



SALLY BOOTH, MALCOLM MCKENZIE
& EDWARD SHANAHAN

LESSONS LEARNED

FROM OPENING A WORLD SCHOOL

创立一所世界学校的经验



Malcolm McKenzie

校长 Head of School



Malcolm McKenzie是北京市鼎石学校创校校长。在南非开普敦长大。开普敦大学读完本科之后，获得有“全球本科生诺贝尔奖”美誉的“罗德奖学金”前往牛津大学攻读英文硕士，此后又获得兰开斯特大学应用语言学硕士学位。他在博茨瓦纳的Maru-a-Pula中学及威尔士大西洋联合世界书院做了20年校长。2007至2013年在美国“八校联盟”之一的著名私立高中The Hotchkiss School担任校长。他经验丰富，热爱挑战，是多个世界级教育会议的特邀演讲嘉宾。

Malcolm McKenzie is the Founding Head of School of Keystone Academy. Mr. McKenzie grew up in Cape Town, South Africa, and studied at the Universities of Cape Town, Oxford, and Lancaster. At Oxford, he was a Rhodes Scholar. Mr. McKenzie has been a Head of School for 20 years, and has directed both Maru-a-Pula School in Botswana and the United World College of the Atlantic in Wales. He completed six years as Head of the Hotchkiss School in the United States before moving to Beijing in 2013 to lead the opening of Keystone Academy, where he is on a 8 year contract. Mr. McKenzie is a highly experienced, hands-on, international educator who still finds the time to write extensively about education and to attend conferences.



Edward Shanahan

创校主席 President



Edward Shanahan博士，生于纽约，初涉神学，后投身教育。1972-1981年历任卫斯理大学副教导主任/学务长。1981-1991年在常春藤盟校之一——达特茅斯学院担任教导主任。1991年起在美国“八校联盟”之一的著名私立寄宿高中Choate Rosemary Hall担任校长一职，直至2011年光荣退休。他被选为第一任“八校联盟”主席，还曾担任高等教育委员会主席和新英格兰院校协会主席。他机智、风趣、学识渊博，深受师生爱戴。他是成功的学校管理者，热诚的教育家，深邃的思考者，更是美国教育界的传奇人物。目前，他是北京市鼎石学校的校董会主席，兼任“八校联盟”的执行董事及Choate Rosemary Hall的终身董事。

Edward Shanahan has been in secondary and post-secondary education in New England for over 40 years. From 1972 to 1981, he was Dean of Students and member of the faculty at Wesleyan University; then he became Dean of College and member of faculty at Dartmouth College, from 1981 to 1991, and in the last 20 years till 2011, Dr. Shanahan was Headmaster of Choate Rosemary Hall. He has also served as Chair of the Commission on Institutions of Higher Education (CIHE), and later as President of the New England Association of Schools and Colleges (NEASC). He is the Founding President of Keystone Academy, in addition to being the Executive Director of the Eight Schools Association (ESA), a consortium of distinguished New England boarding schools, as well as a Life Trustee of Choate Rosemary Hall. And for the last decade, Dr. Shanahan has been presiding over the Board of Directors of the Icahn Foundation for Greater Opportunity.



Sally Booth

课程战略顾问 Strategic Advisor



Sally Booth博士，北京市鼎石学校战略顾问，在教学、课程发展及研究、学校认证和教师职业培训等方面具有丰富的经验。她曾分别在大学和初高中教授文化史、英语和人类学等课程。她曾在长岛大学南安普顿学院的Friends World 项目、Ross学校和世界性的移动寄宿制高中Think Global School从事教学和课程开发等工作，还曾经担任Ross Institute的副校长。在Think Global School工作期间，她作为负责课程、研究及职业发展的主任，与教师们共同开发了前往世界不同城市的沉浸式、体验式课程，为国际文凭大学预科项目创建了一种独特的学习方式。Booth博士曾在美国、亚洲及欧洲的多所教育机构担任顾问。此外，她还发表论文，并与Jeffrey Cole共同创作了《Dirty Work: Immigrants in Domestic Service, Agriculture, and Prostitution in Sicily》

(Lexington出版社2007年出版)一书。Booth博士本科毕业于美国极富盛名的文理学院Sarah Lawrence 学院，此后在纽约市立大学研究生中心获得博士学位。她获得的诸多荣誉包括Suffolk社区学院荣誉课程的年度教师奖，Ross学校创办人Courtney Sale Ross杰出教学奖，以及旨在促进国际教育交流的福布赖特研究生奖学金。

Sally Booth has much experience in teaching, curriculum development, research and administrative responsibilities associated with accreditation and professional development. She has taught Cultural History, English, and Anthropology courses in university, high school, and middle school. Her experience includes teaching and curriculum development with the Friends World Program (Southampton College), Ross School, and THINK Global School. After working as Associate Director of the Ross Institute, Dr. Booth served as Director of Curriculum, Research and Professional Development at THINK Global School, where she worked with teachers to develop their travel-based curriculum as a unique foundation for the International Baccalaureate Diploma Programme. She has also consulted for educational institutions in the United States, Asia, and Europe. She has published articles and co-authored (with Jeffrey Cole) the book, Dirty Work: Immigrants in Domestic Service, Agriculture, and Prostitution in Sicily (Lexington, 2007). Dr. Booth has a BA from Sarah Lawrence College and a PhD from The Graduate Center, City University of New York. She has been awarded Teacher of the Year at the Suffolk Community College Honors Program, Courtney Sale Ross Award for Teaching Excellence, and The Fulbright for Graduate Study.



LESSONS LEARNED

from

OPENING A WORLD SCHOOL

SALLY
BOOTH

MALCOLM
McKENZIE

EDWARD
SHANAHAN



SUMMARY The three authors of this chapter write about their planning and implementation work with a small but growing team of international and Chinese educators to design Keystone Academy, Beijing. This school has a singular educational approach, blending the best of New England preparatory school boarding programs and international curricular frameworks with a unique Chinese Thread to deepen the knowledge, understanding, and appreciation of the cultural heritage of China's past, present, and future. Combining the global and the national in this way creates a new type of 'world school'. The Academy is a K-12 bilingual boarding school that is already bringing a distinct learning experience to Chinese and international students.

The stories narrated here about the myriad challenges and successes involved in opening a start-up school are intended to serve as a roadmap for others endeavoring to design new schools that will rejuvenate the educational experience of future students in an increasingly interconnected world.

Introduction

This is a record of lessons learned in the founding of Keystone Academy, Beijing, a special focus on the development of its school culture - the bringing together of three cultural and educational traditions in a single endeavor of creating this new, mission-driven world school. Put simply, 'world schools,' as described by McKenzie (2012), set out explicitly to learn from and for the world. This means that they are eclectic in their educational practices, selecting plurally for their particular contexts from around the world, and that they

focus this eclecticism on student outcomes that direct learning to be for the world, for improving and bettering communities in an active way. Those setting out to start new schools with global perspectives might find some shortcuts to success through reflecting on the lessons learned in founding Keystone Academy.

The article is co-authored by three educators who have been involved in the Keystone project from the outset. Malcolm McKenzie is the Head of School, and Ed Shanahan is the President of the Board. Sally Booth was the Curriculum Coordinator, and now

serves as Strategic Advisor on issues related to curriculum, professional development, and accreditation. The Keystone Academy project began in 2011 and the school opened its doors to faculty and students in the autumn of 2014, welcoming a mix of 290 day and boarding students in Grades Foundation through Nine, with its first high school graduation planned for students in May 2018. The plan is to expand each year by about 300 (the school has 650 students in Year Two), adding higher grade levels and more students until a capacity is reached of just under 2000.

Be Human, Start a School

‘To start a school is to proclaim what it is to be human.’ This astonishing statement adorns the hallway of a young school in Massachusetts, the Springfield Renaissance School, which is one of a growing number of Expeditionary Learning Schools in the United States. We love this link between beginning, proclamation and being human, and also between new learning and being human. There is a never-to-be-felt-again effervescence in this short sentence. Wouldn’t anyone leap at the opportunity to join a new school community from the outset to experience this educational ebullience?

New schools open all the time. New schools with international perspectives open frequently. Despite this, it is our experience that there is little by way of experienced consultancy, or off-the-shelf, ready-made advice, to lead founders of new schools reliably through the planning stages and opening years. Indeed the market is wide open for advisors of substance, and there is a need for more than one niche Consultancy group with a proven record in starting new schools successfully. Our goal in recording our early experience at Keystone Academy in Beijing is to offer reflections on is-

sues faced and some lessons learned as a guide for others founding inspirational and internationally minded schools elsewhere. Rather than try to provide a comprehensive account, we have chosen instead to focus on significant mileposts in order to give a feeling for the lived record, a summary prospectus of our planning and implementation process. And we start with the important recognition that in all new schools, founders need to be flexible and inspired, and to invent as they go. The journey is in part the process, and each new school’s journey will meander with its own mazy motion, and have mileposts that are specific and special to it.

Let us start with this lesson: locating and describing aspects of a new school that are different or distinctive is vitally important, and appealing, to different prospective constituents, most obviously families and teachers.

Keystone Academy is unusual. The founding benefactors embraced the idea of a world school from the start. The choices of Ed Shanahan as Founding President and Malcolm McKenzie as founding Head of School, with their strong academic backgrounds in both independent national schools and international

education, reflects this commitment to a world school type of education. In legal licensing terms, Keystone Academy is different from international schools in China. Our license is to operate a Chinese independent school, with two significant dispensations: we can choose our curricula, and we can admit any student, regardless of national origin (unlike international schools in China, which may only admit students who hold a non-Chinese passport). We often describe Keystone Academy as a Chinese school with a cosmopolitan flavor, an exciting blend of the national and the international. Our goal is to prepare students to be successful world citizens in a forward-looking national school that is rooted in the local context, while promoting the cross-cultural perspectives of a global gaze. As McKenzie (2012) wrote in an early essay about this vision of a world school:

Students and teachers would be knowledgeable about the world, they would want to learn all the time from the world, but at the same time they would be learning for the world. They would, therefore, apply their learning to change our world for the better and to address the great challenges of our time. (p. 219)

Our tagline is this: ‘a new world school, a new model of education in China.’ We have certainly learned that claiming to do something inventive and pioneering has many advantages, not the least of which is that it catches attention. But then, the pressure to deliver can be daunting.

Undaunted, we went deeper and deeper into this idea of a world school, working to design an internationally minded school that embraces and integrates the host country and culture deeply. From the very first days of thinking about the school, Shanahan described this notion in these terms:

The founding of Keystone Academy sprung from a love of learning and from convictions about the importance of developing for young people a new world view inclusive of many

different cultures and perspectives. But it also sprung from something else, something perhaps more important: namely recognition of the fundamental importance of a sustained connection to family and to culture, especially during early developmental years.

We were convinced that Chinese families, who wanted the option of sending their children to college abroad or at home, needed access to a different model from the one that required their children to attend boarding schools for many years abroad. To be sent away to a foreign land- away from family, away from the language, history, and culture of their own native country, for the most formative years of their lives, seemed to us too high a price for them and for their loved ones to pay.



New School Planning

Building the Foundation

Building the conceptual foundation comes before pouring the concrete one. We discovered almost intuitively how important it is to be sensitive and attentive to local context and custom. The founding impulse, the original idea for a Keystone Academy, came from three Chinese friends, all of whom had moved back to Beijing after studying and working for some years in the United States. Their idea was to plant an American-style, independent boarding school in the soil of Beijing, to offer that unique type of education to families who desired it but did not want to lose touch with country and culture by going abroad during the formative teenage years. But we rapidly developed a model that combined these American as-

pects with Chinese traditions and sensibilities.

Feasibility studies were done and all the signals were positive, indicating demand for this kind of school, though in such ventures faith is often more important than feasibility. That combination has proved essential.

The founders, along with one other benefactor, became part of the small and effective initial team of trustees. Getting the governance structure right is an issue where new schools can easily stumble. The Keystone trustees' approach to governance has focused on the essential elements of launching a new school. While they exercised influence over building design, hiring of senior leadership, budgeting and outreach, they also delegated responsibility clearly



and wisely. Their small size and the trust they placed in each other and the senior leadership team resulted in the flexible and effective decision-making so necessary for smooth operation in a new school context. Faith from the Chinese benefactors meant building a strong start-up team including these three authors and other like-minded educators committed to the world school concept and familiar with the independent school ethos. We brought together competent educators with special skills in admissions, marketing, human resources, boarding programs, curriculum development, pedagogy, and teacher recruitment and training. It meant building a partner team in China of highly skilled professionals, ready to assist with technology, communications, travel, operations and finance, and coordination with those groups involved with academic leadership, architecture and design, and the construction of the new campus. The significance of initial hires and appropriate logistical support cannot be overemphasized.

Planning and building a school collaboratively is very different from running an established school. It requires a special type of flexibility and a tolerance of ambiguity. Team members need to work especially hard during the opening years; weekends

more often mean uninterrupted work than break time, and meals frequently become planning meetings. The sense of urgency is pervasive. The technology team might need to bring a newly opened building online, or a curriculum group may need to write a piece on Primary School curriculum for a quick release publication deadline. And, in a skeletal team, members need to be ready to take on tasks of all sorts, working frequently in areas previously unfamiliar to them. A curriculum coordinator may need to make choices about chairs for Middle School students, a specialist in bilingual education might review schedules and create calendars, and a residential life manager might be asked to trial new library ordering systems.

Running a new school also opens many new opportunities in a familiar but fundamentally different context from that of an established school. Being alert to these makes a positive difference. McKenzie summarized those new opportunities in an early letter to faculty:

The most notable opportunities for me have been these;

Starting fresh, personally and institutionally; Building a new school culture;

Working with wonderfully en-

thusiastic colleagues from varied cultural and educational backgrounds;

Getting to know a whole cohort of new students, brave students willing to risk joining a new and untested school;

Coming to grips with many basic school routines and policies taken for granted in an established school because they are there, and do not need to be created from scratch;

The absence of tradition that is liberating, and the responsibility for creating the foundations of brand new traditions that is awe inspiring.

Mission and Shared Values

We realized quickly that a new school must have its mission, a statement of intent to reflect our convictions and commitments as educators, to serve our students as inspiration, and to provide our families with confidence in the project. The mission is an important centerpiece in developing a new school culture intended to last through time as a touchstone, anchoring us as we form judgments and make the many decisions required in the development of a new school.

Our mission statement was formed during pre-planning retreats. Such retreats are not a luxury, and providing for them is something we recom-

mend strenuously. The process of developing the mission statement inspired us from the outset to work well together, to give and take, and to recognize and highlight the strengths of our new colleagues. Our agreements far outweighed our discrepancies, and we easily came together on the deeply felt rallying call around service and the mission. We recognize that the mission statement is not static, but rather a statement of principle to be reviewed and revised with careful considerations as the school develops, changes, and takes shape in the future. Our mission encapsulates our objectives and our vision for the purpose of this school and reflects the goals of our forward-thinking pioneers.

It states:

Keystone Academy is a new model of education in China. It blends distinctive traditions in eastern, western, and international education, creating a 'new world school' that is academically outstanding. At Keystone, we embrace a world that is dynamic and ever-changing. We learn from and we learn for this enterprising, global community.

Our keystones are:

- bilingual immersion in Chinese and English;
- building character and community in a residential setting;
- promoting Chinese culture and identity in a world context.

Our students are hungry for opportunity, bold in their thinking, and creative in their instincts. They are encouraged to become expansive in their dreaming, determined in their actions, collaborative in their teamwork, and humble in their achievement. They learn to be stewards of the environment and to be at ease with otherness.

Our teachers are passionate about learning, rigorous in their standards, and inspirational in their methods. They are respectful listeners, attentive caregivers, interrogative thinkers, compassionate mentors, and world-minded citizens.

Our graduates will possess the intellectual, cultural, and ecological fluency to navigate gracefully in universities, cities, and in their chosen professions. They will know how to apply their emotional intelligence, character, and zest for learning to help develop and improve the communities in which they live.

Our ambition is to share successes generously and to learn from failures bravely, to open our doors to many, and to engage fully with the world of education, and the world at large, beyond our gates.

Our mission statement is longer than usual, and we feel that this is perhaps necessary in a new school. It makes the unambiguous assertion that we intend to blend the best of three great traditions of learning and teaching, and to do so within the unusual framework of our three defining keystones - bilingual immersion, character-building through residential life, and cultivating the appreciation and knowledge of Chinese culture and history within a world context. We drew up an accompanying document of five Shared Values, Confucian in origin, to guide behavior in character-building for all stakeholders. The Shared Values are: Compassion (ren or 仁), Justice (yi or 义), Respect (li or 礼), Wisdom (zhi or 智), and Honesty (xin or 信). Being driven by values in getting going is as important as being driven by data in keeping going and growing.

With the Mission and Shared Values hammered out - and we have found that a values-driven approach makes a huge difference to prospective parents - we were ready to start the intense amount of conceptualizing and writing required to launch a new school. Be ready to write, and write, in starting a school. As a team, we used our mission to create the basics of our start-up school, such as job descriptions, employee handbooks, curriculum statements and curriculum guidebooks, pedagogical protocols, and procedural documents (e.g. policies about admissions, health, safety and security, language use, academic honesty, and discipline, to name just a few). We developed a Language Policy to guide the structure of bilingual immersion. Following research on practice elsewhere and developmental structures of language learning, we decided to have 70% Chinese to 30% English in the first years of

Primary School, moving gradually to 50% Chinese and 50% English by Middle School, and by High School 70% English and 30% Chinese. Building these foundations and making sure that they are enduring is so very important. Of equal importance, for us, has been authenticity, a strong and genuine feeling of the rightness of value and vision.

School Culture

Do not neglect the need to create the school culture that you want. This is not easy, and requires conscious planning and patience. In the first days of conceptualizing this new school project, we started work on building a foundation for a distinctive school culture. This work has continued apace in a conscious attempt to create an environment that embraces the Eastern and Western traditions while offering an education that is academically excellent, relevant to the needs





of our place and time, engaging, and linked at all levels to the development of character, as students learn of their place in the world in the process of learning to serve the world. Building culture requires thought, ongoing conversation, and a great deal of writing and speaking. We had not realized how much thinking and writing is required to shape a new school culture from nothing, and to lay down substantial and significant markers for now as well as for the future. It turns out to run to thousands of pages in the first years of developing a school, and it was fortunate we had strong writers on the team. How much can be taken off the shelf? We found not much. Our mission, and the vision for Keystone Academy, is singular and it was essential that our supporting materials reflect that singularity.

There are different stages of developing a school culture. Shanahan and McKenzie began this process by laying down a foundation based on continuous learning from others.

They created a platform to combine the experiences and perspectives of the Chinese and Western educators. Most decisions regarding the school's development were considered and evaluated by all members of the team. This set up the roots of a school culture by which everyone felt seriously valued and invested, responsible for developing the best school possible. This provided the incentive to work hard, take risks, and become passionately engaged in the project. And blending these different perspectives strengthened the emerging school culture. This theme of building a shared culture will return again as we discuss later the more pragmatic aspects of starting a new school. Shanahan and McKenzie cultivated an important and ongoing aspect of school culture - periodic deep reflection on one's work, and a taking stock of where we were, and are, at different points in the development of the school. Shanahan shared his ideas on educational philosophy when addressing the school community at big transitional moments, such

as Keystone's ceremonial opening. Through letters and articles in school-wide publications, through assemblies and presentations, the Keystone community has become familiar with McKenzie's personal thinking on education and on the development of Keystone Academy. This has created a strong foundation of trust; those involved feel a part of a bigger project, and feel the freedom to express their thoughts and share their opinions. Operating within a flexible and intellectually deep framework, and talking about it, has been invaluable.

Our school is a world school. In our mission, we claim explicit curricular focus on China in many forms, and China's place in the world, a focus that we have come at Keystone to call our Chinese Thread. One of the exhilarating aspects of opening a school is that there is space to try powerful new ideas, to let them grow and develop, and to witness them lead on to innovations that can be serendipitous and powerful. We recommend this spirit heartily to everyone starting a school; it is essential to that heady feeling of proclaiming what it is to be human.

Our Chinese Thread, our third keystone, defines Keystone as more than an American-style preparatory school in China. It is a centrally important curriculum initiative, giving shape to the different frame-

works for Primary School, Middle School, High School, and the residential life curricula. From the early stages of developing the school's philosophy, all embraced this idea of the Chinese Thread as a center point for the school. There was extensive discussion as to what to call the Chinese Thread. Was it the spine, holding up the whole school structure? The center? The heart? We chose the thread, as it captures the textile quality, promoting the idea of a single theme winding around all the others, creating the metaphor of a fabric woven from parts of Chinese culture, history, and the arts. Our Chinese Thread provides the platform to integrate Chinese language and cultural study coherently throughout all curriculum content and academic skill building. But it's more than a component of our curriculum; the Chinese Thread is a defining feature of all school culture, linking everyone at Keystone to a common objective. As Booth reported in a statement to trustees at the end of the first year:

The Chinese Thread enriches and strengthens the entire curriculum of Keystone Academy. This approach stands out, and we can distinguish ourselves in the world of international education. This kind of historical and cultural consciousness gives students a real foundation for critical thinking, and the ability to draw important theoretical connections between different times, places, and disciplines. Students will graduate having deep appreciation of the history and artistic traditions of China, and be able to serve as true cultural ambassadors in colleges and universities overseas.

This brings us back with welcome inevitability to the value of context and country. Our world school thinking has matured to the point where we feel that all new schools should consciously try to find their poise between exploring the local and placing that exploration in a world frame, a balance that so many educational projects, national and international, fail to grasp.



Negotiating and Embracing Cultures at a World School

Even in apparently homogenous national schools - and where do we find these nowadays? - interculturalism is vital. One of the most significant opportunities, and important challenges, in building the school culture at Keystone has been connected to the bilingual and bicultural aspect of our project - the Chinese and the Western. We consider culture and language differences as opportunities, rather than divides, but it is still necessary to accommodate and negotiate the differences with sensitivity and flexibility. When referring to the 'Chinese' administrators and teachers, for instance, we refer to colleagues who have been raised mostly in China's urban areas, many of whom have experience studying in Europe or North America. The 'Western' administrators and teachers can be more accurately defined as 'international', hailing from Africa, Australasia, Great Britain, India, and North America. While we readily embrace identity as fluid in this world of rapid worldwide communication, migration, and global citizenship, we are careful to explore and attend to cultural differences that influence our work in this vibrant community. From the beginning, we have worked carefully to blend different traditions together in

productive and harmonious ways.

The space itself, the architecture of our campus and buildings, is a creative negotiation, the result of design work by architects in a number of studios in Centerbrook, Connecticut, in Cambridge, Massachusetts, in London, England and in city offices in Beijing. Beijing is a rapidly changing cosmopolitan city with new, vibrant architecture of many traditions and influences. Our school fits this environment; it reflects the fusion of Western educational campuses and Chinese ideas of learning spaces. Already, as the school matures, we are adjusting the architectural milieu, with experts advising on artistic embellishments and feng shui considerations.

We realized the importance of cultural differences and their influence on the very nature of communication during our earliest administration team meetings. For instance, members are likely to come to the meeting table with different styles of participation, some more direct and willing to share opinions quickly, others more reticent and less willing to share inner thoughts. These differences can be off-putting or unproductive if not carefully acknowledged and negotiated. Or they can be powerful and effective, as we learn to compen-

sate and share new strategies and approaches with our colleagues. It is always difficult to find enough time for meetings in a new school context, and we have worked hard to improve the effectiveness of meetings at Keystone, and to find more dedicated time for them. That has been a useful lesson for us. By year two of operation with students, for instance, we have scheduled faculty, divisional, and committee meetings on a weekly rotation schedule. Department and grade-level meetings also rotate on a weekly basis.

We are keen to observe and benefit from cultural differences in the classrooms as well. The architecture of learning - the curriculum - reflects a careful blending of Western and Chinese educational content and skills. Curriculum coordinators study the Chinese national curriculum alongside the International Primary Curriculum (IPC) and International Baccalaureate (IB) curriculum frameworks to identify shared topics and materials and facilitate productive integration. If students are studying stories and fables in a Grade One IPC unit, then they will concentrate to the area of stories and festivals in the Chinese national curriculum for Chinese culture and language learning. Likewise, if Middle School students are studying a significant era or event in Chinese Civilization

and World Civilization, the Chinese Language teacher endeavors to find appropriate literature from the Chinese national curriculum to support this research.

In founding a new school, philosophical and practical discussions about the big questions in education - the role of play, the importance of rote memory, the way to promote oral participation- help us to explore our own and others' cultural presuppositions. Our teachers, Chinese and Western, are exposed to the rationales and techniques of the different cultural traditions of learning. For instance, we ask teachers and coordinators to lead workshops on inquiry-based learning, a characteristic approach to critical thinking in North American independent schools. Similarly, we have highlighted and embraced the techniques of Chinese classrooms that help students to memorize text and better grasp numerical relationships. This has resulted in noisy classrooms, places of active enthusiastic learning, of both Western and Chinese teachers, for students in both English and Chinese languages.

Language must be a recurring theme in any new school, and in our case this has certainly been so. Some colleagues have felt insecure through their lack of Mandarin proficiency,

and they need to rely heavily upon the patience and willingness of their bilingual colleagues for help. Certainly it would be ideal to hire key team members who are proficient in both Chinese and English when opening a bilingual, bicultural school in China. Since this was not possible for the first years, we have accommodated the native English only speakers by hiring translators (usually Chinese natives with full fluency in English). A few in-house translators and some periodic hired specialists met our needs in those first years. As the number of our courses taught in English grows, and as the size of English language-only faculty correspondingly changes, we are now creating a newly structured translation center to cope with increasing language needs.

Announcing Ourselves: marketing, communications, and admissions

Adequate lead time is seldom available when starting a school. In our case, work on operations and financial planning, construction and facilities, and curriculum and pedagogy began nearly three years before opening. We refer to the years of development as the pre-planning year (2012-13), the planning year (2013-14), when the original team was gathered in Beijing and the campus was under con-

struction, and the first year (2014-15), when we opened our doors to 290 students and around 150 faculty and staff. Marketing, communications, and admissions were in full swing one year later. The need for experience and excellence in the departments of Marketing and Communications, and Admissions, was urgent. In opening a new school, we came to realize that we could not overestimate the importance of a creative and effective delivery of the school's message. All the hard work of the academic team, no matter how valuable, innovative, and powerful, is invisible without effective strategies for expression in the public forum.

Admissions is close to the heart and

soul of a new school. Admissions, along with Marketing and Communications, are our channels of communication to the outside world of parents, students, and other educators. Key players in Marketing and Communications, and Admissions, are active voices as we continue to conceptualize and articulate the kind of school we hope to develop, and the types of students that will be most successful in this new environment. It was important to explore both Chinese and Western expectations in terms of communication with students and parents. The fact that Chinese parents are actively sharing information about the school amongst themselves on the phone social medium WeChat influenced our ap-



proach to communications, urging us to consider our individual messages to parents very carefully. At every point in our school's development we have worked to align admission policies and practices with our mission, and to communicate openly and fully to the public. Be aware, and at times wary, of the power of social media. Early on, we decided that Keystone would admit students of high quality and appropriate 'fit', even if it meant compromising on our target goals of an incoming class of 300 students, and a Year Two class of 650 students. Our Admissions process was complex, as we were evaluating student candidates in terms of their academic and dual language abilities, as well as their potential to thrive and, for the older students, to contribute to a boarding school environment. In the end, we reached our target goals with fine students, even turning away numbers of worthy applicants as we did not want, or need, to grow too quickly. We continue to remind ourselves to focus on the challenges of increasing the size of the school by about 300 each year, until we reach capacity, to ensure that the school operates more and more effectively. Determining an appropriate and sustainable rate of growth is an issue that new schools must face decisively, but flexibly.

In an effort to highlight the different

aspects of this new world school, and to spread the word to prospective parents and teachers, we developed a wide range of communications materials, including bilingual brochures, guides, and advertisements. Our goal was to market the school assertively, to maximize positive exposure, and to develop and communicate our brand in ways that are appealing, accurate, and consistent. We wanted to develop and implement a comprehensive and integrated communications strategy to promote the school to prospective parents and the general public. We circulated our Admissions Policy, hosted educational salons and other signature key events in Beijing, and distributed McKenzie's writings regarding models in experiential and world education. The goal was to share our expertise, to learn from others, and to broadcast information about the exciting new educational model offered at Keystone Academy. We have found a heartening response to this substantive approach to new school planning. We recommend it wholeheartedly.

Opening Years, One and Two

Building the Parts

Through the generosity of its benefactors, Keystone Academy was afforded the inestimable advantage of gather-

ing together in Beijing a core team of academic and business planners one year before we opened. We shared a suite of offices in downtown Beijing; it was a novel and at times challenging experience for people used to the buzz of a school campus to work in open plan office space in a large corporate building.

Using the mission as a guidepost at this early stage, we developed a working plan and checklist, outlining the different components of school development that we would need to address at early stages of implementation. While consideration of these components is necessary for any new school, we used our mission and, more specifically, the three keystones to shape them into the distinctive profile of Keystone Academy. This started with the campus. As an academic team, in close collaboration with our Board, the architects, and the builders of Keystone Academy, we worked hard to ensure that our facilities would be completed in such a way as to promote the mission and purpose of Keystone Academy for all who live and work there.

Other selected components are shared here below, in the hope that what worked well for us might be of use to others as they endeavor to start new schools. In this account, these

components were chosen because they seem to us, in our context, to have been so important:

- Governance;
- Building an Administrative Team;
- Licensing, Authorization, and Accreditation;
- Curriculum;
- Curriculum: the Chinese Thread;
- Pedagogy;
- Staffing, Recruitment, Professional Growth and Development.

Governance

Governance received early and stringent attention, as adumbrated earlier. This is a key factor for both initial and continued success. Keystone has a Board of Trustees set up on the model of American independent, not-for-profit schools, with a clearly delineated Memorandum and Articles of Association that keep the trustees apart from day-to-day running of the school and related educational decisions. This definition of role and function turned out to be especially important to our Chinese families; they asked early questions stemming from experience in Chinese schools which had encountered serious problems owing to interference in the school operations by a Board or a proprietor. The function of the Board is to finalize and approve governance by-laws, to hire the Head of School,

to design a calendar and protocol for trustee meetings, and to establish an Advisory Board (distinct from the Board itself) for the school. The trustees set tuition fees, and review large-scale decisions and documents, such as the mission, budgets, employment policies, and government relations regarding licenses, to name some. Whatever the ownership or not-for-profit status of a school, we urge this type of strict delineation of role.

Building an Administrative Team

Early on, in the pre-planning year, Shanahan and McKenzie established an academic administration team. They brought together six educators whose experience and commitment reflected the three keystones. All possessed some of these qualities: bilingualism and biculturalism; experience in boarding schools and education aimed at character-building; experience with curriculum development that highlights international perspectives and Chinese history. In the following year, more key players joined the advance planning group. The size of the team was 15 to begin with, but we grew quickly and by the end of the year, before the first cohort of teaching faculty arrived, we reached 50. Initial contracts were long-term, and offered senior administrators security for five years. The stability implied by this mollified any worries

of prospective parents. The decision to offer the same conditions of compensation and service for Chinese and expatriate administrators and teachers made an enormous difference to our attractiveness to Chinese colleagues as a place to work, and to morale on campus. It also reflects the importance of our Shared Values in generating a positive school culture. We feel strongly that new schools in international contexts should take this bold decision on parity of pay, in principle as well as for long-term practical advantage.

During this time it became clear that a small number of initial administrators felt that they were not suited to the dynamics of new school development in this context. Thus, three people on our first planning year team had moved on by year two of operation. Start-ups are never easy. That is a lesson in itself, but only to be learned experientially. We realized that we should have anticipated this, but that this number was small for any new school. In moving forward from any departure, our most important hiring consideration has been to strengthen the team through the new hires.

Licensing, Authorization, and Accreditation

Bureaucratic processes can be burdensome, but they are utterly nec-

essary. For us to gain legitimacy and recognition as a school in the larger educational community, we needed to obtain licenses with Chinese local and national authorities, and to work towards full and timely adoption and authorization with the IPC and the IB. We are also working towards accreditation by the Western Association of Schools and Colleges (WASC), an agency that supports a strong, student-centered program, and is well established in Asia and well respected in higher education. Authorization and accreditation are essential so that our students' diplomas are recognized in universities and colleges everywhere, as is an articulate validation of the programmatic choices that have been made.

In the course of our second year of operation with students, all faculty and administration are asked to participate in the process of preparing for accreditation and authorization through a series of meetings, workshops, and curriculum planning and documentation. The second semester of year two promises intensive work, as both WASC and the IB representatives plan visits to campus to review and evaluate our progress in building a worthy school. As we prepare for this deep and comprehensive inquiry into our school, we remind our colleagues that these evaluation visits are opportunities for genuine growth and development. And they involve us with the growing conversation regarding new



schools in the changing world of education. This makes the challenge of detailed inspection and documentation exciting.

Curriculum

The early academic administrative team discussed and agreed upon guiding ideas to orient curriculum and pedagogy. Our goal was to build an educational experience for the students characterized by academic excellence, global perspectives, and interdisciplinary thinking so as to address comprehensively the challenges of their generation and their future. We wanted to develop pedagogical approaches that engage students with relevant, hands-on learning based on inquiry and a commitment to service. We wanted students to be learning from and for the world. We are now quite sure of the value of this combination for our school and for other types of school.

We analyzed different curricular frameworks (both written and implemented in different school settings) and considered creating our own curriculum model internally. After wide investigation during the pre-planning year, our team, in consultation with other international educational specialists from China and beyond, chose the International Primary Curriculum (Grades Foundation through Five) and the International Baccalaureate Middle Years and Diploma Programmes (Grades Six through Twelve). We know why we made these choices. Others will make dif-

ferent choices. Much more important is being able to explain convincingly why the choices were made.

Curriculum: the Chinese Thread

The Chinese Thread gives definition to one of the most distinctive elements of Keystone's curriculum. Booth and McKenzie, in an early statement, wrote:

China: The Thread from which our Curriculum is Woven

Keystone Academy is a Chinese school with an international program and a global flavor. We are honored to be located in Beijing, our capital city, a place of vibrant political, cultural, and historical significance. Our mission as a school is to bring together the best of three rich, deep educational traditions: the Chinese, the American, and the international. What we do inside and outside the classroom is like a brilliant cloth of three colors: however, it is the Chinese that is the main thread in this weave. We want all our students, Chinese and international, to be knowledgeable and proud of the powerful past and promising future of China. To achieve this, our Chinese Thread brings out the pattern, in every grade of the school, of the language, history, culture, and identity of China. This focus on China and its contribution to the world will allow our teachers and students to achieve a richer, more nuanced under-



for compelling curricular engagement by teacher and students in a successful start-up school.

Pedagogy

We have found that pedagogical pluralism is an essential part of setting up a school. We are committed to combining the most effective pedagogies from Chinese, American, international, and indeed other schools, all within a model of experiential learning and teaching. For us, this is one meaning of our catchphrase: learning from and for the world. We share our publications and educational philosophy statements with prospective parents and teachers prior to their application and recruitment, and McKenzie (2013) has written a guiding document regarding the importance of experiential education. Using Kurt Hahn's ideas as a springboard, he expands the notion of character-building through experience in the classroom and beyond:

Some of the great challenges of our times, such as environmental degradation and global interconnectedness, need to be experienced to be fully grasped. In cultures in the post-industrial world that are self-absorbed and risk-averse, getting one's hands dirty engages the brain in novel and sustaining ways. The culture of learning in such schools and such societies needs to be rescued. (p. 26)

standing of the world and their place in it. It will impart students the critical thinking skills that will help them get ahead in the world of global finance, politics, and culture. It will inspire in students a love for learning, a respect for their own traditions and cultural differences, and a recognition of the relevance of high-level scholarship.

The commitment to the Chinese Thread has inspired our teachers, and this curriculum approach has helped students grasp the importance of China in the world and given them the necessary skills to par-

ticipate in the traditions and identity of the school's home culture. The Chinese Thread is especially significant to Chinese parents, teachers, and administrators, as they feel the urgency to reinvigorate the teaching of Chinese history and traditional arts after the historical experience of the Cultural Revolution, when this heritage was questioned and, at times, forgotten. The Chinese Thread is catching the attention of many, including our international families, and is becoming a most attractive cloth, quickly. Schools in other parts might develop different curricular emphases; what should be common, however, is the deep need

Our goal is for teachers to deploy different pedagogical styles, according to the appropriate context, to generate intended learning outcomes. In this way we can effectively accommodate differing learning styles. McKenzie described this in a letter to teachers:

Just as we are developing a curriculum characterized by the plural, not the singular, we want to apply the same mode of operation to our teaching styles ... We all come here with varied teaching experiences, in some cases built up over long and distinguished careers. By all means try here what has worked for you elsewhere. But be flexible enough to realize that it might not work as well here. Even if past strategies do work well here, try out new things. Let's learn from each other, from the wealth of experience that

we represent, and in ways that match the plurality of our curricular ideals. Let's offer our best to our students.

We offer this philosophy of pluralism in teaching methods as a lesson for other new schools, wherever they may be.

Staffing, Recruitment, Professional Growth and Development

The first years of a new school entail substantial recruitment and hiring. Bringing in the right teachers, with flexible and engaged attitudes, helping them settle quickly, and providing opportunities for their growth and development, are of high priority. In an international-type school, be prepared for travel and time differences. For us, staffing made it essential to enumerate the number, type, and level of the first cohort of teachers; to draw up a profile of teachers and administrators aligned





with the goals of our mission; and to develop effective strategies and timelines for their recruitment and training. It was important to create a template for conditions of service to inspire employees to contribute fully to our community; to evaluate and refine compensation and benefits models appropriate for Chinese and international staff in the Chinese regulatory context; to follow the guidelines of the Chinese government when it comes to licensing and curriculum; to write and publish our Employee Handbook; and to produce an orientation guide for new staff. In preparation for the arrival of our first teachers, we also prepared a professional growth plan

and template offering exciting and rewarding support and development. The creation and adoption of our Professional Growth and Development Framework includes elements such as goal-setting, self-reflection, feedback, and mentorship. Following Danielson's model, we acknowledge teachers' curriculum planning, instructional technique, classroom environment, and professional responsibility (Danielson, 2013). To accommodate our own keystones, we added a fifth dimension of acknowledgement, that of building community.

Recruitment was a significant challenge, as we hired nearly 70 teachers and learning assistants for year one,

doubling that number by year two of operation. It was necessary to guide these teachers in the unique culture of Keystone and to set forth the academic expectations for their work in curriculum and pedagogy. We make provision for a two-week retreat for new teachers at the start of each school year (four weeks in our opening year) as time for training and building community relations. Returning teachers attend a shorter, less intensive retreat, joining the new recruits for the last week to help as trainers, to learn about changes in the coming year, and to participate in community-building activities. Introduction to our school mission and culture is the most important goal of the retreat, and for new teachers we have arranged training in the curricular frameworks, and in our pedagogical and language support initiatives both during this August retreat and throughout the year. Teachers come from different traditions- Chinese and non-Chinese - and we are making a big effort to support the development and documentation of this important momentum in curriculum planning. Furthermore, as a good number of our teachers are international, and plan to move on after two, three, or four years to another setting, it is important that we make a record of these critical initial efforts. Professional growth assumes more and more importance for teachers around the world. This is individual and personal, but it is also about offering opportunities for the exchange of ideas both within our community and with the larger world of educa-

tion and scholarship. We are working to create a culture of openness at this school that encourages visits to each other's classrooms, and informal discussions of effective practice. As teachers are tasked with the unusual and varied responsibilities that come with opening a new school, our biggest challenge in promoting these initiatives has been the lack of available time. We would build in more a second time around. And yet our teachers already exhibit the excitement that comes from learning new things, engaging in new ideas, and communicating with new people in new ways.

Conclusion: new beginnings

New beginnings are seldom easy. Starting a new school is compelling, complex, and challenging, especially when the ambition of the founders is to be innovative, bold, and big. We are indeed setting out to create something that is the most unusual, and we feel a deep sense of awe when reviewing our team's collaboration these past three years. The guiding mission, anchored in its three keystones, has been powerful in its ability to orient our school culture, curriculum, and community. The fully equipped campus, well endowed with resources both human and other, has in a very real sense become a home for us all.

Teetering between having-just-begun and almost-fully-established, we feel emboldened to outline our ideals for the coming years of Keystone's development. We need to do further hard work to explore and develop enrich-

ing relationships between the Chinese and international staff. We recognize the importance of maintaining the shared voice of decision-making, even as our school expands so dramatically. We need to provide support to do the complex work of filling in the specifics of curriculum planning and establishing detailed scope and sequence maps for our teachers. We need to continue developing bilingualism as a central point of all school culture. An ongoing challenge is to formulate new and better strategies for the teaching of English and Chinese as second languages. And we need to strengthen and weave the Chinese Thread as a defining feature of our school's identity and our students' education. These are some of the lessons learned.

Our understanding of what it means to be a world school has deepened. World schools, among other things, have an explicit interest in the language, history, culture, and identity of their country or region, but they do so by seeing these features through the lens of a contiguous world, and vice versa. Wouldn't it be exciting if more and more schools around the globe combined their own 'home features' with the global in this way? These thoughts on world schools reflect one of the more substantial lessons that we have learned.

We hope these beginning thoughts on opening a new school will inspire others to engage successfully in this powerful and humanizing experience in education.

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创立 一所 世界 学校 的经验

SALLY
BOOTH

MALCOLM
McKENZIE

EDWARD
SHANAHAN

翻译
施谛文

修订
贾莉莉



摘要

该章节的三位作者记述了他们为设计北京市鼎石学校，与一支规模不大、但正不断成长的国内外教育者队伍合作完成的筹办与实施工作。鼎石学校拥有一套与众不同的教育方法：它融合美国新英格兰地区大学预备学校寄宿制项目与国际课程框架之精粹，同时结合独一无二的“中国主线”课程——深化学生对中国过去、现在及未来的文化历史知识、理解与重视。如此将国际与国内教育传统结合起来的方式创立了一种新形式的“世界学校”。鼎石学校是一所双语寄宿制学校，面向学前班至12年级学生，已然为其中国及国际学生带来了独一无二的学习体验。本文记叙了开创学校过程中所面临的各种挑战与取得的各种成就，旨在为有志于创办新学校的教育者提供指导方针，以在这一愈发紧密联结的世界中为未来的学生提供焕然一新的教育体验。

引言

本文记载了北京市鼎石学校创立过程中的一系列经验，尤其侧重于学校文化的发展——将三种文化教育传统结合在一起，只为致力于创建这一全新的、以伟大使命为驱动力的世界学校。简而言之，如McKenzie (2012) 所述，“世界学校”意旨鲜明：向世界学习，为世界学习。这意味着，世界学校在教育实践方面兼容并蓄，为其特定教育环境广泛地从世界各地的传统中进行选择，同时对学生的学习成果亦采取这种态度，希冀学生学有所成后能为世界学习，以积极主动的方式改善周遭社会。教育者们如有志于创立拥有全球视角的新学校，或许能够基于鼎石创校的经验进行思考，从其中找到一些取得成功的捷径。

本文的联合作者是三位自鼎石项目启动之时便参与其中的教育家。Malcolm McKenzie为鼎石学校校长；Ed Shanahan为鼎石董事会主席；Sally Booth曾任鼎石课程

协调员，现任鼎石课程战略顾问，就学校课程、职业发展与认证给出专业指导建议。鼎石项目始于2011年，2014年秋季正式开学时，学前班至九年级学生共计290名（包括走读生与寄宿生），计划于2018年5月迎来第一批高中毕业生。学生人数计划每年增长约300名（第二年学生共计650名），随着年级及学生人数的增长，直至总学生人数达到一个不超过2000名的数目。

成人立校

“创立一所学校，就是表明人性之道。”这句激昂人心的话语镶贴在美国马萨诸塞州斯普林菲尔德复兴学校 (Springfield Renaissance School) 的墙上。这是一所年轻的学校，是美国正在不断壮大的探险教育学校队伍中的一员。我们喜爱这种将“创始”、“声明”与“人性”联系起来的概念，也喜爱这种新的学习体验与人性之间的联系。这寥寥数语给人以一种心潮澎湃之感。一所新学校即将创立，难道任何人不

都会迫不及待地加入这样的队伍，来抒发这一腔充沛的教育热情吗？

总有新学校不断创立，拥有国际视角的新学校亦常有创立。尽管如此，我们发现能够引领新校开创者，提供度过筹办时期和办学运作初期的资深咨询渠道，或是现成的建议却寥寥无几。此类领域依旧需要具备扎实知识经验的相关顾问，亦需要可提供真实创校记录的多个合适的咨询机构。我们记录北京市鼎石学校创办的早期经验，旨在回顾一些当时面临的问题与获得的经验，以指引在别处创立激励人心的、拥有国际视野的学校的人们。我们的目的并非提供一个全方位的综合叙述，而是选择聚焦在一些具有重要意义里程碑事件上，呈现出最直观的感受，写下我们筹办及实施过程的摘要简章。而我们的出发点在于对这一重要观点的认可：在每一所新学校中，创立者需要思维灵活，灵感丰富，随着创校路途的推进不断革新。创校的路途是过程的一部分，而每所新学校的

开创之路将会以其独特的复杂模式渐渐蜿蜒开来，留下一些对其有特殊意义的里程碑。

让我们从这则经验出发：确定并且描述一所新学校不同或是独特的方面至关重要。它吸引着来自不同领域的潜在人群，最突出的两类人群便是学生家庭与教师。

鼎石学校是一所不同寻常的学校。创校捐助者自一开始便全心全意地接受“世界学校”这一概念。Ed Shanahan被聘任为创校主席，Malcolm McKenzie被聘任为创校校长；这两位在美国私立学校体制与国际教育体系中都具备着深厚的学术背景，因此，这两个选择便已说明：学校致力于提供“世界学校”风格的教育项目。在法律经营许可证申请方面，鼎石学校与中国的国际学校不同。我们持有经营中国私立学校的许可证，同时拥有两项特许权利：我们能够对自己的课程框架做出一定选择，我们也能够录取任何国籍的学生（而中国的国际学校只能录取持非中国护照的学生）。我们经常会将鼎石形容为一所具有世界情怀的中国学校，一种本国与国际文化激动人心的融合。我们的目标是：在一所具有前瞻意识的国立学校中，植根于本土文化背景，促进学生对全球性事务的理解，形成跨文化视角，培养学生成为游刃有余的世界公民。正如McKenzie (2012) 在一篇早期论文中这样展望一所世界学校：

学生和教师都博学多闻，他们学习的对象是整个世界，学习的目的也是为了造福整个世界。他们希望通过应用所学的知识，应对时代的挑战，使世界变得更加美好。(第219页)

我们的标语如此：“全新的教育模式，真正的世界学校。”我们当然意识到了，宣称自己要做一件革新的、开创式的事情会带来很多优势，引人注目便是其中一项。然而，随之而来的压力也会令人却步。

而我们并未却步，向“世界学校”这一概念的更深处探索，致力于设计一所具有国际情怀的学校，全方位地接受学校所在国家及文化，并将其充分结合至课程中。在构思学校项目的初始时期，Shanahan便这样描述道：

鼎石学校的创立源自于对学习的热爱，源自于我们这样的信念——年轻人需要发展新的世界视角，包容很多不同的文化与观点。但同时，它也源自于其他一些东西，一些可能更重要的东西：我们认为，从根本上来说，一个人需要与自己的家庭与文化保持长久的联系，尤其在他/她的早期成长阶段。

我们相信，中国的家庭，无论将子女送至国外还是留在国内接受高等教育，都需要一个不同的教育模式。然而，这样的教育



模式指的并不是将子女送至国外寄宿制学校就读数年。孩子被送到异国他乡，在其成长阶段远离祖国的家人、语言及历史文化——我们认为，这对中国家庭来说，代价太过昂贵。

筹办新校

创立根基

创立根基，概念自然先于实践。我们几乎凭直觉就能感受到对本地文化背景传统的关注与审视的重要性。鼎石学校的初始灵感，即其根本上的创始动力，来自于三位中国朋友，他们都在美国学习工作数年后回到了北京居住。他们希望在北京的土壤之上培育出一所美式私立寄宿制学校，使得一些家庭既能让孩子接受这样独特的教育，而又无需让他们在成长阶段远赴他乡，与祖国文化失联。但是，我们很快开发出了一个教育模型，将这些美国元素与中国传统与情感联系在一起。

我们进行了一些可行性研究，得到的所有信息都是积极正面的，表达了对这一类学校的需求，不过在这样的冒险之中，信念往往比可行性更重要。而上述这一联系也被证实是极为关键的。

创校者们与一位捐助者一起，成为了学校精良的初始董事会的一部分成员。新学校往往为如何拥有正确的管理结构而困惑。鼎石董事会的管理内容集中在开设新校的一些基础方面之上。他们影响着校园建筑设计、高层领导团队的聘任、预算与外联，同时，他们也明智、清晰地委派着各项任务。董事会的精良规模、其内部的互相信任，及其对高层领导团队的信赖成就了灵活、有效的决策方式，这样的方式对一所新学校的顺利运转尤为必要。中方捐助者所持有的信念使我们组建起一支强大的创始团队，包括本文的三位作者，以及其他致

力于世界学校这一概念、熟悉私立学校精神、同心协力的教育者们。我们将各有所长的优秀教育者们集合到了一起：招生、市场营销、人力资源、寄宿项目、课程开发、教学方法，以及教师招聘与培训。这就意味着，我们在中国组建了一支高度专业的合作团队，可全力支持技术、沟通、传播、运营、财务等各个方面，并协调学术领导团队、建筑设计团队及新校园建设团队。初始时期的聘任决定与合理后勤支持的重要性再强调也不为过。

合作筹办、建设一所学校与运作一所已成规模的学校大不相同。前者需要一种特殊的灵活性，以及对不确定性的包容。团队成员需要在创校的几年中尤其辛勤地工作；周末并非休息时间，而更多时候成为了无间歇的工作时间，而用餐时间也常常又成为了新的筹划会议。到处弥漫着一种时间紧迫的气息。有时，技术团队可能需要在网络上发布新开放的校园楼宇信息；有时，一份出版物的截止日期临近，课程小组便需要快速撰写一份小学部课程概述。并且，在一支结构初成的团队中，成员们需要准备好接受任何类型的任务，常常需要在以前并不熟悉的领域开展工作。课程协调员可能需要决定初中部学生将使用什么样的椅子，双语教育专家可能会审核课程表、创建校历，而寄宿生活管理人员则可能需要调试新的图书馆订购系统。

运作一所新学校同时也开启了很多新机会，这与一所已成规模的学校有相似之处，但其本质却是大不相同。如果对这些新机会保持足够的敏感度，便会产生积极的效果。在早期一封致教师的信中，McKenzie这样总结这些新机会：

对我来说，最显著的机会如下：

无论对个人还是学校组织来说，拥有一个崭新的开始；

打造全新的学校文化；

与来自不同文化与教育背景的、充满热情的同事们一起工作；

认识一群新学生，他们具备充足的勇气，愿意加入一所全新的、未经考验的学校；

全力设计、处理许多学校基本日常规范与政策事宜，而这些事宜在一所已成规模的学校中无需从头做起，已成自然；

自由感——因学校传统还未成形，敬畏之情——有责任为新学校传统创立根基。

使命与共同价值观

我们很快意识到，一所新学校必须拥有自己的使命。这样一份宣言反映了我们作为教育者的信念与承诺，激励着我们的学生，并使我们的每一个家庭对学校项目充满信心。学校使命是发展新学校文化的重中之重，它将是一块历久弥新的试金石，指引我们在筹办新学校的过程中做出众多必需的决策。

我们的使命宣言在筹办前的封闭式会议中成形。这样的会议并不是享乐的时光，而我们也积极主张提供召开这样的会议的机会。设计使命宣言的过程让我们从一开始就形成了良好的合作关系：我们交流意见，并能够认识且重视到新同事身上的优势。我们达成的一致意见远多于分歧，我们也能够深刻体会服务意识与使命的号召，轻松地在此方面达成共识。我们一致认为：使命宣言并非静止不变，随着学校未来的发展、变化、初成规模，作为一份原则性声明，它也将不断在众人的深思熟虑中被审核校订。我们所撰写的使命囊括了这所学校的办学宗旨与愿景，亦反映了创校者前瞻性的目标。其全文如下：

北京市鼎石学校为中国带来一种全新的教育模式。它秉承追求卓越的学术精神，致力于融合东方、西方及国际教



育的精粹，是一所真正的世界学校。我们热情地拥抱这个充满活力、瞬息万变的世界，从奋发进取的人类社会中汲取营养，并为未来的世界做出贡献。

我们的三座基石为：

沉浸式的中英双语课程

在寄宿环境中塑造学生的品德和社区归属感

在世界背景下培养学生对中国文化的热爱和对中国身份的认同

我们的学生渴求机遇、大胆思考、充满创意。在我们所创造的学习和生活环境中，他们将勇敢地追寻梦想，谦逊地面对成功，擅于在团队中合作，锤炼出坚毅的品格。他们懂得守护生态环境，更懂得包容差异，与他人和谐相处。

我们的教师对学习抱有无比的热诚，既按严格的教学标准授课，又采用生动而富有启发的教学方法。他们既是尊重学生的倾听者，又是给予关爱的看护人；既是充满质疑精神的思考者，又是富有同情心的精神导师；既是本国语言与文化的传承者，又是具有国际视野的世界公民。

我们的毕业生将因自己出众的才学、坚实的文化、敏锐的环保意识，身处任何大学、任何城市以及任何行业都能做到游刃有余。他们将运用自己的情商、品德、以及对学习矢志不渝的热情，为所处的社区带来积极的影响。

我们的理想是慷慨地与他人分享成功，勇敢地从失败中学习，向所有孩子敞开大门，参与与教育有关的一切，并投身于校园之外更广阔的世界。

我们的使命宣言较一般的学校使命而言更长一些，我们也认为，对一所新学校来说，可能确有此必要。使命中明确地说明：我们希望融合三种伟大的教学传统，并通过我们的三座奠基性教育基石形成的特殊框架来实现——沉浸式双语教育、通过寄宿生活塑造品德，以及在世界背景下培养学生对中国文化与历史的理解与热爱。我们同时起草了一份起源于儒家“五常”的五项共同价值观的附属文件，以指导学校各成员在品德塑造过程中的行为。此五项共同价值为：仁、义、礼、智、信。在价值观的引导下行动，在数据资料的驱使下成长——此二者同等重要。

随着学校使命与共同价值观的相继制定——同时，我们也发现这样以价值观为主导的方法对我们的潜在家长来说具有巨大影响，我们便整装待发，开展了大量开

设新学校所需的概念设计与文件撰写工作。作为一支团队，我们使用学校使命创建了新学校的一些基础性文件，如职位描述、员工手册、课程声明与课程指南、教学协议以及流程性文件（例如招生、健康与安保、语言使用、学术诚信、纪律规范等政策性文件）。我们制定了语言政策，以指导我校的沉浸式双语教学结构。考虑到基于其他学校实践的研究与语言学习的发展结构，我们决定将小学部低年级课程设置为70%中文、30%英文的比例；随着年级的上升，初中部之前设置为50%中文、50%英文的比例；到高中部之前则设置为70%英文、30%中文的比例。这些基础的建立及其持久性非常重要。对我们同样重要的，还有真实性，即我们强烈地、真切地认同这样的价值观与愿景。

学校文化

创造自己所渴望的学校文化——请务必不要忽略这样的需求。这并不容易，并且需要有意识的规划与足够的耐心。在构思这一新学校项目的初期，我们便开始致力于打造一个与众不同的学校文化基础。在努力的过程中，我们也下意识地试图创建一个融合了东西方传统的环境，这样的环境提供的是追求学术卓越的教育项目，与我们所处的时代、地域需求息息相关，在各个阶段与学生品德塑造产生联系；学生全身心投入学习，了解自己在世界中所处的位置，也同时学习如何为世界服务。创造文化需要深入的思考、持续的讨论，以

及大量的写作与交谈。一开始，我们并未意识到，要从零开始打造新学校的文化、以及要为当下及未来设立实质性的、充满意义的指向标，是需要大量的思考与写作过程。到后来，我们才发现，在创校初几年，我们撰写了数千页的文件——所幸，在我们的团队之中有写作能力极强的成员。这其中有多少是可以拿来即用的呢？我们认为并不多。我们为鼎石学校设立的使命与愿景是独一无二的，我们所创造的支持性文件材料也必须反映这一独一无二的特性。

创建学校文化分不同的阶段。Shanahan与McKenzie一开始便奠定了学校文化的基础——持续地向他人学习。他们创造了一个平台，结合了中西方教育家的经历与观点。多数有关学校发展的决策都是由团队全体成员共同考虑、评估的，这样的做法也设定了学校文化的根基：在这里，每个人都受到重视与重用，也都竭尽全力于创立一所最好的学校。因此，每个人都充满动力，努力工作，敢于冒险，对此项目充满热情。这些不同的观点结合在一起，进一步加强了正在萌芽的学校文化。在下文讨论到开设新学校的实践操作之时，我们将再次提到这一有关打造共享文化的主题。

Shanahan与McKenzie培育出了学校文化中重要且持久的一部分——定期对工作进行深度反思；以及对创校过程中，之前与现在所处的不同阶段进行评估。Shanahan

在学校重大活动（如鼎石的创校开学仪式）对全校人员讲话时，也分享了他的教育理念。McKenzie则通过全校出版物中的信件与文章，以及校会与演讲展示，使鼎石社区渐渐熟悉了他对教育以及对学校发展的个人思考。强大的信任基础由此形成；学校社区中的人们都感到自己是这宏大项目的一部分，可自由发表自己的想法，分享自己的观点。学校运作在这样一种灵活的、具有深度智识水平的架构之中，并鼓励人们不断以此为话题讨论，这是一种无价的体验。

我们的学校是一所世界学校。在使命中，我们以多种形式明确声明了中国以及中国在世界上的位置是课程的重点——我们在鼎石称之为“中国主线”。创办学校令人激动的地方之一，便是我们有空间可以尝试强大的新想法，让其生长发展，见证其引领一系列美妙的、偶得的创新成果。我们衷心向每一位从事于创校事业的人推荐这一做法；在热忱地主张“人性之道”之时，这是至关重要的一点。

我们的“中国主线”，亦即第三座教育基石，使鼎石不只是一所中国的美式预科学校。“中国主线”是处于中心位置的课程重点，使小学、初中、高中部及寄宿生活的不同课程架构得以具体化。从设计学校理念的早期阶段开始，所有人便全心接受这一想法——“中国主线”是学校的中心。该概念的命名经历了诸多讨论。称其为支撑全校架构的“脊梁”？或是“中枢”？“中心”？



我们选择了“主线”一词，因其涵义有织物之感，似在表达某一主题穿梭在其他所有主题之间，像是一匹锦缎，将中国文化、历史与艺术交织在一起。我们的“中国主线”使我们能够将中文与中国文化研究与所有课程内容及学术技能培养连贯地结合起来，但它不仅仅是课程的组成部分之一；

“中国主线”是全校文化的决定性特质，将鼎石的全体成员为这一共同的目标联系在一起。正如Booth在第一年末在向董事会报告中所描述：

“中国主线”丰富、强化了鼎石学校的整个课程体系。这一做法使我们在国际教育领域脱颖而出。这样一种历史文化意识提供了实质基础，学生可在此之上发展批判性思维，有能力在不同时代、地域与学科之间建立重要的理论联系。学生毕业时将会拥有对中国历史艺术传统的深厚热爱，并能够在国外高校中成为真正的文化大使。

这让我们不可避免地、却也颇为愉快地回到了这个社会与国家的价值观讨论上。我们对世界学校的思考已近成熟，我们认为所有新学校应该下意识地在“探索本地环境”与“将这一探索放在世界背景之下”之间寻找自己的位置。很多国立与国际教育项目都未能把握这一平衡。

在世界学校中探讨、包容各种文化

即便在看似类同的国立学校（我们今日又可在何处见到这样的学校？）之中，跨文化的精神也至关重要。创建鼎石学校文化最重要的机会，亦是挑战之一，与这一学校项目的双语、双文化特性相关——中方与西方。我们将文化与语言差异视作机会而非分歧，但我们依旧需要怀着敏感性与灵活性容纳并探讨这些差异。譬如，当提及“中方”管理人员与教师时，我们指的是长期生长于中国城市中的同事们，他们中很多都在欧洲或北美完成了学术深造。而“西方”管理人员与教师则可以“国际”一词来更精确地定义，他们来自非洲、大洋洲、英

国、印度及北美地区。我们欣然接受不同的身份，将其视作这瞬息万变世界中的交流、移民及全球化过程中的一种特质。但同时，我们也谨慎地了解、注意着这些在学校社区中会对工作产生影响的文化差异。由一开始，我们就十分谨慎，致力于将不同传统以有成效的、和谐的方式融合在一起。

学校的空间本身，即校园与楼宇的建筑风格，便是一种极富创意的探讨方式，是由建筑师们在美国康涅狄格州中央布鲁克（Centerbrook）、美国马萨诸塞州剑桥（Cambridge）、英国伦敦的一些工作室及北京办公室中共同设计出的成果。北京是一个日新月异的大都市，有着许多来自不同传统、产生各种影响、崭新且充满活力的建筑物。我们的学校与这样的环境相契合；它反映了西式校园与中式学习空间的融合。随着学校逐渐成熟，我们已经开始调整建筑风格，征询专家在艺术装潢及风水方面的考量意见。

在最早期的管理团队会议中，我们便意识到了文化差异及其对沟通方式的直接影响。例如，团队成员往往在会议中表现出了不同的参与风格：有些更直接，更愿意快速地分享观点；而有些则更沉默，较少发表自己的内心想法。如果我们没有谨慎地认识到并探讨这些差异，会议便会产生令人不愉快的情况，或是成效颇低。然而随着我们学习如何做出调整、与同事们分享新策略及做法，这些差异也可以充满力量，产生成效。在新学校的环境下，找到足够的时间开会总是很困难，而在鼎石，我们则致力于增强会议的有效性，并努力寻找专注于会议的时间。这对我们来说是宝贵的经验。例如，到了正式开学接收学生的第二年，我们将教员会议、学部会议与委员会会议安排为周循环制。学科组会议与年级组会议也同样每周交替举行。

我们也热衷于观察课堂中的文化差异，并从中进行学习。学习的“建筑体系”——即课程体系——反映了中西方教育内容及技能的细致融合。各课程协调员同步研究国

际小学课程 (IPC)、国际文凭课程 (IB) 及中国国家课程大纲, 以确定共同的主题与课程材料, 开展富有成效的课程结合。如果学生在一年级IPC单元中学习了故事与寓言, 他们接着便会学习中国国家课程大纲的故事与节日方面的内容, 作为中国文化与语言学习的部分。同样地, 如果初中部学生在中国文明史与世界文明史课程中研究一个重要的时代或事件, 语文老师也会在中国国家课程大纲中选择合适的文学作品, 支持学生的研究。

在创校过程中, 对教育的一些宏观问题 (儿童玩耍活动的作用、机械记忆的重要性、鼓励口头表达参与的方法) 的哲理性、实践性讨论帮助我们探索自身与他人的文化立场。我们的中西方教师接触到了来自不同学习文化传统的理论与技巧。例如, 我们请教师与协调员组织以“探究式学习”为主题的工作坊——探究式学习是北美私立学校在培养批判性思维的一种标志性方法。类似地, 我们重视并接纳中方教师课堂中帮助学生记诵课文、更好地掌握数字关系的教学技巧。这样的做法使中西方教师的课堂都非常活跃, 成为了中外学生积极主动学习的场所。

语言在任何新学校中都应是一个永恒的主题, 而在我们的情况下亦自然如此。有些同事因自己不懂中文而产生不安全感, 他们需要很大程度依赖于具有双语能力的同事耐心且主动的帮助。当然, 在中国开设一所双语、双文化的学校, 最理想的情况是聘任中英能力俱佳的关键团队成员。由于这一情况在建校初期无法实现, 为适应仅以英语为母语同事的需求, 我们聘任了翻译 (一般为英语流利的中国人)。在最初几年中, 一些校内常驻翻译及定期雇佣的专业翻译人员满足了我们的需求。随着我校使用英语授课的课程数量的增加, 以及相应地, 仅具英语能力的教师数量的变化, 我们目前正在建立一个翻译中心, 使用新的办事架构, 以处理日渐增加的语言需求。

学校宣传: 市场、传播与招生

创立学校往往缺少充足的交付周期。在我们的实际情况下, 运营工作与财务规划、建造施工与后勤, 以及课程与教学法的设计在开校近三年前便已开始。我们将这些规

划发展的时期分为筹办期 (2012-13)、筹办期 (2013-14) (创校团队在北京工作, 校区建设中), 以及开校第一年 (2014-15) (学校正式运营, 拥有290名学生、150名教师及非教职员工)。市场传播与招生工作在一年后全力展开。当时, 市场传播部与招生部迫切需要具备丰富经验与优秀办事能力的人员。在开设新校的过程中, 我们渐渐意识到, 我们必须确保学校信息进行有创意的、有效的传递。学术团队的所有辛勤工作, 无论多富有价值、充满革新、极具意义, 若是在公众环境中没有以有效的策略进行表达, 也将不为人们所见。

招生与一所新学校的脉搏紧紧相连。招生与市场传播是我们与校外的家长、学生及其他教育者的沟通渠道。我们继续在概念上设计, 并清晰表达出我们所希望的学校的样子, 招收在这一新环境中可能获得成功的学生, 市场传播部与招生部的关键成员便成为了我们所发出的最活跃的声音。我们需要在与学生及家长的沟通中了解中西方的期望。中国家长往往使用微信这一移动社交媒体平台与其他家长积极地分享学校信息, 这一现象影响了我们的传播策略, 敦促我们谨慎思考向家长发出



的每一则信息。在学校发展的每一个节点上，我们都致力于使招生政策及实践与学校使命保持一致，并公开、全面地传播给大众。我们需要注意，有时甚至需警惕社交媒体的力量。

建校初期，我们决定鼎石将招收高质量的、“合适的”学生，即便这意味着可能无法达到预设的目标——第一年为300名；第二年为650名。我们的招生过程很复杂，因为我们不仅评估学生的学术及双语水平，同时也评估他们是否有潜力在学校得以良好成长，以及对高年级学生来说，能否为寄宿制环境做出贡献。最终，我们招收到了高质量的学生，也达到了预期目标，甚至，我们由于不希望或不需过快地增长规模，拒收了一些优秀的申请者。我们不断提醒自己，在学校达到满额运作的阶段之前，要关注学校规模扩张（每年约300名学生的增长速度）而带来的挑战，以确保学校越来越有效地运作。决定一个合适且可持续的增长速度，是新学校必须果决地、但也可灵活地处理的问题。

为了强调这一全新世界学校的各个不同方面，并向家长与教师广而告之，我们开发了系列广泛的传播材料，包括双语宣传手册、指南与广告。我们的目标是：自信地开展学校宣传，使正面曝光度最大化，并以引人入胜、精准到位、持续一致的方式发展、传播我们的学校品牌。我们希望开发、使用一种全面综合性的传播策略，向潜在家长与大众推广学校。我们在北京传播我们的招生政策，主办教育沙龙以及其他标志性品牌活动，并散发McKenzie就体验式学习与世界教育模式所发表的论文。我们希望分享自己的专业知识，向他人学习，并传播鼎石学校所提供的这一令人激动的全新教育模式。这些筹办新学校的实际做法使我们收到了振奋人心的回应。我们非常推崇这样的方式。

开校初期，第一年与第二年

各项部门的建立

在捐助人的慷慨解囊之下，鼎石学校有资本在开校一年前便在北京组织起一支学术与行政核心筹备团队，这是一项不可估量的巨大优势。我们驻扎在北京市中心的一组办公室中；对习惯于校园熙熙攘攘氛围的人们来说，在一幢写字楼中，开放的办公室环境是一种崭新的体验，甚至有时是一种挑战。

在此期间，我们使用了学校使命作为指向标，开发出了工作计划、事项清单，概括出了在学校早期发展过程中所需处理的不同组成部分。任何新学校自然都需要考虑这些事项，而我们使用了学校使命，以及更具体的——我们的三座教育基石，将其契合于鼎石学校与众不同的特质之中。由校园设计开始，我们作为学术团队，与董事会、建筑师以及鼎石学校的建筑公司紧密合作，致力于确保我们的校园设施能向所有在学校居住与工作的人们彰显鼎石的办学使命与宗旨。

其他选定的组成部分如下列出，我们希望这些对我们工作有利的事项也可能会为其他致力于创校的人们带来益处。在此做出解释，我们之所以选择了这些事项，是因为在我们当时的情况之下，它们极端重要：

管理方式；

建立管理团队；

办学执照、授权与认证；

课程；

课程：“中国主线”；

教学方法；

人员配备、招聘、职业成长与发展。

管理方式

正如前文所说，我们很早就意识到了管理方式的极端重要性。无论达成早期成就还是持续性的成就，它都是一项关键性的因素。依照美国非盈利私立学校的模式，鼎石设有董事会，配有详实清晰的组织规约与章程，规定各董事不干涉学校日常运营及相关教育决策。后来，对这一职责与功能的清晰界定被证实对我们的中国家庭来说尤其重要；中国家长在学校早期就提出了一些疑问，这些忧虑往往来自于他们之前在中国学校的经历——由于董事会或学校所有者的干预，学校出现了严重的问题。而我校的董事会职责则是最终确定并批准管理章程、聘任校长、为董事会议设计日程与协议，以及为学校成立一个顾问委员会（独立于董事会）。董事设置学费，并审核重大决策与文件，如学校使命、预算、员工政策、与执照有关的政府关系等等。无论学校的所有权如何，或是否为营利性性质，我们都强烈主张清晰界定这样的职责。

建立管理团队

早在前筹备期，Shanahan与McKenzie就建

立起了一支学术管理团队。他们汇集了六位教育家，其经验与事业均是三座教育基石的反映。他们都具备这些中的一些特质：双语与双文化素养；在寄宿学校及以品德塑造为宗旨的教育项目中有丰富的经验；在强调国际视角与中国历史的课程开发方面有丰富的经验。之后一年，更多关键性人物加入了这一筹备组。团队自一开始的15人快速增长，到了这一年的年末，即在第一批教师抵达之前，达到了50人的规模。我们的初始合约为长期合约，与高级管理团队成员约期长达五年。这样的稳定性消除了潜在家长的一些疑虑。我们决定为中外管理团队及教师提供相同的薪资福利水平，这对中国同事的选择产生了极大的积极影响，同时也有利于形成良好的职场风气。这一决策也同时说明，我校共同价值观在生成积极正面的学校文化时起到了重要的作用。我们强烈主张具国际背景的新学校应该果决地做出这一同工同酬的决定，这不仅是原则问题，也会带来长远的实际利益。

在此期间，亦有一小部分初期管理团队的成员认为，自己并不适合筹办新校这一氛围所包含的诸多变化。因此，至学校运营的第二年，我校初始筹备期团队有三名成

员决定离开。创立一项事业总是不易。这对我们来说是宝贵的一课，但只能通过切身体验才能获得这样的经验。我们认识到我们本应早有预料，但这样的离职人数对任何新学校来说都并不算多。面对他人离职，学校依然需要不断前行，于是我们在招聘中最重要的考量便是通过新聘任的人员加强团队能力。

办学执照、授权与认证

政府事务流程可能确实繁琐，但却必不可少。为了使我校在教育领域取得合法的办学资质与认可，我们需要向中国当地及国家机构申请办学执照，同时紧锣密鼓地安排IPC与IB课程的使用与申请授权的工作。我们也正在申请美国西部学校与学院协会（WASC）的认证。WASC协会支持以学生为中心的有效教育项目，并在亚洲广为认可，也在高等教育界颇有名望。课程授权与认证至关重要，因为只有经过这样明确的课程验证，学生取得的文凭才可为世界各地的高等院校所认可。

在学校开学运作的第二年，所有教师与管理人员都被要求参与到准备认证与授权的过程中，参加一系列会议、工作坊，以及课程规划与归档。第二学年的第二学期将会需要大量密集性的工作，学校将分别迎来WASC代表与IB代表的访问，他们将审核评估我们在建立一所优秀学校过程中的进度。在我们为这一深度、全面的调查做好准备的同时，我们也不断提醒同事们，这些评估访问同时也是学校切实成长与发展的良好机会。因此，我们可置身于不断变化的教育领域之中，开展有关双创学校的积极对话。面对着这样细致审查与归档所带来的挑战，这样的提醒也可振奋人心。

课程

早期学术管理团队讨论并得出了一些指导性的课程教学观点。我们希望打造这样一种教育体验：学生追求学术卓越，形成全球视角，培养跨学科思维，以接受他们这



个时代及未来的全方位挑战。我们希望所开发的教学方法能够使学生秉持探究与服务意识，开展与他们息息相关的、有亲手实践的学习体验。我们希望学生向世界学习，为世界学习。现在，我们非常肯定学校这样的课程融合所拥有的价值，这对其他类型的学校亦适用。

我们分析了不同的课程架构（不同学校环境所记录、实施的课程体系），并计划在校内创造专属于我校的课程模式。我们的团队在前筹备期进行了广泛的探索与调查，也咨询了其他中外国际教育专业人士，最终决定选择国际小学课程（学前班至五年级）以及国际文凭课程中学项目与大学预科项目（六至十二年级）。我们深刻了解做出这些选择的原因，也知道他人可能会做出不同的决定。但更重要的是，我们能够自信地解释为何选择了这些课程体系。

课程：“中国主线”

“中国主线”是鼎石课程中最独特的元素之一。Booth与McKenzie在一份早期学校描述中这样写道：

中国：鼎石课程的主线

北京市鼎石学校是一所属于中国的学校，采用国际课程，拥有全球视野。鼎石位于中

国的首都北京，这里不仅是活跃的政治文化中心，也具有深厚的历史底蕴。作为一所世界学校，我们的使命是融合中国、美国、国际三种教育传统的精粹。这三种丰富而深厚的教育传统，就像三股颜色各异的丝线。鼎石教育则是一匹由三股丝线交织而成的锦缎。然而，中国，作为三股丝线之一，是锦缎的主线。我们希望鼎石所有的中国学生和外国学生都能了解中国辉煌的过去和光明的未来，并引以为豪。为了实现这个目标，我们会以中国为主线设计教学，把中国的语言、历史、文化和身份认同等内容融入各个年级的教学活动中。我们聚焦中国和中国对世界的贡献，从而帮助师生更加深刻地认识自身，理解世界，以及两者之间的密切联系。围绕“中国主线”开展的各项教学活动也将提升学生的批判性思维能力，让他们在全球金融、政治和文化领域的竞争中领先一步；并能激发他们对学习的热爱，对本国传统的尊重，对文化差异的包容，以及对学术卓越的追求。

“中国主线”激励了我们的教师，而这一课程手段也帮助学生了解了中国在世界上的重要地位，使他们培养了解学校所处国家文化特征与传统的这一必备技能。“中国主线”对中国的家长、教师与管理人员来说尤为重要。文化大革命时期，中国的历史文化与传统艺术饱受质疑、甚至有时被人们忘却。因此，在有了这样的经历之





后，他们迫切希望为这方面知识的教学重新注入生命力。“中国主线”吸引了很多家庭，包括外籍家庭，很快成为了最具魅力的一匹锦缎。在其他地域的学校也可发展不同的课程重点；其中总会出现的共同之处是：要创立一所成功的新学校，教师与学生课程的全心投入必不可少。

教学方法

我们发现，创立一所学校，教学法的多元化不可或缺。我们致力于结合来自中国、美国、国际，以及其他学校教育传统中最有效的教学方法，将其置于体验式教学模式之中。对我们来说，这也是我们办学标语——“向世界学习，为世界学习”的涵义之一。在招生、招聘之前，我们便同潜在家长与教师分享了我们的出版物与教育理念声明。McKenzie (2013) 也就体验式教育的重要性撰写了一份指导性文件。他从库尔特·哈恩 (Kurt Hahn) 的观点出发，谈到通过体验式学习塑造学生品德的概念，并将此概念拓展到课堂内外：

我们这个时代面临的诸多重大挑战——环境恶化，全球化所带来的文

化冲突等等——都需要亲身体会才能获得真正意义上的理解。后工业时代文化的一个显著特征是，人们希望尽可能地远离风险，而户外活动能刺激和改善日益僵化的大脑。小至一所学校，大至整个社会，我们的学习文化都亟待“营救”。(第26页)

我们为教师设定了这样的目标：根据合适的情境，采取不同的教学方法及风格，产生预期的学习成果。如此，我们便能够有效地容纳各不相同的学习方式。McKenzie 在一封致教师的信中这样描述：

正如我们所开发的课程并非单一体系一样，我们也应该让我们的教学方法呈现多元模式……我们的教师有着多种不同教育工作经历，其中不乏拥有多年出色教育工作经验的资深教师。我鼓励大家在鼎石大胆尝试在自己过去的经验中行之有效的教学方法，但同时也要要求大家保持开放的心态，接受某些教学方法也许不适用于鼎石课程的可能性。即便过去的教学方法确实奏效，我们也要不断努力尝试新方法。让我们向彼此学习，从彼此丰富的教学经验中汲取好的方面，发展出与多元化课程所匹

配的多元化教学方法。让我们集百家之所长，为学生提供最好的教育。

我们向其他新学校——无论所处何方——都提倡这一教学法多元化的理念。

人员配备、招聘、职业成长与发展

一所新学校的初始几年需要开展大量的招聘工作。招入适合的、拥有灵活态度且充满热情的教师、帮助他们尽快适应学校工作、为他们提供成长发展的机会——这些都是我们优先考虑的事项。在一所国际型学校中，要时常为长途行程与时差做好准备。对我们来说，为了人员配备，我们需要清晰地列出第一批教师的数量、类型及水平；我们需要拟定一份与我校使命目标相一致的教师及管理团队档案；我们也需要为招聘及培训设计出有效的策略及时间点。一些重要的事项包括：创造一份服务条款模板，激励员工为社区充分做出贡献；在中国法规的背景下，评估并完善适合中外员工的薪资福利模型；在执照与课程方面，按照中国政府的指导方针行事；撰写并出版我校的员工手册；以及，为新员工制作一份迎新指南。为第一批教师的抵达做准备时，我们同时也准备了一份职业成

长计划与模板，提供了振奋人心且有益的支持与发展机会。我们在创建并使用《职业成长与发展框架》的时候囊括了一系列元素，包括设立目标、自我反思、反馈与导师制。我们参考了丹尼尔森 (Danielson) 模型，考虑到了教师的课程计划、教学技巧、课堂环境以及专业职责 (Danielson, 2013)。为了将学校的教学基石一并囊括其中，我们增加了第五维度——构建校园社区。

招聘是一项重要的挑战。我们为第一年招收了近70名教师及学习助理，而第二年人数几乎又增长了一倍。我们需要引导这些教师了解鼎石独特的文化，并阐明他们在课程教学中的学术期望。每学年初，我们为新教师安排了为期两周的培训（在开学第一年时为四周），用作教师培训及建立社区关系。返校教师则参加一项时间较短、强度较低的培训，在新教师培训的最后一周作为培训者帮助新教师，同时学习这一学年即将产生的变化，也参与一些社区建设活动。介绍我校使命与文化是培训中最重要的目标，而我们也八月的培训及全年中为新教师安排了了解课程框架、教学支持、语言支持的培训活动。我们的中外教师来自不同文化背景——这是我校课程计划中的一项重要特质，我们全力促成其所引发的课程发展并归档。并且，由于我们有相当一部分教师来自国外，并计划在两年、三年、或四年后另寻他职，我们便必须对这些重要的初始成果作好记录。

职业成长对世界各地的教师来说都越来越重要。这不仅对个人而言意义非凡，对我们的学校社区、以及对教育学术界来说，也是交流观点的好机会。我们致力于打造开放的学校文化，鼓励教师互相访问课堂，以非正式讨论的形式交流有效的教学实践方法。由于在创立新学校时，教师也承担着特殊的、各不相同的职责，我们推进这些计划的最大挑战便是缺乏充足的时间。我们会为此再做努力。然而，我们的教师已经展现出了非凡的兴趣，他们愿意学习新事物，讨论新观点，以新的方式与新接触的同事进行交流。

结语：新的起点

新的起点往往不易。创立一所学校节奏紧迫、事项复杂、挑战纷繁，尤其是在创校者具有革新意识、大胆构想，希望完成一项伟大的事业的时候。我们确实希望创造一项与众不同的事业，在回顾过去三年的团队合作时，我们也感受到了深深的敬畏之情。学校的指导性使命以三座教育基石为定位，能够强有力地指引学校文化、课程与社区的发展。设施完备的校园，加以优秀的人力及其他资源，已成为了我们所有人真正的家园。

我们在“刚刚起步”与“几近成熟”之间摇摆，充满信心地勾勒着未来几年鼎石发展的宏图。我们需要进一步开展工作，探索并发展中外员工之间的充实关系。我们认为，即便学校将继续快速扩张，我们依然需要保有共同决策的方式。我们需要为教师复杂的工作提供支持，使他们得以完成课程规划的各项细节，建立起详尽的课程范围与顺序衔接表。我们需要继续发展双语文化，作为全校文化的核心。同时，为英语及中文二语教学设计更新更好的教学策略，这将会是一个长期挑战。并且，我们也需加强并使“中国主线”这一决定性特质贯穿在学校的定位与学生的教育之中。这些是我们已知的一些经验。

我们对世界学校的理解得到了深化。世界学校，除却其他特质之外，还对所处国家或地区的语言、历史、文化与身份认同展现出明确的兴趣，但这样的学校是由周遭世界的视角来审视这些特质，反观亦是如此。如果世界上越来越多的学校将自身的“本国特质”以此方式与全球背景结合起来，这怎能不令人心潮澎湃？这些对世界学校的思索也是我们所获取的诸多实际经验之一。

我们希望，这些有关创立新学校的起步型思考，能够激励他人顺利地参与到这项伟大的、彰显人性之道的教育事业中。

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