

# *A New World School*





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

*The inquiry based IPC curriculum in the primary school encourages students to make their own unique discoveries.*

**W**e 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

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

“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



*Grade 7’s Experiential Learning trip to Shandong province allowed students to be active learners.*

“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

“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

“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 arts curriculum, including music, dance, theatre and more, is eclectic.



We nurture your child to his optimum potential.

“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*

**W**e 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.

*Class debates prepare students to tackle challenges with critical thinking and innovative solutions.*



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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 are offered many opportunities to develop their interests, such as in calligraphy and other arts.*



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.*



#### 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

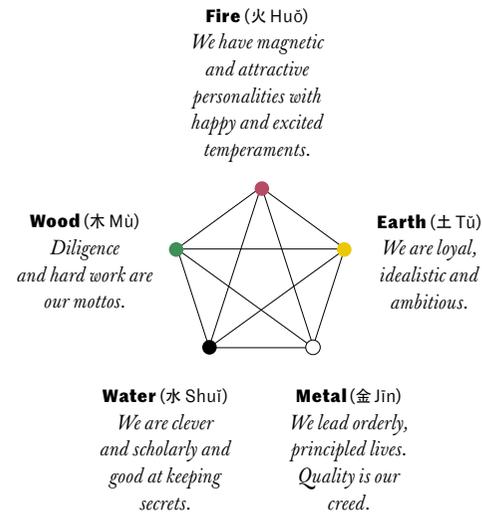
# Our Shared Values

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.





*Learning to play classical Chinese instruments and preparing for a camping trip are both key elements of the Keystone experience.*



*Students perform a modern adaptation of Shakespeare's Macbeth.*



*Dorm proctors are selected by the faculty to serve as role models and to assist with the residential life program.*

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.

*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*

*Residential student Kitty He finished the mural behind her, bringing a piece of Chinese culture to the dorms.*



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

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

*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 displaying their wushu skills at the city wall in Xi'an, the beginning of the Silk Road.*





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 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 hands-on from working at animal shelters to raising awareness about world hunger.

*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.*

*Students elect to spend their spring vacation rebuilding homes for families affected by the 2008 earthquake in Chengdu.*

*At the far western limit of the old Silk Road, grade 10 students view Buddhist art from the 4th century in the amazing Mogao Caves, and climb the Mingsha sand dunes.*



*Exploring the Xixi wetlands by bicycle.*



*Working with young students at a school in Nepal.*

# Spectacular Campus *and Resources*

*Getting ready for a soccer match in the Keystone stadium.*



**K**eystone's gorgeous campus occupies 20 acres in the Shunyi area of northeast Beijing. The buildings, grounds, classrooms, laboratories, theatres, art studios, residence halls, and living areas are designed to enhance teaching and learning. The care and quality that has gone into creating the Keystone campus carries over to the level of resources provided throughout all school programs.



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



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

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



## 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."



# *Founded by* Experts

**K**eystone'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 day, the students are greeted warmly by senior leaders in the school.*





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



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.



**Mary Jew**  
*Head of Primary School*

Mary Jew has over 25 years of experience in education in the California public school system in grades K-12. In addition to working for the public school districts and county offices of education, she has served as a lecturer for San Francisco State University's Department of Education. Ms. Jew is an established and distinguished expert in the United States in bilingual immersion education, and has developed and managed numerous immersion programs in English and one of the following languages: Cantonese, Spanish, Japanese, Korean, and Putonghua. She graduated from the University of San Francisco and the University of California, Santa Barbara. Ms. Jew is a past president of the National Association for Bilingual Education (NABE) and the California Association for Asian Pacific Educators (CAAPE); she has also served on the Executive Board of the California Association for Bilingual Education (CABE) and the National Association for Asian Pacific Educators; and was formerly appointed by the Speaker of the House and served for four years as a Commissioner on the California State Curriculum and Supplemental Materials Commission. Ms. Jew comes to Keystone Academy from the Independent Schools Foundation Academy in Hong Kong.



**Maureen McCoy**  
*Head Of Middle School*

With over three decades of experience in teaching and education administration, Maureen McCoy is Keystone's Head of Middle School. Dr. McCoy is no novice to China, having worked as Curriculum Coordinator and then Secondary Principal at the Dalian American International School from 2011 through 2015. Her more than 20 years teaching high school and middle level were in Hong Kong and the Pacific Northwest of the U.S. She has a B.A. degree in History and a Master of Arts in Teaching from Reed College in Oregon, and recently earned a Doctorate through Nova Southeastern University with a dissertation on 'Teachers' Experiences with English Language Learners' Difficulty with Mastering Academic Literacy'. Dr. McCoy has IB MYP experience and is an important player in Keystone's work with building secondary students' bilingual academic expertise.



**Diana Martelly**  
*Head of High School*

Diana Martelly is a passionate educator with more than 30 years of experience. Dr. Martelly has spent the last 16 years in international schools in Venezuela, Thailand, India, Nigeria, and most recently in the Dominican Republic. During 11 of those years, she worked in schools with the International Baccalaureate (IB) programme, as a Math teacher, examiner, and Creativity, Activity, and Service Coordinator. Dr. Martelly holds B.S. and M.S. degrees in Math Education from Florida International University, and has also completed an Ed.D. in Adult Education and Human Resource Development at the same university. Her commitment to lifelong learning motivated her to complete a Masters in Private School Leadership at Teachers College, Columbia University in 2014-2015, where she was the recipient of a Klingenstein Center Leadership Grant.



**Jia Lili**  
*Dean of Curriculum*

Jia Lili has nearly two decades of experience teaching IB programmes, and is proficient as an MYP and DP workshop leader. Over the last nine years, she headed the High School Languages Department at Western Academy of Beijing. Prior to WAB, she was the whole school language coordinator at Nanjing International School. Ms. Jia is also a Senior DP Group 2 examiner and Personal Project Moderator, and also a member of the DP Authorization School Visiting Team. She has five years teaching and leadership experience at a local government school, and was an examiner for the China National Curriculum High School Entrance Exam. Ms. Jia holds a Masters degree in Chinese Linguistics and Applied Linguistics, and a Postgraduate Diploma in Social and Educational Study.





**David Beare**  
*Dean of Faculty*

David Beare has worked in education for 25 years. He graduated from Harvard University with advanced degrees in the study of Religion and in Education, and earned his undergraduate degree with Honors from the School of Foreign Service at Georgetown University in Washington, D.C. Mr. Beare has spent his entire career at schools such as Phillips Exeter Academy in New Hampshire and Lakeside School in Seattle, Washington, where he was head of the History Department and a senior mentor to teachers. Most recently, he has been Head of the Humanities and Social Sciences department and Director of the Humanities program for all freshmen and sophomore students at The Hotchkiss School. As Dean of Faculty at Keystone Academy, he is responsible for the hiring, professional growth and training of the faculty.



**Rachael Beare**  
*Dean of Admission*

Rachael Beare comes to Keystone Academy from The Hotchkiss School, one of the top boarding schools in New England, where she was the Dean of Admission and Financial Aid from 2008–2012. Her career in admission and financial aid spans more than 20 years and has taken her to many day and boarding schools in the United States, including Lakeside School, a leading day school in Seattle, Washington, where she was the Director of Admissions & Financial Aid for ten years; Phillips Exeter Academy in New Hampshire; Deerfield Academy in Massachusetts; and Loomis Chaffee School in Connecticut, her alma mater. Ms. Beare is also a founding Director of the Board for the Association of Independent School Admission Professionals (AISAP), and has been a member of the Board's Finance and Governance committees. Ms. Beare graduated from Amherst College with a B.A. in English, *magna cum laude*, and earned her Ed.M. from Harvard University's Graduate School of Education.



*Guests, like author Kenn Nesbitt, bring the 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: musicians Li Yundi, Chai Liang, Warren Mok, Jin Wenbin, Shawn Moore and Kimball Gallagher; the International Schools Theatre Association, which brought over 80 students from nine international schools, 10 professional theatre artists, trainers and educators; American children's authors Aaron Reynolds and Kenn Nesbitt; National Symphony Orchestra Of Ukraine; master actor Lei Quesheng; Olympic champions Zhong Man and Jiao Liuyang; and Pomona College President Dr. David Oxtoby, and Brown University education expert Dr. Jin Li among others.

# We Welcome *your application to Keystone Academy*



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



**W**e 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

In 2016-17, Keystone is enrolling foundation year to grade 11. Keystone will open grade 12 in 2017-2018.

#### Admission Instructions

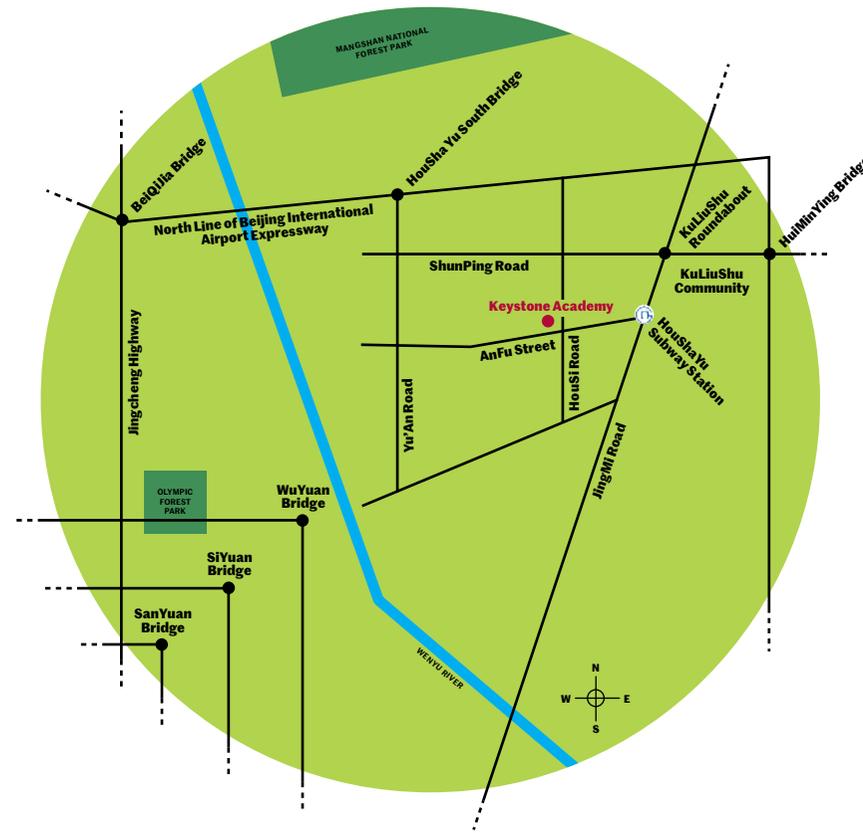
Detailed application requirements and instructions can be found on our website at: [www.keystoneacademy.cn/page.cfm?p=513](http://www.keystoneacademy.cn/page.cfm?p=513).

For 2017, 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.

#### Deadlines

##### Applicants for Grades 6-12

Early applications must be completed by January 15, 2017, in order to receive a decision in early March.



##### Applicants for FY-Grades 5

Early applications must be completed by Jan 26, 2017, in order to receive a decision in early April.

We will have rolling admission for all grades, starting in April, for any remaining openings.

#### 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 25,000 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](mailto: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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