

PLANET

POLICY

PEOPLE

LIVE WORLDWIDE REVIEW
- Sustainability & Global Citizenship -
April 2022 - April 2023



LEARNING

Informed choices, inspired action and positive impact
for people & the planet



ANNUAL REVIEW

At Dulwich College (Singapore) we believe in nurturing Global Citizens and well-rounded future leaders who are equipped to create solutions to the world's challenges. We aim for our staff and students to "Live Worldwide": by embedding Sustainability and Global Citizenship across our entire College, we hope to encourage our community to make informed choices, take inspired action and create positive impact. We also provide purpose-driven learning experiences that are guided by a deep sense of connection to people and the planet.

Our *Live Worldwide Review for Sustainability and Global Citizenship* enables us to commit to a long-term strategy that reflects our vision, mission and guiding statements. It aims to outline our current focus areas, summarise our achievements, identify areas for improvement, and set the direction for future goal setting and action planning through strategic plans across the College.

COMMUNITY VOICE

This review brings together the opinions and perspectives of over 260 voices of our key stakeholders, including students, parents, staff and contractors, who have answered questions that identify:

- what is important to our community
- what we are doing well
- what we should be working towards

This process has enabled us to set our aims and intentions for Sustainability and Global Citizenship, in each of the four pillars of Learning, Planet, People, and Policy, that reflect the voice of our whole community. This report acts to summarise all the data collected as part of the review process.



Dulwich College (Singapore) community team of students, parents and staff who took part in the Live Worldwide Review Workshop on 15 March 2023.



LEARNING



PLANET



PEOPLE



POLICY

FORWARD

I am so proud to be introducing this report to you, it represents a significant recommitment of our whole community to the future of our planet and the quality of the human society which exists upon it. The College has long been committed to providing a well-rounded education to its students that extends beyond our classroom walls. The College recognises that as global citizens our teachers and students have a responsibility to address the world's pressing challenges, including climate change, social inequality, and economic instability. We have committed to addressing these through four themes.

The theme of Planet refers to the College's commitment to protecting the environment and reducing its carbon footprint as part of its sustainability efforts. Dulwich College (Singapore) has implemented several measures to minimise its impact on the planet.

Policy refers to the College's commitment to developing policies and practices that align with sustainable development goals. We recognise that sustainability is not just an individual effort but requires collective action. As such, we are ensuring all of our policies which guide our operations and decision-making recognise the commitment made by our new guiding statements.

When we talk about People we mean the College's commitment to promoting social equity, diversity, and inclusion. Dulwich College (Singapore) recognises that sustainability is not just about protecting the planet, but it's also about promoting social justice and ensuring that all people have access to resources and opportunities.

The theme of Learning refers to the College's commitment to providing an education that prepares our students to become responsible global citizens. We believe education is key to promoting sustainability and developing a culture of responsible citizenship.

The journey towards a better future for this planet and its people is going to be one that will define generations to come, and we are determined to be part of that journey; to create a community which is leading in its contribution to solutions to those challenges and courageous in its commitment to creating a better world for all.



Jacob Martin
Deputy Head of College



"Live Worldwide" in Action

Our vision to Live Worldwide applies to our **whole College** community. We hear from one parent here, Georgia Mor, who continues to inspire us on a daily basis.

“ One Planet is a volunteer group that cleans up Singapore. We organise community and beach clean ups and we encourage others to do their own. I set up the group in 2019 with another Dulwich mum, Rachel Guest, and when she moved to the UK in 2020, I continued running the group on my own.

We established the group because we were pretty shocked by the beaches around Singapore. Some countries in Asia are the biggest ocean plastic waste polluters in the world, and it shows! I found it very depressing and wanted to do something small to help.

One Planet started with two people, and we now have a group of nearly 850. Plenty of DCSG parents are involved, and we have done clean-ups with many DCSG students.

We have now collected 10 tonnes of rubbish from this clean country! Something I would never have imagined. We all need to do our bit to make the world better. What is the alternative? Anybody can keep their own neighbourhood clean for the enjoyment of others or do something else that they are passionate about. And anyone of any age can encourage positive change.

”



About this Report



This is the first Live Worldwide Review undertaken by Dulwich College (Singapore) in order to set our aims and intentions for Sustainability and Global Citizenship.

Data Collection

- The qualitative data analysed for use in this review were collected via surveys and focus groups in the period January - March 2023. Images and references to best practices have been selected from the period April 2022 - April 2023. This report aims to summarise all the data collected.

Live Worldwide Review Workshop

- Analysis of data took place on 15 March 2023. The team consisted of:

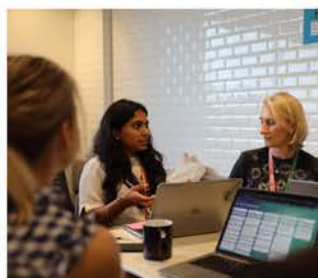
Aadi Chopra (Year 11 Student)	Kayla Ng (Year 11 Student)
Aerron Li (Year 10 Student)	Krish Rao (Year 12 Student)
Christina Kelly (DUCKS Sustainability Lead)	Mee Foong Choo (Head of Procurement and Contracts)
Elizabeth Haenle (Parent)	Polly Clayton (Director of Global Citizenship)
Emma Bibby (FOD Charity Representative)	Rachel Halliday (DUCKS Global Citizenship Lead)
Emma Jenkins (JS Global Citizenship Lead)	Sandeep Singh (Head of Operations and Facilities)
Gaurieka Saha (Year 10 Student)	Sophie Sparks (SS Head of Global Skills)
Jo Mattingley-Nunn (SS Head of Sustainability)	Tsara Chiappini (Communications Manager)
Kam Nijar (Parent)	Urvashi Patel (SS Head of Service Learning)
Kate Shvedziuk (Year 11 Student)	

Additional contributors

- David Evans · Elena Stamatelou · Fred Nevers · Georgie Porter · Jacob Martin · Nick Magnus · Paola Morris · Stuart Clayton

Contact

- We are committed to transparency and welcome your comments, thoughts and suggestions. Please contact us via email: liveworldwise.singapore@dulwich.org.





LEARNING



PLANET



PEOPLE



POLICY

SUMMARY | AIMS AND INTENTIONS

LEARNING

Student learning experiences must be transformative

By incorporating key pedagogical approaches into our teaching, we aim to increase students' mastery of key course and Global Citizenship concepts whilst transforming their learning-related attitudes, values, beliefs, and skills which will empower them to make informed choices, take inspired action and create a positive impact.

Authentically embed Sustainability and Global Citizenship across all year groups

Establish and develop a Global Citizenship Continuum that allows for a clear scope and sequence of what our community believes is important to them in their educational journey as a global citizen; learning experiences must be student-centred, relevant and age appropriate.

PLANET

Put sustainability at the heart of our campus

The College will prioritise a more sustainability-focused approach through the continued development of its infrastructure and green spaces, minimising resource consumption and improving waste management.

Take responsibility for our environmental impact

A more eco-centric approach to our systems and services will be promoted through targeted education of our whole College community, and of external providers. This approach will also improve our capacity as individuals to address environmental issues on a daily basis.

PEOPLE

Strengthen opportunities for active citizenship and community engagement

The College, involving all students and staff, will continue to develop authentic, meaningful service-learning opportunities for school-wide and community-wide partnerships and engagement.

Foster an inclusive, purposeful College identity and culture that brings a sense of belonging for all

Establish a clear College vision to ensure that all members of our College are valued, feel included and work collaboratively; develop associated frameworks and accountability measures to deliver improvements in DEI and wellbeing for all.

POLICY

Ensure policy development and review reflect our guiding statements

The development and review of all College policies will be driven by the themes of Sustainability and Global Citizenship. As a whole community, it is our responsibility to track, evaluate and reflect on our progress across all four pillars: Learning, Planet, People and Policy.

Commit to accountability and effective communication

All members of the College community will hold themselves accountable to our vision of empowering students with the skills and motivation to make a positive difference in the world. We will do this by ensuring honest and transparent lines of communication to evaluate our progress across all four pillars.



Areas for development

- Authentically embed Sustainability & Global Citizenship (S&GC) in the curriculum
- Collaboration
- Curriculum mapping of S&GC across the College
- Integration
- Nurturing global citizens
- Opportunities to enact the learning
- Personalised pathways
- Reflection
- Relevant learning
- Space and time to reflect on progress so far
- Student voice
- Transfer of knowledge, skills and values
- Transformative learning



LEARNING

MEANINGFUL AND RELEVANT LEARNING THAT NURTURES STUDENTS AS GLOBAL CITIZENS.

WHAT IS IMPORTANT TO US?

We, as a whole community, desire opportunities to live authentically as global citizens, to learn more about our world and to nurture compassion and integrity. This must be deeply embedded into the curriculum with the regular exchange of best practices. We believe that student agency, collaboration and awareness of diversity are critical. We believe that this can only happen with a clear vision, informed by our guiding statements.

"What is important? Students that are fully informed and are able to ask critical questions. They develop subject specific skills and are able to transfer these across different projects and subjects."



"This year we have begun including tours and sessions for Junior School students to work with the operations team. Using their knowledge has not only engaged our students but inspired them."

Aligned with Sustainable Development Goals (SDGs):





LEARNING



PLANET



PEOPLE



POLICY

OUR PROGRESS

Our students are already developing an ever-increasing depth of knowledge and breadth of skills that are fundamental in their journey as global citizens. In curricula across all three schools, there are an increasing number of built-in reference points and opportunities for intercultural understanding, wellbeing and sustainability. The profile of social justice and diversity has also been raised significantly and is presented in an age-appropriate fashion across the College.

WHAT ARE WE DOING WELL?



In Year 2, children learn about the interconnectedness between us all through using string as a tangible way to demonstrate how we are connected as part of a system and that our actions affect everybody in the system. They learn how to cultivate strength of connections, or making our invisible strings thicker, by showing empathy and compassion to each other. A good example of how the Compassionate Systems Framework contributes to the positive culture of DCSG.



IB Geography students were lucky to celebrate International Women's Day with a visit from the Singapore charity Daughters of Tomorrow (DOT), which allowed students an exciting opportunity to connect their studies to real life stories from our wider Singapore community. Together they explored the measures and programmes that have been implemented by this charity and how issues such as income equality, human rights and gender inequality are tackled by organisation and charities in a high income country such as Singapore. The complexity of social development indicators, and how they weave together with globalisation and political policies, is a major aspect of the IB Geography programme and the students really appreciated the opportunity to understand how these issues interrelate with the SDGs and globalisation. Some of the students are now hoping to work with the organisation through their CAS portfolios to turn empathy into action.

LOOKING AHEAD

The whole community can share information about existing best practices in a far more effective and impactful manner; this would promote powerful integration between schools, year groups, subjects and the wider community. Application of Sustainability and Global Citizenship is currently uneven; there is a need for more time to pause and reflect on our current processes and practices as individuals and groups to evaluate our focus and direction. There is a need for more clear guidance in all three schools on expectations of Sustainability and Global Citizenship; this applies to all three domains of learning: cognitive, socio-emotional and behavioural. Student progression from 'learner', to 'citizen', to 'agent of change' can be achieved through our curriculum by utilising key educational pedagogies. These could include transformative learning, compassionate systems thinking, and concept-based learning.

WHAT CAN WE DO BETTER?



Areas for development

- Accountability
- Awareness
- Communication
- Curriculum
- Policy
- Resource consumption
- Responsibility
- School infrastructure
- Stakeholder agency
- Teaching for sustainability
- Transfer of knowledge to action
- Waste management



PLANET

HELPING MORE AND HARMING LESS, WITH SUSTAINABLE AND REGENERATIVE IDEAS AND PRACTICES FOR THE PLANET.

WHAT IS IMPORTANT TO US?

Our College community has a strong desire to take responsibility for our impact on the planet. We must ensure that the knowledge and understanding gained through education in our whole community is transferred to informed action. Students in all three schools should be immersed in interesting and relevant sustainability-related topics. The College must embed best practices to minimise our harm as an organisation.

"Sustainability and environmentally friendly approaches should be at the centre of everything we do."

Aligned with SDGs:



Three of our Senior School Changemakers went through a rigorous paperwork process of auditing the school's carbon footprint and creating an action plan in order to apply for the WWF Ecoschool Status, which we are pleased to say we received earlier this year. Their organisation, detailed research and insightful ideas were all impressive to see! They are now working with the WWF to organise a three-month leadership programme looking at food sustainability.



LEARNING



PLANET



PEOPLE

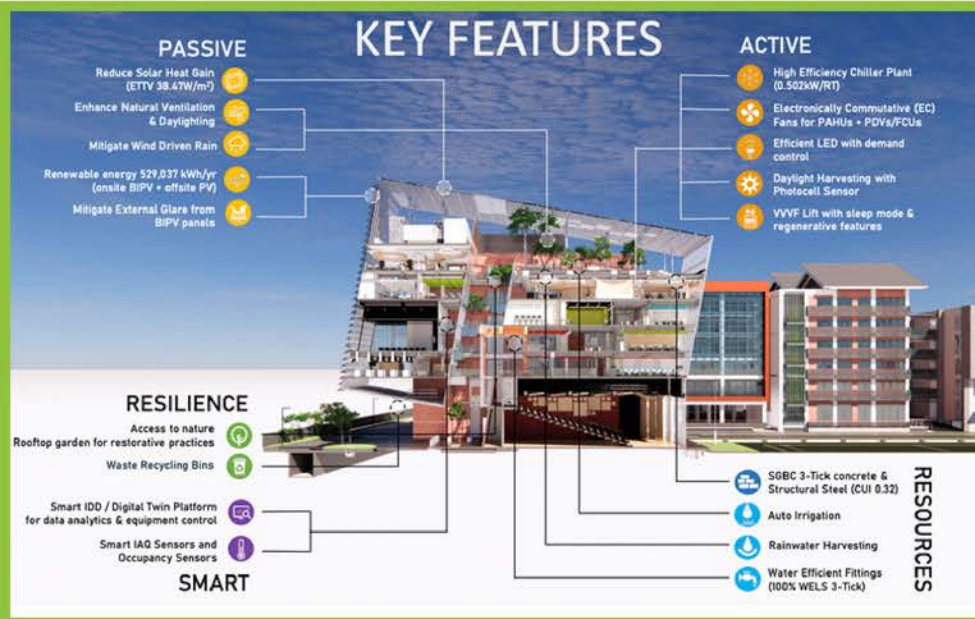


POLICY

OUR PROGRESS

Various stakeholders are already making impactful changes that reflect the “teaspoons of change” ideology. Our operations teams continually monitor and address a wide range of issues related to infrastructure, energy consumption and waste management. Integrating systems such as timers for air conditioning, photocopiers, iPad chargers and irrigation systems, installation of solar panels and banning of single use cups in the café are just a few examples of resulting progress. Students have also noticed the increased embedding of sustainability throughout the College curriculum; increasing numbers of students are more frequently undertaking projects designed to encourage a more sustainable way of life.

WHAT ARE WE DOING WELL?



Sustainability is a key theme of The Greenhouse, and the building is designed to be as environmentally friendly as possible. From the materials used in construction to the energy-efficient systems, every aspect of the building has been considered with the environment in mind. Students will learn about Sustainability in the classroom, and they will also be able to see the practical application of these principles in the building itself.

GM2021 PLATINUM-ZEB TARGET SCORING

Dulwich College (Phase 3) targets to achieve Platinum-Zero Energy Building rating with Health & Wellbeing, Intelligence & Maintainability Badge.



LOOKING AHEAD

The whole community can share best practices and data in a more effective, collaborative and impactful way. Knowledge and understanding of sustainable actions need to be a greater part of everyday collective behaviours. There needs to be more joined-up planning for sustainability in the curriculum to avoid current silos of knowledge; a systems thinking approach will help students understand in more depth the interconnectedness of our world, and their role in it. Leaders need to demonstrate strong commitment to our goals; they must take responsibility for putting stakeholder voice into meaningful and measurable action; they must ensure accountability and communication of results.

WHAT CAN WE DO BETTER?



LEARNING



PLANET



PEOPLE



POLICY

Areas for development

- Accountability
- Awareness
- Active citizenship
- Belonging
- Classroom learning
- Collaboration
- College culture
- Communication
- Community engagement
- Diversity, Equity and Inclusion
- Enrichment
- Intercultural understanding
- Opportunities for all stakeholders
- Respect
- Training
- Transforming values into action
- Wellbeing



PEOPLE

WORKING TOGETHER AS A COMPASSIONATE AND DIVERSE COMMUNITY FOR THE BENEFIT OF ALL.

WHAT IS IMPORTANT TO US?

Above all, we seek to ensure that the College community is diverse, has equity and is inclusive; a community where everyone feels a sense of value and belonging; a community where everyone has a voice and the opportunity to make a change. This culture would foster greater communication amongst students and staff and help us form deeper community connections. We must provide greater opportunities for our students to see and experience others' perspectives. Working with the wider community in Singapore will be an important part of this process.

"I chose to apply for community ambassador because our school community is really important to me and here is where I met my friends".

Aligned with SDGs:



Student-led activity days in collaboration with Love, Nils, supporting families affected by cancer.



LEARNING



PLANET



PEOPLE



POLICY

OUR PROGRESS

We have developed strong community awareness of Global Citizenship, particularly of DEI. We have encouraged the sharing of cultural differences to leverage the experiences of the whole community. We have begun to change policies and processes to support the development of an equitable, inclusive community. We have created DEI mission and vision statements with clear targets in a three-year action plan, and all staff have attended DEI and intercultural understanding training. Business support staff, in particular, have experienced positive changes as a result. Curricula are increasingly being audited through the lenses of DEI and Global Citizenship. We do, however, acknowledge that we are just at the start of this journey.

This year saw the growth of DCSG's new community project, which aims to build stronger connections with construction workers on the new building site. This project has brought together students, staff, Friends of Dulwich and Sodexo in a collaboration that focuses on migrant worker wellbeing as well as increasing levels of student engagement and active citizenship.

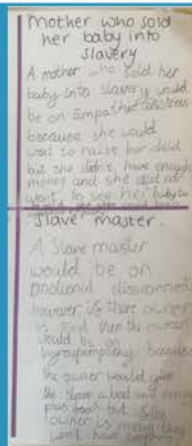
WHAT ARE WE DOING WELL?

"We now have six Employee Resource Groups (ERGs) - staff affinity groups for: LGBTQ+ staff, Muslim staff, Christian staff, Indian staff, Disability Group, Women and Gender".



Sharing stories, developing empathy and understanding perspectives through external speakers

"We have been writing our cards for children at Love, Nils. I liked doing this because I know it will bring a smile to someone's face. We also wrote notes to the staff which I hope made them feel appreciated".



Using the Ladder of Connectedness to look at slavery in Ancient Egypt

A misconception/concern is often that the language of the Ladder of Connectedness is too complex for younger children. In Year 3, we have attached actions to each section of the ladder and used them in different contexts to help students develop a secure understanding. Here are some examples of the children's learning, showing that this tool is accessible for younger children too!

LOOKING AHEAD

The breadth and quantity of survey suggestions under this pillar suggest a desire to do more. Processes and policies can be more thoroughly and systematically reviewed through the lenses of DEI and a formal wellbeing framework. We must strengthen the role our College plays in fostering community relationships, intercultural understanding, and global connectedness. Community engagement and active citizenship should become an in-built part of our College culture. We must develop and utilise curricula and extra-curricula student-centred learning experiences to develop global citizens equipped with the skills and motivation to make a positive difference. Students need to understand the purpose of such experiences, knowing they are based on reciprocity and community need.

WHAT CAN WE DO BETTER?



LEARNING



PLANET



PEOPLE



POLICY

Areas for development

- Accountability
- Communication
- Community buy-in
- Embedding in the culture
- Fairness
- Policy development
- Processes
- Purpose
- Safeguarding
- Stakeholder voice
- Transparency



POLICY

BUILDING THE SYSTEMS AND STRONG ORGANISATIONAL STRUCTURE TO SUPPORT OUR COLLECTIVE AMBITION.

WHAT IS IMPORTANT TO US?

We believe in a governance structure that ensures well-informed and relevant decision-making, transparency, simplicity, and accountability. The clear communication of fair and unambiguous guidelines for all practice will enable our community to adhere to them more easily.

"We must ensure that there is training for all in the area of Sustainability and Global Citizenship, making sure that everyone applies this as a lens to everything".



Student leadership programmes across the College support students in driving systemic change and challenging the status quo.

Aligned with SDGs:





OUR PROGRESS

There are already a good range of formal policies across the College that are regularly audited and updated. New policies are being created in collaboration with the relevant stakeholders and reflect the community voice. Safeguarding is well-established and taken seriously, with regular reminders highlighting its importance.

WHAT ARE WE DOING WELL?

In DUCKS there are some wonderful changes occurring in a bid to become more sustainable. Previously, the set up of an early year's classroom involved the use of 'closed ended' resources which required changing regularly based on a weekly theme. Resources used were not always durable and long lasting, often breaking easily, especially in the hands of young children.



Our Learning Beyond the Classroom programmes allow students to develop and apply academic skills, build emotional resilience and learn to manage risk through self-initiated interactions with nature in a safe and supportive environment.



This is an example of an early year's classroom which has branched away from the traditional type of play-based set up. They use open ended, durable and long-term natural items. Items like cardboard boxes and bottle lids are recycled and used alongside a variety of natural objects such as stones and pinecones. Not only does this promote Sustainability but also creativity and curiosity.



LOOKING AHEAD

The development and implementation of policy in a College of this size is challenging. Stakeholder support can be improved through improved awareness of policies and their purpose. Policies must be developed and reviewed through the lenses of Sustainability and Global Citizenship; this entails stakeholder voice at every stage of the process. We must ensure that policy has been created by those that it affects the most and that it remains relevant and up to date. Monitoring systems and policies need to be established to evaluate current practices and minimise our ongoing impact on the environment. Communication of progress in all areas of Sustainability and Global Citizenship needs to be clear and frequent to ensure accountability and transparency.

WHAT CAN WE DO BETTER?



LIVE **GLOBALLY**

LIVE **COMPASSIONATELY**

LIVE **SUSTAINABLY**

LIVE **COURAGEOUSLY**

LIVE **ADVENTUROUSLY**

LIVE **CONFIDENTLY**

LIVE **WORLDWISE.**TM