

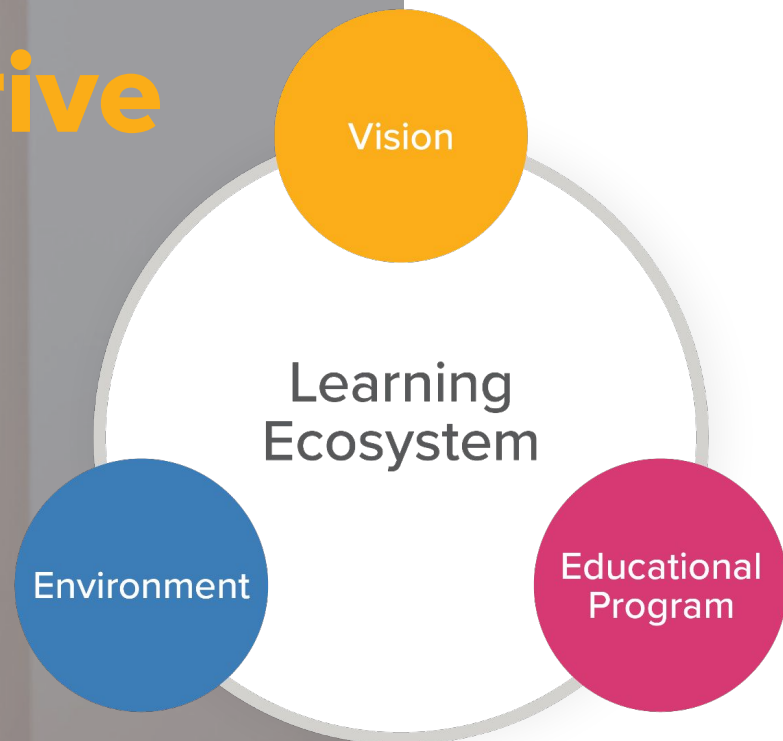
A4LE 2022 Midwest Great Lakes Regional Conference

# Designing Schools Where Learners **Thrive**

An Alignment Journey



Fielding  
International





What makes learners **thrive**?

# Program

## Part 1: What's the Problem?

- Misaligned relationships and methods
- Chat: What misalignments do you see?

## Part 2: Case Studies

- Bloomfield Hills High School
- South Clearfield Elementary

## Part 3: Design Patterns

- Essential human needs
- Which patterns resonate with you?



## **Abstract:**

**Problem:** Most schools have a strong vision that reads something like this: inspire each student to reach their full potential, prepare for a world-class future, and become a caring, global citizen. And yet, a visit typically reveals a dramatic misalignment between the vision, the actual learning taking place, and the physical environment.

If you have ever visited a school that emphasizes student-centered, active and collaborative learning, only to find teachers still primarily lecturing at the front of the room, with students sitting in rows, often bored and disengaged, then you understand the problem.

**Solution:** We can rethink our school designs holistically by integrating varied and agile spaces with educational programs that support analytical problem solving, social and emotional learning, collaborative and project-based learning, while still supporting traditional academic disciplines. Fielding and Seaman will take participants on an Alignment Journey, where the core elements of an effective educational ecosystem, including the vision, learning program, and physical environment all work together to form a beautiful whole.

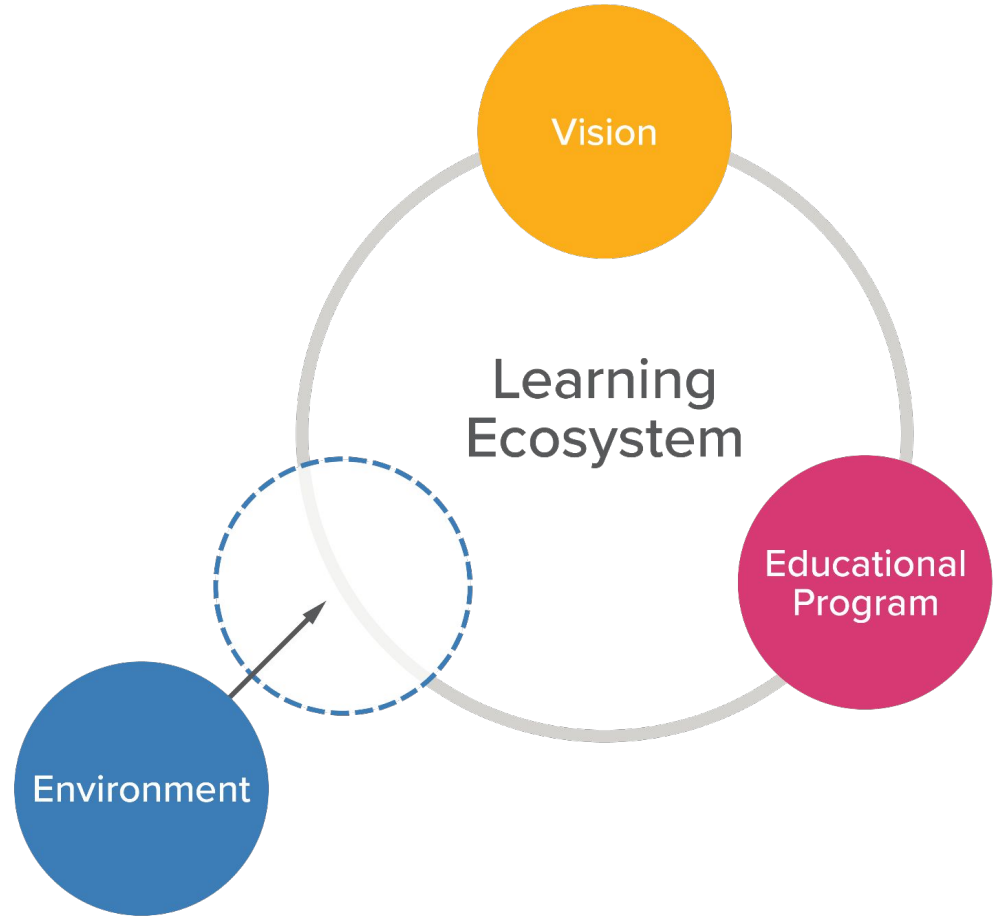
### **Engagement Process:**

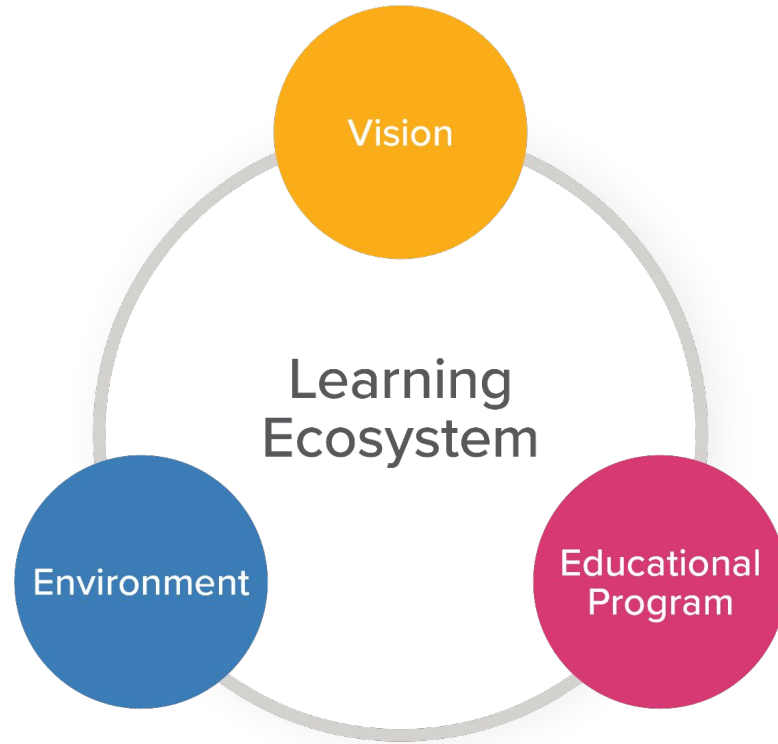
James Seaman, Ph.D., AIA, ALEP will introduce a framework for the alignment journey, breaking down the role of the key elements in an effective educational ecosystem. Randy Fielding, AIA, will introduce a new, free library of 70 design patterns that organize key design elements in a well-aligned physical environment. Participants will be invited to log on to [SchoolPatterns.com](http://SchoolPatterns.com) with their phones, tablets or laptops to identify and discuss the patterns that are most important in their learning communities.

# Part 1:

## What's the Problem?

The essential elements of an effective learning ecosystem are often misaligned





This section to be developed



# Part 2:

## Case Studies

Bloomfield Hills High School  
Bloomfield Hills, MI



This section to be developed

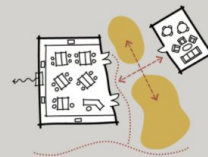


# Part 3:

## Design Patterns



Active Hallway



Agile Lab Space



Agile Spaces



Amphitheater



Butterfly Gardens



Calming Retreat



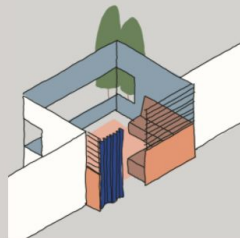
Casual Eating Areas



Cave Space



Choice in Environment



Cocoon Space



Connected Campus



Considering Sound





## Fielding Launches SchoolPatterns.com

We invite you to join the  
community and explore this new  
open-source library for Design  
Patterns.



Search • Learn • Share

# SchoolPatterns.com

Design Patterns for Creative Learning Enviroments

Curated by Fielding International

Explore





## Explore



Search Keyword

Cave Space, Outdoor, Flexibility, etc.



## Explore by Category

Safety & Wellness

Purpose & Joy

Curiosity & Mastery

Love & Belonging

Autonomy & Opportunity

Nature & Beauty

## Safety & Wellness

Humans of sound mind, body, and spirit. Safety through physical security and emotional intelligence. Holistic wellbeing - that is having our complete personal hierarchy of needs met - is a foundation for a curious mind and compassionate soul. We want our school environments to be secure from external threats while providing active places for personal safety, health, and wellness.

[Show All](#)



Safety & Wellness



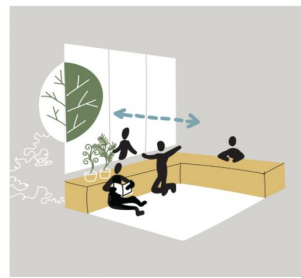
Autonomy & Opportunity



Nature & Beauty



Curiosity & Mastery



Love & Belonging



Purpose & Joy



Randy Fielding, Guest Author Jan 6, 2022

## 6 Elements of Thriving Learners



TWEET



SHARE



EMAIL

Place Based Education

### Key Points

- **Schools aren't to blame for last year's Insurrection, but they can be part of the long-term solution.**
- **After nearly two decades of designing creative schools around the world, Fielding International has defined six elements for thriving learners.**
- **Each thriving element is mapped to a series of design patterns at [SchoolPatterns.com](https://SchoolPatterns.com) to help schools shape environments where learners thrive.**



Safety & Wellness

Purpose & Joy

Curiosity & Mastery

Love & Belonging

Autonomy & Opportunity

Nature & Beauty

## Safety & Wellness

Humans of sound mind, body, and spirit. Safety through physical security and emotional intelligence. Holistic wellbeing - that is having our complete personal hierarchy of needs met - is a foundation for a curious mind and compassionate soul. We want our school environments to be secure from external threats while providing active places for personal safety, health, and wellness.



Sensory Control



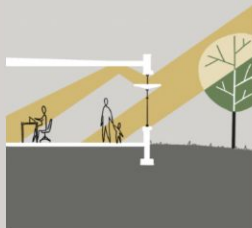
Layered Access



Quiet Zone



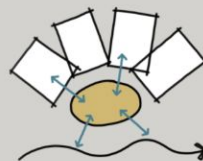
Engage the Senses



Daylighting



Considering Sound

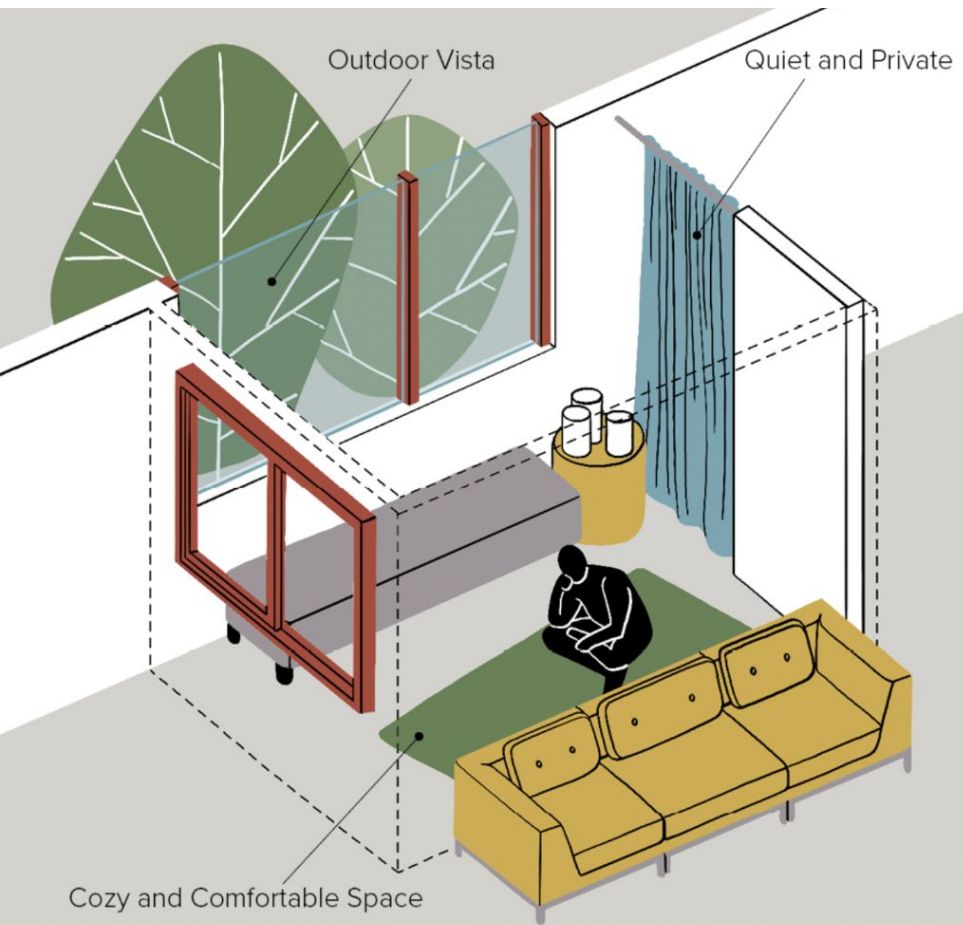


Transparency



Calming Retreat





## Calming Retreat



### Problem

Spaces appropriate for SEL and self-regulation need to be made accessible. Whether for meditative reflection, guided self-regulation, or simple “brain breaks,” these spaces serve as a resource for the school to build resilience and mindful practices.

### Solution

Distribute dedicated spaces for individual reflection, mindfulness practices, and emotional regulation. Specific aspects of these types of spaces include the following: views to outside, comfortable seating for up to three people, space for personal movement, proximity to communal spaces for ease of access, and partitions for privacy and group activities.

Related Patterns [Student Lounge](#), [Low Sensory Space](#), [Cave Space](#)

Comfort

Color

Variety

Holistic

Acoustic

SEL

21st Century

Follow Fielding International



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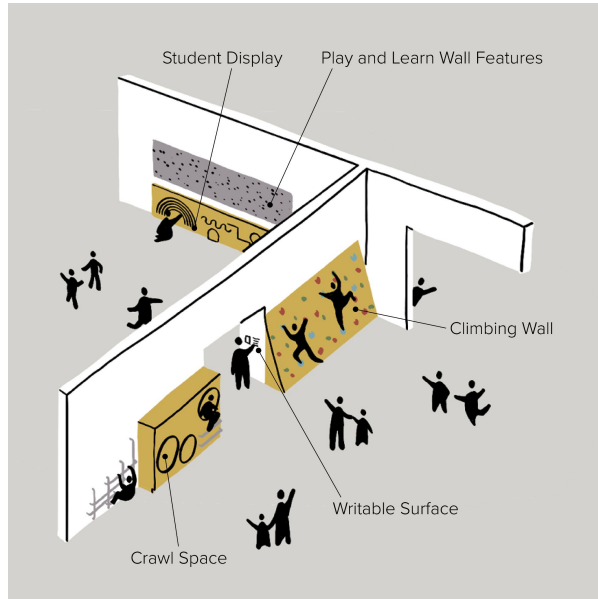
View Image Gallery

Learn More

Anne Frank Inspire Academy  
San Antonio, TX

NEST





## Learning Walls



Randy Fielding Dec 9, 2021

## Learning Walls Versus Teaching Walls



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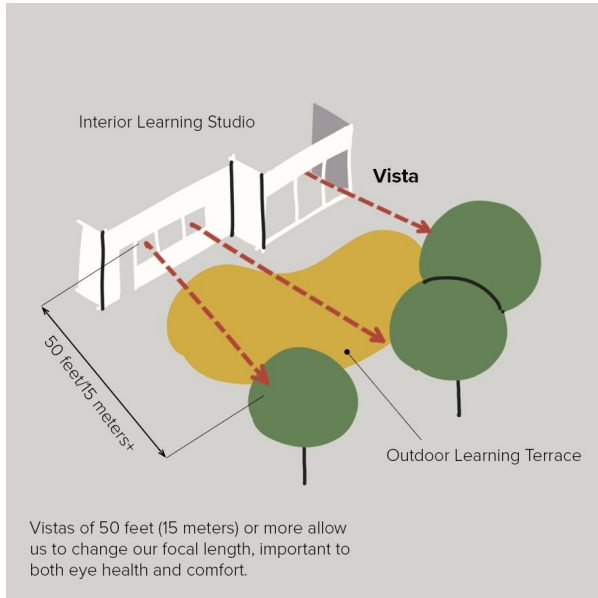
Place Based Education

### Key Points

- ▶ **Learning Walls is a Design Pattern that can help schools “Defront the Classroom”.**
- ▶ **Ways to make walls more of an asset for learning include making them writable and more permeable.**
- ▶ **Being thoughtful about what goes on (and doesn’t go on) walls is important to consider.**

High School for Recording Arts  
Saint Paul, MN





## Interior/Exterior Vistas



Randy Fielding Feb 10, 2022

## School With a View: Vistas, Movement, and Learner Well-being



TWEET



SHARE



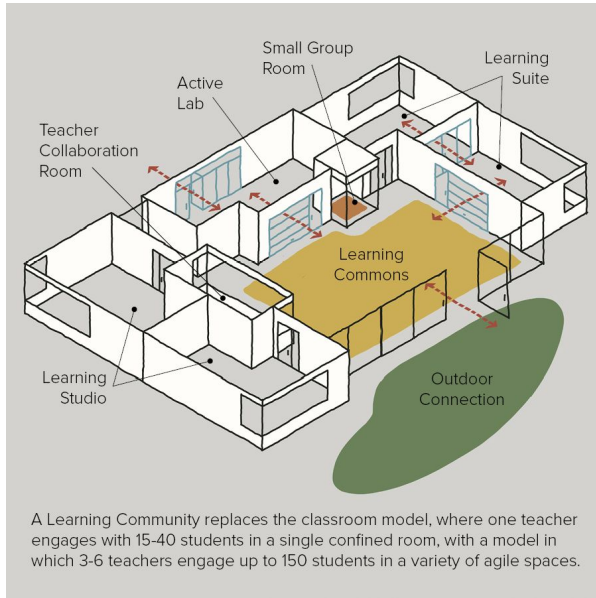
EMAIL

Place Based Education

### Key Points

- ▶ **Because the eye is most relaxed when looking at objects in the distance, vistas are an important design feature for eye health and well-being.**
- ▶ **Vistas can also be designed to help define and order movement through a space, making paths intuitive which, in turn, contributes to a sense of placemaking and security.**





## Learning Community



Randy Fielding Nov 11, 2021

# Learning Communities Change the Paradigm

Place Based Education

## Key Points

- ▶ **A Learning Community forms a spatial paradigm shift away from the conventional “cells-and-bells” classroom model.**
- ▶ **Learning Communities create a system of diverse and agile spaces that are meant to foster collaboration, creativity, and wellness.**
- ▶ **Creating a microschool using the Learning Community Design Pattern as a spatial model is a wonderful approach for a school or district wanting to be more innovative, equitable, and learner-centered.**

# Learning Community





## Learning in Community



Randy Fielding Dec 2, 2021

# Learning In Community—What Does it Look Like?



TWEET



SHARE

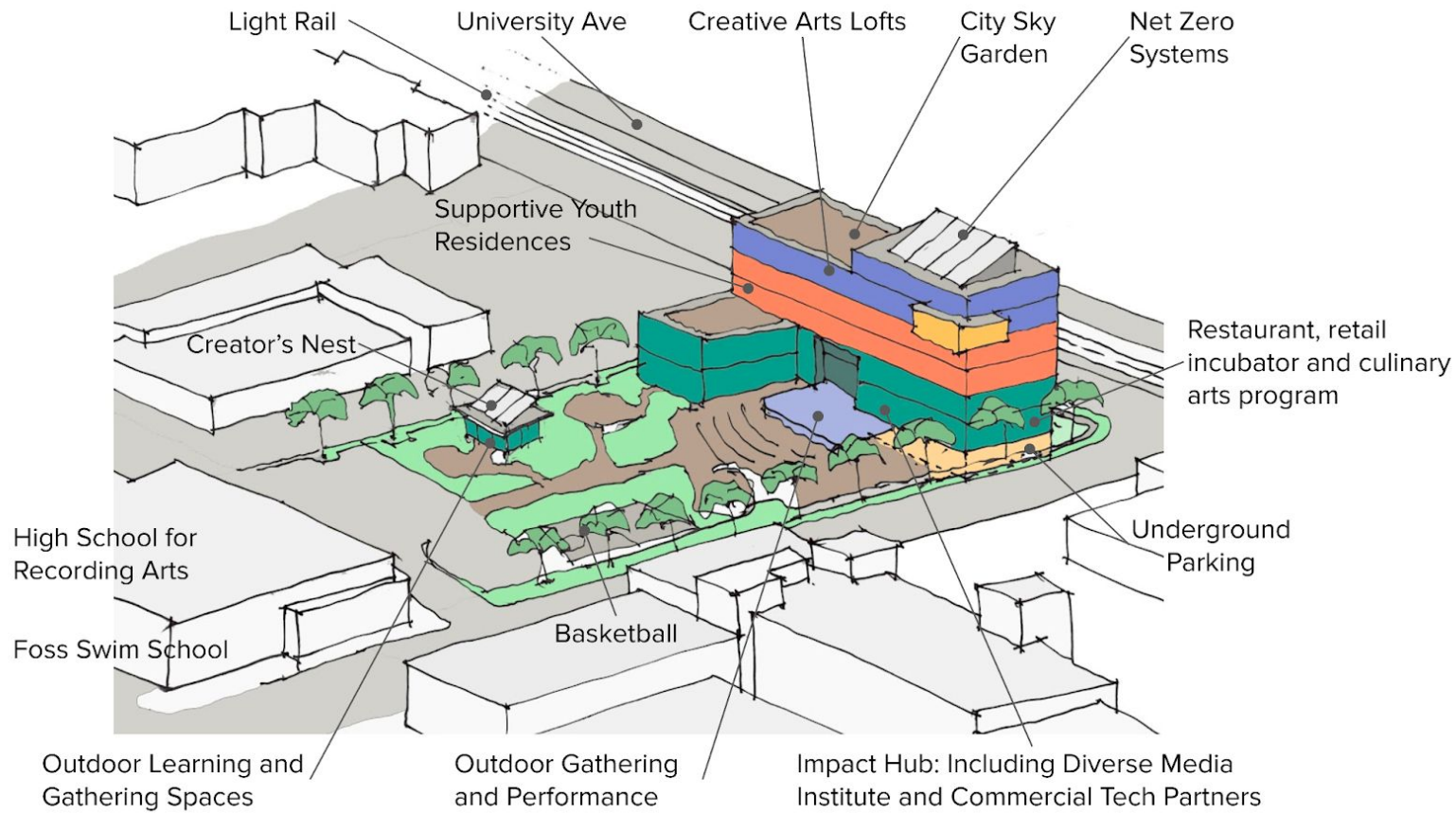


EMAIL

Place Based Education

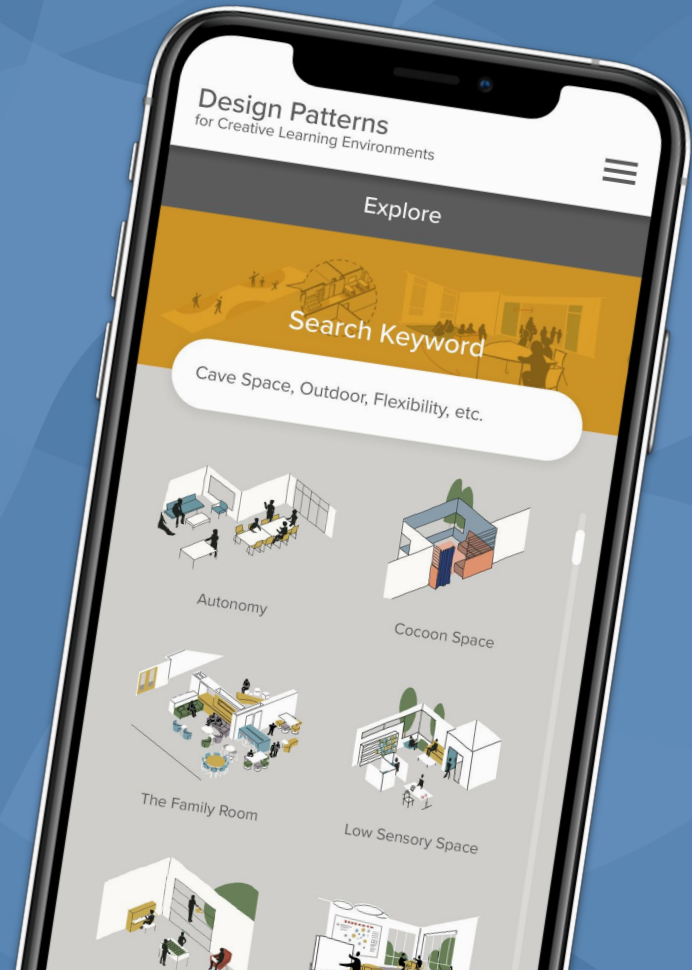
### Key Points

- ▶ **Neighborhood as School Design Pattern** aims to make learning more authentic, relevant, and community-connected.
- ▶ **If communities are willing to rethink when, where, and how learning happens, they will find many of the spaces for learning already exist.**
- ▶ **This builds on the emerging ecosystem work being led by Education Reimagined.**



# Toolkit:

## Using Design Patterns in the Visioning Process



# Visioning Process

## OLMC

The Visioning Process for Our Lady of Mount Carmel took place virtually over a three-day period: February 8-10, 2022.

A team at Fielding International facilitated a series of engagements to gather input from a variety of OLMC stakeholders. These engagements included:

- 4 Core Visioning Team Workshops
- 4 Student Focus Groups
- 2 Teacher Focus Groups
- A Community Meeting
- Emerging Opportunities Presentation



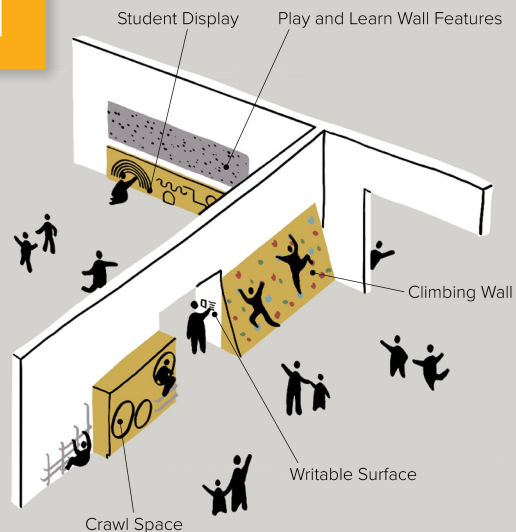
# Visioning Process

## OLMC | Student Focus Groups



# Which of the following Design Patterns resonate with you the most?

1



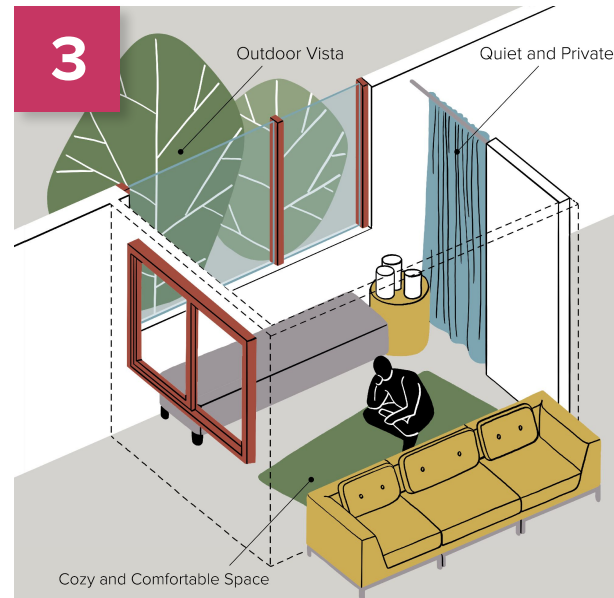
**Learning Walls**

2



**Outdoor Classroom**

3



**Calming Retreat**



# Which of the following Design Patterns resonate with you the most?

1

Semi-Enclosed Shelter

Tools & Equipment Storage

Workbench

Outdoor Project Space

2

Surfaces  
Tables  
Water

Small Group & Individual Zone:  
-Fixed, cozy cave spaces  
& easy to (re)arrange furniture

Permeable boundaries connect learning commons with surrounding rooms & outside

Visual Connection

Presentation Zone:  
-Movable digital screens & space dividers  
-Easy to (re)arrange furniture

Learning Commons provide indoor and outdoor spaces of varying sizes and characteristics to accommodate a variety of simultaneous learning activities.

Learning Commons

3

School Kitchen Adjacency

Instructors Station

Servery

Cafe

Access to Edible Gardens

Culinary Arts Kitchen



# Visioning Process

## OLMC | Student Focus Groups

I would use a  
Calming Retreat  
when I'm  
stressed out

We'd love to have  
more spaces where  
we can move.

The Culinary Arts  
Kitchen would be a  
great place to learn  
to cook together.

Learning is more  
fun outside.  
Amphitheaters, an  
outdoor classroom,  
pathways... YES!

Variable Seating is  
a must, and so are  
writable surfaces!



# Visioning Process

## OLMC | Student Focus Groups



# Visioning Process

## OLMC | Teacher Focus Groups

Teachers contributed by identifying barriers that get in the way of mission-aligned learning and exploring design patterns that would support and adapt to the unique needs of every child.



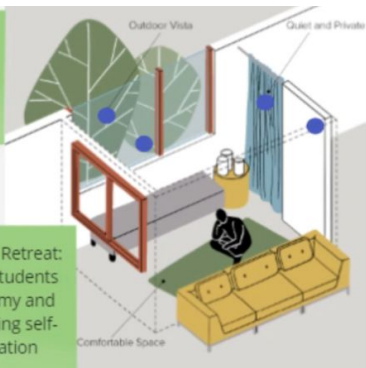


**LEARNING SUITE**

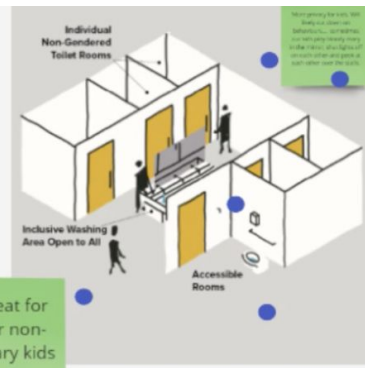
Provides a space to calm or de-escalate but still allows educators to keep an eye on the student

Calming Retreat: Giving students autonomy and promoting self-regulation

Would be great to have items built in rather than having to source/order individual sensory items for specific students (good for all)

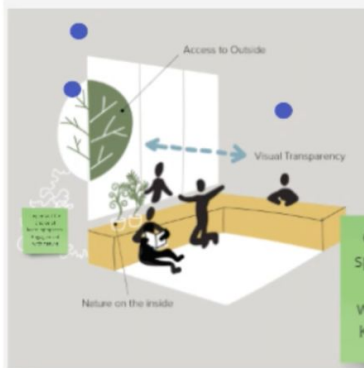


**CALMING RETREAT**



**HOME-LIKE BATHROOMS**

Great for our non-binary kids



**INDOOR OUTDOOR CONNECTIONS**

Great way to spark inquiries and wonderings in Kindergarten!



**LANGUAGE STUDIO**

Would love to see how language studio/suite can be utilized in French Immersion learning



**LANGUAGE SUITE**

Love to learn more about this space for the FI program



# Visioning Process

## OLMC | Teacher Focus Groups

We need much more natural light throughout the school.

Good acoustics are going to be really important, especially in common areas.

Our kids would benefit from more welcoming and flexible spaces.

Right now there's no place for us teachers to collaborate.

Outdoor learning is just as important to us as it is the students.



# Design Drivers:

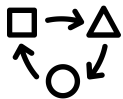
**We mapped each of the Design Drivers to four unique Design Patterns that will bring the vision alive at Our Lady of Mount Carmel.**

## What is a Design Driver?

A Design Driver is an action-oriented statement that the school design team will use to focus and refine the creation and construction of the new OLMC School.

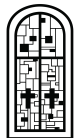
## How were they chosen?

Each of the Design Drivers captures a key idea that emerged out of the visioning sessions, and also relates to the overall mission, vision, and values of ALCDSB.



### **UDL: Equity is Adaptability**

The learning environment will provide the flexibility for every learner to experience personalized success. Adaptability and accessibility are essential.



### **Spiritual Presence**

The presence of God will be felt throughout the school. The building will have distributed places for calming reflection. Stained glass will be featured.



### **Communal & Collaborative Learning**

The school will be a welcoming environment that promotes belonging, togetherness, and shared experiences for students, educators, and community members.



### **A Dual Language Ethos**

Intentional detail will be paid to create special places that celebrate and support the learning of two languages: English and French.



### **Holistic Safety & Well-being**

The campus will promote personal wellness through a variety of spaces that support physical, social, and emotional health. Movement and comfort are vital.



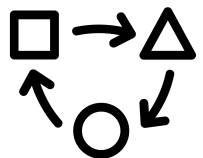
### **Outdoor Connections**

In addition to an abundance of natural light to make the interior feel warm and inviting, there will be meaningful outdoor learning spaces that connect with nature.

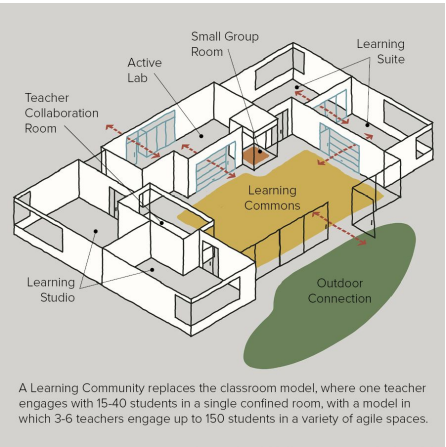
Design Drivers | OLMC

UDL Equity is Adaptability

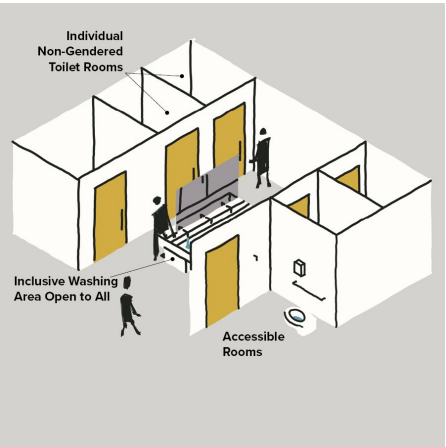
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Learning Community

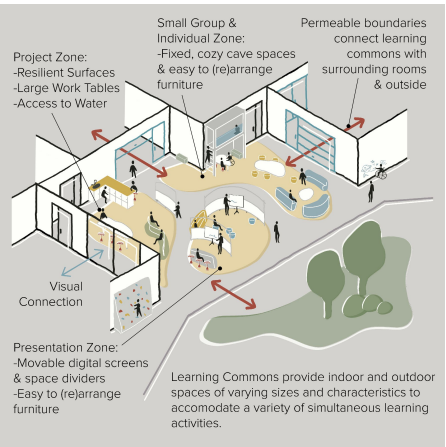
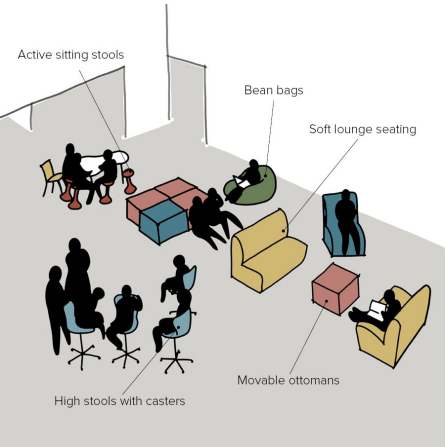


A Learning Community replaces the classroom model, where one teacher engages with 15-40 students in a single confined room, with a model in which 3-6 teachers engage up to 150 students in a variety of agile spaces.



Home-like Bathrooms

Variable Seating



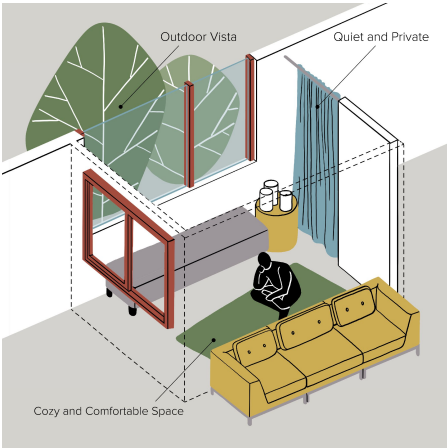
Learning Commons

Design Drivers | OLMC

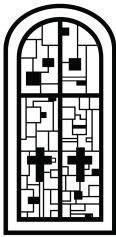
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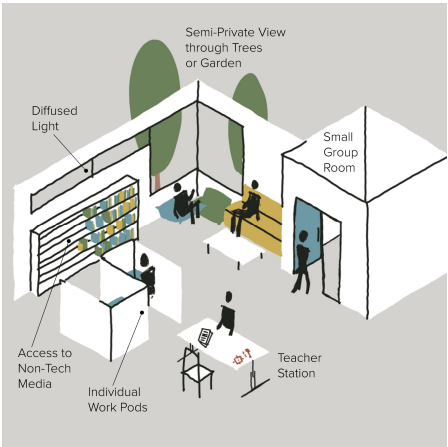
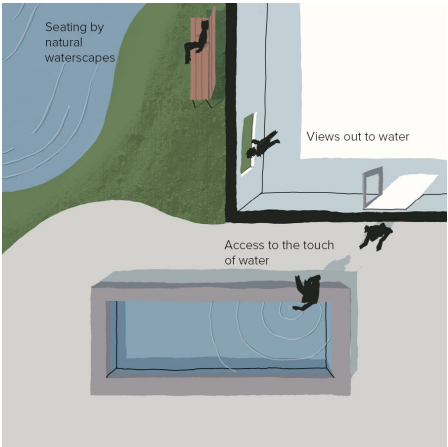
Calming  
Retreat



Local  
Signature



Presence of  
Water

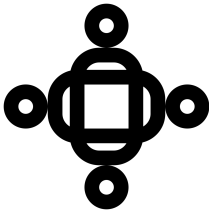


Quiet Zone

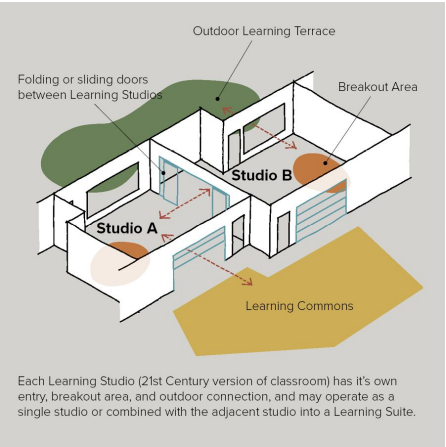
Design Drivers | OLMC

Communal & Collaborative Learning

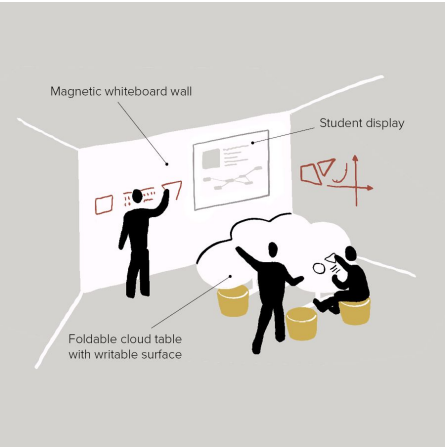
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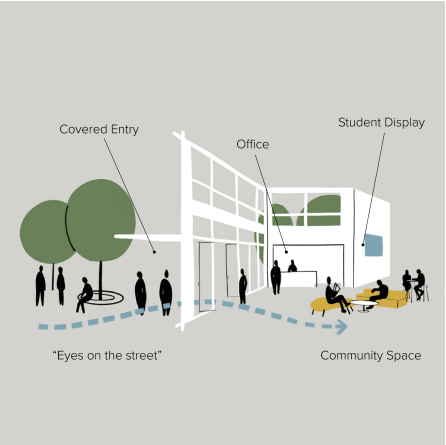
Learning Suite



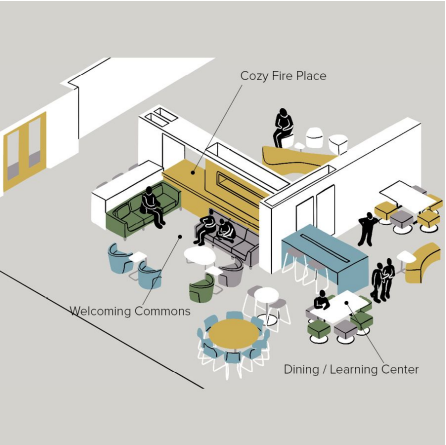
Writable Surfaces



Welcoming Entry



The Family Room

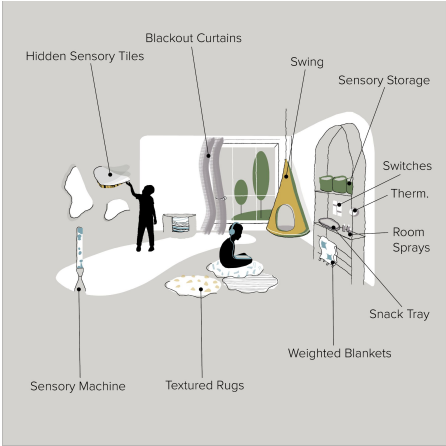


**Design Drivers | OLMC**  
**Holistic Safety & Well-being**

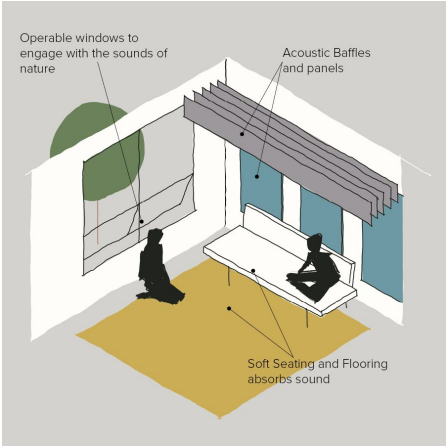
The campus will promote personal wellness through a variety of spaces that support physical, social, and emotional health. Movement and comfort are vital.



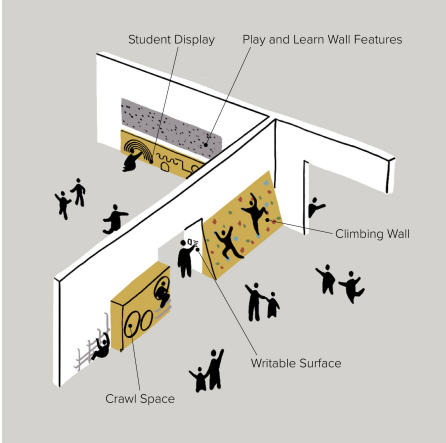
**Sensory Control**



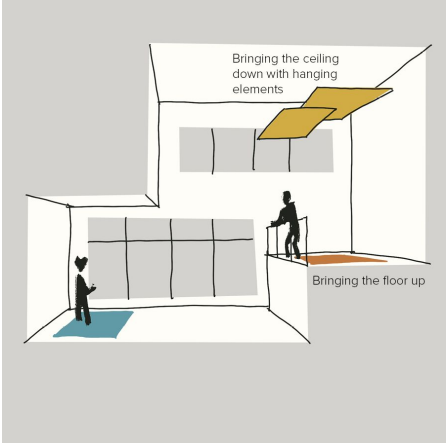
**Considering Sound**



**Learning Walls**

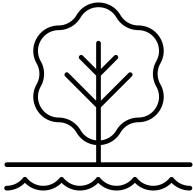


**Low-high Ceiling**

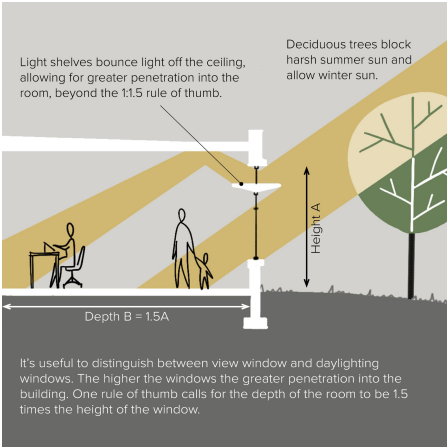


**Design Drivers | OLMC**  
**Outdoor Connections**

The campus will promote personal wellness through a variety of spaces that support physical, social, and emotional health. Movement and comfort are vital.



**Daylighting**



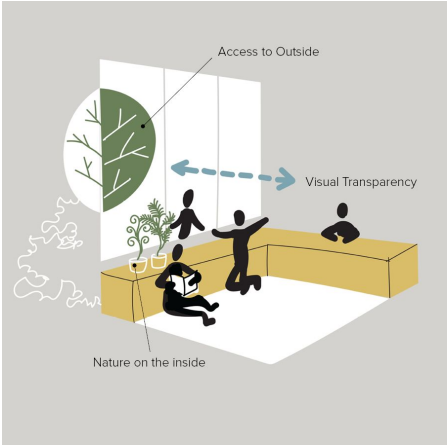
**Outdoor Classroom**



**Outdoor Project Space**

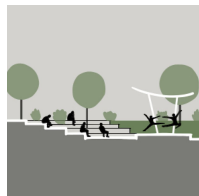


**Indoor-outdoor Connections**



# Design Patterns

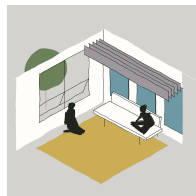
## A Future Measuring Stick



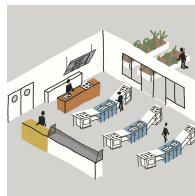
Amphitheater



Calming Retreat



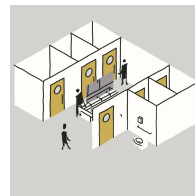
Considering Sound



Culinary Arts Kitchen



Daylighting



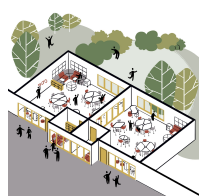
Home-like Bathrooms



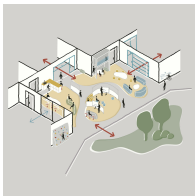
Indoor-Outdoor Connections



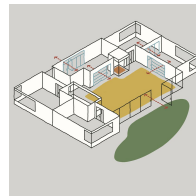
Language Studio



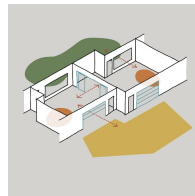
Language Suite



Learning Commons



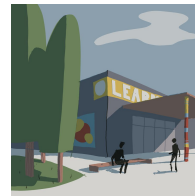
Learning Community



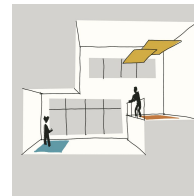
Learning Suite



Learning Walls



Local Signature



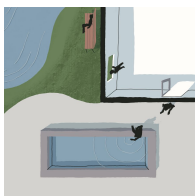
Low-High Ceiling



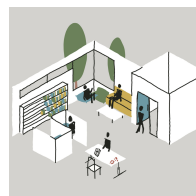
Outdoor Classroom



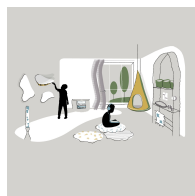
Outdoor Project Space



Presence of Water



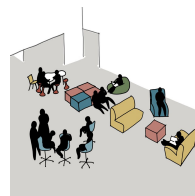
Quiet Zone



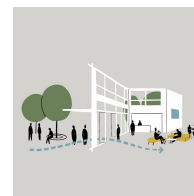
Sensory Control



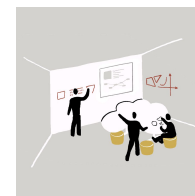
The Family Room



Variable Seating



Welcoming Entry



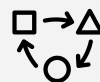
Writable Surfaces



# Design Drivers and Design Patterns Summary

## Design Drivers

1. **UDL: Equity is Adaptability**  
The learning environment will provide the flexibility for every learner to experience personalized success. Adaptability and accessibility are essential.
2. **Spiritual Presence**  
The presence of God will be felt throughout the school. The building will have distributed places for calming reflection. Stained glass will be featured.
3. **Communal & Collaborative Learning**  
The school will be a welcoming environment that promotes belonging, togetherness, and shared experiences for students, educators, and community members.
4. **A Dual Language Ethos**  
Intentional detail will be paid to create special places that celebrate and support the learning of two languages: English and French.
5. **Holistic Safety & Well-being**  
The campus will promote personal wellness through a variety of spaces that support physical, social, and emotional health. Movement and comfort are vital.
6. **Outdoor Connections**  
In addition to an abundance of natural light to make the interior feel warm and inviting, there will be meaningful outdoor learning spaces that connect with nature



## Design Patterns

1. Amphitheater
2. Calming Retreat
3. Considering Sound
4. Culinary Arts Kitchen
5. Daylighting
6. Home-like Bathrooms
7. Indoor-outdoor Connections
8. Language Studio
9. Language Suite
10. Learning Commons
11. Learning Community
12. Learning Suite
13. Learning Walls
14. Local Signature
15. Low-high Ceiling
16. Outdoor Classroom
17. Outdoor Project Space
18. Presence of Water
19. Quiet Zone
20. Sensory Control
21. The Family Room
22. Variable Seating
23. Welcoming Entry
24. Writable Surfaces





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We are one team of architects and educators, co-creating across five locations, all dedicated to making the world better by improving learning environments.



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