



“The Chadwick Way”: Leading by Example

A Guide for All Chadwick Campuses and Endeavors

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Regardless of the location or the academic curriculum that we teach (bespoke “Chadwick”, A.P., I.B., or some combination), and while respectfully taking into account local cultural realities, there is a distinctive, aspirational, and laudable “Chadwick culture” that we know to be one of the essential and most powerful aspects of a Chadwick education.

This document’s goal is to highlight the key elements of this culture, which should drive and distinguish all Chadwick Schools and endeavors. This document will always be a living work in progress and, like *A Dipperful of Humanity* by Margaret Chadwick, it reflects the voices of many Chadwick community members who have experienced and contributed to what has evolved as “The Chadwick Way” on two continents.

I. Mission and Core Values Come First in Everything That We Do: Foster High Ideals, Model Our Values, and Rise to Meet Challenges

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

Mission and Core Values Always Come First

The Chadwick community always consults, considers, and strives to act in accordance with the Mission and Core Values of Respect, Responsibility, Honesty, Fairness, and Compassion. Every decision - large or small, in any activity or endeavor and by any person representing the school - must be made in keeping with them.

The school itself and every individual within the school community should demonstrate adherence to our Core Values as well as the five Mission elements: be a global citizen; be "keen"; set a great example in terms of ethics; know ourselves; and be able to lead.

We look for “teachable moments” re: our Core Values because we know that taking advantage of teachable moments and role modeling by individuals are the most effective way for all of us to understand and develop “exemplary character”. We count on every adult to use her/his judgment and to take the initiative on this. Faculty and staff should stop whatever else they are doing/teaching in or outside of class and take advantage of



these opportunities - often it will be to “catch someone doing something right” and point it out!

We intentionally do not have a “Core Values” curriculum per se, nor have we created a "one-size-fits-all" definition of any of the Core Values. Instead, we constantly look for opportunities to point out and discuss how these Core Values play out in each activity and area across the school (in each classroom, on each team, etc.). We have found it far more effective for students and teachers to think through and state how the Core Values apply in a specific context than to hand out a generic schoolwide definition that is necessarily so general as to be almost meaningless and essentially dead on arrival.

The fact that students and teachers are constantly finding and creating examples of Core Values in practical applications and in daily lived experience keeps the Core Values real and alive. It also helps each individual develop the sense of personal responsibility and the habit to think through how the Core Values apply in any given situation - inside and outside of school, both while at Chadwick and, hopefully, for a lifetime.

As a school committed to experiential education, we need to keep the Core Values authentic and alive within each individual’s personal experience, rather than expect memorization of decontextualized definitions or descriptions.

We Foster High Ideals and We Model Our Values

Role modeling is essential and is probably our most important and powerful teaching tool and responsibility - both individually and collectively - to our students: they learn far more from what they see us do than from anything that we may say.

We need to take a stand, take meaningful action, and "do the right thing." We want to model - to the best of our ability - what relationships and community should look like; we make no apologies for being idealistic! We expect and should model open-mindedness and non-defensiveness.

We Rise to Meet Challenges

“Learning to meet present problems with courage and intelligence has always been more important at Chadwick than preparation for college.” - Margaret Chadwick



At every level PK-12, we are practicing making a positive difference in the world and for other people; "servant leadership" is our ultimate goal. It is far better to expect the best of everyone and be disappointed occasionally than to expect less and be "right".

We should set high expectations and standards for ourselves and for others ("expect the best of ourselves and others"); we are looking to bring out the best in others and in ourselves in every situation.

In such an intensely and intentionally human enterprise as a PK/K-12 school, things are not going to be perfect: they're going to go wrong, but together we will overcome any and all mistakes and challenges.

We give everyone (students, colleagues, parents, others) the benefit of the doubt - always! It is especially when times are tough or challenging that we rise to the occasion, demonstrate who we really are, prevail, and grow stronger and more confident to meet the next challenge.

We maintain optimism and idealism: we have a "we can do this!" attitude.

Humility is extremely important and expected, individually and institutionally. Arrogance is not the same thing as self-confidence gained through challenging experience; the latter is clearly our goal.

We should seek a diversity of opinions and be ready to have our minds changed.

II. Students Are Always at the Center

"The School...strives earnestly to discover and develop the special gifts which each individual possesses." (Hornbooks on Chadwick School gates; written by Mrs. Chadwick)

The School needs to feel like a second home to students.

Our unit of measure at Chadwick is the individual student, her/his experience and her/his understanding of that experience - not an average or aggregation of any kind: test scores, college placements, or any other metric.



A huge part of our job as educators is to “discover and develop” in our students what is already there, not to put anything in. Mrs. Chadwick wrote this on the Chadwick School gates! The Latin verb “educere” means “to lead out” of the student, not to “lead in”.

We strive to be student-centered rather than academically- or achievement-centered. Students' short- and long-term interests come first and foremost; the students are why we exist and they are our only “product”.

It is our important responsibility to foster and support students' autonomy and initiative: we say “yes - let's try it!” to students and to their ideas to the fullest extent possible. We actually do have “faith in childhood's worth,” as Mrs. Chadwick wrote in the Chadwick Alma Mater.

A focus on understanding and appreciating the “whole student” is imperative. We are developing much more than students' academic prowess: we are helping young people develop in ways that enable them to make a positive difference today and in the future.

As Stephen Covey wrote, “Begin with the end in mind”. PK-12 in every course, activity, and program, we should consider first what we want our graduate to know, to be able to do, and to be like, and then work backward from there.

We strive to foster students' intrinsic motivation by developing their Autonomy, Relationships, and Competency (“ARC”, per David Streight). “If educators work to foster autonomy, competence, and connection in students, those students are more disposed to act with the welfare of others in mind. They want to interact positively and supportively with others, first of all because it feels good, and second, because doing so is the only thing that makes sense”.

III. Chadwick Teachers Care

“Teachers made this school. Teachers with a love of children in their hearts: teachers who were eager searchers of truth; teachers who were willing to share their longer experience with children and at the same time were able to learn from the naturalness and sincerity of their pupils.” - Margaret Chadwick

“What an enthusiastic and understanding teacher can do to open vistas for a child and assist him in releasing his own innate powers cannot be measured. And once awakened to the intoxicating effects of discovering ideas for himself and of expressing his own



thoughts and feelings through many different media, he will continue to grow, to create, to seek wisdom for the rest of his life.” - Margaret Chadwick

Traits of A Great Chadwick Teacher (developed jointly by the CI and CS academic leadership)

1. student-centered
2. collaborative
3. innovative
4. globally-minded
5. technologically competent (*we may want to set a higher standard on this*)
6. professionally grounded

Chadwick teachers aren't afraid to show vulnerability to each other and to their students; they take ownership of mistakes and ask for help from students with real problems.

Chadwick teachers aren't afraid to “let go” and allow for things to change within a unit to respond to the present needs of each unique group of students. Every group is viewed as individual and different. Teachers' flexibility is key.

Teachers create a safe environment of trust so that students feel safe to express who they are and how they feel.

School leaders - student as well as adult - set the tone and build a climate of embracing mistakes. They strive to make all members of the community feel welcome to express how they feel and think and learn.

Many Chadwick teachers take on secondary roles as coaches and mentors beyond the classroom. This additional time together and the change of venues and roles give students and teachers the opportunity to see each other in new ways and to gain new understanding, respect, and trust.

IV. We Act Upon Our Philosophy of Learning by Doing

*“Experience is the best of all schools. School curriculum should consist of experiences.”
- Margaret Chadwick*



Philosophy

“Chadwick Schools are deeply committed to self-discovery through experience and reflection. Students develop the joy of learning, self-confidence, well-being, and curiosity through interactive and practical experiences. Our schools share the core values of respect, responsibility, honesty, fairness, and compassion.

Through active participation in an intentionally diverse and inclusive environment, students make a positive impact within and beyond their own communities. By living and learning in a student-centered, collaborative atmosphere of excellence, integrity and trust, we come to expect the best of ourselves and others.”

We are committed to learning by doing, reflecting, trying again, and consciously transferring our learning to new challenges and situations. Struggle and failure are an integral part of the learning process and have been shown to stimulate learning. We should all be challenged and challenge ourselves to the point of failure in a host of areas.

It is a huge advantage and benefit for both students and adults to learn to fall down and get back up while surrounded by supportive family, friends, and teachers so that later, when we go into other contexts, we will have learned through experience (how) to deal with challenges and setbacks.

We do not "prepare" students for future challenges; as Mrs. Chadwick wrote, we "habituate!" them by providing opportunities for action, success, and failure in the here and now. Mrs. Chadwick clearly and explicitly called upon each of us to be a pioneer - to innovate!

We seek to help Chadwick students develop into global citizens first and foremost. Their active engagement in our programs ignites their curiosity, broadens their perspective, and helps them develop the skills to successfully interact, thrive and lead in an increasingly interconnected world.

By understanding themselves, their own culture and the cultures of others, Chadwick students can become effective leaders in the effort to achieve a more humane, just and peaceful global society.

From Chadwick School's inception, Margaret Chadwick knew that the outdoors provides endless opportunities for experiential learning. Experience in the outdoors shapes a student's perspective, sharpens key practical and personal skills, and ignites deep curiosity about the natural world that will last a lifetime.



In addition, Chadwick's Outdoor Education program challenges and helps students to develop self-knowledge, character, and leadership and team-building skills: three of the five points of our Mission.

V. We Strive for Transparency Always

As the chair of Chadwick School's WASC/CAIS Visiting Committee 15 years ago observed in summing up what really struck him about Chadwick School: "Chadwick is a school that seeks the truth and speaks the truth".

We strive to communicate openly, clearly, transparently, fully, and thoughtful of our audience. At Chadwick, "the truth is a complete defense" - always!

We hold ourselves to the highest standards that we can, and we are self-critical, individually and institutionally; that is how we keep improving and growing. Individually and as a school, we readily and unequivocally admit when we make mistakes or fall short; we do not remain silent, make excuses, prevaricate, or blame other people.

We should actively seek opportunities to share with our school community the school's direction, philosophy, challenges, and successes through frequent communications: website, in-person meetings, assemblies, etc..

VI. We Foster Strong Relationships: We Want Everyone to Feel That They Belong

The strong relationships within the community are the glue and also one of the most important educational elements of a Chadwick school. Teachers, students, and parents take the time and interest to truly get to know each other and who each person is as an individual.

When parents enroll a child at a Chadwick school, they become part of a tight-knit and caring school community. In a multitude of activities including athletic teams, the performing arts, affinity groups, community outreach efforts, and more, students and families share important and strong experiences and bond together across differences.



We build connections of teachers and students between divisions in order to maintain and build strong relationships within our school community.

Community service encourages students at all grade levels to learn to make valuable contributions to their communities. They gain priceless perspectives beyond the classroom, realize their own power to produce positive change, discover the joy and reward of helping others, and develop a lasting commitment to service. Service is an integral and defining part of the Chadwick experience, exposing students to the world beyond our gates: people, places and issues. By applying what they learn in class and our Core Values in other settings and communities, students expand their world view and deepen their understanding of local and global concepts and realities.

VII. Building Lifelong, Transferable, Mission-Based Skills is More Important Than Mastering Static Academic “Content”

Chadwick students are developing the skills that they need to thrive and contribute positively in the dynamic present and future world. They are becoming habituated to using critical thinking, communication, ethical judgment, cross-cultural understanding, and self knowledge, all of which are and will be essential.

Our students know that strong character, physical health and emotional well-being are critical to their present and future. They learn how to overcome challenges and cultivate meaningful relationships. Practicing our Core Values prepares them for a life that is highly active, accomplished and fulfilling.

A Chadwick student does not fit into a single “box”. From Pre-K to graduation, Chadwick students uncover their strengths in academics, athletics, the arts, community service, outdoor education, global citizenship and other co-curricular activities. They explore and may commit to multiple passions, without being limited to or defined by any single one.

We emphasize the importance and value of effort and of having a “growth mindset”. Effort is explicitly valued and is an important component of assessing student progress.

VIII. Shared Elements of All Chadwick Schools

Chadwick Mission Statement:



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

Chadwick Core Values: Respect, Responsibility, Honesty, Fairness, and Compassion (these words need to be visible prominently on the campus)

Chadwick Honor Code

Chadwick Mascot: Pacific dolphin (sports teams, logo)

Chadwick colors: Navy blue, with light blue and white as secondary colors

The elementary school in a Chadwick school is known as the Village School.

Reference materials written by Margaret Lee Chadwick: *A Dipperful of Humanity, Looking at The Sunset Upside Down, The Chadwick Adventure in Education; the Chadwick School Alma Mater; the “Hornbooks” on the Chadwick School gates*

Photos/videos from each campus should be very visible on all campuses.

Any logos for athletics, etc. should be common across campuses.

Individual campus websites’ look should be similar and provide access to all campuses.

“Traits of a Great Chadwick Teacher” should be used in all faculty hiring documents.

Chadwick-Specific Ceremonies/Traditions:

- Commencement (gates; individual senior “blurbs” or videos; seniors choose speakers; no outside-of-Chadwick speakers or performers; no individual awards or recognitions)
- Moving-Up Day (from grade to next grade on last day of school in the Village)
- PK/K gift to Seniors and vice versa on Opening Day
- Senior Trip and outdoor ed. trips and activities at all grade levels
- Community service opportunities and emphasis PK-12
- Honoring of the local as well as global culture/language/observances
- Cross-campus collaborations
- Tree and Awards Day
- WOW’s
- We greet everyone on campus with a smile and “Hello!”



IX. Margaret Chadwick's Thoughts About (a Chadwick) Education

“This frenzied era of measuring human beings by tests and more tests will one day be supplanted or at least supplemented by more enlightened ways of discovering the potentialities of each individual.”

“It is hoped that the winds that blow so vigorously across our beautiful acres will one day sweep away all prejudices.”

“A strong feeling of belonging to each other and of belonging to the whole family of man develops and once a child has grasped the concept of ‘we’ as meaning ‘old and young, rich and poor, of every color and all nations’, he has found himself at home in the world.” (1963)

“The Chadwick adventure in education has been fraught with many different experiences during the twenty five years on the Hill. There will be many more to come as the School goes forward with its experiment in democratic living.”

“ A pioneer school must of necessity have a pioneer staff.”

The School... “strives earnestly to discover and develop the special gifts which each individual possesses.” (Hornbooks on Chadwick School gates)

“Mrs. Chadwick is a person to marvel at, this lady, this reluctant rebel. She had a notion to build a school based on what she called, “Faith in childhood’s worth.” Andy Harmon in *D of H*

“Here in this country school both boys and girls may find excellent instruction, plenty of outdoor life, and good companions.” (On the Hornbooks on the gates of Chadwick School)

“The purpose of this school is to habituate children to ways of living that are satisfying and worthwhile.” (1937, quoted in *Dipperful of Humanity*, p. 11)



“Experience is the best of all schools. School curriculum should consist of experiences.” (1937, quoted in *D of H*, p. 11)

“We believe that there is a marked difference between thinking and memorizing.” (1937) quoted in *D of H*, p. 11)

“Hardships and the necessity of overcoming obstacles are essential factors in the development of character and ambition. An education which presents no obstacles and is shorn of difficulties is as poor an education as can be imagined.” (1937, quoted in *D of H*, p. 11)

“Providing an environment that surrounds the child with beauty, that stirs his imagination and affords an opportunity for meditation is of great importance... In an environment conducive to quiet thought and stirred by the enthusiasm of a competent teacher, a child will learn.” (1963) the school seeks to provide “...an environment that would be academically, physically, socially, and spiritually stimulating and challenging.” (*D of H*, p. 37)

“Education cannot be hurried. Children need time to develop and some need much more than others. Nature furnishes us with striking examples of the importance of an unhurried and uncluttered existence.” ...“I contend that *acceleration* is not the answer. I believe that more time, greater patience, deeper understanding of the child are all needed.” (1963)

“American Field Service students coming to Chadwick and going forth from Chadwick broaden and lengthen the ties with other countries around the world.” (1963) ...“Also, boarding students from many different countries in the world living together inevitably led to a broader and deeper understanding of human nature, likenesses and differences.” (*D of H*, p. 85)

“...talented artists and musicians found Chadwick considered art and music even more important than any academic subject...” (*D of H*, p. 85). “Visitors often asked if Chadwick had become an Art Center. Under expert stimulation and guidance, students from five to seventeen years of age attempted practically everything and anything.” (*D of H*, p. 97). “Many great artists shared with us their time and their talent. Such generosity



and interest gave an added dimension to Chadwick and strengthened its self-confidence in educating children for *life* rather than just admission to college.” (*D of H*, p. 98)

“[Commander and Mrs. Chadwick] took enormous pride in the graduates. They examined their freshman records in college with great care:
Had we sent them to the colleges best suited to their aptitudes and interests?
Had we [prepared them for the challenges they would meet] academically,
socially, morally? ...And most importantly, had we given them the incentive to live productive lives whether or not they went to college? (Actually mastery of basic skills and learning to live had priority over simply preparing for college.)” (*D of H*, p. 84))

“...we also found that a high I.Q. or a low I.Q. was by no measure an indication of success or failure in life.” (*D of H*, p. 29)

“Learning to meet present problems with courage and intelligence has always been more important at Chadwick than preparation for college.” (1952)

“With their many types of temperament, background, aspiration, ability, and responsibility, the Chadwick faculty afford themselves a unique opportunity to study and use ‘group dynamics’. No school goal is considered as important for both students and teachers as that of discovering and eliminating those elements that bring discord into a group and establishing instead conditions that make possible group harmony and effectiveness.” (1952)

“Pioneering must be present in every school that is striving to meet the changing conditions of life. Chadwick has done some little pioneering and has a great deal more of it ahead!” (1963)

“It is not, however, in the number of acres, buildings, or students that the strength of Chadwick should be measured, but rather in the growth that is taking place *here* and *now*. After many experiences in group living here on the Hill, it is to be hoped that Chadwick student may go forth better fortified to withstand the fierce winds of adversity and still keep faith with himself, his fellowman, and God.” (1952)



The head of school... “created for her students and faculty an atmosphere of confidence and kindness highly conducive to creative work on every level.”

“There were high hopes and great expectations of the founder parents, the many ideas about education and about life gleaned from wide and varied experiences, and a deep faith in children.”

“It is truly a family school.”

“Teachers have made this ...School...teachers with a love of children in their hearts; teachers who are eager searchers of truth; teachers who are willing to share their longer experience with children and at the same time are able to learn from the naturalness and sincerity of their pupils.” (1952)

“What has made this school? Perhaps it grew out of an awareness of

Children’s faces looking up

Holding wonder like a cup. – Teasdale

And the sensitive response of parents and teachers to this expectancy of childhood. Little children, big children, sometimes with laughter in their eyes, sometimes with pain, but always with the hope that we older ones are going to understand.” (1952)

“This school so firmly founded on faith in childhood’s worth we’ll take with us in memory throughout the wide, wide earth...” (Alma mater)

“...The hills and rocks our textbooks,
All nature is our guide.
Great thoughts come from the heavens,
Emotions strong and deep.
These lessons learned at Chadwick
Forever will we keep.
The wind and sky and ocean
Have made our spirits free
And mighty are the visions
Our minds have learned to see...” (Alma mater)

“...the bang of the heavy door



Marks your brave entrance to a struggling world.
Gird fast your shining youthful armor.
Hold fast your shining youthful dreams.
Give to mankind the vibrant tumult
That is You..." (Excerpt from her poem to the first graduating class, 1940)

"Chadwick School was a pioneer school in many ways....
Now I must tell you, students of the Upper School, that pioneering is by no means over!
You are facing the most *awesome problems* that ever confronted man on this earth. First
of all, we are bombarded daily with news (usually bad!) from all over the world by
problems that boggle our minds. We have no choice; we are all involved; we must
participate in *one way or another* in helping to solve not just our own country's problems,
but problems all over the world, and perhaps most important of all is finding our own
individual way of *giving*. We must all search for our own special talents and interests.
Study yourselves; make choices; prepare to do something constructive for humanity.
Become pioneers!!..." (Speech to the graduating class of 1979)