



BCIS 学习
XUE XI

Issue 31



学而时习之，
不亦说乎？
有朋自远方来，
不亦乐乎？

The title 学习 Xue Xi originally comes from the first two sentences of the "Analects", a collection of what Confucius, the great Chinese educator, had said and done.

He said in the beginning of the book.

“
To learn and practice what is learnt time and again is pleasure, is it not?

To have friends come from afar is happiness, is it not?
”



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HEAD OF SCHOOL'S NOTE



As we look back over these past few months, I am delighted to see our school moving forward with our clear direction to provide high quality learning and teaching through personalization, collaboration and leadership. We can see so many examples across our entire school.

回顾过去几个月，我欣喜地见证了学校在提供个性化、协作力和领导力贯穿的高质量教学方向上稳步前进。这样的例子在学校比比皆是。

We invited BCIS community members to submit their own examples to this issue of our popular Xuexi magazine. The theme, "**Uniquely YOU**" highlights the individual learning journeys of our community members as they pursue their passions through personalized, high-quality education at BCIS! Thank you to everyone who submitted artworks, articles, poems, photo stories, and other creative expressions - your contributions are truly inspirational.

在本期《学习》杂志中，我们特别邀请了 BCIS 社区的各位成员，分享自己的学习故事与学习成果。本期的主题是“乐成因你不同”，在乐成，我们深信每位成员都有着独特的学习体验，都在各自热爱的领域中追逐着梦想，为整个社区注入了勃勃生机。正是这种独一无二的体验，让乐成与众不同。感谢所有参与者们通过艺术作品、文章、诗歌以及其他富有创意的表达方式，对于个性化高质量学习体验的精彩诠释。

I can't wait to invite you to open this issue of the magazine and embark with us on this creative and inspiring learning journey together.

我迫不及待地邀请您翻开本期杂志，与我们一起踏上这充满创意和灵感的学习之旅。

Tom Egerton
BCIS Head of School

点燃心之所向
创造无限可能



个性化、领导力、协作力 全社区共同见证乐成战略发布

Monica Zhao (Marketing)

2022年初，北京乐成国际学校邀请国际咨询机构“NOtosh”为乐成进行全社区范围的战略规划咨询，深入定制了一个极具包容性、且涉及全社区范围的战略规划制定流程。经过180余天的悉心工作，对学生、老师、家长和工作人员就几十个关键问题进行了数百次采访，严谨地分析了大量数据，最后整理出300多页的答复与建议。2023年3月，以“Uniquely YOU Uniquely BCIS”为主题的战略发布活动在乐成校园举办，超过300位社区成员相聚在充满生机的乐成校园，观赏艺术作品，聆听现场音乐，共同见证学校未来发展的蓝图。以“个性化”为乐成学习体验的核心，以“领导力”和“协作力”为重点支持愿景与使命实现，北京乐成国际学校的战略规划已正式推出并付诸实践。

个性化



一种是基于学生的优势，允许学生个性化其学习成果，将注意力放在学生能够做的事情上，而非学生不能做的，来强化他们的个人优势。

另一种是基于学生的热情所在，以学生的热情为驱动，开发相应的课程和学习活动。

领导力



寻找每一颗领导力的种子，是学校的首要任务，它不仅仅局限于领导他人，也不局限于领导岗位，而是包含每一位社区成员：学生、家长、校友、老师、工作人员以及学校领导。

协作力



作为一个专业的学习型社区，拥有“团队优先”的协作力至关重要。乐成对团队的定义不仅仅局限于学生、教职员工等单一群体，而是将其扩展至整个社区。学校将通过分享学习方法、课程开发与创造性想法，助益社区产生一加一大于二的协同效应。



全新的战略计划由校长 Tom Egerton 携手乐成优秀的学生代表共同发布，学生们分享了自己在乐成的学习经历，以诠释三个核心战略要点的意义及影响。发布活动以“Uniquely YOU Uniquely BCIS”为主题，意在表达每一位乐成成员，每一个独一无二的“YOU”，都是让乐成更加与众不同的原因。而有趣的是“YOU”这个词在英文中即指代单独的个体，也指代“你们”。团队优先的协作精神和个人专业性、领导力的很好的统一，也是让乐成作为一个整体而独特的原因。

作为少数具有明确战略规划为导向的国际学校之一，乐成本次战略计划的梳理与发布不仅为行业提供了成熟的范式，同时，清晰的发展战略也帮助家长和学生更好地了解国际教育的定位和优势，明确对国际学校的期待。接下来乐成将邀请全体社区成员一起合力将战略规划付诸行动。我们有理由相信在清晰的战略规划指导下，北京乐成国际学校将迎来一个全新的发展阶段和更加稳步的前进。

点燃心之所向
创造无限可能



BCIS Wins China Schools Award

Monica Zhao (Marketing)

BCIS is honored to accept the “Enterprise and Employability” award from the China Schools Awards organized by the British Chambers of Commerce. Although many schools from around the country applied, BCIS’s unique, personalized, future-focused approach to learning made it stand out as the school that best prepares students for future careers.

The level of competition in the China Schools Awards was intense, but a team of BCIS Secondary School (SS) students rose to the challenge. Amelia, Jia Rong and Vivian put their heads together to craft an exceptional application that showcased the aspects of BCIS that inspired their own entrepreneurship. Supported by teachers Dina, Jaclyn and Katie and our Head of School, Tom, the students worked



collaboratively to gather evidence and create their persuasive proposal, detailing why BCIS should be the top choice for the “Enterprise and Employability” award. Their proposal, interview and final presentation suitably impressed the panel of expert judges, and BCIS was selected as the winner of this award.

Amelia, who has started her own business of reusing coffee grounds to create a sustainable body scrub, explains how she wants to continue along the path of entrepreneurship, stating, “I see myself becoming an entrepreneur or joining a profession in the business industry. My coffee grounds initiative is closely linked to my future plans, where I have the opportunity to explore real-life business situations and develop an innovative circular model for the product.”

Jiarong, who has helped foster sustainability in the SS through his work on Circularity Projects including green gardening and installing solar panels, is inspired to continue pursuing sustainable science. “I see myself continuously driven by my deep passion towards engineering and design, which is crucial to both the Circularity Projects. I also believe my leadership skills will be crucial in employment and further into my future, which is deeply related to both organizing the Avenir Business Competition and leading the Circularity Projects.” Both students have been empowered to pursue their personal passions with support from the school on their large-scale projects.

Vivian also believes that BCIS has prepared her perfectly for future employment.

“As someone who is passionate about media, I see myself pursuing a career where I can create engaging content with diverse audiences, especially using my skills in communication, writing, collaboration, and thinking,” she explains. Recently, she has gained an insight into the importance of strategic planning from working on the team of students, teachers, faculty and parents that are behind the new BCIS Strategic Plan. Aiming to shape the future of the school, this plan will focus on three strategic priorities: personalization, leadership and collaboration.

The BritCham China Schools Awards’ “Enterprise and Employability” award recognizes the school that shows the greatest commitment and innovation in developing confidence, an enterprising mindset and the creative and collaborative skills its students need to thrive beyond their university pathways into the world of work. In fact, the student-led application of this award is a great example of the confident collaboration BCIS inspires. The school’s learning model inspires and supports student initiatives in the form of curricular projects and Enrichment Activities (EAs) that empower students to change the world now and prepare themselves for the future.



点燃心之所向
创造无限可能

CIS

北京乐成国际学校 毕业典礼

GRADUATION CEREMONY

CLASS OF
2023文行
知行 Engaging and
Inspiring through Challenge
and Compassion

乐成 2023 毕业生录取揭晓 通向梦校的路，在个性成长间

Monica Zhao (Marketing)

2023 届乐成毕业生斩获了不少亮眼的成绩，共收到来自全球 8 个国家或地区的 204 封 offer，60% 的毕业生还收获了来自美国、加拿大等地区 22 所院校，超过 120 万美元的奖学金，以优秀的成果为他们在乐成的学习告一段落。其中哥伦比亚、约翰霍普金斯、康奈尔和顶尖文理学院韦尔斯利对全北京学生颁发的少量 offer 中都各有一枚被乐成摘得。在这些收获顶尖学校录取的学生中，我们却没有发现传统意义上的“学霸”。在乐成时期，我们见证了他们收获专长、收获友谊、收获精彩生活的同时，似乎是“顺手”摘得了顶尖名校的录取。

寻找自我的途中 “顺手”摘得顶尖录取

Bonbon 收获了康奈尔、卡内基梅隆、纽约大学、以及被誉为新常春藤的塔夫茨大学等 8 所美国顶尖大学的录取，而在此之前他似乎从未缺席乐成大大小小的社区活动场合。他坦言道：“我的申请过程比较放松，因为我相信在乐成，多元的活动背景让我独一无二”。

越是顶尖的名校，越在寻找申请者独特性。正如即将入读韦尔斯利的 Celina 所言：“受益于一位老师的观点，他告诉我看待申请不应该基于一个‘攀登’名校的视角，而应以一种‘拼图’思维出发，他的话对我影响至深。我会思考这所大学因为我的加入能够增加什么样的色彩，我希望能成为那块独特的拼图，能把这个大学变得不一样”。

Emma 一直向往有着“南方哈佛”著称的私立研究大学——埃默里大学。因为身边鲜有申请案例，这让 Emma 在申请时有些犹豫。“而那时候，老师告诉我比起查找过往案例，不如去发现自己不可被取代的闪光点，因为每个人都是独特的。”这点醒了 Emma，我们也欣慰地看到在 ED 阶段，她如愿收获了这所梦校的录取。

美国大学录取率新低 乐成学生如何“逆流而上”

2023 年加州系 (UC) 大学的录取就是一个例子。在 UC 系大学独立的系统中，能够填写好一张可以获得不同院校认可的强有力的申请表，这至关重要。然而 Jessica、Vivian、Anna、Venus、Bonbon、Celina 等多位毕业生都以全面的能力收获了不少一封 UC 系大学的录取。

近些年国外顶尖大学收到了太多优秀学生的申请，如何挑选合适的“候选人”成为了招生官们的难题。标化成绩不再是招生官们衡量的关键标准，他们更希望看到学生在某一领域的热情、投入程度和探索欲，从而确认在大学阶段他们在选择的学习领域中仍会有所发展。Melody 以自己的作曲作品收获了约翰霍普金斯大学有着美国最负盛名的音乐学院——皮博迪音乐学院作曲系的录取。她表示：“DP Music 的学习很大程度上拓宽了我的音乐观，我这两年间不少作品都是出于被课程内容所激发的探索欲而创作的。”

而 Cynthia 收获了哥伦比亚大学及都柏林三一学院电影与传媒本科双学位的录取。她的专长来源于五年级的时候乐成提供的戏剧课程。通过制作微电影项目，Cynthia 产生了对于电影这一模块进一步探索的欲望。而她的探索一直持续到 DP 阶段的课程中，跨校举办的 dance battle 活动中……这些都丰盈着她对于艺术和传媒之间互动关系的学习和思考。

正如乐成的升学指导老师 Charles 所言：“我们并不认为藤校应该是所有学生的目标，或者说适合所有人。我们希望的是帮助每个学生找到他们真正适合的学校。”乐成无论是从课程，人文还是在软硬件投入上，都让个性化多元梦想的实现变得可能。很多 2023 届毕业生在小学的时候就加入了乐成，乐成的老师们得以见证他们一路走来，心中的热爱被逐渐点燃，放大，成为足以让他们在这一人生阶段有所建树的特长；另一部分毕业生在中学的某个阶段选择了加入乐成，无论是从公立轨道转来，还是从国外归来，乐成都用高度包容性的学习社区为他们的学习创造了最佳环境——这是对乐成“点燃心之所向，创造无限可能”最好的诠释。

CONGRATULATIONS

专注高质量教育教学
开启个性化 IB 学习新学年



在赋权中成长 发生在学生自主活动中的个性化教育

Cecilia Pei (Marketing)

在 IB 的课程中，被译为“学生代理权”，“学生自主性”，“学生能动性”的 Student Agency 是一个重要议题。作为面向未来的，以自主探究为核心的课程，IB 倡导赋予学习者自主权，他们能够自主选择、规划、管理自己的学习过程。而在有关个性化教育书籍《追求卓越》中也强调了赋予学生主体性以帮助他们追寻热情的重要性。书籍作者赵勇教授走进乐成，与社区成员分享了个性化学习的见解。在秉承 IB 理念的社区中，“个性化”不仅仅是战略理论，它真实发生在各种学习活动场景中，尤其在那些“学生主体性”发生的时刻。

当不给学生们设限 他们能创造出怎样的精彩

一直以来，乐成社区以多元的课外活动 (Enrichment Activities, EA) 和充满活力和个性化的氛围著称。幼儿园、小学部和中学部的多种 EA 活动涉及科学、艺术、创业、慈善服务等各个领域，而他们大多数是由学生策划和主导。负责指导全校 EA 的 Darren 老师分享道：“学生如果想要组织 EA 活动，他们需要写个计划文档并发送给我。我会与他们交流，以确定如何为他们提供相应的支持”。他指出老师在 EA 中的角色：引导而非过多干涉，将更多的决策机会留给学生，鼓励他们发挥自主性和领导力。

环保生态花园，作为社区中学生主导的项目，发起人之一的 Anna 分享了 EA 的演进历程：目前他们的研究内容已扩展到包括鱼菜共生、碳捕获、可回收咖啡渣等领域。此外，Anna 找到了校长 Tom，提议为他们的鱼菜共生项目更新一个两米长的装置，以实现系统性的运转，她的提议获得了批准。此外，科学系的 Ms. Burns 也找到她，希望将可进行光合实验的植物农场纳入项目中。Anna 指出，将 EA 发展成一个全社区可参与的 STEAM 研究项目，这里不仅是一片学习空间，更是在全社区推动可持续循环理念的研究中心。

另一位学生项目发起人 Helen，希望

在社区屋顶建造一座沉浸式学习花园。“我们和来自英国的生物多样性保护专家唐瑞·汤森德 (Terry Townshend) 讨论了这个项目，并得到了很多实用的建议。我们不仅需要关注建筑美感，还需要理解植物生长对社区乃至城市生态环境的重要性。”这一项目获得了 IB 国际文凭组织的认可，并获得了资金支持，以帮助学生们将项目变为现实。

在赋权中成长 获得更大的动力和视野

赋权——不论是兴趣活动还是学术探索，这些学生自主活动是实践和学习的方式。在被赋权的过程中，学生能够在课堂之外实现多方面成长。Anna 说道，她从中获得了时间管理、团队协作和领导力等可转移技能。在此之上，Darren 解释道，学生通常能不断获得更广的视野和行动意识，而这会随着他们探索的深入和热情的增长而持续发展。“比如，我们有学生关心自闭症儿童或农村女性的健康问题，通过这些服务型活动，学生不仅了解到如何从点滴关注开始，还培养了更广泛的服务意识。他们的思考不会局限于举办筹款活动，乐成 CAS 项目的负责老师 Katie 经常帮助他们深入思考问题的根本，如何更好地合作，与其他机构建立伙伴关系。”

发展更高的全局性视角，Helen 分享了在被赋权中她发展的认知：“在项目中，我并不认为自己是项目唯一的所有者和领导者，其他人同样有着发言、主导的权利，我希望更多低年级的学生参与进来并被赋权，”Helen 表达了她对一种可持续教育的期望。

精心设计的个性化教育 回应未来教育需求

在乐成，学生主导的项目和 EA 活动可以被视为学生利用社区资源行使“代理权”，选择、规划自己学习体验的表现。而在赵勇教授的书籍《追求卓越：面向所有孩子的个性化教育》中写道，赋予学生代理权和资源所有权，去灵活地主导学习过程，进行价值创造是营造个性化教育的关键。Darren 以《自由工作者国度》书中的观点举例：在竞争时代，人们需要保持自我雇佣的心态，替自己的未来进行策略规划，追求自我价值的实现，掌握生活的主控权，追求并挑战个人理想。“我们给予学生资源和空间去达成自己的需求，这种培养方式与当今社会的现实要求更为契合”，Darren 表示。

High Quality Learning & Teaching

Journey Through BCIS Mathematics

Phil Clark (Communications)



How is mathematics instruction approached in an IB school?

What level of mathematical proficiency is anticipated at each grade?

Are there any distinctive teaching methods?

BCIS Class of 2022 alumni Chris Sha, currently majoring in applied mathematics at Columbia University, shares his thoughts on the importance of mathematics teaching. At BCIS Chris studied Mathematics (Higher Level) in the IB Diploma Programme and he reflects, “the DP math curriculum covers way more than AP maths. This is important because the different types of math we learn in high school is so fundamental, and it gives students more opportunity to see what they are really interested in. This gives students a striking advantage because learning more math subjects creates a smoother transition to university math later on. Learning across all math research areas in high school will better prepare students to dive into a specific area later.”

We have all studied mathematics at school, and yet people’s experiences, memories and expectations vary significantly. When mathematics is taught well, it can excite and engage students and encourage them to experiment. Conversely, it can instill anxiety, leading students to believe they are

“not good at math”. When we think of mathematics, we automatically think of numbers, but mathematics is so much more. Math is about thinking, sorting, noticing patterns, making comparisons, describing the environment, estimating, as well as counting, naming shapes, measuring and building.

High quality mathematics learning and teaching begins with BCIS youngest 2 year-old Toddlers and continues through to Grade 12 graduation and beyond. At BCIS ECC, deep foundations of mathematical learning are laid as children are exposed to important mathematical concepts through play, activity and conversation. Dan Zhu, Coordinator of the IB PYP in our ECC, explains, “Many children may know how to count from one to ten, or even more, but they may not fully grasp the practical significance of these numbers in everyday life. In cooking games, children need to ensure accurate measurements of time and ingredients, involving mathematical concepts of measurement and counting. Teachers encourage students to ask questions, contemplate



solutions, and emphasize mathematical concepts in their own language. This approach aligns with the clear cognitive requirements for mathematical development at each stage, further analyzing and planning for future learning, laying a solid foundation for later IB mathematics studies.”

Ensuring a smooth transition from ECC to BCIS Elementary School, the IB PYP provides a continuous curriculum framework. ES teachers employ inquiry-based teaching and learning strategies, personalizing experiences that strengthen students’ numeracy, problem-solving and reasoning processes.

Grade 4 homeroom teacher and G4 team leader, John Herse elaborates, “We organize math teaching by working on boosting math attitudes and making it an enjoyable and accessible subject. For example, drawing conclusions and creating connections between decimals, percentages, and fractions to manipulate their value, their diverse usages, and applying these concepts into activities, projects, vernacular, and using the concept to apply it in diverse problem-solving tasks.

In Grades 6 to 10, the IB MYP builds naturally on from student learning experiences in the PYP. SS mathematics teachers challenge and support all students to master fundamental math skills and concepts, incorporating technology tools and resources to enhance understanding, while personalizing so students can inquire deeply into areas of particular

interest. Working independently and collaboratively, students explore concepts through questioning, investigation and projects, developing communication and teamwork skills and strengthening conceptual understanding as they explain ideas to their peers. Grade 9 students explored the concept of Geometry and used their mathematical understanding, critical thinking and problem-solving skills to design a ramp for various locations around campus to enhance accessibility for students in wheelchairs.

But mathematics learning in Secondary School is not limited to mathematics class. Global Citizenship at BCIS empowers students to engage as citizens in an interconnected world. It provides an awareness and understanding of local and global issues, sustainable development, and the differences and commonalities of others. In the final two years of high school at BCIS, students can choose to study IBDP Mathematics courses at standard or higher level, or to study Mathematics in our bespoke BCIS IDEATE Program, depending on their preferred future directions and areas of major study at university. BCIS Head of SS Mathematics, Patrick explains, “BCIS is dedicated to providing MYP level mathematics learners with the necessary support to excel in DP and IDEATE mathematics courses. Through a comprehensive curriculum, experienced teachers, additional resources, and a collaborative learning environment, we ensure that students develop the knowledge, understanding, and intellectual abilities required for success.”

专注高质量教育教学
开启个性化 IB 学习新学年

深度对话赵勇教授 个性化教育三问

Monica Zhao (Marketing)

1+1 等于几？在数学的世界，绝大多数情况下，所有的问题都有一个放诸四海皆准的唯一答案。但在乐成，如何将数学概念应用到现实生活中，解决实际问题？围绕这个问题，每个人都会有个性化的解答。十一年级有同学用三角函数破解了一个凶杀案，通过计算角度来推断凶杀案的过程。还有同学将他们的爱好与概念相结合，创作了一首关于微积分的说唱歌曲……

“你们在一所很好的学校！个性化教育在这里已经有了很好的开端。”美国教育科学院和国际教育科学院院士赵勇教授应邀到访乐成，与乐成的师生、家长和管理团队一起度过了4天的时间。在探访后，赵勇教授谈到，“乐成已起步实践的个性化教育，如创思课程以及开设的其他项目机会等等，标志着学校开始去致力于为学生们创造不同机会，让他们投入其中并发现自我。”同时，赵勇教授分享对几个个性化教育关键话题的见解。

Q1

个性化教育是要学校和老师为每个学生量身定制教育方案吗？

个性化教育的理念，要让学生掌握学习的主动权，创造自己的个人教育体验，从而探索、尝试并提升自己的激情和特长。学习中最重要的事情之一就是学什么。要让学生掌握自己的学习方法，首先应该让学生有机会学习自己想学的东西，而不是把别人事先定好的课程强加给他们。个性化教育也不是让学生想做什么就做什么。相反，个性化教育是经过精心设计和周密实施的。赵勇教授在《追求卓越：为所有孩子提供个性化教育》一书中提到：“高质量的个性化教育应包括一系列决定性特征：自主权、共同所有权、灵活性和价值创造。”

Q2

个性化教育的成果能够通过标准化测试来衡量吗？

个性化就意味着成果是随个体而产生差异的，就像每个人成功的方式也不会一模一样。个性化就意味着无法用标准化的方式来衡量，但赵勇教授表示，如果要用一个维度来考察个性化教育的实施成功与否，那他认为一定是“参与度 (Engagement)”。 “不要过早地执着于弥补孩子的弱势，我见过很多孩子，一旦他们投入进去，就相当于打开了一扇门。”赵勇教授分享道。对孩子的成长多

一些耐心，帮助孩子在自己的想法上面走得更远，保持兴趣和好奇心而不要扼杀他们的创造力。

学习不是从教科书或预先确定的知识和技能序列开始的。相反，它始于提出问题。学习的结果不是考试成绩、写完的作业本或完成老师让阅读的论文。相反，它是一种有意义的产品、服务或项目，为他人解决问题。引导学生将自己的热爱和特长转化为有价值的东西，以成果为导向，才能确保在达成高质量的作品过程中投入持续和严谨的努力。

Q3

个性化学习比项目式学习 (project based learning) 更进一步？

项目式学习虽然因为其趣味性大大提高了学生的参与度，但赵勇教授认为基于项目的学习并不一定是个性化的。这就涉及到定义个性化学习的几个要素：

首先，项目式学习课程通常由教师设计，学生并不一定能够选择他们所喜欢的项目，不能照顾到每个个体的差异，激发每个人的学习热情。个性化学习需要给学生规划自己学习内容的主动权；

第二，项目式学习常常为了解决一个老师所提出的问题。但在个性化学习中，我们希望学生能够成为问题的提出者，我们常常要问学生：“为什么想要解决这个问题？为什么你能够解决这个问题？为什么是现在？”

第三，在项目式学习中通常过程被认为是比结果更加重要的，但个性化学习其实一定要以成果为导向，所有学习的目的都是为了创造出具有真正目的和受众的作品。

任何对抗传统的创新在落地的过程中都会遇到困难，个性化教育也不例外，我们需要审视的是衡量传统教育的惯性思维，相信孩子们与生俱来的实现自我的能力，并赋予他们足够的学习主动权。个性化教育的出发点在于——帮助学生成长为具有人性的人。赵勇教授分享道：“我们不担心未来机器像人一样思考，我们应该担心的是人像机器一样思考”，为此我们应该发展学生的人性，帮助他们去成为参与者、创造者，而不是接受者。



CIS/WASC/IB Accreditation

BCIS is a Genuine Learning Community

Phil Clark (Communications)



BCIS received positive feedback from the visiting international educators representing the Council of International Schools (CIS), Western Association of Schools and Colleges (WASC), and International Baccalaureate (IB) during our school's re-accreditation and evaluation. The accreditation team leaders highlighted various commendable aspects of BCIS during their visit.

- for our wonderful warm, friendly, welcoming and inclusive community;
- for our clear direction and dedication to a better way of educating our professionalism and commitment to providing high quality learning and teaching through personalization, collaboration and leadership;
- for our strong, passionate learning community, commitment to professional development and active involvement of all community members.

High-Quality Teachers

BCIS teachers are highly qualified, with extensive experience in many countries around the world. While their qualifications and prior experience are extremely important, of equal importance is their eagerness to continue learning and growing professionally. Head of School, Tom Egerton, explains, "Collaboration is essential to fostering productive professional learning communities and should not be confused with cooperation. Collaboration is proactive and involves working together and sharing responsibility for the same tasks. The result of collaboration surpasses what one person could achieve alone.

Alumni as Mentors

In November, BCIS SS students organized weekend panel discussions featuring alumni in fields aligned with their passions. Jiarong and Ian, intrigued by engineering and aviation, led a dynamic discussion with Thilo Braun (BCIS Class of 2012), a Stanford graduate and innovator in electric aviation. Additionally, Anna and Catherine, biology enthusiasts, interviewed Esther Wu (BCIS Class of 2019), pursuing a master's degree at Harvard School of Dental

Medicine, and Jessica Zhang (BCIS Class of 2023), studying biology and economics at the University of Notre Dame.

These student-led alumni panels are popular among both students and parents. With additional discussions in psychology and business, BCIS alumni showcase their diverse successes and commitment to giving back, inspiring current students to pursue their passions and achieve their goals.



Parents as Partners

BCIS is well-known for its caring community spirit, and the recent visit from the CIS/WASC/IB team confirmed their initial impression that BCIS is more than just a school—it's a community with a wonderful atmosphere. Our open campus policy encourages parents to come together, both formally and informally, as partners and learners. Parents and grandparents of our youngest students gather at the ECC to ensure their children settle comfortably into school life, engaging in conversations with each other and with teachers and school leaders over tea or coffee. Moreover, the academic team regularly hosts Parents As Learners workshops covering a variety of topics. These workshops

provide a platform for parents to deepen their understanding of diverse subjects.

Principal Fred summarized that PAL workshops are held for ES, and the PTA organizes regular book clubs and jazzercise classes for parents. Guest speakers are invited to share insights, providing opportunities for parents to learn together. These initiatives reflect BCIS' authentic collaboration with the parent community, setting up opportunities for parents to enhance their ability to support their children at home.

Head of School, Tom, concluded, "We are committed to the development of a professional learning community at BCIS. Professional collaboration, with the sharing of approaches to learning, curriculum development and creative ideas, helps our community benefit from far more than the sum of its parts. Our definition of a team extends to students, staff and faculty, parents, alumni and the wider community working together, or in their part of the school. We are investing in the time, space and skills development that empowers teams to take the lead on projects that will define our school for years to come.





在文化传承中走向世界 他们这样讲述中国故事

Cecilia Pei (Marketing)



践行者、讲述者，缔造者 乐成中的中国文化学习

中秋前夕，中国故事学生俱乐部 (BCIS China Story EA) 收到了 12 年级的成员 Luo 的故事投稿。作为天文爱好者，Luo 由中秋赏月联想到《天宫书》中的细节并进行了有趣的个人解读“千里共婵娟；今月曾经照古人，当我想到与苏轼李白共赏同一轮明月时，文化传承和历史的延续让我的心中充斥着强烈的震撼。”

12 年级的 Steven，作为中国故事学生俱乐部的学生骨干之一说道：“我不是社区中唯一一个热爱传统节日和文化，对其有情结的人。我想我们能分享感兴趣文化并寄托情感的方式。”Steven 自九年级正式加入了这一组织，从最初组织线下故事分享活动发展到目前已拥有社团自己的自媒体平台，他们在全社区征集中国故事。“我们希望摆脱人们对中国文化感到无聊的刻板印象，希望用新颖的方式来呈现历史。”作为中国故事学生俱乐部编辑之一的 Selina 说道。



中国故事与文化 远不仅仅指“传统”

名胜游览、历史人物解读、中国艺术欣赏、中国气象学、星相学……自成立以来，俱乐部的成员们不断丰富着“中国故事”的定义。Steven 解释道：“中国文化不仅有传统节日、民俗风情，还包括历史、艺术、现代文明等。”对中国文化多元性的理解随着编辑成员们在审稿、写作、排版的过程中逐渐发展……

“Felisa 曾写过一篇青花瓷的文章，文章发表后，瓷器和古玩领域的教授对文章进行了评论并与我们分享了知识。”审稿的过程丰富了编辑团队对瓷器文化的理解。而对历史感兴趣的 8 年级成员 Selena 说道“撰写关于曹操的专栏文章让我重新审视这一历史人物，甚至多次重读《三国志》，了解人物的复杂性以及小说文本与真实历史之间的交织。”编辑之一 Bella 总结道，中国故事总是激励他们了解更多中国文化相关内容，激发他们的文化认同感和无尽的探索欲望。



探索“大语文”瑰藏 在传承文化间行走世界

在讲述中国故事中汲取多元的中国文化与文学知识，如中学部中文语言习得课程老师 Ruby 说到的学习方法一样：“语言”学习不只是教授汉字和文法常识，更融入了全方面的历史常识、文化和日常生活、文学欣赏等学习理解的过程中。Bella 提及：“中文老师会带我们玩飞花令，让我们用古诗编曲，在人文课中我们可以通过多种项目形式呈现中国文化和中文学习主题。”

只有认同与理解自己的语言和文化，才能更好体验不同的文化情境，行走在不同文化间，成为包容不同文化的世界公民。中国故事成员之一 Catherine 讲到，“学习中国文化和历史就像在一个屋子里观察室内物品，而乐成希望我们成为全球公民，意味着我们要站在更广阔的视角来看整个屋子。我们学习中文和自身的文化以了解屋子内部，同时了解屋子外部世界的知识又帮助我们理解不同文化的起源和演变。”

Empowering Inspiring Challenge **Compassion**

How BCISers care for the surrounding communities...



Bella / (Grade 11)



Help a Child Smile

In collaboration with organizations such as the Holt China Program, Little Dew Drops, and various non-governmental organizations, Help a Child Smile, a student initiative, endeavors to make a positive impact on the lives of vulnerable children. Within this initiative, students are actively engaged in fundraising and donation efforts to support the cause. Their commitment extends beyond financial contributions, as they consistently visit children in orphanages and NGOs, aiming to provide both financial and social service support.



PAWS

PAWS, a student-driven non-profit, partners with MeiLe Dog Shelter to assist urban stray dogs. Last year, students funded the shelter through sales, fundraisers, and direct volunteering. Now, they expand impact with a cloud adoption app, fostering monthly contributions for chosen dogs. The project promotes stray animal education through digital and physical booklets, accessible online and on campus. Additionally, a live digital map streamlines pet owners' city travels. To tackle public health concerns, students collaborate with health organizations to provide repellents and vaccines for 50 urban stray dogs.



Migrant Children Foundation

The Migrant Children Foundation (MCF) project, born from a CAS initiative, goes beyond teaching English for an improvisation competition. Catering to non-Beijing Hukou children unable to attend regular schools, it conducts engaging English sessions at BCIS on weekends. BCIS students organize fundraisers, facilitating free health check-ups. The project significantly impacts education and healthcare, creating avenues for a brighter future.

Memory Cafe

The Memory Cafe project, aimed at providing support to elderly individuals with Alzheimer's at Golden Height Nursing Home, focuses on tailored therapy and activities to slow down memory loss. Overcoming the challenge of building familiarity and trust, dedicated students conduct weekly visits, engaging in one-on-one conversations with each elder. Through these interactions, students document symptoms and habits, ensuring a personalized approach to care. This proactive engagement seeks to establish lasting connections and contribute to the well-being of the residents.



HOPE

The student-led extracurricular activity, HOPE, collaborates with the NGO HOPE and the autism school Auesome Place. Its mission is to educate, raise awareness, and serve individuals with special needs. Monthly campus events feature engaging activities for autistic children, promoting understanding and inclusion. The initiative goes beyond education, aiming to integrate these children into mainstream society. Events include art, physical activities, and games, with members organizing under guidance. Weekend volunteering camps at HOPE's stud-farm provide hands-on experiences in equine therapy and assisting kids' therapy sessions, further enhancing the initiative's impact.

Eco Market

BCIS Eco-market is a school community event focused on supporting the environment we live in. It is guided by the BCIS mission to act for the good of all and the sustainable development of the world and will feature locally sourced and created produce, green initiatives, and businesses that have a strong focus on environmental sustainability.

Unlock

The UNLOCK Community, an organization that was founded in 2018 and has been continuously distributing help, love, and care to people with autism in the past few years. In the BCIS Community, students organize charity sales that have been providing products that are created, drawn, grown, and made by the kids in the autism communities. In this case, students are able to spread awareness while raising money for the donation.

Girl Up



Girl Up is a group of students who have made their mission to eliminate period poverty and ending period shame. They strive to create a community that cheers period positivity. Girl Up is currently operating 4 projects, including pad dispensers located in girls' bathroom for emergency situations, collaborating with the outside school organization: Lunna Natural, joining the league of PADS.NOW and holding sex-education-oriented seminars for grade 5 and 6 students within BCIS. They aim to give people the knowledge and support they need for a lifetime of good mental and physical health.



Sustainable Runway Fashion

The sustainable runway fashion project specializes in creating eco-friendly clothing with a focus on simplicity for everyday wear, promoting sustainable consumption and reducing fashion waste. This objective is realized through the collection of old clothing, which are repurposed to create students' own clothing line and sourcing materials from GRNTEX, a leading advocate for Green Technology in textiles. The project operates with specialized departments, including tech, collaboration, marketing, finance, and design that work collaboratively to ensure its success in the sustainable fashion industry.



Biodiversity Garden

Biodiversity Garden is the rooftop garden located on the swimming pool rooftop, and it aims to attract pollinators, insects, and birds, thus enhancing biodiversity by encompassing flowers, vegetables, and other Beijing native species as well as bird feeders, bird boxes, and insect hotels. The rooftop garden is also a learning space established for students, and the garden gives them wonderful places experience and be immersed in the nature around them.

For those interested in participating in CAS projects, please contact CAS Coordinator Katie Petch via email: Katie.Petch@bcis.cn.

People Should Take Action on Climate Change



Margaret

(Grade 6)

“People are suffering. People are dying. Entire ecosystems are collapsing. We are at a beginning on a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. HOW DARE YOU!” This powerful quote from Swedish environment activist Greta Thunberg, gave leaders around the world a glimpse of young people’s passion for the issues of non-renewable resources. People should take action on climate change.

Why do people burn and use non-renewable resources? It is because the cost of non-renewable resources such as fossil fuels, coal, oil, and natural gas, are cheaper than the cost of renewable resources such as solar, wind, and hydroelectricity. Humans have limited access to renewable energy. In some parts in the world, renewable energy has not yet been

developed. The dichotomy of human beings’ excessive consumption of non-renewable resources has become the root of the issue of pollution and global warming.

The disadvantages of this over consumption of non-renewable resources is its consequently high pollution levels. Furthermore, it is limited and will not be available forever, and it is dangerous to the health of all living beings. The burning process of non-renewable resources releases high amounts of pollution and harms the quality of the air around us. If we breathe in polluted air, it will definitely damage our health and lead to reduced longevity. Non-renewable resources are limited, which means that if we consume it excessively, it will run out in a short amount of time. According to the Harvard School of Public Health, air pollution from burning fossil fuels

is responsible for 1 in 5 deaths.

Another issue that the over consumption of fossil fuels can cause is that it will lead companies to the name of “making money” and “boost economic growth” to consume more fossil fuels for the companies good in a financial crisis. The excessive burning fossil fuels can cause even more pollution and eventually, climate injustice. For example, during the financial crisis in 2008, some companies and governments started to sacrifice our future for supporting and donating to groups that burns fossil fuels. This is the capitalism of the fossil fuel industry also known as the fossil capitalism.

How do we decrease our use of non-renewable energy? Well, the artificial sun in China is solving this issue significantly. Solar energy is one of the most reliable and sustainable types of renewable energy and if we have a second sun, the energy that the sun produces can benefit humans significantly. The sun produces 100,000 times more energy per day than human beings consume on a daily basis. If we use the sun to its full potential, it can help humanity solve excessive consumption of non-renewable resources and serve as an efficient way with minimal effort. Solar energy is not the only way to solve excessive consumption of resources, as regular individuals, we can purchase less and donate more to those in need. For instance, we can donate old clothes to people who live in rural areas.

To conclude, the over consumption of fossil fuels can cause lots of consequences, we should all take action towards this issue and stop fossil capitalism.



Prologue

Sunset glanced at Glow the Sunwing, who is a nine dragon-year old dragonet with remarkable blue eyes, her best friend's shape disappearing into the Suns. How she hated keeping this from her! Her dilemma has been tearing her apart for too many months, and in the end, she can't hide it, she needs to make this terrible choice. But she had to. No one ever understood Sunset, except, maybe the dragon she wanted to find. No, she desired to find. Her desire that had born within her fears and dreams and hopes. She was in despair. Sunset took a deep breath, closed her fair purple-red wings, and dived from the clouds. Then she let herself sink down, down, down into the mysterious depths of the swirling tendrils in the sea.

Clash Of Wishes

Brianna / (Grade 5)

**Chapter One**

Glow propelled herself on her Torridleaf pillows. She yawned then gazed up at the real sun, not Suns, which is the floating orb that looks like the sun, where Sun-wings like her lived.

"Glow!" Glow turned to see her mother, Shine beckoning to her. Glow resembled Shine's bright luminescent scales. She was standing at the doorway of Glow's domed room,

the gray-yellow stone walls of it were bright and radiated warmth, just like Sunwings did, "Come on!" her mother said. "You're going to be late for tutoring!" Glow got up, grabbed a mouth-watering, pineapple-like Sunfruit and a pack of Blazegums, which were Glow's favorite foods. She swung on her backpack, then ran out.

"Sunset!" She immediately spotted her best friend from the academy, who was swishing her fancy rose cape.

She was a lively dragonet, slightly bigger and stronger than the other dragonets her age. Glow rolled her eyes playfully. That was Sunset, loving to be in the spotlight. She relaxed and burst with glee, after all, Sunset took care of everything. Sunset turned and waved like a queen. "Glow!" she skipped toward her, pushing through all the other Sunwing dragonets that were heading towards the academy, nudged her affectionately, and asked: "do you want to fly to the academy together?"

"Okay!" Glow answered, sounding upbeat as she handed her a Blazegum. Every day, tutoring starts at half-to-sunhigh, a few hours after dawn. In order to learn to protect themselves and learn about Paradise, each dragonet has to attend tutoring at the academy the day just before they are two years old until they are about almost ten, almost adults. They took off, Sunset flapping her pale wings and tilting her head slightly, thinking. Glow soared contently beside her, her bright yellow scales flashy in the glaring sunlight. Oh I love my friend so much! She thought, chewing breezily. They followed the rainbow toward the academy, soon, she could see the swift Cloudwings, graceful Moonwings and shiny Starwings dragonets that were also heading toward the academy. A younger Starwing slipped on the rainbow and fell face-first. Glow swooped down, landing next to him. "Are you okay?" She asked restrainedly, helping him up. He nodded and whispered a thank you then flittered away. Glow looked up to see Sunset hovering above her.

"Aw, Glow. You big softie. We're gonna be late," Sunset complained.

"All right," She giggled a high, cushy giggle that only

Sunset could make her do, then she unfurled her wings and soared after her. Finally, Glow saw it in the distance: a tall castle with four towers -- one glowing yellow, one glittering silver, one white and puffy, and the last one, the brightest, shone white. The four towers stood for the four tribes and, in the middle, there was a higher tower where special activities are held and where the dragonets dine. In the middle was the playground where they had breaks, and also where they had friendship class, which was when they did activities with the other tribes. The rainbow leads to The Rainbow Palace, and Queen Spectrum lives there and rules Paradise, along with Palace Guards, the council, and the jail for those illegal, awful hybrids.

Chapter Two

"Yayyy!" Glow somersaulted through the air.

Soon they'd be graduating and will be able to visit the other tribe's homes Clouds, Moons, and Asteroids! Excitement pumped through Glow and she grinned when she realized that she can go with Sunset and her other friends. They will also be able to fly around Suns and go to the floating marketplace. So, Glow and her friends, Sunset, Light, and Ardent, who is a pink-ish red dragonet with violet eyes, flew and flew. The asteroids are a cluster of silvery orbs, the Moons a majestic globe perched on the clouds, and the Clouds a mansion of clouds, and the floating marketplace a drifting huge, busy rotunda.

When it's lunchtime, they ate a delicious lunch of Sunfruits, Sunberry juice, and Sugarlava muffins. Glow especially liked how the Sugarlava in the muffin melted on her tongue and streamed down her throat, making her feel snug. She doubled over with laughter like always as

Clash Of Wishes



Ardent stuffed all of the Sunfruits in her mouth, as usual. Then, they went out to play in an indoor field and played fireball-tag. Glow managed to dodge most for the fireballs coming at her and shoot some of her own, using her ability as a Sunwing to spit fireballs and have them to be unable to harm her.

Then, tutoring for the day was over. She flew home with Sunset, Light and Ardent then went home herself. As she turned around the corner, flames started spurzing all over her!

Chapter Three

“Ah!” She screeched. Something seemed to suck fire and magic out of her as she slumped on a lemony wall. “Help!” Glow called. Her whole body was stinging with pain; this definitely isn’t supposed to happen! A younger dragonet wailed somewhere. Glow staggered forward, doing her best to reach home. A dragon roared with pain somewhere in the Suns. Other Sunwings are suffering with this unknown thing too! She gasped inwardly. Glow thought

her scales would burst as she wobbled home. Shine was sending puffs of flame around the room in pain. A cloud of flame blew towards Glow. Glow didn’t duck or dodge, after all, no fire could hurt Sunwings. But the fire smoldered her and left her throbbing and panting. She never felt this type of pain! Instantly, Shine’s fireballs vanished! The Sunwings ability to spit fireballs and them unable to harm her vanished. The Suns felt scorching. Suddenly it was quieter than ever, as if the dragons where completely drained of power.

“Quick, evacuate to the floating marketplace!” A voice shouted. Sunwings opened their doors and windows to see gray Cloudwing yelling as he winged his way around the Suns. “ Everyone, evacuate! The Paradise dragons are to hold a meeting at the floating marketplace! Something’s out of control and Queen Spectrum has died, her daughter, the last Rainbowwing, Vibrant is Queen!” All the Sunwings hurried out, the active ones dragging the astround and frozen ones. Glow quickly joined her friends.

Soon, Glow could see the floating marketplace and other

dragons flying towards it, but the Cloudwings were extra slow. As they approached, Glow could see Palace Guards surrounding the marketplace. Glow shivered. What are they doing here? She wondered and her chest tightened. Palace Guards usually stay near the Rainbow Palace.

“Go back to your homes,” A guard growled. “Her Highness Stately And Royal Queen Vibrant The Great ordered curfew. No one is allowed outside ‘till tomorrow morning,” The dragons looked at each other. Why this long title? Why do they suddenly have curfew? Does the Queen not know that they were in distress?

“Pesky so-called rules,” Light sulked, wrinkling her nose in disgust, and her sparkly golden eyes narrowed. The guards shooed them back anyways. One slapped her tail hard one a exhausted dainty gray-ish orange and pink dragonet who was lagging behind. The Sunwings gasped in disbelief as she fell down to the ocean.

“Dusk!” A neon dragon called in anguish. The guard smacked him with her tail too, and the neon dragon limped after the others, blood leaking after him. Glow shuddered so hard that she zigzagged back home. Why is the Palace Guards being so spiteful now?

Chapter Four

Glow pushed open the door eagerly, only to find more Palace Guards marching out with Shine’s carefully prepared Sunfruits and Firecheese pizza. Glow whimpered. Why did they take our dinner? Her heart pounded wildly. Shine, was also terrified but tried to comfort Glow, cradled her close as they scurried in. The last guard slammed the door, making the walls vibrate. Glow could hear them snigger as they stomped in Light’s home next to Glow’s.

“Pesky marchers!” She could hear Light holler.

“I know, Glow. Try to get some sleep,” Shine soothed, but winced when she heard chains rattling, locking every door of the Suns. Glow retreated to her flaring room with a heavy heart. She lay on bed and gazed at the window, expecting to see the sunset, but the window was covered with thick layers of rainbows. Glow sighed and tried to doze off when night fell. But the heat, her growling stomach, and the abhorrent memory of the Palace Guards that day kept her awake. Vibrant’s action; making the guards do horrible things; was wrong, Glow knew that. She desperately thought about ways to stop her. But for a powerless ten-year old dragonet, that was impossible.

to be continued...



My Aspiration of Becoming an Entrepreneur



Oliver / (Grade 6)

Since I was very young, I have started to have the dream of growing up to be a successful businessman. As I grew older and explore more about how the world works and how business and great entrepreneurs made impactful differences to the world, I have made up my mind of becoming an entrepreneur, not to earn a living or make a fortune for my family, but to make the world a better place, by running a technology driven, self-sustained business that create well-being for mankind.

Several years ago, I read about lives and up-and-down stories of great businessmen. I was fascinated by how diversified success can be achieved in the business world. I read about Warren Buffet and learnt about the idea of

value-based investment, how money can grow with the business it levers, and the power of long-termism; I read about Steve Jobs and learnt about thinking out-of-the-box and never settle for ordinary; I read about Richard Branson, the founder of Virgin business empire, and learnt about bravery, courage and risk-taking; I read about Mark Zuckerberg and learnt about how passion and technology edge can change everyday life for half of the world.

All the great businessmen did not inspired me as much as the real life Ironman, Elon Musk. Regardless of the criticism, I read his biography and it blew my mind. He did not had a happy childhood, yet the only thing

good was that he engaged himself in reading. He once read up all the books in his school library. Also, I am amazed to learn that his proudest business success was not Tesla, but Space X and Solar City. Although these initiatives do not seem like to be in the same field, but actually they are all meant for the same bigger purpose: to solve long term problems for humankind, like energy crisis, low cost space transportation, and even human's immigration to the space. Not only his vision inspired me so much, but also his fundamental thinking methodology. Other than him, which individual man has built a spaceship from scratch in the past six million years of human history? What is significant is that he explained how he achieved this in one simple idea, the First Principle:

“Don't just follow the trend. You may have heard me say that it's good to think in terms of the physics approach of first principles. Which is, rather than reasoning by analogy, you boil things down to the most fundamental truths you can imagine and you reason up from there.”

As pioneer as Musk is, who opened my mind and expand my perspective the most is Bill Gates. Most people know him as the founder of Microsoft and the richest guy in the world. But as I read more about him, I found that his recent efforts was devoted in the SDGs, through his Bill and Melinda Gates Foundation, including projects to poverty alleviation, supply of clean water, as well as his in-

depth work in carbon reduction. His recent book of “How to Avoid a Climate Disaster: the Solutions we have and the Breakthroughs we need” have opened my eyes to see the world in a way I have never saw before. Now I understand better why countries must work together to reach carbon neutrality, and how different links of industries are inter-related with their joint efforts towards sustainability. This is anything but a one-man-job. How an individual man can pull resources in a global scale and coordinate so many conflicting parties to work together towards one common goal? Well, I don't have the answers now. That why I want to keep inquiring and practicing.



To sum up, I dream of making a positive impact to the world through entrepreneurship. I will keep learning proactively along my way. Here are my key take-away list:

- 1.A brave mind towards a visionary goal.
- 2.Thinking out-of-the-box and don't settle for ordinary. Stay hungry, stay foolish (Steve Jobs).
- 3.Love reading.
- 4.Have the greater good in mind, not just do for yourself, your family, your community, even your country, but for mankind.
- 5.Work collaboratively, no one can do the greater good alone. Those who can engage people with their visions, purpose and leadership can actually deliver.

To be continued.....



Jackie's Principal Diary

Lens Into ECC

A lovely Kindergarten filled with Joy and High-quality Learning & Teaching

Jackie Becher @Jackie_Becher 2023/8/21

@BCISonline ECC we have created a special garden near our entrance to distract children who may be anxious about coming into our big foyer. They can follow the special garden around to a smaller entrance to their classrooms. So much magic to behold! #ibpyp



Jackie Becher @Jackie_Becher 2023/8/29

@BCISonline Parents as Learners inquiring into water, ice and salt. Parents documenting, questioning, experimenting, wondering, hypothesising. Thx @igeeducators for the morning. Parents personalising, collaborating and leading each other in the learning process.



Jackie Becher @Jackie_Becher 2023/8/29

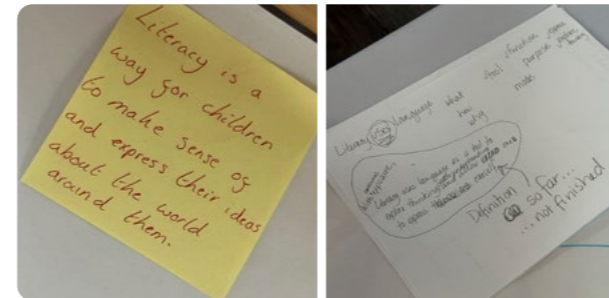
Celebrating Mid-Autumn festival @BCISonline ECC with Global Citizenship in mind. Children discovered how staff celebrated. From KTV to a train rain that took 10 hours for moon cakes children discovered we can celebrate and see the festival from multiple perspectives! ❤️



Jackie Becher @Jackie_Becher 2023/11/19

Working definitions of literacy @BCISonline where meaning making of the world is fundamental. I love that teachers recognise that how they see literacy will shift and that literacy includes many different modes.

❤️ #earlyliteracy



Jackie Becher @Jackie_Becher 2023/11/8

@BCISonline ECC we are helping our families understand the importance of how our program assists children in developing thinking skills. Play schemas is explained in a multi-modal way as well as through numerous other communication forms. #ibpyp



Jackie Becher @Jackie_Becher 2023/12/3

Listening carefully to children @BCISonline with a scratchy dinosaur book and time helped one of our youngest children learn strategies to help him with big emotions. Slow knowledge, an ethic of care and pedagogy of listening in action! @WestrayAlison





© Alice (Grade 4)



© Alice (Grade 8) – 城市体验，秋天是北京最美的季节。照片是站在前海的岸边，远眺银锭桥。此时，眼前呈现了清朝时期民间评选出的“燕京八景”之一。“银锭观山”这是北京城内唯一将山，水，城，融为一体的景观，波光粼粼的水面，两岸精致的建筑，和远处的威武西山是秋高气爽的完美写照。



© Sophia (Grade 3)



© Dora (Grade 10)



© Yiyi (PK1)



© Myra (Grade 1) – The Romance of Mid-Autumn



© Rachel (Grade 2) – 《海洋环保》



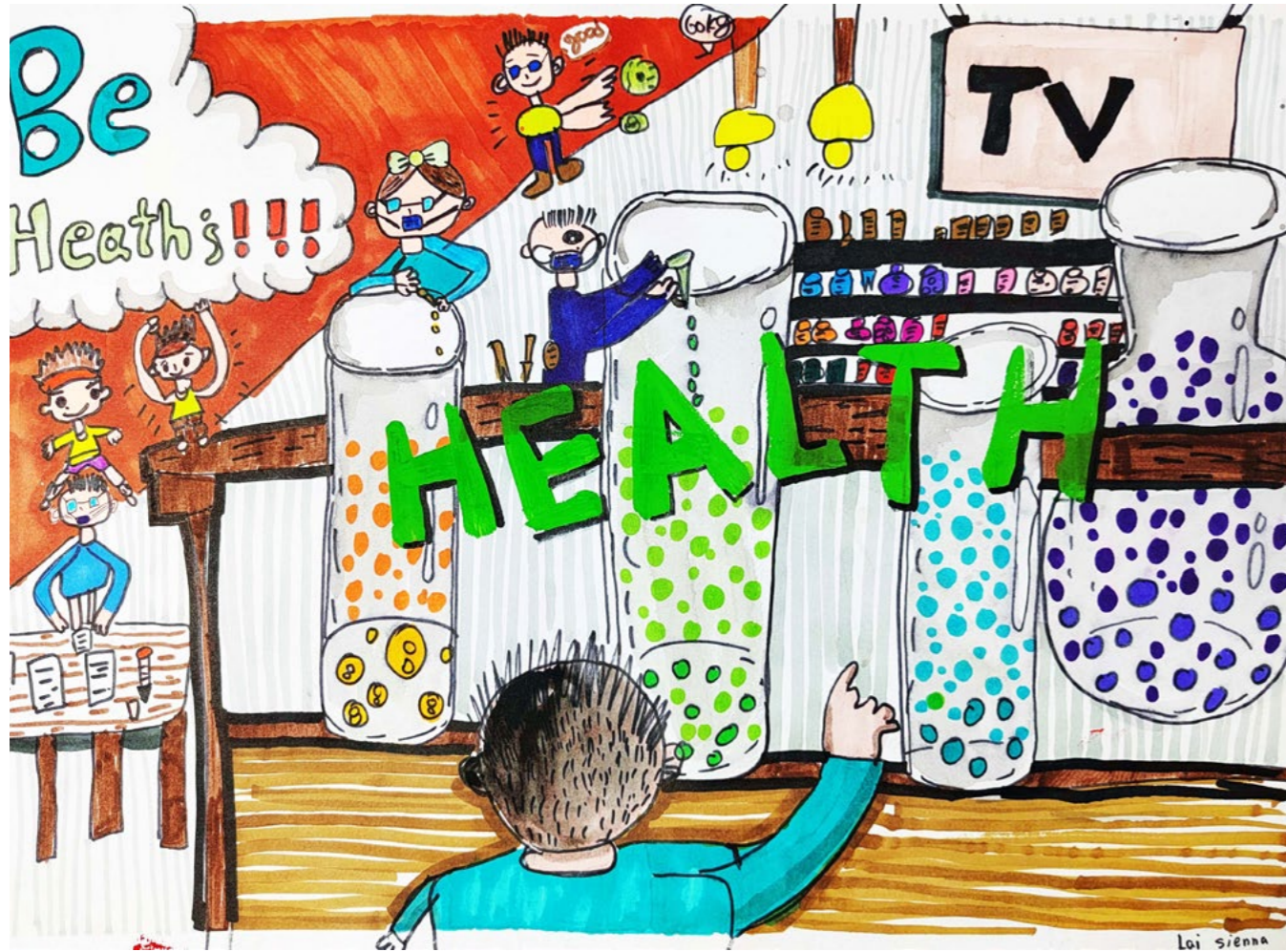
© Alina (Grade 5) – 《在冰上》



© Lia (Grade 2) – 我的名字叫云朵，画中这个女孩就是我。我手中牵着一个大气球，气球里面有各个国家的美丽建筑，有金字塔，泰姬陵，自由女神像，埃菲尔铁塔，还有我们祖国美丽的北京天安门。我希望这幅画代表和平...美好...世界团结才能维护好我们这个美丽的星球。



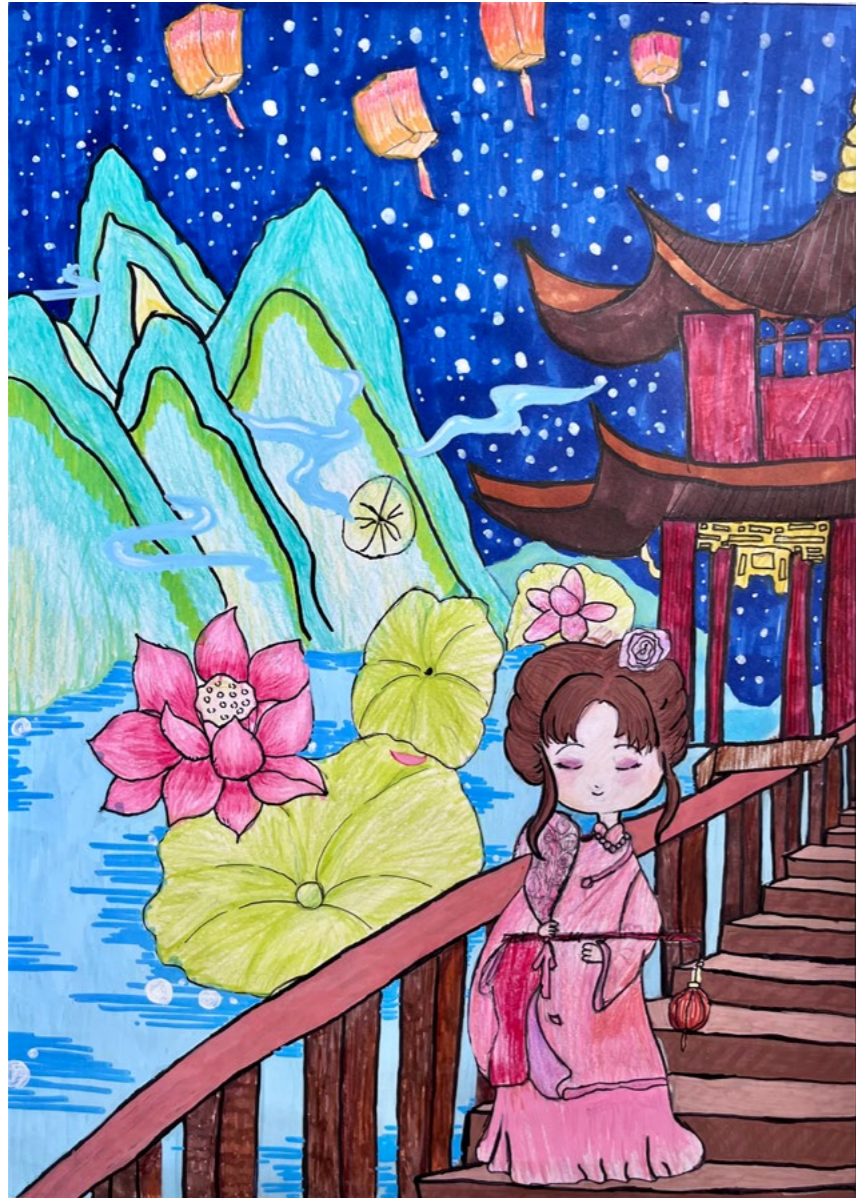
© Avery (Grade 3) – 《窗里·窗外》



© Sienna (Grade 3)



© Kelly (Grade 9) - The artwork depicts several panels, each of a different world, and each world representing a certain genre of literature. The main intention of this piece is to encourage audiences to delve deeper into the exploration of various genres of literature to get a sense of the imagination and creativity every author holds, all the while displaying my interest and willingness to develop my artistic skills.



© Elsa (Grade 3) – The Girl Under Kongming Lanterns 《孔明灯下的姑娘》



© Austin (Grade 5) – 《琴韵书声》



© Ariel (Grade 5) – BLUE



© Linda (Grade 7)



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© Jennifer Cao (BCIS Parent)



© Sophia (Grade 6) – Adventure in the Forest

千年风沙逝

WRITTEN & DESIGNED BY
CATHERINE LIU (G11)

致敦煌，沙海中瑰丽的遗珠，千年来绚烂的余晖。

To Dunhuang, the magnificent pearl in the sea of sand, the afterglow of millenniums of splendor.

敦煌与我，缘起于余秋雨《文化苦旅》中的两段文字：

“斯坦因向他招过手，抬起头来看看天色。

一位年轻诗人写道，斯坦因看到的，是凄艳的晚霞。那里，一个古老民族的伤口在流血。”

余秋雨用锐利而不失细腻的笔触将无数人共同流淌在血液中、浸润在根骨里的痛楚剖开来，并以一种极富冲击力的表达形式呈现给世人。尽管初次阅读时我对敦煌了解甚少，然而读罢之后，一股强烈的悲凉与愤懑始终萦绕在我心头。

从那一刻起，我才惊觉遥远的西域曾有灿烂的文明静默地隐没，而我却几乎毫不知情；也是从那一刻起，我笃定了自己终会踏上这片净土般苍凉的土地，去追寻哪怕冰山一角的畴昔。

于是，我怀着近乎朝圣的心情来到了莫高窟与榆林窟。随着影绰的手电筒光投向墙面，跨越千年的广袤壁画就此在我眼前舒展开来。鲜活而细密的笔触将我包裹的刹那，厚重的时间宛如银河向下流淌，吹拂过躁动的人声，抚平了呼啸的黄沙，将一切的一切卷进了画

中繁盛而遥远的世界。洞窟的年代越接近盛世，祥乐、安宁的气氛便越加浓厚。到了开元年间，壁画中的身影尽数褪去了胡人的面貌，面庞上也全然不见了清癯与愁容，就连纷乱的兵戈与战火都在轻盈的乐声中渐渐隐去了。仿佛仅需一次对望，



沉睡已久的洞窟便能从千年盛梦中苏醒过来，将独属于一个时代的盛与衰娓娓道来。

我在岁月的长河中游弋了许久，直到讲解员将手电筒调转了方向，我才如梦初醒地察觉到了洞窟的黯淡。当华丽的塑像与壁画渐渐没入黑暗，伤痕般布满洞窟的侵蚀与污迹显得尤为明晰。原来在黄沙一往如既的吹拂之下，岁月早已揩去了许多曾经艳丽的色彩和活泛的细节。

怀着这样的心情，在游人如梭的石窟间不停穿行，我竟萌生出一种恍惚之感。这种感受牵连着我不厚的血脉和相承千年的信念，令我心中波澜起伏。

欣赏敦煌艺术的生与美很简单，但它慢性的逝去不同。唯有真正与这些过往的见证者对视时，那种无言的寂寥、鲜被知晓的凋零才最为撼动人心。

敦煌石窟蕴含着千年来文化的缩影，无疑是中国艺术史上的一颗明珠。但是，世间万物都脱不了终结的宿命。无论后世之人怎样想尽办法对它进行保护，都只怕会让一切走向我最不忍提及的结局。

从乐闻见三危山上佛光万顷到现在游客络绎不绝，不过是从一个刹那到又一个刹那。曾经的辉煌在我们看来已然千百年，却也不过是弹指一挥间。因而，于我而言，敦煌之美之所以震慑人心，正是因为它越过了绵亘的岁月，将时间对岸壮丽而又短暂的奇迹留存在石壁之上。如今我们能做的，也许也只有以自己的方式将敦煌之美传承下去。纵使总有一天敦煌艺术会被尘沙彻底湮没，它也依然能在后人的留恋之下以另一种形式熠熠闪耀。

大漠黄沙的尽头如今回荡着鼎沸的人声、悠悠的驼铃、僧人的经诵，以及历史幽远的回响。而在不断前行的飞尘之中，正悄然栖息着静谧而永恒的灵魂。

The destiny of Dunhuang and I stems from a quote from Yu Qiuyu's A Bittersweet Journey Through Culture:

"Stein beckoned him over and raised his head to look at the sky. What Stein saw, wrote a young poet, was the bleak evening sun. There, the wounds of an ancient ethnic group were bleeding."

From that moment onwards, I was astonished to discover that the remote western region in China harbored a magnificent civilization, silently tarnished, of which I had been largely unaware.

Therefore, I came to the Mogao Grottoes and Yulin Grottoes nearly in a pilgrimage mood. With the shadow of the flashlight light thrown to the wall, across the millennium of the vast frescoes in front of my eyes stretching out. In the moment when the vivid and delicate brushstrokes wrapped me up, the heavy time flowed downward like the Milky Way, blowing over the restless sound of tourists, smoothing out the whistling yellow sand, and rolling all the matter into the prosperous and distant world of the frescoes.

I had been wandering through the river of time, lost in its currents, until the docent turned the flashlight around, abruptly awakening me from my pondering. It was then that I beheld the desolation of the cave, as if awakening from a dream. The once resplendent statues and frescoes gradually



faded into the darkness, revealing scars of erosion and stains that marred the cave's walls. It became apparent that the passage of time, much like the relentless winds that sweep the yellow sands, had erased many of the vibrant colors and intricate details that once existed.

To appreciate the art and life of Dunhuang is a simple task, yet its inexorable fading is completely different. Only when one gazes into the eyes of these silent witnesses from the past, little-known process of deterioration become truly heart-wrenching. The splendor of the past may appear to span a millennium, but in reality, it is but a fleeting moment. Thus, the vulnerable beauty of Dunhuang resonates deeply with me, for it transcends the boundaries of time, leaving all the ephemeral wonders on the stone walls. Nowadays, all we can do is perhaps pass on the beauty of Dunhuang in our own ways. Even if, one day, the art of Dunhuang is entirely swallowed by dust and sand, it will continue to radiate in a different form, preserved by the attachment of the future.



活着的意义



在《活着》的韩文版自序中，余华曾写下过这样一句话：“人是为了活着本身而活着，而不是为了活着之外的任何事物而活着。”这句话是如此浅显易懂，以至于让许多人无法接受，仿佛“活着”这件事不该是这样的清楚、纯粹、真实。如果活着真的是像这样的话，又为什么会有那么多人为之受困，而“为了活着本身活着”又究竟是什么意思呢？

固然我觉得自身阅历太浅，无法彻底解读这一问题，但让我们先把它放在一边，来看看《活着》这本书。在书中，福

贵的一生是与“平坦”二字彻底无缘的：青年丧父、中年丧子、老年丧妻，福贵的一生充斥了与死亡的纠纷和命运的无常。他的人生坎坷是大部分人都无法体会到的，但又是如此的坎坷，甚至让我们这些旁观者看了都不免生出满心的酸楚。在最后看到他带着那股潇洒劲离开的时候，我也不免感到不甘，怀疑当他察觉自己任劳任怨一辈子，却尝不到几丝甜头的时候，会不会觉得老天不公？

然而尽管大部分人没有体验福贵的一生，他们却还是在

自己的人生中体会许多的挫折、失败和绝望——这是每个人都会经历的事。既然如此，如果人的一生必定要面临如此之多的苦难，要品尝无数次从巅峰到谷底绝望，要全力去接受人生不可能如愿的事实后，活着的意义到底是什么？在我费劲力气去思考这个问题的同时，我又发现这个问题是这样的奇怪——我们为什么一定要给所有事物都定义一个意义？难道只有在这件事有意义的时候，我们才能够鼓起勇气去实现、去实施它吗？说到底，活着本身或许并没有什么特别的意义。在千古年的历史当中，人们总是费劲一切想要自圆其说，为了不让自己的未来显得没有目标，自我感动般的为“活着”这件事加上了许多头衔，为命运添上了有关善恶的因果论。因此，当我们抛开这些花哨的外表时，才会发现事物的本质是如此的纯粹。

书中的福贵只是个普普通通的百姓，但我想他在冥冥之中也接近了这一纯粹的本质。尽管遇到如此之多的艰难险阻，福贵似乎从来都没有埋怨过命运的不公、没有求神拜佛、没

有罢手不干，他的这一点令我惊愕，同时也不由得感叹那绝境中被激发出来的坚决和接受。世人总是奢求把自己的人生活出个意义，向往着诗和远方，但全然忘了占据“活着”的更多是眼前的磨难——虽然这现实得往往让人无法接受。

福贵接受了，他没有去怀疑上天为什么赐给他这样艰苦的命运，没有浪费时间去思考生命的意义，他做的仅仅只有在经历每个困难后继续向前，将自己面临的磨难视为活着的意义。当然，随着时代的变化，随着我们迎来这个充满了多样化和自由的现在，我想我的生活目标已然不会拘泥于福贵眼中的生存，而是去追求一个更为广阔、自在、有趣的生活，与我而言，那便是我实现活着的意义的时候。换句话说，如果人们不再用命运找借口，不再努力分别有意义和无意义的事，仅仅专注在自己人生道路上面临的挑战时，才会发现人在活着的时候处处都是意义，自然也不需要去质问有无了。至此，我们便能得出结论：人是为了活着本身而活着。

||

人是为了活着本身而活着，

而不是为了活着之外的任何事物而活着。

||



魔方城市的主人

Sonny / (Grade 5)

咔嚓，吱吱吱，今天是周五，最顶层的城市开始转动，就像魔方一样。上面偶尔会有人掉下来，然后在旋转的过程中被碾成碎末，而其他的人就像没有看见般继续着自己的事情。这就是魔方城市，由板块组成、板块的无序运动会把人碾成粉末，生存环境恶劣。更恶劣的是不时还有恐怖袭击，每次袭击都能摧毁几十个社区，令人惶恐不安。城市的领导者是预言者，幸好他能预言灾祸。只有依从他，大家才能提高生存率。所以，即便预言者专制残暴，大家都听命于他。

底层，一个年青人静静地看着最顶部的魔方转动，他是格雷。A层三区正在与B层搭起电梯，A层是身份最高的人才能住的，B层是普通人住的地方，而C层就是穷人住的地方。格雷就是其中的一个穷人。突然，一个强有力的大手抓住格雷的肩膀，格雷转身一看，那个人满脸胡子，正是他们的管理者东恶。东恶朝着格雷大喊道：“你赶紧给我滚去搭信号塔！领导马上就要来视察了！”要是他不满意我把你杀了，喂猪！”“好的好的，对不起，对不起，这就去。”格雷弯下腰卑微地回答。接着，三步并作两步跑到了信号台那儿，拿起头盔和焊接枪，爬到了信号塔最顶端。在这里都能碰到B区的地板。他拿起焊接枪开始焊接铁板。

几个小时过后，格雷终于把所有的铁板都焊接到了信号塔上。正当格雷想爬下去的时候，他看到东恶跟另外一个管理者说了几句话。之后东恶坏笑着走到了他趴着的杆子前，一脚踹了下去！杆子晃动一下，开始慢慢倾斜！糟糕！格雷心想。接着他看到了天花板上的一把手，赶紧抓住了把手，就在此时，轰隆一声，杆子已经倒了下去！差点就要了他的命。等下去了之后一定让他赔钱！格雷心想。格雷跳到另外一个杆子上，慢慢滑了下去。等他到了地上之后，东恶一巴掌打在格雷的脸上，他的脸感觉一阵刺痛。东恶说：“格雷你胆子挺大呀，竟然把信号塔的杆子给弄倒了，你现在要支付900！”格雷一阵愤怒涌上心头，朝东恶大吼道：“你怎么这么不要脸？你踢倒的杆子让我赔钱！”“哟，我旁边可是有人作证的，你说是不是啊亚东？”东恶对着另外一个管理者问。那个被称为亚东的人支支吾吾地说：“这个杆子确实是你踢的。”东恶大怒，对着亚东吼道：“你说什么？再说一遍！信不信你今年都别想要工资！”亚东赶紧说：“是，是，格雷踢的。”东恶得意地从格雷裤兜里拿走所有的钱走了。

看着东恶的背影，格雷咬牙切齿，他攥起袖子就想冲过去打架，突然一只

手拍了拍格雷，格雷回头一看发现是他最好的朋友北海。北海说：“算了吧，你斗不过他们的，大不了再找一份工作。我这里有一点钱，应该能支撑你一个星期的生活。”北海拿出一小袋子硬币递给了格雷，格雷推开了，说：“这钱我没法要，你还得吃饭呢，等我找到一份好工作，我一定回来报仇。”北海叹了一口气说：“你这人咋这么倔呢？行吧，行吧。我知道有一份工作可能适合你。”“什么工作？”格雷问。“你不是之前练过格斗术吗？你可以去预言者大人那里当守卫，不过你可能得从最初级的守卫慢慢爬到高级的。”北海回答。“这工作听着有点无聊啊，不过我可以试试。”格雷转身就走，挥着手对着北海说：“等我的好消息吧。”北海叹了一口气说：“真是没心没肺呢，一点不担心选不上。”

格雷走到街道上，一路上到处都是预言者的宣传图片。上面写着：预知未来，服从我们。几乎所有人都相信、服从预言者，其中也包括格雷。预言者的第一次预言是某日在C层工地有一场恐怖袭击，当时格雷本来要去那个工地的，但是他为了保险起见就没有去。事实证明他的服从是正确的，那个工地果然因为恐怖袭击爆炸了，死了不少人。而之后的几次对恐怖袭击的精准预言使得几乎无人再质疑预言者，那些不听话的要么死于恐怖袭击，要么死于被预言者惩罚。总之，预言者成了魔方城市唯一的拯救者、领导者，众人的神。

格雷看着他破旧手表上的投影，投影上有一个红色的小红点和一个蓝色的小点。蓝色的就是目的地，而红色的就是格雷，眼看着两个小红点慢慢重合到一起……突然，格雷撞到了一面墙上。他太入神，没有发现其实已经到了预言者的办公楼。这里跟教堂一样，十分巨大，在顶端有一个眼睛的标志。格雷深吸一口气，推门走了进去。内部的装饰比外部更加豪华。两座金色的蛇雕像摆在路的两边，似乎是在炫耀他们的权威和富有。一个中年大汉带着格雷穿过一个黑色的走廊，引进了一间房间。

在房间的正中央有一张金色的桌子，一个人坐在桌子后面，他身穿黑袍，袍子上面有一个眼睛的标志，脸上还有一道刀疤。就在这时，格雷注意到地上有一小滩血迹，还有一颗牙齿。格雷打了个冷战。那个坐在桌子后的人对格雷说：“我叫狼云，我是面试官，我会用我一半的实力测试你，你要是能扛住的话就算通过考核。开始吧！”格雷深呼吸一下，迅速一脚对着狼云踢过去。就快踹到狼云脸上的时候，看似一动不动的狼云已经抓住了格雷的脚，直接把格雷摔到了墙上。格雷大叫一声，疼痛感充满全身。而狼云的拳头已经到了他头上面！

两人你来我往打了起来……狼云是高手，步步紧逼，格雷连吃了他好几拳。眼看体力不支，狼云更加凶猛，想迅速结束战斗。他一拳打中了格雷头部，格雷眼冒金星，狼云下一脚又到了，格雷假装支撑不住倒下，躲过狼云的一脚，同时暗中发力一脚踢向狼云的头部。狼云显然没有想到这种时候格雷还有反击的能力，被踢中，重重摔在地上。而格雷自己也瘫倒在地。狼云爬了起来，悻悻然对格雷说：“可以呀，有两把刷子，算你通过了！”狼云拿出一张纸，抓起格雷的手，沾着地上的鲜血，在纸上按下了手印。狼云恶狠狠地说：“这个是协议，你在这里工作，任何事情也不能对外人说，手印就表示你同意了，如果违反协议那就得永远待在监狱里！”狼云离开了。格雷艰难地爬起来，扶着墙慢慢离开了房间。

格雷从床上坐起来，昨天被狼云打的伤口还隐隐作痛。他爬起来，一边穿衣服一边说“生活不易呀！”抱怨归抱怨，但是生活还要继续。格雷骑上了他那破烂的悬浮摩托，那是他父亲送给他的18岁生日礼物。很快，格雷就到了他的工作地点，预言者的殿堂，殿堂前耸立着预言者的金雕像。已经不是第一次看到预言者的金雕像，集会、阅兵都能看到，但是格雷每次看到还是为之震撼和炫目，预言者的金雕像那么巨大、璀璨、不可一世。

格雷走向自己的岗位，他的值班地点在一条很长的走廊里。走廊的光线十分昏暗，但是他还能隐约地看到还有其他守卫在。格雷站到自己的位置上，没几分钟他就开始摸鱼，格雷把投影仪投到他的视网膜上，这样就不会有人发现他在打游戏了。格雷暗自坏笑，心想我真聪明！就在打了半个小时游戏之后，走廊的灯突然亮了。格雷环顾四周，发现走廊的尽头有两个人正抬着一个箱子，箱子是半开的。格雷喜欢军事，很多武器弹药的型号都熟悉，一看就认出来面是最新型的炸弹。”等一下，最新的炸弹，可以炸飞十几个街区！这是怎么了？”格雷问那两个人。其中一个人说：“不该你问的不要问，想进监狱吗！”格雷识趣地闭上嘴，却悄悄跟了上去。

两人把炸弹抬到一个小屋子，一个人笑：“上次A区那个真带劲，好几个不信邪的阔佬都被炸死了哈哈哈。这次肯定还有不要命的人。”另一个大喝：“又管不住嘴，又喝多了！赶紧关门走人！”藏在角落里的格雷感觉五雷轰顶：不错，上一次恐怖袭击是在A区，这些恐怖袭击居然都是预言者干的！他居然自导自演，然后假装英雄拯救大家，实际上是他策划了所有袭击！为的是让大家崇拜、服从他！这个事实太震撼，直到两个人消失，他才慢慢反应过来。这时，警报声大响，整个魔方城市回荡着预言者的低沉的声音：子民们，恐怖袭击将于明天到来，就在B区！

下班回到家里，格雷辗转反侧。终于，格雷坐起来，他必须干点什么事情阻止预言者！可是，他只是一个无名小卒，谁又会相信他呢？格雷叫来北海，说了情况。北海听完之后，倒吸凉气，说：“你说得对，我们确实得干点什么事情阻止预言者。”格雷说：“这种能量的炸弹只有这么一颗，得先偷到炸弹，不让他们明天的恐怖袭击得逞。”北海：“对，然后再拿出炸药揭露他们。这样以后就不会有人再怕预言者了！”“这确实是个好主意。”格雷说：“那就这样吧，我明天去把炸药骗到手，然后你开上卡车去接我，我们去B区的边缘销毁炸弹揭露真相，要找媒体看着我们把炸药扔下去。好，就这么办！”

第二天清晨，格雷骑着他的摩托高速前往预言者大殿。格雷在炸药库房门口徘徊着，不一会，他等到了昨天搬炸弹的人。格雷问他们：“诶，你们还没有把炸弹搬出去吧？上面派我把它运送到市中心。你们赶紧把炸弹交给我吧。”两个人你看看我，我看看你，然后问格雷：“真的假的，不是叫我们自己把炸弹运到市中心吗？”格雷指指对面走廊的背对他们的狼云，说：“哦，是这样的，我马上要升职了，这次是上面对我的一个考验，放心，不说有我，还有狼云老

大，他不是在那里吗？不会失误的。”那两个人看了看狼云，狼云正好转身，格雷朝狼云招手，比心，熟悉得不行的样子。狼云对他们比画赶紧搬东西。狼云素来严苛，俩人不敢怠慢，立刻打开库房的门，把炸弹交给了格雷。而对面的狼云已经一溜烟跑出了走廊，原来是北海扮的。

炸弹沉甸甸的，而且因为紧张得手心出汗，所以非常不好拿。不过格雷还是艰难地把炸弹抱出了门。一辆黑色的卡车开到他面前，正是北海的卡车。格雷小心翼翼地吧炸弹抬上车，然后自己也钻进了车。格雷着急：“赶紧开到B区吧。一会魔方转动就来不及到B区了。”北海却说：“放心，还早，有富裕时间。”

而路上却堵车了，北海也急了，一路飙车，终于开到了上升电梯门口，就在快要进入上升电梯的时候，突然他们听到了警报声“有突发事件，请大家离开交通工具，离开城市边缘，城市会在1分钟后开始转动，现在开始计时60、59、58……”人群挤向电梯，车开不过去。怎么办？格雷说当然是跑了，不然怎么办？两人一脚蹬开车门抱着炸弹开始狂奔，就在电梯即将关门的一刹那，北海和格雷钻进了电梯。北海瘫倒在电梯地板上，松了一口气。预言者肯定已经知道我们要毁坏炸弹了！格雷猜到。突然，一个人把电梯的玻璃撞碎冲了进来，竟然是狼云！狼云抓住北海的脖子用力砸在玻璃上，北海痛得大叫。格雷抓住了狼云的手试图把他从玻璃的裂缝中推下去。但是狼云太过于强壮，格雷根本拉不动。狼云一脚踢在北海的脸上，北海的鼻子流出了鲜血。北海用膝盖对着狼云两腿之间狠狠一踹，格雷后退几步，趁此机会，格雷把狼云从玻璃的大洞中踹了下去。狼云从高空坠落。格雷看见他狠狠砸在了货车的垃圾堆里。还没喘口气，格雷大叫：“糟糕！后有几辆车在追我们。”格雷一边从电梯下车顶，然后拿起第二排座位上面放着的一根钢管，接着他一个助跑跳到了其中一个正在追他们的车上。格雷直接用钢管穿透了玻璃扎在了正在开车的人身上。那个人大喊一声，然后就被格雷扔出了车外。接着格雷开着刚抢到的车撞在另外一个追他们的车上面，两辆车直接都被撞报废了。北海打开车门拉出格雷，赶紧搏击冠军。”格雷骄傲地说。

最后，他们开着车冲到了B层的边缘。这里早已聚满了北海召集的媒体。格雷走下车，对着媒体说：“我们平时都对预言者深信不疑，觉得他绝对有预言的能力。但现在，我告诉你们（格雷指了指炸弹），实际上这些恐怖袭击都是预言者策划的，一切都是他自导自演！让大家误以为他能预知未来，让我们服从他，被他奴役。这是他们用来发动恐怖袭击的炸弹，你们看看，他们说的区域今天还会有恐怖袭击吗？不会了，再也不会了！”众人震惊，随即爆发出一阵窃窃私语。格雷说：“今天，我就把他们即将用作恐怖袭击的炸弹从这里扔下去。以后，这个城市将不再有预言者，也不会有恐怖袭击，也没有主人，我们都是自由的。10、9、8、7、6、5、4、3、2、1、0。”格雷松开了手，炸弹从他手里滑落，炸弹从B区边缘落下，落在了魔方城市外的空间，没有烟尘滚滚，只有烟花灿烂。现场爆发出一阵欢呼……格雷激动地和北海拥抱在一起，脸上是骄傲。

四年后，咔嚓，吱吱吱，今天是周五，最顶层的城市开始转动，就像魔方一样。上面偶尔会有人掉下来，然后在旋转的过程中被碾成碎末。底层，一个年青人静静地看着最顶部的魔方转动。突然，他感觉有人拍了拍他。他回头一看，发现是他最好的朋友张鑫，张鑫对着他说：“哎，你有没有听说？引领者最近要建一个他自己的巨大的金色雕像，我们可真是倒霉，每天都得给他建造东西。好不容易建完了信号塔，现在又让我们建雕像。本来以为预言者垮台之后魔方城市就叫平了呢，没想到引领者简直就是第二个预言者。哦，对了，你知道引领者叫什么名字吗？”年轻人回答道：“他的名字，好像叫格雷……”

小鸟学击剑

Ryder / (Grade 4)



在一个不起眼的小村庄里，有一个破破烂烂的广场。广场对面有一条弯弯曲曲又细又长的小路，小路的尽头有一棵孤独的树。

有一天一只长着蓝色羽毛、大眼睛、尖嘴巴的小鸟落在了那棵树上。他的翅膀受伤了，鸟医生说：“他以后恐怕不能飞了。”过了几天鸟妈妈找了受伤的小鸟，她心疼的把小鸟搂进了怀里。小鸟并没有放弃自己。从他知道自己以后不能飞了的那一刻起，他就每天都在那棵树上看着报纸。他要给自己找到新的希望。而妈妈也开始衔回树枝在树上搭建他们的新家。

一次，他看见一辆卡丁车在树下极驶而过，他被吓得扑腾掉了好几根羽毛。“哇！好快呀，一点都不比我以前飞地慢，

卡丁车好厉害呀！”他决定去试试，他穿着一个小裤衩儿和一个小背心就迫不及待地爬上树爬下去开卡丁车了。但是他刚钻进卡丁车，尖尖的脚趾就死死地勾住了油门，就像紧紧踩着油门他才能掌控着一切。而如果勾不住油门的话，他就会掉进悬崖下面的小溪里。卡丁车公司的老板被吓坏了，他大声喊着：“快松开油门！快松开油门！谁叫你开车的一直踩着油门的！天哪！谁能告诉我，这是哪儿来的蠢货！”过了好一会儿，小鸟才能控制自己松开脚下的油门。而老板早被吓的瘫坐在地上。直到车子慢慢停了下来，他才挣扎着从地上爬了起来。他把小鸟狠狠骂了一顿，把小鸟赶出了卡丁车俱乐部。

后来，小鸟在报纸上看到了滑翔俱乐部，他欣喜若狂，晚上没有睡觉，一整晚都在想：“我以后终于又可以飞了，我终于

要实现了我的愿望了。”早上它穿上了自己最好的西服去滑翔俱乐部报名，他学了几天就把滑翔学会了，小鸟被巨大的幸福包裹着。重新飞翔的感觉太美妙了。他滑行的时候就会开心地哈哈大笑，他经常滑回鸟巢的上空对着妈妈大喊：“妈妈！妈妈！你看我又可以飞了！我还是你飞得最快的小宝贝。”但是好景不长，几个月以后以后滑翔俱乐部倒闭了，因为滑翔俱乐部的老板去世了。

一天他在邻居家看电视的时候。知道了一项运动叫击剑。他听到解说员激动地解说：“这个剑手的出剑速度比子弹还要快。”速度的感觉再次让小鸟怦然心动。击剑俱乐部的老板亲自邀请他加入击剑俱乐部。他练完基本动作后，教练让他打实战。教练看到小鸟打得有点不对劲，告诉小鸟：“一定要放松。”

“我会放松的。”小鸟说。

“那就让我看看你到底放没放松。”

小鸟就按照教练说的放松了下来，但是当教练说开始的时候，小鸟僵在原地，脚死死的抓住剑道没有动地方。

这下可把教练惹急了，“我让你放松不是紧张，你为什么站在原地不动？”教练对小鸟吼道。

小鸟哭着说：“教练我真的放松了，可是我也不知道我为什么站在原地不动？”

“下次你再这样我给你个耳光。”

尽管心里委屈小鸟还是没有答话。教练气呼呼地转身就走。那天晚上小鸟郁闷地躺着那棵树上，心里想着我放松了呀，为什么我站在原地不动？

小鸟的妈妈拿柔软的羽毛抱着他，用尖尖的嘴梳理他的羽毛：“我亲爱的小宝贝儿啊，你一定要勇敢啊。”

第二天早上教练对他赔礼道歉了：“小鸟是我错了，我昨天晚上查了一下资料，鸟只有放松的时候才能抓住东西，紧张的

时候就会松开东西。”

小鸟眼睛里含着泪却笑着对教练说：“没关系，也许我真的不适合击剑，就当做了一个梦吧。”

教练说：“我们一定能找到解决的办法。”

小鸟继续苦练击剑，脚指甲被剑道磨掉了，他就带着流血的双脚继续训练。

妈妈心疼得直哭，她拿柔软的树皮给他做了击剑鞋底，用树藤和树叶给它做了舒服的鞋面和鞋带。

小鸟开心的说：“哇，妈妈你可真厉害，这双鞋舒服到天堂！它能帮我跳得更高，打得更远。”

小鸟学会了击打剑还击、防守还击，怎样出手是对的、绕敌方的剑不让敌方击打到他的剑，还学会了一些关于击剑有趣的知识。一开始，他每拿一枚奖牌或得到一个奖状，教练都开心地发到朋友圈里去，后来因为他拿的奖状和奖牌太多了，所以只有奥运会冠军，教练才发朋友圈。

小鸟慢慢地长大了，他成长为一个真正的击剑运动员。小鸟拿过数十界奥运会冠军，从前为他不能飞而担心的朋友们都真心为他高兴，他也有数不胜数的粉丝。每当他打完一次比赛，百度搜索的排行榜第一名肯定是“小鸟打击剑”那五个字。有些小鸟干脆把手机壁纸改成了他打击剑的样子。他是小鸟城第一个也是目前唯一一个击剑运动员，鸟宝宝们都是看着他打击剑比赛长大的。他们最喜欢听的就是小鸟学击剑的故事。后来这个故事被编进了小学课本里，鸟老师教宝宝们的时候经常会说：“上帝关上了一扇门，会为你打开一扇窗，但是，那一扇窗需要你很努力地推才推的开。”

夕阳西下，小鸟在那条弯弯曲曲又细又长的小路上散步。有一只胖胖的鸟宝宝蹬着平衡车从他身边飞速滑过，他高喊着：“大鸟！你是我的偶像！”小鸟宝宝举起一只树枝当作佩剑，风中远远地传回他的声音：“心中永远装着勇敢和光明。”

祁瑞宣的悲剧性命运

Bella / (Grade 11)

纵使《四世同堂》在最后迎来了一个幸福美满的结局，但人们依旧不能忽视在这过程之中所发生的种种悲剧，这种悲剧不仅仅意味着人死去的悲剧，却也涵盖着在那个时代下人活着的悲剧，并最为明显体现在祁家的长子——祁瑞宣身上。身为长子，祁瑞宣分别在家庭、社会和内心三个层面分别展现出了责任背负者、工作苦闷者和精神孤独者三个身份。这三“者”一步步构成了他的悲剧性命运，也象征着当时许多年轻人，又或是“长子”的相同困境。

在传统的中国社会当中，“家”这一概念永远是至关重要的，并因为“嫡长子继承制”的关系，“长子”这一角色与整个家庭的稳定都有着深刻的联系。而尽管“长子”的头衔会给他们带来大于他人的负担，但随之而来的往往也有特权和话语权，维持着长子在这个位置上幸福感。然而，随着《四世同堂》中社会的变革和动荡，西方新一代思想的到来让长子原本拥有的权利逐渐消散，但应当承担的家庭义务非但没有消失，反而逐渐增加，



让祁瑞宣不得不成为一个家庭责任的背负者。这一形象首先体现在他对个人幸福的牺牲上。在决定婚姻大事之时，尽管并不情愿，也十分懂得“自由恋爱”的理念，祁瑞宣却依旧接受了父亲的选择，维持、保证了家庭内部的稳定与和谐。在这个过程中，他体验到了“自我牺牲的骄傲”。尽管这从某种程度来说又是一种虚荣心的满足，但依旧代表着“长子”在一个家庭当中所需要拥有的自我牺牲精神。相比之下，身为二弟的祁瑞丰就舍弃掉了这种背负责任的义务，违背了老辈的想法与胖菊子结为夫妻。其次，责任背负者的身份又体现在祁瑞宣日常对家庭秩序的维护和对矛盾的调节上，这一行为的出现除了由于他思想中对维护家庭根基必要性的坚信，也由于祁家中“文化千层糕”的特质。一方面，他对老一辈的权利和身份充满敬畏，即便是小辈与老辈之间出现矛盾，例如祁瑞丰要求分家之时，他也会为了顾及祖父与父亲的感受忍耐下瑞丰夫妇的挑衅。另一方面，他对新一代的思想和爱国精神深度理解，因此自然会支持祁瑞全的离开，而又不可避免的受到老辈的责难。作为长子，他夹

在新老辈思想冲突的夹缝中艰难度日，企图依靠着自己个人的能力维持家庭的稳定与和平。最后，除了对内在能力的挑战，祁瑞宣在物质层面同样承担了这个责任背负者的身份，在战争期间忍辱负重的去工作，以此来供养家人，维持家中的生计。在这个过程中，祁瑞宣无疑经历了巨大的煎熬和辛苦。而他的这份痛苦和不自由则主要是由于传统中国文化和新式西方文化之间的冲突和矛盾。他的存在一方面为新一代的追求做出了牺牲与贡献，另一方面又是旧秩序思想与观念的坚定维护者，刻在他灵魂深处的所谓“家族”所囊括的种种责任与义务不断地经受着新思想中报国意识等想法的冲击，先一步构成了他的悲剧性命运。

然而，即便脱离了让祁瑞宣饱经痛苦的家庭，到了工作环境当中的他依然难逃自身的悲剧。他受到的新式高等教育让他不可避免的成为了社会当中的苦闷者。即使是在战争开始前，祁瑞宣也未曾对教育工作展现出怎样的热情，战争开始后更是让他没有脸面再次教书育人。他本身就拥有的报国意识和学生们“亡国奴”的身份让他在原本的教育工作领域愈发的难以坚持，最后转移到英国府的工作也只是为了维持家中的生计。这种不愿去工作却又不得不去工作的愁闷与无奈再次证实着祁瑞宣人生中的悲剧。理想与现实、追求与责任、家族与个人，这些无数的矛盾都化作枷锁限制着祁瑞宣，让他在压抑而自知的环境中无法逃离，无限延长着他所经受的苦闷。

最后，因为内在和与外界的矛盾，祁瑞宣可以称得上是一个精神孤独者。以他所处的环境来讲，他所受到的教育和所拥有的思想是前卫的，也意味着很难有周围人能够与他互相理解。战争开始前，三弟瑞全和钱先生都是能够和他沟通的人，然而，战争开始后，祁瑞全的离开和钱家的破灭让祁瑞宣失去了所处

环境中唯二的知己。而尽管韵梅和母亲得以理解他的不易，却无法真正的明白他内心深处的痛苦和煎熬，导致了祁瑞宣与外界有着难以横跨的隔阂。与此同时，祁瑞宣的内心世界又是无比矛盾的。他既耳濡目染了中国北平独有的传统文化，将那份孝悌观念深深的刻在了脑海当中，又接受了新式教育，让他的思想远远先于其他人。他看不惯冠晓荷、祁瑞丰等人的傲慢、懦弱，也能够看清北平人、甚至是自己身上的奴性与无力，却同时只能装作无事发生、维持这种表面的和平。更加可悲的是，尽管他费劲如此气力，最后仍是迎来了三个家人的死亡，祁瑞宣心中的这份孤独和苦楚自然是不言而喻的。

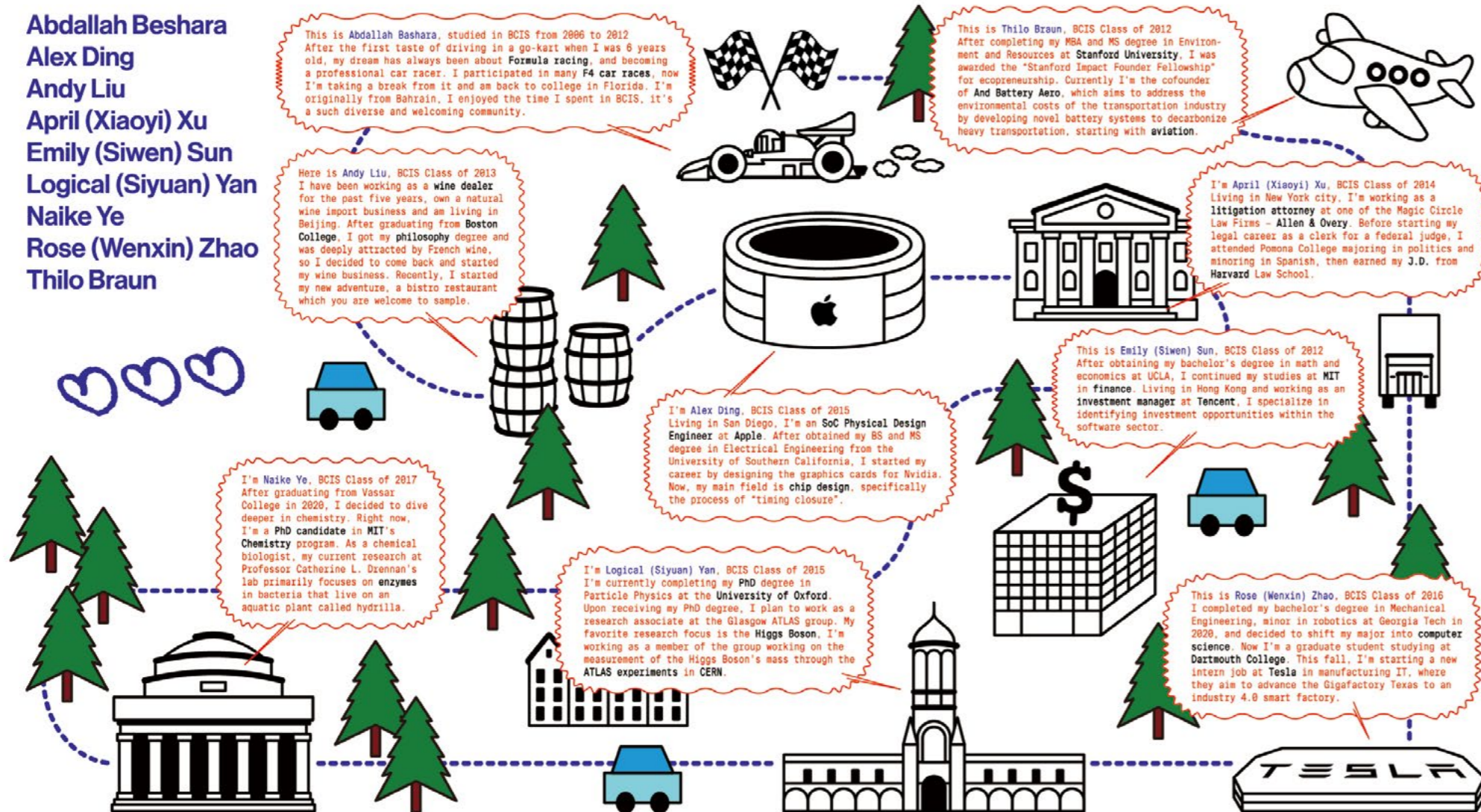
祁瑞宣责任背负者、社会苦闷者和精神孤独者三个身份的结合最终构成了他悲剧性的命运，而这同样也让他，甚至其他作品中的“长子”形象受到人们的批判与斥责。诚然，不论我们如何论述他所经历痛苦，祁瑞宣终究是一个懦弱、无力的人。他如北平大部分的中国人一样逆来顺受，在一生中可以说得上是无所作为，若不是最后祁瑞全的归来，想必他无法真正的在战争中参与到任何有实际意义的抗争行为里。但人们应当知晓的是，以祁瑞宣为代表的这类“长子”中性格的不足有很大一部分原因来自于传统文化的承继，以及中国这部分文化中的一切消极要素。新文化的冲击无法击垮长年累月的文化积淀，个人思想的清醒也无从挣脱骨肉亲情的锁链，但我想祁瑞宣作为一个懦弱，且深陷于思想和行动分裂的困境当中的人，已经做到了他能做到的所有。他身上映射出的是一群在中国社会改变时站黑暗与光明的分界线上的人，纵使无法背负起改变历史的全部责任，却也在自身已经注定悲剧的命运里为新一代的突破撬开了一个缝隙。尽管如此，从祁瑞宣所在的社会到我们如今所在的社会转化并不代表着结束，这种与上千年形成的文化底蕴的抗争，将会是众多现代人所面临的难题。

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BCIS Alumni Wall 2023-2024 ALUMNI TOWN

Abdallah Beshara
Alex Ding
Andy Liu
April (Xiaoyi) Xu
Emily (Siwen) Sun
Logical (Siyuan) Yan
Naike Ye
Rose (Wenxin) Zhao
Thilo Braun



BCIS Alumni Town

All alumni are living in this town after their BCIS journey. Even if we are not close physically, we always feel close and connected. By following this map, you could find them, they are pursuing the career they like and following their passion, still being inspiring and encouraging people in their current community as our BCIS mission suggested.

-- Youran Mao (Class of 2017) Designer

Founded in 2005, with our first graduating class in 2009, BCIS has over 3500 students who have studied here and sailed away, currently studying and living around the world. BCIS Alumni Wall is a collaborative project among young alumni, older alumni, and SS students.

We invite you to come and visit Youran's design at SS entrance.

Each illustration in this map represents our featured alumni's career or study. Therefore, we would like to invite you to draw an illustration imagining when you leave BCIS, what do you want to do and where you want to live in the future. We invite you to participate by emailing gaia.zhao@bcis.cn to send your image in this BCIS Alumni Town, we will add your illustration in our final map.



BCIS Class of 2016

Rose(Wenxin) Zhao

Breaking Stereotypes

*a playful engineer, compassionate animal lover,
& tennis player*

📌 Interview conducted and profile written by Jessica Zhang, BCIS Class of 2023

A graduate student studying computer science at Dartmouth College¹. This fall, Rose began her new intern job at Tesla in manufacturing IT, where they aim to advance the Gigafactory Texas² to an industry 4.0 smart factory, implementing technologies that no one has done before.

Rose completed her bachelor's degree in Mechanical Engineering at Georgia Tech³ in 2020. She relishes the process of applying her STEM knowledge to real-world

problems, which is what led her to become an engineer. During her undergraduate years, Rose was heavily involved in her university's Maker Space, working on robotics and 3D printing. Through her experiences, Rose discovered that she possesses better analytical skills than manual skills, which shifted her career pathway from mechanical to software engineering.



As an animal lover, Rose worked as a research assistant at Georgia Tech for a professor who specializes in animal biomechanics and has won the IgNobel Prize multiple times. One of her research was to study how pandas climb, aiming to aid wildlife conservation and shed light to designing biomimicry robots. Through extensive observations of panda climbing (and falling), she conducted video analyses of panda's movements, speed, and biomechanics.

Rose defiantly breaks the stereotype of a nerdy Asian engineering student. She is smart, agile, and always wears a warm smile on her face. As a tennis enthusiast, her MYP Personal Project involved hosting a school tennis tournament. In addition, she started a tennis club at Georgia Tech that welcomes individuals of all skill levels. Surprisingly, one of Rose's favorite jobs is to become a ball person at tennis tournaments. Engaging in daily physical exercise is also Rose's strategy for achieving a healthy balance between her academic studies and career as an engineer.

Having worked on database and administrator site, Rose, along with three other BCIS alumni, developed and launched the BCIS Alumni Portal⁴ in summer 2023. As one of the BCIS Alumni development projects, this portal is going to be a central platform to strengthen our BCIS Alumni Network.

1 - Dartmouth College: One of the world's greatest academic institutions and a member of the Ivy League, Dartmouth has been educating leaders since 1769.

2 - Gigafactory Texas, also known as Giga Texas, is an automotive manufacturing facility in Austin, Texas, built by Tesla, Inc. Construction began in July 2020. The factory produces Model Y cars for the Eastern United States and is also the main factory for the Cybertruck and the company's next-generation vehicle. Additionally, it serves as the location for Tesla's corporate headquarters. It is the second-largest factory in the country in terms of size and the second-largest building in the world by volume, following the Boeing Everett Factory.

3 - Georgia Tech: Georgia Institute of Technology, is ranked No.2 in Best Undergraduate Mechanical Engineering Schools by US.News 2022-23.

4 - BCIS Alumni Portal: a website platform could check alumni profile, alumni news and alumni events, for BCIS community members who are seeking network opportunity to connect and learn from each other. This portal, designed and built by 4 young BCIS alumni, operated by BCIS Alumni Relations Team. <https://alumni.bcis.cn/credits>

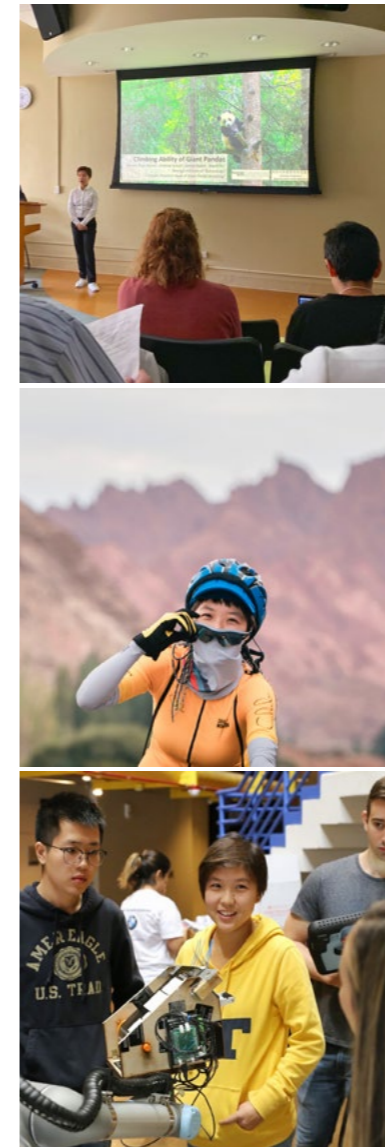


北京乐成学校 2016 级毕业生

赵文馨 打破刻板印象

爱好网球古灵精怪的女工程师、吸猫重度患者

采访与文字编辑 -- Jessica Zhang 2023 级毕业生



Rose 现在是达特茅斯学院¹ 计算机专业一名研二的学生。今年秋天她将在特斯拉 (Tesla) 的实习工作，帮助位于德克萨斯的特斯拉超级工厂² (Gigafactory Texas) 发展成智慧工厂，应用制造业史无前例的科技助力第四次工业革命 (Industry 4.0)。

2020 年，Rose 在佐治亚理工学院³ (Georgia Tech) 完成了机械工程学士学位。利用科学知识去解决实际问题的过程十分吸引 Rose，而这也是启发她成为一名工程师的主要原因。本科期间，她是大学里创客空间的常客，在那研究琢磨机器人项目与 3D 打印技术。慢慢地，Rose 逐渐发现自己的逻辑推理与分析能力其实比动手能力更强，她的职业道路也就从机械工程转向了软件工程。

作为一名动物爱好者，Rose 在 2019 年得到了佐治亚理工一位多次赢得搞笑诺贝尔奖的动物力学教授的研究助理的工作。在那里她研究大熊猫的攀爬行为，为野生动物保护做贡献，并为设计仿生机器人提供思路。在这项研究中，工程师与学者们通过对大熊猫的动作、速度和生物力学进行了大量观察和视频分析。

提到工程专业的学生或许很容易使人联想到端坐在电脑前安静地学习研究的画面。但 Rose 其实热爱运动身姿矫健，性格热情开朗又古灵精怪。在 BCIS 时，她的个人学习项目 (MYP personal project) 是组织举办一场校际网球锦标赛。大学时，在佐治亚理工学院她创办了一个开放给所有水平网球爱好者的俱乐部。Rose 说她小时候的理想工作是在网球比赛中担任职业球童。如今网球和其他体育锻炼仍然是她生活中的保持身心健康与平衡的重要组成部分。

在 2023 年夏天 BCIS 校友关系发展团队正式上线了 BCIS 校友门户网站⁴，这是由 Rose 和其他三名年轻校友共同设计开发的网站，她主要负责网站后端数据库和网站管理员页面开发，这个网站会在未来成为促进 BCIS 校友之间与 BCIS 社区联络的信息集成平台。

1 - 达特茅斯学院：世界上最著名的学术机构之一，常春藤联盟成员，自 1769 年以来一直致力于培养领导者。
 2 - 得克萨斯的特斯拉超级电池工厂：位于德克萨斯州奥斯汀的汽车制造工厂，特斯拉公司总部的所在地，由特斯拉公司于 2020 年 7 月开始建造。该工厂为美国东部生产 Model Y 汽车，也将作为生产 Cybertruck 和下一代其他车型的主要工厂。它是美国第二大工厂，按体积计算是世界第二大建筑，仅次于波音埃弗雷特工厂。
 3 - 佐治亚理工学院：佐治亚理工学院在 US.News 2022-23 年度最佳机械工程学院中排名第 2。
 4 - 校友门户网站：这个网站作为 BCIS 社区成员和校友互相联络的平台，可以查看校友简介、校友新闻动态和校友活动预告。该门户网站由 4 名年轻的 BCIS 校友设计完成，由 BCIS 校友关系团队运营。<https://alumni.bcis.cn/credits>

SPORTING SPIRIT

Credited by John (Grade 11)



Message from the Editors

On behalf of the editing and design teams, we express our sincere gratitude to everyone who submitted their creations to this edition of Xuexi.

We often talk about the unique qualities of BCIS community members, and all these examples of personal creativity demonstrate the wide-ranging individual talents and passions that are inspired, empowered and nurtured at BCIS.

We hope you enjoy reading this **"Uniquely YOU"** edition of Xuexi as much as we enjoyed compiling it.

Xuexi Editorial Team



后记

好的教育环境是湿地，而不是花园。很多学校是花园，杂草因不符合园丁审美会被修剪。但比起鲜花，藤蔓、杂草、根茎植物更强大、坚韧。真正健康的教育环境是湿地，每一种植物都应该恣意、和谐地共生，相互依存，构建出一个多样性的可持续发展的健康生态环境。园丁的责任不仅是摆放好花盆，修剪那些看不到植物，而是允许各种生态、形态的共存，让花园更有生机。

美国教育科学院和国际教育科学院院士赵勇教授到访乐成后，对学校留下了这样的描述，被称之为“湿地”理论，很形象地描述了学校对“个性化”教育的见解。

个性化，作为本期《学习》杂志的内容征集方向，我们希望探寻每位社区成员对这一词汇的诠释和解读。自发布征稿通知以来，我们收集到的项目展示、文学创作和艺术作品不断展示着乐成个性化学习的内涵：那些富有才华、充满激情的成员们可以投身于不同领域，自由地探索和表达。他们在各自的领域展现了个人天赋、热爱和光芒，他们的探究过程和个人成果使得乐成与众不同，为社区的学习和生活增添了丰富的层次。

在被教育的功利性充斥的时代，乐成这片城市中心的“湿地”，让每一种优秀，都能够尽情绽放。学校如此，这本《学习》杂志亦是如此。当投稿的信件纷至沓来，没有一种表达不被重视，没有一种想法被认为不成熟。当您阅读至此，我们希望能带领您再次回顾，细细感受孩子们每一抹色彩的表达，品味孩子们每一个词汇的运用，珍视孩子们的体验与成长。

谢谢，祝阅读愉快！

《学习》编辑团队



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