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)
It only seems like yesterday that Chadwick School received a visit from representatives of what was then called the International School Songdo (ISS). For several years, we had been receiving offers from schools in Asia to undertake a variety of partnerships, but none of them had seemed appropriate for our Mission. The visit from Songdo was very different.

I recall the meeting vividly. I was preparing to get into a costume to lead our Village School Halloween parade that Friday afternoon. The discussion regarding the Songdo school was so compelling that I was late for the start of the parade.

Only a few days later, a group of venturesome trustees and I made our initial trip to Songdo. On our second visit, Board Chair Rick Learned ’62 and I met with NSI C Chairman Stan Gale, whose vision has so shaped the quality and ambiance of Songdo. We told Stan that we were only interested in creating a school if it were intended to be world-class. To our delight, Stan avowed that this was what he was seeking in every aspect of Songdo, and that we would have his full support. We knew at that moment that this was a truly exciting possibility.

Always in our minds was the vision of Margaret Chadwick, who in the 1920’s, set out on a voyage around the world, something that few single American young women did at that time. An early stop in China led to her meeting U.S. naval officer Joseph Chadwick, whom she subsequently wed. Their first home was in a hut on stilts in the Philippine Islands.

Margaret Chadwick was a pioneer committed to the goals and principles of progressive education, in particular the development of the whole child in service to mankind world-wide. Seventy-five years ago, she founded Chadwick School in California with those goals. As we learned more about the vision for Songdo and for the school, it became clear that this school and community represent a uniquely compelling way to realize Mrs. Chadwick’s dream - a dream for all children around the world - in the 21st century.

In honor of Margaret Chadwick’s vision and her legacy, we opened Chadwick International in the fall of 2010. And the rest is history.
It is my pleasure to welcome you to Chadwick International. Stepping onto our beautiful campus, the first thing you will notice is the deep sense of community and the high level of engagement among our students, faculty and parents. Our community continually draws from our well-established traditions while reflecting our local culture of innovation and best practice.

Chadwick International is the second campus to Chadwick School, in 1935 by a visionary, progressive educator, Margaret Chadwick. We provide our students with a balance of academic, experiential and ethical skills so they are well prepared to interact in the world of today and have the schema to become decision makers and leaders in a highly complex and quickly shifting future landscape.

When I walk our halls, around every corner I see the realization of growth – in people, situations, and even spaces. We are incredibly privileged to have such a fantastic facility and daily we work to take advantage of its unique features to enhance student learning.

Throughout our three buildings you will find students hard at work who are expected to go beyond the drudgery of rote learning to find meaning, purpose and joy in actual problem solving and inquiry.

Chadwick International is a proud IB(International Baccalaureate) World School offering all the three programs; Primary Years Programme, Middle Years Programme, and Diploma Programme. The IB Learner Profile encourages students to be courageous, balanced, knowledgeable, caring, reflective, principled, open-minded, communicators, thinkers, and inquirers. This aligns, complements and enhances the Chadwick five Core Values of compassion, fairness, honesty, responsibility and respect. Merging of the Core Values and the IB Learner Profile makes for students who are highly capable AND thoughtful about how actions and decisions have broader impact on their community and the world. Our students have academic expertise and are able to frame this intellectual depth with ethical grounding so their decisions are tied both to knowledge and to stewardship.

We welcome you to join us on our educational journey.

Shelly Luke Wille Head of school of Chadwick International
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

Chadwick is dedicated to the development of academic excellence, exemplary character, and self-discovery through experience. We live in accordance with our core values of respect, responsibility, honesty, fairness and compassion. Through active participation in a diverse school community, students prepare to contribute meaningfully to their local, national, and global communities. Talented and caring faculty and staff cultivate in each student the joy of learning, self-confidence, well-being, and the individual gifts that each student possesses. By living and learning in an atmosphere of integrity and trust, students come to expect the best of themselves and others.
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.
At Chadwick International, teachers have the chance to structure classes in innovative ways and to maximize the potential of our students while also shaping attentive, caring human beings. For me, this is the type of school in which I always dreamed of working and I’m very thankful to be a part of such a talented, thoughtful staff.

– LYNN CREW, Science 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.
School is a place in which teachers and students talk together, work together, reason together, and enjoy each others’ company.
— KATHY CLEMENT, English Teacher

Superior educational facilities

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
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

I love Chadwick International! The students at CI are respected as unique individuals, each having different strengths, interests, and capabilities. Every day, I have the pleasure of witnessing engaged, talented students maximize opportunities for exploration and develop themselves by taking risks and fully discovering their innate gifts.

– CRAIG WILLIAMSON, Assistant Head of School

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 world around them. The interdisciplinary curriculum framework incorporates four (4) main themes that set the foundation for all MS grades:

• This I Believe
• The Human Condition
• Human Creativity and Innovation
• Global Issues

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 also aims to support students to achieve the following:

• 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
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. For this reason, our academic program is modeled after the very best features of Chadwick School’s Upper School program. Our students develop:

• 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.
Chadwick International has a dynamic athletics program that continues to evolve with our students. Our offerings have expanded with our growing population, and our teams’ skills and character have grown with them. A combination of energetic student athletes, dedicated coaches, and supportive parents adds up to a successful program.

– ANDREA CLARK, Director of Athletics & Activities

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

Chadwick International students are unique in my experience. They are ambitious, optimistic and have very high expectations. In my classes, this makes them eager to acquire new information and to start applying it as quickly as possible. It is a joy to teach students who love learning so much. They are very mindful that coming to this school is a wonderful opportunity, and they aim to take full advantage of it.

– PATRICIA LONG, 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.
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.
It is a pleasure having the opportunity to share my talents. I am able to learn many new 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.
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 graduates have attended the following colleges and universities:

• Amherst College
• Barnard College
• Bates College
• Boston College
• Boston University
• Brandeis University
• Brigham Young University
• Brown University
• Bryn Mawr College
• Bucknell University
• Calif. Institute of Technology
• Calif. State University, Chico
• Calif. State University, Long Beach
• Calif. Polytechnic University, SLO
• Carleton College
• Claremont McKenna College
• Colby College
• Colgate University
• Colorado College
• Columbia University
• Connecticut College
• Dartmouth College
• Davidson College
• Duke University
• Earlham College
• Emerson College
• George Washington University
• Georgetown University
• Grinnell College
• Hampton University
• Harvard University
• Harvey Mudd College
• Hobart and William Smith College
• College of the Holy Cross
• Johns Hopkins University
• Lehigh University
• Lewis and Clark College
• Loyola Marymount University
• Massachusetts Institute of Technology
• Miami University of Ohio
• Middlebury College
• New York University
• Northwestern University
• Oberlin College
• Occidental College
• The Ohio State University
• Pepperdine University
• Pomona College
• Princeton University
• Reed College
• Rice University
• Scripps College
• Smith College
• Southern Methodist University
• Stanford University
• Syracuse University
• Trinity College
• Trinity University
• Tufts University
• United States Military Academy
• U.C. Berkeley
• U.C. Los Angeles
• U.C. Riverside
• U.C. San Diego
• U.C. Santa Barbara
• University of Arizona
• University of Chicago
• University of Edinburgh
• University of Illinois
• University of Notre Dame
• University of Oregon
• University of the Pacific
• University of Pennsylvania
• University of Rochester
• University of San Diego
• University of San Francisco
• University of Southern California
• University of Virginia
• University of Washington
• Vanderbilt University
• Washington and Lee University
• Washington University in St. Louis
• Wellesley College
• Wesleyan University
• Williams College
• Wittenberg University
• Yale University

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
Applying to Chadwick International

We encourage you to visit Chadwick International

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.

Admission to Chadwick International

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.

Financial Aid

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.

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

- 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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