

College culture, working together to achieve our vision









DC INTERNATIONAL
COMMITMENT TO
CELEBRATING
OUR DIVERSITY
ACTING ETHICALLY
GLOBAL
ENGAGEMENT
MULTILINGUALISM
INTERCULTURALISM

BE PASSIONATE
about learning

BEST!
GROW

DISCOVER

FIND
WONDER
in the world



around us

DARE to MAKE
a DIFFERENCE
for YOURSELF,
HUMANITY,
and our planet



DISCOVERY
COLLEGE
發現學院

Vision Statement

Grow. be passionate about being the best we can be

Discover. find wonder in the world around us

Dream. dare to make a difference for yourself, humanity and our planet



BOX

Please do not remove the boxes from the room





open-minded a person who is
Respect others
To be able to be versatile in any situation
Being respectful
Helping people in need
stand for your beliefs but respect others
Be yourself
A lot of PATIENCE
100%
Respecting & learning about
different good 😊



HARVARD
LAW
WHAT, LIKE IT'S HARD?

二
清潔進行中
清潔進行中
CLEANING
IN PROGRESS
CLEANING
IN PROGRESS

Today
DAY



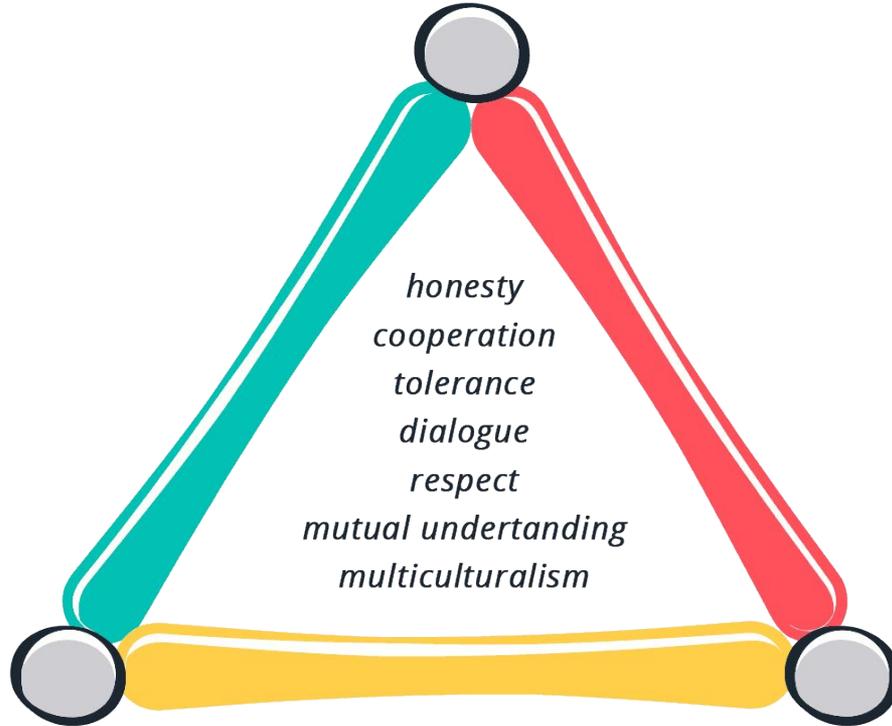
Living Our Vision

All community members appreciate and model the phrase,
“With privilege comes responsibility.”

Enhance our culture such that all community members take responsibility for each other, recognising their interdependence, the importance of international mindedness, and the significance of their actions in relation to other people



STUDENTS



TEACHERS

PARENTS

Scenarios

Your son comes home one day and is looking angry and sullen. When you ask what's wrong, he tells you that he had a run-in with some members of staff. He reports that a teacher had accused a group of students, including your child, of bullying another student in the year. Your son protests that in fact it was the other way around, and that the student in question had been very mean to his friendship group and that his actions were an attempt to stop the student from targeting his friends.

Your son tells you that he has been away from classes for most of the day, and has been grilled by the Vice Principal several times but not allowed to put his side of the story properly.

Your child mentions the other friends who he says were accused of bullying; you are good friends with one of the student's parents, and are due to see them for coffee later that afternoon.

You are aware that your daughter has an early morning training session for the school basketball team, but note that she is still not changed and ready despite it being time to leave for training. When you ask her why she hasn't got herself ready, she tells you that she has decided not to show up for training as she no longer wishes to be in the team. She reports that she has found herself snowed under with school work, and can't spare the time.

You know from other conversations that she does indeed seem to have a lot on in her academics, and you have previously discussed some concerns with some of her grades. Equally, though, you know that she has signed up for the basketball team and you have purchased the uniform etc. Last year she was very enthusiastic about basketball.

The importance of adults working in partnership around the child

...what do they need from the adults around them?

- set high expectations?
- model those expectations?
- encourage them to explore, take risks?
- model the establishment of trusting relationships?
- show commitment to other people?

Adults working in partnership around the child

In order for our children to...

Grow. be passionate about being the best they can be

Discover. find wonder in the world around them

Dream. dare to make a difference for themselves, humanity and our planet

...what do they need from the adults around them?

- set and model high expectations?

- encourage them to explore, take risks?

- model the establishment of trusting relationships?

- show commitment to other people?

DC's Driving Concepts

The following concepts will underpin our behaviours, in that we:

- Believe that we have each other's best interests at heart (**Trust**)
- Value the importance of sharing educational responsibilities for students (**Share responsibility**)
- Feel a sense of belonging, purpose and fulfillment (**Inclusion**)
- Have positive relationships at the heart of learning and wellbeing (**Quality relationships**)
- Have the ability of people to work together for common purposes in groups and organisations (**Collaborate**)

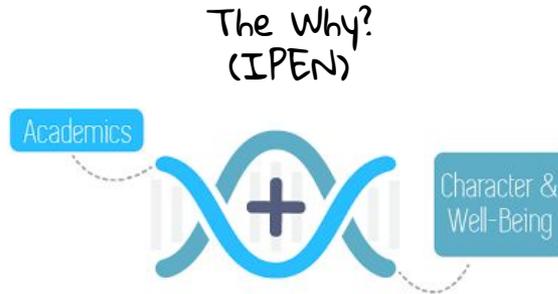
Visible Wellbeing

All members of our community understand key principles and practices of wellbeing and how to make these visible; they take responsibility to develop their wellbeing using this understanding.



VISIBLE WELLBEING™
Professor Lea Waters PhD

2 Year
Partnership



When we feel good, we function well and we do good...

Visible Wellbeing



SECTION THREE: Read the questions and think about how true they are for you and select the corresponding word *

	Never	Rarely	Sometimes	Often	Always
I can keep good focus on what I'm doing	<input type="radio"/>				
I can stop myself from being distracted	<input type="radio"/>				
I am able to pay close attention to one thing for a long period of time	<input type="radio"/>				
I am generally aware of my thoughts and emotions and the way my body is feeling	<input type="radio"/>				
I can usually describe how I feel at the moment	<input type="radio"/>				
One way I change my emotions is by changing the way I think	<input type="radio"/>				

Give us some examples of where you see good wellbeing in the students *

Your answer _____

Give us some examples of where you see good wellbeing in the staff

Your answer _____





Choice



Ownership

Thank you
謝謝

