

Chadwick International Strategic Plan



**CHADWICK
INTERNATIONAL**

Updated and Approved October 2023

Our Mission

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

Our Core Values

Respect

Responsibility

Honesty

Fairness

Compassion

Overview of Goals:

Goal One: Provide an engaging, coherent, experiential, and holistic educational program that embodies the School's Philosophy and empowers students to develop the qualities specified in the School's Mission.

Goal Two: Attract and support Mission-appropriate students, parents, faculty and staff and nurture a positive and inclusive school culture for all school community members.

Goal Three: Ensure that the School's governance and leadership support fulfillment of the School's Mission, both short- and long-term.

Goal Four: Provide the resources to sustain a high-quality program and environment that fulfill the Chadwick Mission in keeping with its Core Values and Philosophy.

Goal One: Provide an engaging, coherent, experiential, and holistic educational program that embodies the School's Philosophy and empowers students to develop the qualities specified in the School's Mission.

Objective #1: Define our vision of the Chadwick graduate if the Mission were fully accomplished

- 1.1.1. Define the characteristics of the ideal Chadwick student and graduate, including learning outcomes (knowledge, abilities, attitudes, and propensities) in keeping with our Mission, Core Values, and Philosophy.
- 1.1.2. Determine indicators and assessments of the above from pre-K -to Grade 12.
- 1.1.3. Define, enhance, and assess the key elements of and factors in an “engaging”, “student-centered” and “experiential” education that are most effective in developing that future graduate, Pre-K - Grade 12.

Objective #2: Ensure that the School's program and environment embody the School's Philosophy.

- 1.2.1. Ensure that dedicated time for structured reflection is built into faculty, student, school, class, and program schedules.
- 1.2.2. Ensure that students develop a joy of learning, self-confidence, and curiosity through the School's program and the relationships that students form through it.
- 1.2.3. Ensure that students develop and can employ effective collaboration skills.
- 1.2.4. Ensure that all students have opportunities and understand their responsibility to make a positive impact within and beyond their own communities.
- 1.2.5. Ensure that students develop high expectations and standards for themselves in everything that they undertake, including academic and co-curricular activities and interpersonal relationships.
- 1.2.6. Foster in students a propensity to expect and bring out the best in others - both those whom they know and those whom they do not.
- 1.2.7. Develop a plan for facilities to provide an environment conducive to educational outcomes.

Objective #3: Develop and foster a program and environment that develops and reflects Global Citizenship in the school community and all its members.

- 1.3.1. Define “global citizenship” in the Chadwick context, in collaboration with Chadwick School.
- 1.3.2. Research and educate the community on best practices to support the development of global citizenship in students PreK-12.
- 1.3.3. Develop and use grade - and/or division-level indicators and assessments of global citizenship.
- 1.3.4. Provide an integrated PreK-12 experiential curriculum that fosters global citizenship.
- 1.3.5. Determine pedagogical practices most effective to attain “transfer” goals.
- 1.3.6. Ensure that Chadwick programs and curriculum continue to evolve to meet the needs of the student population.
- 1.3.7. Enhance collaboration between all constituencies of Chadwick Schools: students, faculty, staff, parents, and alumni.

Objective #4: Develop and foster a program and environment that develops and reflects Keen Minds in the school community and all its members

- 1.4.1. Define “keen minds” in the Chadwick context, in collaboration with Chadwick School.
- 1.4.2. Research and educate the community on best practices to support the development of keen minds in students aged 3-18.
- 1.4.3. Develop and use grade - and/or division-level indicators and assessments of “keen minds”.
- 1.4.4. Assess the consistent use and implementation of the Approaches to Learning across all levels at specific points in the curriculum; these include exhibitions, personal projects, Community Activity Service, Extended Essay, and culminating examinations.
- 1.4.5. Evaluate learning throughout all grades, including appropriate external assessments such as MAP, PSAT, SAT I and II, and IBDP results.

Objective #5: Develop and foster a program and environment that develops and reflects Exemplary Character in the school community and all its members

- 1.5.1. Define “exemplary character” in the Chadwick context, in collaboration with Chadwick School.
- 1.5.2. Research and educate the community on best practices to support the development of exemplary character Pre-K -12.
- 1.5.3. Develop and use grade - and/or division-level indicators and assessments of exemplary character.
- 1.5.4. Provide an integrated PreK-12 experiential curriculum that fosters exemplary character.
- 1.5.5. Ensure a comprehensive understanding of both the Chadwick Core Values and the IB Learner Profile by developing, demonstrating, valuing, appreciating and celebrating action throughout the community.
- 1.5.6. Ensure understanding of the Honor Code and its relevance to the thought, speech, and action of all community members, 24/7.
- 1.5.7. Enhance student leadership in modeling and expecting behavior in keeping with Core Values, pre-K - 12.
- 1.5.8. Engage the Upper School Honor Council in regularly reviewing and proposing any desired revisions to the Student Handbook as a way of fostering student ownership of the school’s ethos.

Objective #6: Develop and foster a program and environment that develops and reflects Self-Knowledge in the school community and all its members

- 1.6.1. Define “self-knowledge” in the Chadwick context, in collaboration with Chadwick School.
- 1.6.2. Research and educate the community on best practices to support the development of self-knowledge in students PreK to 12.
- 1.6.3. Develop and use grade - and/or division-level indicators and assessments of self-knowledge.
- 1.6.4. Provide an integrated PreK-12 experiential curriculum that fosters self-knowledge.

Objective #7: Develop and foster a program and environment that develops the Ability to Lead in the school community and all its members

- 1.7.1. Define leadership in the Chadwick context, in collaboration with Chadwick School.
- 1.7.2. Research and educate the community on best practices to support the development of ability to lead in students PreK to 12.
- 1.7.3. Develop and use grade - and/or division-level indicators and assessments of the ability to lead.
- 1.7.4. Provide an integrated PreK-12 experiential curriculum that fosters the ability to lead, in all programming including outdoor education and service.
- 1.7.5. Provide increasingly significant opportunities for student initiative and leadership in developing and implementing policies and practices that govern the life of the students and school.
- 1.7.6. Integrate environmental sustainability as an aspect of CI leadership.

Objective #8: Foster and ensure the use of best pedagogical practices.

- 1.8.1. Define agreed-upon best practices that reflect current research regarding pedagogy and human learning.
- 1.8.2. Critically assess and support best teaching practices using consistent, agreed-upon and relevant rubrics, using annual, ongoing observation, reflection, evaluation, and documentation of progress.
- 1.8.3. Enhance meaningful, productive communication and collaboration with faculty and staff of Chadwick School.
- 1.8.4. Model and highlight best practices to the external and internal community.

Objective #9: Provide a robust and strategic system of professional development to achieve the school's Mission

- 1.9.1. Continue to fund and support targeted professional development for individual and institutional growth in both faculty and staff.
- 1.9.2. Support novice/new teacher training to identify and develop capacity, support advancement, and support the use of best practices.
- 1.9.3. Develop Chadwick International as a regional center for professional learning.

Goal Two: Attract and support Mission-appropriate students, parents, faculty and staff and nurture a positive and inclusive school culture for all school community members.

Objective #1: Increase the ethnic and socio-economic diversity of our student body.

- 2.1.1. Create a marketing and outreach program to elevate the school's profile with foreign nationals in Korea.
- 2.1.2. Develop an effective, measurable strategy to recruit foreign nationals in Korea and internationally.
- 2.1.4. Offer financial aid to Korean students in a strategic and sustainable manner.
- 2.1.5. Continuously identify, monitor, and actively address student wellness issues.

Objective #2: Ensure that Korean and non-Korean students' and parents' needs are understood and met in ways that strengthen and unify our student and parent communities.

- 2.2.1. Take steps to promote the use of English on campus and in all Chadwick activities.
- 2.2.2. Educate non-Korean students, parents, faculty and staff about Korean language, culture, history, geography, and social norms.
- 2.2.3. Conduct regularly a consistent, professionally-developed survey of students and parents from which reliable conclusions are drawn, results publicized, strategic actions taken, and progress tracked over years.

Objective #3: Identify and develop the characteristics that define a strong, diverse, effective, and mission-appropriate faculty and staff.

- 2.3.1. Refine and elaborate upon the "Traits of a Great Chadwick Teacher".
- 2.3.2. Refine and publicize "The Chadwick Way" to emphasize the cultural norms to which we aspire.

Objective #4: Provide regular feedback to faculty and staff members on their overall performance, emphasizing the key overarching responsibilities and attitudes of a great Chadwick faculty or staff member.

- 2.4.1. Support the continuous evolution of interpersonal relationships in keeping with our Core Values that fosters caring relationships with Chadwick students and faculty/staff colleagues.

- 2.4.2. Make the “Chadwick Teacher Traits” and “The Chadwick Way” fundamental elements in the annual faculty/staff goal-setting and feedback process.
- 2.4.3. Clarify what “feedback” means and how it is delivered at Chadwick and develop a Pre-K to 12 approach/ framework to ‘supervision’ for learning.

Objective #5: Ensure a climate that engages all faculty and staff in ways that foster high expectations and high morale.

- 2.5.1. Determine, monitor, and enhance the factors that contribute to high morale in faculty and staff.

Objective #6: Foster an environment that supports well-being in the school community and in all its members (students, faculty, staff, and parents)

- 2.6.1. Use research-based tools to measure the well-being of the school’s constituent groups
- 2.6.2. Use relevant best practices to address issues of well-being, taking into account potential differing needs and cultural contexts.
- 2.6.3. Evaluate, refine and regularly communicate all Chadwick International safeguarding policies to the community.

Objective #7: Develop a program to support our alumni and provide them opportunities to help assess and improve the education and experience of current and future Chadwick students.

- 2.7.1. Develop a program to support our alumni after they graduate, including in making transitions to college, the military, and post-college life and career.
- 2.7.2. Develop a network of alumni that connect them with each other, the school, and with Chadwick School alumni, and provide opportunities for mentoring, internships, and ultimately career advancement.
- 2.7.3. Survey alumni regularly for feedback on their Chadwick education in order to continuously improve the effectiveness of our program in serving our students’ present and future.
- 2.7.4. Develop opportunities for alumni to continue to engage with the school in ways that provide leadership and perspective.

Goal Three: Ensure that the School's governance and leadership support fulfillment of the School's Mission, both short- and long-term.

Objective #1: Institutionalize the leadership and governance structures, policies, practices, and personnel to optimize the fulfillment of the Mission.

- 3.1.1. Work collaboratively with the CIGB, RCF Board, RCFG Board, Chadwick School administration, and outside resources to identify, implement, and institutionalize best practices for boards and trustees.
- 3.1.2. Ensure that CI is appropriately represented on the RCF Board of Trustees and the RCFG Board of Directors to facilitate good communication and timely, strategic decision-making.
- 3.1.3. Continuously reassess the administrative structure of the school to ensure that it evolves to best support the evolution of our program and meet our faculty, staff, student body, and facility needs.

Objective #2: Create and develop a set of strategic partnerships to foster innovation and provide future opportunities to fulfill the Mission.

- 3.2.1. Develop strategic local partnerships including universities, organizations, and companies advancing innovation and design.
- 3.2.2 Establish and foster mutually-beneficial and long-term working relationships with Chadwick School and other Mission-fit schools on other continents.
- 3.2.3. Forge partnerships and work collaboratively with local government offices to enhance the understanding of our Mission and our value to the local community.
- 3.2.4. Support South Korean public schools exploring the implementation of the IB Program

Goal Four: Provide the resources to sustain a high-quality program and environment that fulfill the Chadwick Mission in keeping with its Core Values and Philosophy.

Objective #1: Establish and prioritize institutional needs to determine resources needed and a timetable to implement plans for Chadwick's future.

- 4.1.1. Establish, update, and broadly communicate a working strategic plan along with action plans for each division, program, and area within the school.
- 4.1.2 Establish a Facilities Plan to prioritize, develop and execute plans to meet facilities needs.
- 4.1.3. Establish a Strategic Plan Taskforce to advance and monitor the strategic plan and action plans, using progress indicators.
- 4.1.4. Establish a clear process by which initiatives are introduced and approved at the schoolwide and divisional level.

Objective #2: Create a financial plan that supports the action plans above and ensures financial sustainability.

- 4.2.1. Continue to invest resources to ensure an outstanding program for our students in a well-maintained facility.
- 4.2.2. Structure regular communication throughout the year to ensure that funds are allocated and spent in accordance with our priorities and established budgets.
- 4.2.3. Explore opportunities to develop supplemental revenue (philanthropy, summer programs, teacher training, Johns Hopkins University CTY program, facilities rental, etc.).
- 4.2.4. Resolve any issues related to operating reserves and donated funds and the purposes to which those funds can be allocated.
- 4.2.5. Develop a culture of philanthropy within the Chadwick community of parents, grandparents, alumni, and alumni parents.

Objective #3: Create and implement an integrated marketing and communication program.

- 4.3.1. Develop a short- and long-term marketing plan including an off/online communications plan tailored to a variety of relevant audiences for faculty recruitment, student admissions, government relations, and other purposes.
- 4.3.2. Leverage appropriately the marketing and communication resources of each Chadwick campus, including school websites, handbooks and promotional materials.

Objective #4: Hire and compensate faculty and staff appropriately.

- 4.4.1. Hire and compensate strategically to continue to attract highly-qualified and Mission-fit faculty and staff who embody both the “Traits of a Great Chadwick Teacher” and “The Chadwick Way”.
- 4.4.2. Explore alternative avenues for hiring faculty/staff.
- 4.4.3. Increase opportunities for faculty/staff exchanges with other Chadwick campuses(es).
- 4.4.4. Ensure appropriate compensation and support for Local Direct Hire (LDH) faculty and staff.