

SEOUL
FOREIGN
SCHOOL
ELEMENTARY SCHOOL

KINDERGARTEN

GRADE LEVEL
GUIDE
2023-2024



INSPIRING EXCELLENCE, BUILDING CHARACTER - SINCE 1912

Mission Statement

Seoul Foreign School,
Centered in Christ,
inspires a passion for learning,
pursues academic and
creative excellence and
is dedicated to the service of others.

Message from the Grade Level Team

Dear Parents of Kindergarten students,

Welcome to Kindergarten!

We are a team of experienced and enthusiastic play based and Reggio Emilia inspired educators committed to providing learning experiences for the children in our classes that capture their curiosity, challenge them academically and inspire lifelong passion for learning.

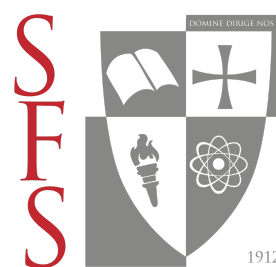
We will communicate with you on a regular basis via Seesaw and email. Our Seesaw posts and weekly updates will provide a window into your child's day and will allow you to develop a practical understanding of our program.

Yours sincerely,

The Kindergarten Team

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Who's Who in Kindergarten

GRADE LEVEL/SUBJECT AREA	NAME	CLASS	EMAIL
Class Teacher	Grace Jung	KJ	grace.jung@seoulforeign.org
Class Assistant	Sua Lee	KJ	sua.lee@seoulforeign.org
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Class Assistant	Angela Jang	KR	angela.jang@seoulforeign.org
Class Teacher	Darcell Castillo	KC	darcell.castillo@seoulforeign.org
Class Assistant	Christine Lee	KC	christine.lee@seoulforeign.org
Teacher Librarian	Mara Hakim		mara.hakim@seoulforeign.org
Personal & Social Education (PSE) : PreK - Grade 2 Counselor	Jennifer Bush		jennifer.bush@seoulforeign.org
Personal, Social & Physical Education (PSPE) (PE)	Bec Stockdale		bec.stockdale@seoulforeign.org
STEM Lead / EdTech Coach	Rachelle Ryness		rachelle.ryness@seoulforeign.org
World Languages (Korean)	Joanna Lee		joanna.lee@seoulforeign.org
World Languages (Korean)	Seungmin Kang		seungmin.kang@seoulforeign.org
World Languages (Korean)	Deborah Lee		deborah.lee@seoulforeign.org
World Languages (Chinese)	Michelle Zhang		michelle.zhang@seoulforeign.org
World Languages (Chinese)	Ling Guo		ling.guo@seoulforeign.org
Music	Esther Jun		esther.jun@seoulforeign.org
Visual Arts	Caleen Williams		caleen.williams@seoulforeign.org



Kindergarten Procedures

Getting ready

- Please label all personal items clearly.
- Please prepare a large backpack to fit to following:
 - A refillable, non-spill water bottle
 - A reusable snack box, big enough to hold 2 large snacks
 - A complete set of clothing to be left at school in case of emergencies, all labeled and in a zip lock bag.
- Practice listening to others, sharing thoughts, sharing toys, negotiating play, being imaginative.

Building good habits

- Support students to pack their backpack with a refillable water bottle, large snack box, and white zippy bag/folder (issued by your teacher)
- Plan to be at school by 7:50 am each day.

Settling in

- Try to keep goodbyes happy and short
- Children can bring a soft toy to help them if they need it at the beginning of the year.
- Please send in 1 family photo in the first two days of school, seeing family photos can help children to settle. Please share electronically to your homeroom teacher's email account.

Daily routine

- Classrooms open at 7:55 am, and we start class at 8:00 am Each homeroom will share their daily schedule with you.
- Students are dismissed at 2:55 pm

Meals & Snacks

- Please provide two large healthy snacks each day with a variety of ready-to-eat fruit/vegetable sticks, milk/cheese/yoghurt, and sandwich/kimbap/crackers.
- Lunch can be provided from home or by J&J Catering.

Extra Clothes

- Please provide one full set of clothes: shirt/t-shirt, pants/skirt/ leggings, underwear and socks, jumper/sweater in cold months, to be kept at school in your child's cubby.
- Rain boots and jackets to be kept in your child's cubby for rainy day play.

Toileting

- Students need to be independent in the bathroom.

Supporting at home

- Read to your child daily
- Play with and talk with your child daily
- Encourage your child to share their thought process with you
- Seesaw Journal and Class Updates (weekly)

- Learning will be documented in the Seesaw Journal
- Use the Seesaw inbox to contact the homeroom teacher
- Talk through the Seesaw posts with your child to reinforce learning.

Christian Ethos

SFS is a Christian school for everyone and we are a community, centered in Christ. This means we lead by example and model our Christ-like attitudes:

Love, Faith, Service,
Self-Control, Compassion,
Acceptance, Forgiveness,
Integrity, Hope & Joy

We expect all our students to treat each other with respect. SFS is not affiliated with a particular denomination, nor with a particular church, and does not have weekly chapels. SFS enrolls students from all religious backgrounds and welcomes them as integral members of our diverse community. Daily Devotions and specific units of inquiry offers many opportunities for students to learn and share. The real Christian experience at SFS, however, does not come from any formal study but instead from the examples modeled by our community who treats everyone with respect, care, love, trust, integrity and forgiveness (our Christ-like attitudes).

International Baccalaureate Primary Years Programme (PYP)

We are an authorized International Baccalaureate Organization Primary Years Programme (PYP) school. Designed for students ages 3-12, the IB Primary Years Programme (PYP) provides the knowledge, concepts, skills, personal attributes and the capacity to take action, all of which younger students need to equip them for successful lives, both now and in the future.

Learning Through Inquiry

A child's investigations across and beyond subject areas will strengthen knowledge and understanding as they explore global, topical and relevant 'big picture' questions, or transdisciplinary themes.

Inquiry-Based Learning Looks Like

- Students asking questions, being engaged in their learning and seeing themselves as capable, powerful members of our community
- Students demonstrating ownership of their learning
- Students demonstrating responsibility for evidencing their learning and development through goal setting and an ongoing process of reflection
- Students sharing their voice and making choices in their learning

- Students testing theories, and generalizations to become deep thinkers
- Students embracing challenge and the breadth of knowledge each subject offers us
- Students seeing how deep learning takes places when subjects are connected by key concepts and transdisciplinary units
- Students learning to collaborate, share, take-turns and work together to take action

Student-centered learning

The PYP provides an ideal foundation for children to become successful, lifelong learners by developing their:

- social and emotional well-being
- independence, as they take responsibility for their own learning
- international mindedness
- understanding of the world and their ability to function effectively within it
- attitudes and dispositions for learning
- ability to take mindful, appropriate and sustainable student-initiated action

Transdisciplinary Themes

All subject and skill learning in the PYP is organized by six transdisciplinary themes, each selected for their relevance to the real world. Our students explore

the commonalities of human experience by investigating these themes through units of inquiry designed by our educators, that form our elementary school programme of inquiry.

Learner Profile

The International Baccalaureate (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. Each of the IB's programmes is committed to the development of students according to the IB Learner Profile.

The profile aims to develop learners who are:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal

histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from their experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk Takers (Courageous)

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Principal Chats & Workshops

Throughout the year we offer parent workshops and Principal Chats in which we discuss key areas of the curriculum, our approaches to teaching and learning in the hope to provide further support and advice on helping all students be successful. Details and dates of these events are shared in the Principal's weekly updates.



Kindergarten Programme of Inquiry

	WHO WE ARE	HOW WE EXPRESS OURSELVES	HOW THE WORLD WORKS	SHARING THE PLANET
Central ideas	Agentic learners cooperate, care and share.	Creatives use different skills and strategies to communicate their thinking.	Simple machines make work easier and improve our quality of life	The actions of people impact other living things.
Lines of Inquiry	<ul style="list-style-type: none"> • What it means to be a learner (Form) • What we contribute to this community (Form & Responsibility) • How we make sure we all belong to this community (Responsibility) 	<ul style="list-style-type: none"> • Skills and strategies for expression (Function) • Different types of thinking (Perspective) • Creatives that take Action (Change) 	<ul style="list-style-type: none"> • Different kinds of simple machines (Form) • How simple machines work (Function) • How simple machines can make work easier for us and others (Connection) 	<ul style="list-style-type: none"> • The needs of living things (Causation) • The features and resources of habitats (Causation) • Ways we can be responsible for our environment (Responsibility)
Concepts	Form , Responsibility, Belonging, Community, Expression	Perspective, Change, Function, Creativity, Collaboration	Form, Function, Connection, Forces, Simple machines	Causation, Responsibility, Living things, Environment, Habitats
ATLS	Social - Interpersonal Relationships Communication - Exchanging information (listening, interpreting and speaking) Self-Management - Organization	Social - Social and emotional Communication - Literacy Thinking - Transfer Thinking - Creative	Self-Management - States of mind Thinking - Critical (analyzing and evaluating) Research - Information Literacy	Research - Information Literacy Thinking - Reflection
Learner Profile	Courageous, Caring, Open-Minded, Principled	Communicators, Knowledgeable, Reflective	Inquirer, Knowledgeable, Thinkers	Caring, Reflective, Balanced
Literacy	Launching Writing Workshop (Narrative)	Show and Tell (Information))	How to Writing (Opinion)	Narrative
Math	Number and Operations in base 10 Measurement and Data	Geometry Measurement and Data	Measurement and Data Number and Operations in base 10	Measurement and Data Operations and algebraic thinking

The Early Learner

Children are natural inquirers from birth; they have the capacity to learn about, interact with and interpret the world around them. From birth, children possess all kinds of mental abilities uniquely suited to these early phases of learning and development. They are curious and capable learners with a sense of agency, rich in potential, bringing valid skills, preferences and understandings to the educational process.

As Reggio Emilia inspired educators we believe that children, as human beings, possess a hundred languages: a hundred ways of thinking, expressing, understanding, of encountering otherness through a way of thinking that weaves together and does not separate the various dimensions of experience. The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and

creative processes, the myriad forms with which life is manifested and knowledge is constructed.

It is the responsibility of the infant-toddler center and the preschool to valorise all verbal and non-verbal languages with equal dignity

The role of the teacher

“To make a lovable school, industrious, inventive, liveable, documentable and communicable, a place of research, learning, re-cognition and reflection, where children, teachers and families feel well - is our point of arrival.”

- Loris Malaguzzi

In our PYP early years here at Seoul Foreign School, teachers take on many roles and identities, including: Facilitator, Researcher, Participant, Provocateur, Navigator, Observer, Documenter, Reflective practitioner

Through these flexible lenses teachers plan, facilitate and scaffold, as well as reflect on students' learning and their own teaching. Teachers

carefully balance the planning and documenting of the learning and progress of our youngest learners by monitoring and responding to the learning development of individuals.

Moment-by-moment teacher actions, reactions and interactions with children are key to their cognitive development as they learn skills, new knowledge and feel a part of our support and caring community.

Assessment

In the Early Years we believe in ongoing documentation and evidencing learning. Through Seesaw and the learning environment we will report, capture and amplify learning in moments of natural and guided play. At the end of each semester you will receive a school report that assesses the students for their readiness to learn against the PYP Approaches to Learning (ATLs), and the PYP subject areas. There is a parent conference in the first semester and a student-led conference in the second semester.



Language Arts

We follow the Literacy Common Core State Standards and while our main resource is the Reading and Writing Workshop program out of Columbia University in New York, we often develop our own lessons that integrate with the students' unit of inquiry transdisciplinary theme and/or are in response to the students literacy data that we have collected.

SFS uses a range of teaching methods to deliver a balanced language program. One of these teaching methods is called the workshop model. This 5-part workshop framework offers a combination of whole-class, small-group, one-on-one instruction and independent practice.

- Each session begins with a mini lesson. Children sit with a long-term partner while in the mini lesson.
 - The mini lesson ends with the kids being sent off to their own independent work.
 - As students work, the teacher confers with them and leads small groups.
- Partway through independent work time, the teacher stands and delivers a mid-workshop teaching point.
 - The workshop ends with a share.

In Kindergarten, students will...

Reading

Kindergarten begins by helping students build foundational reading skills, including print and phonemic awareness. Students move on to learn “super power” strategies that help them search for meaning and use picture clues. Later in the year children are invited to attempt more difficult books and work on fluency, and by the end of the year kindergartners begin to establish their identities as readers.

Writing

Children begin their lifelong writing journeys in Kindergarten. Growth in Kindergarten writing is astounding. Students begin approximating writing

in the first unit by drawing and labeling their own books. By the second unit, they begin to write true stories. In subsequent units, children write informational how-to texts and craft persuasive texts like petitions.

Phonics

Although human beings don't experience the metamorphosis that characterizes the life of a caterpillar, the transformation that happens during kindergarten is no less astonishing. Many of your children start their year holding books upside down and backwards and making letters look like squiggles, and then end the year reading and writing for their own important purposes. Phonics instruction is at the center of this transformation. In kindergarten high-leverage phonics concepts and strategies are introduced in a way that keeps pace with students' reading and writing. Students will focus on letter knowledge and letter-sound correspondence, phonological awareness, and high-frequency words.



Mathematics

The power of mathematics for describing and analyzing the world around us is such that it has become a highly effective tool for solving problems. It is also recognized that students can appreciate the intrinsic fascination of mathematics and explore the world through its unique perceptions. In the same way that students describe themselves as “authors” or “artists,” we seek to provide students with the opportunity to see themselves as “mathematicians,” where they enjoy and are enthusiastic when exploring and learning about mathematics.

In the IB PYP, mathematics is also viewed as a vehicle to support inquiry, providing a global language through which we make sense of the world around us. It is intended that students become competent users of the language of mathematics, and can begin to use it as a way of thinking, as opposed to seeing it as a series of facts and equations to be memorized.

Our Math curriculum aligns to the American Common Core standards and is underpinned by ZEARN, an independent nonprofit

publisher and math platform, whose core mission is to inspire generations of children who love learning math. Through hands-on learning, visualization, and pictorial representations, their understanding, confidence, and love of math grows.

The Standards for Mathematical Practice describe varieties of expertise that highlight important “processes and proficiencies” with longstanding importance in mathematics education. Problem solving, reasoning and proof, communication, representation, connections, adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (the belief that everyone can be a mathematician).

Kindergarten Mathematics

Counting & Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11-19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in each category

Geometry

- Identify and describe shapes.



Science & Social Studies

Science

Science, which is taught entirely within our units of inquiry in the elementary school, uses the Next Generation Science Standards (NGSS). For Kindergarten, the performance expectations help students formulate answers to questions such as: "What do living things need to survive? How can we think and work like engineers and designers? How does the environment change throughout a year? How can we solve problems and help people as engineers and scientists?" Our Kindergarten Science standards are taught within our Units of Inquiry so students can see the transdisciplinary nature of the sciences and how scientific inquiry leads to the development of knowledge, skills and conceptual understanding of the natural world.

The topics explored include:

- Motion and Stability: Forces and Interactions
- Energy
- From Molecules to Organisms: Structures and Processes
- Earth's Systems
- Earth and Human Activity
- Engineering Design

Social Studies

Inquiry and Social Studies Practices

Questions play a key role in our units of inquiry. These questions aid students in the exploration of the transdisciplinary themes in relation to our subject standards, while others transcend individual

disciplinary categories and allow students to develop the learner profile required of a social scientist. Social scientists see connections across subjects and seek to tackle real world issues across time, place and cultures. Engaging in social studies inquiry requires the coordination of knowledge, conceptual understanding and skills.

Five AERO Social Studies practices are encouraged, requiring students to:

- Develop Questions and Plan Inquiries
- Evaluate the Credibility of the Sources and Relevance of the Information to the Inquiry
- Construct Coherent, Reasoned Arguments and Explanations
- Communicate Conclusions From an Inquiry
- Take Informed Action for the Common Good

World Languages

Korean & Mandarin

As an international school with a diverse community from many different language backgrounds we see the importance of learning multiple languages for all our students to develop into true global citizens.

For Kindergarten, we offer both Korean and Mandarin as additional languages, and we also offer Korean and Mandarin languages at near-native or native level (subject to a minimum number of students). All Kindergarten students are enrolled in one additional language course or one near-native or native speakers level course. An additional language course is a language

acquisition course where the students study a language as a foreign language. A near-native or native speakers level course is aimed to support students who regularly speak this language at home or who have studied in this language at another school for a number of years.

In PYP, the four language skills (speaking, listening, reading and writing) are the most important focus of language development. Our approach to teaching language is holistic.

Throughout the school year, five or six learning topics will be taught within the homeroom units of inquiry or as standalone units. Students will be engaged in various learning activities such as

stories, songs, learning games, and online learning tools.

Sample Topics for Additional Language Course:

- All about me
- My family
- Daily life
- Animals and pet
- Jobs and transportation
- My Friends

Our Near-native/Native Speakers' Language Course aligns to literacy in the homeroom.





The Arts

Music

The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music.

Throughout the school year, music offers independent inquiry into music-related knowledge, concepts and skills. Whenever possible and appropriate music supports or is integrated into the Programme of Inquiry. The following student learning

outcomes have been drawn from PYP music scope and sequence.

Creating

- Use vocal sounds, rhythms and instruments to express feelings or ideas
- Play untuned percussion instruments in time with a beat
- Use the voice and body to create musical patterns
- Participate in performing and creating music both individually and collectively

Responding

- Describe the differences in music and how music makes them feel
- Distinguish the sounds of different instruments in music
- Express their responses to music in multiple ways
- Recognize that sound can be notated in a variety of ways

Visual Arts

Visual Art provides students with an opportunity to be creative, engage in self-expression and apply critical thinking skills. Students will explore new materials and techniques, develop fine motor skills, and respond to a range of artwork from around the world. When possible, learning in visual art connects and integrates with learning in the homeroom. Learning outcomes are drawn from the PYP scope and sequence. The Visual Art curriculum is based on two

strands, which are Creating art and Responding to art.

Creating

- Identify and make choices during the creative process
- Explore and refine technique when using tools and materials
- Draw inspiration from a variety of sources

Responding

- Make personal connections to artwork
- Reflect on the creative process
- Observe and interpret artwork

The Elementary School visual art program aims to inspire a lifelong appreciation of visual art through fun and engaging art lessons. Throughout the school year, students' artwork will be shared through Seesaw and displayed in the elementary school. 2D artwork will be sent home at the end of the school year in a paper portfolio. Students use washable paints and wear aprons in class, but keep in mind that art class can be messy and appropriate clothing is recommended.



Physical Education (PSPE)

PE

Personal, Social, and Physical Education at Seoul Foreign School goes beyond sports and games. In Grade 1, students are introduced to a wide variety of activities and challenges with the aim of developing confidence in a variety of critical Movement skills. Students are strongly encouraged to try new approaches and take risks during physical activities. When students develop confidence across a range of physical activities, they are more likely to approach all activities such as going for a hike, playing on the playground, or joining a team sport with an open mind and positive attitude.

Our Central Idea states:

“We can grow as movers by trying our best, practicing and learning from our mistakes.”

Students will explore this idea by exploring developmentally

appropriate Movement challenges in topics such as:

- Gymnastics
- Games,
- Health & Adventure Challenges

Students will explore these ideas in both structured and unstructured play environments to encourage an attitude of fun, inclusivity, and transdisciplinary thinking towards physical activity. Students will be encouraged to make mistakes and overcome adversity during PE class in order to prepare them to tackle the physical challenges they will face during life. Students will also be encouraged to develop positive social and collaborative skills through a range of activities.

Counselors

PSPE in the IB Primary Years Programme (PYP) is concerned

with the individual’s well-being through the promotion and development of concepts, knowledge, attitudes and skills that contribute to this wellbeing. Well-being is intrinsically linked to all aspects of a student’s experience at school and beyond. It encompasses physical, emotional, cognitive, spiritual and social health and development, and contributes to an understanding of self, to developing and maintaining relationships with others, and to participation in an active, healthy lifestyle.

In the elementary school all grades receive one lesson a week with our school counselor to develop essential PSPE skills.





Library

Mission

The mission of the Elementary School Library is to create a community of life-long learners who effectively use information and find enjoyment in reading.

As a safe and inclusive learning environment, our library recognizes and reflects diverse ways of knowing, being and thinking. We aim to develop a collection in which all of our community of learners can see

themselves reflected. Our library inspires the imagination and creativity of learners, and encourages the process of inquiry, action and reflection. This learning environment provides opportunities for emerging inquiries; students may take their learning in new and unexpected directions, developing and demonstrating the attributes of the IB learner profile.

The Elementary School Library is a flexible multimodal space that

provides people, places, resources and services that aid and extend learning and teaching for all learners in the elementary school. Online subscriptions and full collection is accessible via our online database. Students can also access a large number of eBooks and audiobooks at any time through our digital platform. The library is open to all students, everyday, with each class having one dedicated library session per cycle.



Educational Technology

The world we live in has rapidly evolved into an information-based society. We believe the use of technology should be an integral part of contemporary education.

State-of-the-art technology integration is an important initiative at Seoul Foreign School. We have an active program of training opportunities and support for our staff and students. We see technology playing an ever-increasing role in our efforts to provide a quality educational program.

We envision using technology where:

- Students are engaged in a challenging curriculum that is focused on inquiry-based, hands-on learning.
- Students are comfortable using technology. Students take responsibility for their own educational success.
- Teachers use technology to support all learning across the curriculum. They function as coaches, mentors, advocates, and managers of information.
- Our students use technology that empowers student agency, student voice and

ensures that learning is a student-driven process.

Learning for the future happens by focusing on the 4C's:

- Creativity: digital storytelling, movie making, exploring topics with augmented and virtual reality
- Communication: digital citizenship, keyboarding, sharing and publishing student work
- Critical Thinking: computational thinking, productivity apps
- Collaboration: using collaboration in real time apps, digital storytelling



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