

June 2017

# Dunia

THE MAGAZINE OF UWC SOUTH EAST ASIA

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CULTURAL  
COMPETENCY**

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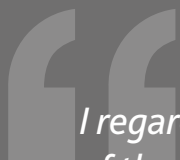
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*I regard it as the foremost task of education to insure the survival of these qualities: an enterprising curiosity, an undefeatable spirit, tenacity in pursuit, readiness for sensible self denial, and above all, compassion."*

**Kurt Hahn**  
founder of the UWC movement

Read more about his life and continuing relevance in UWCSEA classrooms on page 26.

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June 2017



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# Of blood and numbers

A reflection on a *Forbes* article about UWC by Chris Edwards

**By Chris Edwards**  
**Head of College**  
**UWC South East Asia**

**On 9 May, Elizabeth MacBride wrote an article for *Forbes* magazine about UWC after visiting UWC Atlantic in Wales and speaking with students there. Entitled "Beloved by Entrepreneurs, A School that Could be an Anachronism Thrives", the article describes her impressions of her visit, along with her views on the nature of the UWC movement and, in particular, its attraction for entrepreneurs and others such as Shelby Davis who have committed large sums of money to supporting UWC students. Chris Edwards, Head of College at UWCSEA, writes below of his reaction to the article and his pride that a magazine mainly concerned with business and investment is drawn in by the ideals of the UWC movement.**

I cannot pretend to be a regular reader of *Forbes* magazine. My forays into the bi-weekly publication on money, marketing and industry are

unpredictable. I'll take a look every now and then to see if I can pass the dummy's test on what's new in finance, but to be honest I'm more likely to be checking on the extent to which Madonna is catching up with Paul McCartney and Andrew Lloyd Webber on the annual musicians' rich list. However, last month saw *Forbes* springing a mighty surprise which delighted and challenged me: they published an article by Elizabeth MacBride on UWC.

Now I must say, my initial response to finding UWC in *Forbes* was akin to how I might behave if I saw a lungfish alive and well on a school library shelf: it takes a moment to process. But once the shock subsides, you take it in your stride and start exploring circumstances. One of my fears for the UWC movement is that it has the unwitting capacity to be seen as an enemy of, or perhaps an antidote to, the corporate world. Now while I'm the first to admit that the corporate legacy may well be but a footnote to history in a few hundred years' time,

I am very concerned that UWC has been slow to learn from corporate social responsibility, so I feared that *Forbes* might have taken the 'UWC-as-Dinosaur' approach and berated us as an arrogant anachronism.

I clicked on the article with some trepidation, and although the dreaded "A" word was in the title, my fears were misplaced, for the banner headline read: "Beloved By Entrepreneurs: A School That Could Be An Anachronism Thrives." So far so good. And then the article took us on a journey from the mothership, Atlantic College in the UK, to UWC-USA in New Mexico. We got the old joke about Atlantic College once having been owned by US newspaper tycoon William Randolph Hearst (which it was), who on telling his mistress that he had bought a Norman castle was promptly asked "Who's Norman?" But for the most part we had a worthwhile trip around the UWC bay, with Atlantic and New Mexico as ports of call.

Having briefly described Kurt Hahn's vision for UWC, the author quite rightly observed: "*It could feel like an*

*anachronism in today's world. Populism is sweeping some of the most important countries, from the United States to Great Britain to Turkey, and the world seems awash in disturbing headlines about the Trump administration—which could hardly seem more in opposition to the ideals that shaped the 20th century.”*

Indeed, this is a valid observation: UWC is a child of the 20th century, and now that nationalism is back in the mainstream, is the movement’s mission looking like an increasingly tattered flag around which only a few diehards are likely to rally? Enter a brilliant soundbite from incoming Head of UWC Atlantic College, Peter Howe, who was quoted as saying: *“What UWC stands for is the power of diversity, not the threat.”* Apart from wishing I’d said that, I suddenly felt as if the flag was as bold and bright as ever. The movement has grown by a third in five years, with five new schools opened since 2014. How can that be?

All became clear very quickly. We met students from Palestine and Israel living harmoniously in the same college; we heard about Syrian students affected

by President Trump’s travel ban and from those people who fought on their behalf; we listened to Wall Street entrepreneur Shelby Davis who has poured millions into UWC scholars; and to Amal Clooney whose help with UWC Dilijan in Armenia especially has raised the profile of the movement. There wasn’t time for detail—like I said we were on a trip around the bay—but sometimes you really do see more from the boat: it depends what you’re looking for. Against a backdrop of narrow national interests, here-today-gone-tomorrow-news, and posturing and preening from world leaders, the UWC shoreline looked calm, sane and inviting.

The conclusion was powerful and true. A student says to the *Forbes* reporter that he is thinking about becoming a journalist. Does she have any advice? The reply is rooted in the zeitgeist: you have to chase the blood and numbers—and do that well—before you’ll be allowed to write about things you want to write about. Follow the violence, the disasters and the money

and, eventually, you may be afforded the freedom to do otherwise. Or, in Elizabeth Macbride’s words: *“it will be a long time before you can write the stories that aren’t driven by blood and numbers. Those stories, like the things that happen to kids when they are 16 or 17, are the more important ones.”*

Easy to say, difficult to do. There may be times, as we read, hear or watch the news today, when it seems as if that UWC flag—tattered or otherwise—is being flown before grotesque peacocks, infatuated with their own garishness. But the growth of the UWC movement, the unwavering UWC mission, and the passion that same mission instils, suggest to me that there is another force at work: quiet, but mighty and essential. And it’s not frightened of peacocks. It seeks a peaceful, sustainable future where social justice and respect for environment transcend national boundaries.

As *Forbes* might say, it’s core business.



# GRIT = DETERMINATION + PASSION

The power of making meaning when things go wrong

By Frazer Cairns  
Head of Dover Campus

It is not often that I write about people getting things wrong but three things recently have made me think about how diverse the conditions for developing 'grit' can be and how important the necessity to stumble or fall from time to time is. The first was the Middle School recital, Cadenza, the second was the Microthon held in the IDEAS Hub, and the third a young man coming out of an IB Diploma examination.

First Cadenza: it is no easy thing to be in front of an audience (albeit an appreciative one) of parents and teachers. Cadenza is a chance for some of our Middle School musicians to stand alone and last week differing levels of 'poise' were on show. Introductions varied from the self-assured ("Hello! My name is ...") to the apprehensive ("Umm right, yes ...") and the complexity of the pieces ranged from the 'solid' to the 'extraordinary.' Unsurprisingly, given that this was the first solo performance for some of the musicians, and even though the standard of playing overall was good, several people made mistakes. One musician faltered and momentarily stopped. Importantly, all gathered themselves together, picked themselves up and continued on.

The Microthon, held on the same day, aimed to teach an introduction to coding for younger audiences. It is an annual event and this year teams were asked to either build a story or project to solve

a problem (for younger students) or to use the time to prepare whatever they would like to build (for older students). There were attempts to find solutions to environmental problems, to control the tracking of solar panels, and to let you know when plants were too hot or too dry. As with Cadenza, projects ranged from the 'solid' to the 'extraordinary.' Also as with Cadenza there were mistakes. There were solutions that didn't work the first (or second or third) time. There were disagreements about how to go forward. And again students gathered themselves together, picked themselves up and continued on.

And finally the young man coming out of an exam. He and his friend were engaged in the inevitable post-exam dissection of the questions:

"What about question 3? Hard eh?"

"Yes, hard ... but I'd got one a bit like that wrong before so I knew I could do it if I thought about it."

'Grit,' University of Pennsylvania professor Angela Duckworth's concept,<sup>1</sup> much like Malcolm Gladwell's '10,000 hour' rule,<sup>2</sup> has been propelled to mainstream popularity. It is often understood to hold that talent isn't the only key to success; hard work, determination, and perseverance are what truly count. There is truth in the importance of hard work but there is, however, something missing in this reading of Duckworth's work that is in the title of her book and was visibly present in Cadenza and the Microthon—

passion in what is being done. If one is tenacious and dogged about a goal but the goal is not meaningful or interesting then it is, to use Duckworth's words, "just drudgery." Having perseverance and a direction that one cares about is what enables people to keep going.

Makerspaces like the IDEAS Hub, with the unstructured time and materials they offer for young people to work on their own projects, solve problems together, and try things out over and over again, are a way to tap into young people's passions and to teach them this kind of perseverance. So are the experiences that young people have in music performances, through service, and on the sports field. All of these have an extraordinary ability to help turn a 'ding' in one's confidence into a chance to learn. Like the young man I saw after his exam, it is a kind of learning that will have served several members of the Class of 2017 who walked across the graduation stage on 20 May well in answering difficult exam questions. It is a kind of learning that will continue to serve them well far beyond their time at UWCSEA when the finer points of magnetic induction have been forgotten.

The young person in Cadenza who stopped in their piece and restarted would have learned a huge amount about herself in that moment, not least because after she finished she received the longest and warmest round of applause.

<sup>1</sup> Duckworth, Angela. *GRIT: The Power of Passion and Perseverance*. 2016. | <sup>2</sup> Gladwell, Malcolm. *Outliers: The Story of Success*. 2008.





SPOTLIGHT ON ...

# DOVER GRADE 5 LEARNING EXPO

Students presented work from their unit entitled 'It's in Our Hands' which focuses on the environmental impact of consumerism and how we can help to protect Earth's resources. The Expo incorporates a variety of disciplines and may include written and oral presentations, aspects of technology, artistic interpretations and performances.

# ‘Just’ volunteering?

Making deeper meaning in Middle School Service

**By Claire Psillides, Head of Middle School Service, Chair of Service, and Teacher of Social and Environmental Entrepreneurship Development, East Campus**

“Voluntourism almost always involves a group of idealistic and privileged travelers who have vastly different socio-economic statuses vis-à-vis those they serve. They often enter these communities with little or no understanding of the locals’ history, culture, and ways of life. All that is understood is the poverty and the presumed neediness of the community, and for the purposes of volunteering, that seems to be enough.”

This quote from *The Guardian* newspaper’s article, “Beware the Voluntourists Doing Good”<sup>1</sup> strikes right to the heart of the Service programme at UWCSEA East. It is the reason our students start their service year watching Ernesto Sirolli’s “Want to help someone? Then shut up and listen!”<sup>2</sup> as it serves to remind them to think about why they signed up to for a particular service in the first place. Students are asked to question what prior knowledge they have, and what experience and skills they bring with them into their service group. Much like in a traditional academic field, teachers of Service pre-assess their groups and plan learning activities that aim to meet a set of clear learning objectives. This structured learning journey provides support for students while they strive for success in the highly complex field of global citizenship and sustainable development education.

By following a structured inquiry cycle, or using the Five Stages of Service Learning,<sup>3</sup> and by developing an understanding of tools such as the

Sustainability Compass,<sup>4</sup> a Systems Thinking<sup>5</sup> approach and exploring the United Nations Sustainable Development Goals<sup>6</sup> (SDG), our service groups begin to build a deep understanding of the issues their community faces. They also find themselves asking questions of themselves, appropriate ones that slow down the urge to ‘rush in and save,’ by asking, “What have I got to offer, actually?” and “How can I access experts that can help me leverage change with my partner?”

In fact, the very concept of partner is worth exploring, as often this is overlooked when designing a service interaction, or, at least, it was in the old days of ‘doing service’ for someone, undertaking ‘charity work’ and giving one’s time, resources or money to ‘fix a problem.’ Our service community partners have been carefully selected because they want to engage in a reciprocal service learning relationship with our students. This takes a lot of time, patience and certainly requires a growth mindset,<sup>7</sup> on the side of the partner as well as the teacher! Facilitating service learning is not a module in traditional teacher training courses, and few classroom teachers come into their role with a background in sustainable development, social work, NGO experience or project management. Few NGOs and community project leaders have experience in education and working with Third Culture Kids,<sup>8</sup> or know much about the day to day lives of the presumably wealthy and privileged kids referred to in *The Guardian*’s article. So, it would seem an impossible task to truly partner these two vastly different communities with each other and hope



Photo courtesy of Claire Psillides

to understand one another well enough to work together to make a difference, avoiding charity, but empowering and learning from each other. Yet this is one of the five elements of the learning programme at UWCSEA and one that some would say is truly at the heart of the school’s identity.

I was one of two service educators who had the privilege to take a group of Grade 8 students to southern Cambodia recently. This group of Middle School students—what knowledge did they have of the culture, context, and community, and who are they to say they could help these people? Surely the very concept of a ‘service trip’ is patronising, neocolonial and culturally insensitive? Isn’t it better just to send the money? Did they presume that the people they were to meet needed them? Did they go to try and understand poverty and to fix a problem? No. Not at all.

These students went to interact with their partners. They went to learn from them and alongside them. For some of these students, this was a repeat experience, which speaks volumes for the impact this had upon them and the connection they have with their partners in Kampot, Chumkriel Language School (CLS) and Epic Arts. Indeed, these partners are regular visitors to our campus, as the exchange programme flows both ways. We took with us eight iPads, at the request of CLS, in order to close the digital divide for their students

<sup>1</sup> <https://www.theguardian.com/world/2013/feb/13/beware-voluntourists-doing-good> | <sup>2</sup> <https://www.youtube.com/watch?v=chXsLtHqfM> |

<sup>3</sup> <http://www.cbkassociates.com/wp-content/uploads/2013/05/The-Five-Stages-of-Service-Learning.pdf> | <sup>4</sup> <http://www.compasseducation.org/about/> |

<sup>5</sup> <http://www.mutualresponsibility.org/science/what-is-systems-thinking-peter-senge-explains-systems-thinking-approach-and-principles> |

<sup>6</sup> <http://www.un.org/sustainabledevelopment/sustainable-development-goals/> | <sup>7</sup> <https://www.mindsetworks.com/science/> | <sup>8</sup> <http://www.tckworld.com/>



and to support innovative approaches to learning English into their classrooms, much like we have in ours.

Our Digital Literacy Coaches (DLCs) work hard to ensure appropriate technology gets into the hands of teachers throughout our learning community and this includes our NGO and local service partners. A fleet of iMacs recently were delivered to a local boys home here in Singapore. Is this digital dumping?<sup>9</sup> Far from it. Our DLCs prepare the tech, collecting it from the College community at the end of its cycle, wiping it with the help of the IT team and students in various support groups, and coaching Luddites like myself, so that I could spend a sweaty hour in a Cambodian classroom running through the set-up procedures with the computer teacher and NGO founder. Twenty-five pairs of eyes watched over the brim of their dusty, taped together desktops from another era, their government issued booklets with step by step instructions of how to master Microsoft Word finger-worn at their sides.

Will these new machines transform their education? Yes, with continued support and professional development. The support work will continue with the Global Concerns group here in Singapore learning together with the nine teachers in Kampot. It was exciting to brainstorm which apps would best suit their learning, strategise to set aside some funds to purchase these apps and plan to run sessions during our next trip. Just a few weeks later, a team of Project Week students were there, sitting in that classroom with our partners and working together on those iPads. For sure the first thing the students would have said was, "So, what have you learned since you got them?" and "How is it going?"—not flapping their superhero capes and flying in as if the tech has sat idle, waiting for the saviours to come.

Time is well spent making sure the students engaging with partners know why they are motivated to do so. The Investigation Stage has them look

inward, to explore why they want to work on a service project and how they can leverage their skills and interests. The Preparation Stage has the student group exploring the SDGs, the socioeconomic, cultural, political, environmental landscape of a place and its people. This theory provides the background knowledge from which to begin building a relationship with people in a different place, leading different lives, and it is upon this that the friendship starts. Our students speak with their communities, plan to interact outside of the service trips where they can, and engage in project planning dialogue to understand the challenges, interests, skills and needs of their partner.

And only then would we dare to put them on a plane to go and 'volunteer.'

A comment frequently made on the way back from such an experience usually goes something like this, "I was so nervous about sharing my activity with my partner community, but I needn't have been. In fact, I think they taught me far more than I was able to share with them." The students on this service trip came back understanding the reasons behind the illegal animal trade in Cambodia, the inspiring work being done by young environmental activists there to protect their flora and fauna, and the education required to share this understanding with others. They came back understanding the skewed global trade systems that allow people to work hour upon hour, in hot water, barefooted, scraping salt, in unforgiving heat and exposure for approximately a dollar a day with no personal or job security. They understood that to be different, either physically or mentally in rural Cambodia, was thought to be unlucky, a result of bad karma, and therefore was to be hidden away from society. Yes, they saw these things and tried to comprehend these challenges. But more importantly they spoke to people overcoming these issues, rising above the poverty and looking to break the cycle for their children, friends and relatives.

Spending time mixing with activists, changemakers, upstanders, whatever the jargon—this is valuable and inspiring time for a Middle School-aged child. It allows them to see that they have a small, but not insignificant, part to play in a bigger system, which is collectively working towards reducing inequalities and empowering people to realise their true potential.

These students also leave an important message behind. "See you next year!"—and they mean it. Sustained contact between the College and our communities builds trusting bonds. It allows us to plan forward and be creative with our collaboration, to identify leverage points for change and work towards them together. Our community partners know that we care, that we will be back, that every Thursday at lunch the corridors are lined with groups of students and teachers working to learn about, act for, and work with them to make a difference. The plans were made together and everyone feels a part of the work.

So, we didn't paint a mural or teach an English class. We didn't plant veggies or distribute donations. No—we hung out. We talked. We played. We learned together and we did it in appropriate ways, side by side. And we planned for next time ... which is always soon!

The purpose of these trips isn't volunteering. The purpose is to inspire and educate children—children that understand the power of teamwork, of communication, of inclusivity and the fact that despite all their differences, they're essentially the same. The purpose is to expand our communities of care. Trudging back through the fields after a walk to her Cambodian friend's house, where her friend's mum chopped mango and sprinkled some of the hard earned salt on it, one student said, "I think my heart expanded a bit more this year, because I met so many more people to fit inside it." That's the purpose; and if done well, it is an authentic and life-changing part of a child's education, both in Singapore and Cambodia.

<sup>9</sup> <https://gvisionaries.wordpress.com/2011/05/02/digital-dumping-an-inside-look-at-e-waste/>



# James Dalziel

Visionary. Open-minded. Charismatic. Supportive. Empowering. These are just a few of the words used to describe founding Head of East Campus, James Dalziel. Arriving in Singapore in 1999, James joined UWCSEA as the Middle School Principal on Dover Campus in 2006. He was appointed Head of East Campus in 2010, leading its development from a small temporary school and massive construction site to a vibrant school community of more than 2,500 students on a modern purpose-built campus. What James helped to build goes far beyond the campus and buildings, classrooms, and roll of students, teachers and staff. James helped establish a school culture that is a welcoming community characterised by an openness to new ideas, a willingness to get involved, and a dedication to the UWC mission.

Grade 9 student, Rhea Goyal, sat down with James for an interview which gave him an opportunity to look back on his time at UWCSEA as he prepares for the next stage in his career.

*Pictured: Each year Grade 2 students have enjoyed the visit from 'Cowboy James' during the 'From Field to Table' unit. James shares his experiences of growing up on a dairy farm in Canada and teaches about milk production.*

**Why did you come to UWC? What was the most appealing factor?**

When I was about 19 or 20 years old, I worked for Outward Bound. And I remember at the time, being really struck by the mission and vision of the Outward Bound movement. Outward Bound is a Kurt Hahn organisation as well, including the Hahnian ideals. And I've always had those ideals lingering in the background of what I've been doing or involved in ... So when the opportunity came to join UWCSEA, I jumped at it ... to be within the UWC movement was the appealing part, right from the start.

**What's your favourite part of being Head of Campus?**

It's a great job. Best job in the world ... I chose education because I love being connected with an organisation that has such a strong mission, a mission that aligns with what I believe is going to make the biggest difference in the world. I love working with students of all ages ... I love working with my colleagues, who are some of the brightest and best, the most motivating and challenging colleagues that I've ever worked with. That's a great reason to get out of bed in the morning and come in and make a difference.

**You mentioned that your colleagues are 'challenging,' how so?**

They are an incredibly bright group of people who are energetic and very passionate about education. They want to make a difference, they don't shy away from hard work, and they've got lots of good ideas ... It's a great problem to have; the challenge is deciding what great ideas we are not going to do, so that we can pursue other great ideas.

**What are some of the best ideas have you heard?**

I guess the best ideas are the things that you would experience as a student in everyday life ... Look at how our Service programme has developed from the idea of students getting on a bus and going to a home for elderly people and playing bingo with them, to a more entrepreneurial view of partnering with a group, where students apply systems thinking to understand all elements of a problem and how to solve it. That's a tremendous distance from where we were even just five years ago and demands a whole paradigm shift ... And I experience these shifts every day, all the time here.

**One of the things for me as a student, that we sometimes forget or sometimes fail to see, is the bigger picture. As in, how is UWC—how are we—going to change the world? At times it is hard to see our real impact.**

One of my jobs is to remind people of how what we're doing is attached to the mission ... You're going to change the world in a way that I could never imagine, and in a way that is meaningful for you and your skills and your many talents ... One of the things I often say is, my job is to provide a narrative for people about how what we are doing right now links to a bigger picture, something greater than us.

**How do you think you've made an impact on our school?**

Impact is always a hard thing to measure. I hope it's positive; I hope that I've expressed through my own leadership the values I expect to see in UWC education, so I often check myself against the UWC profile, and say, are these the things that I am encouraging? Are these the things that I'm modelling? Is kindness at the heart of things?

**How has UWC changed you as a person and a teacher?**

I've worked harder here, and more meaningfully, than I've ever worked in the past. It's shown me that I can do more than I would have ever thought possible ... I've grown considerably in terms of my own experience and how I look at leadership and how schools operate. And I can attribute a lot of that to the people that I've worked with across a wide variety of areas of the school, who are real experts within their specific discipline and role. I've learned a tremendous amount from them.

**Where will you be going after UWC and how do you expect it will be different??**

I will be taking up a job for a global education group called GEMS (Global Education Management Systems), where I will be the educational executive director for continental Europe, so I will have oversight over all their schools in Europe. It's going to be very different, because I will no longer be the head of a school, but I will be the head of many schools ... It's going to be much more of a consulting and coaching role, going in and adding value to different schools, and I'll need to shift and adapt quite quickly to whatever school I happen to be working with.

**What advice would you have for young people?**

A long time ago, actually, when I was about your age, I was told by someone to remember that your parents are doing the best that they can do. That they have their own lives and their own needs and their own heartbreaks and desires ... And they want what's best for you, and it might not feel like they always get it right ... Remember that they are also human ... You are at different stages of your life, and they're just trying to do the right thing for you.

**What accomplishment are you most proud of?**

It's more of a collective pride, really. The fact that we've designed, built, opened, and filled an entire campus of more than 2,500 students, is pretty amazing ... The fact that we've done it in an environment where I hope we've also created a culture of kindness and humanity, and support, is ... something that we should all be proud of.

**As we bid farewell to James, his wife Nancy Fairburn, and their children Claire and William at the end of the school year, we extend to them our best wishes and sincere gratitude for all they've contributed to the College.**



# At UWCSEA, air conditioning really is COOL

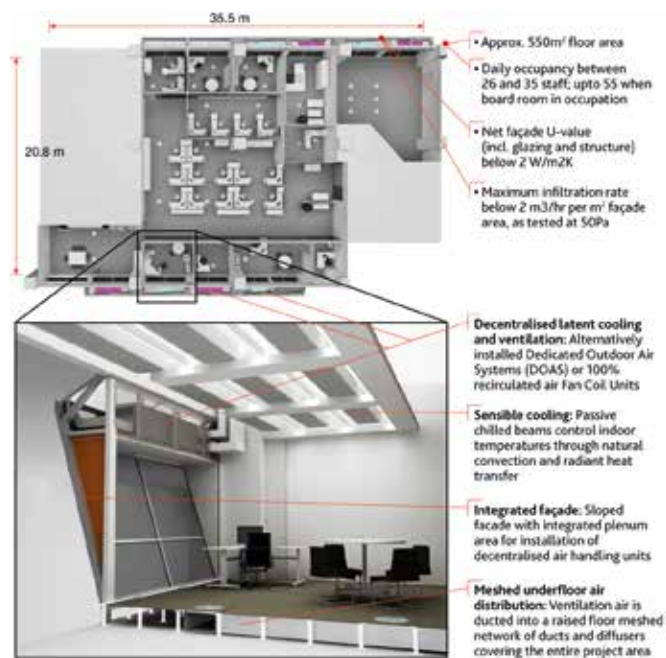
When Dover Campus embarked on an extensive building and renovation plan from 2010–2015 it did so with a clear objective to 'walk the talk' by putting environmental stewardship at the forefront of the plans. This meant in part developing (and redeveloping) buildings to have the lowest possible environmental footprint. As a result, the Administration and High School Block evolved into a living laboratory that provides real-time data to a research team at the Future Cities Laboratory of the Singapore-ETH Centre. This research centre was established by the Swiss Federal Institute of Technology Zurich (ETH Zurich) and Singapore's National Research Foundation (NRF), as part of their CREATE (Campus for Research Excellence and Technological Enterprise) programme.

In a typical building project, air conditioning and mechanical ventilation systems are selected by the developers (not the occupants) who have little incentive to care about how much the machines cost to run or their effect on the environment. In the case of the Dover Administration and High School Block, the College already had a relationship with the Singapore-ETH Centre (having worked together on a tree research project in early 2011), and they were able to partner on the 3for2 project from the very beginning.

For the Singapore-ETH Centre, the block has proven to be an ideal test site for the innovative 3for2 air conditioning system and an invaluable source of ongoing, real time data as they refine the performance of the suite of 3for2 technologies. With over 1,000 sensors in the building, researchers are able to monitor how the system works on a minute by minute basis, checking temperature, carbon dioxide, humidity and pollutants. Whenever one of the sensors (or occupants) logs an unusual reading or says it is too hot, or too cool, researchers arrive within 10–15 minutes to see what is going wrong and correct the issue.

The collaboration with the Singapore-ETH Centre has given the College the opportunity to drastically reduce its carbon footprint and make a real contribution to environmental stewardship. In the tropical climate of Singapore, air conditioning accounts for approximately 60% of energy consumption in a typical building so finding a viable solution to reduce this consumption has a significant impact. As of 2016, the new block was consuming only 30% of the energy used by an average office. It is expected that it will become the most energy efficient building in Singapore by 2018.

UWCSEA has made a commitment not only to reducing its own emissions (both campuses are now Green Mark Platinum certified by the Building and Construction Authority of Singapore), but also to supporting the research and development of a sustainable air conditioning solution that has the potential to reduce energy usage across Southeast Asia.



3for2 Beyond Efficiency, Future Cities Laboratory

## What is 3for2?

The 3for2 concept attempts to address not only energy efficiency but also economic incentives by proposing a holistic design concept for the tropics. It's premised on the implementation of three key innovations to:

**Split cooling (sensible cooling) and dehumidifying (latent cooling):** Instead of using cold and dry air for both, 3for2 distinguishes between removing heat from the building interior and removing moisture from the air coming from outside. Separating these functions lowers the amount of electricity required.

**Use water instead of air for heat transport:** Water has a greater heat capacity than air, which allows for smaller pipes and more effective cooling components that can be integrated into the construction. Large ductwork and extensive false ceilings become unnecessary.

**Use small, decentralised ventilation units instead of one central unit:** Only the required minimum air is drawn into the building and dehumidified efficiently, using a two-stage energy recovery process. The decentralised ventilation units are integrated into the façade and the minimised air distribution network into the floor slab. The integration of mechanical and electrical components into the construction frees up to one-third of the typical floor volume.

# Techsperts teach the teachers



**By Alison Forrow, Digital Literacy Coach, Dover Campus**

*"Leadership is practiced not so much in words as in attitude and in actions."* Harold S. Geneen

Imagine walking into a Primary School classroom and finding no teacher leading the class. Instead, a student is introducing an activity and guiding their peers through a number of steps. They confidently give instructions and answer any questions. Strange? Well, not really, because these students are experts in the use of technology. They are UWCSEA's Techsperts.

So who are the Techsperts and what role do they play in classes? They are a group of very enthusiastic, tech-minded students who are keen to learn new skills and, importantly, to share these with their peers and teachers. How does a student become a Techspert? Students from Grade 2 to Grade 5 are invited to join the team by the Digital Literacy Coaches (DLCs) in the Primary School, and commit to attending a weekly session during a lunchtime for the year. In these sessions, they sometimes create instructional presentations or video tutorials to share with their class; at other times they learn a new tech skill. All of these activities can then be shared with their peers.

Over the weekend of 20–21 May I was presenting at the reThinking Literacy conference held on Dover Campus. The conference brought together Literacy teachers from many different countries to share ideas and learn new skills. I presented for 30 minutes about our Techsperts and how they have

supported Junior School staff when integrating digital tools within Writing Workshop lessons. While I was chatting with the attendees it struck me how similar the two groups are. Both are choosing to spend their time increasing their knowledge and then sharing it out to others.

Now I have a confession to make. While I had planned a presentation for the snapshot session, I didn't speak for the full 30 minutes. Instead, I introduced the conference delegates to some of our Techsperts. The result? I witnessed students between 8 and 10 years old confidently sharing their experiences with adults they had just met. The students spoke about the positives of learning new digital skills and how this has impacted their work, and that of their classmates and teachers. They shared personal stories of struggling with a new concept, tool or situation and how this gave them experience of failure followed by success. They gave examples of when they learnt skills of perseverance and empathy for others, and what it is like to be in front of a class teaching.

The Techsperts activity initially was about having more 'heads in the room'—a support system for teachers, if you will, so that they could focus on the specific content of lessons without the digital tool being a barrier. In reality it has turned into a group of closely bonded students who feel valued by their teachers and peers. They have seized an opportunity to step up and become leaders by demonstrating a wide array of skills, some related to technology and others regarding social interaction, presenting to an audience or being organised. All of these skills will be advantageous in their future school life and beyond in their careers. The passion these students have for their role is wonderful to see, and even better is how it is contagious it is, spreading to teachers and students across grades.

When debriefing with the students after the conference workshop they were deservedly excited and proud of themselves for the great job they had done. The visiting teachers were impressed by our student Techsperts, their level of interaction and the quality and thoughtfulness of their comments. The students wanted to know when the next conference is scheduled and if they could come to that one too! I am proud of them and would willingly bring them to speak at future conferences. I know that the Primary School staff value the contributions made by their Techsperts, I know the Techsperts enjoy supporting others, and I know that our integration of technology is stronger for having them.

*"Leadership is not about a title or a designation. It's about impact, influence and inspiration. Impact involves getting results, influence is about spreading the passion you have for your work, and you have to inspire team-mates and customers."* Robin S. Sharma

# Embedding cultural competency

**Dr Erin Robinson, East Middle School Principal, examined the relationship between teacher cultural competency and student engagement in her doctoral dissertation. Here she shares some of her research as well as how it connects with a UWC education.**

We live in a time of both incredible opportunities and significant global issues. For the first time in human history, our world is a shared space. Globalisation is now entrenched in our reality, delivering promises of increased collaboration. Yet, we are faced with the inherent challenges of bringing people together in ways they've never experienced before. Today's social fabric is interwoven with a rich diversity of cultures. We live, work and socialise with an increasing number of people who are different from ourselves, and in a multitude of contexts (Banks, 2011).

Cultural competency models seek to explain complex social dynamics. Over recent decades, these models have evolved at a dizzying speed in order to keep up with significant shifts in migration, workplace dynamics, and an increasingly interconnected world. Advances in technology, communications, transportation, and business models along with concerns around sustainable development have accelerated worldwide partnerships and also sparked culturally based conflicts. Given the UWC mission and our commitment to diversity and inclusion, there are strong implications for culturally competent practices to be embedded in the College as 'how we do things around here'.

To begin to understand what cultural competency encompasses, we must start by deciphering culture. A static view of culture is unrealistic in our highly interdependent world. Instead, there has been a renewed view of culture that

takes into account the desire to develop globally minded citizens (Banks, 2011). This contemporary perspective highlights the adaptability and fluidity of culture. In many regards, culture is now viewed as malleable and dynamic. It is constantly in flux and influenced by a variety of social and environmental factors (Boutin-Foster et al., 2008).

Adding to cultural complexity on a global scale, interconnectedness is growing exponentially and it may be seen as leading to a kind of global ecumene<sup>1</sup> (Featherstone, 1990). We're seeing that previously isolated pockets of relatively homogeneous cultures are experiencing a type of cultural disorder because interacting with culturally different people is unavoidable. While there's an opportunity to grow out of an ethnocentric perspective towards a more ethnorelative view of the world, the media is wrought with examples of culturally destructive behaviour. In a time when we're experiencing significant shifts in demographics, the world has also begun to face challenges associated with a renewed sense of nationalism, which can be linked in part to a fear of cultural dissolution. The image 'others' includes dehumanising fear-based factors and are awash with negative stereotypes. On the other hand, we see how our students at UWCSEA challenge ethnocentric perspectives through a myriad of actions that include reciprocal partnerships in service, social entrepreneurship, and how they express their viewpoints through the arts. Students across the UWC movement are also a part of a growing transnational culture, which can be understood as genuine third or cross cultures that are oriented beyond national boundaries.

Central to both the increase in cultural integration and cultural destructiveness, is a personal redefinition of cultural identity. As Featherstone (1990) points

out, cultural norms may fluctuate but they also profoundly influence the way an individual perceives culturally different people. This requires a new understanding of culture and strategies to manage cultural difference.

Scholars have generated models to explain the negotiation of cultural differences for as long as diverse people have lived and worked together. Early cross cultural adaptation models were founded on a range of social imperatives and theoretical backgrounds. International school educators, humanitarians, and international business professionals drove many of these models because they worked with people from profoundly different cultures. Cross cultural adaptation then evolved into several comprehensive cross cultural frameworks. Terms such as 'cross cultural awareness', 'cultural literacy', 'cultural intelligence' and 'intercultural communication' emerged in the literature as a way to describe how people grapple with cultural difference.

Pioneers in this work were drawn to the field because they felt an ethical obligation to address equity issues and viewed multicultural training as a noble cause (Moule, 2012). This more principled approach soon took a turn towards a pragmatic path because working effectively with cultural difference requires a set of knowledge, skills, and understanding. Today, a more holistic view of cultural competency embraces both a sense of moral responsibility and a practical need to function effectively in a globalised society. Since people work, study and socialise in increasingly diverse settings, cultural competency is necessary to function successfully with peers, clients, and neighbours (Banks, 2004).

The emergence of a cultural competency framework is a departure from the diversity training model established in

<sup>1</sup> Ecumene is a term used by geographers to mean inhabited land. It generally refers to land where people have made their permanent home, and to all work areas that are considered occupied and used for agricultural or any other economic purpose.  
Source: <http://www.statcan.gc.ca/pub/92-195-x/2011001/other-autre/ecumene-ecoumene/ec-eng.htm>



the latter decades of the 20th century. In more conventional multicultural and diversity training, professionals learned discrete cultural characteristics to further their academic knowledge. The purpose was to increase the effectiveness of multicultural interactions through the knowledge of cultural groups' distinct characteristics. However, in many ways it served to reinforce the dominant culture. Advances in cultural competency training and intercultural learning now embrace an awareness of one's own cultural identity, recognising how culture influences perceptions of the world, and understanding the cultural history and identity of people. A key component of this model involves learning how historical marginalisation and oppression still shapes the experiences of culturally different people in settings of all kinds.

There is a greater sense of urgency to foster cultural competency within a child's educational experience and professional settings because the environment in which you grow up has a significant influence on lifelong deep cultural references. Those who grew up in culturally homogeneous environments must acquire the understanding and skills to successfully collaborate with culturally different people. This process can be challenging because our deepest references have a high emotional load. The willingness to examine the unconscious rules we have for concepts such as relationships, mental health, cleanliness, gender roles, time, and success requires an intentionally safe and secure environment. This is equally true for students and for the adults in a school community.

Both social science and business research suggest that personal and professional growth are necessary to increase cultural competency (Boutin-Foster et al., 2008). This involves introspection, self-awareness, and the ability to develop the requisite interpersonal and professional skills via a two-fold process. First, an individual establishes a tangible understanding of how their own culture influences their actions. Second, they develop skills that allow them to easily



and respectfully move among and between diverse cultures (Banks et al., 2001; Betancourt, 2003; Burchum, 2002; Diller & Moule, 2005; Lindsey et al., 2003; Nuñez, 2000).

Cultural competency sits on a developmental continuum and is progressive in nature. This is because an individual's intercultural sensitivity is fluid and likely to change over time (Hammer, Bennett & Wiseman, 2003). Therefore, the continuum describes an individual's intercultural development from an ethnocentric to ethnorelative stage of cultural understanding (Bennett, 1993; Cross et al., 1989). More recent literature suggests that developing a culturally competent skill set is an antecedent to effective practice with a culturally diverse people. This is because it is not enough to simply possess the knowledge and skills. Once we have the skills in place, we must act upon them in a responsive manner. It's an area of personal development that is in need of continuous attention and cultivation.

For educators, cultural competency is the ability to successfully teach in cross-cultural settings. Jean Moule (2012) describes cultural competence in schools as "[the development of] certain personal and interpersonal awarenesses and sensitivities, learning specific bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching." The importance of incorporating cultural competencies into learning experiences is particularly significant in international schools (Heyward, 2004). Schools like UWCSEA seek to educate a diverse community of students who identify with a variety of cultures and subcultures. As UWCSEA community members,

staff, students, parents, and alumni are exceedingly conscious of the need for culturally competent skills, knowledge, and attitudes.

The mission of the UWC movement makes cultural competency fundamental to all that we do. We see how aspects of cultural competency are embedded into the UWCSEA learning programme. In particular, students gain a greater awareness of themselves and how to effectively work with those that are culturally different through the personal and social education (PSE) curriculum. Students also learn culturally competent practices through learning in service, as they come to understand what a reciprocal partnership looks and feels like. Beyond the written curriculum, students also move towards ethnorelative practices through their social interactions. Simply being in the home of a family who is culturally different and learning how to value a different way to enjoy a meal together prepares our students for their lives beyond UWCSEA.

Though cultural competency is unquestionably a large and complex construct, it is central to successful interactions between culturally diverse people. We believe that it is a pivotal factor in our success with delivering our mission, and therefore in individual student success. At UWCSEA, from our admission policy to our teaching and learning practice, we take into account students' varied cultural perspectives and incorporate that knowledge to develop rapport with and deepened understanding of and between our culturally different students (Zoller Booth & Nieto, 2010).

*For the full list of the in-text citations, visit: <https://perspectives.uwcsea.edu.sg>*

# GRADUATION



"... I think it's important to recognise just how incredibly lucky we are to have been students of a school that looked beyond grades, achievement, and personal success. We've learnt to think critically, and fostered the UWC values by engaging with communities, both local and global, through Service and Global Concerns. While our education may feel normal and usual to us, I don't believe it is normal: it stands out—we've been packed a phenomenal tiffin, and it is now up to us to share this delicious meal with everyone around us ... But remember, this tiffin would have never reached you without our tiffin wallahs [our friends, family, teachers, parents, houseparents and countless more supporters] ...

... We as a group of people have achieved some truly spectacular things over the past few years, and I have no doubt that we will continue to do so in the years to come. As our dear old friend Kurt Hahn once said, 'You are needed.' From seeing the unbridled energy and passion that we bring to everything we do, I truly do believe that our futures are as bright as a shiny stainless steel tiffin box on a sunny day."

**Arjun Krishnan**

Class speaker, UWCSEA Class of 2017

"The important thing is that we never let ourselves as a community and movement become indifferent or apathetic. We cannot become accepting of nor apologists for structures, or institutions or systems when they are clearly broken. You may—from time to time—wonder whether your efforts are making any difference. The problems are big and they are complex. At those moments, it may be helpful to you to reflect upon the thoughts of one freedom fighter, Vaclav Havel—a playwright—who became the first president of the Czech Republic. He wrote:

*'Anyone who claims that I am a dreamer who expects to transform hell into heaven is wrong. I have few illusions, but I feel a responsibility to work towards the things I consider good and right. I don't know whether I'll be able to change certain things for the better, or not at all. Both outcomes are possible. But there is only one thing I will not concede: that is, that it's meaningless to strive in a good cause.'*

**Sumi Dhanarajan '90**, Dover Graduation guest speaker



# 576

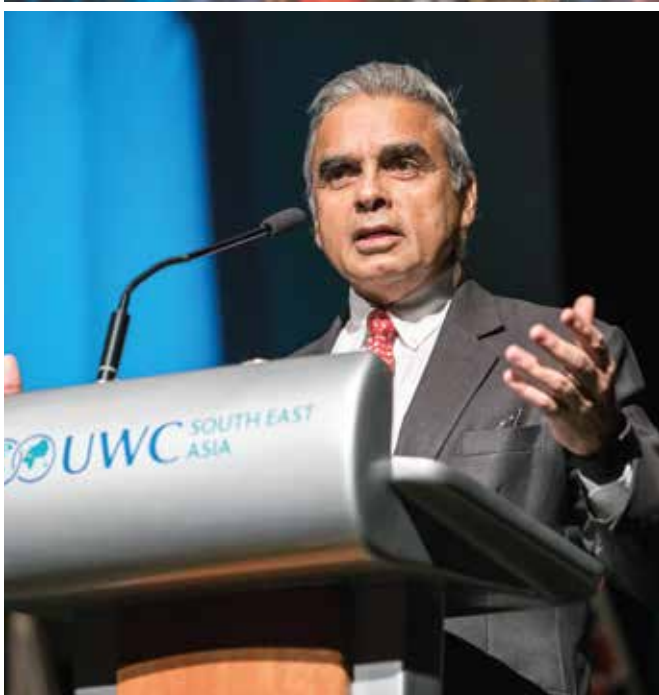
Graduates

# 42

Scholars

# 64

Nationalities



"... We have so many global crises, from climate change to global financial crisis, from pandemics to global terrorism, all these are happening ... And this is why it's very important for graduates of the United World College to try, to strive to achieve global leadership positions. Because while you are in college, as you look around this room, you accept the different nationalities, you accept the different costumes—effortlessly—and you know that at the end of the day we live on one small planet, planet Earth. And if we screw up planet Earth, we don't have planet 'B' to go to. So I hope that after you leave the school and as you progress in your life, you will always remember the values of the United World College. Take them with you and when you achieve positions of power, please take care of planet Earth. And with that, let me offer you my warmest congratulations."

**Kishore Mahbubani**, East Graduation guest speaker  
Dean of Lee Kuan Yew School of Public Policy  
Former Chair of the UWCSEA Board of Governors

"... I'm a bit hesitant to [talk about entering the 'real world'] because I don't think there genuinely is a dichotomy between what we had here and the real world. This is also real. And if ever anyone ever tried to convince you that the experience that you had in this school was like a cocoon or a bubble, that it was rampant idealism, that it was so good that it couldn't possibly be real ... just remember that that was because we actively shaped our reality to be that way. And if we did it before, we can do it again; we are well-equipped to respond to situations that we may find ourselves in that we recognise need fixing. We know how to listen without prejudice. We know that empathy is not a weakness, but passivity is. We know never to simply acquiesce but to think carefully about why we do the things we do. So ... Class of 2017, I am sure that you will all go on to do great things. But, and perhaps more importantly, I hope that we also do good things. And kind things. And things that we may not necessarily be obliged to do, but that we do ... because they are the right things."

**Kavya Deshpande**  
Class speaker, UWCSEA East Class of 2017



# Giving back and growing through

Kimheang Chham '16 recently completed a gap year before she begins her university career as a UWC-Davis Scholar at Luther College in Iowa, USA. A five-year UWCSEA scholar from Cambodia, Kim joined UWCSEA East as a Grade 8 student the year the campus opened in 2011.

Just one year following graduation, she was invited back as the Young Alumni speaker at the East Graduation ceremony in May. In her introduction of Kim at Graduation, High School Vice Principal, Cathy Jones, had this to say: *"Her story before coming to UWC is one of determination. When some tried to sow seeds of doubt in her future, she did not give up hope. Once at school, she always made opportunities where others might have seen obstacles, persevering in a new and unfamiliar environment ... In her year since school, she has continued to demonstrate her resilience, her values, and shown how you can make a vision real."*

Here Kim shares some of the experiences and personal growth

**that have taken place during her multi-faceted gap year.**

I was lucky to do many different things during my gap year. I helped with UWCSEA's Outdoor Education trips to Malaysia and Thailand as an assistant instructor. I volunteered with Green Umbrella NGO in Cambodia, teaching English to their staff, assisting teachers with reading times in classrooms and library, running a weekend workshop about environmental awareness, and a few other things relating to English translation. I also got to spend some time at home with my family, which gave me the opportunity to integrate back to Cambodia, and I started up and organised an Initiative for Peace programme in Cambodia (IfP Cambodia) with the help of a team of Grade 11 and 12 students from UWCSEA East.

## IfP Cambodia

IfP Cambodia was definitely the biggest part of my gap year. It required lots of preparation, funds, and resilience to make it happen. It was also the

highlight of my gap year because the impacts (I can see) will last even when I leave Cambodia for college.

Our first IfP Cambodia conference focused on Youth Empowerment and an Introduction to Service. I had many hats to wear: I had to get the message out about the purpose of conference and recruit a group of potential helpers. Then I had to form a group of volunteer facilitators from UWCSEA East, and work with them online over three months to prepare for the conference in April 2017. I was also in Cambodia reaching out to different NGOs who might be interested in helping, meeting with them and communicating with them. I had to find our venue, accommodation and manage other logistics. I also had to work out all the costs and see what we had and what we needed to raise to meet our needs. The team helped to launch a fundraising campaign, which was very successful, thanks to the generosity of the UWCSEA community. I also had to reach and recruit potential delegates. Overall, I played the roles of project leader, logistics person, conference



Don't wait to make a difference

[An excerpt from Kimheang Chham's speech at the East Graduation in May](#)

" ... [Through my time at UWCSEA] I learned that there is so much that every individual can do to help make the world a better place and every single person has the power to do that and I am one of them. I got to learn so much about myself and the world like many of you through IfP [Initiative for Peace], Round Square and even just taking care of each other as a family in the boarding house, where we all come from many different places and cultures. And this is

# a Gap Year

facilitator, and the supervisor during the conference whom everyone could go to for help.

We had 27 youth participants (one Vietnamese, one Thai and 25 Cambodians) and 10 facilitators from UWCSEA East, including myself. The conference focused on identity, empowerment and service. We had a service day where the delegates and facilitators went to Tiny Toones NGO to run workshops there about what we've learned from the first few days of the conference. On that day, we got to see what our delegates understood from the topics, the confidence they'd gained and how empowered they had become. Some of them even learned that they love service from the experience. That was when we knew that the conference had been a success. It was so hard and sad for everyone to leave the conference as we all bonded very closely through the five days together.

The conference was very successful and through feedback we can see that many of our delegates want to go on and run another similar conference

for other Cambodians. That was one of our biggest dreams, to see that it doesn't stop when we leave and to see Cambodian youth become leaders and initiators tackling issues they are concerned about and working together to help their communities. That is the impact we had on the delegates.

## Personal growth

Through my gap year, I learned and gained skills in commitment, patience and also pushing myself out of my comfort zone. I got to experience work life. I also got to experience working as a team to take care of students and many new lessons about the outdoors.

Through IfP Cambodia, I learned to be a leader. I must say I got to live my dream through this gap year project. I got to share back to Cambodia what I had learned from UWC over the previous five years about identity, service, leadership and more. I learned that at some point along your journey, to create something new or big you will have a time that things don't work out and you feel like giving up and that it

is impossible. There were times that I doubted myself. I didn't know how I was doing, didn't know who I could turn to for help or if any of my plans were going to work.

Now, I am glad that I got to feel that way because through that, I had to do something about it. I learned to pick myself back up, find people who give me courage, and try again. Those lessons will stick with me for the rest of my life. I've learned to be okay with self-doubt sometimes, because that means I will find a way to deal with it and it will make me stronger. All the stress, hard work and hard times I've had have been very worth it. My gap year didn't only give me new experiences and mature me as a person, but it is helping to spread the UWC values.

*Kimheang's Gap Year experience was made possible by the Kirpalani Family. Since 2012, they have funded 21 scholar gap year experiences. Gifts to the College, through the UWCSEA Foundation, enrich the unique UWC learning experience and bring the College closer to achieving its mission.*

why I took a gap year. I returned back to Cambodia to initiate an IfP conference to empower youth in Cambodia to bring about change to our country through service. I want every single one of you to know that you can make a change. But don't do it because you're told to, do it because an issue is concerning you or bothering you or because your heart just wants to help those in need ...

Every single time I went back to Cambodia for a visit from UWC, it was never easy. I experienced culture-shock in my own country ...

But don't walk away.

You can find a way to integrate back.

Your home and your people need you.

They need someone who got to see what is outside of their community and bring back new experiences. But to connect or reconnect with family, friends, your new or old community, it all takes patience, understanding and effort before you can make that difference ...

So ... Class of 2017, I have learned two important lessons that I hope resonate with you:

First, you're never too young to start making a difference that your heart

desires. You don't have to wait until you have a house, a car or a well-paid job, you will find a way to make it possible. Do it while the fuel is burning in your heart to make that change! Because if you don't, it will fade.

And second, we often glamorise global service, but you can make a difference in your home communities as well. And in order to make that difference you need to connect or reconnect. It won't be easy, but all obstacles can be overcome, if you keep working hard, keep being hopeful and remember why it is so important to make that local impact."

# Frazer Cairns

After six years as Head of Dover Campus, Frazer Cairns is leaving UWCSEA at the end of the 2016/2017 school year to take up a new position as the Director of the International School of Lausanne in Switzerland. During his time at Dover, Frazer has seen the completion of the new Middle School and High School blocks, the establishment of East Campus, and has welcomed countless new students, parents and staff, as well as a new Head of College, to UWCSEA. Throughout the years and the inevitable transitions and changes, Frazer has served the community as a thoughtful, kind and above all visible leader. He has involved himself in every aspect of campus and College life and the community will miss the familiar sight of him walking across the tent plaza in a pristine white shirt. As Frazer began to say his goodbyes, Grade 11 students, Devki Kalra and Meera Shoaib, caught up with him to reflect on his time at the College.



**What was your favourite part about being at Dover Campus?**

I particularly like the way people talk to each other; I don't think I've been to another school in which the conversations are so egalitarian. I like the fact that people take things seriously, but not themselves. Obviously I like the naan counter, that's very important! More than anything, I really enjoy being with young people.

**What was your most embarrassing moment?**

That has to be at UWCSEA Staff's Got Talent. I was acting as master of ceremonies and three teachers—Mr Martin, Mr Lucas and Mr Stirling—were in fancy dress, lip-synching to the song "It's Raining Men." Towards the end of the song they picked me up and carried me round over their heads. I was, apparently, quite red and a bit flustered when they put me down at the end.

**What compelled you to come to UWCSEA Dover as Head of Campus?**

I knew about UWC for quite a while; I thought it was interesting for what it was trying to do, this kind of 'wider view of education.' I felt that it was a school that had the same basic idea of what education is for as I do.

**What did you do before teaching?**

I was a journalist for a newspaper, and spent some time writing about things in Japan, China, Pakistan and India. I spent some time on the border of Pakistan and Afghanistan, where, at the time, things were pretty tough. Someone said to me that one of the reasons for the tension in these areas is because people aren't educated. I thought that if I wanted to make a change then education was the way to do it so I quit my job and trained to be a teacher. I was quite idealistic in those days.

**What advice do you have for young people?**

I think that firstly, people are happier if they have purpose in their lives; think about your purpose. The second thing is about enjoying life. You hear people talking in a way as if they are putting off enjoying life until some point in the future, when suddenly they'll be really happy and it'll worth all the pain and struggle. Enjoying the journey is much underrated. And don't read beauty magazines. They do nothing but make people feel worse.

**What do you think that the College could take on in the future?**

The College has set itself the challenge of bringing change in the world but there's the question of what that looks like in the future. When Kurt Hahn came up with his educational model, power was concentrated in the hands of a relatively small elite. Though that is still true in some places I think that it will become less and less true. Power—or at least the capacity to bring about change—will be more distributed

and so the biggest challenge for all the UWCs is how to generate an impact from education when you can't spot key individuals. I think it's a numbers game; UWCs need to get not hundreds but thousands of young people out of school with a really positive disposition, then I think collectively they will bring about the change we need to see.

**Do you think that UWC has changed you as a person?**

Yes, absolutely. My view of what's possible in a school has been shifted. For example, when I look at how service is done here, I can see that it's entirely possible to have 3,000 young people do service every week. When I go to my new school, I can see that the same expectations are very much a possibility.

**Is the focus on service at UWCSEA something that you would like to bring to your new school?**

In many schools we force young people to do service, and they trudge along and do it because they're required to. Often, though, the functioning of the school makes this an add-on and so the experience can have a very limited effect. The difficulty lies in making people see the genuine importance of service early on. Because the atmosphere at UWC is so focused around the fundamental nature of service, most of the students think that it's an important thing.

A funny story; I was on the way to my service, and two students were chatting away deciding about either cutting their maths homework, or cutting service. They had to make this decision of what they were going to do and one of them said, "Well actually, I'd better skip my maths, because of course, you can't miss service." I thought at that moment that there was something very right about the school.

**What accomplishment as Head of Dover are you most proud of?**

That's a difficult thing because I don't really believe any individual achieves much on their own, despite what people like to say. Everything I've ever been involved in has been with a huge group of people. I think that part of everyone's accomplishment is the way the school *feels*. There is a vibrancy and an openness. It is something we can all be proud of.

**What would you say is the most important part of UWCSEA Dover?**

I think that for a very long time, UWCSEA has managed to talk about education in a way that most schools don't manage; the idea that education is provided to an individual, but for society, and that's really fundamental.

**Frazer leaves behind a campus that is far better for having had him at the helm. We wish him, his wife Rebecca, and children, Matthew and Hannah, all the best in the next chapter of their lives.**

### Flexible seating (or standing)

Students have the freedom to choose a place to work that suits their learning style and the task at hand, which could include a stand up desk, couch, floor cushion, or traditional desk.

### 'Campfire'

This central area is used for whole class gatherings including morning meetings, storytelling, celebrations and presentations.

### 'Cave'

Students come here to reflect independently, journal or read when they need a quiet place to work or a 'brain break'.

## Junior school classrooms

Innovative spaces are all around us at UWCSEA, including everyday ones such as classrooms. Jocelyn Sutherland's Grade 5 classroom (5JSu) on East Campus is a great example of how a space can support students' unique learning styles and can also be shaped by the community that uses it on a daily basis. She says, "I believe a learning space should make students feel welcome, happy and safe. The classroom is another place for students to practise soft skills such as self-awareness, growth mindset and resilience. The design should help students feel valued and respected, and the layout should address a variety of learning styles."

Jocelyn has taken inspiration from the book *From the Campfire to the Holodeck: Creating Engaging and Powerful 21st Century Learning Environments* by David Thornburg (2013) in designing some of the spaces such as the 'Campfire', 'Watering hole' and 'Cave'.





### Makerspace

This mini creation station offers a variety of paper, markers, fabrics, reusable materials, and building materials to use during transition and break times.

### 'Watering hole'

A social and conversation space where students collaborate, share thinking, and work in small groups for activities such as book clubs, brainstorm sessions, and math rotations.

### Cultivation

5JSu's theme for the year is '#cultivate', and the students have helped to cultivate the shared learning space. Each student received a plant to nurture along with their own learning, and they brought objects from home to personalise the classroom.





# CHILDREN WILL INSIST ON BEING *DIFFERENT*

Recognising individuality can help children to develop self motivation

**By Brian Ó Maoileoin**  
**Primary School Principal**  
**Dover Campus**

Recently, I was asked to write a 'top tip' on how to increase self motivation in young children for *KidsNation*, an online magazine produced in Australia. I was permitted only 140 words and so I gave them this, which was something I thought might be relevant to all children:

"When you think about it, children are motivated all the time: if children are sitting in class or lolling about the house doing nothing, something is motivating them to do nothing. One reason can be fear of failure—if I don't try, I can't fail. The interesting thing is that success in one area transfers confidence to others—this is why a well-rounded, holistic education is so important to us here. Managing, after several failed attempts, to negotiate the high ropes course, will make a student feel puffed up with success. They still feel like that when they walk into their Maths class. Top tip for increasing self-motivation in children? Don't give into the understandable desire to smooth the path for your child. Give them plenty of opportunity to fail by themselves and to succeed by themselves." *KidsNation*, March/April 2017

But of course there is a fundamental problem with giving the kind of generic advice that a small word limit permits

and it is this: children will insist on being different. Margaret Mead once said, "Always remember that you are absolutely unique. Just like everyone else." This plurality of uniqueness makes it difficult to offer up one specific piece of advice and expect it to be a generally useful panacea.

Although I believe what I wrote because I have seen it happen, the example I provided has one very obvious corollary: surely if the child repeatedly fails to negotiate the high ropes course, then won't that sense of failure also accompany them into their next lesson?

In my reading on this area, a lot is made of the difference between intrinsic and extrinsic motivation. A criminally rudimentary summary—intrinsic is good because it comes from the child's own interests. That also makes it hard because teachers and parents have to then help them discover what those interests are. This can be a long and sometimes costly exercise. Extrinsic motivators are things like rewards, punishments, consequences and praise. While these are presented as less good, there is also, at times, a solid place for them. It is amazing how much more neatly a child will write if they think they will get a sticker!

However, of all the advice I have read on the topic, I have found Richard Lavoie's thinking to be very accessible. And so,

rather than offering any further wisdom of my own, I will devote my time on this page to summarising his thoughts.

What I like about Rick Lavoie is that he addresses the fact that there are motivators that work for some children that will not work at all for others. This is also true of adults of course, and anyone who has ever attended a workshop will recognise this. Some adults get tremendous energy and enjoyment from those get-to-know-you ice-breaker games that facilitators sometimes run, whereas others (and these latter folk I personally categorise as 'normal people') would happily jam a pen in their eye rather than participate.

Lavoie identifies eight 'types' of children in a list of 'motivational drivers'. Most likely you will recognise your own child (and possibly yourself) as belonging chiefly to one or two of them but with a few traits from the others thrown in at times. These traits are not fixed and, as children navigate their path of self-discovery, they experiment with them in order to discover who they are and to understand who they could become.

**Gregarious children** love being in a crowd and do not tend to enjoy independent, solitary projects. This can manifest itself positively in things like openness and friendliness or negatively in terms of challenging authority, for example. This child is typically



motivated by being in collaborative learning projects or committees and needs to be around people. Of course, challenging authority is also a positive and desirable trait in a UWCSEA student but we sometimes need to illustrate to children how challenge can be presented in productive, polite ways.

**Autonomous children** thrive on independent projects and like to be given opportunities to make their own decisions. They get inspiration from solitary work and like to know that they achieved success largely as a result of their own efforts.

**Status-driven children** are very concerned about how they are perceived and their self esteem is very much determined by what other people think. It can be incredibly easy to embarrass them and parents and teachers need to be acutely aware of the effect the most innocuous comment can have on such children. Most children go through this status-driven phase at some point in their lives and while it is especially associated with adolescence, it is not confined to that age group.

**Inquisitive children** are rarely satisfied by the knowledge with which they are presented and want to get to the reasons behind everything. Their curiosity is not limited to their own areas of interest or expertise and they are motivated by research projects and inquiry.

**Aggressive children.** For me, this label misrepresents what Lavoie himself means by it because his description of it suggests nothing more than assertiveness to me. So the assertive child likes to be heard and likes to confront injustice or point out inconsistencies. These children need opportunities for debate and must be taught how to channel their arguments in structured and courteous ways. They are motivated by opportunities for discussion on the carpet, for example, and it can be very hard to motivate them to stop talking!

Whereas some children are motivated by the work they are doing just in and of itself, **recognition-driven children** typically thrive on getting credit and acknowledgement for their work. The task they have completed is not sufficient to satisfy them and they want their brief moment in the sun. While they may be typically motivated by prizes and stickers, public praise will motivate some and even a quiet word of acknowledgment can be enough to energise these students.

**Affiliation-driven children** get their motivation from belonging to teams, organisations, clubs. This can have both positive and negative effects. These children are often the ones who set up little secret clubs within the class to which specific other children are denied entry

but they are also the ones who want to be involved in every service group and sports team. Their affiliation to the school is important to them and they will be the first in the queue to get their Swim Team sweatshirt and their branded hats. In the playground, these are often the ones who come up to me periodically checking that I know their name!

Finally, **power-driven children** are motivated by having some control and influence and they love it when they are provided opportunities for personal responsibility or authority. This can be channelled very positively obviously but can also have a negative outlet through disruptive behaviour and challenge to the authority of others. These students tend to respond very well to opportunities to chair committees or to lead delegations to my office to ask for changes to routines or for money to purchase a sofa for their classroom.

As is ever the case, there is no magic cure-all strategy that fits every child in education. The diversity of background, culture and personality, which we value so much at UWCSEA, brings with it a need to think differently about each child and to do everything we can to get to know them and discover what makes them tick.





IDEAS HUB

## A year of creative collaboration

An array of competitions, workshops, experts talks, after school activities and hosted events have made for a dynamic and productive first year at the IDEAS Hub on Dover Campus. The Hub opened in August 2016 with a mission to *provide a place that inspires and supports our community to explore, innovate, collaborate and create sustainable solutions to shape a better world.*

The Hub is having a positive impact on the College and the wider Singapore community, offering a collaborative space that is connecting UWCSEA to local companies and innovators, as well as providing opportunities for people to share resources, learn from each other, work on projects, network and build.

Students quickly became accustomed to spending their break time in the IDEAS Hub (there are vocal complaints from Junior School students when it is closed for a day), and families have been using the space on the weekends to work on DIY projects.

Thirty parents and alumni are providing support through the adult volunteer programme, giving their time as mentors to work with Hub users on a regular basis. The IDEAS Hub has also established itself as an innovative space to host entrepreneurial events in Singapore, having partnered with organisations including Intel, Microsoft, UN Women and Ashoka during this first year.

Ben Morgan, the Director of IT and Founding Chair of the IDEAS Hub Advisory Board said, "Why is it important to expose young people to these activities—in our case starting from age 4 upwards? Ultimately, entrepreneurship and creating are mindsets, they are attitudes far more than they are skills sets, although certain skills are important. If you study many of the world's successful entrepreneurs who have become famous in their twenties, the idea they are famous for was not their first idea. They all started developing projects in their teens or

younger, which tells us that waiting until post-school education to develop entrepreneurship is too late; we have to be doing this in mainstream K-12 education. Our young students may not become famous for their first project, it may not be the next thing they create, or the next ... But the key for us as a school is to create the environment where they can try and fail, and try again ... and so help them develop the underlying attitudes that will eventually enable them to be successful."

The timeline on the right includes some of the first year's highlights. The IDEAS Hub is now embedded in the UWCSEA community, and we look forward to seeing the innovative creations and programmes in the years ahead.

*The IDEAS Hub is funded by gifts from the community. Gifts to the College, through the UWCSEA Foundation, enrich the unique UWC learning experience and bring the College closer to achieving its mission.*



2016  
OCT

**Come & Play:** IDEAS Hub Open Day. Over 250 members of the community came out to the IDEAS Hub Open Day and tried their hand at movie-making, 3D printing, coding and woodworking.

**IDEAS Hack:** a hackathon for 120 students, from multiple schools across Singapore, sponsored by Intel and IBM.

2016  
NOV2017  
FEB

**Launch of the adult volunteer programme:** over 30 parents, alumni and staff members from the UWCSEA community signed up to volunteer at the IDEAS Hub and attended two training sessions.

**#Codeathon:** organised by Code for Asia, Young SE Asian Leaders Initiative, US-ASEAN Business Council and the UN Women Singapore Committee.

**Smart Cities Talk:** by Professor Jason Pomeroy, tv host and architect, about smart cities around the world.

2017  
MAR2017  
APR

**tGELF LIFE Challenge:** a platform for students with leadership skills to interact, exchange ideas, and empower each other as thinkers and changers. Together with UN Women, Teaspoons of Change, Global Citizen, Shesays, and Yunus Social Business, 83 students from Grade 8–12 competed to find solutions to one of the UN Sustainable Development Goals.

**Microthon:** sponsored by Microsoft using the Microbit, involving 100 students aged 7–14. The Senior winning team was from Pathlight School, a school focused on students with autism.

**Young Makers Summit:** a celebration of young makers, co-organised with Intel and the Science Centre Singapore. A showcase featured prototypes by students from NTU, SUTD, NUS, Singapore Poly and UWCSEA.

**The ChangeGeneration Young Changemakers Showcase:** celebrated the growing importance of changemaking in education and showcased the first cohort of finalists from the ChangeMakerXchange in Southeast Asia. Jointly organised with Asohka Singapore and supported by the Robert Bosch Foundation.

2017  
MAY2017  
JUN-AUG

**Masterclass Series:** social changemaking camps for High School students focusing on filmmaking, social entrepreneurship and marine conservation. Developed and delivered in partnership with leading individuals and organisations in the relevant fields, each masterclass offers a unique and immersive learning experience.



# KURT HAHN

## and the Humanist tradition

**By Ian Tymms**  
**Middle School Head of English**  
**East Campus**

Something interesting happens each year when my Grade 6 class are studying the history of Kurt Hahn and the United World College movement. Part of the learning intention is for the students to have a broad understanding of the key events that shaped this history: WWI, The Holocaust, WWII and the dropping of the two atomic bombs. And each year, somewhere in the middle of this learning, some version of this conversation happens:

First student: "I think Japan needed more materials to make their army strong."

Second student: "But they shouldn't have been invading other countries to get what they needed."

First student: "Well it's kind of the same as what the European countries were doing through colonisation."

Second student: "True, and maybe that's one of the things we need to know about war—that one group shouldn't be taking things from another."

The conversation is interesting and relevant, but there is another detail that makes it even more so: one of the students has relatives who were in Japan during the war and another has relatives who were in China. In other versions of the conversation the relatives might have been in Germany and England or Indonesia and Holland or the US and Japan or Italy or Poland or Singapore or Malaysia or any number of combinations that reflect the

conflicts between nations in the past 100 years.

Often the students know little about these histories and are exploring them for the first time and there is a moment of realisation—usually prompted by me—that their grandparents or great-grandparents were on opposite sides of this history.

The response from the students is, in my view, one of the greatest possible endorsements of Hahn's vision. They are fascinated and engaged, but their cultural differences, without exception, come second to their shared humanity. Their differing histories become a resource to tap as they explore and understand more about who they are and where they come from. I have never seen this realisation create animosity—in fact quite the opposite—and there is something profoundly hopeful about watching two students talk through the conflicts of their great-grandparents and then head out to eat lunch together.

### Kurt Hahn and Humanism

Whilst this humanist educational tradition is very evident in Kurt Hahn's actions, it isn't so clearly articulated in his writing. As Stuart MacAlpine, Director of Teaching and Learning at East Campus pointed out to me recently, the writings of John Dewey have been very influential in education and yet the one school Dewey founded folded in a few short years. Hahn, by contrast, wrote little and is comparatively little known, but he founded three highly influential schools in Salem, Gordonstoun and Atlantic

College, the first UWC. Additionally, he built the Outward Bound organisation, the Duke of Edinburgh's Award, and supported the foundation of the Round Square movement, as well as encouraging or actively supporting the establishment of dozens of other schools and organisations based on his humanist principles.

Hahn's influence can now be found in hundreds of schools and organisations: 17 United World Colleges with national committees in 155 countries;<sup>1</sup> Outward Bound Schools operating in 33 countries and 250 locations;<sup>2</sup> 180 Round Square schools located in 50 countries;<sup>3</sup> and, over the last 60 years, millions of participants in the Duke of Edinburgh's Award delivered across 140 countries.<sup>4</sup> And this is to name only the most salient of the organisations Hahn has influenced.

What all these organisations have in common is a set of values based on challenge, the environment and a humanist concern for respecting others. Apart from a number of useful aphorisms, anecdotes and speeches, however, there is little that Hahn wrote that clearly articulates his wider educational vision. It's instructive instead to look to Hahn's life<sup>5</sup> for a clearer understanding of his vision. Whilst this article is far too short for anything but the most cursory summary, here's an attempt to describe the broad facts.

As a German Jew born in 1889 into a wealthy and influential family, Hahn's access to power was guaranteed. He attended Oxford University and several universities in Germany and gained a

<sup>1</sup> <https://www.uwc.org/> | <sup>2</sup> <https://www.outwardbound.net/> | <sup>3</sup> <https://www.roundsquare.org/> | <sup>4</sup> <http://www.intaward.org/> |

<sup>5</sup> In describing this history, I'm particularly indebted to David Sutcliffe's superb book *Kurt Hahn and the United World Colleges with Other Founding Figures*. 2013, published by David Sutcliffe.



firm grounding in Classics as well as literature of the Romantic period in both English and German. When WWI broke out, he was conscripted into the German Ministry of Foreign Affairs where, being fluent in English, his role was to read the British press and 'provide summaries and interpretations.'<sup>6</sup> By the end of WWI, Hahn had been appointed Personal Secretary to the German Imperial Chancellor, Prince Max of Baden. Hahn was a skilled negotiator and he had a key role in behind-the-scenes negotiations for peace both before and during the Treaty of Versailles.

After the war, and with Prince Max's active patronage, Hahn built his first school, Salem, in Germany. Hahn's approach to educational philosophy was that of the magpie,<sup>7</sup> taking the best ideas from those educators he most admired. Salem, like all his schools, was designed very much within the liberal-humanist tradition. In the following years Hitler rose to power and Hahn spoke publicly on several occasions against the actions of Nazi thugs. In 1933 he was imprisoned. Many of Hahn's friends agitated for his release and the British Prime Minister, Ramsey MacDonald sent a letter to the German authorities pleading Hahn's case.

Hahn spent five days in jail for speaking out against Hitler. After his release he moved to Scotland where he set up his next school, Gordonstoun, in 1934. Once WWII had been declared, Outward Bound was Hahn's next venture designed to train young people for the mental as well as physical hardships of life in the Merchant Navy.

And after WWII, with the horrors of war and Hiroshima and Nagasaki as backdrops, Hahn built Atlantic College, the first UWC. His intention was to create a two-year pre-university education which would bring together students from many of the countries that had previously been at war and do exactly what I describe as happening in my Grade 6 classroom.

In this brief summary of some of Hahn's public achievements can be seen the signs of a man who was principled and determined. A skilled and connected negotiator who was pragmatic and driven. But this is only one side of the coin.

### Failure

In July 1904, at age 18, Hahn rowed across the Havel river on the hottest day in 100 years and suffered an injury that was to shape the rest of his life. David Sutcliffe argues that "no appreciation of Hahn's personality, life or work is complete without an awareness of the implications of these early experiences."<sup>8</sup> Hahn suffered a sunstroke that would cause him to require intermittent bed-rest and dark rooms for the rest of his life. His parents sent him to a long list of experts trying to get to the bottom of the illness but nothing seemed to work and they questioned whether his condition may have been psychosomatic.<sup>9</sup> Hahn wrote:

"I owe the stronger part of my nature not only to the compelling circumstances of illness and misfortune, but to the misunderstandings I encountered from people I loved."<sup>10</sup>

Humanism is as much about accepting human failings as it is about understanding human strengths. Hahn began and ended every term at Salem and Gordonstoun with a reading of the parable of the Good Samaritan—the New Testament story in which a man demonstrates compassion for his fellow man despite the barriers of culture and belief that separate them. Understanding Hahn, his legacy and the strengths of a UWC education, requires more than just assembling a list of Hahn's achievements, it also requires an understanding of something essential about compassion and humanism; about the way adversity and failure can be a foundation for finding inner strength to do good. Hahn had a profound faith in the goodness of the young and in the ability of us all to find reserves of strength to allow us to build a better world.

### Legacy

In the classrooms of UWCSEA, students are far more likely to see each other through the lens of a common humanity than through the filter of cultural difference. Cultural identity is very important and it is celebrated through events like CultuRama and our United Nations days—it remains a rich resource to tap when looking to understand the world—but one of Hahn's enduring legacies is a desire to see our common humanity as foundational and the key to making education *a force to unite people, nations and cultures for peace and a sustainable future*.

<sup>6</sup> Sutcliffe p. 59 | <sup>7</sup> Sutcliffe p. 120 | <sup>8</sup> Sutcliffe. p. 52 | <sup>9</sup> Sutcliffe, p. 52 | <sup>10</sup> Sutcliffe, p. 52



# LITERACY AND MATHEMATICS

## learning through 'play' in the Infant School

**By Nicole Tripp, Primary Mathematics Coach and Olivia White, Primary Literacy Coach, East Campus**

In the Infant School, we value each child's natural desire to play and learn. A child's curiosity leads to learning through experimentation and discovery, and play is a vehicle for this inquiry. This play, coupled with intentional teaching and a purposeful environment, means learning is planned for, listened to, documented, and analysed. Teaching and learning in the East Infant School are guided by our 'Image of the Child' (*Dunia*, December 2016), carefully articulated curriculum, and Learning Principles, which set the conditions for learning to happen.

In Literacy and Mathematics, students engage with authentic learning experiences that help them develop the foundational skills needed throughout their education. While some might imagine the teaching of Literacy and Mathematics to be quite different, we have found that they share many similarities. Both strive for comprehension, fluency and accuracy. Both invite students to explain their thinking and process, to be open to others' ideas, and to recognise that there are often many ways to answer a question, build a theory, or find a solution.

### Literacy

Literacy education focuses on the essential skills of writing, reading, listening, and speaking. Much of **writing** in the early years involves storytelling and writing about the real world. Students' first 'written' stories are often represented as mark making. Making marks, 'inventing' spelling, and creative illustration are signs that the concept of the written word is forming and meaning-making is happening. As the skills of writing develop, marks take on characteristics of the written word. Teachers build on children's understanding of text, the writing process, and each child's own image as a writer. Children are given choice in what they write, time to practice, and feedback as they begin to own their writing.

A love of **reading** is nurtured through a range of experiences. Decoding text is only part of the reader's experience; much time is spent discussing books, authors, and the meaning behind texts. Reading aloud to students happens daily, and the children see themselves as readers well before decoding the first word. They pick up books, tell stories, and use illustrations to understand character, setting and plot. Early readers are figuring out how books work and exploring texts to make sense of the written word. As with writing, teachers facilitate the 'image of the child as a reader' in a classroom culture that values reading and gives each child the confidence to take risks.

**Listening** and **speaking** skills are vital for learning to read and write. Students have opportunities to respond to texts, talk

about their learning, and articulate their thinking. Children are encouraged to listen to the ideas and opinions of others and share their own thinking and understandings. Students learn to interact appropriately with others, share their opinions, receive and respond to feedback, and show respect and consideration as they collaborate with others.

### Mathematics

In order to develop a deep sustainable understanding in Mathematics, we strive to ensure that children go through three stages: concrete or 'doing', pictorial or 'seeing' and finally, abstract or symbolic. Students come to understand the concepts through activities that develop skills in number sense, measurement, patterning, and geometry.

**Number sense** includes an understanding of symbols, counting, patterns, quantity and operations (+ - x ÷). Students require an understanding of how numbers can be taken apart and put together in different ways. In order to have strong number sense, skills such as estimation, problem solving and perseverance are essential. Children have access to a variety of tools and materials which help to develop and deepen their mathematical understandings. Collaborative number games are used for consolidation and to encourage mathematical discussions. Being able to articulate their thinking and process is essential.

Through **measurement** learning experiences students use comparative language to build, create and experiment. In Infant classes, we typically use non-standard units to measure length, weight, volume and area. A water table supports learning about volume, while weighing scales allow children to compare and measure differences in weight.

Provocations for learning **patterning** encourage students to identify, build and explain patterns using a variety of media. Students are always looking for patterns – in language, art, nature and numbers. Everyday items such as stickers, blocks, and pebbles as well as numbers, are used to build this understanding.

Through **geometry** in the form of block play, students explore concepts of measurement, balance, shape, pattern, size, adding, subtracting and spatial awareness. Block play allows students to freely explore and manipulate construction materials, which helps build the foundation for many future mathematics-related skills and understandings.

So when you walk into our Infant learning spaces and see 'play' happening, know that students are inquiring and investigating their world and learning the habits of learning. They are learning to be social, to be independent, and to solve problems. Whether we call it Reggio-inspired, play-based, or child-centred, we are proud to say that our children are learning through play.





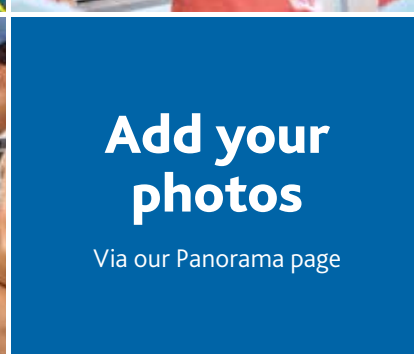
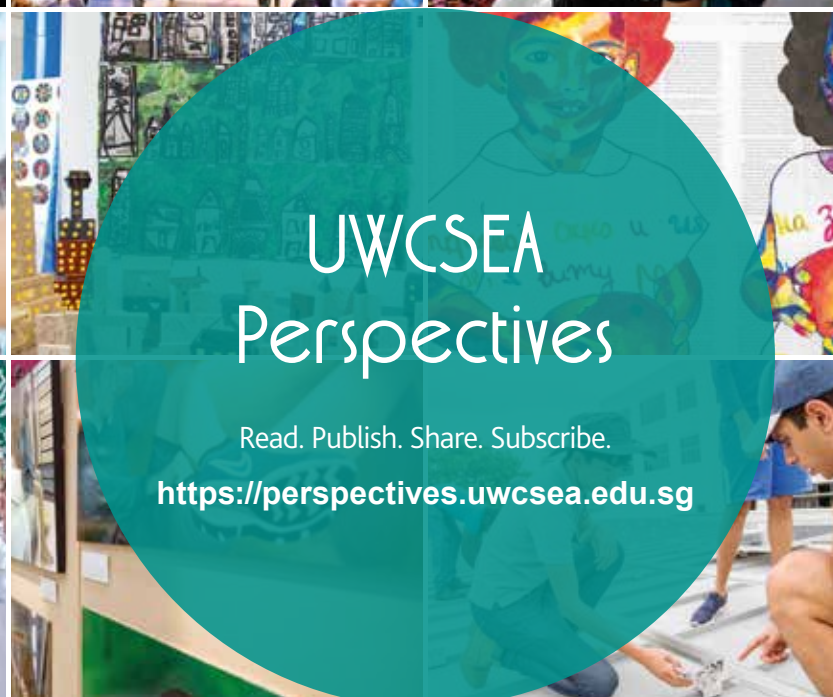


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GRADUATED  
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## GRADUATION 2017

On Saturday, 20 May, 576 students graduated from UWCSEA. Congratulations to all the graduates and their families. See page 14.