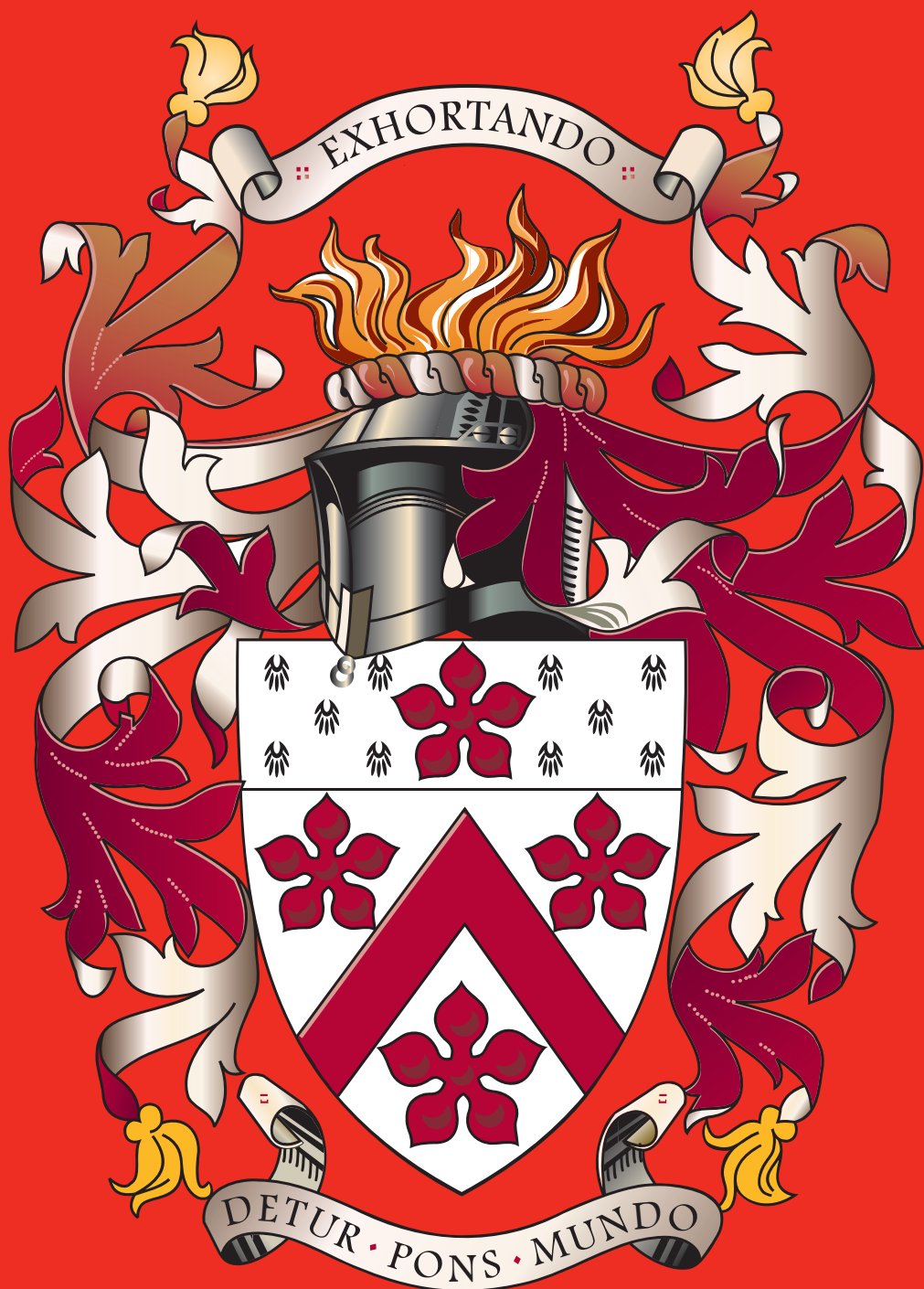


2020-2021

DULWICH COLLEGE | SUZHOU |

苏州德威外籍人员子女学校



ANNUAL
REPORT



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1

INTRODUCTION

Introduction



The 2020-2021 academic year has been both challenging and rewarding. We are keenly aware of the privilege to be able to provide in-person learning for the entire academic year, yet we also felt the constraints of COVID regulations which restricted us from fully engaging in the educational experience we desire for our students and families. We are proud of what we have accomplished but we also recognise the need to be agile, strategic and innovative in order to deliver the very best education possible for our students.

Our Directors and Head of Schools have prepared their respective department and school annual reports, as well as strategic objectives for the next academic year. As we strive to continually improve, we invite your feedback to ensure that we remain committed to our core values that embrace students' needs first. At DCSZ, we act in a way that acknowledges our community is part of a global village. We build bridges to the wider world for our students, as well as embody a culture of pioneering spirit that inspires positive change for the future.

2

HEADMASTER



Mike O'Connor
Headmaster

Dulwich College Suzhou reinforced its status as a world-class education institution throughout 2020-2021. Supported by a thriving and caring community, the College managed the challenges of the global Covid-19 pandemic by aligning strategy and actions to our core values of “students come first,” “one family of schools,” and “pioneering spirit.” Students were put first in all decisions, ensuring that the campus was a safe learning environment with experienced, qualified educators employed to deliver tailored learning experiences for all. The DCI family of schools supported each other by sharing expertise and resources to maintain excellent provision. Our pioneering spirit was evident in the innovative ways that college staff approached the challenges of blended learning and in the way we ensured that our students were able to experience a full year of uninterrupted, on-campus learning.

CELEBRATIONS

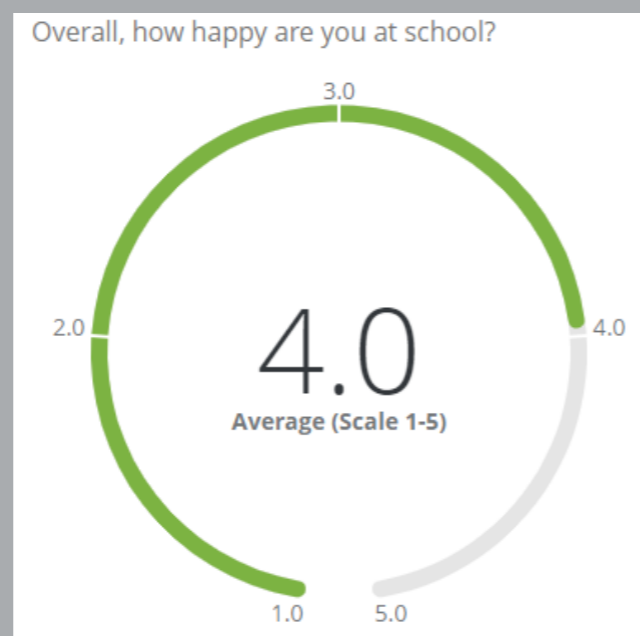
Implementation of the 2020-2021 College Improvement Plan achieved the following:

- **The Dulwich Digital Difference D³** has been introduced and implementation continues. D³ will create a technology-enabled ecosystem that connects all 10 Dulwich schools so that we can leverage our full network effect to collaborate, share best practices, and create synergy to bring education to the next level for all our students.
- **The Academic Learning Suite** is socialised as a signature practice within the College, vertically integrating our curriculum across the Schools. All curriculum units (Nursery to Year 13) have been reviewed and rewritten where required. The Academic Board is established, providing quality assurance for all assessment practices.
- DUCKS have developed and published a new **"Foundations for Learning"** curriculum to be fully implemented throughout 2021-2022.
- All College academic leaders were offered leadership coaching by the CLT.

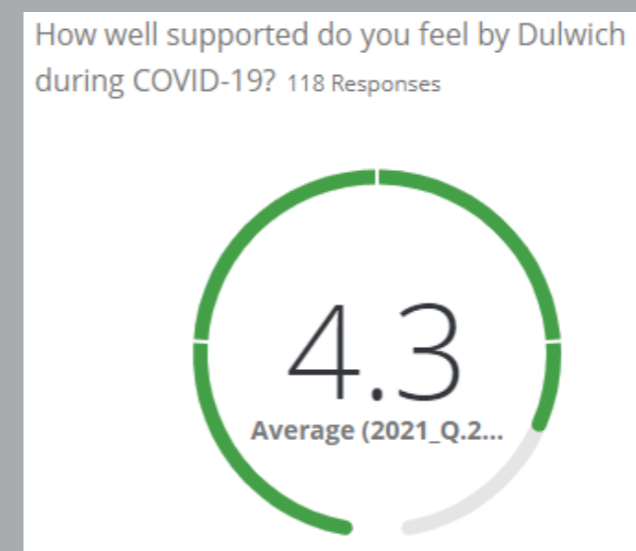
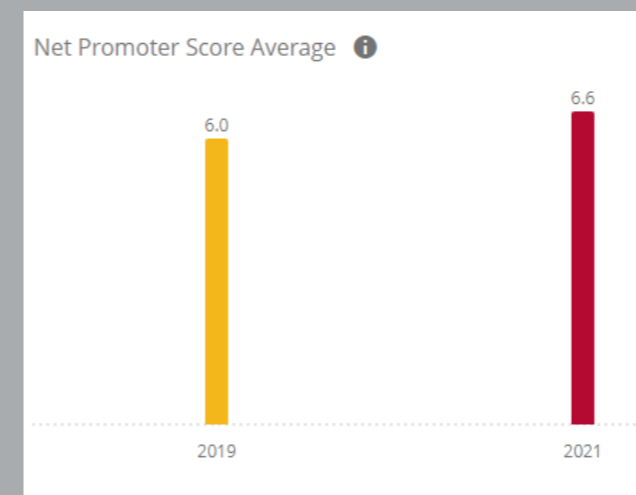
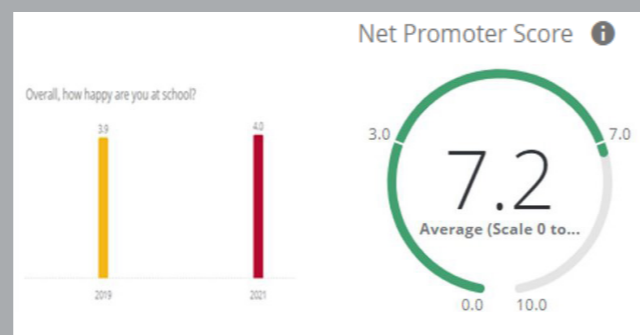
HIGHLIGHTS

Highlights from the Annual Survey:

- Dulwich College Suzhou students are happy at school and they feel positive about the College



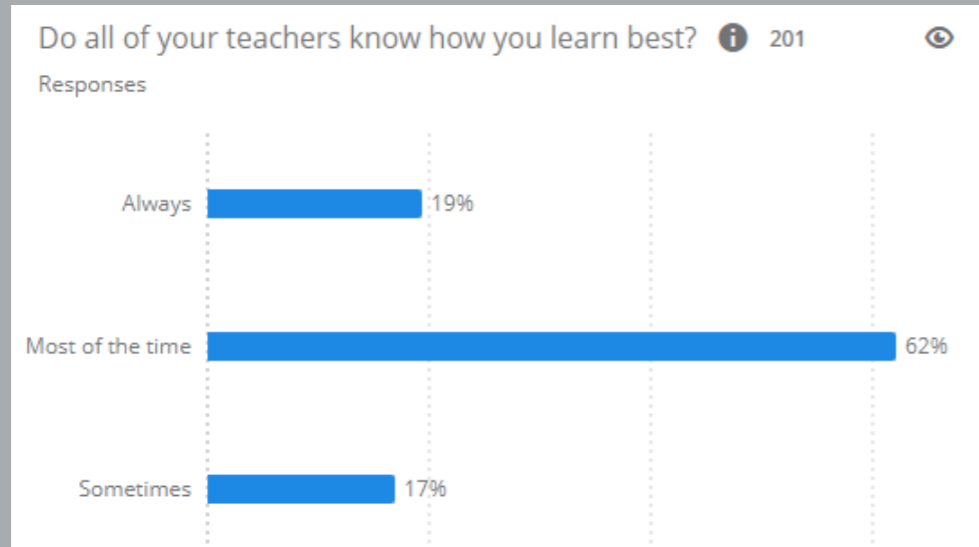
- Dulwich College Suzhou staff express positivity about their experience at the College, and felt well supported throughout the Covid-19 period



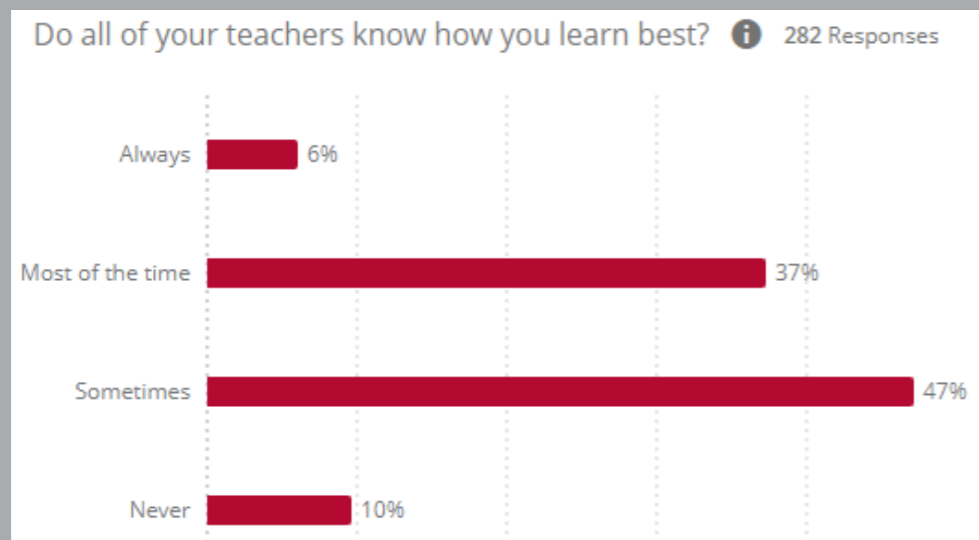
While we are proud of our accomplishments and satisfaction of our community, we also recognise that there are areas which we need to improve. Based on the feedback from our community, we will prioritise the following areas for the 2021-2022 academic year:

- Personalised Learning Journey conversations with students and families will provide an opportunity for more students to express that they believe that all their teachers know how they learn best.
- Through Parent Academy, Class Representative and targeted feedback forums, College staff intend to improve the percentage of families who feel that we value their feedback.
- By continuing to explain and provide avenues to enhance the parent experience with communication channels and platforms (within the D³ strategy), College staff intend to improve the percentage of families that are satisfied with their communication experience at the College.
- We intend to investigate and enact opportunities to provide students and their families with more "year-round" access to activities and learning experiences within the "DCSZ 365" strategy.
- To ensure that student well-being and emotional development is optimised, a world class, researched-based positive education framework will be developed and enacted.
- The Academic Learning Suite (ALS) will be reviewed and refined with a focus on optimising personalised learning experiences for students.

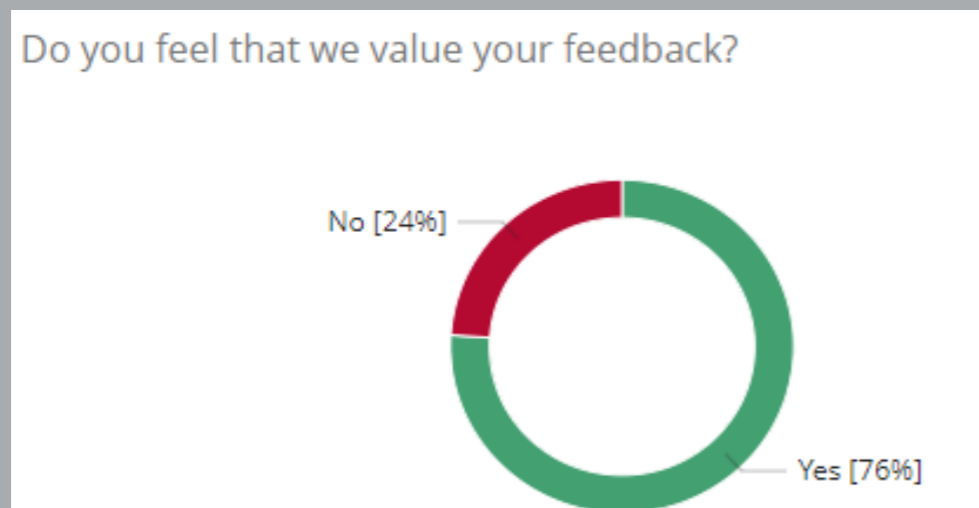
JUNIOR SCHOOL STUDENT RESPONSES



SENIOR SCHOOL STUDENT RESPONSES



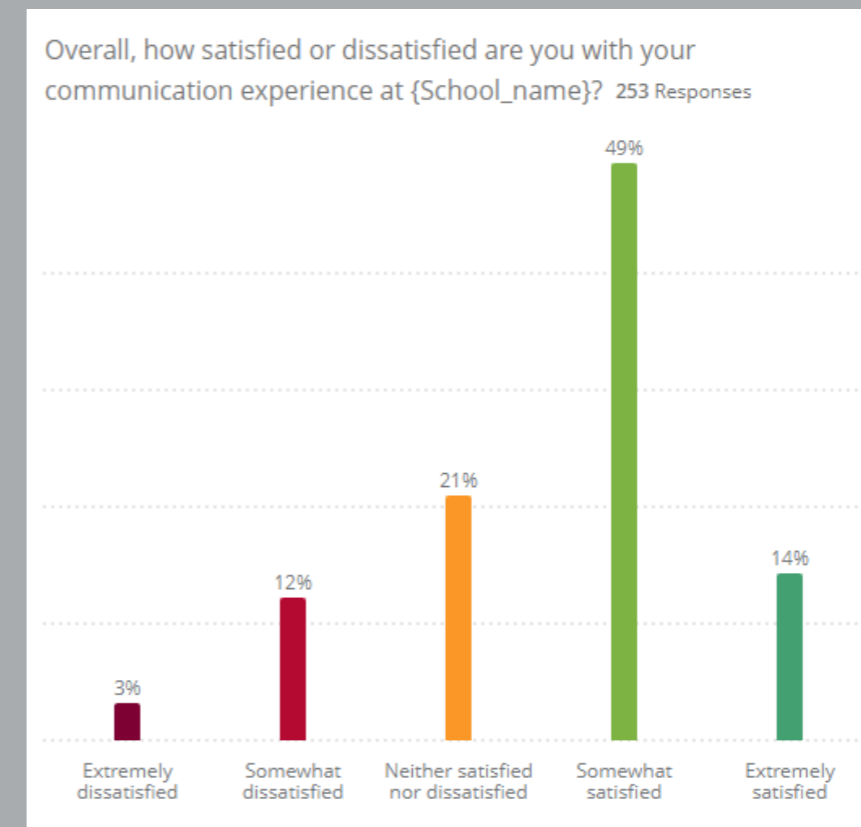
PARENT RESPONSES



COMMITMENT TO CONTINUOUS IMPROVEMENT

We strive to leverage global best practices, feedback from surveys and accountability from our stakeholders in order to continually improve and deliver a world-class education experience for our students. 2020-2021 has been a challenging year, yet the DCSZ community can be proud of the achievements of our students and staff. By implementing a success-focused, cyclical process of review and renewal, 2021-2022 will also be full of celebration and achievement.

PARENT RESPONSES



3



Shirley Wan
Head of DUCKS

I am proud of how our students, families and staff have dealt with the challenges faced in 2020-2021. We have made revisions to the curriculum based on both our context and the needs of our students. It has been rewarding to hold parent events such as Parent Representative meetings, Learn Alongs and Parent Academy, as well as the ever-popular DUCKFEST. We look forward to building on the progress we have made in the coming academic year.

DUCKS

CELEBRATIONS

- DUCKS has developed and published a new “Foundations for Learning” curriculum.
- DUCKS has revised the “Programme of Inquiry” framework to be implemented in 2021-2022.
- DUCKS in-school CCAs have been linked to whole College societies. Students were offered their first choice CCA during the termly cycles.
- DUCKS was involved in China Week for the first time this year and true collaboration across the College was achieved through activities such as Buddy a DUCK, Sports Day and Play-in-a-Day.
- DUCKS has established a strong culture of professional dialogue through teacher coaching partners.
- The Engaging Spaces document has been developed as a guide and reflective tool for creating meaningful learning experiences for all our children.

It is intended to be used as a platform for pedagogical dialogue, which will continue to transform learning in our DUCKS settings. This tool also supports multi-language learning and transitions from school to school and between year groups.

OPPORTUNITIES

- DUCKS “Foundations for Learning” curriculum will be fully implemented throughout 2021-2022.
- DUCKS teachers will continue to engage in professional learning to best meet the needs of multilingual learners.
- DUCKS Parent Academy sessions will continue to be guided by the parent community in 2021-2022.
- DUCKS Student Leaders will be offered more agency in sharing their suggestions on how to make DUCKS a better learning environment.
- Parents will be provided with the opportunity to engage with DUCKS Learn Alongs and whole school events, such as Sports Day and DUCKFEST.

100%

of DUCKS staff involved in Engaging Spaces audit

2046

hours of swimming from Reception to Year 2 in our Swim Programme

18%

increase in enrolment throughout the school year

11

CCAs offered in DUCKS this academic year

4



Scott Fasciolo-Barnes
Head of Junior School

JUNIOR SCHOOL

Dulwich College Suzhou Junior School commenced the 2020/2021 school year with 10 members of staff and 60 students learning online across 6 different time zones. The Junior School ensured that all students received an equitable, high quality education throughout this period. By the end of Term One, the Junior School experience was mostly back to normal, and the team was able to focus on implementing several significant initiatives. This year, improvements were made across the Junior School in areas such as the teaching of phonics and reading, sports, co-curricular activity provision, and parent engagement.

CELEBRATIONS

- The lesson design structure from the Academic Learning Suite (ALS) has been socialised as a signature practice within the Junior School.
- 'Tigers' is introduced as an inclusive sporting CCA.
- The ELL entrance and exit process has been strengthened through the use of WIDA assessments.
- Reading provision has improved through evidence-based practice.
- Links have been fostered with local companies, such as the Apple Store in the Suzhou Centre.

OPPORTUNITIES

For the 2021-2022 school year, the Junior School will implement strategies to improve in the following areas:

- D³ – The Junior School will increase the frequency of formative feedback between students, teachers and parents.
- D³ / ALS – The Junior School will implement the use of standardised assessments such as CAT4, NGRT, PASS, PTM and PTE to personalise the learning experience for each student.
- ALS / WIDA – The Junior School will embed the use of WIDA assessments and further develop teachers understanding of teaching multilingual learners.
- Suzhou partnerships – The Junior School will look to further develop relationships with local businesses.

70%

of students have experienced the new Tigers Sports CCA this year.

95%

of children who were not at age related expectations for reading made better than expected progress.

100%

of teachers follow the Lesson Design Structure.

38%

reductions in the Student ELL register

5

SENIOR SCHOOL



Mark Jones

Head of Senior School

It has been a very challenging year as we have moved from having a large number of teachers and students online to having almost all of the community back in the school. Despite this, I have been impressed with the resilience, creativity, and caring disposition that the community has shown throughout. This pandemic has given us the opportunity to re-evaluate the way in which we conceptualise a quality Dulwich education, and I think that we have grown stronger as a result of this. We have spent the year improving and documenting our curriculum and resources, and I know that all students, parents, and teachers will feel the benefit of that great work next year and beyond. We also developed a more substantial well-being and PSHE curriculum, PATH-WAY, that will ensure that all students have the skills they need to not only survive but also thrive in this rapidly developing and changing world.

CELEBRATIONS

- Despite Covid-19 restrictions, the Senior School had the highest numbers of students in its history – 426
- In Key Stage 3, we established the Academic English course in Y7 and Y8 to support students' English language development.
- Establishment of the Academic Board to oversee and moderate formal assessments.
- Addition of Sports Health and Exercise Science course in the IBDP.
- Live Time Assessment has been established as a practice in SS so that students and parents can have a regular check-in with students' successes and progress. This means that there is an ongoing pedagogical focus, rather than an uneven emphasis on the final result.
- Six Number of Parent Academy sessions on topics such as IB/IG Options, How to Talk to a Teenager, and A Positive Approach to Exam Preparation.

- Our Class of 2021 have received impressive university offers from around the world from top schools like Seoul National University, Columbia University, University of Pennsylvania, Imperial College of London, University of Toronto, University of Hong Kong, NYU Abu Dhabi, and University of Amsterdam.

OPPORTUNITIES

- Individualised – We will adopt a fully individualised approach to our education provision in which every student feels known and cared for as well as suitably challenged and supported.
- Data-informed – We will improve on the way we use data to inform in-the-moment decision making through the use of teacher dashboards.
- Tradition and innovation – We will continue to pursue the best technological advances which can enhance our students' education, whilst preserving the long-standing and time-tested strategies which have been proven to lead to academic excellence.

5+

million RMB
worth of
scholarships
awarded to our
graduates

16

bilingual
diplomas

335

schoolbags brought to rural
children in China in partnership
with Tang Mama

66%

A* - A iGCSE

388.1

IB Average
Point Score

14

IB students achieving
40+ points

1

full IB
score of 45

6

PERFORMING ARTS



Mathew Jones
Director of Performing Arts

Music is a flagship programme for Dulwich College Suzhou. Music curriculum delivery, co-curricular provision, event organisation, trips participation, and student success continue to be excellent. This year has seen the establishment of the Performing Arts faculty, bringing Drama into the faculty's strategic planning. This year there have been several internal Black Box performances and we have also introduced a Senior School Drama uniform for all Key Stage 3 and iGCSE students. We are currently planning the College's first ever musical production with a live band to happen in Term 2 of 2021-2022. This will be a milestone event that will establish Drama's presence in the College. Significant work has been completed to introduce a research-based, pedagogically sound Drama curriculum as well as the creation of two new CCAs.

CELEBRATIONS

- Successful high-profile events for our community: The Tree Lighting Ceremony, 3 Christmas concerts, 4 hotel concerts, 4 music recitals, the Junior School Production, MADD festival and Founder's Day.
- Through the College Magazine, we have established a digital platform to showcase students' performances and compositions to the community.
- The launch of the Senior School Drama uniform has helped build Drama's presence in the School.
- All Year 13 music students were offered places to study at world leading

OPPORTUNITIES

For the 2021-2022 school year, the Performing Arts faculty will enact strategies to improve in the following areas:

- The conglomeration of Music, Art and Drama across the College. "The Arts" will be the umbrella structure to all 3 discreet subjects under the line management of the Director of The Arts.
- The vertical alignment of the Art curriculum across Senior School and Junior School. In addition, a strategic vision for Art to differentiate the goals of the Art curriculum and the Art co-curricular activities.
- Digital presence - enhance our digital presence with the more regular use of Microsoft Stream and platforms such as Spotify to create a musical platform for our students to showcase their work. We will also consider other platforms, e.g. Instagram, to offer a platform to showcase student artwork.
- The launch of the College's first musical with a live band.
- Explore opportunities to enhance the DCSZ 365 strategy and find opportunities for students to use College resources for summer holiday Music/Art/Drama camps.

1000%

Y13 Music students offered places at world leading conservatoires

15

 major performance events this academic year

23

weekly Music CCAs

400

 online viewers on average per livestreamed event

50

students involved in private instrumental tuition from our peripatetic on campus programme

568

students participating in weekly Music CCAs

7



Jessica
Byrne

Director of Sport

SPORT

As one of the only Schools in the world able to offer a fully competitive sports programme to its students this year, despite the many challenges, we are delighted with the successes we have seen across the board in Swimming, Football and Volleyball from our Tiger Sports Teams. The season highlight came from Football, where both U19 Girls and Boys Teams won the SYAC League, and finished runners up at ACAMIS. At the younger end of College Sport we have had great success with the introduction of 'Tigers'. This new programme engages over 100 students on a weekly basis in Sport CCAs. We remain incredibly proud of the DCSZ Tiger Programme and all of the students involved in it.

CELEBRATIONS

- We have moved to an 'Inquiry Based Learning' model, focusing on key questions which pin the foundations of learning to themes, rather than sports.
- We will have our first cohort of IB students next year, as well as an increase in numbers at iGCSE PE for the 2021-2022 cohort, showing a growth in demand for Physical Education.
- A large array of opportunities including our first ever staff vs. students league of games in a variety of sports.
- The U19 ACAMIS Teams were able to represent the College in Football, Volleyball and Swimming.
- In football, both the U19 boys' and girls' teams won the SYAC League. The boys also finished 3rd at ACAMIS and the girls 2nd.
- Junior School Sport saw great success with the introduction of 'Tigers' - a Junior School Multi-Sport Program. We currently have 1/3 of all Junior Students engaged within the Thursday & Saturday programmes.

OPPORTUNITIES

- Development of the Swim Programme to accommodate unsuccessful students from the Swim Trials.
- An additional indoor space will be investigated for the winter months, along with the improvement of the DUCKS field.

Finally, 2021-2022 will see the introduction of PE & Wellbeing curriculum called PATH. This places a greater emphasis on the students understanding the importance of a holistic education, linking with the Wellbeing and You (PHSE Curriculum), to create PATH-WAY. There are 4 key areas to this:

- Passion: Creating opportunities for students to reflect on their CCA choices, engaging in a mini CAS project.
- Aspiration: Linking KS3 students with DUCKS and JS Students to develop leadership and language skills
- Teamwork: Using PATH lessons as an opportunity to develop the House system.
- Health: learning the why of wellbeing.

10
new CCAs
added

7
students
in 20-22
iGCSE
cohort

12
students
in 21-23
iGCSE
cohort

178

Junior School Students engaged in
College Sport

2
students
selected IB
for 21-23

172

Senior School Students
engaged in College Sport

68

CCA Sports options
offered throughout
the year

8

ADMISSIONS & MARKETING



Maria English
Director of Admissions and Marketing

I am extremely proud of the achievements we have accomplished in our Admissions and Marketing department to build our foundations towards a culture of enrolment at DCSZ. This year brought sweeping changes and enhancements to our function within the College to ensure that our team is working smarter and not just harder. This has mainly been accomplished by bringing a data-driven lens to our practices so that our decisions are validated with data. There is definitely room for improvement and I look forward to building upon and refining our practices to be intelligent, robust, and sustainable.

CELEBRATIONS

- Implementation of OpenApply, a premiere, paperless Admissions platform that enhances the admissions journey, and increasing our efficiency to make better admission decisions with faster turnaround times.
- COVID-19 brought us many challenges in enrolment, however, we were able to rebound as our families could slowly return, as well as enrol new families within mainland China. We ended the academic year with a healthy enrolment of 964, which we aim to maintain in this COVID era.
- We launched our first interactive online College Magazine intended to connect and engage with our multilingual and digitally savvy community with the additional benefit of “going green” by not publishing in print.
- We launched our new DCSZ Tigers, Tiger Cubs and House logos purposed to cultivate a strong sense of visual identity for our students, parents, staff and teachers. We will be seeing more of these logos in the coming academic year.

OPPORTUNITIES

For the 2021-2022 school year, the Admissions and Marketing department will embrace opportunities to grow in the following areas:

- Parent and Student Ambassadors — word of mouth is still the most powerful tool to attract families to the DCSZ community. We would like to cultivate a healthy, strategic, and sustainable culture of ambassadorship within our parent and student community next year. We hope to develop meaningful conduits of outreach by utilising our greatest source of marketing—our families.
- Incorporating predictive analytics by utilising our assessment data across the College to build a profile of prospective students whom we are confident will have successful learning experiences at DCSZ.
- Digital presence — enhance our digital presence with a website refresh with engaging content to connect with all stakeholders.
- Community Partnerships — anchor DCSZ as a valued community member of Suzhou Industrial Park by creating opportunities for our DCSZ community to connect with government, non-profit, education and commercial sectors.

738

impressions
(*amount of times
a post is seen*)
on average
per post on
Instagram

24,000

 views of our
Founder's Day photos

92%

of qualified
applicants
enroled for
August

32,727
unique
visitors
to our
website
this
academic
year

9

COMMUNICATIONS



Lin Zhu

Director of Communications

The Communications Team has provided consistent and helpful information, as well as events to the whole College community. Due to the challenges of COVID-19 restrictions and regulations, our number one focus was to bring clear, transparent, and regular communication to ensure the health and safety of our community. The key communication channels between the College and families include the weekly newsletter, weekly WeChat update, and important notifications sent by email in case of urgent matters. Additional engagement opportunities included the Friends of Dulwich (FoD) events, as well as the regular College events organised by the Communications office.

CELEBRATIONS

- A successful series of Parent Academy sessions were hosted across the College and at the school level to help parents in areas such as language learning support, Mathematics support, Mandarin learning, whole College briefing on the curriculum, and new staff recruitment for the College. We are proud of our choices and considerations for the topics which target the desired needs of our parents.
- We simplified the format of the weekly newsletter so that the content focuses more on the topics indicated by parent feedback.
- We have also successfully organised a series of community engagement events, such as the parent coffee mornings, Friends of Dulwich (FoD) events, and information evenings. Most importantly, we successfully brought our signature event, Founder's Day, back to the community.

OPPORTUNITIES

For the 2021-2022 school year, the Communications Department will focus on implementing improvements in the following areas:

- Further support the School Offices with new family induction programs and the transition program for Year 2 and Year 6 students and families
- Ensure the alignment of messages from the three schools
- Continue acting as a bridge between the community and the College to ensure information from the College is efficiently delivered.

24000+

attendees at Founder's Day

Over 50% parent participation in termly Parent Teacher conferences

10000+
participants
in our Parent
Academies

40

parent and community
engagement events
throughout the year

19 country
booths
represented at
Founder's Day

10



Alan Williams
Director of Business Administration

This year we celebrate an entire year of in-person learning at the College. Our departments (Human Resources, Operations, Facilities, Finance and Nursing) learnt to be adaptable, flexible, and were able to pivot immediately to adhere to the fluid health and safety requirements. In addition, our third party service providers catered a high level of support to ensure a successful year of operations.

BUSINESS
ADMINISTRATION

CELEBRATIONS

- We were successful in bringing all of our new hires into the country within the first Term. Our Human Resources department worked extraordinary hours to support all of our new staff with not only entry to China, but also quarantine, and then settling in Suzhou.
- We found new ways to involve parents in the College's Nutrition Committee and used staff and student surveys to help guide meal choice with a focus on improved nutrition.
- All of our staff who meet the eligibility requirements to receive the COVID vaccine have received their first doses, with the majority of staff likely to receive their second dose before the end of the school year.
- Due to site access restrictions, DCI implemented a new online uniform shop. Many of the implementation problems have been resolved and we are looking at further improvements in this area.

OPPORTUNITIES

- Sustainable business practices are a core value of Dulwich College. We will be commencing a Carbon Mapping project early in 2021-2022 to confirm the College's carbon footprint.
- Once we establish our footprint, we aim to create a plan of action for the coming months and years to reduce as many emissions as possible in the short and long term.
- Quality and value of our food options remains an area which we will continue to work with Sodexo to engage with parents, students and staff to make improvements.
- In 2021-2022 we will also welcome our new IFM provider, Aden and look forward to improved security, cleaning, grounds and landscaping, facility management, and painting services.
- As access to the College returns to normal, we will be exploring additional options of using the College's facilities more during after-school hours, and offering more holiday programmes for the community with the DCSZ 365 initiative.

388000

visitors safely welcomed to our school

83%
of parents
satisfied
with
our bus
options

97%
of all eligible expat
staff vaccinated

11

Professional development is vital to a healthy and growing learning community. We recognise the important achievements and contributions of our faculty and staff this year. In addition to adding value to the Dulwich experience for our students, many of our staff are also recognised in the wider community having been selected to present at conferences, deliver webinars, and also have articles published.

PROFESSIONAL ACHIEVEMENTS

CONFERENCE PRESENTERS/ WORKSHOP LEADERS

ASSOCIATION OF CHINA AND MONGOLIA INTERNATIONAL SCHOOLS (ACAMIS) ELL CONFERENCE PRESENTERS; 'HOW CAN TEACHERS WORK TOGETHER TO SERVE MULTILINGUAL LEARNERS IN TODAY'S SCHOOLS'

BETH MACLENNAN, DUCKS HEAD OF COMMUNICATIONS AND LANGUAGE, AND JUDY LI, DUCKS ELL TEACHER

INTERNATIONAL SCHOOLS COUNSELORS ASSOCIATION (ISCA) PANEL SPEAKER – 'COUNSELOR CHAT: WHEN IS YOUR SCHOOL RE-OPENING? WHAT IS THE PLAN? WHAT CAN COUNSELORS DO TO SUPPORT STUDENTS?'

ANDREW PALMER, HEAD OF COUNSELLING

INTERNATIONAL ASSOCIATION FOR COLLEGE ADMISSIONS COUNSELING (INTERNATIONAL ACAC) CONFERENCE PRESENTER, 'BALANCING STUDENT PRIVACY AND STUDENT WELLBEING'

ANDREW PALMER, HEAD OF COUNSELLING

COUNCIL OF INTERNATIONAL SCHOOLS (CIS) WEBINAR – PANEL SPEAKER- 'ANGST' MOVIE SCREENING FOLLOWED BY EXPERT PANEL DISCUSSION (INCLUDING THE CREATOR OF THE FILM MS. SCILLA ANDREEN)

ANDREW PALMER, HEAD OF COUNSELLING

CAMBRIDGE INTERNATIONAL EXAMS, WORKSHOP LEADER, 'SUBJECT CAFÉ: WORDS AND ATTENTION: ACTIVITIES FOR TEACHING LISTENING'
ERIN GARNHUM, SENIOR SCHOOL ELL TEACHER

INTERNATIONAL AND BILINGUAL SCHOOLS CHINA CONFERENCE, PANELIST, 'MARKETING EXPERTS ROUNDTABLE'

MARIA ENGLISH, DIRECTOR OF ADMISSIONS AND MARKETING

INTERNATIONAL AND BILINGUAL SCHOOLS CHINA CONFERENCE, PANELIST, 'BEYOND EXAMS AND RESULTS – MEASURING SCHOOLS' DELIVERY AND SPECIFIC LEARNING OUTCOMES'

MARK JONES, HEAD OF SENIOR SCHOOL

OPENAPPLY ADMISSIONS CONFERENCE PRESENTER, 'CURRICULA EXPLAINER FOR ADMISSION PROFESSIONALS'
MARIA ENGLISH, DIRECTOR OF ADMISSIONS AND MARKETING

OPENAPPLY ADMISSIONS CONFERENCE PRESENTER, 'DIVERSITY EQUITY AND INCLUSION IN ADMISSIONS'
MARIA ENGLISH, DIRECTOR OF ADMISSIONS AND MARKETING

COUNCIL OF BRITISH INTERNATIONAL SCHOOLS WEBINAR, 'ALIGNING ELL STANDARDS WITH WIDA ASSESSMENTS FROM ADMISSIONS TO EXIT'
MARIA ENGLISH, DIRECTOR OF ADMISSIONS AND MARKETING, KAREN FRANKLIN, JUNIOR SCHOOL HEAD OF ELL, JACOB HUCKLE, SENIOR SCHOOL HEAD OF ELL

DEGREES AND CERTIFICATIONS

JILL CHEN, JUNIOR SCHOOL ELL ASSISTANT TEACHER

PGCEi AND TEFL CERTIFICATION
UNIVERSITY OF NOTTINGHAM

JONATHAN WRIGHT, JUNIOR SCHOOL TEACHER & DRAMA COORDINATOR
TEACHER CERTIFICATE IN TEACHING SHAKESPEARE

ROYAL SHAKESPEARE COMPANY (RSC)

JONATHAN WRIGHT, JUNIOR SCHOOL TEACHER & DRAMA COORDINATOR
MASTERS IN THEATRE
GUILFORD SCHOOL OF ACTING

ELEANOR CHAFER, SENIOR SCHOOL KEY STAGE 3 ASSISTANT HEAD TEACHER
NATIONAL PROFESSIONAL QUALIFICATION IN SENIOR LEADERSHIP (NPOSL)

SCOTT FASCIOLO-BARNES, HEAD OF JUNIOR SCHOOL
MASTERS IN EDUCATION LEADERSHIP AND MANAGEMENT
UNIVERSITY OF DERBY

JESSIE SHI, PA TO HEAD OF DUCKS
MASTERS IN BUSINESS ADMINISTRATION
INSEEC

PROFESSIONAL DEVELOPMENT TRAINING

JOE HUMPHREY, JULIAN HITCHIN, GRAEME JACKSON, FFION MAY, CATHY DALGARNO AND SCOTT FASCIOLO-BARNES

ASSESSMENT LEAD PROGRAM WITH EVIDENCE BASED LEARNING

PUBLICATIONS

ANDREW PALMER, HEAD OF COUNSELLING

TITLE: 'MAINTAINING HOPE DURING INDEFINITE CLOSURES'

PUBLISHED ON THE ISCA WEBSITE

MIKE O'CONNOR, HEADMASTER AUSTRALIAN AND INTERNATIONAL JOURNAL OF RURAL EDUCATION: 'THE IMPACT OF DEMOGRAPHIC FACTORS ON STUDENT ATTENDANCE IN QUEENSLAND STATE SECONDARY SCHOOLS'

ANGIE HUTCHINSON, DUCKS TEACHER
AUTHORED TWO CHAPTERS (ASSESSMENT AND TRANSITION) IN THE BOOK, "THE EARLY YEARS FOUNDATIONS STAGE, THEORY AND PRACTICE" BY IOANNA PALAIOLOGOU

DULWICH COLLEGE | SUZHOU |

苏州德威外籍人员子女学校