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THE MAGAZINE OF UWC SOUTH EAST ASIA

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I've had a lot of good fortune in life, I've made my own opportunities where I can, and I have a duty, like everyone else, to give a little something back. I realised very early on that if I want change, I need to be the one driving that change."

Richard Kuppusamy '95 Architect and President of Singapore DPA

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UWCSEA Perspectives

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Refocusing our sustainability lens

By Chris Edwards, Head of College

If you were to buy a single volume History of the World, my guess is the achievements of ancient Mesopotamia would get more paragraphs than those of the indigenous people of New Guinea. Given the former's protean accomplishments in mathematics, astronomy, literature and so forth, this is hardly surprising. When it comes to being seriously clever, the ancient Mesopotamians are rock stars. Only the Egyptians are likely to get more pages in those early chapters of our history book.

But the lens through which most people have looked at the past has remained unchanged for centuries. Even when I was very young, the word "sustainability" was never used at home or school. There's a good reason for this: it didn't exist until 1972. And so we never looked at the mighty civilisations through what we would now call "a sustainability lens". If we had, we would have learned something interesting. Intensive agriculture was practised in Mesopotamia, and while it allowed for the development of the great cities, armies and bureaucracies we spent time studying, it also led to deforestation and diminishing yields. Nobody told us that. Amazingly, scholars now believe that from 2100 BCE to 1700 BCE, the population was reduced by nearly sixty percent. In other words, intensive agriculture helped precipitate catastrophe.

Now the people of New Guinea—who are more likely to appear in anthropology rather than history books-may not have created an alphabet, charted the heavens or built in stone, but they did figure out one thing the super-smart Mesopotamians seemingly missed: they practised shifting cultivation. This meant that when a field's soil was exhausted or even overrun with weeds, it would be allowed to revert to its natural vegetation. The farmers of New Guinea would plant in other fields but might still harvest the fallow field and use its natural vegetation for medicine, tools or even clothes. They weren't the only people to do this of course, but as we start taking a fresh look at what matters most in our troubled world we might want to give the people of New Guinea some space in our history book. Shifting cultivation brings its own problemshuman behavioural patterns mean no system is perfect—but it represented an awareness, among other things, that the land demanded respect if a society was to sustain itself.

Let's move forward a few thousand years and consider the lens through which people will look at the UWCSEA community and our efforts not to go the way of the Mesopotamians. As students around the world march and go on strike in order to draw attention to climate change, there are many people asking if our schools should be dealing more directly with the environmental challenges before us and whether the lens through which we should teach everything—or almost everything—should, for example, be the United Nations Sustainable Development Goals (SDGs). But as the United Nations Development Programme (UNDP) states, delivery of the SDGs requires the partnership of governments, private sector, civil society and citizens alike to make sure we leave a better planet for future generations. And as I look at UWCSEA initiatives, many generated by the students themselves, I see not only a nascent awareness of the significance of the SDGs themselves but, crucially, development of the skills which will be necessary to help deliver the collaborative response demanded by the UNDP. While Goal 11—Sustainable Cities and Communities—can be helped by isolated, individual action, its mighty drivers will, of course, be those people who can lead, marshal and collaborate with groups and individuals to effect profound change. In embryonic form, that is what I see here: through their often inspiring sustainability work, students of all ages are understanding and honing skills to deliver on still greater initiatives.

Another cause for hope at UWCSEA—though we must treat it with some caution at this stage—came from the exploratory, UWCSEA-based Harvard University work that led to the current impact study being conducted across all UWCs. Early observations (it's too soon to call them "findings") revealed that UWCSEA students saw environmental issues at the apex of the world's problems, and while we can argue about why social justice or whatever didn't get top spot (it did in at least one other UWC), it is encouraging to know our young people are engaged and thinking critically to the extent that they are.

I have just been looking at the some of the work of Dover's Eco Rangers (Junior School children) and their Sustainable Resolutions for 2019. As yet, these young people are unknown to the wider world, and the scale of their work thus far is necessarily limited. But sooner than we can imagine, these students will be running banks, founding NGOs, playing in orchestras, teaching others, designing buildings. Let us hope, as the clock ticks, that the ethical choices they make as young adults inspire those around them to take notice and act. The signs are good.

Perhaps then, like the people of New Guinea, the current Eco Rangers and students like them can take their place in a history book yet to be written. Books where the cities, armies and bureaucracies take second place to a narrative of respect, engagement and survival.



Greater than the sum of the parts

By Graham Silverthorne, Head of UWCSEA East

From my earliest days as a reader, I have loved words. As today, we bump into people walking down the street, crossing roads, eating dinners and probably sleeping with their mobile phones, so once upon a time you might have been at risk from me walking into you holding an omnipresent book. I really did fall asleep with a book on my face, I really did read under the covers with a torch to avoid detection from parents who would have consigned me to the wordless void of sleep. I can well remember the agony of saving up for a book, rushing to buy it on a Saturday morning, consuming it too greedily and then being distraught that it was finished before the sun rose on Sunday morning.

Recently, after teasing myself with the idea for at least 10 years, I have purchased a Kindle. I wasn't entirely sure that I would use it but frankly, I have hardly been able to put it down. One of the particularly happy features of my new device—which is, by the way, waterproof, for those that want to read underwater or whilst snorkelling – is the dictionary function. This luxury allows you to simply exert pressure on any word that needs explanation and there pops up definition and options for further clarification. For a man who once made lists of words he didn't know by reading through pages of the Oxford English Dictionary (rodomontade, prestidigitator, archimandrite ... I still have them all) this is a feature beyond imagining.

It was during one of my pursuits of a new word, that I came across the word 'hologramatic'. It felt like a word I should have been able to tackle but it was clearly one that needed to be added to my list. It isn't a common word and it is most frequently associated, in the few references that I was able to come across, with a Spanish academic called Morin who created Morin's Hologramatic Principle in 2003 (to my shame, I can't even reference this but I will ask you to take my word for it). In essence, as I understand the principle from the translation, it speaks of seeing life – the past and the future (existence) – as living and connected. To understand and predict the future, one must see it as the extension of what has gone before, not as something disconnected from what precedes it. This thinking appeals to the historian in me; in my mind, I see the hologram of life, turning slowly, viewable from all sides, the beginning and the end invisible but the present clearly located somewhere between the two. As with all holograms, depending upon where you stand to view it, you see the whole thing differently from another person, taking the view from a different angle.

Possibly, this is all axiomatic but it is leading me to a point.

We make assumptions that many of the things that we look at are viewed by others in the same way that we view them. It would be hard for us to function without making some of these assumptions but sometimes there is great benefit from calling in a piece of the hologram and challenging ourselves to 'name it' because in the differences of our language and in the use and inflections of the words that we select lie deeper shared understandings (researching this line of thought gave me the gift of another word—heteroglossia but that is for another day).

Earlier this term, a group of senior leaders at UWCSEA sat in a room with the apparently simple task of defining the concept of 'holistic education'. Surely, if any group of learning leaders should be able to do this with ease, it would be our group. After all, we do say on our website, that: *The learning*



Student experience of our holistic education

1. Challenge

- Plus est en vous
- Transformative
- Inspiring
- Radical
- Courageous
- Challenges traditional learning

2. Breadth and balance of opportunity

- Opens possibilities
- New experiences
- New doorways/possible pathways
- Multifaceted social, emotional, cognitive
- Individual development balanced with collaboration

- 3. Connection
- We, my world, world beyond
- Intentional joining up/transfer
- Mind, body, spirit/soul, intellect, emotions, social
- Systems thinking
- Looking out and looking in
- Provides 'whole' view
- Interdisciplinary/transdisciplinary
- Transfer of self-esteem contagious achievement
- Humanistic
- Constructivist
- Experiential
- Continuity

4. Agency

- No one success criterion
- Appropriate challenge
- Choice
- Possibility for all students to excel
- Develops confidence and self esteem
- Builds character the dispositions
- Builds skills
- Develops 'self'

5. Value/Mission based

- Reverence for life/nature
- Rights and peace building
- Something bigger than self
- Empathy for others
- Values people and the world

programme at UWCSEA consists of five interlinking elements: academics, activities, outdoor education, personal and social education and service ... The elements combine to provide our students with a **holistic**, values-based education that develops them as individuals and as members of a global society.

However, the exercise turned out not to be easy at all. We had decided to set ourselves the task because we have started to discuss our learning programme, those five interlinking elements, to review what it is that we are doing well and what we might do even better. The five elements are very much aligned to our UWC mission but they are unique to UWCSEA as a way of enshrining the learning goals that deliver the ambitions of the mission.

As we wrestled with the challenge of finding the right starting place for a review, it became obvious that we needed to take things back to first principles – what lay beneath our construction of the five-element framework? After some discussion, we agreed that what lay beneath was our shared belief in holistic education. The most innocent of questions followed, "but what does that *actually mean*?"

After spending over an hour together using a Frayer Model¹ to extract characteristics and examples, we had failed absolutely to come up with any shared definitions. It was engaging but also surprisingly frustrating. Setting aside the ambition to define holistic education, we decided, instead, to try and tackle it from the perspective of an appreciative inquiry². What was it that we all valued about holistic education (this thing that we couldn't comfortably define)? The resulting activity consumed a good number of post-it notes. We spent a little time looking at what we had achieved but there was no immediate light bulb moment. That arrived much later when I sat down with the notes at home, look for organising headings to emerge from the curling sheaf.

Once in a while, something magical happens – the moment can creep up on you in a concert or an assembly, halfway up a mountainside with a group of students, working on a local service, virtually anywhere. They don't normally, however, occur late in the evening at home with a pile of post-it notes. As I began to sort out the notes into common areas, they fell into alignment as compliantly as if they had been directed by the Hogwarts Sorting Hat. I think only two of around 60 did not immediately aggregate to one of five immediately visible headings. It was a strangely moving moment. As much as we could not find the words to define the concept of holistic education, we were able, with great certainty, to say what it is that we appreciate and value about what a holistic education gives to young people.

This is a UWCSEA education. Of all of the various descriptors that we have on our website and other published materials, these words in their raw form capture something, for me, that transcends. Students with agency, given credit for what they choose to do and finding more within themselves in doing it; students who have the courage to try and the courage to challenge; students with possibilities in front of them, who seek out new experiences; students who are connected to and responsible for their own spirituality, their own heritage, their world; and students with humility and reverence who seek to serve others. These are UWCSEA students.

In trying to describe what we value about holistic education, we found ourselves, instead, describing the young people that we are immensely privileged to work with.

¹ http://www.theteachertoolkit.com/index.php/tool/frayer-model |² Cooperrider, D. L.; Barrett, F.; Srivastva, S. (1995). "Social construction and appreciative inquiry: *A journey in organizational theory*". In Hosking, D.; Dachler, P.; Gergen, K. Management and Organization: Relational Alternatives to Individualism. pp. 157–200.

UWC SOUTH EAST ASIA ANNUAL REPOR G

"In a year where we had our eye firmly fixed on the future, the main expression of this was the development of the UWCSEA five-year strategy," reported Anna Lord, Chair of the Board of Governors in her opening message, "which describes a foundation on which we will build long term financial sustainability in order to continue to deliver a high quality, mission-driven education to young people well into the future."

Included in the report are sections on student achievement in each element of our learning programme; information about the College community, including results of the annual parents survey; the business report incorporating Human Resources, Admissions and Financial Statements for the College; and a summary of the activity in College Advancement which include fundraising and alumni functions.



Read the full report on: www.uwcsea.edu.sg/ AnnualReport. To receive a printed copy please contact June Choy, Communications and Marketing Officer at junechoyuwc@uwcsea.edu.sg.

Community

Students on both campuses

Financials

Scholars



Boarders

Nationalities

Languages spoken

Maintenance and operations 5% 66% Other contributions 2% Salaries and benefits Boarding fees 3% Educational resources and other expenses* 15% Development levy 10% **Dover Campus** *includes boarding expenses, Dover Campus central administration. Income Expenditure educational resources and finance and marketing costs Sundries and other fees 11% Depreciation 14% Tuition fees 74% 69% Depreciation 3% Salaries and benefits Other contributions 2% Maintenance and operations 6% Boarding fees 4% Sundries and other fees 8% Educational resources and East Campus **East Campus** other expenses** 22% Expenditure Income ** includes boarding expenses, Development levy 10% central administration, educational resources. finance and marketing costs, operating lease expenses Tuition fees 76% and property tax

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Class of 2018 IB Diploma results



Outdoor Education

849,120

Student hours spent overseas



Times a student participated in an overseas trip **3L**

ated Countries visited Service programme

53 Service partners in Singapore

63,000

Volunteer hours given to our Singapore partners

1.5

Average number of hours volunteered weekly by students and service leaders

\$1,229,231

Money raised by students through the UWCSEA Service programme

Average number of activities participated in (by student by grade)

2,829 students involved at Dover Campus



2,408 students involved at East Campus



Staff recruitment



Average number of applications per vacancy



Human Resources





Full-time teaching staff Part-time teaching staff



Administrative and support staff

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multi



At UWCSEA, we believe that learning happens when we build bridges across departments and curriculum areas, activities, and within our community. We work together to provide a truly holistic experience and believe that every student can contribute to the creation of exceptional art.

As a result, every two years, the UWCSEA East Drama and Music Departments create a grand collaborative arts production, which have consistently reaped outstanding performances. Following months of hard work and rehearsals, this year's production was staged in January 2019 in four sold-out performances.

"Every story is a love story"

That was what sprung to mind for Lindsey Stirrat, Head of Arts Faculty, as she recalled her experience helming AIDA together with co-director Bronwyn Bye, Head of Drama. Originally an opera set in the Old Kingdom of Egypt, AIDA was popularly remade by Elton John and Tim Rice in a modern-day musical adaptation. Like all compelling love stories, AIDA tells a gripping story, woven with loss, passion, betrayal and loyalty. It sits against the backdrop of a raging war between Egypt and Nubia, creating tension between the protagonists: Aida, an enslaved Ethiopian princess and her forbidden secret lover, Radames, Captain of the Egyptian Guard, who has, in turn, captured the heart of Amneris, daughter of the Egyptian King.

"The learning the students take away from it, stays with them ... for their entire lives."

Bronwyn Bye, Head of Drama





Breathing life into AIDA

What made AIDA spectacular was that it was not just made up of Drama and Music students; auditions were open to all High School students. The final production saw 78 students making up two casts of lead actors, and one orchestra of student musicians. Bringing AIDA's characters to life, the talented cast, crew and ensemble outdid themselves, coming out of the months-long journey having embraced new challenges and explored their capabilities.

The students were involved in far more than simply putting together an adaptation of a musical. They had a hand in pruning, shaping and offering their individual perspectives and cultural knowledge so that the production was as authentic as it could be.

"Our African scholars really helped with some of the initial stimulus and design ideas for costumes, offering their perspectives on some of the artistic decisions and what that meant in their culture," said Lindsey Stirrat.

Bringing UWCSEA values to the stage

"One of the things that attracted us to (AIDA) is this idea of a cross-cultural love story. That sits really well with our UWCSEA mission and love transcending these constructs that we build around ourselves," says codirector Bronwyn Bye.

The turmoil and struggles faced in AIDA may be a far cry from the lives of our UWCSEA students, but one can draw plenty of parallels between the values that AIDA evokes and the ones our College embraces.

AIDA teaches lessons of strength, cross-cultural alliances and friendship, values that UWCSEA, through the learning environment it nurtures, encourages in its student community. Every story is a love story, and the compelling one that AIDA tells is set to remain with our community for years to come.







SHEHACKS 1.0 "We're just High School kids, what can we do about it?"

Looking around their Computer Science classes, High School students Jaanvi Chopra, Jamie Lin, Disha Mohta, Tanisha Sethi and Gaurika Sawheny couldn't help but notice that the number of female students was incredibly low. Despite feeling outnumbered, the girls started brainstorming during their Girls in Tech activity group about what they could do to change things.

Said Gaurika, "I started Girls in Tech with an aim to inspire and empower girls like me to follow their passions and not be afraid. There has always been a negative stereotype surrounding women and their success in the technology field and we wanted to make a change. We are taking steps to dispel these misconceptions and provide a platform which encourages and enables girls to explore and embrace the exciting opportunities that the Computer Science field has to offer."

Working with the IDEAS Hub Manager Colin Peters, the girls designed SheHacks—an all-female hackathon for beginners, designed to inspire, empower and unite girls to pursue computer science. Jaanvi said, "At first I was really sceptical, and I thought 'We're just High School kids, what can we do about it?'" But with Colin's support and their collective enthusiasm, the project was launched.

Sponsors and mentors from Google, JP Morgan, Amazon, ThoughtWorks and Visa quickly came aboard, donating space, food and time. Initially, sign ups from participants was slow, but when a social media influencer posted about the event, the team were overwhelmed with registrations. And after months of planning, despite last-minute legal and child safeguarding obstacles, and facing criticism from fellow students about the all-female nature of the event, the hackathon was held at Google's Singapore offices 23–24 February with over 90 participants from schools across Singapore.

The theme of SheHacks was 'Empowerment' and unlike other hackathons, SheHacks was open to female students even if they had never coded before. Workshops were offered to introduce attendees to the basics of coding, called '101s', as well as more advanced sessions, including 'MIT App Inventor' and 'iOS Development'. With the help of an impressive slate of female mentors from across the tech industry, attendees learned how to put together a pitch, and had the chance to present their idea to the crowd by the end of the weekend.

By all accounts, the event was a roaring success and the team looks forward to SheHacks 2.0. As Jaanvi said, "It's my passion to show other girls that anything is possible. Even today, there is a stigma about doing STEM, and I want to tell other girls to forget that and do what you love. Ignore the comments that limit you, such as 'she's such a nerd', and do what you want. I want other girls to find the happiness, excitement and passion in coding that I have found. I'm so grateful to have had the opportunity to do this. And I can't wait to work on even bigger projects in the future."

For the student organisers, one of the most exciting outcomes of the project was the creation of a strong female coding community at UWCSEA; empowering, motivating and supporting each other. Keep your eye on this powerful group of change makers!

Find out more, visit shehacks.weebly.com







UNITING NATIONS DAY Building intercultural understanding through music

By Janine Larsen, Head of Primary Music, East Campus

Each December, over 1,000 Primary School students come together to showcase the amazing and diverse learning that happens in our Music programme. Uniting Nations Day celebrates our commitment to connecting people through culture, as students gather for a day of community building and to share their learning with peers and parents.

In the curricular Music programme, students learn about the many ways that people and cultures express themselves through music, from folk songs to traditional instruments to modern fusion. On Uniting Nations Day each of the 45 Primary classes takes part in one of four musical performances focused on community: our school community, our local community, and musical communities around the world. From K1 to Grade 5, younger and older students are given a unique opportunity to collaborate. But what the audience sees on the day is only the tip of a very large iceberg.

From the beginning of the year, students engage with new musical experiences, whether playing the West African djembe or the Indonesian angklung. They first view formal and informal performances, using their observations and wonderings as catalysts for discussion. Musical learning and cultural context go hand in hand: students learn about chords and progressions by studying the Zimbabwean marimba, a relatively new tradition blending influences from Africa and Europe. In the Grade 3 curriculum, which focuses on vocal technique and expressive singing, students discover cross-cultural similarities in melodic structure as well as subject matter. Phrasing and expression come naturally through the hope and longing within African-American spirituals. An intentionally broad and contextualised repertoire moves them from "knowing songs" to "understanding music".

The Infant students learn songs from China, India, Japan, Malaysia, and the Philippines. Singing in new languages inevitably elicits a broader discussion about our similarities and differences. What may begin as giggles (upon hearing a song in Tagalog for the first time), slowly grows into open-mindedness and appreciation for the many cultural backgrounds that converge at our school every day. The learning goes beyond rhythm and melody, and into discussion about why people make music, what people sing about, and how powerful music can be. Several K2 students take their songs home and practise with their aunties, who know childhood songs like "Sitsiritsit". These personal connections add a new lens to the way the students relate to the people around them.

Performance is just one aspect of the process of musical learning, which cultivates qualities and skills central to the UWCSEA profile. As students adapt their repertoire (Creative) and practise it (Resilient), they expand their understanding of the music (Critical Thinker). More practising, rehearsing (Collaborative), and memorising (Self Manager) follow, with new knowledge, skills and understanding along the way. Only after weeks or months are students ready to perform on stage. But still, the process is not complete. Post-performance, students engage in individual and group reflection (Self Aware and Collaborative), through which they synthesise their new knowledge and add to their working theories of what it means to be a musician.

There is, of course, also the pure joy that comes from making music as part of a mass choir. Regardless of how nervous or confident the students are, smiles abound as the stage lights shine on them and they feel the power of singing and playing together. Performing for an audience is exhilarating and students walk away with a sense of pride in their individual learning and their role in the performance.

In today's world, our students—and the wider community need opportunities like this, which bring us closer to one another by building shared understanding. They begin to think about music as something that represents real people, gaining a deeper understanding and appreciation for common aspects of humanity across cultures.

Read the full article on UWCSEA Perspectives: **perspectives.uwcsea.edu.sg**



Home Language Programme

Personalised, small-group classes are offered by qualified teachers after school or during lunchtimes, with an aim to develop and support biliteracy skills for mother tongue speakers. Launched in August 2018, there are now 11 languages offered on Dover and 16 on East, based on community demand.

English as an Additional Language

A Primary EAL programme, piloted on Dover Campus since 2017, will be introduced on East Campus in August 2019. Both campuses will support EAL students from K–12 within the school day, with specialist teachers helping develop English literacy skills for those who speak English as a second, third or even fourth language.

Primary School Languages Rooms

For many families in our multilingual community, the challenge of maintaining fluency and skill in their child's mother tongue (home language), while simultaneously wanting them to thrive in a demanding learning programme delivered largely in English, is a familiar one.

Fortunately, there is a natural synergy between helping families find this balance and the mission-driven focus created by the strand *Education as a Force: Diversity and Inclusion* within the 2018–2023 UWCSEA Strategic Plan. The evolution and expansion of our language programmes on both campuses is one part of fulfilling this aim. On Dover Campus, welcoming and well-resourced classrooms serve as a hub for Primary EAL and HLP students; read about how this will be expanded next year, including introducing EAL in the Primary School on East Campus.

Parent engagement

Building a strong sense of community that includes parents is an integral part of the success of our programmes. This is accomplished through activities such as coffee mornings and guest speaker events.

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Extended language resources

We have extended the language resources available in our libraries and learning spaces as well as stocked the specialist classrooms with language resources to support our personalised curriculum.

Learn more



Supporting the migrant worker community

By Clare Willis, Class Teacher Primary School, Dover Campus

Christmas is a time of giving and last December our community had the opportunity to spread some festive cheer to Singapore's unsung heroes: the migrant workers.

Through the social initiative 'It's Raining Raincoats', founded by UWCSEA Dover parent Dipa Swaminathan, we were encouraged to donate Christmas gifts to some of the 700,000 workers who call Singapore home. Dipa established 'It's Raining Raincoats' in 2015 after meeting workers sheltering under a small piece of plastic at the roadside during a torrential downpour. They had not been provided with wet-weather gear and were soaked through. Stories of poor treatment, squalid living conditions, unpaid salaries and attempted suicide unravelled, and lawyer Dipa felt compelled to take action. It became clear that the migrant workers needed support. They needed a voice.

As the name suggests, the organisation began by encouraging people to donate raincoats to the workers. It then spread to other ventures, such as the Starbucks food delivery, with volunteers collecting leftover food from around 50 cafés and donating it to workers in the city. There have also been collective lunches and special migrant worker fun days. Here at the College, an annual cricket match between our team and the migrant workers sees the workers usually victorious! The organisation is all about small acts of kindness that help to make the workers feel valued and appreciated, and part of our community.

Our UWCSEA values encourage students to be compassionate, to be of service to others, to take an interest in people of all

cultures and backgrounds and to help shape a better world. Our learning programme actively creates opportunities for our students to develop these qualities and skills which are enshrined in the UWCSEA learner profile. The Christmas gift initiative offered a great way to focus on these values at a local level. Over a period of four weeks, we collected 600 gifts from the UWCSEA Dover community. They were beautifully gift-wrapped and many bore appreciative messages for the workers. A group of Grade 3 students then helped to gather and sort the gifts and delivered them to the workers at a work site in West Coast Vale.

Interacting with the migrant workers was a really important and special part of the process: here was an opportunity to engage in direct, face-to-face service in our city. The workers are unassuming and often shy. Some of them don't speak much, if any, English and their contact with expats is limited. The students were hesitant at the start, as one explained, "I was nervous because they looked so serious. But when I smiled at them they smiled right back and it felt nice."

It was wonderful to see the students' confidence blossom as they started to engage and chat more assuredly with the workers. Some told the students about their own children back home and everyone wished each other a happy Christmas. One of them shared later, "He shook my hand; I think he was really happy that we came."

The experience was best summed up by one of the students when I asked them what they had learned: "It was only a small thing that we did, but I think it made a big difference." What better lesson is there?

CHANGE MAKERS take on global sustainability challenges

The world is full of problems that need solving and our Grade 7 Change Makers Project challenged students to come up with creative and original solutions to problems relating to crisis relief, environmental stewardship, and inequality.

A project-based learning initiative, the Change Makers project was crafted around the Service curriculum. "We took the opportunity to cultivate our students' capacity for project-based learning, developing the 21st-century skills that they will need to be successful beyond their time here at the College," says Liam Isaac, Design and Technology teacher and Change Makers project coordinator.

A four-day 'off timetable' event, students embarked on a journey to work collaboratively with some 17 partner organisations - from the Singapore Zoo to Mercy Relief. By incorporating elements of systems and design thinking into problem-solving for real-life challenges faced by our service partners, students were encouraged to push the envelope and apply their critical-thinking and problem-solving skills to a real social issue. It wasn't just about coming up with solutions out of context, either; students had to also keep their selected organisation's mission, capacity and limitations in mind.

It doesn't just stop at ideas for our young change makers. UWCSEA Dover will next pilot a mentoring

programme that allows students to develop their concepts. Said Liam, "It is my hope that one day, in the not too distant future, we will see ideas generated by our Grade 7 students being used in a very real context to make our world a little bit better than it is now."

Redesigning urban farming

One Change Maker group embarked on a project that presented a pop-up café for Blue Dragon, whose commitment to feed malnourished children with nutritious meals is hampered by an unsustainable food bill.

"We came up with an idea where they could start a garden, and produce from that garden would go to a restaurant which they can privately set up on their own land. The profits from that would then go back into funding their food bills. It helps reduce their cost," said student Reuben.

Tackling global problems, closer to home

Another Change Maker group came up with the ingenious idea of do-it-yourself laundry detergent, to reduce the amount of toxic waste released into our environment.

"It's baking soda, a little bit of soap, and if you want it to smell nice, essential oil. Things that you can find in a supermarket, and household ingredients. It's quite affordable," said student Mia.

Change Makers at UWCSEA come in all shapes, sizes and grades, but they have one big thing in common: they all bring bright ideas, relentless drive and admirable dedication to their selected mission to tackle real-world problems. We wish our Grade 7 Change Makers the very best with their brilliant innovations! multi **medi**a

Understanding the foundation skills in the Outdoor

Our Outdoor Education expeditions may be considered a jolly holiday by some, while others regard them as a gruelling challenge. However, all the experiences offered in the programme are carefully constructed around standards (significant concepts) that apply K–12.

Outdoor Education Standards

- 1. Personal identity
- 3. Connectedness to nature
- 2. Healthy relationships
- 4. Expedition skills

Standard 4–Expedition Skills: Individuals and groups can engage in outdoor contexts by developing and applying a set of practical skills.

Developing these practical skills is not the end goal. However, it is the successful development of these expedition skills that create the building blocks that allow us to access the situations and activities where the learning around self, relationships to others and a connectedness to nature can take place.

CONCEPTUAL UNDERSTANDING

Camp craft By developing camp craft skills, individuals can interact with the natural environment to meet their needs.



KINDERGARTEN 1

Outdoor experiences on campus

Regular opportunities are intentionally provided for students to explore the natural, growing, creative and social spaces of the outdoor environments on both campuses. Students are regularly given opportunities to observe and investigate the natural world around them while safely challenging their own capabilities, both independently and in collaboration with others.

All our K1 classrooms have direct access to outdoor learning spaces and students naturally move between indoor and outdoor learning each day. This also means exploring the campus gardens and other natural spaces as part of their school day, in support of their learning in the academic curriculum as well as the personal and social education programme.

On-campus activity is then extended through a range of field trips that encourage students to form connections in meaningful contexts within the wider Singapore landscape.

Links to UWCSEA Qualities and Skills







GRADE 2

Overnight camp at Singapore Zoo

Students are presented with exciting learning opportunities and fun and appropriate group challenges. This includes activities such as pitching tents, exploration around the zoo through team challenges and undertaking observational tasks linked to the curriculum. With the support of teaching staff and their peers, students develop their confidence as they are guided through a programme designed to develop resilience, self-awareness and selfmanagement skills.

With the support of their peers and teachers, students are able to acquire these new skills in a novel context, away from home and family.

Links to UWCSEA Qualities and Skills







Five-day adventure camp in Gopeng, Malaysia

This adventure takes place in the Kampar district, surrounded by majestic limestone hills with the Titiwangsa Mountains clearly visible in the distance. The expedition provides students with a chance to extend their learning opportunities far beyond the classroom as they take on experiential challenges that build resilience, collaboration and leadership. It provides an avenue for them to explore the natural environment in a safe setting, learn from mistakes and develop perseverance.

The camp is focused around adventure, enriched with team-building and team-bonding activities throughout. Our experienced partner provides facilitators at the Nomad Adventure Earth Camp who help guide our Grade 5 students through experiences ranging from tackling grade 1 rapids in a raft through to making the leap of faith at the Mountain School.

Links to UWCSEA Qualities and Skills



....

Self Aware

Resilient

Education curriculum

Expedition Skills Strands

- 1. Travel
- 3. Camp craft
- 2. Navigation
- 4. Personal and group safety

This example illustrates how carefully constructed, ageappropriate activities develop the essential practical skills identified in the 'camp craft' strand of the Expedition Skills standard.



Read the full article on UWCSEA Perspectives: **perspectives.uwcsea.edu.sg**



CONCEPTUAL UNDERSTANDING

Camp craft

By developing camp craft skills, individuals can adapt to complex outdoor

situations by making choices with resources to meet individual and group needs.

Read about Standard 3: Connectedness to Nature on UWCSEA Perspectives—Flourishing People-in-Place: **perspectives.uwcsea.edu. sg/points-of-view/flourishing-people-place**

CONCEPTUAL UNDERSTANDING

Camp Craft

While setting up a campsite, individuals can make choices to co-exist safely with the natural environment.



GRADE7

Five-day sea kayaking trip to Pulau Sibu, Malaysia

Students participate in foundational sea kavaking training in Singapore with UWCSEA's Outdoor Education instructors, equipping them for their upcoming expedition. On the trip, the first day is spent reviewing expectations and familiarising themselves with equipment, including a review of the 1 Star kayak skills learned in Singapore. They also start developing the 2 Star skills that will be refined on their two-night kayaking journey. The next three days are spent paddling to a different campsite each morning, arriving before lunch in order to set up camp. Students are guided through a mix of free time, group activities and exploration before they prepare dinner and enjoy an evening activity and reflection time. On the final morning, they paddle back to the start point to clean and pack the equipment away before a debrief on the final evening.

Links to UWCSEA Qualities and Skills





GRADE 9

Students join at least one of over 20 expeditions during a school holiday

The trips provides tremendous opportunities for students to develop across all aspects of our learner profile. Given a vast array of options, students have an opportunity to specialise or explore further to find their passion. Students consider their previous experiences, their interests and their strengths before nominating three or four preferred trips. They are then allocated to one of their nominated trips, and we ask them to honour their choices, by committing to their allocated trip and to fully participate in trip preparation. This includes training on one or two weekends in the month prior to departure. For the first time, students do not travel with their mentor group and mentor, but with other Grade 9 students from both campuses, an Outdoor Education trip leader and other staff from across the College.

Links to UWCSEA Qualities and Skills







GRADE 11

Project Week—independently planned trips by small groups of students

Project Week is an integral part of Grade 11 and a unique opportunity for students to learn more about themselves, different cultures and their ability to work effectively with others outside the classroom. Travelling in small groups of 4 or 5 to a destination of their choice in Southeast Asia (such as Vietnam, Cambodia, Thailand or Indonesia), most trips include a mixture of service-based activities combined with an adventurous component, such as a hiking, sailing, diving, surfing, and/or a creative activity such as a cooking school. Guided through a carefully planned process by a Project Week team that includes our Outdoor Education staff, students must demonstrate skills such as first aid, risk assessment, itinerary planning and budgeting. We believe the learning objectives are best achieved by doing an independent, responsible, ethical and lowcost project, which challenges their resourcefulness and initiative thus demanding greater self-reliance.

Links to UWCSEA Qualities and Skills





Self Manager

Meet the Outdoor Education team

At UWCSEA, a diverse group of highly qualified outdoor education specialists harness their deep passion for the outdoors to support students both overseas and in Singapore. While our K–12 outdoor education curriculum is most visible through the expedition programme, a broad range of outdoor experiences are intentionally embedded across all elements of our learning programme. Our team work closely with their teaching faculty peers and a group of hand-picked external providers to deliver the unique curriculum. A rare model in international schools, UWCSEA's full-time team develop and deliver a bespoke curriculum. Staff are able to provide a level of care and commitment to students that is truly unique because they are able to nurture long-term, continuous relationships that build trust over time. This, in turn, means that they are able to bring students in their care far further and more successfully on the 'challenge of choice' journey because they are building on a previous relationship each time they ask students to undertake a personally challenging activity.



Amy Tillotson East Campus, joined 2018

I come from an expeditionary background, leading trips of up to 30 days in remote and sometimes unforgiving wilderness. Before coming to UWCSEA I led courses for NOLS in regions such as Alaska, Mexico and the Rocky Mountains. I've also worked with the Sierra Club, Park Districts and in universities. My forte is in distance trekking and sea kayaking, which allows me to explore diversity in ecosystems around the world. Journeying fuels my creativity, curiosity, and sense of place. I have qualifications with British Canoeing, NOLS, Wilderness Medicine Institute and Cambridge University.

Before UWCSEA I worked part-time as a sea kayaking instructor, which gave me insight into the school's curriculum and community. The core values, along with the mission and its impact on students, make me proud to be part of the UWCSEA team.



Chris Newman

Head of Outdoor Education, East Campus, joined 2011

An adventurous spirit led me to become qualified to work with young and older students for the purpose of personal challenge, team building, skill acquisition and fun! From being a

pool lifeguard and activity instructor at Calshot Activities Centre in the UK, I began travelling the world and held posts on the Isle of Wight, Barbados, Bintan, Indonesia and in Nha Trang, Vietnam before landing in Singapore. I transitioned to UWCSEA after running the after-school dinghy sailing and windsurfing activities through Mana Mana for

Our focus is on progression and personal development for our students, based on the qualities and skills of the learner profile. The level of challenge we present in order to develop confidence and self-awareness in such a wide range of activities and situations is not something I have seen elsewhere.

three years.



Dan Melbourne

Dover Campus, joined 2015 I studied Outdoor Education at university, a choice inspired by completing my Duke of Edinburgh Gold Award. I then worked at a White Water Kayak Centre, where I completed my Mountain Leader Summer Award, Single Pitch Climbing Award, UKCC Level 1 and 2 Paddlesport Coach and Level 3 White Water Kayak Coach award as well as a host of safety and rescue courses.

In 2013 I started freelancing for UWCSEA as a Grade 7 sea kayak instructor before accepting a full-time position. The opportunity to work with the same students for multiple years and watch how they develop and grow is what sets UWCSEA apart. It is the only place I have worked that has a curriculum structured with deliberate outdoor experiences from K1 to Grade 11. Bespoke expeditions are created for UWCSEA, and while we work with external providers our trips are deliberately planned to help develop the qualities and skills of our learner profile.



Emma Bartlett

Dover Campus, joined 2016

I arrived at UWCSEA after working in schools in both urban and regional Victoria, Australia. I have a Degree in Outdoor Education and a Masters in Education from La Trobe University, and worked with NOLS in the USA as a backcountry ski instructor.

The size of our outdoor education team means that students receive a personalised programme that focuses on their personal, social and skill development while also linking to their academic programme. A key strength is that having an in-house team of specialists gives our students the chance to develop personal

relationships with us, which is helpful in building rapport and trust when challenging students in the unfamiliar environments and activities they encounter. Because we see the students regularly,

we are able to monitor their development and can focus on providing a level of differentiation that is suitable for each individual.



Jack Copland

East Campus, joined 2018

I've worked in outdoor education since 2007, starting in the Scottish Hebrides, and then in Oman, the UAE and Hong Kong before moving to the Northwest Outward Bound School in Washington and Oregon, USA. I qualified in Rock Climbing and Mountaineering through the British Mountaineering Council and the American Mountain Guides Association, and hold British Canoe Union (BCU) Sea Kayaking skills training certificates and Wilderness First Responder first aid certification.

Working with students over their entire school career, in multiple capacities and environments is unique. It's not just the expeditions, but the continued opportunities within their everyday school life that give them insight into who they are. To me, the best stories are not about reaching summits or kayaking white water, they are about courage and leadership in moments that require it most.





Jordan Davies

East Campus, joined 2016 I turned my passion for being outside into a career after leaving college, working around the UK, Ireland, Austria and France as a white water kayak or raft guide and instructor. I also qualified as a rock climbing instructor, mountain leader, white water kayak coach, powerboat instructor, and rescue instructor in swift water. I have a keen interest in the inherent risk in adventurous activities and how this can be managed if understood fully, and have completed a number of international safety and health awards. In 2008 I transitioned to technical rescue and gained my Rescue 3 international technical rescue instructor while working for Rescue 3 UK, and then assisted in technical rescues and recoveries for both the police and fire service in the UK. I have also worked with or trained students and youths at risk, adults, emergency services, military, government, charity rescue services and outdoor professionals in swift water and flood rescue.



Leanne Atlee

Dover Campus, joined 2015 I started kayaking at the age of 10 and have not stopped exploring and seeking opportunities to be involved in outdoor pursuits. After finishing school I completed an Outdoor Education Degree in Liverpool, and gained qualifications in rock climbing, kayak coaching and mountain leading. I then worked in the field for three years in the UAE before coming to UWCSEA.

I chose UWCSEA for its unique approach to outdoor education. It is one of the only schools in the world to have a full-time team delivering a programme that runs though the whole school. The ability to develop a long-term rapport between students and staff is so valuable, particularly in the Middle School yearswhich is where we have such a focus on the UWCSEArun bespoke programme of trips that provide students with so many opportunities to develop the skills and qualities of the learner profile.



Nathan Frye

Dover Campus, joined 2013 Having received degrees in English and Outdoor Recreation Leadership, I've worked as an outdoor educator for over 15 years in summer camps, running centre-based programmes and working with thirdparty providers around the world prior to landing in Singapore as freelance kayaking instructor for UWCSEA, before joining the College. I choose to work with UWCSEA because I think our students have the potential to create and influence positive change at both individual and largescale levels at a pivotal point in human history. I love the idea of contributing to such a community and the individuals within it.

Outdoor education at UWCSEA is unique for so many reasons, but perhaps the greatest of them is the extent of commitment to shared values at all levels. It's such a pleasurable community to be a part of, and my experience here has been overwhelmingly positive.



Oliver Sampson

Head of Outdoor Education, Dover Campus, joined 2009

I joined UWCSEA for the opportunity to develop personally and professionally. Our K-12 school environment means I am able to connect with students on a regular basis and foster their development through an extended programme over a number of years. The culmination of the programme in Project Week-the fact that this was what the College was aiming to support our students to do-was the hook for me. Immediately prior to joining UWCSEA, I was as a Freelance Outdoor Instructor and Expedition Leader based in South Wales, UK, and before that, I worked for a charity in inner-city London that ran outdoor programmes for disaffected youth with the view to supporting them back into education. I studied a BSc Outdoors and **Environmental Education** at Liverpool John Moores University.



Seda Tunca

Dover Campus, joined 2018

I have worked as a guide and outdoor education instructor in different places around the world, including Patagonia in Chile, South Africa, Namibia, Hong Kong, Malaysia and Turkey. By having Outdoor Education as a part of the curriculum, the staff at UWCSEA are able to monitor the students' growth each year, and this consistency and continuity in providing the outdoor learning experience for students is one of the unique strengths of UWCSEA's programme.

When I was teaching one of the Grade 7 students kayaking in Sibu this year, she told me that I taught kayaking to her brother in Sibu two years before, and that he picked up K1 kayak racing as a sport after that trip. This reminded me of real and lasting impact we have on students, which is so fulfilling for every teacher to hear! It is wonderful to help students find a grand passion-be it mountain biking or sea kayaking!

SPOTLIGHT ON ... SEASAC SPORTS

DRE

30 DRAGON

Dover Phoenix Girls	Dover Phoenix Boys		East Dragons Girls	East Dragons Boys
3rd	3rd	Badminton	2nd	4th
Champions	Champions	Basketball	4th	2nd
Champions	Champions	Cross Country	2nd	2nd
Зrd	4th	Football	6th	5th
4th	3rd	Golf	NA	6th
WAG Level 5 – 3rd WAG Level 7 – Champions	MAG Level 5 – 3rd MAG Level 7 – Champions	Gymnastics	WAG Level 5 – 2nd WAG Level 6 – 2nd WAG Level 7 – 3rd WAG Level 8 – Champions	MAG Level 4 – 3rd MAG Level 5 – 4th
Not allowed to travel to ISY	2nd	Softball	Not allowed to travel to ISY	Champions
3rd	2nd	Swimming	2nd	Champions
3rd	2nd	Tennis	6th	6th
Champions	3rd	Touch/Rugby	3rd	Champions
4th	4th	Volleyball	7th	7th

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SPOTLIGHT

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COMMUNITY FAIR

Saturday, 16 February, saw UWCSEA friends and family bonding at the annual Dover Community Fair organised by Parents' Association (PA) Dover. The fair put UWC values front and centre, with zero-waste practices weaved throughout.

Featuring student-run booths, craft and DIY stands, clothes and books recycling, and scrumptious homemade 100% vegetarian food, our commitment to sustainability was the order of the day. Attendees got into the spirit by bringing their own reusable crockery, cutlery and shopping bags. Excited children lined up for giant bouncy castles, dunk tanks and meltdown contests, and the Main Hall was transformed into a concert venue where our talented student-musicians kept audiences entertained with rock and vocal performances.

The fair was also a golden opportunity to collaborate with our Global Concerns (GC) groups. Stall purchases on the day went on to support Promoting Animal Welfare GC and Lighting a Billion Lives GC, among others. With over \$50,000 raised for our GCs, support for our NGO partners and bonds within the school community were tightened. What topped the already funfilled event was a surprise flash mob organised by the Foundation Parent Ambassadors where over 100 enthusiastic student, parent and staff dancers brought the whole community together in support of the UWCSEA Scholarship Programme.

We're grateful to our dedicated and enthusiastic organisers, PA Dover, for a fantastic job done. To all the students, parents and staff who made the day possible, thank you for living and celebrating the UWC mission and values with such fervour and spirit. Until next year!

This year's Mad Hatter-themed East Family Festival on Saturday, 16 March, featured everything from raving rides, to a Mad Hatter's market, to an entertaining Cheshire Catwalk – all beautifully organised by Parents' Association East.

The campus community came together for an event inspired by all things funky, fun, and sustainable! Attendees swarmed the stalls selling Global Concerns (GC) products and dug into the delicious international fare on offer.

The festival strove to live up to our zero-waste goal, including an e-waste

FAMILY FESTIVAL

recycling student initiative and the Green Fingers College Service group's cutlery and cup rental service (though it was heartening to see most people bring their own wares from home).

Keeping up with the Alice in Wonderland theme, students, staff and parents followed the Rabbit trail to the book fair where a reading treasure trove awaited. And attendees got a chance to kick back and enjoy a variety of entertainment and performances by student-musicians, dancers and athletes.

An enthusiastic flash mob of drummers and dancers surprised attendees and

through their spirited dancing, dozens of students, parents and staff called the community to come together in support of UWCSEA Scholarships. Many of the UWCSEA scholars are able to attend the College thanks to gifts from members of the school community.

We're proud to strengthen the relationships with our GCs and College community through the festival. Thank you to all the parents, students, staff and volunteers for an incredibly mad day!

Photos by Vanshaj Garg (student) and Clare Wee (PA volunteer)



UWCSEA ALUMNUS DRIVING CHANGE

Richard Kuppusamy '95

Singapore architect, Richard Kuppusamy designs with the needs of all people integrated into his designs.

Richard spent seven years from the age of 11 at UWCSEA. After moving and living in several different countries with his family in his early years, Richard says, "At UWCSEA, I finally had a long-term group of friends and a real sense of belonging."

Leading up to graduation, Richard decided to pursue a degree in architecture in the UK. He says, "I worked out that I was good with my hands, practical and resourceful, a problemsolver and a tech geek, and I wanted to put all of these things together." After an internship to see what the job would be like, he decided that architecture was for him.

After seven years of training and 11 years working as an architect in the UK, he decided to return home to Singapore in 2012 to be closer to his family. Coming back to Singapore was a big decision for Richard who has, since the age of 24 used a wheelchair due to spina bifida, a congenital condition affecting the spinal cord. To Richard, Singapore has come a long way in improving accessibility for people with disabilities over the past few years, and this, he says, made it possible for him to return.

Before choosing the company he would work for, some of the key questions he asked were about the ability to enter through the front door as a wheelchair user and the availability of wheelchair accessible toilets. The firm who hired him was willing to make both of these items a non-issue for him. A senior architectural designer there, Richard says, "I acted as a mentor and advisor regarding integrating the needs of disabled people into our designs. We tried to teach our staff and our clients not just the technical requirements that result in accessible buildings, but that in order to design well, we need to understand the people who use our buildings."

He still gets frustrated with people who unthinkingly or sometimes purposely use handicap parking spots and toilet stalls. He says, "The biggest barrier to accessibility is attitude." He notes that, "Most building owners don't take the needs of disabled people seriously because they feel there aren't enough disabled people to matter. This is something that Richard has been passionate about turning around. His designs have aimed "to create something that is universally designed for young and old, for able-bodied and disabled people; every public place fully and equally accessible." Two of the projects he has worked on in Singapore include the Enabling Village at Redhill and Kampung Admiralty (named World Building of the Year 2018 at the World Architecture Festival), both of which champion universal design.

Richard currently works as Regional Digital Integration Manager of leading international property group, Lendlease. He is responsible for implementing digital technology and processes innovation in design and construction. In his spare time he volunteers in the Digital Built Environment Institute, a non-profit institution dedicated to improving digital



Photo supplied by Richard Kuppusamy

workflows and modernisation in the Architecture, Engineering and Construction industry through continuing education.

In addition to his professional roles, Richard volunteers his time with the HWA (Handicaps Welfare Association) and is the President of the Singapore registered charity, DPA (Disabled People's Association). At the HWA, which he says is an organisation "for disabled people, by disabled people," he leverages his professional experience to provide management oversight for the association which serves to enhance the quality of life of people with physical disabilities. At the DPA he advocates on behalf of persons with disabilities to influence decision-makers to implement policies and programmes aimed at promoting civil rights, equality, and social integration for people with disabilities.

Also the captain and team manager of the Singapore Wheelchair Rugby team, Richard says, "I joined Singapore Wheelchair Rugby [aka Murderball] with the intent of just coming for a bit of fun and exercise. We were given an opportunity to play in an international tournament soon after forming the team and I took on a role as the team captain. We have a fantastic group of about 12 players of various disabilities. Wheelchair Rugby gives us an activity which is both social and active. I guess this is the real 'words to action' when we talk about building an inclusive society. Wheelchair Rugby lets disabled people prove that their disability does not hold them back. It smashes stereotypes of people in wheelchairs being frail and weak and enables them to become active and social, keep fit and have fun. It's a win-win."

Richard's inspirational philosophy on life is thus: "If you want to complain that life can be better; that you have the right to better treatment; then I believe you have to be willing to fight for those rights and lead by example. I've had a lot of good fortune in life, I've made my own opportunities where I can; and I have a duty like everyone else to give a little something back. I realised very early on that if I want change, I need to be the one driving that change."

What is your alumni story? #myuwcsea

Our UWCSEA alumni are an amazing global community who remain connected to our UWC mission throughout their lives. Maintaining connections is a cornerstone in strengthening the bonds of our united UWCSEA community. If you have a story about yourself or another alum you'd like to share, reach out to us at **communications@uwcsea.edu.sg**.

SOLAR FOR EAST Lighting up classrooms and imaginations



By Cathy Jones, High School Vice Principal, East Campus

On Saturday, 23 February the East Campus community had the opportunity to witness where 'running with a passion' can lead when you have a group of committed students with a common cause! Solar for East, a group of Grade 10 students, invited the community to the rooftops to assist with the first set of solar panels they have been working so hard to install. And it was clear that it has been a tremendous learning experience for them, and the installation event was an education for many of us in the community too.

It was incredibly inspiring to see the self-direction, industry, knowledge and confidence that grew from a seed of an idea planted during Middle School, and how it has grown into a project that will impact everyone at East Campus. The students had learned in their Humanities classes about climate change, energy production and sustainability in Singapore, and they were interested in the work that had happened at Dover Campus to address similar energy concerns.

Two years ago, this group of students started to plan, ask questions and research a way forward—discussions needed to be had with the Facilities team, with solar panel companies, with school leaders and departments, and with potential donors. Technical and design questions needed to be explored. Decisions had to be made about which solar panels were best in our location and what impact was possible from which panels; questions about the costs and benefits needed to be asked and evaluated. Students had to learn about fundraising and building community interest and engagement.

The students also had to determine how to persuade the College's Board of Governors about the viability of the project, including the long- and short-term projections of financial and maintenance issues. This meant they had to be thoroughly conversant with the data, ready with answers and completely confident in their knowledge and understanding of the issues. It also meant developing clear, succinct and persuasive communication and presentation skills—that do not always come easily and rehearsing and refining them takes time!

What was clear by that Saturday morning in February, was that one of the next learnings was about how a team might get a community behind them. The students were able to take a wide range of questions (from the very technical, to the financial) from a floor of intrigued and curious community members who wanted to understand just what the students knew and what they were planning next.

Perhaps one of the most significant plans of all has been the care and thought that has gone into making the project itself sustainable. Through their succession planning ideas, the students are raising awareness in Primary and Middle School, ensuring that future generations of students have similar opportunities and experiences to learn from, and through.

It is difficult to think which of the elements of the UWCSEA profile were not required in this project! Whether it was showing resilience and creativity when being asked by the Board to return once they had further developed their plan, or finessing their communication prowess to persuade donors of the longterm impact and value of the project, the students had to draw on their skills and qualities, rely on those of others in the team, and possibly develop particular ones at different stages of the planning, design and implementation.

In terms of students owning and directing their own learning, having real agency and accountability for their project and their team, the learning that came—and continues to come—through the project was incredibly meaningful as was the impact for East Campus in so many different ways!



At UWCSEA, environmental stewardship is a major part of every student's education; helping them to develop the essential knowledge, skills and commitment to care for the natural world.

Learn more about Solar for East (www.uwcsea.edu.sg/solar-for-east) and the College's sustainability initiatives on a Campus Sustainability Tour led by Foundation Parent Ambassadors (details in *eBrief*).



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Experience



UWCSEA Perspectives

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UNCAGED: HIGH SCHOOL DANCE SHOWCASE

This year's East Campus High School dance showcase explored concepts of oppression and liberation in a range of historical and current contexts including racial, social, personal, political, physical and psychological. Pieces were choreographed by both students and teachers, either independently or as part of our dance activities and/or IGCSE and IB Dance courses.

