A New World School

# We believe the world needs *a new kind of thinker.*

We are a school planning for the future with wisdom and imagination on a mission to educate remarkable human beings ready to contribute boldly to their communities and society.

Keystone Academy is seeking more than high-achieving students from around the world. We are looking for daring students who want to be part of a groundbreaking new school – students who will make the most of their talents and this extraordinary opportunity.

Living, learning and succeeding here transforms what students can accomplish now and in the future. When students choose Keystone they are choosing to embark on a new kind of life.

NEW STUDENTS AND PARENTS ANSWER

# "WHY KEYSTONE?"

***Students and parents from the U.S., Europe, Africa, South America and, of course, right here in China are drawn to Keystone's new model designed for a new world.***

"The opportunity offered here is invaluable – providing my daughter with a totally

## different way

to see the world in China and beyond."

*– Parent of middle school student from China*

"This is the life

## I wanted."

*– Grade 8 student describing her first year at Keystone Academy*

"My daughter is very independent and open to other cultures. She has an adventuresome nature and thrives on new experiences. It's hard to think about having her go so far away, but she is so

## excited and adjusts

easily to new environments – I don't want to hold her back."

*– Parent of student from USA*

*In Visual Arts class students learn about different expressive forms.*

"I am very excited about the opportunity to study in Beijing, and about the relationship between

## Botswana

and China. I've been researching online about China and reading individual experiences on various blogs. I'm also trying to learn how to use chopsticks to get myself ready."

*– Grade 11 student from Botswana*

*We believe learning should be both challenging and fun.*

"As parents, we have very high expectations. The school's goal of having graduates who can view the world as a native speaker and thinker in two languages is truly exciting. It is

## very, very ambitious

and we like that."
*– Parent of primary school student from China*

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"I'm lucky to be raised in a family that loves music, traveling and visiting museums. I feel more aware of different peoples and cultures. One day, I want my own kids to look for

## new experiences.

I'm really excited about coming to China."
*– Grade 11 student from the US now living in Nicaragua*

*Keystone's Music program is built on a strong understanding of musical theory and techniques.*

*Drama is a key component of the Performing Arts program at Keystone.*

"Last summer, I had the chance to travel to China with a People to People student ambassadors group. We visited several places, and I just

## fell in love

with Beijing. When I got home, I started taking Chinese lessons and looking for boarding school options in Beijing. I was very excited to find Keystone."
*– Grade 10 student from USA*

"This school invests my son with a sense of

## responsibility

so that he feels a strong connection to this world in which he is living. He has already begun to think about his responsibility to others and to the community. You need to implant these values at a very early age."
*– Parent of primary school student from China*

# Educating New World Thinkers: *A Groundbreaking K-12 Model*

We believe it's possible to educate young people to possess new levels of intellectual, social, and cultural fluencies that will allow them to move seamlessly in any situation, in every city in the world, and in any university or profession. We believe students who possess such fluencies will be positioned for remarkable success as individuals and as contributors to society.

No other school like Keystone exists. We have intentionally drawn from and woven together best practices in bilingual education, International Baccalaureate education, and character and leadership education that is a hallmark of U.S.-style residential schools. Weaving these three pedagogies together is our signature Chinese Thread, which incorporates Chinese history and culture in a global context. Recent neuroscience research indicates that an integrated and interdisciplinary curriculum is a powerful way to achieve deep, global learning. Through our unique model, Keystone aspires to transform fundamentally the concept of global fluency.

### *What Makes Us Different?*

Our program is founded on three keystones that characterize and define who we are:

1. **Bilingual immersion in Chinese and English;**
2. **Building character and community throughout our residential setting;**
3. **Promoting Chinese culture and identity in a world context.**

The combination of these three key elements creates a dynamic context in which our students can develop the linguistic, cultural and social skills they will need for life beyond our gates. A Keystone education prepares students broadly by challenging their hearts and minds, and encouraging them to view themselves in a larger context.

*Science labs give students regular opportunities to experiment and discover concepts for themselves.*

KEYSTONE
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# BILINGUAL

## IMMERSION IN CHINESE AND ENGLISH

The advantages of fluency in two or more languages are undisputed. Mastery of multiple languages opens the way to a lifetime of educational, professional, cultural, and personal opportunities. Keystone Academy is an incubator of such opportunities for its students who will learn in both Chinese and English. Our goal is for graduates to think, speak, read, analyze, and create with equal fluency in both languages.

*Students learn language and culture through a variety of classroom and arts-based experiences.*

Primary school uses a dual-language immersion program in which students study, play and learn throughout the school day using both Chinese and English. In middle and high school, our students increase their study of, and in, English to best prepare for universities around the world, but they also retain their study of Chinese throughout the program. Learning in more than one language allows students to develop greater cognitive flexibility overall, and high literacy skills in both languages. Each language brings with it its own culture, history, and way of looking at the world, thus giving students multifaceted viewpoints for creative thinking and problem solving.

### *Bilingual Internationally Recognized Liberal Arts Curriculum*

Keystone students engage in the gold standard curriculum recognized by colleges and universities around the world – the International Baccalaureate Programme. They have the deeper advantage of learning bilingually.

**The Primary School** at Keystone tailors for its students the International Primary Curriculum – an engaging, rigorous, and internationally-minded thematic curriculum of choice in schools in 80 countries. The program carefully develops the social, emotional, and intellectual building blocks that students need to flourish. The humanities curriculum is interdisciplinary, creatively drawing together the domains of literature, arts, social studies, and language. Students also engage in rigorous math and science instruction that informs their understanding in the humanities, and allows them to begin developing a deep knowledge of mathematical and scientific concepts.

**The Middle School** introduces the International Baccalaureate Middle Years Programme (IBMYP), a curriculum in harmony with the unique mission of Keystone. In the middle years curriculum, Keystone maintains its central core of Chinese language, culture, history, and identity, even as students explore other major traditions of learning in languages, humanities, sciences, mathematics, and the arts. The curriculum focuses on skill development, social and emotional growth, study of both individual subjects and interdisciplinary areas, and affords students a variety of opportunities for individual and collaborative planning and research.

**The High School** prepares students for entry into university through the International Baccalaureate Diploma Programme (IBDP), and continues to develop the intellectual, personal, emotional, and social skills needed to succeed in an interconnected world. Students will deepen their commitment to

*Students with different linguistic and cultural backgrounds learn to communicate and collaborate effectively.*

THE KEYSTONE WAY

## Raising Bilingual Kids

There is more to raising a bilingual child who can speak two languages fluently and proficiently than intensive language lessons. The child is not merely learning two languages, but is also absorbing two cultures, getting accustomed to two learning approaches, and understanding, realizing and experiencing the world in its diversity cognitively, emotionally, socially and personally. At Keystone, we understand these dynamics. This understanding is reflected in our curriculum, our academic and co-curricular programs, and in the very ethos of our new world school.

community service, and will come to reflect critically on knowledge itself: what they know and how they know it within Chinese culture and in the wider world. Expert college advising prepares our students to apply for colleges and universities anywhere. The IB programme culminates in an International Baccalaureate Diploma – a significant achievement recognized and prized by universities worldwide.

"Keystone comes at the right time . . . with its world-oriented focus, critical thinking, pedagogical style and inquiry-based learning. Globalization increases rather than reduces the need to understand cultural variations."

*– Dr. Li Jin, Professor of Education and Human Development, Brown University, USA*

KEYSTONE
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# LIVING LEADERSHIP:

## BUILDING CHARACTER AND COMMUNITY

At Keystone, we are not educating onlookers. We are educating young people to be active participants and leaders in their home and future communities. Each student's development as a person is as vital as his or her development as a thinker. We know parents want their children to possess a strong work ethic, independence, initiative, leadership, integrity, connection to others, empathy, and global citizenship. Developing these values and skills takes practice. We believe our residential setting is an ideal environment for students to have the practice they need in character and community building.

### *Pioneering Student Leadership*

We believe every student possesses leadership potential ready to emerge when presented with the right opportunities. Keystone consciously lays the groundwork for leadership learning in and out of the classroom. Students have formal ways to lead by becoming proctors, tour guides, and house, club and team captains. We also encourage them not to chase titles. Leadership development at Keystone is about helping every student realize that he or she has the power to make a difference. We give them ample opportunity to become agents of positive change through small, but significant acts so they can see that their actions are the true mark of leadership – a mindset they will carry with them into the world.

### *Space, Face, and Place*

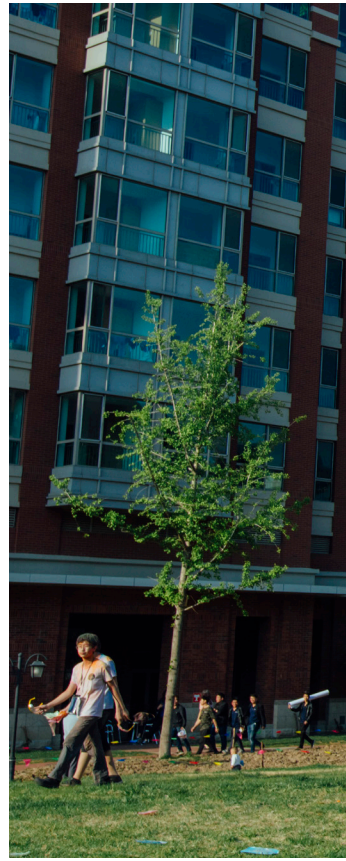
We believe there is no better way to learn the art of becoming a citizen of the world than by participating in the creation of community. By the time students reach high school, our goal of building character and community in a residential setting becomes even more profound. All high school students live at Keystone from grade 9 upwards. This experience prepares students for life at university and beyond like nothing else can. Our residential program has been designed by experts in adolescent development, and is led by dorm parents who are totally committed to it. Each Keystone student also has an advisor who is her or his mentor not just academically, but also socially and emotionally. Our residential life program is based on top boarding school traditions in the United States and also draws from the goals of Confucius' private school where he taught his students 'how to learn,' 'how to practice,' 'how to conduct themselves,' and 'how to live together.'

Our residential curriculum is divided into three segments we think of as "space, face, and place." During the first trimester of the school year, we focus on "space" as students transition to boarding life, mastering procedures, completing dorm chores, and becoming self-sufficient with time management, study skills and learning conflict resolution and compromise. During the second trimester, "face" is all about relationship building through a wide variety of activities from team "dorm wars" competitions, parties, late night socials, weekend fun, and dorm proctor-led meetings and activities. The final trimester focuses on "place." This is a time for introspection, where students reflect on questions such as: Where do I fit into the Keystone community? How can I give back, or make an impact on my school, my community and my own character?

### *Weekends Matter*

Every weekend includes planned activities and trips in the form of outdoor, cultural and service fun, exploration, and learning on campus and off. Residential faculty members plan and organize trips and activities throughout each weekend emphasizing IB learner values of risk taking and knowledge. We also host

*The Color Run is one of the many activities organized by the Service Council to build awareness and to raise funds for charity.*



*Each student has an advisor to support their progress at Keystone. Advisors are important resources for parents as well.*

*Weekly dorm meetings with students and dorm parents are a key part of our residential life curriculum.*

THE KEYSTONE WAY

## Boarding Expectations

- **24/7 RESOURCES** Keystone students are expected to engage actively and participate fully in school events and activities. Keystone students have the resources, time, and support they need to try new things, to discover unknown talents, and to develop their gifts – all on campus.
- **RESPONSIBILITY** Students learn to take responsibility for their actions and choices far more than if they were living at home. This experience helps them to mature, learn new ways of thinking and behaving, and gain self-sufficiency for life after Keystone.
- **UNIVERSITY LIFE AND BEYOND** Through the balance of faculty support and expectations of personal responsibility, boarding schools like Keystone deliver graduates to university with an outstanding level of preparation, integrity, self-awareness, and honor.

special campus weekends in which the entire middle and high school student body and faculty spend the weekend at Keystone for fun, learning, teamwork, bonding and relaxing. It is a terrific way for middle school day students to preview the boarding experience.

THE KEYSTONE WAY

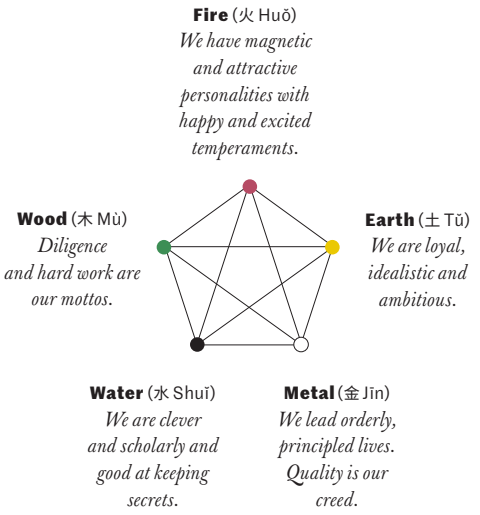
## Our Shared Values

Our community offers unique privileges and also implies shared responsibility. Please visit our website for a fuller understanding of how the Five Confucian Traditional Virtues provide the foundation for our behavior and interactions.

- **REN 仁 COMPASSION** We act with kindness, understanding and empathy in our relationships with others.
- **YI 义 JUSTICE** We act rationally and fulfill our responsibilities courageously and with determination, steadfast in our integrity and sense of balance.
- **LI 礼 RESPECT** We value the norms and expectations for social behavior in our community and beyond.
- **ZHI 智 WISDOM** We accept the wisdom of others while diligently pursuing personal enrichment and knowledge.
- **XIN 信 HONESTY** Our community members tell the truth, act with integrity and live up to the highest of expectations. We will be self-governing, accept responsibility for our actions and lead by example.

### *Welcome to Your House*

If you have ever read the Harry Potter books by J.K. Rowling, you will be familiar with the concept of belonging to a "House" – a smaller community that allows deeper friendships and camaraderie to flourish. All of Keystone's students and teachers belong to one of five houses that take their names and characters from the Five Elements in Chinese philosophy (See the diagram below).




*In the IB Design curriculum, students are able to develop their own innovative ideas.*

THE KEYSTONE WAY

## Healthy Role Models

Beyond studies, school days include team athletics, music, the visual arts, theatre, student council, and community service. Students have the resources and opportunities to launch clubs devoted to their interests from filmmaking to robotics. A healthy ambition drives our young school. Keystone students have already achieved first place wins in academic and athletic competitions with other schools. On campus, they are role models for future students, founding our first student newspaper, staging our first theatrical productions, developing debating skills, leading the way in campus-wide environmental activism, participating in poetry contests, and launching many student-led community service initiatives.

*Before graduation, seniors pass the responsibility of school leadership on to the junior class.*

*Fall camping trips in grades 4-10 promote friendships and bonding for each grade level.*

*Students rehearse for an in-house drama production.*

*Dorm life includes learning how to live with roommates and how to manage your study time well.*

KEYSTONE
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# THE CHINESE THREAD:
## MORE THAN A CONCEPT

With the study of China's past and present at the heart of our curriculum, Keystone Academy has emerged as a pioneer in contemporary education. The Chinese Thread is not just a concept: it is a curricular approach that instills in our students a masterful depth and range of knowledge. Achieved through coherent, methodical curriculum planning, innovative teaching pedagogies, and experiential learning inside and outside the classroom, the Chinese Thread weaves Chinese language and cultural history through all divisions, integrating with each division's international curriculum.

In the primary school, emphasis on Chinese language within our bilingual education ensures that the Chinese Thread weaves its way into all subject areas and elements of the program, academic and otherwise. In middle school, the Chinese Thread provides the main structure for two subject groups – Humanities (history, culture, geography, politics and society) and Arts (visual arts, music and dance). Students have opportunities to grasp a deep understanding of, and appreciation for traditional Chinese arts in *wushu*, music and dance, painting and calligraphy. With each successive year, students' understanding of China expands. By the last year of middle school – grade 10 – students are ready to undertake an in-depth independent capstone project on a compelling aspect of China's cultural history or traditional arts. In high school, students will prepare for college-level study with a comprehensive Chinese Studies course designed for Keystone in partnership with university scholars in China and the United States.

The Chinese Thread works to impart to students the critical thinking skills that will make them leaders in the world of global finance, politics, and culture. It inspires in them a love for learning, a respect for their own traditions and cultural differences, and a passion for high-level scholarship. Students achieve a deep understanding of their own identity, of their world, and of the connections between the two. Binding together China's powerful past and promising future in a way that develops pride and knowledge in all of our students, both Chinese and international, is the keystone that provides our graduates with a solid and confident understanding of their place in the world.

*Students deepen their connections to Chinese culture and traditions through the arts.*

*Traditions such as the Peking Opera come alive at Keystone.*

*From wushu to Chinese history and literature, students are immersed in China from many perspectives.*

THE KEYSTONE WAY

## Combining Cultural Learning Styles

European American learning beliefs emphasize inquiry, curiosity, a challenging attitude, open mindedness, creativity, and efficiency. Chinese learning beliefs emphasize a set of personal moral virtues such as resolve, diligence, endurance of hardship, perseverance, concentration, and humility. Although both cultures have some of each other's learning beliefs, each culture's core beliefs anchor distinctly in their own model. One approach is not better than another. What gives graduates an advantage is the ability to integrate different cultural learning approaches, and apply them in the right moments.

# In China, *for The World*

*Red fans add a Chinese flair as students rehearse the dance number for an American musical.*

With its centuries of culture and its position as a leader in the modern world, we believe China, and Beijing in particular, is an ideal place to educate bold thinkers who become creative, positive change agents. Beijing is a city of artists, scientists, designers, architects, and entrepreneurs at the forefront of global innovation. Our dynamic location has already given Keystone students opportunities to be part of many exciting and even history-making projects.

The Confucian philosopher, Xunzi, said: "Tell me, and I will forget. Show me, and

*Our city of Beijing is rich in cultural history as it dates back three millennia. It also boasts the social, economic and cultural wonders of all great modern cities.*

*Viewing the Tulou buildings in Fujian province—one of several UNESCO World Heritage sites in China.*

*A truly Great Wall, with many sections worth exploring.*

*Students travel to Nepal and beyond on one of our service learning trips.*

*Grade 4 students perform with shadow puppets on their first experiential learning trip to the ancient town of Pinyao.*

*Picking tea leaves in Fujian province.*

I may remember. Involve me, and I will understand." Whether right here in Beijing chronicling the restoration and repurposing of historic Hutongs or traveling as far away as Moscow for an inside look at the science behind rockets that will travel to Mars, learning by doing is fundamental to a Keystone education.

Every day in the classroom, hands-on experiential learning is one of our primary ways of teaching. In addition, throughout the year each grade engages in special opportunities for extended immersive, real-world learning. Previous experiential learning trips have included: Grade 5 traveling outside Mainland China to Taiwan, where students explored ancient history and culture. Grade 8's History, Literature and Math curricula has included students traveling to the Great Wall while learning the history of the Silk Road. To delve deeper into Keystone's ethos that draws on Confucianism and better understand several approaches to learning, grade 7 students traveled to Shandong province to explore the home of Confucius, climb Mount Tai and visit Qingdao. Grade 9 shared their learning and skills with students at a local school in Hunan. Grade 10 recently traveled to Yunnan and hiked the Tiger Leaping Gorge.

Learning by doing is one of the penultimate forms of learning, only to be surpassed by a learning that is an act in response to another's need. This is the

*At the far western limit of the old Silk Road, grade 10 students climb the Mingsha sand dunes.*

*Students elect to spend their spring vacation rebuilding homes for earthquake affected families in Chengdu.*

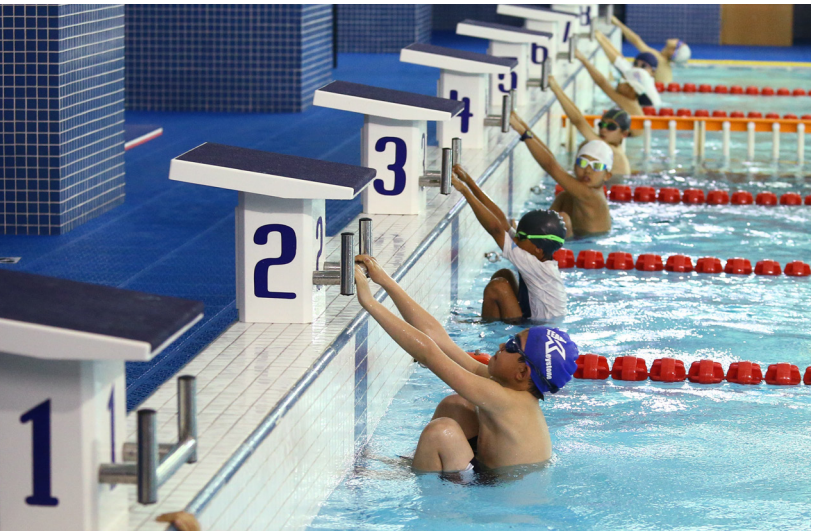
*Exploring the art of pottery making in Xi'an.*

*Camping in the Wutai Mountains.*

# Spectacular Campus *and Resources*

*The main gate opens to the secondary school wing and school greenhouse.*

*Students get ready for swimming laps in the Keystone pool.*



highest form of learning and exactly the education we want for Keystone students. Recent service learning immersive lessons included groups of students, teachers and staff traveling to Chengdu in China, to Nepal, and to Thailand. One group worked in an elephant village. Another helped with restoration efforts in an earthquake-torn village in Nepal. And the third group built homes in Chengdu for those affected by the 2008 earthquake. Closer to home, service initiatives are student led, and always

*The Performing Arts Center was designed by Harvard Professor of Architecture, Preston Scott Cohen.*

THE KEYSTONE WAY

# University Thriving

The world's leading universities are looking for students capable of excelling in an intellectually exciting and rigorous environment who can also do more than study. By educating our students not only to develop their intellects but also their talents, character, and multi-dimensional view on the world, Keystone prepares graduates to be admitted to, and to thrive at university. "The student who is the most interesting to a number of the good colleges is the student who is his own person," emphasizes U.S. college admissions expert, Martha Lyman, who has helped design Keystone's college counseling program. One of her tips to parents includes, "It is not about pushing your children into as many activities as possible, but helping them find an interest and pursue it in a deeper way." Her yardstick for assessing student potential: Energy, Creativity, Initiative, Commitment and Talent. Ms. Lyman has also noted that, "Keystone is already drawing great interest from U.S. colleges and universities."

*Our students enjoy exploring a broad range of interests and activities. Whether finding a book for research or competing on Keystone's sport teams, we have excellent resources to help them pursue their goals.*

## College Admissions

Berkelee College of Music
Boston College
Boston University
Brown University
Carnegie Mellon University
Case Western Reserve University
Dartmouth College
Davidson College
Johns Hopkins University
Middlebury College
New York University
Northwestern University
Princeton University
Rhode Island School of Design
Rice University
School of the Art Institute of Chicago
The University of Chicago
University of California, Berkeley
University of California, Los Angeles
University of Michigan - Ann Arbor
University of Southern California
Vassar College
Wake Forest University
Washington and Lee University
Imperial College London
University of Cambridge
University of St Andrews
Ecole Supérieure des Sciences Economiques et Comerciales
University of Toronto
University of Hong Kong
École Hôtelière De Lausanne
University of Sydney
Tsinghua University
Duke Kunshan University
Yonsei University

# *Founded by* Experts

Keystone's leaders and faculty have run top independent schools and Ivy League programs, developed bilingual immersion programs in many languages and guided student life in the most successful and enduring boarding schools in the world. Our faculty, recruited from China and the world, are lead teachers with a depth of experience in top bilingual, International Baccalaureate, and residential life programs.

*At the beginning of each school year, Keystone inducts new secondary students during a simple and elegant matriculation celebration.*

*Each spring, students present with pride a selected portfolio of their work to their parents.*

THE KEYSTONE WAY

## Partnering with Parents

When it comes to parents feeling that they are true partners in their child's Keystone education, parents say it best: "Keystone is not just a school but a community, creating so many opportunities for parents to get together. I really do feel like we are partners in my daughter's education." In addition to performing arts and athletic events, Keystone hosts parent education seminars and social occasions. Parents are also invited into their child's Keystone experience through academic assessments in which students guide discussions about their work. As another mother said, "Parents have the opportunity to talk to each other, to get to know each other, and to share experiences. We are constantly exchanging information with each other and have become good friends."

**Edward Shanahan**
*Board President*

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, and was until recently 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.

**Malcolm McKenzie**
*Head of School*

Malcolm McKenzie grew up in South Africa, and studied at the Universities of Cape Town, Oxford and Lancaster. He is a Rhodes Scholar, and has degrees in Literature, Philosophy and Applied Linguistics. He was also the first Bicentennial Fellow at Deerfield Academy in Massachusetts. Mr. McKenzie started his academic career as a university lecturer, but moved into school teaching, and school leading, nearly 30 years ago. He has been Principal of three schools, Maru-a-Pula School in Botswana, The United World College of the Atlantic in Wales, and The Hotchkiss School in Connecticut, U.S. Mr. McKenzie has also served on the Board of the Round Square Association, which numbers approximately 150 schools worldwide. He was a co-founder of the Global Connections Foundation in 1997, and is now Director of this confederation of schools. Although he is a hands-on school leader, who loves spending time with students, Mr. McKenzie still writes extensively on education.

**Jia Lili**
*Associate Head of School and Dean of Curriculum*

Lili is a passionate teacher and educator with more than 27 years of experience. She has served at different international and bilingual schools as well as Chinese National government schools where she gained her teaching and leadership experience in Chinese National Curriculum, IGCSE and IB. During the time working at local government schools, she worked as homeroom teacher, language lead teacher, grade level leader and also an examiner for the China National Curriculum High School Entrance Exam. She has awarded as the Outstanding Young Teacher at the city and district level, and has the experience working in Dean of studies office and Moral Education Office. Lili has been working with IB program for over 20 years and she is currently a MYP and DP workshop leader with over 13 years of teacher training experience. She is also a MYP and DP field representative, DP senior examiner, DP Authorization School Visiting Team leader and consultant. She also worked as MYP Personal Project Moderator during 2004-2010 and Language acquisition moderator during 2010-2012. She holds a master degree in Linguistic and Applied Linguistic, and Postgraduate diploma in social & educational study.

**Paulina Aguilera**
*Dean of Faculty*

Ms Paulina Aguilera has served in IB schools around the globe for 20 years. Ms Aguilera holds a Master's degree focused in Educational Leadership and Administration from the College of New Jersey and recently served as the Deputy Head of Middle School. Paulina is also an IB Consultant, IB Site Visit Team Leader and IB Workshop Leader. She provides professional development for administrators and teachers in the Asia-Pacific region and visits MYP candidate schools as well as MYP schools undergoing program evaluation. As the Dean of Faculty, Ms Aguilera is responsible for the recruitment, retention, overall professional growth and support of faculty. Paulina's commitment to creating a collaborative environment for teaching and learning, coupled with her leadership experience in a variety of international settings contributes to a positive school culture.

**Chris Mccoll**
*Dean of Admission*

A graduate of Johns Hopkins and Georgetown universities, Chris McColl spent seven years working at St. Albans School and National Cathedral School in Washington, DC before moving to London, where he spent 10 years as a teacher and administrator at the American School in London. At these schools, he taught English, history, and math, and served as an advisor, grade leader, summer program director, financial aid manager, curriculum committee chair, and admission officer. Prior to joining Keystone, he spent 13 years as Director of Admissions at Hackley School, a K-12 day and boarding school just outside New York City. Mr. McColl has presented at professional conferences in the United States and Europe on numerous topics including parent engagement, data management, and the assessment of character in admission work.

**Catherine Copeland**
*Head of Primary School*

Catherine hails from Canada where she had a rich multicultural and bilingual upbringing. She has been teaching, consulting, and leading learning for almost 30 years in Canada, the UK, the Netherlands, and Spain. Although Catherine has taught and lead students of all ages, her true passion lies with primary school. Catherine was the Founding Head of Primary for United World College in the Netherlands and subsequently has founded a number of international schools in southern Spain. She is an advocate for global education and world schools with a particular research focus in dual language bilingual and multilingual language learning. Her most recent studies in Educational Science and International Education were at the University of Amsterdam for her Master's Degree and the University of Bath in the UK for post-graduate (PGCE) studies. Catherine has published a chapter in the book Taking the IPC Forward and will continue to develop the IPC curriculum at Keystone Academy. Catherine loves being a global citizen and is excited to live and work in China. She looks forward to developing the high quality of education at Keystone Academy as the leader of the Primary School.

**Meredith Phinney**
*Head of Middle School*

Meredith Phinney is Head of Middle School at Keystone. She has been teaching English literature for many years. She holds a Bachelor of Arts in English and Drama and a Bachelor of Education in Primary and Junior Education with a concentration in English from the University of New Brunswick (Canada). Additional qualifications include Special Education (Gifted). She most recently completed a Master's of Curriculum, Teaching and Learning at the University of Toronto (Canada). She has taught in a variety of curriculums British A levels, AP, IB MYP and DP, and the American curriculum. She has been fortunate to teach in Canada, England, the United Arab Emirates, Vietnam, Turkey, and now Beijing , China. Outside of school, Meredith enjoys travelling , yoga, and tennis. Her favorite quote is from William S. Burroughs: "The aim of education is the knowledge, not of facts, but of values."

**Régine de Blegiers**
*Head of High School*

Régine de Blegiers began her career in business but realized that her passion was education. She has spent the last 27 years in Asia, predominantly in the Philippines, and has worked in five international schools. During 19 of those years, Dr. de Blegiers has worked with the IB programs as Acting Head of School, French teacher, Program Leader, and Workshop Leader for French. Régine earned an MBA at the Asian Institute of Management and Ed.D in Educational Management at the Philippine Women's University. Dr. de Blegiers has a passion for culture and history.

*Guest, like famous American poet Susan Kinsolving, bring the poetry world to Keystone.*

*Small class sizes allow for more individualized instruction from teachers.*

THE KEYSTONE WAY

## Honored Guests

To inspire our community and to create a forum and showcase for important dialogue, Keystone regularly hosts guest speakers, visual artists, authors, actors, musical and acting troupes. Recent guests include: Art Director for Pixar Animation Studios Anthony Christov; Wu Man and the Huayin Shadow Puppet Band; visual artist and educator Terri Moore; American poet Susan Kinsolving; musicians Jin Wenbin and Chai Liang; the China Film and Symphony Orchestra; and Professor of Film Studies at Columbia University Richard Pena among others.

# We Welcome *your application to Keystone Academy*

*We are looking for candidates who will make a positive difference in our school community.*

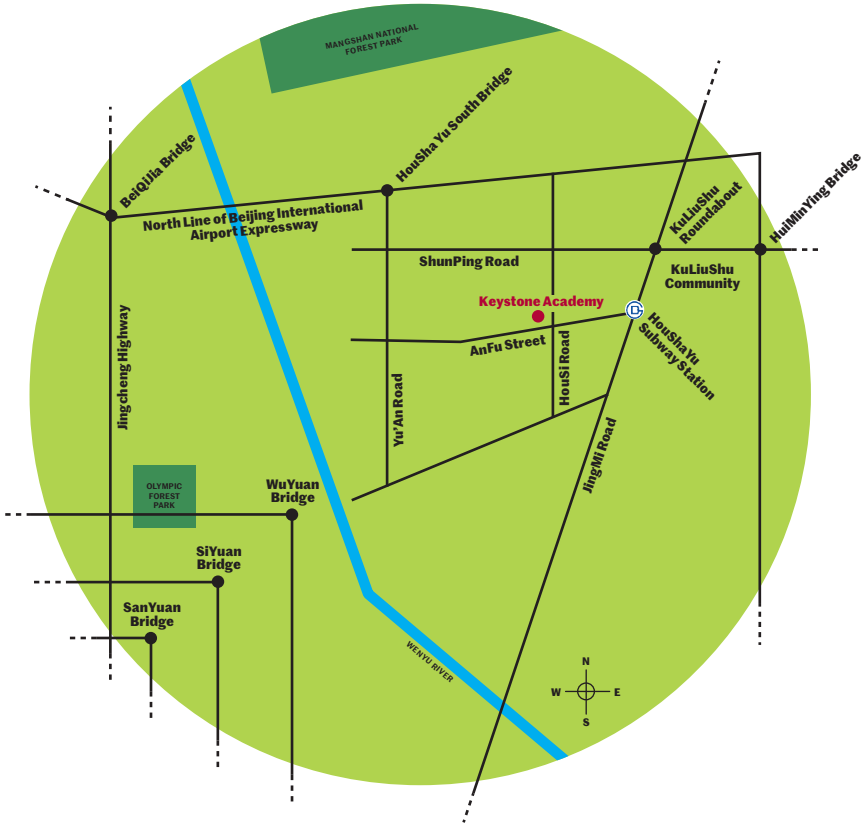
We are looking for students who are bright and bold in their thinking, creative in their approach, determined in their execution, collaborative in their teamwork, humble in their achievement, and hungry for opportunity. We welcome your interest in Keystone Academy, and look forward to meeting you and your family.

"We are a new world school characterized by students who are curious, and trained to ask critical questions. They want to learn from the world while learning for the world. They want to address the great challenges of our time and have a deep sense of public purpose and of learning to serve. Above all, perhaps, they develop a positive instinct for difference, and a desire to learn from otherness."

*– Malcolm McKenzie, Head of School*

KEYSTONE

# APPLICATION
## DETAILS AND DEADLINES




### *Admission Instructions*

Detailed application requirements and instructions can be found on our website at: www.keystoneacademy.cn/page.cfm?p=513.

Each year, we expect to have openings in foundation year, grade one, and most of our secondary grades. Please contact our admission office with any questions about our online application process. We also encourage you to attend one of our regularly held information sessions in Beijing, and we look forward to meeting you and your family.

### *Scholarship Program*

As a national school with an international outlook, Keystone Academy is dedicated to enrolling talented students from all regions of China, and countries around the world. Our scholarship program is designed to attract academically outstanding students who will contribute to the life of the school and the community. The scholarship committee is looking for students who distinguish themselves through their character and passion for learning, and who will increase the pursuit of excellence at Keystone, both in and out of the classroom. Scholarship amounts vary from merit-only awards of RMB 30,000 to merit and need-based awards that cover full tuition. Scholarship applications must be submitted for review each year. The scholarship committee makes its initial decisions based on a review of both admission application materials and the scholarship application.

### *For More Information*

**Call:**
**+86-10-80496008,**
**Ext: 2028**
**Email: admission@keystoneacademy.cn**

**No.11 Anfu Street,**
**Houshayu,**
**Shunyi District**
**Beijing – 101318**
**P.R. China**

**www.keystoneacademy.cn**

KEYSTONE

# CAMPUS MAP
# 校园地图

1 Main Entrance
学校正门

2 Campus Courtyard
中央草坪

3 Primary School
小学部

4 Primary School Gym
小学体育馆

5 Gyms, Squash Courts, Indoor Track
体育馆、壁球室、室内跑道

6 Swimming Pool
游泳池

7 Upper School Dining Hall
中学餐厅

8 Residential West
西宿舍楼

9 Student Center
多功能厅

10 Residential East
东宿舍楼

11 Performing Arts Center
表演艺术中心

12 High School
高中部

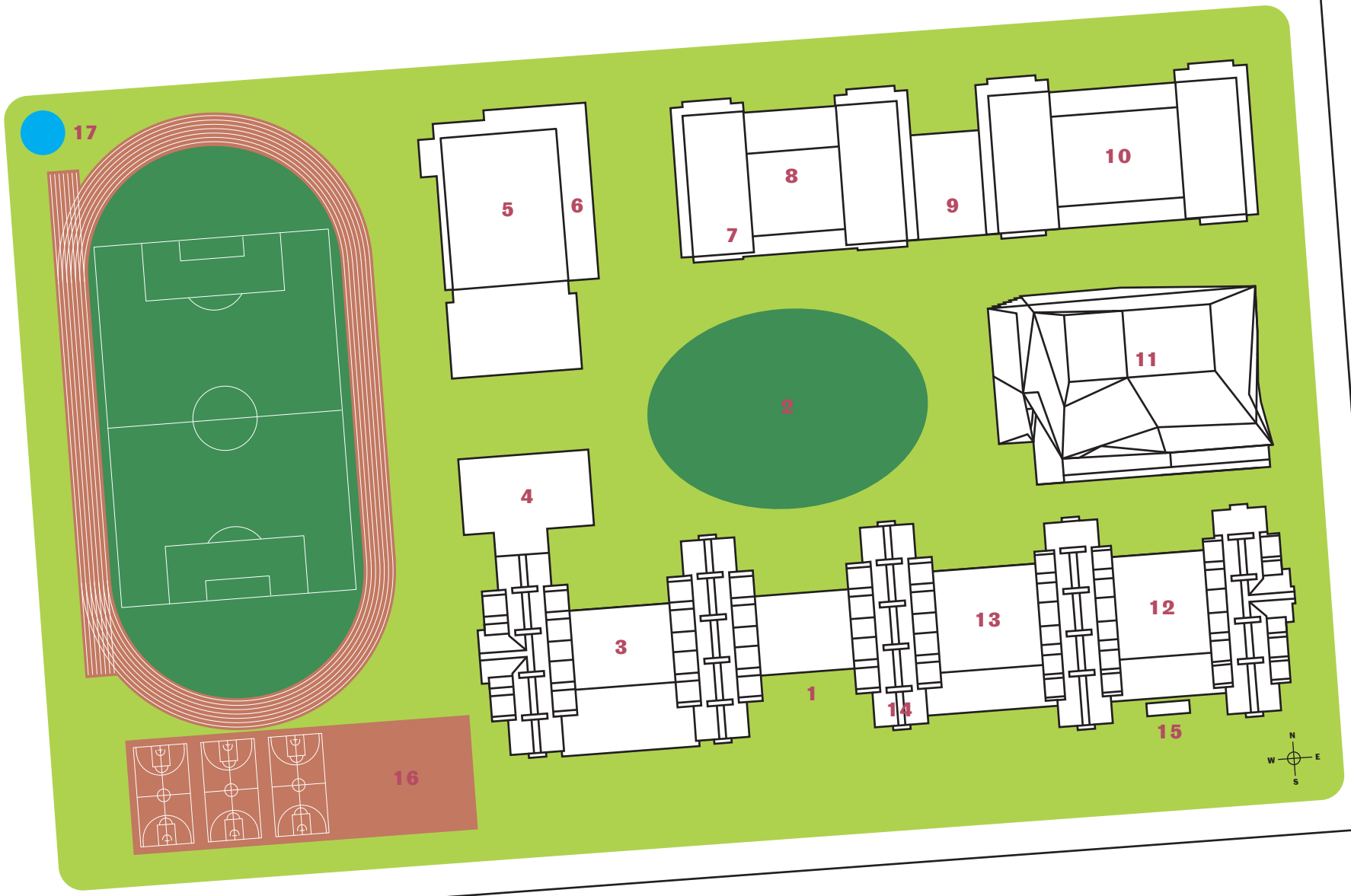
13 Middle School
初中部

14 Admission Office
招生部

15 Greenhouse
温室

16 Primary Playground
小学游乐场

17 Eco-pond
生态小池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