs. These tabs are sent to Thailand to make components for artificial limbs for the less fortunate.

Our involvement in spreading the message of being environmentally responsible is also a reflection of our social responsibility to develop social consciousness and to start making changes in our daily lives for a sustainable Earth for the future.



"You have the power to change things" -- Leandro luorno, K2 Panthers

Connecting with the Environment

EtonHouse @ Vanda

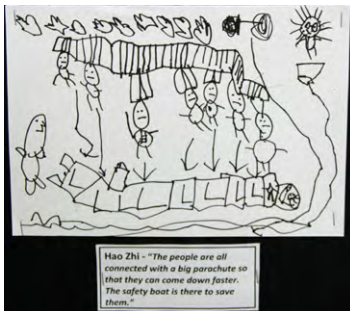
by Ng Shu Ping, Principal

Forest green
sea green
lime green, pea green...
...all green...
forever green
~ Green by Laura Vaccaro Seeger

When we see colour, what do we see? Do we notice the different shades of colour?



Our world is full of magnificent



shades of green.

The Nursery 2 children too began mixing their own shade of green and came up with different names. Some collaborated to build houses for flowers and leaves. Others got down to drawing - analysing the colours of the plant before drawing, selecting the colours accurately and developing observation skills and concentration in drawing.

An invitation to the children to look closely and explore variations of beauty in nature, noticing subtle differences in colours and shapes. "How can we be a friend to the environment? What do



we love about our environment?", were questions posed by the teachers.

Colours offer a way of understanding and appreciating the world. The pre-nursery children explored primary colours while our nursery 1 and kindergarten children focused on relationships with people and places.

This connection to nature and the environment permeates our pre-school.

Reduce Wastage – Shared Responsibility

EtonHouse @ Outram

by Chia Bee Yong, Principal

Protecting the environment should be a shared responsibility of the community. One small step towards this goal helps in developing awareness amongst the children and staff in our school to reduce wastage, particularly in the use of paper. At the Pre-school level, we always endeavour to involve the children and to empower them in our efforts to protect the environment. Being the oldest in the Pre-School, the children in Kindergarten 2 were asked to think of ways to spread awareness amongst the younger children.



They discussed on how they could put up posters – with words and pictures to remind the children to reduce waste. They were mindful of the fact that to reach out to the younger ones who were perhaps

not able to read, they had to use pictures to share the message with them. They were also committed to being good role models for the younger children and to educating and guiding them on the proper use of the school's resources, particularly in the use of toilet paper, paper towel and soap. From this group of role models, we hope that all children, parents and staff will make a conscious effort to reduce wastage and protect the environment.

Early Experiences Shape Social Development

EtonHouse @ 717 Mountbatten

by Juliana, Siuwen and June, Class Teachers



The settings where young children spend their time and energy support their version of the world. Therefore, interactions experienced in the pre-school context helps young children learn how to participate later in adult community life (Miller, 2004). Educators play an important role as they interact, guide and support children to learn about their roles and the appropriate ways to function as part of a group.

At EtonHouse Mountbatten 717, the learning

environment promotes flexibility and is geared to individual needs, interests and choices. Relationships with children that are respectful and reciprocal are placed as a key emphasis in our teaching and learning process. In our daily practice, the educators support the children's social learning in the following areas through both planned learning experiences and spontaneous learning moments:



- Sharing responsibility for their learning environment
- Participating and contributing to the small group learning
- Solving problems and conflicts among peers in peaceful ways
- Valuing diversity; showing respect and appreciation to the different cultures and practices amongst the group

Exploring Nature and Taking Ownership

EtonHouse @ 718 Mountbatten

by KIB Woodpeckers



"Plants can grow and eat like us, so they can like music like us also!"

KIB Woodpeckers

As the K1 Woodpeckers continue to explore the natural world, the children are continuously building on their understandings of the interactions and relationships between plants and humans and that we all depend on each other in a world of interacting systems in order to survive and

thrive. This has led to the children to take ownership over responsibilities towards plants in and out of the classroom.

As an initial provocation into exploring the nature of plants, the children planted some green beans and some kidney beans.

"The kidney beans are in the AC room so it takes longer to grow. The green beans are outside."

The children shared their wonderings and understandings with one another during our morning meeting.

"But we are bringing our seeds out every day, why can it still die?"

"Who is taking care of it on the weekend? We are not there."

The children are also working closely with the gardener in the

garden space and have planted a variety of seeds in this space, and continue to help the gardener in weeding and watering the garden. As a provocation to further extend our inquiry we went on an excursion to the Bollywood Vegetable Farm. Through this experience, the children drew connections between their farming practices in school, and those that they saw the farmers engage with on the excursion.

"The farmer takes care of the plants. Who takes care of the farmer? The farmer also needs someone to take care of him"



Environmental and Social Responsibility at Hampton Pre-School

Hampton Pre-School @ Bishan

by Nur Syazwani Sukarman, K2 Senior Teacher



Kai Shih Hao Ren shared his thoughts through a drawing he entitled, 'Water for everyone'. "All living things need water to survive. Our body need water to stay healthy. Animals and plants need water to grow too."

"Nature is not a place to visit. It is home." (Gary Snyder)

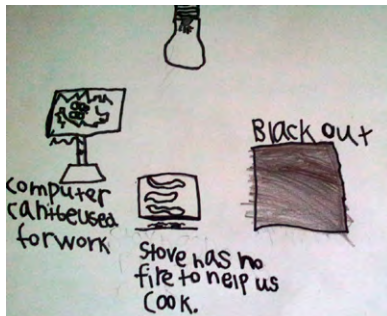
At Hampton Pre-School (Bishan), we believe that our children are imperative allies in our efforts to inculcate exemplary practice of protecting and preserving earth's resources. Supporting children in their understanding towards the importance of conservation builds their sense of responsibility for the well being of earth and their role in its preservation.

An inquiry about plants led the K2 children to an investigation on what plants needed in order

to grow. During a nature jaunt around the neighbourhood, they observed that most of the leaves and grass had turned yellow. This observation sparked a discussion about the recent dry spells that we were facing in Singapore. The children theorised and made connections between the changes in weather and its effects on the well being of plants. Their theories led them to realise how a lack of water can impact the natural environment.

The children started expressing concerns about wastage of water in their daily context. Ang Kaixiu added that at times, he also noticed wastage of electricity. This triggered an active discussion on the importance of energy conservation.

Parents were invited to engage the children in discussions which revolved around the use of water and energy both in school and at home. The children soon realised that they can do more by sharing the message of conservation with the community. Claire Tan suggested, "We can put up posters around the neighbourhood



Ang Kaixiu's illustration of what happens if earth runs out of energy, "Energy makes things work. It gives us light so that we can still see in the dark. If there is no energy, we can't even use the computer or cook food to eat."



One group of children focused on the energy poster. Photos depict children at work as they planned the layout of their poster and wrote messages to encourage responsible usage of electrical appliances for energy conservation. Title of poster: "Switch Off!"



to remind everyone to save water and energy." The children learnt to recognise their decisions and actions as valuable contributions

in ensuring the sustainability of the world's resources. For instance, they chose to draw and design their posters instead of printing them out. As Claire reasoned, "Using the computer for a long time uses a lot of energy. How are we going to tell

others to save energy if we are not doing it ourselves."



Another group of children worked on the water poster. Photos depict children drawing and writing

suggestions on how we can do our part in saving water at home. Title of poster: "Let's save water!"

Preschool Gardening: A Thoughtful Environmental Practice

EtonHouse @ Shanghai

by Lola Alvarez, Keira Collins and Annie Wang Berger - Shanghai Teaching Team

At EtonHouse, we believe it is important for children to understand their place in the world and the role that they can play in protecting the environment. We encourage our children to learn how to be environmentally responsible and we empower them to make a difference.



all reducing outdoor time for our children.

At EtonHouse, we engage our children in environmentally sensitive practices. One way we do this is by inviting children to plant their own garden. Gardening gives children the experience of being in nature and taking care of living things. It is an interactive environment where children



learn the interconnections between plants, animals and people.

Gardening allows children to:

- Explore questions and enhance children's curiosity: What do worms do in a garden?



- Gain patience as they have to watch and wait for the seed to grow and change
- Improve fine motor skills and eye-hand coordination
- Reinforce Math skills by comparing and contrasting plants

Current research confirms that experiences in the early years help establish lifelong behaviour and values, and this reinforces the reason why sustainability education plays a key role in our curriculum framework. Unfortunately, connecting children with nature is not something that happens easily these days, with television and video games

Think: Reduce, Reuse and Recycle

EtonHouse @ Times Square, Chengdu

by Georgina Iraheta, PYP Coordinator

At EtonHouse Times Residence Chengdu, the Year 1 students are exploring the transdisciplinary theme: "Sharing the Planet" with the central idea: "People can make choices to support the sustainability of the Earth's resources". The teachers worked together to design provocations that would encourage students to think about the interdependence between nature and humans as well as individual responsibility to take care of the resource that we share with all living things. The children



Yechan Recycling

showed great enthusiasm and turned that into concrete actions: after learning about the impact that the production of energy has on the quality of air, children started a "Save Energy" campaign around the school. They went around monitoring that the lights were turned off if they were not needed. In the music class, children learned to make musical instruments out of milk cartons. That way, they turned something that was otherwise a waste into a useful tool. In their own classrooms,

children have placed recycling boxes for paper, plastic and glass. This way children understand that individual choices of reduce; reuse and recycle have an impact on the environment.



Mark Showing us how to make a Musical Instrument with Recycling Materials



Year 1 Student Switching off the Lights

Our New Remida

EtonHouse @ Hong Kong

by Allison Banbury, Principal EtonHouse Tai Tam

When creating an atelier within our new campus we decided to allocate space to a remida (recycling centre). We wanted to gather materials whose use and meaning could be re-invented by the children and teachers, and to develop the idea that waste materials can become a valuable resource within the school.



resources form the basis of our remida at present.

The teachers have already begun to use the materials to resource the learning experiences they are creating, including the creation of a sensory corner for use by our Playgroup children.

As well as providing resources



to develop our environment as the third teacher, the remida is being set up in a way that will enable children to access materials for their projects.



The remida is a project through which we can promote environmental responsibility. As a new school we were fortunate enough to have remnants of the building materials used during its refurbishment. The delivery of new equipment provided us with a range of packaging of all shapes, sizes and types of material. These



We hope that the school and wider community will support the development of our remida through donations. These will enable the children and staff to be resourced with materials through which they can communicate their thoughts and ideas in a creative and ideas in creative and meaningful ways.

Environmental Responsibility in a High Density Urban Environment

EtonHouse @ Japan

by Angela Fitzpatrick, Principal

Coming from a country like New Zealand where space, nature and freedom to play are taken for granted, it is difficult to comprehend that children raised in highly urbanised cities like Tokyo do not have free access to nature or similar understanding of their responsibilities in relation to nature. Schools are often located in the heart of the city, in high rise buildings and with little or no outdoor area.

Often creating a relationship with nature is put into the "too hard" basket, but it doesn't take a lot to spark children's curiosity. It is the teacher's responsibility to think outside of the box to bring nature into play spaces. This can be as simple as a car tyre filled with dirt to create



Proposed new outdoor area for EtonHouse Tokyo

a mini garden, hanging honey coated pine cones to attract local birds, recycled plastic bottles as hanging planters, truck tyres filled with sand for sand play (in fact don't be afraid to try an indoor

sandpit...)

It is also important to make children aware of the environmental impact of the resources they use, such as using recycled paper for making paper planes instead of new paper, as many children raised in urban cities are unaware of the primary source of paper and how this impacts on our greater environment and the animals that live within it.

At EtonHouse Tokyo we are currently redeveloping our outdoor area to help our children gain a deeper understanding of nature.

Treasure Our Trash

EtonHouse @ Jakarta

by Chris Hartman, Vice Principal and K2 teacher

Jakarta is not a city known for its lush and abundant parks and some of its residents discard rubbish as soon as they can, not taking into account whether it is the proper place for it. In our school, we make caring for one's environment a great issue during discussions and reflections. We do our



Rooted hibiscus cutting



Recycling center

Working together with parents, we have set up a recycling center where the children can get all sorts of materials for their artwork. The children are also free to experiment with all kinds of materials in all the different learning centers in and around our school. As they work and play together, the children become more aware of the effects of their own actions on their environments.



Trash and flooding

best to help children realize that they have a responsibility to care for their environment. We also try our best to make sure that this sense of responsibility does not stop at the school's

exit. Instead we try to inspire a feeling of wanting to care for their world as a whole. Children's thinking grows on a daily basis. It is therefore important to inspire a sense of care for the environment as early as possible.



Treasure our trash

Encounters With Nature

EtonHouse @ Cambodia

by Kaithri, Principal

"It is not the language of painters but the language of nature which one should listen to...The feeling for the things themselves, for reality, is more important than the feeling for pictures." – Vincent van Gogh

At EtonHouse Phnom Penh, the importance of sustainability has initiated with awareness and positive behaviors to appreciate encounters with nature.

Here are some examples of our children displaying awareness of our natural surroundings and demonstrating responsibility towards caring for our environment.

The song – "It is a Wonderful World" by Louis Armstrong, inspired our children to engage in creative



music and movement. During discussion, they demonstrated a keen interest particularly towards plants, trees and flowers, Sydney commented, "Let's go outside" to say thank you to trees". Extending upon their suggestion, we went outdoors to say thank you to the various elements present within our beautiful mother nature.



to connect and build relationships with the natural world, based on appreciation and respect for our 'Wonderful World' as inspired by the song.

Teachers have also designed inviting and purposeful learning spaces, embracing the use of natural materials. These materials have

Sarah: I want to say thank you the tree for giving me food

Rashid: The leaves smell so good, so I say thank you

After several class discussions, children have decided to design a tree house to extend their thinking. They will continue

the potential to draw the children and encourage exploration, to enhance learning and discovery.

The children have also taken the initiative to take care of plants around the school – to water them regularly and to remove dead leaves too. As children encounter the marvels of nature's creation from an early age and nurture their innate curiosity, their love for life long learning begins too.

Environment as a Third Teacher

EtonHouse @ Malaysia

by Claire Elizabeth Blake, Principal

Beginning on the path of Reggio-inspired practice has taught me many lessons. I have visited schools around the country and had reinforced time after time the idea that what we believe about children is visible in the choices we make within our schools. Nowhere is this more evident than in the environment. The choices about the environment we create also link directly to the play and learning in individual classrooms and schools. As part of the educational experience,



we can render a great influence on the how and why of the actual play that is enacted, and curriculum engaged, by virtue of the choices we make in constructing these spaces. It is for these reasons that the environment is a wonderfully concrete place to begin asking educators to look at what they are communicating about how they view children. EtonHouse Malaysia creates environments that

are intentional. The organisation of our physical environment is crucial in our early childhood programme. Classrooms capture the attention of both adults and children through the use of mirrors, light tables, photographs and children's work. Spaces inform and engage the viewer and carefully draw attention to the aesthetic features within it.

Environment and Relationships

EtonHouse @ India

It is important to teach children that everything on this earth is interrelated and how their actions affect the well-being of the environment. It is our constant endeavour to instill in children a sense of responsibility towards our environment.

At Vivero Powai, Mumbai children are encouraged to keep their immediate surroundings clean. As a part of this initiative, they were taken on a cleanup drive in the vicinity of the school. Children collected fallen twigs,



leaves, flowers and stones. They were also taught the right manner of disposing waste, by segregating it. Children also interacted with the cleaner who keeps the school premises clean and thanked him for his efforts.

While in Vivero Jubilee Hills, Hyderabad the arrival

of some pets was greeted with much excitement and frenzy. Anatole France has rightly said "Until

one has loved an animal, a part of one's soul remains unawakened". The rabbits and birds garnered a lot of attention and children were seen talking to the birds and feeding the rabbits. It was also heartening to see children bring in food especially for our furry friends. It

was observed that interacting closely with animals helped develop children's social, emotional and cognitive skills and promoted caring for another being and sensitivity towards animals.

Such activities encourage children to develop an empathetic relationship with the environment.

