

THE KEYSTONE

Magazine 志
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TRANSFORMING EDUCATION

LIVING AND LEADING A DREAM

THE INAUGURAL ISSUE



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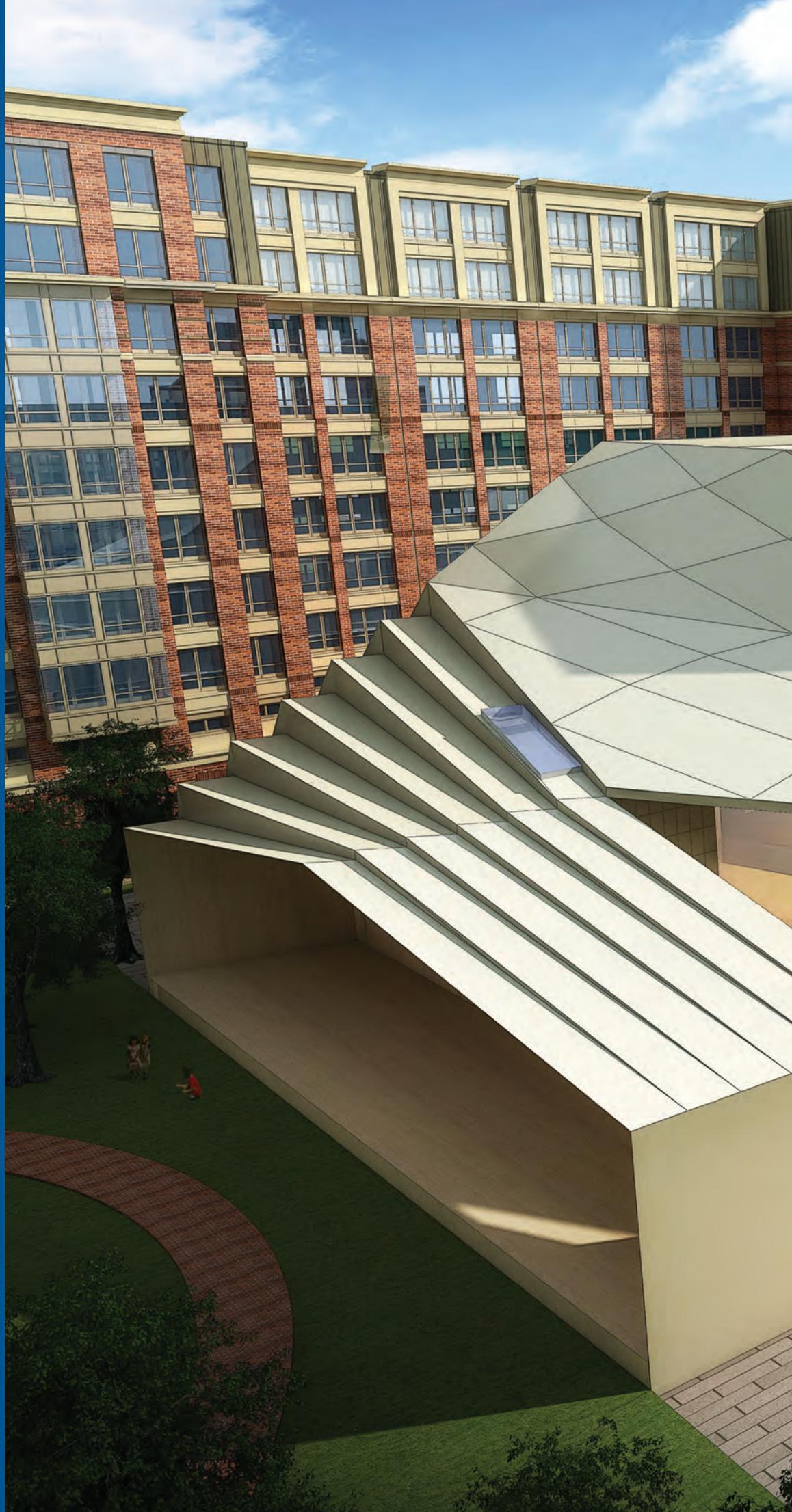
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A NEW YEAR A NEW BEGINNING A NEW WORLD SCHOOL



The sun rises every day, but it appears in the east only once in the life of a day. New schools are formed and founded all the time, everywhere, but there is only one first year in the life of each school, and only one founding group of teachers and students. The glory and the joy of such a dawn is breathtaking and enlivening.

Is it a risk joining a brand new school? Yes, of course it is. Is it exciting joining a brand new school? Yes, you bet it is. In actuality, there are few if any educational experiences quite like it, both for students, teachers, and even parents. Speak to any graduate student who has had the remarkable good fortune of being part of a ground-breaking, innovative school in its first year and you will witness this rosy afterglow in the way they look back on what they learned, the formative experiences that they enjoyed, and the skills that they developed for the rest of their lives.

Of course, this has something to do with moving into brand new buildings, purpose-built, and never used before. There is a freshness in this, a sense that all this has been made just for me. But the feeling is much deeper than this. The Keystone buildings are only a symbol of something more profound. For sure, they reveal the generous resources behind the project. But, much more important, they show a commitment to getting it all right both in Year 1 and in Year 100. Keystone Academy is a school for tomorrow and

for the future. Here are a few aspects of being a founding member of a new school that simply cannot be repeated, ever:

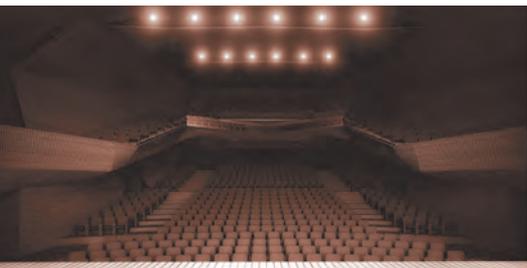
- The sunrise effect: the beauty and the power of a dawn that will never be repeated;
- The empowering sense for both children and adults, including parents, of being part of a collaborative, small, special team that is setting out to build something great, and that will endure and prosper as it grows;
- The sense of joint exploration and discovery that flows from this;
- The resilience and spiritedness that is generated by the force that feeds a novel enterprise and the drive to ensure its success;
- The unusually strong care and attention that teachers give to students in a new and growing school community and the camaraderie that students offer to each other;
- The awareness that every day is a new day, a new exploration. This is something that simply does not exist in the same way in an established school;
- The unrivalled necessity for invention and the power of creation;
- The absence of tradition that is liberating, and the responsibility for creating the foundations of brand new traditions that is awe-inspiring.

But, despite all this, you might still ask

whether the risk is worth it. How do you know that your child will succeed where there is no previous record of success? The best way in which we can answer that is by asking, in all humility, that you consider the records of the people who have been attracted to get this project going. We are serious educators, with a huge range of experiences in different, high-quality schools on different continents. We have given ourselves a lengthy lead-in and planning period. We have all committed ourselves to Keystone for at least five years. We know what it means to work in world-class schools, and we know what true quality feels like. We are serious about what we are undertaking, and we will use all our experience and many connections to make Keystone Academy a huge success, next year, in five years, and into the future. We bring this richness to a focus here in Beijing. We are all attracted to the special nature of the Keystone project, to create a world school here in Beijing. You and your child will be joining a most memorable and uplifting enterprise. We welcome you eagerly and with assured confidence that Keystone Academy will be a meaningful and thrilling experience for you and your child.

Malcolm McKenzie

Head of School





TRANSFORMING EDUCATION Living and Leading a Dream

"It is people, not programs, that determine the quality of a school."

- Todd Whitaker

Famed British novelist, Charles Dickens, opened his legendary novel – *A Tale of Two Cities* – with these words, “It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way...” While this was written over a century ago, his words capture today’s essence of unprecedented social, economic and environmental changes across the world, especially in China – an ancient civilization and a rising world power. Though China’s meteoric rise has dazzled the world, the nation is still confronted with its most significant challenges. And education is one of them. For decades, China has been seeking innovative responses to transform its educational landscape in the face of the ever-increasing pressure of preparing the next Chinese generation for global challenges.

Keystone fills this lacuna at precisely the right time. It is an extraordinary school like no other, with a deep-rooted philosophy of maintaining Chinese cultural pride and identity, and a unique vision of combining three of the best educational traditions – Chinese, American and International – into one truly powerful education model. It’s a dream of educational visionaries regarding how we redefine schooling in a time of transformation, change and a new consciousness. It’s also a dream that, when manifest, is destined to have a significant impact on China and the world. It’s a lofty aspiration indeed, but what seems even more overwhelmingly important is how to bring together the best possible people to make this dream a reality. And Keystone is especially blessed in this area. Inspired by the Head of School Mr. Malcolm McKenzie, who has been the visionary head of three major schools on three continents, a team of outstanding educators from around the world gathered in Beijing last July and has dedicated themselves since then to the vision of building Keystone Academy into a world school.

Founding a school is one of the most fulfilling, demanding, exhausting, exciting and scary endeavors for an educator to embark on. It is also one of

the greatest privileges – to (re)establish traditions, initiate changes, shape attitudes, beliefs and values, introduce new methods and pedagogies, and recruit passionate teachers and talented students. Though this may seem ambitious, the goal is simple – to prepare our children better for the future. As Whitaker said, I strongly believe that great leadership is the key to any successful school, but what does great leadership look like? And in our case, what motivated the Keystone leaders to come here and build a new school? Why does each and every one of them hold such a strong belief in the mission of the school? Where do they focus their attention? How do they spend their time and energy? What guides their decisions? What challenges and setbacks have they faced? And most of all, what qualities make them truly remarkable educators? This founding issue of *The Keystone Magazine* finds answers to these questions and more in conversations with the leadership team – the team that inspired Keystone Academy and have worked – continue to work – to make it a reality.

Each conversation is a heart-to-heart talk filled with ideas, deep thoughts and reflections, personal stories and insights, joys, hopes, tears and laughter. This founding issue captures all of these emotions that builds, frames and lays out the landscape of a world school from the perspective of great educators. We invite you, through each in-depth discussions, to become intimate with the hearts and minds of Keystone leaders. You will discover, as we have discovered, that these remarkable people represent a wide range of personalities, and exhibit a solid core of leadership qualities and characteristics that have coalesced to create startling success in their respective careers. You will see through the eyes of these leaders and you will experience, through their words and thoughts, what it takes to produce a truly great school. You will begin to see that a brilliant school is never just about programs and will never be just about programs. It will always be about people. And the Keystone team is a group of people who could make any school a legend.

If there is one thing that truly differentiates the Keystone leadership team from others, it is their unwavering commitment to excellence. This is their motto, their mission statement and their core value, which they live by, eat and breathe every single day. It's ingrained in the Keystone culture and in turn has created its own momentum. I have to admit, watching a great educator at the top of his or her form is like watching a great surgical, artistic or athletic performance. This reminds me of what our Head of School Mr. McKenzie said during one of his media interviews, "If you have once played in the big league, you will know what it feels like to be a top player." I hope this publication provides a starting place to test his wisdom.

Every writer hopes her words will open a door, touch a soul, offer something that time can never take away, and create a memory that will connect us forever. I dare to dream that dream through this first issue of *The Keystone Magazine*.



Sabrina Liu
Director of Marketing and Communications

Malcolm McKenzie
Head of School

Heart and Soul of Keystone

Opening a new school, and a new concept in education, requires many special qualities. One of these is fearlessness. The ambitious undertaking that Malcolm McKenzie, our Head of School, and the rest of the leadership team have launched themselves into most certainly requires unusual courage. They hope to change the educational landscape in China through the dynamic Keystone model. Malcolm is courageous to venture into this uncharted territory. And the secret to his courage is his humility, humor, unique calmness and uninhibited approach to failure. Malcolm is so not afraid to fail that Keystone's mission states "to learn from failures bravely" as an ambition.

As a deeply philosophical soul, Malcolm has naturally taken to Chinese wisdom with great respect and ardor. A bold and dedicated cosmopolitan educator, he has two decades of experience in teaching and leading schools across three continents.

In this conversation, Malcolm talks about what makes Keystone Academy a world school, what traditions it will build and carry on and about the challenges and milestones ahead.



Q: Keystone Academy is claiming to be a world school that will blend together the best of the Chinese, American and international education traditions. But to carry on and develop any one of these traditions is a very difficult task. How can you be so confident that Keystone will be able to blend these traditions successfully?

A: I think any one of these traditions is very solid and substantial on its own. So imagine doing what we are setting out to do - taking the best as we see it of the three and bringing them together in a fusion. I do not think that it has been done before. We will take the best of the three traditions, bring them together, plait them together like you would plait hair and create something that is new, stylish and different.

I am confident that it will work because it is a very compelling idea, we have very good people to do it, the timing is right to do it and the place is right. And we have the resources and the interest to make sure that it works.

Q: As a professional educator with many years of leadership experience in well-reputed schools in Botswana, Wales, and the United States you have had access to many resources that allowed you to operate. At Keystone, you will also have access to many resources. We can accept the feasibility of your idea to build Keystone into a world school because you have the resources necessary to make this happen. But you have mentioned that any school, even those without many resources such as a village school, can become a world school. Can you please elaborate on this?

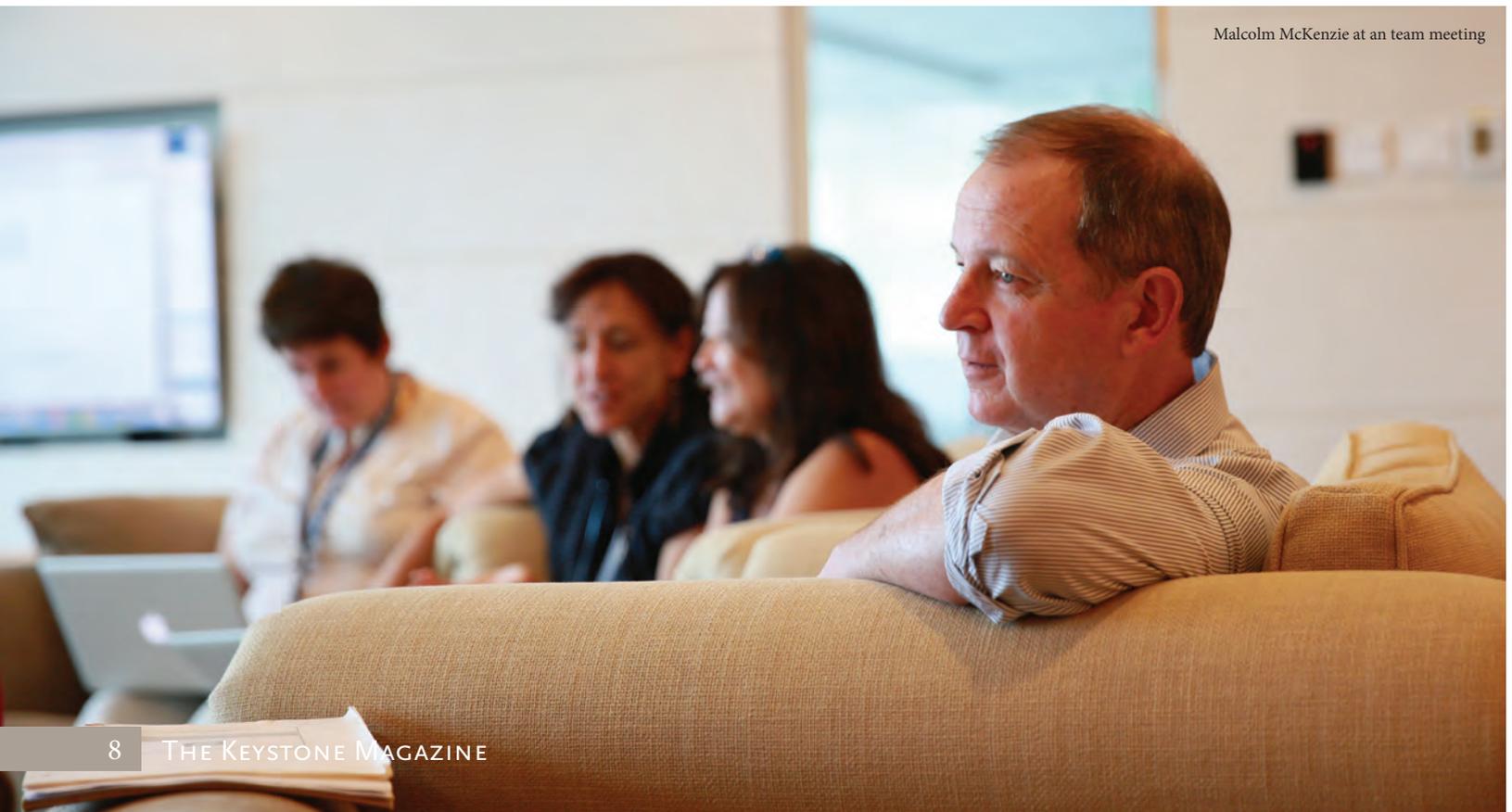
A: Let us ask about Keystone first. Is Keystone going to become a world school? Yes, but it is not going to be easy even with the resources that we have. This is our ambition. It will not be easy to achieve simply because we have resources, and a wonderful building; we need great people with the right attitudes. When I think about a world school, it entails building attitudes amongst the teachers and students that are open and flexible and global. And if you have that attitude you can be a world school even if you have resources that are far less than we have at Keystone. And there are schools that have great resources that are not world schools because they are focused on very narrow things. I just happened to be watching the other day a news report on a primary school in Melbourne, Australia, which has a principal and some teachers who are really focused on offering the best of world education to their students. They do not have

great resources but they have a will and an attitude that is very open and impressive. In that school, which is an English-medium school because it is in Australia, they are teaching Chinese and Vietnamese to young kids in grades 1-3. Not because they have a particular program or they have the money to do that, but because they have teachers in their school who come from China and Vietnam. They are using those resources to do something very different from the other primary schools in that city. That is the kind of attitude that allows you to use whatever you have, whatever is available, to do something different, to do something more open than just focusing on one country. That is why I think it is possible to have great teaching and learning, great world teaching and learning, quite literally under a tree.

Going back into antiquity, if you think about the great sages, they were people who for the most part were world-minded. They saw life in a very broad way. They were able to rise above their time, location, village, country, and culture. And see things in a much wider perspective. My country is the world and the world is my country. This is the kind of attitude that we are talking about. If you have that attitude then you can offer a world education even with minimal resources.

“...if you have that attitude you can be a World School...”

Malcolm McKenzie at an team meeting



Q: Keystone's leadership team members come from many different education backgrounds and work experiences. Each member has strong opinions and their own way of working and dealing with problems. How will you coordinate and manage all of these differences and diverse people?

A: It is not always going to be easy and harmonious. And we should not expect it to be, because when you bring together people from different backgrounds, they will have different views and sometimes their views will clash. But that is part of the project of developing global-mindedness in people, and to get them to see that other ways of doing things have their value. The mission statement of the International Baccalaureate (IB) ends with a wonderful sentence, which says something to the effect that other people, with their differences, can also be right. And that is exactly what we have to try to do.

I expect that the people who join Keystone will have an interest in hearing about other ways of doing things, learning from other people and wanting to change themselves as they see things that other people do which might be better than their own way of doing things. That means we should be able to accommodate a plurality of interests and styles and ways of doing things. We are going to have to work very hard at this. In particular those first four weeks, July into August just before we open, when we are all coming together as a group of founding teachers. We will need to figure out how we can open up and listen, so as to say to each other this is what I do, this is how I like working, but I want to hear about how you do it so that maybe we can share and learn things mutually.

I can give you an example. When I used to work at Atlantic College, every week the students would organize a focus week. They had a whole academic year full of focus weeks. And each week would focus on a major international topic such as human rights, gay and lesbian rights, problems of migrant labor, or refugees, or perhaps a particular part of the world. There were students from about 70-100 countries, very different cultures and very different prejudices. Sometimes they would get really excited and they would argue, passionately. Teachers would encourage this because that is the only way to resolve certain issues. You do not resolve them by hiding them and pretending that they do not exist. You resolve them by bringing them to the surface: this is what I believe and that is what you believe. And what you believe is very different from what I believe. What do we do about it?

Q: You and your leadership team have expressed multiple times, in different settings, the excitement of building a new school. However, have you thought about the risks involved? How will you deal with these risks?

A: You deal with each risk as it comes along, by looking at it, analyzing it, not pushing it under the carpet, and then finding a way through it. And most problems you can get over if you have the right people addressing the problem, and you have the sense of purpose and will to do it. Learning to make mistakes and growing through them - to grow from failures - will be a part of the culture of the place. We need to talk about risk, accept and understand it. We need to welcome it. We are going to make mistakes, and we have made some already. We are going to have our failures. I am not concerned about that.

For parents who are worried about the risks involved in a new venture and experimenting with their child we might consider asking the question, "As parents have you never experimented with your child?" Parenting is all about experimentation. But Keystone is only an experiment at the level of vision and mission. When it comes to planning, practicalities, and operational considerations, we are rock solid.

But on a more serious level, we live in a world where the level of tolerance for risk amongst the middle- and upper-middle classes is becoming more and more diminished. In post-industrial societies, we have become more and more risk averse. I used to hitchhike all over South Africa. When Judith and I were married in Oxford we hitchhiked as our honeymoon from Oxford to Greece and back. When I tell students this, they think that I am some kind of crazy guy. But we did that. I know that it is too risky to do that now and I am not recommending it. But we must take risks that are appropriate to our current context.

I think we should open people up to the fact that we need to produce young adults who are able to lead fulfilled, creative, and productive lives because they understand the value of risk and how to cope with failure. So we need to talk openly about this in the school. As it relates to the Chinese context, a low tolerance for risk may be connected to the one-child practice because if you have only one child as a parent all of your energy and hopes are focused on that child. We shall see how that plays out in a boarding setting.

Q: Keystone has recruited top talent from around the world to join its leadership team. Why did such people want to join this start-up? And why will teachers wish to come to Keystone?

A: Speaking for myself to begin with, I was drawn to Keystone because of the excitement of starting a new school, of this pioneering and innovative type, in Beijing. The philosophy and mission of the school is unique, and compelling. There is a huge need for this type of school right now in China. We have the resources, human and material, to make it a wonderful success, and the lead-in time to plan our launch accurately and with inspiration. This is most genuinely a once-in-a-lifetime opportunity. My colleagues feel exactly the same way about what we are doing.

I think that teachers are going to be drawn to Keystone and stay at Keystone for exactly the same reason that the leadership team has been drawn to stay. We are doing something that is exciting. We are starting a new project. It is great to be in Beijing and in China at this time. Quite frankly, I would be surprised if people do not buy into this vision and the excitement of it and want to stay for a long time.

Q: We understand that teachers will play an important role in actualizing the school's principles, ambitions, and the three keystones, including building a world school. And that without effective teachers these plans are just ideas. How will Keystone ensure to recruit teachers who are capable of delivering on the school's mission?

A: The only way you ensure this is by having a school that has a sense of purpose which is compelling, and a capacity to exercise that purpose. People have to feel a really powerful draw to the place and what it represents, and it seems as if people are starting to feel that now. The young woman who interviewed with us has come to us from an outstanding school in Beijing. She really wants to work at Keystone. Why does she want to work at Keystone? The most important reason for her, as a Beijing native and someone who is really dedicated to Chinese education, is that she wants to work in an independent school with an international program of high quality to Chinese citizens. That is something that seems to me to be attractive to Chinese colleagues and potential colleagues. Parents are attracted for this reason as well: they want the kind of education that is available at international schools. They want that independence and global-mindedness for their kids, but at the same time they want the Chinese

structure and backbone and real fluency in Chinese language and culture. It seems to me that we really are in a new category. And we are hugely attractive to the right kind of person for that reason. For the Chinese teacher, they will come to us for these reasons.

For the international teachers, they will be drawn to us because of the unusual things that we offer in this city. There are international circuit teachers who will really respond to our boarding program as something novel and exciting. And there will be boarding school people who never thought of teaching internationally. They will come to us because we are a boarding opportunity in Beijing which is doing something unique. You are never attractive to everyone, but there are more than enough great teachers in Beijing, China and the world who will find what we are offering really compelling.

"...other people with their differences, can also be right."

Q: What objectives do you hope to accomplish in the next five years?

A: Many, but let me focus on the students. I want our Chinese students in the next five years to develop a deep sense of pride in the school. And to develop a sense that this is a very unusual undertaking, that they are a part of something new and special. They are learning things that allow them to develop their own consciousness as citizens of China and as members of this culture and language. But at the same time they will learn about other ways of doing things, in other parts of the world, through the international teachers and students with whom they mix.

I want the international students, and quite frankly I think that this will be more of a challenge, to come to Keystone because they want to find out about this country. Because they do not want to be in this country as people who live on the fringe, people who live in villas which are isolated from what is happening around them. I want them to become young people who are genuinely interested in bringing what they have to our school and taking from our school and the Chinese students there the things that they will not get in most other schools in this country. If we can do this, and develop this culture in five years, then we will have done something amazing. And all the other things that we will inevitably accomplish will be relatively insignificant in comparison.



Malcolm McKenzie at the Confucius Temple, Beijing

Q: Chinese education stresses the importance of study in mathematics, physics and chemistry. And Chinese students are known for their strong abilities in these areas. Will Keystone education also focus on these disciplines? What importance will Liberal Arts have in Keystone’s education?

A: Let us take that question back to where we started out, with the fusing of three great traditions - Chinese, American and International. Because it seems to me that you can look at these three traditions and you can say that these are some of the different subject areas or disciplines that have been developed to the highest level in those three separate traditions. For example, Mathematics teaching, even more than Science, is very strong and has been so for a long time in the Chinese system. Liberal Arts has been very strong in the American system. And the focus on languages and the cultural sensitivity that you can develop through knowing other people’s languages has been a very strong part of the international education system. We will have all three of these. And we will probably use the

ways of teaching these three things that are best expressed in those three different traditions in order to make sure that each one is taught to its highest proficiency at Keystone.

In Math teaching, for example, it is fascinating to look at China in contrast to math teaching in the U.S. It is still the case in Chinese schools, all the way through high school, that students are not encouraged to use calculators, and in many cases are not allowed to use calculators. And not until college do they start using calculators. In the U.S., it is exactly the opposite. Kids are using them almost before they can talk, and they use them all of the way through school. When they get to college, they are discouraged from using them and asked to start thinking in a more conceptual way, using their own minds. The Chinese way has proved more successful. There are other reasons, but that is just one aspect. So we should be looking at the best ways of doing things from those traditions. And that is what learning from the world is all about. You look around you and say, okay, that country or that system has reached a high point in that subject and let us take from that.

“Growing will be a metaphorical tradition of the school. Reflection will be another one.”

Q: Keystone will welcome expatriate teachers who have a genuine love of China and Chinese culture. Why does Keystone place a particular emphasis on this quality?

A: The majority of our students will be Chinese. The flavor of the school is Chinese with an international dimension, which is so important. We were talking about food and catering in the school, for example. I feel very strongly that the basis for the food that we offer should be Chinese. There will be international dishes and international recipes that we use, but the majority of our food will be based on Chinese cuisine because we are catering to a Chinese population and there is such a wonderful tradition of food in this country.

Expatriate teachers will not be able to do their work effectively unless they understand the dynamics of our school. I want people to be genuinely interested in this country. At first, teachers might come with a slight love for China, which will grow over time. However, I do not want people who are just passing through, teacher tourists. I want people who are seriously interested in China. This is a country where things are happening. It is a country that people need to be aware of.

Q: You have spoken on many occasions about experiential learning. You actively promote and want to apply experiential learning at Keystone. You also wrote a very influential essay on this particular topic. Can you elaborate on how experiential learning will be implemented at Keystone?

A: Experiential learning takes place inside the classroom, where it is best exemplified when the teacher actually gets the students to do things. It is active in this sense. Experiential learning also takes place when you take students outside the classroom to explore places such as museums, Beijing and other parts of China, and outside China. Learning topics in these locations are related to what is being covered in the classroom. Finally, experiential learning happens when you are doing something, yes doing it, that is unrelated to what you are learning in the classroom, but which allows you to develop other characteristics and qualities, skills and attitudes.

There are great theorists of experiential learning in China as there are in America. It is not something which is particular to any culture. It is something which is frequently ignored, however, because once you get into the routine of a school week or year people tend to focus on things which are less important than the bigger picture. At Keystone I want to have a Director of Creativity and Innovation. I want someone who is actually paid to have the time and expertise to think about doing things creatively and new. The responsibility to implement experiential learning effectively will be a duty that is included in this person's job description, for sure.

Q: What unique characteristics will a Keystone graduate possess upon graduation?

A: We will produce students who are dynamic and impressive. We are (re)imagining the global preparedness needed to enable young people to become the leaders and trailblazers of their generation. We are confident that we will produce math and science students of a very high quality and we know that the way of teaching and learning through working in small groups with discussion and debate will promote the liberal arts. We are also confident that the focus on Chinese and English in a bilingual immersion model is going to produce students who are fluent in both of those languages and cultures. As students move up, they will take on yet another language in their final years. So they will have two languages, which are the two major languages of the world right now, that they are really comfortable using, and then a third language, which they will be beginning to understand.



Malcolm McKenzie at an team meeting

Keystone will prepare graduates for top universities around the world. Ultimately a Keystone education will equip them to take their place as significant participants on a global stage.

Q: You have been carrying Lao Tse's *Dao De Ching* with you for a while. Comparatively speaking, western wisdom is also very rich. What inspirations have you received from Lao Tse's *Dao De Ching* that has motivated you to carry the book with you and give weight to the wisdom that the author presents?

A: There are different books that I have carried with me at different times of my life. But there are different ways of carrying books with you: you can carry them with you in your suitcase, or have them in your bedroom, and you can carry books in your head. There are also books that you can carry in your soul. So there are a number of books that I often carry with me and frequently they are with me on paper. The *Dao De Ching* is one. My great grandfather's autobiography is another one. The *Charter of the United Nations* is another one. *20 Love Poems and a Song of Despair* by Pablo Neruda is another. With the *Dao De Ching*, here was a philosopher or sage that I discovered when I was probably 15 or 16. And I just felt an immediate affinity with his way of seeing the world and writing. It has resonated with me since. I was introduced to Lao Tse by a man who was the Chaplain at my school, Bishops in Cape Town, which was a church school. He became a very good friend of mine and had quite a significant influence on me at one point.



Malcolm McKenzie speaking at one of Keystone's education salons

Q: Who has had the most influence on you in your career as an educator?

A: I can tell you about a few teachers who had a powerful impact on me. One was this Chaplain. He was a very wide thinker and introduced me to all kinds of writers and ways of doing things which I would not have been exposed to otherwise. The teacher who inspired me to study English literature in university is a very remarkable man, who did actually bring experiential learning into the classroom by teaching in a very dramatic way. He would act out things for us. He would jump onto the table in front of the class and pretend to be characters. He was wonderful. I would not have studied literature at university had it not been for him. I am sure of that. I can remember other teachers. I was taught English Literature at the University of Cape Town by John Coetzee, who was just starting out his own writing career then in the early 1970s. He has since become a Nobel Prize winner in Literature, one of two South Africans to achieve that award. He was a remarkable man: a shy man, very eccentric and very bright. I was

taught philosophy at the University of Cape Town by a Belgian man who had been the mayor of a town in Belgium which was overrun by the Nazis in the Second World War. He had all kinds of unusual and unbelievable life experiences to bring to bear on the way that he saw philosophy. Those are some that stand out for me.

I had some great tutors at Oxford, including a man who taught me Medieval English Literature, who was English but had taken up the cause of Welsh nationalism, which was not very fashionable in the late 1970s. It has become much more fashionable since then. But he had taught himself to speak Welsh and on the weekends he used to go up and down the country addressing Welsh nationalist gatherings. I think that the people who stand out for me as teachers, who have influenced me, have been eccentric in one way or another. They have been unusual. But they have not necessarily been charismatic. And I do not think that great teachers have to be charismatic. I have had great teachers who are very quiet in the classroom and just get students talking and thinking. But they have to have some special quality.



Mary Jew
Head of Primary School

A Life Immersed in **Bilingual Education**

British intellectual and writer, Aldous Huxley, said, “Experience is not what happens to you; it is what you do with what happens to you.” This is exactly how Mary Jew has lived her life – transforming her life experience positively. Migrating to the U.S. as a young girl was not easy for Mary with no bilingual immersion or any other form of language support. But that very same experience is her motivation for being an expert in the field of bilingual immersion.

Since bilingual immersion is one of the keystones of the school, Mary makes an ideal Head of Primary School. She will ensure that students have a strong foundation in both Chinese and English from their primary years.

Mary elaborates here on some of the nuances of bilingual immersion and its key elements as applicable to Keystone.



Q: Before joining the Keystone Team, you were Vice Principal of the primary school and Director of the Bilingual Immersion Program at the ISF Academy in Hong Kong. You have also taught language, worked for the public school districts and county offices of education and developed and managed numerous language immersion programs. What inspired you to dedicate your career to working in bilingual education? What made you decide to come to Beijing to join the Keystone team?

A: When I migrated to the U.S., there wasn't bilingual education. I did not have English as a second language (ESL) programs for support. It was sink or swim! It was difficult learning English or anything for that matter. I basically sat in the classroom all day without understanding anything. So early on I was inspired to go into education because many new immigrants, like me, did not have quality education due to the language difference. When I went into education, I was with a government fellowship program, which required teachers to work with low-income, underachieving students. So the whole movement of bilingual education in the U.S., during my career, has been pushing for equity and quality education for all students.

When I was approached with the concept of starting a brand new immersion program in China, especially in Beijing, I immediately became interested because I know that it does not exist. Out of all of the schools that I have visited previously in China, I have not seen a true bilingual model, especially for local students. I was attracted by the opportunity to use my experiences in starting

many immersion, and startup programs, to build a model here in Beijing. I imagine that if we are successful in building our Bilingual Immersion Program then schools will emulate our model. From my many years of experience in education, I truly believe that the best way for students to learn is within a bilingual setting.

Q: We know that there are many different bilingual language program models. Can you elaborate on the differences and similarities between Keystone's Bilingual Immersion Program and these other models?

A: Within bilingual education there are many models. There is the transitional model for non-native speakers learning English, which is the minority language in our case, where the students are taught English in their mother tongue until their English skills are proficient enough to move to learn in all-English instruction classes. There is the maintenance model, which means you keep the mother tongue and teach them English. There are other models such as immersion, which includes one-way immersion and two-way immersion. One-way immersion involves one student population of the same language group learning a second language, while two-way immersion includes mixed-student populations where both language groups are learning together. Schools in Beijing generally implement bilingual programs, which teach a second language as a subject matter, rather than using the language as a tool to teach. At Keystone, we will use the language as a tool to deliver knowledge. This affords students opportunities to learn the language through real situations and different contexts.

Q: You have said that “each teacher is a language teacher.” Can you explain what this means?

A: Language is not a subject matter at Keystone. Students have to learn through real life experience and real context. Foreign language instruction, in general, is based on textbooks, which makes it very limited. But this is not how we learn language. We have to learn language in a more natural setting. The vocabulary a student learns and his or her ability to correctly use that vocabulary improves because you are using it in different contexts. When teachers are planning or delivering a lesson, they should be mindful that class is also language-learning time.

Collaboration between teachers is important because integrated learning will happen when all teachers are communicating with each other about the content of their respective subject matters. During these conversations, teachers will learn to not only look at content knowledge, but also think and talk about how they can deliver the content effectively with the goals of teaching language. This is very different than if teachers are expected to teach a foreign language as a subject.

Q: When you talk about recruiting teachers you emphasize that while having excellent teachers is important, training is perhaps even more critical. Can you explain your reasoning for placing such a strong emphasis on training?

A: The standards that we have for our teachers are aligned with those in the U.S., Australia, and the UK. Keystone will provide a lot of professional development because we understand, through own experiences as educators, that there is a direct correlation between how well we prepare our teachers and student learning outcomes. And research confirms this. Teaching is a profession that requires its professionals to be regularly re-certified. Technology changes so rapidly, and the number of tools available to teach is increasing. So we cannot afford to teach the same way we did 10 years ago. And we should regularly consider using new tools to teach. Teaching, learning and how students learn is very different than even five years ago. Professional development will be an ongoing process at Keystone, whether conducted internally or externally, or through regular exchange with professionals.

Q: If a student is using Chinese 50% of the time at school and then goes home to a Chinese-speaking environment, for example, then how can Keystone ensure that this student’s English language abilities reach native-level proficiency?

A: We will emphasize time, resource management, and quality control. You cannot assume that language acquisition results will necessarily be better if 100% of the day is taught in one language or is spent teaching language. There are many variables involved. Every one of our teachers will be trained to be a language teacher, so not only will they be very conscientious about each student’s acquisition of the target language, but they will have the necessary tools to manage students, class time and their resources, and use differentiation to maximize student learning outcomes. This will not be a problem.

There are also many different ways that students can practice English outside of school time. But we will be intentional to ensure that the time and method in which the student is learning English is appropriate. We will not recommend that parents, for example, speak to their children in English at home, unless English is their native language. We do not even suggest that parents are the best role model for their native language. The tendency in both of these cases is for children to



Mary Jew speaking at Keystone’s Education Salon in Guangzhou

pick up bad habits from the adults. Instead, we will ask parents to guide them through their language learning. If the students are learning about volcanos, then we will expect parents to use Chinese to talk to them about volcanos. Parents can better guide their child by telling them where they can go to do research, and ensuring they are doing the research in English.

Students can also learn English outside of school time by watching good English programs, listening to CDs, and communicating with friends who are native English speakers.

I know from personal experiences, and brain research confirms this, that kids are capable of learning many languages to a full degree if they are given the opportunity. Generally speaking, before the age of 10, children can obtain native like fluency. After the age of 10, especially when a child speaks, people will know that the child is not native tongue because by then our muscles become stiffer. Since we are only teaching two languages in the primary school our students will be more than capable.

Q: Will Keystone provide language supports for students whose English language skills are relatively weak?

A: I do not think it is a matter of a student having weak or strong language skills. Rather, students come in with more ability in one language over the other. There are stages of language acquisition, so we will look at what stage they are at, and help them grow from that stage. Within the classroom, teachers will be trained on how to differentiate instruction – they will know how to put the content to a level where the students can understand. The format that teachers use to deliver content may vary from small- or large-group instruction, or homogenous, or heterogeneous instruction because children learn from other kids, not just one adult. For example, if a teacher asks students, “Why do you think we have volcanoes?” what might happen is the student who is at a lower stage of language acquisition will listen to the student who is at a higher stage of language acquisition, or even at native level. Activities between groups may vary as well depending on the level of the respective group. And the students who are working on more challenging activities can help students from other groups. So the students will learn from listening, modeling and through exchange. If we effectively create, promote and manage this environment, we can help those who need more help in Chinese come up and those who need more help in English come up all within the classroom. If necessary, we can arrange an additional teacher to come in and help with the grouping so that

there is another adult there, or provide additional classes after school. In general, however, every classroom will have differentiated instruction with an instructional time, which should be sufficient.

Q: What materials will Keystone use for its English language instruction?

A: We have the International Primary Curriculum (IPC), and we will also be supplementing it with resources from the U.S – we are looking at a Language Arts unit and supplements for Science and Math, for example. We will use the AERO standards¹, or U.S. standards, for all subjects, so all teachers will know what standards they need for each grade level and each subject matter. We will use textbooks as a resource, and there are set books for each grade level. However, we will not go page by page because doing this is not very rich, exciting or engaging for either the students or the teachers. Our classrooms will be engaging, with very little down time.

1: AERO stands for American Education Reaches Out. It is a project supported by the U.S. State Department's Overseas Schools Advisory Council. AERO provides standards for international schools outside the United States to facilitate the delivery of a consistent and high-quality curriculum from foundation year through high school.

Q: We understand that Keystone's Bilingual Immersion Program will use only one language of instruction for each subject. Can you please tell us which subjects will be taught in Chinese and which in English? What was your thinking behind these decisions?

A: Determination of which language we will use to teach each subject is based on what works the best. Certain subjects will be taught using both languages. Math will primarily be taught in Chinese because the methodologies used in China are very strong. Some Math will be supplemented using English instruction because that will involve more critical thinking skills, applications of Mathematics, and reasoning. We are more likely to teach Social Studies using Chinese than Science because Science is mostly taught in English once students reach the middle school. Even in schools that teach only in Chinese you will still see a lot of English terms used in Science classes. So in the bilingual immersion setting, our process looks at our available resources, and how the two languages complement each other in each subject area. And this is consistent with our aim to develop students who are multicultural and globally minded.

Q: How can the International Primary Curriculum (IPC) be best implemented within the framework of the Bilingual Immersion Program?

A: The theories within the IPC like discovery, inquiry, and international mindedness are no different from any immersion program, so it will fit very well. Everything in the IPC is integrated – students are not learning in isolation – and students have the ability always to ask new questions. This is good teaching practice and is consistent with what we will accomplish with our Bilingual Immersion Program.

In terms of implementation, we will need to decide, within each unit, which language will be used to teach each concept. And we will need to ensure that no concepts are repeated – if the theme is to study about seasons in English, for example, students may be talking about the seasons in English, but will use Chinese to talk about any related topics to seasons. The concepts and skills that students acquire will be transferrable between languages and act to reinforce, but they will not be studied twice in two languages.

“At Keystone, we will use the language as a tool to deliver knowledge.”

Q: Many Chinese parents may not be familiar with bilingual immersion and the IPC. What measures will you take to increase parent’s understanding of Keystone’s primary school curriculum?

A: Research shows, and I know from personal experience, that successful schools are ones that have a lot of parental involvement; parents are informed. So we will work to inform parents in many different ways. We will conduct information and partnership workshops for the parents. Information workshops may involve parents in the same lessons and activities that students are learning so that they can experience what is going on in the classroom, for example. Partnership workshops are designed to equip parents with tools to teach their child in the same way that we teach them at school. This prevents inconsistencies in teaching and students from possibly being confused. On occasion, and only if necessary, we may invite parents to come into the classroom and observe how the kids are learning from the teachers.

We will host parent meeting days. We will invite parents to come to school to observe projects that the students completed, and listen to children explain the process of how they completed the project from start to end. From my previous experiences, I find that parents are totally amazed because students are able to articulate, in two languages, how they get from point A to point C and come to a new question, which is so important because we want to train the children to question and find that there may be more than one answer. Parents say, “Oh my goodness!” because they see that the students are not only acquiring knowledge, but they are also applying – building and explaining – what they know.

If we have parents who are experts in a particular field, we may ask them to share with us some of their insights and experiences. When Japan had a nuclear problem a few years ago, for example, we asked the grandfather, who was responsible for supervising 80 nuclear plants in the U.S., of one of our students if he would video chat with all of our grade 5 students. He explained to all of us what happened in Japan and why it happened. It was fascinating. Additionally, I also hope to have a parent’s resource room, where the parents are welcome to visit at all times. Parents can use the room to talk with each other, and teachers can drop by.



Mary Jew with (left to right) Dr. Leo Gomez, Dr. Santiago Wood, and Dr. Libia Gil, Office of English Language Acquisition (OELA), U.S. Department of Education and Dr. Karen Cadiero-Kaplan, California State Department of Education, U.S.

Q: How will you monitor, assess and ensure the quality of Keystone’s Bilingual Immersion Program?

A: Trust and good communication with the teachers is the key – I have to trust the teachers that they are going to do what they are supposed to do and that they are communicating with me and among themselves. My work as an administrator of the primary school is primarily to support teachers and student learning. I expect teachers to struggle because of the challenges they will face, but my role is to help them find a solution so that learning becomes more fun and meaningful for the students.

The teachers that we are selecting will understand Keystone’s mission, our vision and that they are a part of it. So I hope that our teachers will be excited about what we are creating. They will know, first and foremost, that it is all about the student, and that we are here for the student, not the individual. This attitude will shape the way we communicate to each other. It is critical that teachers are open to receiving advice from other colleagues, and even students. This is the only way that we can improve. And even if we think things are well, there is always room to do better.

It is difficult for me to physically monitor every single teacher. So the question should not be about whether or not I am monitoring, it should be more about how can we encourage our teachers individually, and as a team, to openly welcome the process of sharing and communicating what is going on in their own classrooms. This is not easy to accomplish, but we will set high standards for our teachers from the very beginning. Teachers should expect that I will be there to support them if something is not happening in the classroom the way that they would like and celebrate successes with them.

Q: Will primary school students participate in after-class activities? How will Keystone optimize its gymnasium, art space, libraries and other world-class facilities to support a student’s development?

A: We will have many activities after school because they provide excellent opportunities for children to learn something other than academics, whether it be teamwork, communication, leadership, or time-management skills. Participation criteria will depend on age. If a student really likes martial arts, or playing an instrument, for example, they

can join the school team, or band. Other activities may include student council, yearbook, debate, drawing, music, swimming, P.E., track and field, basketball, and soccer. We have after-school activities every day, and some will depend on students’ interests.

I am also hoping to have project days. We might do a very detailed project, which takes two months to complete, for example. When the project is completed we will invite parents to come listen to the kids explain the projects to them. In the past, I have done a foundation year class painting project, which was a mosaic of what the class did. We put that painting up for auction and it was interesting to see the parents bidding for it. These types of after school activities can be held throughout the year.

“Every one of our teachers will be trained to be a language teacher.”

Q: Who or what has made a significant impact on you as an educator?

A: When I was in grade 6, I have observed situations where students would come in with limited English and not receive the same sensitivity as native speakers from the teachers. The teachers could not communicate with these students and they were bullied by other classmates. I saw two years of this behavior. I had a lot of friends who were placed in the Z, lower-level, or as they called it back then, dumb-level classes. Some of them even got dumped into special education classes. One friend in particular never went to college because she was identified as special needs up until grade 10. She always thought of herself as being dumb, even though she was completely capable. I told myself that I wanted to become a teacher and help these kids. I did not think about other careers. Their situations and the treatment they faced stuck with me.

During this time, my Middle School Counselor had a strong impact on me. One day, she called me into her office and told me that she saw the talent in me, and though my English was not quite good yet, that I had the ability and she saw it. I was in the Y, or medium-level class at the time, but she really believed in me and moved me up to all of the X, high-level, classes. She gave me a lot of confidence.



Gillian Ashworth
Head of High School

I am an IB person

The International Baccalaureate (IB) Programme is not just a career path for Gillian Ashworth; she believes in it passionately. She has a deep-rooted understanding of its core and strongly believes in its values and virtue as an academic program with the potential to train future world citizens. “IB looks at a student’s development holistically...” say Gillian. Her professional devotion and diverse expertise in implementing the IB programme in four continents makes her the ideal person to develop and implement it in the middle and diploma years at Keystone.

“People will not look forward to posterity, who never look backward to their ancestors,” said Edmund Burke about innovation. Gillian is this anchor; she roots the Keystone dream in standards, values and fundamentals ensuring both tradition and transformation. And her nose for details will ensure the successful fruition of the Keystone mission. As Head of High School, Gillian bears the responsibility of molding and nurturing future global citizens. Her down-to-earth and grounded nature and humble demeanor mask the importance of the responsibility she bears.

In this interview, Gillian explains the history, merits and uniqueness of the IB programme.



Q: Your prior experience as a Middle Years Programme (MYP) Coordinator and Head of Secondary in International Baccalaureate (IB) schools forms part of over 25 years of teaching and leadership experience in Africa, India, South America, Eastern Europe and your home country, the UK. What made you decide to come to Beijing to join the Keystone team?

A: I think several things. I have been really lucky. It has been a fantastic voyage for me. I would not change any of it if I could go back and do my career again. One thing that I have really enjoyed throughout my career, in particular, is the opportunity to take on new challenges and do new things. I have never been part of setting up a new school. That in itself was a fabulous opportunity. I like immersing myself in different places in the world. I have loved every place that I have lived. I have never been to China before coming to Keystone. And of course it is a really dynamic, influential country and an exciting place to be at the moment. So the opportunity to come to China as well was a major factor.

I am an IB person. I said that I would not consider a school that is not an IB school, so setting up the IB programme from scratch here is an interesting challenge. To make a difference in implementing those programmes, and doing it effectively in the specific context of China is exciting. These factors all came together and made this a really good move. I am very, very excited for myself and my career at this point.

Q: You have published several articles on the IB, and have much experience working with the IB curriculum, including contributing to the writing of subject guides and assessments and professional development workshops, delivering workshops, and carrying out school authorization and evaluation visits as a consultant, and school visits team leader for the organization. As an expert in IB programmes, can you explain the history behind the IB? How did the IB curriculum, in such a short period of time, become so widely accepted by international schools around the world?

A: The first was the Diploma Programme (DP), which emerged in the 1960s. It came out of a group of international schools which began to talk about problems they were facing. These schools had international students who were looking to go back to university in their home countries. The university requirements for entry were all very different depending on the country. So international schools had an issue with what they should teach students in the last two years, in particular, because what they could not do of course was to offer every single national program that a student might need in order to enter university in their home country. These schools talked about offering one programme, which could be used internationally and

recognized by universities around the world. From this need, the IB was born.

I think it has become so widely accepted not only because you can do one programme for universities in many different countries, but the IB stresses the need for students to develop international mindedness and critical thinking skills. In the 1960s, many national programs tended to look at knowledge and student's acquisition of knowledge. Today, the importance of these concepts of international mindedness and critical thinking skills is becoming more recognized and accepted. There is also the reputation that the IB Programme is very rigorous and challenging. And because it is not regulated by a government from any individual country, it has been seen as unbiased and a reliable measure of a student's knowledge, skills and understanding.

Q: We know that the international departments of many Chinese public schools are using Advanced Placement (AP) or A-level curriculum. Can you explain what similarities and differences there are between the AP, A-level and the IBDP?

A: One major difference is that the AP, and A-level curriculums require students to look at subject choices and complete these courses to get their qualifications – their AP or A-level in those specific subjects. Whereas the IB, of course it requires students to look at subjects, but it also includes a core of 3 elements, which include the Theory of Knowledge (TOK), Creativity, Action and Service (CAS), and the Extended Essay. For the TOK, students really look at the nature of knowledge itself and what that is and how we know things. They question what is a matter of fact? How do we really know things? It is a high-level, critical thinking course about the nature of knowledge. For the CAS, students engage in various activities related to creativity such as sports and service, which often means becoming involved in projects in the community and developing one's awareness of one's place within the community. For the Extended Essay, students complete a 4,000 word research essay. This process prepares students for the rigor that will be demanded from them in university. So the IB looks at a student's development holistically; it looks to not just develop a student's cognitive skills, but also their affective skills, which include social and emotional skills.

In terms of similarities, I think that all three are very respected and accepted programs.



Gilian Ashworth speaking at the Leadership Team Debut, AmCham

“There is also the reputation that the IB Programme is very rigorous and challenging.”

Q: The IBDP is a rigorous and challenging programme that demands a lot from its students. In some cases, the content and rigor is similar to what is presented in an undergraduate university class. How can students transition from the IB MYP to the IBDP? What measures will Keystone implement to ensure that this transition is successful?

A: Several years ago the IB started to look at data that came from DP exam results to see if there was any connection between how well a student performs on the DP and whether or not they completed the MYP programme. They found that, every year since they started collecting data, students who entered the DP programme from the MYP perform better overall. And while there is no causal effect proven yet, there is a continual indication that the MYP is doing a good job, and possibly better job than other programs, in preparing students to be more successful in the DP.

At Keystone, we will implement the MYP really well because this should give students fabulous preparation for the DP. In many ways, the MYP echoes elements in the DP; the MYP focuses on developing student’s critical thinking skills in every single subject, and requires students to complete a research-based, 4,000-word essay, and community service. Interdisciplinary learning, which helps students to look for and see connections between subjects, is also taught in the MYP. As administrators, we ensure to address every detail of the MYP thoroughly, and plan carefully and recruit good teachers who have not only worked with the programme, but delivered it in an effective way.

Q: The IB learner profile clearly defines what characteristics an ideal learner should possess. And sets a framework from which the three stages of the IB curriculum are designed. What characteristics of this learner profile will the Keystone graduates possess?

A: The learner profile is a framework of 10 attributes. It is supposed to be the outcomes if the IB mission statement is effectively acted out within schools. It fits with different values and attributes that might be found in different contexts. And that is quite often the case that schools will have particular values of their own. I remember visiting this one school that had seven pillars, which they identified as specific aspects of character that were very important to them. They had their own learner profile, but that is fine because the IB learner profile is a framework from which different attributes, characteristics or values can be added or combined; it is not exclusive.

For Keystone, we will want to look at attributes in a certain way and within our context of China. The really important thing that we want to ask ourselves is: How do we want ourselves, both students and teachers in community, to grow and develop throughout our time and experience here? And then looking at ways to make that happen. The idea is that one takes ownership within the school. The IB learner profile attributes are not just a list; they mean more than that. What do they really mean? How do we get all of us on the road to practicing and developing these? These are questions that we have asked.

We have five virtues for Keystone Academy. Our virtues include: Compassion (人 Ren), which relates to the attribute of caring; Justice (义 Yi), which relates to the attribute of principled behavior; Respect (礼 Li), which relates the attributes of caring, and open-mindedness; Wisdom (智 Zhi), which relates to the attributes of knowledgeable, inquirers, thinkers, and reflective; and Honesty (信 Xin), which relates to the attributes of principled behavior. So Keystone’s virtues align very well. I think what we have done is a really good example of taking ownership of the learners’ profile. We have said, “Yeah, this is how it looks in our context. This is how it relates to our particular context and the really important values here.”

Q: At Keystone, students are required to board starting from Grade 9. What are the advantages of using the IB programme in the context of a boarding school?

A: Using the IB in a boarding context is really good way of getting value out of the programmes. I can think of two things in particular. In the MYP, there is a element called Approaches to Learning that will be extended very soon to all of the IB programmes, including the DP. The Approaches to Learning program categorizes different kinds of learning skills that students need, both academic and life skills, such as organization, collaboration, and self-management skills. It is looking at skills that relate to the whole person.

Keystone's boarding program is the perfect environment for students to explicitly develop life skills in a big way. Because relationships between staff and students will naturally form in the boarding setting, there will be many opportunities for staff to work together with students to identify, practice and develop their skills such as resilience, and resourcefulness. Students will have to learn collaboration skills; they will need to learn how to get along with people, work together with people in teams, and resolve conflicts. We cannot assume that students will pick these skills up themselves. So we will look at these skills quite openly with our students. There is the expectation that students will have a strong sense of community in our boarding setting, so students will also have many opportunities to take on service initiatives within the Keystone or local communities, or use the facilities to engage in looking at health issues or sports programs, even things like research skills, more practical academic skills. Students, through boarding, will have access to the library and all of the facilities at Keystone to develop these skills.

Q: Test scores and university acceptance rates, especially those to elite schools, are major standards used to measure the success of a high school teacher in China. Chinese parents also strongly value these two indicators. As Head of High School for Keystone Academy, will you use these two standards to measure the success of the teaching staff?

A: It is the fundamental responsibility of any school to make sure that student learning is as good as it can possibly be. Assessment takes a lot of different forms, but all of it is aimed at how much the student is actually learning. How good are they are at whatever that learning is? So all test scores are really important.

“There is also the expectation that students will have a strong sense of community in our boarding setting.”

It is very easy to go to test scores at the end of the program and start to look at those, but it is too late then; you cannot go back and change them. What one has to do is to look at student achievement much earlier. As a school, we must always look at how we can get these students to learn best. The IB programme is very much focused on assessment for learning, which means using assessment to inform planning so that students can then learn better in the future.

Teachers have to be very skilled in looking at assessment and delivering and then analyzing how students do. They should be able to explain how they have looked at the evidence of their assessments of student learning and how they are using that evidence to then inform them of what they will do with the students so that they can move on and do better next time. The school is accountable for ensuring that all teachers know how and are going through this process. If we do this effectively all of the way through we end up with students who perform as well as they possibly can in whatever exams they take.

Gillian Ashworth speaking to the Leadership Team about her publication



Q: Students should begin to discuss DP Year 11 subject choices with their families, peers and advisors in Grade 10. This will allow the student and family sufficient time to make informed decisions. As Head of High School for Keystone Academy, what measures will you take to increase a parent's understanding of the DP?

A: There are various ways of accomplishing this. On a very direct level, parent information sessions are a common part of IB schools. These sessions are not just a quick journey through the program, but they offer detail on specific aspects of the program and are hands on. And they are given, if they are needed, on whatever kind of topic. For example, there can be an Extended Essay parent information session. I know that we want to produce a regular newsletter available in different languages to keep parents up-to-date to with specific events. We can use this communication to say a little more about the DP as well. Personally, I would like to look at using blogs too. The website will also contain a lot of the fundamental information, which does not really change, about the DP such as courses available, and information explaining the TOK, and the Extended Essay, etc. We will have to publish policies as well. Policies that explain what language choices are available, how we support students in language development, and assessment policies, for example. All of our policies need to be quite detailed, published and made available to parents. Additionally, we will have a program handbook for parents with lots of information. And of course, parents can always come and visit us at the school at any time.

Q: What role/function will the College Counseling Program play at Keystone? How is Keystone's Leadership Team working to develop this program?

A: Keystone has made a strong commitment to have a robust college counseling program. And that means appointing the best people with the best contacts and supporting them fully in developing that. We have already brought together a Leadership Team whose members know decision makers at top universities in the U.S., UK, Australia, Canada, Singapore, Hong Kong and China. In the second year of operation, we plan to appoint a team of expert college counselors who themselves also have good connections with top universities in the U.S. and elsewhere. Students and parents will have access to the necessary resources in terms of personnel, information and any other resources. We will provide a full program of information sessions, advisory sessions, and meetings. There will be a wide

availability of counselors for parents and students to consult with on a one-to-one basis. Whatever is needed in terms of resources and guidance will be there. To be sure, the College Counseling Program is an important aspect of the high school and one which the school has a high level of commitment.

Q: Who or what has had the most influence on you in your career as an educator?

A: This is not a difficult question for me to answer. When I first went into to teaching I started at a school at the same time as a colleague who had been 17 years at a different school. I was kind of overwhelmed because it was my first job. She, my colleague, acted very unofficially as a mentor and she eventually became my best friend.

I learned so much from her, stuff that you cannot get from books and courses, about how you become a good teacher. She taught me how to engage with students in a classroom; she was very much an active teacher at the time when the tradition was to stand in front of the classroom and lecture. She did not do that. She did different things with students to get them interested and motivated. She saw students as being the be all and end all. They had to be the center of the universe. She taught me, right at the start of my career, one of the most valuable things that I have ever learned, which is it is all about students and their learning.



David Beare
Dean of Faculty

Teacher's Mentor, Guardian of Keystone

Immanuel Kant said that one must “act in such a way that you always treat humanity, whether in your own person or in the person of any other, never simply as a means, but always at the same time as an end.” David Beare, Dean of Faculty, lives by this categorical imperative. The teachers of Keystone are not just teachers. They are not just a means to achieving Keystone’s objectives, but they are at its core. And David is their guardian. He will be their mentor and ensure their professional development.

For shouldering such a huge responsibility, David is unassuming and a man with no ego, as his wife Rachael Beare (Dean of Admission) describes him. His best quality is that he is a respectful listener – an essential characteristic of any good teacher. Also, perhaps, one of the traits that makes him an avid cello player. So if you are searching for David on the Keystone campus, the state-of-the-art music room may be the best place to start.

In this conversation, David tells us about the recruitment of teachers, what qualities the Keystone teachers will have and how they will develop because “Keystone is a place where people will want to come and stay because they are fulfilled professionally.” David Beare says this is one of the fundamentals of a world school, which means the ambition is “to learn from the world” and “to learn for the world”.



Q: For most of your career you have worked for elite U.S. schools such as Philips Exeter, Lakeside and The Hotchkiss School. What made you decide to come to Beijing to join the Keystone team?

A: Those schools are excellent schools. However, in many ways they are inward looking. There comes a point where you want to do something really extraordinary, and I think that what Keystone is up to is really extraordinary. I have not seen another school that is looking to make international education live in the way that Keystone is attempting; bringing together the Chinese, the American boarding school and international elements. It was also attractive to me to continue to work with Malcolm McKenzie, who I worked with at Hotchkiss. I also thought about what type of education Rachael and I could offer our own children – the idea of bringing them to China and having them understand something about a country that is a major force politically, economically, socially and culturally in the world in the 21st Century – was important. We thought about where the world is going, where education is going and saw an opportunity to do something unusual and extraordinary.

I traveled to China with a Hotchkiss group three years ago and was

very impressed with the dynamism and depth of Chinese society. I began to consider how to enter into something new and expand my own experience as a teacher and educator. For me, looking beyond the borders of the U.S. and boarding schools expanded my understanding of education in a truly radical way. So China, where there is such a long tradition of learning and active pedagogy, was a draw. I had been teaching about China in world history courses and studying about China - in particular religion - in graduate school. But actually coming here made me remember, in an immediate way, that there is a world beyond the United States that I need to understand and make myself a part of.

I was also attracted by the challenge of working with high functioning, high power individuals to build this enterprise. Everyone we are working with here is so very skilled and successful in the traditions they are coming from. Not surprisingly, the conversations among all of us have been full with lots of creative tension, but we understand that disagreements can be profitable and help us move forward into something that is greater than the sum of its parts. So the opportunity to work in a creative, energetic place to move education forward drew me to Keystone, and away from the American boarding school world where there are established traditions and substantial agreement on many ideas or practices.

Q: What education principles and philosophies do you agree with or subscribe to?

A: In the statement of educational philosophy that I wrote for my own application to work at Keystone, I talked about the necessity of being present. In order for education to really fulfill its function of the growth and liberation of people, the teacher and the students have to be fully present in the classroom. We have to be all there, in the moment, listening to each other. As an educator, I have to attempt to understand and know what is going on in a student's head and heart. This is key to the process of differentiated learning.

I know that the very best lessons that I have been a part of is when the students are leaning forward and everyone is listening intently to what is happening, and the 45 minutes is over before anyone looks at their watch or the wall because everyone was present to the conversation.



David Beare at an office meeting

Q: We understand that Keystone has set high standards for its teachers. Can you describe what these standards are?

A: First and foremost, we are looking for teachers, whether international or Chinese, who love children, learning and teaching - this is the baseline for us. We need people who know their subjects and craft extremely well, and who are respectful listeners so that they can lead programs forward. It is also important that staff members are flexible, have robust senses of humor, can get along well with other people, and are willing to share their lives with students in a residential setting and build something together. From our international teachers, we are looking for staff who are really interested in being in China, want to live in Beijing and work with Chinese kids, and interested in what China brings to the table of education. From our Chinese teachers, we are looking for staff who are open and interested in a variety of modes of pedagogy and ways that they can learn from the world. All teachers - and we have had literally hundreds of resumes from people who could do the job, who have had success in their own setting, who are smart, and have had good success in their own schooling - must have values that align with those that we have at Keystone.

We emphasize sense of humor because teachers need to understand that they can bring the flexibility of their mind and personality into the classroom. This is not to say that teachers have to be well liked or must make friends with the students. I am not there in the classroom to be a student's friend. Rather, I am in the classroom to understand what that student needs at any given moment in their intellectual and social development, and to challenge them in appropriate ways or give them the support that they need to flourish. But humor can be a very effective way to humanize this process. There are also many other elements of starting a school together that require us to be flexible and have a sense of humor. Things will not always go the way that we imagined.

For instance, I was very impressed with one candidate, in particular, who applied to join us. When the candidate was asked a question about literature, she sat up and her energy came forward. She talked eloquently about the importance of Chinese identity, the need for students to understand Chinese literature, and the questions that she would ask the students about the books, characters and the way the literature was written. You could see that she had all of the academic qualities. But she also had a love of literature and love for the students, and she thought about how she, as a teacher of literature, can really help form kids as they begin to understand who they can be and what the possibilities are for their lives. She also was thinking about how her students might enter into larger questions about what China is becoming. It was a lovely and exciting moment in an interview because you could see a real sparkle. The teachers that have all of the academic pieces plus the sparkle: This is what we want.

Q: Competition between schools to attract the best teachers is fierce. Can you explain what Keystone offers to attract the best teachers?

A: Malcolm McKenzie and I represented Keystone at a teacher fair in Bangkok in December 2013 and I was struck by the number of teachers that approached us with interest. Teachers were attracted to the quality and commitment of the Keystone Leadership Team. The governance structure of the school, which allows for decisions to be made based on educational considerations, the commitment to long-term thinking, and the fact that the Leadership Team members have signed extended contracts. The excellent facilities and student body are also a strong draw.

Additionally, the idea of bringing different traditions together is unique both for international and local Chinese teachers. International teachers have said “This is exactly what I have been looking for.” Local teachers have said, “I’ve been interested in exploring multiple pedagogies or looking outward into the world.” We will retain excellent teachers over time if they are invested in what the project represents. We will let teachers do their work creatively within this framework and pay them well to do it. Keystone is a place where people will want to come and stay because they are fulfilled professionally.

Q: At international schools, we see a common trend, where the foreign teachers work for a short period of time, 2-3 years, and change schools or move to another country. This turnover is a concern for parents. So how will Keystone ensure stability and low teacher-turnover?

A: I go back to the issue of investment. If Keystone is a place where teachers are fulfilled professionally - they feel that the school respects them as educators, and they can contribute meaningfully to the development of the program and the lives of students - then they will stay. The nature of the interview questions we ask is also important, because we are not just looking to fill slots. We understand that our project is not for everybody, so the questions we ask are designed to help us discern who those folks are who want to check out Beijing for a couple of years versus who want to be a part of Keystone Academy. Teachers must be willing to invest in the project that we are putting together.

There are all sorts of things about living and working in a

residential community that will be very attractive to teachers. I worked at a day school for 10 years, but moved back to boarding schools in part because they are wonderful places to work, and wonderful places to raise kids. When I was a child, I remember running into one of my teachers at the post office. I had no idea that she would actually mail letters. I thought that she just existed within the classroom. I never saw her outside except at that moment in the post office. This interaction is healthy for kids and adults. As an adult, I know that what I do for the kids in the class is transformed in very positive ways when I see them in a Theater Production on Friday night, on the soccer pitch on the weekend, or in the dorm. It rounds us out as individuals in ways that really pushes forward the educational process.

“Keystone is a place where people will want to come and stay because they are fulfilled professionally.”

Q: How does Keystone plan to recruit teachers? What avenues will it use? For example, will Keystone recruit domestically, internationally, from public schools or private schools?

A: Not to be understated is the extent of the personal networks of all of my colleagues at Keystone. Everyone that works here has extensive personal connections in education around the world - in China and in the UK, the U.S. and Canada, and South Africa. So, word of mouth is a good starting point. We have gotten some very high quality applicants through this avenue. We are traveling throughout China and internationally to places such as Thailand, London, and Cambridge in the U.S., attending teacher recruitment fairs. We are also working with teacher recruitment agencies in the U.S. and London that specialize in the education industry and teacher placement.

Keystone’s teacher recruitment is quite a proactive process. Our curriculum planning, school values, and vision, etc., all dictate the type of teacher that we look for. So we are exhausting our avenues in search of teachers that meet our requirements. As Malcolm has often said, parents bring us fantastic students, and we promise to find the best teachers from around the world.

Q: What should teachers expect of their experience at Keystone? What training and professional development opportunities will they receive before and after they join Keystone?

A: Teachers can expect very lively conversations. We will be building a program together, so there are choices and adjustments that will need to be made with respect to program, content and approach. Teachers should expect to move beyond the tension resulting from this building process into something that is very creative. Teachers should expect to work hard, and know that professional development is part and parcel of what we do.

There will be three strands of professional development, which include: 1) Professional development that our curricula will demand of us. The International Baccalaureate (IB) and International Primary Curriculum (IPC) organizations require us to have a deepening knowledge of these curricula over time; 2) Practical training within the curriculum - there are a number of school priorities where we would like our teachers to move forward. In our bilingual immersion setting, for example, how is it that we all become language teachers even if I am not teaching in an English or a Chinese class? These types of trainings will be incumbent on the school to design, and will require the school to bring a number of people to campus to train our teachers; and 3) Conversations between the school and individual teachers about where they want to grow professionally. We all have ambitions and areas for further growth. It may be gaining a second master's degree in a particular academic area. It might be learning how to work with students with learning differences in the primary school. There are a number of things that teachers will want to do. And professional development will be funded very generously. We will engage in profitable conversations about what the school needs of its teachers and what the teachers want to develop in their own professional lives

“We are a world school, meaning that our ambition is to learn from the world and to learn for the world.”

Q: We know that a typical Chinese student's personality and learning approach is different from that of a foreign student's. Many of Keystone's teachers will be foreigners, some of who might not have had previous experience working with Chinese students. So these teachers will require an adjustment period. How will Keystone provide support for these teachers during this period?

A: In my experience, the Chinese students that I have taught in the United States have a way of listening, taking in, considering, and then responding out of that listening. That is a real strength of those kids. I would love my American students, whose first response is often to simply start talking, to take a page out of my Chinese students' book and really think about the role of listening carefully, of reflection, and then moving forward. The ideas of Chinese students are every bit as, and often much more, interesting than American student's ideas because they have actually thought more deeply about them before responding. International teachers will need to listen carefully to their Chinese colleagues, get into their classrooms and see the ways in which Chinese students respond to Chinese teachers.

Orientation to the school is not just a four-week process. We will have extensive training on teaching in a bilingual immersion setting, language teaching, and teaching content in a number of different languages. I can envision an ongoing orientation process, where we are having conversations about teaching and learning, both from the student and teacher standpoints, and cultural differences between the Chinese approach and other approaches from faculty members around the world. I would love for our faculty to read some chapters from a book called *Cultural Foundations of Learning: East and West*, by Professor Li Jin, who works at Brown University in the United States. She does an extremely good job at analyzing, in particular, the ways in which learners from the Confucian tradition and Western learners approach knowledge and work, and the strengths that each of those different systems bring to the process. Ultimately, both Chinese and international teachers will need to be flexible so that we can effectively engage and manage the expectations of our students.

Q: You have mentioned that you hope that Keystone can become a place that is known for training excellent teachers and the development of teaching. How will Keystone make these goals happen?

A: We are a *world school*, meaning that our ambition is to learn from the world and to learn for the world. We are bringing together a collection of teachers to work and live in a setting that requires us to learn from one another, and a number of different systems. Training for this project will be unique. I believe that schools around the world will see the value that our model offers to both students and faculty. I can imagine a number of different schools sending their teachers to us in order to more fully understand what it is that we do, for example. I have seen this in the U.S. There are a fair number of teachers that visit truly special programs.

In fact, we already have a number of teachers who are interested in coming to visit and investigate our model, so I can quite easily imagine teacher exchange happening. But I can also see us using the campus facilities to offer training to teachers from across China. I would love for Keystone to become a place where teachers come together in the summer time to explore the craft of teaching in a bilingual, multicultural setting. We can certainly share what we have learned. As a leadership team, we have talked

extensively about professional growth. We need the nutrition from other teachers coming in and keeping us lively, and thinking about our own practice and development.

Q: Who or what has had the most influence on you in your career as an educator?

A: This is a tough question, because you ask who has had the “most” influence. Of course, I have had a number of fabulous people who have mentored me as a teacher. But if I had to pick one, I would choose my advisor in college, Beth McCune. Professor McCune was extremely bright, but she was very playful. To see her in class interacting with substantial ideas - she was a professor of religion - in a flexible and playful way opened up for me all sorts of possibilities about what scholarship really is. And about what human endeavor can be. She was a very effective teacher because she interacted with me in a way that signaled to me that she took me seriously. Because she took me seriously, was demanding and had high expectations, she suggested that I could be much more than I was. This meant a lot to me as a young student from Olympia, Washington. She was my guide as I was entering into a whole universe of ideas, and she got me thinking about the possibilities of profitable relationships between teachers and students.



A family “selfie” at the Peak in Hong Kong



David Beare and Rachael Beare on an Alaskan cruise

Keystone's Cheerleader

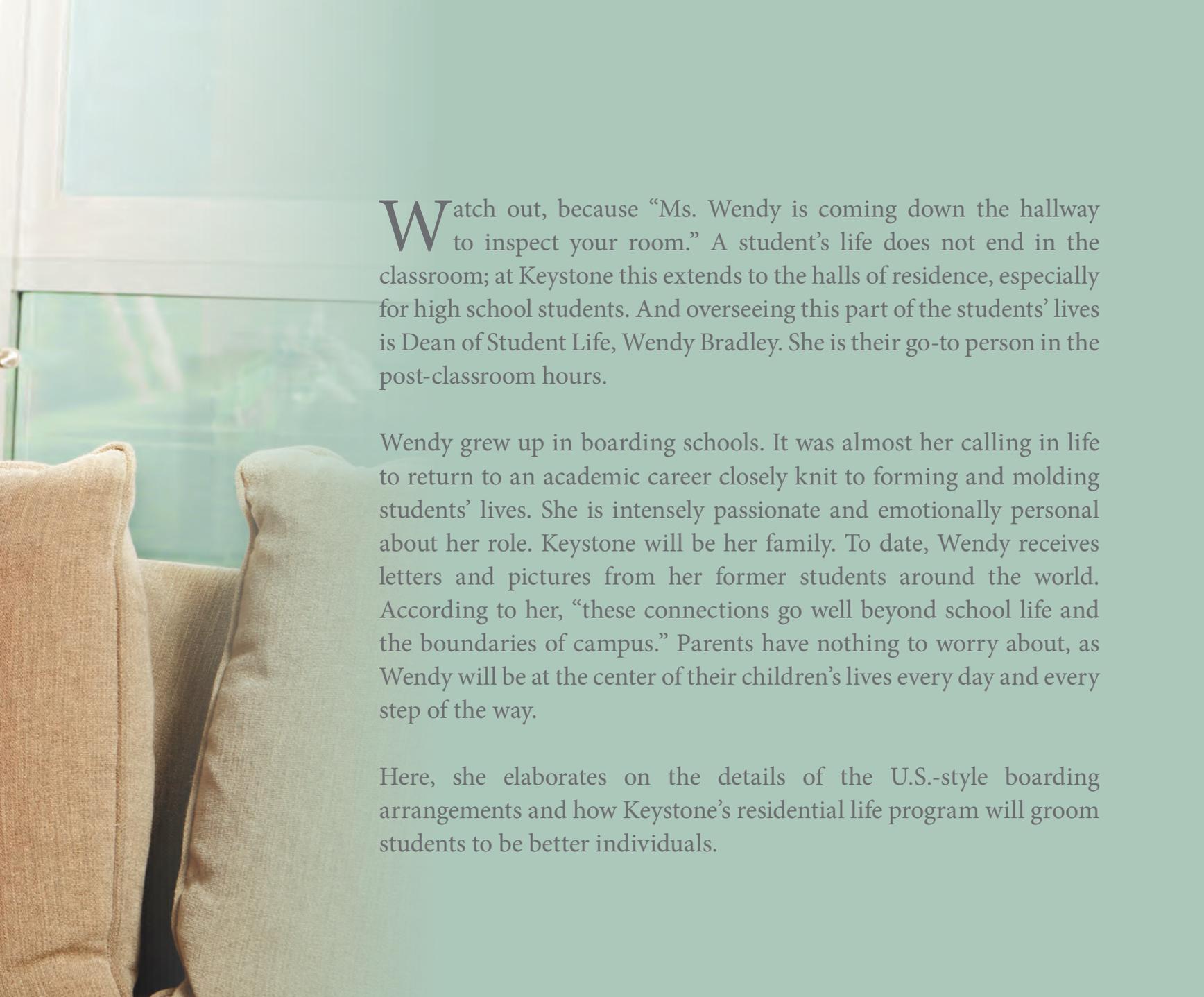
Wendy Bradley
Dean of Student Life



Q: You have lived, studied and worked at boarding schools for most of your life. Before coming to Keystone as Dean of Student Life you were a founding member of a boarding school in Jordan. What is it about boarding schools that has maintained your interest for so long?

A: I grew up in a boarding school. My parents were both teachers. I think that I had a charmed childhood. My dad was the Athletics Director, so I had keys to everything. I had access, with my dad's permission, to the swimming pool and to the gym, to most everything. That is probably how I became a tomboy.

Boarding schools are always changing, vibrant communities. Students, and how they develop and change, are the driving force of schools. My interest in boarding schools stems from working with students, which in my experience thus far has been with middle school through high school, and watching them grow as people. I also enjoy having the opportunity to work with colleagues from all over the world who are not only knowledgeable about their subject areas, but also about life and child and adolescent development. Schools are always changing. The days are never the same. I could not see myself working at a job where I had to go to the office every day and do the same thing. I want to be in an environment where I am surrounded by engaging, caring and thoughtful people.



Watch out, because “Ms. Wendy is coming down the hallway to inspect your room.” A student’s life does not end in the classroom; at Keystone this extends to the halls of residence, especially for high school students. And overseeing this part of the students’ lives is Dean of Student Life, Wendy Bradley. She is their go-to person in the post-classroom hours.

Wendy grew up in boarding schools. It was almost her calling in life to return to an academic career closely knit to forming and molding students’ lives. She is intensely passionate and emotionally personal about her role. Keystone will be her family. To date, Wendy receives letters and pictures from her former students around the world. According to her, “these connections go well beyond school life and the boundaries of campus.” Parents have nothing to worry about, as Wendy will be at the center of their children’s lives every day and every step of the way.

Here, she elaborates on the details of the U.S.-style boarding arrangements and how Keystone’s residential life program will groom students to be better individuals.

Q: What is the typical day like for a student in a U.S.-style boarding school?

A: Life at boarding school is a very busy and engaging process. For boarders, they get up and have a good breakfast before their day begins. Then they engage in their entire academic school day, with a break for lunch. In the middle of the afternoon, between 3:30-5:30pm, students have activity periods that may involve athletic teams, music lessons, drama, or club activities like robotics, gardening or juggling, etc. Following activity periods, students have a little bit of a downtime before dinner. Some of our evening meals are family-style meals where students are assigned to sit with faculty members like you would at home, around the table together. Other meals are self-serve, buffet. The nice thing about a dining hall is that it becomes a

central meeting hub – you meet there three times a day. There is not separate dining for students and staff, we all share in the meal together in the same space. Students will have time to sit with their friends, they need that time. There may be times when the students need help with homework or need to meet with a faculty member. Meal times are an opportunity for these tasks to naturally take place. After meals students have room inspection. Staff members make sure that kids are keeping their rooms tidy and organized - this is an important skill to learn in the boarding setting. After this, study hours in individual or small groups from about 7:30-9:30pm. Students are supervised during study hours. Finally, students have some time to wind down after the busy day and get ready for bed. Lights out and internet shut down is between 10:00-10:30pm depending on the student’s age.

Q: U.S.-style and Chinese boarding programs are very different. Can you please elaborate on your role as Dean of Student Life? What are some of your specific duties and responsibilities?

A: For the Dean of Student Life, your day starts early and ends late. The day is not a 9-5 job. The Dean of Student Life is involved in all aspects of school life, both on and off campus. Students will see me in the role of school leader talking to them about community standards, ethics and responsibilities. They will see me as a disciplinarian, when necessary, I'll be involved in after school and residential life activities and I am responsible to give them gentle reminders when their behavior, attitude or effort needs improvement. I spend time with students in the dorm, and I work with student leadership development programs such as student council and clubs. I work with students in their extracurricular activities such as music, art, sports or afternoon activities. I attend school events like concerts, plays and games. The Dean of Student Life has a presence in all aspects of the life of a school. You must have that sense of how students are growing in school to really do your best as a dean.

I am responsible to make sure that every student has not just an educational plan, but a personal plan; one that parents are very involved in and includes future goals and current activities. We hope to assist them in their discovery of what they are passionate about and of things they do not even know that they are interested in. This is one great thing about boarding schools, students have the opportunity to try so many new things, experience different aspects of life and try so many new things.



Graduation celebration with advisee, Keoni Colson, from Hawaii, USA

Q: How will Keystone help students meet the challenges of the boarding lifestyle?

A: This will be interesting. Our dorms are set up so that students will have at least one roommate. We will provide a residential curriculum to help students manage the transition to communal living. At home, they may already have experienced communal life with their parents and grandparents. But getting along with a roommate who may not speak the same mother tongue and who may have very different habits and interests can be a challenge and we will assist students to manage issues that arise. How do you develop new friendships and connections with your teachers or dorm parents? Boarding schools force students to do think and engage in ways that may be new to them. Perhaps they will consider that my way of thinking is not the only way of thinking? I could look at an issue this way, instead.

Students have an opportunity to learn new skills from their roommates and hallmates. They might see their roommate studying a certain way, for example, and work to adopt this new habit. Conflicts will occur. There are some times when students do not agree. For example, one student is talking too loudly on the phone or leaves the bathroom door open. Students have to learn how to negotiate and communicate effectively.

One of the great things about the boarding school is that the community is small. Students will talk to each other and with adults when they have an issue or a friend will say, "I don't like the way those two girls are getting along, that makes me really uncomfortable." So as an adult you can insert yourself into the situation to try and help. I plan to have a program of peer leaders and mediators who will help students to manage conflict. They will attend a training on becoming a peer mediator and help others manage conflict. These are great programs because they are skills that everyone should have, from children to adults. Our discipline process will be inclusive of students and teachers so that it does not just become adults trying to help students, but it becomes peers trying to help peers. This will provide great opportunity for the students to grow and this will strengthen our community. Adults are on hand to make sure that these conversations are effective so that there is equality and equity in how a conflict is resolved. There will be times where mediation is appropriate and others where discipline may be the method of resolving an issue.

We have very strong expectations against bullying, harassment and hazing. This will not be part of our community. If these things happen they will be dealt with swiftly and firmly with

known outcomes and responses. Students need to know that if they choose to act beyond our behavioral expectations, that there are consequences. Families also need to understand that our expectations for behavior are very high. It is our responsibility to be clear about those expectations and to bring students on board so that they understand what is tolerated and what is not tolerated. In this context we can all learn how to get along with each other; what lines are firmly drawn and what lines are not. Students will challenge this. Some will walk up to the line and put a toe over it and some will boldly step over the line.

In the bigger scheme of things, there will be a hallway that will have many students living there. So you are not just dealing with one roommate but you are dealing with a group of classmates and faculty. Within this communal context, there is significant opportunity for students to distinguish themselves, teach others, admit that they are struggling with some aspect in connecting with people and develop skills such as self, time and relationship management, communication and consensus building skills. There will be adult presence that supports this kind of learning and structure. Students will find success and even though they might not have mastery over a certain skill originally, they will find that they can learn and improve.

“...kids feel ownership of their community and of our school.”

Q: The process of separating from their only child is difficult for many Chinese parents. If students become boarders then parents must deal with the fact that communication with their child might decrease. How can parents maintain communication with and a proper understanding of their child and their situation at Keystone? How can parents remain involved in their academic and personal life?

A: We are not the kind of school that excludes parents. There will be times when we say that we need to really focus and have this time with your child, but not at the exclusion of parents. We will include them in partnership. It is a planned partnership, where we say we cannot do

this without parents. We do not want to do residential and boarding life without parents. Some parents will live farther away from the campus than others and communication is critical. Our advising program will link parents directly to one adult on campus who is responsible for their child. We know that there will be two-way communication between that child's parents and the advisor, or any administrator or teacher, for that matter. If there is an issue, parents will feel that they can be a part of the process to try and resolve things. This will be a learning process.

We will have plenty of opportunities to talk about what the rules and responsibilities are for teachers, parents and students. We will have a residential curriculum that will be set out by age because the development of a child in grade 7 is different from that of a child in grade 9, so we will have to address those differences in maturity. Issues, such as homesickness, living with someone I do not know, and in community where chores and cleaning up after oneself is expected of the student, will be addressed early on. Orientation will include these items. We know that we are moving in the right direction if students say things like, “Pick your trash off the table.” Or “There is no way that you will pass room inspection because Ms. Wendy is coming down the hallway to inspect your room.” We need to be clear with our students regarding what our expectations are and they will rise to the occasion.

As for parent visits, we will have guidelines. We want to be sensitive that not only your child lives on the hallway but many other children do as well. We will create a process where parents feel welcome, and during certain time periods. We want students to feel that their “home away from home” is their home. That said, we have an earlier release on Wednesdays. On these days, children might go home for the afternoon and come back for evening study hours. Or a family might decide to come to Shunyi and have dinner with their child. Parents can rest assured that they will have opportunity to see their child at some point during the week if they like, and also can check-in by phone. We hope that we have a thriving environment where students are involved in performances, games and showcases and that parents will get involved as well. Parent-teacher organizations will be formed to allow parents to get involved in volunteer works in our community. Parents will feel that they are connected through these platforms.

Q: What will be your biggest challenge as Dean of Student Life at Keystone?

A: Every school has challenges. There is a lot that I have to learn about China and the culture here. I am trying to do that by living here in Beijing, throwing myself into the community, and exploring the sites around Beijing. Some of our colleagues have taken us outside of Beijing to explore the hills and the mountains. The challenge in starting the school is to infuse the ethos of your community in all you do. What are your standards? What are your goals? We have come up with a great covenant of shared values – Compassion (仁 Ren), Justice (义 Yi), Respect (礼 Li), Wisdom (智 Zhi), and Honesty (信 Xin). These five values infuse everything that we do academically, residentially, in student life, across programmatic lines and they will be the foundation of the learning that we want our students to have at Keystone.

Q: Keystone requires all of its staff and teachers to make their best effort to care for and guide students, and build a safe and healthy academic and living environment. What specific measures or policies will the Keystone boarding program implement to ensure that these requirements are met?

A: Our teaching staff will arrive on campus at the end of July. We have a lengthy four-week orientation program planned. The orientation includes a welcome to Beijing, opportunities to learn about Chinese culture, time to settle in, curriculum design, and classroom time. Another part of orientation focuses on student life and residential life and what the roles and responsibilities of our teachers are for afternoon programming, evening supervision, and weekend activities, etc. First and foremost will be getting to know each other as colleagues and coming together to establish our culture as a school. We talked a little about the boarding school experience being a lifestyle. This will be laid out to teachers well in advance because they have to buy into this. We have an excellent safety and security group working with us. We will have thoughtful and thorough plans and policies around safety and security.

Students will know very clearly, in the course of their orientation at the school, our policies about where they are able to be, what the boundaries are, and where they are not allowed to be without adult supervision. We will have an elaborate system of sign-in and sign-out during the evening study hours and on the weekends. All of our trips will have adult supervision and students will not be allowed to come and go from campus, whether during the



Wendy Bradley speaking at Keystone's Chinese New Year celebration

weekday or weekends. Trust is an important aspect of our school culture. We share this responsibility - students and faculty. We need to know where the students are, and they need to let us know where they are. We will always share this responsibility. But ultimately, it is our responsibility to know where they are 24 hours a day.

With regards to clean air and water, I know that in the construction and design process, this is all being taken into consideration. The air-filtration and water purification systems will be top-notch. In each hallway of every dormitory there will be drinking water. Students cannot cook in the dorms, but for tea and noodles they will have access to clean water. Air-filtration systems in the dormitories and in buildings on campus will be top quality. It is a very important aspect of community life that we are all concerned about; for ourselves, for our students, and for our guests.

In the dining hall we will provide three meals a day, breakfast, lunch and dinner, for boarding students. We will use a catering service who will work with us and a student group to make sure the food is nutritious and enjoyable. This student group will have the opportunity to have a voice. They can tell us what they like and do not like. Students need to have a voice and know that they can be agents for change. For our day students, the lunch time meal is provided. We are looking at our dining services from a health standard first and we will enjoy local Chinese cuisine infused with some international dishes.

Q: We understand that the boarding program provides a good opportunity for students to learn how to become independent and care for oneself. Can you please explain how the program can also cultivate a student’s leadership abilities? What are some specific examples of how these skills can be practiced?

A: Leadership development happens across all age groups and divisions. It will be different depending on student maturity. Primary students starting in grade 3 will begin their formal leadership development process, but right from the start, even our youngest students will be learning ways to lead and serve others. In the middle and high schools we want our students to feel they have a say and a voice in what their school looks like. What are the important aspects of school life? There will be a number of opportunities where students can choose to be involved in something that they already are passionate about or in a new area of interest. Our club life will be a rich and diverse aspect of community life. Clubs will focus on students’ interests and will involve faculty supervision.

Students have many opportunities to be a leader. Sometimes being a leader requires the student to stand up in front of the entire school and make an announcement that their club is holding an activity. Having a voice in front of a large audience can be a totally frightening experience for some children. So they will take that leap with a lot of encouragement at times. Then it is devising a plan, organizing and implementing, and evaluating the plan. Figuring out what I did well and what I did not do well. There will be a number of opportunities in student council, for students who love journalism, yearbook or student magazines or publications. There will be opportunities for students to work with the Admission office to welcome new families to the school and give them a tour. There will be opportunities in residential and daily life to be a proctor – a leader who has a small group of hallmates who they are responsible for. This is like a big brother or big sister role for students. Some students will not be ready. That is okay too because they will have time to develop. There have to be leaders and followers. Some kids will develop into different kinds of leaders – they will lead in the classroom, they will be excellent students, they will tutor other students. Some student may say, “I may not be captain of the football or soccer team, but I can tutor in Physics and help others that way.” What we want to do in leadership development is to play to the strengths of each student and not have a preconceived notion of what leadership has to be, but give students a platform to develop as best as they can.

Another big area of leadership training is community service learning, where students will not only be a part of the learning that takes part in classroom, but outside of the classroom in service to others.

“We have very strong expectations against bullying, harassment and hazing.”

Wendy Bradley at The Great Wall



Q: How will Keystone's boarding program sufficiently prepare students for college and adult life?

A: One of the major benefits that parents will see from their children is that they will become independent not just in time management, and managing their room and their work, but they also become much more interesting kids. Parents often say that when their children go away to boarding, When you see your child on a daily basis sometimes you are talking in very short sound bites about life in general. "How was your day?" "Oh, it was fine," the child will say. But when a child is in boarding school and life is so full of different opportunities, parents will often say, "I talked with my child for the first time" – particularly boys' parents – "and my child had so much to talk about. He was telling me about what he was doing in science class, and then he was talking about his roommate, and a trip that he took with his advisor." Kids will have so many different experiences and have so much more to talk about. This is one way that students benefit from boarding and how it prepares them for life.

Students will feel different in their own skin in terms of being connected to other people. Their circle expands in a boarding program. They feel more comfortable with other people, with lots of different types of people. By living at home that time is reduced with just the family members.

Academically, kids will really develop a voice. I look forward to the day when kids ask, "Why do we do this that way?" "Is this the best way that we can run this program or could we consider trying something different?" My response back would be, "Why do you think that would work?" And get kids engaged and really thinking about how they can improve life on campus. The other piece is that kids feel ownership of their community and of our school.

Our students will be ready to face the world wherever they end up, whether it is here in China or anywhere else in the world. They will have a strong foundation and strong legs to stand on because they have had to be independent. They have matured. They have had to take risks. They have been greatly challenged, not just academically, but in their thinking and their actions.

Q: What is the value of friendship formed in this critical stage of life? What are the implications for the students during their time at Keystone and after?

A: The connections that students will make with teachers at Keystone are very deep, because teachers see them in so

many different realms. I have seen this at a number of different schools. It is not like you walk into a Math class, for example, that has 50 students. These are classes where it is you, your teacher and 14 other students. You cannot hide in these settings. "Is your homework done," the teacher will say. "No," says the student. "Oh, that's a problem," the teacher will say. In contrast to being one of many where the teacher might not ever know, these teachers will know. Teachers will know their students and what they are interested in. You will see teachers go to plays and games because students that live on your hallway or that you advise or students who are in your class are participating and we are family, we are connected. So the bond with teachers will be very different than what students are used to. There will not be any middle person in the classroom who talks to the teachers on behalf of the students. Students will have direct access to their teachers for extra help, conversation, mentoring and guidance.

"What we want to do in leadership development is to play to the strengths of each student and not have a preconceived notion of what leadership has to be."

This is what boarding school teachers do. Particularly in the first year when we have 300 students and just 50 boarders, we will know everyone. Imagine the attention that students are going to receive from teachers, administrators and everyone else. It will be a small and intimate group.

Roommates become friends for life. Proximity really matters. We have students from past schools who are in each other's weddings. I receive wedding pictures, and wedding invitations from some of my old students, who are now young adults. It is really interesting that since moving to Beijing in July most of our guests are people that I have connection with through boarding schools. I have had visits from three of my former Headmasters, and from about eight of my students. In fact, one of my students is studying here this year. She and I are going to the Temple of Heaven in the next week or so. This student was one of my advisees when I worked in Southern California. She contacted me and said, "I'm here and you're here, so let's go do something." So these connections go well beyond school life and the boundaries of campus.

Q: Who or what has had the most influence on you in your career as an educator?

A: I credit my parents with instilling in me my love for natural beauty and my appreciation for boarding school life. Growing up at a boarding school instilled in me my love for school community. I watched my parents mentor and act as parents to many young men and women who lived away from home and I saw the difference they made to each student and to their families. They planted the seed. My parents loved to explore and be outside, we were an outdoors family. My father, forever the geologist, biologist and botanist, pointing out examples of every land formation and type of tree as we hiked the New England mountain ranges. I still get quizzed about tree species to this date! My mother, a natural storyteller, made every trip an adventure with maps, laughter and creative picnic lunches. Little did I know back then how much these childhood trips would come to define me as an adult and inform my love for being nomadic- living and working abroad and exploring the world.

Another person who has greatly influenced my career path was Eric Widmer, my former Head of School at Deerfield Academy. He saw something in me, maybe my potential or perhaps my willingness to work hard and advocate for students... he expressed his appreciation for my interactions with students. He promoted me to Dean of Students - a job that best fits my interactions with students. I have a tendency to want to help others and by focusing on student life and by utilizing my training as a counselor, the role affords me great opportunity to push students and get them to see themselves in ways they might not have imagined.

I believe everyone, children and adults, needs someone to believe in them. People need "cheerleaders," those who cheer them on from the sidelines, and I have had some pretty excellent cheerleaders in my life! I am very grateful for the support I've had and am so eager for our Keystone Academy students to arrive so that community life can truly begin here on our campus!

Wendy Bradley with husband Sean Terwilliger (Deputy Director of IT) in Cambodia

The student community of any school forms its core. It is the personality and power of its students that can make or break a school. And Dean of Admission, Rachael Beare, is here to ensure that Keystone's students form, concretize and reinforce the school's core.

As a highly accomplished and determined student herself, Rachael knows the Keystone student profile. She stresses, "I believe very strongly that the education we provide our students will be better if we can create an environment that appreciates the different talents students possess, and the ways that they express their talents. Our process will allow individuals to emerge in different ways, and allow us to observe and select candidates for the uniqueness they bring into the community."

Rachael has been building this student community with entrepreneurial precision and an educator's eloquence – two qualities that make her the ideal custodian of Keystone's student body.

In this interview, she talks about the admission process and what it signifies to parents and students.



Q: You have worked for several leading U.S. boarding schools, including Deerfield Academy, The Loomis Chaffee, The Hotchkiss School, and Lakeside, a prestigious day school. What made you decide to come to Beijing and join the Keystone team?

A: I have been very lucky to have the opportunity to work at some truly fabulous schools. One of the things I gained from these experiences is the opportunity to see many different paths to excellence – each school sets its own tone and creates its own example of what it means to be a great school.

Keystone, in part, appeals to my commitment to education and to my entrepreneurial nature – something that I get from my family. My father was the Head of a boarding school in Jamaica, which is where I started primary school. But he eventually went on to start a Jamaican bakery business with my mother when we migrated to the United States. As someone who is passionate about education, Keystone is an opportunity for me to take the knowledge that I have gained from some wonderful schools and do something meaningful with it. This is exactly what we hope our students will have the ability to do – to take the knowledge they gain at Keystone and do something that is both meaningful to them, and helpful to others.



Custodian of Keystone's Core

Rachael Beare
Dean of Admission

Q: What are some of the similarities and differences between the schools that you have worked for and Keystone Academy?

A: I have come from well-established schools, which boast long histories, and a deep-rooted sense of who they are. Each school has its own character, and no matter how many generations of students come through, new teachers, or changes in leadership, there is still an essence to who that school is and what it represents. The identity of the school remains consistent. A hundred years from now, I want people to talk about Keystone the way they talk about other elite schools; that Keystone is one of the best boarding schools, that it is innovative, and that it prepares students not just for university, but for life. We want people to see Keystone as a school that equips its students with the skills they need to be successful people, contributors to society and leaders in their communities. Keystone aspires to be great, and to hold a position and renown in China similar to what elite boarding schools possess in the U.S.

Q: What kind of student does Keystone want to enroll? What is the ideal student profile?

A: To be sure, Keystone will not be a “cookie cutter” school, meaning our students will not be one shape, or all cut from the same cloth. Our application process will not create a checklist of things, and say, “Well, if you check everything on the list, then you get to come to Keystone.” This is not a process where decisions are made based on a test score. I believe very strongly that the education we provide our students will be better if we can create an environment that appreciates the different talents students possess, and the ways that they express their talents. Our process will allow individuals to emerge in different ways, and allow us to observe and select candidates for the uniqueness they bring into the community.

There are, however, some fundamental attributes that we will look for in our students. Students should be able to demonstrate a curiosity towards and an interest in learning. Students will be exposed to many kinds of different opportunities at Keystone, and we want them to take advantage of these experiences. Students should expect to be challenged and stretched, both inside and outside of the classroom, to become more independent in their learning, and more creative in their approach. It is one thing to sit in a class and be told everything you are supposed to know, to write it all down, and to recite it all back. It is another thing all together for a teacher to say, “Here is some information. I want you to do something with it and bring me back something that I have not seen before.” Keystone will have these expectations of its students, particularly the older students, so they should be ready and willing to be pushed in this way.

We also want students who are not afraid to fail or take risks. Many years ago, the Dean of Admission at MIT did some research among professors at MIT to find the qualities that made for the best MIT student. One of the things that she discovered is that test scores did not define the best MIT student. So she began to ask professors, “What are the things that really make the difference?” With unbelievable consistency, the professors said, “The best MIT student is the one who, when an entire project that they have been working hard on for several months literally explodes, is able to collect themselves, figure out what went wrong, and start all over again.” Because that is what life is like, is it not? By contrast, the student who struggles is the one who is so overwhelmed by the time they put in to the project and what went wrong, they do not know what to do next. Our students need to be able to see how failure can be a step on the pathway to success. We do not want them to be so afraid to fail that they never discover the power or possibility of taking a risk.



Rachael Beare with students at a post-acceptance event at the Orchard Restaurant, Shunyi, Beijing

Q: Would you please explain what Keystone's highly selective admission process means for parents and students?

A: To be sure, our admission process is demanding. I think that this is appropriate because the admission process should reflect the nature of the school itself. Keystone will be demanding and expect a lot from its students. Because we are a college preparatory school, it is important that our students go through a process that is similar to one they would go through in applying for a university. Also, we want students to have pride in being a Keystone student from the first moment they receive their acceptance letter. They should have this sense that they met the challenge, succeeded and are coming to this extraordinary school to do something with that experience. If our admission process is too easy, then not only are we setting our students up to struggle, but they would be receiving an inaccurate message from us about what it means to be a student at Keystone.

Our process will choose students with care and an eye towards being the best possible school – we want all of our students to feel

“Keystone will not be a cookie cutter school.”

stretched and challenged by the students around them because that is what is going to make them the best students they can be. So parents and students should know that all elements of our application process are designed to help us gain enough information to make a good decision, and ensure that we have a high-quality student body.

Finally, the application process is also very focused on helping us to develop relationships with the students and the families. The importance of these relationships should not be undervalued. These relationships will take time to develop, and they carry strong implications on how we will make our final selections and how we will grow as a community. At the same time, we want students and families to use this opportunity to determine whether or not we are the right school for them.

Rachael Beare meeting with prospective parents



Q: How are admission decisions made?

A: Admission decisions are made in committees, consisting of admission counselors and members of the Leadership Team. Much like having different perspectives in a classroom, you need to have different perspectives in the Admission Committee as well. Admission counselors meet different kids during the process, and one counselor might have a group of students that they feel very strongly about, while another counselor might advocate for another, for example. Committee members go through a process of discussing the goals for the particular class in consideration, and then deciding which applicants most align with those goals. These conversations are an important part of developing and understanding who we are as a school and identifying which students are capable of being successful in our program. We ask questions like, “Is this student within our range? If they are outside of it, then what do we do about that? Is our range too narrow? Does the student just need more time?” Admission committee conversations are some of the most meaningful conversations that I have had in any school that I have worked because the decision to say, “Yes,” or “No,” about a particular child really reveals the things that matter to you as a school.

Q: Are there any differences between the role of Admission Directors in international schools and your role as Dean of Admission of Keystone Academy? Can you explain your specific responsibilities?

A: Most of Keystone’s students will be Chinese. So the makeup of our student body affords us the opportunity to think about our enrollment over time, and create an admission process that is deliberate, and intentional about the groups of students that we are putting together. We have the luxury to create, tweak and grow the most interesting and dynamic class possible. This also means that I am very much connected to the school on the academic side; to what is happening in our program, to how our kids are growing over time, to who they are, and who they are becoming. These specific tasks are perhaps challenging for international schools to accomplish due to the fact that their student body is coming and going from all over the world and at different times of the year. I can imagine that Admission Directors at these schools are spending a lot of time managing student turnovers, and transition points for kids and faculty. We will have much greater stability at Keystone.



Rachael Beare speaking at an information session for parents

“Our students need to be able to see how failure can be a step on the pathway to success.”

Q: How will you assess and make selection decisions for younger students, five or six years old, who perhaps do not yet display any particular talents or interests?

A: For younger kids, it is more a matter of observing what they enjoy doing, how they express themselves, where their areas of strength are, and how they enjoy spending their time most. We require similar information from older students, though it is easier to obtain. I have two very different children. My daughter spent much of her early years with books; she could never get enough of them. From the time she could sit up and turn a page herself, she would turn pages over and over and over again and look at as many different books that she could get her hands on. I am not at all surprised that my daughter is now an avid reader. My son never met a ball that he did not like as a child; he always wanted to play ball, no matter what kind. He wanted to throw it in the basket. He wanted to throw it at you. He wanted to play catch. He wanted to kick it around. That is still very much a part of his personality – he likes to play. So even at a young age, kids start to express preferences in very subtle ways. While these preferences do not express everything about a child (after all, they have yet to experience all of the things they will come to find they are talented in), this information is insightful and does provide us a basis from which to build a class of students.

Q: Who or what has had the most influence on you in your career as an educator?

A: Not surprisingly, my parents had a big influence on me. Like I mentioned earlier, my father was a teacher and head of school, my school, when I was little. When I came home from school, I remember he would always ask me, “What did you learn in school today?” That mattered a lot to me because he helped me to recognize that I really did learn something every day even though at times things seemed useless, or I thought I was just going through the motions and not really learning anything. My father’s questions gave me the opportunity to reflect on my learning and helped me appreciate the value of education.

The High School that I attended, and later worked at, was led by a head of school, who I still have a tremendous amount of

respect for today. I had been working at his school for about four years and had the opportunity to work for another school, in a very different position, and get a big raise. When I went to talk to him about it, I remember he sat me down and he said, “Well, before we talk about this, I want you to know that I am going to match the salary that this other school is offering you.” And I was saying to myself, “This is ridiculous,” because it was such a significant increase, about 30%, from what I was earning at the time. “How could he offer this to me just like that?” But he said, “I want us to have a conversation about what it is you want to do with your life. What your goals are. I do not want you to be making decisions that are only about money.” We went on to have this amazing conversation about whether my career was going to be in education or in business. He knew those were two strong draws for me. He knew me. He knew my family. To this day, that conversation is part of the reason that I decided to stay in education.



Rachael Beare and family at Longjing Gorge in Beijing.

Albert Einstein said, “It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” And this is Gary Bradshaw’s fundamental purpose as a teacher and educator of nearly two decades. He wants his students to want to wake up early because all they can think of is to come to school. This is the kind of spirit, energy and enthusiasm that primary school students need to develop. As Assistant Primary School Principal and International Primary Curriculum (IPC) Coordinator, Gary is the energy beacon Keystone needs.

Moreover, Gary is experienced in China. He was the founding Primary School Principal at Léman International School in Chengdu with solid experience working with local Chinese education departments and teachers. Gary’s experience implementing the IPC in China also gives him a strong understanding of not only how primary school children learn but also what approaches are effective to encourage each child to reach their potential.

In this conversation, Gary elaborates on the IPC and his role as a teacher at Keystone.



Learning Should Be Fun

Gary Bradshaw
International Primary Curriculum Coordinator
& Assistant Head Of Primary School



Q: Before coming to Keystone, you were the Head of the Primary School at Léman International School in Chengdu. What made you decide to come to Beijing to join the Keystone team?

A: When I was in Chengdu, there was a lot of interest from the Chengdu Education Department for the (IPC). They were curious about the possibility of converting and running the IPC within local Chengdu schools. We talked to a lot of Chinese educators, principals and teachers and they were really excited at the prospect. I think Keystone presented a platform on which it would be possible to bring the IPC to Chinese students and teach it using Chinese. This opportunity excited me, and I can imagine that if we were successful here, then there would be tremendous implications for wider use of the IPC within the general education system here in China.

China is also a wonderful place at the moment, so the opportunity to stay here was important for me. Another key factor was meeting Mr. Edward Shanahan and other people on the team and hearing what they hoped to do here at Keystone – it was very different and intriguing.

Q: What are your primary responsibilities as the IPC Curriculum Coordinator?

A: My role is to work closely with the Primary School team and ensure that the curriculum is effectively delivered. I will look at the curriculum, and try to meld and connect the elements of our Chinese Thread with it.

I will work closely with them to help them understand what it means, not only to deliver the IPC, but to promote learning through the classroom and wider school. The IPC will reach beyond the primary school because there are elements of the IPC that have to permeate every area of the school and wider school community.

I will also facilitate parental understanding of the IPC. We need the parents to get excited. Because we are a school community, what we do inside the classroom has to also happen outside of the classroom. Learning happens everywhere. This is a very important point that we will have

to bring up to parents – that they need to understand what it is their child is doing. Facilitating this process is a key role of mine, but also a role that teachers and administrators will be involved in.

It is also imperative that I have a teaching role at Keystone, along with other members of the administrative team, because we need to understand what is happening in the classrooms and in the curriculum. My role also includes helping to locate and train great teachers. We look for teachers who are passionate, prepared to take risks, and are not limited by traditional structures, but I must also work to bring this out of teachers who have been restricted in other systems.

“When you have a curriculum like the IPC that is only focused on learning it is difficult to go wrong.”

Q: Where and what was your first experience with IPC and how did it impact you as a teacher and IPC coordinator?

A: When I first heard about the IPC I became curious because it sounded fascinating. I did my own research and eventually saw a job posting on the IPC website. I applied for the job, received an offer, and began using the IPC as a Grade 1 teacher. Initially, there was a bit of stumbling around. I would ask questions like: “Is this ok?,” or “Can I do this?” I learned that you have to take your lead from the classroom, students, local environment and city. Once I got more experience using the curriculum, I thought - Wow! - this is really, really exciting. The kids were so enthralled. Parents would come to me, for example, and say, “Johnny just loves your class.” but I was not doing anything special. It was just the way the IPC was thematically structured.

What I discovered in that first year is that kids were enormously passionate and excited about learning and couldn’t wait to get into the classroom. I had parents telling me that their children were up an hour early, and all they talked about was school.



Gary Bradshaw at Keystone's Ladybug Day

“One of the great things about the IPC units is that they are fully integrated.”

Q: We understand that the IPC was designed to include unique units of study and a structure to allow for students to obtain sufficient knowledge while having fun during the process. Can you describe what the learning process is like for a student?

A: One of the great things about the IPC units is that they are fully integrated. You can deal with many of the subject domains within one unit. In the Chocolate unit for example you can look at the history: Where did chocolate come from? When did chocolate come to our country? You can look at geography: Where do cocoa beans grow? What part of the world? What kind of climate and weather is needed? Another important element of the IPC is this idea of home and host. For the chocolate unit, Beijing would act as the host. Do cocoa beans grow here in Beijing? Why not? What about in other locations around China or internationally? You can look at it from an artistic perspective: Kids will do art and design a chocolate wrapper. Why is chocolate designed in a certain way? Why is it not wrapped in plastic? Why is it wrapped in tin-foil? You can do Science experiments as well. You can look at it from a Language Arts perspective. You can make an advertisement: Kids can script an advertisement to present their chocolate bar. They can cook and make chocolate. So you have all of these different curriculum elements all looked at through the lens of chocolate.

I had a wonderful teacher at my last school who did incredible things. For the survival unit, for example, one day when the kids arrived in the classroom she received a phone call saying there was a gas leak and all the kids had to quickly remove themselves from the classroom taking everything they needed with them. The kids were scared. They grabbed their stuff. The teacher took them to space at the other end of the campus and they stayed there for the entire day getting on with their studies as best they could. This was her entry into the survival unit. Talking with her later she said the kids were angry that they had been deceived but also said it was one of the best school days they had ever had. It was interesting to see just what the kids actually took with them in an emergency situation. I think there were three pencils between the whole class and one even took a chair! The IPC curriculum is empowering and lends itself to great opportunities for learning.

Q: What is the IPC? How did the IPC come about?

A: The IPC was originally developed as the curriculum for Shell Oil schools. Shell is a multi-national petroleum company which had schools dotted all around the world in quite remote locations. These schools needed a curriculum that would meet the educational needs of children who came from a variety of different countries and educational settings. The curriculum changed and warped over time and eventually, due to its popularity with parents and teachers, there was this idea that it could go out and be marketed into the wider populace. This is what has happened. It is now in over 1500 different schools in 85 different countries and is currently one of the fastest growing international curriculums for primary aged students. Schools are attracted to the IPC because it is so adaptable, flexible, and student-focused.

It is a wonderful curriculum to deliver because through it kids are passionate and excited about learning. They can genuinely relate to the topics and themes presented; such as structures and buildings, chocolate, dinosaurs, and rainforests. These are all things that kids can sink their teeth into. When you have a curriculum like the IPC that is only focused on learning it is difficult to go wrong.

Gary Bradshaw interacting with a student on Keystone's Ladybug Day



Q: Why does IPC put so much stress on international-mindedness and personal learning?

A: I think international mindedness is something that did not exist 50 years ago, but is so important today, especially when you look at the fact that people are moving around. You look at any given city and look at where the inhabitants come from. People are just moving in and moving out. People are going everywhere. It is imperative that children and adults have an understanding that we are one world, and within that world, we are all different, and unique. Kids, especially, need to be able to relate to and understand the qualities, similarities and differences of a great mix of societies and to understand culture well beyond flags, festivals and food – it has to be so much more than that.

The IPC is very much structured to allow students to lead their own learning. We all know that each child is not the same, and in fact, some children are very, very different. The IPC is flexible enough to adapt to meet the needs of each individual child in the classroom. This type of learning really gets the kids excited in what they are doing and gives them ownership of their learning. I think that the designers of the IPC really believed that a curriculum should be all about learning and they have built into the design of the program an understanding of how children learn best.

Q: How does the IPC allow for the assessment of a student's learning outcomes?

A: It is not so much about the IPC as much as it is about great schools. Assessment is essential because we need to see how kids are getting along. We need to see where they are developing and where they are struggling. We need to see how we can work with those strengths and develop where they struggle. Assessment at good schools has to be throughout. We are not just waiting until the end of the unit to test students. What for? That is really of no benefit. But what we really want to do is see that the students are growing, and learning. The IPC is structured to have very clear learning goals, which provide direction for assessment.

Although we will have school reports, the key is to ensure that there is ongoing communication and feedback all of the time. Parents cannot wait for the end of the semester to hear what is happening. There needs to be an ongoing dialogue; discussion between teachers and students and parents together about what is happening. At the beginning of every unit, for example, there will be a parent letter detailing what students will do and how they will be assessed. Parents cannot, at any stage, say that I have no idea what is happening in that classroom or I have no idea how my child is doing. Instead, when parents get their child's report at the end of the semester, they should just say, "Oh, great, I know all of that." In other words, the school report should be a confirmation of what they already know.

Q: What kind of professional training will IPC provide? What type of training will Keystone's primary school teachers receive?

A: We will invite trainers from IPC to provide training for our teachers when they arrive in July. All teachers will go through this core training, which will complement the wider goals of Keystone. They will know the IPC fundamentals; they will know how it works, how it is structured, and how it works within our context. This said, so much of their understanding of the IPC is going to be reflected back from their children - from what they see and how they see it in operation. I will work with the teachers before the IPC trainers come and after they leave. I will meet with teachers on a regular basis to plan and discuss how the IPC can be reflected throughout the school. So training will be ongoing as well.



“The IPC is empowering and lends itself to great opportunities for learning.”

Q: Who or what has had the most influence on you in your career as an educator?

A: I had a teacher named Mr. Williams who was my Science and Math teacher when I was about 10 years old studying at a boarding school in England. I look back on him really, really fondly. People could ask him absolutely anything and he would take the time to answer. We used to call him Mr. Williams, 'Lord of the hamsters and Lord of the lab'. That was because he was our go-to person if we needed help with our pet hamsters. We were in a closed boarding school so we could not go out, except for the major holidays. We relied on Mr Williams to buy food for our pets and also provide the science lab where we kept them and observed them. Thankfully they were never part of our science experiments!

We could do anything that we liked in the science lab. Mr. Williams would be up there in front of the class telling us about biology, and the students, myself included, would literally be inside of the cupboards helping ourselves. We used to take lead from the roof, bring it into the science lab, melt it down and make things. Most of this happened when he was there. He knew exactly what was going on, but I think he was saying to himself: Hey, these kids are learning a lot by being creative. It was his understanding of kids, and his compassion as a human being that made me connect with him.



Min Dai
Chinese Curriculum Coordinator

Practicing the Chinese Way

“I am Chinese by blood,” identifies Dai Min, Keystone’s Chinese Curriculum Coordinator. But Dai Min has taught in international schools across the world. Her career and experience together with her identity epitomizes Keystone’s essential character of being a Chinese school with an international flavor. She is personally, professionally and culturally bilingual.

There is no one better to ensure that the shared Keystone values are embedded into the very fabric of the school community – students, teachers and parents. Dai Min bears the responsibility for the school’s overall Chinese curriculum. And it is not just about school life, “Our students, from a young age, will begin the process of understanding that they are one part of a larger society,” she says.

Read this interview to know more about Keystone’s Chinese curriculum, how it is implemented and how it is different from other international schools in China.



Q: You have taught at reputable schools such as City West Middle School in Shanghai, Chinese International School in Hong Kong, and Wesley College in Australia. Prior to joining Keystone Academy, you were the Director and Coordinator of the Chinese Program at Dulwich College Shanghai. What made you decide to come to Beijing to join the Keystone team?

A: After I returned to China from my post in Australia several years ago, I was keen to learn about the type of education Chinese students were receiving. Because while I have been teaching Chinese studies for 30 years, I spent most of that time working with international students. What I observed was that Chinese education was strong in equipping students with a solid academic foundation, but it was relatively weak in cultivating a student’s character and moral and ethical behavior. Let me explain with a couple of examples. I have often seen on a bus or train where grandparents hold their grandchildren’s bags and while the grandparent is standing, the child is sitting and eating his or her snacks. This type of behavior tells me that there is an overly strong emphasis on caring for, or even pampering, the child, at the expense of cultivating a child’s understanding of what it means to respect elders, or other people for that matter. Another time, a young female student, who was about 10 years old, got on the bus I was on and threw her trash on the

ground. I told her to pick up her trash. And while she did so, she immediately threw the trash back on the ground when I got off the bus. In both cases these children are innocent, but these common behaviors demonstrate to me that the local education is relatively weak in its ability to cultivate a child’s respect for others and the environment.

I am Chinese by blood. I identify with the Chinese culture as I was born and raised here. I went through the local public school education system from primary school through to university. So although I left China in the 1980s to pursue my career in education, and have spent most of my career working with international students, I still have very strong sentiments towards and loyalty for the Chinese people. Keystone is a great platform for me to work with Chinese students and to give back to my country. I was attracted by the school because it endeavors to do great things. I believe that if the school is able to accomplish the goals that it has set, then there is potential for Keystone education to become a model. People in my generation may not have enough time to positively affect the weaknesses within the education system; however we certainly have an opportunity to cultivate proper behavior in our next generation. There will be many challenges in building Keystone, a new school, from the ground up. But I am excited to embrace these challenges, and to experience the richness of the lifestyle that comes with pursuing a better education for our children.

Q: Keystone aspires to develop a curriculum rooted in Chinese history, language and culture, and to enable students to graduate as ‘Chinese cultural ambassadors.’ How can a Keystone education accomplish this goal? As the Coordinator of the Chinese Curriculum, where do you plan on starting?

A: Conceptually speaking, members of this Keystone family not only agree with, but aspire to practice the five virtues of Confucianism – Compassion (仁 Ren), Justice (义 Yi), Respect (礼 Li), Wisdom (智 Zhi) and Honesty (信 Xin). Also, our students will be immersed in a bilingual (Chinese and English) environment. So we expect our students to have a strong foundation in their mother tongue (which will be Chinese for most students), while at the same time acquire mastery over the English language, and ability to appreciate foreign cultures. This type of environment should equip our graduates with the appropriate skills and understanding to disseminate Chinese culture, should they decide to do so.

Our curriculum will also incorporate a Chinese Thread. This thread will include content in Chinese culture, history, morals, and rituals. Our students will learn about and be exposed to the teachings of great ancient Chinese thinkers. We will teach our students poetry, for example, not by having them memorize poems, but by challenging their higher-level thinking skills so as to cultivate their interest in, and understanding and appreciation of the beauty of these Chinese writings. And the subtle temperament, and aesthetic preferences of the writers behind these texts. We will also choose stories for our students that highlight Chinese rituals and moral concepts.

Additionally, we will ask our students to keep a record of their own personal development and provide them many opportunities to participate in philanthropic activities. Our students, from a young age, will begin the process of understanding that they are one part of a larger society, which requires their cooperation and help. They will begin to recognize that even if they are successful or accomplished they should never stop helping others. As the curriculum is being developed, you will see that I am a big proponent of our students learning basic principles such as respecting elders and others, and humility. In order for our students to truly grasp these principles, they must penetrate our words and actions.

Finally, Keystone’s boarding setting is a great opportunity for students to receive guidance from Chinese and foreign staff. And it is very likely that staff will become role models for our students. Currently, Chinese kids are the “little sunshines”

of their respective homes, where they are spoon-fed by their parents and grandparents. This dynamic is causing our children to develop limited and self-centered attitudes. We must recognize that kids are like a plain sheet of paper, and that their perception of what is right and wrong is built on what they see in the actions and words of those around them. So we have to be careful that we are not just telling our children what we believe to be right and wrong, but also acting out what we teach.

Q: Keystone’s Chinese curriculum is different from many international schools. In foundation year, and grade 1, Chinese constitutes 70% of class time, while it constitutes 50% of class time in grades 2-5. What is the reasoning behind this allocation?

A: The main reason we designed our primary school curriculum this way is because the Chinese language is one of the most difficult languages to learn. This is a widely accepted fact. Achieving literacy in English is relatively easy because the script is phonetic, so as long as you can hear and speak, then you will most likely be able to combine script to spell, read and write. Achieving literacy in Chinese, on the other hand, is more challenging because the script is pictographic, and is connected with its own individual phoneme, shape and meaning. So in order to read and write in Chinese, one must memorize characters one by one. I have seen this scenario too often: A Chinese student, who decides to transfer to an international school or study abroad after primary school, finds that their Chinese language skills either remain at a primary school level or deteriorate significantly and quickly after a few years. Our primary school curriculum is designed to ensure that our students master 3,000 Chinese characters, and build a solid foundation in the language so that they are able, at the very minimum, to maintain and use their Chinese language skills even while studying in an English-language setting.

We know that students in the foundation year and grade 1 use their memory to learn and develop recognition. So our curriculum for these two grades allows the student ample opportunity to enhance and practice their memory development through the study of Chinese characters.

Finally, because we know that it is easy to confuse Chinese pinyin and English letters, we have decided to have our students study Chinese pinyin and characters first. For English, our students will start learning the language by speaking and listening, and then move on to spelling. We expect our students to master the most fundamental 1,000 characters in the first two years, and 3,000 characters by the end of primary school. These expectations are predicated on our belief that learning a language is like building a house; if you do not build a house with a strong foundation, it does not matter how much you decorate the house or how pretty the house is because it will eventually fall.

Q: The International Baccalaureate's (IB) Middle Years Programme (MYP) and high school Diploma Programme (DP) Chinese curriculum content is different from the local Chinese curriculum. Can you explain what these differences are? And will the methods of instruction be different?

A: The content used will vary slightly, though the methods of instruction and assessment and learning outcomes will differ significantly. Every teacher will possess a proper understanding and mastery of the content, however, unlike the lecture style that most locally-trained Chinese teachers are familiar with, Keystone's teachers will function mainly to assist and guide students to explore, think about, cooperate with and reflect on the content that is presented. Our teachers will think about how they can engage students and challenge them to try, to experience and to adjust with the goal of cultivating their passion to learn. There is a Chinese saying, "Learning is like a sea with no boundaries, so one must work in a painfully bitter way to build a boat that gets them to the dock." We need to readjust our impression of learning from "painfully bitter," to include fun, no matter how painful it is to achieve this.

We will make decisions on what content to use for our Chinese curriculum using both local Chinese and English-learning standards as guidelines. The Chinese curriculum will include some content from the People's Education Press series, especially the exercises that focus on building a strong foundation in the Chinese language, and content that we think is appropriate to inform students of social trends and consistent with educational objectives of the school. We plan to use a selection of famous Chinese novels instead of short essays or articles, which are part of the local Chinese curriculum, across our middle and high school curriculums, for example. We made this decision because we think that novels provide students with multiple perspectives to consider. If you look at the book *Rickshaw Boy*, by Lao She, the author uses the main character to describe the process of how he went from an optimistic, healthy, young boy to someone who becomes selfish, deprived and rejected by society. This character's experience gives students a lot to consider and reflect upon. It is during this process of reflection that students will have a great opportunity to deepen their own understanding of themselves as an individual and a member of society.

Along this same vein, let us say that students are asked to study Liang Xiaosheng's *Average Person*, Lao She's *Master Zong Yue* and Long Yingtai's *Watched*. Traditionally, a locally-trained Chinese teacher will have the student look at the Chinese characters, words, sentences, structure, and step-by-step how the author composes the article to conduct analysis on the articles. In contrast, a Keystone-trained teacher will focus on guiding the students to discover the similarities and differences between the three articles, and how these findings relate to their own personal lives, in particular their personal values. And while our teachers are expected to have a strong understanding of the materials taught, this will not translate into them projecting an article's central idea onto students. Rather, teachers will give more

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attention to the imagery of the literature in discussion, its function in society, and what students can learn from the characters in the piece.

So, Keystone's Chinese curriculum will consist of a combination of Chinese literature, history and philosophy. This content will expand each student's knowledge of these respective areas, and provide a point from which they can explore, question and analyze the culture, wisdom, thought and interesting phenomena that lie behind a Chinese person's daily life. Students will not only be exposed to these areas within the classroom, but will also have opportunities to visit museums, cultural landmarks, and art and culture exhibits.

Consistent with IB's principles, Keystone's tests and evaluation methods will be designed with a focus on further developing a student's higher-level thinking skills. While a local Chinese teacher may design a test to assess a student's ability to remember knowledge – certain Chinese characters, words, and sentences – our teacher will design their evaluations to test a student's analytical skills. And because our teacher is testing the level of development of a particular skillset, the content they use to test is not limited. Our teachers will want to know what a student thinks the author's intentions were in writing this article or what they think the author is trying to express, for example. Some questions from the IB test include: "Discuss the function of the character's monologue using at least two plays that you have studied for reference," or "Analyze how the poet uses selective imagery and writing techniques to express their mood, emotions and thoughts using at least two poems that you have studied." Moreover, some questions ask students to analyze the different characterizations in a novel and how these function to achieve the author's purpose. So the higher-level thinking skills required by a student to answer these types of questions are much more advanced, comparatively speaking.

In conclusion, it is our responsibility to make sure that each student, teacher and parent is clear, from the first day of school of our expectations of them. For students, they will need to know that there is room for interpretation. And that our focus is to develop their higher-level thinking skills by giving them ample opportunities to explore, think about, cooperate with and reflect on the content that is provided. For teachers, they will need to know that our goal as teachers at Keystone is to cultivate each student's passion to learn, challenge and encourage them to succeed. For parents, they will need to know that, in fact, the IB curriculum does set high standards for the study of Chinese language and literature. And that in comparison with local Chinese curriculum, the amount of reading and writing required is more in an IB Chinese course. Parents will come to see that by the time their child graduates from a DP course in high school, their writing skills will allow them to produce work equivalent to university-level quality.

Q: What are the differences between Keystone’s Chinese curriculum and the Chinese curriculum used at other international schools? And will the program be attractive to foreign students?

A: For learners of Chinese as a second language, Keystone offers students a unique opportunity – most of Keystone’s students will be mother tongue learners – for language and cultural immersion. The Chinese program content that the foreign student will study will vary depending on the Chinese language level of that student at the time they enroll. The content will be more academically advanced, for example, for those foreign students who begin studying with us at an earlier age. To be sure, the Chinese program will challenge any foreign student, regardless of enrollment age. And is most suitable for families and students who see the value in receiving a world-class, international education in a predominantly Chinese community.

“...we have to be careful that we are not just telling our children what we believe to be right and wrong, but also acting out what we teach.”

Q: What type of Chinese teachers will Keystone recruit? What makes a Chinese teacher effective? And how will Keystone assess their work?

A: At the very minimum, a Chinese teacher must have many years of teaching experience. And teachers should have the ability to work hard and possess a strong understanding of their profession and the responsibility required of them to succeed. Teachers should also be able to demonstrate a passion for their profession and ability to effectively interact with children.

For our founding group of Chinese teachers, we are focused on recruiting seasoned professionals because they will be responsible for leading the team. After a culture of excellence is established, we will consider bringing in younger and relatively less experienced teachers because they can bring new thoughts, perspectives, and an infectious energy to the team. So you will have a staff that learns from each other and grows together.

Chinese teachers at Keystone will be treated equal to their peers from other countries. This means that their work will be



Dai Min reading to students on Keystone’s Ladybug Day

assessed and compensation determined according to a unified set of processes and criteria. Just as we expect our teachers to cultivate a student’s passion to learn, similarly, we also place the responsibility on ourselves, as an organization, to create an environment or culture that encourages teachers in their professional development. So we anticipate that our Chinese teachers will react positively and use the treatment and respect that they will receive, here at Keystone, as an opportunity to improve professionally.

Q: How will teachers approach teaching if their students have a large disparity in the level of their Chinese language skills?

A: For students whose mother tongue is Chinese, a difference in their Chinese language skills will not be a big issue. Instead, what concerns us most is whether or not the student has developed their higher-level thinking skills, because this is what our tests are designed to assess. If two students read the same article, for example, and one student is able to understand the abstract concepts, while the other student can only obtain a literal meaning, then there will be a wide disparity in the quality of their academic performance. So the depth of a student’s understanding is more dependent on their reasoning and higher-level thinking skills than their language capabilities.

I teach Chinese in the last two years of middle school. I will tell students, “Do not be worried if your Chinese language skills need to improve, but be worried if your judgment, and independent thinking, analytical and reasoning skills are not strong.” Students need to be prepared, because the DP is designed to evaluate a student’s ability to think, and only a small portion of the assessment tests a student’s language expression skills. Moreover, if one’s higher-level thinking skills are weak it will not only negatively affect their Chinese language studies, but their performance in other subjects like Math, and Physics, as well.

Q: Who or what has had the most influence on you in your career as an educator?

A: My grade 1 Chinese language teacher had a big influence on me. At the time, she was old. She liked every child, but she was very strict with us. I was able to build a strong foundation in Chinese because of her instruction and teaching style. And that is when I started thinking about how interesting becoming a teacher would be. When I was in grade 3, my family was placed on the 'Black Five' list¹. The list was compiled during the Cultural Revolution and included large and small landowners, counter revolutionaries, criminals, and rightists. Every day my teacher would pick me and other children whose families were also on the Black Five list up at our homes and walk us to school. After school she would also walk each of us home to protect us and ensure that we arrived safely at our destinations. These two teachers in particular have had the largest influence on me as an educator. The love and care they showed me as their student helped me to overcome the external pressures that existed at the time – teachers were looked down upon then and called the 'Stinky Ninth' category², behind people on the Black Five list and several other categories of people – and endeavor to become a teacher.

I have never regretted my decision to become a teacher, because after many years in the profession, I still find joy and happiness in my work. My work is not mundane, or trivial. Something new always happens, even if I am teaching the same group of students

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every day and even if we are working with the same book. Students ask different questions, which require me to think of new ways to teach so that they are able to understand the material and concepts being discussed. So when I work with students I also learn from them. In fact, I have been learning new things, and improving myself daily for the last 30 years. I welcome and enjoy this process of change.

As a teacher, I will never become financially rich, but I am afforded happiness and a sense of accomplishment. I am blessed to be able to do something that I love. I always tell my son that no matter what he does for work, he should make sure that he does something that he likes. And then everything else will be fine.

1: The Black Five (黑五类 hei wu lei) refers to five socio-political groups of people in the Cultural Revolution: landlords, rich farmers, counterrevolutionaries, bad-influencers, and right-wingers.

2: The Stinky Ninth (臭老九 chou lao jiu) was the commonly used dysphemism for intellectuals during the Cultural Revolution.

Dai Min with students at 'China Experience Week' in Yunnan Province





Sally Booth
Curriculum Coordinator

Weaving Keystone into a Whole

An anthropologist by training and passion, Dr. Sally Booth has an eternal curiosity for all things new. You will always find Sally with a notebook and pen, even during a casual lunch. She is able to draw on every conversation and every resource as a source of not only personal enrichment but also professional enlightenment. And for Keystone, this means that Sally eats, breaths and sleeps the curriculum.

This passion translates into an energetic and magnetic Curriculum Coordinator – exactly who Keystone needs and wants. Though in her interview she says she is lucky to work with such distinguished educators...it is they who are lucky to have her because she will translate their vision into reality. In her role, Sally ensures that there is a smooth flow in what the students are studying and learning from their foundation years all through high school.

In this conversation, Sally tells us more about her role at Keystone and what it means to develop a school's entire curriculum.



Q: You were already working at an interesting and vibrant institute, THINK Global School, before coming to Keystone. Why did you decide to join Keystone, a new school in Beijing, China?

A: First, I want to say that I feel truly fortunate to be working with this remarkable team on this exciting project starting up a new kind of school in Beijing. What we are doing at Keystone Academy reflects some of the most important and promising changes in the world of education today. What a privilege to be involved with the implementation of these innovative approaches to curriculum and pedagogy, employing the most effective models in different cultural perspectives, bilingual immersion and inquiry-based learning in a boarding school environment.

A couple of years ago, I signed up with THINK Global School, a traveling school, to help start the school and design a curriculum with a team of inspired teachers. It was a wonderful challenge because the goal was to connect a rigorous International Baccalaureate (IB) curriculum with travel and challenging place-based learning experiences, which is a very unconventional approach. There was no brick and mortar campus, and we relied on digital technology and social media for resources, communication, and documentation of the learning experience. Enriching education through deep and meaningful cultural immersion in three different host locations each year is an exceptional and important way to prepare our children for the future. Yes, every single moment working at that school was a learning experience!

I then came to Keystone for three primary reasons: 1) Malcolm McKenzie's vision of the school is inspiring and unique. As a leader in global education, he is one of those rare people with a clear and coherent vision of how we can transform education today and really help our students and teachers address the issues and problems in the world; 2) The project itself - it's a challenging task to design a *world school* that combines three aspects, or what we are calling our three keystones, in global education. Keystone's aspiration is to weave together and incorporate the international education models of the International Primary Curriculum (IPC) in the Primary School, and International Baccalaureate (IB) in the Middle and High Schools with a holistic approach to Chinese cultural history and the Chinese national curriculum, all in a bilingual setting. I believe that this model of education is an important exemplar that many people will look to in the future – a rich and flexible model to aspire to and emulate. I am very excited to be involved on the ground floor in the planning of this. For me, this project is a challenge and privilege because it's a chance to participate in the cultural transformation of education; and 3) China is where the innovations in education are happening at the moment. Attitudes about education in China are changing; the Chinese are truly interested in making education effective for training students to become world leaders and global citizens. They are looking to develop the best models in the world, while recognizing the importance of their own deep cultural traditions. They are also willing to invest the time, energy and commitment to transform their own education system. As an old saying goes, "The purple vapor comes from the East." This is why I'm so enthusiastic to be here now.

Q: Some public schools in China and the U.S. do not have curriculum coordinators. Can you describe what your work responsibilities include?

A: It is very important to have a person, or even better a team of people, to follow the links between the different divisions of a school to develop subjects or disciplines in coherent ways. Curriculum coordinators try to view the curriculum vertically and/or horizontally. Vertically,

we want to make sure that there is an alignment between all the skills and knowledge that the students are learning in the development of their education. There should be a smooth transition between the primary, middle and high schools. Learning should be both sequential and scaffolded - meaning that students are not repeating or missing specific content areas or skills year after year, and supports are built in based on prior knowledge. There must be a coherent development of the necessary skills, knowledge and experience that builds in concert with students' developmental levels. Horizontally, it is the coordinator's job to ensure that students are learning in a holistic fashion, understanding how insights from the different disciplines link together. When students learn the problems and principles of economics, for example, they should also understand the history of economic theory. When students learn about important periods in art history, they should also possess knowledge about the political or economic history of those respective times. When students use social media for personal and educational purposes, they should understand how to view media critically, and recognize their own roles in creating the world of digital communication. I am very interested in looking at the links between the different disciplines. As an anthropologist, I strongly believe that this holistic approach to learning is most effective because it engages the students and is more interesting for teachers. Likewise, brain scientists are saying that given the inherent connectivity of brain's neural networks, when you teach in a way that integrates the different disciplines, students will have a much stronger potential to develop deeper understanding of specific content areas and form stronger, more flexible and responsive skills for problem solving, creativity, and the connections among disciplines. In others words, cross-disciplinary teaching supports more effective learning. If we look at the issues that our students will face in this world such as war, poverty, or climate change, then it becomes more apparent that our students will need to involve many disciplines, integrate knowledge from all different domains, in order to understand and address these problems.

Schools that have both horizontal and vertical alignment can effectively provide roadmaps for teachers. When new teachers join us, for example, we have a coherent system and curricula to give them. They do not just teach out of their suitcase. They teach a high-quality, rigorous model that has been planned, discussed and analyzed by a team of educators who approach curriculum planning from different perspectives and with the wisdom based on long experience.



Q: What trends are you seeing in curriculum development?

A: There is greater intentionality now in curriculum development, meaning that parents, students, teachers and administrators want education to provide explanations in a number of areas. There is the demand for a roadmap, or a big picture understanding of the content the school presents, for both students and teachers. What is being taught cannot be arbitrary. Teachers need to know why they are teaching what they are teaching, and students should be able to articulate why they are learning what they are learning when they are learning. Otherwise, the meaning of learning isn't clear, and a valuable opportunity for understanding is being lost. I believe that students and teachers who have a big picture understanding will be empowered in their educational experiences because they have a clearer understanding of what they are doing and why.

Curriculum development is trending towards a demand for deeper global perspectives or cultural understanding in

communication. It is essential for our students to have the ability to communicate with people from other parts of the world in order to tackle big, thorny issues such as war and peace, and environmental issues. Many curricula, from the IB to the IPC, to independent curriculum, are all pressing towards stronger global and inter-cultural understanding. Educators, brain scientists, and students themselves are making a convincing argument for more experiential and integrated learning. Students have an increasingly important role in creating and shaping their own education. With large-scale integrated curriculum development, you can put these kinds of initiatives into action.

“Chinese are truly interested in making education effective for training students to become world leaders and global citizens.”

Sally Booth with her family in Washington D.C., The U.S.



Q: What is experiential learning? Can you elaborate on how Keystone will implement experiential learning into its curriculum?

A: Oxfam says that experiential education is about being aware, being moved and being involved. We want our students to experience these three values from their education at Keystone. So while experiential learning is already built into the IPC and IB, we are also building experiential learning elements into every single grade level and domain of the school. And we are doing it in our own, unique way. In particular, we are linking this method of learning to our Chinese Thread¹. Our teachers, both international and local, are trained to implement experiential learning and encourage students to lead inquiry themselves. Students will learn how to get involved by forming opinions and thinking critically about issues, whatever they may be. It's important for students to understand how to learn, critically evaluate between dialogue and discussion, and form their own judgments. And they will eventually do all of this independently. Higher-level thinking will start from foundation year onwards through high school.

School should be a place for experimentation and play, not just pressure and stress of learning. Students should wake up excited to go to school in the morning. So how do you develop a school that does that for students? One that makes them want to show up in the morning? For instance, when I went swimming one time in Beijing, I saw three toddlers from France. They were splashing

in the pool. They were all decked out, wearing yellow floaters, and pink and blue swim trunks. They had a kick board, water pistols, funny hats, and basically every kind of floating device that you could imagine. They were jumping in the pool and having the time of their lives. Were they learning how to swim? Not yet. But they were learning to love being in the water. And they were supported in the water in all different ways, with lots of different toys to keep them afloat! This is what we want to accomplish with Keystone's education; we want to encourage our students to love doing what they are doing, and provide many different kinds of support, so that when they are ready to actually learn a skill and acquire the rigorous knowledge of a domain they will want to jump in feet first. In every single grade level and domain, we will look at how we can provide these supports.

The reality of the world we live in is that it is so fluid – it transforms itself from one day to the next. The result is that we educators face a new challenge in envisioning our students' future careers, in fields that possibly do not yet exist. That's why we need to provide a curriculum that prepares students with skills that enable them to learn with flexibility and adaptability. Our aim is to develop in them the necessary foundational supports that will encourage both creative and self-directed learning, so that they can fully participate in constructing their own distinctive futures.

1: The Chinese Thread represents Keystone's curricular focus on the literature, history, culture and identity of China and its contribution to the world. It will inspire in Keystone students a love for learning, respect for their own tradition and cultural differences and a passion for high-level scholarship.



Sally Booth at Keystone campus in the early stages of construction

Q: Keystone’s Leadership Team members come from leading U.S. boarding and public schools, and international schools around the world. Each of them has experience using different curriculums. How will you coordinate the process of shaping these differences in experience to develop Keystone’s curriculum?

A: I start with a quote from Johann Wolfgang von Goethe, the German philosopher. He says, “Those who know no foreign language know nothing of their mother tongue.” It is really important for all of us to be flexible enough to want to learn from others on the team. We are going through this process now. Because we come from so many different traditions, we sometimes use the same language to mean different things, so we have to figure out and formulate our own shared language. This requires us to learn from each other at all times. Malcolm McKenzie is a very good intercultural mediator in terms of education. He takes the lead to help all of us speak across cultural, generational and educational boundaries for a common purpose.

I am excited by the wide-range of challenges that come with starting a new school and working with accomplished colleagues from many different backgrounds. This project requires me to be involved in so many different areas. I feel as if I am always learning from my colleagues, and everybody is working at a fast and furious speed. Things come up that you have never noticed or faced, and you have to figure out ways to deal with these problems together, as a team, in a creative way. We are doing this well, as we give each other the courage to improvise and adapt to this constantly new and exciting project.

In terms of how this process works out, I can give an example. Let’s look at planning for the primary school Language Arts classes in English. A team of us came together, sharing

Q: What or who has had the most influence on you in your career as an educator?

A: I have been really fortunate to have worked with Jane Schneider and Peter Schneider, both amazing scholars, in my own doctoral research in Sicily. As an undergraduate, I learned much from professors Irving Goldman and Joyce Reigelhaupt. These scholars really opened my eyes to the world of anthropology, which has almost become a mission for me - I feel like the whole world should know how exciting it is to learn about other cultures, other people and see the world from



Sally Booth exploring gems in Beijing

experience and expertise in different fields of Chinese, American, and international education. We considered the AERO standards² as they accommodate well the mission of Keystone’s English Language Arts because they allow the flexibility to incorporate our Chinese Thread and overlap with important themes from the Chinese national curriculum. The AERO standards are internationally benchmarked, they use the metric system, and they do not determine content. We chose to use the Chinese national curriculum to orient the Math curriculum in primary school, because we believe it is the best national curriculum in the world and it accommodates what we want to do at Keystone. Although the process of conversing about or even debating the merits of different models makes it more challenging for us as coordinators, we know that this process will allow for the development of a more effective, high-quality educational model in the end. And we should all have a deeper understanding of our own models as Goethe implies, as a result.

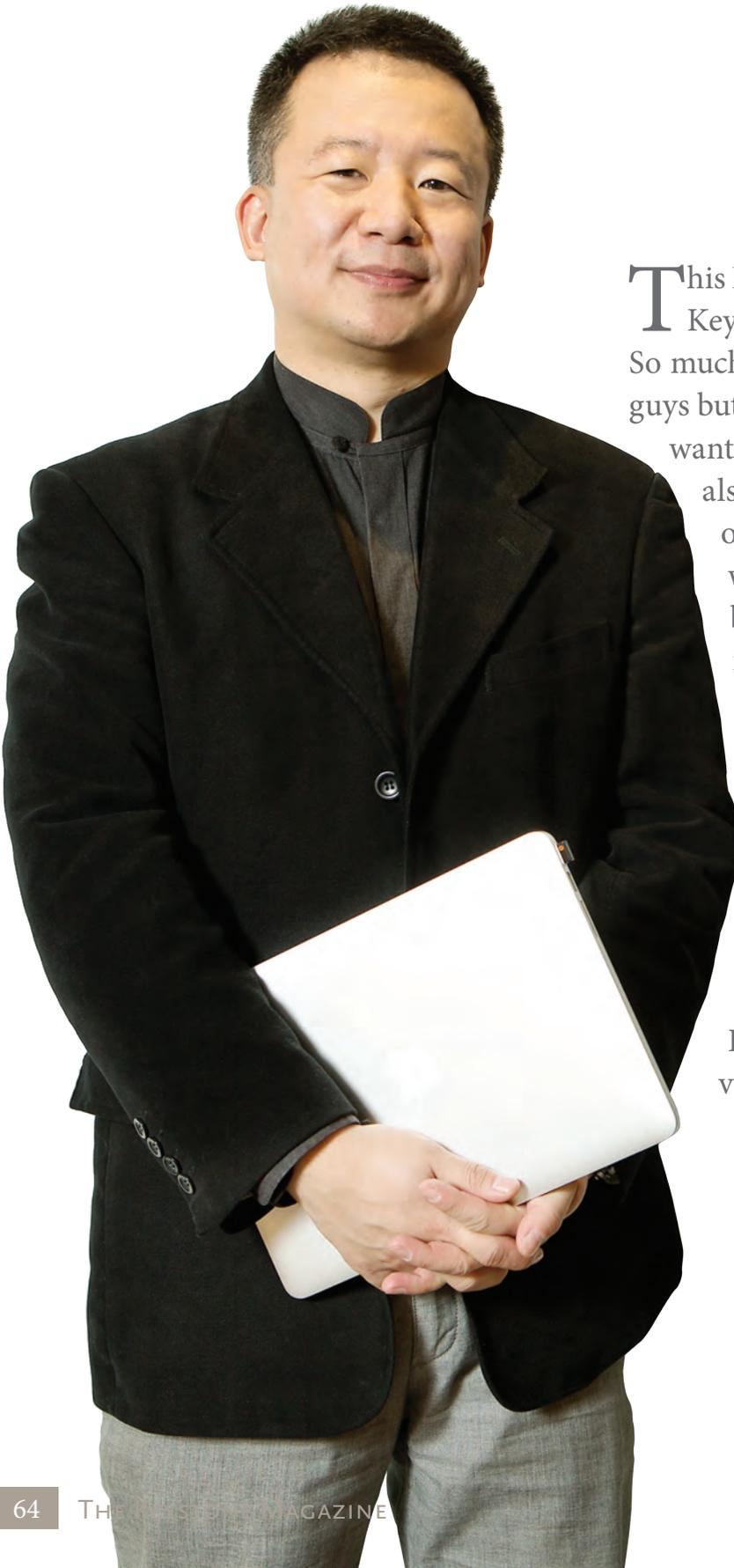
²: AERO stands for American Education Reaches Out. It is a project supported by the U.S. State Department’s Overseas Schools Advisory Council. AERO provides standards for international schools outside the United States to facilitate the delivery of a consistent and high-quality curriculum from foundation year through high school.

“Curriculum coordinators try to view the curriculum vertically and/or horizontally.”

different perspectives. I have devoted myself to education because of these people and what they have given me. I have also been really fortunate to work for schools led by visionary founders, and inspiring Heads of Schools, such as Michele Claeys and Bill O’Hearn. While it has been thrilling to work with people who have clear missions and visions, it is really the joy of working with the students that gives me lifelong satisfaction from this experience.

We Before We

Dong Ai
Director of Information Technology



This IT duo – Dong Ai and Sean Terwilliger – makes Keystone a truly new-age educational institution. So much so that they do not even want to be called IT guys but TI guys – technology integrators. Ai and Sean want technology to not only be a tool of support but also delivery real learning outcomes. They are not only working with the best IT companies in the world to make this happen but also say they will be in the classrooms ensuring technological integration.

Dong Ai, Director of IT, and Sean, Deputy IT Director, bring years of experience to Keystone working with private companies and international schools. Together they make an invincible TI team, especially for Keystone – a unique educational model.

Dong Ai and Sean tell us their technological vision for the school, in this conversation.

Think Tech

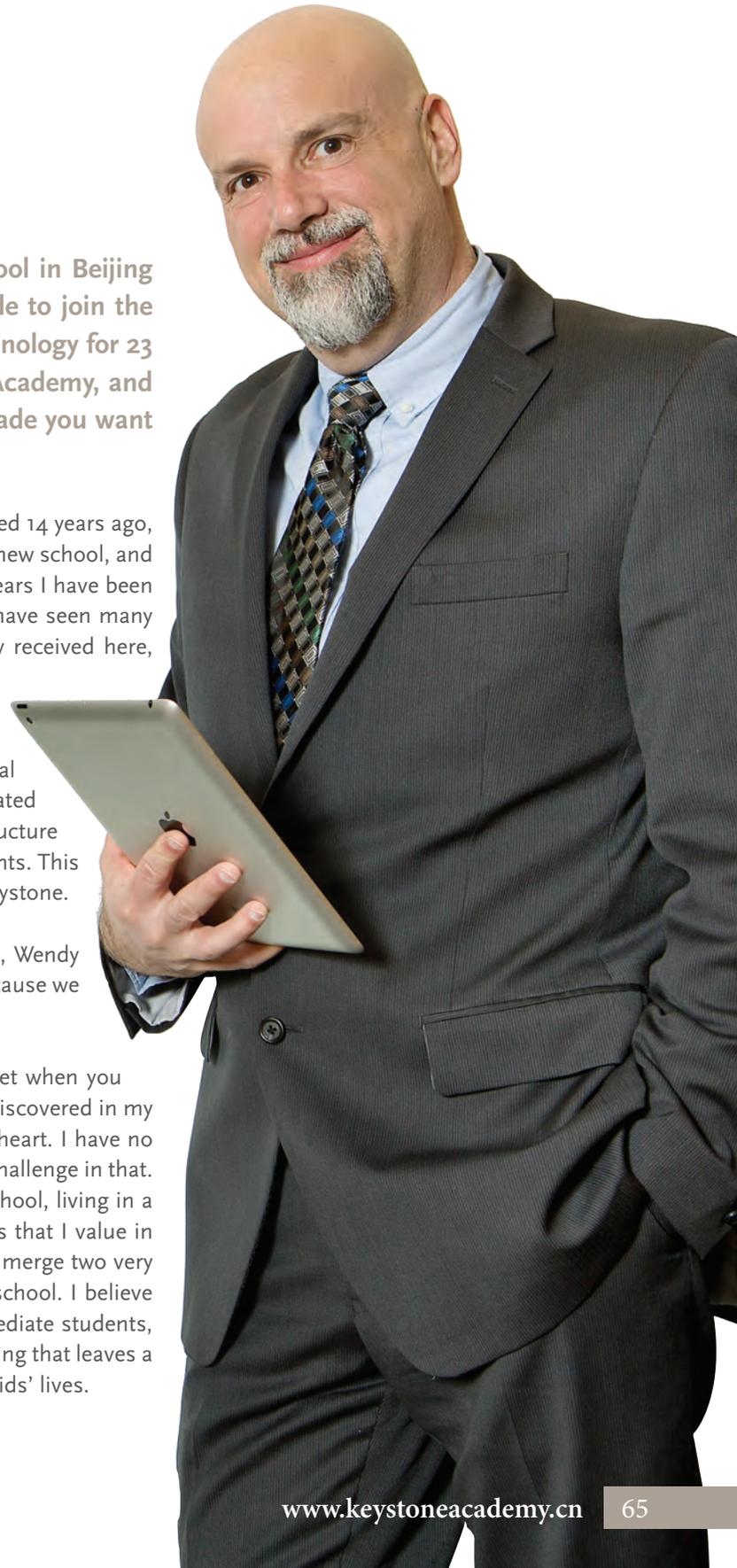
Sean Terwilliger
Assistant Director of Information Technology

Q: Dong Ai, you worked for a major international school in Beijing for 14 years starting in 1999. What made you decide to join the Keystone team? Sean, you have worked in information technology for 23 years, with the last 16 years at schools such as Deerfield Academy, and Hillside in the U.S. and King's Academy in Jordan. What made you want to join the Keystone team?

A: Dong Ai: Many people have asked me this question. When I joined 14 years ago, this international school was much like Keystone in that it was a new school, and the actual buildings had not even been built yet. But over the past 14 years I have been exposed to many innovative technologies and education principles. I have seen many foreign children positively develop and grow from the education they received here, so part of me felt happy for these children, but another part of me has always asked, what about the Chinese children and their education? Are they receiving the same positive growth and development from their education as well? What makes Keystone so different from international schools is that I can use the skills and knowledge that I have accumulated over the past 14 years, the newest technologies, innovations, and infrastructure to support classes that are mainly composed of Chinese national students. This is exciting to me and what attracted me most when I decided to join Keystone.

Sean: On one level, I was drawn to work at Keystone because my wife, Wendy Bradley (Dean of Student Life), had already received a job here. And because we prefer to work together, it was a natural fit.

But, there is also this sense of building something that you do not get when you work at an established school that excited me about Keystone. What I discovered in my work at King's Academy is that I like to build things. I am an artist at heart. I have no interest in working on something that is working perfectly. There is no challenge in that. But there is an incredible amount of challenge in putting together a school, living in a new country, and trying to learn your way around. These are the things that I value in my life on a daily basis. I was also intrigued by Keystone's ambition to merge two very extraordinary cultures (East and West) together to create one unified school. I believe there is significant potential for the school to impact not only its immediate students, but also educational processes. So I envisioned participating in something that leaves a legacy behind which I can be really proud of – one that changes many kids' lives.



Q: You both have been involved in the information technology (IT) field for about 20 years and have spent a majority of that time working for schools. This is a testament to the influence that technology has had on education. Based on your experiences, how has technology changed the way that teachers teach and the student's learning experience?

A: **Dong Ai:** Compared with the classrooms of old, which consisted of blackboards, chalk, and a podium, the classrooms of today, which consist of iPads, laptop computers, projectors, multimedia speakers and remote controls, and storage equipment, are much more engaging and interesting. Students now can watch inspiring videos related to the content they are studying, they could search the internet for information, talk with students overseas using online technologies, and share findings with students

instantaneously through the online network. So these technologies give students access to lively, and engaging platforms that have the potential to pique their interests in what they are learning and improve learning outcomes. For teachers, access to and comfort with these technologies allows them to obtain information from many different sources and present this information to students through different channels.

Of course, while the old classroom may seem relatively simple and outdated to us today, many smart people were able to learn in those environments. So we cannot say definitely that access to innovative technologies necessarily produces better students, though we can say for certain that technologies improve the ways in which information can be presented. At Keystone, we will not use technology just to use technology. Rather, we will use technology where we can pique a student's interest in their learning and to guide them to engage with the content they are exploring. I will give the metaphor of a chef to illustrate my point. We want to cultivate chefs who are able to create new foods and menus based on their own experiences and thoughts. We do not want to create chefs who use what is on the menu to repeatedly make the same dishes. IT is simply a tool to be used by our chefs to deepen their understanding of the different foods and their ingredients and to explore new and creative ways to present or express these outcomes based on their findings.

Sean: Access to information is one notable impact that IT has had on education. Currently, I am enrolled in a Master's program in a University that is based in the UK, for example. I do all of my studying online. We have classmates as far away as Africa, the UK, the U.S., and I am in China, but we are all in the same classroom. On the other hand, my wife always talks about when she got her Master's degree and how she spent much of her time in the library doing research and pulling down books to get information for her thesis. I am now able to do this on my computer. Our access to information and global cultures has changed dramatically as has the speed in which we can integrate this data into our lives.

At the same time, I think that we are still defining how IT is changing teaching in education. IT is a tool that can be used like everything else, so it all boils down to how teachers choose to use it and how they relate to the technology. You can use technology as a tool to substitute other things, such as books. Or you can use it to create entirely new worlds that were not possible for you to do in a classroom before; to design an enzyme, break it down, and understand the workings of microns. The possibilities are endless. I do not think that we have hit the end of what we see as good use of technology.



Dong Ai on holiday in Tanzania

Q: One of Keystone’s educational objectives is to teach students how to successfully navigate the changing technological landscape. In order to achieve this goal, Keystone should make sure that its teachers and students are ahead of the technology curve. How are Keystone’s facilities, hardware and software, planned and designed to ensure that this educational objective is reached?

A. Dong Ai: We describe our infrastructure design as simple, reliable and engaging. We understand that the end-user will only be willing to try, and use, the technology if it is simple. So in order to realize the true value of our technologies, we must ensure their simplicity on the front end. On the back end, we will not only emphasize information safety and the connection between online and offline networks, but we will make sure that the back end technologies are accessible at all times – many times the accessibility of these technologies is compromised because of the concern with information safety. Moreover, sometimes teachers and students will need to move from one location to another, but because the IT is not flexible it is unable to allow for this move and therefore negatively affects the learning process. We will not allow this to happen. Finally, our infrastructure design will be engaging because we understand that students and teachers will only use something that is engaging.

In addition to providing these simple, reliable and engaging technologies, we will work to make sure that the end-users know how to use these technologies. Traditionally, people call our department and staff the Information Technology department. However, it is a priority of mine that others come to know our department and staff as Technology Integrators (TI), who act as information technology education consultants. Our staff will be responsible for integrating our innovative technologies to support teaching and learning, first and foremost.

Sean: Since we are building Keystone from the ground up, we have a unique opportunity to ensure that we have the ability to support technology, education and growth from the beginning. This autonomy is phenomenal because it gives us the liberty to not only think about what will happen next year, but what will happen 10 or 15 years down the road.

Beyond this, we will be early adapters in China to source, research, filter and implement the newest technologies. To show our commitment to our teachers, we will have a training classroom for adults where they can ask questions about, test, and learn implementation techniques. TI staff will also work closely with teachers to collect and understand the feedback they have from using the technologies. This type of communication should narrow the gap between and promote the development of education and technology at Keystone.

“It is a priority that others come to know our department and staff as Technology Integrators (TI), who act as information technology education consultants.”

Q: Students have the option to board in grades 7 and 8. Starting in grade 9, students are required to board. How will technology be used in the residential program? How will Keystone cultivate a student’s sense of responsibility to ensure the proper awareness and usage of the internet?

A. Dong Ai: In addition to time that boarder’s spend in class, the after-school activities that they participate in at night will also include the use of technologies such as iPads, laptops, video cameras, etc. When a student returns to the dorm, for example, they might receive a notification that it is their classmate’s birthday and they are planning a birthday party that will start at 7 pm. How does this happen? Our wireless network can provide us access points to know a particular student’s location, and based on that student’s location provide them with fixed information. No matter what the program or activity is, all students can be informed in this way. Information about daily food menus, the school’s calendar, and homework can all be obtained through a cell phone or computer by simply scanning a bar code. We are also now considering integrating the use of motion sensor technologies. So we hope to virtualize many areas of the student’s boarding life.

Sean: Students will have internet access so that they can complete their homework and check email, among other tasks. Teachers who are on duty will support and monitor students to ensure proper usage of the technologies available. National and school policies will delineate what students can and cannot do with the technologies available to them. The expectation for teachers is that they not only know these policies, but are adept at communicating these policies and the ramifications of breaking them to students. We understand that students will try to cross the line, but we will endeavor to help them understand the fact that actions have consequences – some of which may actually be adverse to their own personal interests.

In addition, dorm team members will be responsible for compiling a running log of what happens each night so that everyone knows what is going on with the students. If I am on duty on Tuesday night, for example, I will already know, from reading the logs, that Student A had a difficult time on Monday, and therefore be better prepared to work with that respective student.

Q: A lot of people, including teachers and parents, do not completely agree with using technology as a means for delivery. They think that when students are using an iPad, smartphone, e-reader or laptop that it is difficult for them to focus their attention and therefore learning outcomes are difficult to achieve. As educators and technology experts what do you think of this argument?

A. Dong Ai: I can understand these concerns because we often do see many children who are addicted to games on the iPad or computers. But what I would like to emphasize here

“Parents, teachers and students will have access, at all times, to a library of online training videos.”

is that we should find better ways to guide students on how they can more effectively use these technologies. And not completely write off these technologies. But then how do teachers use games to achieve learning outcomes? Some teachers can use games, for example, to teach students Math and how to work in teams to complete a task. In the game, Minecraft, the player searches for mines to build houses and many other things. The teacher can design a task that requires students to construct a 1,000 cubic-meter building. From this task, students can learn how to calculate volume. If the task is more challenging, and a student requires help, the teacher can encourage them to ask their classmate to explain or work in teams. During this process, the student will learn to trust their classmate and about the dynamics of working in a team. If a team’s building is destroyed by another team, should this team be removed from the game? Or if another team needs help, should our team help them? These are all very practical questions. So in playing this game, students will not only discover problems, but will also learn how to solve them. I know of a group of students who used Minecraft to build the Forbidden City. The calculation and teamwork skills required to complete this task were relatively advanced, but the students were able to succeed and in doing so, proved to me that games can be used to achieve learning outcomes.

Sean: Effectiveness of learning outcomes, in this case, will depend on how the technologies are used. The model SAMR, which stands for Substitution Augment Modification and Redefine, outlines and defines different levels of technology usage and the respective functional change in teaching and learning. So if we think about using technology in the process of educating kids based on the SAMR model, then we know that teachers who use technologies at the Modify or Redefine levels, the two levels which result in the greatest functional changes, will have students who are so engaged in the content or activity that they will not have time to lose focus. On the other hand, teachers who use technology only at the Substitute level, which produces the lowest functional change, will have students who demonstrate a lack of focus.

Historically, if you look at how technology was rolled out in education, it was very clear that it was first used as a Substitute. Students were first typing, instead of using notes, or reading an E-book, instead of a textbook. I am not saying that we will not use technology in these ways, because we probably will. But the more that our students see these tools as tools for a creative, intellectual adventure, the less monitoring they will require. That said, teachers are of course still expected to monitor and be aware of what the students are doing in class. The potential distractions that come with using technology as a tool to educate are real, but they are not enough to prevent us from using them to enhance the educational experience of learning for our kids.

Sean Terwilliger enjoying a day at work



Q: We understand that a lot of homework will require the use of a computer to complete. Some parents might not be familiar with using computers and the software that is provided. So they might have trouble providing their child assistance when they need help. How will the IT department ensure that parents are well informed of and understand the technology that is used?

A: **Sean:** The last thing that I want to see happen is valuable time wasted on learning how to use software as opposed to learning to how to do the process that the software is supposed to help you do. Parents, teachers and students will have access, at all times, to a library of online training videos. And we will update the library whenever a piece of software or hardware is incorporated into the education. Teachers will be available as well, to a certain extent, within their respective classrooms. I also do not expect to sit in my office a lot once the school is up and running. I want to be in classrooms. I want to work with teachers. I want kids and adults to know me as someone they are comfortable coming to with questions. I see myself as a teacher who started out as an IT guy, but I am now a TI guy, as Ai Dong alluded to earlier.

Dong Ai: I agree with Sean. Traditionally, the school's IT Department functions to create a robust infrastructure that is able to meet the demands of IT. However, both of us want to do something unique and creative. In addition to the traditional IT functions, we would like to spend more time in the classrooms and focus on improving the level of interactivity of the technologies that the students and teachers are provided. I am confident that this will be one of the strengths of our TI department.

I would also like to add that we should not underestimate the learning abilities of our students and their parents. From my experience, I know parents, and especially students, learn the technologies much quicker than I expected.

Q: Your expertise is in IT. So why have you chosen to work in schools for so long?

A: **Dong Ai:** When I first started working in a school, I was engaged in the job because I liked working with networks and computers. My attitude at the time was just to make sure that I was doing everything well and covering my bases. But after several years of working at a school, I came to realize that education had a strong need for technology, and so I naturally became more interested in education as well.

And this interest peaked after I had my own child because I started to see the true value in an education.

Now, I often approach IT problems from an educational perspective. For example, in choosing which product or technology we will purchase we must look at how the respective product's applications best suit the educational purpose or learning outcome objectives. I very much enjoy thinking about IT products in this way.

I am not only thinking about how to build a robust infrastructure, but also considering how these products are providing value for the teachers and students in the classroom. Then I gain a lot of meaning and a strong sense of accomplishment from my work. We are currently working closely with several of the Fortune 500 IT companies, such as Microsoft, Apple, and SMARTTech to explore different technology solutions to support our educational objectives. I am very willing to do this kind of work.

Sean: Working together with my wife, who has spent her entire career working at schools, has had a significant influence on the way I value education. My understanding of what it means to work at schools and with students and my perspective on how schools operate and what value they can create has expanded. From my own educational experiences growing up, I did not necessarily see the value of a quality education, but after joining my wife to work in a school, I was amazed to see what passionate, empowered teachers could do for kids. It was really special.

I worked in a small middle school that provided education for boys from grades 5-9. The school was a last resort for many of the students, who had problems such as learning differences, or disciplinary issues; they had been kicked out of other schools. I loved working with those kids because they were kids who were desperately seeking an adult to help them figure out what direction to take in life. It is exhilarating when you can reach out to a kid on that level, both emotionally and intellectually, and help them find a way to express themselves in a healthy manner. I would never get this type of feeling working at a company where I would be asked to design new software.

I am an educator and a technology person. I have linked these two areas together in a way that gives me something where I can go home and sleep really well because of the contribution that I am making to this world.

Middle School and Primary School Early Admissions Announced



Keystone Academy announced its early admission decisions for its middle and primary schools. Many eager parents and applicants have heard from the Keystone Admission Team now. These early birds together with many more successful applicants will join the Keystone community in September 2014. The Keystone faculty and staff are looking forward to welcoming the students. Dean of Admission, Rachael Beare, said she was excited with the quality of the applications and pleased with the student profile and community that has been forming gradually through 2013 and 2014.



In preparation for Keystone's first academic year, the Curriculum Guides and Community Handbook for both middle and primary schools have been released. The Guides provide detailed information for each subject in each grade. The Community Book is common for the whole school detailing rules of conduct, shared values and principles of the school and more.



Fifth Education Salon Introduced Bilingualism

16 January 2014: Bilingual immersion is one of three pillars of the Keystone academic model. The Fifth Education Salon elaborated on its primary elements and its long-term educational benefits. Keystone's Head of Primary School and an expert in the field of bilingual immersion, Mary Jew, led the session. She elaborated that bilingual education involved, "the processes of teaching instruction and schooling to impart and help acquire general knowledge and develop the power of reasoning and judgment in two languages to a very proficient level."

Dr. Ji-Mei Chang from San Jose University, U.S. was also invited to help prospective parents and applicants understand the benefits of dual-language education. "Cognitive development and critical thinking are deeply intertwined. Without proper cognitive skills, students will drown in the mountains of information at their fingertips because of the kind of access we have today. Relevancy and reliability of information is taught from kindergarten these days – this is critical thinking," said Dr. Chang. Bilingual education enables students to learn and absorb information in complex ways thus pushing their cognitive development further. This session was an eye-opener to many present and reinforced Keystone's strong emphasis on bilingual immersion.



Fourth Education Salon Helped Applicants to Stand Out from the Crowd

28 November 2013: Increasing demand from Chinese parents for information on U.S. university admission procedures resulted in this Keystone Education Salon. Led by Rachael Beare, Dean of Admission and Michael Yi, Head of Middle School, the salon provided a wealth of data and information on general U.S. admission processes, qualities and traits U.S. universities seek in their applicants and, most importantly, how to stand out from the crowd.

Michael advised parents and students not to focus on learning about universities' needs, and not to assume the standards that university admission teams deem desirable are universal and stagnant. He quoted a statement from Mr. Robin Mamlet, former Dean of Admission at Stanford, to emphasize his point, "It's the person, not the place, that makes the difference."

Rachael reiterated this point by stressing that applicants should project their true self, "One thing I can tell you about people who do admission is they know who is authentic, and who is not. And it's much easier to spot than you think. The things that make us who we are are also things that make us different from everyone else. And the students who have the best applications are able to show the difference." This is especially significant considering the high level of competition international applicants face in the U.S. Rachael highlighted that Chinese students who have a strong historical and cultural grounding have a competitive advantage over other international applicants.



Keystone Made Second Appearance in Times Square

At the end of 2013, Keystone caught the public eye at Times Square for a second time. The Academy strategically had chosen Times Square to display its pictures to communicate the school's ambition to build a new model of education and promote the idea of a *world school*.





Head of School Spoke at Hurun Event

12 September 2013: At the prestigious Hurun Report launch event, Founding Head of School, Malcolm McKenzie, delivered a speech. He spoke about the educational philosophy of elite-U.S. boarding schools and how to implement that philosophy in China. The launch of the Hurun Schools Guide – list of schools in the U.S. – was the ideal platform to juxtapose the Keystone model as a compelling option for Chinese parents and students as it brings the Chinese, American and international educational traditions into one unique school.



Keystone Welcomed WASC Associate Executive Director

9 September 2013: Dr. Marilyn S. George from the Western Association of Schools and Colleges (WASC) met with the Keystone Leadership Team and discussed Keystone’s bilingual immersion and residential programs and the Academy’s cutting-edge curriculum model. Her praise for such a bold initiative in China was encouraging to the team, “...What strikes me is that graduates from your school will also be able to share their Chinese cultural heritage and really be a part of our concept of the ‘bridge’...they will be globally competent to share different cultures, values, and experiences – not just at a world-wide level, but also at the personal, interactive-level.”

WASC, a world-renowned accrediting association and one of the six regional accrediting associations in the United States, works closely with the Office of Overseas Schools under the U.S. Department of State. The Accrediting Commission has been working with international schools, particularly in Asia, since the late 1960s and collaborates with many foreign ministries of education. Keystone has begun the process of applying for a WASC accreditation.



Keystone Leadership Team Debuted at AmCham China

29 August 2013: At one of China's most prominent business forums, American Chamber of Commerce (AmCham) China, Keystone and its Leadership Team made a first public appearance. This debut was part of AmCham's M2M event series (member-to-member). The event provided an opportunity for Keystone Academy's leadership to introduce the school to the wider public as it prepares for its opening in Fall 2014 and for media and community partners to initiate dialogue with the school's leadership team members.

Leading the event was Head of School, Malcolm McKenzie. He talked about Keystone as a Chinese school with an international flavor and also elaborated on the school's mission and three 'keystones'.



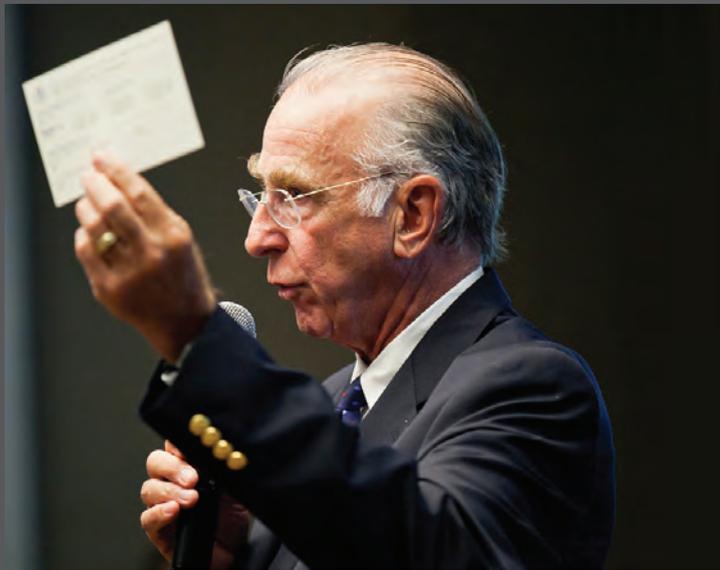
Sina Interviewed Malcolm McKenzie

Sina Education, part of the popular Chinese news and information website – Sina, spoke to Founding Head of School, Malcolm McKenzie as part of their 'Sina 2013 International School Headmasters Series'. Malcolm explained his educational philosophy and ideals, and introduced Keystone's identity and unique model of education.



Information Session Held in Guangzhou and Shenzhen

15 and 16 June 2013: Keystone Academy hosted more than 200 parents and children in Guangzhou and Shenzhen to engage in discussions about education. Founding President, Dr. Edward Shanahan, and Head of Primary School, Mary Jew, led the conversations focused on exploring the principles behind a successful education, and the implications of a successful bilingual immersion program. The event was hosted in collaboration with Guangda Bank and China International Capital.



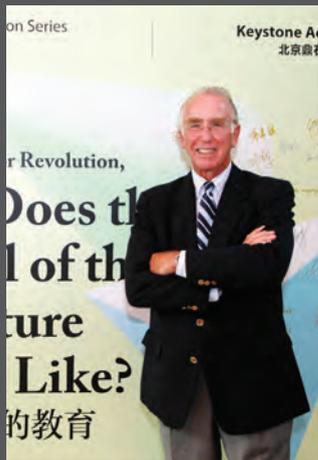
Third Education Salon on Preparing Children for Success in a Global Society

9 March 2013: What is the meaning of success? What is the real meaning of education? Founding Director, Dr. Edward Shanahan, addressed these core issues addressed at Keystone's second education salon. Reflecting on his extensive experience at an educator and parent, Dr. Shanahan listed seven elements to a successful education: Cross-cultural understanding and experience; STEM (Science, Technology, Engineering, and Mathematics) education; independent research; collaboration; communication; willingness to act and effect change; and ethical and moral behavior.

Second Education Salon Unlocked the Mystery of Admissions

17 November 2012: There is no one-size-fits-all admission procedure to U.S. elite schools and universities. Parents present at the second education salon wanted to know more about the diverse and varied admissions in the U.S. Speaking from her experience, Keystone's Dean of Admission, Rachael Beare, emphasized the importance of highlighting a student's unique qualities during the application process as a necessary step to completing a successful application. Guest speaker, Karl M. Furstenburg, Keystone Board Advisor, former Dean of Admission and Financial Aid at Dartmouth University and a past chair of the Ivy League Admission Committee, said, "...one common characteristic that the Ivy League universities look for is the validity and uniqueness of an applicant's story."

This session was a real eye-opener for Chinese parents looking to deepen their understanding of the U.S. admissions processes and how they are different from the Chinese system.



First Education Salon Unveiled the Future of Education

4 August 2012: Keystone inaugurated its education salon series with a session titled "Evolution or Revolution, What Does the School of the Future Look Like?"

Founding President, Dr. Edward Shanahan, and Malcolm McKenzie, Founding Head of School, facilitated the session. They sat down with students, parents and prominent Beijing educators to share expectations and insights on the future of education, and discuss possibilities of another type of education in China.

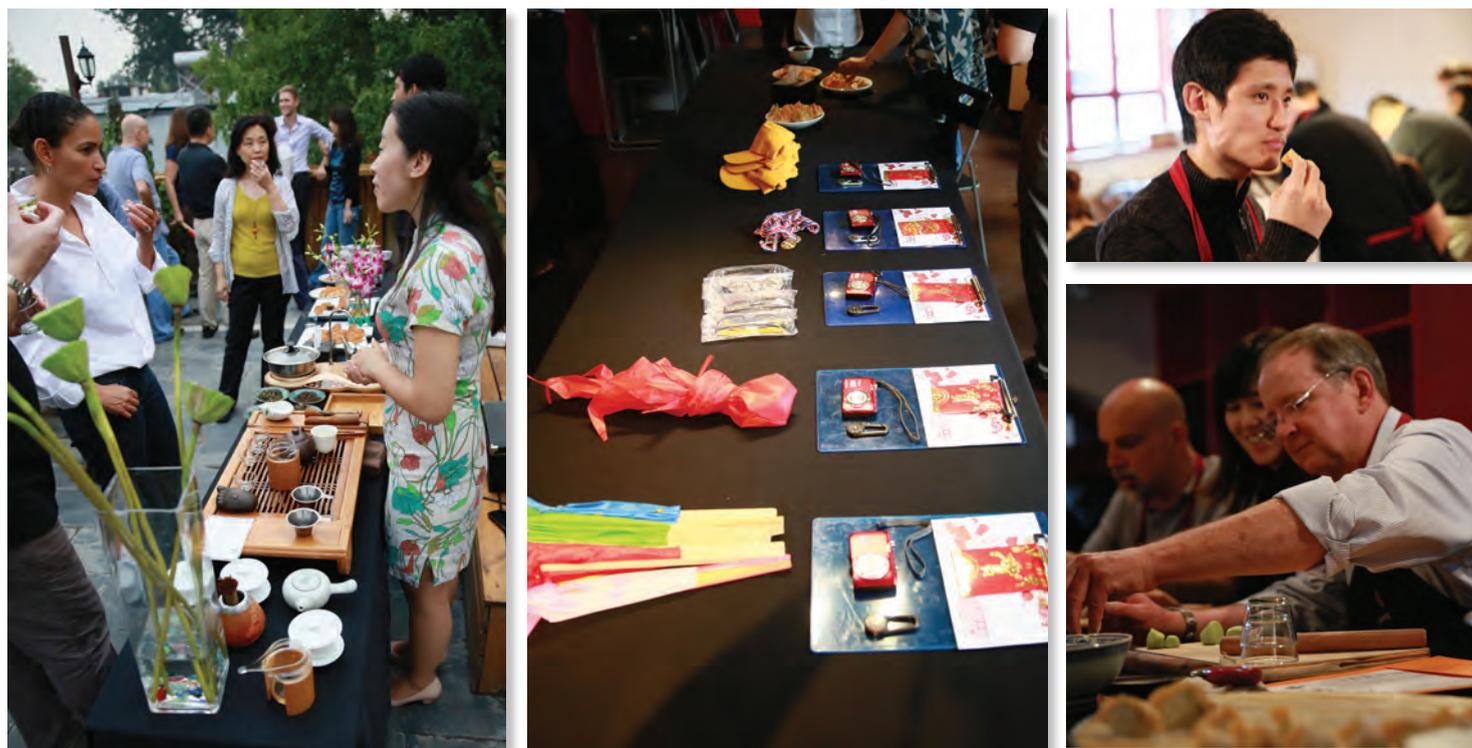
13 and 14 March 2013: Members of Keystone Academy's Leadership Team met with parents at the Hong Kong Jockey Club to elaborate on Keystone's vision and school programs.



17 September 2013: Parents were familiarized with Keystone's curriculum through four information sessions. They were informed about the school's new curriculum system, teaching methods, residential life and admission standards and process.



18 September 2013: Once in a Blue Moon is when the Keystone team celebrates mid-autumn



Ladybug Day: Keystone Academy held four group observations for Foundation Year and Grade 1 applicants. While giving children an opportunity to have fun and learn through play-based games and activities, the observations also allowed prospective families and Keystone staff to get to know one another better.



26 October 2013: Around 90 families participated in Keystone's first annual Halloween Spectacular held at Hilton Beijing, organized by beijingkids.



15 March 2014: Keystone Academy held a Post-acceptance Event for Middle School students. They were given a preview of the learning philosophy and teaching styles of the school in brief trial classes.



25 January 2014: 630 parents and children celebrated Chinese New Year with Keystone Academy. Featured performances included Chinese lion dances, a performance of "Peter and the Wolf" by the ACCENT orchestra, led by renowned violinist and Keystone Board Advisor, Chai Liang and much more.



1 and 2 March 2014: Keystone Academy at the Spring School Choice Fair co-hosted by Beijingkids and Jingkids.



19 April 2014: Keystone hosts an Education Salon titled, "A Chinese Student's Road to a World Education" in partnership with QHKY Fund.





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Two roads diverged in a wood, and I –
I took the one less traveled by,
And that has made all the difference.

– *The Road Not Taken*, Robert Frost

KEYSTONE ACADEMY

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BEGINS THIS JOURNEY IN CHINA ON

25 August 2014



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