



Fielding
International

Designing schools where learners **thrive**

From Local Gateway to Global Benchmark

What Highly Competitive Schools Worldwide are Doing—
and How Designers Can Help Bring It Home

Certified



Corporation

We are a Certified B Corporation™

Our designs do **good**.
Our designs have **impact**.

We're part of a community using
business as a force for good.

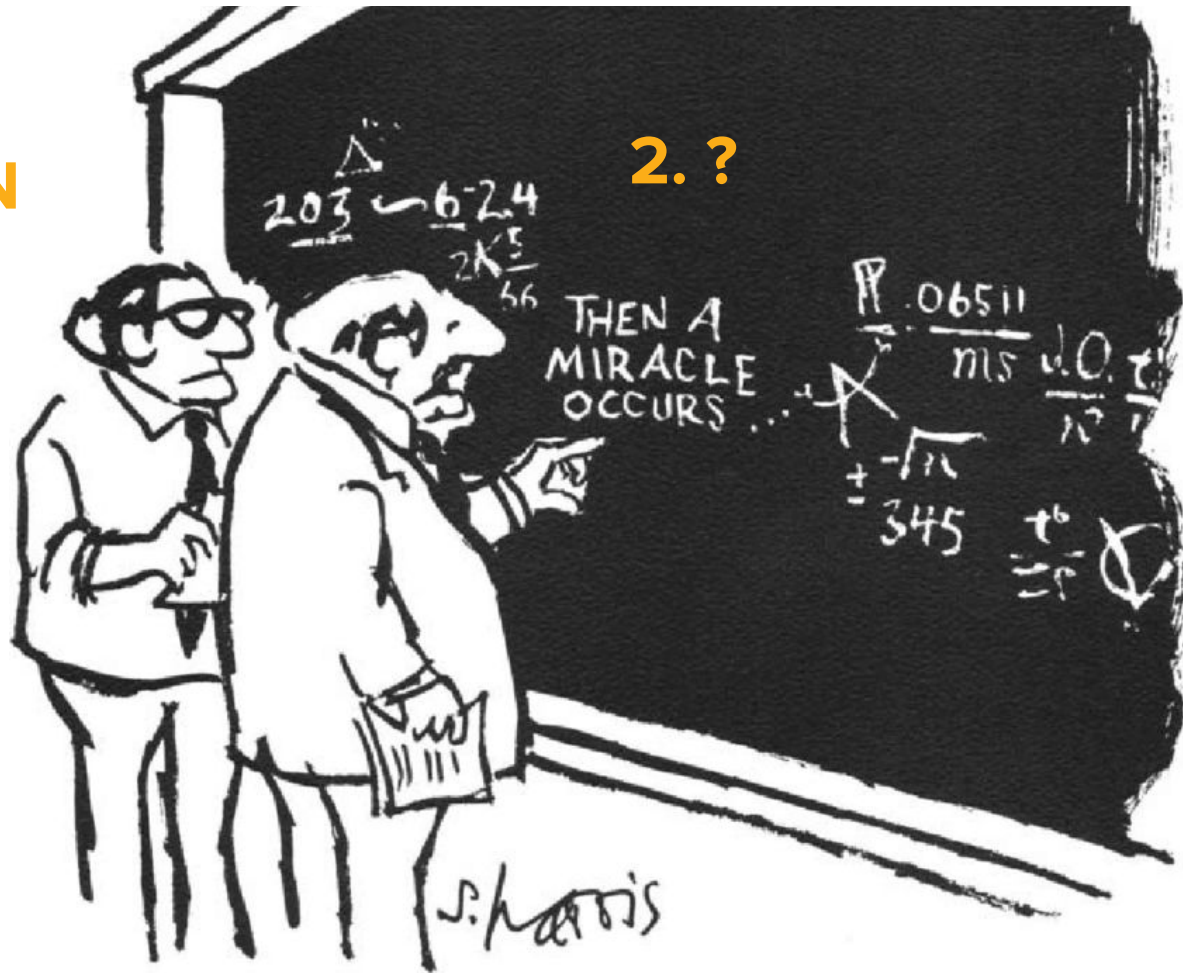


Certified B Corporation™

Certified B Corporations, or B Corps, are companies verified by B Lab to meet high standards of social and environmental performance, transparency, and accountability.

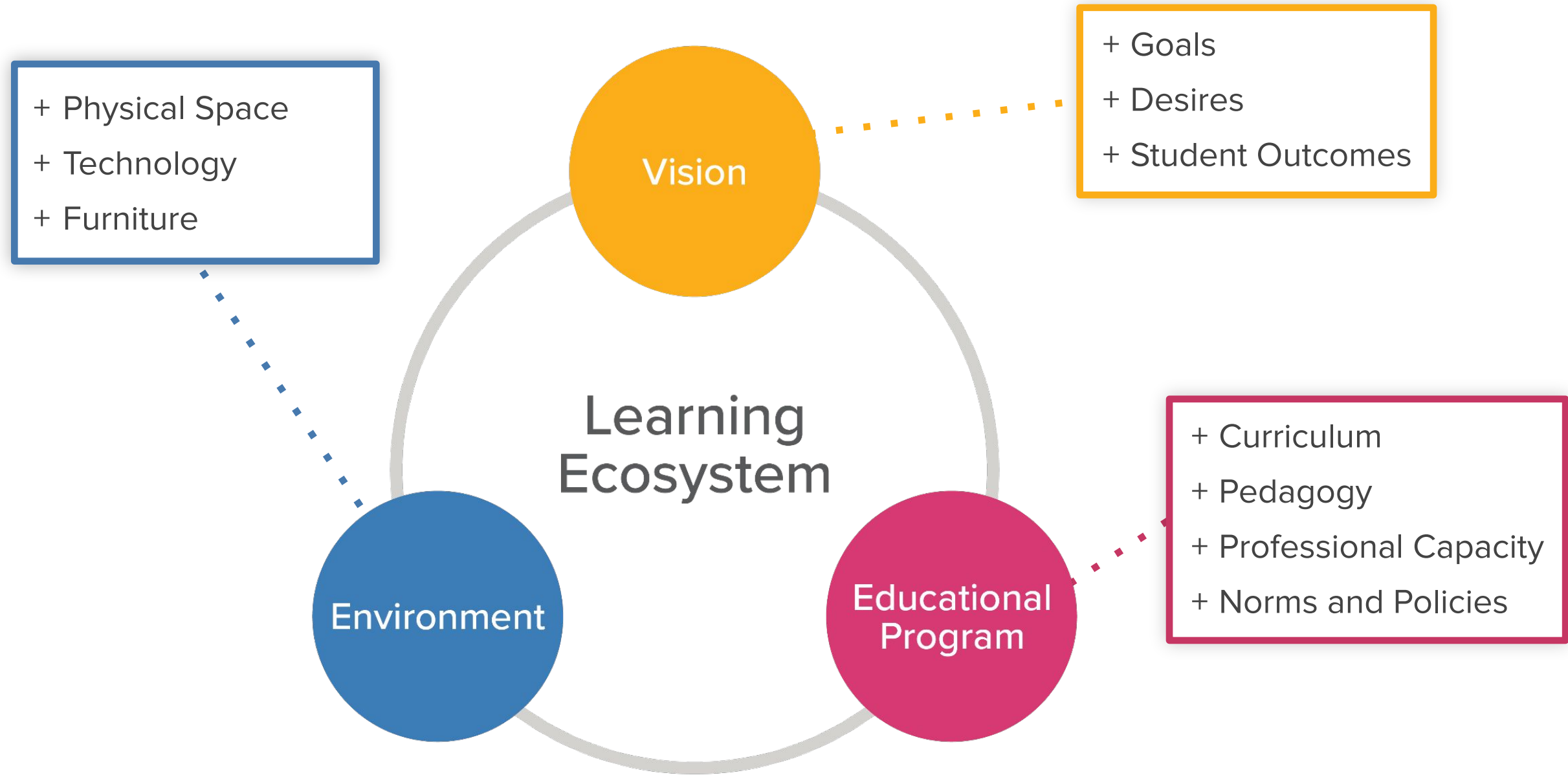
1. VISION

2. ?

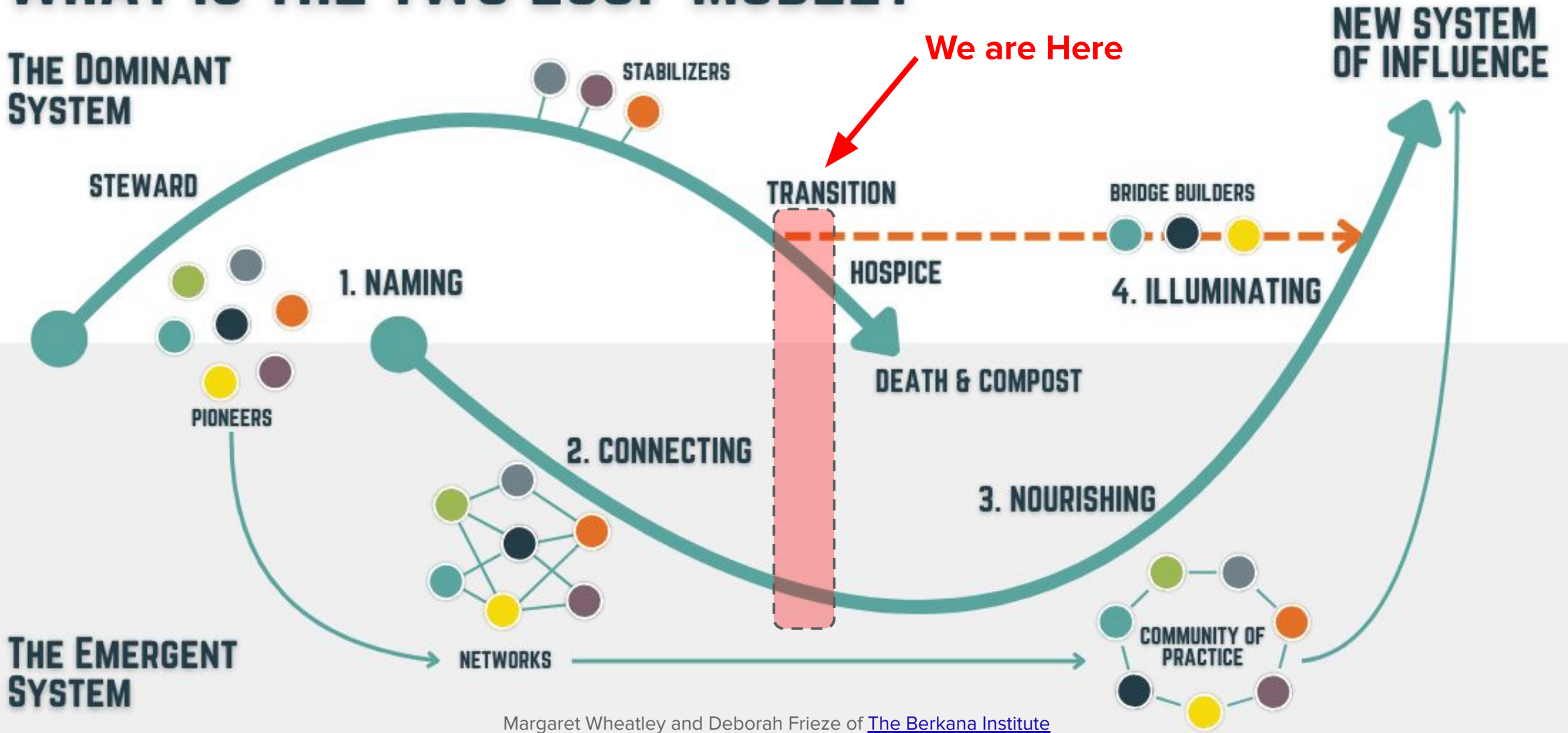


3. OUTCOME

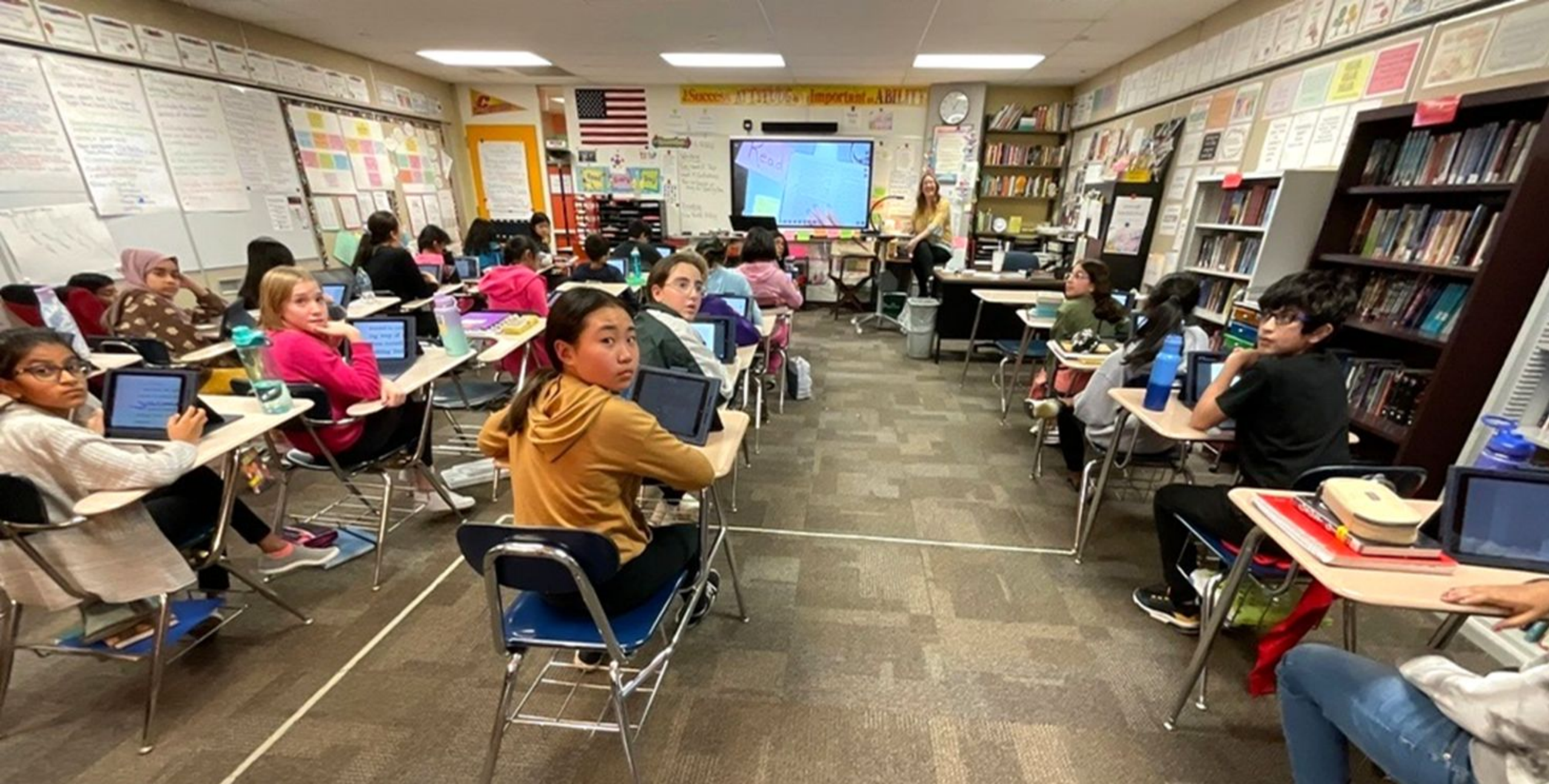
"I THINK YOU SHOULD BE MORE EXPLICIT HERE IN STEP TWO."



WHAT IS THE TWO LOOP MODEL?









School Choice Research—What Families Actually Decide On

Families don't leave for test scores.

They leave for quality of environment, values alignment, and individual attention.

PRIORITY 01

Quality of environment



PRIORITY 02

Values alignment



PRIORITY 03

Individual attention



TEST SCORES RANK

10%
District

16%
Charter

15%
Private

Ranked last or near-last across every school type. Families are choosing on feel — and feel is designable.

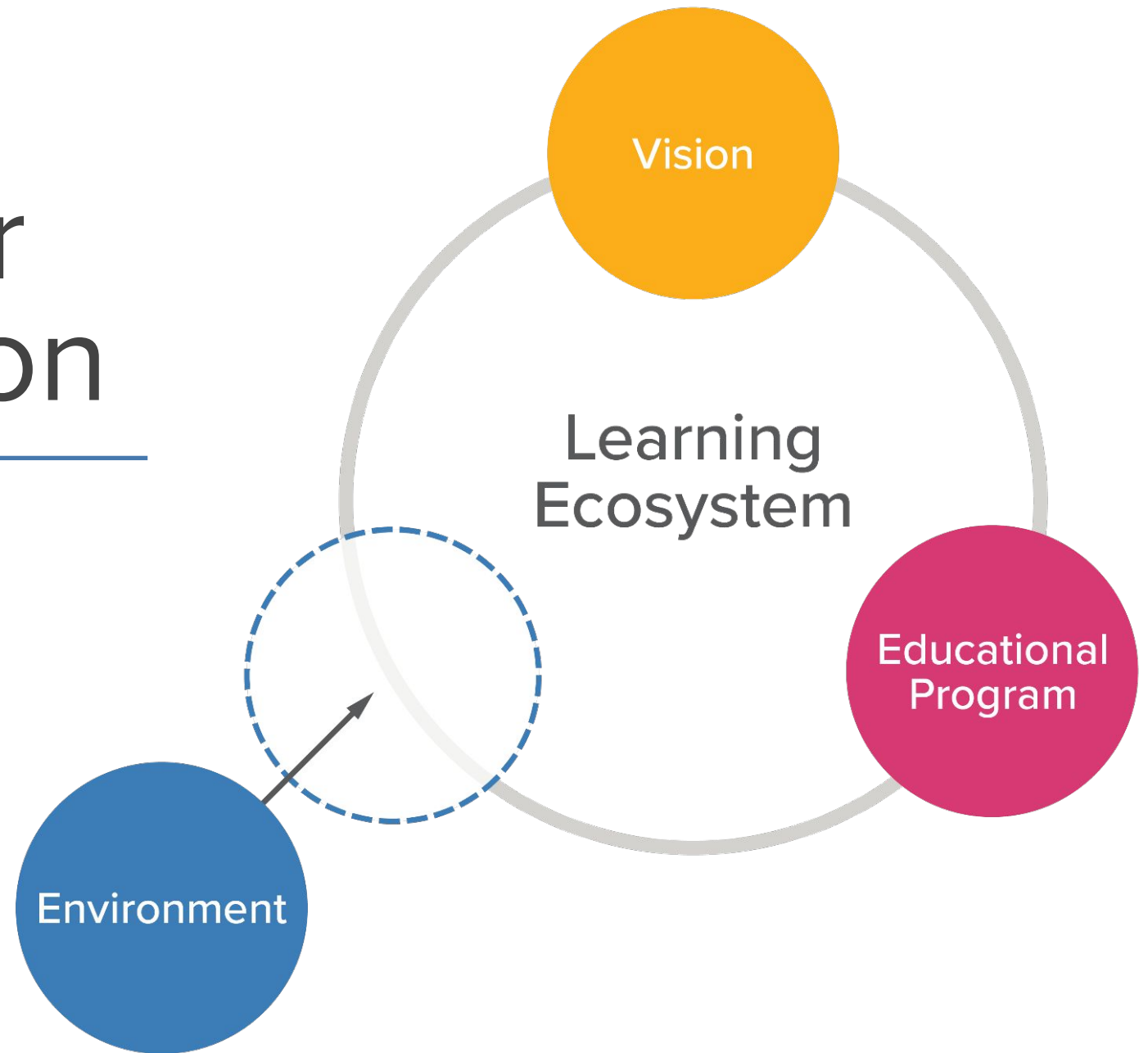
Source: EdChoice.org



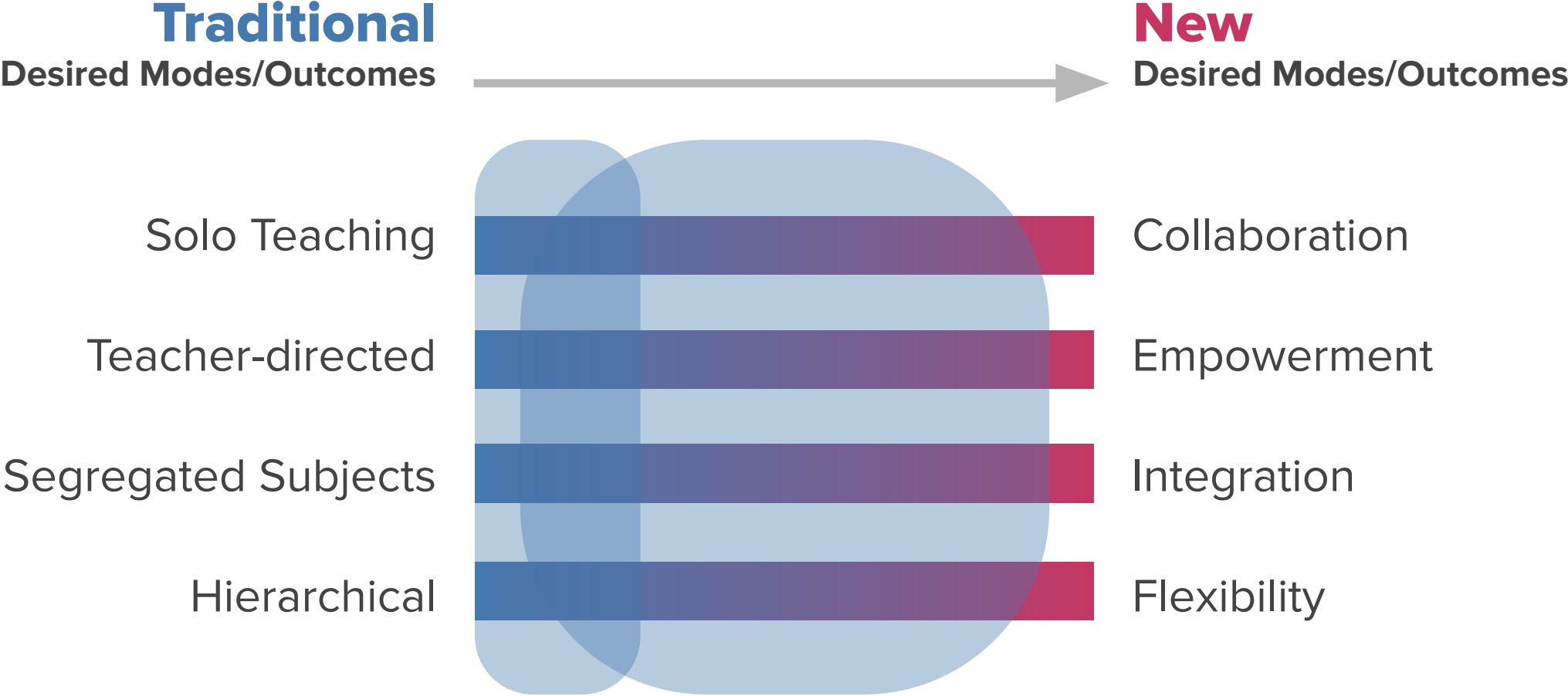
The world's most competitive schools are using capital improvement as strategic instrument to communicate new values and transform school culture and practices.

The results are driving enrollment, investment, and **student outcomes.**

Designing for Transformation



New Environments / New Organizations and Practices



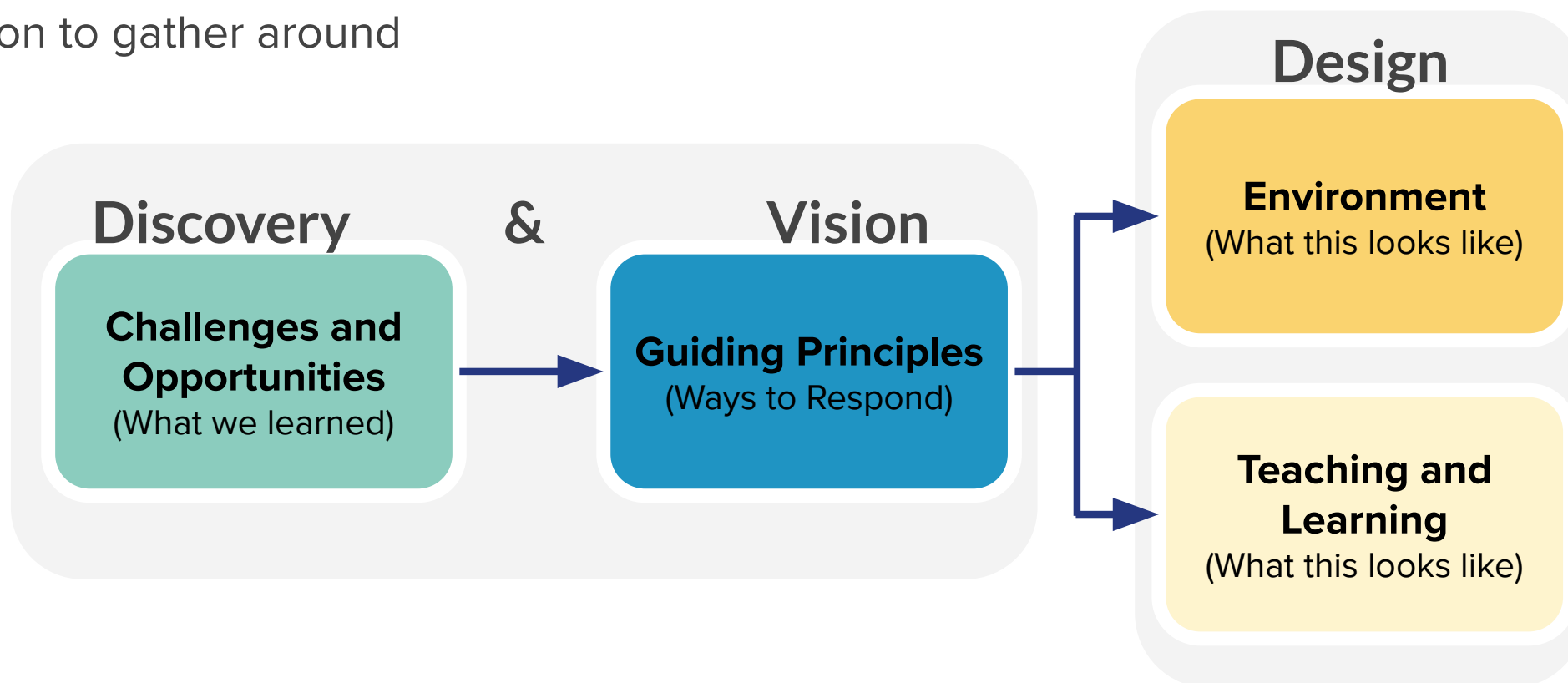
Designing for Transformation

1. What problems do we need to solve?
2. What are our guiding principles?
3. How do these principles translate to solving our problems through daily activities, experiences, and structures?
4. What environments or conditions are most helpful in restricting old unwanted behavior or supporting new desired behaviors?

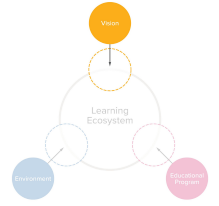
Guiding Principles / Framework

A Guiding Principle provides:

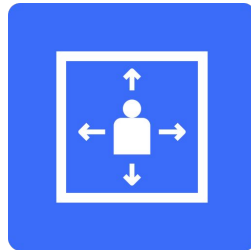
- + Direction from the community
- + Criteria to filter decisions through for all stakeholders
- + Vision to gather around



School A's / Guiding Principles



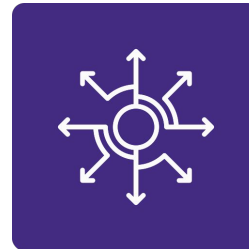
**Provide Ideal
Conditions**



**Resource
Innovation**



**Prioritize Wellness,
Safety & Belonging**

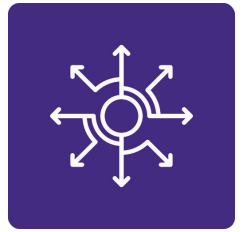
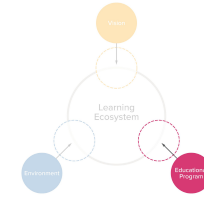


**Expand
Learning**



**Build Durable
Life Skills**

Program / Expand Learning

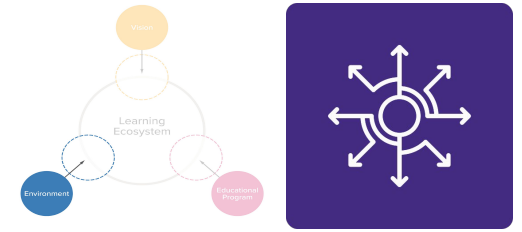


Methods, Practices, Systems, Structures

- Host presentations, partnerships, and other events that include community involvement
- Normalize and integrate support services
- Active, experiential learning with real community challenges
- Expand options in career, tech, internships, farm to table opportunities



Environment / Expand Learning



Spaces, Places, Adjacencies, Resources

- Provide community-activated spaces
- Explore active learning uses of farm and other open land
- Locate specialized spaces near core functions
- Connect learning to outdoor environments
- Make resources student-accessible
- Declutter and remove redundancies



Making and Invention



Play and Curiosity

Imagination and Exploration

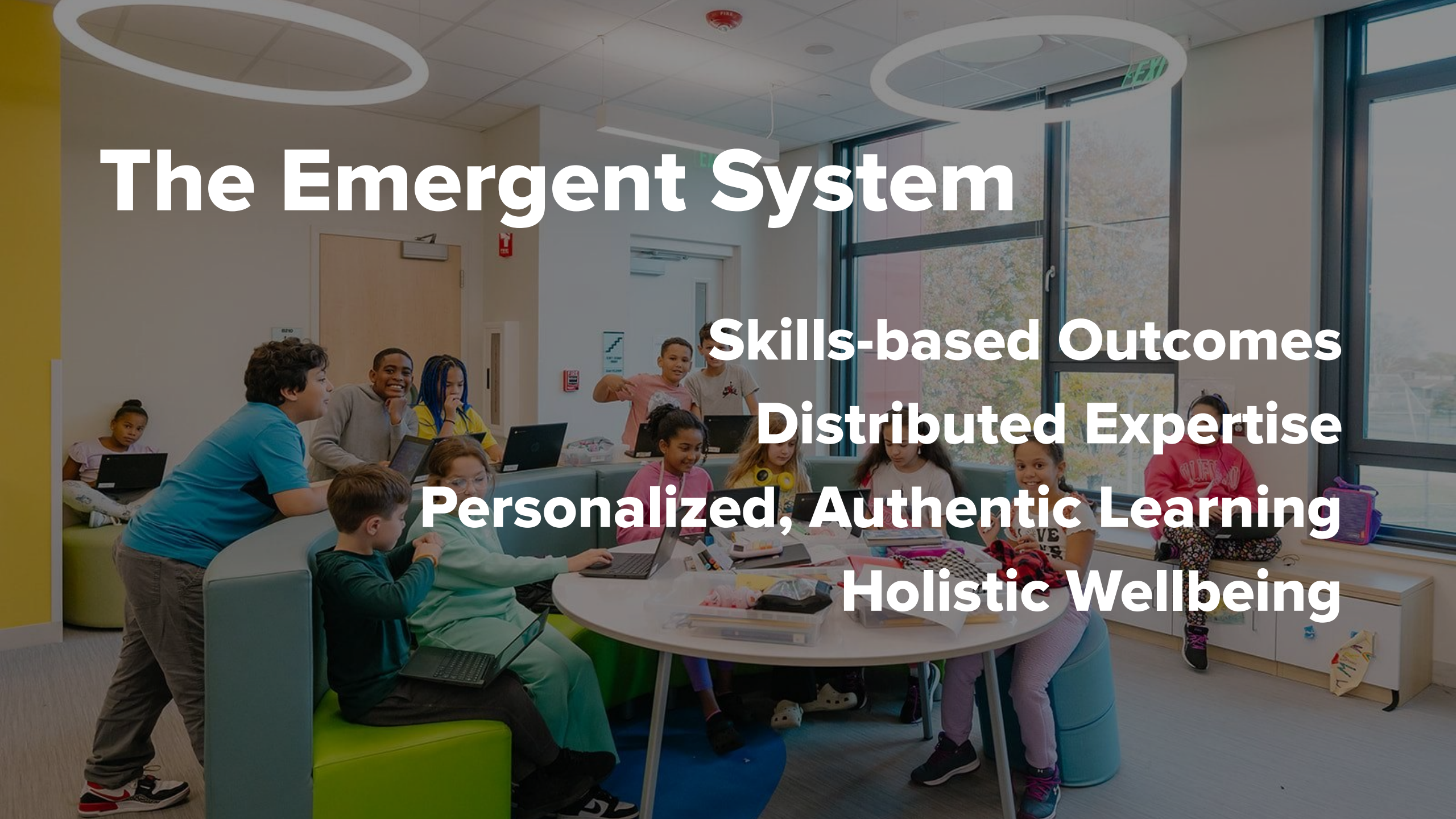
The Emergent System

Skills-based Outcomes

Distributed Expertise

Personalized, Authentic Learning

Holistic Wellbeing





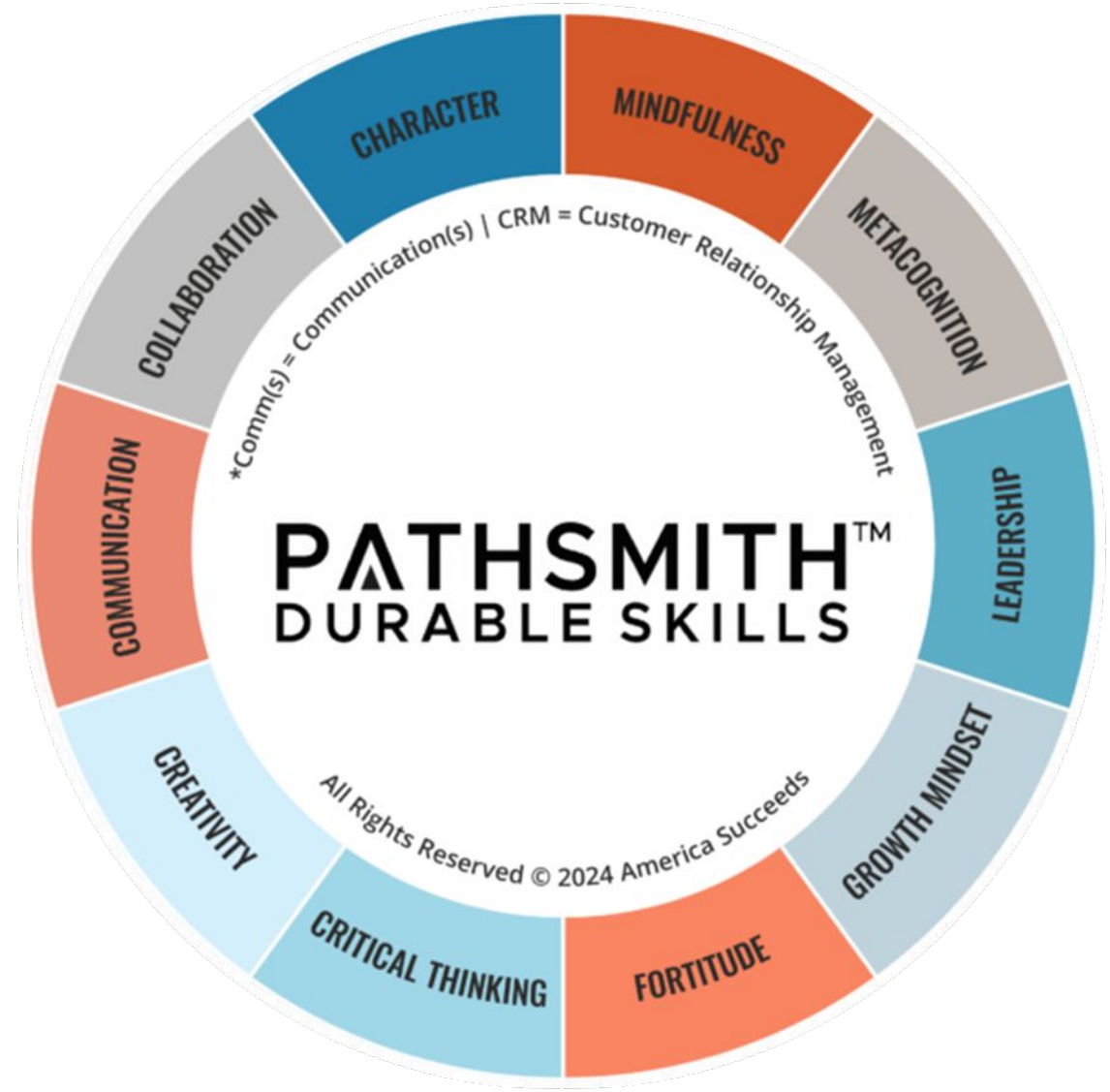
Skills-Based Outcome

Top 10 fastest growing skills by 2030

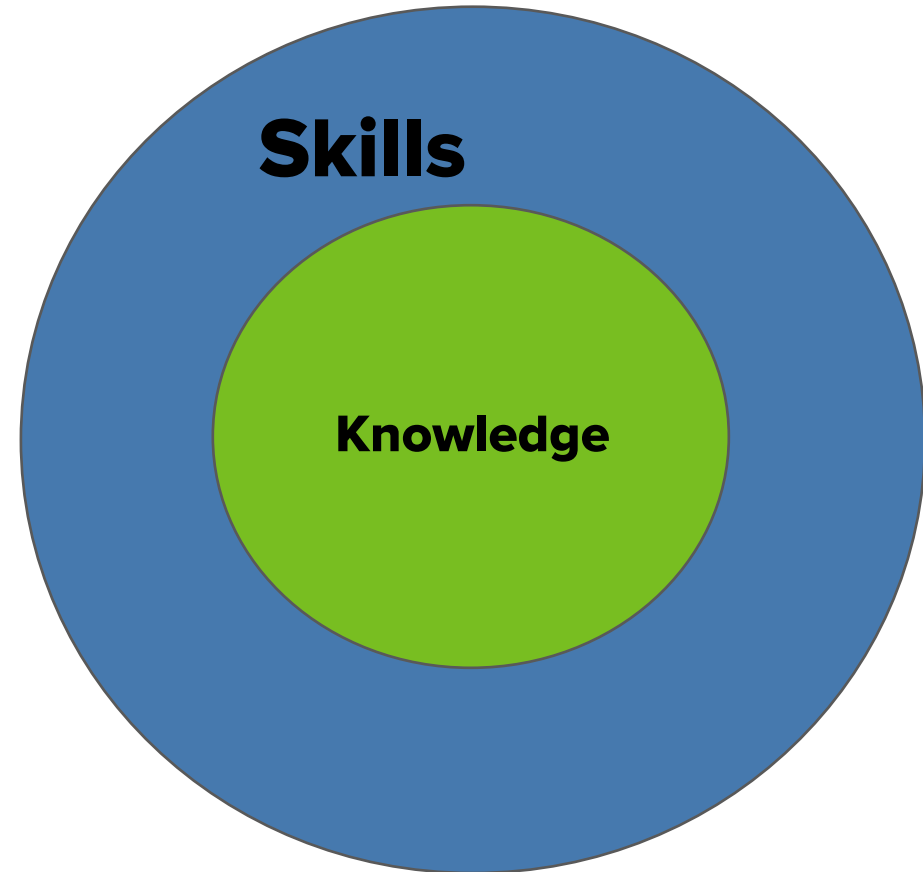
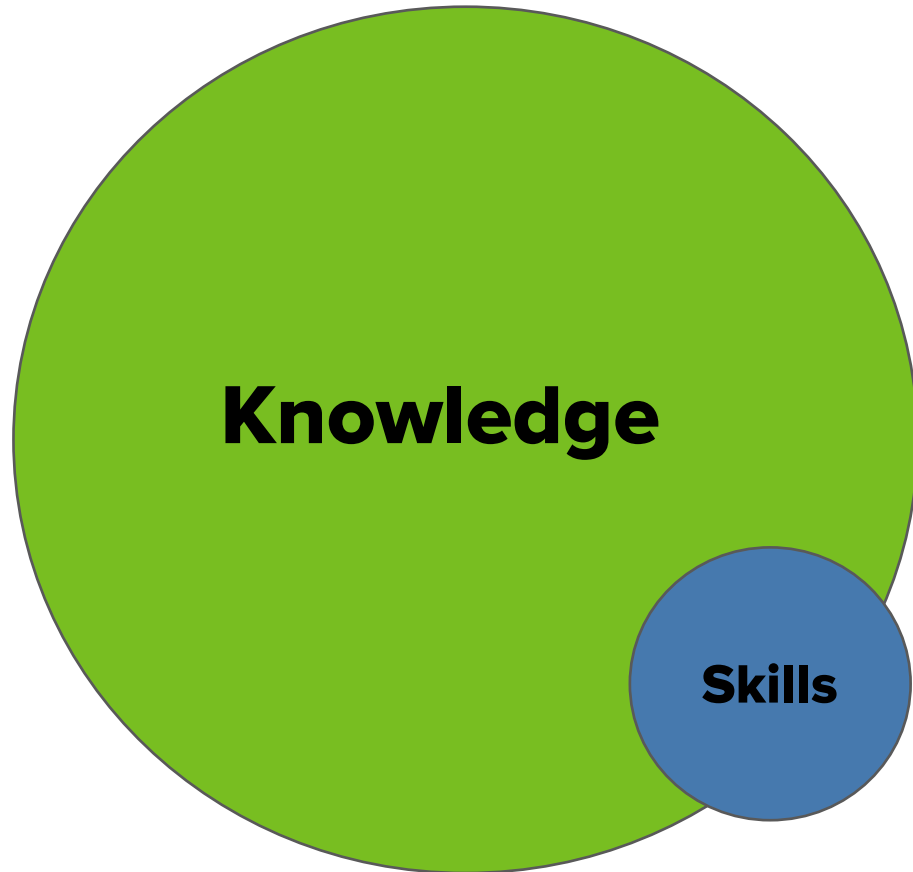
1. AI and big data
2. Networks and cybersecurity
3. Technological literacy
4. Creative thinking
5. Resilience, flexibility and agility
6. Curiosity and lifelong learning
7. Leadership and social influence
8. Talent management
9. Analytical thinking
10. Environmental stewardship

Cognitive skills Self-efficacy Working with others Management skills Technology skills Ethics

Note: The skills selected by surveyed organizations to be increasing most rapidly in importance by 2030.
Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.



Aligned Learning Ecosystem / Goals





Distributed Expertise

Today's Reality / Educators Crave Collaboration



64%

Percentage of educators report wanting to spend more time collaborating with colleagues, making it the top activity they wanted to spend more time on out of 13 options.

A great thought partner describes it this way...

“

What if we move our model
from individual redundancy to
**leveraging distributed
expertise?**

“

Moving to Collaborative Teaching Teams is a **paradigm shift in school staffing** from “teachers of record” to “teams of record.”

A typical set of Elementary Classrooms

Teacher A



25 Students

Teacher B



25 Students

Teacher C



25 students

Teacher D



25 Students

100 students across 4 classrooms



1 Paraeducator
Shared across all 4 classrooms

A typical set of 3rd grade classrooms



1 Paraeducator
Shared across
all 4 classrooms

Teacher A



25 Students

- ELA Planner
- Math Planner
- SS Planner
- Science Planner
- Family Comms
- Tech Integration

Teacher B



25 Students

- ELA Planner
- Math Planner
- SS Planner
- Science Planner
- Family Comms
- Tech Integration

Teacher C



25 students

- ELA Planner
- Math Planner
- SS Planner
- Science Planner
- Family Comms
- Tech Integration

Teacher D



25 Students

- ELA Planner
- Math Planner
- SS Planner
- Science Planner
- Family Comms
- Tech Integration

3rd Grade “Team of Record”

Teacher A



Community Lead
ELA Planner
Math Planner

Teacher B



Science Planner
Tech Integration

Teacher C



SS Planner
Family Comms

Teacher D



Small-group support
MTSS Check-in/out

1 Paraeducator



Small-group support
MTSS Check-in/out



Sharing a roster of 100 students

Headline outcomes

Educator outcomes



greater teacher retention

(+4 percentage points
+13 for novices
+9 for Lead Teachers)



greater job satisfaction

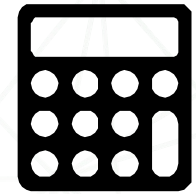
(+10 percentage points likely to agree)

Student outcomes



increased 3rd grade reading growth

(+1.4 months)



passed Algebra 1 at higher rates

(+4 percentage points,
+7 for Latina learners)



Personalized Authentic Learning

Why Personalization? Self Determination Theory

Conditions

Autonomy

Competence

Relatedness

Effects

Motivation

Goals

Success

Self Determination Theory in Schools

**Helping Students Explore
a Purpose improves:**

**Academics
Persistence
Well-being**



Boring but important: a self-transcendent purpose for learning fosters academic self-regulation.
J Pers Soc Psychol. 2014 Oct;107(4):559-80. doi: 10.1037/a0037637.

Relevance

International School of Kazan

Kazan, Russia

Fielding International



Interests



Horace Greeley High School

Chappaqua, New York, USA

Fielding International

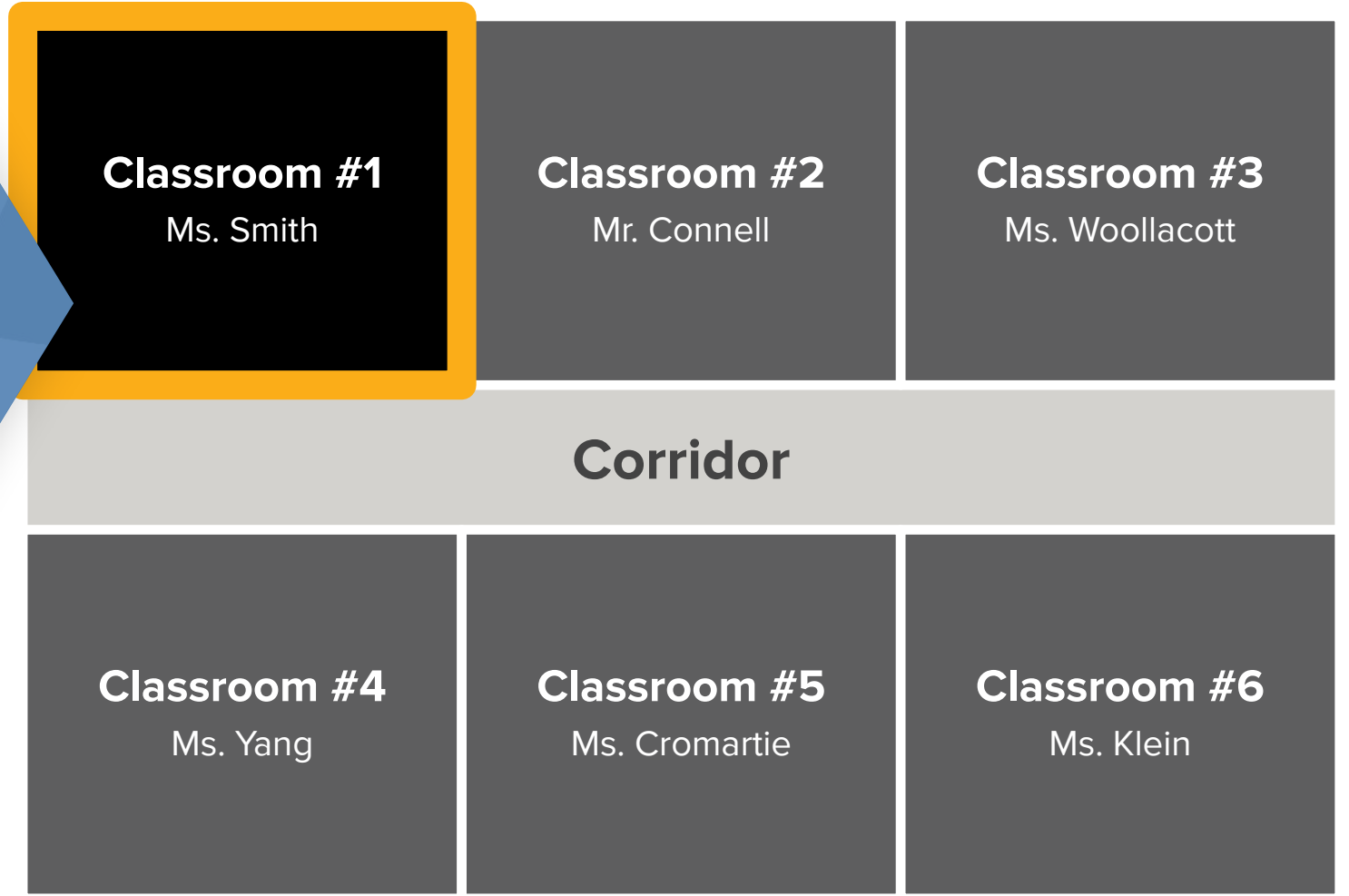


Holistic Well-Being

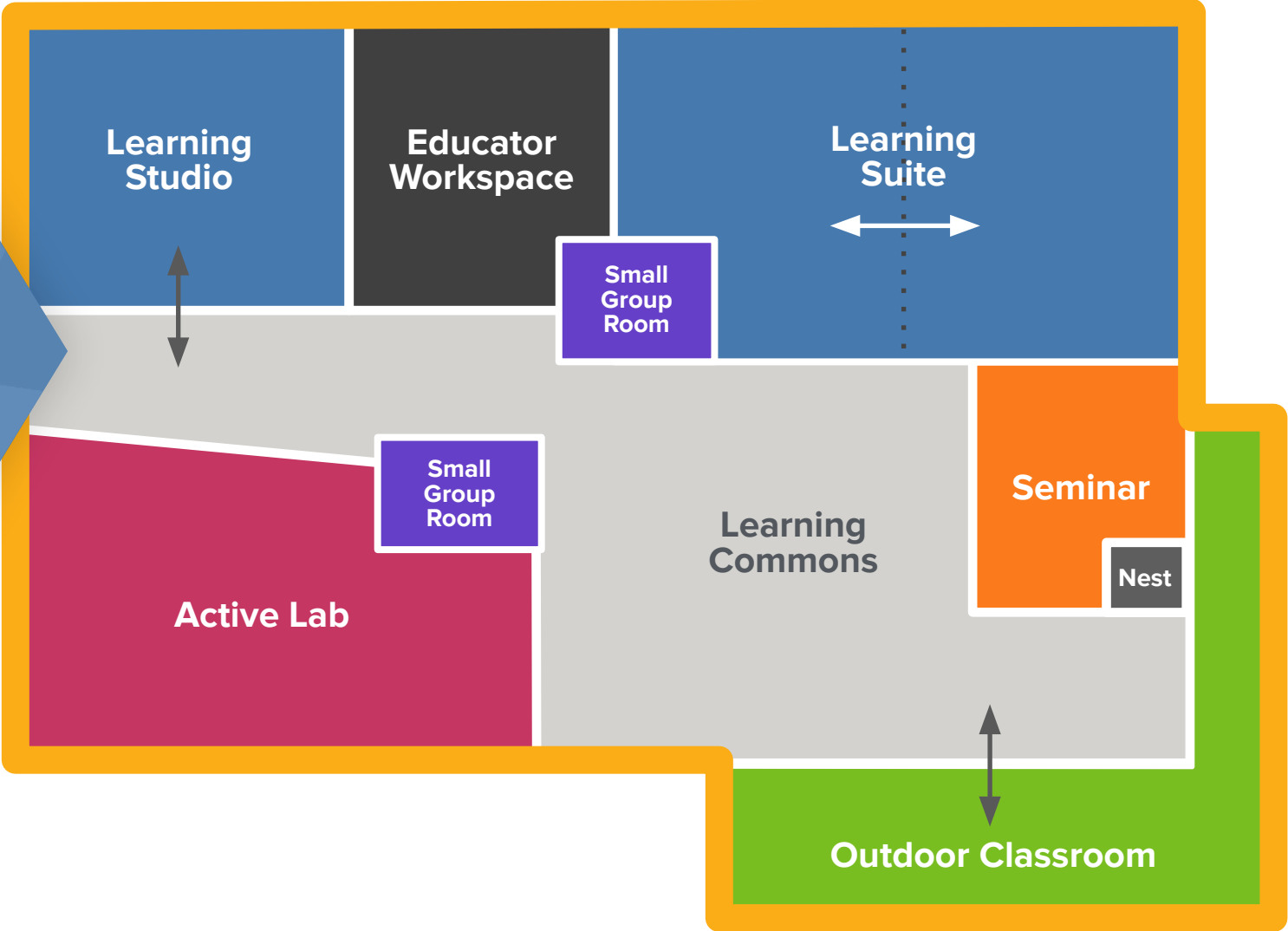
Assigned Efficiency



What happens if Ms. Smith isn't an effective teacher for you?



Community Belonging



New Connections:

“My teachers are Ms. Smith, Mr. Connell, Ms. Woollacott, Ms. Yang, Ms. Cromartie, and Ms. Klein.”

Commonly Expressed Dimensions of Well-Being

Physical Health

Enables daily activities without limitations

Mental Health

Crucial for resilience and enjoying life

Social Connections

Boosts belonging and well-being

Economic Stability

Reduces stress, enables personal growth

Work-Life Balance

Reduces stress, increases satisfaction

Environmental Quality

Improves physical and psychological health

Personal Freedoms

Essential for autonomy and self-expression

Meaningful Activities

Provides purpose and fulfillment

Ruggeri, K., Garcia-Garzon, E., Maguire, Á. *et al.* Well-being is more than happiness and life satisfaction: a multidimensional analysis of 21 countries. *Health Qual Life Outcomes* 18, 192 (2020). <https://doi.org/10.1186/s12955-020-01423-y>

Mental Refuge

Black Rock Middle School
Lower Merion, Pennsylvania, USA
Fielding International



Physical Comfort



Eden Park Elementary
Cranston, Rhode Island, USA
Fielding International

Joyful Movement



Garden City Elementary

Cranston, Rhode Island, USA

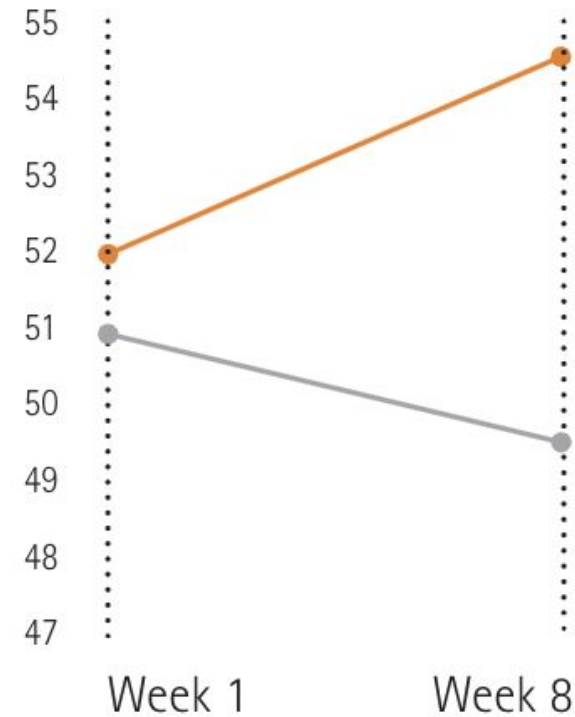
Fielding International

Movement stimulates higher test scores.

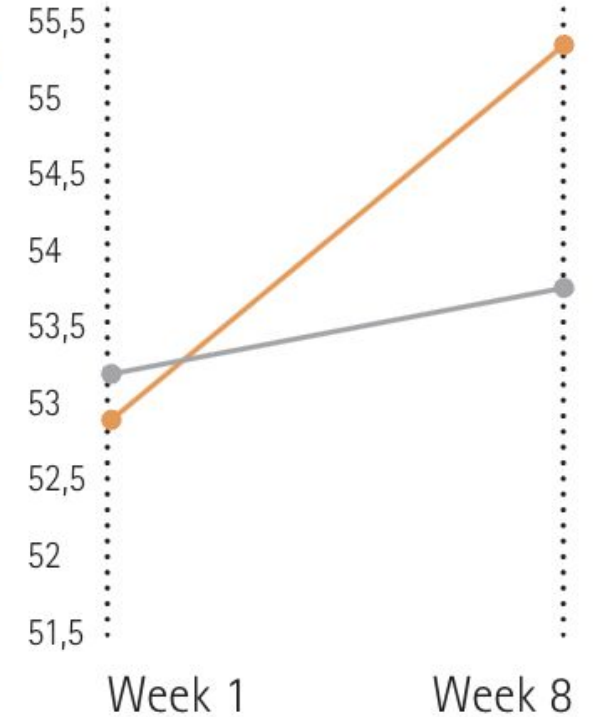
(Project "Schnecke" by the Ministry of Education in the State Hessen/Germany 2014)



Reading test scores



Math test scores



- Sensomotoric stimulation
- No stimulation

Belonging is a fundamental human need that plays a crucial role in our well-being, happiness, and overall sense of purpose.





International Case Study US Case Study Applies

Pathfinders

Prototyping new environments
for learning

Case Study:
International School of
Düsseldorf



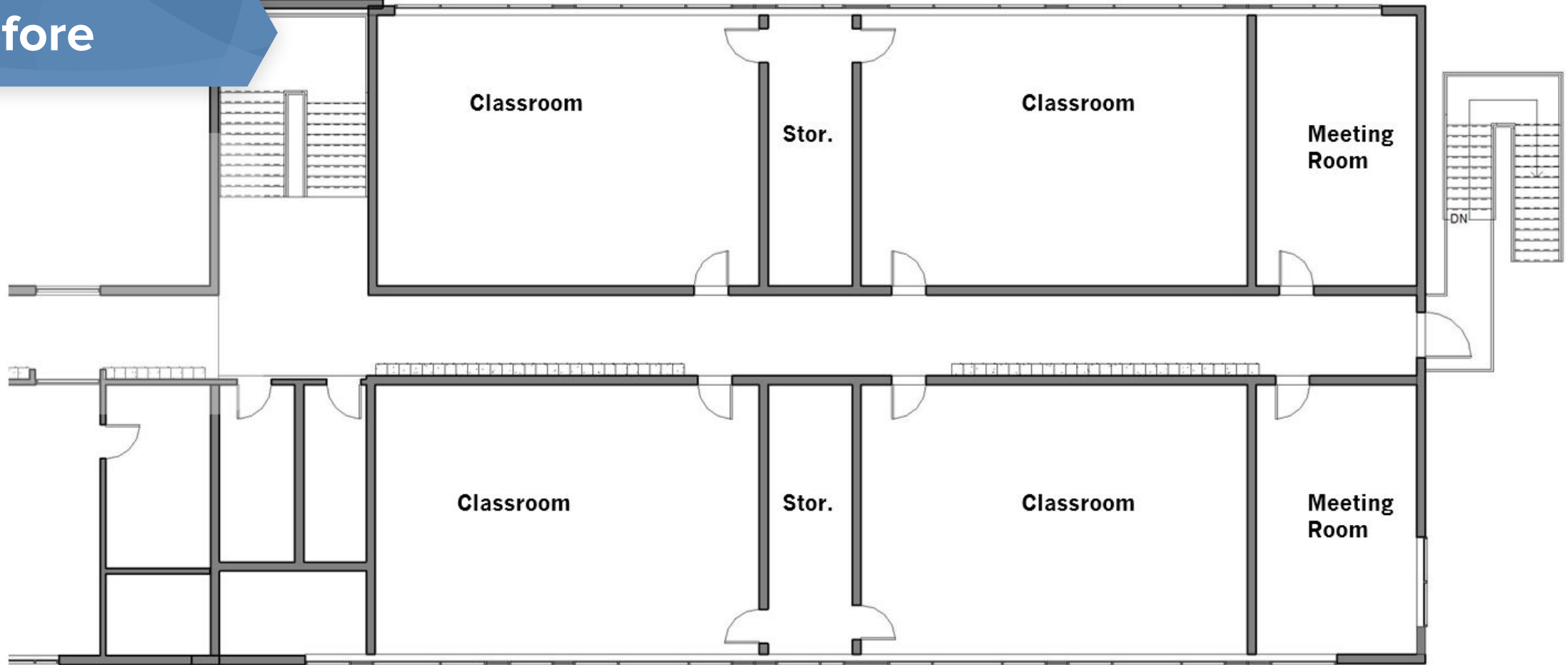
Master Plan & Pathfinder Educational Ecosystem

ISD Integrated Educational Ecosystem

Principles We Believe	Outcomes We Expect	Methods & Practices	Systems & Structures	Learning Environment
<ul style="list-style-type: none"> + In working together as a community of learners + In the ideals of Internationalism and respect for individualism & diversity + In every child/everyone having access to success in a caring & supportive environment + In developing lifelong autonomous learners + Education inspires curiosity, innovation and creativity 	<ul style="list-style-type: none"> + Embedded culture of collaboration + Everyone challenged & supported + Shared responsibility for educational outcomes + Action towards sustainable & constructive change + Discovering talents and exploring passions + Assessment, feedback & trusting relationships are at the heart of learning + Resilient students engaged & driving their own learning + Creative, confident, critical and compassionate thinkers 	<ul style="list-style-type: none"> + Continuous Improvement of teacher & leadership quality + Constructivism + Team approach to teaching & learning + Fostering positive relationships + Learning outside a traditional classroom + High levels of choice in learning + Inclusion + Opportunities for authentic learning + Opportunities for student voice + Formative assessment + Opportunities for entrepreneurial thinking + Continuous modelling and sharing best & next practice 	<ul style="list-style-type: none"> + Peer observations + Flexible learning spaces + Strategic partnerships with other schools / organisation + Collaboration meeting structures + IB programmes + Outdoor Learning + Extra-curricular programme + Support for learning & pastoral care + Extensive & focused PO structure + Flexible use of time 	<ul style="list-style-type: none"> + Learning communities with connections between spaces + Teacher Collaboration Spaces + Spaces for student collaboration - small group rooms and flexible open spaces + The "Heart" — a space for larger Informal and formal gatherings + Project space for authentic learning

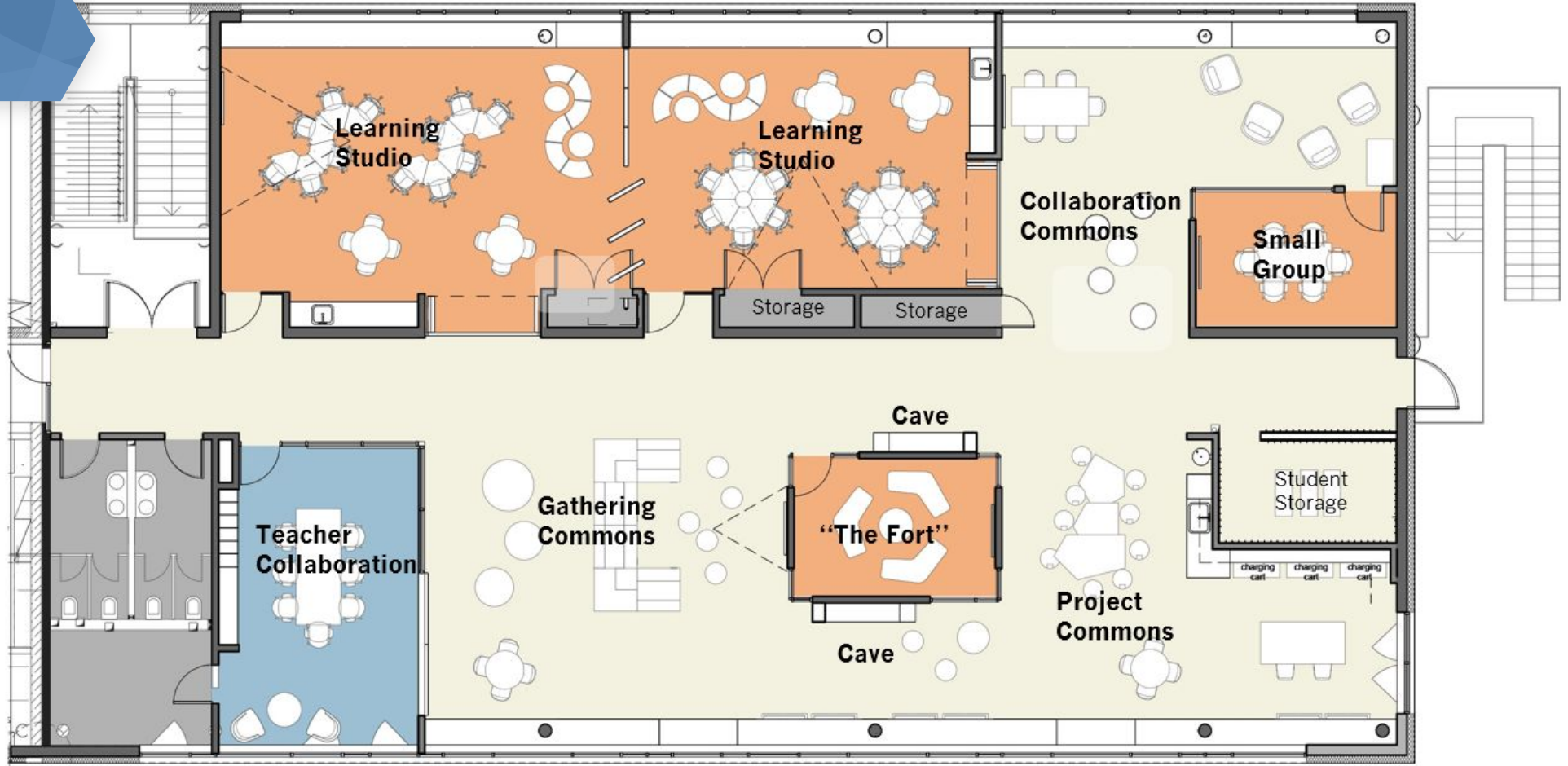
International School of Düsseldorf

Before



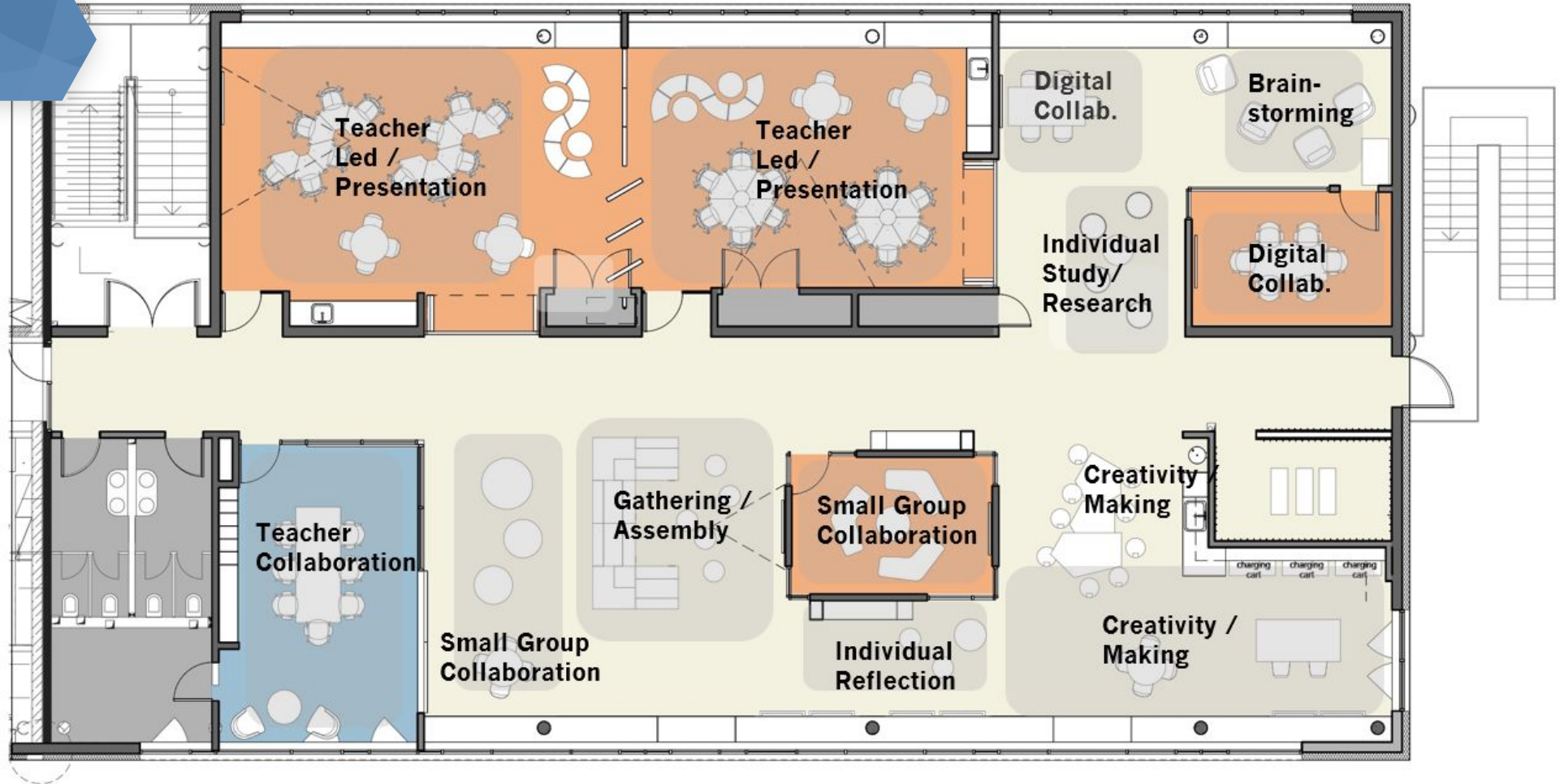
International School of Düsseldorf

After



International School of Düsseldorf

After



Before



International School of Düsseldorf

After



International School of Düsseldorf

Before



International School of Düsseldorf

After



International School of Düsseldorf

Before



International School of Düsseldorf

After

Creativity Making Zone



International School of Düsseldorf

After

Individual
Study Zone



International School of Düsseldorf

The Reimagined Classroom



Why Rebuild?

Campus Upgrade

Learning Agenda

- Providing time and space for every learner to learn in the ways they learn best
- Greater flexibility in how students are grouped
- Creating time and space for students to develop DSLOs
- Supporting a wider range of specialized offerings

Facilities Needs

- Aging Campus with major repairs coming due
- Inflexible learning spaces and building footprints
- Renovation would require relocating students off of campus or major disruption

Six Themes for the Future of the Campus

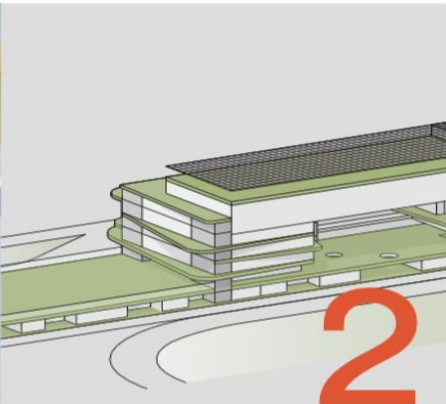
Throughout the Visioning and Programming Process the following themes emerged as key drivers for the future of the campus. The following pages describe each theme in greater detail, and highlights aspects of the design brief that support the theme.



1

Flexible

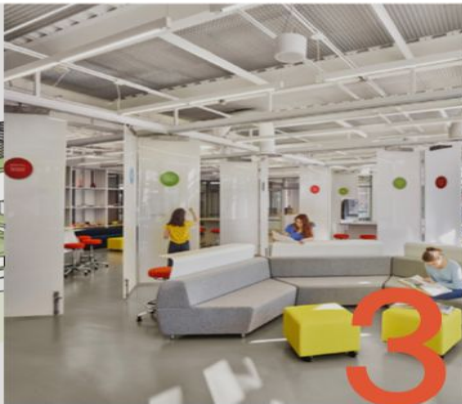
Future Proof
Variety of Learning Spaces



2

Functional

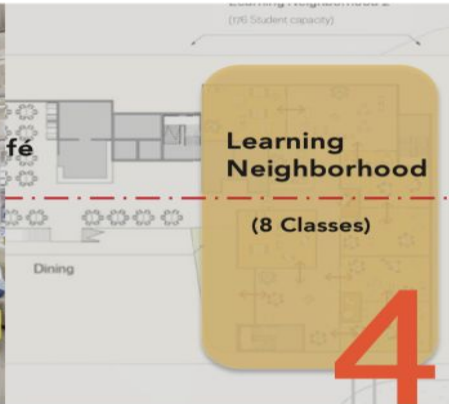
Increased outdoor play and athletic space
More Dining Space
Shaded outdoor play space



3

Modular

Demountable Walls allow spaces to be reconfigured
A simple grid orders size and location of elements
Opportunities for prefabrication



4

Scalable

Make a Big School Feel Small



5

Smart

Sustainability Dashboard
Integrated Technology

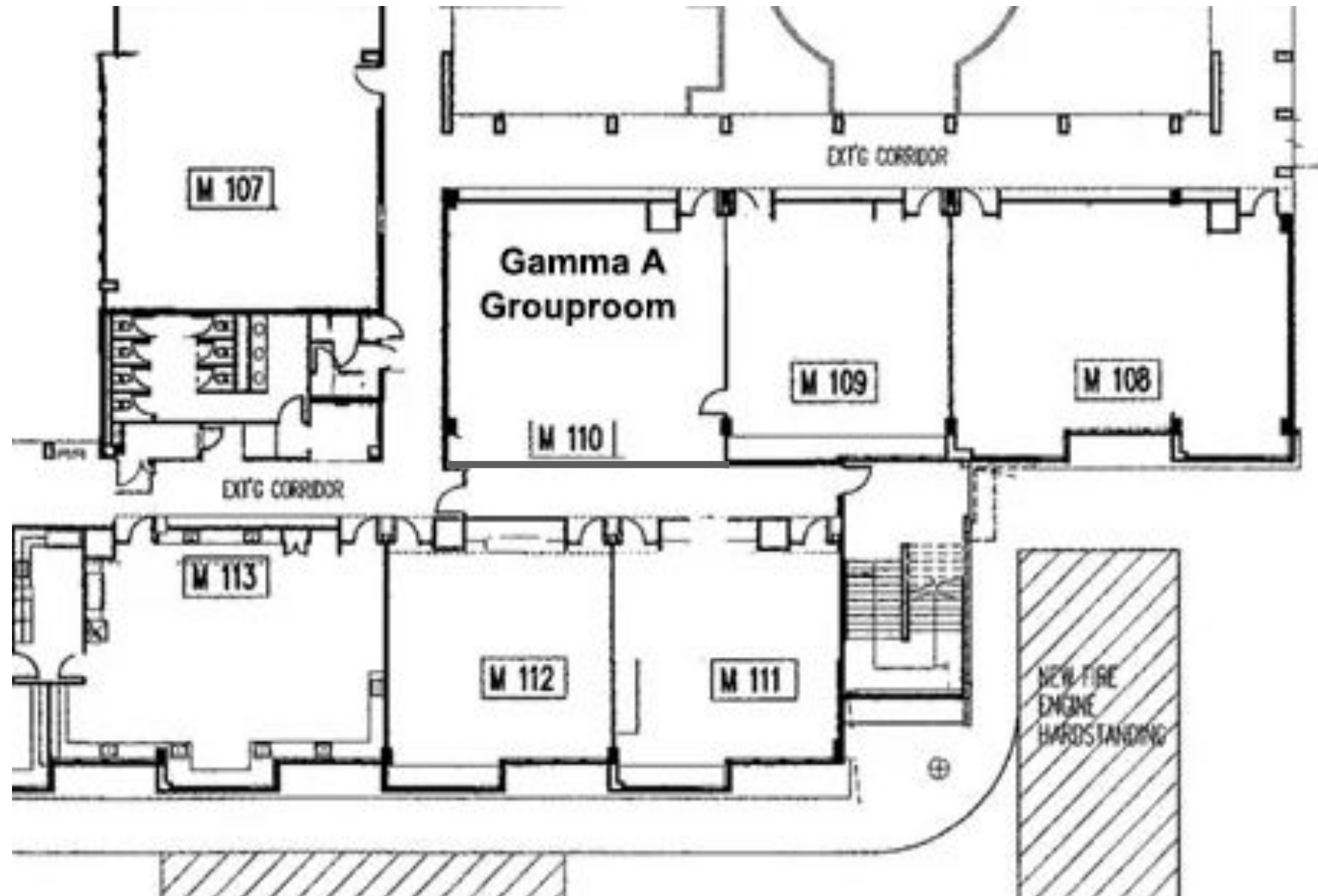


6

Sustainable

Optimize Daylight
Minimize Energy Use
In Harmony with Nature

Original 6A



Revised 6A







EXIT

Cozy Cove



Choose a good book
What book is yours?
What's your favorite?
What's your least favorite?
What's your favorite genre?
What's your favorite author?
What's your favorite character?
What's your favorite book?
What's your favorite book?
What's your favorite book?
What's your favorite book?

Screen Shot
Command
Shift
4



Mrs.
Roy-Filice
6C

Creative Cube



Cocoon

4



6C Central

6C Community

Whiteboard with handwritten notes:

- Draw to go
- ...

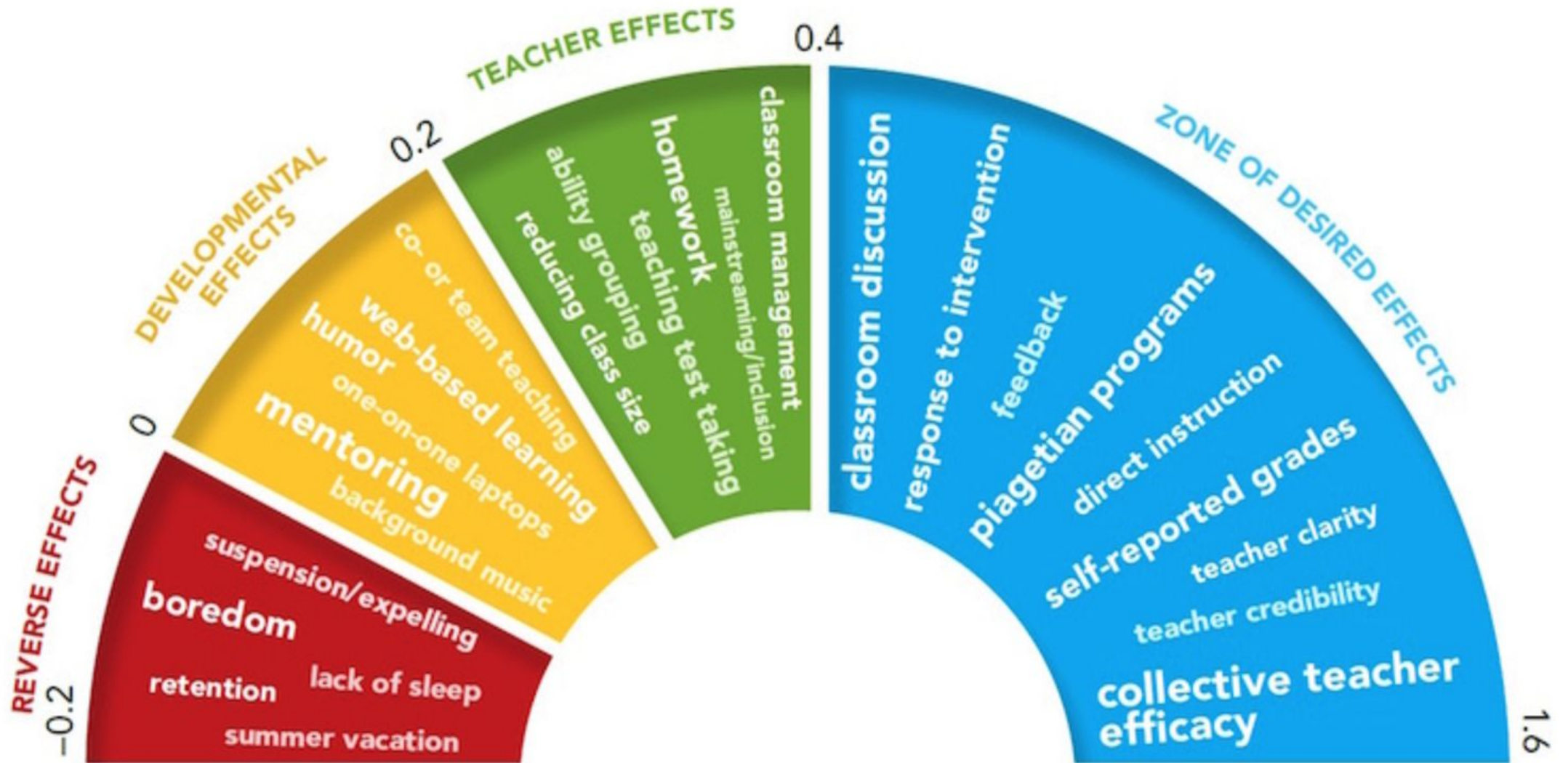
Whiteboard with handwritten notes:

- How to choose a good team
- ...

Whiteboard with handwritten notes:

- Levi - Says
- ...

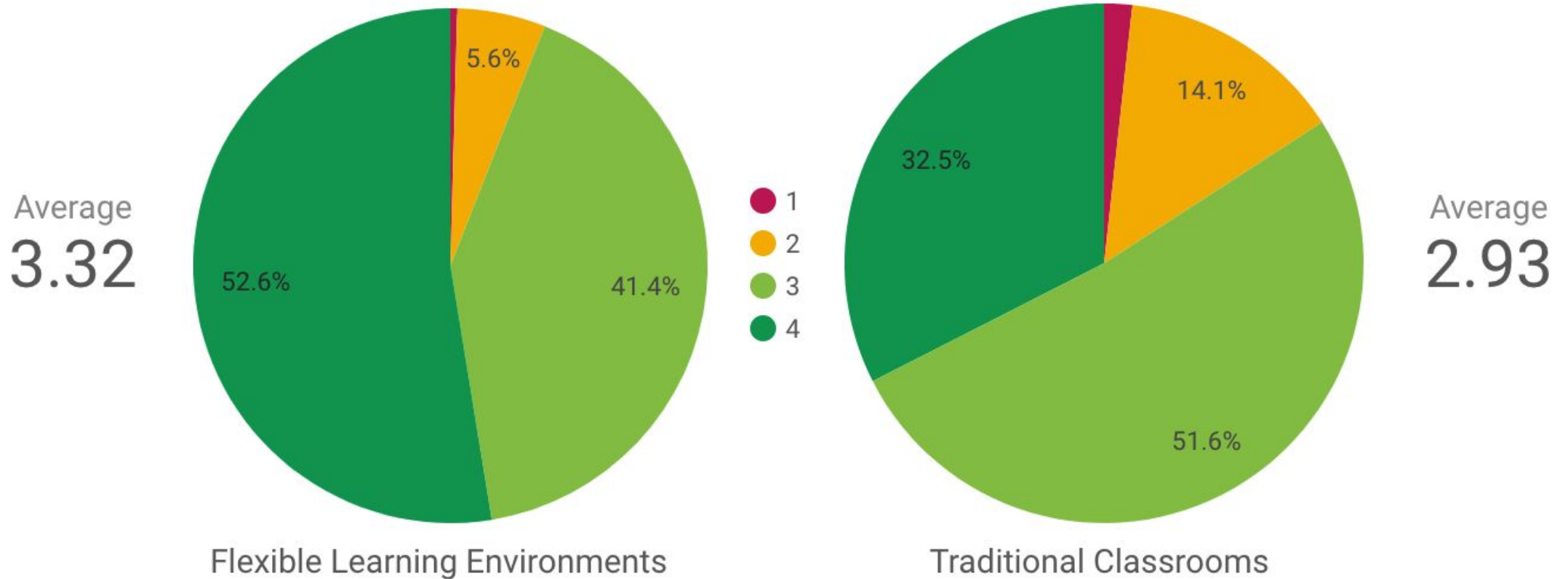
What is Effect Size?



There is a sense of community on my side

1 = Strongly Disagree . 2 = Disagree . 3 = Agree . 4 = Strongly Agree

Overall Effect Size = 0.35
Recent Effect Size = 0.50

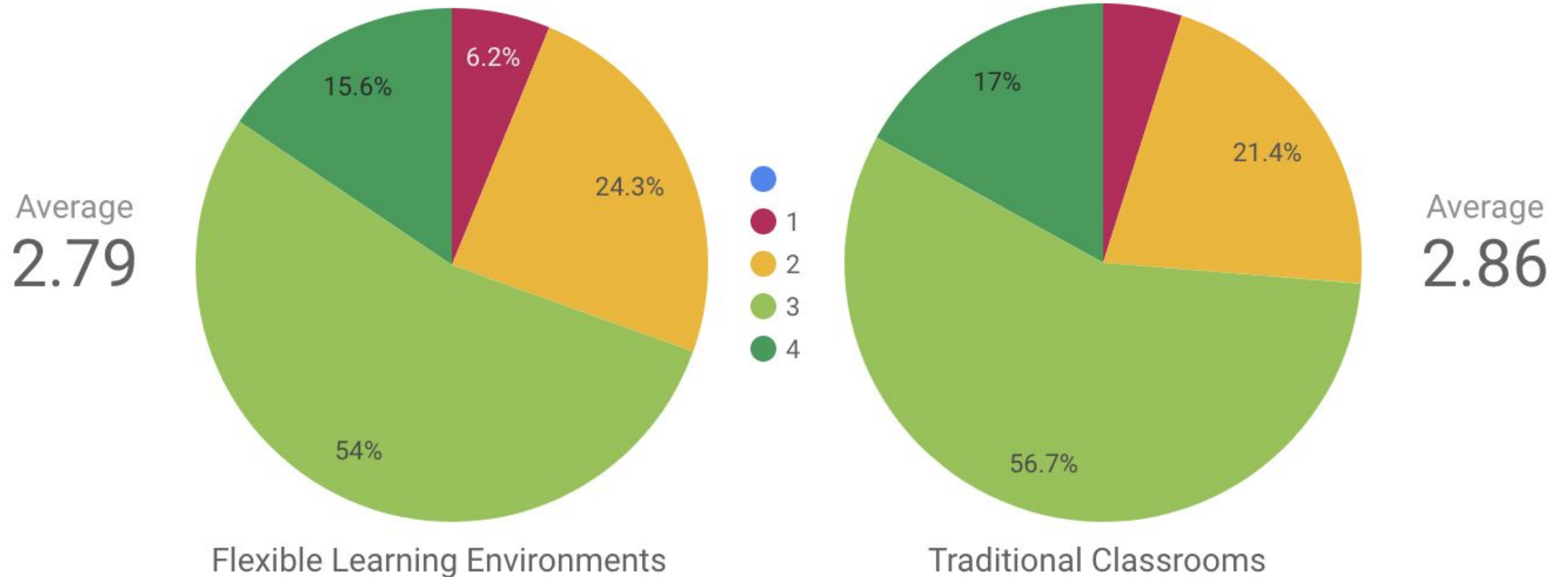


I am able to focus on my learning without being distracted by noise from inside the learning space

1 = Strongly Disagree . 2 = Disagree . 3 = Agree . 4 = Strongly Agree

Overall Effect Size = -0.09

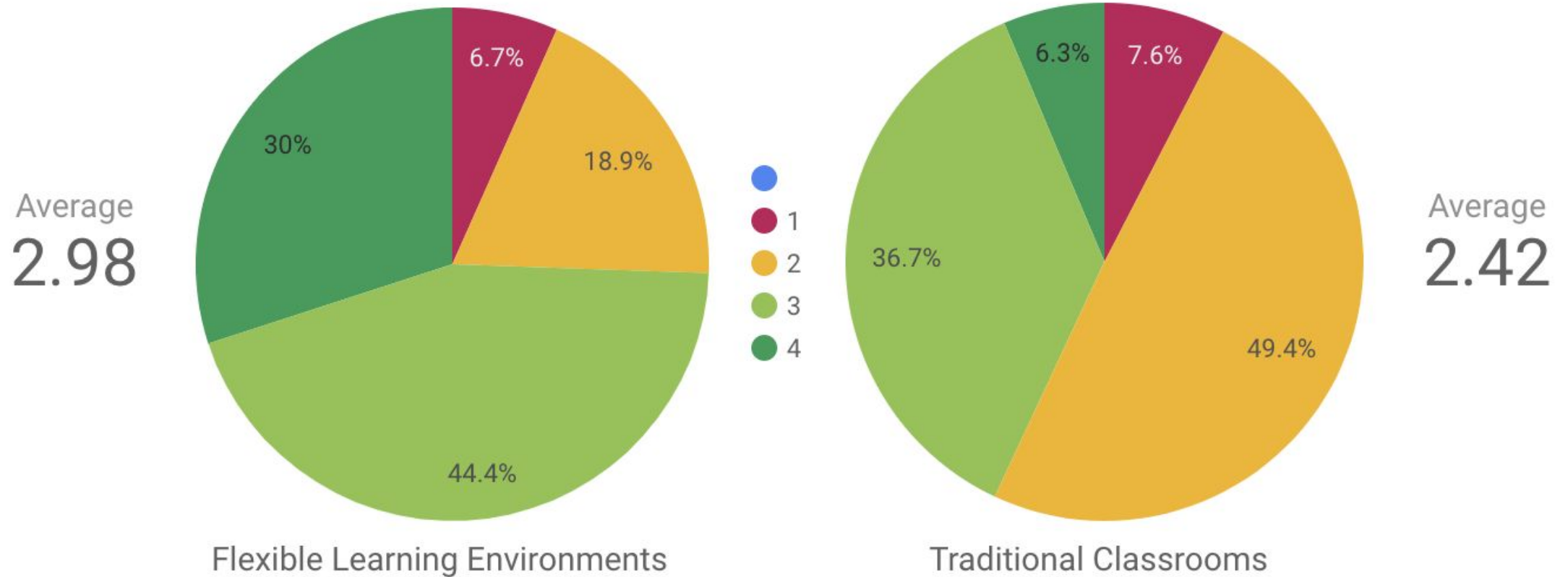
Recent Effect Size = -0.04



LAST year, the learning environment (classroom) provided better spaces to collaborate

1 = Strongly Disagree . 2 = Disagree . 3 = Agree . 4 = Strongly Agree

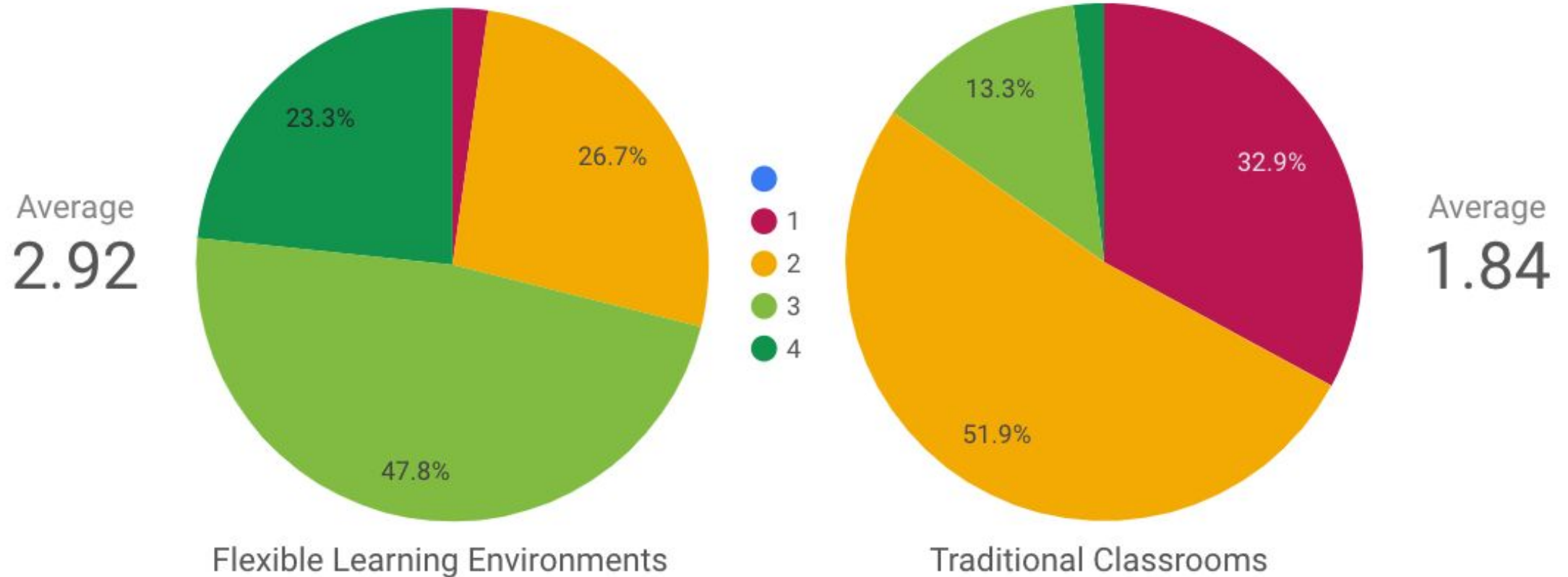
Overall Effect Size = 0.68



LAST year, I had more opportunities to discuss big ideas. (Critical Thinking)

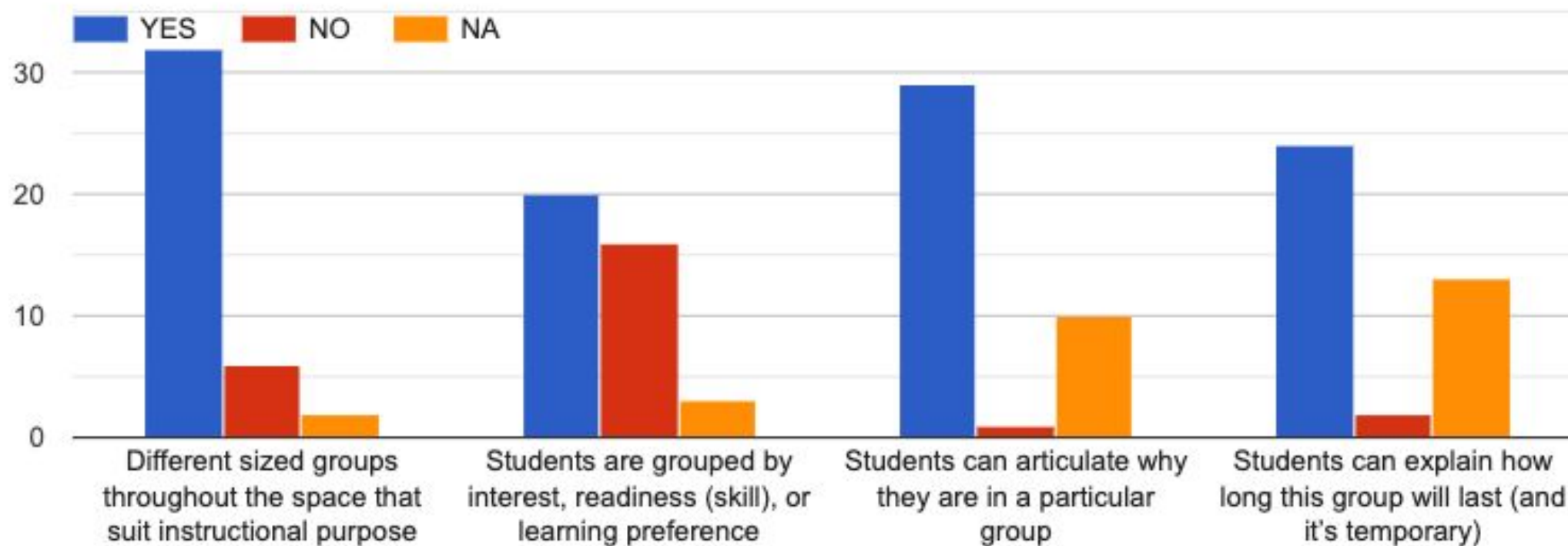
1 = Strongly Disagree . 2 = Disagree . 3 = Agree . 4 = Strongly Agree

Overall Effect Size = 1.2



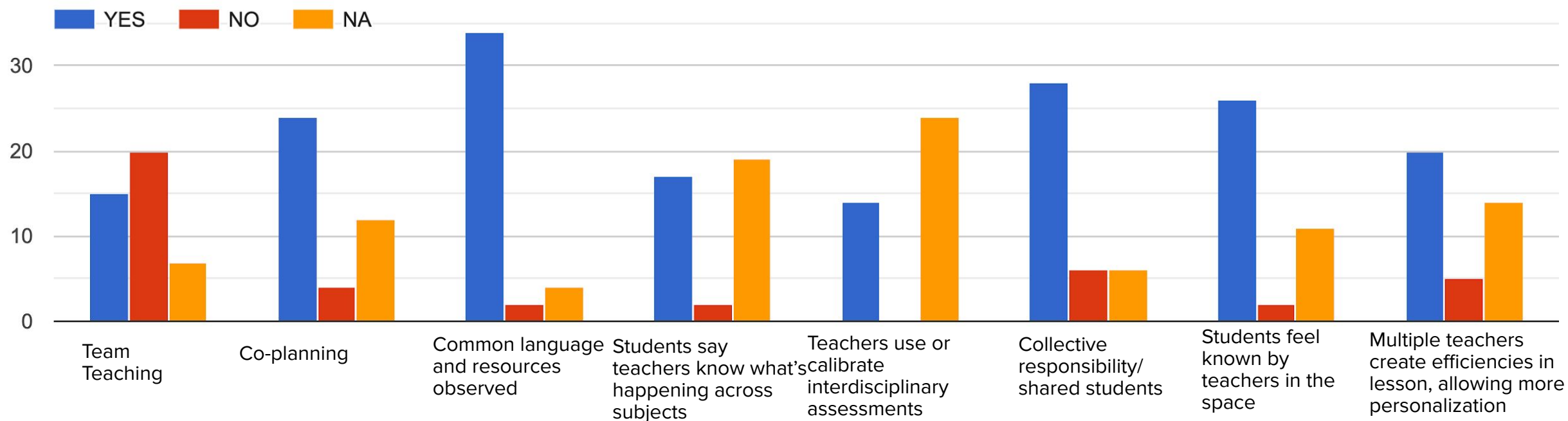
Observations in the Space

Student Grouping: Evidence of purposeful student grouping observed.
What did you see?



Observations in the Space

Teacher Collaboration: Evidence of teacher collaboration observed. What did you see?



The New Elementary School



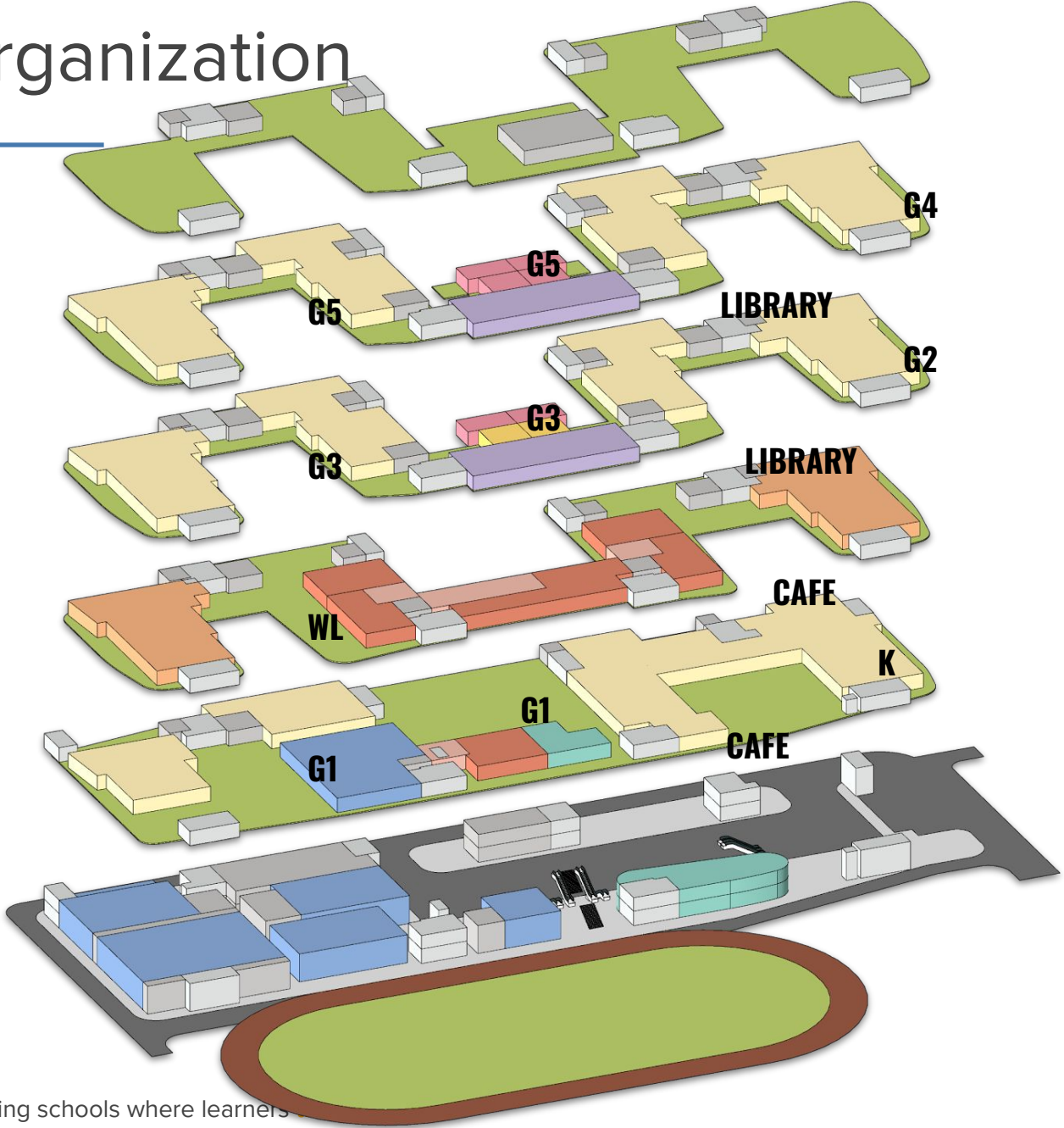






Making a Big School *Feel* Small

Building Organization

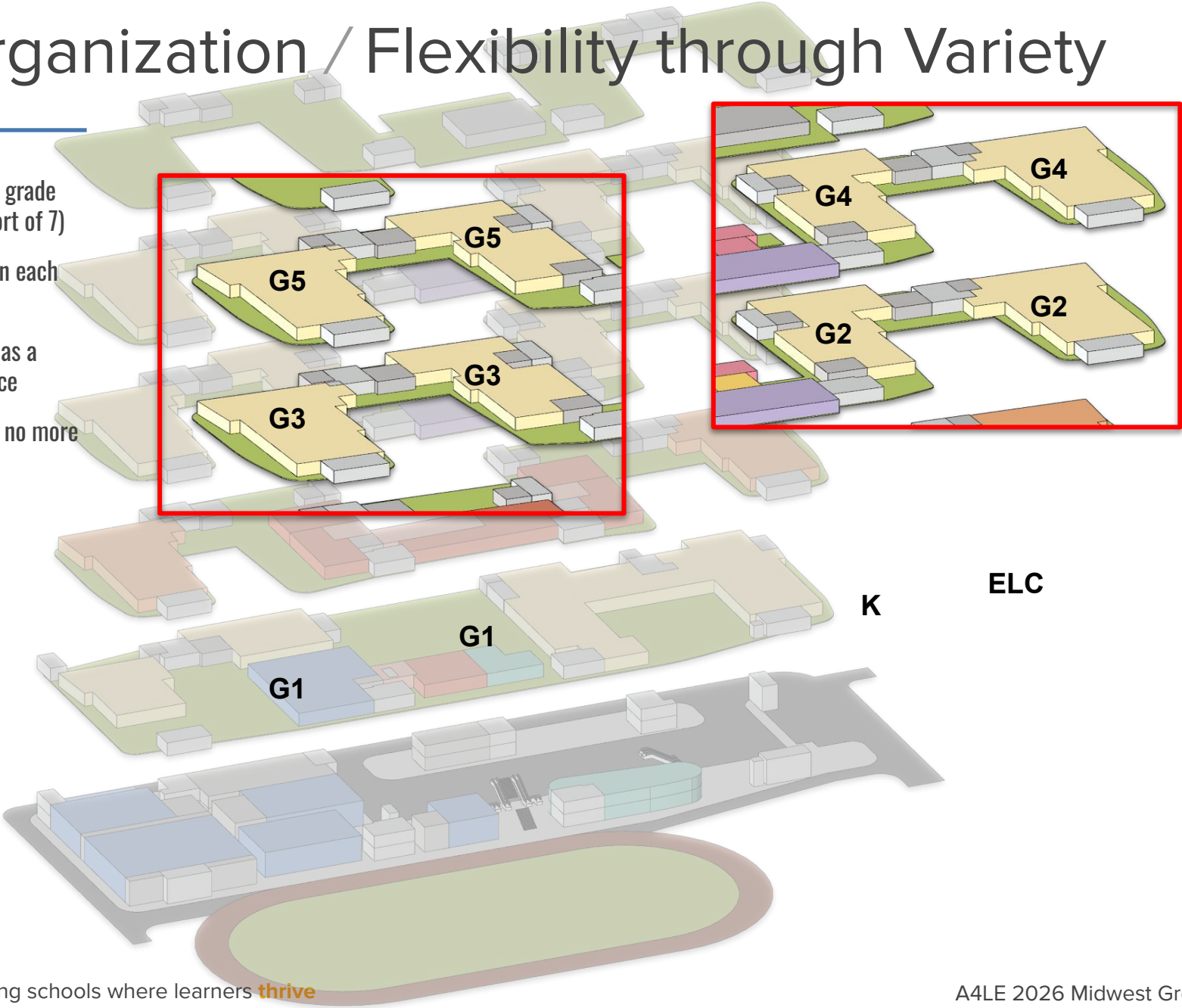


- Legend
- PE/Music
 - Dining
 - Learning Community
 - World Language
 - Administration
 - Center of Innovation

Roof
G4
Level 6
G2
Level 5
WL
Level 4
ELC
Level 3
"Podium"
Level 2
Level 1

Building Organization / Flexibility through Variety

- 2 Learning Neighborhoods per grade (one cohort of 8, and one cohort of 7)
- 2 Learning Communities within each Learning Neighborhood
- Each Learning Neighborhood has a Teacher Professional Workspace
- Each Learning Community has no more than 88 students



Legend

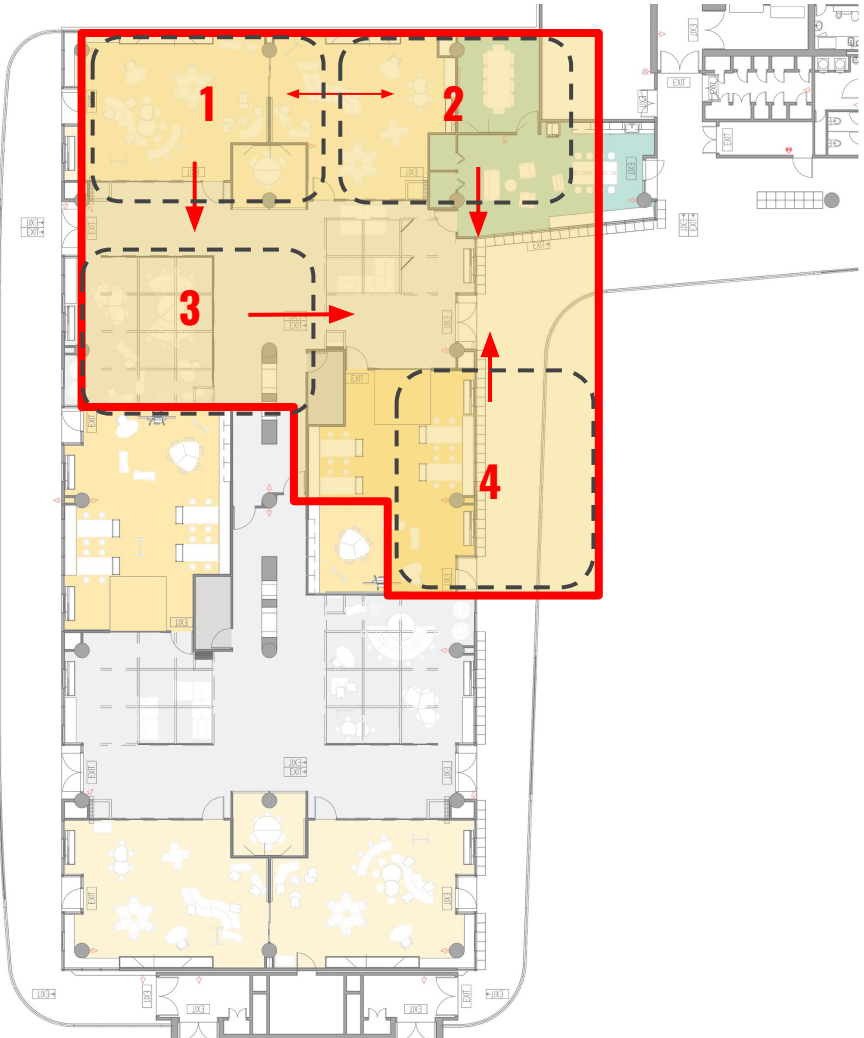
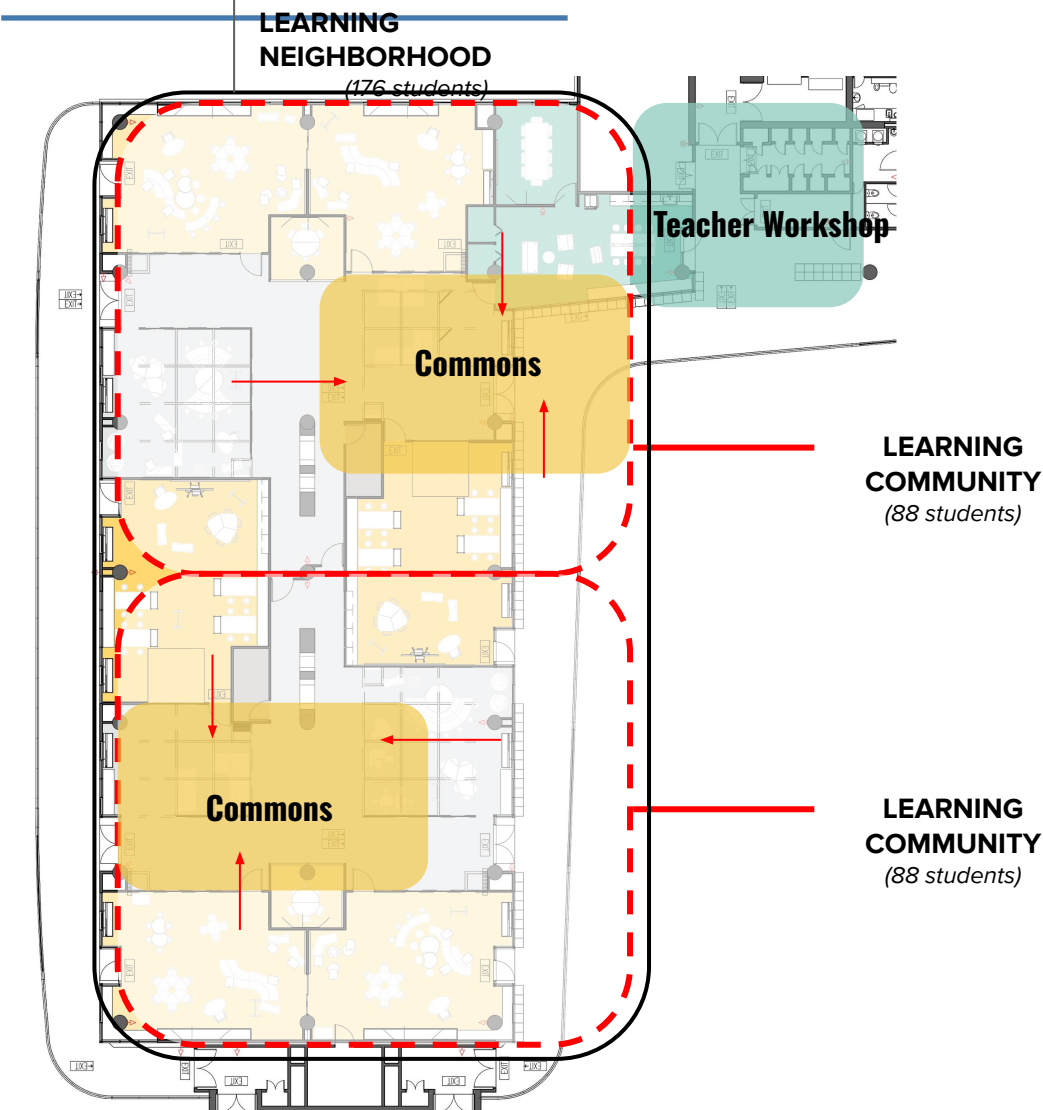
- PE/Music
- Dining
- Learning Community
- World Language
- Administration
- Center of Innovation

Roof
Level 6
Level 5
Level 4
Level 3 "Podium"
Level 2
Level 1

Learning Communities

6

Learning Communities will be designed to support interdisciplinary learning structures through variety of flexible space types that will promote an environment where every student is known and advocated for.



A Variety of Learning Spaces



Flexible Studio - 75sm



Project Studio - 97sm



Small Group Room - 13sm



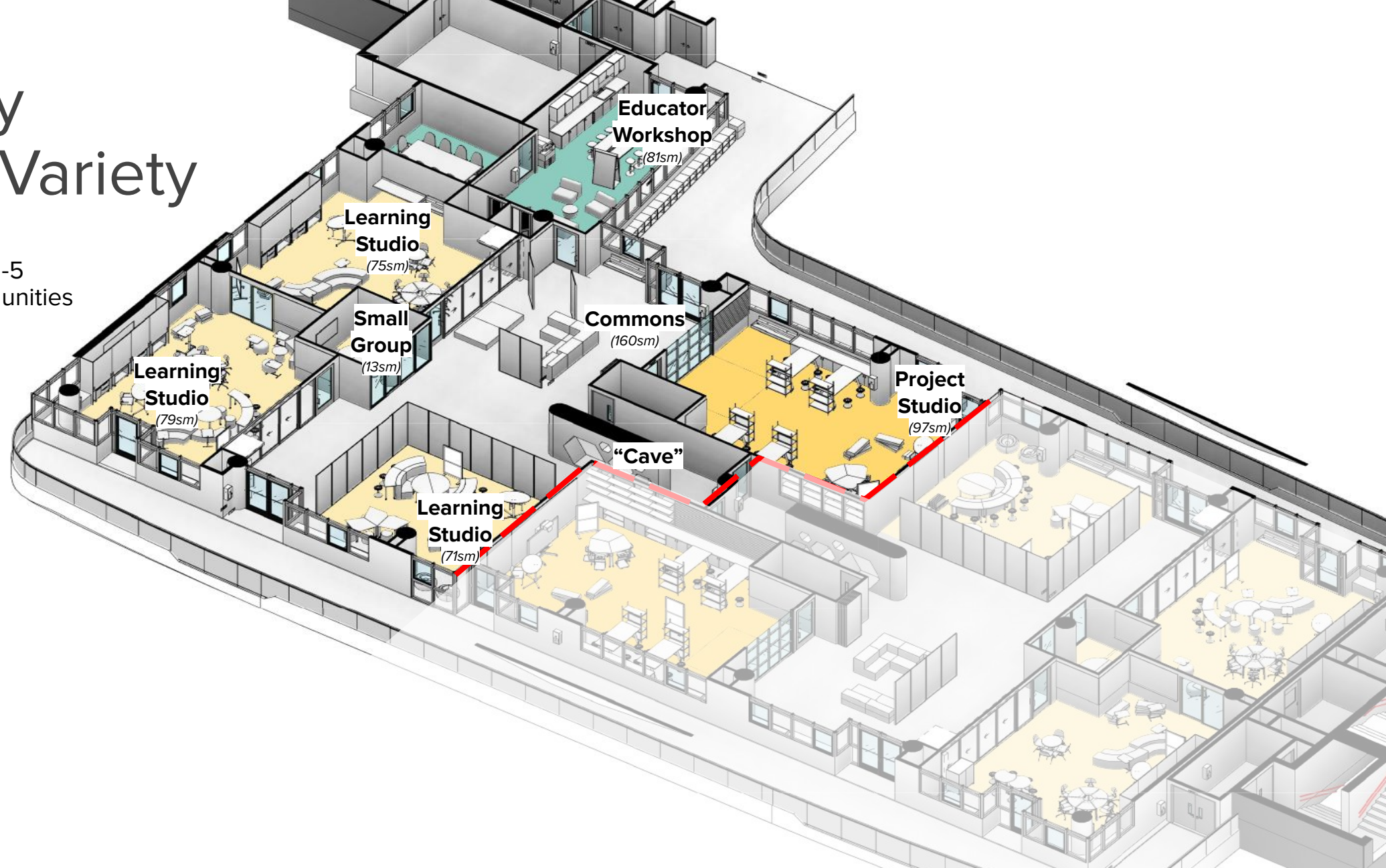
Teacher Workroom - 90sm



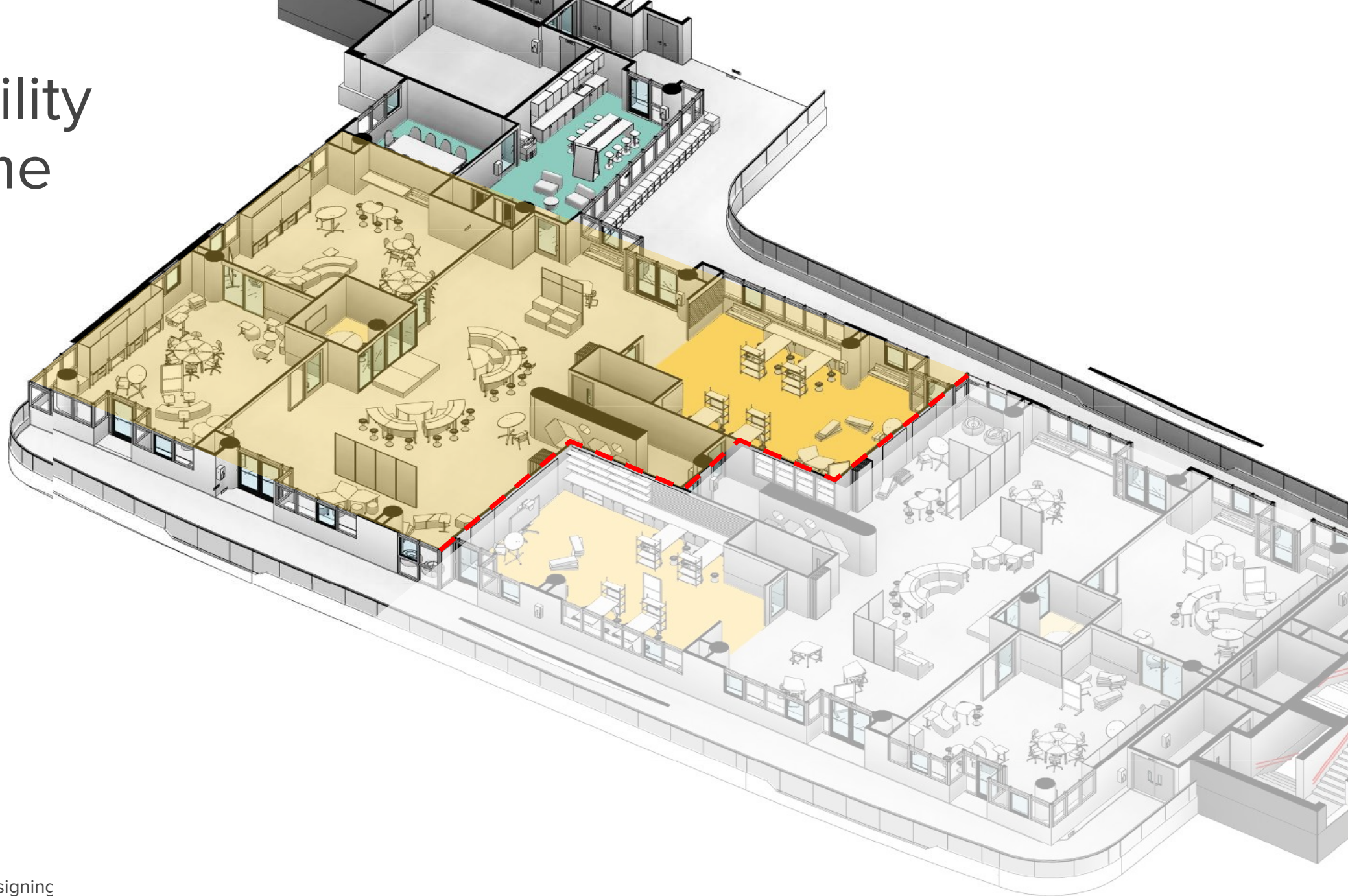
Learning Studio - 75-80sm

Flexibility through Variety

*SM based on Grade 2-5
TYP A Learning Communities



Adaptability Over Time



















Insights Applied Stateside

A 20th Century Building Struggling to serve 21st Century Learners



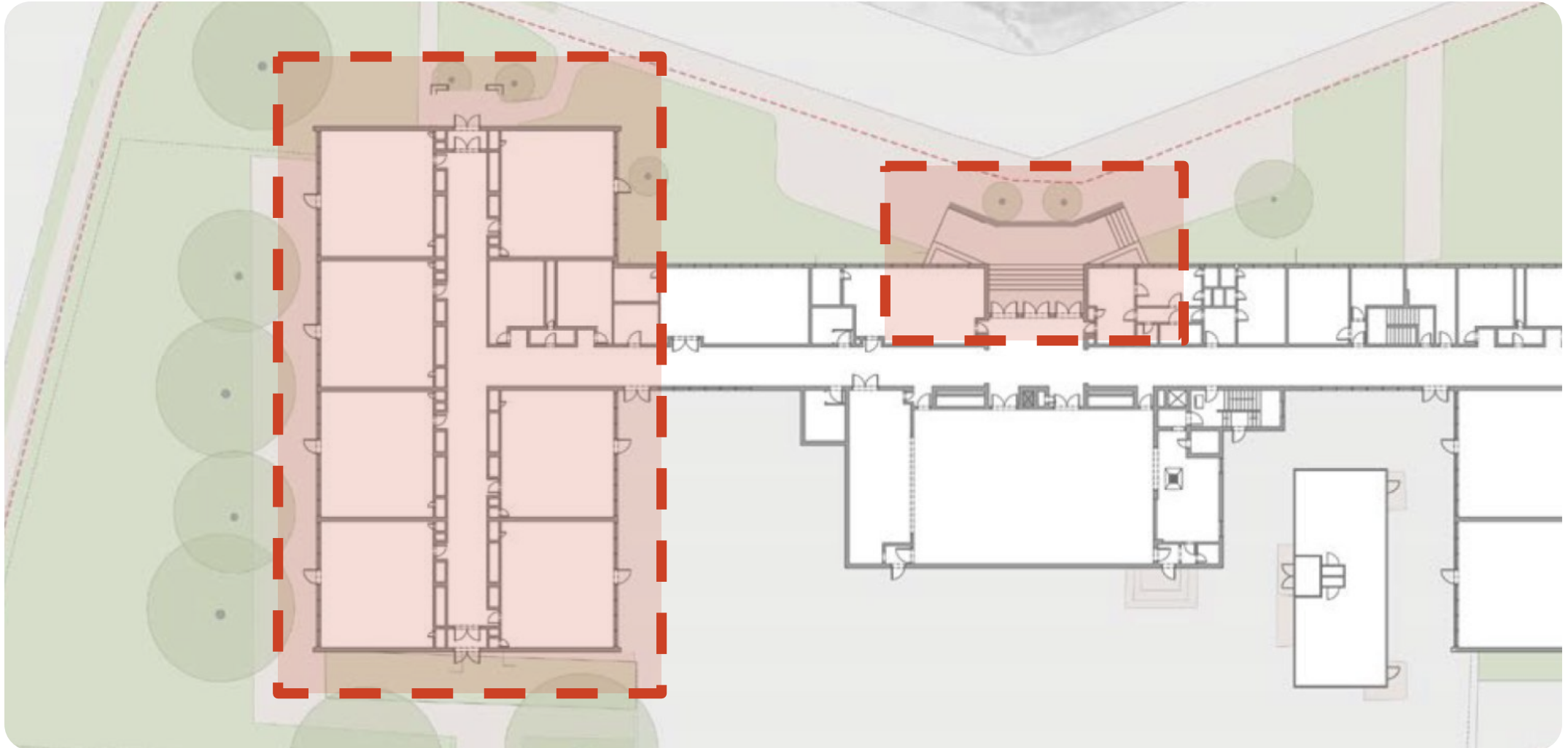
Pathfinders Scale Transformation



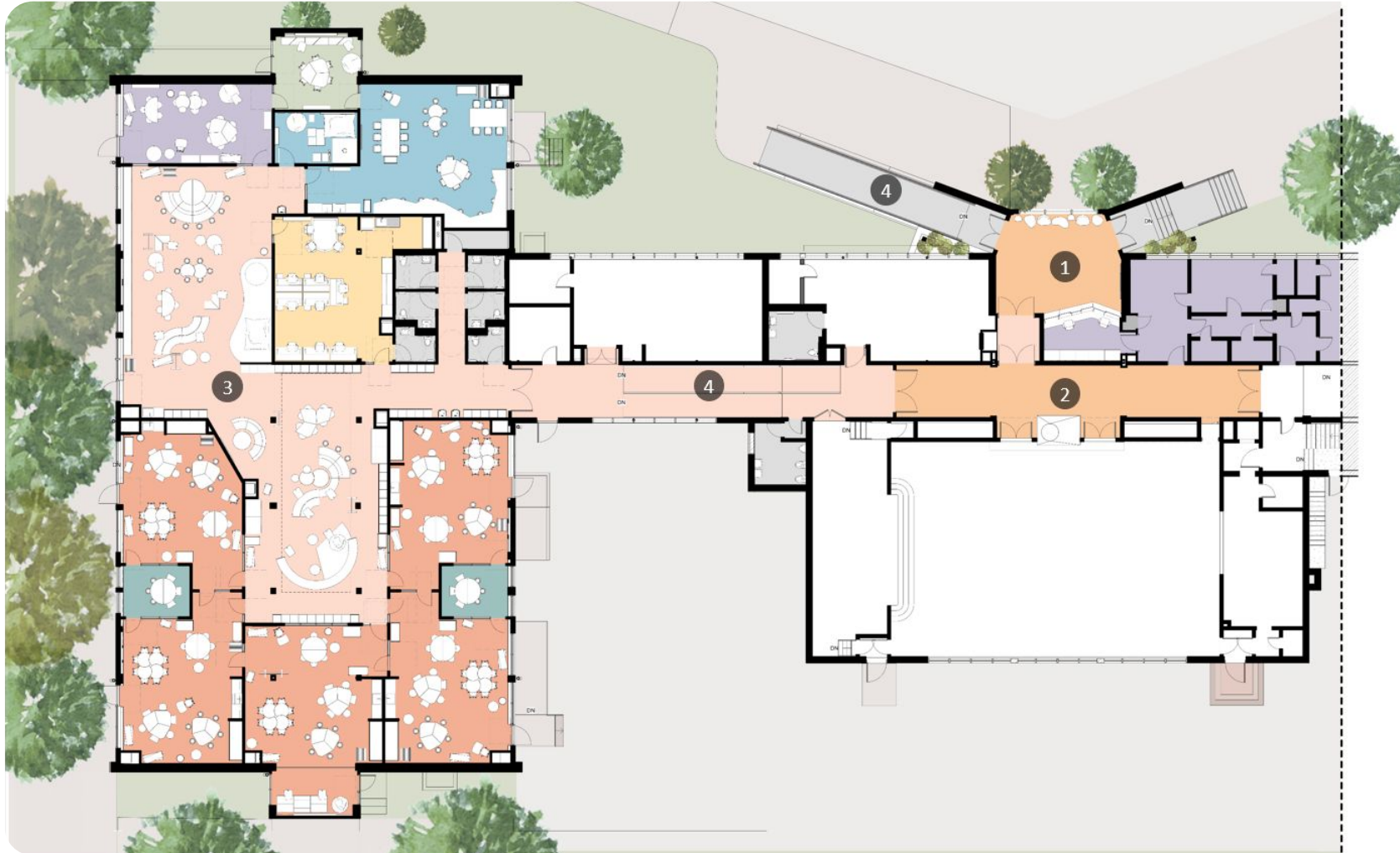
After — Eden Park Elementary



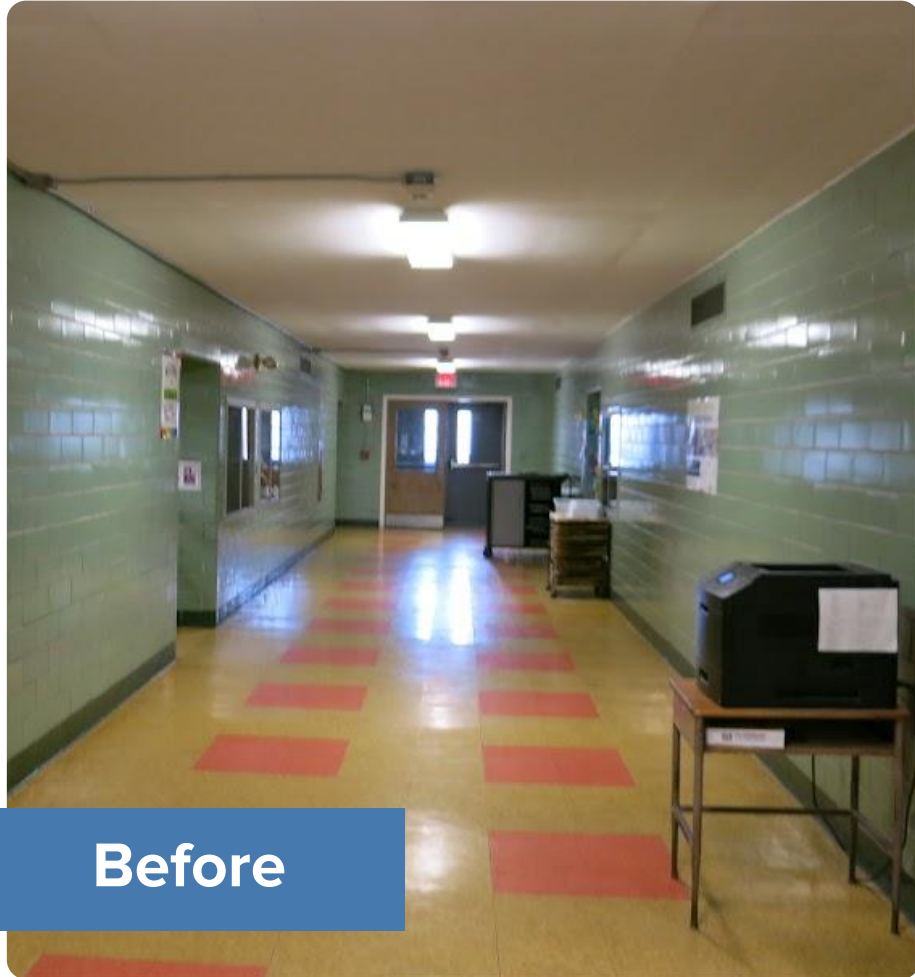
20th Century



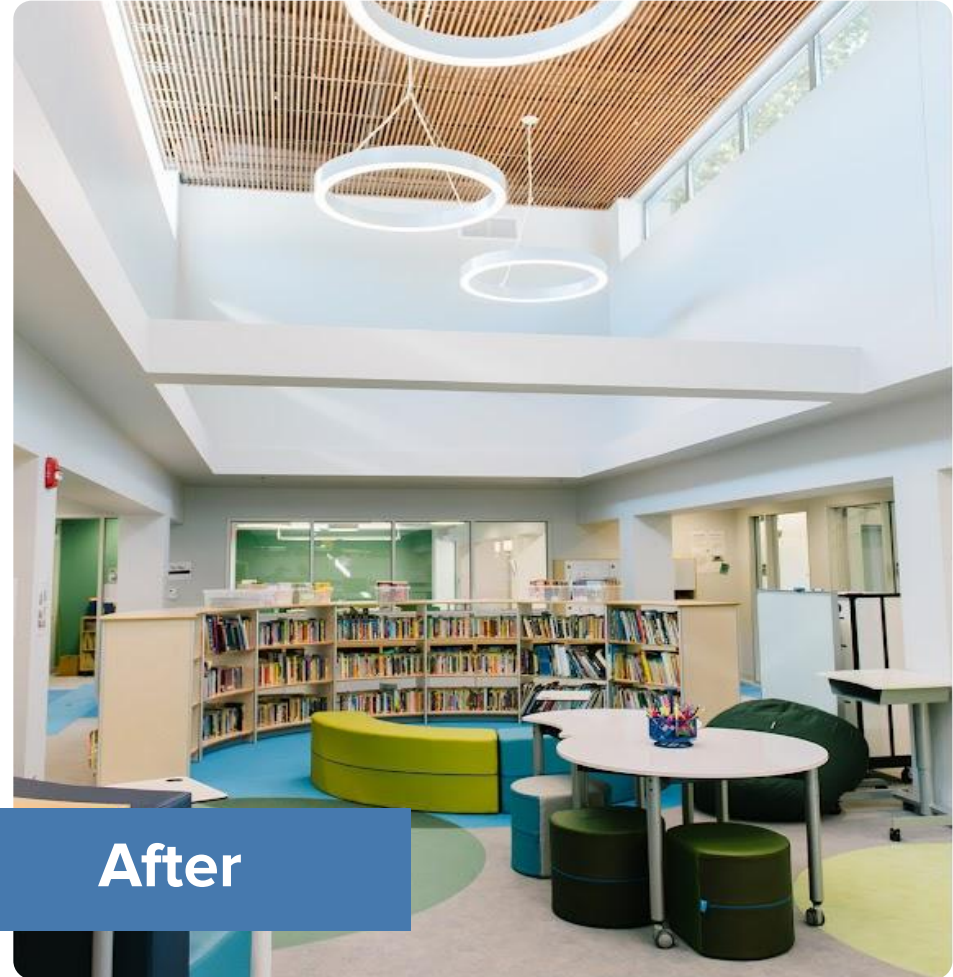
21st Century



Pathfinders Scale Transformation



Before



After

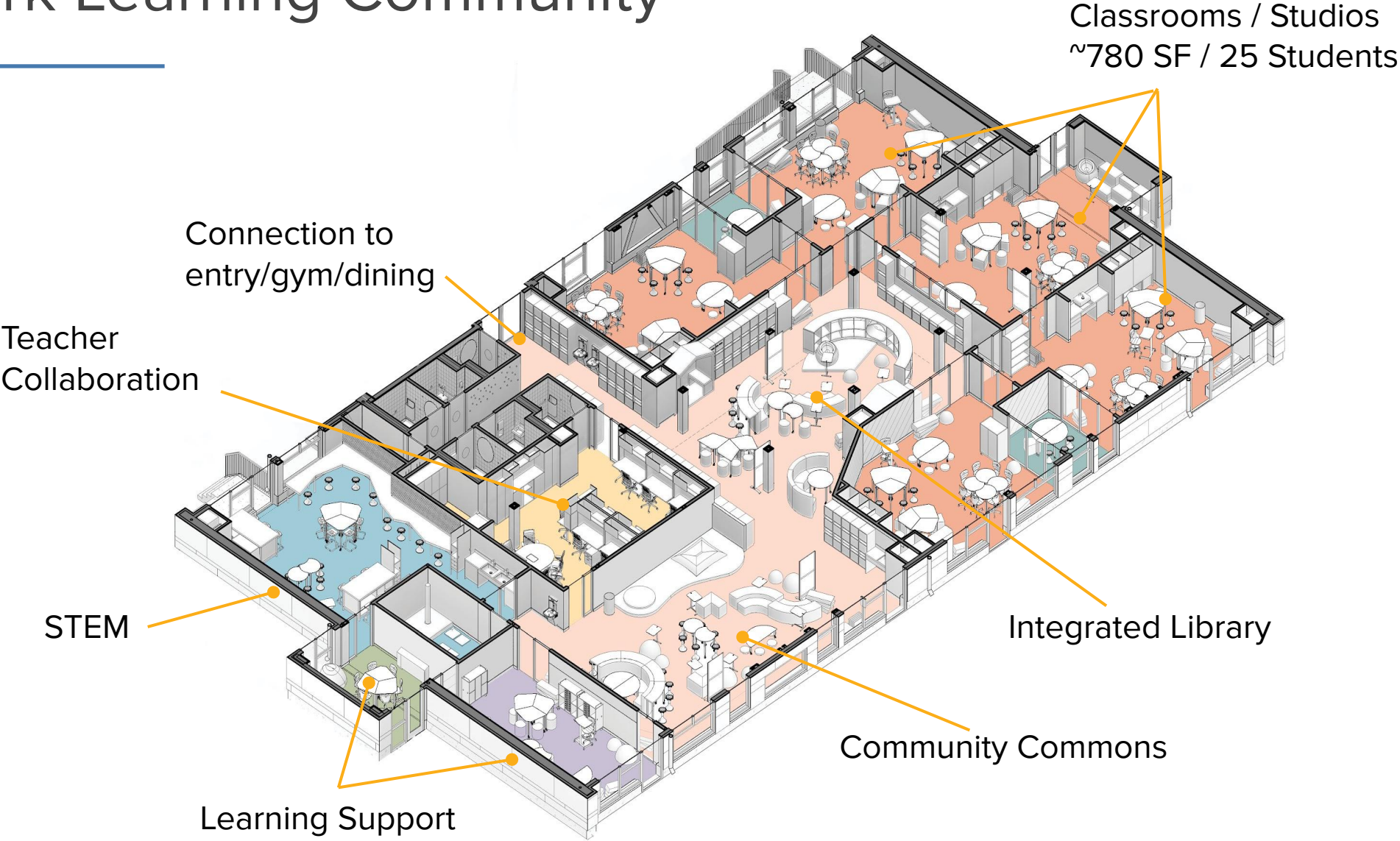


Classic Classroom



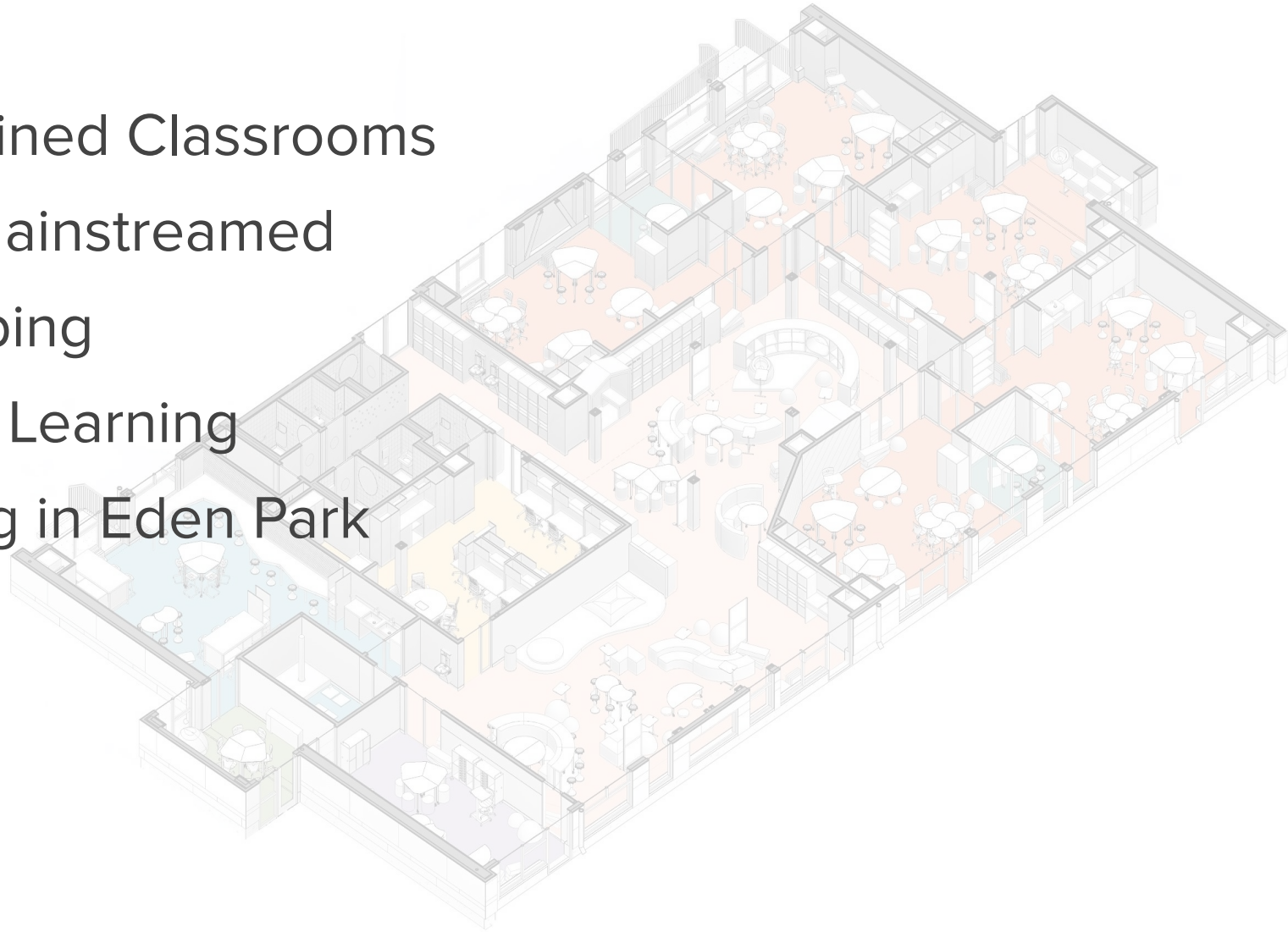
Learning Commons

Eden Park Learning Community



Eden Park Learning Community

- + No Self-Contained Classrooms
- + All Students Mainstreamed
- + Flexible Grouping
- + Project Based Learning
- + Teams Training in Eden Park





GARDEN CITY ELEMENTARY SCHOOL
BUILDING CRANSTON'S FUTURE. ONE CHILD AT A TIME

02



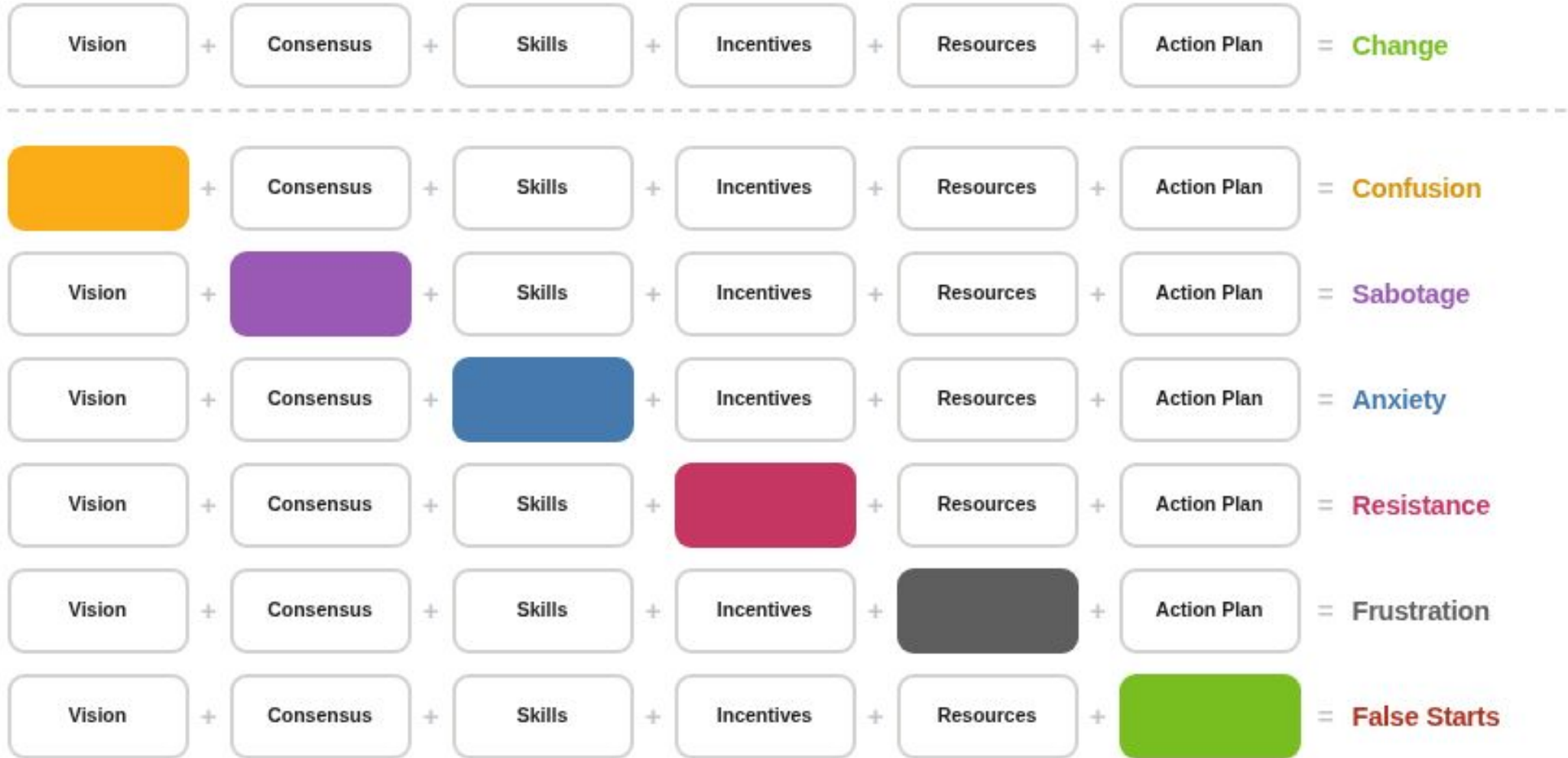
BLACK ROCK MIDDLE SCHOOL





Closing Thoughts

Managing Complex Change



Original Model: Dr. Mary Lippitt & Timothy Knoster

Designing and building facilities that reflect a school's beliefs about learning creates a long-term competitive advantage.



From Compliance...



To Empowerment.

Go Explore / Design Patterns Visioning Kit

