

Dulwich College Shanghai Pudong
ESG Progress Indicator Report
2022-23

LIVE **WORLDWIDE.**TM





Welcome to Dulwich College Shanghai Pudong’s ESG Progress Indicator Report

A Welcome from the Head of College

“Now that you have taken the time to start this document, I strongly advise you to keep reading until the end! This is one of the most important documents the College produces as it says so much about who we are as a community. In particular: what we are doing well in the Environmental, Social and Governance space, but as importantly, what we can do better. It is a window into who we truly are and what is really important to us. Created through a collaborative process, the four pillars of Learning, Planet, People & Policy provide a framework for review and a roadmap for the future. Every map needs a compass, and this report shows that our College values are clearly guiding us on our ESG journey. A journey that we are all on together and one that requires us to be proactive participants.”



Garry Russell, Head of College

A Message from a Student ESG Progress Indicator Committee Member

“I thoroughly enjoyed being part of this committee because it enabled me to be involved in the change our school is creating at a more fundamental level. It allowed me to appreciate how much Dulwich is doing to pave a sustainable future for the students, and helped me acknowledge how much attention Global Citizenship is given in our school curriculum. It was captivating to see how much a group of like-minded people were able to accomplish when it came to crafting the goals and I’m extremely excited to see us work towards them in the coming months. My favourite aspect of Global Citizenship is definitely Social Justice, because as members of the Dulwich community, we live incredibly fortunate lives, and this puts us in a position of responsibility to support and help others in need. We need to better understand the complicated systems and injustices of our world so we can eliminate them in the future.”

Yashvi K, Year 9 student and member of the ESG Progress Indicator Committee

A Message from a Junior School GC Leader

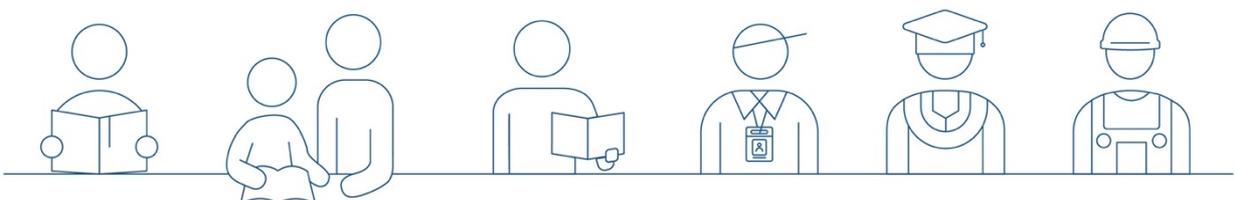
“I am happy being on the GC team because I like to help the world, even though I am a young person, I am doing something to make the world better.”

Anthony Z, Year 6 student

A Message from two of our DUCKS Global Citizens

“We like to be sustainable because we are nice to the Earth, so that the Earth doesn’t get dirty.”

Mackenzie C and Paden Q, Year 1 students





School Progress Indicator Report - Background & Context

The School Progress Indicator Report is more than a report, it is a co-created process and a road map for our goals and plans for the future. It outlines what is important to us and how we aim to grow as a community; a community that is committed to making the best possible impact on its people and our planet.

There are four pillars of the report that align to the established business model Environment, Social & Governance (ESG) reporting. The pillars are:

- **Learning** (an additional pillar to ESG since we are a school and a part of a larger education organisation)
- **Planet** (Environment)
- **People** (Social)
- **Policy** (Governance)



LEARNING



PLANET



PEOPLE



POLICY

One of the main reasons for the School Progress Indicator Report is to establish and have a good account of three major investigations aligned to each of Learning, Planet, People and Policy. These three areas are:

1. What is important to us;
2. What we are doing well; and
3. What more could and should we be doing

The review is designed to be a bi-annual process that, following a rich investigation, establishes ambitious progress indicators (goals) whilst sharing examples of best practice. Its publication demonstrates our commitment and motivation from all areas across the College towards sustainability and global citizenship progress.

This report is also complimented by the Education in Motion (EiM) ESG annual report (<https://www.eimglobal.com/our-commitments/sustainability-and-global-citizenship/>).

Community Engagement & Data Review

This DCSPD report was compiled following a survey to all areas of our community that had over 230 responses. This data was then analysed by a team of parents, students and staff to find the patterns and common themes. This team met in a workshop to synthesise the data and, following in-depth discussion, create our Progress Indicators. These were then presented to the GC Staff and Student Teams, and to CLT, for feedback and honing. It was a truly collaborative process. We have tried to embed as many student and staff voices into this report as possible.



Summary of all Progress Indicators in the 4 Pillars

LEARNING



1. Pushing beyond talk and creating awareness, to ensure hands-on, Direct-Action opportunities to nurture active global citizens.
2. Systematically embedding our Global Citizenship Competencies into the curriculum across the College using *real-world context* where possible.

PLANET



1. More frequent, embedded and intentional connections with nature to inspire a lifelong love of the planet, including, but not limited to, education outdoors.
2. Taking practical, positive steps forward to being a sustainable campus, with a specific focus on responsible consumption.

PEOPLE



1. Work together as a community collaboratively to adopt a proactive and systemic approach to prioritising our well-being in tangible ways.
2. Cultivate empathy and build meaningful connections and relationships with internal and external community partners to nurture impactful global citizens.

POLICY



1. Mapping out steps to further develop and implement our Diversity, Equity, and Inclusion policy to ensure it is embedded within our operations as well as our values as a College.
2. As policies are reviewed ensure that they are updated with an Environment Social Governance lens and are made easily accessible to all.

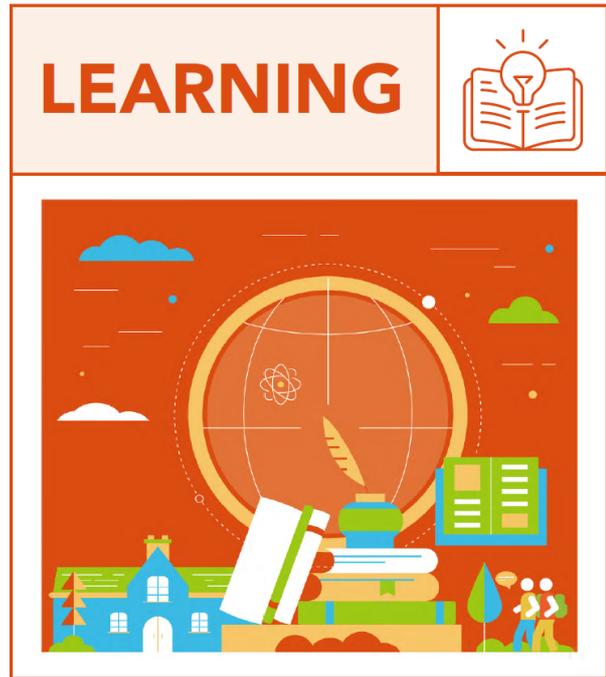


DCSPD's Learning Progress Indicators:

1. Pushing beyond talk and creating awareness, to ensure hands-on, Direct Action opportunities to nurture active global citizens.
2. Systematically embedding our Global Citizenship Competencies into the curriculum across the College using *real-world context* where possible.

Aligned with SDGs:

We are committed to meaningful and relevant learning that nurtures students as global citizens.



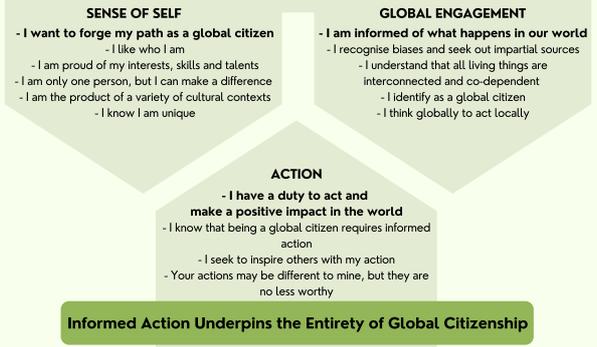
Dulwich College Shanghai Pudong Global Citizenship Competencies
 Value Every Voice Do the Right Thing Make a Difference

We develop our students to think, feel, speak and act with empathy and understanding, building awareness and commitment to ensure we have a positive impact on people and our planet.

The 5 Strands of Global Citizenship

SERVICE	SUSTAINABILITY	INTERCULTURAL UNDERSTANDING	DIVERSITY	SOCIAL JUSTICE
- I prioritise the needs of others - I make ethical decisions - I can apply needs analysis tools - I value partnerships - I value the wellbeing of those in my community - I seek to connect, grow and learn, not help	- I strive to maximise my good and minimise my harm - I advocate for animals and the environment - I design solutions around the UN Global Goals - I consume responsibly - I value connecting with nature - I protect the planet to preserve it for future generations	- I have a hunger to learn about other cultures - I value multiple perspectives to develop empathy - I seek out intercultural interactions - I want to reduce my subconscious cultural bias	- I cherish differences - I strive to respect and value everyone for who they are - I make people feel included - I believe that diversity of people makes our community richer	- I stand up against injustice - I promote fairness - I will be a positive agent of change - I try to see my privilege and act to create equity - I challenge both unfairness against individuals and systemic discrimination

The 5 Strands of Global Citizenship are all Supported by the 3 Universal Elements



Our GC Competencies at DCSPD



Examples of Learning in action:

- We have our GC Competencies which act as our guiding principles of GC education.
- The UN SDGs are referenced in a wide variety of classes at all age levels.
- We have a broad range of CCAs that address GC topics and encourage informed action.
- We learn about cultural festivals from all over the world to promote intercultural understanding.
- The GC Journal was highlighted as an outstanding learning resource that is student written and published weekly.
- Our SS students run One Voice; this year's themes were Social Justice and Food Sustainability.
- Classes engage in Service Learning which culminates in taking action to contribute towards solving a global issue.
- Our Parent Academy runs presentations and workshops on a variety of topics.
- Every Junior School child participates in the Year 5 MUN Conference.
- Our Impact Days in SS give our students the chance to deep dive into global issues.



Junior School students showcase learning in their MUN Conference that challenges them to see global issues from multiple cultural perspectives



Senior School students digest their learning through discussion and action planning at the One Voice Summit

Working in a school that promotes Global Citizenship, that invites the world to have a seat at our table, is truly exhilarating. As an English teacher, I have yearned to teach my subject alongside Global Competencies, and I feel privileged to do this at Dulwich College Shanghai Pudong. This is at the heart of my teaching as I watch my students: engage with communities that are not their own; develop empathy; ask questions of themselves and others; and carve their own response to the question of what it means to be human. I want to be a change-maker, an active participant in my world. I want my teaching and learning in my classroom to reflect that.

Karen Sookdew, Senior School Teacher of English



Junior School students make and fly flags to advocate for refugees in Afghanistan as part of their learning about migrants



DUCKS students enjoy demonstrating their learning through role-play whilst outdoors surrounded by nature

It always amazes me how receptive our DUCKS children are to learn about the world outside of their context, how to respect and look after the planet and the people in it. I wish I had gone to a school that took Global Citizenship and sustainability so seriously and opened my eyes to the world around me at such a young age. Here at DCSPD we really are creating amazing global citizens that can only have a positive impact on their future and the future of our planet.

Katherine Weir-Davis, Head of DUCKS



Our students learn about global issues through a Water Impact Day that encourages responsible use



DCSPD's Planet Progress Indicators:

1. More frequent, embedded, and intentional connections with nature to inspire a lifelong love of the planet, including but not limited to, education outdoors.
2. Taking practical, positive steps forward to being a sustainable campus, with a specific focus on responsible consumption.

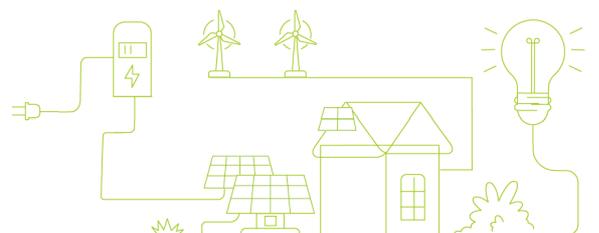
<p>Aligned with SDGs:</p>	<p>We are committed to maximising positive impact and minimising hard, with sustainable and regenerative ideas and practices.</p>
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Examples of Planet in action:

- Our second-hand uniform sales are hugely impactful in reducing our production and consumption.
- Our walk or ride to school 'Little Feet, Big Steps' initiative in Ducks was very impactful, inspiring our community.
- Both of our campuses have gardens that students work and plant in, allowing them to see herbs, flowers, trees and vegetables grow.
- We have conscious Wednesdays in the Dining Hall where we promote plant-based meal options like Z-Rou.
- We have a green campus with gardens, trees, ponds, and outdoor learning spaces.
- We have student Sustainability clubs operating across the College who are active in promoting best environmental practices.
- Our Eco-Panthers, a parent run group, are active in promoting sustainable living and host practical workshops for our community.
- Whilst environmental sustainability is increasingly built into our daily practice, Earth Week in April and No-Carbon November act as inspirational focal points for action.



Our Carbon Emissions for Academic Year 2020-21. The most recent figures are not fully representative due to campus closures for Covid-19.





Our SS students use their craft skills to raise awareness of, and financially support, initiatives that contribute to both environmental and social sustainability



Our Sports kits are all made from upcycled water bottles with fully sustainable methods



A DUCKS student diligently waters plants in the garden



Our JS PAW students put on a morning tea Café for their teachers to advocate and raise money for animals. Adopt don't shop!

My favourite event is 'No Carbon November'. When our smallest children are telling their adults that they want to ride their bike to school to reduce their carbon footprint, then I think we are caretakers of a generation who will change the world.
Carol Dutch, Assistant Head of Ducks

I loved it when we counted how many times we used our bicycle and walked to school instead of using a car. Because I know I helped look after the earth by not giving bad, smelly gas to the sky. If we keep the earth well, the earth will give us and animals good air to breathe.
Allison L, Year 1 student



Staff and students work in the organic garden, a popular after school activity

"In Dulwich Pudong, Sustainability is an attitude which is imbibed not just in the curriculum, but is a way of living. The various CCAs, including the student run activities, are a great example of how all students are motivated to be doing their bit towards a greener earth. To involve the whole community, even the parents have a sustainability group which works with the school towards Eco friendly living."
Surbhi Gupta, parent and Eco-Panthers leader



DCSPD's People Progress Indicators:

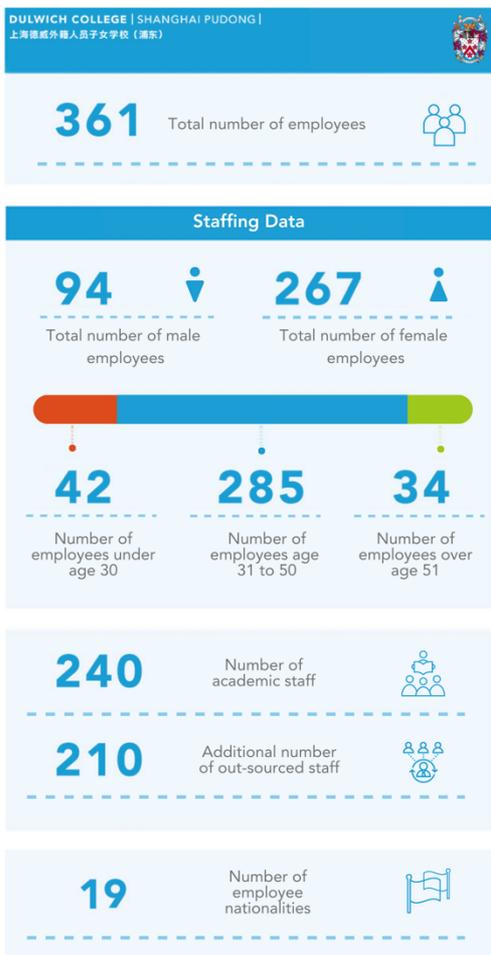
1. Work collaboratively as a community to adopt a proactive and systemic approach to prioritising our well-being in tangible ways.
2. Cultivate empathy and build meaningful connections and relationships with internal and external community partners to nurture impactful global citizens.

<p>Aligned with SDGs:</p>	<p>We are committed to working together as a compassionate and diverse community for the benefit of all.</p>
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Value every *voice*

Do the *right* thing

Make a *difference*



Examples of People in action:

- We are proud of our College Values and of all the work we do to raise our students to live these values daily.
- We have been doing a deep dive into Diversity, Equity and Inclusion best practice with twenty members of staff engaged in a year-long workshop series to deepen our knowledge and understanding of DEI.
- We have increased connection with, and presentations from, our alumni.
- We have many long-standing Community Partners within Shanghai, in wider China, and globally. We are very proud of the work we do with them.
- We have rich and varied Professional Learning opportunities for all staff.
- We host a huge array of events throughout the year to foster a deep sense of community for all families.
- We are proud of our rich intercultural community with over 41 nationalities present within our student body. Events such as Me Day and UN Day highlight and promote this diversity.



Our DUCKS and JS students created hundreds of shoeboxes to benefit Noughts & Hearts Foundation



Our SS students worked with the Community Centre to create t-shirts in support of better mental health



A DUCKS student completes the obstacle course as part of the Funathon to raise money and awareness for children in need of heart operations for Heart to Heart

I am very fortunate to have grown up in Dulwich’s international community. Being around people from such culturally diverse backgrounds has shaped my perspective on the world, and allows me to appreciate the value of global citizenship. After graduating in 2019, all of my friends are now spread across the world - Dulwich’s alumni network and annual events have allowed us to stay connected despite the distance. I have really enjoyed keeping in touch with my friends since graduating - I’m very proud to see them all doing amazing things!

Jess Ma, DCSPD alumni, class of 2019



Our annual Peace Centre Quiz Night that brought together over 300 students, staff and parents to support education for orphans in Uganda



UN Day is always a special day at DCSPD where our SS students collaborate with our DUCKS and JS students over an important global issue

Collaborating with the Blue Harbor Foundation for the past two years has been a transformative experience. I have gained a deeper appreciation for the challenges that individuals with autism experience and am glad to have been able to contribute to a cause that empowers them. I hope that my actions, along with those of others, can help create a more inclusive and understanding society that values every individual.

Hana Chen, Year 11, Co-Founder of the DCSPD Blue Harbor Foundation Club



SS students consider their identity and their uniqueness on Me Day



Year 3 students present world cultures during Globe-Jettors exhibition



Students and parents have fun, build community, and raise money for our partners at the Dulwich Disco



POLICY





DCSPD’s Policy Progress Indicators:

1. Mapping out steps to further develop and implement our Diversity, Equity and Inclusion policy to ensure it is embedded within our operations as well as our values as a College.
2. As policies are reviewed ensure that they are updated with an Environment Social Governance lens and are made easily accessible to all.

Aligned with SDGs:



We are committed to improving and building strong organisational structures and systems.

Examples of Policy in action:

- We wrote and published our Diversity, Equity and Inclusion Policy and are engaging with consultant Angie Browne to be as comprehensive as we can be on DEI.
- Our students ran staff briefings on the importance of and best practice for Pronoun use.
- We had staff workshops on implicit bias training.
- We are proud that many of our PE kits are made from upcycled plastics.
- Our Global Citizenship team expanded this year adding two members of administrative support staff, who work closely with us on developing our Community Partners.
- We have a ban on single-use plastics on campus.
- We prioritize digital citizenship, ensuring that all members of our community understand the importance of responsible and ethical behaviour online.
- We promote digital literacy around data protection and cyber security to protect our data and systems from potential threats.

Dulwich's vision and mission prioritizes DEI for student and staff wellbeing and belonging. It's exciting to be on this journey where we are working hard to develop policies that respond to the needs and wants of our community that centre these values. By embracing DEI, we create a safe and welcoming environment where all members of our College can thrive regardless of their background, identity, or experiences.

Tia Luker-Putra, Junior School teacher and GC Coordinator



We prioritize digital citizenship with responsible and ethical behaviour online



SS students take part in a Privilege Walk during Dulwich Talks where they consider gender equality in our society



In Summary

We hope you have enjoyed reading our ESG Progress Indicator Report and that the importance we place on Global Citizenship and Sustainability at DCSPD has really shone through. The journey that we have gone through over the past 6 months to compile the data within this report has highlighted to us these very exciting next steps for our GC roadmap, steps that we are looking forward to embarking on together. We truly believe in nurturing changemakers so that our students can go on to make a positive difference in the world, and we are confident that moving forward in the goals outlined here will make that become a reality. Now, however, the time for reading is over, so I'll leave you with the words of my colleague, Selina Ouyang, "Don't just think, now is the time to take action!"

Anthony Reich, Director of Global Citizenship

April 2023



Service
公益服务

Sustainability
环保

Intercultural Understanding
跨文化理解力

Diversity
多样性

Social Justice
社会公正

SENSE OF SELF 自我意识

GLOBAL ENGAGEMENT 全球参与