

Thank you for your interest in enrolling your child in UWCSEA. This 'Q&A' will help you with your application.

How far in advance should I apply?

We operate an annual application cycle with applications opening one year ahead of each new academic year. It is not a first-come first-served system, all applicants who meet our entrance criteria (and so are 'eligible') are placed in the application 'pool' to be considered for available places in the upcoming academic year.

You can sign up on our 'register of interest' if you are interested in applying in future, and we will email you when applications open.

What makes an applicant 'eligible'?

We seek to enrol students who are committed to our mission and core values and who will embrace the opportunities offered by the College. Applicants should demonstrate that they possess the skills to enable them to thrive in our programme. Specific areas that we take into consideration include the applicants' approach to learning, their academic profile, English language proficiency and any individual learning needs.

How important is 'approach to learning'?

A positive approach to learning, including effort and behaviour, is crucial. We also look for active involvement in a range of activities including the arts, service, sports, outdoor pursuits and student leadership.

How important is 'academic attainment'?

We do not rank applications according to academic results. Applicants must have school reports that indicate they can progress well and with confidence in the curriculum.

What are your requirements for English language proficiency?

K1 to Grade 5: applicants must have a level of English (reading, writing and speaking) that allows them to thrive in the mainstream curriculum.

Dover Campus applicants to Grade 1 and above may be admitted to the English as an Additional Language (EAL) programme. This programme is an additional cost.

Grades 6–9: applicants may be admitted to our EAL programme if they demonstrate the required level of English and proficiency in their first language (mother tongue).

Grade 10 FIB and IB Diploma: applicants whose first language is not English are tested.

What are the College's residency requirements?

All students must reside with at least one parent who is also resident in Singapore and is present for at least 90% of each

term. Students applying to Grade 8 and above can apply to join as boarders.

Do you accept students with individual learning needs?

We review applications on a case-by-case basis. If your child has benefitted from individual or small group support in the past, please contact Admissions *before* applying.

Do you accept applications from Singapore citizens?

In line with Singapore Government regulations that require Singaporean Citizens to attend MOE schools, we accept applications from Singaporean Citizens only in limited circumstances. Please contact Admissions *before* submitting an application if your child is a Singapore Citizen, or may become a citizen during the application cycle.

Do you admit students above (or below) your age-grade boundaries?

K1 to Grade 8: placement is strictly according to age by 1 September of the year of entry (refer to the table overleaf). Students are not admitted into a higher grade, but it is possible to request placement in a grade below if that follows the educational history of your child.

Grade 9, 10 FIB and the IB Diploma: 'out-of-grade placements' are considered on a case-by-case basis.

If there are more eligible applications than there are places, how do you allocate places?

In line with our commitment to diversity, places are allocated according to a range of factors which includes personality, interests, proactive involvement in school and community life as well as gender, age and the extent to which the applicant's experience and background adds to the diversity of the College.

Other factors include whether the applicant has a sibling currently enrolled at the same campus and whether or not they, or their parents, previously attended UWCSEA.

Do you test and interview all applicants?

K1 to Grade 8: interviews and assessments may be required if full reports are not available or are unclear.

Grade 9: all eligible applicants are interviewed and are asked to participate in a group discussion forum.

Grade 10 FIB and 11 IB Diploma: all eligible applicants have assessments in mathematics and, their second language if applicable. The test results are used as a guide for subject selection: they do not play a role in the process of allocating places to eligible candidates. Applicants are also interviewed and asked to participate in a group discussion forum.

IB Diploma: applicants requesting Design Technology must complete an additional questionnaire and those requesting Art or Music must provide evidence of their performance standard, generally via a CD or DVD portfolio.

All eligible **boarding** applicants are also interviewed.

When do these assessments take place?

K1 to Grade 8: we contact applicants requiring assessment to arrange a convenient time.

Grade 9, 10 FIB and 11 IB Diploma: assessment days are held at the College over a number of days in late January to mid-March; if required they can be held during the College's overseas visits.

Is there anything else I need to consider?

- transfers between campuses are not available once a place has been accepted at one campus
- K2 places will open on East Campus only; please contact Admissions to place your child's name on a Register of Interest if you would like us to contact you should availability exceed expectations on Dover Campus
- if your child is applying to join Grade 6 or above, they will need to complete a handwritten Student Statement. The Student Statement form can be downloaded from the Brochure Downloads page on our website. It must be completed by hand by the student and then scanned and uploaded as part of the application

How do I apply?

All applications need to be submitted via our online system. A user guide is available on the website, together with the link to the application system.

When should I apply?

Applications open 12 months ahead of each new academic year. The date of application is not relevant in the selection process, and nor is there a deadline. However, keep in mind the following timings:

K1–Grade 8: places are offered in November, February and April, and so applications need to be submitted in advance of these months. Applications made later are considered for places that may arise as follows:

- K1–Grade 8: up to the start of Term 2 in January

Grade 9, 10 FIB and 11 IB Diploma and all boarding applications should be submitted by January, as the assessment days take place in February and March. Places are offered in March. Applications after this time are accepted only if there are places available.

Is the process different if I have applied before?

If you are re-applying, you can update your previous application rather than having to complete the whole form again. A new application fee will be payable.

Need help? Please contact Admissions

Dover Campus

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East Campus

+65 6305 5353

admissions@uwcsea.edu.sg

Age-grade boundaries

Academic year: August 2018–June 2019

UWCSEA schools	UWCSEA grade	Age of August 2018 applicants
Infant School	Kindergarten 1	4–5 years (born 1 September 2013 – 31 August 2014)
	Kindergarten 2 (East only)	5–6 years (born 1 September 2012 – 31 August 2013)
	Grade 1	6–7 years (born 1 September 2011 – 31 August 2012)
Junior School	Grade 2	7–8 years (born 1 September 2010 – 31 August 2011)
	Grade 3	8–9 years (born 1 September 2009 – 31 August 2010)
	Grade 4	9–10 years (born 1 September 2008 – 31 August 2009)
	Grade 5	10–11 years (born 1 September 2007 – 31 August 2008)
Middle School	Grade 6	11–12 years (born 1 September 2006 – 31 August 2007)
	Grade 7	12–13 years (born 1 September 2005 – 31 August 2006)
	Grade 8	13–14 years (born 1 September 2004 – 31 August 2005)
High School	Grade 9 (I)GCSE	14–15 years (born 1 September 2003 – 31 August 2004)
	Grade 10* Foundation IB	15–16 years (born 1 September 2002 – 31 August 2003)
	Grade 11 IB Diploma	16–17 years (born 1 September 2001 – 31 August 2002)
	Grade 12* (no direct entry)	17–18 years (born 1 September 2000 – 31 August 2001)

* There is no entry into IGCSE Grade 10 or Grade 12. These are the second of two-year examination courses. For appropriately qualified students, entry into the Grade 10 Foundation IB course is available

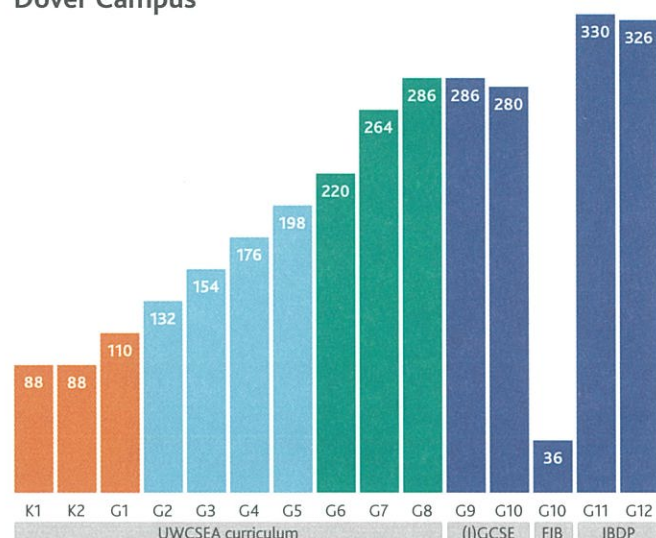
UWC South East Asia has two campuses in Singapore. Both campuses offer a Kindergarten 1 to Grade 12 education to students aged 4 to 18 years. Over 600 places become available each year as new classes are created in many grades.

Within each campus, our students are organised into a number of schools, based on the curriculum and age of the students. These schools are each headed by a Principal, who is in turn supported by Vice Principals and Heads of Grade.

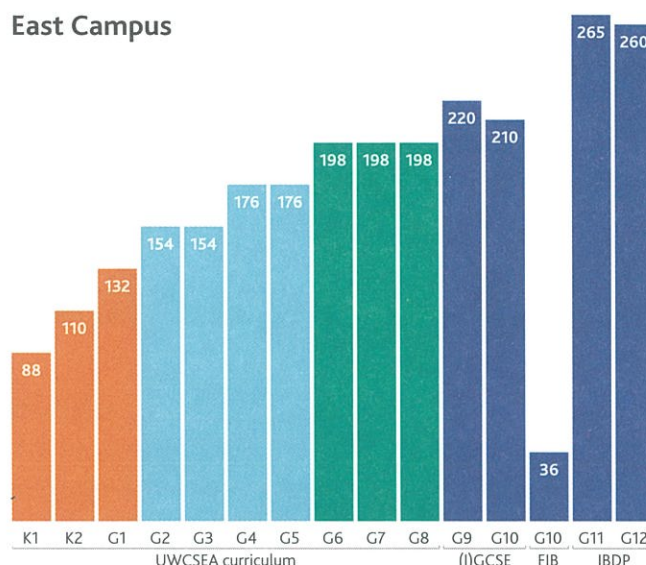
Capacity per grade 2017/2018

■ Infant School ■ Middle School
■ Junior School ■ High School

Dover Campus



East Campus



Curriculum

UWCSEA's curriculum is specifically designed to support your child in embracing challenge to shape a better world, and was developed following extensive research examining best educational practice across the world. Our educational leaders continue to refine our unique UWCSEA curriculum across all five elements of our learning programme—academics, activities, outdoor education, personal and social education and service.

The UWCSEA academic curriculum is a concept-based curriculum. This means that from K1 to Grade 12, each curriculum area (or subject) has **standards**, which identify the key concepts that underpin that curriculum area. These standards are applied at all grade levels and build naturally in complexity through the Primary, Middle and High Schools, culminating in the IB Diploma in Grades 11 and 12.

In turn, each standard has **essential understandings** that describe what a student should understand as a result of studying a particular content area. They are

statements of understanding that are appropriate to a student's developmental stage and build towards the standard.

Benchmarks are then attached to each essential understanding. The benchmarks describe what a student should know, understand or be able to do at each stage of their learning in each subject. These benchmarks are what our teachers assess to check that students are reaching the essential understandings and are working towards the standards.

The Primary and Middle School curriculum builds into the High School programmes. This means that from their first years of schooling, UWCSEA prepares students for each grade, culminating in the High School programmes we offer. In the High School, the standards, essential understandings and benchmarks specifically take into account the requirements of external examining bodies that set the (I)GCSE and IB examinations that students sit at the end of Grade 10 and Grade 12.

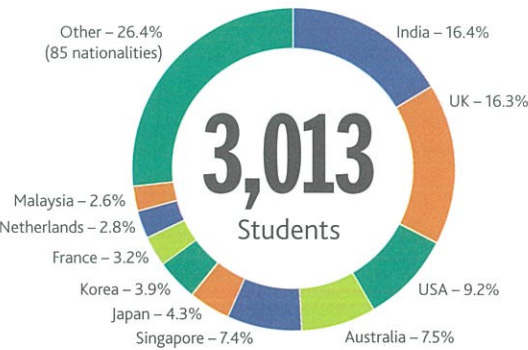
Students

5,558 Students on both campuses

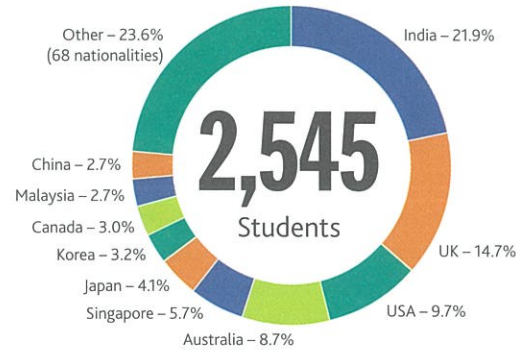
105 Nationalities

68 Languages spoken

Nationality spread – Dover Campus



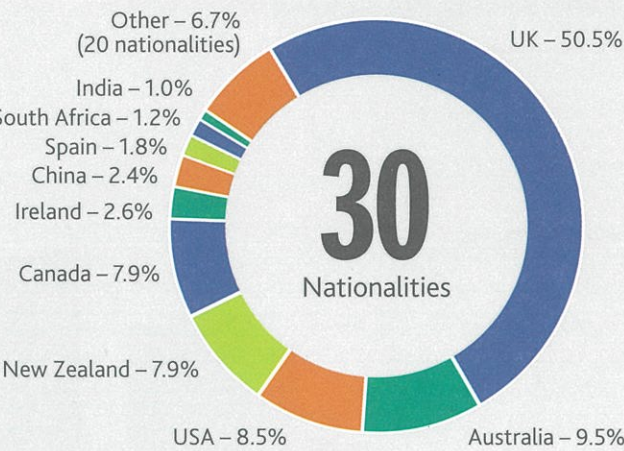
Nationality spread – East Campus



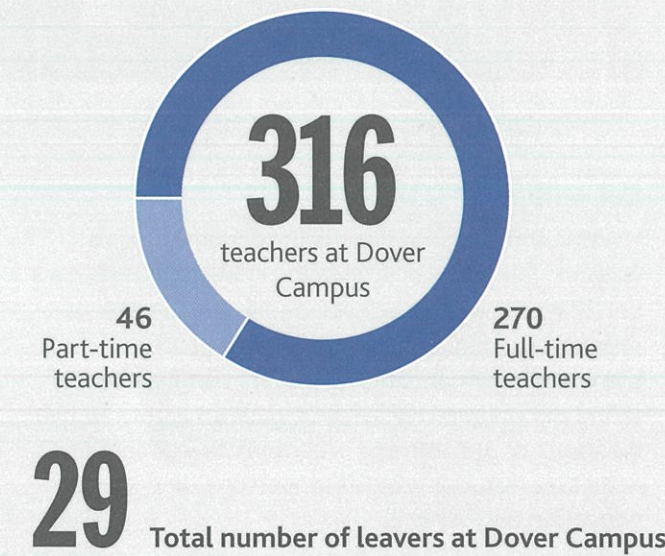
Teaching staff

UWCSEA’s vision is to be a leader in international education, with a worldwide reputation for providing a challenging, holistic, values-based education. The recruitment and retention of excellent teachers remains central to this vision.

Full-time teaching staff nationality spread



UWCSEA enjoys an extremely stable teaching environment, with a low transition rate of teachers each year.



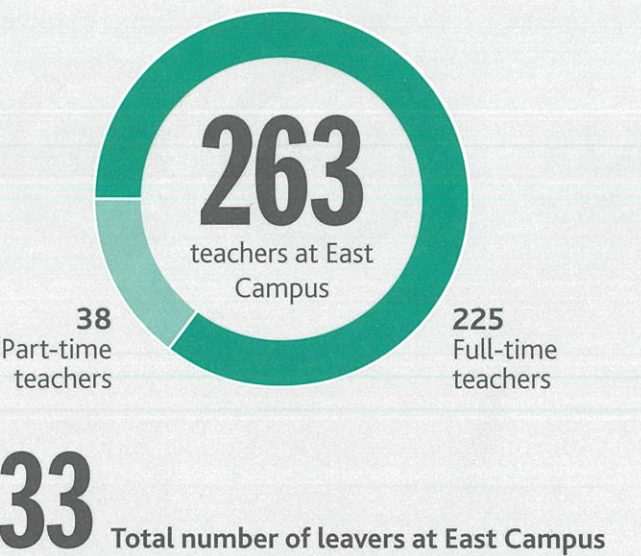
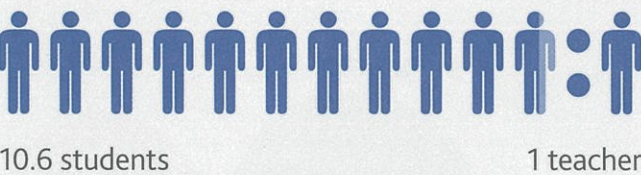
Admissions (2015)

Dover Campus applications for each available place



60 Posts advertised | 3,410 Teacher applications received

Student-teacher ratio



East Campus applications for each available place



Scholars

The UWCSEA Scholarship Programme currently supports scholars from across the globe on both campuses, who join us in Grades 8, 9, 10 and 11. Most are enrolled in the IB Diploma in Grade 11 and 12, and all live in the boarding houses.

While scholarship students have the academic ability to meet the demands of the UWCSEA programme, they are also selected on the basis of their potential to have a positive impact on the local and global community.

108 Scholars

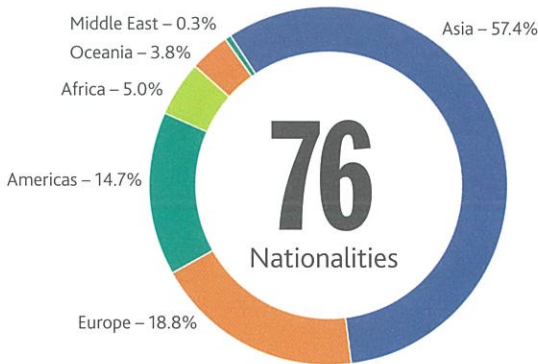
47 Nationalities of scholars

Boarders

Both campuses offer residential boarding to students in Grade 8 and above. Applicants are assigned a place at Dover or East Campus depending on their profile and academic programme requirements.

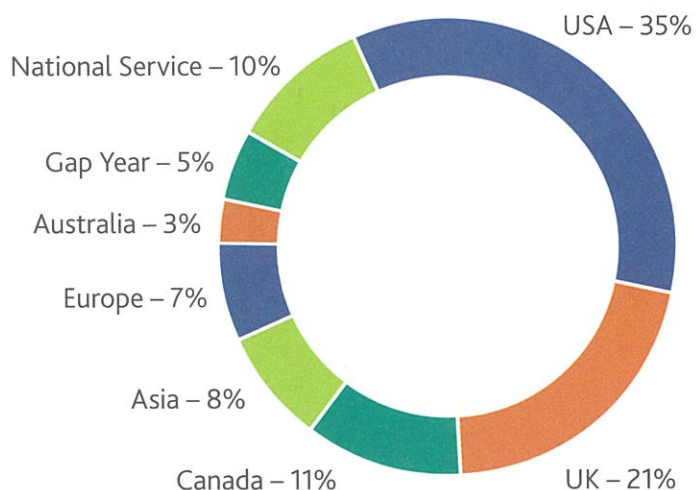
340 Boarders

Nationalities of boarders by continent



Destinations of Class of 2016

On average, 99% of UWCSEA graduates are accepted into their universities of choice and attend best-in-field institutions in the US, UK, Australia and a number of other countries around the world. A number of students go on to do National Service or complete a Gap Year, before continuing their studies.



IB Diploma results Class of 2016

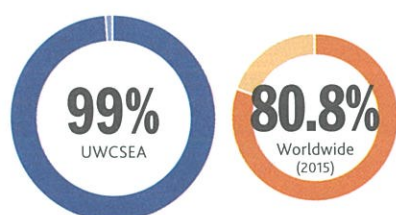
Students

500

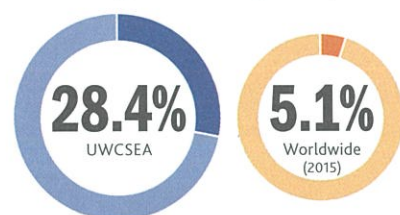
Average points



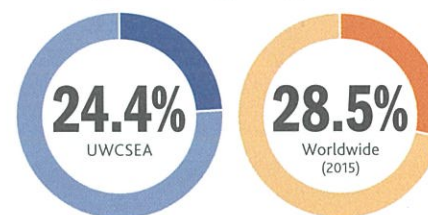
Pass rate



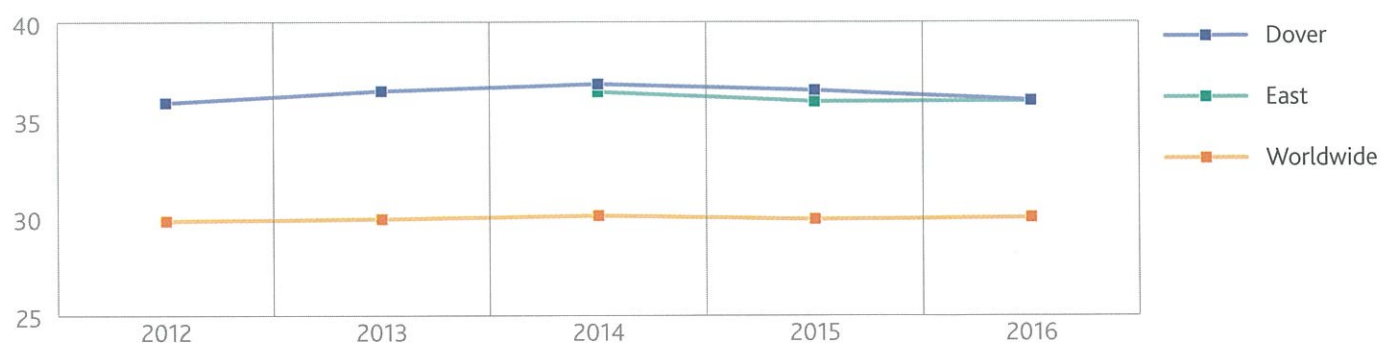
Percentage receiving 40+ points



Percentage receiving bilingual diploma



UWCSEA average vs. worldwide average



English as an Additional Language (EAL)

The EAL programme supports learners who have had less exposure to English, or who speak English as a second, third or even fourth language. Teachers across the curriculum work to support acquisition of English.

Dover Campus

EAL learners are accepted from K1 to Grade 12. Courses are available from Grade 2 to Grade 12. Details are outlined below. Grades 2 to 6 EAL learners follow Extra English lessons in place of Language other than English (LOTE) lessons. These small group lessons are provided at an additional charge, and students accepted to the EAL programme are assessed to ascertain their current level of English.

Grades 7 and 8

EAL learners follow EAL lessons in place of English lessons, and, in some cases, may also follow Extra English lessons in place of LOTE lessons.

Grades 9 and 10

EAL learners follow EAL lessons in place of English lessons. This course (which we call English B) prepares students for an IGCSE examination in English as a Second Language at the end of Grade 10, and also includes preparation for both of the IBDP English courses (English A or B, depending on the student's level of attainment) from Grade 11.

Provision is also made for Foundation IB (FIB) students who join the College in Grade 10, supporting students to join either English A or English B courses in the IBDP.

Grades 11 and 12

EAL learners follow the IBDP English B course—and can thereby gain a bilingual diploma.

In addition to these courses, there is some provision, based on needs, for extra, individual EAL support and for EAL teachers to work in classes with EAL learners in other areas of the curriculum.

East Campus

At present, the formal EAL courses run from Grade 6 to Grade 12 as outlined below. Boarding students may take advantage of EAL tutoring and support in the library during evening study time.

Kindergarten 1 to Grade 5

Very limited support is available for EAL learners; if places are available, students are accommodated within normal classes or given extra help on an individual-needs basis.

Grades 6, 7 and 8

EAL learners follow EAL lessons in place of LOTE, and, in some cases, may have support in mainstream English lessons. As part of the EAL programme, support may be provided for humanities and sciences.

Grades 9 and 10

Grade 9 EAL learners follow 'English B' in place of 'English A' lessons. This two-year course prepares students for IGCSE in English as a Second Language, examined at the end of Grade 10, and for the IBDP English courses (English A or B, depending on the student's level of attainment) from Grade 11.

EAL learners who join the College for the Grade 10 Foundation IB (FIB) course follow an FIB English B course in preparation for the IBDP English courses from Grade 11.

Grades 11 and 12

EAL learners follow the IBDP English B course—and can thereby gain a bilingual diploma.

Languages at UWCSEA



We value and celebrate linguistic diversity. Our community is drawn from around 100 countries, and although our learning programme is delivered in English, more than 55 other languages are spoken by our community as their first language.

The language offerings at UWCSEA are designed to provide our students with exposure to other cultures while acquiring skill in another language, to support students whose first language is not English, and to support students in retaining and developing skills in their home languages (mother tongue languages).

Courses offered and placement

Our language of instruction is English. In addition to English or English as an Additional Language (EAL) lessons, almost all students take a foreign language or a home language (mother tongue) course. The details of the languages and levels offered are set out on the following pages.

Beginner courses: are for those with little or no prior exposure to learning the language. In the IB Diploma Programme (IBDP), these are the ab initio courses.

Continuation courses: are foreign language courses that require the student to have had at least three years of prior study in the language.

Advanced courses: are for first or near-first language (includes native or near-native, home language or mother tongue) students who also have prior study of the language.

School Supported Self-Taught (SSST) courses: are for home language/mother tongue speakers who would like to continue the study of their language in Grade 11 and 12 but for whom there is no taught course at UWCSEA. More details are below.

English as an Additional Language (EAL): we accept EAL learners from K1 to Grade 11, Please see the back page of this brochure for details on our provision, which differs by campus.

A number of languages are offered as additional subjects and in some cases, additional charges are levied; please ask Admissions if you are interested in the programme prior to making an application.

The availability of language courses is based on demand; if an insufficient number of students request the course, we will offer an alternative.

All students joining the College are assessed to ensure the nominated course is appropriate for them; in Grade 6 and above, students applying to continuation or advanced language courses are tested to ensure our course is an appropriate fit.

Home language (mother tongue) support

We offer some home language courses as part of the academic curriculum for some languages - detailed overleaf as 'advanced' courses. We also offer some home language lessons after school. Generally these are in small-group after-school classes that run subject to demand and for an additional cost.

School Supported Self-Taught Language (SSST) options: in Grade 9 and 10, this non-examined course helps students develop the literary analysis skills needed for the IBDP SSST 'Language A' course in Grade 11 and 12.

In Grade 9 and 10, students have a SSST language teacher and, in addition, support in their chosen language from a native speaking teacher who marks, and in some cases sets, work. Literary analysis skills are taught in class, and students apply the skills by completing reading and writing assignments in their chosen language. In this way, students take ownership of their learning in the target language. In addition to developing the conceptual tools for exploring literature, the SSST course also considers how to structure essays about literature.

The written work of each student is regularly assessed by the native speaking teacher, against criteria provided by the College. These teachers are carefully selected on the basis of their experience and expertise. Parents can play an important role in supporting their children's efforts by discussing work with them in the target language.

In the IBDP, students select from the IB-approved authors list. They are supported by a UWCSEA SSST Language teacher and an experienced tutor in their study towards a bilingual diploma.

IB Diploma results

25 Languages in which bilingual diploma was awarded to UWCSEA students in May 2016

Class of 2016 bilingual IB Diploma languages		
Afrikaans	German	Lao
Belarusian	Hindi	Norwegian
Burmese	Hungarian	Russian
Chinese	Indonesian	Spanish
Dutch	Italian	Thai
English	Japanese	Turkish
Filipino	Khmer	Vietnamese
Finnish	Kinyarwanda	
French	Korean	

For more information, please contact Admissions

Dover Campus admissionsdover@uwcsea.edu.sg +65 6774 2653	East Campus admissionseast@uwcsea.edu.sg +65 6305 5353
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Dover Campus

	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	IGCSE	FIB	IBDP*
Chinese	✓	✓	B/C/A	B/C/A	B/C/A	B/C/A	B/C/A	B/C/A	C/A	C/A	C/A	C/A	B/C/A
Dutch									A	A	A		A
French				B	C	B/C	C	B/C	C	B/C	C/A	C/A	B/C/A
German									A	A	A	A	A
Hindi													A
Japanese											A		A
Korean											A		A
Spanish			B	C	B/C	C	B/C	C	B/C	C	C	C	B/C/A
School Supported Self-Taught Language (mother tongue)											A	A	A

B: Beginner course | C: Continuation course | A: Advanced course

*IB Diploma Programme (IBDP)

Group 1 courses
A – English Language and Literature (SL and HL)
A – English Literature (SL and HL)
A – Chinese Language and Literature (SL and HL)
A – Dutch Language and Literature (SL and HL)
A – French Language and Literature (SL and HL)
A – German Language and Literature (SL and HL)
A – Hindi Literature (SL)
A – Japanese Literature (SL and HL)
A – Korean Literature (SL and HL)
A – Spanish Language and Literature (SL and HL)
A – School Supported Self-Taught Language (SL)

Group 2 courses
B – English (HL)
B – Chinese (SL and HL)
B – French (SL and HL)
B – Spanish (SL and HL)
B – French ab initio (SL)
B – Mandarin ab initio (SL)
B – Spanish ab initio (SL)

Dutch – lessons are available from Grades 7–12 for native speakers of Dutch. For students in Grade 7 and 8, these lessons take place after school, twice a week, while in Grades 9–12 they are scheduled within the timetable. Our Dutch language guide *Nederlandse Taal en Cultuur* provides more information. There is an extra charge for Dutch tuition; the cost depends on the number of students taking Dutch lessons.

French – classes for fluent French speakers are available after school for students in Primary and Middle School. A qualified teacher employed by UWCSEA teaches students in small, language ability groups. An additional fee is payable.

German – in Grades 3-6, classes are available after school for native speakers. These classes are paid, small group tuition and run subject to demand. In Grade 7 and 8, German is taught as a first language for native speakers according to the Swiss curriculum, accommodating students joining us in Grade 7 from the Swiss School. Other native speakers may join this class, but are tested to assess if their level of German is sufficient to keep up with the specific curriculum requirements. In Grades 7–10, students can opt to join the after school German small group tuition class if their assessment indicates they are not ready to join the native speaking class.

Spanish – classes are available after school for native speakers in Grades 2–10. These small-group classes are at an additional charge, and run subject to demand.

School Supported Self-Taught Language – the (I)GCSE and FIB courses provide support for students who intend to pursue studies in their mother tongue in the IBDP, but for whom there is no taught course offered. There is a small additional charge for this option in Grade 9 and 10.

East Campus

	K1	K2	G1	G2	G3	G4	G5	G6	G7	G8	IGCSE	FIB	IBDP*
Chinese	✓	✓	B/C/A	B/C/A	B/C/A	B/C/A	B/C/A	B/C/A	C/A	C/A	B/C/A	B/C/A	B/C/A
French				B	C	B/C	C	B/C	B/C	C	C/A	C/A	B/C/A
Hindi											A	A	A
Japanese											A	A	A
Korean													A
Russian													A
Spanish			B	C	B/C	C	B/C	B/C	B/C	B/C	C	C	B/C/A
School Supported Self-Taught Language (mother tongue)											A	A	A

B: Beginner course | C: Continuation course | A: Advanced course

*IB Diploma Programme (IBDP)

Group 1 courses
A – English Language and Literature (SL and HL)
A – English Literature (SL and HL)
A – Chinese Literature (SL and HL)
A – French Literature (SL and HL)
A – Hindi Literature (SL and HL)
A – Japanese Literature (SL and HL)
A – Korean Literature (SL and HL)
A – Russian Literature (SL and HL)
A – Spanish Literature (SL and HL)
A – School Supported Self-Taught Language (SL)

Group 2 courses
B – English (HL)
B – Chinese (SL and HL)
B – French (SL and HL)
B – Spanish (SL and HL)
B – French ab initio (SL)
B – Mandarin ab initio (SL)
B – Spanish ab initio (SL)

School Supported Self-Taught Language – the (I)GCSE and FIB courses provide support for students who intend to pursue studies in their mother tongue in the IBDP, but for whom there is no taught course offered. There is an additional charge for this option in Grade 9 and 10.

Additional after-school language classes – may be available for native speakers of some languages, subject to demand and at an additional cost. Please check with Admissions prior to making an application.

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How important is 'academic attainment'?

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Do you accept students with individual learning needs?

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Do you admit students above (or below) your age-grade boundaries?

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If there are more eligible applications than there are places, how do you allocate places?

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Grade 10 FIB and 11 IB Diploma: all eligible applicants have assessments in mathematics and, their second language if applicable. The test results are used as a guide for subject selection: they do not play a role in the process of allocating places to eligible candidates. Applicants are also interviewed and asked to participate in a group discussion forum.

IB Diploma: applicants requesting Design Technology must complete an additional questionnaire and those requesting Art or Music must provide evidence of their performance standard, generally via a CD or DVD portfolio.

All eligible **boarding** applicants are also interviewed.

When do these assessments take place?

K1 to Grade 8: we contact applicants requiring assessment to arrange a convenient time.

Grade 9, 10 FIB and 11 IB Diploma: assessment days are held at the College over a number of days in late January to mid-March; if required they can be held during the College's overseas visits.

Is there anything else I need to consider?

- transfers between campuses are not available once a place has been accepted at one campus
- K2 places will open on East Campus only; please contact Admissions to place your child's name on a Register of Interest if you would like us to contact you should availability exceed expectations on Dover Campus
- if your child is applying to join Grade 6 or above, they will need to complete a handwritten Student Statement. The Student Statement form can be downloaded from the Brochure Downloads page on our website. It must be completed by hand by the student and then scanned and uploaded as part of the application

How do I apply?

All applications need to be submitted via our online system. A user guide is available on the website, together with the link to the application system.

When should I apply?

Applications open 12 months ahead of each new academic year. The date of application is not relevant in the selection process, and nor is there a deadline. However, keep in mind the following timings:

K1–Grade 8: places are offered in November, February and April, and so applications need to be submitted in advance of these months. Applications made later are considered for places that may arise as follows:

- K1–Grade 8: up to the start of Term 2 in January

Grade 9, 10 FIB and 11 IB Diploma and all boarding applications should be submitted by January, as the assessment days take place in February and March. Places are offered in March. Applications after this time are accepted only if there are places available.

Is the process different if I have applied before?

If you are re-applying, you can update your previous application rather than having to complete the whole form again. A new application fee will be payable.

Need help? Please contact Admissions

Dover Campus

+65 6774 2653

East Campus

+65 6305 5353

admissions@uwcsea.edu.sg

Age-grade boundaries

Academic year: August 2018–June 2019		
UWCSEA schools	UWCSEA grade	Age of August 2018 applicants
Infant School	Kindergarten 1	4–5 years (born 1 September 2013 – 31 August 2014)
	Kindergarten 2 (East only)	5–6 years (born 1 September 2012 – 31 August 2013)
	Grade 1	6–7 years (born 1 September 2011 – 31 August 2012)
Junior School	Grade 2	7–8 years (born 1 September 2010 – 31 August 2011)
	Grade 3	8–9 years (born 1 September 2009 – 31 August 2010)
	Grade 4	9–10 years (born 1 September 2008 – 31 August 2009)
	Grade 5	10–11 years (born 1 September 2007 – 31 August 2008)
Middle School	Grade 6	11–12 years (born 1 September 2006 – 31 August 2007)
	Grade 7	12–13 years (born 1 September 2005 – 31 August 2006)
	Grade 8	13–14 years (born 1 September 2004 – 31 August 2005)
High School	Grade 9 (I)GCSE	14–15 years (born 1 September 2003 – 31 August 2004)
	Grade 10* Foundation IB	15–16 years (born 1 September 2002 – 31 August 2003)
	Grade 11 IB Diploma	16–17 years (born 1 September 2001 – 31 August 2002)
	Grade 12* (no direct entry)	17–18 years (born 1 September 2000 – 31 August 2001)

* There is no entry into IGCSE Grade 10 or Grade 12. These are the second of two-year examination courses. For appropriately qualified students, entry into the Grade 10 Foundation IB course is available



UWCSEA learning programme

The learning 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.

Academics

A rigorous and broad academic programme focused on developing each student's joy in intellectual pursuit.

Activities

An extensive Activities programme, incorporating arts, sports, leadership and clubs, where students discover new interests, develop their strengths and follow their passions.

Outdoor education

Beginning in K1, experiential challenges build resilience,

collaboration and leadership, resulting in the most extensive Outdoor Education programme of any school in Singapore.

Personal and social education

A programme dedicated to supporting students in dealing with the personal and social challenges that all young people face.

Service

At the heart of our mission, the Service programme enables students to become aware, able and active contributors to both local and global communities.



GUIDING STATEMENTS

Mission

The UWC movement makes education a force to unite people, nations and cultures for peace and a sustainable future.

Educational goal

The UWCSEA goal is to educate individuals to embrace challenge and take responsibility for shaping a better world.

Ambition

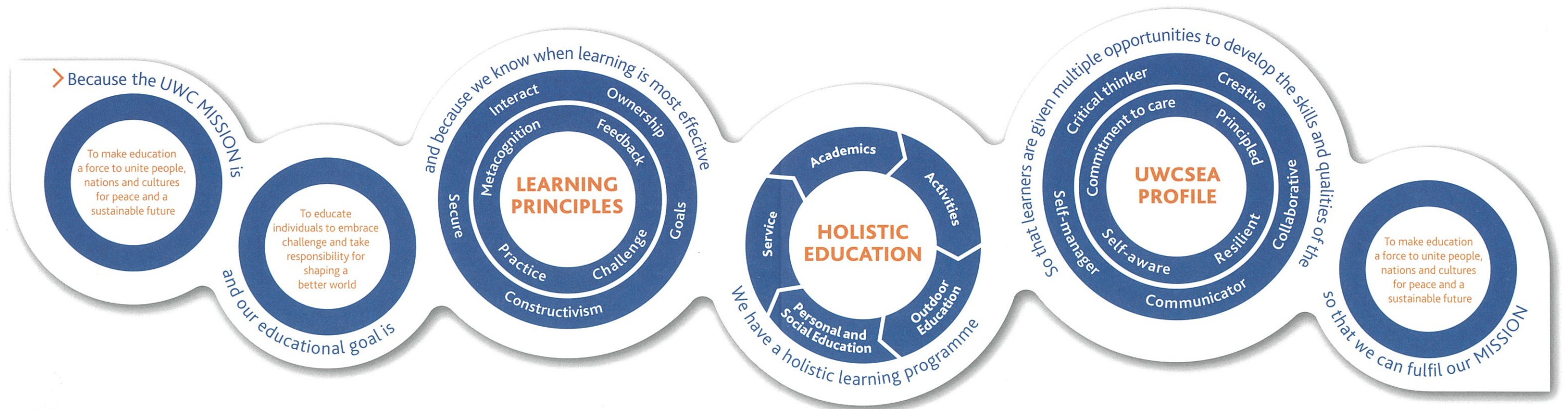
UWCSEA will be a leader in international education. We will have a worldwide reputation for providing a challenging, holistic, values-based education with an emphasis upon academic achievement, service to others, environmental stewardship, teamwork and leadership.

Values

The UWCSEA community expects members to:

- be honest and act with integrity
- avoid prejudice by developing views based on evidence, reasoning and understanding
- be compassionate and morally responsible
- embrace challenge in order to maximise their potential
- help other people
- take an interest in and enjoy friendship with people of all cultures and backgrounds
- minimise their harmful impact on the environment

Students, parents, staff, Board members and alumni are all considered to be part of the UWCSEA community.



Learning principles

Learning is a life-long process in which the learner engages with and reflects upon information and experiences to construct new or modify existing understanding as well as develop and apply skills and qualities

We know learning is effective when:

- **learners construct new understanding by activating prior knowledge and experiences**

Therefore, it is important that new learning is connected to what the learner has previously experienced or understood.

- **learners use timely and goal directed feedback**

Therefore, ongoing assessment should be regular and structured in a manner that allows for specific feedback to guide the learner in constructing meaning.

- **learners collaborate**

Therefore, learners must have opportunities to interact with others in a variety of situations and groupings.

- **learners are challenged**

Therefore, learners need to be challenged in developmentally appropriate ways.

- **learners feel secure and supported**

Therefore, learners need a safe and respectful learning environment.

- **learners construct meaning by seeing patterns and making connections**

Therefore, learning needs to be organised around core concepts.

- **learners actively process and reflect**

Therefore, time is required for learners to practise, reflect and consolidate learning.

- **learners apply metacognitive skills**

Therefore, learners should develop an awareness of their own thinking processes to develop intellectual habits.

- **learners understand the purpose of the learning**

Therefore, learning should occur in context with clear connections to real world.

- **learners have ownership of their learning**

Therefore, opportunities for self-directed learning are needed to sustain and motivate learning.

UWCSEA profile: qualities and skills

Our goal is to educate individuals to embrace challenge and take responsibility for shaping a better world. Our community achieves this goal by developing knowledge and understanding, qualities and skills through the five elements of the UWCSEA learning programme: academics, activities, outdoor education, personal and social education and service.

Qualities

Commitment to care

Initiate actions and make a commitment to shaping a better world.

Related concepts: stewardship, caring, empathy, compassion, open-minded, service, sustainability

Principled

Act with integrity and respect for self and the dignity of others.

Related concepts: integrity, honesty, responsibility, respect, fairness

Resilient

Anticipate, persevere and confront challenge.

Related concepts: optimism, confidence, courage, diligence, perseverance

Self-aware

Develop intellectual, physical, spiritual and emotional well-being.

Related concepts: self-discipline, self-esteem, self-confidence, reflection, balance, contentment

Skills

Critical thinker

Reason in an informed and fair-minded manner.

Related concepts: inquiry, questioning, connection, analysis, synthesis, evaluation, problem solving

Creative

Imagine and generate new possibilities or alternatives.

Related concepts: originality, imagination, curiosity, adaptability, connection, innovation, improvisation, risk-taking

Collaborative

Participate collaboratively in diverse settings.

Related concepts: cooperation, participation, leadership, flexibility, adaptability, responsibility, trust

Communicator

Communicate effectively according to audience and purpose.

Related concepts: communication, interpretation, perspective, intent

Self-manager

Take responsibility for directing one's learning.

Related concepts: metacognition, independence, diligence, organisation, responsibility