



Maple Leaf

Educational
Philosophy and Practice



第一卷

枫叶教育 理念与实践



任书良 ©著



北京大学出版社
PEKING UNIVERSITY PRESS



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Maple Leaf Educational
Philosophy and Practice



任书良先生2009年3月与枫叶学生在一起。



2002年春，经中央文献研究室周恩来研究中心批准，枫叶国际学校正式开启“周恩来班”创建活动。2010年10月，任书良先生向学校第10届“周恩来班”亲授牌匾。



2008年北京奥运火炬传递进入枫叶校园，任书良先生将火炬交给奥运火炬手叶欣昕同学。



任书良先生在枫叶国际学校第16届毕业典礼上为毕业生颁发中加两国毕业证书，勉励学子服务于中华民族的伟大振兴。

序 言



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本书著作者任书良先生是枫叶国际学校创始人,是我国建国后基础教育领域引进西方高中课程体系的第一人。他提出的“中西教育优化结合”的办学理念,在枫叶国际学校得以实践。首创“双语双学历”的体制和融会中西的“枫叶模式”,实现了中国高中与国外大学的对接。任先生汇聚东西方教育资源,培养学生掌握中英双语,兼具东西方两种思维的成功实践,以“创制垂法”、树人大成而立德,以教育兴国、济世有为而立功,以“言得其要,理足可传”而立言。《枫叶教育理念与实践》一书,立德立功立言,足以续写现代教育史新的一页,是枫叶教育理念与实践的思想宝库,是枫叶教育历史文化的重要组成部分。

《枫叶教育理念与实践》第一、二卷收录了任书良先生自1995年至2010年12月份的讲话、文稿、规划等。这些文稿多方面反映在枫叶模式确立之后,枫叶从区域走向全国、从十四名学生到一万多名学生的发展历程。“持恒致远,建设枫叶百年基业”的提出,“建设枫叶人的枫叶,建设中国的枫叶,建设世界的枫叶”愿景的树立,不是口号概念而是体系运作、科学发展的宏图大略。仔细阅读你才会理解:有了枫叶置于全球诚信体系之中,才有“枫叶学分全球认可”;有了融会中西之体制,才有枫叶中国语文、政治、历史、地理、文化课程走向世界之发端。深入琢磨你才会明白:为什么枫叶社会实践、社区服务、社团活动风景独好,盎然为中国素质教育一大亮点。

“枫叶为什么可以从1995年十四个学生发展到现在一万名学生的规模?”答案就在字里行间。从枫叶教育十七年的历史建树,可以推



导出“若干年后,除公立学校模式外,枫叶将成为民办基础教育领域的主导并与公立教育长期共存”的科学论断。企业家的创造精神,熔铸在教育家的血液中和讲话里。枫叶员工是一支学习型团队,深知实践行动决定成果,思想观念决定行动,学习反思促进提高。读懂,力行,实为枫叶员工能力提高的不二法门。

二

“三个结合”、“两项认证”、“一个对接”的枫叶模式,体现为“开设中加两国课程,中英双语教学;学生注册中加两国学籍,毕业获中加两国文凭,学分全球认可,直接申请留学”。这是任书良先生率领中加创业团队创造的史上最为完善的“双语双学历”体制。“与公立教育长期共存”,是枫叶教育创始人任书良先生对十七年枫叶教育所作的一份质检报告。

“一个伟大的品牌,代表着一种质地丰厚的社会理念。”“枫叶教育从基本理念到资源质地,一出现就非同它类、不同凡响。”一个伟大的理念,指导一项伟大的行动;一项伟大的行动,创造一个伟大的品牌。把枫叶创建发展成为一个伟大的教育品牌,需回答三个问题——

第一,枫叶教育是什么?枫叶教育是中西教育优化结合的忠实实践者,是融会东西方教育资源和文化,实施创新教育的开拓者。

第二,枫叶教育做什么?枫叶教育以国际视野融会优质教育资源,实践创新的办学模式,正在培养一批批走向国际、未来的精英人才。

第三,枫叶教育为什么不同凡响?枫叶教育具有创新性、独特性。枫叶教育以独特坚实的内在质地,以及势不可挡的成长性,具备了作为一个世界品牌所要求的高品位特质。

我们可以追溯著作者“创办一所世界上最好的学校”的想法:“在这个学校里,学生能够学到中国和世界上最好的课程”;“既能学到最先进的科学知识,又能保留民族的优秀传统文化”。然而这一创想面世之后,内有十四个学生的压力,外临副市长一级人物“你想为谁培养接班人”的质疑,还有“西方文化入侵”的指责;任书良先生则对之以“我曾不止一次地讲过我要做好一件事情的决心,那就是,除了人的年龄增



长不能改变外,什么困难都可以克服,什么事情都可以做好,都可以改变。我选择了教育事业作为最后的归宿,我相信这是无憾的选择”。枫叶“在十年前狭窄的间隙中扩展出一线生存的空间,它的创业者们坚守信念,锲而不舍,把一个先进理念转化成一个有特色的教育体系,一个创新的枫叶模式,从而开拓出枫叶发展的巨大空间”。当枫叶走出低谷、走向成功之后,人们才逐渐发现,任书良先生创建的枫叶国际学校,竟然有那么多“伟大”的契合!

1998年华裔诺贝尔物理奖获得者崔琦先生在接受采访时说:“华人研读科学应该中英文交错使用,才可兼容并蓄,收到真正学习之效。”“只懂得中文会令科学家无法追读最新的科研报告,而完全放弃中文却是舍本逐末。”科学家崔琦以切身经历建言说法,好像有意迎合任书良先生的枫叶教育理念与实践。这难道是偶然的不谋而合吗?

另一个神奇的契合。枫叶国际学校的诞生,恰逢“学校效能”(school effectiveness)研究在世界范围的兴起,高效能“世界顶尖级学校”的概念,如为枫叶国际学校定制一般:教育全球化的视野,催生了开放的学校制度,跨文化的教学资源、广域的合作交流强势涌入,国际通用语大行其道。“高效能”学校与“最佳教育实践”对学生成就(student achievement)的能力测验(competency test)有关适应不同文化环境、熟知国际规则、跨域交流的能力测评备受关注。枫叶三年培养学生掌握中英双语、兼具东西方两种思维的建制,几乎是按“世界顶尖级学校”概念塑造的“高效能”典范!

第三个伟大的契合。任书良先生“建设枫叶百年基业”的宣示,与管理学名著《基业长青》“永续经营的准则就是坚持企业的核心理念并为之持续奋斗,毫不松懈,坚持到底”契合。作者J.柯林斯归纳全球几十个常青藤企业的特性之后结论:基业长青须“造钟而不是报时”,要有“利润之上的追求”,要“持续创新”、“追求卓越”、“胆大包天的目标”、“宗教般的企业文化”、“永远不够好”、“构建愿景”。枫叶模式就是“造钟”,枫叶“让学生成为最大受益人”高于一切,所有特性都如为枫叶一一量身定做——就连作者把常青企业比作“高速旋转的‘陀螺’”也不例外:枫叶的核心理念是陀螺之心,旋转再快中心不动;枫叶“五项原则”经得起时间考验,处于陀螺中间;枫叶的发展策略与时俱进,也似高速旋转的“陀螺外沿”。



诸多伟大的契合,印证了枫叶教育是“理念先进”、“定位准确”的世界级品牌。

三

“枫叶的发展,我们可以借鉴的成功经验不多。”任书良先生“几乎是事必躬亲,全身心投入地体会和经验”,同时关注队伍,关注观念更新,关注人的精神状态。员工要符合“四项标准”,做到“职业三好”,信守枫叶的诚信精神、创新精神、职业精神和执行精神,强调“职业技能只是职业人的外表,道德和信誉才是职业人的品牌”。任先生一向鼓励员工“创立个人品牌”,“建立起自己的良好职业形象”;“职业人认为他是在为自己工作,为自己的利益而工作”。要求每个枫叶员工都要回答、并在行动前认真思考:“你是谁?”“你在做什么?”“你为什么不同凡响?”“你在哪些工作领域领先于他人?”要求每一个员工都清楚自己“应该干什么,应该怎样干好什么”。

“枫叶管理人不能等同于一般人。”“管理者、校长要有思想、有思路,努力把各自的问题研究透、解决好。”“校长要带着思路下去”,干部员工要站在全局和全球的高度,系统地思考问题。要求员工“一要更新观念,融入枫叶;二要有执行力;三要有悟性”;告诫“那些低素质的行为表现在我们这个队伍中是不能长期存在下去的”。

“枫叶办学的过程,是改变人的过程。枫叶成功了,也得到了很多人的喝彩,但我们的每一步都是克服困难的过程。”任先生诲人不倦地教育员工,如果“把困难看作发展的机遇,解决问题的办法就会越来越多”;而仍有员工在困难面前束手无策。所以,任先生感慨“这些年讲得最多的是更新观念”,“枫叶做得更多的是改变了一批人的观念,使一批人对这个事业有了正确认识,对这个事业充满信心”;同时指出枫叶面临的最大挑战还是“更新观念”。

“人总要有一点精神。”解读枫叶“正像一个家族、一个机构、一个民族生生不息的历史,要保持它旺盛的百年基业,不仅仅是数量、实力和财富的比较,更重要的是看一个家族、机构、民族的精神气质”,并坚持努力把“蕴藏着伟大的精神气质”传递给每一个员工,用以“传承超越”。



在操作层面,著作者强调“管理是一项实践活动,其精华不在于知,而在于行,在于执行力”,“关键是要有一批能将规划付诸实践的领导者”,“管理的本质是在观念、手段和方法上不断创新;管理的要旨是迅速、简单、直截了当地抓住问题的要害并迅速解决问题”,为此“将流程再造引入枫叶体系各个领域,促进枫叶微观系统建立起更加规范的教育教学模式、管理模式和各环节的无障碍的流程”。

另一方面,他强调管理与服务的结合,指出“管理只是开展教育的准备,并非教育的目的”,“管理者要以人的发展为目的”,要根据不同学生的发展需求,把管理与课程服务结合起来;要深入第一线,实行“近距离服务,第一线管理”。同时指出,“一个优秀的管理者,他的成功必须建立在让相关的每一个人——其中包括每一个学生——都有成就、都获得成功感的基础之上”,“让大家带着微笑做出成绩”。

为了更好地解决发展中的问题并战胜挑战,他在总结枫叶历史经验时,指出枫叶的优势在“优化”。“枫叶的‘优化’,主要是中西教育思想、中加团队合作机制、中加课程资源等渐进式的融合,但这并不是全部。枫叶的‘优化’还包括学生管理、教育服务、员工素养等诸多方面。这是枫叶的精髓和核心。”并用最初中加每周60节课的优化为例,启发员工从中找到更多优化的智慧和方法,在实践中举一反三。任先生率领团队把“优化”落实于育人体系建设。枫叶育人课程服务与制度管理、“周恩来班”旗帜的引领多层互补,支持枫叶优势更强,持续领先。

“枫叶的领导者们已将所有面对困难和克服困难的过程变成了一种生活体验,而认为这种体验更富有生活的意义。”“我们除了在干一份事业,还在创造一种精神文化。”——枫叶人正前进在征程上,枫叶人已经创造了教育历史文化光辉的一页——但历史往往这样写成:实践总是走在理论的前面,历史总是跟在时代的后面,偏见总是遮掩愚昧的双眼。

枫叶教育发展的实践证明:只要沿着枫叶教育理念不断实践,不断发展,不断战胜挑战,就能不断传承超越,就一定能创造出枫叶教育更加美好的新篇章!谨以此与同仁共勉。

李万庆

枫叶国际学校协助创始人
枫叶教育集团终身名誉主席
二〇一二年八月

Foreword



Li Wanqing

Co-founder of Maple Leaf International Schools

Lifelong Honorary Chairman of Maple Leaf Educational Systems

Part One

The author of this book, Mr. Sherman Jen was the first person to introduce a western high school program into Chinese fundamental education after the establishment of the People's Republic of China. His educational philosophy, "blending the best of Chinese and western education", has been practiced in Maple Leaf International Schools since 1995. He created an educational system of bilingual teaching and dual diplomas, referred to as the *Maple Leaf Model*, that integrates Chinese and western elements and aligns Maple Leaf international high school outcomes with foreign college and university admission requirements. Mr. Jen's success in bringing Eastern and Western educational resources together, developing students' bilingual — Chinese and English — language proficiency, and blending Chinese and western ways of thinking, established his reputation as a leader in Chinese education. Mr. Jen is known and respected for his ethical, innovative and pragmatic academic leadership in developing the skills and talents of top students, in contributing to the country's prosperity, and in developing new educational philosophies for China. *Maple Leaf Educational Philosophy and Practice* is a book that creates a new page in China's education history. It is a treasure of Maple Leaf educational philosophy and practice, and an important part of Maple Leaf Educational System's history and culture.

The first and second volumes of *Maple Leaf Educational Philosophy and*



Practice contain a selection of Mr. Jen’s speeches, writings and plans produced from 1995 to 2010. These documents are a comprehensive reflection of Maple Leaf Educational Systems’ (MLES) growth from 14 to over 12,000 students and from one local school to a countrywide educational network. The MLES mottos *Building Maple Leaf for the 21st Century* and *Creating Maple Leaf for Students, China and the World* are more than slogans; they represent the plans and strategies behind the development of a cohesive educational system.

Maple Leaf has become a model for China’s quality-oriented education, recognized for its outstanding social practices, community service and organizational standards. The Maple Leaf high school credential is now recognized globally. The implementation of the combined credit-hour model and the blended curriculum model have resulted in the introduction of Chinese Language, Chinese Political Science, History and Geography courses being accepted at universities and colleges around the world.

It is the intention of this book to show how MLES has been successful in its unprecedented expansion.

The accomplishments of MLES over its seventeen years of development demonstrate how the Maple Leaf Model of education has become the mainstream of private fundamental education in China, existing side by side with Chinese public schools, where it is destined to remain long into the future. It has taken an entrepreneur’s innovative spirit combined with an educator’s sensibility to achieve this result.

Maple Leaf staff understand that ideology determines actions; actions determine outcomes; and reviewing actions enables improvements and growth. Through careful reading and understanding of this book and working to implement its directions Maple Leaf staff will be able to improve their own skills and make a positive contribution to MLES.

Part Two

The Maple Leaf Model is often described as “three combinations, two accreditations and one alignment”. The three combinations include the Chinese and Canadian curriculums, Chinese and English teaching, and students’ registration in the provincial educational systems in both China and Canada. The two accreditations include the conferring of both the Chinese and Canadian



diplomas to graduates. The one alignment is the globally recognized credential that offers direct admission into foreign universities. This is the “bilingual teaching and dual diploma” model initially envisioned and created by Sherman Jen along with his Chinese and Canadian faculty. A great ideology guided a great action; and a great action created a great brand.

Developing Maple Leaf into a great educational brand raises three questions; First, what is the Maple Leaf Model? The Maple Leaf Model is an educational practice blending the best of Chinese and western education; it has pioneered the innovative integration of eastern and western educational resources and cultures. Second, what is Maple Leaf education doing that others are not doing? Maple Leaf education is integrating excellent educational resources with an international vision; it is implementing an innovative educational model and producing internationalized and future-oriented top students. Third, how is Maple Leaf unique? With its highly developed internal structure and its impressive growth trend, Maple Leaf is characterized by innovation and uniqueness. It has been able to maintain its educational integrity while emerging as a quality global brand.

In the words of the author — the Maple Leaf vision was to open one of the best schools in the world, where students could learn from the best programs of China and the West and obtain the most advanced knowledge while maintaining strong national traditions. However, in the beginning there were internal pressures that resulted in small student numbers; there were political challenges questioning the true objectives; and there was criticism for bringing an invasion of Western culture. Facing these challenges Sherman Jen stated, “I have said more than once that I am determined to do something. My opinion is that there is nothing that cannot be overcome, except the inevitable increase of a person’s age, and anything can be done well and can be changed. I chose education as my ultimate destination, and this is a choice I do not regret.” Maple Leaf struggled to open a narrow space for survival. Its founders adhered to their belief, persisted, and turned their ideology into a unique educational system and an innovative educational model. From this beginning an immense space for development has been created. When Maple Leaf emerged from its early troubles and began to flourish, people gradually discovered that Maple Leaf International Schools actually contained many elements that were being identified as innovative educational practice.



Mr. Cui Qi, the winner of 1998 Nobel Prize for Physics, said at an interview, “Chinese people should use both Chinese and English languages in studying science. Only in this way they can assimilate widely and really learn something. A scientist only using Chinese may not be able to keep up with the state-of-the-art scientific reports, while utterly giving up Chinese language may cause big losses.” Cui Qi made this statement based on his own experiences. It bears a remarkable similarity to the philosophy upon which the Maple Leaf Model is built.

At this same time the study of school effectiveness was proliferating throughout the world. The concept of effective *world-class schools* seemed to be customized for Maple Leaf — the global vision of education giving rise to an open school system, the importing of trans-cultural educational resources and broad ranging international cooperation and exchanges, and the expansion of teaching international languages — all fit the Maple Leaf Model closely and had become the focus of attention in education.

The Maple Leaf Model builds students’ proficiency in Chinese and English languages and develops their ability to think from the perspective of both cultures over their three years of high school. It is an example of an effective school based on the concept of *world-class schools*.

Sherman Jen’s declaration of *Building Maple Leaf as a Lasting Cause* corresponds to the statement in the classic work of management theory, *Built to Last: Successful Habits of Visionary Companies*, “the lasting operation’s norm is to persist in the enterprise’s core ideology and to continuously strive for it without any relaxing or rendering”. The author, J. Collins, summarized dozens of lasting companies around the globe and concluded that building a company to last a long time involves “building the clock instead of giving the time”. Other key phrases from this book, including: “pursuit above profit”, “continuous innovation”, “pursuit of excellence”, “always not good enough” and others, also resonate with the Maple Leaf Model. The Maple Leaf Model is always “building the clock”. The Maple Leaf Model makes students always the ultimate beneficiaries. These features of a lasting company correspond to those of MLES. Even the image of a lasting company as “a rapidly rotating top” is not an exception; Maple Leaf’s ideology is at the centre of the top and remains constant no matter how fast the top rotates; Maple Leaf five key principles stand the test of time and stay in the centre of the top, while Maple Leaf’s development strategies are updated regularly just like the rapidly