



Core Values



Vision

Note: The following vision was developed as an outgrowth of work done by the entire community through strategic and accreditation processes. Built on a strong body of data and insight, the Board of Trustees and Administration captured this work in the following description of what might be achieved in the next 4-6 years. The following is the long version and the specifics of the picture being painted below are not as important as the overall understanding of the environment we are attempting to create under the Core Values and Mission as described through story telling. This vision helps us to have a common understanding of the kind of culture we want to create in this school through our objective and strategies. The following should be read and visualized to understand the desires of the school community.

Imagine a school where everyone spends the majority of their time managing what they do and designing how they do it:

As you walk into school, you can feel the buzz as people get set up for the day ahead. It feels more like walking into a buzzing coffee shop first thing in the morning than a beige school.

Learning takes place from the first hubs you spot by the main door all the way through the different levels of our campus. As a visitor, you'd struggle to spot the teachers. Students themselves aren't even sure anymore if a teacher is there for learning support or additional language support - as far as students are concerned, any adult is there to help them out when they hit a hurdle. Teachers and non-teaching staff are more fluid in their approach to work, doing most things together not alone. Where students need specific expertise someone has to offer, they call in that adult. And students know where to find the things they need - people, resources, equipment.

Teachers don't stand and deliver any more - they might have masterclasses with small groups, but most of their time is spent coaching students through their work. Where content does need to be taught, it's more often than not our students who are doing the teaching, showing their mastery and challenging each other's perceptions in the subjects and projects through which we learn.

Students, like staff, set their own personal goals for the next few months and years - everyone has their own vision of success. Teachers travel from around the world to learn how to teach here.

The school is just one of three places where students learn here. All day there are kids outside, not just at break time. Children play, explore and have adventures outside. The trees we planted in 2019 have come to maturity and so we have our second school on site: The ASW Forest School. This isn't for just our youngest students. Senior High Schoolers also take their work outdoors - not all good ideas or insights come from sitting behind a desk.

The third space is outside the school walls. Students see more of the world outside the classroom. There are regular pre-packaged, off-the-shelf expeditions around Poland and Warsaw because a lot of our curriculum can be learned better outside the campus than on it.

Non-teaching staff have seen their role change, and they all work with kids, every day. You walk into the IT Office but it's moved from this place with security entry and adults who 'provide a service' to other people - it's filled with children and adults working together, harnessing the support of the IT team to make their projects deeper. In the admissions office, staff work together in a startup type environment. Every member of that team is an entrepreneur in their own right, finding new ways to shape the way people understand what ASW is about.

ASW's approach to space is one of "The Campfire". It's intimate, warm and it tempts people in. People's work shows their enthusiasm; you ask yourself whether any of these people ever do things they DON'T want to do.

In the cafeteria and corridors, you see students and teachers collaborating and talking about their work as equals. Kids don't communicate in a caged way ("this is my teacher, I'd better be careful about what I say"), but work alongside their peers, students who are older than them, and adults. So, in the cafeteria, teachers and students eat together and talk about life or work. The schedule helps teachers take a 'real' break at one point in the day so that they can have this kind of working break at the same time as students. The restaurant emanates beautiful smells of the foods that students prepare alongside catering staff. Once a week these meals reflect the culture of one of our communities.

The school is bright, wide open, with LED lights that don't flicker and make people tired. Leisure time, family time, eating time, and learning time, all take place in this building. People don't want to leave because the environment is both comfortable and hardworking. The school helps out with this since there are studios in which all kinds of professionals with their kids at the school choose to work. ASW Studios have become the number one studio and networking space for all kinds of businesses in the city.

Surprisingly, for a school, what you never hear is "stop" or "don't" or "you can't do that." In fact, the school has taken some bold decisions, thanks to its financial planning, that provides a cushion for innovative ideas to be tried, tested, and expanded upon when they work.