

CHADWICK INTERNATIONAL



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» Here in this Country School both boys and girls may find excellent instruction, plenty of outdoor life, and good companions.

– MARGARET LEE CHADWICK, School Founder
(from the original hornbook posted on the school gates)



History of Chadwick

1935 Margaret Lee Chadwick founds Chadwick Open-Air School in her San Pedro home with four students, two of them her own children.

1938 The Palos Verdes campus of Chadwick Seaside School opens thanks to generous donations of land from the Vanderlip family and buildings from the Roessler family. Seventy-five day and boarding students attend.

1940 Chadwick graduates its first class consisting of 6 boys and 5 girls.

1963 Commander and Margaret Lee Chadwick retire after 28 years of service to the school. The Roessler-Chadwick Foundation is created and appoints its first Trustees.

2010 Chadwick International (CI), a second campus of Chadwick School, is established in the new city of Songdo, Incheon in South Korea. 280 students from Kindergarten to Grade 7 are admitted during the first school year to form a 'one school, two campuses' system.

2011 CI adds Pre-Kindergarten to its Village School Program.

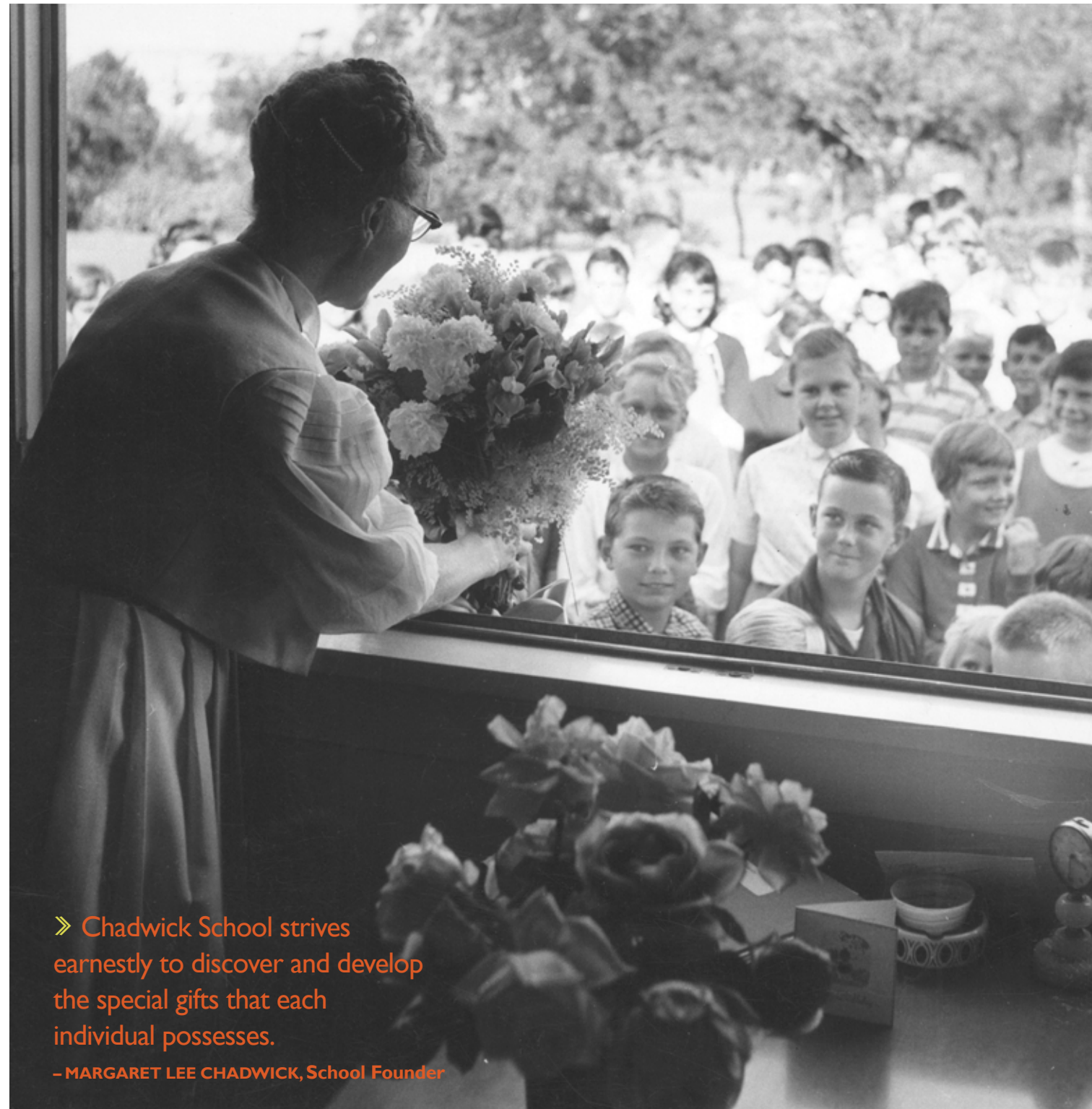
2012 CI opens its Upper School program and is accredited by WASC. CI starts the inaugural outdoor education trip and BOOM trip.

2013 CI receives IB PYP accreditation.

2015 CI receives IB DP accreditation.

2016 CI holds the first commencement ceremony for its first graduating class of 68 students.

2017 CI receives IB MYP accreditation. CI's first IB DP class graduates.



» Chadwick School strives earnestly to discover and develop the special gifts that each individual possesses.

— MARGARET LEE CHADWICK, School Founder

Founding Principles



MARGARET LEE CHADWICK
School Founder

In 1935, Margaret Lee Chadwick established a school at her home in San Pedro with just four students. She dedicated Chadwick School to the development of the whole child — character, well-being and intellect. She also wanted girls and boys of all races, religions and backgrounds to feel welcome. Finally, Mrs. Chadwick believed that it was essential “to discover and develop the special gifts that each student possesses, to deepen their understanding of the complexities of the world, and to inspire each to reach his or her full potential,” central tenets of Chadwick School’s mission statement. In 1938, the Vanderlip and Roessler families donated the land and building funds for a campus on the Palos Verdes Peninsula. Chadwick’s enrollment soon grew to 75 boarding and day students. In the 1960s, Chadwick transitioned to its current program for day students only, and its enrollment has steadily increased to its current 800-plus K-12 students.

Though Chadwick School has grown and changed throughout the decades, our mission and core values remain true to Mrs. Chadwick’s original philosophy. We are a dynamic and diverse educational community, dedicated to academic excellence, self-discovery through experience, and the development of self-confident individuals of exemplary character. Our goal is to create a stimulating learning environment where talented faculty and students are encouraged to interact in an atmosphere of mutual respect and trust.

A day in the life



Mission Statement

Chadwick Schools develop global citizens with keen minds, exemplary character, self-knowledge, and the ability to lead.



A community of mutual respect and trust



» I really respect Chadwick International's philosophy and its five core values: honesty, respect, responsibility, fairness, and compassion. I am greatly satisfied that these values are being incorporated into the education of my child, as I believe that if a child develops these core values, then his academic achievements will naturally follow.

– GRACE MOON, Chadwick Parent

An atmosphere of supporting, caring relationships

Faculty and students

There is a real feeling of warmth among Chadwick students, faculty and staff. Learning is collaborative and highly interactive. Teachers make it a point to get to know each student. Whether in the classroom, on the field, in an advisor meeting, or in a club activity, faculty members and students are interacting throughout the day, forging lasting relationships.



Students across all grade levels

Students of all ages learn from one another. For example, younger students may look up to older students who serve as role models in academics, athletics and all areas of school life; whereas, older students may remember the passion and innocence they once had as they see the interaction of younger students. Therefore, Chadwick International conducts a Program to promote integration of students between different grade levels from Pre-K to Grade 12. Once students enter Chadwick International, they are allocated to one of the four Houses: Fire, Water, Earth, and Air. Membership of the House enhances the student's sense of identity and belonging and creates a spirit of friendly competition, collaboration and cooperation.



Parents and the school

Chadwick parents are involved with their children's education. Written comments, grade reports, parent-teacher conferences and meetings with advisors help keep parents apprised of their children's progress. Parents show their support at school functions and athletic events. They are welcome on campus and are active volunteers throughout the school.



A talented, dedicated faculty



» Teachers at Chadwick International are focused on students. We use the lens of the IB learner profile and the core values to shape our teaching and unlock students' potential. In our classrooms, students are encouraged to inquire, take risks, and reflect.

– BRIANA SAMUELSON, Middle School Individuals & Societies Teacher

A handcrafted family of educators

As Chadwick International has expanded its realm to become the first of its kind in Asia, careful detail and planning has been administered in the selection of our highly qualified faculty members. Being sensitive to the needs and challenges faced with integrating students in the multi-cultural society of Korea has been at the forefront of our selection process. Our educators are fully certified with more than half of the educators holding Masters or higher degrees in their related fields of education. Also, the majority of our teachers have worked at international schools throughout the world, gaining experience and enriching their global perspective. The low student to teacher ratio of 8:1 allows for individual attention to the specific needs of each student in an environment open to critical thinking and creative expression.



Superior educational facilities



» The educational facilities at Chadwick International are second to none and the facilities for design technology are world class. Students have opportunities to develop their own ideas to problems and to produce prototypes that can be tested. It creates a safe place for students to inquire into real-world issues.

– JASON REAGIN, Middle/Upper School Design Teacher

Situated in the heart of what is known as “the city of the future,” Chadwick International is located in Songdo, the first eco-city in the Korean peninsula. Our state-of-the-art school reflects the growth and technological advancement of the city and was designed by the internationally renowned architectural firm of Kohn Pedersen Fox. Covering 500,000 square-feet and stretching over 17-acres, our facility boasts of purpose-built classrooms and numerous specialized facilities designed to provide an unmatched world-class educational environment.



Academic Facilities

- Village and Middle/Upper School complex including classrooms, art rooms, music facilities, playgrounds and administrative offices

Arts Facilities

- Performing arts indoor theater, Black box theater, outdoor amphitheater, fine arts studios and dance studio

Library Media Center

- Reading and periodical lounges, story corners, discussion lounge and an extensive collection of reading materials

Technology Center

- Cisco Tele-Presence rooms that connect the two campuses, allowing instantaneous and high resolution communication to both students and teachers for collaborative projects around the world.
- Campus-wide wired and wireless networks allowing server and Internet access
- 8-channel production enabled TV studio
- Robotics and Maker Space

Athletic Facilities

- Two gymnasiums with a climbing wall, athletic field, aquatics center, tennis courts and numerous playgrounds

Student Services Facilities

- Dining Halls
- Counseling Centers
- School store

The Village School

Pre-Kindergarten, Kindergarten through Grade 5



» I believe that a strong relationship between the school and the home is extremely vital to enhance students' educational experiences. We are working closely with everyone within the Chadwick community to ensure that our students reach their potential.

– JULIAN TAYLOR, Village School Principal

At Chadwick International, we recognize the importance of laying down a strong foundation of excellent learning in our students' academic careers. Consequently, our Village School curriculum is designed to meet the educational standard of the International Baccalaureate Organization's Primary Years Programme. We have implemented the highly successful principles of the "Understanding by Design" teaching model alongside the "Programme of Inquiry" course framework to ensure a comprehensive academic reserve from which our students can draw. This innovative framework focuses on the deepening of student's understanding, while simultaneously engaging in meaningful classroom learning experiences of discovery and self-awareness. The overall "Units of Inquiry" format is harmonized into the teaching of different subject areas and strives to find a balance between the search for understanding, the acquisition of essential knowledge and skills, the development of positive attitudes, and the opportunity for positive action.

Accordingly, it aims to achieve these through:

- Focusing on key concepts
- Exploring trans-disciplinary themes, within a body of knowledge that has local and global significance
- Developing essential skills, such as the ability to conduct research, communicate effectively, and think critically and creatively
- Fostering positive attitudes, such as tolerance, respect and responsibility
- Providing opportunities for meaningful action and social service



The Middle School

Grades 6 through 8



» Chadwick's pioneering spirit continues to spur us all onto developing into global leaders with keen minds and a strong moral compass. It is the dynamism, openness to venture toward new and unfamiliar experiences that afford Chadwick International a place among the world's most innovative schools, and it is with much pride and love of our mission that I continue to serve the Chadwick community.

– CONNIE KIM, Middle School Principal



During the Middle School years, students at Chadwick International transition from dependent to independent learning through our innovative and rigorous academic curriculum. We recognize that this is a time of self-discovery and change in our students' social and cognitive development. Our Middle School (MS) program facilitates an environment for our learners to inquire into the mechanics of the world around them.

The overall curricular structure of each grade level is designed to incorporate inquiry-based learning experiences that foster the development of multiple intelligences as well as to create lifelong learners who are inquiring, knowledgeable, and caring people who will make the world a better place. The MS program based on the curriculum of IB Middle Years Programme aims to support students to achieve the followings:

- A thorough knowledge of current global issues and an understanding of individual responsibility on local, national, and international levels
- The ability to perceive self and others as unique and valuable to the world
- A broad range of knowledge and skills required for personal success and the ability to contribute positively to the human community
- A mindset characterized by a willingness to generate new ideas, possibilities and outcomes
- The ability to utilize technology to enhance or to facilitate the learning process



The Upper School

Grades 9 through 12



» At all year levels, and throughout Chadwick International what you will find is a community and learning environment that values and celebrates the achievements of each individual, while appreciating and embracing collective responsibility.

– RUSSELL MCGRATH, Upper School Principal



Chadwick International's Upper School prides itself on giving its advanced students the best academic program possible before graduation. Our students develop these skills based on the curriculum of IB Diploma Programme :

- **Excellent academic skills** Our interesting and rigorous academic courses inspire students to do their best work and excel beyond their own expectations.
- **Good communication channels** Our small class sizes facilitate collaboration, active participation, and individual attention.
- **Self- knowledge** Various co-curricular offerings such as Outdoor Education, Service & Action, athletics and performing arts allow students to become more self-aware.
- **Social awareness** We offer global opportunities that help students develop their skills and talents, while also learning about themselves and the world around them.
- **A sense of community** We offer an atmosphere in which students and teachers develop authentic and meaningful relationships that last a lifetime.



The Upper School program promises to develop in its students a deeper appreciation for learning, natural leadership skills, sharpened habits of mind, and an exemplary character to prepare them for success at the most challenging universities and beyond.

Athletics and physical education

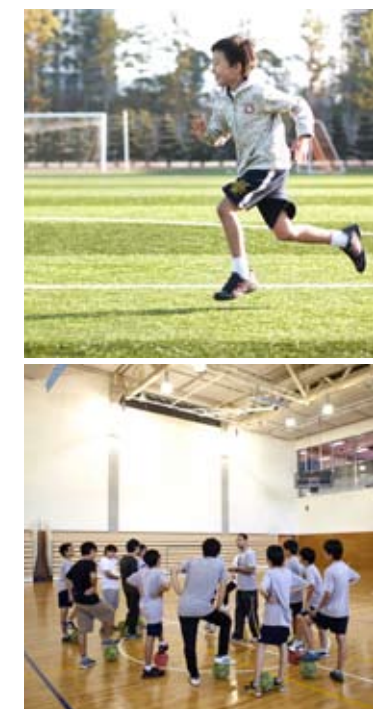


» Every time I step onto Chadwick's pitch, I remind myself that today is the tomorrow I waited yesterday, so I train to get better than my yesterday because tomorrow is promised to no one.

– KAFFIE KURZ, Class of 2018

Physical Education Overview:

Physical Education plays an integral part of the Chadwick curriculum as it focuses on the promotion of good personal health and a holistic lifestyle for our students. Our activity-based program emphasizes the skill development that improves the fitness and well-being of the individual student as well as healthy and safe lifestyles. The development of motor skills, regular fitness assessments and the practice of various sports are implemented to enhance each student's individual life-long fitness plan. Teamwork and collaboration amongst learners help build leadership skills and interpersonal life skills.



Visual and performing arts



» Drama is a truly collaborative art form, and Chadwick International's drama program offers an inclusive environment in which students can feel comfortable taking creative risks. Such risk-taking allows students to trust their ideas and abilities. The skills taught in our drama program focus first and foremost on the building of a solid ensemble.

– JOLENE BRISTER, Village School Drama Teacher

Art Overview

At Chadwick International, we value the intrinsic value of art education as a method of self-expression and increased creativity. Our art program provides students with opportunities to fuel their artistic abilities and development in the visual arts. Both aspects of technical analysis and instruction in a variety of art mediums as well as the creation, interpretation and study of art works further the development of their artistic skills. Students will work with a Visual Journal to develop ideas for art production and expand their ideas for self-expression and self-reflection. Art forms from around the world, as well as exemplars from different historical periods are presented for students to analyze, criticize, and form personal judgments and opinions. Studies in the expressive use of the Elements and Principles of Art & Design will provide them with the technical skills needed to create increasingly complex and original works of art.



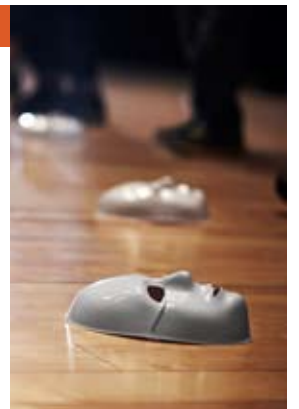
Music Overview

Chadwick International has a rich and diverse music program. Starting in the Village School, students participate in general music classes where they learn an appreciation of musical styles and forms. Students in the Village School also have opportunities to participate in orchestra or beginning brass classes. In Middle School and beyond, students have the option to study music in a performance based setting. These classes include band, strings, choir, and orchestra. In these classes, students study a range of music and work to develop their knowledge, skills, creativity and ability to respond to musical ideas.



Theater Arts Overview

Students at Chadwick International are exposed to a variety of theatrical mediums to express themselves and heighten their awareness of themselves in relation to the people and culture around them. Our students work collaboratively in creative dramatic processes and situations, which explores how different cultures and communities define themselves through drama and theatrical experiences. The vocabulary of theatre, which interprets meaning and communicates to the audience, is explored in practical applications and exercises. Working with theatrical devices allows for creativity, self-expression, self-growth, interpretation and construction of the manufacturing of new work based on themes of inquiry and deeper contextual understandings.



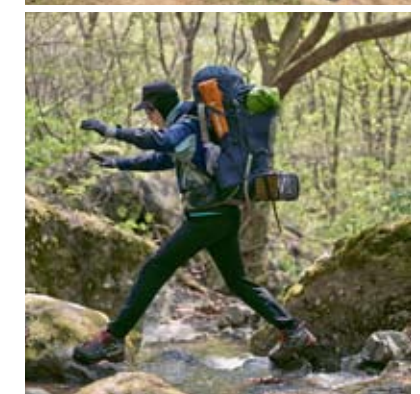
Outdoor education



» Nature is where you feel both the epitome of harmony and the limit of your tolerance. Outdoor education lets you find your limits on both ends.

—DANIEL KOO, Class of 2016

Chadwick International offers a truly unique outdoor educational program, Chadwick International Outdoor Education, in which our students explore the natural world around them by going on small-group adventures and wilderness activities. As this is a Pre-K to 12 progression-based course, age appropriate wilderness experiences and physical challenges are incorporated at each grade level. Learners must face physical and mental challenges based on previous learning experiences and are facilitated at every step by our highly qualified outdoor instructors. Chadwick International Outdoor Education has carefully developed programs with an emphasis on risk management. All courses are intended to find a balance between actual and perceived risk. Students are pushed to challenge themselves in this environment and to solve problems effectively by themselves and in group settings. The development of leadership roles, conflict-resolution abilities and effective communication skills are all emphasized throughout the curriculum. The study of natural consequences and ethical responsibility is practiced and students are given time to reflect and appreciate the need for conservation and sustainability of the world around them.

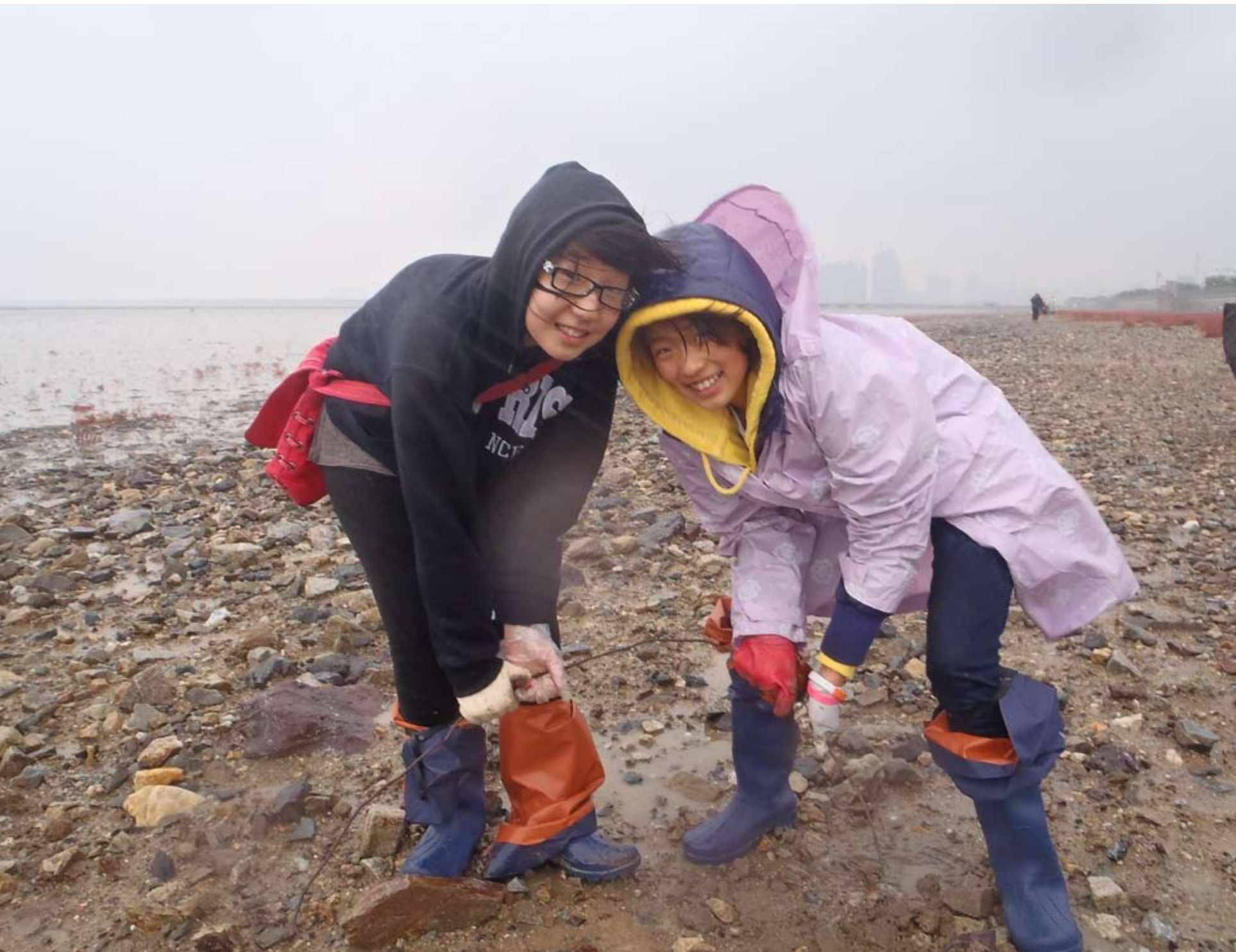


Service and Action

» It was a pleasure having the opportunity to share my talents. I learned many things, such as teaching in an engaging way (with regard to "Book Buddies program" at a local library) as well as important life values, such as responsibility and leadership through Service and Action.

— JESSIE RYU, Class of 2016

Service and Action at Chadwick International provides an opportunity for students to build meaningful relationships with the community. The program is rooted in the belief that education transcends academic excellence and necessarily involves development of good character. Through off-campus service opportunities offered by the school, students interact with others in meaningful ways, acquire new experiences, and share their individual talents and passions. From making crafts with children who have special needs and disabilities to reading English storybooks with students through a program at a local library, our students experience the diversity and complexity of the world firsthand. The program is available in various forms to all students, and carefully designed to foster gratitude, resiliency, compassion, positive attitude, and other important skills that help prepare our students to meet challenges in life.



Preparation for college



» We all share a common goal of helping students find colleges and universities that best match their individual strengths, academic pursuits, and future goals in order to prepare them for a lifetime of success.

—TREVOR RUSERT, Director of College Counseling

Recent Chadwick International graduates have been accepted by the following colleges and universities:

Canada

- University of British Columbia
- McGill University
- McMaster University
- Queen's University
- University of Toronto
- Western University

China

- NYU Shanghai

France

- The American University of Paris

Hong Kong

- The University of Hong Kong
- SCAD Hong Kong

Korea

- Ghent University Global Campus
- SUNY Korea
- Yonsei University
- Ewha Womans University
- Hankuk University of Foreign Studies
- Korea University
- Kyunghee University
- Sookmyung University
- Sungkyunkwan University

Switzerland

- Ecole Hoteliere de Lausanne

United Arab Emirates

- NYU Abu Dhabi

United Kingdom

- University of Brighton
- University of Bristol
- University College London
- Durham University
- The University of Edinburgh
- University of Essex
- University of Hull
- Imperial College London
- King's College London
- London School of Economics
- Middlesex University
- The University of Nottingham
- University of St Andrews
- The University of the Arts
- The University of Winchester
- The University of Warwick
- Oxford University

United States of America

- Adelphi University
- Albany College of Pharmacy
- American University

- Arizona State University
- Bard College
- Binghamton University
- Boston College
- Boston University
- Bowdoin College
- Brandeis University
- Brown University
- Bucknell University
- California College of the Arts
- California Institute of the Arts
- Cal State Polytechnic University
- Cal State University, Chico
- Cal State University, Long Beach
- Cal State University, Los Angeles
- University of California, Berkeley
- University of California, Davis
- University of California, Irvine
- University of California, Los Angeles
- University of California, Merced
- University of California, Riverside
- University of California, San Diego
- University of California, Santa Barbara
- University of California, Santa Cruz
- Carleton College
- Carnegie Mellon University
- Case Western Reserve University
- University of Chicago
- Clark University
- Coastal Carolina University
- Colby College
- Columbia University
- The Cooper Union for the Adv of Sci & Art
- Cornell University
- Denison University
- University of Detroit Mercy
- Drexel University
- Duke University
- Embry-Riddle Aeronautical University
- Emory University
- Fashion Institute of Technology
- The George Washington University
- Georgetown University
- Georgia Institute of Technology
- Grinnell College
- Univ of Illinois at Chicago
- Univ of Illinois at Urbana-Champaign
- Indiana University at Bloomington
- Indiana University-Purdue University
- Johns Hopkins University
- Kalamazoo College
- Kenyon College
- Long Island University, Post
- Loyola Marymount University
- Loyola University Chicago
- Maryland Institute College of Art
- Univ. of Maryland, Baltimore County
- University of Maryland, College Park

- Mass. Coll. of Pharmacy & Health Sci
- University of Massachusetts, Amherst
- University of Massachusetts, Boston
- Merrimack College
- Michigan State University
- University of Michigan
- Middlebury College
- University of Nevada, Las Vegas
- New York University
- Northeastern University
- University of Notre Dame
- Nova Southeastern University
- Northern Michigan University
- Ohio Northern University
- University of Oregon
- Otis College of Art and Design
- University of the Pacific
- Pennsylvania State University
- Pepperdine University
- Pratt Institute
- Princeton University
- University of Puget Sound
- Purdue University
- University of Redlands
- Reed College
- Rhode Island School of Design
- University of Rhode Island
- Rice University
- University of Rochester
- Rutgers University
- Saint Mary's College of California
- San Diego State University
- San Francisco State University
- University of San Francisco
- San Jose State University
- School of the Art Institute of Chicago
- School of Visual Arts
- Seattle University
- University of Southern California
- St. John's University
- SUNY Albany
- SUNY Buffalo
- SUNY Stony Brook
- Stevens Institute of Technology
- Syracuse University
- The New School-Parsons Sch. of Design
- The Ohio State University
- Tufts University
- Tulane University
- Vassar College
- Villanova University
- Virginia Tech
- University of Virginia
- Washington University in St. Louis
- University of Washington
- Wellesley College
- Wesleyan University
- University of Wisconsin

Chadwick's college counseling program

- Grade-level meetings for parents beginning in Middle School
- Comprehensive college counseling handbook
- Guest speakers including college deans and financial aid experts
- Individual meetings with parents and students as early as sophomore year
- Individual standardized testing plan for each student



In both scholarship programs, the selection criteria are based on the following:

Choosing a school is one of the most important decisions you will ever make, so we encourage you to learn all you can about our values, our programs and our people. Please come to visit so that you can experience for yourself the vibrancy and spirit of the Chadwick community - the committed and inspiring faculty; the bright, diverse and energetic student body; the expansive campus; and the variety of programs designed to encourage students in their intellectual and personal growth.

At Chadwick International, academic excellence is a cornerstone. We also believe that opportunities outside the classroom enable students to grow and to define themselves in preparation for a full and meaningful life. Therefore, we enroll students with strong character and outstanding academic ability who will have a positive impact on the school community.

At Chadwick International, we are sensitive to the financial difficulties of the ever-changing world economy and certain financial restraints prospective students' families may have. We believe that an education at Chadwick International is an investment in the future, which we strive to support by offering different scholarship programs to promising applicants who demonstrate a need. To ensure a well-rounded student body of learners with ethnically diverse backgrounds, we now offer financial aid and partial scholarship funding to students from abroad.

- Student's motivation and love of learning
- Previous academic records/test scores
- Teacher recommendations
- An interview (in-person/via phone or internet)
- Essays written and received
- Financial aid information

We hope that students who are willing to meet the challenge of a strong international school education will be rewarded by being given the opportunity to pursue their goals without regard to their family's financial status.

For further information on Chadwick International, these scholarships, or its programs, please contact:

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