



Tanglin Gippsland Philosophy

In preparation for Tanglin Trust School's centenary celebrations and in the wake of the Covid pandemic, the school's leadership team were determined to create a significant experience for students that would give them the mindset and skills to thrive in a changing world.

Tanglin Gippsland was established to build on the legacy of Tanglin's Cameron Highlands programme from the 1930's, with a new Highlands programme envisaged to stretch and strengthen students physically, emotionally, academically and relationally.

The campus supports and contributes to the Mission and Vision of Tanglin Trust School.

TANGLIN MISSION

Tanglin Trust School has a long tradition of providing British-based learning with an international perspective. At Tanglin, we strive to make every individual feel valued, happy, and successful. Responsibility, enthusiasm, and participation are actively encouraged and integrity is prized. Working together in a safe, caring yet stimulating environment, we set high expectations whilst offering strong support, resulting in a community of lifelong learners who can contribute with confidence to our world.

TANGLIN VISION

We aspire to be the best school in the world with a dynamic learning community that nurtures and inspires every individual to be the best they can be. Our core values of Respect, Responsibility and Purpose are at the heart of everything we do across the school.

The Highlands Programme

The Highlands programme has been specifically designed to focus on the development of three essential attributes of Curiosity, Confidence and Community in students.

CURIOSITY

Tanglin Senior School students understand that learning is sometimes a difficult, complex process but that challenge is something to be embraced and enjoyed. They understand how the learning process happens and employ learning habits and strategies to further their own learning independently. They have the confidence to take risks and make mistakes in their learning, recognising that this is a crucial aspect of the learning process. They know that learning is enhanced when they understand others' perspectives, cultures, beliefs, and values. The Gippsland residential experience will be a unique opportunity for students to embed many of these learning habits even further.

The development of curiosity at Tanglin Gippsland is primarily achieved through the academic programme. It is enhanced by engaging students in an experiential-learning based curriculum

that gives them ample opportunities to take risks and learn from their mistakes in a real-life or outdoor context.

The core of the Highlands academic programme is based on units of work sourced from the Year 9 Maths, English, Science and Geography curriculums at the Singapore campus. These core subjects are complimented by other traditional subjects such as Computer Science, Languages, Art and others, along with Co-Curricular Activities and a strong emphasis on the development of Life Skills.

The primary difference between the Gippsland and Singapore campuses, is the way these subjects are delivered. Each unit of work has been designed to focus on students learning experientially and, as much as possible, in the unique Gippsland outdoor environment. There will be plentiful opportunity for students to engage in cross-curricular field work in the region, developing and applying their knowledge in different academic disciplines.

This engagement with the outdoors is designed to instil a strong interest in and reverence for the natural world around our students and a desire to understand how to live in our world more sustainably.

CONFIDENCE

The development of confidence is primarily achieved through Tanglin's hiking and outdoor education programme. Confidence will be enhanced by encouraging students to participate in activities that take them out of their comfort zones and challenge them to live, learn, work and play in a variety of new ways and settings.

Tanglin embraces Johann von Goethe's belief that:

There are only two lasting bequests we can hope to give our children. One of these is roots, the other, wings.

This is one of the greatest benefits of the Highlands programme, students will have the chance to stretch their wings. It is only natural that we want to protect our children, however, as much removing risk and danger appears to be helping a child, it ultimately has the opposite effect.

We believe a child cannot learn how to face their fears, if they are never put in a situation where they will feel fear, likewise, we can't teach a child to evaluate danger, if they are never exposed to it. With safety being at the core of all we do, the Highlands programme is designed to develop confidence by carefully introducing students to situations or activities that have elements of fear, risk, and danger. When students develop confidence through new or unfamiliar activities and environments, it can awaken a new level of self-belief and strengthen their character.

Our hope is that this will go on to developing grit, perseverance and resilience, traits we believe are essential for students to face the challenges associated with the senior years of schooling, university and their adult life.

COMMUNITY

The development of community is primarily achieved through our residential programme. It is enhanced by expecting students to put others before themselves by sharing in and contributing to the daily habits, responsibilities and chores required to maintain an efficient, productive and caring community for all.

In their book *Parenting Beyond Your Capacity*, Joiner and Nieuwhof note:

The right community is not only important because of what it gives to your children, but also because of what it requires from your children.

In our community, students are given much, but much is also required of them. They are required to contribute to the routines and upkeep of their home away from home and that includes doing daily chores. They are also required to not just think of others but to actively engage and build into them by showing kindness, helpfulness, tolerance, and forgiveness.

Every person in our community is valued and we place a high priority on face-to-face relationships, therefore, students have very limited access to all forms of screen-based technology. The irresistible lure and addictive nature of technology and social media comes at great cost to children's health and wellbeing, which is why we are confident that their time without it, is of great personal and relational benefit to them.