I am grateful to those who initiated and carried out the translation and publication in Chinese of Schools for Growth. I do hope that the ideas and practices I share in this book speak to you. Chinese and American cultures are very different, to be sure. And yet, how education is done in both cultures is equally outmoded. Sadly, *acquisitional learning* as the foundation for schooling knows no geographic or cultural bounds—it reigns across the globe.

There is no shortage of critics of how schooling is done. Parents and teachers and students talk about it all the time. Experts write books about it. Some of them put forth brand new ideas. And some even start new kinds of schools. I applaud all these efforts. I believe, however, that they are limited by virtue of being focused on learning and omitting human development. They don’t address or challenge the philosophical assumptions of what learning is and what learners are. That’s what’s different about *Schools for Growth*. It is actually an argument against learning! Against learning that’s not developmental. Against learning as the acquisition of knowledge. Against learning as a distinctly formal and didactic and individuated enterprise, one completely cut off from from the rest of life, from play, from creativity, from conversation, from what human beings are capable of discovering together. Against learning as becoming a “knower.”

I wrote *Schools for Growth* as both polemic and possibility. Through my Vygotskian *developmental learning* lens I tell the story of three schools that bring development back into the education equation in three very different ways. As you read, you will see Vygotsky’s unity of learning-and-development supported. You will see attempts to foster, rather than suppress, both individual and collective *creativity and responsibility* (for they are, in my opinion, intimately related) on the part of adults and children equally. You will see success and failure. Most of all, I hope you see yourself, students, teachers, families, and community in some new—developmental—ways.

Lois Holzman

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