DULWICH COLLEGE | BEIJING |
北京德威英国国际学校

INFORMATION FOR TEACHER APPLICANTS

DULWICH COLLEGE BEIJING



2026 - 2027

LIVE WORLDWISE.™





DIVERSITY, EQUITY, AND INCLUSION STATEMENT

Education in Motion is committed to diversity within our team, organisational practices, policies and culture. We recognise that people with different backgrounds, skills, attitudes and experiences bring fresh ideas and perceptions, and it encourages and leverages these differences to make our work more relevant and approachable. Education in Motion will not discriminate or tolerate discriminatory behaviour on any grounds such as, but not limited to, race, gender, disability, nationality, national or ethnic origin, religion or belief, marital/partnership or family status, sexual orientation, age or socioeconomic background.

Education in Motion strives to be an inclusive workplace where everyone feels a sense of belonging, has a voice, can raise concerns, and feels comfortable and confident. We expect everyone who works within to share this commitment and to act accordingly, as we aspire to best serve the Education in Motion mission and the community.

SAFEGUARDING STATEMENT

Education in Motion is committed to safeguarding and promoting the welfare of children and expects all applicants to share the same. We follow safe recruitment practices which are aligned to the recommendations of the International Task Force on Child Protection. We hold ourselves to a high standard of effective recruiting practices with specific attention to child protection.
DCB Safeguarding Policy (https://beijing.dulwich.org/our-college/safeguarding)

OUR GUIDING STATEMENTS

Our guiding statements provide the College with the compass in which to base our decision-making.

MISSION

LIVE
WORLDWISE.™

VISION

We have the knowledge, skills and motivation to make a positive difference to people, society and the planet.

VALUES



Please visit our website for the DCB Guiding Statements Evaluation Report of the 2022-2023 Academic Year: Dulwich College Beijing 2022-2023 Guiding Statements report | Beijing (https://www.yumpu.com/en/document/read/68394548/guiding-statement-report-2022-23)



WELCOME FROM HEAD OF COLLEGE



Thank you for your interest in working at Dulwich College Beijing. We are seeking to appoint outstanding candidates to join our teaching staff, at the beginning of the 2026 - 2027 academic year.

DCB is a special place to be. For twenty years, the College has forged an excellent global reputation for being a kind, caring and welcoming community, and a rewarding place to work. DCB students possess a thirst for learning and are highly motivated every day. We therefore wish to attract inspirational, talented teachers who love teaching and want to have an impact on our students. DCB is an exciting place to teach and learn. The environment is one of trust and respect, with joy and creativity bubbling from all quarters and a highly supportive parent body. To the right candidate, working here will be an extremely rewarding experience. Year 13 students have recently achieved the best IB results in China!

DCB opened in 2005 and has since established itself as a world-class school. The College's current enrollment is over 1,500. Our DUCKS, Junior School and Senior School are aligned in their learning in an intimate yet whole-school atmosphere full of high expectation, interdisciplinary innovation, and mutual celebration.

Our school is located in Shunyi, around forty-five minutes from the heart of Beijing. The capital is a truly exhilarating place, with its cultural sites, ancient heritage and all the amenities associated with a large and vibrant city. From Hutongs and avenues to the many green spaces around the city, and of course the Great Wall, there is something for everyone. Beijing is one of the greatest cities in the world and our staff enjoy a rewarding and safe standard of living.

We also offer excellent professional development opportunities, along with the chance to work with amazing students along with passionate collaborative professionals from around the world. Our network of former students is exceptionally vibrant and talented.

Teaching and living in Beijing are immensely rewarding. I hope that you find this candidate brief helpful. Further information can be found on the College website at beijing.dulwich.org.

We look forward to receiving your application.

Yours sincerely,
Dr Cameron Pyke
Head of College

OUR HISTORY

Dulwich College Beijing finds its roots in the double heritage from Dulwich College in London and Education in Motion (EiM), thus building its own history on solid foundations of educational innovation and pioneering spirit.

When Edward Alleyn, a renowned actor and contemporary of Shakespeare, founded Dulwich College in 1619, his goal was to give students the opportunity and gift of combining academic excellence with a strong sense of responsibility to society. This legacy of educational balance and service is one of the cornerstones of the Dulwich legacy.

Over three centuries later, the same entrepreneurship and pioneering spirit resulted in the creation of Dulwich College International when founders Fraser White and Karen Yung first exported the Dulwich vision and spirit to the East upon settling in Shanghai in 2003.

This was indeed a real-life demonstration of what further became the Dulwich motto: *Graduate worldwise* to *Build bridges to the world* based on a Students come first strategy. This legacy has survived, and will convince to innovate to address the challenges of the next 100 years.

OUR FOUNDING SCHOOL IN LONDON

The dynamic partnership between Dulwich College in London and Education in Motion aims to establish the Dulwich College vision in Asia and further afield by bringing the best education to students around the world. We are regularly visited and inspected by our Founding School and our current Head of College has been a senior member of staff there for over two decades.

Dulwich College is an academically selective boys' school in south London, attracting students from the top 15% of the UK academic range. It is one of the UK's most prestigious independent schools and has the largest overseas network of any British independent school.

Dulwich is recognised as a pioneer in education. It introduced a holistic curriculum in the 1870s and was also one of the first schools in the UK to introduce Mandarin Chinese. In 1996, it became the first British independent school to open a campus in Asia. The College has produced leading scientists, actors, film directors, musicians, sportsmen and writers, a number of whom have visited us to talk of their experiences.



To learn more about our founding school, visit ***www.dulwich.org.uk***.



OUR COLLEGE

DCB AT GLANCE

Year Founded: 2005

Student Population: 1,600

Number of Nationalities: 48

Age Range: 3-18

Average IB score: 38.7 (Class of 2025 IB average vs world average of 30.58)

GOVERNANCE

The College is divided into three sub-schools: DUCKS (Dulwich College Kindergarten School) for students aged 3-7 (Nursery to Year 2), Junior School for students aged 7-11 (Year 3-6), and Senior School for students aged 11 - 18 (Year 7-13). Each school is run on a day-to-day basis by a Head of School who reports to the Head of College. There are middle leadership teams within each school as well as responsibility posts for some whole College departments. The Head of College, three Heads of School, the Director of Business Administration, the Director of Government Relations and Public Affairs, the Director of Admissions and Marketing and the Director of Communications make up the College Leadership Team.

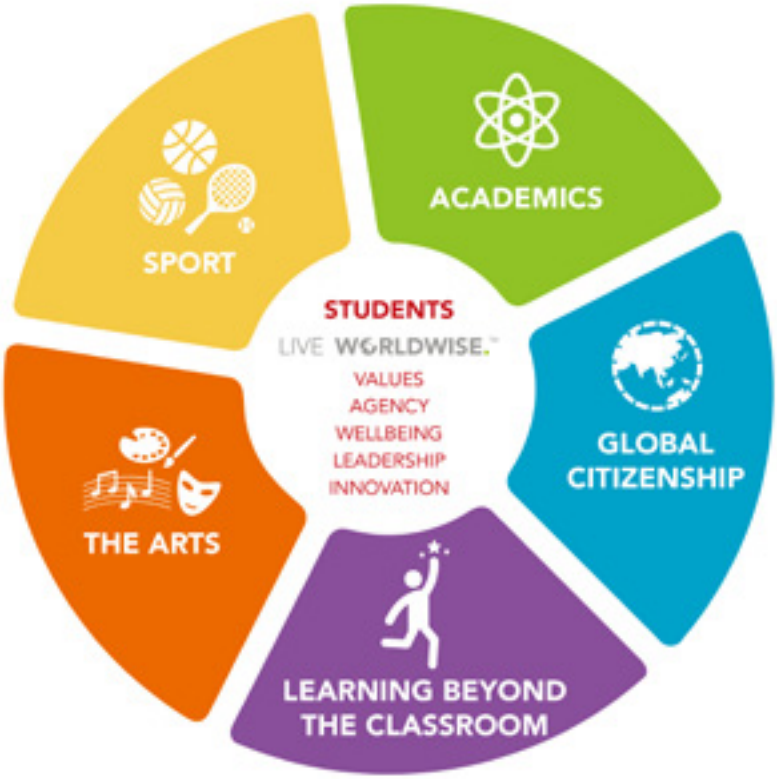
AWARDS

- Top IB School in China for 2025 on IB-Schools.com ranking, compiled by Education Advisers
- #1 International school in China on the 2024 Forbes China
- Top 150 private schools in the world according to 2024 Carfax Education Index
- 2022 International School Awards for "Pathways to Continued and University Education"
- 2021 British Schools Award for "Holistic Education" and "Science and Technology"
- 2019 International School Award for "Creativity in Learning"
- 2017 British International School Award "Teaching Initiative of the Year"
- 2017 Diplomats' Choice Award "Best International School"
- 2017 Corporate Social Responsibility Award

EDUCATIONAL PILLARS

At Dulwich College Beijing, we believe that 'students come first'. Therefore, students are placed in the centre of our holistic approach with an emphasis on the growth of each student.

Our Educational Pillars



In the model above, five pillars form the holistic educational experience that we deliver to our students. This broad and balanced educational experience empower students to 'Live Worldwise'. Our mission also asks us to help students grow as global citizens. This directs the educational programmes we offer along with how we help students with their character development.

Students at the Centre

DCB Values: Our community lives our seven DCB Values of; resilience, confidence, respect, integrity, responsibility, open-mindedness, and kindness. These values form the foundation of student character and behaviour.

Student agency: We empower students to gain independence, voice and choice within the learning process.

Student wellbeing: We support and mentor the social, emotional development of students. Our wellbeing approaches are informed by experts in the field to ensure everyone feels safe, supported and confident.

Student leadership: Students are able to take on a range of leadership positions across the College, and all students are taught leadership capabilities.

Innovation: Drawing strength from our founding school's history of philanthropy, pioneering spirit and innovation, our Dulwich Digital Difference (D^3) will bring together various digital tools and technical changes in the service of excellent learning and teaching.

Learning can be enriched when it fluently draws on the affordances of digital technologies:



Learning is effective when:



it has a clear purpose



it is personalised



it is adapted and applied



it is relational

Teacher Competency Framework

Competencies	Sub Domain
TEACHING & LEARNING: Content Knowledge	• Deep knowledge of curriculum and a flexible understanding of **content** and progression. • Lessons have clear **sequencing** and learning intentions with goals that clarify what next steps and success look like. • Practice utilises appropriate description and a variety of **activities** and assessment techniques for diagnostic, formative, and summative purposes. • Differentiated instructional strategies and modalities indicate a deep knowledge of student **misconceptions**, challenges, and how they learn.
ENGAGING SPACES: Supportive Environment	• Practice builds **constructive** relationships between teacher-student and student-student, and views mistakes as collective learning opportunities to learn. • Students build **respectful** relationships and experience effective collaboration, which activates **intrinsic** motivation. • Lessons affirm diverse learners, prompting differentiated experiences and iterative feedback loops in a climate of trust and high **expectations**.
ENGAGING SPACES: Maximising Learning	• Practice shows excellent **time** management focussed on maximising learner productivity through orderly learning and personalisation. • Teaching anticipates and is **responsive** to classroom disruption whilst **reinforcing** positive behaviours. • Practice promotes learner agency and is always **aware** of what is happening in the classroom.
TEACHING & LEARNING: Activating Thinking	• Use open-ended **questioning** and scaffolding to ensure a gradual transfer of responsibility to learners so they generate deep questions. • Use feedback as a tool for student **interaction** between technology, peers, self, external experts and teacher to support student growth. • Scaffold differentiated tasks and modalities to make learning visible and **embed** metacognitive awareness and **activate** learner agency.

OUR CONCEPTUAL DRIVERS

Our mission of **LIVE WORLDWISE** is supported by a curriculum that educates the whole child, and inspires students to develop a deep understanding of the following College-wide concepts.

PERSPECTIVES

Respect for the different perspectives that arise from our unique identities.

CONNECTIONS

Open-mindedness when exploring connections in the complex world around us.

CHANGE

Resilience in, and curiousity about, a world in constant change.

SUSTAINABILITY

Responsibility for balancing personal needs with those of our world, living through sustainability, integrity, and kindness.

CREATIVITY AND INNOVATION

Confidence when solving problems through creativity and innovation.

Leading to the long-term retention of knowledge, concepts, skills, and the ability to transfer thinking to different contexts.







DUCKS

DUCKS Beijing is a vibrant dual language setting where children aged 3 to 6 years are able to learn in both English and Mandarin.We offer children a wealth of learning experiences in dedicated indoors and outdoors environments. Through play and inquiry-based learning we ensure that children develop the skills to become lifelong learners.

For our children aged 2 to 5 years we follow a play-based approach which encourages children to be curious and independent learners through a combination of child initiated and adult led activities. We are guided in our practice by the English Early Years Foundation Stage Framework and Engaging Learning, our own EiM pedagogical evaluation tool. Children are encouraged to explore all aspects of their learning indoors and outdoors. For 5- to 7-year-olds we follow English National Curriculum standards through a progressive spine for an enhanced conceptual framework of units of investigation. The development of 21st century skills and deep understanding are key features of our purposeful and inquiry-based approach. Children continue to learn within a dual language environment.

Our setting nurtures holistic development, which we believe ensures the best learning outcomes for each child. We believe that wellbeing and a sense of self are essential to happy and confident individuals who will seek to explore their own interests. Our creative provision spans across the indoor and outdoor environments and enables children to take risks and develop independence, provoking curiosity and an excitement to learn.



Our school community puts students first. We use values-based approaches in our interactions, behaviours, systems and decision making. We aim to cultivate our unique differences to build a sense of belonging. We value all our teachers and assistant teachers who bring a variety of experiences to our team, including our highly valued Mandarin speaking colleagues. Professional learning is key to ensure that we continually review and develop our provision. We encourage all our team to be action researchers, continually delving into current research and practice.

Our team has a range of opportunities to take part in learning within our school, in professional learning communities across our group of schools and external conferences and courses.





JUNIOR SCHOOL

In Junior School (Key Stage 2, Years 3 to 6), we believe that each and every child has the right to be heard and the potential to bring something unique to the world in which they live. In a safe, secure and stimulating environment, our students are able to thrive, both personally and academically, and it shows. Visitors to a DCB Junior School classroom or assembly are often struck by the children's enthusiasm and level of engagement. A primary teacher's role is to help students fulfil their potential in all areas, irrespective of cultural or educational background.

Education only flourishes if it successfully adapts to the demands and needs of the time, and learning is especially effective when it is personalised and relational. Given our international setting in China's capital, Beijing, students study an enhanced English National Curriculum, with cross-curricular units that reflect students' interests and at the same time, put into international as well as local contexts. Our approach aims to build a thirst for knowledge in both students and staff.



Junior School students are taught English, mathematics, science, humanities, culture and wellbeing by their class teacher. Specialist teachers lead AEN, ES, Mandarin, art and design, computer science, PE and sport and music classes. A strong number of well qualified and highly experienced assistant teachers work seamlessly alongside class and specialist teachers.

A myriad of extra-curricular activities enriches learning for the students and enhances both hard and soft skills. Students participate in sports, music, drama, art, tech, community service and more, with continuous opportunities to develop confidence and leadership skills, which will take them, well prepared, to the next step of their education in Senior School.





SENIOR SCHOOL

At Senior School, we believe that every staff member has a pastoral responsibility, essential in supporting students as they strive to achieve their personal best and become confident, independent and compassionate young people. Surveys consistently reveal that our students feel valued and have a strong sense of belonging here at DCB.

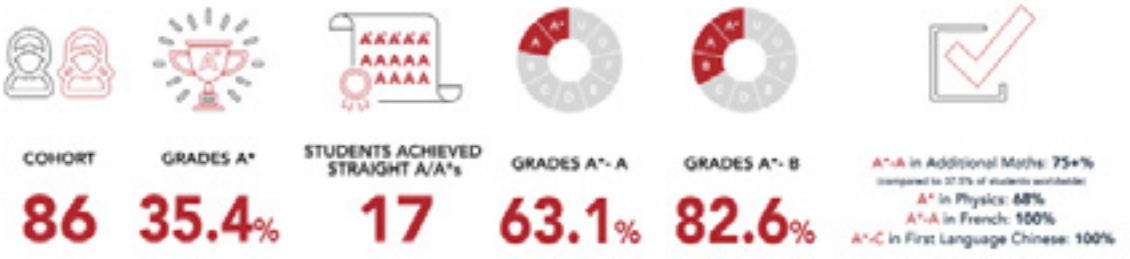
Each student belongs to a tutor group. They are look after by tutors, year leaders, social and emotional counsellors, university counsellors, Heads of Key Stage, and the Senior School Leadership Team. Our teachers are subject specialists, focused on best practice, dedicated to both supporting and challenging students.

The challenge and rigour start with the enhanced English National Curriculum for students in Key Stage 3 (Years 7, 8, 9), characterised by a skills-based curriculum and assessment model currently in development across subjects. Our IGCSE programme in Key Stage 4 (Years 10 and 11) provides students with both breadth and depth of study. In addition, we have developed our own liberal arts course and an award-winning STEM programme as further options. We offer personalized learning to our students in Key Stage 5 (Years 12 and 13). Students can choose whether to study the IB Diploma Programme, or A levels and EiM's International Advanced Diploma. Both programmes are highly rewarding and our students receive a high degree of personal attention and encouragement.

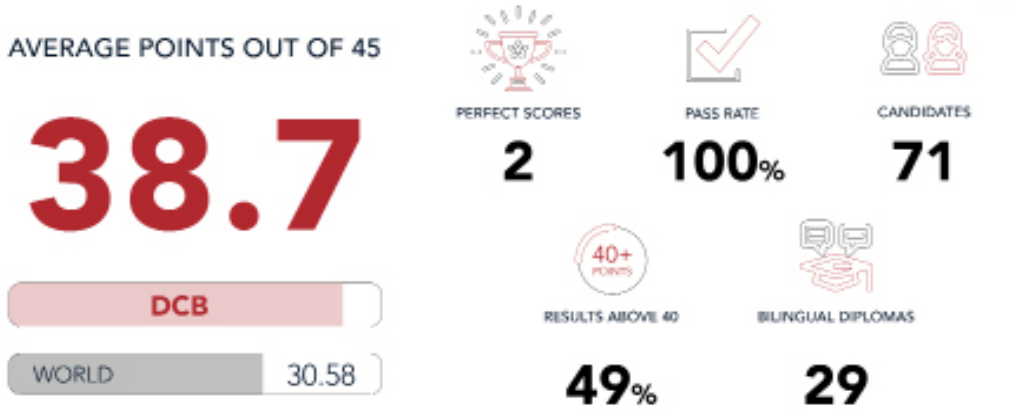


ACADEMIC EXCELLENCE

2025 IGCSE results



2025 IB results



University Matriculations (past 5 years)



and other reputable universities!

HOLISTIC DEVELOPMENT

We are proud of our outstanding academic success but equally, we believe that our extensive enrichment programmes are vitally important in providing our students with the very best experiences, which will shape their futures. Students participate in sports, music, drama, art, service, debate and more. They are given the opportunity to collaborate with their peers at DCB and across the Dulwich family of schools. Many of our co-curricular activities are led by students. Their leadership is authentic and far reaching, with numerous student initiatives aiming for greater social impact. As students graduate from DCB, we are confident that the values we have nurtured will enable them to make a positive difference in the world.





WELLBEING

Wellbeing is at the heart of all we do, and students are supported by an excellent and committed staff. From DUCKS, every student, as well as every teacher, belongs to a House, which is the basis of the system of guidance and welfare that enables us to take personal care of each student. Many children have mentors from older year groups, and our strong links to the community beyond the school gates mean that our students maintain a broad and compassionate outlook. In addition, we have a strong and active Wellbeing Committee.

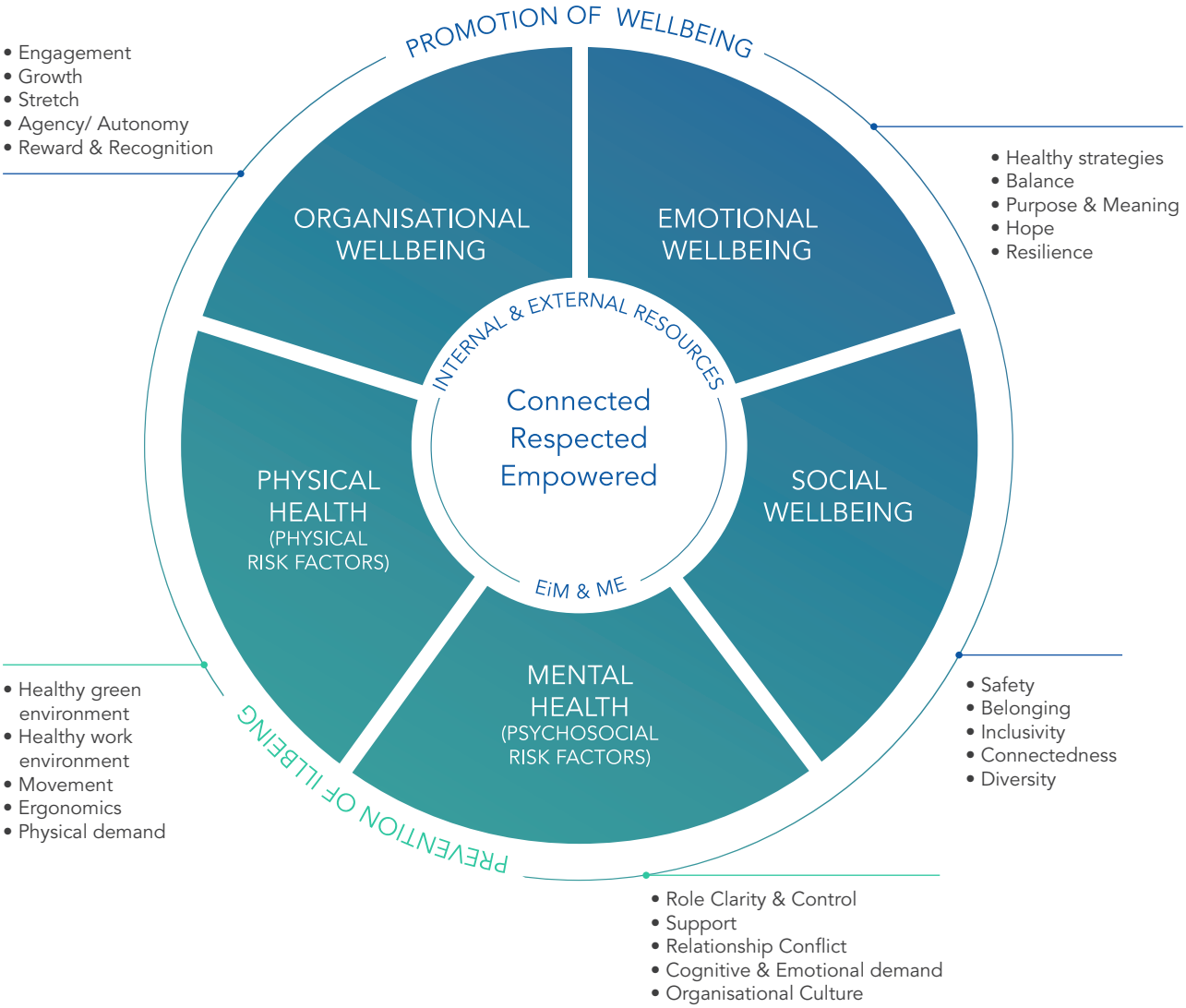




Dulwich College Beijing

EIM STAFF WELLBEING FRAMEWORK

The below Wellbeing Framework supports and guides our wellbeing strategy and implementation at DCB.



SELF
COLLEAGUES
COMMUNITY

GLOBAL CITIZENSHIP

In keeping with our College's vision and mission, Dulwich College Beijing places a heavy emphasis on global citizenship. A Director of Global Citizenship oversees those areas which fall under the umbrella of Global Citizenship such as Service, Sustainability, and Diversity, Equity, Inclusion and Belonging (DEIB), as we guide our students on the 'journey to connect with, care about and act for people and our world'.

Dulwich College Beijing has pledged to play its part in the world's collective responsibilities towards Sustainability. Much more than recycling, this pledge requires us to work towards the United Nations Sustainable Development Goals for the year 2030 each and every day.



Our goal is to encourage our community to make informed choices, take inspired action and create a positive impact as individuals, as a group and at a global level. As such, sustainability and global citizenship are embedded in our curriculum and operations across our whole organisation.



PROFESSIONAL DEVELOPMENT AND LEARNING

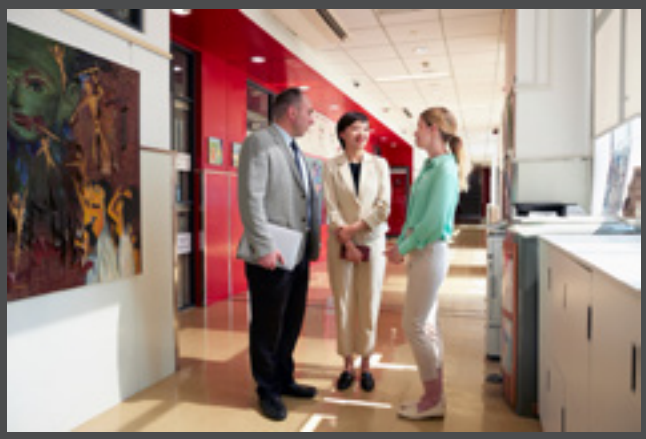
At DCB, we believe that high-quality professional development is central to providing the best possible educational experience for our students. We offer a wide range of opportunities for staff to grow, both within the school and beyond. These include in-house training tailored to our context, external courses and conferences, and collaboration across the wider Education in Motion (EiM) group, where staff can connect with colleagues from around the world.

Our approach to professional development is grounded in research and the science of learning. Effective PD is evidence-informed, supportive, goal-driven, and sustained over time—ensuring that learning is not a one-off event but a process that leads to meaningful growth. At DCB, professional learning is designed to motivate and challenge us, while also providing the tools and strategies we need to continually improve our practice.

PD at DCB directly supports our guiding statement, Live Worldwise. By investing in ourselves as educators, we create richer, more effective learning experiences that empower every student to thrive in a global community.





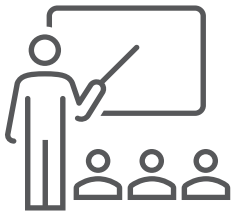




Dulwich College Beijing

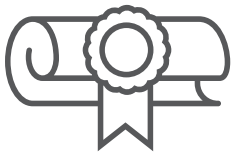
SALARY

Salaries can be paid to teachers in RMB, GBP, AUD, USD and Euro. The salaries and unused airfare and housing allowance are subject to the Chinese taxation.



EXPERIENCE

- Step one of the international teacher scale is equivalent of one year of experience. A teacher needs to complete a full year of service in advance of any potential progression up the salary scale.
- Native English Speaker is required for the Primary school teachers (DUCKS and JS).



EDUCATION

- A Bachelor or above degree is required.
- PGCE or QTS, Teaching License from non-UK countries.
- A Master degree will be credited as one additional step (once only).

BENEFITS

COMPETITIVE PACKAGES AND BENEFITS



FLIGHT ALLOWANCE

A competitive flight allowance is provided to teachers every school year. School will also cover the costs for the initial inward flight to China in the first year (in addition to the flight allowance).



HOUSING ALLOWANCE

School will provide school accommodation to teachers in the first year of employment. From the second year, a teacher will receive RMB137,700 to RMB 234,600 housing allowance per school year based on family status.



SHIPPING ALLOWANCE

A set amount is refunded for applicable overseas shipping charges at the beginning of your first contract and the end of your last.



INTERNATIONAL MEDICAL INSURANCE

Full international health insurance, and dental care through direct billing are provided for teachers and their dependents.



GRATUITY AND LONGEVITY AWARD

A competitive gratuity and longevity award is provided to a teacher at end of each contract.



NATIONAL PENSION CONTRIBUTION AND REFUND

10% of RMB35,283(RMB3,528/month, RMB/42,339) soical security contribution (pension and medical) will be paid from teacher's before tax salary to the authority. The contribution will be refunded to the teacher in one lump sum (tax free) after completing the contract and leaveing China.



EMPLOYEE ASSISTANCE PROGRAM (EAP)

The EAP is available to all staff to support their well-being both at work and home. It offers confidential counseling, assistance with stress, anxiety, and personal concerns, as well as guidance on financial, legal, and family matters.

TAX

SAMPLE TAX CALCULATION

TAX TABLE (IN RMB)

Yearly Tax Rate			
Tax rate	Range (Gross salary-Tax Exempted (60,000)	Quick deduction	Tax in Each Level
3%	0—36,000	0.00	0.00
10%	36,001—144,000	2,520.00	1,080.01—11,880
20%	144,000—300,000	16,920.00	11,880.2—43,080
25%	300,001—420,000	31,920.00	43,080.25—73,080
30%	420,001—660,000	52,920.00	73,080.3—145,080
35%	660,000—960,000	85,920.00	145,080.35—250,080
45%	>960,000.00	181,920.00	>250,080

(Note that tax rates may change dependent upon government policies.)

TAX EXEMPTION

Tax Exemption/Year

- 60,000 (1st exemption)
- 2,520 - 181,920 (2nd exemption)

Chinese Social Secruity Contribution

(Pension, Medical and Unemployment)/Year
44,484

The average tax rate for most of teaching staff around 25%-35%

NEW TO DCB

Moving to a new country and working at a new school can sometimes feel challenging, particularly when adjusting to differing cultures and expectations. To support all newly hired teachers, we provide a comprehensive orientation that walks you through every step of the process, from signing the contract onwards.



SCHOOL ENVIRONMENT AND FACILITIES

Dulwich College Beijing (DCB) offers an educational school environment designed to nurture the intellectual, physical, social, and emotional development of our students.

EDUCATIONAL FACILITIES

DCB provides outstanding educational facilities.

- DCB is a wireless campus supporting our 1:1 laptop programme from Year 5 onwards
- All teaching staff are provided with laptops
- All classrooms are equipped with MaxHubs
- Three libraries
- Ten well-equipped science laboratories
- A world-leading indoor and outdoor learning environment for DUCKS students to learn through play in the natural environment with water, sand, and garden features
- Dedicated study spaces for Year 12 and 13 students

DCB has world-class facilities that enhance and enable innovative learning.

- Our state-of-the-art STEAM & entrepreneurship hub, SE21, that is the driving force behind interdisciplinary and enterprise education.
- An AI Innovation Lab that is used by students and educators to learn, create, and showcase the applications of AI in Education and beyond.

PERFORMING ARTS FACILITIES

- Two large theatres with 755 seats combined
- Two black box theatres
- Three spacious music rooms and seven practice rooms
- Two ICT suites, including one dedicated to music
- A professional green screen film studio
- A fully equipped radio studio
- Light and airy art rooms

SPORTS FACILITIES

We provide DCB students, parents, and the community with access to a wide range of sports facilities and equipment.

- Two air-filtered sports domes
- Sports Club including a 25-metre swimming pool, a sports hall, a dance studio, a fitness room
- Six tennis courts of China Open standard
- A FIFA two-star rated football pitch
- A cricket pitch
- A rugby pitch



AIR QUALITY MEASURES

DCB was the first school in Beijing to install a filtered sports dome in 2011. We have advanced, primary fresh air filtration in our sports hall, classrooms, theatres and common areas, backed up by computer-controlled secondary filtration in the ceilings of our classrooms and common areas as well as in both our filtered domes. Our Air Quality Policy aims to ensure a healthy and stimulating environment for all students and staff. Air quality in Beijing has drastically improved over the last few years with regulatory controls on coal burning and vehicle emissions.

SUPPORT STAFF

The College has dedicated, professional bilingual administrative staff who provide exceptional support in the areas of ICT, operations, purchasing, finance, admissions, events, marketing and communications. This support enables teachers to focus on contact time with their students.



LIVING IN BEIJING









Living as a guest in China is highly rewarding. It is a modern, prosperous and culturally diverse country, where teachers has been highly respected since the time of Confucius. Technology is a defining aspect of life here, with advanced connectivity making transportation, dining, payment, translation, shopping and even social life easy for expatriates to enjoy a very good lifestyle. The culture is very welcoming and child-friendly.

Beijing, which means "northern capital", is a very safe yet vibrant and exciting city with historical sites second to none, including seven UNESCO World Heritage Sites such as the Great Wall of China (1 ½-hour drive from DCB), the Forbidden City, the Summer Palace, and the Temple of Heaven. Modern skyscrapers tower over closely packed old neighbourhoods – the charming "hutongs" – while high-end sports cars zip past rickshaw carriages.

A serious food culture in Beijing means endless culinary offerings can be found all over the city – from mouth-watering street food to international fine dining and everything in between. For adventurous city lovers, there are bars (with a great craft brewery scene) and lively nightlife (Sanlitun) plus a plethora of visual (798 Art District) and performing arts (NCPA) to explore. For those looking for nature, many parks and lakes dot the city, and hiking is a popular activity outside of town. There is a wide variety of activities to get involved in after work too. DCB staff join netball, rugby, football, Aussie rules, and Gaelic football clubs. The expatriate community is extensive, offering a huge variety of events every week. There are also great opportunities to develop authentic cultural interests.

Beijing is a hub for travel inside China (the train network is outstanding) and internationally. From here, it is very convenient to explore popular Asian destinations. Dulwich College Beijing is located only 15 minutes from Beijing Capital Airport and in the vicinity of many residential compounds. There are many shops and restaurants nearby. It takes merely 45 minutes to travel to the heart of the city from the school's campus. Seoul, for example, is barely two hours away.

EDUCATION in MOTION

Dulwich College International transitioned to Education in Motion (EiM) in 2021 to include a growing family of premier education brands.

Today, Education in Motion is a growing family of premier education brands, nurturing more than 11,500 students around the world to Live Worldwise.

Dulwich College International is proud to be part of this family of schools that upholds the educational values and traditions of our founding school, Dulwich College in London, a renowned institution with a 400-year heritage of academic excellence.

As an education company, EiM has the vision of pioneering Worldwise education solutions that are innovative, creative and world-changing, with the goal of inspiring and empowering students with the passion, skills and opportunities to make a difference in the world.

Education in Motion (EiM) is a global leader in pioneering education for a sustainable future, inspiring generations of learners to Live Worldwise. Since the founding of its first school over two decades ago, EiM has grown its diverse portfolio of schools and brands, offering a blend of innovation and tradition through a range of premium educational offerings across the globe.

Each brand within the EiM portfolio is united by a strong common commitment to excellence in education, nurturing students to make a positive impact for people and the planet. EiM encompasses Dulwich College International, Dehong®, Green School International in Bali, Sherfield School in the United Kingdom, Hochalpines Institut Ftan AG (HIF) and IGNITE in Switzerland, and Chinese-language learning and teaching platform Wo Hui Mandarin.

The Education in Motion headquarters are located in Singapore and Shanghai. The EiM website is **www.eimglobal.com**.

DULWICH COLLEGE INTERNATIONAL

As one of the premier education brands under EiM, Dulwich College International (DCI) was founded on Dulwich College's vision to take its 400 years of educational experience, academic excellence and innovation abroad. The first of the British independent schools to venture overseas, Dulwich College Shanghai was opened in 2003. Since then, the family of schools have expanded to Beijing, Seoul, Singapore, and Suzhou.



Scan to follow us

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