

Wellington
TODAY

今日惠谈

2024



WELLINGTON COLLEGE CHINA
惠灵顿(中国)

从心, 致远。

Content

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乔英 Joy Qiao

惠灵顿(中国)创始人、理事长
Founder and Chairman
 Wellington College China

《荀子·修身》有云：“道虽弥，不行不至；事虽小，不为不成。”在追求卓越的求索之路上，我们欣喜地见证着惠灵顿(中国)正拾级而上，谱写着全新篇章。继社群同贺惠灵顿天津校区十岁生日后，同期开校的上海浦东新区民办惠立学校、惠灵顿杭州校区相伴庆祝建校五周年，上海惠灵顿外籍人员子女学校则翘首期盼着首个十周年庆典。而立于姊妹学校基础上的南通惠立学校，在历经三载栉风沐雨如约迎来首批学子，并在社群齐心协力的支持下茁壮成长。扬帆远航中，惠灵顿(中国)仍在不断探索着更多可能。



基于十余年办学经验，惠灵顿(中国)秉持“惠贤育能，立德树人”的教育理念，致力于融汇中西，汲取中英教育及国际化教育之精粹，创造以学生为中心的、沉浸式多语言多文化学习体验。我们秉承“笃学、互通、善新”的教育方向，启励每位学子探知并成就真实自我，认同并增强文化自信，塑造并改变未来世界。我们坚信“从心，致远”——遵从本心，方能笃行致远。这也是一直以来，惠灵顿(中国)坚守的教育格言。

笃学，培养学子终身学习的热情、自驱力与思辨力，鼓励主动探索、主动学习、主动创新，直面挑战。惠灵顿(中国)旗下学校始终保持高质量的教学水平，除传统教学方式，音乐会、舞台剧、艺术展等丰富多彩的活动，鼓励学子于多元舞台尽展才华、全面发展；形式多样的研学之旅，将学习的课堂拓展至大自然、延伸至社会中，给予学子们直观感受和亲身实践的机会。从育人成果来看，惠灵顿(中国)学子不仅在各大学科竞赛中收获奖项无数，更是

连续多年实现“牛剑藤”大满贯，不断刷新着升学佳绩，专业横跨文理工商医艺等各个领域，充分彰显了惠灵顿(中国)全人教育的卓越硕果。

互通，培养尊重差异、拥抱世界的胸怀，在全球化的背景下搭建文化沟通的桥梁，促进多元世界的共融。为培养、提升学子们的跨文化沟通能力，惠灵顿大家庭开展了精彩纷呈的跨校、跨域、跨国学术及艺体活动，以及备受欢迎的交换生、夏令营等项目。其中，在南通惠立学校举办的首届惠灵顿体育节无疑是亮点之一，看到集团旗下所有惠灵顿、惠立学校的六年级学子在体育赛场上突破自我、奋勇争先，让人真切感受到学子们蓬勃向上的精神。在沉浸式的跨文化沟通环境中，学子们将自然习得如何包容个体间的不同，拥抱多元文化间的差异，并在未来主动肩负起连接世界、促进共荣的责任。

善新，培养服务社会的远大志向，积累渊博学识、搭建沟通网络，为成就更美好的未来世界贡献力量。除了支持学子收获学业上的斐然成绩，惠灵顿(中国)旗下各校还在慈善公益、幸福教育等多个领域持续发力，护航学子全方位成长。为始终立于教育行业发展前沿，惠灵顿(中国)通过与各界领先企业建立合作伙伴关系，推动学校在教育科技、教学理念与实践等各方面与时俱进，创新发展。此外，不断焕新迭代的培训项目则多维度支持教职员工在专业领域更上层楼，确保教学质量的稳步提升。

前行之路上，我真诚地感谢各级政府部门、合作伙伴对学校发展的鼎力支持，感谢学子、家长、教职员工始终与我们同心同行。

让我们以“成长为百年名校”为约，共赴发展新程，携手为推动教育事业的进一步发展贡献力量。

The Chinese philosopher Xunzi once said, “Though the Way may be near, if one does not tread it, one cannot reach it; though the task may be small, if one does not undertake it, one cannot accomplish it.” Similarly, we at Wellington College China pursue excellence and growth with passion and joy.

Most recently, our community has celebrated Wellington College Tianjin’s 10th anniversary and Huili School Shanghai’s fifth anniversary. And Wellington College Shanghai’s decade celebration is just on the horizon. Moreover, the newest member of our Wellington College China Family, Huili School Nantong, welcomed its first group of pupils just last year. This achievement was even more special, given the challenges of a global pandemic. The school now continues to grow and thrive thanks to the unwavering support from the community. And looking further ahead, Wellington College China continues to explore limitless possibilities.

For more than a decade, Wellington College China schools have created a pupil-focused, multilingual and multicultural learning environment that blends the best of British, Chinese and international education. Our objective is to cultivate global citizens and future leaders who can contribute to a brighter world. We inspire our pupils to strive for their personal best, fostering pride in their cultural identities and inspiring them to make positive changes in the community. With our ‘Be You. Be More.’

approach to education we cultivate lifelong learners, connectors and changemakers. This has always been our core mission.

We are learners driven by curiosity and a commitment to solving real-world challenges. In addition to time-tested teaching methods, we employ a variety of enrichment activities like concerts, plays and art exhibitions to develop our pupils holistically and showcase their talents. Immersive experiences like field trips extend learning beyond the classroom and into nature or the wider community. The benefits shine through in our pupils’ achievements. They win academic competitions at the local, national, regional and even global levels. They get admitted to top schools like Oxford, Cambridge and the Ivy League. And they excel in a wide variety of disciplines, from the arts and humanities to science and engineering. These successes are a testament to the value of holistic education.

We are connectors with the confidence, openness and empathy to bridge cultural chasms and bring our world closer together. To develop our pupils’ abilities in cross-cultural communication, the Wellington College Family organises a variety of academic and artistic activities across campuses and countries, while promoting pupil exchange programmes and summer camps. Our first-ever Wellington Games at Huili School Nantong was a definite highlight. Watching grade 6/year 7

pupils from all Wellington College China schools strive for excellence on the sports field truly embodied their lively spirit. In an immersive cross-cultural communication environment, pupils naturally learn how to embrace individual differences and cultural diversity. Additionally, they assume the responsibility of fostering global connectivity and advancing development that benefits everyone involved.

We are changemakers with the knowledge, networks and commitment to better serve our community and make a positive impact on the future. In addition to supporting pupils in achieving remarkable academic results, Wellington College China schools continue to make efforts in diverse fields such as charity, public welfare and wellbeing education to ensure pupils’ holistic development. To stay at the forefront of the education industry, Wellington College China builds partnerships with leading enterprises from various sectors. This drives our progress in educational technology, teaching philosophies and methodologies. Additionally, we have an ever-evolving panoply of training programmes to support our faculty and staff in professional growth.

As we embark on this journey, I would like to express my sincerest appreciation to the government at all levels and our partners for their unwavering support of our growth. I also extend my heartfelt gratitude to our pupils, parents, faculty and staff for being by our side every step of the way. Together, let’s commit to making Wellington College China an enduring institution that embraces progress and makes a meaningful impact for centuries to come.



傅礼安 Julian Jeffrey

惠灵顿(中国)首席总校长
Chief Executive Master
Wellington College China

一所学校的成长发展,离不开成员们孜孜不倦的辛勤耕耘,惠灵顿(中国)旗下学校正是如此。在所有社群成员持之以恒的付出、紧密协作以及对共同目标的不懈追求之下,学校平稳度过疫情时期,学子、家长、教职工更是满怀壮志,致力于教学项目的赋能创新。我们共同见证了位于天津、上海、杭州的各所学校再创佳绩,以及惠灵顿(中国)的最新成员南通惠立学校历时三年攻坚克难成功开学,这些成就让人倍感欣慰与振奋。

学术成绩通常是评估学校教育成果的重要标准。虽然历经线上学习等疫情带来的种种挑战,但惠灵顿(中国)学子们迎难而上,在各项公开考试中崭露头角。2023届毕业生中,有逾1/4的学子收获了来自全球排名前20(根据2023QS世界大学排名)的顶尖院校录取通知书,再一次展现了惠灵顿(中国)学子的远大志向与无限潜力。在学子的录取结果中,不仅有剑桥大学、牛津大学、帝国理工学院、伦敦大学学院和伦敦政治经济学院全部G5院校,还有加州理工学院、宾夕法尼亚大学、康奈尔大学、约翰斯·霍普金斯大学、加利福尼亚大学伯克利分校、西北大学、纽约大学等顶尖美本院校。香港科技大学、上海交通大学、香港理工大学等中国名校也向我们的学子递来了橄榄枝。惠灵顿(中国)致力于为

每位学子定制个性化的升学方案,帮助他们做出真正适合自身发展的选择,而非套用放之四海而皆准的模式。因此,学子的专业选择均遵从内心所爱和个人优势,遍布各个领域,既有数学、科学、经济学和金融等传统专业,也有法律、艺术、设计、声乐表演、建筑学等诸多方向。

学子们成就卓越,集团及旗下学校同样赢得了国内外的专业认可。比如,在2023 RAISE亚洲国际学校大会暨国际学校30年颁奖典礼上,惠灵顿(中国)荣获杰出贡献奖(集团),上海浦东新区民办惠立学校荣获卓越成就奖(学校);上海惠灵顿外籍人员子女学校荣登全球公认的第三方排名网站IB-schools.com评选的“中国三佳IB学校”和“全球四十佳IB学校”两大榜单;天津、上海、杭州外籍人员子女学校名列京领颁布的“创新竞争力百强榜·外籍人员子女学校50强”及“科研特色百强校”榜单;惠灵顿杭州校区荣获英国利兹贝克特大学卡内基学校心理健康卓越中心特别颁发的“进步教育心理健康银奖”,成为中国首获此殊荣的学校,这也是对学校保障社群成员幸福关怀及心理健康的有力肯定。2023年,惠灵顿(中国)还连续第四年获得HR Asia颁发的“亚洲最佳企业雇主”奖,成为领域内唯一获此成就的教育集团,展现了

权威机构对于我们在助力教职员工发展方面的充分认可。

惠灵顿(中国)始终秉持服务社群的信念,我们希望通过丰富的奖学金项目、社会服务学习及职业发展活动回馈社会。其中,2023年举办的第六届惠灵顿(中国)教育节吸引了来自海内外近千名教育工作者莅临上海惠灵顿外籍人员子女学校。此次活动中,近40位业界权威、意见领袖围绕培养双语学者、聚焦早期教育、关注学生幸福、提升教师培训、展望未来教育五大议题发表演讲,开启了一场后疫情时代全新启程的教育行业交流盛会。面向广大学子,惠灵顿(中国)旗下学校开设了一系列奖学金项目,助力在学术、音乐、艺术、体育等各领域具备突出潜能的学子追求卓越。更让我们深感自豪的是,叔蘋奖学金的设立让我们得以践行“得诸社会,还诸社会”的精神,全力支持中国工薪家庭品学兼优的学子圆梦世界名校,让惠灵顿(中国)的优质教育惠及更多中国学子。

Growth in schools is invariably hard-won, with development driven by hard work, close collaboration and the pursuit of shared aims and goals. Wellington College China schools are no different. Emerging from the turmoil of the global pandemic, our schools are once again able to harness the energy and drive of their pupils, parents and staff to deliver an innovative and ambitious educational programme. It has, therefore, been very rewarding to see the progress made across the group, from our most established schools in Tianjin, Shanghai and Hangzhou to our newcomer, the magnificent Huili School Nantong.

Schools are often judged by the quality of their results. Wellington College China schools have continued to achieve first-class public examination results, despite the challenges of sitting exams after prolonged periods of distance learning. University offers once again reflect the ambition and potential of our pupils, with more than one in four receiving an offer from a world top-20 ranked institution (QS World Rankings 2023). There were offers from the Universities of Cambridge and Oxford, Imperial College London, University College London and the London School of Economics and Political Science. In the US, the California Institute of Technology, the University of Pennsylvania, Cornell University, Johns Hopkins University, the University of California Berkeley, Northwestern University and New York University all offered places to our graduating class.

And closer to home, we were pleased to see offers from the Hong Kong University of Science and Technology, Shanghai Jiaotong University and the Hong Kong Polytechnic University. Our schools work hard to support each pupil in making the right choice for their circumstances rather than imposing a one-size-fits-all approach. As a result, our pupils move on to study a vast range of subjects at university, from mathematics, science, economics and finance to law, art, design, performance music and architecture.

Recognition for our group and schools comes in many forms, including national awards such as Outstanding Contribution Award (Education Group) won by Wellington College China group and Outstanding Achievement Award (School) won by Huili School Shanghai at RAISE2023 School Conference & 30 Year Awards Ceremony of China International School. Those won by Wellington Shanghai, which was ranked among the top three IBDP schools in China and the top 40 globally. Tianjin, Hangzhou and Shanghai Wellingtons were all featured in Kinglead's 'China International School Research Top 100' list and its 'China International School Innovative Competitiveness Ranking Top 100' list. Wellington Hangzhou was awarded the Silver standard for the Carnegie Centre of Excellence Mental Health in Schools 'Further Education Mental Health Award'. This is important because it is the first award of its kind for any school in China and reflects our ongoing commitment to ensuring the wellbeing and mental health of our

communities. Similar levels of support for staff across the group meant that Wellington College China was awarded HR Asia's 'Best Companies to Work for in Asia' Award for the fourth consecutive year – an unprecedented achievement for a school group in this sector.

Wellington remains committed to engaging constructively with our communities, through our generous scholarship programmes, service learning and professional development events. For the latter, the 2023 Festival of Education attracted almost 1000 educators from across China and the world to our Shanghai Wellington campus for the sixth edition of the event. With almost 40 speakers and presenters, it proved a return to the pre-pandemic levels of engagement in the debates around education in wellbeing, Early Years, teacher training, future school development and leadership. Scholarships are available in all our schools for pupils who show outstanding potential in their studies or music, the arts and sport. The most prestigious award, the Shuping Scholarship, is aimed at our most senior pupils who have shown excellence in their work and have a real prospect of gaining admission to one of the world's top five universities. To be eligible, pupils must show great integrity in their work and conduct, stand out for their academic progress and come from disadvantaged families in China. Wellington is proud and delighted to be able to sponsor our Shuping Scholars each year.



我们的故事

英国惠灵顿公学于1859年由维多利亚女王为纪念大不列颠最伟大的军事家并两度任英国首相的惠灵顿公爵而建立。160多年后的今天，惠灵顿公学已是英国最受尊敬的学府之一，同时也是教育改革和创新的先驱者。

惠灵顿(中国)与英国惠灵顿公学紧密合作，在2011年创办了第一所位于中国的惠灵顿学校——天津惠灵顿外籍人员子女学校。2014年，上海惠灵顿外籍人员子女学校成立。为推广双语双文化教育，惠灵顿(中国)创立了惠立学校，2016年上海浦东新区民办惠立幼儿园的前身应运而生。上海浦东新区民办惠立学校、杭州市萧山区惠立幼儿园、杭州市萧山区惠立学校，以及杭州惠灵顿外籍人员子女学校于2018年开学。

惠灵顿外籍人员子女学校教授英国国家标准课程，仅招收外籍学生。惠立学校则面向2-18岁的中国学生，教授融合中英教育精髓的双语课程。

如今，惠灵顿全球大家庭成员遍布英国、中国、泰国、印度等地。惠灵顿(中国)持续蓬勃发展，2022年，大家庭的新成员南通惠立学校正式开学，未来几年，惠灵顿(中国)还会将双语双文化教育模式落地海外。

Our Story



Wellington College in England was founded by Queen Victoria in 1859 as a national monument to Britain's most renowned military figure, the Duke of Wellington, Field Marshal Arthur Wellesley, a statesman and soldier who also served the country with distinction twice as Prime Minister. Over 160 years later, the College is one of the most respected schools in the United Kingdom and one of its greatest educational institutions, pioneering, innovating and transforming education for girls and boys.

In partnership with Wellington College in England, Wellington College China (WCC) opened its inaugural school, Wellington College International Tianjin, in 2011. Wellington College China continued to grow with the opening of Wellington College International Shanghai in 2014 and the creation of WCC Huili to promote bicultural education. This resulted in the opening of Huili Nursery Shanghai in 2016. Further schools followed with Huili School Shanghai, Huili Nursery Hangzhou, Huili School Hangzhou and Wellington College International Hangzhou all opening in 2018. Then, Huili School Nantong, Wellington College China's flagship boarding school, opened in 2022.

Wellington international schools teach a curriculum based on the English National Curriculum, while Huili schools combine the best of the British and Chinese education systems for Chinese pupils aged 2-18.

Today, the Wellington College Family has 10 schools in England, Thailand, India and China. Wellington College China continues to flourish and plans to take its bicultural education model overseas within the next few years.

我们的愿景

惠灵顿(中国)旗下学校秉持“惠贤育能,立德树人”的理念,致力于融汇创新,汲取中英教育及国际教育精粹,创造以学生为主导的、沉浸式多语言多文化学习体验。

我们启励每个孩子:

探知并成就真实自我,认同并深植文化自信,塑造并改变未来世界。

从心,致远。
启之励之,则笃学、互通、善新。

笃学
学则温故知新,慎思明辨,以致今用,决实事。

互通
通则自尊自信,泛爱广敬,以怀天下,纳百川。

善新
新则竭智尽能,推陈出新,以惠世人,明开来。

Our Vision

Wellington College China is guided by a clear Vision and Purpose founded upon three strong pillars and expressed in our motto: 'Be You. Be More.'

Our Vision and Purpose

We offer a pioneering education to serve and help shape a better world, combining the very best of Chinese, British and international education to create a pupil-centric, multilingual, multicultural and inclusive learning experience.

We inspire our children to be the best version of themselves, to take pride in where they come from and to be the change they wish to see in the world.

Be You. Be More.

Inspiring our children to be Learners, Connectors, and Changemakers.

Our Three Pillars

We are Learners

with the passion, intrinsic motivation and critical thinking that enables us to solve real world challenges.

We are Connectors

with the confidence, openness and empathy to bridge cultural chasms and bring our world closer together.

We are Changemakers

with the knowledge, networks and commitment to better serve our community and make a positive impact on the future.

从心,致远。 Be You. Be More.

惠灵顿 (中国) 大事记 Milestones

2009

12月 December
惠灵顿 (中国) 创始人、理事长乔英女士在英国惠灵顿公学150周年校庆日活动上, 向英女王伊丽莎白二世介绍天津惠灵顿外籍人员子女学校项目。

Ms Joy Qiao, Founder and Chairman of Wellington College China, showed Her Majesty Queen Elizabeth II a model of Wellington College International Tianjin during Wellington College's 150th anniversary celebration.



9月 September
天津惠灵顿外籍人员子女学校开工奠基仪式。Wellington College International Tianjin's groundbreaking ceremony.



2012

11月 November
上海惠灵顿外籍人员子女学校开工奠基仪式。Wellington College International Shanghai's groundbreaking ceremony.



2013

2月 February
上海陆家嘴集团与英国惠灵顿公学正式签署战略合作协议。Shanghai Lujiazui Group signed a strategic partnership with Wellington College in England.



2015

10月 October
上海陆家嘴集团前滩投资有限公司与英国惠灵顿公学正式签署惠灵顿双语教育项目合作框架协议。Shanghai Lujiazui Group New Bund Investment Co., Ltd. signed the Wellington College Bilingual Education Framework Agreement with Wellington College in England.



2016

2月 February
惠灵顿 (上海) 双语幼儿中心正式开幕。Wellington College Bilingual Shanghai's opening ceremony.

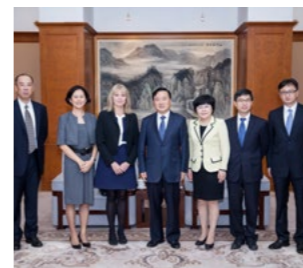


7月 July
惠灵顿 (中国) 创始人、理事长乔英女士会见第九代惠灵顿公爵。Ms Joy Qiao, Founder and Chairman of Wellington College China, met with the 9th Duke of Wellington.



9月 September
时任英国驻华大使馆一等秘书、国际贸易部教育与技能行业中国区总监 Anna Shotbolt 访问上海惠灵顿外籍人员子女学校。Ms Anna Shotbolt, then First Secretary and Head of Education and Skills of the UK's Department for International Trade, visited Wellington College International Shanghai.

11月 November
时任上海浦东新区区委书记翁祖亮一行会见惠灵顿 (中国) 理事长一行。Mr Weng Zu Liang, then Party Secretary of Commission of Pudong New District, met with the governors of Wellington College China.



2017

1月 January
杭州惠立入驻中国·萧山科技城启动仪式举办。Huili School Hangzhou's launch ceremony at Xiaoshan Science and Technology Polis.



8月 August
天津惠灵顿幼儿园正式开园。Wellington College Bilingual Tianjin Nursery's opening ceremony.



2018

2月 February
时任英国首相特蕾莎·梅听惠灵顿学生现场展示汇报科学研究项目, 并与惠灵顿 (中国) 创始人、理事长乔英女士及学生代表亲切合影留念。Ms Theresa May, then UK Prime Minister, listened to our pupils' science project presentations. The event was followed by a group photo session with our pupils and Ms Joy Qiao, Founder and Chairman of Wellington College China.



6月 June
时任惠灵顿 (中国) 首席执行官柯海伦女士 (左三) 与威塞克斯伯爵 (爱德华王子) (左六) 以及多位中国商界领袖参加教育行业圆桌会议。Ms Helen Kavanagh (third from the left), then Chief Executive Officer of Wellington College China, attended an industry round table event in the presence of HRH Prince Edward, Earl of Wessex (sixth from the left) and several Chinese business leaders.



2018

9月 September
上海浦东新区民办惠立学校开校典礼。
Huili School Shanghai's opening ceremony.



上海浦东新区民办惠立幼儿园开园典礼。
Huili Nursery Shanghai's opening ceremony.



杭州市萧山区惠立学校开校典礼。
Huili School Hangzhou's opening ceremony.



杭州惠灵顿外籍人员子女学校开校典礼。
Wellington College International Hangzhou's opening ceremony.



12月 December
惠灵顿(中国)与浦东新区教育国际交流中心共同发起“惠灵顿浦东国际教育课程联盟”。
Wellington College China and Pudong Education Centre for International Exchange launched the Wellington Pudong International Curriculum Alliance together.



2019

6月 June
惠灵顿(中国)旗下双语学校——南通惠立学校项目签订仪式在江苏南通举行。
Wellington College China signed a contract for Huili School Nantong, one of its Huili bilingual schools, in Nantong, Jiangsu Province.



9月 September
惠灵顿(中国)十周年庆典。
Wellington College China's 10th anniversary.



10月 October
上海市教育发展基金会理事长王荣华一行深入访问上海惠立学校。
Mr Ronghua Wang, chairman of Shanghai Education Development Foundation, visited Huili School Shanghai.

12月 December
在叔蘋奖学金80周年庆典之际,上海市教育发展基金会王荣华理事长,叔蘋奖学金主席顾家麒先生,惠灵顿(中国)创始人、理事长乔英女士为“惠立学校叔蘋奖学金”揭牌。
Mr Ronghua Wang, chairman of Shanghai Education Development Foundation; Mr Jiaqi Gu, chairman of the Shuping Scholarship; and Ms Joy Qiao, founder and chairman of Wellington College China, inaugurated the Huili Shuping Scholarship on the scholarship's 80th anniversary.



天津惠灵顿国际课程中心叔蘋奖学金揭牌仪式。
The Shuping Scholarship inauguration ceremony at Wellington College Bilingual Tianjin A Level Centre.

2020

1月 January
南通惠立学校开工典礼。
Huili School Nantong's ground breaking ceremony.



2021

1月 January
上海惠立学校叔蘋奖学金项目揭牌。
The Shuping Scholarship inauguration ceremony at Huili School Shanghai.



6月 June
南通惠立学校封顶仪式。
Huili School Nantong's capping ceremony.



2022

9月 September
南通惠立学校开校典礼。
Huili Nantong's opening ceremony.



惠灵顿(中国)创始人、理事长乔英女士,上海惠立校长周淑群女士,惠立之友委员会主席王翟翟女士,以及惠立之友委员会荣誉主席赵铮禅先生共同为上海惠立教育发展基金会揭幕。
Huili Shanghai Education Foundation's launch ceremony.



2023

8月 August
英国驻华大使吴若兰(Caroline Wilson)一行访问惠灵顿天津校区,并向学校签字赠书。
Caroline Wilson, the British Ambassador to China visited Wellington College Tianjin, marking it as her first visit to Tianjin. Ambassador Wilson also signed and presented a book to the school library.



笃学

**We are
Learners**

教育“惠”谈

Our Approach to Teaching



品德、学术、幸福感， 惠灵顿(中国)教育 何以成就“全人”？

惠灵顿(中国)教育融汇中英教育精粹，为广大学子提供全面而丰富的学习体验。在这篇文章中，我们试图探讨惠灵顿(中国)教育与众不同的特点，以及其深受家长及学子认可的原因。

What Makes a Wellington College China Education Unique?

Wellington College China is a unique educational institution that combines the best of British and Chinese education to provide pupils with a holistic and enriching learning experience. This is what makes Wellington College China unique and why it is such a popular choice for parents and pupils alike.

海纳百川， 文化多元



惠灵顿(中国)由惠灵顿外籍人员子女学校及惠立学校组成，来自40余个国家的学子群体，和教职员共同组成了一个文化多元的国际化大家庭。海纳百川，博学笃志，惠灵顿(中国)坚定践行着融汇东西方先进教学方法及实践的教育理念。这一理念将帮助学子拓展全球视野、提升抗挫力、学会尊重文化差异。随着全球化进程加速，从某种层面上来说，世界变小了，人与人之间的距离更近了。因此，具备理解及欣赏不同文化的能力就变得愈发重要。在惠灵顿(中国)旗下学校，老师们通过不断完善课程设置、全人教育的教学方法，以及引领学子投身于社群服务，全力支持其实现全面发展、传承发扬惠灵顿价值观、具备优秀综合才能，从而适应日新月异的世界并茁壮成长。

The Wellington College China Difference

Wellington College China is a family of six international and bilingual schools. It is a diverse and multicultural family, with pupils from over 40 different nations and territories. All of the schools have a strong commitment to internationalism and a vision to share the best pedagogy and practice from the East and West. This philosophy not only helps pupils develop a global perspective but also fosters a sense of tolerance and respect for other cultures. As the world grows closer, it is essential for pupils to develop an understanding and appreciation of other cultures. This is achieved through our schools' curriculums, holistic approach to education and commitment to the communities they serve.



课程创新， 融汇东西

惠灵顿(中国)提供融汇东西方教育的独特体系，培养学子具备全球视野的同时，重视中国语言、文化教育，以及支持学子强化身份认同感。此外，惠灵顿(中国)课程的另一关键在于强调独立学习能力。我们鼓励学子对自己的学习负责，自主发展获得终身成功所需的优秀技能和良好习惯，包括批判性思维、问题解决能力、元认知、自我反思能力等。

惠灵顿(中国)课程体系的基础坚实，并与时俱进不断调整与完善。随着课程的深入，学校教育将进一步指引学子适应当下全球视角及可持续发展的快速迭代，并做出实时有效的改变。其中，基于问题的学习方法(PBL)将帮助学子成长为积极推动未来世界发展的全球公民。在相关项目中，我们与中国本土可持续发展领域的企业建立了合作伙伴关系，为学子提供思考及应对人类共同挑战的机会。



惠灵顿(中国)强调德育与学子的幸福感。在每一所学校，德育与智育同样重要。为了助力学子培养良好的品德，学校设有积极教育强化课程。该课程聚焦于发展学子的同理心、抗挫力、领导力技能等。惠灵顿(中国)认为，快乐和幸福感是孕育成功的养料。当我们保持积极向上的心态时，大脑将更富动力、更专注、更具抗挫力，运作效率也会更高。通过全面的幸福关怀项目，以及面向学子、老师、家长的咨询顾问、辅导、教练项目，学子所需的各项情感和社交支持也将得到进一步加强。

The Wellington College Curriculum

Wellington College China offers a unique curriculum that combines the best of British and Chinese education. The schools draw on the English National Curriculum, which is widely recognised as one of the best in the world. However, it is also adapted to meet the needs of Chinese pupils, with a strong emphasis on Chinese language, culture and identity.

One key feature of the curriculum is its focus on independent learning. Pupils are encouraged to take

responsibility for their learning and develop the skills necessary for lifelong success. This includes critical thinking, problem-solving, metacognition and self-reflection. As well as having this strong foundation, the curriculum is constantly developing and is never static. The more the curriculum is taught, the more it is understood, and this leads to adaptations and changes that evolve with current global perspectives and sustainability initiatives. In particular, the problem-based learning approach sees pupils as active agents who help to shape the world of the future. Projects involve pupils partnering with local sustainability companies in China to address common challenges that face humanity.

Wellington College China also places a strong emphasis on character education and pupil wellbeing. Developing pupils' character is just as important as developing their academic abilities. To achieve this, pupils take part in the Positive Education Enhanced Curriculum that focuses on developing pupils' empathy, resilience and leadership skills. Teachers firmly believe that happiness and wellbeing fuel success, not the other way around. When we are positive, we are more motivated, engaged, resilient and productive. Emotional and social support are also enhanced through a comprehensive pastoral care programme, which includes counselling, mentoring, and coaching programmes for pupils, teachers and parents.

五育融合，与时俱进

惠灵顿(中国)最为与众不同的特点之一在于其对全人教育的坚持。惠灵顿(中国)认为，教育不仅仅是追求学术上的卓越，学子的体能、情感、社会幸福感的发展同样重要。对培养学子品格的重视深植于惠灵顿(中国)的愿景及价值观，并融入了实际课程之中。此外，在校园日常生活中，也就是我们所谓的“隐性”教育里，孩子们也潜移默化地学习着如何待人接物、如何克己复礼。

惠灵顿(中国)还提供广泛而多样的辅助课程教学活动(CCA)，旨在丰富学子的全人教育学习体验。辅助课程教学活动包括但不限于体育、音乐、戏剧、社群服务等。我们鼓励学校积极参与各项活动，因为这将帮助他们

发展新技能，并有助于形成集体荣誉感及归属感。学子们还有机会参与众多服务项目，为当地社群和团体中需要的人提供帮助。其中具有代表性的如上海惠立学校娄塘流动儿童公益支持项目。娄塘项目由上海惠立学生独立设计、策划及统筹，作为一项社会创新项目，旨在提升随迁儿童的自我效能和幸福感知，同时搭建流动儿童与城市儿童之间的情感纽带，倡导包容与和谐的社会文化。在2023青少年远见者新星奖的角逐中，该项目在全国163所学校的457份有效个人及社团申请中脱颖而出，被授予杰出公益社团的称号。

惠灵顿(中国)教育的另一独特之处在于对

创新科技的追求。惠灵顿(中国)认为，科技在现代教育中举足轻重，因此不遗余力地投入于先进的教学方法及工具，其中包括交互式白板、数字化教科书、线上学习平台等。通过将科学技术引入教学课堂，学子们将获得更富吸引力且趣味性、互动性更强的学习体验。

学子们卓越的学习成果正是惠灵顿(中国)独具特色的全人教育的最佳力证。多年来，各校学子的IGCSE、IB、A Level成绩始终高于全球平均水平，连续多届毕业生实现“牛剑藤”大满贯，圆梦剑桥大学、牛津大学、伦敦大学学院、帝国理工学院、加州理工学院、康奈尔大学、宾夕法尼亚大学等世界知名学府。

Holistic Education

One of the most significant differences between Wellington College China and other educational institutions is its commitment to holistic education. Wellington College China believes that education is not just about academic achievement but also about developing pupils' physical, emotional and social wellbeing. This is reflected in the group's vision statements and its values which emphasise the importance of developing pupils' character. The Wellington values of kindness, respect, integrity, courage and responsibility are woven into the fabric of the curriculum. They are also lived through what we call the 'hidden' curriculum – the way children learn how to treat others and how they are expected to behave.

As well as an emphasis on values, Wellington College China offers a wide range of co-curricular activities that

are designed to enrich pupils' holistic learning experiences. These include sports, music, drama and community service. They not only help pupils develop new skills but also foster a sense of community and belonging. Pupils are engaged in a wide range of service projects that benefit local communities and groups. One notable example is the Loutang Migrant Children Support Programme of Huili School Shanghai. Loutang Programme practises true spirit of charity. It is a social innovation project aiming to bolster the self-efficacy and wellbeing of migrant children while fostering emotional connections between them and urban children. This effort promotes a culture of inclusivity and harmony in society. In the competition for 2023 Emerging Visionaries Awards, this programme was named Outstanding Charity Club after standing out among 457 valid individual and group applications from 163 schools.

Another unique aspect is the commitment to innovation and technology. Wellington College China schools recognise that technology is an essential part of modern education and has invested heavily in the latest teaching methods and tools. This includes the use of interactive whiteboards, digital textbooks and online learning platforms, among others. By incorporating technology into the classroom, pupils are provided with a more engaging and interactive learning experience.

The benefits of Wellington's unique holistic education provision ultimately bear out in our academic outcomes. Our pupils consistently score above the global average on the IGCSE, IB and A-level exams. And every year, our graduates go on to attend top-ranked universities. We already list schools elsewhere in the book. No need to do it here.

服务社群， 勇担责任

在帮助学子建立归属感及社群联系方面，学校也发挥着至关重要的作用。惠灵顿(中国)最富有意义的举措之一就是社群概念的强调。一直以来，我们积极倡导学子、教师、家长、员工协力创建彼此支持、富有人文关怀的国际化社群，并致力于打造一个更广泛意义上的“社群”概念。以南通惠立学校主办的惠灵顿体育节为例，该活动将集团旗下天津、上海、杭州、南通所有学校的学子汇聚一



堂，为他们提供彰显运动才能与拼搏精神的舞台，同时也鼓励学子良性竞争、培养体育精神。

创新课程、全人教育、社群活动的有机结合，不仅将在学子们的学习之旅中留下难以忘怀的美好回忆，更成就了惠灵顿(中国)教育独有的鲜明特征与出色的育人成果。

The Wellington College Community

Schools play a significant role in developing a sense of belonging and connection to the communities they serve. One of the most significant aspects of Wellington College China is the emphasis on community, with pupils, teachers and parents working together to create a supportive and

nurturing environment. Being part of a family of schools creates an even wider community for parents, staff and children. Wellington College China inter-school competitions, for instance, bring together pupils from all Wellington and Huili schools in Shanghai, Hangzhou, Tianjin and Nantong. The games showcase the talent and dedication of our pupils while fostering a spirit of healthy competition and sportsmanship.

The combination of community events, holistic education and innovative curriculum creates opportunities to make lasting memories and celebrate the strong identity that characterises a Wellington College China education.



惠灵顿(中国)早期双语教育

为幼儿打好双语学习基础，是惠灵顿(中国)早期教育工作的重心。从安排教师团队、日常活动到布置游戏环境，均围绕这一目标。自孩子在惠灵顿(中国)旗下惠立幼儿园学习之初，我们的双语教学模式就将为他们打下良好的语言基础，让他们在双语环境中表达自我、理解他人、思考问题，成为自信满满的双语阅读者和写作者。

我们通过项目制学习来实现早期教育阶段的学习目标。我们鼓励学子分享所学，并在成年人的帮助下，更深入地探究对他们而言至关重要的学习内容。为确保高质量的早期教育，我们将英国早期基础教育体系(EYFS)与中国(3-6岁)儿童学习与发展指南有机融合，创建了一套全面的、兼具惠灵顿(中国)教学特色的早期教育课程框架。

每个幼儿园班级均由两位老师共同教学，共同负责每个孩子的教学任务及关怀工作。每一位老师均接受过严格的幼儿发展培训，同时，幼儿园也会经常评估教学方法的有效性。外籍教师与接受过中国本土教育培训的中方教师搭档开展合作教学，这样的方式真正做到了融汇中西，确保教师能为学子们提供高质量的双语、双文化教育。教师须通过有趣的方式让孩子积极参与学习活动，并在孩子自发游戏时，用中英双语提供游戏介绍及活动支持。这将确保孩子们在学习英语的同时锻炼母语能力，最终达到接近双母语的标准。

中外教师会持续寻找恰当时机，鼓励学生练习并掌握新的英语单词或短语，并用中文来讨论更深层次的概念。通过在游戏情境中听

到并应用新词汇，可以帮助孩子快速掌握第二语言，并最终成长为自信和快乐的终身双语学习者。老师们也会常常鼓励孩子到室内或室外空间玩耍，激发他们学习探索新事物的热情，并启发他们进行深度思考和独立解决问题。这样的教学方式可以结合孩子的兴趣，督促他们学习新词汇、知识概念和特定技能。

为了在多语言环境中实现这一目标，孩子们与成年人的互动，尤其是与那些并不擅长孩子母语的外籍教师之间的交流，必须富有实际意义，能与孩子们所认识的世界关联起来。为此，我们采用的教学方法的关键在于结合目标语言的沉浸式教学与目的教学，让孩子们在组织有序且便于活动的教学环境中，感受到鼓舞。事实上，学习环境是幼儿多语言教学的关键，室内外学习空间必须经过精心设计，以激发孩子的好奇心。教学环境的布局应鼓励孩子在学习理解各种关系，比例均衡的安静反思空间及开放式区域，可以展示孩子们已掌握的知识，激发创造性思维。户外空间的设计，可以激发孩子有效学习的巨大潜力。孩子们进行奔跑、攀爬等户外运动时，可以探索一切可能性。在惠灵顿(中国)旗下幼儿园，孩子们一天中的大部分时间都可以自由进出室内外活动空间，积

极的户外教学有助于培养他们的独立思考能力、对周围环境的敏感度，并促进体格发展。大自然被视为孩子的“第四任老师”，我们将这一理念融入日常教学实践，为孩子们之后进入更高阶段的学习，以及成为世界公民打下坚实基础。

最后，人际关系和社群意识被视为成就学术卓越的要素，帮助孩子与同龄人、教学团队和更广泛的学校群体建立联系，是助力学子们取得学业成就的关键。孩子们之间积极的人际关系可能源于一些小事，例如分享一本读物、一个微笑，或者拥有共同的兴趣爱好。当孩子们朝着同一个目标共同努力、学会接受不同观点时，他们的关系会得到不断强化。在交流对话和完成任务时，孩子们会更有信心去运用所学，勇敢地认识并应对新情况下的不确定性。我们也邀请家长作为特定领域的专家，来参观课堂教学，为孩子的研究项目提供解决方案，或是参与组织大型展览和学习活动。

从幼儿园毕业后，惠灵顿(中国)旗下学子将兼具基础的双语、双文化能力及全球视野，信心满满地迈向下一个学习阶段。



Bilingual Early Years Education

Our bilingual education model informs our hiring practices, the rhythm of the school day and how our pupils play and interact. Through it, we build the strong foundations which enable our children to express themselves, understand others and be confident readers and writers in both Chinese and English. To ensure the highest levels of attainment in both languages, we have merged the English Early Years Foundation Stage (EYFS) and the Chinese Curriculum (ages three to six) guidelines.

To truly provide the best of the East and West for our youngest pupils, each Nursery class is overseen by a team of two highly trained educators, one foreign and one Chinese. The children learn through self-directed play and receive guidance in both English and Chinese. This ensures that pupils continue to develop their mother tongue as they acquire English, eventually to a near-native standard.

Our learning spaces are designed to spark curiosity in our pupils and help them to draw connections between



the things they learn. Our indoor spaces offer a balance of stimulating environments and areas for quiet reflection. A variety of materials are available to teach collaboration, cooperation, communication and quantitative skills. Outdoor learning areas provide ample space for our pupils run, climb and explore safely under the guidance of our teachers. In the process, they acquaint themselves with the natural world, develop physical strength and gain confidence and independence.

Cultivating a sense of community is an essential component of academic excellence. We, therefore, empower our pupils to build positive relationships with their peers, teaching teams and the wider school community. Parents

also play an invaluable role in this capacity because they are our partners in education. Their children's success hinges upon taking a proactive role in school activities and helping their children to make connections between what they learn in school and their lives outside of the classroom.

Upon leaving the Early Years, our pupils will advance to one of our Huili bilingual schools or a Wellington international school with dual language skills, a global perspective and confidence – three important keys to success in academics as well as in life.

助力幼儿平稳过渡， 户外学习意义非凡

每逢开学季，新生们往往在满怀期待中流露出些许不确定，对于年幼学子而言，更是如此。如何顺利过渡，尽快从家庭生活融入幼儿园，户外学习将成为“制胜”关键点之一。

惠灵顿(中国)旗下的幼儿园提供了充裕的户外场地、科学设计的教学设施、丰富多彩的户外课程，不仅将牢牢吸引幼儿的注意力，帮助他们减少不适应，迅速融入并爱上幼儿园生活，更将在潜移默化中助力幼儿全面发展。

在惠灵顿(中国)，我们坚信每一个孩子都是潜力无限的独立学习者，我们的早期教育课程体系也正是基于这一理念而设计。对于孩子们而言，熟练掌握基本的身体技能是一种本能，他们通过充分调动身体运动能力来实现这一目标。运动，也是孩子们用来表达情感、锻炼动手能力、探索 and 了解世界的途径之一。掌控身体的能力让他们乐在其中，同时他们也会沉浸于运动本身带来的愉悦。基于认识体育活动对孩子的认知、社交、情感和身体发展的积极影响，我们将适合学子发



展的体育教育经验嵌入了早期教育课程中。

幼儿的学习是通过游戏和积极调动所有感官去亲身探索世界的方式而展开的。因此，我们室内和室外的教学环境设计旨在激发思维拓展。不得不强调的是，户外教学空间在优质教育中发挥了关键作用。早期教育学家Margaret McMillan曾说：“户外拥有最好的教室和最丰富的橱柜”。当孩子们在户外活动时，他们的幸福感和学习参与度是相当高的。因此，我们精心设计与打造了户外活动区域，为孩子们的大动作和精细动作发展提供了理想的锻炼空间，同时也为学生主导的探究式学习提供充足的开放式学习媒介。

“智力发展的每一步都深受身体活动的影响。为了达到最好的效果，体育锻炼必须与智力训练相辅相成。”

——捷克教育家、西方近代教育理论奠基者
扬·阿姆斯·夸美纽斯
体育活动对于幼儿的生理发育非常重要，相

应的，这也将作用于他们的整体教育。作为早期教育中的首要领域，生理发育将影响其他领域的学习，并为积极健康的人生奠定基础。在惠灵顿(中国)，早期教育阶段开展的体育教育，就像在中学阶段开设化学、历史和其他专业学科一样。对于学子而言，通过规律、系统、规划严谨的学习机会来开拓基本的体育技能，将有助于他们的终生健康与幸福。因此，体育教育不能听之任之。

在儿童早期发展的各个阶段，神经系统发育和动作控制能力以“从头到脚、从躯干到四肢”的方向发展。与身体各部位的发育和运动发展模式的变化相对应，幼儿大动作、精细动作的进步和发展轨迹是有据可循的。例如，跑步速度的提升与腿长增长相一致；跑步时改变方向的能力随着平衡感和身体协调能力提升而得到改善；神经系统发育也决定着动作技能的发展。例如，当一个球抛向幼儿，他们需要协调整个手臂和身体去接住它，但还不能在身体中线以外或两侧接住球。随着从躯干到四肢的发育日渐完善，他们可以更好地控制身体，在身体中线以外用单手或双手接球。

惠灵顿(中国)早期教育中的体育课程遵循儿童发展模式而精心设计，包含身体健康、自理能力、大动作和精细动作发展，以及体育锻炼。

Outdoor Learning and Its Place in the Curriculum

In an Early Years' education, pupils thrive when they learn to move and move to learn. Through outdoor learning, pupils can develop physical strength and coordination, build confidence in facing new challenges and explore new avenues of discovery. Our specially designed outdoor spaces and programmes allow our youngest pupils to do all of this, and they will also have plenty of fun in the process.

Children have an innate urge to achieve proficiency in rudimentary physical skills, and they do so by making the most of the body's capacity for movement. They use movement to express emotions, manipulate objects, and explore and learn about their world. They also relish physical competency and enjoy movement for its own sake. Recognising the positive effects of physical activity on children's cognitive, social, emotional and physical development, we embed developmentally appropriate physical educational experiences in our Early Years curriculum.

Children have the highest level of wellbeing and involvement in their learning outdoors. Therefore, we carefully design our outdoor areas, offering optimal scope for gross and

fine motor development and open-ended materials for pupil-led, inquiry-based learning.

Physical development is considered a prime area of learning for children in the Early Years as it contributes to all other areas of learning and helps lay the foundation for an active and healthy life. We approach physical education in our Early Years settings as one would approach chemistry, history or any other area of knowledge or skill in Senior School. Young children need regular, systematic and well-planned opportunities to develop and learn fundamental physical skills that will contribute to a lifetime of health and wellness. It cannot be left to chance.

Across developmental stages in early childhood, the neurological development and control of movement develop in cephalocaudal (head-to-toe) and proximodistal (centre-of-the-body or midline to periphery) directions. The capacity to perform various motor tasks progresses and follows a predictable trajectory, corresponding to these changes in body proportions and motor development patterns. For example, increases in running speed are consistent with an increase in leg length. An ability to change directions

while running develops with increased balance and coordination. Neurological development also determines skill progression. When young children are thrown a ball, for instance, they catch it with the whole of their arms and body. They cannot catch it outside the midline or either side of the body. As proximodistal development continues, children can better manoeuvre their bodies to catch a ball outside the midline with one or both hands.

Early Years' physical education corresponds with a child's developmental patterns. It includes gross and fine motor development, health, self-care and physical exercise.



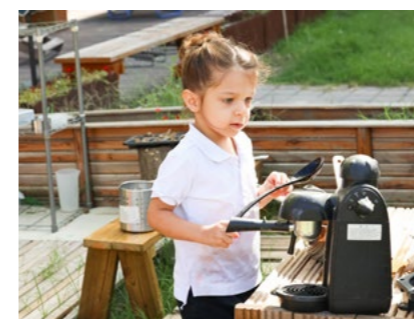
大动作

大动作指的是需要手臂、腿、躯干上大肌肉群运动的动作。这些动作包括控制姿势和平衡、运动技能、物体控制、负重、四肢和躯干的整体协调、力量和耐力，以及环境中的身体意识，如走路、跑步、单脚跳、蹦跳、举重、踢腿、奔跑、投掷、抓取、推、拉、爬、引体向上、骑自行车、跳舞和其他诸如此类的体育活动。这些动作构成了精细动作的基础，并且与敏捷性、平衡、速度、力量、反应和力量的提升密切相关。



精细动作

精细动作涉及控制动作的小肌肉群，如手腕、手、手指、嘴唇、舌头、眼睛等。精细动作技能将帮助幼儿吃饭、翻书、穿线或串珠、涂色或绘画、用剪刀剪、粘贴、操控物体或操作设备、扭动、转动、堆叠、书写、穿衣服等。精细动作发展对于日常生活至关重要，有助于提升幼儿的身体灵活性、敏捷度、动作精确性、控制力和精细动作协调性，以及手眼协调能力；同时还与早期识字相关，助力关键的早期阅读和书写技能。



体育锻炼

中英两国均非常重视学生的日常户外学习，并制定了相关的法律法规。《中华人民共和国体育法》规定：“学校必须按照国家有关规定开齐开足体育课，确保体育课时不被占用”，并将体育科目纳入了初中、高中学业水平考试范围。英国卫生和社会关怀部2011年发布的指南建议，五岁以下儿童每天应至少进行三小时的体育活动，同时每天需平衡安排，合理规划轻度及强度更大的活动。除了睡眠之外，儿童应避免长时间不运动。



体育活动的益处是深远的，这些活动在支持大脑发育的同时，利于骨骼成长、心血管健康和肌肉发育。早期阶段，积极参与游戏也为儿童与同伴、成人之间建立联系提供了机会，有助于培养儿童的社交能力、促进心理健康。

户外教学充满多样性与可能性，任何一种学习都有可能发生在户外发生，而我们的老师们正在用他们的智慧将这一切变为现实！当我们为儿童提供户外学习的机会时，他们的智商、情商、体能都得以自由发展。活动中，孩子们通过亲身感受、实践、交往，自然而然地突破自我，获得进步。因此，户外教学的核心内容即提供有目的的学习机会，其中包括：

1. 运动和体能游戏：奔跑、跳跃、骑自行车、球类运动以及其他运动器械
2. 巩固学习和应用技能
3. 探索大自然：发现大自然的奥秘
4. 设计和搭建建筑物

5. 挖掘、种植和培育植物
6. 制作音乐和表达自我
7. 想象、梦想、实验和发明
8. 角色扮演和讲故事
9. 自主设计游戏或合作性的游戏
10. 创造性体验，如做标记
11. 承担责任，学会独立、合作和解决问题
12. 寻找平静、放松和反思的体验：富有意义的倾听和提问的机会
13. 兴奋、快乐、精力充沛、冒险和吵闹

户外游戏听起来似乎很简单，但是作为促进儿童成长发育的重要途径，它与室内课程的学习息息相关，更将激发儿童自主学习的动力，其影响渗透到了生活、学习的各个方面。

孩子在实践中学习，而我们的户外环境正是据此设计的。惠灵顿(中国)旗下的幼儿园拥有充分激发学子想象力的学习环境，确保他们可以尽情探索实践、发现问题，并在不断尝试中找到解决方式。我们早期教育阶段的体育课程旨在培养学子具备独立能力及自信心，更兼富有趣味性。孩子生来精力充沛，基于这一特点，我们充分运用户外学习机会，辐射所有发展领域，启发各科课程学习，希望助力学子们突破自我，最大限度地提升学习能力，并建立起健康的生活方式及习惯，使其终身受益。

Gross Motor Development

Gross motor skills refer to the large muscle groups of the arms, legs and torso. These include postural control and balance, locomotor skills (movement), object control, weight-bearing, overall coordination of the limbs and trunk, strength and endurance and even body awareness within the environment. They encompass walking, running, hopping, skipping, jumping, lifting, kicking, galloping, throwing, catching, pushing, pulling, climbing, hanging, cycling, dancing and sports activities, to name just a few. These abilities form the basis for fine motor abilities and relate to agility, balance, speed, power, reaction and strength.

Fine Motor Development

Fine motor skills involve small muscles that control movements such as the wrists, hands, fingers, lips, tongue and eyes. They help children do things like eating, turning pages of a book, threading or beading, colouring or painting, cutting with scissors, pasting or glueing, manipulating objects or operating equipment, twisting, turning, stacking, writing and getting dressed. Developing flexibility, dexterity, precision, control and coordination of children's fine motor movement and hand-eye coordination are essential skills for daily life. These skills are also linked to early literacy, providing crucial pre-reading and writing skills.

Physical Exercise

In England and China, there is a statutory requirement for, and emphasis on, daily outdoor learning. Guidance issued by the Department of Health and Social Care in the UK in 2011

recommended that children under five should be physically active for a minimum of three hours a day while maintaining a balance of light and more energetic activity throughout the day. Moreover, they should refrain from having extended periods of inactivity apart from sleeping.

The benefits of physical activity are far-reaching. They support brain development along with bone and cardiovascular health and muscular development. During early childhood, participating in active play provides an opportunity for bonding between children and their peers and adults. Indoor and outdoor activity boosts a child's social skills and emotional wellbeing.

Every kind of learning is possible outdoors, and teachers use their ingenuity to make it a reality! When we provide opportunities for children to play outdoors, they can freely exercise their growing intellectual and emotional abilities along with their physical ones. Thus, core aspects of provision for our outdoor learning are purposeful opportunities for:

- Movement and physical play – running, jumping, pedalling, playing with balls and other equipment
- Consolidating learning and applying skills



- Exploratory and investigative experiences with nature – to discover the wonders of our natural world
- Creating, building and constructing
- Digging, growing and nurturing plants
- Making music, expressing themselves
- Imagining, dreaming, experimenting and inventing
- Pretending play and storytelling
- Inventing games/collaborative games
- Creative experiences like mark making
- Taking responsibility, being independent, collaborating and problem-solving
- Finding calm, relaxing and reflective experiences – meaningful opportunities for listening and asking questions
- Being excited, happy, energetic, adventurous and noisy!

Outdoor play may sound simple, but we know it is the perfect way for a child to flourish in their physical and intellectual development. It is our haven for child-initiated learning. The very essence permeates the whole curriculum and integrates all aspects of learning.



国际语境下的中文教学

中文是惠灵顿(中国)所有校区共同的核心科目之一。我们关注来自不同背景的学习者的不同需求,贯彻以学生为中心的基本原则,为他们提供系统、专业、多元化的中文课程。总体而言,可分为母语体系与非母语体系,以及双语体系。

像所有语言的学习一样,尽早开始中文学习,将使孩子终身受益。幼儿园阶段的中文学习旨在让孩子们沉浸于双语环境中,提升对语言的整体感知,获得愉快而又激发兴趣的真切体验,从而在中文语言习得方面日益精进,我们的中文教师还为低龄段学生量身定制了语言拓展和文化浸润课程,例如中文绘本分级阅读、中国成语故事、寓言故事、古代诗歌学习,以及中国饮食、节日、服饰等主题相关活动,寓教于乐。

在小学和中学阶段,学生们会基于他们的语言背景、过往学习经历、长期学习目标及实际水平,分别进入母语或非母语(包括中文二语及中文外语)课程体系,或者双语项目继续学习。

其中,小学及初中的中文母语课程充分参照中国国家课程标准,以通行教材为蓝本,同时融合中西方优秀教育理念,形成了惠灵顿(中国)学校独具特色的课程体系。课程类型丰富多样,教学方式不拘一格,真正实现了“大语文”学习。例如,生活主题篇章整合单元、双语绘本比较阅读、整部中文名著阅读、中国文化综合体验项目,以及依托于学生社团的中文辩论、中文杂志、中文戏剧活动等等,内涵丰富,形式多样。中文教师们既重视学生基础知识和基本技能的教学,更关注思维能力、审美能力、文化理解等方面的培养,让母语学生在国际化的校园环境中,更深切地体会中文之美,中国文化之魅力。在这一过程中,我们的年轻人不但提升了个人文化素养,更懂得了如何向世界表达,与世界沟通。

中文非母语方面,则以最新国际中文教育等级标准及通用课程大纲为基础,参考各类优秀教材,设计了开放灵活、兼具实用性与趣味性,并以沟通能力培养为核心的非母语

课程。课程形式为主题式教学,涉及个人、家庭、学校、社会、世界等领域。从初级水平的日常生活基本话题,到中国历史、社会热点、文化传统等高级水平话题,足以满足非母语学习者不同层次的需求。而中国文化周、中国文化之旅、中国文化小组探究,以及各类中文或多语表演、比赛等生动立体的拓展活动,更提供了多样化的语言实践和文化融入机会。在主题式学习的过程中以及丰富多彩的文化活动中,学生们身处真实的语言情境,强化听说读写语言基本能力,体验中国文化。这不仅帮助学生解决了生活中的实际问题,更让他们进一步理解中国,搭建起跨文化沟通的桥梁。

在中学阶段,惠灵顿(中国)各校区因地制宜,根据学生实际情况提供包括IB中文A、中文B、中文ab initio, CAIE A level中文, Edexcel A level中文, CAIE IGCSE中文一语、中文二语、中文外语等在内的多种公共考试课程。

我们的中文科目公共考试成绩优异有目共睹,这是师生坚持不懈、共同努力的成果,也是对教学始终如一精益求精的正面反馈。我们系统而细致地评估并跟踪学生学业进步情况。以非母语课程为例,学习者基于入学伊始的定级测评结果,进入最合适的班级并设定个人目标,此后的一系列评估将检测学习者的进步情况。随着语言水平的进步变化,其所在班级也可能相应调整。在学生超越或落后于预设目标时,会引入干涉机制,予以特别的支持和帮助,以期充分发掘其潜能,取得持续进步。

系统、专业、多元化的中文课程,离不开专业而富有热情的教育者团队。中文教师们始终遵循以学生为中心的基本原则,面对背景多元、基础不一的学习者群体,坚持因材施教,激发学生内驱力,不断学习和实践新的教学理念与方法,兼收并蓄,与时俱进。而我们的学生,无论是中文母语学习者,还是非母语学习者,都将通过在惠灵顿学校、惠立学校的学习,成为优秀的中英双语甚至多语人才,以及善于沟通、懂得尊重、富有智慧、胸怀博大的未来公民。

Teaching Chinese in an International Context



Chinese is a core subject at all Wellington College China schools. Our pupil-centred approach caters to the diverse needs of learners from various backgrounds by providing a comprehensive, professional and diversified Chinese programme. On a broader scale, this programme can be categorised into native and non-native systems, as well as bilingual systems.

As with all other languages, early exposure to Chinese has lifelong benefits for our pupils. In our Early Years Chinese programme, we create an authentic and engaging experience for children. We immerse them in a fully bilingual environment, enabling steady progress. Our Early Years Chinese teachers offer language expansion and cultural immersion activities such as picture books, idioms, fables and ancient poems. We also incorporate fun and enriching activities related to Chinese cuisine, festivals and costumes. These are especially popular with our children.

In our Primary and Secondary schools, pupils have the option to study a native or non-native (Chinese as a second or foreign language) curriculum, or the bilingual programme, based on their language background, previous learning experiences, long-term learning objectives and language proficiency levels.

For native Chinese-speaking pupils, our Primary and Junior High school curriculums are based on national standards and regular textbooks. In both our Wellington and Huili schools, we have developed a unique curriculum that incorporates the best elements of both Western and Chinese educational philosophies. We encourage a diversity of teaching methods and an 'organic' Chinese learning environment.

Pupils have the opportunity to explore life-themed chapters, bilingual picture books and literary masterpieces. They can participate in cultural experience programmes and join clubs that focus on debating, school magazines or drama. Chinese teachers prioritise not only the pupils' foundational knowledge and skills but also the development of critical thinking abilities, aesthetic skills and cultural understanding. This approach aims to leave a lasting impression of the beauty of the Chinese language and the richness of the culture on our native-speaking pupils. By developing their cultural literacy, they acquire skills essential to navigating life after school.

For pupils learning Chinese as a non-native language, our curriculum is open, flexible, practical and engaging. It is based on the latest international standards for Chinese language

education and a common syllabus. We draw upon high-quality teaching materials and prioritise the development of communication skills.

The curriculum is organised around themes such as the individual, family, school, society and the world. It covers a wide range of topics, starting from basic aspects of daily life at the beginner level and progressing to advanced subjects like Chinese history, current social issues, cultural traditions and more. This comprehensive approach addresses the needs of non-native learners at different proficiency levels.

We also offer various activities such as Chinese Culture Week, culture tours, group explorations, Chinese or multilingual performances competitions and more. These activities provide pupils with opportunities to practice the language and immerse themselves in Chinese culture. Through theme-based learning and vibrant cultural experiences, pupils find themselves in real-life scenarios in which they can build their listening, speaking, reading, and writing skills while learning about Chinese culture.

By addressing practical challenges in daily life and deepening their understanding of China and its people, our pupils not only acquire valuable language skills but also become bridges for cross-cultural communication.

Wellington College China's Senior Schools provide a wide range of courses that prepare pupils for public Chinese examinations. These include IB (Chinese A and Chinese B), ab initio, CAIE A-level, Edexcel A-level and CAIE

IGCSE (Chinese as the first, second or foreign language). The impressive examination scores our pupils achieve are a testament to the quality of our courses and curriculums.

Our teachers are committed to excellence and carefully assess and monitor pupils' academic progress. Our non-native courses are a good example. Upon admission, learners undergo an examination to determine their proficiency level. They are then placed in classes that best align with their abilities and personal goals. We regularly evaluate their progress through a series of formative assessments. As their proficiency improves, we adjust their class placement accordingly.

Our objective is to help each pupil reach their fullest potential and ensure their ongoing progress. Therefore, we offer additional support and assistance to pupils who exceed or fall short of their goals. Ultimately, our approach ensures that pupils receive personalised instruction and support that enables continuous progress in their language learning journey.

To create an effective Chinese programme, it is crucial to have a team of skilled and enthusiastic educators. We understand the challenges of teaching a diverse and large group of learners, and our teachers put our pupils at the centre of all they do. They adapt their teaching methods according to ability, encourage self-motivation, constantly explore new teaching techniques and stay up to date with current trends. Our ultimate goal is to send our graduates out into the world with bilingual or even multilingual proficiency.



双语数学课程，“双”在何处？

在谈到中西方数学教育时，人们一般会有这样的惯性思维：中方数学教育常被描述为“以教师为中心”“严谨”“有条理”“有深度”“逻辑性强”“基础扎实”；西方数学教育则被形容为“以学生为中心”“个性化”“探究式”“有启发性”“有趣味性”。

中国学生扎实的数学功底，该归功于传统的教学方式还是大量的作业和练习？西方数学教育中的“趣味性”活动，果真具有“启发性”还是“华而不实”？在双语学校的特定教学环境下，我们又应该如何取长补短？



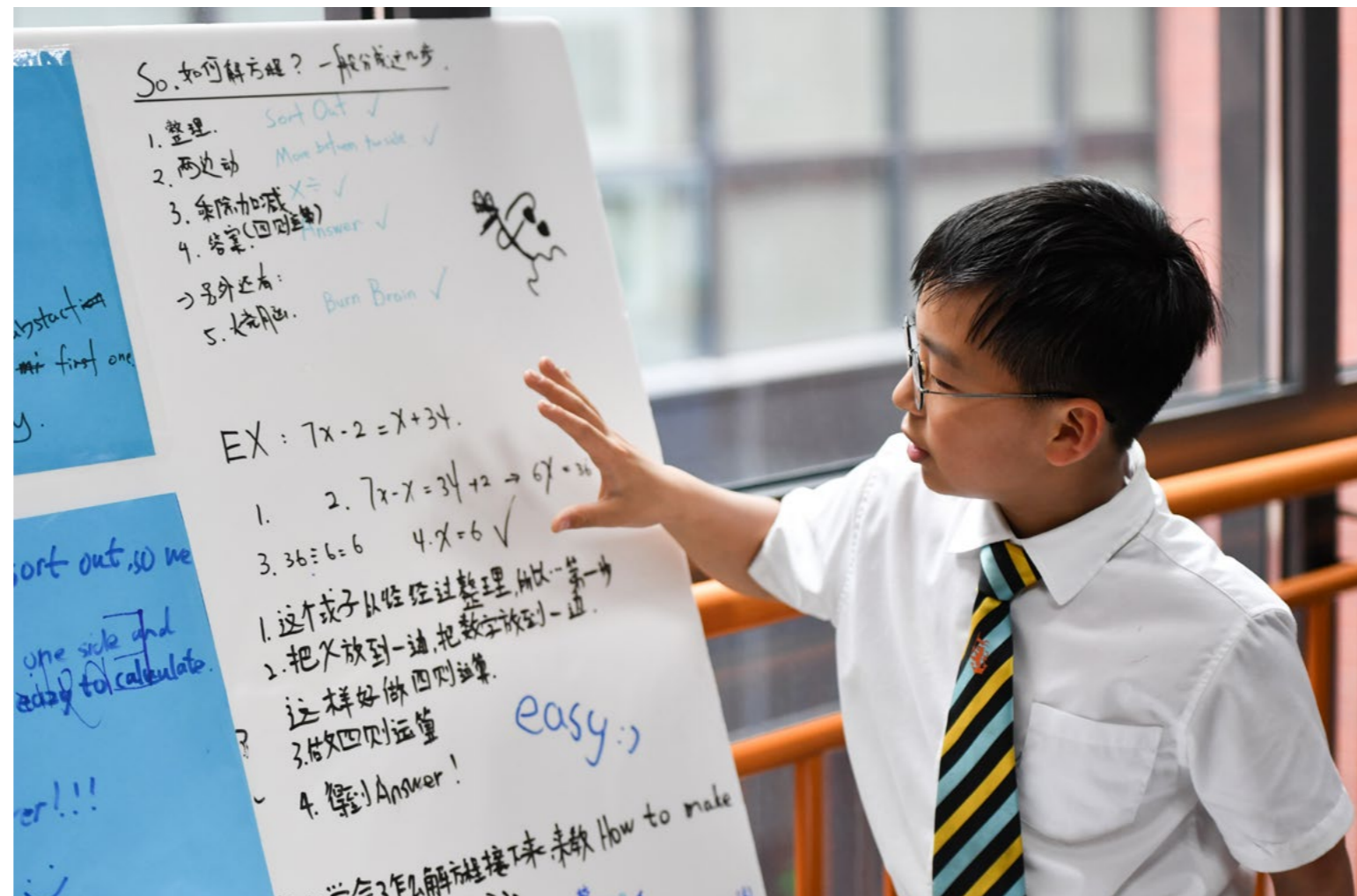
中西方数学课堂的优势交融

早在数年前，惠立数学教研组已对中西方数学的教学内容进行了细致比对，制定了惠立独特的数学课程大纲。于此同时，我们也对数学教学内容的逻辑顺序以及中西方融合的授课方式，进行了深入的思考与探讨。

例如，在教学的“趣味性”方面，我们发现，西方“游戏活动式”课堂可能在激发学生兴趣方面有积极作用，但也存在一些弊端。一方面，许多看似有趣的课堂活动数学内涵其实并不丰富，缺乏清晰的学习目标和系统的内容整合。学生往往浅尝辄止，并不能将所学内容完全内化为自身的知识结构。另一方面，教师原本希望通过趣味性的活动让学生加深对所学知识的印象，但学生往往只是被活动本身所吸引，并不关注背后的学习内容。最后适得其反，导致部分学生在数学知识的逻辑性和系统性方面的表现不尽如人意。

而在传统的中式数学课堂里，知识点讲解清晰、习题讲解节奏快、效率高，但由于考试压力以及很多实际教学条件的限制，表达、思辨、合作等非认知技能或被忽视。长此以往，学生可能会失去对数学学习探究的兴趣与动力，目标日益窄化。

从本质上思考，数学是一门关于找规律的学科 (Science of patterns)。在这种情



况下，仅仅用活动填满一堂课、盲目套用西方的教学和课堂管理模式，难免会使中国学生“水土不服”。因此，老师在教学的时候也要思考，如何让学生掌握这些规律并内化为自身能力。

如何助学生兼得“鱼与熊掌”？

通过仔细审视，我们利用双语融合的契机打破思维定势的壁垒，逐步建立起适合惠立学生的成长和学习模式。在惠立的双语数学课堂上，我们设计出紧扣课程大纲、学习目标清晰、知识内涵丰富且能够促进学生高度参与的活动，并运用“中西方兼容并蓄”的课堂管理方式确保活动的有效实施。我们的课程目标是帮助学生兼得“鱼与熊掌”：一方面扎实掌握知识和技能，另一方面非认知能力不断提高。

以负数这一概念为例，有别于一般课堂简单定义抽象概念的做法，我们通过构建生活化的场景引导学生了解并重温负数概念的诞生。首先，我们在课堂上讨论生活中具体的场景，举例说明哪些场景具备“相反”的概念，例如行走方向、账户余额、山峰与山谷等等，并在具体量化这些概念的过程中引导学生理解“零”的概念，例如零摄氏度、账户余额为零、起跑线等；接着，我们引入负数的概念，阐述“负号”的两种意义（“相减”与“相反”），鼓励学生结合自己独特的生活体验去寻找这些场景，循序渐进地引入负数的加减法和乘法。例如，选择“账户余额”作为场景的学生，可能将 3×-5 ，解释为3个余额为-5的账户。

给予学生可以实际感知的事物，教会学生从非数学化的语言逐渐过渡到数学化的模型，这一“由具体到抽象、由抽象到一般”的过程，

能极大丰富学生的学习体验，帮助学生融会贯通。而学生在提出各种问题、做出反应、讨论解答的过程中，他们的数学思维便在这样的对比和思考中逐渐形成了。

数学课堂上的“应用”不仅包括使用数学工具解决现实中的问题，也包括从生活中发现数学。教师精心准备的导入环节原本可以成为引导学生发现概念的重要途径，但却因为常被误解是“以教师为中心”的做法而被摒弃。在教学实施中，我们将“以学生为中心”的活动和“教师引导”的归纳和讲解有效结合起来，鼓励学生主动探索、勇于质疑、积极创新，也发挥中式教学法中系统性、严谨性的优势。

探索最优双语数学课程

在惠立学校的课程体系中，双语数学课程的重要性不言而喻。双语数学绝不仅仅是以两种语言学习数学知识，或解答数学题目，其内涵更体现在课程内容、教学手段、学习评估以及课堂管理的融合。在双语融合的过程中，中西方教育模式彼此借鉴，进而取长补短，相得益彰。

探索最优双语数学教学模式的路途充满艰辛，但我们毫不怀疑自己的目标，并有信心和有能力使这一愿景成为现实。



How We Teach Mathematics at Wellington Schools

Whenever people speak of the differences between Chinese and Western mathematics education, they often make similar comparisons. Most believe that a Chinese mathematics provision promotes a teacher-led, rigorous, organised and logical method of teaching that equips pupils with deep knowledge and a strong mathematical foundation. On the other hand, the Western experience is often seen as more pupil-centred, personalised, investigative, inspiring and fun.

These stereotypes are deeply rooted, but are they true? Does the strong mathematics foundation in Chinese education stem from traditional teaching, or simply from wading through tons of homework? Are fun learning activities in mathematics a Western innovation, or are they just a superficial gesture? In a bilingual school, how can we effectively leverage both teaching approaches?

Chinese Versus Western Teaching Approaches

Several years ago, Wellington College China's mathematics specialists began developing a bespoke curriculum, comparing curriculums from China and abroad, rearranging teaching content, and exploring the best ways to teach it.

We explored a wide variety of learning activities and looked for ways to bring more fun into the classroom. But such approaches have drawbacks. Some activities, for instance, do not require pupils to apply mathematics skills. Others lack a clear sense of purpose in helping pupils realise their learning intentions, making long-term benefits less likely. Moreover, pupils sometimes find the fun part of the activities so engaging, that they fail to absorb and retain the content of the lesson.

Traditional Chinese mathematics teaching is renowned for its clear explanation and fast-paced mathematical drills. However, due to

the pressure of examinations and the limitations in many teaching conditions, non-mathematical cognitive skills such as expression, speculation and cooperation are often neglected. Over time, many pupils often lose interest and motivation in learning mathematics. Goals become increasingly narrow until test scores become the only metric of success.

But simply superimposing Chinese and Western methodologies upon one another is not a recipe for success. For the best results, we must integrate and optimise the best elements of both pedagogies.

Real-World Applications: Connecting the Concrete and the Abstract

Upon closer examination, we have taken advantage of the opportunity presented by bilingual integration to dismantle the barriers of stereotypical math teaching in both China and the West. We have developed a growth and learning model that is suitable for HuiLi's pupils. It features activities that are closely aligned with the curriculum, have clear learning objectives, are knowledge-rich and comprehensive and promote a high level of pupil engagement. We use an 'East-meets-West' approach to classroom management to ensure that the activities are effectively implemented and guided.

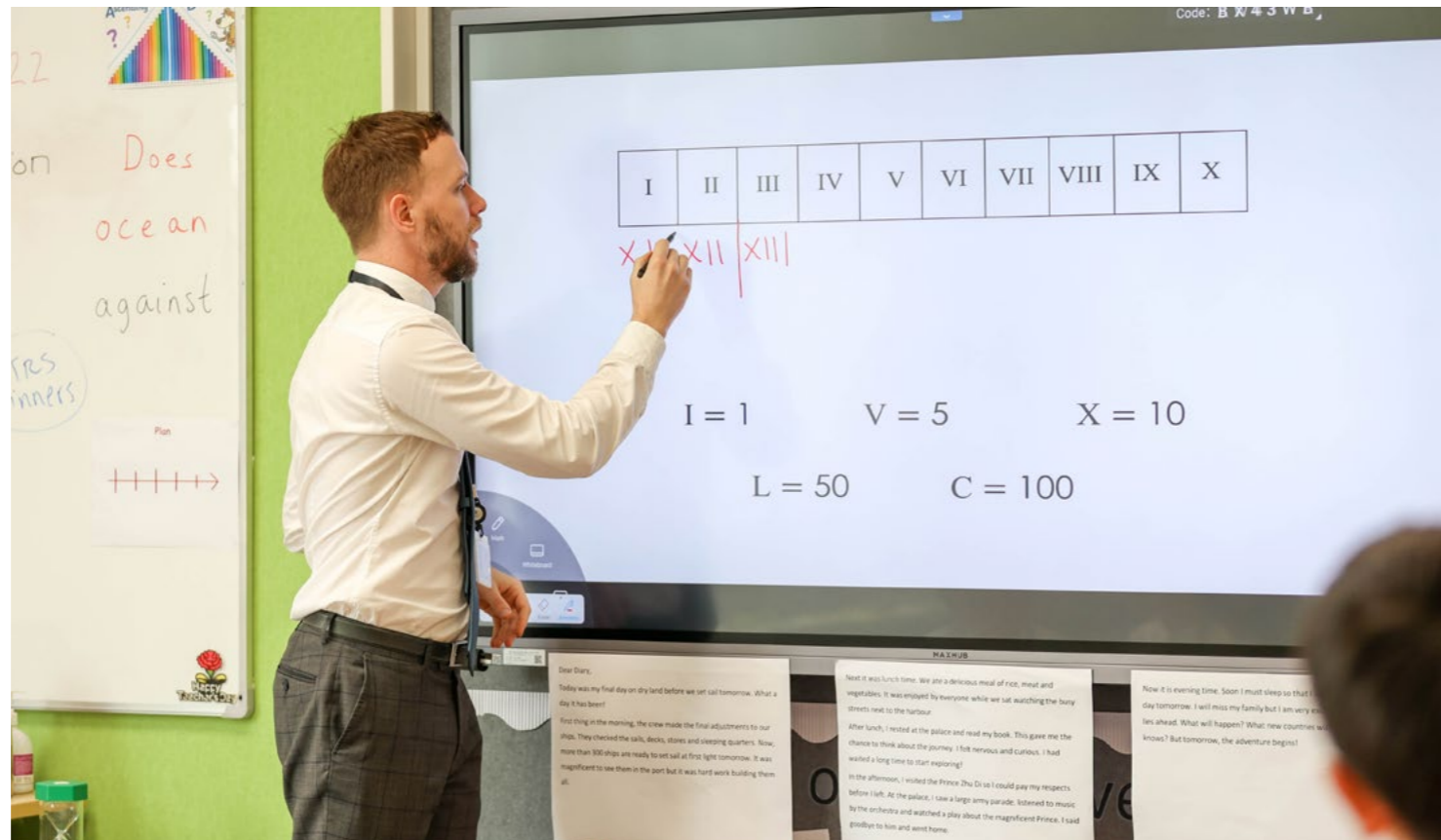
Our goal is to teach our pupils to apply higher order thinking and soft skills to the world around them. This manifests itself in several ways. The way we teach negative numbers offers a telling example. Instead of simply defining the concept, we use everyday examples in which negative numbers are used. We start by asking pupils to think about things that can be quantified in terms of positive and negative, such as temperature, a bank account balance or a starting line. We discuss the concept of zero degrees, an account balance of zero or a fundamental starting point. This presents an opportunity to investigate the concept of 'zero'. We then introduce negative numbers and the negative sign. Based on all the previous discussion, pupils gain a deeper understanding of what a negative number means.

By offering everyday examples of how we use negative numbers, our pupils realize that we are not just teaching them theories and abstractions. They learn mathematics is everywhere, and can have a real impact on their lives.

Exploring Successful Bilingual Mathematics Programmes

Our bilingual mathematics curriculum is highly valued at Wellington College China. It goes beyond simply allowing our pupils to learn and solve mathematical problems in two languages; it is a combination of two different, yet complementary approaches.

It is a challenging undertaking and a constant work in progress, but we have a clear vision, and we are confident in our strength to bring it to life.





未来科学家“成长记”

惠灵顿(中国)旗下幼儿园的室内和室外空间均为孩子们特别定制,旨在鼓励最年幼的学习者在精心设计的以学生为中心的环境中进行探索和游戏,开展符合他们当前兴趣和好奇心的活动。随着孩子们对世界认知和理解的发展,他们会逐步看到不同想法之间的联系。更重要的是,他们开始提出问题。通过探索及使用不同材料、在不同的地方与不同的人玩耍,孩子们得以在早期教育阶段就建立起对科学的好奇心。

对于科学好奇心的培养深植并贯穿于惠灵顿(中国)每一所学校的教学,学子们在学习过程中,会对学习科学形成积极态度。学校的科学教育应确保学子们获得基本的科学知识或“资本”,这将有助于他们理解自然现象,以及科学对改变生活和世界所产生的重要影响。由学科专家组成的教学团队不仅为高年级学子精心设计了引人入胜的课程,还与各学段团队合作,确保所有学子都能为未来科学做好充分准备。真正优秀的教师不仅要具备专业的学科知识,更应了解孩子们的学习方式,以及学习科学时会遇到的种种挑战。

幼儿园阶段和小学阶段的教学以探索和观察身边环境为中心,比如,会引导学子们注意到冰冻和融化的过程以及状态的变化。通过传统的动手“做”的科学教学方式,可以鼓励学子开展实践探索项目,培养他们的兴趣和好奇心。惠灵顿(中国)旗下学校皆会举办“科学周”或“科学素养日”活动,所有学子均参与其中,或完成科学项目,或参加科学竞赛。这些活动将激发他们的学习动力,



并为学子提供平台,通过调研汇报和海报演讲向家人展示学习成果。学校的课程设置为学子们打下了良好基础,使他们能够通过科学解释事物发生的原因、预测事物的行为方式,并分析缘由,从而加深年轻学子对于科学的兴趣。

在惠灵顿外籍人员子女学校,随着孩子们持续深入的学习,课程将基于英国国家课程不断拓展。所有科学课程均由老师们精心设计,这些课程不仅丰富了学子们的学习体验,还会通过小组任务培养团队合作能力,让他们了解将科学作为一种职业的真实感受。而当他们走进专业的科学实验室,近距离被唤起好奇心和求知欲时,他们的科学学习也将得到进一步启发。惠立学校采用中西融合的教学方法和教学理念。特别定制的惠立双语课程体系促进了跨学科的学习,比如无缝衔接科学与历史课程中共有的对于文化的理解,这样既能让学子们学习中国古代的四大发明——火药、纸张、指南针和印刷,也提醒着他们,科学对于世界的影响至关重要且深远持久。

在中学部,科学相关课程开始划分门类专注于单个学科。随着学子们逐步开启IGCSE课程的学习,各科老师都会施展全力展示学科特点,讲授学科知识。比如,学子可能在生物课上研究病原微生物理论,在化学课上探索大气和地球,在物理课上学习力学和电学。所有科目均由学科专家在设施先进的科学实验室中教授。这将让学子们为IB或A Level课程做好充分准备,他们也有机会将对科学运作方式的理解置于实际情境,从而深入掌握科学研究方法。科学课程并不仅是为了取得好成绩,更是为了帮助学子构建批判性思维,以科学家的思考方式深入参与核心科目。

惠灵顿(中国)旗下学校之所以能够培养学子们对科学学习的积极性,得益于学子和教师的共同努力。各科专业教师均为经验丰富、热情洋溢的科学家,是他们启迪学子在IGCSE、IB或A Level考试中取得成功,甚至对许多学子的专业选择产生了影响,让他们发现自身兴趣所在,继而立志攻读生物化学、工程学等科学或应用科学专业。我们的科学团队致力于培养秉承惠灵顿(中国)价值观和具备优秀综合才能的学子,我们也期待着,未来有越来越多的年轻科学家,从惠灵顿(中国)旗下学校走向更广阔的世界舞台!





Preparing Young Scientists for the Future

Our Early Years learning environments are designed to encourage our youngest pupils to play, explore, enquire and follow their fascinations. As they develop their knowledge and understanding of the world, they begin to see connections between ideas and start asking questions. We foster this curiosity for science from an early age through exploration and play with different materials in different places and with different people.

Our team of subject specialists carefully craft engaging curriculums for older pupils and liaise with teams across all phases of our schools to ensure that all pupils are well-prepared for a future

in science. Likewise, our teachers have deep subject knowledge, understand how children learn and recognise the challenges that come with their subject.

From Early Years to Primary School, our teaching approach focuses on processes and changes of states in the world around us. We inspire excitement and engagement through hands-on participation. Every academic year, this culminates in Science Week or STEAM Day, in which pupils participate in science competitions, projects and exciting demonstrations. These events motivate learning and allow our children to showcase their growing knowledge to their peers and parents through

presentations and poster displays.

At our international schools, our curriculum builds upon the National Curriculum for England. It expands upon previous experiences with scientific investigations and group tasks that foster teamwork and inclusivity. This demonstrates for our pupils the viability of science as a career, while also teaching important soft skills.

At our Huili bilingual schools, we combine the National Curriculum for England with the Chinese National Curriculum. This unique bilingual curriculum is highly interdisciplinary. For example, a history lesson about the Four Great Inventions of Ancient China – gunpowder, paper, the compass and the printing press – presents opportunities

to teach about chemistry, geology and engineering.

In our Senior Schools, the curriculum is focused more on specialised sciences. Our IGCSE pupils might investigate germ theory in biology, explore the atmosphere and earth in chemistry or forces and electricity in physics. This prepares them for IB or A Level exams, where they hone their critical thinking skills and engage more deeply with the subject matter.

We work hard to foster positive attitudes towards science in our schools. Our teachers strive to inspire our pupils to pursue degrees in STEM subjects. It is one of the many ways we encourage them to 'Be You. Be More'.





培养学生自主性，成为自律、自立、自驱的未来人才

一、何为学生自主性？

“学生自主性”是指学生掌控个人学习乃至未来生活及人生选择的能力。具备自主性可以提升学生的独立学习能力，确保对于学习始终保持积极主动的态度，并具备宝贵的终身学习意愿。它更将培养学生的反思力及社会责任感，从而能在未来对世界的发展产生积极影响。

二、学生自主性为何重要？

当学生认识到学习的重要性时，他们就能更加积极主动地学习，并展现出强烈的学习兴趣和动力。自主性赋能学生掌握主动权，并发展出他们的个人特质与归属感。在培养自主性的过程中，学生心态将逐渐趋于成熟，并形成目标感，而这将引导他们身处21世纪日新月异的变化中，明确自身前行的方向。

三、惠灵顿(中国)如何培养学生自主性？

学生自主性并非与生俱来的特质，而是可以后天习得的。因此，学校必须认识到孩子们需要教师的支持以培养自主性。在教师的指导下，学生们将逐步理解如何运用这一特质来提升自己，改变世界。惠灵顿(中国)旗下学校的教育工作者全力以赴传授学生知识与技能，助力他们在迈出校园走向世界后，持续茁壮成长。

在惠灵顿外籍人员子女学校和惠立学校的学习过程中，学生获得的宝贵技能与素质将帮助他们学会对自己的学习负责、确定人生理想、设定阶段性目标并采取相应的行动来实现这些目标。“学会学习(Learning to learn)”项目，就是惠灵顿(中国)旗下学校教师培养学生自主性的一个生动案例。该项目为惠灵顿(中国)学校的特有项目，学生可通过该项目更好地学会如何提升学习效率。在此过程中，学会独立思考至关重要。而培养元认知技能则在发展批判性思维技能方面起着关键作用。该技能将帮助学生通过掌握学习主动性，来实现学业上的成功。简而言之，元认知就是对自己的思考进行反思。

研究表明，当学生反思自己的学习方式时，他们会成为更好的学习者。反思自己的思考方式使孩子们能够担起责任，引领他们学会真正的独立思考，具备批判性思维。

通过培养独立性，学生们可以更好地找到自己在世界的目标和定位。爱丁堡公爵国际奖是我们支持学生提升独立性的方式之一。我们认为，学习不止于课堂。该奖项的活动设置，旨在助力学生发展抗挫力，以及解决问题和团队合作等技能，支持他们通过课堂之外的教育收获学习和成长。年轻人需要课堂之外的经历，才能成为尽职尽责、内心充实的世界公民。通过参与社会服务学习活动，主动回馈社群，可以提高学生的服务意识。我们希望这样的行动能够帮助有需要的人，切实改善他们的生活，有力支持弱势群体，学生们也能通过亲身实践，建立起社会责任感和“仁”的价值观。

自学生成长的早期阶段起，惠灵顿(中国)旗下学校就开始培养学生自主性。学生通过不断探究的环节，掌握一套全面的思维方式、口语学习策略和研究技能，来参与营造课堂中的学习文化，明确学习方向。例如，老师会向最年幼的学生介绍五种“学习动物”，每种动物都与一种学习特征相关，例如智慧的猫头鹰代表思考者、知识渊博，这有助于孩子们加深对复杂概念的理解。

学校还在小学和中学部设立学生会，从各个层面上鼓励孩子们在学校决策过程中发表观点与见解。学生们会参与制定学生行为准则，决定如何创建和维护学习环境。即使是幼儿园阶段最年幼的学生，我们也同样重视他们的意见，并通过探究式学习的方式来培养他们的独立自主性。

对于每一位教育工作者而言，培养学生的自主性需要不懈的努力，这是一个贯穿人生、不断发展的过程。当我们赋能学生主导学习时，他们就具备了自我效能感，从而进一步掌握能够支持他们成就卓越的能力。

Developing Pupil Agency in Wellington College China Schools

How Wellington College China Cultivates Pupil Agency

Pupil agency is not an inherent personality trait; it is something all young people can learn. Schools must, therefore, recognise that children need support from their teachers to develop this sense of agency. It is only in this way that young people begin to understand how to use this life skill to better themselves and the world.

Wellington College China pupils gain invaluable skills that help them to take ownership of their learning, find a sense of purpose in their lives and support them in setting and achieving goals. The ‘Learning to Learn’ programme is just one example of how our educators promote pupil agency. This is a dedicated part of a child’s progress through our schools, promoting an understanding of how to learn effectively. Learning how to think for themselves is a crucial part of this process. Developing metacognition skills is also important. Metacognition is, in simple terms, thinking about one’s thinking. It has been shown that, as pupils reflect on how they learn, they become better learners. This instils in them a greater capacity for independence and critical thinking.

Wellington College China’s educators work to develop pupil agency from an early age. Pupils help shape the learning culture in their classrooms through cycles of inquiry, building up a broad repertoire of thinking routines, oracy strategies and research skills.

What is Pupil Agency?

The term ‘pupil agency’ refers to a pupil’s ability to influence and take ownership of their learning and thus their life and the choices they make. Pupil agency provides children with the capacity to reflect and act responsibly to effect change in the world for the better. It promotes independent learning so pupils act as agents in their learning, equipping them with that most invaluable of skills – a willingness to be lifelong learners. Therefore, pupil agency is about triggering greater personal investment in learning and having a sense of responsibility as a member of society.

Why Pupil Agency is Important?

When pupils are invested in their learning, they show greater motivation to learn. Pupil agency empowers them to take the initiative and develop their identity and sense of belonging. Additionally, they form a growth mindset and a sense of purpose. In this digital age, in which the pace of change is so rapid, Wellington College China’s educators are fully committed to equipping pupils with knowledge and skills to thrive in the world beyond the years of formal education.

For example, our youngest pupils are introduced to our ‘Learning Animals’, each related to learning profile attributes, such as the Wise Owl, which embodies thinking and knowledge. By identifying these qualities with familiar animals, our pupils deepen their understanding of such challenging concepts.

Even our Early Years pupils learn agency through inquiry-based learning, which teaches them confidence and independence. We also seek pupils’ voices in school at all levels of decision-making by having a pupil council in our Primary and Secondary schools. Pupils have a hand in establishing codes of conduct, upkeep of the campus grounds and more.

Young people also need experiences outside the classroom to become committed, responsible and fulfilled citizens of the world. The Duke of Edinburgh’s International Award is one way we support them in this journey. The programme teaches skills like resilience, problem-solving and teamwork. Another way is through service learning, in which pupils learn of the importance of social responsibility and giving back to one’s community through charitable work.

Building pupil agency is a long-term project. It requires deep effort and commitment. But the payoff is immense. When we empower pupils to drive their learning, they build their sense of self-efficacy, equipping themselves further with the skills to flourish in life.

惠灵顿(中国)教育节 ——弦歌不辍育桃李, 群策群力谋新篇

惠灵顿(中国)教育节源于英国惠灵顿公学教育节, 目前已发展成为行业公认的标志性国际化教育交流盛事。自2015年10月首次开办以来, 惠灵顿(中国)教育节便同英国惠灵顿公学教育节一样, 吸引了众多与会者倾情参与, 共同探讨当下教育的重要议题。

2023年4月22日, 第六届惠灵顿(中国)教育节在上海惠灵顿外籍人员子女学校隆重举办。本届教育节邀请到近40位业界权威、意见领袖发表演讲、主持研讨会及工作坊, 吸引了约800名观众倾情参与。在为期一天的精彩活动中, 与会者收获了众多启迪思考的前沿信息、教育理念及最佳实践, 覆盖未来教育发展的方方面面。

凝心聚力共赴教育未来

“正如一句非洲谚语所言, ‘养育一个孩子, 需要举全村之力’”, 惠灵顿(中国)创始人、理事长乔英女士表示, “对于每一位教育行业从业者而言, 支持和培养孩子成长为幸福健康、五育并举的未来人才, 始终是我们工作的重中之重。而达成这一目标, 需要我们的学生、家长和老师‘三位一体’携手并进, 这也是我们此次确立‘凝心聚力共赴教育未来’作为本届教育节主题的原因。”

围绕这一主题, 本届教育节设立了五大议题: 培养双语学者、聚焦早期教育、关注学生幸福、提升教师培训、展望未来教育。契合当下热点及业内焦点的五大议题, 激发了热烈探讨, 并引申出众多话题交流, 如: 20年后的学校发展及变化, 全球优秀学校先进的教学

方法, 教育与学习的未来发展方向, 如何培养学生成长为最好的自己, 教师实现理想教育所需技能等。从创新理论的介绍探讨, 到杰出实践的经验分析, 场场活动让参与者受益匪浅。

幸福关怀及健康成长

本届教育节有幸邀请到上海纽约大学荣誉校长俞立中教授, 发表了题为《新时代教育变革的机遇和挑战》的主旨演讲。演讲中, 俞校长强调: “快速变化的世界增加了不确定性, 更需要我们理性面对各种挑战和问题, 坚持改革开放的初心, 坚持人文交流, 坚守人类命运共同体的底线。而教育和文化是人文交流的重要内涵。”对于教育国际合作、教育变

革、信息化与人工智能等方面, 俞校长所持观点与鞭辟入里的剖析, 引发了在场观众的如潮掌声。

开场致辞及主旨演讲告一段落后, 各分会场活动随即如火如荼地展开。其中, 针对“聚焦早期教育”议题, 雷焦式教学法启发顾问Lola Alvarez发表了《早期教育阶段, 看视觉数学如何提升学子数感》的演讲; 麦琪萝丝杭州区域运营总监、课程教育中心总监王梦宇分享了《如何通过食育课程让1-6岁的孩子理解身边的世界》; 由惠灵顿(中国)上海幼儿园总园长Charlotte Knight-Benjafield主持的见解独到的工作坊, 则聚焦家庭关系的积极力量。

身心健康、内心幸福是学子茁壮成长的必要条件, 这也是为什么幸福关怀在全人教育中占据着举足轻重的地位。本届教育节特设了“关注学生幸福”这一议题, 并邀请到众多业内专家、教育学者, 以及教师与家长, 共同探讨如何呵护每一个孩子幸福成长。其中, 曼朗医疗心理总监郭峰博士引领与会者深入了解“厌学”这一现象, 关注其背后成因, 以及如何帮助孩子度过难关。学建创始人、总监Andrew Hill发表了《学校服务与上海社群服务》的演讲, 分享了后疫情时代学生参与社群服务的各种机会。上海惠灵顿外籍人员子女学校的两位老师Helen Heatley和Martina Resende, 则将自己一手创建的积极行为干预课程“阳光俱乐部”的成功经验, 介绍了更广泛的受众。

英国惠灵顿公学副校长(教育发展及伙伴关系)Iain Henderson, 发表了《共情成长的教练VS循规蹈矩的教练》和《“哈克尼斯圆桌教学法”的介绍及实施》两场演讲, 为教育工作者们带来了切实有效的培训技巧及教学方法。

双语学者构建国际交流的桥梁

“培养双语学者”同样是备受欢迎的议题。在这一议题下, 英国国家口语教育慈善机构Voice 21项目总监Alice Stott发表了两场演讲, 聚焦如何运用口语表达和谈话改变孩子的学习方式, 进而抓住未来的人生机遇。她的再度参与, 也标志着惠灵顿(中国)教育节重迎海外嘉宾亲临现场带来精彩演说, “我很高兴再次来到教育节, 向观众们介绍语言教育如何帮助学生架起沟通的桥梁, 进而改变他们的人生。”

北京市海嘉双语学校副校长兼教育研究院执行院长伍丹履, 深入浅出地讲解了支撑双语教育的三大支柱; 惠灵顿杭州校区中学部主任Helen McCann, 分享了赋能双语教育的要点。

活动间歇, 惠灵顿学子精彩纷呈的表演、独具特色的学生艺术作品展览让与会者目不暇接。更有多家鼎力支持教育节的合作伙伴于现场设展, 提供多样化服务。

本届教育节在惠灵顿(中国)教育节总监Julian Jeffrey的致辞中拉下帷幕, “今天我们所参与的活动, 是一场后疫情时代下教育行业的交流盛事。我们的诸位嘉宾并不是简单回顾了疫情期间的教育现象, 而是直面探讨当下我们所处的新时代。无论是演讲、工作坊还是圆桌论坛, 嘉宾们都在引领着我们思考教育的未来, 帮助老师、学生、家长等所有社群成员, 共同展望未来教育的面貌, 并全力以赴做好准备。”

值得一提的是, 继本届惠灵顿(中国)教育节成功举办, 惠灵顿(中国)创始人、理事长乔英, 及上海幼儿园总园长Charlotte Knight-Benjafield应邀出席于同年7月举办的英国惠灵顿公学教育节。该教育节吸引到逾5000位与会者的倾情参与。其间, 乔英女士分享了双语教育如何架起东西方沟通桥梁的教育理念与实践经验, Knight-Benjafield女士则介绍了惠灵顿(中国)惠立教育模式下的早期双语教育。同年10月, 乔英女士赴华盛顿DC参加了首届美国惠灵顿教育节并发表演讲。从中国成长、学习及生活的亲身经历出发, 乔英女士分享了她亲历祖国数十载蓬勃发展的真切感受。她视教育为联结中国与世界、加深不同文化间相互理解与欣赏的关键途径, 并就如何培养当代年轻人成长为未来的世界公民发表了独到见解。



Wellington College China's Festival of Education

Harnessing the Power of the Many

On 22 April 2023, Wellington College China held yet another successful instalment of its Festival of Education. The Wellington College China Festival of Education has its origins in the Festival of Education at Wellington College in England, which is recognised as a benchmark international educational event. This year's Festival brought together nearly 40 thought leaders in education and 800 attendees at Wellington College International Shanghai. Together, they took part in a day of informative and inspiring talks, panel discussions and workshops covering the latest developments in education. Now in its sixth edition, Wellington College China's Festival of Education is one of China's leading forums for educators and general enthusiasts seeking insights on everything from career development to cutting-edge theories and new teaching techniques.

Collaboration in Education

"We all know how important it is to support our children, ensuring they become happy, healthy and well-rounded individuals," said Joy Qiao, Wellington College China Founder and Chairman. "But it takes the collaboration between our pupils, parents and teachers to achieve that. That is why we chose 'Collaboration in Education' as this year's theme."

This theme was the lens through which this year's speakers and attendees examined the Festival's five key strands: Developing Bilingual Learners, Early Years Education, Counselling/



Pupil Support, Teacher Training and Future Schools. These strands sparked stimulating conversations around how schools can bring out the best in their pupils and staff through informed, evidence-based work in wellbeing and mental health. In the process, participants explored compelling questions, like how will schools operate 20 years from now? What (and how) will the world's best schools be teaching their pupils? What is on the horizon for teaching and learning? What skills will help our pupils become the best version of themselves? What tools do educators need to ensure these skills are taught?

Happier and Healthier Pupils and Teachers

Following opening remarks, Professor Lizhong Yu, Chancellor Emeritus of NYU Shanghai kicked off the day's events with a keynote speech. It was a call to action for more humanistic exchanges through education in the face of COVID-19, artificial intelligence and shifts in the global geopolitical landscape.

The Early Years Education strand figured prominently throughout the day. Reggio Emilia consultant Lola Alvarez led a discussion on how visual mathematics can enhance numeracy in our youngest learners. Mia Wang of Maggie & Rose shared the many ways that food education programmes can teach young children about the world around them. Wellington College International Shanghai and Huili Nursery Shanghai's Executive Head of Early Years, Charlotte Knight-Benjafield, delivered an insightful session focused on the power of positive parent relationships.

Following the success of this year's Festival, Joy Qiao and Charlotte Knight-Benjafield were invited to speak before over 5000 attendees at the Festival of Education at Wellington College in England this July. Ms Qiao spoke about the role of bilingual education in building cultural bridges and Ms Knight-Benjafield shared Wellington College China's Huili School model for bilingual Early Years education.

In October, Ms. Qiao also spoke at the inaugural Wellington College Festival

of Education USA in Washington DC. She reflected on her experience growing up in China, studying and living abroad before returning to China. She shared her insights about what makes this emerging global superpower unique. She sees education as a key contributor towards deepening the understanding and appreciation between China and the rest of the world. Her talk offers keen insights into how to foster young people to become global citizens.

Healthy and happy pupils are successful pupils, which is why mental health and wellbeing are essential pillars to any holistic education provision. As part of the Festival's Counselling/Pupil Support strand, several educators and mental health professionals shared their insights in how parents and teachers can foster wellbeing so our pupils can flourish. Dr Davy Guo, Director of Psychology at Mindfront, led an informative session on strategies to overcome the phenomenon of 'school refusal'. Andrew Hill, Director of ELG, made the case for community engagement with a session entitled 'service at Your School and in the Shanghai Community'. Also, Wellington College International Shanghai's own Helen Heatley and Martina Resende introduced their highly successful positive behaviour intervention programme, the Sunshine Club, to a wider audience.

Iain Henderson, Deputy Head (Educational Developments and Partnerships) of Wellington College in the UK, also contributed to the conversation as it pertains to our educators with a talk titled 'Coaching for Growth with Compassion vs. Coaching for Compliance'.

Building Bilingual Better

Bilingual education was another salient topic. Alice Stott of Voice 21 gave two talks on the transformative power of oracy in education. Ms Stott's talk also marked a welcome return of international speakers joining the debate in person. "I am glad to be back in Shanghai for EdFest once again to share ideas on how language education can build bridges and transform lives," Ms Stott remarked.

Additionally, Delinda Wu of the Beijing International Bilingual Academy explained the three pillars of an effective bilingual education programme. Helen McCann, Assistant Head of Junior High and Senior School at Huili School Hangzhou, shared ways to empower bilingual voices.

The agenda was also interspersed with collaborative art exhibits and music performances by some very

promising and talented Wellington pupils. Guests had the opportunity to learn more about the events many sponsor partners in the Festival's vendor exhibition space.

The day's events finally ended with a speech by Julian Jeffrey, Chief Executive Master of Wellington College China, who remarked, "What we have experienced here today are the beginnings of the post-pandemic world of educational thought leadership. Far from simply trying to pick up the threads of the pre-COVID educational scene, our speakers have tackled head-on the new environment in which we find ourselves. Whether in talks, workshops or roundtables, our contributors have helped us to make sense of the recent past and to prepare us all – teachers, pupils and parents – for the world of schooling as it will be, not how we might wish it could have been."



校园生活

Campus Life



缤纷课外课程活动， 激发无限潜能

如今，衡量教育品质的标准不再局限于考试成绩、等第、在教科书中学到的知识。优质教育旨在培育学生保持好奇心、自信心，勇于接受新挑战，成长为五育并举、全面发展、在课堂内外同样闪耀的优秀人才。

惠灵顿(中国)旗下学校坚持全人教育，鼓励学子们拓展视野，尽情探索自己真正的兴趣所在，因为只有发现所爱，方能满怀热情孜孜以求。而每所学校独具特色的辅助课程教学活动(CCA)正是根据学子的切实需求量身定制，提供了丰富多彩的发展机会。

软硬件兼备，全方位辅助教学

CCA是惠灵顿(中国)全人教育中不可或缺的重要组成，旗下惠灵顿和惠立学校各开设了精彩纷呈的CCA课程，内容涵盖了文化艺术、运动、学术等类别。各年龄阶段的学子都可以选择自己感兴趣的领域，自由探索，发展所长。所有授课老师都是专业领域中经验丰富的佼佼者，他们怀揣着对所授学科的深沉热爱，期待着将所学倾囊相授，启迪学子。

除了坚实的师资力量，学校配备全球顶尖的专业场馆和设施，专业级剧院、舞蹈房、音乐排练室、游泳池、体育馆等应有尽有。无论学子向往驰骋于绿茵场，还是深耕时尚织就羽衣，抑或是执掌镜头研究电影艺术，学校都全力以赴激发学子的好奇心，让其充分参与其中，主动迎接挑战，在感受学习乐趣的同时备受启发。

对于高年级学子而言，CCA将助其找准定位、强化专业能力，为充满挑战的大学申请做好充分准备。一方面，学子们可以通过

CCA丰富校园生活，在申请理想学府时展现多元优势，提升竞争力。另一方面，CCA也是帮助学子正确认识自己、规划个人发展的重要途径之一。往届惠灵顿毕业生中通过CCA确定目标院校及专业，并以不懈努力最终一举中第的例子不胜枚举。



Why CCAs are Essential to a Holistic Education

The measure of a high-quality education goes far beyond grades, test scores and what can be learned in textbooks. When pupils are curious and invest in their personal growth by taking on new challenges, they gain the confidence to excel in the classroom and beyond. At Wellington College China schools, we encourage our pupils to explore new horizons, discover their interests and pursue them with passion. Our co-curricular activities (CCAs) programmes provide our pupils with ample opportunities to do just that.

CCAs are central to our holistic education model and compulsory for pupils in all grades and year groups. Each of our schools offers a programme that is tailored specifically to the needs of its pupils with offerings in athletics, the arts and academics. Every CCA instructor is a highly skilled practitioner, driven by a love of their subject and a genuine desire to inspire the pupils in their care.

And each of our schools features world-class facilities including professional-grade theatres, dance studios, rehearsal spaces, swimming pools, sports halls and so much more.

As our pupils enter Senior or High School, CCAs also serve to make them more competitive candidates for placement at the world's top-ranked universities. So, Wellington College China CCAs have a lasting positive impact on our pupils long after they graduate.

Pupils may have the opportunity to try an activity like fencing, for example. This sport is both physically and mentally

demanding. It involves complex and precise movements combined with dexterity, quick reaction time and plenty of strategy too. Pupils who join the fencing CCA, therefore, condition their bodies whilst sharpening their minds. It is a team sport, yet it is individually competitive, so pupils learn the importance of self-discipline as well as what it means to be part of a team – two highly transferrable skills.

In an academic CCA like Model UN, pupils research issues of global importance and learn how international organisations operate. Pupils represent a specific country and convene to discuss and debate their respective interests. They learn about geography, geopolitics, international relations, global trade, demographics and more. Meanwhile, they cultivate skills such as communication, negotiation, diplomacy and conflict resolution, all of which will be valuable assets long after they graduate.

Pupils can hone similar skills in our debate and public speaking CCAs. In these activities, they will learn to dive into a variety of subjects and formulate persuasive arguments. Pupils may also participate in academic competitions such as the Mathematics Olympiad. They will build upon and enhance their in-class learning and represent their school in local, regional, national and international competitions. They will widen their world as they build friendships with other pupils in the international and bilingual school community.

Arts CCAs enable our pupils to tap into their creative potential and gain a deeper understanding of their cultural heritage. Our Chinese opera CCAs, for example, spark pupils' passion for theatrical performance as they learn

about Chinese culture and history. The activity is fully immersive. Pupils assume the roles of ancient Chinese emperors, consorts and generals dressing in beautifully crafted costumes and stunning face paint. It brings timeless stories to life. Dance CCAs combine physical skill with strength and conditioning. It is a powerful outlet for expression and a medium for telling stories. Like Chinese opera, it is also an avenue through which our pupils can learn about our global cultural heritage. Whether learning ballet or hip hop, pupils build self-confidence as they learn the value of practice and discipline.

All of these CCAs and more contribute immensely to the growth and development of Wellington College China pupils. They face a variety of challenges, gain a diversity of experiences and, hopefully, in the process become energised by their passions. This is the definition of a truly well-rounded pupil, and it is a key driver for their success and fulfilment as they enter adulthood.



课程缤纷, 鼓励学子 自由探索

琳琅满目的CCA与日常教学相辅相成, 为学子们全面发展、提高综合能力提供支持。



艺术文化

源远流长的东西方艺术是人类发展进程中的瑰宝, 为助力感兴趣的学子叩开艺术殿堂的大门, 惠灵顿(中国) 旗下学校开设了多姿多彩的艺术文化CCA, 如京剧、昆曲、国画、芭蕾舞、伦敦音乐戏剧艺术学院(LAMDA) 戏剧课程等。

在京剧CCA中, 学校盛邀名家名角走上讲台, 学子们画上脸谱, “行头” 加身, 回望璀璨的历史长河, 沉浸式体验中国传统文化的无边魅力。而芭蕾舞、街舞等课程则引导学生运用肢体表现力表达自我、讲述故事, 在提升肢体协调能力的同时, 锤炼品格, 建立强大的自信心。



运动

运动类别的CCA中, 不仅包含足球、篮球、游泳等项目, 还囊括了马术、高尔夫、皮划艇、射箭、柔道、拳击、瑜伽、击剑等众多选择, 在强壮体魄的同时提升决策、反应、团队协作等能力。

以击剑为例, 相较于近身项目, 击剑需要锻炼对武器的控制, 这对大脑神经系统对四肢传感提出了更高的要求。学生不仅能在学习及训练中获得运动技能、快速反应与快速分析的能力, 更将通过独立竞争与团队竞争提升勇气与自律、发展个体责任意识与集体荣誉感等软技能。

学术

在学术类别的CCA中, 学子们可以将课堂所学应用于实践, 以实战场上的真实历练巩固、强化所学。比如, “模拟联合国” CCA中, 学子们将扮演不同国家的外交官, 围绕可持续发展、教育机会等社会发展中的现实问题展开集体讨论, 并草拟解决方案。这不仅促使学子对全球性问题进行深入思考, 更锻炼学子们对外交辞令和术语的把握, 对国际关系、经济发展和文化要素的综合理解。

在公开演讲、辩论等CCA中, 学子们则通过言语交锋展开思维博弈, 从而强化表达、辩证思考能力, 并进一步拓展学子的知识领域, 提升学术表现。经过学习, 学子们还将代表学校参加地区乃至国际比赛, 与世界各地的友校劲旅同场竞技, 于竞赛交流中建立跨校友谊, 在更大的舞台上闪耀光芒。



每一所惠灵顿和惠立学校开设的CCA各有不同, 且每学年都会增设全新课程, 满足学子们的个性化需求。

CCA作为常规学习的延伸, 帮助学子在尝试中发现兴趣, 在挑战中全面发展, 在成长中迸发源源不断的前行动力。他们从中收获的技能与经验将受益终身, 助力他们面向未来, 成就卓越。

校园活动

School Events



中国传统文化

1. 南通惠立学校新春庙会
2. 上海惠灵顿外籍人员子女学校幼儿部新年庆祝活动
3. 上海惠灵顿外籍人员子女学校中秋节庆祝活动
4. 杭州惠立学校中秋节庆祝活动
5. 上海惠立学校中文戏剧《红楼梦》
6. 上海惠立学校世界文化遗产日
7. 惠灵顿天津校区中国传统文化日

Traditional Chinese Culture

1. Huili School Nantong New Years Temple Fair
2. Wellington College International Shanghai Chinese New Year Celebrations at the Early Years Centre
3. Wellington College International Shanghai Mid-Autumn Festival celebration
4. Huili School Hangzhou Mid-Autumn Festival Celebration
5. Huili School Shanghai Chinese Drama 2023: The Dream of the Red Chamber
6. Huili School Shanghai World Heritage Day
7. Wellington College Tianjin Chinese Traditional Days



国际文化活动

1. 惠灵顿天津校区世界读书日
2. 惠灵顿天津校区哈利波特主题活动
3. 上海惠灵顿外籍人员子女学校国际美食节
4. 上海惠立学校中学部文学日“莎士比亚”主题探索
5. 杭州惠灵顿外籍人员子女学校国际日

International Culture

1. Wellington College Tianjin Junior School Poetry Week
2. Wellington College Tianjin Harry Potter Days
3. Wellington College International Shanghai International Food Fair
4. Huili School Shanghai Secondary Literature Day - Exploring the Theme of Shakespeare
5. Wellington College International Hangzhou International Day



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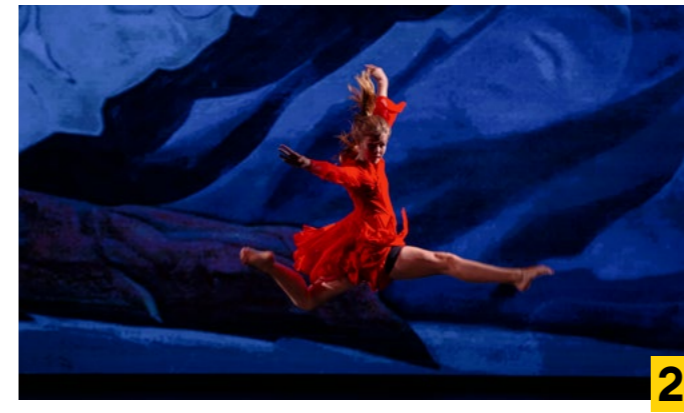
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艺术

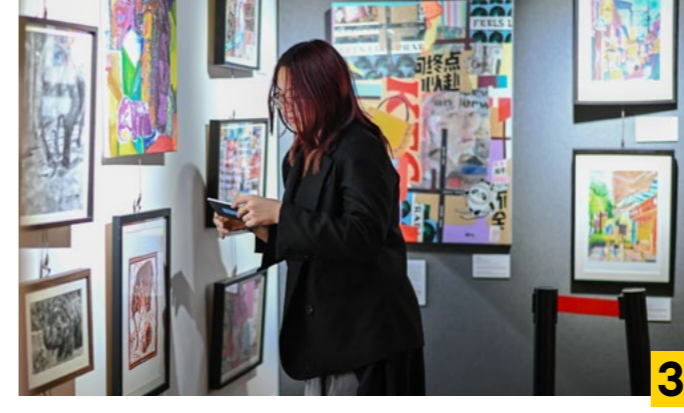
1. 惠灵顿天津校区校园音乐剧《绿野仙踪》
2. 上海惠灵顿外籍人员子女学校Have to Dance舞蹈比赛
3. 上海惠灵顿外籍人员子女学校IB视觉艺术展
4. 上海惠立学校年度音乐剧——我们会摇滚!
5. 上海惠立幼儿园艺术周
6. 惠灵顿杭州校区年度钢琴演奏家比赛
7. 惠灵顿杭州校区音乐剧儿童版《苏斯狂想曲》



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The Arts

1. Wellington College Tianjin Annual Musical Production - The Wizard of Oz
2. Wellington College International Shanghai Have to Dance
3. Wellington College International Shanghai IB Visual Arts Exhibition
4. Huili School Shanghai Production - We Will Rock You
5. Huili Nursery Shanghai Arts Festival
6. Wellington College Hangzhou Pianist of the Year
7. Wellington College Hangzhou Musical Production Seussical JR.

科学

1. 上海惠灵顿外籍人员子女学校科学周
2. 上海惠灵顿外籍人员子女学校亚马逊云技术自动驾驶赛车联赛
3. 上海惠立学校科学素养日
4. 惠灵顿杭州校区科学周
5. 南通惠立学校科学日



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Science

1. Wellington College International Shanghai Science Week
2. Wellington College International Shanghai AWS DeepRacer Meet
3. Huili School Shanghai STEAM Day
4. Wellington College Hangzhou Science Week
5. Huili School Nantong Science Day



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运动

1. 由南通惠立学校主办的首届惠灵顿(中国)体育节
2. 惠灵顿天津校区青少年足球邀请联赛
3. 上海惠灵顿世界杯足球赛
4. 上海惠立学校-上海双语学校体育联盟游泳联赛
5. “惠立杯”2023年上海国际学校击剑邀请赛
6. 惠灵顿杭州校区参加FOBISIA 11岁以下比赛
7. 惠灵顿杭州校区举办第三届惠灵顿杯花样游泳冠军赛



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Sports

1. First Wellington Games hosted by Huili School Nantong
2. Wellington College Tianjin Annual Youth Football Tournament
3. Wellington World Cup-Football Festival
4. SSSA Swim Meet-Huili School Shanghai
5. Huili Cup SSSA Fencing Invitational 2023
6. Wellington College Hangzhou Compete in the U11 FOBISIA Games
7. Wellington College Hangzhou Held the 3rd Wellington Cup Artistic Swimming Championship



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校外活动

- 1. 上海惠灵顿外籍人员子女学校工业机器人研学之旅
- 2. 上海惠灵顿外籍人员子女学校4年级学子夏季自然探险之旅
- 3. 上海惠立学校六七年级“中国教室”贵州研学之旅
- 4. 上海惠立学校八年级“中国教室”山西研学之旅
- 5. 南通惠立学校自然探险日

Off-Campus Activities

- 1. Wellington College International Shanghai Industrial Robotics Trip
- 2. Wellington College International Shanghai year 4 summer wildlife survival trip
- 3. Huili School Shanghai G6-7 China Classroom trip to Guizhou
- 4. Huili School Shanghai G8 China Classroom trip to Shanxi
- 5. Huili School Nantong Adventure Day



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幸福教育

A Well-Rounded and Holistic Offering



思考:如何真正将“幸福”纳入教学?

幸福关怀与心理健康息息相关,换言之,良好的心理状态是幸福的一种形式。但是,为什么要将幸福关怀融入教育之中?英国健康基金会在2021年的一组调研数据,或许可以解释一二:

- 6至16岁英格兰青少年中,每6位中就有1位可能正被心理健康问题所困扰;
- 2021年,可能存在心理健康问题的英格兰青少年较2017年增长了60%,而该年龄段的人口增长率仅为7%。

类似的调查比比皆是,社会对于学生心理健康的关注度持续上升,如何在校园中开展切

实有效的幸福教育也由此愈发得到重视。

量身打造幸福关怀体系

自惠灵顿(中国)第一所学校天津惠灵顿外籍人员学校开校以来,幸福关怀就是学校发展的重中之重。幸运的是,我们拥有坚实的经验基础。姊妹学校英国惠灵顿公学自2006年起就自主研发并不断完善幸福课程体系。在此基础上,惠灵顿(中国)旗下各校根据学子不同的需求,量身定制了独具特色的幸福关怀体系。

比如,上海惠灵顿外籍人员子女学校与外部机构The Institute of Positive Education达

成合作,为幸福关怀课程提供专业支持。惠立学校则积极贯彻五育并举,将“德育”理念充分融入教学与实践,尤其着重指引学子深入体会“社会责任”的意义。

所有惠灵顿和惠立学校均设有每周一次的幸福课。在各年龄段的学习中,学子们将发展并巩固他们在课上学到的知识与技能,同时积累大量他们将在未来人生中受益无穷的策略。课程聚焦于积极正向的教育,兼顾“感觉好”和“做得好”的学习体验,学子们可以由此获得健康的心态、稳定的情绪、抗挫力、强健的体魄等益处。

社群合力,全面保障

惠灵顿(中国)旗下学校鼓励学子通过积极参与社群活动,与更广泛的社群成员保持联系。这些活动有助于培养学子的跨文化学习能力、全球公民意识,并拥有海纳百川的胸怀。

幸福课还指引学子们探索人际关系、社交与情绪健康、参与度、意义与目的、身体健康、卓越成就等领域。随着课程的深入,学子们将在决策、目标设定、领导力与团队合作、创造力、同理心、同情心与正念、感恩、自驱力、成长心态、激励策略等方面得到提升。基于量身打造的评估与反思方式,幸福课还将有助于学子加强自我认知、发展个性,并帮助他们认识自身固有的优势、关键的个人价值以及公认的美德。

除了幸福课的学习之外,幸福关怀的干预机制同样至关重要。惠灵顿及惠立学校拥有具备专业资质的支持团队,其中包括特殊教育需求专员、内部心理教师、指导与幸福关怀辅导员、经验丰富的幸福关怀领导等。此外,我们还与外部心理健康教师以及教育心理学家保持着密切协作。

当然,幸福关怀的一切原则都基于学生的安全保障之上。惠灵顿(中国)始终将学子的安全和福祉放在所有工作的首位,强有力的儿童保护和校园安保政策及程序防微杜渐,包括学子在内的所有相关人员均接受专业培训,全力保障安全健康的校园环境。

加强校园内部建设的同时,学校也非常重视与家长的互联互通。为让家长更加了解幸福关怀的重要性,所有新加入幼儿园的学生家长都会参与主题为“幸福关怀与学习参与度的关系”的入园培训。

直面挑战,精益求精

开设幸福课的最大挑战之一就是课程研发。毋庸置疑,教学材料应取材于学子自身,通过倾听学子的声音,了解他们的真实需求,提升其幸福感,并帮助他们在遇到挑战时克服困难。

幸福课的另一大挑战是如何进行评估。我们通过经证实有效的方式对幸福感加以评估,包括在幼儿园阶段运用的“鲁汶情绪健康评估”,教师、幸福关怀指导员等每周一次的“你好吗?”小调查,并开展后续跟进反馈;此外还通过复杂而标准化的调研来衡量学子对于学校、学习和自身的态度。通过调研,学校可以进行有针对性的干预措施来帮助学生,为学子的幸福关怀制定长期战略规划。

幸福关怀是惠灵顿(中国)发展中的关键驱动力之一,令人备感欣慰和骄傲的是,我们的学子都在追求卓越的道路上坚定前行。他们积极进取,逐渐发展成为全面发展的、秉承惠灵顿和惠立价值观且具备优秀综合才能的未来人才,以适应日新月异的世界并茁壮成长。无论未来他们将前往何方,盈满内心的幸福感都将助力他们在各个领域发光发亮,成就非凡。

Why Wellbeing is So Important at Wellington College China Schools

Good mental health is a state of wellbeing. But why teach it? When we look at statistics from the Health Foundation in 2021, we begin to understand the rationale for doing so: among those aged 6 to 16 in England, one in six had a probable mental health condition, 60% more young people had a probable mental health condition in 2021 compared to 2017. This is significantly higher than the 7% demographic growth in this age group. These statistics alone present a compelling argument for presenting an educational vision around wellbeing at Wellington College China.

Since we opened our first international school in Tianjin, wellbeing has been at the heart of everything we do, from curriculum development to group governance. Our schools are fortunate to have access to the pioneering wellbeing programme developed at Wellington College in England. The materials are devised in-house and have been carefully refined since 2006. But this is a starting point. Each school builds upon this framework according to the needs of its pupils.

For instance, the Institute of Positive Education has assisted Wellington International College Shanghai with its knowledge and expertise to ensure that work remains focused. Content from the Moral Education curriculum in our Huili schools is also useful, especially in the area of social responsibility. Moreover, at Huili School Hangzhou, we use play-therapy techniques for pupils aged three to twelve.



Irrespective of how they adapt the curriculum contents, all Wellington College China schools allocate a specific time every week to delivering a wellbeing programme. Pupils move through the age phases, developing and consolidating their knowledge and skills in wellbeing while accumulating a broad range of strategies to serve them throughout their lives. Our curriculum focuses on the notion of human flourishing by putting positive education at the fore. It promotes an experience of 'feeling' good and 'doing' good in which pupils can develop healthy attitudes, emotional stability and a range of virtues such as resilience and physical health.

We also encourage pupils to do good by linking their actions to the wider community through meaningful contributions. These foster a sense of intercultural learning, global citizenship and inclusivity. The wellbeing programme explores relationships, social and emotional health, engagement, meaning and purpose, physical health and positive accomplishment. As our pupils grow, they learn increasingly nuanced skills in decision making, goal-setting, leadership and teamwork, creativity, empathy, compassion and mindfulness, gratitude, self-control, growth mindsets and motivational strategies. The programme allows pupils to enhance their self-awareness and develop their characters through bespoke assessments and reflections that help them identify inherent strengths, critical personal values and universal virtues.

Additionally, pastoral and wellbeing interventions are essential in ensuring that all pupils struggling with mental health or general wellbeing issues have access to a complete support network of specialised and qualified staff. We have special educational needs officers, in-house counsellors, guidance and welfare staff, coaches, diversity leaders, and experienced pastoral leaders. We also have direct links with external mental health counsellors and educational psychologists.

Fundamental to our wellbeing provision, of course, is the principle that children cannot flourish when they do not feel safe. Wellington College China



schools are therefore steadfast in their commitment to child safeguarding and pupil welfare. Our policies, practices, procedures and accountability measures add up to an educational culture in which all stakeholders, including pupils, are aware, informed, educated and empowered to keep children safe.

Developing teaching materials that have weight and credibility for a wellbeing curriculum is challenging. However, it should come as no surprise that the most helpful resource is our pupils themselves. We now place a much greater emphasis on listening to our pupils to improve wellbeing and overcome obstacles when challenges arise. This means implementing proven methodologies for assessing wellbeing. These range from Leuven Scale-based observations in the Early Years to weekly 'How are you?' check-ins with form teachers, tutors or wellbeing leaders with appropriate follow-ups and feedback.

We also capitalise on sophisticated standardised longitudinal surveys to measure pupils' attitudes towards school, study and self. This practice enables our schools to support pupils through targeted interventions while informing long-term pastoral and wellbeing strategic planning.

Involving parents in understanding the importance of wellbeing has been a major focus across all age groups. All new parents enrolling pupils in our nurseries attend an induction session on the relationship between wellbeing and levels of engagement in learning. At Huili School Hangzhou, parents receive a comprehensive booklet which outlines how wellbeing is taught and monitored across all age groups.

Wellbeing is a crucial driver for all Wellington College China schools. And the outcome of our work is readily apparent in our pupils' successes. They learn, grow and eventually graduate as well-rounded individuals with strong values and the skills and identity to thrive within an ever-changing world. And this will spell success and fulfilment for our pupils no matter what they pursue in life.





自由、自主、自立, 在寄宿中成为更好的自己 Self-Reliance Breeds Success: The Wellington Boarding Experience



英国的寄宿传统源远流长, 而拥有160余年历史的惠灵顿(中国)的姊妹学校英国惠灵顿公学正是英国寄宿学校中的代表之一。许多家庭即便离校一步之遥, 也坚持将孩子送往学校寄宿, 足见其卓越的寄宿品质备受学子及家长的认可。

秉持一以贯之的价值观, 依托于丰富的英式寄宿经验, 惠灵顿(中国)旗下天津、杭州校区提供同样高标准的英式传统寄宿, 作为旗舰寄宿学校的南通惠立更在周寄宿的基础上, 新设全寄宿, 为学子及其家庭提供了更多选择。

Boarding is a time-honoured tradition at Wellington College in England, and it extends to several Wellington College China schools as well. The boarding facilities at Huili School Nantong, Wellington College Hangzhou and Wellington College Tianjin are spaces where pupils can live the Wellingtonian Values. Within these immersive international and bilingual learning environments, they broaden their perspectives, develop independence and self-sufficiency and delve deeper into their interests. Most importantly, they forge lifelong friendships.

培养独立自主能力 为未来生活做好准备



Angelina
惠灵顿天津校区2023届毕业生
约翰斯·霍普金斯大学在读

Class of 2023
Wellington College Tianjin
Currently studying at Johns Hopkins University

“寄宿生活为我的大学生活打下基础。寄宿经历也培养了我自己的时间管理、沟通和团队合作等受益终身的技能。”

近年来, 学子的自主学习能力及生活自理能力越来越受到家长的关注。而培养学子具备这些能力正是寄宿学院的首要任务, 也是助力学子们未来无缝衔接高校学习的关键素养。在宽敞明亮的宿舍中, 学子们需要在相对独立的环境中, 学会料理宿舍生活, 小到个人着装, 大到宿舍整洁, 都需要由学子们自己或合作完成。在提升自理能力的同时, 与伙伴们的朝夕相处也将有助于学子们收获如兄弟姐妹般的珍贵友谊。

在学习自主性方面同样如此, 为寄宿生专门设置的自习室中, 学子们可以聚焦于个人学业, 回归自主学习。学子的自习时间因学段而异, 如需额外的学习时间, 学子可自行向老师申请, 也可利用休息时间深入探索。学习时间上相对自由的支配权、充沛的学习资源、专注的学习环境, 都在鼓舞着学生去发掘学习中的乐趣与兴趣, 从而激发内心的自主学习动力。

除此之外, 学子们还将在寄宿生活中, 学习如何有效规划自己的课余时间。通过组织、参与各种活动, 提升社交能力、协作能力、领导力等21世纪人才所需的关键技能。

“The boarding experience has given me a strong foundation for university life, as well as helped me develop valuable skills in time management, communication and teamwork that will benefit me throughout my life.”

The boarding school experience plays a crucial role in shaping children into independent, self-reliant and confident young leaders primed to succeed in university and beyond.

Pupils learn to take responsibility for their academic progress and develop effective study habits. They develop effective time management skills, as they balance their academic commitments with extracurricular activities and personal responsibilities.

Additionally, the close-knit boarding community fosters important social skills such as collaboration and communication. Meanwhile, they form strong friendships and gain a true sense of belonging.

Be You. Be Independent.

**学术卓越五育并举
全方位锻炼各项技能**



Jane Ma
南通惠立学校寄宿学院舍监
Head of Boarding
Huili School Nantong

通过各种活动，寄宿生能满怀热情地进一步探索自己的潜能和兴趣，与来自全国各地的同龄人一起生活学习，并建立终身友谊。

双语环境浸润，课后辅导加持

作为教育的一种延伸，寄宿能在课余时间为学生带来更多发现、认识并突破自我的机会。学术方面，寄宿学院的老师正是学子们日间上课的学科老师，因此任何时候学子们如需课业辅导，老师们都在身边随时随地答疑解惑。而中外教师组成的寄宿团队更将为学子们营造沉浸式的双语环境，助力学子们在潜移默化中成长为双语双文化人才。

充分发掘兴趣爱好

学业以外，寄宿学院科学规划了多时段的自由活动时间。在这些时段中，学子们可以在老师的陪伴下使用学校各种设施设备。无论是在学校的赛事级泳池中畅游，还是在专业的科学实验室里做实验，抑或是前往剧院办一场乐队表演，老师们都会全力支持。寄宿学院也会为有乐器、体育项目等专项训练需求的学子们安排特定的时间，帮助学子在练习中更上层楼。

周末活动层出不穷

此外，对于周末不回家的全寄宿生而言，除了保障充足而丰富的学习活动以外，还有趣味十足的各类特色活动。既有于校内举办的棋盘游戏、电影之夜等，更有机会走出校园，可参加的活动包括但不限于穿梭于博物馆、文化遗址、主题公园的探索活动、去体育馆实地观摩体育赛事，又或者是保龄球、卡丁车、射箭等市内活动，还有野营、烧烤、徒步、马术等项目应有尽有。更重要的是，这些活动项目并不是一成不变的，而是会基于学子们的兴趣爱好与意见实时调整，因此每位学子期待的活动均有可能被纳入日程安排。

Boarders explore their potentials and interests with passion and enthusiasm through a wide range of activities in the boarding house. They learn by living with peers from across the country and develop life-long friendships.

More Personalised Support in an Immersive Bilingual Environment

Boarders enjoy the added benefit of more personalised teacher support. Tutors are readily available to answer questions and help them gain a deeper understanding of what they study. Because Wellington College China boarding facilities are bilingual or international environments, pupils also have extra opportunities to build their language skills and further widen their worldview.

Exploring Pupils' Interests and Discovering New Passions

Pupils also have enhanced access to our schools' state-of-the-art facilities, providing them with abundant opportunities for enrichment. They can practice their favourite sport or improve their strength and conditioning on our sports fields, courts and in our swimming pools. Under teacher guidance, they enjoy extra access to our science labs. Our practice spaces offer a haven for aspiring musicians to hone their skills and explore their artistic talents. Pupils are fully empowered to explore a variety of disciplines and discover their passions.

Boarders also take part in exciting weekend activities. These include off-campus excursions to cultural sites, museums and theme parks. Additionally, hiking and camping trips provide opportunities for pupils to connect with nature, build resilience and foster a sense of adventure. Fun activities like bowling or go-karting promote camaraderie and friendly competition. These are not just a break from weekly academic routines, they are opportunities to make lasting memories.

Be You. Be Well-rounded.



Steven
南通惠立学校寄宿生家长
Parent, Huili School Nantong

我们亲子相处的质量越来越高，可以在周末更好地陪伴孩子，听他分享学校里的所见所闻，感受他的成长。

寄宿环境、安全健康问题始终是每所学校关注的重中之重。为确保学子的健康安全，寄宿学院设有先进的安保系统，教师团队及校医团队采取轮班制，全天候待命。此外，老师们也会格外关注学子们的心理健康，时刻准备着帮助学子们排忧解难。

至于家长们普遍关心的：当相处时间减少，是否会对亲子关系产生影响？从寄宿生家长回答中，答案已可见一二。其实，寄宿对于学生父母个人、事业乃至家庭生活，都多有益处。

- 避免了工作日早晚高峰时往返于家校之间的交通问题，高效节约时间。
- 因寄宿期间，学子在校得到妥善照顾，家长可以安心专注于自身事业，而孩子们也可以有更多时间投入校园生活、建设自己的社交圈。小别重逢之际，孩子们会更乐意于分享校园中的所见所闻，而家长们也会有更充足的精力全身心投入到亲子时光之中。
- 在每日的寄宿生活中，学院特别安排了电话时间，供亲子沟通。
- 对于全寄宿的学子而言，如有需求，也可申请家长周末探访，与孩子小聚。

多措并举之下，不同学子的个性化需求都可得到满足。

Our relationship has improved as well, and we get to spend more time with him on the weekends. It is great to hear about what he learns at school and pay witness to his growth.

Ensuring the safety and wellbeing of our pupils is a top priority. With 24-hour adult supervision, pupils are provided with constant support and guidance, creating a secure and nurturing environment. On-site nursing staff provide immediate access to medical care and attention. Perhaps even more importantly, children build enduring, sibling-like bonds with their fellow boarders as they live and work together. Such an experience is often missing from young people's lives in China. As they grow and learn together, they benefit from a strong support network of their peers.

Parents of boarders can also rest assured that will still have plenty of opportunities to keep in contact with their children. Boarders may contact their parents via telephone at designated times. Parents may meet with their children at weekends as and when needed. Meanwhile, they spend less time commuting to school and concentrate on work and other tasks knowing that their children are safe and cared for 24/7.

Be You. Be Family Oriented.

荣誉榜

惠灵顿(中国)

Wellington College China



- 惠灵顿(中国)在HR Asia举办的2023年颁奖典礼上,一举囊括所有奖项,其中包括连续四年蝉联的“亚洲最佳企业雇主奖”以及“多元化、平等及包容奖”、“最佳数字化转型奖”和“最佳人文关怀奖”。
- Wellington College China has received HR Asia's 'Best Companies to Work for in Asia' award for the fourth consecutive year and awards for 'Diversity, Equity & Inclusion', 'Digital Transformation', and 'Most Caring'.

- 2023 RAISE亚洲国际学校大会暨国际学校30年颁奖盛典上,惠灵顿(中国)荣获“杰出贡献奖(集团)”。
- Wellington College China won the Outstanding Contribution Award (Education Group) at RAISE2023 School Conference & 30 Year Awards Ceremony of China International School.



上海浦东新区民办惠立学校

Huili School Shanghai



- 在2023 RAISE亚洲国际学校大会暨国际学校30年颁奖盛典上,上海浦东新区民办惠立学校荣获“卓越成就奖(学校)”。
- Huili School Shanghai won the Outstanding Achievement Award (School) at RAISE2023 School Conference & 30 Year Awards Ceremony of China International School.

卓越硕果

Awards and Accolades



惠灵顿天津校区

Wellington College Tianjin



- 惠灵顿天津校区校长杨洋博士在2022“回响中国”腾讯新闻·教育频道国际化学校发展论坛上, 获评“2022年度中西方教育融合卓越贡献人物”。
- Dr Yang Yang, Master of Wellington College Tianjin, was named '2022 Outstanding Contributor to the Integration of Western and Chinese Education' at the 2022 'Echoes in China' Tencent Education International School Development Forum.



- 惠灵顿天津校区校长杨洋博士在新学说第八届VIS国际教育发展大会上, 荣获“2022年度中国最具影响力国际学校校长”奖。
- 惠灵顿天津校区的创始人图书馆获2022第16届美国IDA国际设计大奖 (IDA DESIGN AWARDS) 荣誉奖 (Honorable Mention)。
- 在《2022胡润百学·中国国际化学校排行榜》的评选中, 天津惠灵顿外籍人员子女学校连续五届蝉联天津第一。
- Beijing-based research and consultancy firm New School Insight named Dr Yang Yang, Master of Wellington College Tianjin, 'Master of the Year'.
- Wellington College Tianjin received an International Design Award for the recent renovation of its Founder's Library.
- Wellington College International Tianjin ranked 1st in Tianjin for the fifth consecutive year in the Hurun Education Top International Schools in China 2022.

上海惠灵顿外籍人员子女学校

Wellington College International Shanghai



- 上海惠灵顿外籍人员子女学校名列京领“2023中国国际学校创新竞争力百强榜·外籍人员子女学校50强”全国第五, 并荣获AAAAA评级。
- Wellington College International Shanghai placed fifth on KingLead's 2023 'China International School Innovative Competitiveness Ranking Top 100 – Schools for Children of Foreign Personnel TOP 50' list and was awarded an AAAAA rating.



- 上海惠灵顿外籍人员子女学校荣登全球公认的第三方排名网站 IB-schools.com评选的“中国十佳IB学校”和“全球四十佳IB学校”两大榜单。
- 上海惠灵顿外籍人员子女学校荣获国际优秀家校合作奖 (LPPA)。
- 在《2022胡润百学·中国国际化学校排行榜》的评选中, 上海惠灵顿外籍人员子女学校跃居全国第二、上海第一, 并荣登首次发布的子榜《中国国际化学校美丽校园20强》。
- IB-schools.com, a globally recognised website, named Wellington College International Shanghai among the 'Top 3 IB Schools in China' and the 'Top 40 Global IB Schools'.
- Wellington College International Shanghai received the Leading Parent Partnership Award (LPPA).
- Wellington College International Shanghai ranked 2nd in China and 1st in Shanghai in the Hurun Education Top International Schools in China 2022.

惠灵顿杭州校区

Wellington College Hangzhou



- 惠灵顿杭州校区荣获英国利兹贝肯特大学卡内基学校心理健康卓越中心特别颁发的“进步教育心理健康银奖”, 成为中国首个荣获此类奖项的学校。
- Wellington College Hangzhou was awarded the Silver standard for the Carnegie Centre of Excellence Mental Health in Schools 'Further Education Mental Health Award'. This is the first award of its kind for any school in China.



- 杭州惠立学校荣登新浪教育、微博教育、择校行联合推出的“2022 REIS·中国国际化学校特色榜单”之“新锐榜”。
- Huili School Hangzhou made it onto the 2022 REIS List. Launched by Sina Education, Weibo Education and Zexiaoxing.

连续多年实现“牛剑藤”大满贯， IB、A Level及IGCSE考试成绩名列前茅 Excellent Offers and Exam Results

在2022-2023学年放榜季中，惠灵顿（中国）再度高奏凯歌，旗下学子包揽了牛津大学、剑桥大学、常春藤盟校如康奈尔大学、布朗大学、宾夕法尼亚大学等众多世界顶尖大学的录取通知书，连续多年实现“牛剑藤”大满贯。

本年度惠灵顿（中国）旗下学子所取得的成绩，在录取质量和数量上，无疑再为母校增光添彩。本届毕业生中有近30%的学子收获了来自全球排名前20（根据2023QS世界大学排名）的顶尖院校录取通知书，覆盖其中近半数高校，专业包括建筑学、工程学、经济学、政治科学、国际关系、哲学、数学等。在各领域百花齐放，生动展现了学子们五育并举、全面发展的优势所在，也再一次证明了惠灵顿（中国）国际化全人教育的卓越成果。

We can proudly say that 2023 graduates from across the Wellington College China group have received an impressive set of offers from the world's top universities. Schools include Oxford and Cambridge, as well as Ivy League institutions like Cornell, Brown and the University of Pennsylvania.

These are the traditional benchmark for success that all schools strive to achieve. The level and depth of achievement, however, far exceeds even this impressive measurement. Amongst those who received their















decisions, nearly 30% received an offer from a top-20 ranked institution (QS World Rankings 2023) with, overall, offers received from half of these world-leading institutions. And our graduates are pursuing degrees in fields that are equally diverse, like architecture, engineering, economics, political science, international relations, philosophy and maths. This speaks to Wellington's unique holistic education provision.



英国方向 Universities in the United Kingdom

-  剑桥大学
University of Cambridge
-  牛津大学
University of Oxford
-  帝国理工学院
Imperial College London
-  伦敦大学学院
University College London (UCL)
-  爱丁堡大学
University of Edinburgh
-  曼彻斯特大学
University of Manchester
-  伦敦国王学院
King's College London
-  伦敦政治经济学院
London School of Economics and Political Science
-  布里斯托大学
University of Bristol
-  华威大学
University of Warwick
-  南安普顿大学
University of Southampton
-  格拉斯哥大学
University of Glasgow
-  利兹大学
University of Leeds
-  杜伦大学
Durham University






北美方向 Universities in North America

-  加州理工学院
California Institute of Technology
-  宾夕法尼亚大学
University of Pennsylvania
-  康奈尔大学
Cornell University
-  约翰斯·霍普金斯大学
John Hopkins University
-  密歇根大学
University of Michigan
-  加利福尼亚大学伯克利分校
University of California, Berkeley
-  西北大学
Northwestern University
-  多伦多大学
University of Toronto
-  纽约大学
New York University
-  加利福尼亚大学大学洛杉矶分校
University of California, Los Angeles
-  不列颠哥伦比亚大学
University of British Columbia
-  加利福尼亚大学大学圣迭戈分校
University of California, San Diego
-  布朗大学
Brown University
-  华盛顿大学
University of Washington

亚太方向 Universities in Asia-Pacific

-  墨尔本大学
University of Melbourne
-  香港科技大学
The Hong Kong University of Science and Technology
-  悉尼大学
University of Sydney
-  上海交通大学
Shanghai Jiao Tong University
-  香港理工大学
Hong Kong Polytechnic University

艺术方向 Art schools

-  **ual:** 伦敦艺术大学
University of Arts London (UAL)
-  **Pratt** 普瑞特艺术学院
Pratt Institute
-  **SAIC** 芝加哥艺术学院
School of the Art Institute Chicago
-  **GSA** 格拉斯哥艺术学院
Glasgow School of Art
-  **SVA** 纽约视觉艺术学院
School of Visual Arts

IB: 逆势而上

上海惠灵顿外籍人员子女学校2023届毕业生在IB考试中,取得了36.7分的平均成绩,再一次远超全球平均分30.2。其中,27%的学子取得了40分以上的斐然成绩。

这一学年IB评分制度恢复至疫情前,因此全球学子的成绩普遍有所下降。但惠灵顿学子们逆势而上,再度以杰出成绩跻身全球前列。

Impressive IB Outcomes

Wellington College International Shanghai's pupils scored an average score of 36.7. This is once again well above the global average of 30.2. 27% of the pupils scored 40 or more points.

Despite the year's awarding system returning to pre-pandemic levels, which resulted in lower global IBDP results, Wellington pupils have once again achieved exceptional scores, ranking among the top students worldwide.



A Level: 乘风破浪

在重重挑战与逆境之中,惠灵顿天津校区的学子们展现出了出众的抗挫力与毅力。我们的学子在本年度的A Level考试中有半数以上获得了A*或A的斐然成绩,近70%的学子取得A*-B的成绩。

尽管A Level考试也恢复到了疫情前的评分标准,但惠灵顿天津校区的学子们所取得的优秀成绩足以与全球顶尖学校比肩。值得一提的是,2023届学子中有7位获得了全科A*/A的优异成绩。

Excellent A Level Results

Our pupils at Wellington College Tianjin showed resilience and determination during a turbulent year and achieved an excellent set of results. Over half of the grades awarded were A* or A, with almost 70% of grades from A*-B.

Although A Levels also reverted to pre-pandemic grading standards, the results achieved by our Wellington pupils can confidently be compared to those of the best international schools globally. Notably, seven of our pupils attained an outstanding A*/A rate across all subjects.



IGCSE: 蓄势待发

惠灵顿(中国)的学子们再一次在IGCSE的考试中收获了出色成果,充分表明我们的年轻学子们已为即将到来的IB或A Level考试做好了充分准备。

本次考试中,有39位学子取得了全A*及A的出色成绩。

IGCSE Candidates Impress Again

Wellingtonians achieved another impressive set of IGCSE results and showed that they are fully prepared to begin their IB and A Level courses.

39 of our pupils achieved all A* and A grades in their IGCSE examinations.



学子竞赛奖项集锦, 多元领域百花齐放

2022-23学年已经告一段落,但我们仍为惠灵顿(中国)学子在过去一个学年里的卓越表现倍感骄傲,尤其是他们在学术、体育和艺术方面的竞赛中取得的优异成绩。

竞赛在学生的学习生涯中起着至关重要的作用。各类赛事不仅为学子们提供了一个展示自我才华的平台,实战竞技也是磨炼技能的良好机会,由此获得的荣誉奖项更会让学子们倍受鼓舞。竞赛也是个人和学术成长的引擎。当学生赢得一场比赛时,他们收获的不仅仅是一枚奖牌或奖杯,还收获了自信心和自我价值感,去重新定义自己的无限可能性。

这就是一个积极循环。在此过程中,他们也会发展新的技能,继续拓展知识面。

竞赛还为我们的学生提供了发展关键生活技能的机会,如团队合作、时间管理和目标设定。通过团队竞赛,学生学习如何协作、沟通和互相支持,这些技能对于他们将来进入职场大有裨益。此外,通过设定并实现凌云壮志,学生在培养成长性思维的同时,锻炼了韧性和毅力。

现在就让我们来回惠灵顿(中国)学子在各项竞赛中取得的累累硕果。



Across All Disciplines, Wellingtonians Shine Brightly

The 2022-23 academic may be over, but we are still excited about the many successes our pupils achieved in academic, sports and arts competitions throughout the year.

Competitions play a vital role in our pupils' education. They provide a platform where they can showcase their talents, gain recognition for their hard work and hone their skills. Competitions are also engines for personal and academic growth. When our pupils win a competition, they earn more than just

a ribbon, trophy or plaque. They also gain the self-esteem and confidence to redefine what is possible and excel even further. It is a positive feedback loop. And in the process, they develop new skills and expand their body of knowledge.

Competitions also provide our pupils with the opportunity to develop critical life skills such as teamwork, time management and goal setting. With team competitions, our pupils learn

how to collaborate, communicate and support each other – skills that will serve them well as they enter the world of work. Moreover, by setting and achieving ambitious goals, our pupils build resilience and perseverance as they cultivate a growth mindset.

From physics to fencing, here are some of the amazing pupil achievements from across the Wellington College China group.



中文

上海惠立学子在2022年度纵横杯国际学校中文辩论赛中荣获“全国A组亚军”，又于第五届全国中小学生华语辩论锦标赛上，取得优秀奖的成绩，其中一位辩手更两度获得本次比赛的最佳辩手。

在2023年2月举办的“全球中文思辨写作大赛”决赛中，四名杭州惠立初中部学子凭借出色的思辨能力，揽获一项一等奖、两项二等奖和一项三等奖。

Chinese

Several pupils from Huili School Shanghai achieved second place at the 2022 Zongheng Cup Chinese Debate Competition for International Schools. A team of eight Huili School Shanghai pupils from the Junior and Senior Debate Club achieved the Excellence Award at the 5th National Chinese Debate Championships for Primary and Secondary School Students. One of the team members earned the distinction of being the tournament's best debater on two occasions.

In the Chinese Argumentative Writing Competition held in February 2023, four Junior High pupils from Huili School Hangzhou were awarded first, second and third prizes.

数学

在2022年IGCSE数学考试中，上海惠立学校两名九年级学生以满分的成绩获得了“世界顶尖奖”。

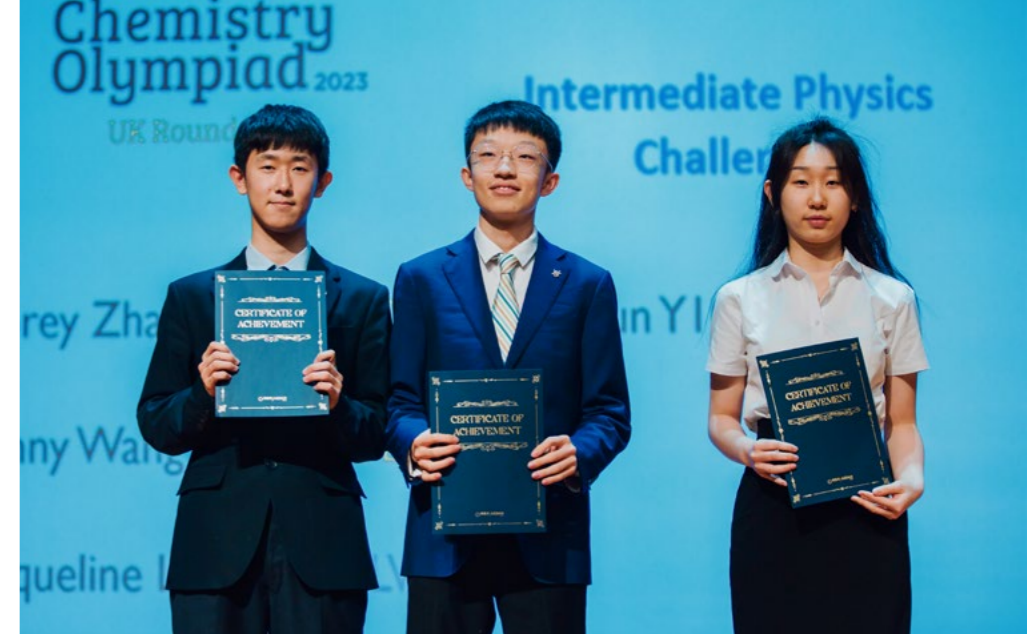
在2022澳大利亚数学竞赛中，上海惠立小学部学子收获了两个二等奖、两个三等奖、五个数学技能奖。

杭州惠立高中部的四名同学和初三的四名同学分别组队，在第二十五届美国高中、初中数学建模比赛 (HiMCM、MidMCM) 中捧得国际一等奖 (Meritorious) 的大奖。

在北美驯鹿数学竞赛中，杭州惠灵顿外籍人员子女学校三年级的一位学子表现尤其突出，在全世界3000余名三年级参赛学生中脱颖而出，一举拿下第一名的好成绩。

在2022年美国数学竞赛 (AMC8) 中，上海惠立中学部学子获得一个满分奖、五个全球卓越奖 (全球前1%)、八个全球优秀奖 (全球前5%)；杭州惠立则有四名学子赢得全球优秀奖。两所学校均以优异的团体表现蝉联“学校优秀奖” (School Merit Roll)。天津惠灵顿有一位学子在美国数学竞赛 (AMC 10) 中获得全球卓越奖 (全球前1%)，两位学子在AMC 12中晋级AIME，一位学子在AIME中获得12 (满分15) 的好成绩。

在2022英国数学测评 (高级) (UKMT-SMC) 中，上海惠立学子赢得2金、2银、2铜。英国数学测评 (中级) (UKMT-IMC) 中，上海惠立学子一举夺得28金、10银、3铜；杭州惠立学子获16金、11银、6铜、1项学校最佳荣誉奖和2项年级最佳荣誉奖。在2023英国数学测评 (初级) (UKMT-JMC) 中，南通惠立学子获3金、3银、1铜，并获得三年级最佳荣誉奖和一年级最佳荣誉奖。惠灵顿天津校区学子在英国数学奥林匹克 (BMO) 中获得全球前30的好成绩。



Mathematics

In the IGCSE mathematics assessment 2022, two grade 9 pupils from Huili School Shanghai scored full marks in both examination papers for mathematics and won the 'Best in the World' award.

In the 2022 Australian Mathematics Competition (AMC) Awards, pupils from Huili School Shanghai were awarded two certificates of distinction, two certificates of credit and five certificates of proficiency.

In the 2022 High/Middle School Mathematical Contests in Modeling, a group of four grade 10 and 11 and four grade 9 pupils from Huili School Hangzhou were designated as Meritorious.

In the Caribou Mathematics Competition, a pupil from Wellington College International Hangzhou, achieved the remarkable feat of finishing number one out of approximately 3,000 grade 3 participants globally.

At the American Mathematics Competitions (AMC 8), one pupil from Huili School Shanghai achieved a Global Perfect Score, while five pupils received the Global Honour Roll of Distinction (Top 1% in the world) and

eight pupils received the Global Honour Roll (Top 5% in the world). Additionally, four pupils from Huili School Hangzhou received the Global Honour Roll. Both schools have also been awarded the School Merit Roll once again for their outstanding results. Wellington College Tianjin had one pupil won the Global Gold Award (top 1% globally) in the American Mathematics Competition (AMC 10), two pupils progressed to AIME in AMC 12, and one pupil scored 12 out of 15 in AIME.

In Senior Mathematical Challenge (UKMT-SMC), pupils from Huili School Shanghai achieved two gold, two silver, and two bronze awards. In the UKMT-IMC competitions, pupils from Huili School Shanghai achieved 28 global golds, 10 global silvers and three global bronzes, while pupils from Huili School Hangzhou achieved 16 global golds, five global silvers, six global bronzes, one 'Best in School' and two 'Best in Year' awards. In the United Kingdom Mathematics Trust Junior Mathematical Challenge (UKMT-JMC) held at Huili School Nantong, pupils from the school achieved three gold, three silver and one bronze medal. Pupils in grades 1 and 3 won the 'Best in Year' award as well. One pupil from Wellington College Tianjin received Top 30 in the British Mathematics Olympiad.

科学

在2022年美国计算机科学思维测评(全明星)中,上海惠立学校一学子先后夺得全国高分奖、个人金奖,及全球个人金奖。代表学校出征的两支队伍各获全国团队铜奖。

36位杭州惠立学校初中学子在加拿大初级化学竞赛(JCCO)、英国初级物理竞赛(JPC)、澳大利亚初级科学竞赛(JSOE)、美国少年化学家趣味竞赛(YBTC)等四项科学竞赛中捧得奖项。其中有27人荣获全球奖项,含全球金奖3人、全球银奖6人、全球铜奖11人。

在第38届上海市青少年科技创新大赛中,上海惠立学校小学部的学子在工程学、科学幻想绘画等领域中,斩获1个一等奖以及2个二等奖。

惠灵顿天津校区的学子在英国物理、生物、化学奥林匹克竞赛中取得了令人惊叹的成绩,均斩获金牌,在美国生物奥林匹克竞赛中收获2枚金牌和1枚银牌,在美国化学奥林匹克竞赛中收获2枚金牌,在英国化学奥林匹克竞赛中收获2枚金牌和1枚银牌,在英国物理奥林匹克竞赛和美国物理碗竞赛中收获2枚金牌,并在BrainBee脑科学大赛中晋级全国赛。

经济

惠灵顿天津校区学子在2023全美经济学学术活动(NEC)中表现优异,共有11位学生晋级到中国站云端峰会,更是有12位学生在活动中表现优异,获得荣誉认证。一位学子在欧洲经济学挑战中获得二等奖,三位同学晋级了LIBF金融能力挑战与认证比赛全国总决赛。一名学子的论文获得“约翰·洛克”写作比赛经济类的特别推荐奖。

艺术

上海惠灵顿外籍人员子女学校两位学子在2023年英国国际学校协会(COBIS)艺术比赛中的表现令人惊艳,其中9年级学生作品以及12年级学生作品分获Key Stage 3与Key Stage 5的亚军。

上海惠立学子在U15伦敦青年音乐家比赛中取得季度冠军及金奖。

杭州惠立一学子取得IGCSE艺术学科考试全国最高分。

Science

In the 2022 ACSL All-Star awards, a Huili School Shanghai pupil achieved National Individual Top Scores and received a gold award as well as a global individual gold award. Two teams from the school also won national team bronze awards.

In The 38th Shanghai Adolescents Science and Technology Innovation Contest, pupils from Huili School Shanghai won one first prize and two second prizes in the fields of Engineering, and Science Fiction Painting.

Huili School Hangzhou were award winners in various international science competitions. Three won global gold awards, six won global silver awards, and 11 won global bronze awards in the Junior Physics Challenge, Junior Canadian Chemistry Olympiad, Junior Science Olympiad Exam and the You Be The Chemist Challenge.

Pupils from Wellington College Tianjin achieved remarkable results in various international academic competitions. In the British Physics, Biology, and Chemistry Olympiads, they excelled by winning gold medals. Additionally, they showcased their exceptional abilities by securing two gold medals and one silver in the USA Biology Olympiad, as well as

two gold medals in the USA Chemistry Olympiad. Their accomplishments extended to the British Chemistry Olympiad, where they earned two gold medals and a silver medal. In the British Physics Olympiad and the American Physics Bowl, they demonstrated their prowess by earning two gold medals. Moreover, their achievements in the field of neuroscience were equally impressive, as they successfully advanced to the national finals of the BrainBee competition.

Economics

Pupils representing Wellington College Tianjin performed exceptionally well in the 2023 National Economics Challenge (NEC) China. 11 qualified for the 2023 NEC China Finals, and 12 pupils received outstanding performance awards. Two pupils won Second Prize in the European Economics Challenge and three pupils advanced to the national finals of the LIBF Financial Capability Challenge and Certification Competition. One pupil's paper was Highly Commended in the economics category of the John Locke Essay Competition.

The Arts

In the 2023 COBIS Art Competition, two pupils from Wellington Shanghai performed exceptionally well. A work by a year 9 pupil was chosen as the runner-up in the Key Stage 3 category, while a year 12 pupil's work was selected as the runner-up in the Key Stage 5 category.

At the U15 London Young Musician competition, a pupil from Huili School Shanghai received the Seasonal Champion award and a gold prize.

A founding pupil from Huili School Hangzhou achieved the highest score ever given in the country for his IGCSE art exam.

体育

惠灵顿天津校区的一位体育精英奖学金获得者在2023届亚太女子业余锦标赛中获得并列第七的好成绩。另有一位同学在艺术体操全国锦标赛中获三等奖,并取得国家二级运动员证书。

上海惠灵顿外籍人员子女学校游泳队在上海游泳联赛中,捧回五座奖杯。在13/14岁男女组别中位列季军,在15岁以上的男子组别中荣膺亚军。此外,还获得一座总季军奖杯和一座总冠军奖杯。

上海市第十七届运动会游泳锦标赛上,上海惠立一名十年级学子荣获100米蛙泳及4*100混合泳接力赛第一名,并取得国家一级运动员证书;三位学子获国家二级运动员证书。

在全国青少年体育俱乐部联赛击剑比赛(上海赛区)暨2023年“惠立杯”上海国际学校击剑邀请赛上,上海惠立的36位运动员和来自30所学校的近250名选手激烈角逐,展现出专业水准。最终,6位惠立选手在各自组别中获得了个人赛排名第一的卓越赛绩,另有12位同学分获亚军与季军。每一位选手的拼搏

让上海惠立学校最终以670分的总积分,捧起总冠军杯。此外,在2023中国小铁人系列赛暨城市家庭铁人三项湖州站中,上海惠立一位二年级学子取得了与冠军成绩仅相差一分钟的个人最好成绩,勇夺男子U9组季军。

公益与全球公民意识

在2022模拟联合国大会中,上海惠立学子获得亚洲会议“杰出代表”奖;在支持青少年用创新工艺项目践行联合国可持续发展目标的2023青少年远见者新星奖的奖项评比中,上海惠立学校娄塘外来务工人员子女项目获得“杰出公益社团”奖;在2023年夏日举办的模拟联合国比赛中,上海惠立学校的8位学生在200余支学校团队以及逾900人次的参赛学生中斩获佳绩,获得了3项第一名、1项第二名以及3项第三名的耀眼成绩,更取得了最佳代表团的佳绩;18名上海惠立中学部学子在位于卡塔尔举办的世界学者杯的比赛中,作为唯一一支来自中国的学校团队,全员成功跻身决赛,并于2023年11月前往美国耶鲁大学,进行最后的实力比拼,3名上海惠立小学部五年级的学生同样表现突出,以优异成绩晋级冠军赛。





Sports

Wellington College Tianjin ‘Elite Sports’ scholar, tied for seventh in the 2023 Women’s Amateur Asia-Pacific Championship. A year 9 pupil, won the third prize in the Artistic Gymnastics National Championships and achieved the National Level 2 Athlete Certificate.

The Shanghai Swim League Round Three competition saw Wellington College International Shanghai’s swimming team in top form, winning five trophies. They placed third in the girls and boys 13/14 category, second in boys 15+ and won an overall third-place trophy and an overall aggregate first-place trophy.

A grade 10 pupil from Huili School Shanghai dominated at the 17th Shanghai Games Swimming Championships, winning both the individual and 4*100 relay titles. She also broke her personal record and became a certified national-level athlete. Another pupil won a gold and silver medal and obtained a Level 1 athlete certificate. Two more pupils obtained Level 2 athlete certificates as well.

Huili School Shanghai hosted the Huili Cup SSSA Fencing Competition, in which 36 of their athletes competed against nearly 250 peers from 30 international and bilingual schools. Six pupils won first place in their respective divisions in the individual competition, while 12 others were awarded second and third place. Their concerted efforts earned Huili the grand champion status, with a total of 670 points. One grade 2 pupil from Huili School Shanghai won second place in the U9 men’s group at the Chinese Triathlon Kids Series (Huzhou Station) 2023. Only eight years old, he overcame numerous challenges and achieved his personal best, finishing only one minute behind the champion.

Charity and Global Citizenship

In the 2022 Model United Nations General Assembly, Huili School Shanghai pupils won the ‘Outstanding Delegate’ award for the Asia Conference; in the Emerging Visionaries Award 2023 which recognizes teenagers in implementing the United Nations

Sustainable Development Goals with innovative charity programmes, Huili School Shanghai’s Loutang Migrant Children Support Programme won the ‘Outstanding Charity Club’ award; eight pupils emerged victorious in this year’s Model UN, securing three first-place awards, one second-place award and three third-place awards among more than 200 school teams and 900 participants. Notably, Huili School Shanghai outperformed the previous ‘Best Delegation’ winner, claiming the esteemed ‘Best Delegation’ title at WEMUN EXPO 2023. They ranked second among the five awarded school teams; In Qatar, 18 Huili pupils emerged victorious in the World Scholars Cup, representing the only school team from China. The writing team achieved a top-10 finish, competing against over 100 opponents. Ultimately, all 18 team members reached the finals and advanced to the finals at Yale University. Three grade 5 pupils gave an outstanding performance in Xiamen and advanced to the Yale Championship as well.

惠灵顿(中国)百万奖学金计划 重磅开启

二十余年前,惠灵顿(中国)的创始人、理事长乔英女士中学时就曾获得叔蘋奖学金。“这改变了我的 人生,”她记忆犹新,“正是因为叔蘋给我创造的机会,我才有幸前往牛津大学深造。时至今日,正如叔蘋精神‘得诸社会,还诸社会’所倡导的,我也希望能让更多品学兼优的学子接受最好的教育,而无需顾虑经济问题。这也是我们集团的社会责任所在。”

惠灵顿(中国)开设了艺术、体育、学术、叔蘋奖学金等一系列丰富的奖学金计划,旨在为更多优秀学子创造多样化发展可能,叩开通往新世界的大门,鼓励他们自由探索、精进学业、在更广阔的舞台上绽放自我。

于各大学府而言,能够在众多杰出学子中脱颖而出,荣获奖学金的学子势必对自身发展有着明确规划,且严于律己,他们身上的种种品质更显难能可贵。以下三位学子的故事,正展现了惠灵顿(中国)奖学金获得者对于“优秀”的多样诠释。



Wellington College China’s Scholarship Programme

With Wellington College China scholarships, pupils can explore new frontiers of knowledge and broaden their horizons through exciting challenges. These scholarships are designed to support exceptional pupils, regardless of their economic circumstances, enabling them to excel and thrive. Scholarship recipients exemplify the identity and values of Wellington College China. Here are three pupils whose stories are particularly noteworthy.



逐梦蓝天 探秘航空工程

James

惠灵顿天津校区 2022届毕业生
首尔大学工业工程专业在读
惠灵顿(中国)叔蘋奖学金获得者

Class of 2022
Wellington College Tianjin
Currently studying at Seoul National University
Wellington College China Shuping
Scholarship recipient

“爸爸，飞机自身都那么重了，是怎么升上天空的？”小时候，深受工程师父亲影响的James总是对神秘的科技工程充满好奇。如今，那片曾经无数次仰望的领域，已对他敞开大门。

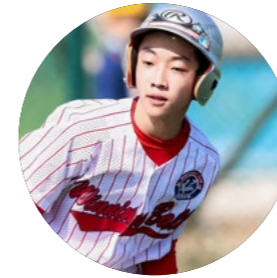
在加入惠灵顿天津校区之前，来自中韩家庭的James就读于天津一所公立学校。成绩优异的他向往进入一所拥有国际化氛围的学校，为未来的留学做好充足的准备，而惠灵顿天津校区满足了他对学校的所有想象。通过努力，James不仅顺利入学，更通过层层严格选拔荣获了叔蘋奖学金，为自己的惠灵顿之旅写下了灿烂的开始。

惠灵顿天津校区的学习生活对James而言，处处充满着惊喜。ELA英语强化课程帮助他迅速适应全英文的授课环境；琳琅满目的运动设施、场馆实现了他对各种运动项目的跃跃欲试；老师的鼓励与支持，培养了他自主学习的能力……更让James难忘的是，学校不遗余力地为所有学子们提供丰富多样的学习及实践机会。12年级时，James参与了研究课题为“关于飞机的燃油效率”的EPQ项目，为此时任惠灵顿天津校区总校长、现任惠灵顿(中国)首席总校长Julian Jeffrey特地安排他参观了空客天津总装公司。当看到中国第一架A350在做飞行测试时，James觉得自己“每根神经都在兴奋地颤抖”。这场直击内心深处实地参观，不仅帮助他顺利完成这一项目，更坚定了他选择航空航天工程作为主修专业的决心。

James希望未来可以亲自制造100%安全的飞机，而今他已经踏上起飞跑道，带着自己儿时的梦想蓄势待发，“多点耐心，等待属于你的时刻，总有一天会到来！”

James joined Wellington College Tianjin on a three-year scholarship and made an immediate impact. He displayed exceptional talent in mathematics and science competitions, earning gold medals in the United Kingdom Mathematics Trust and the American Regions Mathematics League. He also achieved gold in the United States Academic Decathlon, a comprehensive scholastic competition covering subjects such as mathematics, economics, science, social science, literature and art.

James had numerous opportunities to explore a wide range of interests. However, his fascination with flight and the mechanics of aeroplanes has captivated him since childhood. He chose to focus on mathematics and physics in school to delve deeper into this passion. For his Extended Project Qualification (EPQ), James chose to investigate aircraft fuel efficiency. As part of his research, he visited the Airbus plant in Tianjin, where he met engineers and saw the assembly process. This experience solidified his determination to become an aeronautical engineer and contribute to building 100% safe planes. Wellington's University Guidance team supported him in channelling his passion and identifying the best universities for his future studies.



敢于担当 身体力行投身公益

Yinuo

上海浦东新区民办惠立学校
十年级学子

2021-22惠立学术奖学金获得者
2021-22惠立卓越成就奖获得者

Grade 10
Huili School Shanghai
2021-22 Huili Academic Scholarship and
Huili Master Award recipient

在Yinuo成为学术奖学金及卓越成就奖的双料得主前，他已蓄力两年。

两年前，初次申请惠立学术奖学金的Yinuo，遗憾未能如愿，和学院导师深入的交流，让他对这次落选释怀，并有了更新的理解与动力：每个人身上都各有亮点，学会欣赏别人的优秀，纵向探索可以突破的地方。在老师

的鼓励下，Yinuo先参与竞选了立院副队长的职位，后因其在足球、棒球上的突出表现，老师因势利导地指导他调整竞选方向，在这一阶段他成功获选为体育队长，并在此后的学院队长竞选中成为立院初中部队长。这是Yinuo的第一次“破圈”。

作为学院的体育队长，Yinuo成功为小学部同学举办了运动日。组织活动需要的沟通技巧、协调和应变、时间管理，都给Yinuo带来极大的挑战。可能是师长的鼓励，是落选后的思考，在Yinuo身上产生了化学反应：“成就感会上瘾，驱动着我打磨自己。”

担任立院新任副队长，充满挑战。要学习学长们在学术和活动间平衡的时间管理，为学院事务的推进打好基础；同时，在一片未知中打开局面，承上启下构建学院文化，让大家感受和获得学院归属感，为学院荣誉努力…….这些问题驱使他的思索及沟通嫁接。由学生创办的社团“惠立印象(Huili Impression)”便是Yinuo在这样的思考下应运而生的“破圈”之答。这个孵化了三年多的想法得以落实，并上线Bilibili平台。

一次次舒适圈外的探索，投身学院和社团事务的Yinuo逐渐明晰自我的定位，并尝试着将其中的积极影响传递给他人。期待他在不破不立的自我探索中，再次“破圈”。

Yinuo has grown both as a scholar and a leader at Huili School Shanghai. Although his first attempt to earn the Huili Academic Scholarship was unsuccessful, he persevered and learned from the experience, succeeding on his second attempt. His determination and resilience also earned him the 2021-22 Huili Master Award.

Upon joining Huili, Yinuo embraced the house system because he saw the chance to mentor younger pupils and, in turn, be mentored himself. Along the way, he has learned to hone his leadership skills and make a positive impact on his school community. Noticing his enthusiasm and talent for sports like football and baseball, his teachers also appointed him sports captain, a role in which he has built important communication and time management skills. Facing challenges and accomplishing goals has served to build greater confidence and resilience in Yinuo. “It is addictive,” he says, “and it drives me to stretch myself in whatever I do.”

He also founded a club to promote Huili on social media. Wholly pupil-operated, his organisation produces videos to showcase Huili on Chinese platforms like Bilibili. But Yinuo's commitment to the Huili community does not stop at house leadership. We believe Yinuo will take the opportunity to stretch himself even further.





坚持不懈 每一次挫折都值得感谢

Zoe

杭州市萧山区惠立学校

八年级学子

惠立学术奖学金获得者

Grade 8

Huili School Hangzhou

Huili Academic Scholarship recipient

面对采访，略显腼腆的Zoe看上去似乎有些紧张，她回忆起上一次参与奖学金面试时，“虽然表现得非常自信，但谁都不知道我的手心已经冒汗了。”或许是因为紧张，Zoe自认为当时的表现并不理想。但是遗憾的结果并没有让她气馁或退缩，反而让她觉得整个申请过程意义非凡，因为“这些经历让我深刻思考了该如何提升自我”。

有了上一年度的申请经验，本学年Zoe成竹在胸，逐渐放松下来的她对此侃侃而谈，为同样希望申请奖学金的同学们提出了自己的建议，她认为：

- 申请奖学金需要长期的积累和储备
- 奖学金考察的不只是优异的学术成绩，还有领导力、团队协作能力等各方面
- 面试的问题是很难提前做好周全准备的，建议多与老师聊聊自己的想法和观点

经过沉淀与反思后的Zoe愈发阳光自信，对于各类校园活动的热爱更是溢于言表。新春庆典、数学俱乐部、学生会等各项活动对她来说如数家珍。在这些活动的策划、组织、协调、参与的过程中，她不仅与同伴们共同收获了乐趣与成果，个人领导力、组织协调能力、沟通能力等也在潜移默化中得到了提升。此外，Zoe还捧回了罗马英语国际奥林匹克竞赛半决赛铜奖，展现了她挑战自我、勇往直前的韧劲。与此同时，她一如既往地关爱同学，乐于助人，用满满的正能量感染着身边人。

成长之路上难免挫折，重要的是如何反思问题、汲取经验，从而改善自我，更加从容地面向未来的挑战，正如Zoe所做的那样。

Since receiving the Huili Academic Scholarship, Zoe has fully immersed herself in all aspects of campus life at Huili School Hangzhou, and her infectious enthusiasm shines through in everything she does. She has discovered a passion for stage performance and has showcased her talents in the school's annual Chinese New Year Gala. Zoe is an active member of the Huili Maths Club. She holds a position on the executive pupil council.

To Zoe, being a scholar encompasses more than just academic accomplishments. It also involves leadership and teamwork. She understands that setbacks are inevitable but believes that what truly matters is how we learn from these experiences. She believes that by learning and growing from setbacks, we can improve ourselves and face future challenges with confidence.

通过持续加强奖学金建设，扩大奖学范围及深度，惠灵顿（中国）期望点燃更多学子的凌云之志，激发其无尽潜力，并与社会大众共同见证这些未来之星扶摇直上九万里。



“惠”聚英才

A Strong, Passionate Team





中西合璧、硬核师资 | 是什么炼就了惠灵顿(中国)的黄金班底?

自惠灵顿(中国)成立以来,我们的教职员工团队日益发展壮大,且持续保持人员稳定。我们欢迎更多经验丰富、专业出众的有识之士加入惠灵顿(中国)大家庭,与我们共同夯实中西方师资力量,加强团队建设和发展,不断追求卓越。

优质稳定的教职工团队

多年来,惠灵顿(中国)积极吸纳多领域人才。随着南通惠立学校于2022年秋季开学,来自全球各地的优秀人士源源不断汇聚而来。在高标准、严要求的招聘条件下,应聘者不仅将接受专业技能、工作经验等方面的考核,还需通过严格的背景调查,确保个人品格符合惠灵顿(中国)的价值观。

团队的稳定是高品质教学服务的保障。惠灵顿(中国)集团及旗下学校的人员流动率均低于行业平均水准。其中教师在惠灵顿平均工作2.8年以上,超过22.81%的教师在惠灵顿工作了5年以上。同时,教师经验丰富,平均工作年限超过11.2年。

员工的戮力同心已形成了强大的社群凝聚力,助力惠灵顿(中国)不断攻克挑战,乘势而上。

赋能员工持续发展

我们始终坚信,教职员是学校发展的关键所在。通过关注员工幸福、聚焦员工发展、营造积极向上的工作氛围,惠灵顿(中国)全力以赴支持员工持续学习与成长,这也确保学校整体教学质量不断提升。

每一学年,惠灵顿(中国)人力资源部都会开展年度培训需求调查,收集并分析真实反馈,以便不断提升全员学习与发展的体验。

我们的人才发展战略现在清晰地分为“新进”到“稳健”,“稳健”到“高

效”,“高效”到“卓越”三个关键层级。每个层级均与惠灵顿(中国)领导力模型相关联,清晰呈现了从中层管理到高层领导等逐步提升的学习发展路径。该框架确保横跨各职级、岗位、不同校区的所有成员均可享有专业学习机会。

社群文化提升幸福感

彼此尊重、相互支持的社群文化是助力员工茁壮成长的沃土。为提升员工幸福感,即便面对种种挑战,惠灵顿(中国)也始终全力以赴保障员工的薪资及各项福利。我们的员工不仅拥有行业领先的薪酬、丰厚假期、惠及家人的补充医疗保险等优厚待遇,还有机会享受员工子女学费减免、外籍员工机票津贴等暖心福利。

在惠灵顿(中国),员工的身体健康与幸福关怀受到同样重视。一方面,校园内的网球场、篮球场、游泳池等运动场所及设施均定时定期向员工开放,每周还设有多项热门有趣的健身、文化课程供员工自由选择与参与。另一方面,包含24/7一对一免费心理咨询服务的一系列员工支持项目,时刻准备着为员工提供心理问题援助。

荣誉加持 行业认可

2023年,惠灵顿(中国)在人力资源领域再度获得了业内肯定:连续第四年蝉联由亚洲最具影响力的人力资源权威刊物 HR Asia颁发的“亚洲最佳企业雇主”。这既是对惠灵顿(中国)的鼓舞,同时也激励着我们在持续加强人才培养、提升员工体验、拓宽发展空间道路上不断前行。

团队建设是惠灵顿(中国)发展的重中之重,我们将持续聚焦社群成员的内在需求,致力于与所有员工共同成长。

What Makes Our Team So Strong?

At Wellington College China, we are our people. We are committed to providing a workplace where all employees can reach their full potential, take pride in what they do and enjoy a true sense of belonging. We are a school that cultivates talent and inspires its employees to develop and excel personally and professionally. Moreover, despite the unexpected challenges many schools have faced recently, our community is stronger than ever. Here is why.

Great Teams, Low Turnover

Our team continues to grow with a newest Huili campus in Nantong as well as longer-term plans to take our innovative bilingual education model overseas. This steady growth means there are always new and exciting career opportunities across the Wellington College China group.

Our teaching staff come from a diversity of countries and professional backgrounds with an average of 11.2 years of experience. Moreover, our teaching staff remain committed. They stay with us for an average of 2.8 years, and more than 22.8% have worked at Wellington for five years or longer.

Continued Professional Development

We recognise that our employees are the backbone of our schools. By supporting their growth, we benefit their wellbeing and development, create a positive work environment and enhance the quality of our education provision.

Every academic year, our HR department conducts an Annual Training Needs Survey and Analysis to continuously enhance the learning and development experience for all employees.

Our learning and talent development strategy is now clearly grouped into three key pillars: From Aspiring to Emerging, From Emerging to Effective and from Effective to Strength, that are linked to the Wellington College China Leadership Competency Model, showing clear progression through to Middle Leadership, Senior Leadership and beyond. The framework ensures professional learning opportunities are available to every single one of our staff, across all grades, roles and cities.

Sense of Community

A company culture of mutual respect and support creates the fertile soil in which our employees can thrive. So, whether it is competitive salaries, generous health insurance packages (for staff and their families) or reduced tuition for their children, we want to make sure our employees and their families feel well cared for. We provide our foreign employees with an annual airfare allowance so they can visit their loved ones back in their home countries. Moreover, wellbeing is not just for our pupils, which is why we also offer one-on-one mental health counselling to all employees 24 hours a day, seven days a week.

We truly are a great place to work; just ask our employees. We are getting noticed by industry experts too. At the time of writing, HR Asia, the region's most trusted publication about the HR industry, has presented Wellington College China with its 'Best Employers to Work for in Asia' award for four years running. This is a testament to the value we place on every member of the Wellington team.





发掘个人潜力， 在职业发展中成就非凡

成就自我之路往往道阻且长。然而，合适的指引与支持可以起到事半功倍的作用。这也是为什么惠灵顿(中国)致力于以充沛资源赋能员工个人及专业发展。

Unleashing Our Employees' Potential

学校发展, 以员工为先

员工的发展与幸福对于惠灵顿(中国)迈向成功至关重要。因此, 惠灵顿(中国)致力于打造相互支持、多元包容、助力每位员工茁壮成长的工作场所。个人及职业发展机会对于员工满意度及留任率而言影响深远, 这也是为什么我们要特别提供个性化专业发展途径。通过定制发展方案, 员工得以在契合个人职业发展目标的领域内提升专业技能、拓展知识领域、保持积极的工作态度。

出现新的工作机会时, 我们会优先考虑内部晋升及调岗。此外, 横跨天津、上海、杭州、南通的学校网络, 也提供了一系列专业成长及发展机会。

在所有参加过惠灵顿(中国)内部领导力发展项目的员工中, 有近40%已在集团内部得到晋升, 60%已明确在惠灵顿(中国)的职业发展方向, 并进入继任者培养计划。目前, 惠灵顿(中国)大家庭有来自近30个国家的1000余位才华出众的教育者。我们期待并欢迎更多有志之士加入我们。

Our employees are crucial to our success. We are, therefore, committed to providing a supportive and inclusive workplace where everyone can thrive. Personal and professional development are essential for employee satisfaction and retention, which is why we offer personalised professional development pathways. These enable employees to develop their skills, knowledge and attitude in areas that align with their career goals.

We also prioritise internal promotions and career opportunities. We have a network of schools in Shanghai, Tianjin, Hangzhou and Nantong. Each provides a wide range of opportunities for professional growth and development.

Nearly 40% of all Wellington employees who have participated in our leadership development programmes have already been promoted within the group. Moreover, 60% of all participants have identified clear career trajectories at Wellington and are being developed for future leadership roles. To date, more than 1,000 talented educators from nearly 30 countries have joined the Wellington College China Family. We look forward to welcoming even more.

起初想要加入惠灵顿(中国), 是因为我发现组织的愿景和价值观与我个人完美契合。惠灵顿(中国)致力于追求卓越信念, 以及旗下各校对于提供高质量教学的热忱与动力, 是促使我最终决定加入的原因。2019年8月, 我作为校长加入杭州惠灵顿外籍人员子女学校, 此后晋升为惠灵顿杭州校区校长。学校对于专业发展的支持, 是我所任职过学校中力度最大的。作为一个教育集团, 惠灵顿(中国)真正做到了全力以赴支持员工发展, 我们丰富多样的专业发展培训项目就是最佳力证。



Kathryn Richardson
惠灵顿杭州校区校长
Master
Wellington College Hangzhou

I first found myself interested in joining Wellington College China when I realised that the vision and values of the organisation aligned perfectly with my own. The commitment to achieving excellence was evident from the outset, and the organisation's passion and drive to provide the highest quality education in all its schools was exactly what I wanted to be part of. I joined Wellington College International Hangzhou in August 2019 as a Principal, and I have since been promoted to Master of Wellington College Hangzhou. The school's commitment to professional development is the best I have experienced in any school. Wellington College China, as a group, is fully committed to developing their people and the vast range of professional development training available is testament to this.



教练项目, 革新培训文化

教练项目是解锁个人内在潜力最有效的途径之一, 它也是惠灵顿(中国)精神及文化的重要体现。该项目支持员工和学子提升工作或学习表现, 以及领导力和独立学习能力。项目提供的自我反思及反馈的工具和框架, 还可帮助教师提升课堂表现。此外, 教练项目还将加强员工之间的凝聚力, 以及互相支持、合作无间的文化建设。

每位高管以及被纳入高潜力人才发展项目的成员, 都会有自己专属的教练。另外, 惠灵顿(中国)为所有教职员工提供教练培训。教练培训课程分为两个级别。在基础教练培训中, 参与者将学习发展基础教练技能, 如倾听意义、价值观探索, 以及学习如何提出教练式的问题。该项目将提升自我觉知力及个人反思力, 从而支持同事

及学生的成长。这一级别的课程以实践培训为特点, 强调亲身参与及实践经验。参与者将有机会教练他人、接受教练指导, 并收获教练反馈。课程结束后, 参与者将了解如何在不同情景下使用基础的专业教练技能。

高阶教练培训包含更为丰富的内部资源, 助力参与者实现长期或主要目标。在为期两天的培训中, 参与者将通过教练三人组的练习相互支持, 为彼此提供教练实践的反馈, 强化基础教练技能。教练课程的优势在于, 可以和志同道合的同事共同成为学习社群的一份子, 一起分享经验、挑战及最佳实践。在高阶教练培训之后, 教练将有机会成为惠灵顿(中国)内部教练人才库中的一员。



作为一名经过培训和认证的教练, 我得以突破目前的工作职能范围, 在惠灵顿(中国)集团领域内发挥更大的影响力。我甚至开始考虑在今后的职业发展中, 成为一名顾问、培训师和教育咨询顾问。作为教练, 我最喜欢的就是在此过程中有机会帮助参与者实现个人目标、发挥自身潜能, 从而对他们的人生产生积极的影响。对于希望反思个人领导能力, 及有志于晋升至高层领导岗位的同事, 我强烈推荐大家参与教练项目。

Dean Clayden
惠灵顿(中国)惠立教育研究院
小学学术总监、国际教练联盟认证教练
Head of Primary Support
Wellington College China
Institute of Learning
International Coaching Federation
Associate Certified Coach

A Transformative Coaching Culture

Coaching is one of the most powerful tools for unlocking a person's innate potential. It is an important part of our ethos and culture. It supports the performance, leadership and independent learning of staff and pupils. It enhances teachers' performance in the classroom by providing tools and frameworks for self-reflection and feedback. Additionally, it builds stronger relationships between staff and develops a more supportive and collaborative culture.

All the Senior Leadership Team and leaders who are identified for the High-Potential Programme are paired with a coach. Moreover, Wellington College China offers coaching training to all employees. There are two levels of coaching courses. For the foundation

level, participants learn to develop fundamental coaching skills such as listening for meaning, values exploration and how to ask coach-like questions. It promotes self-awareness and personal reflection to support the growth of our colleagues and our pupils. This level features hands-on training, emphasising participation and practical experience. Participants will have opportunities to coach, be coached and receive coaching feedback. The advanced level includes growing internal resources and making long-term or major goals a reality. Throughout the two days, participants enhance their foundation skills by practicing in coaching trios, supporting each other and offering feedback on their coaching practice. The best part of the coaching courses is working with like-minded colleagues and being part of a learning community while sharing experiences, challenges,

and best practice. Following the advanced level training, coaches have the opportunity to become part of the Wellington College China internal coach pool.

As a trained coach, I was able to start spreading my influence beyond my current role and make an impact across the entire Wellington College China group. I also started thinking about a career as a consultant, trainer and education adviser. What I like most about being a coach is that I have the opportunity to positively impact the lives of others by helping them achieve their goals and reach their full potential. I would highly recommend the coaching programme to colleagues who are looking to reflect on their leadership skills and step up to senior leadership roles.



Designed with Success in Mind

Our talent development strategy is now clearly grouped into three key pillars that are linked to the Wellington College China Leadership Competency Model, showing clear progression through to Middle Leadership, Senior Leadership and beyond. The framework ensures professional learning opportunities are available to every single one of our staff, across all grades, roles and cities. We offer a series of nomination-based training programmes:

- The Bo-Le Programme supports Chinese academic middle leaders to perform effectively in their current roles and equip them with skills for the future. The programme focuses

on pedagogy and academic learning areas as well as leadership skills in a cross-cultural environment;

- The High Potential Programme is designed to move participants from 'emerging' to 'effective' leaders by tapping into their potential and developing their competencies;
- The Telescope Programme is intended to develop future Bursars or Deputy Bursars internally, accelerating participants' impact and expand their horizons;
- The Executive Leadership Accelerator Programme is a bespoke programme developed in partnership with Alliance Manchester Business School, with content aligned to MBA level and targeted at existing Senior Team Meeting members.

Additionally, generic training programmes accessible to all levels will be communicated via HR Connect. In addition, schools offer their own internal training programmes for a wide range of staff.

We also offer evidence-based programmes that promote professional development in a wide variety of areas. These range from academics and teaching methodologies to leadership and team building as well as cultural awareness. Academic employees may also choose to undertake one of a range of NPQ programmes or recognised teacher training qualifications.

I am so proud to have been a member of the High Potential Programme. The whole process is very engaging and helpful. Comprehensive training supported my development in different areas, and the coaching process inspired me to engage in some deep self-exploration and prepared me to take the next steps in my career. The programme is highly customised and designed to provide you with everything you need to level up in your career. I really want others to experience it. I am confident they will have the experience that I had.

领导力发展项目，护航发展之路

目前，人才发展战略被划分为三大关键层级，每个层级均与惠灵顿（中国）领导力模型紧密关联，清晰呈现了从中层管理到高层领导等逐步晋升的学习发展路径。该框架确保横跨各职级、岗位、校区的所有成员均可享有专业学习机会。我们提供一系列基于提名的领导力发展项目：

- “伯乐项目”聚焦于教学法、学术领域及跨文化环境中的领导力提升，旨在支持中方中层学术领导在当前工作职责中提高效率，并培养其具备面向未来的能力；
- “高潜力人才发展项目”旨在通过挖掘并发展参与者的潜力，助其从“稳健领导”转变为“高效领导”；
- “领航项目”旨在内部定向培养财务总监及副总监，加速提升参与者的影响力，拓展其视野；

- “行政领导者加速培养项目”面向在职的高层领导，该项目是与曼彻斯特大学下属的曼彻斯特商学院合作推出的MBA级别定制项目。

除了以上基于提名的领导力发展项目，我们将通过HR Connect发布适合各级别教职员工的通用类培训计划。此外，学校还会为各级员工提供内部培训。如果集团或学校提供的培训项目没有覆盖个人的特定需求，员工还可以根据个人发展计划（PDP）和组织战略发展计划（SDP），通过其直属经理申请定制培训。

惠灵顿（中国）还提供一系列基于证据导向的项目，支持员工在包括学术、教学法、领导力、团队建设、文化觉知力等各领域百花齐放，获得长足发展。教学员工还可选择参与英国国家专业资格证书或教师资格认证培训。每年，惠灵顿（中国）都会发布《职业培训手册》，为员工提供全年度培训计划的清晰指导。

非常荣幸能够成为高潜力人才发展项目的一员。这个项目极富吸引力，对我而言助益良多。其中，综合培训支持我在各领域获得发展，教练项目启发我开展更深层次的自我探索，为我职业发展的下一阶段做好准备。这个高度个性化的定制项目为每位参与者提供了职业发展之路上不断前行的所有资源。我非常希望更多的人有机会参与这个项目，相信每一位参与者都会有这样的感受和收获。



Faye Li

上海浦东新区民办惠立幼儿园
财务运营副总监
Deputy Bursar
Huili Nursery Shanghai

惠灵顿（中国）持续保持业内领先的高留存率，备受业界权威及广大员工的肯定，充分证明了我们为吸引、发展、奖励以及认可中国、英国等海内外优秀人才所付出的不懈努力。未来，惠灵顿（中国）将持续想员工之所想、应员工之所需、谋员工之发展，与所有社群成员同心同行，共创未来！

Wellington College China is a world-class team, we have a reputation as an employer of choice. This is reflected in how we attract, develop, reward and retain outstanding talent from China, the UK and across the globe.

故宫的色彩

Charlie Hogg 查理

互通

我们的社群

We are
Connectors

Our Community

Wellington: A Force for Growth in Four Chinese Cities

For more than a decade, Wellington College China has opened schools in Tianjin, Shanghai, Hangzhou and Nantong. From site selection to subsequent growth and success, Wellington is grateful for the support it has received from local communities and hopes to be a key driver in local and regional development.

Wellington College China has long been at the forefront of development in its surrounding communities, and it strives to embody a forward-looking strategic vision and pioneering spirit. Moreover, it is an honour to have the opportunity to contribute to community development wherever Wellington establishes a presence.

“For the past 12 years, people have often asked me what is the secret behind Wellington College China’s rapid development. My answer is always ‘timing’. We began this journey just as China’s economy started to soar. Now, I see the growth of our schools and their communities. We are contributing to and benefitting from regional development, and my heart brims with pride and joy,” says Joy Qiao, Wellington College China Founder and Chairman.

十载四城, 惠灵顿(中国) 与区域发展同频共振

十余年间, 惠灵顿(中国) 旗下学校先后落户天津、上海、杭州、南通四座城市。从选址时的细致斟酌, 到开校后的茁壮成长, 一路走来惠灵顿(中国) 铭记社会各界予以的支持与帮助, 也真诚希望为社会、为区域发展贡献惠灵顿及惠立力量。

回顾往昔, 惠灵顿(中国) 旗下各个校区都是所属区域在开发前期中“打头阵”的先锋部队, 充分体现了惠灵顿人、惠立人高瞻远瞩的战略眼光以及敢为人先的开拓精神。与此同时, 能够见证、参与, 甚至助推学校所属区域的快速发展, 惠灵顿(中国) 备感荣幸与自豪。

“10多年来经常会有人问我, 惠灵顿(中国) 如此快速高质量发展的成功秘诀在哪里, 我每次都会说, 我们是恰巧赶上了中国经济高速腾飞的好时机。见证着我们每一所学校与所在社群共同成长, 成为区域发展的贡献者和获益者, 我的内心充满了自豪与喜悦。”

乔英

惠灵顿(中国) 创始人、理事长

植根社群十余年 搭建红桥中西桥梁

天津惠灵顿外籍人员子女学校是惠灵顿(中国) 与英国惠灵顿公学紧密合作下创办的第一所学校。自2011年正式开校以来, 增设天津惠灵顿国际课程中心、天津惠灵顿幼儿园, 构成如今红桥区国际化教育资源中的中坚力量——惠灵顿天津校区。十余年间, 在自身不断发展壮大的同时, 天津校区坚定践行为社群服务的使命与责任, 与红桥区共同经历十年变迁与革新。

2023年, 京津间的第四条高铁通道——津兴城际铁路即将建成通车, 进一步加快京津冀三地交通一体化进程, 推动京津冀协同发展。而距津兴铁路起始站天津西站仅10分钟车程的惠灵顿天津校区因其提供的优质国际化教育资源, 不仅多次作为重点项目配合红桥区宣传片拍摄, 提升地区影响力, 更助力当地吸引外资企业入驻。同时, 惠灵顿天津校区也在社群中持续分享优质教育资源, 主动搭建中西文化交流的桥梁, 积极营造国际化人文氛围。

惠灵顿天津校区校长杨洋博士是天津市人大代表、天津市红桥区政协委员。作为校长, 她不仅鼓励在校内开展形式多样的中国传统文化教学, 更倡导与当地其他学校之间的交流互通。在她的组织下, 学校外教团队曾分期分批前往华夏未来幼儿园、逸阳道小学、南开中学、天津一中学校进行考察学习; 也曾邀请全市7个区近80名英语教师到本校开展英语教学研讨活动; 更定期举办国际教育论坛、教师培训等公益活动, 面向全市教师免费开放。

教育以外, 惠灵顿天津校区已连续三年参与天津市龙舟赛, 是社群体育、文化活动中当之无愧的主力军。在2022年端午节期间举办的龙舟赛上, 惠灵顿天津校区更是力压十余支参赛队伍, 一举包揽200米男子组、女子组和混合组三项比赛的冠军。

更值得一提的是, 惠灵顿天津校区的学生、家长及教职员都在身体力行地为中国慈善事业付出努力。各式各样的慈善项目中, 既有由教职员组织的50公里徒步加50公里骑

行的“义骑行走100km”慈善募捐活动、由学生组织的与姊妹学校惠灵顿杭州校区联动举办的“1220公里”铁人三项运动, 还有援助天津乳腺癌治疗中心的“粉色日”活动、支持男性健康慈善机构的“Movember”公益活动, 更有聚焦天津市红桥区培智学校以及类似特殊教育机构的“Liddell Service”项目。在这一项目中, 天津校区师生通过多次实地走访, 为孩子们精心策划了各种活动, 并亲身参与到他们的课程之中, 近距离感受特殊学生群体的生活与学习。学校还积极号召并组织为甘南自治州的藏族儿童募集到了总计400公斤的棉衣。未来, 通过不断增进学校师生之间的互访交流, 天津校区希望可以为孩子们提供更多切实的帮助, 引发社会各界对特殊群体的关注。

多年来, 凭借在学术成果、师资力量、团队建设等多方面的卓越发展, 惠灵顿天津校区所获荣誉不胜枚举。在未来持续精进的过程中, 学校将始终不忘为社群服务的初心, 持之以恒为社群建设添砖加瓦。





Building a Cultural Bridge in Tianjin

Wellington College China, in close cooperation with Wellington College in England, opened its first school, Wellington College International Tianjin, in 2011. In the ensuing years, it opened Wellington College Bilingual Tianjin A Level Centre and Wellington College Bilingual Tianjin Nursery, establishing the institution as a pillar of education in Tianjin's Hongqiao District.

Dr Yang Yang, Master of Wellington College Tianjin, encourages the teaching of Chinese culture but also advocates for exchange programmes with other local schools. The College's foreign teachers, for instance, have visited Huaxia Future Kindergarten, Yiyangdao Primary School, Nankai Middle School and Tianjin No.1 Middle School to share teaching methodologies. She has invited nearly 80 English teachers from around the city to conduct seminars at Wellington. She also regularly holds international education forums and teacher training sessions that are open to Tianjin

teachers completely free of charge.

The College is fully engaged in the wider community's cultural activities as well, competing in traditional sporting events like the Tianjin Dragon Boat Race. Members of the College even won in the men's, women's and mixed 200-metre races.

Kindness and responsibility are core values at all Wellington College China schools. As such, pupils, parents and teachers are encouraged to make a positive impact on their community through a wide variety of charity initiatives. Recently, the College's teachers and staff raised money for the charity Educating Girls of Rural China with a cycling and walkathon. Through activities like Pink Day and Movember, the College community has raised money and awareness for breast cancer research and men's health issues. Additionally, the Liddell Service Project has presented Wellingtonians with the opportunity to engage in service

learning. Named after Eric Liddell, the Tianjin-born Scottish Olympian made famous by the film Chariots of Fire, pupils planned and organised a day of sporting activities for children of the nearby Peizhi School, which serves disabled children. The College also regularly organises donation drives for underserved communities. Recently, for instance, they collected 400 kilograms of clothing to send to Tibetan children in Gannan Autonomous Prefecture.

The College has received numerous honours for its outstanding academic achievements, faculty, team-building initiatives and more. As such, the College will never forget its original aspiration of serving the community and will continue to make contributions to community development.

前滩社群初创成员与“而立”浦东共成长

如今,位于黄浦江以东的前滩高楼林立、名企云集、声名在外,而十年前,当惠灵顿(中国)应陆家嘴集团之邀来此考察办学之时,这块前接世博滨江、对望徐汇滨江的福地尚且万事待兴。然而,惠灵顿(中国)团队独具慧眼,坚信前滩的发展潜力,毅然将上海惠灵顿外籍人员子女学校、上海浦东新区民办惠立幼儿园及上海浦东新区民办惠立学校先后定址于此。上海惠灵顿外籍人员子女学校更是首个入驻前滩的功能性项目,有幸见证并伴随浦东新区经历了改革开放三十年中日新月异的近十年。

据陆家嘴集团战略投资部总经理潘亦兵先生介绍,前滩的定位是国际化社区、总部经济的聚集地,以宜居、宜业为开发理念。在这种开发模式下,前滩需要优质的教育配套资源作为区域功能的配置。上海惠灵顿和惠立不仅可以满足前滩及周边区域不同家庭在教育层面上不同的需求,更对招商引资起到了

促进作用。上海陆家嘴金融贸易区开发股份有限公司副总经理姚佩玉女士补充道:“一方面,学校卓越的教学质量以及与日提升的知名度对名企高管家庭极富吸引力;另一方面,许多企业在选址时都希望可以面朝美丽的校园,不仅风景宜人,孩子们蓬勃的朝气也可以对工作氛围起到积极的影响。”

与此同时,前滩的高速发展也为学校成长添翼。随着越来越多的知名企业入驻前滩,在其中生活、学习的学子们也得以在多元化的环境中耳濡目染。例如,在2022年开展的九年级职业发展社会实践活动中,上海惠立学子前往位于前滩的科思创进行了STEM的实地体验与探索,同样位于前滩的莱佛士医院也成了2023年惠立学子探索医学的目的。在这里,学子们将拥有更多机会近距离感受企业资源整合等适用于未来发展的理念,甚至在潜移默化中自然触发自身对于职业规划的构想。另一方



面,前滩“宜居、宜业”的开发理念也为学校的人才引进提升了吸引力,无论是周边丰富的业态、便利的交通,还是温暖的社群文化,都使得这一区域成为了富有竞争力的选择。

此外,学校与前滩其他企业合作开展的体育、艺术等各领域活动,也为这一区域注入了更为丰富的文化色彩。例如,在上海惠立学校创校五周年之际,惠立艺术走进前滩太古里,用社群共创的形式诠释了艺术教育的影响力。历时数月筹备、7天紧密布展、近1600件艺术作品、30+艺术主题,“In the Zone”上海惠立学校五周年艺术与设计展描绘出了天马行空的艺术之旅,吸引了愈千人观展,也为商场汇聚了更多人气。上海惠灵顿及上海惠立学校的教职工还积极参与在前滩举办的各项体育活动,铁人三项、皮划艇等竞争激烈的赛事之中都能见到他们矫健的身影。

对于未来,陆家嘴集团期待与学校进一步深入合作与交流。潘亦兵先生表示:“希望未来惠灵顿、惠立学校不仅仅是前滩区域的名片,更能成为浦东新区的一张名片,和前滩其他企业,包括陆家嘴集团一起共同发展。”



A Pioneering Member of a Pudong Community

When Lujiazui Group invited Wellington College China to open a school in Qiantan, the area was little more than a constellation of empty lots. But Wellington College China shared the Lujiazui Group's ambitious vision for Qiantan, and its second school, Wellington College International Shanghai, became its first major construction project. Today, the neighbourhood is thriving. It is home to Wellington College International Shanghai and its bilingual sister, Huili School Shanghai, as well as a host of international businesses, retail outlets, restaurants, hotels and high-rise residences.

Mr Yibing Pan, General Manager of the Strategic Investment Department of Lujiazui Group, said: "Qiantan is positioned as an international community and a gathering place for a headquarters economy, with a

philosophy of being both livable and business-friendly. A community like this requires strong educational resources. Wellington College International Shanghai and Huili School Shanghai not only meet the educational needs of the families living in Qiantan and surrounding areas but also attract investment here."

Ms Peiyu Yao, Deputy General Manager of Shanghai Lujiazui Finance and Trade Zone Development Co., Ltd., added: "The College's excellent teaching quality and rising popularity are exceedingly attractive to the executives of well-known companies who have children of schooling age. Moreover, Qiantan's pleasant surroundings are highly conducive to raising and educating a child."

Qiantan's rapid development also benefits the growth of the College. As a

growing number of enterprises open in Qiantan, the pupils who live and study there enjoy a diverse environment full of opportunities to learn about the world of business. For instance, Huili School Shanghai pupils recently took a field trip to Covestro AG, a German materials company with offices in Qiantan, to learn how STEM learning is applied to the manufacturing industry. Nearby Raffles Hospital has proven itself to be an invaluable partner for Huili School Shanghai as well. It offers guidance programmes for pupils who are interested in pursuing a career in the medical profession. Moreover, in the long run, Qiantan has become a prime location for companies looking to recruit young and promising talent.

Wellington College China's arts activities also enrich the Qiantan community. On the fifth anniversary of Huili School Shanghai, this year's art and design exhibition was hosted by our community partner, Taikoo Li Qiantan. After months of preparation and an intense seven-day set-up, the exhibition, aptly named 'In the Zone', attracted over a thousand visitors who came to enjoy nearly 1600 artworks and over 30 different art and design themes. The exhibition celebrated Huili pupils as young artists and designers, but also embraced the creativity and talents of our wider school community.

Lujiazui Group sees a future full of opportunities for cooperation with Wellington College China. "I hope that in the future Wellington and Huili School will be a calling card not only for Qiantan but also the entirety of Pudong," says Pan.



国际化教育配套先行 助力江南科技城实现“以城促产”

坐落于杭州萧山科技城核心区的由杭州市萧山区惠立幼儿园、杭州市萧山区惠立学校、杭州惠灵顿外籍人员子女学校组成的校区于2018年正式开学，2021年杭州惠灵顿外籍人员子女学校的新教学楼也已全面竣工并投入使用。如今，“科创策源”的萧山科技城与“高端智造”的桥南板块融合成为江南科技城。作为其规划的教育配套资源中不可或缺的组成部分，惠灵顿杭州校区也在从多维度助力科技城实现“人、产、城”融合的发展目标。

科技城西靠钱江世纪城亚运核心区，东临萧山国际机场，在其发展规划中，以国际化视野寻求优质的教育资源和产业人才，是极其重要的一环。而惠灵顿杭州校区的建设落户，正是科技城“产城融合”发展之路上，形成良好生态闭环的重要部署。惠灵顿杭州校区不仅将优质国际化教育资源带到了科技城，更对科技城的招商引资及人才引进起到了积极的作用，很多计划入驻企业的高管都表现出

对于子女入读杭州校区的兴趣。继学校落成开学后，大型商业综合体“光环梦中心”、星级酒店纷纷选择落户学校周边。2022年9月，杭州地铁19号线（机场轨道快线）也正式投入使用，从机场前往学校的路程缩短至5分钟内，更接多条地铁线路，保障来往出行的便利。此外，学校的成长也带动了周边房产的发展，这一区域无论是地理位置还是文化氛围，都对居民极富吸引力。

惠灵顿杭州校区中学部校长Stewart Brown曾在代表学校参与科技城第二届科创生态大会时表示：“理想的国际化社群是多元化的、包容的、友好的。我们学校非常重视社群的建设，着力为所在社群做出贡献，乐于提供多彩的社群活动和机遇。”

多年来，惠灵顿杭州校区不仅协助各组织机构接待重要访问活动，还积极主导、参与各类文化活动。例如由浙江省慈善联合总会、浙江省教育厅师范教育教指委和创新创业教指委、共青团浙江省委

浙江省学生联合会指导，浙江传化慈善基金会、杭州传化科技城有限公司、杭州市萧山区惠立学校、浙江师范大学主办，浙江省红石慈善基金会、浙江师范大学杭州幼儿师范学院（特殊教育学院）承办的“传化·杭州惠立”教育双创公益行动暨浙江省师范类大学生教育创新创业项目大赛就在助力未来社区教育和乡村教育上做出了积极探索，体现了学校主动肩负社会责任的决心与实践。

当然，作为科技城的社群成员，惠灵顿杭州校区也切实感受到了社群的帮助，如主导科技城核心区产业发展的传化集团就为学校独家打造了一座国际教师公寓，可容纳逾100个外籍家庭居住，支持力度可见一斑。其董事长徐冠巨曾在学校交付之时表示：“惠灵顿杭州校区的成立标志着科技城打造‘建设高地’和‘服务高地’的蓝图正在一步步变成现实。”而今，经过五年多的发展，昔日憧憬的美好画卷已近在眼前。





苏锡通新晋成员 引领南通双语教育不断发展

惠灵顿(中国)学校大家庭中的新成员南通惠立学校于2022年9月迎来了盛大开校。筹备建校的三年多里,虽历经疫情带来的重重挑战,但在南通市、苏锡通产业园区等社会各界的大力支持之下,学校如约迎来了首批学子。

在学校建设过程中,各市级领导曾多次亲临现场考察指导,为学校发展提供建设性意见。南通市委书记吴新明在与惠灵顿(中国)创始人、理事长乔英女士会见时指出,“像‘惠立’这样的国际化学校落地南通是长三角经济一体化的体现,既能满足多样化的教育需求,也能帮助吸引高端人才落户南通,助力园区发展,打造优质的营商环境。”

虽然南通惠立学校“校龄”尚轻,但其高质量教学已经收获了来自学生、家长的广泛好评。这一学年中,学校更面向广泛的社群成员举办了丰富多样的活动,正如吴书记所期待的那样,为园区发展注入更强劲的惠立力量。

过去十余年间,在各界支持之下,11所惠灵顿、惠立学校先后林立而起并茁壮成长,也让学校有幸见证区域发展步入高速轨道,对此,惠灵顿(中国)始终与有荣焉。在未来十年乃至更长远的光华中,惠灵顿(中国)期待并将致力于推动学校成长与区域发展同频共振,以更雄厚的惠灵顿、惠立力量反哺社群,回馈社会!

Growing a Hangzhou Science and Technology Hub Through International Education

Comprising Wellington College International Hangzhou, Huili School Hangzhou and Huili Nursery Hangzhou, Wellington College Hangzhou opened in 2018 in the city's Xiaoshan Science and Technology City (the area has since merged with the Jiangnan Science and Technology City). The school has been a vital educational resource to the surrounding area ever since. Its presence has, in turn, helped to spur other development. Several five-star hotels and commercial complexes have opened since 2018. In September 2022, Hangzhou Metro Line 19 (Airport Rail Express) went operational, shortening the journey from the Jiangnan Science and Technology City to the nearby international airport to less than five minutes. The school's presence has

also had a positive impact on local residential real estate.

Stewart Brown, Wellington College Hangzhou's Head of Senior School, said: "The ideal international community is diverse, inclusive and friendly. Our College attaches great importance to the community and will focus on making contributions to the community."

Since its founding, Wellington College Hangzhou has been a driving force for cultural development within the community. For instance, Transfar Group and Huili Hangzhou Innovation and Entrepreneurship Competition will provide funding and support for 30 educational innovation projects for teacher-

training students over a period of three years. It is aimed at advancing rural education.

The College has likewise benefitted from being part of a strong community. The Transfar Group has built an exclusive international teachers' residence for the College. The facility can accommodate more than 100 families. Xu Guanju, Chairman of the Transfar Group said: "The establishment of Wellington College Hangzhou has brought us closer to achieving our goal of making the Jiangnan Science and Technology City a leader in infrastructure development and a community that attracts world-class talent."





Bringing World-Class Bilingual Education to Nantong

Huili School Nantong, the newest member of the Wellington College China Family, opened its doors to pupils in September 2022. Considering the ongoing challenges brought about by the global pandemic, this was a remarkable achievement. This was in no small part due to the strong support that Huili received from the city of Nantong, Suxitong Industrial Park and other sectors.

During construction, municipal leaders regularly visited to offer guidance and direction. On one visit, Wu Xinming, Secretary of the Nantong Municipal Party Committee, said, "The

establishment of a bilingual school like Huili in Nantong is a manifestation of the economic integration of the Yangtze River Delta, which not only meets the region's diverse educational needs but also helps to attract talent to Nantong, thereby facilitating Suxitong Industrial Park's development as it fosters a high-quality business environment." Huili School Nantong is still very young, its teaching has received wide acclaim from pupils and parents, and we see endless opportunities for engagement with the Suxitong community.

Looking on the horizon, Wellington College China is committed to community development wherever it opens schools.

美美与共, 天下大同

——培养跨文化交流能力的重要性

惠灵顿(中国)创始人、理事长乔英女士曾说过,我们期待学子不仅熟练掌握中英双语,更能够在日常生活中,在思想和学术层面上,实现两种语言体系的自由切换,并拥有深切的爱国情怀和文化归属感。未来无论身处何方,都能成为连接中国和世界的桥梁和纽带。

随着科学技术的发展,我们已步入AI时代,面对人类或被人工智能替代的可能性,我们又该如何让孩子成为一座与世界连接的桥梁?简单地掌握一门外语,能够用外语沟通显然已远远不够,语言背后所蕴藏的深层情感共鸣、多元文化包容、价值观、认识理解等能力将更为重要。而这些能力需要在一个场域里自然习得,这个场域就是多文化融合的真实日常环境,以及跨文化的人文交流。

在惠灵顿(中国)旗下学校,对跨文化交流能力的培养渗透进了学生生活的方方面面。以课堂教学为例,老师们打破了传统的教学方式,将语言学习与文化学习和活动相结合,共同促进、巩固、提升学习效果。比如在惠灵顿(中国)学校常见的戏剧演绎是基于文本学习,老师与同学共同择选篇章,作为舞台表演的剧本。在选择、改编剧本的过程中,学子们将自发深入研究著作,以达到更准确的情感解读及情景再现,最终生动呈现于舞台之上。这种方式被广泛应用于《刘姥姥进大观园》《孙权劝学》等经典中文著作,以及《麦克白》《爱丽丝梦游仙境》等英文名著的研学。它极大地激发了学子们的学习热情,更加深了对作品所反映的时代背景、社会文化的理解。文学学习和戏剧表演的结合,是抽象思维和形体思维的结合,知识与能力的结合,让孩子们在收获知识的同时,欣赏文学,领悟文化。

除了语言技能上的提升,学校还会开展丰富多彩的活动,让学生得以浸润于开放包容的国际化环境。一年四季中,学校既有春节、中秋、端午等中国传统节日的庆祝活动,也有国际美食节、圣诞亮灯等具有各国文化传统特色的主题活动。这些活动不仅帮助来自全球各地的学子们建立归属感与文化自信,更有助于打造和谐的国际化社群氛围,让学子们认识、拥抱世界文化的多元与美好。

随着科技的快速发展和世界格局的改变,跨文化人才培养变得愈发重要,我们希望惠灵顿(中国)的毕业生都能以维护世界和平为远大志向,在国际舞台上秉承相互理解、尊重和信任的原则,成为跨文化沟通交流的使者,成为连接世界的那一座座桥。当桥梁架起,相信共识终将超越分歧,将世界更加紧密地凝聚在一起。



Building Bridges with Bilingual Learning

Proficiency in multiple languages is more than just a skill, it is a superpower. As our world grows more interconnected, we will need more people who can bridge divides, foster understanding and forge meaningful connections across linguistic and cultural boundaries. This is why teaching pupils to be bilingual, biliterate and bicultural is central to Wellington College China's mission.

English is often used as a lingua franca, or common tongue, in international settings. And nearly 1.5 billion people speak Chinese. In the coming decades, these will, without a doubt, be the two most important languages to know. Anyone who can master both will be an indispensable asset to almost any organisation, whether it is a national government, a Fortune 500 company or the United Nations.

But the benefits of a bilingual education extend far beyond the practical matters of career advancement. Language is not just a medium of communication; it is the software of our cognition. As such, learning a new language is so much more than acquiring vocabulary and grammar. It is an immersive journey into the mindset and culture of another. As our pupils learn a new language, they gain unmediated insights into the values, traditions, customs and worldviews that make that culture unique.

They also learn more about their own culture and how it shapes their assumptions about the world. In this way, bilingual education is a powerful tool for teaching empathy. It instils in our pupils attitudes of tolerance,

openness and inclusivity. They become more open-minded and willing to view an issue from multiple perspectives. As a result, they are versatile and adaptive to any multicultural situation.

In a time when global relations appear to be growing more precarious, a soft skill like this can prove invaluable. Clear and effective communication is the key to diplomacy and building strong relationships between nations. Being bilingual is, therefore, instrumental to cross-cultural communication and, by extension, international cooperation. We are, in effect, teaching our pupils to be globally-minded citizens of the world. Indeed, it is an investment in a peaceful and prosperous future.



思继往, 明开来

Over 160 Years of Excellence in Education

看惠灵顿(中国)的历史与当下

惠灵顿(中国)创始人、理事长乔英女士曾说:“我们的每一所学校都是奔着百年名校去的。”就在去年,惠灵顿(中国)旗下第一所学校天津惠灵顿外籍人员子女学校迎来了第一个十岁生日,用4000余个日夜书写下了惠灵顿(中国)第一个百年征程里的璀璨开篇;而2018年开校的上海浦东新区民办惠立学校、惠灵顿杭州校区也迎来了第一个五周年纪念。在中国,我们乘风起航、踔厉奋发,而姊妹学校英国惠灵顿公学则在历史的长河中千帆过尽、勇立潮头。

思继往,方能明开来。让我们共同在时光长廊中撷光拾影,追溯一个多世纪前远在英格兰敲响的开学钟声,感受穿越岁月的阵阵回响与当下的共鸣。

Looking Back on Wellington's Long and Storied Legacy

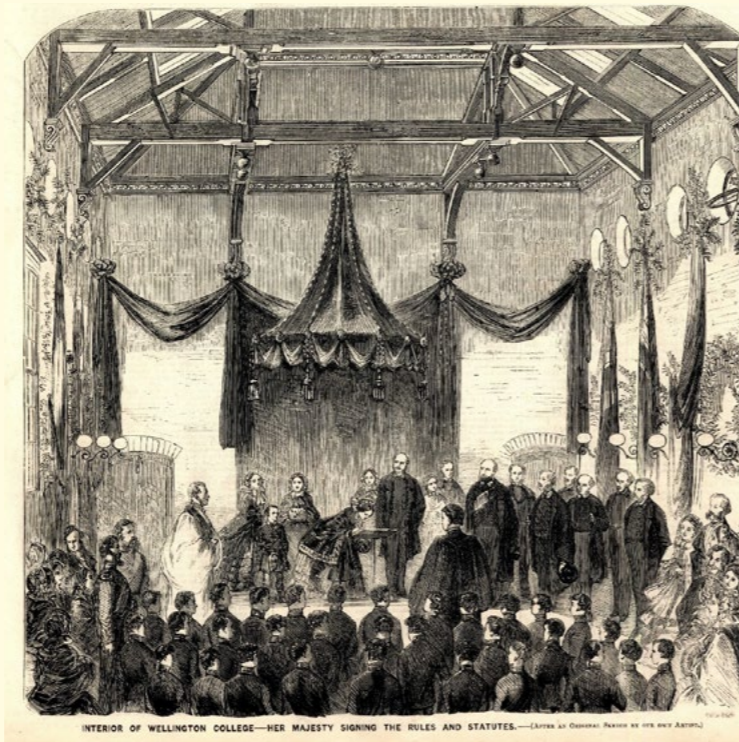
“Every College of ours is aimed at becoming a prestigious centennial College,” says Wellington College China Founder and Chairman Joy Qiao. Last year, our first school, Wellington College International Tianjin, celebrated its 10th anniversary. This year, Huili School Shanghai and Wellington College Hangzhou celebrate five years. We have only begun our journey, but we are standing on the shoulders of a giant with more than a century and a half of history.

为纪念惠灵顿公爵 更为抚平战争的伤痛

缘起

众所周知，英国惠灵顿公学是维多利亚女王为纪念第一代惠灵顿公爵而建。这位19世纪杰出的军事家、政治家凭借卓越的军事技巧，取得了滑铁卢战争的胜利，结束了长达12年的拿破仑战争，为在战火中苦苦挣扎的黎民带来了破晓。这场著名战役之后，惠灵顿公爵先后两次出任英国首相，并保留陆军总司令的职务直至去世。

在皇室服役了整整65年后，惠灵顿公爵与世长辞。英国举国为其举办了盛大的国葬，以寄哀思。当时，维多利亚女王在给比利时国王的一封信中写道，惠灵顿公爵的离世是“国家无法弥补的损失”，并称他为“这个国家有史以来最伟大的人物”。为纪念惠灵顿公爵，全球各地有许多事物以惠灵顿公爵的名字而命名，其中有新西兰首都、纽约的一座山、惠灵顿牛排，以及英格兰地区数之不清的商家店铺。



A Monument to a Titan of British History



Wellington College in England was founded by Queen Victoria to commemorate Arthur Wellesley, First Duke of Wellington, the brilliant military strategist who defeated Napoleon at the Battle of Waterloo. He went on to serve as Queen Victoria's husband, Prime Minister twice and retained the position of Commander-in-Chief of the Army until his death in 1852.

Queen Victoria wrote in a letter to the King of Belgium that the Duke's death was an "irreparable loss for the country" and called him "the greatest man this country ever produced".

Today, his legacy lives on around the world. The capital of New Zealand bears his name. As does a mountain in New York. The classic dish beef Wellington is also a tribute to him.

慈善初心滋养价值观发展

建立英国惠灵顿公学，是在维多利亚女王、其丈夫阿尔伯特亲王和时任英国首相爱德华·斯坦利勋爵的一次谈话中被首次提出的。在惠灵顿公爵去世的第二年，即1853年，惠灵顿公学就被授予了“皇家特许状”，并成立了“惠灵顿公学皇家和宗教基金会”，这意味着惠灵顿公学的创校及办学，获得了英国皇家特许权。与此同时，阿尔伯特亲王被一致推选为学校的理事长，在任期间，他大大推动了公学的发展。

1856年，维多利亚女王出席惠灵顿公学的奠基仪式，自此具有浓厚的维多利亚时期巴洛克风格的惠灵顿公学校舍开始投入建设。惠灵顿公学是由阿尔伯特亲王亲定的以古典风格闻名的著名建筑师小约翰·肖 (John

Shaw Jr) 进行设计的。时至今日，遍及中国、泰国、印度等地的惠灵顿及惠立学校依然保留了以红砖、深灰曼莎顶、高耸钟楼等为标志性特色的建筑风格。

1859年，惠灵顿公学迎来了第一批76名学生，其中47名为陆军孤儿。开学后的第九天，公学举办了正式的开学典礼。维多利亚女王和阿尔伯特亲王、爱丽丝公主和亚瑟亲王、时任剑桥公爵、第二代惠灵顿公爵和公爵夫人、时任德比伯爵和伯爵夫人及众多英格兰贵族出席典礼。典礼之后，维多利亚女王参观了学校的各个角落，当她走进教室看着学生们认真学习的样子，十分动容。在随后的演讲中，她表达了对未来惠灵顿人的期望：“看到惠灵顿的第一批学生，我仿佛看到了建立这所学校

的善举所生长出的果实，而我相信他们会以责任、正直、尊重的品格，对待身边的人，实现校名所包含的价值。”惠灵顿传承至今的五大价值观“仁、义、礼、勇、信”正是来源于此次演讲。

英国惠灵顿公学与英国皇室之间的紧密联系历久弥新，各皇室成员也会不定期对学校进行访问。自开校之后，维多利亚女王还曾两次访问英国惠灵顿公学，在此之后惠灵顿公学更是因成为众多英国皇室成员就读的学校而闻名。为了感谢维多利亚女王和阿尔伯特亲王对学校建设的倾力支持，英国惠灵顿公学在校园内特别开设了V&A (Victoria and Albert) 咖啡馆，而这一传统也在之后的海外新校中得以保留。

Deeply Rooted in Royal Traditions

In 1853, Wellington College was granted a Royal Charter and the Royal and Religious Foundation of Wellington College was established. Prince Albert was unanimously elected as the College's President of the Governors, and during his tenure, he promoted the College's development.

Construction of the College commenced in 1856 when Queen Victoria laid the foundation stone. Prince Albert had hand-selected the architect John Shaw Jr, who was famous for his distinctive English Baroque style, to design the school. Today, its iconic

red brick, dark grey Mansard roofs and lofty bell towers remain visual hallmarks of all Wellington College International and Huili Schools.

In 1859, Wellington College accepted its inaugural class of pupils. 76 enrolled. 47 orphans of deceased army officers. The school's opening ceremony was attended by Queen Victoria, Prince Albert and several key figures in British aristocracy. In a speech, Queen Victoria expressed her aspirations for future Wellingtonians: "In the students now before me I am glad to recognize the first fruits of this benevolent work; and

I trust they will, by their steady industry and honorable conduct, their cheerful obedience to those who are set in authority over them, and their behavior to each other, earn a character for the College worthy of the name it bears."

Queen Victoria visited Wellington College two more times during her reign, and the College was famous for educating several royals. To this day, the College's connection to Queen Victoria and Prince Albert is commemorated in various ways, most notably its V&A (Victoria and Albert) Café.



建校



在革新中前行 落地中国追求融汇东西

20世纪以来，英国惠灵顿公学不断发展壮大，新教学楼和寄宿楼相继落成。校园中，崭新的楼宇与百余年前具有悠久历史的建筑交相辉映。到21世纪，学校已有1000多名学生，并在2006年，全面实现了男女混校制。其优质的全人教育不仅为学生提供了多元发展的平台和空间，同时全力支持学子在学术领域成就卓越，多年来始终稳居全英前列的学术水平有目共睹。此外，英国惠灵顿公学对于当地的意义早已不仅仅是一所学校，更是英格兰东南部的社会、文化和体育中心。公学曾承办多场国际活动，如2011年全能教育协会会议(The Round Square Conference)，伊丽莎白二世女王及全球20多个国家的千名学生和教职员出席了此次会议。

步入21世纪后，英国惠灵顿公学的发展脚步不再局限于英国，远道而来的中国伙伴

为公学打开了全新的发展蓝图。2009年，在英国惠灵顿公学150周年的庆典上，时任女王伊丽莎白二世会见了惠灵顿(中国)创始人、理事长乔英女士，并在乔英女士的陪同下，参观了天津惠灵顿外籍人员子女学校的建筑模型。基于惠灵顿(中国)与英国惠灵顿公学的密切协作，2011年英国惠灵顿公学的第一所海外合作学校——天津惠灵顿外籍人员子女学校正式开学。在此后的十余年里，惠灵顿(中国)先后在天津、上海、杭州、南通共开设了11所惠灵顿、惠立学校。与此同时，惠灵顿国际与泰国、印度等东南亚地区的伙伴也已先后建立了合作关系，惠灵顿学校大家庭的版图正在稳步扩大中。

未来，惠灵顿(中国)还会将双语教育模式落地海外，将优质的教育模式带向全球更广阔的学生群体，为搭建中西方文化交流的桥梁贡献属于惠灵顿、惠立的力量。

发展

远隔东西两端，跨越160余年光阴，却因同根同源，感受着同样的呼吸、同频的脉动。如果说，漫长的岁月为英国惠灵顿公学的发展奠定了稳固的根基，那如今遍布各方的惠灵顿学校大家庭成员正是受这同一根源滋养而生的树丫。它们枝繁叶茂，欣欣向荣。



A Bridge Between the East and West

In the 20th century, Wellington College in England continued to develop and grow, with the construction of new teaching buildings and boarding facilities. By the 21st century, the College had more than 1,000 pupils, and in 2006, it fully implemented co-education, offering its holistic education provision to a broader, more diverse base of pupils. Meanwhile, its academic standards have remained at the forefront of the UK for many years. In addition to academic excellence, Wellington College has also served as a cultural and sporting hub for communities in the southeast of England. It has also hosted international events, such as the Round Square Conference in 2011, which was attended by Queen Elizabeth II and more than 1000 guests from over 20 countries.

Now, Wellington has expanded its reach far beyond the UK. In 2009, on

the 150th anniversary of Wellington's opening, Joy Qiao shared with Queen Elizabeth II a scale model of Wellington College International Tianjin. Two years later, Wellington College China's first school officially opened. In the subsequent 12 years, Wellington College China opened a total of 11 Wellington College International Schools and Huili Schools in Tianjin, Shanghai, Hangzhou and Nantong. Wellington College International has also established a partnership with schools in Bangkok, Thailand and Pune, India.



Looking ahead, Wellington College China will continue to share its bilingual education model with pupils overseas, as it builds a bridge between China and the rest of the world.

160 years on, what began as a single tree has grown strong branches that span from the West to the East. Whether in the UK, China, Thailand or India, our pupils, parents and teachers thrive.

善 新

创新实践

We are
Changemakers

Innovative Practices

双语课程教学项目， 为双语学习夯实基础

可以预见，在今后几十年中，英文和中文将成为全球最重要的两种语言，能够真正将两种语言融会贯通的人才势必脱颖而出。这也是惠灵顿外籍人员子女学校精心设计并推出全新双语课程教学项目的原因。该项目旨在通过营造沉浸式的中英双语学习环境，培养出真正具备双语能力、精通双语读写、掌握双元文化的优秀学子。

在设计课程时，我们注重同时考虑到三组不同的学生群体：其一是来自双语家庭的孩子，但在家中他们会倾向于使用一种语言；其二是与家人在国外旅居过一段时间的学子，他们在家使用中文，在外使用英文；其三是从小就接触中文的国际学子。尽管这三类学子的语言使用习惯和背景不尽相同，但都有一个共同点，即均具备成为双语人才的潜力。然而，如果要最大化激发这些学子的双语潜能，仅靠每周几小时的语言学习显然是不够的，必须依靠沉浸式的学习环境及方法。

值得一提的是，本课程已经过了概念论证。自2018年以来，惠灵顿（中国）旗下的惠立学校就启用了类似的教学模式，并取得了巨大成功。通过自主研究教学方法，及向国内其他优秀双语学校借鉴学习，我们不断夯实课程发展基础。

无论是数学还是社会学，参与这项课程的学子会使用英文和中文学习每一门学科。因此，他们将不仅学会两种语言，更将学会如何用两种语言进行学习。这种教学方式有助于扩大词汇量、加强阅读理解能力，并提升口语能力。潜移默化之下，他们将具备瞬时理解并高效处理双语信息的能力，无需在脑海中进行翻译转换。



学生们可以从幼儿园阶段就参与该双语、双文化定制课程。该课程旨在将传统的中文教学转化为更富意义的项目制学习，从而可以无缝相融我们在幼儿园阶段通常采用的教学方法。双语课程将一直陪伴学子至8年级，届时，他们将为以英文作为第一语言和以中文作为第一语言的IGCSE课程，以及双语IB课程做好充分准备。

双语课程由一位以中文为母语的老师和一位以英文为母语的组成的教学小组共同授课。老师们会采用并行教学的模式，并将大量经研究证明切实有效的教学方式应用于课堂，比如：先用一种语言阅读文章，再用另一种语言对文章进行分析解读。为确保学子充分理解、深入掌握丰富的课程内容，每节双语课程均设有专门的中文班级教师、英文班级教师及专业助教协同授课。

目前，该课程已卓有成效。参与该课程的学生家长注意到，孩子们的口语和阅读理解能力有了显著提升。课程还激发了学子们对中国文化的强烈兴趣，并加强了他们的中英文转换能力。仅用时一年就取得如此显著成果，这让我们对双语课程充满信心。相信通过该课程的培养熏陶，学子终将成为真正具备双语能力，于两种语言文化间游刃有余地交流、思考和逐梦的栋梁之才。

Building Strong Bilingual Foundations with Our Dual Language Pathway

In the coming decades, English and Chinese will be the two most important languages to know. Anyone who can achieve total mastery of both will prove to be quite an asset in the global workforce. That is why Wellington Colleges introduced our Dual Language Pathway in 2021. Our aim with this ambitious pilot project has been to create fully bilingual, biliterate and bicultural pupils through immersion in a dual Chinese and English learning environment.

We designed this programme with three very distinct groups of pupils in mind. Some of them come from bilingual households, but one language is spoken more than the other. Some belong to families that have spent time in countries where Chinese is spoken in the home and English outside of it. Others are international pupils who, from an early age, have benefitted from exposure to the Chinese language. These three cohorts are quite diverse, but they share one thing in common: They have a strong potential to become fully fluent in both English and Chinese. However, if we want them to realise this potential, we cannot relegate their language learning to just a few hours a week. Rather, it must be immersive.

The great thing about the Dual Language Pathway is that we already have proof of concept. Our Huili Schools have already been applying a very similar model with great success since 2018. We have built upon this solid foundation by conducting research into teaching methodologies and learning from other successful bilingual schools throughout China.

Pupils enrolled on the pathway learn every subject, from maths to social studies, in both English and Chinese. As a result, they do not just learn both languages; they learn how to learn in both languages. This builds vocabulary, reinforces reading comprehension and develops oracy. Eventually, they will not even have to translate in their heads. They will be able to comprehend and process the information immediately.

Pupils joining this bespoke bilingual, bicultural programme can start in the Early Years. The programme looks to transform traditional Chinese teaching into more meaningful project-based learning that presents as seamless and indistinct from the more general approaches we apply in our Early Years curriculum. The pathway will take pupils to year 8, when they will be fully prepared to advance to first-language English and Chinese IGCSE courses and the bilingual IB Diploma should they wish.

Classes are taught by a team of two teachers, a native Chinese speaker and a native English speaker. They teach most subjects in parallel in their respective

languages, employing several highly effective, research-proven techniques. For example, the class may read a text in one language but be asked to answer comprehension questions in the other. To ensure that our pupils truly make the most of such a rich curriculum, each dual language class benefits from an additional Chinese class teacher who works alongside the English-speaking class teacher and a specialist teaching assistant.

And it is already working! Parents with children enrolled in the programme have already noticed remarkable improvements in oracy and reading comprehension. The programme has sparked their interest in Chinese culture, and they demonstrate an increased facility in transitioning between English and Chinese. After two years of progress, we are confident that our children on the Dual Language Pathway will become truly bilingual, biliterate and bicultural pupils who can speak, think and dream seamlessly in either language.



融汇中西——惠立学校的主题式教学

为了让覆盖广泛学科的教学富有更深远的意义、目的更为明确，惠立学校采用了主题式教学。主题式教学可确保各学科紧密联系，并在同一“主题”的引领下开展教学。此外，中外籍教师搭档开展合作教学的方式，同样体现了融汇中西的特色。而遵循中国国家课程方案与课程标准，吸收多样化课程优势的教学方法，则让学校得以实现真正的文化融合。

在惠立学校，主题式教学的核心是围绕惠立关键学习目标(KLO)开设的定制课程，旨在结合中英两国国家课程的目标和期望，评估与借鉴包括国际小学课程(IPC)和国际文凭小学课程(PYP)等课程框架内的相关优秀教学理念，从而确保课程的广度。

更重要的是，惠立学校定制的关键学习目标与中国的历史与文化密切相连。例如，中国历史上的关键事件均纳入了课程。能力出众且尽职尽责的教师队伍切实开展主题式教学，则是达成学习目标的坚实保障。在惠立学校，中外籍教师的合作计划、合作教学，对于成功开展主题课至关重要。各位教师共同分享他们的教学实践，以及对于儿童双语教育的理

解和自身成长为双语人士的经历。就这一层面来说，中方教师的专业知识尤为重要。秉持“仁、义、礼、勇、信”的共同价值观，我们的教师成功融合东西方文化，将行之有效的主题式教学带入课堂。

主题式教学使孩子们能够通过一个重要的主题来探索学科之间的关联，以三年级开展的主题课《来自过去的足迹》为例，这门课旨在探索中国与世界的关系。教师们将历史、地理、设计技术、科学等学科知识交织融合，为学子带来更为丰富全面的学习体验。除了将不同的学科知识整合成一个引发学习兴趣的主题，学校还将“内容和语言融合学习”(CLIL)的技巧融入其中，最大程度地提升语言教学的效果。通过CLIL，学子能够探索关键学科内容，并经由与同龄人的交流互动练习和发展语言技能，乃至具备更高阶的思维技能迎接学术上的进一步挑战。

惠立学校实行以学生为中心的探究式教学法，这一方法有助于学子自我主导探索关键学习目标，将学习与自身联系起来，探究能够激发个人兴趣的主题。对于年幼的孩子来说，

这样的学习将帮助他们将自身经历与他们对于浩瀚世界不断拓展的理解相关联，这同样是一个融汇东西方文化的理想契机。在小学高年级，教师采用布鲁姆认知分类金字塔助力孩子们迎接挑战，该分类方法用于规划、设计具有挑战性的学习活动，以促进跨课程学习。

在主题式教学中，培养国际化思维至关重要，因为孩子们可以就当下的生活和更广阔的世界提出问题，深入探索。但是，在培养学子具备国际化思维的同时，惠立学校同样希望学子们可以深刻认识到学习中国历史的重要性。

我们的教师团队之间紧密协作，共同探索如何确保主题式教学与孩子们的真实经历及生活相联系。中外籍教师彼此分享了他们对于教学实践的想法和经验，致力于为学子们提供最佳学习体验，使他们能够对不同的学科知识兼容并蓄，同时提高中英双语能力，从而获得最佳的教学成效。惠立学校将全力以赴，确保每一个孩子均能充分发挥潜力，成就卓越。



Blending East and West: Theme Teaching in Our Bilingual Schools

As part of our holistic education offering, our Huili bilingual schools implement theme teaching. This approach combines Eastern and Western teaching styles, blends curriculums to foster cultural integration and is taught by pairs of local and foreign teachers.

Our Huili Key Learning Objectives (KLOs) form the core of theme teaching. These merge objectives from Chinese and English National Curriculums while incorporating ideas from frameworks like the International Primary Curriculum (IPC) and the Primary Years Programme (PYP). Our KLOs also establish clear connections to Chinese history and culture. Teachers bring integrated theme teaching to life, working together to plan and teach themes and leveraging the expertise of both local and foreign teachers.

Theme teaching enables pupils to explore connections across subjects

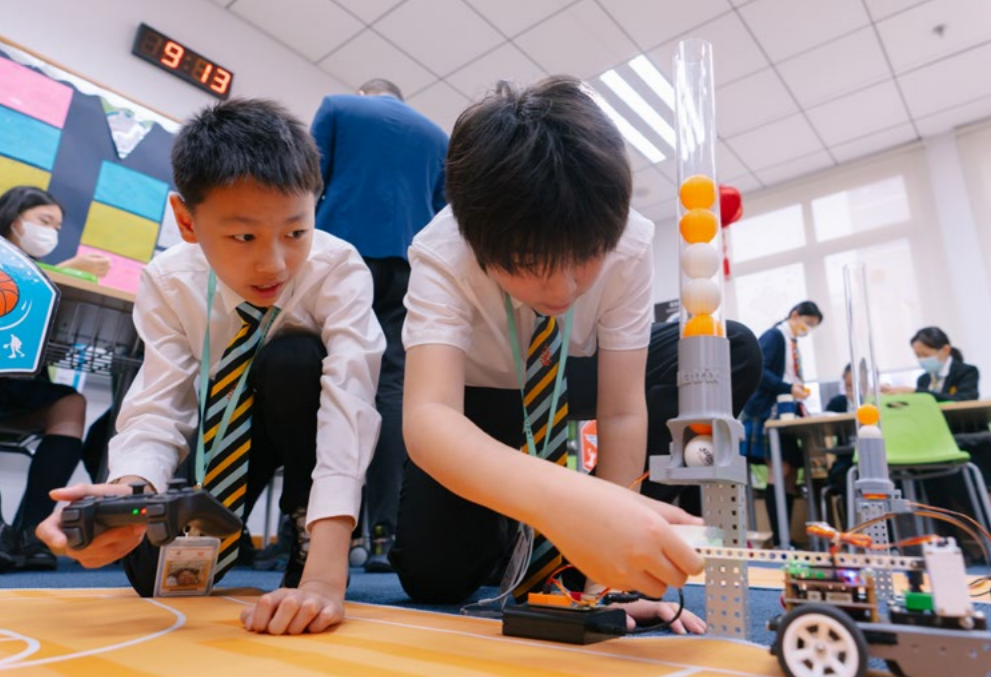
through overarching themes. For example, a grade 3 theme might be, 'Footprints from the Past,' which delves into China and the world, weaving together history, geography, design technology and science. Language teaching is maximised through Content and Language Integrated Learning (CLIL), allowing learners to develop subject content knowledge and language skills while engaging in interactive activities that teach higher-order thinking.

The Huili schools work hard to foster enquiry-based learning which empowers pupils to explore key learning objectives independently. They draw connections to their own experiences and the wider world, blending Eastern and Western perspectives. We use Bloom's taxonomy, a set of three hierarchical models used for classification of educational learning objectives into levels of complexity and specificity, to challenge pupils through cross-curricular activities. Making use

of a structure such as Bloom's taxonomy enables teachers to develop learning by designing learning opportunities which offer different levels of questioning to ensure children are always being challenged.

Our teaching teams emphasise the importance of Chinese history whilst nurturing an international mindset. Global perspectives play a crucial role in integrated theme teaching as it encourages children to explore their immediate lives and the broader world, asking meaningful questions. Teachers collaborate to ensure theme teaching is connected to real-world experiences. Chinese and foreign teachers share ideas and teaching practices to create the best learning environment for bilingual pupils. By combining their knowledge and skills, the Huili teams are dedicated to nurturing all children's potential enabling Huili learners to embody our vision to 'Be You. Be More.'





未来已来, 让教育拥抱人工智能

ChatGPT的横空出世让人工智能(AI)成为人们热议的焦点, 各行各业都在探讨人工智能带来的挑战和机遇。从谷歌的PaLM2到OpenAI的ChatGPT, 生成式人工智能对于家长、教师和学生而言, 都是一项举足轻重的技术。尽管这些工具颇有益处, 但人们担忧我们的教育系统是否已做好充足准备来应用AI技术, 并能将基础AI技能整合到课程中。

在惠灵顿(中国), 教学团队高度重视人工智能的发展状况, 并已将人工智能融入日常教学, 力争为学生提供与时俱进的高质量教学。

教学、学习和方针策略

面对人工智能日新月异的发展, 世界各地的学校终将调整教育重点, 不再单纯考察学生的知识掌握程度, 而更侧重培养学生的沟通能力和批判性思维技能。所以, 有效沟通、灵活调整、团队精神、领导力、同理心等技能, 以及解决问题的能力 and 批判性分析现实问题的能力, 都日臻重要。

作为技术应用的先行者, 惠灵顿(中国)坚定不移地为学生提供与21世纪的教育要求相匹配的课程。我们的教师已开始在不同的学科

领域使用AI工具。在英语课上, 学生们使用ChatGPT对书本中的人物进行分析; 数学课上, 学生们利用DuetAI进行预测分析和数据清理。我们希望, 学生们可以在惠灵顿(中国)的学习旅程中, 培养批判性、创造性思维, 终身学习能力, 发展想象力和创造性, 从而自如应对未来世界可能的挑战。

AI的基础技能

正如作家斯图尔特·布兰德所说: “一种新技术一旦开始流行, 你要么坐上压路机, 要么成为铺路石。” 我们努力让学生掌握必备技能, 这不仅是学会使用人工智能, 而且要具备开发人工智能的能力。2022-2023学年, 我们在这方面取得了深入进展。

通过信息技术课程, 即 ICT (Information Communication Technology) 课程, 我们培养学生掌握必备的计算机技能, 助力他们高效地学习其他科目, 并在富有趣味性和思考性的活动中, 锻炼发现问题和解决问题的能力, 培养批判性思考和团队合作能力, 这对于提升学子的终身学习能力至关重要。

ICT课程主要关注计算思维、网络和系统设计、网络安全和数字素养等领域。学习内容的

广度和深度会随着年级不断提高。编程是ICT课程中必不可少的一部分。许多研究成果表明, 学习编程可以提升逻辑思维能力、解决问题的能力以及创新协作能力。在六年级的ICT课程中, 学生们已经开始学习Python语言。

强强联手, 与时俱进

为将高速发展的人工智能与教育更好地融合, 惠灵顿(中国)积极寻求科技领域的合作伙伴, 致力于与伙伴们携手同行应对新时代的挑战。2023年6月, 惠灵顿(中国)管理团队及理事一道, 拜访了微软上海办公室, 探讨了人工智能领域的最新发展, 及其对惠灵顿(中国)社群的影响。此次访问后, 双方建立起了更紧密的联系, 并将展开更多密切合作。

此外, 各校还与教育科技公司建立合作关系, 邀请到麻省理工学院、斯坦福大学等世界顶尖学府的培训师进行指导, 通过人工智能研讨会等多种形式, 为师生提供多样化机会向科技领域的顶尖人才学习, 并从中获得启发, 开展基于实际生活的人工智能项目。

惠灵顿(中国)将持之以恒追求卓越, 以积极拥抱科技发展的初心, 不断完善提升学生的学习体验, 为广大学子提供更优质的国际化全人教育。



Let Education Embrace AI

From Google's PaLM2 to OpenAI's ChatGPT, generative AI is a particularly salient issue for parents, teachers and pupils alike. While these tools are useful, there are valid concerns about how ready our education systems are to adopt AI technologies and integrate fundamental AI skills into the curriculum. This is why Wellington College China is focused on the development of AI and how we can integrate it into daily teaching.

Teaching, Learning and Policy

As AI continues to advance, schools worldwide will need to adapt to ensure that pupils are assessed more on their communication and critical thinking skills rather than on simple retention of facts. Soft skills like communication, flexibility, teamwork, leadership and empathy will be in greater demand, as well as the ability to solve problems and critically analyse situations.

At Wellington College China, we pride ourselves on being early adopters of technology. We strongly believe in delivering an all-around curriculum in tandem with contemporary educational competencies. Our teachers are already trailing AI tools across different subject areas. In English classes, our pupils are using ChatGPT to analyse characters in books. In maths classes, our pupils are leveraging DuetAI for predictive analytics and data cleansing, just to mention a few use cases.

Foundational Skills with AI

We have made further progress this year in our efforts to equip pupils with the skills needed to not just use artificial intelligence but also develop it themselves.

Through our Information Communication Technology (ICT)

programme, we are equipping pupils with the necessary computer skills to learn other subjects effectively, as well as to develop their problem identification and problem-solving skills in fun and thought-provoking activities, critical thinking and teamwork. This is essential for their future studies. The ICT curriculum includes Computational Thinking, Network and Systems Design, Cyber Security and Digital Literacy. The breadth and depth of learning increases with each grade level. And programming is already an essential part of our ICT curriculum. Many studies have shown that learning to program enhances logical thinking, problem solving and creative collaboration skills. In our grade 6 ICT programme, pupils have started to learn the Python programming language, for instance.

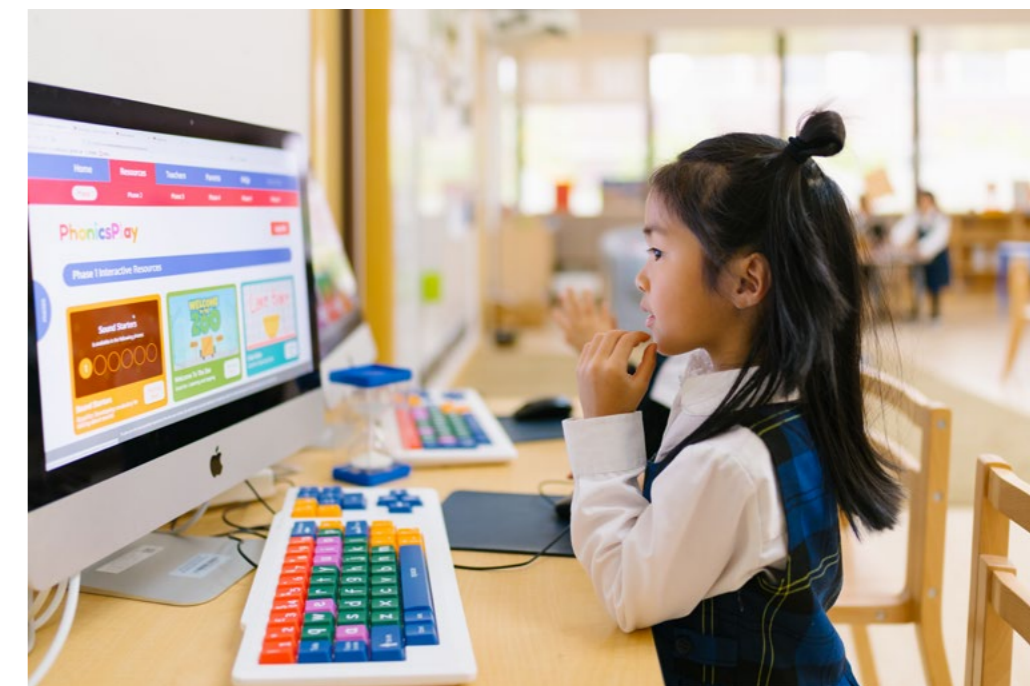


Cooperation with Leading Partners

To better integrate the fast-growing artificial intelligence with education, Wellington College China is actively seeking partners in the technology sector. In June 2023, Wellington College China's senior leadership members and governors were thrilled to visit Microsoft's Shanghai office. It was an incredible opportunity to explore the latest developments in AI and their potential impact on our school community.

In addition, we have established partnerships with education technology companies, invited trainers from prestigious schools such as MIT and Stanford University to provide guidance, and we have conducted artificial intelligence workshops. Those incredible opportunities are helpful to our pupils and teachers to learn from some of the best brains in the tech space, get inspired and work on real-life AI projects.

We strive to provide excellent international holistic education and remains committed to embracing technologies that will enhance the learning experience for our pupils and support the school's advancement in educational technology.





创建启迪人心的教学环境

优质教育的落实离不开几大因素的合力：师资力量、课程设置、教学大纲和技术支持。然而，教学环境同样举足轻重，良好的学习环境可以促使学子们自然地融入学习活动，反之，则无法吸引他们的注意力，甚至会让他们感到疏离。环境对于孩子们参与学习的投入度影响深远。因此，我们必须认真严谨地设计教学环境，从而更好地启发学子的学习兴趣。

启迪人心的教学环境包含了多样化的学习空间，如硬件设施和自然环境、室内空间和室外空间、正式和非正式场所。这些空间应具有灵活性，使学生能够与同伴交流，去探索他们感兴趣的事物。为集体活动创造有效空间非常重要，这一空间需包括可以促进鼓励合作交流的区域，以及便于学子自行移动的家具。如果学子们可以轻松自如地搬动家具，他们就更容易开展合作，并对所处的空间产生主人翁意识。

更重要的是，教学空间应最大程度地促进学生的交流讨论。在惠灵顿（中国）旗下学校，课程的关键要素之一是培养听说技能，也就是人们常说的“口语能力”。在一间有助于促进对话和合作的教室里，学子们可以很容易地分成二人组、三人组或几人小组。因此，学校

教室家具的设计充分考虑到这样的灵活性。比如，桌子可以调整至不同高度，学生可以自由使用豆袋、凳子、长椅，当然还有传统的课桌椅。这样的空间将最大程度帮助孩子们与更多的同学建立联系，促进彼此间的互动交流，并培养独立性。

启迪学子的学习环境还可以激发学子的好奇心，比如在开始新的探究单元时，可以在学习环境中创建一个“吸睛”的兴趣点。这个兴趣点可以是在走廊里放置一个不同寻常的手工艺品或物件、教室装饰的突然改头换面，或是一位不期而至的嘉宾。设置这些惊喜元素，可以引发孩子们对课堂上开展的主题或话题的兴趣，进行主动探究并提出问题。

在《探究的力量》（The Power of Inquiry）一书中，Kath Murdoch解释道，讲述学习的故事，重点是要有效记录学习的过程和进展，装点、装饰本身并非重点。所以，学习空间中所展示的内容需要细细斟酌，因为这关乎学习质量的提升。在一个注重探究的教室环境中，孩子们会提出关键的问题，这些问题将在教室中获得展示，从而能在学习过程中进行参考。将学生作品布置到作业墙上，则有助于回顾并完善关键概念，展示大家的学习进展。通

过让学子参与决策过程，他们会感受到主动学习的意义与成就。所以，鼓励学子共同塑造并创建他们的学习空间，可能会产生积极的显著变化。

户外空间同样为学子的成长和探索提供了数不胜数的机会，尤其是对幼儿园学子而言。理想的户外学习空间可以让幼儿通过攀爬、奔跑或跳跃等活动来锻炼身体，并尝试突破自我。同时，户外学习也可以促进学生之间的合作，帮助他们学习基本的社交技能，培养惠灵顿（中国）所倡导的价值观“仁”。此外，丰富的自然景观也为探索创造了无限可能。

与教育的其他方面一样，有效的学习环境需要具有明确的指向性，并基于深思熟虑和调查研究。教学环境设计需要达到一种平衡，既要给予孩子们足够的自由去探索发现，又要提供坚实的结构以产生明确的结果。最重要的是，教学环境应提升学习的趣味性，并让学子们所接受的挑战富有意义与回馈。惠灵顿（中国）旗下所有学校，从幼儿园至高中部所有学段的学习环境，均秉承这样的关键设计理念，精心为学子们创建一个启迪人心的教学环境。

Creating a Learning Environment that Inspires Pupils

A quality education has several delivery systems – the teachers, the curriculum, the syllabus and the technology. But one cannot understate just how important the environment is too. Our surroundings can make us feel included or they can alienate us. They can make us receptive to learning or resistant to it. Great care, therefore, must be taken to design learning environments that inspire our pupils.

An inspiring learning environment encompasses multiple learning spaces – built and natural, outdoor and indoor, formal and informal. They should be flexible, enabling pupils to engage with one another and with objects of interest. It is important to create an effective environment for group activities with collaboration areas and furniture that the children can move by themselves. This instils in pupils a sense of ownership of their learning space.

At Wellington College China schools, a key element of the curriculum is the development of listening and speaking skills, otherwise known as ‘oracy’. In a classroom designed to facilitate conversation and collaboration, pupils can easily split off into pairs, trios and

groups can be adjusted to different heights, and pupils have access to bean bags, stools, benches and, of course, the conventional classroom chair. This promotes greater independence and engagement in our children.

An inspiring learning environment also sparks wonder by creating a hook or point of interest at the beginning of a new unit of inquiry. This might be an unusual artefact or strange object that appears in the corridor, a sudden change to the classroom decoration or a visit from an unannounced guest. Building in this element of surprise sparks curiosity.

In her book, *The Power of Inquiry*, Kath Murdoch explains that telling the story of learning is more about documenting the learning process rather than decoration. Being deliberate with what is displayed in a learning space can, therefore, elevate the learning that takes place. In an inquiry-based classroom, children construct key learning questions which are displayed in the classroom and are referred to during the learning journey. Pupils add their work to a working wall. This facilitates the revision of key concepts and celebrates the progress the class have made toward their learning

objectives. By including pupils in the decision-making process, they also feel more invested in the learning process. As such, allowing pupils to shape and co-create their learning spaces can have huge downstream effects.

Outdoor spaces offer countless opportunities for growth and discovery as well, especially for our Early Years pupils. An ideal outdoor learning space enables young children to develop their muscles and take calculated risks through activities like climbing, running or jumping. It facilitates cooperation, so they can learn fundamental social skills. A preponderance of natural scenery creates endless avenues for exploration as well.

As with any other aspect of education, effective learning environments are highly intentional – the product of much thought and research. They are a balancing act, granting young minds enough freedom to explore and discover while providing enough structure to produce clear outcomes. Most importantly, they should make learning fun and its challenges rewarding. This informs how we design every learning environment at Wellington College Schools, from Nursery to Sixth Form.





惠灵顿(中国)校园设计的关键都藏在了这里

深灰曼莎顶、钟楼高耸、浓郁的巴洛克风格，无论位于哪座城市，惠灵顿(中国)旗下学校都显得独树一帜。我们的校园之所以看上去如此与众不同，是因为所有校园设计均传承惠灵顿一以贯之的独特文化，不仅融入了让惠灵顿人引以为豪的160余年发展历史，更展现了我们对于可持续发展的关注与投入。

惠灵顿(中国)每一座校园的设计都起源于始终如一的教育初心：启发学子于学术、艺术、体育等各领域“五育”融合，全面发展。新近编撰的《惠灵顿(中国)设计指导手册》(以下简称《设计手册》)正是惠灵顿(中国)十余年来坚守初心的最佳见证。这部《设计手册》凝结了工程项目及设施设备团队、主攻校园设计的专家组以及教学团队的智慧与实践，对惠灵顿(中国)旗下学校的建筑风格设计、室内布局、环境色彩、材质使用、家具款式、户外绿化、户外游乐设施和机电弱电系统等各方面提供了全方位的设计指导。

植根·教学需求

《设计手册》的编撰基于惠灵顿(中国)旗下多所校园的实际办学经验以及与集团、学校教学团队的密切交流与沟通，历经三年细致打磨，最终凝炼成集，旨在确保校园设计可满足各学科、各年龄阶段的教学需求。

以基础的教室设计为例，基于《设计手册》建造的教室并不是统一规格的。如幼儿园的教室均采用开放式布局以及相对柔和的室内配色方案，为精力充沛的孩子们营造安心、静心的学习环境。由于低龄学子尚且无法精准协调肢体及力量，出于安全考量，《设计手册》建议将幼儿园低年级教室统一设置在一楼。此外，为鼓励学子走出教室，在自然环境中感知与体验，发展各项技能，幼儿园每个教室均连通花园、露台等室外活动场所，并特别要求室内外地面之间无高低落差，真正做到教室与户外活动场所的无障碍连通，为年幼学子拓展了学习空间，创造了更为丰富

多彩的活动及学习机会。

对于年长一些的学子而言，校园设计同样必须紧扣教学目的。《设计手册》共覆盖了校园中剧院、体育馆、游泳池、标准及专项实验室等69种功能空间。

其中如设计工艺教室、舞蹈房、艺术教室、布艺教室、烹饪教室等种类繁多的功能教室均根据不同的教学需求制定了严格的建设标准，保障学子安全使用设施设备，并达到强化教学的目标。

当然《设计手册》提供的参考不仅限于满足实际的教学需求，同样也希望学子可以在耳濡目染中受到启发。例如将图书馆设置在学校各学部相对中心的位置，这不仅使得所有学子都能同样便利、自由地徜徉书海、汲取知识，更彰显了图书馆在校园布局中的关键地位以及它对于学习的重要性。



于2022年金秋9月盛大开学的南通惠立学校正是第一所在《设计手册》指导下倾力打造的学校，如今该校已然成为了矗立于苏锡通科技产业园区内的标志性建筑之一。

“刚刚来到南通惠立学校的时候，高质量的校园设计让我们非常震撼，这显然是贯彻《设计手册》所取得的卓越成果”，南通惠立学校校长Simon Kenworthy说道，“南通惠立学校的校园设计与其他惠灵顿(中国)学校一脉相承，它们都具备相同的校园特色。这部《设计手册》帮助学校从设计之初开始，就肩负起了惠灵顿(中国)的使命。”

除了新建的南通惠立学校，惠灵顿(中国)旗下学校的翻新改造工程同样受益于《设计手册》。2022年，上海惠灵顿外籍人员子女学校景观改造项目还荣获了由建筑行业权威媒体ARCHINA建筑中国颁发的“ELA国际景观大奖年度治愈景观金奖”，彰显了学校不仅将学子的幸福关怀带到了课堂，更融入了校园的一砖一瓦、一草一木之中。



设计·育人无声

惠灵顿(中国)希望，旗下每一所校园能以润物无声的方式陪伴并引领学子茁壮成长。“校园设计可以在潜移默化中影响孩子的成长与学习，那些融入校园设计中的优秀理念与实践，会像一颗种子于孩子的心田落地生根，抽芽繁茂。相信孩子们可以在精心打造的惠灵顿、惠立校园中，成长为更好的自己，甚至在不久的将来，感染并带动更大的社会群体，一起为全球社会的共荣发展贡献力量”，惠灵顿(中国)工程项目总监李匀满怀憧憬地说道。

如果说建筑是一种艺术，承载着设计者的思想与理念，那么惠灵顿(中国)旗下校园建筑所蕴含的正是惠灵顿、惠立学校的价值观“仁、义、礼、勇、信”。我们希望每一所校园不仅是学子们汲取知识、习得技能的象牙塔，更是赋予其文化滋养、培养其内在特质的一方乐土。

着眼·绿色发展

在立足教学需求的基础之上，《设计手册》更是将环境保护理念融入了校园设计的方方面面，足履实地地践行着可持续发展目标：在建筑材料上严选节能设备，如采用直流变频中央空调；生活用水以太阳能和空气源热泵作为主热源；室内照明使用寿命更长的LED节能灯具；甚至引入能源循环使用的设计，如游泳池采用三集一体除湿热泵空调，空调回收的热量将再利用于泳池加热；雨水回收系统收集屋面雨水用于绿化灌溉和道路冲洗等等。此外，为了支持校园在运营管理中更有效地实现节能目标，校园设计还加入了楼宇自动化系统，其中包括中央空调、新风、公共照明系统的集控和时控功能，供热系统的群控功能等。



We Have Grand Designs for Our Pupils' Future

With their mansard roofs, elegant clock towers and revivalist flourishes, Wellington College China schools stand out in any city. Our campuses look unique because we want to highlight Wellington's enduring heritage. But our campus design is not just an homage to our proud 160-plus years of history, it is also an investment in the future. Each Wellington College China campus is designed to inspire young people in every aspect of their learning, whether it is academics, the arts or athletics.

Our newly published Wellington College China design manual provides a clear roadmap for how we achieve this goal. It is the product of several years of collaboration between our teachers, our facilities and architects specialising in school design. It is a comprehensive guide, covering everything from architectural vernacular and interior design to material options, furniture styles and landscaping. It even lays out specifications for electrical and mechanical systems.



Building a Better Learning Environment

This manual is our definitive guide for creating a learning environment that meets the needs of a broad range of age groups and disciplines.

A key takeaway would be this: When it comes to learning environments, one size does not fit all. For example, our Early Years pupils require open floorplans and soothing colour schemes. Stairways would be inappropriate because some of our youngest pupils have yet to develop the strength and balance to use them safely. Moreover, our model of play-based learning requires a free-flow design, featuring smooth transitions between our indoor and outdoor learning areas. As such, the manual

recommends keeping Early Years classrooms on the first floor.

Similarly, for our older pupils, learning environments must be purpose-built.

A design and technology studio, a science lab and a history classroom, for example, each have different needs. They require unique fit-outs to ensure the safe and effective use of equipment and to enhance teaching and learning.

Other design elements in this manual are as practical as they are symbolic. Placing the library in the relative centre of the school makes it equally accessible to all pupils as they conduct research. But it is also a powerful statement: the library is the heart of the school and its commitment to learning.

Designing for a Sustainable Future

The manual also calls for sustainable building materials wherever possible. Buildings are fitted with energy-conserving equipment. Climate control is powered by solar energy or provided by air source heat pumps. Multi-functional heat pumps in the swimming pool not only help to dehumidify the air but also reuse the heat recovered from the air conditioning to heat the pool. Long-lasting LED lamps illuminate our interiors. Building design even incorporates water conservation techniques like rooftop cisterns that collect rainwater to be used for watering plants and cleaning the grounds. In addition, campus design incorporates a building automation system, which includes central control and time control functions for climate control, fresh air and lighting systems.

We put this design manual to use for the first time with our newest campus, Huili School Nantong.

"Having just moved into Wellington College China's new campus in Nantong, we are delighted with the high quality of the facility, which has clearly benefitted from the implementation of the design manual during the building process," says Huili School Nantong Master Simon Kenworthy. "It immediately looked and felt like a Wellington College China school with common features evident throughout."

The manual is also leading to accolades for renovations in other campuses. The Ecological Landscape Alliance recognised Wellington College International Shanghai's recent campus beautification project with its annual Healing Landscape Award.

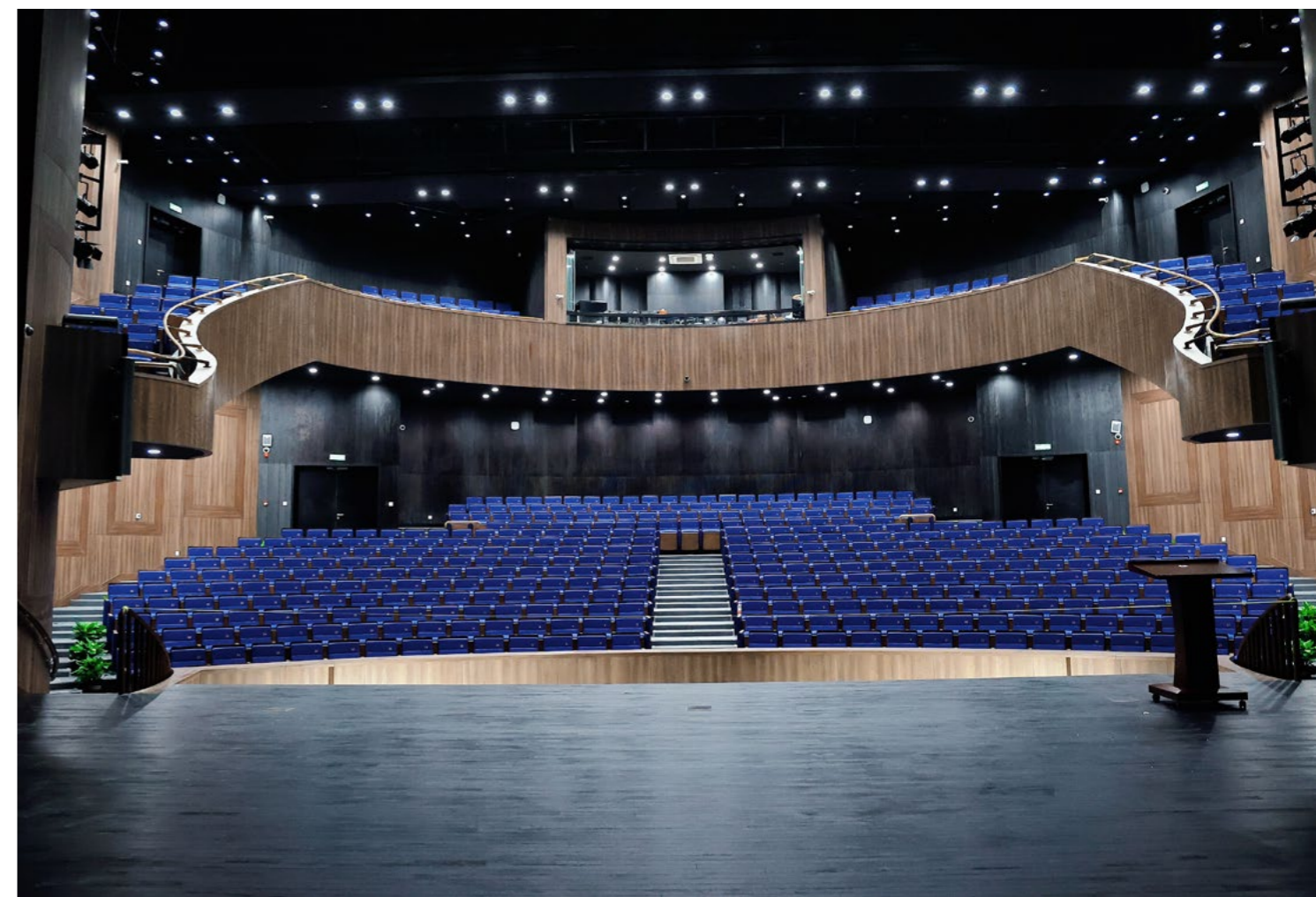
Leading by Example

Through this design manual, Wellington College China is leading by example. "Campus design can influence children's growth and learning in a subtle way," says Coco Li, Wellington

College China's Director of Facilities.

"Our hope is that our young learners can grow up to be better versions of themselves in the Wellington and Huili campuses, and in the near future, motivate the larger community to contribute to the prosperity of the global society."

Great design is a marriage of form and function. We want our schools to not only be pleasing to the eye but also to improve the lives of our pupils and our communities. The Wellington College China design manual will ensure that we achieve this goal wherever we break ground.



Inspiring Events and Activities

精彩荟萃, 这些启迪人心的活动于学子及社群而言意义非凡

惠灵顿(中国)旗下学子每年都有大量机会主导或参与由学校组织的丰富活动。通过这些活动, 他们可以发展重要的生活技能, 构建社群联系, 建立长久的友谊。学子们通过各项活动, 充实自我并获得全面发展。他们积极投身竞赛、学习, 展示自身技能, 切身实地地践行惠灵顿(中国)核心价值观中的“仁”。

Every year, our children have ample opportunities to develop important life skills, connect with their communities and build lasting friendships through a variety of stimulating pupil-led and school-organized events. As national pandemic restrictions ended, pupils throughout the entire group wasted no time. They came together to compete, learn, showcase their skills and put the Wellington value of kindness into practice.



惠灵顿天津校区

惠灵顿天津校区举办了一年一度的幼儿园 STEAM活动周。12年级学生为中班和大班的学子们组织了精彩的科学活动, 通过讲解科学原理和实验展示, 激发孩子们对科学的兴趣。这样的活动也帮助高年级学生加强了耐心、同理心, 提高了组织和沟通技能。

学校还举办了年度夏日嘉年华活动, 给本学年画上了圆满的句号。活动以“向阳而生”为主题, 设有游戏、音乐、美食, 以及由学生策划的时装秀等丰富多彩的趣味活动, 吸引了逾1500名参与者。在夏日嘉年华中筹集到的资金旨在支持本地慈善事业。



Wellington College Tianjin

Wellington College Tianjin hosted its annual Nest STEAM Week. Year 12 pupils organised engaging science activities for Reception and year 1 pupils. They explained scientific concepts and conducted experiments to foster the children's interest in science. The event also helped our senior pupils enhance skills like patience, empathy, organisation and communication.

The school also capped off the academic year with its annual Summer Fair. With the theme of 'Learning, Growing, Thriving,' it was attended by over 1,500 people and featured games, music, food and a fashion show organized by pupils. Funds raised from the fair supported several local charities.



上海浦东新区民办惠立学校

2023年5月,上海惠立首场公益圆桌论坛邀请到了惠立的学生公益群体,他们围绕本学年亲身参与的公益项目,展开了一场精彩的对话。讨论中,他们分享了在公益项目中的感悟与投身公益对自己的成长所产生的影响,也展望对于惠立公益的未来规划,以及由此带给社会的积极影响。

一个月后,在惠立社群同心共创的氛围下,上海惠立五周年艺术与设计展画上圆满句号。1-10年级的孩子们对艺术不同形式的表达,百花齐放,天马行空;浦东辅读学校特殊青年与上海惠立学生们共同打造的艺术作品;由乐高®专业认证大师侯唯唯女士带领的Playable Design®团队与上海惠立学校,历时4天,经由225人共同打造的“共创马赛克”;惠立之友艺术社群海报大赛的参展作品,不仅让观众赞叹,更像是一束火花,点燃了包括惠立幼儿园的小小惠立人心中对于艺术的探索欲。

2022年末,上海惠立幼儿园的学生们化身“小侦探”,与联合国全球海洋垃圾合作组织(GPML)成员——仁渡海洋一起,开启有关社群服务和环境保护的生动一课。他们前往奉贤海湾参与净滩公益活动,总计收集了374余件垃圾,总重逾12公斤。校外净滩活动的同期,惠立幼儿园开启了以环保为题的“艺想天开、变废为宝”艺术周活动,将环保教育融入日常课堂,让孩子们在趣味活动中感受保护环境是无时不在的。

Huili School Shanghai

In May 2023, Huili School Shanghai hosted its first-ever Charity Roundtable Forum. Huili pupils shared their experiences and insights of participating in charity programmes and discussed potential avenues for charitable endeavours.

In June 2023, after six days of sharing Huili pupils' remarkable artistry, creativity and ingenuity, the exhibition then drew to a quiet yet satisfying close. We have been amazed at the different forms of artistic, creative and original expression that our pupils in grades 1 through 10, have demonstrated. We were also reminded of the value of charity in the special artwork created by Huili School Shanghai pupils in collaboration with the pupils of Pudong Fudu School. The exhibition also embraced the creativity and talents of wider school community,

for instance in the celebration of works from the first Friends of Huili. Art poster design competition. Children visiting the exhibition were able to engage in a delightful co-creation mosaic activity, designed by the Playable Design team led by LCP (LEGO® Certified Professional) Ms Wei Wei Gluckman. It took four days and 225 participants' effort to finish this artwork.

In the winter of 2022, Huili Nursery Shanghai pupils learned their first lessons in community engagement and environmental stewardship as 'Little Blue Detectives'. They went to Fengxian for a beach clean-up activity. Our little sleuths collected and classified 374 pieces of debris at a total weight of 12 kilograms. Pupils learned about the impacts of pollution from the staff at the Rendu Ocean NPO Development Center, a member of the UN Global Partnership on Marine Litter.



Wellington College International Shanghai

Wellington College International Shanghai organized its inaugural Model United Nations conference with 92 pupils from six schools coming together to discuss the day's most pressing geopolitical issues. The event was an excellent opportunity for pupils to develop skills such as teamwork, public speaking, civil debate and diplomacy, as well as make some new friends from other schools in the area. Several Wellington pupils also received honours for their efforts.

Performing arts were back in a major way at Wellington Shanghai this year as well. Pupils from Lower Prep to Senior School took to the stage with productions of Little Red Riding Hood, Guys and Dolls, The Wiz, and Julius Caesar. Across the board, pupils demonstrated talent, courage, resilience, dedication and teamwork with their spectacular performances.

上海惠灵顿外籍人员子女学校

上海惠灵顿外籍人员子女学校成功举办了首届模拟联合国大会,来自6所学校的92名学生齐聚一堂,围绕地缘政治和人道主义等相关时事议题展开讨论。模拟联合国能帮助学生在学习文化、历史、政治、地理、经济、人口统计、外交等方面的知识,也有利于培养学生的团队合作、公开演讲、辩论和外交技能,同时还让他们结识了其他学校的新朋友。在本次大会上,惠灵顿(中国)旗下多名学子凭借不懈努力获得了荣誉。

今年,上海惠灵顿学子在表演艺术方面同样有着亮眼表现。学子们先后将《小红帽》《红男绿女》《绿野仙踪》和《凯撒大帝》搬上舞台,通过精彩的表演展示了他们的才华、勇气、坚韧、努力和团队精神。





惠灵顿杭州校区

惠灵顿杭州校区举办了首届TEDx Youth活动，吸引了6000多名观众在线观看。本次活动主题为“我们最伟大的工具”。演讲人围绕这一主题分享个人见解，话题涵盖思想、量子力学、信用、语言和自信等。本次活动由学生独立组织策划，全面展示了他们的时间管理、协商沟通和团队协作能力，同时也为他们提供了一个公开表达观点、践行惠灵顿（中国）“勇”这一核心价值观的绝佳机会。

学校同样举办了年度夏季嘉年华活动，庆祝学年圆满结束。2000多名学生、家长和教职员在盛夏时节共同度过了愉快的一天。活动现场有表演、趣味活动和全球美食。当天，教职员、学生和家还开展了募捐活动，为“梦想屋”项目、图书馆项目和环境慈善组委会（ECC）等募集资金。其中，环境慈善组委会将用善款代表惠灵顿杭州校区在内蒙古植树。值得一提的是，活动当天共售出超过两千张抽奖券，奖券收入的20%将捐至学校的慈善合作机构“母亲微笑行动”。这正是社群成员对于惠灵顿（中国）价值观“仁”和“义”的身体力行。

Wellington College Hangzhou

Our pupils at Wellington College Hangzhou hosted their first TEDx Youth event, which was live-streamed to over 6,000 viewers online. Children shared 'Ideas Worth Spreading' with this public speaking event under the theme of 'Our Greatest Tool'. They discussed their insights on a broad range of topics, from the mind to quantum mechanics to credit to language and confidence. This event was entirely pupil-run. The children demonstrated their ability to manage their time, negotiate, communicate and work as a team. It was also a golden opportunity to put the Wellington value of courage into practice by getting on

stage and sharing an idea with others. The school also celebrated the end of the school year with its annual Summer Carnival. Over 2,000 pupils, parents and staff came together for a day of fun in the sun. The event featured performances, activities, international cuisine and fundraising opportunities. Over 2,000 raffle tickets were sold to support charities including The Dream House Project, The Library Project, the Environmental Charity Committee, and Smile for Mothers – our values of responsibility and kindness in action once again.



南通惠立学校

南通惠立学校举办的慈善艺术展将善意与创意完美融合。家长们受邀参展，参与竞拍惠立学生的原创作品。最终，学校为“乡村女学生教育基金会”筹得逾1.8万元善款，可够资助三名女高中生一年。

在正式开学第一年的尾声，学校举办了首届夏日嘉年华活动。共有200多个家庭参加，为惠立社群的发展奠定了良好的基础。学生、家长和教职员尽情体验音乐、游戏、充气城堡、水上滑梯等各种趣味活动。作为惠立社群的中坚力量，“惠立之友”不仅在活动前期群策群力，更是在活动现场带来了各种精心设计的周边产品。当彰显惠立社群象征的图案设计盛放在校园的每一个角落，惠立社群归属感也深植于每个人的内心。

Huili School Nantong

The forces of kindness and creativity came together at Huili School Nantong, with its charity art exhibit. Parents were invited to buy original works of art by Huili pupils. All told, the school raised RMB 18,000 for the Charity Educating Girls of Rural China. This money will support three young women attending high school for one year!

Finally, after its inaugural year came to a close, the school also held its first Summer Carnival. The day was attended by over 200 families, which is a great start to a growing community. Pupils, parents and teachers enjoyed a day of music, games, prizes and other fun-filled activities like a bouncy castle, water slide and more. The Friends of Huili raised even more funds for Educating Girls of Rural China through a t-shirt sale.

小善大爱， 传递社群温暖

竖立的校园围墙是学生安全的硬件保障，但在许多人眼里这似乎成了一道楚河汉界，将围墙内外隔绝成了泾渭分明的两地。然而，惠灵顿（中国）认为，学校不应独立于社群，而应融入社群生活，参与并引领社群服务，肩负起身为社群成员的责任。因此，惠灵顿（中国）旗下每一所学校均积极投身社群建设，致力于为更广泛的社群发展贡献力量。

社群合作是惠灵顿、惠立学校社会服务学习中至关重要的组成部分，究其根源，可以追溯到迄今已有160余年历史的英国惠灵顿公学。积极推动社群合作的核心在于，大多数就读于惠灵顿（中国）旗下学校的学子享有相对优越的生活，因此，我们希望学子能够通过学习与实践认识到责任的深层意义，为那些有需要的人提供帮助与支持。学校是最适合提升学生责任感的平台，因为在校园环境里，我们的学子将更容易培养同理心，也更容易接纳个体的多样性以及文化的多元性。将社会服务融入教学之中，有助于学子建立起有力体现惠灵顿（中国）价值观的行为习惯，而这些习惯将长久地伴随着他们直至毕业，甚至迈向更广阔的未来。因此，我们希望学子可以切身实地参与到社群服务中，在服务中感受“仁”与“义”的分量及意义。

Community Collaboration: Why It is so Important

Community collaboration is an important part of service learning at our schools. We trace its origins back to Wellington College in England. Central to it is the recognition that most children who attend Wellington College China schools enjoy a lot of privilege in life. We therefore must instil in them a sense of responsibility to others. School is the best time to do this. Children have an immense bandwidth for compassion. They are more accepting of people who are different from them. By incorporating service learning into our curriculum, we are helping our pupils build powerful habits of kindness and responsibility that will endure long after they graduate and go out into the world.



天津

惠灵顿天津校区设有Eric Liddell社会服务项目。Eric Liddell是苏格兰著名的运动员，曾在1924年巴黎奥运会上获得400米跑金牌。但实际上他出生于天津，并在这里度过了一生中大部分时间。每学年，高年级学子都会参与到该项目中。项目开启的第一年，学校联手天津提供特殊教育的学校，为该校学生、家长和教师策划了一整天的体育、艺术、音乐和戏剧活动。通过这样的活动，学校希望可以提升社会对于弱势群体的关注以及帮助，而我们的学子也将从中培养设身处地为他人考虑的责任意识。

Tianjin

As such, we expect our pupils to be engaged and to invest time and effort in those who need their help. At Wellington College Tianjin, for instance, we have the Eric Liddell Project, which takes its name from the famed Scottish Olympic runner and missionary who was born in Tianjin. Every academic year, our Senior School pupils choose a community outreach project to work on. In its first year, they worked with a school for disabled children in Tianjin. Their efforts culminated in a day-long camp for the school's pupils, parents and teachers. Our pupils organised activities around sport, art, music and drama for these children. It was an opportunity to connect and find commonality with children their own age who may not enjoy the same advantages they do.



上海

上海惠灵顿外籍人员子女学校的学子、家长和老师则与多家优质慈善机构建立了紧密合作关系。例如，学校将在2022年举办的“惠灵顿世界杯”比赛中获得的门票等收入与此前活动所得共计5万元人民币，全数捐献给慈善机构Stepping Stones，以支持上海本地需要帮助的学校。学校还定期与“心连心”开展合作，为患有先天性心脏病的儿童筹集手术资金。

在上海惠立学校，越来越多学子躬身入局，在公益人角色中探索能力边界，收获对于自己和世界的全新感知，从一次次深刻的共情与共鸣中，感知到了“自己的价值”。惠立公益人始终追问：如何让更多人参与到公益中？

创校第五年，惠立“慈善火花”及“慈善赋能”项目正式发布实施。火花项目旨在帮助孩子在真实的体验中构建和世界的连接，而赋能项目则是一项与学科产生深度连结的“养成系课题”，通过公益项目的设计搭建与落地，培养学生发现问题解决问题的综合素养，它们共同与资助与创投项目构成惠立公益教育的重要闭环。

在整个惠立社群对于公益教育的高度认同和深度参与之下，上海惠立在校园公益领域中脱颖而出。在2023青少年远见者新星奖的角逐中，上海惠立学校娄塘流动儿童公益支持项目社团被授予杰出公益社团的称号。惠立学子用自己的影响力诠释着少年力量对公益理想的奔赴。相信在不久的将来，他们会成为带动社会救助、自然教育、科学研究等社会公益领域发展的“永动机”，会成为解决社会痛点的实践者和社会变革的引领者。

Shanghai

At Wellington College International Shanghai, our pupils, parents and teachers work closely with some wonderful charities. Just recently, they raised 50,000RMB for Stepping Stones, an organisation that provides supplies and resources to underserved schools in the Shanghai area. The College also regularly works with Heart to Heart, which raises funds to provide corrective surgery for children with congenital heart problems.

We have observed an increasing number of pupils from Huili School Shanghai participating in charity programmes and stretching their abilities in various roles.

Huili educators are always asking how we can enable more pupils to participate in charity initiatives? In the 2022-23 academic year, the charity committee and Huili Community launched the Huili Spark and Huili Empowerment programmes.

While the Huili Spark programme helps children connect with their wider community, the Huili Empowerment programme enhances their abilities and achievements through active participation. Together with the Huili Youth Grant-Making programme, they form an important part of Huili's charity education.

As the entire Huili Community recognises the importance of charity education. In fact, the Huili Shanghai Loutang Migrant Children Support Programme was named 'Outstanding Charity Club' in the 2023 Emerging Visionaries Awards. We believe they will become the driving force in charity work, and they will have a positive impact on the world.



杭州

2022年的“地球日”，杭州惠立学校举办了环保慈善跳蚤市场，初中部多个班级还自发成立了小型乐队进行表演，旨在筹集善款用于内蒙古植树造林项目。为实现在内蒙古种植“惠立森林”的小目标，他们将目标善款设定为25,000元人民币。杭州惠立学校还与杭州益优公益合作，共同支持“梦想屋”项目，鼓励学子捐赠家庭或个人的学习用品、体育用品、衣物等闲置物品，为杭州建德大慈岩小学的孩子提供学习及生活上的帮助。

Hangzhou

At our Huili campus in Hangzhou, pupils are working to raise money to reforest Inner Mongolia. Their current goal is to raise RMB 25,000 for this effort. They are also working with the Hangzhou Yiyou Public Welfare organization, to raise awareness of left-behind children and provide them with school supplies, toys and clothes.



通过丰富多样的慈善公益活动，我们的学子正一步一脚印地践行着惠灵顿（中国）价值观中的“仁”与“义”。当下的善举或许难以窥见立竿见影的成果，但汇聚点点星芒便能铺就银河灿烂。积小善而成大德，惠灵顿（中国）期待，学子们自发组织、亲身参与的社群活动体验，能够鼓舞他们在未来的发展之路上不忘初心，为那些尚且行走在寒夜中的人们带去更多温暖与关怀。

It is, of course, inspiring to see our pupils so enthusiastic about putting a core Wellington value, kindness, into practice. But this level of engagement also has powerful downstream effects. Eventually, the enthusiasm spreads to our parents. As a parent, try doing the same with your child over breakfast! When our pupils are energised about an issue, they share it with their parents. And parents, in turn, often become our greatest advocates for a cause. It really is true. Kindness is contagious!

校友“惠” Alumni Testimonials

英国G5、美本前十， 为名校青睐的他们远不止学术优异

在众多优秀毕业学子中，此次我们邀请到了几位学生代表，听他们分享在惠灵顿（中国）旗下学校的成长与收获。

Meet Our Wellington Graduates
Who are Ready to Amaze The World



Nicholas

上海惠灵顿外籍人员子女学校 2023届毕业生
牛津大学
化学专业

Class of 2023
Wellington College International Shanghai
Chemistry
University of Oxford

“如果你不能每个星期在实验室里花七十几个小时做研究，可能你不太喜欢这个专业。”

手握牛津大学、加州理工学院等多枚世界顶尖院校录取通知书，成功获得牛津大学化学专业本硕连读资格，并获得全球每年平均仅4人可成功申请到的怡和奖学金，Nicholas可谓是很多家长口中实打实的“学霸”。除了耀眼的升学成绩，作为上海惠灵顿外籍人员子女学校创校生，在十余年的求学生涯中，Nicholas 还积极参与英国数学(BMO)、化学(UKChO)、物理(BPhO)和生物(BBO)奥林匹克竞赛，并悉数夺冠；斩获IGCSE商科中国最高分；一路过关斩将闯进剑桥亚洲英国议会制辩论锦标赛 (Cambridge Asia British Parliamentary Debate Championship) 总决赛。这些闪耀履历的背后，都源于他口中的一个词——热爱。

Nicholas对化学的专注基于他先后涉足数学、物理等多个领域的选择，他发现化学所能激发的无限创意及其与现实世界的联系更让他着迷。在确定自己的发展方向后，他便义无反顾地投身于这片充满无限可能的领域里。因为热爱，在学校的全力支持下，他得以日复一日地“泡”在校内实验室中，成功制出“新颖青霉素类抗生素”，并因此受邀前往联合国亚洲可持续性发展研讨会发表演讲；因为热爱，他一次次主动联系全球高校权威专家，成功获得在光催化领域的前沿指导及支持；因为热爱，他先后在学校创办化学俱乐部、科学类学术期刊，希望打破化学乃至科学在人们脑海中的刻板印象，“科学不应该是让人望而生畏的，在教科书以外培养自己对于科学的兴趣与热情，会成为你坚持科研的动力，并会启发你提出独具见解的想法及富有创意的解决方案”。

学校内，Nicholas曾担任学生会主席、组织辩论比赛，还参与了毕业生演出。热衷于投身各项学校活动的他，不仅因此锻炼了自己的领导力、团队协作能力等软技能，更令他享受和伙伴们共同成长的每一刻。时至今日，一提起学校组织的婆罗洲探险、激光射击游戏日等，Nicholas依然心潮澎湃。

“学校一直以来的支持和鼓励，以及校园内充满活力的文化氛围令人难忘。”带着珍藏的回忆与友谊，Nicholas踏上了向往的专业深造之旅。心怀热爱，无远弗届，我们期待并将见证着这位化学新星在世界舞台上冉冉升起。

That Nicholas was a consistently high performer in several global STEM competitions should come as no surprise. But his passion for chemistry was especially palpable. “If you cannot commit more than 70 hours per week to research in the lab,” he asserts, “you may not truly be passionate about this field.” And indeed, he was eager to share this passion. He founded a chemistry club. He published a scientific journal along with his fellow pupils. During the pandemic, he organised an online STEM conference attended by fellow students from around the world. He even developed a novel penicillin-class antibiotic and was invited to speak at the UN’s Asia-Pacific Forum on Sustainable Development.

Nicholas also proved himself to be a leader within the wider Wellington Community. His teachers selected him to serve as Head of College, a position that saw him organising charity initiatives and pupil activities like debate competitions.

Nicholas received offers from Oxford and Caltech. He ultimately chose Oxford, where he is pursuing an undergraduate and master’s degree with a prestigious Jardines Merit Scholarship. This is an honour granted to only four Oxford undergraduates every year. Suffice it to say, Oxford is lucky to have him!





Angelina

惠灵顿天津校区 2023届毕业生
约翰斯·霍普金斯大学
经济专业

Class of 2023
Wellington College Tianjin
Economics
Johns Hopkins University

Angelina was an exemplary pupil and leader during her time at Wellington College Tianjin. As captain of the volleyball team, she had a talent for rallying her teammates when faced with the biggest challenges. She also founded the school's economics club and established a charity to help disadvantaged groups.

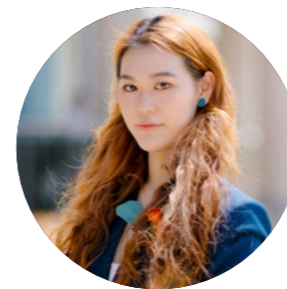
Her interest in economics was inspired by her father, who often discussed economic concepts with her as a child. Though her education has undergone several transitions, from the IB program to A-levels and schools in Beijing to the UK, her steadfast determination and love of volleyball have helped her overcome any challenges. "Volleyball has taught me courage and resilience, which I apply to life's challenges," she says.

She looks back on her time at Wellington Tianjin with fondness and gratitude. As a boarder, her teachers and fellow pupils were like a second family to her. "I could go to them anytime", she says. "Boarding taught me skills like time management, communication, and teamwork." All of these are skills that are serving her well at Johns Hopkins University.

的确，在排球赛场上，即便明知我队处于下风，Angelina也从不气馁与退却。作为队长的她始终是队员的强心剂，那回荡在赛场上的一声声嘹亮的鼓舞，不断激励着士气，振奋人心。“每当遇到挫折，我都会往好的方向去想，挫折也是生活的一部分，也是值得热爱的，因为只有遇到挫折，才能更清楚地看到前进的方向。”正如Angelina所说的，身处困境或逆境，亦当临危不惧、迎难而上，因为面前的挑战终将成为迈向成功的基石。

毕业之际，最让Angelina感恩和不舍的始终是惠灵顿的老师和同学。身为寄宿生，在她的印象中，“如果我半夜有什么困惑或难过的事情，可以随时敲开任何一扇门去倾诉。寄宿经历也培养了我的时间管理、沟通和团队合作等会让我终身受益的能力”。这些朝夕相处的日夜，记录了她最宝贵的惠灵顿回忆。

“从高中到大学的过渡充满了挑战，但我想，我已经做好了准备。”带着满怀的信心与勇气，相信未来定将海阔凭鱼跃，天高任鸟飞。



Sophia

上海惠灵顿外籍人员子女学校 2023届毕业生
伯克利音乐学院
声乐表演专业

Class of 2023
Wellington College International Shanghai
Vocal Performance

“我的目标一直都是去伯克利音乐学院深造，我很希望能够沉浸在一个每天都被音乐包围的环境中。”

在2023届毕业生学子的Speech Day上，Sophia作为毕业生合唱团的主唱之一，连唱两首歌曲，为自己多年的惠灵顿（中国）学习生涯画上了完美的句点。歌唱时，她一如既往地在舞台上散发着耀眼的光彩，自在、松弛地享受着表演的每分每秒。

回忆起自己的惠灵顿生活，Sophia表示，“有太多印象深刻的事”。从和寄宿室友成为姐妹，到后来与更多志同道合的伙伴在舞台和赛场上共进退，她感慨道：“如果我未曾来到这里，我想，我不会像今天这样对音乐或运动充满热情。”在学校，她不仅发掘了自己对于英式篮球的兴趣，在运动中不断加强自己的自信心和抗挫力，更重要的是，她对舞台表演的热爱愈加坚定。

和许多学子一样，Sophia也曾对于登上舞台表演望而却步。但是老师、同伴一次次的鼓励，学校包容支持的氛围，让她勇敢地走到了聚光灯下。“在惠灵顿，我们有充分的自由度可以做自己，这也是我最喜欢惠灵顿的一点。每个人都可以做自己喜欢的事情，无需担心被人评头论足。”她抓住学校丰富多样的机会，参与歌唱表演、音乐剧、舞台剧，每一场演出的经历不仅在实践中锻炼了她的演唱表演技巧，更让她深刻认识到自身对于舞台的渴望与热情。虽然因为疫情，许多筹备已久的演出遗憾未能成行，但幸运的是，众人期待的舞台剧《绿野仙踪》终于在毕业之前圆满献演。在这部舞台剧中，Sophia出演的是色厉内荏的狮子，从起初的胆小怯懦到之后的挺身而出，其间微妙的转变在她的演绎下惟妙惟肖。

择校时，Sophia明确将目标锁定于伯克利音乐学院，在她不懈的努力以及老师的全力支持之下，如今她即将步入梦想的殿堂，开启自己的音乐之路。而惠灵顿教育与老师的指导也对Sophia的未来职业规划产生了潜移默化的影响，“我想成为一名音乐老师！其实，我正在认真考虑以后能够回到上海惠灵顿教书，将我的所学传授给年轻的惠灵顿学子”。

"I really want to be in an environment where I am surrounded by music every single day," Sophia says. And thanks to her hard work and dedication, she was accepted at Berklee College of Music this coming fall. During her time at Wellington, Sophia was an avid performer. She was reluctant in the beginning. But with some encouragement from her peers and teachers, Sophia soon mustered the courage to get on stage, and she quickly came to love it.

Before long, she was wowing audiences with her performances in school musicals and choir performances. Appropriately, her final role as a Wellington performer was the lion in The Wiz, a character who learns to overcome fear and embrace the Wellington Value of courage.

Sophia also discovered a love for sports along the way. It was at Wellington that she learned how to play netball and cultivate the spirit of teamwork, collaboration and friendly competition. She readily admits, "If I did not go here, I do not think I would be as interested in music or sports as I am today."

Moreover, her experience at Wellington has inspired her to pass on what she has learned by pursuing a career in education. In a few years, she may even return to Wellington...as a music teacher!



“来到这里我才知道什么叫热爱生活，才感受到了无微不至的关怀，也被这样的校园文化鼓舞着发现了最棒的自己。”

她是女排主力，赛场上指挥若定的队长及鼓舞士气的精神领袖；她创立学校经济社，启发伙伴们对于经济学的学习兴趣；她组织创设慈善项目，关注社会特殊群体。她是Angelina，一举斩获全美排名第七的约翰斯·霍普金斯大学的录取。这位“风一般”征服各种舞台的女孩似乎蕴藏着无穷的能量，并不断感染着他人。而这种能量的源头离不开“坚韧”二字。

在Angelina的记忆中，从小时候起，父亲就常与她一起讨论经济和商业原理，她也由此早早地确定了自己的未来发展方向。但她迄今为止的学业生涯中却经历了不少转折，无论是从IB转为A Level，还是从北京到英国再至惠灵顿天津校区的转学，学习环境、方式，甚至是身边老师、同学的改变都带来了不小的挑战，但是她从未退却或犹疑，她将这份坚定归因于她热爱的排球，“多年的排球经验让我学到了勇气和坚韧，这种精神不仅在团队运动中得以体现，更会在我的一生中发挥作用。”



Ryan

惠灵顿天津校区 2023届毕业生

爱丁堡大学
生物医学专业

Class of 2023
Wellington College Tianjin
Biomedical Sciences
The University of Edinburgh

“在惠灵顿的几年里，我与来自世界各地的学生们共同经历了成长，我相信，这些经验能帮助我积极应对未知的挑战。”

Ryan总给人一种“如沐春风”的感觉，他言谈谦逊有礼，举止落落大方，眼神间流露出自信与从容。正是这位年轻的绅士一举斩获帝国理工学院、伦敦大学学院、爱丁堡大学、曼彻斯特大学和伦敦国王学院五枚重量级录取，站在新阶段的起跑线前，他蓄势待发。

三年前，当Ryan刚刚加入惠灵顿天津校区时，他和所有转校生一样难免紧张，但这个“新生过渡期”远比他预想得轻松，“友好和包容的老师和同学们很快打消了我的顾虑。我交了很多新朋友，在他们的帮助下，顺利适应了全新的学习环境。”在惠灵顿天津校区，Ryan感受到了学校对于学子的全方位支持，无论是学业，还是钟爱的篮球，抑或是坚持钻研13年之久的钢琴，学校提供的多元舞台让Ryan才华尽显。此外，学校对于学子的启发从不囿于课堂，让Ryan印象深刻的“科学展”就是另一种途径。为参与“科学展”，他和团队另外两位成员耗时一个月检索资料、反复实验、制作展板、模拟推演，最终得以在现场深入浅出地向所有观众介绍“从纤维素中生产燃料乙醇”。Ryan认为，这样的活动既锻炼了团队合作和保持专注的能力，同时也让他感受到，呈现的结果虽然重要，但筹备的过程同样收获满满、乐趣无穷。

提到目前求学之路上取得的阶段性成功，Ryan心怀感激。感激学校提供的国际化学习环境，助他积累经验以积极应对未来留学生活中的未知挑战；感激老师们三年来的悉心指导，支持着他在升学之路上步步坚定，笃行不怠；感激身边的伙伴们互相激励，共同成长，让他收获了可贵的同窗之谊。“于我而言，在惠灵顿天津校区的这三年是一段美妙的经历，在此期间我成为了更好的自己，并为迎接未来的新篇章做好了准备。”

铭记学校的支持、老师的关怀，Ryan期待，待未来羽翼渐丰之时，能回到母校，与学弟学妹们分享自己的经历和故事。而母校也将作为永远的后盾，见证他雏鹰振翅，逐梦长空。

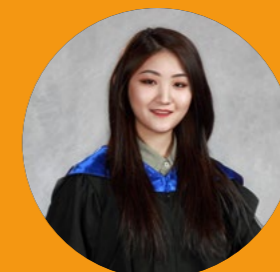


Though initially nervous upon joining Wellington Tianjin three years ago, Ryan quickly adapted with the help of friendly teachers and classmates. “The transition was much smoother than expected. I made many new friends and adjusted easily to the new environment with their help,” he explains.

And in those three years, he had full support to pursue his passions, from biology to basketball to music (he has played piano for 13 years). One of his favourite Wellington memories was participating in the College’s science fair. He and his teammates spent a month researching and creating a display about cellulose. “Such activities build teamwork, concentration and provide a rewarding experience beyond the outcome,” he reflects.

Looking back on his time at Wellington, Ryan is grateful for the international community that welcomed him with open arms. “I have grown alongside pupils from around the world. I believe that these experiences will help me tackle unknown challenges with a positive attitude,” he says.

With an offer from the prestigious The University of Edinburgh to study biomedical sciences, Ryan’s is about to embark on yet another exciting journey of growth and discovery.



Jasmine

惠灵顿天津校区 2019届毕业生
伯克利音乐学院
Class of 2019
Wellington College Tianjin
Berklee College of Music

“在惠灵顿，我们可以举办个人音乐会，还有画展、服装设计展。只要你有梦想，我们的老师们都会全力帮你实现。从音乐会的曲目选择、舞台与海报设计，到场地安排，既有音乐总监的全程助力指导，也有志同道合的小伙伴们无私帮助。台上，我尽情展现才华热情；台下，大家为我鼓掌，为我落泪。在惠灵顿，我遇到了生命中的知音。”

“There are solo concerts in Wellington, as well as painting and costume design exhibitions, and if you have a dream, the teachers here will help you make it happen. The music director guided me through the whole process of choosing the music, designing the stage and posters, and arranging the venue, as well as the selfless help from like-minded peers. On stage I was performing and enjoying it, off stage they were clapping for me, crying for me.”



Shirley

上海惠灵顿外籍人员子女学校 2017届毕业生
伦敦大学学院
Class of 2017
Wellington College International Shanghai
University College London

“建议大家充分利用惠灵顿学校里的各项先进设施和鼎力支持，尽可能多地尝试不同的活动。音乐剧、足球、特效化妆、艺术绘画、游泳，这里应有尽有。毕业后，很难再有同样的学习资源或机会，可以尝试这么多丰富多彩的新事物，发展新技能。”

“Take advantage of the great facilities and support you have at Wellington. Try as many different activities as possible. I remember doing all sorts of things like musicals, football, special effects makeup, art painting, swimming... After you graduate there will not be the same resources or opportunities to try new things and develop new skills.”



Nicole

惠灵顿天津校区 2022届毕业生
牛津大学
Class of 2022
Wellington College Tianjin
University of Oxford

“在惠灵顿，我度过了人生中非常宝贵的十年。这是一段漫长而充实的学习之旅，让我在知识积累和个人成长方面均收获良多。我能够参与多种多样的课外活动，比如音乐、体育、演唱等等，这让我在学习之余有了舒缓压力的途径，更帮助我全面发展。”

“I have spent half of my life at Wellington College Tianjin. It has been a long but fulfilling journey, and I have learned and grown so much. I was able to participate in many extracurricular activities such as music, sports and singing, which gave me an outlet from my study and made me a better all-round person.”



Daniel

上海惠灵顿外籍人员子女学校 2020届毕业生
纽约大学
Class of 2020
Wellington College International Shanghai
New York University

“大学里的学术研究对于自主性的要求更高，我觉得惠灵顿高中阶段的学习生活和IB课程学习，对大学生活的无缝衔接助益良多。当然，惠灵顿也为我提供了许多发展机会，助力我锻炼领导力、探索个人爱好特长，我会在大学继续探究感兴趣的领域。”

“Wellington and IB have definitely prepared me academically for success at university. Studying at the university is more self-driven than Senior School, and I do think IB and the Sixth Form life at Wellington provide a great transition for this. Of course, Wellington also provided me with many opportunities to explore myself in leadership and my personal interests, which is what I am keen to develop more at university.”



Leo

惠灵顿天津校区 2021届毕业生
剑桥大学
Class of 2021
Wellington College Tianjin
University of Cambridge

“惠灵顿社群的每一位成员都非常乐于支持和帮助学生，这里的老师们更是不遗余力。我觉得，惠灵顿给了我很多在天津的其他学校所没有的机会。最重要的是，我和老师、同伴，建立了非常宝贵的友谊。”

“The community here is extremely supportive, especially the teachers, and I feel like the school gave me a lot of access to opportunities that weren't available in other schools in Tianjin. In addition to that, I formed certain connections with the people here that are very valuable to me.”



Shawn

上海惠灵顿外籍人员子女学校 2021届毕业生
南加利福尼亚大学
Class of 2021
Wellington College International Shanghai
University of Southern California

“我很喜欢学院制，学院能把同学们凝聚在一起。在团体中，大家建立了深厚的情感联结。对于代表学院参加竞争时油然而生的那种自豪感，我至今记忆犹深。与同学齐心协力为学院争光添彩，这样的经历真的美好可贵。”

“I really like the idea of uniting people and forming groups in which you build strong bonds. It is such a great idea. I always remember having such a strong sense of pride when competing for my house. It was also really nice to have that experience of working hard together and collaborating with others all in the service of house pride.”



惠灵顿学校大家庭成员

Our Family of Schools



惠灵顿(中国)学校大家庭概览



惠灵顿天津校区

成立年份	2011	权威认证
招生年龄范围	2-18	国际学校委员会 (CIS)
学生总数	607	英国国际学校理事会 (COBIS)
职工总数	163	天津国际学校联盟
		爱丁堡公爵国际奖
		2018/19英国寄宿学校协会会员
		2022-2023微软示范学校



上海惠灵顿外籍人员子女学校

成立年份	2014	权威认证
招生年龄范围	2-18	国际文凭
学生总数	1642	国际小学课程 (IPC)
职工总数	352	英国国际学校理事会
		亚洲英国国际学校联合会 (FOBISIA) 成员学校
		国际学校委员会 (CIS) 成员学校
		中蒙国际学校协会



上海浦东新区民办惠立学校

成立年份	2018	权威认证
招生年龄范围	6-18	国际学校委员会 (CIS) 成员学校
学生总数	1058	IB世界学校
职工总数	206	剑桥大学国际考试委员会成员
		爱丁堡公爵国际奖成员
		GL国际卓越教育中心成员
		国际升学指导协会成员
		The American College Test 授权考点
		美国大学理事会成员



上海浦东新区民办惠立幼儿园

成立年份	2016
招生年龄范围	2-6
学生总数	298
职工总数	90



杭州惠灵顿外籍人员子女学校

成立年份	2018	权威认证
招生年龄范围	5-18	剑桥大学英语考评
学生总数	281	英国爱德思国家职业学历与学术考试机构认证中心
职工总数	64	爱丁堡公爵国际奖
		英国伦敦音乐戏剧学院
		英国国际学校理事会 (COBIS) 成员
		亚洲英国国际学校联合会 (FOBISIA) 成员学校
		GL国际卓越教育中心



杭州市萧山区惠立学校

成立年份	2018	权威认证
招生年龄范围	6-18	剑桥大学英语考评
学生总数	950	英国爱德思国家职业学历与学术考试机构认证中心
职工总数	158	爱丁堡公爵国际奖
		英国伦敦音乐戏剧学院
		英国国际学校理事会 (COBIS) 成员



杭州市萧山区惠立幼儿园

成立年份	2018
招生年龄范围	2-5
学生总数	300
职工总数	69



南通惠立学校

成立年份	2022
招生年龄范围	6-18
学生总数	177
职工总数	67



南通惠立幼儿园

成立年份	2022
招生年龄范围	2-5
学生总数	12
职工总数	11

数据更新截止至2023年12月

The Wellington College China Family



Wellington College Tianjin

Founding year 2011
Age range 2-18
Number of pupils 607
Number of staff 163

Accreditation
 CIS Internationally Accredited School
 COBIS
 International Schools Conference of Tianjin
 The Duke of Edinburgh's International Award
 2018/19 Boarding School's Association Member
 2022-2023 Microsoft Showcase Schools



Wellington College International Shanghai

Founding year 2014
Age range 2-18
Number of pupils 1642
Number of staff 352

Accreditation
 Association of IB World Schools
 International Primary Curriculum
 COBIS Accredited Member
 FOBISIA Member School
 CIS Internationally Accredited School
 Association of China and Mongolia International Schools



Huilu School Shanghai

Founding year 2018
Age range 6-18
Number of pupils 1058
Number of staff 206

Accreditation
 CIS Internationally Accredited School
 Association of IB World Schools
 Cambridge International School
 The Duke of Edinburgh's International Award
 GL International Centre of Excellence
 International Association for College Admission Counseling
 The American College Test Centre
 College Board member school



Huilu Nursery Shanghai

Founding year 2016
Age range 2-6
Number of pupils 298
Number of staff 90



Wellington College International Hangzhou

Founding year 2018
Age range 5-18
Number of pupils 281
Number of staff 64

Accreditation
 Cambridge Assessment English
 Edexcel Approved Centre
 The Duke of Edinburgh's International Award
 LAMDA Exams & Qualifications
 COBIS member
 FOBISIA member school
 GL International Centre of Excellence
 College Board member school



Huilu School Hangzhou

Founding year 2018
Age range 6-18
Number of pupils 950
Number of staff 158

Accreditation
 Cambridge Assessment English
 Edexcel Approved Centre
 The Duke of Edinburgh's International Award
 LAMDA Exams & Qualifications
 COBIS member



Huilu Nursery Hangzhou

Founding year 2018
Age range 2-5
Number of pupils 300
Number of staff 69



Huilu School Nantong

Established date 2022
Age range 6-18
Number of pupils 177
Number of staff 67



Huilu Nursery Nantong

Established date 2022
Age range 2-5
Number of pupils 12
Number of staff 11

联系我们 Contact

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惠灵顿天津校区

Wellington College Tianjin

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Wellington College International Tianjin (WCIT)

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天津惠灵顿幼儿园 (WCBTN)

Wellington College Bilingual Tianjin Nursery (WCBTN)

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天津惠灵顿国际课程中心 (WCBT A Level)

Wellington College Bilingual Tianjin A Level Centre (WCBT A Level)

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WCIT



WCBTN



WCBT A Level

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Huili School Shanghai (HSS)

+86 21 3177 5088 | shanghai.huilieducation.cn

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Address: No 235 Linyao Road, Pudong, Shanghai, China

上海浦东新区民办惠立幼儿园 (HNS)

Huili Nursery Shanghai (HNS)

+86 21 3158 0008 | shanghai-nursery.huilieducation.cn

地址:上海市浦东新区桐晚路215号

Address: No 215 Tongwan Road, Pudong, Shanghai, China



WCIS



HSS



HNS

惠灵顿杭州校区

Wellington College Hangzhou

杭州惠灵顿外籍人员子女学校 (WCIH)

Wellington College International Hangzhou (WCIH)

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Huili School Hangzhou (HSH)

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Huili Nursery Hangzhou (HNN)

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WCIH



HSH

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南通惠立幼儿园 (HNN)

Huili Nursery Nantong (HNN)

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HSN



HNN



WELLINGTON COLLEGE
CHINA
惠灵顿(中国)

Be **You** Be **More**