OUR MISSION

Our hopes are high, and by them we are bound together.

We aim to create an extraordinary and unique school, the first truly modern institution serving children from ages three to 18 and the first global one. We want to change for the better the lives of those students who attend and, beyond our own campuses, contribute to the cause of education on every continent. We measure our merit not through the narrowness of exclusivity but through the breadth of our impact.

Favoring our work is an emerging canon of best practices pioneered by educators who have come before us. They have taught us that a modern school knows how one learns will outlast what one learns; will end lock-step, one-size-fits-all education; understands that the emotional development of its students must also be given time; sees that an ingenious facility is an ongoing lesson in design; believes that a global system of schools will surpass a single, local one; harnesses the power of our new digital age; and reconceptualizes the school day and year, recognizing that learning happens everywhere and anytime.

Our graduates will stand out. Grounded by rigor and knowledge, they will be undaunted, creative, and bold, ready to lead or help in the wholly transformed and challenging world of their future. Each will shine in at least one loved, purposeful pursuit in which he or she will achieve excellence and a resulting lifelong confidence. All will speak other languages and study in other cultures yet remain deeply connected to their homeland. Surrounded by an expansive and diverse collective intelligence, they will forever be members of it. And through carefully carving their own character they will help goodness prevail.

Our faculty will be learners too, side by side with our students and other teachers. We’ll choose them because they want to guide children and have distinction in their academic discipline. They’ll choose us because our global scale brings them unequalled professional development; our growth provides them growth; and our rewards for them are more commensurate with the great good education brings to society.

We thank those who have generously supported us, and we look forward to sharing our work with all who aspire to reimagine education.
THE MAKING OF

A Modern School

I
A MODERN VISION

II
A NEW VIEW
OF EDUCATION

III
OUR TEAM AND PARTNERS
SECTION I

A Modern Vision

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The two of us live on different sides of our planet, in Beijing and New York. We are of different generations and genders. Our fields of work are as different as our cultural upbringings. Yet each of us was blessed with exceptional educational opportunities, and we have agreed to co-chair the Global Advisory Board of Whittle School & Studios in the hopes of expanding such possibilities to families and children worldwide.

We believe our world is in need of pioneering thought in the field of education. Our schools can always be better—and schools everywhere can learn from one another.

We believe that education, like trade and scientific, technological, and artistic innovation, draws us together and supports peace and prosperity.

We believe the team and resources assembled here have a unique opportunity to achieve something extraordinary, a truly modern school that connects cultures worldwide.

And we believe Chris Whittle, the author of this book, provides the leadership and the inspiration needed for such an ambitious endeavor. We know you will enjoy reading his thoughts.

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LL.D., Yale Law School, 1966
The Need for Change

At the heart of our work is the belief that schooling everywhere is stuck in the past and that a dramatic modernization is long overdue. In the last 100 years, nearly every sector of life (health, transportation, communications, agriculture, shipping) has changed radically. Propeller planes have become jets; clunky, tethered-by-wire phones are now on our wrists; organs can be replaced like spare tires; and packages that once took months to deliver find their way to the most remote villages in less than 48 hours. Mind-bogglingly complex institutions, unimaginable just decades ago, have been created from scratch. Apple. Alibaba. Amazon. FedEx. Google.
Schools take what they believe we should learn and divide it neatly into different subjects, which often get taught in formulaic and outmoded procedures. Few would disagree that we learn best by hands-on doing, most schools instruct didactically—and often by rote. While students are highly motivated when they choose learning activities, most schools favor requirements. While we all learn at different paces—eight years old, for instance, may be ready to tackle the same math as a 10-year-old—teachers are stuck in the group mind-set of “let’s all turn to page 15.” While education is supposed to raise us up, students are often beaten down with grades that have no bearing on their interests or their capacity for hard work. And while unstructured time is so often the moment when flashes of insight occur, school bells crush children throughout their childhood. Why does the Old School formula persist? Surely not because it works so well. How many millions of students have studied a language for years and can hardly read a menu? What percentage of high-school graduates can write compellingly? How many students have a real sense of, or even really care about, the history of their species? How many have felt that their education was a means of connection to others in their town, city, or country—let alone to the rest of the world? How many students even a small percentage of the dates and minutiae that were crammed into their tests and textbooks? If offered a choice, how many students would relive their school days?

Old School prevails because it seems good enough. Old School stays with us because it is protected. Well-intentioned regulations inhibit educational innovation. Old School has a massive alumni fan club, populated by parents who feel comfortable with what feels familiar. Having yet to see a fully realized, highly polished “New School,” they don’t want their children to be guinea pigs in some wild experiment. Old School persists because of a global failure of imagination to see what New School could and should be. Collectively we doubt a new design can be forged, so much so that we invest next to nothing in the attempt to replace the old formulas. A single Fortune 500 company spends more on R&D than all the world’s schools combined. In 2016, Apple invested billions to make sure the quality of your selfie improved. America’s federal government invested a mere $600 million that year to change our schools.

Finally, Old School remains because inventing the next generation of schooling is a colossal undertaking, one requiring enormous amounts of time, money, talent, and coordination among such diverse fields as education, psychology, architecture, technology, marketing, finance, law, real estate, and management—to say nothing of the risks involved in working with children. Safety prevails. Innovation flags. Children tune out and fall behind.

In comparison, America’s interstate system and China’s high-speed rail network were small and easy developments. K-12 education is humanity’s second-largest endeavor (surpassed only by health care); there are over 2 billion children on earth, more than the entire population of China; education employs nearly 100 million teachers, more than all the world’s standing armies; schools cost $6 trillion a year to operate, more than the annual GDP of all but two countries, America and China. The real-estate infrastructure for schools is so large that it is unreported. Our researchers estimate there are about 2 million different facilities with perhaps 200 billion square feet of space. The cost to replace it all would equal the entire infrastructure spending of China for 30 years.

Up against the immensity of this colossal endeavor of coordinated ingenuity, almost every isolated attempt to change schooling seems tiny and insignificant—like shooting an arrow at Saturn.

Our schools are part of a past world, a quaint artifact, a museum piece from another time. As this gap between modern life and Old School widens, it is telling that some of the world’s most productive and innovative individuals are choosing not to complete “institutional” education. Of the five most valuable companies in the world, three were founded by people who quit college. Mark Zuckerberg and Bill Gates dropped out of Harvard to found Facebook and Microsoft. Steve Jobs left Reed College to build Apple. Each made a decision that Old School could not compete with what they learned from the New School of life. Richard Branson dropped out of school at 16 to start a magazine and then built an airline empire. Chinese billionaire entrepreneur Zhou Qunfei, French fashion mogul François Pinault, and Indian business magnate Gautam Adani were all dropouts, too.

The immutability of schooling does not come from a lack of awareness, concern, or effort. In 1899, philosopher John Dewey urged numerous changes, advocating for an educational progressiveness that still resonates with reformers today. The U.S., in fact, now has an entire industry of school reform; for decades, governments have issued reports on school ineffectiveness; media pundits criticize flat-line results despite immense increases in school spending; parents from Boston to Beijing express their discontent, often uprooting and dividing their families to seek better alternatives elsewhere; and students, on the rare occasions they are asked, express a boredom that is now viewed as an inevitable condition of education.

What we do know is that a modern school is one that thinks as much about learning as teaching and knows that how one learns will outlast what one learns. It hopes to bring about the end of lockstep, one-size-fits-all education and understands that the emotional development of its students is crucial to learning. It intuits that the physical design of a facility is integral to learning and believes that a well-designed, interconnected system of schools is better than a single one. It harnesses the horses of our new digital age and appreciates that education can no longer be local or national in its outlook. And it strives to make social responsibility much more than its scholarship program.

Bringing these new truths into the day-to-day reality of a school need not take decades. That only very old, tried-and-true schools are good is a shibboleth whose effectiveness; media pundits criticize flat-line results despite immense increases in school spending; parents from Boston to Beijing express their discontent, often uprooting and dividing their families to seek better alternatives elsewhere; and students, on the rare occasions they are asked, express a boredom that is now viewed as an inevitable condition of education.

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Schooling, however, remains largely unchanged. It is as if more than a century ago someone invented “school” and the formula was universally adopted, and since then it has been largely unchallenged.
The Big Idea

1. One School with Many Campuses...
2. In the world’s Leading 30 Cities (6 cities are the second campus in a city...)
3. With a Diverse Student Body of more than 90,000 full-time students and hundreds of thousands of part-time students...
4. With a Single Faculty of over 10,000...
5. Tied Together by a Common Curriculum adapted to local laws and needs...
6. All Working Collaboratively face-to-face through constant exchanges and online activities...
7. Supported by a unique Global Headquarters...
8. Creating an organization linked with a new “Collective Intelligence” unlike any “local” single-site institution...
9. And Graduating Students with a Highly Evolved Global View sought after by universities worldwide...
Our hopes are high.

Backed by nearly $700 million of operating and real-estate-related capital, we have gathered a global consortium of hundreds of educators, architects, artists, technologists, and other experts. By the time our first campuses open, we will have collectively planned every aspect of our school—five years in advance. Such forward thinking is unheard of in the annals of Old School history. Here is the blueprint for Whittle School & Studios.

In the fall of 2019, our first two campuses will open, in Shenzhen, China, and Washington, D.C. By 2026, we plan to expand to a system of 36 major campuses in the world’s leading cities. Designed by Renzo Piano Building Workshop of Genoa, Italy, each campus will have 600,000 square feet and serve approximately 2,500 students, ages three to 18, with about 160 students per grade. Roughly 60 percent will be day students, and the remaining 40 percent will be weekly and full boarders. At capacity, Whittle School & Studios will be a highly integrated global learning community with a faculty of more than 10,000 serving more than 90,000 full-time, on-campus students as well as hundreds of thousands of other students joining us part-time, either virtually or on campus.
A Whittle campus is not your typical school. We call our education program “School & Studios” for a reason: We want to convey that the learning that happens all the time in our schools goes well beyond the norm one has come to expect.

Each campus is best described as a “learning hub” with myriad educational offerings within a thoroughly modern, beautifully designed setting, as productive as a beehive and with the connectivity and technological prowess of a global news channel.

A Whittle campus will provide six key educational services, including:

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<thead>
<tr>
<th>FULL-TIME EDUCATION</th>
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<tbody>
<tr>
<td>1. Full Day School: For Local Students</td>
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<td>2. Five-Day Boarding School: For Local and Regional Students</td>
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<tr>
<td>3. Full Boarding: For National and Global Students</td>
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<tr>
<th>PART-TIME EDUCATION</th>
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<tr>
<td>4. After-School and Weekend Programs: For Any Student</td>
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<td>5. Summer School Programs: For Any Student</td>
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<td>6. Online Programs: For Any Student</td>
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Each of our campuses will serve 2,500 full-time students ages three to 18 in four schools organized, roughly, as follows:

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<th>TYPE OF STUDENTS</th>
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<tr>
<td>1. PK, K Students</td>
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<td>2. LS Students (Grades 1–4)</td>
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<td>3. MS Students (Grades 5–8)</td>
</tr>
<tr>
<td>4. HS Students (Grades 9–12)</td>
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| TOTAL ENROLLMENT | 2,520 STUDENTS |

Each campus will be made up largely of students who are citizens of the country where that school is located. Although we will accept expatriate students and have hundreds of students from across the world on exchange programs from other Whittle campuses, our main mission is to provide a global education for locally based students.

A typical campus will have a full-time, largely bilingual faculty of roughly 300 members, representing a nine-to-one student-to-faculty ratio. Typical class sizes will be 15 to 20 students. We will strive to have a roughly equal mix of local and foreign teachers.

Tuition will typically match that of the top-tier private schools in that particular city. About 10 to 15 percent of our students will receive some form of financial aid, ranging from quarter-ride to full-ride scholarships.

Each Renzo Piano-designed campus will be approximately 600,000 square feet, of which typically 400,000 square feet will be dedicated to the educational program and 200,000 square feet to student dormitories and faculty housing. All campuses will have in common a distinct and recognizable design. The facility will include everything that would be expected of a top-tier school—and much more. While gyms and theaters will be familiar to visitors (if better designed), what will be surprising are the on-campus accelerators, amenities for parents (such as cafés), and spaces for dozens of specialized, optional educational offerings ranging from private music lessons to advanced sports to robotics and coding.
FAVORING OUR WORK IS AN EMERGING CANON OF BEST PRACTICES PIONEERED BY EDUCATORS WHO HAVE COME BEFORE US. THEY HAVE TAUGHT US THAT A MODERN SCHOOL KNOWS HOW ONE LEARNS WILL OUTLAST WHAT ONE LEARNS; WILL END LOCK-STEP, ONE-SIZE- FITS-ALL EDUCATION; UNDERSTANDS THAT THE EMOTIONAL DEVELOPMENT OF ITS STUDENTS MUST ALSO BE GIVEN TIME; SEES THAT AN INGENIOUS FACILITY IS AN ONGOING LESSON IN DESIGN; BELIEVES THAT A GLOBAL SYSTEM OF SCHOOLS WILL SURPASS A SINGLE, LOCAL ONE; HARNESSES THE POWER OF OUR NEW DIGITAL AGE; AND RECONCEPTUALIZES THE SCHOOL DAY AND YEAR, RECOGNIZING THAT LEARNING HAPPENS EVERYWHERE AND ANYTIME.

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What is a School?

We see schooling as everything students experience during each moment of their time with us, and we believe that lessons are learned in every one of those moments.

About 25,000 to 30,000 hours of a child’s life are devoted to school if one includes time at school, homework, and getting back and forth from home. A modern school values that most cherished of educational resources: time. Each moment, properly understood, is crucial to your child’s growth as a learner. How your daughter is greeted as she boards a school bus or as she enters her classroom affects her mood for the day. Indifference is a lesson. A bark to sit down or to be quiet is another. So, too, is how she is introduced to her teacher and whether she and that teacher spend focused one-on-one time together. How she is seated in a class; how she is treated by other students; the explanation of the dress code; whether her teacher is capable, prepared, and enthusiastic; how the purpose of a course is explained to her; whether a schedule rushes her mindlessly from one class to another; how she is treated when she makes a mistake; whether she is sitting in a hot, cold, or poorly designed classroom—your daughter is absorbing all of this, processing it, deriving meaning from it, being affected positively or negatively by it. Her world is school—and she learns as much by what her school does to protect and ignite her learning time as by what her teacher or her books say.

In other words, the curriculum of a school is everything that transpires there—everything our students see, hear, and feel; every interaction with a peer or adult. The worst Old Schools—and there are still hundreds of thousands of these around the world—focus almost entirely on one element of the school experience: course work and course content (often called curriculum). Their view of education is long outdated: school as the systematic pouring of a bucket of facts and concepts into the head of an unmotivated student by all-knowing teachers in a factory-like production line of courses and grades. Such schools aim to graduate students who perform well on the U.S. SAT, the Chinese Gaokao, the Brazilian Vestibular, and other national and global exams. There is an important place in the schooling experience for content and for exams. We will embrace this and actively curate our content, as any fine school should. In addition to key basic skills—like reading, writing, and performing certain math functions—there are lots of facts that students need to know to function well and efficiently in life. One should not have to use Google to know the general location of Indonesia or understand that its population ranks well into the top 10 countries of the world.

But a modern school must be about more than content. It needs to consider deeply who it wants its graduates to be. It must identify the skills, ideas, talents, and capacities students will need to face the challenges and opportunities of the 21st century. Then it must design the major themes that guide its everyday operations, aware of how they affect every moment of a student’s experience.

Our planning team has been thinking deeply about and researching these topics for years, both in our roles with leading schools and in the global education-reform movement. We began with a strong point of view on the direction that should be taken to make our school a beacon for modern education. In the following summary (and in information presented on our websites), our thoughts address three primary themes: (1) what we hope for our graduates, (2) key processes that will help us achieve our goals, and (3) some signature educational features we would like to highlight, including our approach to social responsibility and the care we have taken to design the splendid facilities that house our modern school.
The History of Our Design Effort

On opening day of our first two campuses, in 2019, we will leap from architecture to engineering, from vision to operations. Planning ahead, we have invested in a multiyear education design process that began with an assessment of the state of education design, highlighted here, to provide important context for our launch.

Educational Design Today
Schools and school systems have devoted far too few resources to the design of their educational programs. Individual schools (typically private ones) lack the scale to conduct meaningful R&D, and school systems (almost always governmental in nature) are pressed to devote their financial capabilities to more immediate operating matters. The little forward-thinking design that does happen typically equates the educational program with curriculum: a collection and sequence of courses and assessments, each defined by its content and delivered in a particular way, in mass in classrooms, with a teacher lecturing in front of students.

Generally, the production of course content, particularly within public school systems, has been left to education companies like Pearson, McGraw-Hill, and others. Some leading, progressive, independent schools and charter school networks have escaped this paradigm, but they are exceptions. For too long, the core pedagogical methodology has remained largely unchanged, since the “teaching as transmittal of information model” is the easiest delivery system for mass-produced course materials and generic content. Good for big education companies and for sages on the stage. Bad for the way most children learn.

The net effect of this conventional approach has been to narrow the scope of the education mission and, therefore, of a student’s education. The outcome favors the broadly deliverable at the expense of genuine innovation and responsiveness to new discoveries in learning theory, emotional and moral development, technology, and pedagogy. Educators have turned to standardized testing to assess student performance, and for many the classroom experience has devolved into expensive forms of test preparation. This is particularly true of many developing countries, but any parent who has been through the U.S. college-application process knows that the test prep industry thrives in America.

As the component parts of the education-design process have become isolated, sequenced, and optimized for quantitative testing, we are left with a model that undermines the primary goal of education: the development of a child’s mental, emotional, social, and intellectual capacity—the molding of an ethical person who actively shapes the world. The linear and isolated nature of our current system is engineered for glacial incremental change. Over the past decades, school reformers introduced the idea of whole-school reform as a means of shaking up a failing system. We join forces with these change agents, and we understand the difficulty of the path before us. We have studied and learned from the history of education stagnation in the United States and around the world, and we have planned ahead accordingly.

It is crucial that the leadership of our schools, and the faculty it recruits, partake in creating our overarching design.

Our Education Design Process
All totaled, our initial design effort will take four-and-a-half years and will continue after the opening of our first two campuses in the fall of 2019. Why so long? It is crucial that the leadership of our schools, and the faculty it recruits, partake in creating our overarching design. And we don’t see collaborative design as a process that ends. There will be versions 1.0, 2.0, 3.0, and so forth. Otherwise, we would find ourselves in the ossified situation we now confront in the Old School model. We are engineered to be adaptive.

Talent acquisition has been key to our design process from the start. We have been fortunate that leading thinkers, educators, and institutions have helped shape our vision. In early 2016, we hosted our first Education Summit, in London, bringing together an international panel of experts from inside and outside the world of education to explore five themes important to the design of our school: the 21st-Century Graduate, Personalized Education, a 21st-Century Faculty, Global Education in Culturally Diverse Locations, and Social Responsibility and Impact.

And this was just the beginning. For the past two years we have been engaged in an intensive research-and-design phase unmatched in the world of PreK-12 education. We embarked on listening tours that took us across the globe—investigating best practices and programs at top educational institutions from all sectors, from early learning centers to charter networks to innovative high schools and institutions of higher education. We interviewed professors and admissions teams at top colleges—Stanford, Harvard, Tsinghua, and more—about what they looked for in prospective students. We met with government officials who work on...
We believe “best in class” means drawing on excellence across many areas of expertise.

identifying the skills necessary for success and fulfillment in the 21st-century. We spoke with students about the most meaningful moments of their education journeys—and, above all, we listened.

Our core team at headquarters (HQ) has led the program design efforts so far, supplemented by the founding leadership and faculty of each campus that have joined our team over the past year. Though the education function at our HQ will have the primary responsibility for overarching design, it will continue to work with members from all parts of our organization, including architects, technology specialists, human-resources professionals, marketers, and our financial team. To help support this integration, we host biannual company-wide retreats, where teams have the opportunity to engage in deep professional growth sessions on every facet of our operation.

This interdisciplinary approach was the core of our first major design work, in the fall of 2016. Teams composed of full-time staff and outside experts came together to advance the development of the nine core principles of our educational program. The composition of these working groups, in which leading educational thinkers were paired with experts from outside the field, is central not only to our design process but to our organizational development as well. We believe “best in class” means drawing on excellence across many areas of expertise. The result of this intensive design initiative? Nearly 100 distinct programs and hundreds of pages of research, analysis, and models.

Drawing on decades of collective expertise—and supported by two of the world’s leading educational consultancies—our Education Design Team continues to engineer a Whittle School & Studios education. Described in more detail in the following pages, our model is the result of thousands of hours of development—shaped by the input of thought leaders, learning scientists, educators, parents, and students.

To begin, we planned backwards from a clear picture of our graduate. With that profile as a starting place, we constructed an education that cultivates the skills, knowledge, and behavior distinctive to a Whittle graduate.

In the old days, the result would have largely been a syllabus and a schedule. Our work is more complex, with much attention given to the integration of technology, architecture, professional development, organizational design, and finance. Unlike the relatively simple design of a single-site school, our plan must also account for the relationships between our campuses and HQ as well as the inter-relationships among the campuses themselves.

Design does not end on opening day. Just as technology companies issue upgrades and fixes to their operating systems, so will Whittle School & Studios. Hundreds of operational tweaks will be ongoing. That said, it is important to let a design take hold before introducing major new versions. Just as Apple introduces a new version of the iPhone every few years, so will Whittle School & Studios update its program. Leadership of this ongoing R&D will reside in the education function of our HQ, but our design process creates a constant back and forth between the HQ team and our campuses.

A modern school begins with a clear understanding of what its graduates should know and what personal qualities they should take with them into life. In the world of planners, these are called “desired outcomes,” and here we divide them into three categories: the world of knowledge, the world of self, and the world of humanity. Our objectives are ambitious—and they should be. Families will invest substantially with us over 15 years to prepare their children for the future. Our responsibility is to deliver, and our goal will be to exceed even our own expectations.

Whittle School & Studios is developing the leaders of tomorrow with the necessary skill sets to change the world. We define student-centered learning through a graduate profile, one that envisions the holistic development of each child and maximizes their passion for lifelong learning by providing access to educational experiences across our global network. We focus on the following four areas of student development:

- Fostering individual growth and a sense of agency.
- Developing intrepid and rigorous scholars who embrace critical thinking.
- Producing students who are successful in their contributions to the school and larger community.
- Shaping leaders who are armed with the knowledge, skills, and ability to deliver solutions to local and global challenges.
Core Academic Skills
Literacy and numeracy are largely Old School subjects, but that makes them no less appropriate and required. Core academic subjects include reading, all forms of communication (writing, speaking, presenting), and basic math skills. In each of these areas, our graduates need to perform well—on average in the ninety-fifth percentile on internationally normed assessments.

Core Academic Knowledge
Every graduate will have an overall grasp of world history. Using resources such as Bill Gates’s “Big History” project, students will have a sweeping view of the story of earth and the human race. We will also provide students with the in-depth history of particular places and the story of science and geography (defined broadly as it is in the U.K.). Some new subjects will be added on the practical end of the spectrum. For example, most of a student’s future life will be spent in organizations, often companies. Typically, schools don’t give serious attention to how companies (or other organizations) really work or focus on career possibilities. This gap in career preparation will be addressed.

Global Capabilities Paired with Deep Local Roots
We want students to be able to function globally while being authentic and engaged members of their own culture. At most expat-oriented international schools, families must choose between their desire for an internationally focused education and an often equal interest in deepening their children’s home language and ties to their culture. Finding this balance will be one of our most difficult design challenges, but we begin with a commitment to achieving this paired mission.

To ensure strong student ties to their home culture, each of our campuses will operate as a dual-language institution: the home language and English. (Third languages, as noted below, will be added as special subjects in later grades.) The national history of the country in which the campus is located will be a required course of study. Finally, the school will function as a part of its local community, learning from it and contributing to it. Similarly, global capabilities will be gained by a three-pronged strategy consisting of knowledge of other cultures, proficiency in multiple languages, and empathy gained only by real on-the-ground experience.

At a minimum, all students will graduate with a level of written and spoken fluency in a second language that will allow them to work and study in another culture.

Proficiency in Languages
At a minimum, all students will graduate with a level of written and spoken fluency in a second language that will allow them to work and study in another culture. (In cultures where bilingual capability is the norm, for example Singapore or Germany, we will strive for proficiency in a third language in later grades.) The only reliable route to bilingual proficiency is through an immersion program, which will be utilized at all our campuses. Outside of English-speaking countries, English will be the required second language for all students. In English-speaking countries, Chinese and Spanish will be the most frequently offered second-language choices. Additional languages will be offered depending upon the campus location.

Social Studies
Our social studies programs (including history, political science, geography) will go well beyond the national and regional study seen in most schools.
Our students will be strongly encouraged to study for four periods of time at other Whittle campuses around the world during their school experience. To achieve this, students and parents will be offered three different options. The “minimum program” will be four different two-month summer programs during upper school. The “moderate program” will be four different trimesters abroad during upper school, one trimester each year at a student’s home school and another abroad. The “maximum program” will be for upper school students to spend each of their four years of upper school at a different campus. Imagine a student going to a full boarding school—but at four different locations, each in a different region of the world. Within the above options, we will encourage at least one program period in both China and the U.S. We hope that our students will have studied in five different cultures—their home campus and four others—by the time they graduate. This feature of our program will change and deepen our students’ view of the world for their entire lives.

**Emotionally Intelligent**

We care about the emotional development of our students—and we believe this cannot be left to chance. All our courses will be characterized by their commitment to exploring a range of values and principles governing the relationships between students, teachers, and all the “citizens” of each school.

**Creative**

There is artistry in all fields. A banker can be just as creative as a sculptor, and an engineer can be as expressive as a film star. Problem-solving is a creative exercise, and there are problems to be solved in every walk of life. Unlike motivation, creativity can be learned. In virtually all of our classes, problem-solving will be a pedagogical device, and creative students will be the result.

**Self-Motivated, Entrepreneurial & Resilient**

Almost by definition, motivation is something that cannot be taught. It can surely be killed, though, and even the best efforts to motivate are often extremely counterproductive. So how does a modern school foster this trait? It presents options for students to pursue. It listens and watches for what a child naturally wants to do. It waits until the child demonstrates excitement about something, and then it knows when to get out of the way. There may be some coaching—but not too much. Whatever excites students must be owned by them, not by the school and, particularly, not by its curriculum.

There is artistry in all fields. A banker can be just as creative as a sculptor, and an engineer can be as expressive as a film star. Problem-solving is a creative exercise.
Confident & Optimistic
A deep belief in the workability of things comes only when one has experienced success, however small, and then built upon it. One of our most important missions is to help all students succeed at something and then build from there. And while ambition in this era is often equated with ruthlessness and greed, we aim to graduate students with expansive goals for themselves and the world.

Socially Responsible
All our students will have experienced considerable good fortune in their lives. They will have been born into a family that can afford to send them to an extraordinary private school or they will have won a Whittle School & Studios scholarship. Either way, fate will have smiled on our students. We hope to nurture their understanding of this and convert such awareness into ongoing humility. Humility is a lifelong vaccine against the arrogance that sometimes accompanies privilege; equally important, humility is foundational to the desire to contribute, to return something to the world for all that it has brought one’s way. All of us are the lucky beneficiaries of our beautiful ecosystem, and part of being socially responsible is caretaking for future generations. We want every student to learn to be a steward of the world during his or her time with us.

Readiness for the World’s Leading Universities & Colleges
Although we view the 15 years of early, primary, and secondary education as having a much broader and more important objective than securing a seat in a highly selective college or university of a student’s choice, one of our key goals is making sure that our graduates’ tertiary education extends their learning goals. Indeed, optimal college placement is one of the expected outcomes when parents make a significant investment in their children’s education. While there are more than 20,000 universities worldwide, we expect the majority of our graduates each year will be accepted by the world’s top 100.

Our high expectations for Whittle graduates necessitate careful planning—and in some cases special, additional educational programs at our campuses. Like that of many exceptional private schools, most of our curriculum will be designed from scratch, by educational experts who will integrate best practices from schools across the globe. For example, our primary-school math program may come from Singapore, while our upper-school math may be adopted from Phillips Exeter. Our curriculum choices will be determined by what best achieves the objectives for a modern school, with careful consideration for what is required by the education codes of the countries in which we operate.

In addition, we will modify our curriculum from campus to campus so that it both achieves the overarching objectives of our school design and covers topics found on the national college-entrance exams of the particular nation where the school is located. If the compromises required to achieve this are either operationally impossible or overly burdensome for our students and faculty—we will work to provide supplemental programs designed to prepare students for particular national entrance exams. These could range from several targeted after-school tutoring sessions to as much as a full “gap” or “prep” year following graduation. We will support our students every step of the way.

Key Themes in Our Educational Model:

How We Achieve Our Goals

If it is essential for a school to understand what it wants to help its students achieve, it is equally important for a school to know how it can deliver those results. The operating model Whittle School & Studios has built is based on the tenets described in the following pages. Carefully executing on these themes will result in our desired outcomes.
The old world of schooling is built almost entirely on educating groups of children. The “one-size-fits-all” model of the Industrial era is insufficient in the Innovation Age. We believe each individual has magnificent potential, so we have designed our educational model and our mastery-based assessment systems to help cultivate every student’s unique talents and purpose.

We believe in student-driven, hands-on learning guided by talented educators, global experts, and an advisory system that addresses the specific needs and passions of each student. Whittle students are encouraged to explore the world—its challenges and its opportunities—to identify, and begin to hone, their distinct contributions.

Hotels are organized around individual guests, and hospitals are organized around individual patients. Hotel guests are checked in and out and served individually. They arrive at different times, stay for different lengths, eat different food and at different times, choose to use the gym or not, and select different types of rooms. Similarly, in hospitals every patient has a particular issue and is treated accordingly.

The old world of schooling is built almost entirely on educating groups of children. It is a world of classes and grades, with groups of children proceeding through their course of study at the same pace. In the U.S., those groups average about 22 students per class, while in China it is about 45 (and can be as many as 70). One practice frequently used is symbolic: 15 to 25 very young children are literally tied together by rope for safety when they head outside their school to the park. No one can get away from the group! A description of how we arrived...
It helps our case to have statistical support of the group model’s decline, but plain logic provides equally good reasons that we should pursue a more personalized model. Do we really believe children learn at the same rate or in the same way? Do we really believe they all like the same things? As an adult, could you possibly tolerate sitting again for 15 years in classrooms? Do we look back fondly on our educational experience and believe that it was ideal? Don’t we all remember how tuned out we were so much of the time in class? Have we not seen the enormous progress that can be made by one-on-one tutoring and coaching? And in our own workplace, haven’t we learned so much more by working shoulder to shoulder with mentors and colleagues on real problems? And how many times have we all of us said, “Get me out of this meeting”—another kind of group and another kind of classroom—“so I can get some real work done”? Whittle School & Studios understands that significant group interaction within a school is both needed and important. Learning to work on a team and collaborate are skills that all our students need to acquire—and we will help them do so. But mass, lockstep instruction is something we frown upon, and we plan to do something about it. We are going to introduce a level of effective personalized education for students currently unavailable in top-tier schools around the world. Here are the core features of our personalized school design:

Advisory

If you were to estimate how much time a typical student truly spends one-on-one with a teacher in his or her 15 years of school, what would you guess? Our estimate: Of the 25,000 hours a child goes to school, we doubt more than 100 are spent one-on-one with a teacher. Truth be told, it is probably a lot less. How could it be otherwise? How many school calendars set aside frequent one-on-one time? We’ve found just one so far that would meet our standard. (And if you know of more, please correct us, because we want to learn from that school!) If we are going to succeed in personalized education, a crucial early step is knowing every child well. That happens only when frequent one-on-one time between faculty and students is built into the school schedule. This may sound trivial and easy to do. Far from it. All educators know that filling in the “time” column on the school calendar is an annual and hotly contested fight, far harder than musical chairs. There are hundreds of priorities that must be balanced. To give you a sense, imagine you decide that each student will meet individually with a faculty member for 20 minutes every two weeks. Sounds like no big deal, right? But that decision commits 4.2 percent of a school’s total teaching resources to that single idea. We think it is worth it, and we have baked advisory time into our school schedules as sacred time with students.

The only way to personalize a school is to truly know each student.

Student-centered learning empowers students to be agents of their academic and social development.

guide their school, study abroad, and extracurricular activities—and to help advise students plan for college and their careers. Our students will be known well and receive thoughtful guidance in their growth and development to ensure academic success and personal growth. Our advisory model leverages our network-designed curriculum, global resources, and community partnerships as drivers for success. Supported by a sophisticated advising platform made up of a Learner Profile, Digital Portfolio, and Progress Tracker, students, advisers, teachers, and parents will shape learning journeys that begin the moment a student enters the school and continue all the way through to the college-application process and graduation.

In early learning, and lower school, the homeroom teachers will take on the advising role. Beginning in middle school, each of our advisers will serve 10 to 12 students through a three-year cycle that starts in seventh grade, with an in-depth transition for ninth-graders as students join their upper school advisory teams. In many ways the multiage advisory group functions like a family, highlighting shared learning successes and areas needed for support as students progress. Think of it as a guidance sounding board composed of students and staff with individualized and shared outcomes. We will select our faculty based on both their ability to advise and their subject-matter expertise—and we will provide frequent professional development on the advisory program.

The daily cost for a single child in a top-tier school has reached roughly $30,000, similar to the room rate for a luxury hotel! Another reason for our addiction to group education is that dogma did not encourage differentiation. In their early days, most schools were connected to religious institutions (often physically). “We are teaching a belief system,” you can almost hear the parish priest saying. “What’s to personalize?” Also, many Old Worlders viewed children as lowly creatures no more capable of independent work than cattle, needing to be fenced in and supervised constantly. The only way to do that efficiently is in groups. That Mozart wrote his first symphony quite on his own at age eight and that Picasso was painting complex works at age 15 are inconvenient facts. Whatever the reason for the group model, its global prevalence is undisputed.

But does it work? What we know for sure is that the group approach is not improving and that it is actually declining in terms of return on investment. Globally, public spending on education has increased from 3.9 percent of GDP in 2000 to 4.9 percent of GDP in 2012. While small in terms of percentage points, that tiny increase is massive in the absolute and represents a dramatic 25 percent rise in the resources the world allocates to education. It is notable that this was accomplished during the time of the financial crisis. Nevertheless, an analysis of global educational-performance assessments across the same period indicates only a 1 percent rise in results.
Passion & Purpose

There is only so much time in a school day. If you want more personalized education, some “group education” has to go. It is simple math. Particularly in higher grades at Whittle School & Studios, students will spend less time in conventional class settings and more time on independent project-based work and one-on-one with teachers.

Student-centered learning empowers students to be agents of their academic and social development. Students will have an increasing choice of projects and courses as they mature and the opportunity to demonstrate their capabilities at each level through diverse assessments.

As all parents know, each student has individual interests and his or her own way of learning. The most profound learning occurs when a teacher, a class, or a project engages all of a student’s senses, emotions, intentions, and prior knowledge. Students are encouraged to pursue their passions—it could be playing a musical instrument, painting, writing prose or a play, exploring a particular technology, or pursuing an entrepreneurial idea—and with the help of their advisers and teachers, they will develop good habits of self-organization, self-motivation, critical thinking, and problem-solving. Pursuing their passions will foster creativity, personal growth, independence, and a sense of responsibility—and offer a lens through which other subjects can be learned. It will give them a central role in creating their own knowledge, and the confidence to succeed—in school and in life.

For personalized education to succeed, a school must believe its students can work independently. This doesn't mean that students are completely unleashed, with no monitoring or no teaching in the old sense of the word. What it means is that students, on their own or in small groups based on affinity or capability, are studying different things at different rates and in different spaces. If faculty can be freed from time-consuming administrative tasks, they will be more likely to engage one-on-one with students. Technology can assist in personalization and help cut the time teachers spend on such tasks as enrolling, tracking, and assessing students.

Students’ lives are changed for the better by pursuing in great depth something they love; achieving a level of excellence in anything introduces them to a number of lessons far beyond the subject matter itself. How to persevere when an obstacle appears, how to reach out to mentors for guidance, how to build relationships with people who share one’s passion, how to research something in depth, how to write and present what one is doing—all these traits come from work that extends far beyond the confines of the pursuit itself.

Particularly in the middle- and upper-school years, as part of the regular school-day experience, we will provide significant time for students to pursue their passions as well as receive support from appropriate mentors and organizations. Our goal is not to force premature career choices but rather to help students gain confidence, which is best achieved from doing something well. Universities pay particular attention to applicants who have real passions that have been developed over many years and not fabricated at the last moment before application time. Discerning universities know the difference.

Our older students’ pursuit of excellence will culminate in the creation of several portfolio projects in our Centers of Excellence, which are housed in each of our schools. There, students will dive deeply into advanced study in a particular area of interest rooted in the history and specific attributes of a host city. Projects created in each of our Centers of Excellence will draw from the knowledge of experts in each of our host cities across the network.

Our upper-school students will travel to different Whittle campuses for unparalleled study-abroad experiences that will often be grounded in their work in a particular Center of Excellence.

Data-Driven Accountability

Compare and contrast the desk of a teacher to the new era of multiscreen glass cockpits for modern pilots. The pilot has multiple flat screens that display every conceivable bit of information—altitude, speed, weather, coordinates, communications, and airplane systems—while teachers have, at best, computers that are not particularly well linked to limited information about their students.

If a school does not measure the progress of every child in multiple areas and in real time, then its mission statement is nothing more than pretty words. The good news is there are some examples of best practice in this regard. Many are charter schools in the U.S. born during the “No Child Left Behind” period, which stressed, perhaps to an extreme, agreeing upon and tracking clear national metrics for assessing student progress. The breakthrough achieved by these schools is their realization that high-stakes, end-of-the-year exams did not do enough to inform the day-to-day instruction of teachers. The information revealed by these exams is available only after the school year is over. The new school of thought says that assessment needs to be frequent, easy to implement, accessible in real time, paperless, and nonpunitive so that it helps a student and teacher (and parents) see progress—or the lack thereof—and adapt their work and methods accordingly while there is still time to address crucial learning gaps.

An interesting example: Entrance exams of many popular university graduate programs give the test taker an immediate score, allowing him or her the option of submitting the score or continuing to study to achieve a higher one. That is assessment that informs further study, and student progress and agency.

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A GLOBAL EDUCATION WITH LOCAL ROOTS

The challenges and opportunities of modern life demand a global perspective—one that exposes students to the world and provides them the language and social skills to navigate multiple cultures.

Study Abroad
We want our students to study in multiple cultures by the time they graduate. This will deepen our students’ global perspective and contribute to their independence, empathy, and sense of self. We will present students and families with different options, including summer programs, trimesters abroad, and full years abroad. In all of these options, students will be studying in a highly diverse environment and making lifelong friends on different continents. In addition, we will work to assemble groups of students to experience these programs together, across a period of years, thus ensuring students are not discouraged from participating for fear of leaving friends behind.

Language Immersion
Language is not just a utility but a means of understanding and developing empathy for a new culture and world. Our objective is that every Whittle student will graduate with a high level of proficiency in a second language, with an opportunity to learn a third during their upper-school experience. Language immersion will typically begin in PreK and continue through a student’s primary years, but language strategies will vary by campus and country. In Shenzhen, for instance, our students need to be prepared for colleges where instruction is routinely taught in English. At the campus in Washington, D.C., there’s less concern that college-level learning will be taught in a language other than English. No matter where they study, our students will reach advanced proficiency in at least one language other than their native one. This will allow our students to study at different campuses in our network and to function professionally in a second language later in life.

Experiential Learning
Our campuses are located in some of the world’s most vibrant cities. At Whittle, both the core learning and the global experience of our students will be rooted in local engagement: sending students out to study their city and other cities in our network, and rooted in meaningful interactions in the world beyond the classroom. We believe that deep learning requires students to take what they learn in the classroom and apply it to relevant questions in the real world. Cognitive science and pedagogical research show that learning becomes deeper and more permanent—better—when information is connected to multiple experiences. Seeing geometry in the design of a bridge, testing sustainability through river-water analysis, understanding culture through eating and cooking local cuisine, tracing history through student-led walking tours—these narratives give facts multiple and personal meanings. At Whittle, we call this “stickiness”—the internalization of facts, ideas, and skills through application, experience, and reflection to become deep and meaningful knowledge.

Our pedagogy and curriculum are designed to integrate the ideas, people, infrastructure, and culture that make each of our host cities unique and exemplary. The City Core and Global Exchange programs, which include rigorous deep study through
our Centers of Excellence, will build complex understandings of how communities work. We believe our host cities are among our greatest education resources, and we will build in meaningful time to use our cities for extending learning beyond our classrooms.

CITY CORE
The City Core program integrates the student’s schoolwork with real-life applications and civic engagement, allowing students to pursue their interests and passions while contributing to their community. In our City Core program, students deepen what they learn in school by exploring the city as an extended classroom. With the support of a City Core coordinator, all core teachers in a Whittle School campus will organize their curricula around fieldwork experiences that take classroom learning out into the city on our experiential Expedition days. Fieldwork will vary according to the discipline and the students’ developmental stage, but will include on-site research, environmental- and social-data collection, citizen interviews, urban orienteering, photo analysis, cognitive mapping and social geography, and meetings with experts, entrepreneurs, activists, and policymakers.

The City Core program applies all of a student’s skills and knowledge to the task of understanding how we live together, how we solve problems collectively, how we affect our landscape, and how it affects us.

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The City Core program applies all of a student’s skills and knowledge to the task of understanding how we live together, how we solve problems collectively, how we affect our landscape, and how it affects us. As students mature, they address increasingly complex topics and begin to engage in design, problem-solving, and collaborative service work in the city. In early learning, City Core activities might include building maps of a student’s home, class, and school and identifying parts of a neighborhood (streets, parks, home) to begin to orient them in their city. In lower school, students begin urban skill-building (numeracy, interviewing, mapping, making observations) through architecture tours, transportation studies, urban storytelling, neighborhood research, interviews with residents, and in-class urban simulations. Middle school students expand their tool kit (archival research, policy memos, urban orienteering, environmental analysis) by exploring physics through bridge design or car-velocity analyses, by studying urban planning and design through building construction, and by taking walking tours and scavenger hunts as a means of cultural exploration. Upper schoolers become active agents in the city, applying all they have learned to cultivating knowledge in various areas: leadership and civic engagement, urban design and resilience planning, social entrepreneurship, community outreach, and collaboration.

CENTERS OF EXCELLENCE
In each of our schools’ Centers of Excellence students will work with a world-class scholar and an array of mentors. Students will pursue advanced study, based on the history in a particular area and research that draws on the knowledge of experts from each city across the network.

Residential Life
We at Whittle know that a diverse student body makes for a more interesting, exceptional, and truly worldly school. Our global campus network, where students can spend a summer, a trimester, a year, or all of upper school at one of our international campuses, adds a level of richness to school life, and especially to boarding life, that no single school could hope to attain on its own.

All the things that make Whittle School & Studios a rich source of learning reverberate throughout residential life, giving students that many more opportunities to connect with their friends from around the globe. Our residential program offers a wide variety of choices: from full-time boarders who hail from other areas of the state or country in which that campus is situated, to full-time boarders from anywhere in the world, to local full-time boarders, to weekday boarders who live close enough to spend weekends at home.

Another tremendous advantage of our boarding program is the myriad offerings that are available to students after school and on the weekends. At a typical prep school, boarding students can find themselves left to their own devices in the evenings and on weekends. At Whittle, our studios are always open, offering diverse extracurricular activities that run the gamut from language courses and tutoring at Centers of Excellence and City Core programming, arts and cultural endeavors, outstanding athletic training, social-responsibility engagement, internships, and individual guided research projects.
EDUCATIONAL TECHNOLOGY

Every modern institution of scale now runs on a highly reliable technology infrastructure—except schools. In particular, private schools that operate outside of school systems lag far behind. A report by Boston Consulting Group says schools invest in technology at one-third the rate of other knowledge-intensive sectors (only 1.6 percent of their budgets). Not so at Whittle School & Studios.

Our technology infrastructure will rival that of any significant global enterprise. Every campus will have robust, fast, and redundant wireless capability. All students (above a certain age) and teachers will have school-issued computers and tablets on short-term leases so that they are frequently updated (and equipped with GPS trackers so they can be easily found when lost, often right in the school!). These devices will be “curated” by the school so that everyone shares apps, databases, and communications systems. And every classroom will have interactive video technology that links easily to students’ devices so that their work can be quickly displayed.

Every campus will have a tech team of 10 to 15 people. We will invest in the best learning management systems and leading-edge ed tech applications including augmented reality and virtual reality. These local teams will be supported by a global tech team at our HQ.

Without this kind of modern technology system and support can a school be part of the digital age? And without these systems, the data-driven accountability noted above and the hybrid learning methods described later will not be possible.

OUR PEOPLE

Most private schools stand apart from any system and, in no small measure, value their complete independence and their entrenched sense of tradition. As detailed later, we plan to have the most supportive and sophisticated global support system, based at our headquarters, with an initial team of 80 that will grow to 200 at maturity. HQ will play a key role as an integrator of the knowledge and skills found at each of our campuses, sharing the insights of each campus with colleagues at other sites. For that to work best, we will have to earn the respect of the team members at each campus and encourage them to contribute to the thought leadership and to the very design of many of our systems of communication and sharing best practices.

World-Class Heads of School

Anyone who has led a system of schools knows that no individual campus can achieve excellence or inspire a lifelong love of learning without an exceptional leader. To say it more precisely, an excellent campus leader provides a chance for greatness at that school, while the lack of one ensures mediocrity.

There are roughly four million heads of school on earth. Between now and 2026, we must find 36 exceptional candidates from that group, or one in 130,000. To use a stellar law firm as a metaphor, these 36 individuals will all be “senior partners” of the educational “firm” we are building. Indeed, and more literally, each will own an economically meaningful percentage of Whittle School & Studios.

We will look to these 36 individuals first and foremost as educational leaders. The U.K. convention of calling them “head teachers” has real merit. They are the head educators. Every head of school will have many years of experience in high-quality schooling, usually at the K–12 level and, in some cases, at leading universities. Virtually all will have led a top-tier school or been a high-ranking member of its leadership team; some will come from important colleges or universities where they served as deans. Virtually all will have either a master’s degree or a Ph.D. from one of the world’s top universities. And virtually all will have been teachers—and good ones—at some time in their career. We know that one of the key ingredients in attracting superb faculty is the opportunity to work with an inspiring school head, one who can teach the art and science of schooling. Only someone who has the credibility of classroom experience can do that.

While educational leadership will be at the top of our list of criteria, our heads of school must be good managers as well. They must attend to the safety of 2,500 students, 1,000 of whom are boarders, and interact with the thousands of families involved. Though they will have around them a dozen senior team members and, above them, 200 people supporting them at global headquarters, they are, like captains of ships at sea, far from land and very much in charge.
Our school leaders are appointed at least one year before each new campus opens, so that they can carefully recruit their leadership team and faculty and be an instrumental part in the communications effort with parents and students.

We expect a long and distinguished line of candidates for these posts and are working with the best educational search firms in the world to find top talent. We have already made several key hires and are thrilled with the caliber of our core school leadership teams. The best educational leaders, the ones we will want, know that schooling needs to change and that existing institutions have had to be dragged kicking and screaming into even the last century. Most will jump at the chance to change education for the good—and in such a meaningful and well supported way.

Finally, though we will choose our leaders carefully, we want them to grow during their long careers with us. The best education leaders are lifelong learners, and we want to provide boundless opportunities for everyone in our schools. One of the advantages of a system of campuses is that it can support a robust leadership-development program. Ours will be led by what we call our “head of heads.” Based at our HQ, he or she will lead our “community of school heads” and, more than anything, act as a facilitator of discussion between our school heads on best practices. In our early days, a team of a dozen or so great heads of school will be sharing their experiences and learning from one another. And many of them will also be learning something else: a second language. We believe it is important that our entire organization “walks the walk.”

An Exceptional Faculty
Research shows that the quality of faculty is the single most important determinant in the quality of education a child receives. What could be more important? The same research shows that the effect of a poor teacher for even one year has a material effect on a child’s life. There are 70 million teachers on the planet. In the next decade, we need to find 10,000 exceptional ones.

Whittle School & Studios has developed a system (both global and localized) to attract, select, develop, and retain its faculty. Before we address each of these functions below, there are two pre-conditions in the building of a world-class faculty. The first is developing a clear and compelling vision that is worthy of their time. The second is, as noted above, providing our faculty with exceptional school leaders.

Selecting Faculty
Parents would be shocked if they knew the faculty-selection process of many schools. For example, many international schools hire teachers after brief, one-time interviews at job fairs. Our faculty members are being chosen through a rigorous selection method similar to what one would expect at any world-class institution today, including (a) multiple in-depth interviews with different members of our team, including someone who is able to assess the applicant’s content expertise, (b) various quantitative assessments to gauge an applicant’s language fluency, writing ability, and technology capabilities, (c) recommendation letters, (d) reference checks, (e) background checks, and (f) either in-person observation of their teaching or videos of such.
DEVELOPING FACULTY

As with an airplane, every part of a school has to work, and so it is difficult to label any single part the most important. That said, the professional development of our faculty is one of our most crucial systemic functions. It creates the school. Broadly speaking, such professional development falls into two parts: the on-boarding process and the ongoing development programs. Here again are functions that benefit hugely from the scale provided by a system of campuses.

Most schools have an on-boarding or orientation process of two to five days. Ours will be five weeks. It will begin with something that will become a tradition at our institution: an annual, global “Faculty Week,” attended by all faculty members who are joining Whittle School & Studios.

The first Faculty Week (scheduled in the summer of 2019, several weeks prior to the opening of our Shenzhen and D.C. campuses) will bring together about 400 team members, including the 300 first-year faculty and leadership team members from the two initial campuses and some 100 members of our HQ team. This event will also include the founding leadership and faculty team members from campuses three and four, which will open in 2020. The purpose of this event is to fully orient all faculty members on the vision, systems, expectations, and plans for Whittle School & Studios—and to build an optimistic sense of joint purpose and camaraderie. They will also get acquainted with their support teams at HQ and their counterparts at other campuses. For instance, all science teachers in the system will meet each other at this conference, and special meetings will be led by our global science dean. Thus, in the subsequent monthly video or audio conference calls of the science teachers in our learning community, each will know the others better.

Each school year will kick off with a Faculty Week for new members of our schools. In year two, all new faculty members at campuses three and four will attend, plus new faculty members who have joined campuses at the original two schools due to growth (and turnover). Total attendance in our second faculty week will be over 700.

Every three years, a faculty member will return to Faculty Week in order to stay up-to-date with the global team and be re-inspired by our mission.

Exciting as this is, Faculty Week will be just 20 percent of the on-boarding process. The other four weeks will take place at the campus being opened (requiring, by the way, delivery of fully operational campuses at least one month before school begins—something built into our construction and installation schedules). These four weeks will be more tactical in orientation, and will include course-by-course training programs (often with expert outside providers assisting), technology training, communication and compliance protocols, safety drills, discipline systems, orientation of the host city, and various required city protocols. Ongoing professional development will be supervised largely by the education department at HQ, led by the chancellor.

Every campus will have sophisticated videoconferencing technology, which will be used extensively in professional development. For example, the system-wide dean of mathematics will conduct a monthly conference call with all math teachers to discuss new techniques, updates to our math program, exemplary student work, and fixes that need to be made in our pedagogy. Teaching skills will be the most important focus, but as a teacher becomes more senior and begins to lead departments, grades, etc., we will assist in the development of core leadership skills: managing teams, having the crucial conversations, mentoring, basic financial skills, and cross-cultural communication.

Overall, we plan for nothing short of the world’s best professional development program for our faculty. Faculty will be drawn to our schools because of our reputation for investing in teacher growth. And we will protect our investment in our people accordingly. This leads to our next topic: our talent retention program.

RETAINING FACULTY

Retention of faculty is largely dependent upon three factors: (1) satisfaction with work environment, (2) compensation, and (3) career-growth potential. The first has been covered elsewhere in this document, but the other two factors deserve comment here.

As for career-growth opportunities, we will offer virtually unheard-of possibilities for faculty members. In a single-site school, growth opportunities are severely limited. The institution is typically not growing, and thus promotion happens only when someone on the ladder leaves his or her post. At Whittle School & Studios, we will constantly be opening new campuses, and, as a result, will want a small group of current teachers to form the vanguard at new sites in order to firmly establish our culture. This would particularly be the case for a position known as “Heads of Grade,” effectively the first step up the career ladder for our teachers and a major step toward becoming a department or division head (head of early learning, lower, middle, or upper school). Heads of grade supervise our newer faculty—and thus are crucial to sustaining our culture.

Over the course of the next decade, we will need to fill 340 of these roles (36 campuses with 15 grade heads each). Our primary source for doing so will be teachers from current Whittle School & Studios campuses. In addition, we will fill 14 division-head roles (36 campuses with four division heads each). In total, for our first decade, we have 684 education-management roles to fill at the campus level—an unparalleled promotion opportunity for our faculty members. For a faculty member who wants to be part of a school leadership team one day, there will simply be no better organization in the world to join.

Parent Engagement

While our student community will represent the lifeblood of our school, our parent community will be vital to our broader school ecosystem. Parent involvement will help shape the learning experience of our students and the relationship our schools have to their local communities. We have identified three primary ways to engage parents in the education of their students and our school community.

PARENT COMMUNICATION

A parent’s involvement in his or her child’s development promotes a positive learning environment for students. To foster this, we will host an annual parents’ weekend, during which we will engage parents in an immersive overview of their student’s educational experience. We will also use technology to provide parents with frequent information on students’ coursework and performance. Finally, considerable attention will be given to quarterly parent-teacher conferences, where we will present data-based assessments of student progress and discuss student project-based learning work.

Most schools will have an on-boarding process of two to five days. Ours will be five weeks.
PARENTS AS COMMUNITY LEADERS
Our schools will be fully integrated into the local communities, with our parents helping to lead and strengthen this integration. Many of our parents will be leaders in the community already through their places of employment and additional organizations where they spend their time. We will look to our parents to serve as the school’s primary liaison with local organizations and companies, creating opportunities for our students in the form of internships, volunteer work, and side projects. This will help our students connect with, and give back to, their communities.

PARENTS AS MENTORS
Parents can be an important resource not only for their own children but also for other students. We will encourage parents to serve as mentors for students, capitalizing on parental expertise and success in their respective fields (e.g., business, arts, music, dance, science). We will also ask parents to participate occasionally in career pathway discussions, to serve as role models for students and to help educate students about a broad spectrum of careers that they can consider pursuing. Finally, when it comes time for our students to apply to colleges, we will ask the entire parent community to get involved. The parent of a fourth-grader may well be able to assist a 12th-grader—and one day another parent may return that favor.

A NEW TYPE OF CAMPUS
A school for the Innovation Age requires a new architecture. Everything in a school is a lesson, and the building itself is perhaps the most enduring and influential one. Designed by renowned architect Renzo Piano, our campuses support our educational mission and welcome in the surrounding host community. They are inspiring environments for creating, making, sharing, and growing, places where students can pursue their passions and achieve their highest potential. The unique architecture of our campuses—which is described in great depth later in this book—features key ingredients that set Whittle School & Studios apart.

Open and Connected
We engage with the communities that host us as a means of understanding the world at large. Our campuses are designed to welcome in the city—for parent visits, continuing education, community events, and the exhibition of student and faculty work.

A Space for Creativity
We have invested in creating world-class workshop facilities at each campus build in order to foster students’ capacity for design thinking and for realizing their ideas through an iterative process of prototyping and presenting.

Built for Learning
We believe that in a modern school, all spaces are extensions of the classroom. Our flexible learning designs support the transition between different modes and scales of learning, teaching, and doing, from individual work to collaborative projects to seminar discussions. For a personalized learning approach to be successful, a school must be flexible enough to accommodate large-group learning,
one-on-one instruction, and everything in between. That is why our classrooms are designed to grow and contract depending on learning needs, with plenty of communal space for students and teachers to interact. And the ingenious architecture of our glass-clad, light-filled buildings ensures a transparent, open, and bright setting.

**The Best College Placement System**

The leadership team at Whittle School & Studios has attended, taught at, or led 80 percent of the world’s top 20 universities. By the time our full faculty is recruited, that number will increase to 100 percent, giving us firsthand knowledge of, and meaningful connections to, all of the top universities. That statement alone demonstrates one of the great values of a “system of schools” versus a “stand-alone” one. This provides great institutional understanding of what universities desire in their students and the process they conduct to recruit them.

The college-placement staff of a typical, one-campus school is tasked with a difficult and usually thankless mission. On the one hand, it is up against very high expectations from parents, who, understandably, want their children admitted to excellent universities after all the years of investment in private-school tuition. On the other hand, college-placement professionals know that it is getting harder and harder to get their graduates into top universities. The number of applicants to the Ivy League’s class of 2007 was 177,000, of which 22,000, or 16 percent, were accepted. Just 10 years later, applications had increased by 80 percent to 247,000, while those accepted increased by a mere 1,000 to 23,000. The admission rate dropped in just one decade from 16 percent to 9 percent. Each year it gets worse. As the populations of emerging economies enter the middle and upper classes, applications to the world’s leading universities will continue to surge.

Why? A leading university takes decades to build—and very little new supply of seats is coming on line. Our college-placement function will not be able to solve the supply/demand gap, but what it can do is give our students the best possible chance for success in this ever more competitive situation. And we will be uniquely positioned to do that.

Our college-placement function will use a combination of global and local resources, something a single-site school simply cannot match. Here are the three key ways we will offer the best college advising to our students and parents.

**An Education That Appeals to Top Universities**

Though a good placement department can enhance a student’s chances of admission, there is no substitute for the 15 years of study prior to college. Every university expects certain basics from all its applicants. Think of this as “breadth.” Our rigorous program will provide such breadth, but it is not enough. Admissions teams are looking for students who excel in a particular area and who will add that particular excellence to their college. Think of this as “depth.” Through its individualized approach to education, Whittle School & Studios is engineered to graduate students who have both these qualities. Note that this “depth” cannot be faked by cramming in the last year of school. It must be genuine, an interest a student has pursued over years with attentive mentorship and something a student truly cares about.

The best proof of ongoing and deepening student work will be reflected in the quality of our students’ culminating portfolio projects, which will be of great value to admissions deans at highly selective colleges and universities—and they will speak volumes about the mind and character of our students.

**Expert Advisers on Each Campus**

Though our college advisers on each campus will be selected, coordinated, and developed by our global college-placement department, there is no substitute for an on-campus individual adviser who both knows the students and their families well and works closely with them and, in many cases, has “looped” with the students through several grades. It is particularly critical that we staff these positions adequately to ensure that the relationships between advisers, students, and families begin three to four years before graduation. Five years in advance of our first graduating class, we will have already recruited an admissions expert from an Ivy League university to begin planning this function. Why? To get ahead of student weaknesses early and address them early and to identify strengths that can be built upon—and to forge meaningful relationships over time with college and university admissions deans. Another major ingredient is an adviser who builds a partner relationship with parents. Many schools try to minimize parental involvement in the college-application process to the point of lowering their expectations. We believe parents play a pivotal role by working with their children and activating their robust contacts within universities during the application process, which begins when students enter upper school.

**Outreach to Top Universities**

There are 100 highly competitive universities and colleges around the world, as well as hundreds upon hundreds of fine departments and programs within other colleges and universities. It is economically impossible for a single school to know them all, keep up with developments in each, and maintain contacts in each. Similarly, a single school does not have the resources to maintain its own outreach to all these institutions to let them know why they should be watching for its applicants.

Our global HQ will, by contrast, conduct continuing research on, and outreach to, leading universities and colleges. Many members of our HQ team have worked in leadership positions in higher education, and our global researchers will feed this information to our local advisers. Our global team will meet and correspond with admissions teams at leading universities to ensure that they are aware of what it means to be a graduate of Whittle School & Studios.

Indeed, we have already begun this process by recruiting our faculty from the same universities where we will be placing our students. We are committed to building and cultivating a “multi-tiered” relationship with the best universities in the world.
Progressive pedagogy is a staple at any excellent school, with most top-tier institutions having adopted such methods years ago. Discussion-based classes around a central seminar table (known to many as the Harkness method), project-based learning, experiential learning, and the maker movement are all examples of progressive approaches to learning—and all will be common practice at Whittle School & Studios from day one. All of these methods will incorporate a technique rarely seen in education: a description of why the course of study might be helpful and relevant to the lives of students. A good course begins with first engaging students with why they might care. Why might calculus actually be helpful one day?
A Whittle student will learn through three interconnected modes during their school day, week, and year. First, focused content strands, grounded in innovative, personalized techniques, will provide fundamental skills and content mastery. Second, interdisciplinary courses will reinforce those skills through project-based learning and connections across subject matter. Third, experiential learning, on our weekly Expedition Day and in our Centers of Excellence, will make skills and knowledge meaningful through research in, and application to, the world of the city.

How: Our Core Academic Model

Deep Skill and Content Mastery: Our academic model is rooted in deep mastery of foundational skills and content expertise, coupled with support in developing a growth mindset that builds stamina, confidence, and resilience over time. We have developed a competency-based model for student advancement that is aligned with international learning standards. Our student learning targets, badges, certificates, and diplomas are aligned with our graduate profile and post-secondary learning opportunities.

Our competency-based learning approach establishes a set of skills, knowledge, behaviors, and dispositions that students master at their own pace and in their own way; students move forward through their competencies based on “stage,” not “age.”

Interdisciplinary Project-Based Learning: The next step from mastery of fundamental skills and content is the application of knowledge. This application will often take the form of a deep exploration of a significant question or problem that cuts across disciplines and culminates in a project-based learning presentation to share with the Whittle learning community. Our core interdisciplinary academic experiences rigorously connect mastery to inquiry- and problem-based project work. Through individual and group projects, our core courses connect knowledge to problem-solving, presentation, and performance, making learning “sticky,” or more permanent. Our core interdisciplinary courses are Science, Technology, Engineering, and Math (STEM); plus Humanities, and Creative Arts and Design.

Experiential Learning: Our ideal graduate is an independent thinker and a compassionate, lifelong learner. Our emphasis on project- and place-based learning encourages students to weave connections among the academic, social, and emotional threads of their learning. Through hands-on, immersive experiences, our students test the relevance of their knowledge and skills, and extend the opportunities to investigate and explore their subject matter. This approach ensures that student learning is authentic, engaging, and helpful in addressing complex questions and in posing solutions to meaningful problems.

Skills mastery and interdisciplinary work set the stage for applied and experiential learning through the Whittle signature experiences and co-curricular activities. Experiential learning deepens skill and knowledge acquisition by tying learning to personal experience, community engagement, and global relevance. The directors of the campus’s Centers of Excellence and City Core programs will help Whittle teachers and students design expeditionary and community-minded activities that require more time than typical school schedule permits. Student work and curiosity will often extend well beyond the walls of the school. The Expedition Day, described in more detail later in this chapter, offers a weekly opportunity to pursue important questions (personal, school-wide, city-wide, or global) that will cement, deepen, and extend classroom learning.

Choice and Voice: Giving students choice and voice is the glue connecting all the parts of our approach to learning. Putting students at the center of their learning builds independence, confidence, motivation, and leadership ability. When students are encouraged to turn passion into expertise, they develop a sense of ownership that fuels their drive to grow as learners. A personalized education empowers students as partners in their learning, resulting in deep mastery and continued growth.

Experiential learning deepens skill and knowledge acquisition by tying learning to personal experience, community engagement, and global relevance.
How: Our Schedule

The schedule is a diagram of our mission and graduate-profile model, with time clearly devoted to developing the worlds of the self, knowledge, and humanity; periods are dedicated to personal growth, academic skills and content, and connections to community and to the city.

THE WORLD OF KNOWLEDGE

Dark-Blue Blocks: Longer interdisciplinary, project-based blocks for STEM, Humanities, and Creative Arts and Design.

THE WORLD OF THE SELF

THE WORLD OF HUMANITY
Orange Mega-Blocks: Experiential off-campus fieldwork, labs, City Core, Centers of Excellence, Community Days, Assembly.

Expedition Days

In our weekly schedule, experiential learning programs are offered on our Expedition Day. Curated by the faculty, this day is reserved for work that cannot be contained by the regular schedule or even within the walls of the school. Expedition Day alternates between an “inward” day, which focuses on personal growth and the school community, and an “outward” day, which sends students out into the city on fieldwork.

With each developmental stage comes more complex questions, more student agency, ambitious explorations, and independent research. Students are primed to make connections between classroom content and their host-city neighborhood. Here are examples of what you might see on our Expedition Days:

- An eighth-grade STEM class goes to their city’s wholesale market to understand regional food networks, the science behind environmental impacts, and the math behind statistics of consumption and waste. On the Workshop floor, they create a scale model of a redesigned and sustainable food-delivery system, and in their Humanities block they analyze the politics and economics of food in their city through cultural history, social geography, interviews of restaurant owners, and historical fiction.

- A 10th-grade civic-engagement class goes to a community garden to work with local partners to form a food co-op. With their STEM teachers, they plant vegetables and study the chemistry of the soil and how to improve vegetable growth.

- The Environmental Club, led by 11th-graders, designs an all-school Assembly and Awareness Day to discuss and debate the Paris climate accord, with invited experts, colloquiums, and STEM labs on carbon-footprint analysis.

- Twelfth-grade students explore a Center of Excellence topic that speaks to their interests and passions. They design and implement a community-conversation lunch around the topic. Following the lunch, they write an article together and send it to the local media.
Whittle Global Curriculum
Our curriculum curates and combines the best curricula from around the world.
For early learning, our curriculum is inspired by the Reggio Emilia model, from Italy, grounded in student autonomy and discovery of the world.
We highlight many aspects of the Chinese national curriculum, to align with principles from best practices around the world, including Singapore and Exeter math and the National Research Council’s Next Generation Science Standards.
In upper school, our model takes inspiration from the traditional American Independent School curriculum, bolstered by some of the best traditions from the British tutorial system. Our selection of curricula is deeply informed by research in learning science and the best of the Chinese approach to education. Our faculty has been encouraged to rethink and redeliver the future of education, combining the best of traditional practices with respect for local cultures.

The World of Knowledge: Mastery Bands
Our mastery-based learning approach establishes a set of skills, knowledge, behaviors, and dispositions that students master at their own pace and in their own way. Students learn core skills in Math and Language in 50-minute mastery bands, cement knowledge in longer interdisciplinary blocks, and can go deeper in acceleration bands.

The mastery bands are shorter in duration and are focused on the development of specific skills and knowledge to set students up to employ these skills in any relevant domain.
In Math, this means an experience rooted in problem sets, practice, and repetition, where students achieve benchmarks and competency in problem-solving methodologies (individually and in groups).

In World Languages, this deepens vocabulary acquisition and creates opportunities for conversation and writing in ways that promote linguistic and cultural proficiency. Skills and content learning are further enhanced in our Acceleration Bands. In these periods, students can work to move faster than the pace of their current grade level. This covers both tradition remedial work and advanced work that a student might choose to undertake because there is a project he or she wants to prepare for. Acceleration periods will provide students with a variety of tools to achieve mastery, including one-on-one work with teachers, interactive multimedia activities, and an “academic playlist” of online work sheets. A student’s acceleration work will be coordinated among the student, the student’s adviser, and the subject teachers—another manifestation of personalized experience.

Language Maintenance and Mastery

- Four-day-a-week bands dedicated to expanding proficiency.
- Supplementary work in Studios.
- Practice and proficiency work in Acceleration Band.
- Integration with STEM block deepens mastery and motivation through intellectual relevance.

Language Immersion

Shenzhen
- PreK–K: Heavy yet flexible English immersion.
- Years 1–9: Balanced English and Chinese instruction.
- Years 10–12: Heavy English immersion, plus additional language choices.

Washington, D.C.
- PreK–2: Heavy Chinese immersion.
- Years 3–6: Chinese and/or Spanish choice in classroom or Studios.

All Campuses
- Years 7–12: Immersive mini-semesters and summer courses.

Math Mastery

- Four-day-a-week bands dedicated to expanding proficiency.
- Supplementary work in Studios.
- Practice and proficiency work in Acceleration Band.
- Integration with STEM block deepens mastery and motivation through intellectual relevance.

ACCELERATION

- Four days a week by choice.
- One-on-one work with teachers, study groups, interactive multimedia activities, “academic playlist” of online worksheets.
- Coordinated among the student, the student’s adviser, and the subject teachers.

Creative Arts and Design Thinking

- A curriculum in which students experience deep participation in making and performing art and learn design-thinking skills, supporting individual self-expression, collaborative work, and presentation skills.
- Deploy all of the resources of the Workshop floors.
- Lab-based, project-based learning approach.
- Reviews, portfolios, exhibitions, and presentation skills.
- Connection and opportunity to dive deeper in Studios

Humanities

- Grounded in specific history and literature of each host city’s culture.
- Connected to the larger Whittle network and the world through Advanced Placement (A.P.) components, core research, and communication skills, and also through the World Cultures and Geography curriculum.
- Combining history, literature, and literacy, deep reading and research skills, and written and oral communication, including the integration of language study.

STEM

- Drawn from China’s science-and-math standards, the best international standards, with grounding in standards used in the top American Independent School curriculum.
- Next-Generation Science-Standards Framework.
- Singapore Math in lower school. Exeter Math in middle school.
- Real-world numeracy.
- Supported by Math and Acceleration Bands and by regular work on the Workshop floor.

The World of Knowledge: Interdisciplinary Blocks
Work in interdisciplinary courses is grounded in project-based work that combines areas of content knowledge to explore big questions and solve relevant problems.

The Best of Old and New
Based on what we know about how students learn, our program mixes coverage of traditional disciplines with interdisciplinary teaching approaches, and blends classroom study with fieldwork. In the past, middle schools and upper schools were organized strictly according to traditional disciplines—history, literature, math, foreign language, science, and art—and instruction was predominantly conducted in a classroom where teachers lectured large groups of students. At Whittle, we have retained the classic disciplines in World Languages and Math, as these subjects benefit from short classes that emphasize repetition and focus on highly specific skills, but we have organized the other knowledge areas into interdisciplinary courses.
The World of the Self: Advisory and Holistic Learning

SERVING THE WHOLE CHILD

Individuals develop along multiple interconnected pathways: emotional, intellectual, physical, ethical, and social. We view students holistically and seek to foster their whole development.

The educational program at Whittle School & Studios is built on the premise that each person finds identity, meaning, and purpose in life through connections to others, the natural world, and shared human values.

We integrate social and emotional learning instruction and comprehensive health and wellness programs within our tailored curriculum. Mindfulness activities, robust arts instruction, enrichment, expeditionary learning, and rigorous scholarship are all part of our well-rounded education, both in and out of the classroom. Emotional competencies and adaptive behavior are inextricably linked, and must be learned—not by chance but with the guidance of caring and supportive adults.

Our health and wellness program considers in equal measure how people learn as well as how people develop, and gives our students tools for managing their health.

COLLABORATION AND COMMUNICATION

Humans learn the most through thoughtful and caring relationships with other people. Our lives acquire meaning through friendship, empathy, kindness, honesty, and clear communication.

Whittle School & Studios promotes mental, physical, social, and emotional health through supportive, strong relationships among students and adults within the network. A sense of community depends on collaboration and trust among all members of the learning community.

OUR ADVISORY PROGRAM

Through our advisory program, students will develop long-term caring relationships with adults who will help them navigate among the opportunities and complexities of global citizenship in the following ways:

• Daily check-ins and group meetings, larger weekly community meetings
• Integration of mentoring groups, connecting older and younger students
• Routine meetings of teachers in upper and lower grades to discuss a student’s multiyear progress
• User-friendly artificial intelligence to help advisers guide portfolio development, connecting students and teachers on each campus and across the network
• College counseling seamlessly integrating students’ personal and academic narratives, creating a holistic picture of an entire Whittle School & Studios journey and leading to admission to a college that is the best fit for each student

The World of Humanity: Experiential Programs

Skills mastery and interdisciplinary work set the stage for applied and experiential learning through the following Whittle signature experiences offered as co-curricular activities throughout the school week and after school.

CITY CORE PROGRAM

City Core curriculum integrates STEM, Humanities, Arts, and Language education with the life of the city and community service.

CITY EXPERIENCE AND STUDY ABROAD

City Experience is our interdisciplinary, trimester-long city-immersion program for both day and boarding students, and is the anchor of our global-travel and boarding program.

CIVIC ENGAGEMENT AND SERVICE

Students partner with local schools, nonprofits, and city agencies to engage and collaborate with their neighbors in their host city in service work and social-justice activities. Students travel to other campuses to engage in service work around the world.

CENTERS OF EXCELLENCE

Students dive deeply into advanced study based on the history and specific attributes of our host cities, drawing on the knowledge of experts from each city across the network.

STUDIOS

Our Studios are more than extracurricular courses—they are the building blocks of our education. Studios allow our students to achieve mastery and develop their passions through engaging, meaningful experiences.
Education Beyond the Core Curriculum

Whittle Studios and our Centers of Excellence

Our educational opportunities do not cease at the end of the formal school day. Nor are they suspended on weekends or during the summer. We envision an educational program of offerings that span from the classroom to the virtual world, from full-time to part-time for our boarders, our day students—and for students beyond our schools who enroll in our joint-venture programs off-site and online.

These extra curricular programs are of great interest to parents and students, and provide major conveniences for our communities. Two of our more developed supplemental programs are our Studios offerings and our Centers of Excellence.

Whittle Studios

In many leading cities of the world, parents are spending more than $1 billion per year on after-school and summer-school programs, which range from private music lessons to summer coding camps to specialized sports not offered at school. We will offer an outstanding array of services to all of our families and students. Our campuses will provide extra-curricular programs seven days a week. In the summer, we plan 100 percent utilization of our academic and boarding capacity. We will also offer supplemental Studios programs in our off-site joint-venture locations throughout China. The educational impact of such programs is substantial. First, many Studios offerings will integrate with our full-
responsive curriculum designed to develop global leadership skills. Our
We will develop a unique, culturally
students and, for older students,
project work and to conduct research
obtain college credit for their portfolio
children of concentration. Each
interdisciplinary cross-training agility.
Whittle's Studios program
Students will have the opportunity
to hone their skills in a particular
Guided by such experts (including
agility. Working closely with Whittle advisers,
students will build online portfolios of
as they progress through each Studio
Young Studios participants
portfolio projects that pose solutions
to some of the world’s most pressing
to develop their concentration, presentation skills, and
will develop creative problem-solving
Older students will learn how to
design, present, and digitally archive
their projects. A Studios portfolio
will provide outstanding material for
applications to colleges, which are
increasingly interested in rich examples
of project-based portfolio work.
Our Studios take a creative approach
to learning about the world. Students
will build their knowledge of and facility with STEM and the humanities and will
benefit from the deep expertise of our
Centers of Excellence. Our Studios will
also offer intense language immersion in English and Mandarin for younger
students and, for older students, the
best foreign-language study and
tutoring available anywhere. Studios
assessments are progress-based, easy
to interpret, and designed to measure
the growth of diverse competencies
such as creativity, design thinking, and
teamwork.
Centers of Excellence
Each of our schools will have its own
Center of Excellence (C.O.E.), based on
a particular expertise unique to that
city, region, or country. Students will
interact with some of the world’s most
renowned experts and develop their
skills in, for example, international
relations and diplomacy at our Center
of Excellence in Washington, D.C., and
robotics and engineering innovation
in Shenzhen. On the right is an
illustrative chart of our first 12 Centers
of Excellence. Our global network of
C.O.E.’s will grow as we expand into
new host cities.
Students will have the opportunity
to hone their skills in a particular
area of expertise by observing and
working alongside mentors who have
built successful careers in those fields.
Guided by such experts (including
Whittle parents), our students will build
portfolio projects that pose solutions
to some of the world’s most pressing
challenges and showcase their flair with
design and presentation.
Our C.O.E.’s are located near
each school’s main entrance. They
stand at the threshold to mark our
commitment to connecting our school
learning community with the culture
of excellence in our host cities. In this
sense, each C.O.E. is a portal navigating
our schools’ dual global and local roles.
At the local level, we offer students
immersive learning experiences in a
particular area of concentration. Each
C.O.E. will offer webinars and special
lectures and host community events.
We will develop a unique, culturally
responsive curriculum designed to
appreciate the host city’s role as a global
leader in a particular field.
Whittle students across our network
will have access to all C.O.E. expertise
through our digital platform. Advisers
will connect students with specialists,
mentors, and digital resources at the
centers. Our older students will travel
with their peers for trimesters at other
Whittle campuses, and summer C.O.E.
work will enrich their time abroad.
Full-time students and off-site
Studios participants will also have
access to C.O.E. blog posts and digitally
archived portfolio projects by Whittle
students, directors, and adjunct faculty.
Most important, C.O.E. work will
develop global leadership skills. Our
C.O.E. themes of inquiry are aligned
with the United Nation’s Sustainable
Development Global Goals. In their
portfolio projects, students will often
consider particular U.N. goals. C.O.E.
course and fieldwork will encourage
students to make positive world change.
In developing strategic partnerships,
we will connect with organizations that
are similarly aligned with the U.N.’s
global goals.
In the future, our C.O.E. partnerships
with local colleges and universities will
create pathways for older students to
obtain college credit for their portfolio
project work and to conduct research
with professors.
Social Responsibility:

Fostering a Generosity of Spirit

Whittle School & Studios will be a gathering of good fortune. Every student will experience an education available to few, and all faculty members will thrive in an environment that supports their professional and intellectual growth. It is our responsibility to share our good fortune—and we will do so.

We are committed to preparing our children for a future where they will embrace opportunities and challenges. We believe that supporting our children to thrive in a complex, highly connected, increasingly diverse, and consistently changing world is perhaps one of the most fundamental obligations for any educational institution.

At scale, Whittle School & Studios can become one of the most important and economically significant educational endeavors on earth, perhaps one of the largest private ones. Our social responsibility should befit our reach. Though money is only one measure of our commitment, it is a significant indicator, and we will invest our resources accordingly.

The social-responsibility budget of most companies is about 1 percent of their bottom line. Ours will be more
than 15 times that, as we will dedicate 75 percent of our top line to this budget. Our social responsibility programs fall into three main categories: (a) Robust funding of innovative scholarship programs; (b) Sharing our best practices with school reform entities and with other cities; (c) Cultivating a generosity of spirit in each Whittle School & Studios graduate.

**Financial Assistance and Scholarship Programs**

Our scholarship programs, outlined below, will provide financial aid for about 15 percent of our student population. Grants will range from 25 percent to 100 percent of total tuition, board, and other costs. At a typical Whittle campus, 200 to 300 students will be on some form of financial aid. Our goal will be to provide scholarships to students who demonstrate exceptional capability and also financial need. The children of faculty will be eligible for our financial-aid programs. We plan to field scholarship programs at both the local and the global level.

**Founding Whittle Scholars Program:**

Our signature program is a merit- and need-based scholarship, designed to support two kinds of students: those who demonstrate a record of academic excellence and leadership potential; and those who have exceptional talents and abilities in an area of expertise. The program will nurture creativity and academic excellence, and help recipients reach their full potential. Scholars will be selected through a rigorous application process, with support from our network of local and global partners. Recommendations by our students, staff, and faculty will be solicited and encouraged.

**One-to-One Whittle Sponsorship Program:**

This program is designed to increase access to our programs for low-income students from around the world. For every full-tuition-paying student in each of our schools, we will pay the cost of educating one child in his or her local community. Our network of partners in Africa, Asia, and South America will select the eligible recipients in each region.

**Sharing Best Practices and Discoveries**

**Whittle Global Education Summit:**

Our annual flagship event explores the world’s most pressing education challenges and provides a platform for sharing innovations that have the potential to improve access, quality, equality, and leadership excellence in global education. The summit, which will run concurrently with our annual global Faculty Week, will have two key imperatives: Re-Imagine and Re-Define. The Re-Imagine program addresses important issues concerning the intersection of education and other public and private sectors; the Re-Define program focuses on establishing, institutionalizing, and measuring the best teaching and learning practices within Whittle School & Studios’ professional community. We will partner with educators, business leaders, governments, nongovernmental organizations, multilateral institutions, innovators, entrepreneurs, philanthropists, and policy makers to inspire and create a new age of education.

**Sharing Best Practices:**

Through our ongoing research and development, we will be pioneering and refining many educational techniques such as better language immersion programs, advanced faculty development systems, improved college advising efforts, and innovative facility design. We plan to share many of these advances with our colleagues in the world of education via three different methods: (a) school tours for the faculty and leadership of other public and private schools, (b) frequent conferences for educators, and (c) a special outreach part of our website where we publish written material for educators and produce related videos.

**Community Partnerships:**

This program is designed to help build healthy, connected, and thriving communities in our host cities. We will collaborate and partner with local school districts, civic organizations, government agencies, and business associations to foster a deep sense of shared commitment to community involvement and action. Our students, staff, and faculty, as well as parents, will organize and participate in community initiatives that provide opportunities not only for teaching and learning but also for addressing social issues and making a real difference.

**Cultivating Generosity of Spirit**

**Student-Led Social-Responsibility Program:**

This program is designed to prepare a new generation of civic-minded citizens and help them make a deep connection to local and global issues. We will encourage and support students as they conceive, develop, and implement their own ideas to address and solve the sustainability challenges of their local community and the world at large.
Design for Learning

The Renzo Piano Building Workshop Creates a Modern Campus

If there is a school on the planet that has received as much design attention as Whittle School & Studios, we don’t know of it.

When our first campuses open in 2019—in Shenzhen, China, and Washington, D.C.—more than four years of effort will have been invested in the creation of these learning spaces.

We began with a search for a world-renowned architect who would commit himself and his team to this endeavor for a decade. We wanted someone with his “head in the clouds and feet on the ground,” someone who is an artist yet has the experience, practicality, and capability to implement his vision globally. After meeting with many of the greats within architecture, we chose Renzo Piano and his team of 130 in Genoa and Paris. Born into a family of builders, Piano has created landmarks in the world’s leading cities, including the Whitney Museum (New York), Kansai International Airport (Osaka), the Shard (London), and, with Richard Rodgers, the Pompidou Center (Paris).

Entry to the Whittle School & Studios Shenzhen Campus. Overhead bridges are master-planned to connect to future phases of the campus.
Inspired by traditional Italian town planning, with a piazza located in the urban center, Piano has created our school concept as a gathering place within our cities.

“The design of our school is a square, and its center is inspired by an Italian piazza. The piazza is a magic place where people mix with each other and stay together, where differences disappear and are actually valued. It's like a little town.”

—Renzo Piano
Learning occurs beyond the four walls of a classroom—everything in a school is a lesson, and the campus should reflect that.

While most private schools value their complete independence, we have made a priority of connecting and engaging with the surrounding communities at all of our campuses.

Our built spaces should support hands-on learning and collaboration. Learning by doing makes skills and knowledge “stick” by connecting a student’s education to immersive experiences.

The old classroom model, with rows of desks facing a teacher, is outdated. Flexible environments support a diverse learning experience and build student agency.

A network of campuses will always outperform a single campus. Our schools are hubs for connections between campuses and the world.

Though the architecture is designed to be flexible—to accommodate each particular site, climate, seismic conditions, and building codes—the core fundamentals of every campus will be the same. Why? By using a design again and again, we will achieve many benefits. First, most schools build one campus every 40 years or so (if that), and thus learn little from one campus to the next. We are building campuses every year and can apply the learning from one to another. By adhering to a fundamental approach, we can continuously improve. For example, a theater-in-the-round built again and again can be perfected, improving its functionality in every iteration.

Second, we want our physical design to support the educational model we are developing. If every campus is different, its impact on our educational program will vary. Third, a common design can achieve cost efficiencies via the purchase of certain materials and equipment in considerable volume. Furthermore, we will save by not doing a complete redesign in every city. Those savings can be applied to achieving the building quality we desire.

Of greatest importance is a design that supports our educational mission. And this design does so completely. Our prototype comprises approximately 600,000 square feet: 400,000 for academic purposes and 200,000 for residential. It provides a panoply of spaces for modern learning, including areas for project-based learning, online learning, labs, global communications, and common areas. Of the 400,000 feet of academic space, only 20 percent or so will be used for conventional classroom purposes. Over 100,000 square feet alone will be provided for performing arts, music, and athletics. The plan breaks the campus into 15 “learning communities” of about 175 students each.

The architecture supports our commitment to light-filled spaces and seamless connections to nature. In Shenzhen, a tree-lined dining hall provides a campus quad for student life. Educational floors are illuminated by a large skylight that brings in daylight through the center of the building. Our classrooms are designed to support many modes of teaching and learning, including class discussions, small-group teams, and project work.
The campus level in Shenzhen, located on the roof of the educational floors, provides a park-like setting for student activities. Before and after lunch, the dining hall is designed to transform into meeting spaces, large group rooms, presentation rooms, and outdoor classrooms.
At the heart of the architectural design scheme is the view that a school should be like a village. Inspired by the small hilltop towns of Italy, Piano and his team have worked to create an educational village: a square that is roughly 100 meters on each side and that surrounds a lower piazza and upper campus, the former for the public and the students and the latter for the students alone. For each campus, we developed a set of principles that guide our design.

**LIGHT MATTERS**
During the day, we want to bring daylight into almost every room, while at night we hope the school becomes a glowing “lantern” for its community.

**CEILING HEIGHTS THAT INSPIRE**
Cathedral builders knew a thing or two about ceiling height—such as higher ones cause us to think and reflect. We must be practical, but we care about the right volume in every room.

**WARMTH**
A school building’s ambiance should embrace its students. Concrete, glass, and steel alone will not do that. Through the use of wood and fabric, we want school to feel like home.

**TRANSPARENCY**
Consistent with trends in most modern design, we want all that is happening to be visible. A parent and student can “see through” the school.

**EVERY FACULTY MEMBER IS AN ARCHITECT TOO**
Part of our faculty-development program is to recruit our teachers into our design effort. Each piece of art pasted on a window reduces light—and sends a different image to someone viewing the building from outside. Where would be a better place to put that art? And how might the original architect work to provide that space? Most building design deteriorates from day one by how the facility is used. We want to make faculty and students “trustees” of the school design.

**SUSTAINABILITY AND WELLNESS**
How we build and what we build affects our environment today and for decades to come. With this in mind, we will strive for high LEED ratings. New types of building ratings determine how well a building treats its occupants’ health, from air and water quality to good sound engineering. We’ll be on the forefront of design in this regard, as well as participating in these new rating systems.
The Campus: A Place to Grow

A school, at its core, is a network of individuals learning and growing together. We understand that facilitating student learning requires not only expert instruction but also system-wide efforts in shaping a safe, collaborative, positive teaching and learning community. From inspiring workspaces to nutritious meals to programs that improve physical and mental well-being, we will strive to create a culture that celebrates the complexity and uniqueness of each individual student.

Each Whittle campus is organized around the public presentation of student work and the collective expression of community, giving performance and exhibition spaces pride of place. On the ground floor, there are multiple opportunities for students to display their work to their peers, faculty, parents, and the local community. Through sharing their work with a wider audience, students cultivate the skills of visual and spatial communication and give and receive constructive criticism. Perhaps most important, publicly sharing your work validates scholarship in much the same way that a varsity game does athleticism. This belief in performance and public presentation as core skills also comes to life throughout the building in a wide variety of professional-level spaces, which range from music halls and rehearsal rooms to an end-stage amphitheater.
Supporting Our Learning Model

Our campuses are designed to bring to life our project-based, hands-on curriculum, build a culture of collaboration, and help our students develop academically and personally. Our schools are inspiring environments for making, sharing, and growing, places where students can pursue their passions and achieve their highest potential.

Natural light and transparency are a priority throughout the design—the glass facade allows daylight to fill our spaces as well as provide views of the surrounding cityscape.

Paired with this emphasis on light and transparency is a warm, welcoming approach to the interiors. Walls are designed to double as pinup spaces for students, where they can display and discuss their work. Glass surfaces in classrooms and common spaces are made to be written on and invite group brainstorming. The strategic use of color creates a lively, comfortable atmosphere for learning and making.

Whittle School & Studios is committed to learning by doing—placing students in the center of their education by teaching through active participation, project-based challenges, and hands-on learning.

Our school buildings are spaces where students can discuss, debate, make, and do. Classrooms are not traditional discrete boxes, closed off from the rest of the school, with desks pointing at the teacher. Our flexible learning environments can be transformed into Harkness-style seminar rooms and hands-on workspaces, or combined with other classrooms.

Learning happens in many ways, planned and unplanned, and we support that idea with workspaces of different scales and degrees of privacy between the classrooms and in the public space of the school. The spaces are designed to host different kinds of work, from individual study to large group exhibitions; the walls of every class and conference room around the central

The central atrium in our Shenzhen campus, above, doesn’t just bring in light and open views; the stairs that connect the piazza and campus showcase the energy and activity of our community.
The Workshops

To support our students’ inquiry and the interdisciplinary work at the core of the Whittle network, we have unique Workshop facilities. There, students build their capacity for design thinking, realizing their ideas through an iterative process of ideation, prototyping, and presentation. Light-years beyond a typical “maker space,” the Workshops are designed for projects that require special tools and instruction, including a wood and metal shop, photography and filmmaking studios, and graphic-design labs.

Students will be able to explore their creativity in the arts as well as in science and engineering. The Workshops, which will be staffed by experts in each of these areas, will also support our community outreach and Studios programming.

ABOUT THE SHENZHEN CAMPUS:

Located in Shenzhen, China’s innovation hub, our inaugural campus in Asia brings to life Renzo Piano Building Workshop’s prototypical design for a Whittle campus. The clean-lined eight-story building is situated in the heart of the vibrant, rapidly growing Qianhai district. Among the building’s distinctive features is an active glass facade, which is animated by screens that move throughout the day in response to the position of the sun. This maximizes the natural light in our classrooms while also regulating glare. The campus is also home to our most expansive Workshop Floor—over 50,000 square feet! Whether a student’s project is 2- or 3-D, physical or digital, the Workshop Floor’s state-of-the-art facilities set the stage to see an idea through from concept to reality.

ABOUT THE WASHINGTON, D.C., CAMPUS:

For our first North American campus, we have selected a singular site. Situated on 13.7 wooded acres in Northwest Washington, D.C., the campus creates an impression of a “school in a park,” despite its distinctively urban context. Renzo Piano and his team are transforming the interior of an existing 20th-century building, designed by Australian architect John Andrews, into a dynamic learning environment that welcomes in the surrounding community through a bright public entry with sweeping views into three of the school’s performance spaces. One of the building’s most striking features, five soaring glass-enclosed courtyards, will be transformed into vibrant student-centered commons. These will serve as the heart of the day-to-day activities of the school, where students meet their friends for lunch, collaborate on large projects, hold a club meeting, or even screen a film!
Our Team and Extended Family

To achieve our vision, we knew it would require a team that was more than just extraordinary. It had to be global, diverse, and passionate about our mission.

At the time of this writing, about 20 months before opening day at our Shenzhen and Washington campuses, the Whittle team consists of 60 full-time professionals as well as hundreds of supporting “extended family members” in institutions deeply involved with us. Our full-time team is divided equally across an HQ group of about 30 in New York and “launch teams” of roughly 15 members each already on the ground in Shenzhen and Washington. We have managed to assemble a collection of exceptional individuals who, together, make up the founding members of our community. Together they have traveled to all seven continents. They have worked on presidential campaigns, been named “National Superintendent of the Year,” and gone mountaineering in Greenland.

Approximately 75 percent hold a master’s degree or higher (including seven Ph.D.s), and nearly 60 percent speak at least two languages.

As our campus leaders, faculty, and staff arrive on each campus and as we fill out our global HQ, our full-time team will grow to over 400 staff members in the two years ahead, with roughly 175 team members on each campus on opening day and an HQ group of over 60.

The depth and talent of our team drive the quality of our education, so we hope you’ll pay careful attention to the following pages. We believe this group—and those who will be joining them every week in the years ahead—represent the key reason that parents will entrust their children with us.
Dan Vasella  
- Director of Xbiotech  
- Former C.E.O. and Honorary Chairman of Artitis, A Fortune Global 500 Pharmaceutical Company  

Kwame Appiah, Ph.D.  
- Philosopher, Cultural Critic, and Author  
- Professor at New York University's Department of Philosophy and NYU's School of Law  
- Named One of Foreign Policy Magazine's 100 Top Global Thinkers  

Hareb Al Darmaki  

Clarissa Farr  
- Educator, Former High Mistress of St. Paul's Girls' School  
- Fellow of Winchester College; a Governor of the Royal Ballet School; one of the founding members of the Board of the African Gifted Foundation; Trustee of the British Museum  

Pheroza Godrej  
- Philanthropist, Environmentalist, Curator, and Author  
- Leading Art Historian in India  
- Honorary Secretary of Museum Society of Bombay, Founder and Director of Cyrozoo Art Gallery, Mumbai  

Renzo Piano  
- World-Renowned Architect; Designer Whittle School & Studios Campus  
- Received The 1998 Pritzker Architecture Prize  
- Among his accomplishments are the Whitney Museum in New York, Kansai International Airport in Osaka, and The Shard in London  

Robert Birgeneau, Ph.D.  
- Arnold and Barbara Silverman Distinguished Professor of Physics, Materials Science and Engineering, and Public Policy at University of California, Berkeley  
- Former President of the University of Toronto  

Dan Vasella began his career as a medical doctor and has now become one of the world's most influential C.E.O.'s. Dan studied medicine at the University of Bern Medical School, where he later became the chief resident. He was named C.E.O. of Sanofi-Pharma in 1994 and helped engineer one of the largest mergers in pharmaceutical history, which placed him as C.E.O. of Novartis in 1996. Dan has been named by Time magazine as one of the world's "100 Most Influential People."
XIHONG DENG

Mr. Xihong Deng is the managing director of Hony Capital and is in charge of the investor-relationship management and fundraising. He is a board member of several U.S., Hong Kong, and Chinese publicly listed and private companies such as SolarFun, Chaomei Power, and Bolon. Mr. Deng has more than 10 years of management experience in Wall Street investment banks and more than 15 years of experience in investment and capital markets. He has also built up a broad and high-level network in the worlds of investment, art, and charity. He is a council member of the Hony Charity Foundation and a member of the Shenzhen Vik Design Society. He was a major sponsor for several influential art events and solo or group exhibitions. Mr. Deng received a master’s degree from the State University of New York at Stony Brook and master’s and bachelor’s degrees from Tsinghua University in Beijing in computer science.

MIAO YANG

Ms. Miaoyang Yang is the managing director of the China National Skating Union Committee and is the first female member of the International Skating Union Council. She was appointed executive director of the Chinese National Olympic Committee in 2006 and vice-chair of the Chinese Youth Federation in 2010. In 2014, she became chair of the I.O.C. Evaluation Commission for the 2020 Winter Youth Olympic Games. She is also special ambassador for Special Olympics. Prior to her distinguished career in sports administration, she became China’s first Winter Olympic champion when she won a gold medal in the women’s 500-meter short-track speed-skating event at the Salt Lake City Winter Games in 2002. She also won gold in the 1,000-meter and a silver medal in the 3,000-meter relay. She is one of the most decorated skaters in history, having won 12 international titles in seven years and becoming the first speed skater to win six overall (and consecutive) short-track world championships, from 1997 to 2003.

After the 2002 World Championships, Yang took time off from competition, but made a comeback in the 2004–05 season in the lead-up to the 2006 Winter Games in Turin, Italy, where she won the bronze medal in the 1,500-meter event.

THOMAS FRANCO

Thomas Franco is a partner at the New York private-equity firm Clayton, Dubilier & Rice. He is responsible for managing relationships with critical external stakeholders, including limited partners. He leads the fundraising team and is involved in related capital-access activities. He serves on the board of the Private Capital Research Institute, a not-for-profit corporation focused on advancing the understanding of private capital’s role in the global economy, and Pricpa, a producer of online content for participants in private capital markets. Previously, Thomas served as chairman and C.E.O. of Broadgate Consultants, an advisor to private-equity managers, which he founded in 1987 in conjunction with U.K.-based securities firm Hoare Govett. He has successfully launched a global publishing business, PEI Media, which serves the alternative-asset industry, and, earlier, practiced corporate law. Thomas holds a J.D. from Fordham University and a B.A. from the University of Notre Dame.

MICHAEL MOE

Michael Moe is the co-founder of G.S.V. Asset Management, as well as C.E.O. and chief investment officer. He has also served as chairman of the board and chief investment officer of G.S.V. Capital Corp., and served as the company’s C.E.O. Michael is one of the world’s preeminent authorities on growth investing. His insights are routinely solicited by everyone from CNBC to Barron’s to the U.S. Congress. Prior to starting G.S.V., Michael co-founded and served as chairman and C.E.O. of ThinkEquity Partners, an asset-management and investment-banking firm focusing on venture capital and emerging-growth companies. Previously, he held positions as head of global growth research at Merrill Lynch and head of growth research and strategy at Montgomery Securities.

BENSON LO

Benson Lo is the co-founder and managing director at I.C.B.C. International R.T. Capital, and is a member of the firm’s investment and management committee. At I.C.B.C. International, he led the establishment of private-equity funds and also key portfolio management. Before joining I.C.B.C. International, Benson was an executive director at Goldman Sachs, and worked in the investment-banking division at Morgan Stanley. He holds an M.B.A. from People’s Bank of China School of Finance, Tsinghua University, and also a B.S. (with honors) from U.C. Berkeley.

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GLOBAL EDUCATION DESIGN COMMITTEE

NICHOLAS DIRKS, PH.D., VICE CHANCELLOR

Nick Dirks was named the 14th chancellor of the University of California, Berkeley, in 2015. An internationally renowned historian and anthropologist, he is a leader in higher education and well known for his commitment to and advocacy for accessible, high-quality undergraduate education. He has also long been a champion of the globalization of the university and collaborative innovation across academic disciplines. He has forged meaningful partnerships between universities and outside entities. Before joining Berkeley, he was the executive vice president for the arts and sciences and dean of the faculty at Columbia University. Prior to his appointment at Columbia, he was a professor of history and anthropology at the University of Michigan for 10 years, having previously taught Asian history and civilization at the California Institute of Technology. He received his B.A. from Wesleyan University and his M.A. and Ph.D. at the University of Chicago. He has published four major books, edited three more, and written numerous essays, articles, and papers.

“I’ve critically important in this day and age that students truly understand what it means to be a part of the global universe. It’s not enough to simply learn about other places but to visit, to explore, to connect, and to collaborate across borders.”

DENNIS BISGAARD
HEAD OF SCHOOL, D.C. CAMPUS

Former Head of Kingswood Oxford School
Former Board Member, National Association of Independent Schools
Fluent in Danish and German

For the past 30 years, Dennis Bisgaard has worked at top U.S. schools, most recently as head of school at Kingswood Oxford. Dennis served on the board of the National Association of Independent Schools and previously held positions at Bryn Mawr College, Shady Hill School, Collegiate, and Vejlefjord Højere Skole. Born in Germany, Dennis has also lived, studied, and worked in Denmark and Canada. He holds a cand. magister degree from Odense University and a master’s degree from Columbia University. He speaks English, Danish, and German, and has studied French and Latin.

“...and Professor of Philosophy at Yale University, and nearly 15 years as senior adviser to the president and provost at New York University, including five years as senior vice president for academic planning. Jules helped develop NYU’s global network of campuses and joined Whittle School & Studios to extend that idea to a system of PreK-12 schools.

JULES L. COLEMAN, PH.D., SENIOR ACADEMIC ADVISER AND DIRECTOR OF RESEARCH, N.Y.C. HQ

A Brooklyn native, Jules Coleman earned a B.A., magna cum laude, at Brooklyn College of CUNY, a Ph.D. from the Rockefeller University, and a graduate degree in law from the Yale Law School. He is a professor of psychology and the arts. He has written numerous books, edited three more, and peer-reviewed essays, Jules spent nearly 30 years as the Wesley Newcomb Hohfeld Professor of Jurisprudence at Yale University, and nearly 15 years as senior adviser to the president and provost at New York University, including five years as senior vice president for academic planning. Jules helped develop NYU’s global network of campuses and joined Whittle School & Studios to extend that idea to a system of PreK-12 schools.

GREG CARLSON
EDUCATION DESIGN TEAM, N.Y.C. HQ

“The opportunity to learn Mandarin helped me build empathy and understanding of an entirely different culture. I’ve seen this kind of practice transform students’ lives, and I’m eager to bring these opportunities to students around the world.”

Greg Carlson has led the design and implementation of transformative learning experiences for students in K-12 schools in China and the U.S. At Fudan International School in Shanghai, Greg served as deputy director and taught history. He subsequently headed innovative American charter schools as assistant principal at Manara Academy and director of instruction at Codman Academy. Greg earned a B.A. in history from Yale University and his Ed.M. in school leadership from the Harvard Graduate School of Education.

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“I joined Whittle School & Studios to realize my lifelong dream of transforming education globally.”

MANUEL J. RIVERA, PH.D. GLOBAL HEAD OF FACULTY RECRUITMENT, N.Y.C. HQ

Manny Rivera earned both his doctorate in education and his master’s degree in education from Harvard University. He also holds a B.A. in urban studies from Brandeis University. Manny’s 40-year career in education as a teacher, principal, school superintendent, C.E.O., and senior policy adviser to two New York State governors has been recognized nationally in the field of education. He was named the New York State Superintendent of the Year in 2005, and a year later, he was named the National Superintendent of the Year.

Li Jing has extensive senior leadership experience in education, helping connect schools in China and to those in the rest of the world. Prior to joining Whittle, she was secretary-general at YK Pao School, China’s top independent school, where she headed external affairs, enrollment, and strategic development, before that, she served as assistant principal at BDZ, a top Chinese school, overseeing international programs and curriculum. In New York, she worked in the president’s office at Teachers College of Columbia University, focusing on accountability at Columbia Law School. She earned a master’s of public administration in international finance and economics from Columbia University, as well as an M.A. and B.A. at Beijing Foreign Studies University.

“The vision of Whittle School & Studios is a great platform to connect the highest-caliber people from different areas—from education to industry to policymaking. This team is investing our most important professional years to make this amazing vision a reality.”

PETER MERRILL, PH.D., CO-CHAIR OF THE EDUCATION DESIGN TEAM, N.Y.C. HQ

After attending Phillips Exeter Academy, Peter earned B.A. and M.A. degrees in Russian at the University of Pennsylvania, and then an M.A. in linguistics and a Ph.D. in Slavic languages, both at U.C.L.A. He spent nearly 30 years teaching Russian and German at Phillips Academy, Andover, where he led the division of world languages and spearheaded new initiatives in global programming in China, Brazil, India, and South Africa. He also served two terms as president of the American Council of Teachers of Russian.

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JING LI GLOBAL HEAD OF ENROLLMENT, MARKETING, AND COMMUNICATIONS, BEIJING & N.Y.C. HQ

• FORMER SECRETARY-GENERAL AT SHANGHAI’S YK PAO SCHOOL
• ASSISTANT PRINCIPAL AT BDZ, ONE OF CHINA’S TOP SCHOOLS
• MASTER’S DEGREE IN INTERNATIONAL FINANCE, COLUMBIA UNIVERSITY

Jim Hawkins is currently Head Master of Harrow School in London, one of the world’s great learning institutions with over four centuries of educational excellence. Jim read Mathematics at Brasenose College, Oxford University, where he also completed his teaching qualification. He then taught at Radley College before being appointed Head of Mathematics at Forest School and subsequently Deputy Head of Chigwell School. He was appointed Head Master of Norwich School in 2001 and started as Head Master of Harrow in 2011. Jim has held several state and independent school governorships and is Vice-President (Europe) of the International Boys’ Schools Coalition.

JIM HAWKINS GLOBAL HEAD OF SCHOOL HEADS
• FORMER HEAD MASTER, HARROW SCHOOL
• FORMER HEAD MASTER, NORWICH SCHOOL
• A GOVERNOR OF THE FRANCIS HOLLAND SCHOOLS TRUST AND OF AYSGARTH AND WELLESLEY HOUSE PREP SCHOOLS

MANUEL J. RIVERA, PH.D. GLOBAL HEAD OF FACULTY RECRUITMENT, N.Y.C. HQ

Manny Rivera earned both his doctorate in education and his master’s degree in education from Harvard University. He also holds a B.A. in urban studies from Brandeis University. Manny’s 40-year career in education as a teacher, principal, school superintendent, C.E.O., and senior policy adviser to two New York State governors has been recognized nationally in the field of education. He was named the New York State Superintendent of the Year in 2005, and a year later, he was named the National Superintendent of the Year.

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**LINDSEY NELSON**

**ASSOCIATE DIRECTOR OF PRODUCT DEVELOPMENT**
- MASTER’S DEGREE IN LANDSCAPE ARCHITECTURE, HARVARD UNIVERSITY
- BACHELOR’S DEGREE IN ARCHITECTURE AND URBAN DESIGN, N.Y.U.

Born in Dallas, Lindsey Nelson spent most of her childhood in the South before moving to Manhattan to attend New York University, where she received a B.A. with honors in architecture and urban design and environmental science. Following three years in the publishing industry, she attended the Harvard Graduate School of Design, where she obtained an M.L.A. Lindsey was drawn to Whittle by the holistic approach to education design, where everything a student experiences has an impact on learning.

**MATTHEW POHL**

**DIRECTOR OF ENROLLMENT STRATEGY/ASSOCIATE DIRECTOR OF COLLEGE COUNSELING, N.Y.C. HQ**

Matthew Pohl’s upbringing extended from Salem, Massachusetts, to the White Mountains of New Hampshire. He earned his B.A. from Tufts University and his M.Ed. from the University of Pennsylvania. Most recently, he led global marketing and recruitment for Penn’s undergraduate schools as associate director of admissions. He lived briefly in Israel after years of Hebrew and Arabic studies. He joined Whittle to be part of a pioneering venture that will upend conventional thinking in education.

**RICHARD PRATT**

**EDUCATION DESIGN TEAM, HANGZHOU, CHINA**

Richard Pratt hails from Huddersfield, England. He studied as an undergraduate at the University of Oxford and has master’s degrees from University College, London, and the Open University of the U.K., as well as teaching qualifications from the University of Huddersfield and the University of Melbourne. His teaching career includes stints at universities in China and independent schools in the U.K., including 15 years at Eton College before he took the position of founding director of the Hangzhou campus of the Chinese International School of Hong Kong. He speaks and reads Chinese.

**VIRTI SARAF**

**DEPUTY HEAD, CENTERS OF EXCELLENCE, N.Y.C. HQ**

Born in India and raised in New York, Vriti Saraf earned her B.A. from Macalay Honors College and went on to serve as a Teach for America corps member in Brownsville, Brooklyn, at Ascend Public Charter Schools. At Ascend, Vriti was a founding teacher and dean of instruction while also earning her M.A. in early-childhood education and teaching as an assistant professor at Relay Graduate School. Most recently, she served as network director of talent development at Ascend, where she created a professional learning infrastructure for 70 educators across 10 schools, and coached deans on leadership and facilitation of adult learning. Vriti also worked in the higher-education sector at Pearson Education as a product manager. She is fluent in Hindi.

**ANDREW MEYERS**

**CO-CHAIR OF THE EDUCATION DESIGN TEAM, N.Y.C. HQ**
- FORMER LECTURER AT YALE AND COLUMBIA UNIVERSITY AND CONNECTICUT COLLEGE
- MASTER’S DEGREES FROM YALE AND COLUMBIA
- FORMER HISTORY CHAIR, ETHICAL CULTURE FIELDSTON SCHOOL

“Leveraging the power of a network that allows students to move between campuses, develop global awareness, and cultivate skills that will make it possible for them to solve the world’s greatest challenges is our most important goal.”

Andy Meyers is the proud son of two prominent psychoanalysts, the father of two amazing women, and a native of the Bronx. He received his A.B. in architecture from Princeton, his M.A. in architectural and planning history from Yale, and his M.Phil. in American urban history from Columbia University. He has taught at Connecticut College, Yale University, Empire State College, and Columbia University. At the Ethical Culture Fieldston School, he taught history for 25 years and held the roles of history-department chair, college counselor, director of interdisciplinary studies and experiential education, and founding director of the City Semester Program. He joined Whittle because he wants to create truly meaningful learning experiences for students with brilliant and caring colleagues.

**WHITTLE SCHOOL & STUDIOS**

“Jeet at the opportunity to join Whittle Schools & Studios because it’s so unusual to start a whole education system from the ground up. I am excited to work with such talented, visionary, hard-working team.”

Elizabeth (Betsey) Hun Schmidt, Ph.D.

**GLOBAL HEAD OF EDUCATION DESIGN AND VICE PRESIDENT, STUDIOS, N.Y.C. HQ**
- TRUSTEE, WESLEYAN UNIVERSITY
- FORMER CHIEF CURRICULUM AND INNOVATION OFFICER, ASCEND PUBLIC CHARTER SCHOOLS
- PH.D. IN AMERICAN LITERATURE, NEW YORK UNIVERSITY

Born in Washington, D.C., Betsey Hun Schmidt has lived in New York for most of her life and has taught at every grade level from elementary school through graduate school. She earned her B.A. from Wesleyan University, where she now serves as a trustee, and her Ph.D. in American literature from New York University. Most recently, Betsey worked for seven years for Ascend Public Charter Schools in Brooklyn, which serves some of the lowest-income neighborhoods in New York. As chief curriculum and innovation officer at Ascend, she helped the network scale from three schools to 10—educating over 4,000 students—and led the development of an inquiry-based, liberal arts K-12 curriculum that helped Ascend close the racial achievement gap in New York state. Betsey speaks French and reads Italian, and at Whittle she leads the Centers of Excellence initiative and works on both the Educational Design and the Studios teams.
MORGAN SILVER-GREENBERG
CHIEF PRODUCT DEVELOPMENT OFFICER, N.Y.C. H.Q
• FORMER DIRECTOR OF INNOVATION, OMNICON MEDIA
• FOUNDERING MEMBER OF CREATIVE AGENCY DOUBLEDAY & CARTWRIGHT

As chief product development officer at Whittle School & Studios, Morgan Silver-Greenberg is responsible for developing an innovative and holistic experience for the students, teachers, and stakeholders of our network. His career spans innovation and technology, global branding, and product development. He was previously the U.S. director of innovation at Omnicom Media, where he worked closely with G.E., Pepsi, Cigna, and other Fortune 500 companies on global innovation. After graduating with honors from New York University’s Gallatin School of Individualized Study with a degree in complex systems, Morgan worked with Stephen Wolfram’s mathematics think tank in Cambridge, Massachusetts. He was a founding member and managing director of the creative agency Doubleday & Cartwright, and led a founding product team at the Los Angeles start-up Scopely. He is an active member of the World Economic Forum Global Shaper Community, which is tasked with infusing the organization with a younger perspective.

“I joined Whittle School & Studios because I think that the world doesn’t operate as well as it should, that a lot of human potential sits unlocked, and that a way of changing that would be in a school that understands each individual child and cultivates that potential.”

REBECCA UPHAM
EXECUTIVE CHAIRWOMAN, D.C. CAMPUS
• FORMER HEAD OF SCHOOL, AT BUCKINGHAM BROWNE AND NICHOLS SCHOOL IN CAMBRIDGE, MASSACHUSETTS
• MEMBER OF CUM LAUDE SOCIETY, COUNTRY DAY SCHOOL HEADS ASSOCIATION, AND HEADMASTERS ASSOCIATION

Born in Washington, D.C., Rebecca Upham comes to Whittle School & Studios after leading Buckingham Browne and Nichols School for 17 years. She has also held senior leadership posts at the Ellis School and the Harvard-Westlake School. In addition to earning a B.A. from Middlebury College and an M.A. from Columbia University, Rebecca has a background in molecular biology, which led to a research stint at the University of Edinburgh, Scotland. She currently holds leadership positions in various professional organizations, including the Cum Laude Society, Country Day School Heads Association, and Headmasters Association. She has also traveled the world as a mountaineer and was a member on international expeditions to Greenland and to Himachal Pradesh, India.

CHENG (BRIAN) YANG, PH.D., DIRECTOR OF CENTER OF EXCELLENCE AND DIRECTOR OF ADMISSION, SHENZHEN CAMPUS

A native of Hunan, China, Brian Yang received his bachelor’s degree from Peking University and a Ph.D. from Yale University. Brian then went on to work for McKinsey & Co., first in Chicago and later as the founding member of McKinsey’s office in Shenzhen. Having experienced the best of what both China and the U.S. have to offer in education, Brian is attracted to Whittle by the vision of a global school that leverages the best resources, talents, and capabilities from around the world.

SUSANNA STOSSEL
HEAD OF LOWER SCHOOL, D.C. CAMPUS

Susanna Stosssel joins Whittle School & Studios from Beauvoir, the National Cathedral Elementary School in Washington, D.C., where she taught both math and science before taking on her most recent role as director of Early Childhood Teaching and Learning. She received both her B.A. in child study and M.A. in teaching from Tufts University. Prior to joining Beauvoir, Susanna taught at Belmont Day School and Arthur D. Healy School in Massachusetts and has led professional development for educators in math curriculum and pedagogy. She also co-wrote Baby’s Wild Adventure, a math unit guide and accompanying picture book for kindergarten geometry that was published in 2019.

ARA BROWN, ED.D.
HEAD OF UPPER SCHOOL, D.C. CAMPUS

Over the past two decades, Ara Brown has held numerous leadership and teaching positions within K-12 and higher education, including his most recent role as Upper School Dean of Boys at Cranbrook Kingswood School, which he has held since 2010. Before joining Cranbrook Kingswood, Ada co-founded, and developed the curriculum for, a summer Chinese language program for children ages five to 12. He received his B.S. in psychology and sociology from Ursinus College and an M.A. in organizational psychology and M.Ed. in counseling psychology from Teachers College, Columbia University. Additionally, he earned an Ed.D. in education leadership from the University of Pennsylvania.

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MAREK BECK, PH.D., HEAD OF MIDDLE SCHOOL, D.C. CAMPUS

Marek Beck has a 20-plus year career in education, working at some of the nation’s finest schools. He has taught students and led faculty at the K-12 and college levels. Marek holds five degrees including a Ph.D. from Fordham University and a master’s degree from Columbia University. He has 13 certifications and is among the few educations worldwide to be recognized as an Apple Distinguished Educator, Google Certified Innovator, and Microsoft Certified Innovator. Marek was raised in New York and spent his career in Connecticut. Marek joined Whittle because he believes that it will lead to a complete transformation in education globally.

EDUCATIONAL ADVISORY BOARD

TOM VANDER ARK, CHAIR
- C.E.O. AND PARTNER OF GETTING SMART
- FORMERLY THE FIRST EXECUTIVE DIRECTOR OF EDUCATION FOR THE BILL & MELINDA GATES FOUNDATION

Tom Vander Ark currently serves as C.E.O. of Getting Smart, a learning design firm that amplifies thought-leadership campaigns, education initiatives, powerful learning experiences, and forward-leaning strategies with schools, school districts, and impact-oriented partners.

Tom graduated from the Colorado School of Mines, where he was awarded the Distinguished Achievement Medal. He received his M.B.A. in finance from the University of Denver and continues his education online.

In addition to his role at Getting Smart, Tom is a partner at Leanim Capital, an education venture-capital firm investing in ed-tech startups. He is also a director for 4.0 Schools, Bloomboards, Charter Board Partners, Digital Learning Institute, edInnovation, and Imagination Foundation. Previously, he served as the first executive director of education for the Bill & Melinda Gates Foundation, as well as a public school superintendent in Washington State.

Tom has spoken at a variety of prestigious national and international conferences, including SXSWedu, INACOL’s Blended & Online Learning Symposium, and A.S.U.-G.S.V., and has published numerous white papers and books in the field of education.

“IT THINK WHITTLE SCHOOL & STUDIOS IS THE MOST IMPORTANT EDUCATION PROJECT IN THE WORLD. THE OPPORTUNITY TO CONSTRUCT A TRULY PERSONALIZED LEARNING ENVIRONMENT WHERE EVERY STUDENT CAN UNLOCK THEIR OWN GIFTS ALONGSIDE GIFTED TEACHERS, AS PART OF A GLOBAL NETWORK... THIS HAS NEVER BEEN DONE.”

CINDY MI
- FOUNDER AND C.E.O. OF VIPKID
- FORMER TEACHER AND CO-FOUNDER OF ABC ENGLISH

Cindy Mi is the founder and C.E.O. of VIPKID, an education technology company that connects students (aged four to 12) in China with the world’s best teachers for real-time online English immersion learning.

Cindy considers herself a teacher first; she is passionate about the power of education to transform and empower students, parents, and teachers. Prior to founding VIPKID, she was a classroom teacher and a co-founder of ABC English, a tutoring company, where she led business development and campus expansion across China. Cindy believes that all students are unique, and that the world is within their reach when connected with great teachers capable of personalizing learning and sparking curiosity. In 2017, VIPKID and the Jack Ma Foundation launched an English-language education initiative for schools in rural China with the goal of reaching 500 schools in rural China in two years. Cindy spearheaded the partnership with the Jack Ma Foundation and actively oversees the program as it reaches more and more students in rural China. She serves on the advisory boards of the CGSBS Alumni Association and as an advisor to Teach for China.

Cindy earned her M.B.A. from CGSBS, China’s leading private business school, and studied at Cornell University’s Johnson Graduate School of Management as part of an M.B.A. exchange program.

TODD ROSE, PH.D.
- DIRECTOR OF THE MIND, BRAIN & EDUCATION PROGRAM AT HARVARD
- AUTHOR OF THE END OF AVERAGE

Todd Rose is the director of the Mind, Brain & Education Program at the Harvard Graduate School of Education, where he also leads the Laboratory for the Science of the Individual. His work is focused at the intersection of the science of individuality and the practice of personalization in education. He is also the co-founder of the Center for Individual Opportunity (C.I.O.,) a nonprofit organization that promotes the principles of individuality in work, school, and society.

Todd was born and raised in northern Utah. After dropping out of high school, he obtained his G.E.D. and started attending night classes at a local college. He eventually received his doctorate in human development from Harvard Graduate School of Education and completed a postdoctoral fellowship at the Harvard-Smithsonian Center for Astrophysics.

Todd wrote The End of Average, in which he argues that no one is “average” and promotes design paradigms that accommodate individual differences rather than statistical averages.

Todd’s research endeavors have become widely renowned, and his talks have been featured at SXSW, TEDx, Google, the Aspen Ideas Festival, and Apple.

PAVEL LUKSHA, PH.D.
- PROFESSOR OF PRACTICE AT MOSCOW SCHOOL OF MANAGEMENT SKOLKOVO
- FOUNDER OF GLOBAL EDUCATION FUTURES

Pavel Luksha is a professor of practice at the Moscow School of Management SKOLKOVO and manages educational programs for leaders in innovation, future education, and R&D. Pavel earned bachelor’s, master’s, and doctorate degrees in economics from the Higher School of Economics in Moscow. He is fluent in English and speaks French and German.

In addition to teaching, Pavel is the founder of Global Education Futures and a co-founder of the Living Cities movement in Russia.

He is the author of Global Education Futures Agenda, a visionary book on the transformative role of education technologies, and the Atlas of Emerging Jobs, one of the most detailed global compendiums of new and emerging jobs—both of which have catalyzed systemic innovations in the Russian education system and across emerging economies.

MELINA UNCAPHER, PH.D.
- DIRECTOR OF EDUCATION PROGRAM AT NEUROSCE
- ASSISTANT PROFESSOR, NEUROLOGY, UCSF

Melina Uncapher is a neuroscience with 15 years of experience at the forefront of learning and memory research. She is currently an assistant professor in the department of neurology at the University of California, San Francisco and director of the Education Program at Neuroscape, which uses educational neuroscience to investigate how students learn in the classroom. She partners with educators throughout the country to design, implement, and assess education innovations that are grounded in the science of learning.

Melina also leads a multi-university Science of Learning network, funded by the National Science Foundation. This research program partners faculty at Stanford, U.C. Berkeley, and U.C. San Diego to investigate how executive function/cognitive control contributes to academic achievement in middle childhood. Additionally, Melina co-founded and is C.E.O. of a science-for-good nonprofit, the Institute for Applied Neuroscience, that arms educators and students with practical tools based on the science of learning.
Innovation Age.

The University of Tennessee,

build a global school for the

scholarships for students at

have joined together to

he has funded over 180 full

and business leaders who

in Washington, D.C., and

team of innovators, educators,

Center for Education Reform

mission and the extraordinary

He sits on the board of the

Future for Public Education

was drawn to its meaningful

School & Studios because he

Imagination

student performance

Looking at building

Crash

Chris is the author of

from Texas Tech University.

Alliance: NATO and the Political

was a principal and director

strategy practice in 2007, Peter

over 50,000 students. Prior

concepts for learning spaces. His

educational-focused

projects in over 25 states and

many leading international

schools, have resulted in

but also the thinking

creative skills to use

content to advance change in

world.”

Chris Whittle is an

entrepreneur with four decades

doctoral leadership experience in

fields of education and

media. He conceived of and

founded Edison Schools (now

EdisonLearning) in 1992, with Ruso Schmidt. Edison has been instrumental in establishing the charter-school movement and has served 450,000 students on three continents.

Chris is the author of Cool

Course: Imagining a Better

Pathway for Public Education.

He sits on the board of the

Center for Education Reform

in Washington, D.C., and

he has funded over 180 full

scholarships for students at

the University of Tennessee,

his alma mater. He began his

career in publishing, building

a single college magazine into

Whittle Communications, one

of America’s top 100 media

businesses in the 1980s. At

the age of 36, his company

bought Equire magazine, where he served as chairman and publisher for many years. He founded Channel One, a

national in-school television

news program (first anchored

by Anderson Cooper), which

reached eight million students
daily in 12,000 schools.

Channel One’s programming has received a host of awards, including the Peabody Award, one of television journalism’s highest accolades.

Chris has a B.A. in

American studies from the

University of Tennessee,

and China. Prior to this, Ian

served in the office of the

secretary of defense at the

Pentagon. He holds an M.Phil.
in international relations and

a Ph.D. in history, both from

the University of Cambridge,

as well as a graduate diploma in social sciences from

Stockholm University. He

received his bachelor’s degree

(cum laude) in history from

Amherst College and also

studied art history and Italian

in Florence, Italy. He was

named a Young Leader of the

French-American Foundation

(2005) and a Companion of

the Royal Aeronautical Society

(2005). He is a recipient of

the Defense Exceptional

Public Service Medal (2015)

and the Sir Charles Kingsford

Smith Medal (2015) for

outstanding contributions to

aviation. He has served as a

director of the U.S. India

Educational Foundation and

of the Australian American

Fulbright Commission. He is

the author of The Promise of

Alliance: NATO and the Political

Imagination. He joined Whittle

School & Studios because he

was drawn to its meaningful

mission and the extraordinary

team of innovators, educators,

and business leaders who

have joined together to

build a global school for the

Innovation Age.
Global advances are fundamentally changing the way the human race functions. The most sophisticated parents recognize these trends and are demanding the best opportunities for their children to succeed in this world, while maintaining a strong sense of values. I am thrilled about the opportunity to create a new educational organization with the highest standards in the world.

Joe Keeney has opened and operated over 100 schools in his 20-plus years in the field of education. He is the founder of 4th Sector Solutions, a provider of charter-school shared services, and was formerly president of Edison Charter Schools, where he led a national network of schools. Joe was also a divisional president and the C.O.O. of a Fortune 1000 global manufacturer, and he has lived in London and Hong Kong. He has a B.A. from Columbia College, an M.B.A. with high distinction (Baker Scholar) from Harvard Business School, and an Ed.M. in education leadership from Teachers College of Columbia University.
ALAN SMITH
GLOBAL HEAD OF HUMAN RESOURCES, N.Y.C. HQ

“Whittle Schools & Studios is going to be crucial to developing the talent of the future because we will be able to have students and teachers travel from country to country with a common theme of building global citizens.”

Alan Smith has broad H.R. experience from working at such firms as Pfizer, Wyeth, Aon Consulting, and John Hancock. Prior to joining Whittle School & Studios, Alan spent eight years with TE Connectivity, a $6 billion global industrial electronic-components manufacturer. In his last role with the company, Alan was based in Shanghai, leading the global H.R. function for the communications-solutions segment. Alan has a B.A from Wesleyan University and an M.B.A. from Columbia University. In addition to extensive global business travel, Alan has lived in Boston, Los Angeles, San Francisco, and Shanghai.

SAIBABA (SAI) TATA
HEAD OF DEVELOPMENT, MIDDLE EAST, INDIA, AND FAR EAST, N.Y.C. HQ

One of the earliest members to come on board Whittle School & Studios, Sai Tata brings more than three and a half decades of corporate expertise and educational prowess to his position. Prior to joining the company, he was a founding member of GEMS Education, the largest pre-K-12 company in the world. Sai received his bachelor’s degree in commerce from Andhra University and his law degree from S.P. University, both in India.

CHRISTINE Y. ZHAO
CHIEF FINANCIAL OFFICER, N.Y.C. HQ

“Having two school-age children myself, I feel the need to educate students around the world to become global citizens. Having diverse experiences and appreciating international cultures will expand their horizons, both personally and, ultimately, professionally.”

Born in China, Christine Zhao holds an M.B.A. from Harvard Business School and a B.S. in economics with distinction from Fudan University in Shanghai. She comes to Whittle School & Studios with a wealth of experience in the finance sector. She previously served in high-level positions at Bank of America Merrill Lynch, J. P. Morgan, American Express, and Goldman Sachs. She served as group chief financial officer of Best Inc. She has worked in New York, London, Singapore, Hong Kong, and China, and has managed teams across four continents. She is fluent in Mandarin and Cantonese.

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Laura Eshbaugh
Office of the C.E.O., Knoxville, Tennessee
Bio, Page 95

Charles Iannuzzi
Director of Global Boarding, Beijing
Iannuzzi joined Whittle to extend his love for global education development. A 2007 Duke University graduate, Charlie most recently served as the Hotchkiss School’s first director of international admission and instructor in development economics. Previously, he was dean of student affairs and dean of admission at Pudan International School in Shanghai; a William J. Clinton Fellow for the American India Foundation at Ashram Parivar Vidyalya School in Uttarakhand, India; and taught and designed curricula on Khan, one of the Marshall Islands, through INGO WorldTeach. He has substituted Mandarin for the Kumaoni he used to speak.

Jan Lippert
Knoxville, Tennessee
Jan Lippert has over 25 years of experience working at Whittle Communications, Edison Schools (now EdisonLearning), and Avenues: The World School. Her responsibilities have included marketing, investor relations, capital formation, budgets, and finance, as well as corporate events such as client conferences and shareholder meetings. Jan is a native of Knoxville, Tennessee, and graduated from the University of Tennessee with a B.S. in real estate and finance. She is an avid sports fan and roots for the University of Tennessee Volunteers. A music lover, she plays the piano and enjoys the variety of music offered in eastern Tennessee.

Lindsey Nelson
Associate Director of Product Development, N.Y.C. HQ
Bio, Page 96

Matthew Pohl
Director of Enrollment Strategy/Associate Director of College Counseling, N.Y.C. HQ
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Mike Stakis
Director of Marketing and Communications, N.Y.C. HQ
Originally from the Philadelphia area, Mike Stakis joined Whittle School & Studios in September 2016. He received a B.A. in political science from Hobart College and an M.B.A. from the Mason School of Business at the College of William and Mary. Mike spent nine years in Washington, D.C., in various legislative, political, and government-affairs capacities. Previously, he worked for Senate majority leader Bill Frist, served on Rudy Giuliani’s presidential campaign, and advised sitting senators and political candidates throughout the country. Mike joined Whittle School & Studios to be part of an unrivaled opportunity to join leaders in education and other industries to create the first truly modern school of the 21st century.

Fred Yasin
Corporate Controller, N.Y.C. HQ
Fred Yasin joined Whittle as the corporate controller in October 2017. Prior to that, he was a finance executive for publicly traded companies. From 2014 to 2015, he served as vice president and corporate controller at SIGA Technologies, where he was responsible for S.E.C. reporting, accounting, taxes, finance, and the execution of business strategies. Prior to joining SIGA, Fred was an executive director at Estée Lauder. He also served 11 years as a senior manager at Ernst & Young, responsible for audits of Fortune 500 companies.

Rongrong Zhang
Executive Administrator and Office Manager, N.Y.C. HQ
Rongrong Zhang’s parents were teachers, which sparked her interest in education from an early age. Before she joined Whittle, she worked in the education field for more than five years. She developed an online education platform, which had a focus on bringing American education resources to the Chinese market. More recently, she worked as the operation director for a career-consulting firm. Rongrong holds an M.B.A. from the University of Illinois, Chicago, and a master’s degree in finance from the Illinois Institute of Technology. Before coming to the U.S., she attended Beijing University of Posts and Telecommunications, during which time she spent one year on an exchange program in Tokyo. Her native language is Chinese, and she also speaks fluent English and conversational Japanese.

Charlie Iannuzzi
Director of Global Boarding, Beijing
Iannuzzi joined Whittle to extend his love for global education development. A 2007 Duke University graduate, Charlie most recently served as the Hotchkiss School’s first director of international admission and instructor in development economics. Previously, he was dean of student affairs and dean of admission at Pudan International School in Shanghai; a William J. Clinton Fellow for the American India Foundation at Ashram Parivar Vidyalya School in Uttarakhand, India; and taught and designed curricula on Khan, one of the Marshall Islands, through INGO WorldTeach. He has substituted Mandarin for the Kumaoni he used to speak.

Jan Lippert
Knoxville, Tennessee
Jan Lippert has over 25 years of experience working at Whittle Communications, Edison Schools (now EdisonLearning), and Avenues: The World School. Her responsibilities have included marketing, investor relations, capital formation, budgets, and finance, as well as corporate events such as client conferences and shareholder meetings. Jan is a native of Knoxville, Tennessee, and graduated from the University of Tennessee with a B.S. in real estate and finance. She is an avid sports fan and roots for the University of Tennessee Volunteers. A music lover, she plays the piano and enjoys the variety of music offered in eastern Tennessee.

Lindsey Nelson
Associate Director of Product Development, N.Y.C. HQ
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**Sandra (Sandy) Schultz**  
*Global Faculty Recruitment*  
A Philadelphia native, Sandra joins the Global Faculty Recruitment team with extensive leadership and operational experience in both education and the corporate arenas. Sandra began her career in education, as an English teacher. However, during a corporate relocation to Salt Lake City, she was offered the opportunity to utilize her education background in a corporate setting, creating an employee training program for an upstart healthcare agency servicing the entire state. This position ultimately evolved into overseeing and directing the formation of its Human Resources department. Sandra then served at the helm through a successful corporate merger with a national healthcare corporation until her relocation back East, where she re-entered the education arena. For the past 15 years, Sandra has worked in both public and private PreK-12 sectors utilizing her operational and entrepreneurial acumen, where she has served as a Director/Head of School for two private schools, and Principal of one charter school in the NYC metro area. Sandra earned her B.A. in English and B.S. in Education from Bloomsburg University, in addition to earning an M.A. in Organizational Management during her tenure in Salt Lake City. She is excited to join Whittle School & Studios, sharing her passion for education reform, recruiting like-minded educators to join us on the journey of the transformation of global education.

**Yun Wendy Zhou, Ph.D.**  
*Associate Director of Partnerships and Communications, N.Y.C. HQ*  
Wendy Zhou was born and raised in China. After earning her B.S. at Tsinghua University, she moved to the U.S. to pursue graduate education. She earned a master’s in public administration at Columbia University and a doctorate in engineering at the University of California, Berkeley. She has 10 years of research and work experience in academia as well as in the public and private sectors, focusing on environmental and energy policy and social-impact investments. She was a Stanton Fellow at the Kennedy School of Government at Harvard University and a policy adviser in the New York City mayor’s office. As a mom of two, she is particularly interested in personalized education to improve children’s learning experiences and performance.

**Shenzhen Launch Team**

**Patricia Hoey**  
*Chief Operating Officer, Shenzhen Campus*  
Patrick Hoey was previously the Greater China president of Wycombe Abbey International Schools at BE Education, opening and managing holistic, hybrid-curriculum, co-educational boarding schools that targeted affluent Chinese families. He was also the managing director of Dulwich College China, where he established a network of international schools for expatriates. Patrick studied Chinese at Fudan University in Shanghai, holds a bachelor’s degree in Chinese studies from the State University of New York at Albany, and received an M.B.A. from the University of Southern California. Patrick is from New York but he has lived in China for more than 20 years and is fluent in Mandarin.

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**Melissa Wang**  
*Finance Director, Shenzhen Campus*  
Hilda Huang grew up in Shanghai, Beijing, and Henan provinces. She studied at Cheungking University, majoring in accounting. She is a member of Chartered Institute of Management Accountants and Chartered Global Management Accountant, and has broad experience in audits, internal controls, financial planning and analysis, mergers and acquisitions, and legal compliance in international companies and major Chinese companies. Hilda was an auditor at Arthur Anderson and PwC and finance director of Interport in the Asia-Pacific region. A Shenzhen resident, Hilda joined Whittle because she is impressed by the vision of innovation in education in a global network.

**Xi (Allen) Zhang**  
*Director of Enrollment Operations, Shenzhen Campus*  
Originally from Fujian, China, Allen Zhang, CFA, has lived and worked in four countries: China, Romania, France, and Singapore. He earned his B.A. from Xiamen University and an M.B.A. from INSEAD. He spent seven years working in the financial sector: four years at PwC and three at Huaweis as financial manager in charge of finance and accounting operations in the Europe-region shared-services center. He joined Whittle because of its grand vision and the people on the team.

**Cheng (Brian) Yang, Ph.D.**  
*Director of Center of Excellence and Director of Admission, Shenzhen Campus*  
Brian Yang is currently president of Columbia Global Education, the university’s private education division. He earned an M.B.A. from INSEAD. He began his career in investment banking, and then spent seven years working in the New York City mayor’s Office of Excellence, overseeing and directing the formation of its Human Resources department. Sandra then served at the helm through a successful corporate merger with a national healthcare corporation until her relocation back East, where she re-entered the education arena. For the past 15 years, Sandra has worked in both public and private PreK-12 sectors utilizing her operational and entrepreneurial acumen, where she has served as a Director/Head of School for two private schools, and Principal of one charter school in the NYC metro area. Sandra earned her B.A. in English and B.S. in Education from Bloomsburg University, in addition to earning an M.A. in Organizational Management during her tenure in Salt Lake City. She is excited to join Whittle School & Studios, sharing her passion for education reform, recruiting like-minded educators to join us on the journey of the transformation of global education.

**Xiaofang (Susan) Chen**  
*Associate Director of Marketing and Communications, Shenzhen Campus*  
Originally from Guangdong, China, Susan earned her B.A. at Huibe University of Technology in 2006, launching her 12-year career in the hospitality business. Susan was the founding member of two internationally known hotels, where she specialized in administration, sales, and marketing. The idea of a different future for education drew her to Whittle School & Studios. Susan is fluent in Mandarin, Cantonese, and English.

**Yajing (Kara) Gao**  
*Associate Director of Admission, Shenzhen Campus*  
Kara Gao earned her B.A. in accounting at Tsinghua University and an M.B.A. in finance at the Chinese University of Hong Kong. She has a background in sector-wide and company research, developed while at Boersa Asset Management Co., one of the first fund-management companies established in mainland China. After entering the education field, she served as senior manager at a private kindergarten and an M.B.A. in finance. She has 15 years of experience in academia as well as in the public and private sectors, focusing on environmental and energy policy and social-impact investments. She was a Stanton Fellow at the Kennedy School of Government at Harvard University and a policy adviser in the New York City mayor’s office. As a mom of two, she is particularly interested in personalized education to improve children’s learning experiences and performance.

**Haiheng (Eric) Lin**  
*Business Development, China*  
A former senior business leader for Lufax China and G.E., Eric Lin held positions in strategy planning and business development, sales, and marketing for over 10 years. Eric was an Experienced Commercial Leadership Program member and Sin Sigma Black belt for General Electric, and was also the China youth envoy to UNESCO and a member of its Antarctica expedition (1997). He has extensive work experience in China, Europe, Africa, the U.S. and South America. Born in Guangdong, China, he holds an M.B.A. from Glagow University. Eric was a guest professor at Sidhuan International Studies University.

**Jin (Hilda) Huang**  
*Finance Director, Shenzhen Campus*  
Hilda Huang grew up in Shanghai, Beijing, and Henan provinces. She studied at Cheungking University, majoring in accounting. She is a member of Chartered Institute of Management Accountants and Chartered Global Management Accountant, and has broad experience in audits, internal controls, financial planning and analysis, mergers and acquisitions, and legal compliance in international companies and major Chinese companies. Hilda was an auditor at Arthur Anderson and PwC and finance director of Interport in the Asia-Pacific region. A Shenzhen resident, Hilda joined Whittle because she is impressed by the vision of innovation in education in a global network.
Originally from Shenzhen, Connie Wu has lived in Hong Kong for more than 14 years. She earned her B.B.A. in accounting and finance, with honors, at the Hong Kong University of Science and Technology and an M.Sc. in psychology from Hong Kong University. She also studied finance and psychology at the University of Pennsylvania. Prior to taking her position at Whittle School & Studios, she served as executive director of a hedge fund based in Hong Kong. She was attracted to Whittle by the global vision of the school, its commitments to innovation, and its community of talent.

Jane Zhang received her M.A. in cultural management from the Chinese University of Hong Kong. She is the founder of World Top School Exchange Education Consulting Services, which helps students from Asia and their families to experience top schools in the United States, Canada, Australia, and Japan. Previously, she worked at Zuoyou Management Consulting.

Mengya Zhang holds a master’s degree in guidance and rehabilitation from Columbia University. She is a trained behavior analyst in autism-spectrum disorders, and also a founding member of the first national special-education foundation in China. After a career in marketing, Mengya pursued her passion in developmental psychology, which ultimately led her to working with families and children of diverse backgrounds and needs. After nine years spent in developmental psychology and childhood behavior intervention, she still enjoys working with children of all ages, and believes that every child thrives in his or her own way, which is the reason she was attracted to Whittle.

Rachel Yong was born in Lanzhou, China, in the Gansu province, and moved to Shenzhen in 1992. She earned her B.A. in international business economics from the University of the West of England and an M.Sc. in economics, finance, and management from the University of Bristol. She is a native speaker of Mandarin and Cantonese and is fluent in English. She is drawn to Whittle School & Studios by its pioneering educational philosophy.

Chang Liu earned her B.A. in English at Dalian Maritime University in Dalian, China. As an undergraduate, she spent two years as an exchange student in Buffalo, New York, and earned her second B.A., at Medaille College. In Buffalo she served as a volunteer tutor for Literacy New York. She went on to study in the U.K. and graduated with a M.Sc. in business technology consulting from the University of Reading. She has also worked as a book editor in Beijing.

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KEVIN BAIN
ADMISSION ASSOCIATE,
D.C. CAMPUS

Kevin Bain grew up in the metro-Detroit area and attended the University of Michigan, where he competed on the men’s varsity swim team. He received his bachelor’s in international finance at the Roos School of Business, with a dual degree in comparative literature focusing on German and Chinese cultures. After graduation, Kevin pursued investment banking at Citigroup in New York, followed by a stint at a tech startup in San Francisco. He has lived in Berlin, Beijing, and Shanghai and speaks German and Mandarin. Kevin joined Whittle School & Studios in December 2017 to combine his international business acumen with his passion for education.

RON CORRADO
DIRECTOR OF CONSTRUCTION AND FACILITIES,
D.C. CAMPUS

Ron Corrado was born in New York City and raised in Connecticut, where he studied electrical engineering at Greater New Haven State Tech. Ron’s career experience includes working with the U.S. Department of State, after which he moved to Herk-de-Stad, Belgium, to lead construction and renovation projects in over 20 European countries and the former Soviet Union. He then spent three years at Greenwich Country Day School in Connecticut as a teacher, coach, and associate director of alumni relations. Matt has dedicated the past 10-plus years to school development as the director of annual giving at St. Anne’s-Belfield School in Charlottesville, Virginia, and, most recently, as an alumni-programs and major-gifts officer at Episcopal High School in Alexandria, Virginia.

MATTHEW DRAKE
ASSOCIATE DIRECTOR OF ADMISSION,
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Matt Drake joined Whittle School & Studios after 15 years of experience in the independent-school world. Upon graduating from the Groton School, Matt earned a B.A. from the University of Virginia. His career began at the Fossenden School in Massachusetts, where he served as a dorm parent, coach, and teacher. He also spent three years at Greenwich Country Day School in Connecticut as a teacher, coach, and associate director of alumni relations. Matt has dedicated the past 10-plus years to school development as the director of annual giving at St. Anne’s-Belfield School in Charlottesville, Virginia, and, most recently, as an alumni-programs and major-gifts officer at Episcopal High School in Alexandria, Virginia.

GREGSON MANN
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Gregson Mann is a fifth-generation Washingtonian and attended Wolford College, where he received a Princeton in Asia Fellowship to teach at TK Poo School in Shanghai. He previously served as a presidential appointee in the Department of Education’s Center for Faith-based and Neighborhood Partnerships, where he supported the development of a global network of political, education, and religious leaders. He additionally draws on his experiences as a junior fellow at King’s Academy in Jordan, a volunteer in Mumbai, and a boarding student at Phillips Academy, Andover. Harrison was drawn to Whittle by the promise of working with a talented, passionate team to build the preeminent education of the 21st century.

HARRISON HART
ADMISSION ASSOCIATE,
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A Baltimore native, Harrison joins Whittle School & Studios from Amerigo Education, a leading boarding provider for international students at U.S. high schools. As the third employee at Amerigo, Harrison established business-development and student-recruitment strategies and oversaw the fit-out of the three inaugural campuses. He received his B.A. in English from Dartmouth College, where he received the Research, Writing, and Information Technology Leadership Award for his oversight in hiring for the writing center. He also managed a student-owned furniture company and served as a core team member for Obama for America. He additionally draws on his experiences as a junior fellow at King’s Academy in Jordan, a volunteer in Mumbai, and a boarding student at Phillips Academy, Andover. Harrison was drawn to Whittle by the promise of working with a talented, passionate team to build the preeminent education of the 21st century.

SARAH SCOTT
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Sarah Scott grew up in Rockport, Maine, and attended Middlebury College, majoring in international and global studies with a focus on East Asia and Chinese language. In her senior year, she was chosen to be a representative on the Middlebury College board of trustees as an advocate for the summer intensive-language programs and the Middlebury schools abroad. She has lived and studied in Beijing and Qingdao, China. Sarah joined Whittle in July 2017 and is excited about applying her knowledge of China and her work in global studies to support the Whittle network.

KATARINA SLOBODCOVA
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Raised in Europe with an American education, Katarina Slobodova was able to enjoy a trilingual upbringing (Slovak, German, English), which prompted her to pursue a degree in linguistics and cognitive science at Rice University. She went on to complete an M.A. in international education at Columbia University under the Foreign Language and Area Studies fellowship, focusing on East Asia. After extensive Chinese-language study, she moved to China, where she facilitated student exchanges and cultural programming at several nonprofit and for-profit educational institutions. She joined Whittle to promote study-abroad programs among pre-college students.

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