



An FNI Introduction:

Educational Facility Services

Submitted by Fielding Nair International, LLC

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Design Patterns Workshop engages teachers in planning the use of their new spaces.

Firm Introduction

1



Architects and Change Agents for Creative Learning Communities

Fielding Nair International is the global leader for educational facilities planning and architectural design. FNI plans and designs school facilities for today and tomorrow with one primary goal in mind — to improve learning. FNI has provided consulting services to local, regional and national governments, school districts and other educational clients in 43 countries on 6 continents. Principals of the firm have published dozens of important pieces in architectural and educational journals, written best-selling books including the landmark, *The Language of School Design* and won several major industry awards for excellence, including the CEFPI MacConnell Award and International Planner of the Year. Their work has attracted the attention of media outlets including CNN.com, NY Times, BBC Radio, Australian Broadcasting Corporation, The Washington Post, National Educational Association, School Construction News, School Planning and Management, Edutopia, Education Week, Architectural Digest, and Australia Architecture.

SERVICES: Fielding Nair International offers complete Visioning, Master Planning & Campus Design, Architectural Design, Facilities Planning, ICT, Professional Development, Curriculum Development, and Change Management services to schools and school districts in the United States and across the world.



"Incredible. Amazing. Beautiful. In a word, GREAT! We love the design direction, the inspirational features of the site, the openness and creativity of the building and spaces. Thank you for helping create a unique, foundational school that will show the world what 21st century learning can be."

Bruce Rockstroh, Superintendent
John Wood Charter District and Inspire Academies,
San Antonio, Texas, USA



Studios

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The FNI Team

Founding Partner: Randall Fielding, AIA

Randall leads FNI's mission to empower students to take charge of their own learning, providing them with light-filled, richly varied environments that unleash each learner's passion for learning. He is recognized as an international authority on school design and has received more than a dozen design awards, including the CEFPI Planner of the Year Award in 2007—the most prestigious honor of any individual in the field of educational design.

Founding Partner: Prakash Nair, REFP

Prakash is an architect who is also renowned as a futurist and a visionary planner. He has received several international awards including the prestigious CEFPI MacConnell Award, the top honor worldwide for school design. By staying current with research as well as national and international social, economic and cultural trends, Prakash brings best-practice thinking from many disciplines and fields to bear on education-related problems and projects. This approach has helped education clients save millions of dollars while still achieving or exceeding their schedule and quality expectations.

Employees & Associates

The rest of the FNI team includes architects, planners, associate planners, educational consultants and a support staff that includes LEED APs, graphic artists and interior designers.



Representative Client List

Al Batinah International School, Oman
Abu Dhabi Education Council
American School of Bombay
Billings Public Schools, Montana
Bloomfield Hills Schools, Michigan
British School of Caracas, Venezuela
Broward County School District, Florida
Cleveland Heights University Heights School District
Department of Education & Skills, United Kingdom
Department of Education, Tasmania, Australia
Department of Education, Victoria, Australia
Department of Education, Perth, Western Australia
Fairfax County Public Schools, Virginia
Hanoi International School
Hillel School of Tampa
Horizons Learning Center, Phuket, Thailand
Inspire Academies, San Antonio, Texas
International School of Brunei
International School of Brussels, Belgium
International School of Al Khobar, Saudi Arabia
International School of Vietnam
Learning Gate Education Foundation, Florida
Leysin American School, Leysin, Switzerland
Magnificat High School, Cleveland
Medford School District, Oregon
Microsoft Innovative Schools Program
Middletown Public Schools, Rhode Island
Ministry of Education, Cayman Islands
Ministry of Education, Qatar
Ministry of Education, Singapore
Ministry of Education, New Zealand
National School of Business Management, Sri Lanka
Ohio School Facilities Commission
Pathways World School, New Delhi, India
Pechersk School International, Kyiv, Ukraine
Public Schools, Detroit, Michigan
Puerto Rico Public Private Partnership Authority
Regina Public Schools, Saskatchewan, Canada
Rockefeller Foundation
Sarasota Public Schools, Florida
School District of Greenville County, South Carolina
Scotch Oakburn College, Tasmania, Australia
Sinarmas World Academy, Indonesia
Taipei Adventist Preparatory Academy
United States Department of Education
United States Agency for International Development
University of Wisconsin, Madison, Wisconsin
University of Florida
Vancouver School Board, Canada
Washington DC Public Schools



"We are extremely pleased with the work of FNI and the expertise they brought to our project. Their patience, talent, professionalism, creativity, teamwork and spirit were just what we needed. I couldn't be more thrilled with their beautiful, cost-effective design for our new High School."

Rob Glass, Superintendent
Bloomfield Hills Schools, Michigan, USA

CONSULTING WORK IN 43 COUNTRIES ON 6 CONTINENTS

Australia (6 states)	Oman
Azerbaijan	Portugal
Belgium	Puerto Rico
Brunei	Qatar
Canada (4 provinces)	Russia
Cayman Islands	Saudi Arabia
Chile	Singapore
Costa Rica	Spain
Czech Republic	Sri Lanka
Denmark	Sweden
Finland	Switzerland
France	Taiwan
Germany	Tanzania
India (4 states)	Thailand
Indonesia	The Netherlands
Ireland	Ukraine
Japan	United Arab Emirates
Kazakhstan	United Kingdom
Malaysia	USA (20 states)
Mexico	Venezuela
Nepal	Vietnam
New Zealand	



"FNI's work in Victoria has made an outstanding contribution to changing the hearts and minds of educators about what is possible in terms of facilities development. Their passion for learning and education have inspired the hundreds of Victorian educators they have worked with."

Darrell Fraser
Deputy Secretary
Office of School Education
Department of Education and Training
Victoria, Australia



Experienced Personnel

FNI partners have been directly involved in the planning and design of more than \$10 billion worth of school projects over the past 18 years. FNI is more than a school architectural planning firm. It uses capital spending opportunities to help communities reinvent education from the ground up by envisioning the future and designing practical strategies to get there.

Environmental Design

School projects planned by FNI partners have won a total of 11 international awards for excellence, including the world's most prestigious International Planner of the Year Award and MacConnell Award.

Research and Best Practice

FNI has developed an extensive research database of over 400 innovative schools from over 33 countries at www.DesignShare.com. DesignShare is the world's largest forum for innovative schools, receiving over two million visitors each year.

Our Industry-Leading Assessment Tool

FNI works in close collaboration with local architects utilizing cutting-edge processes for Planning and Designing school facilities. This includes their research-based Educational Facilities Effectiveness Instrument™ (EFEI), used to assess over \$1 billion dollars worth of school facilities worldwide. FNI's culture of innovation helps create world-class, quality-conscious facilities that cost less and are easier and faster to build.

Interviews and Publications

FNI Principals have been interviewed by print, radio, television and web media, and their work has been published by professional journals and organizations in the U.S. and abroad, including *Education Week*, *School Business Administrator*, *School Planning and Management*, *School Construction News* and the *New England Journal for Higher Education*.

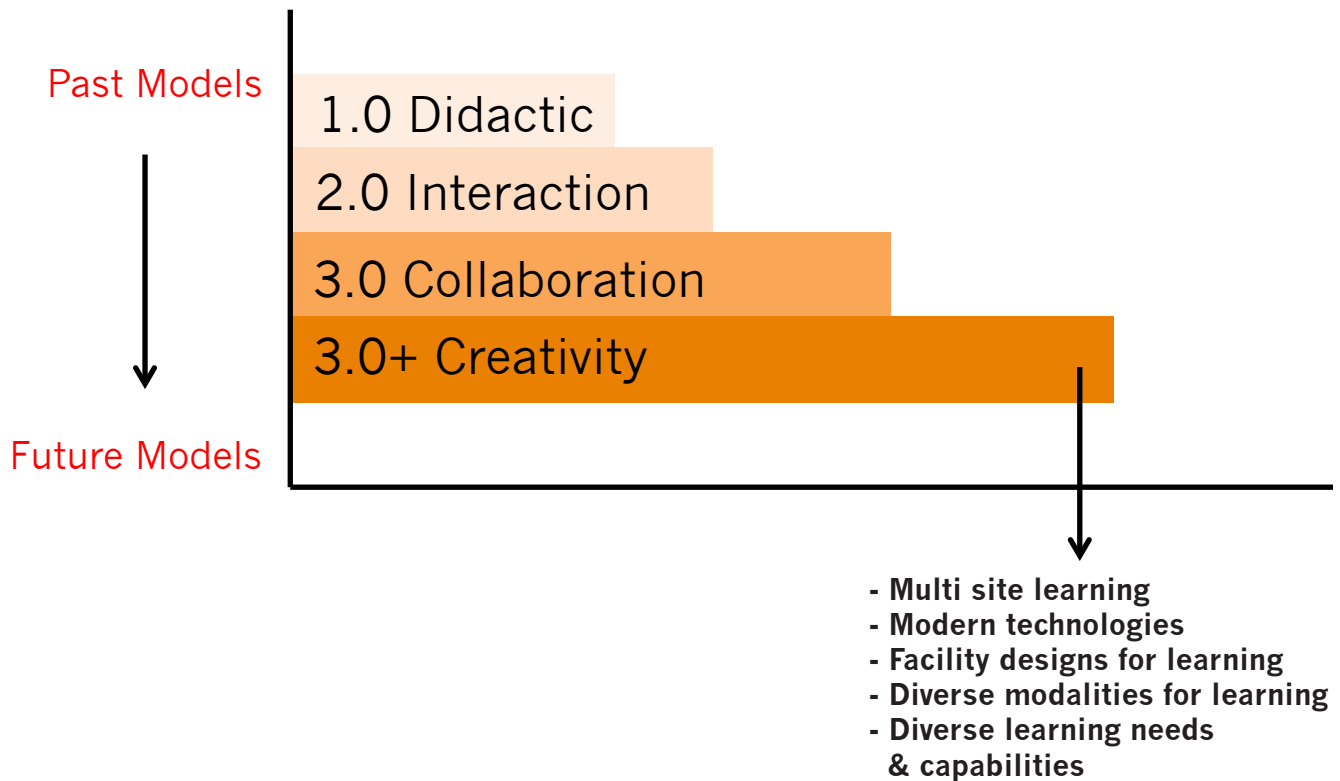
FNI Principals Prakash Nair, Randall Fielding along with Jeffery Lackney co-authored the highly-regarded *The Language of School Design*. This book, now in its third printing, is used as a textbook at leading universities and has been distributed to over 90 countries.

Educational Philosophy

2

Moving Towards Learning 3.0+

We advocate for moving beyond past ways of teaching to those of the future. We also want to teach in a way that still supports Instructional teaching, but emphasizes Knowledge Creation type ways of teaching.



Instructional



Knowledge Creation

- Learners as consumers of media
- Teacher authenticated
- Content directed
- Impersonal activities
- Single course
- Predominant learning style
- Restricted age range
- Personalized by teacher

- Learners as producers of media
- Communities of learning
- Review cycle directed
- Cooperative teamwork
- Multiple pathways
- Diverse learning styles
- Peer and multi age working
- Personalized by choice

FOUR PRINCIPLES OF LEARNING 3.0+

And the Impact of Educational Spaces on Pedagogy

The world into which students will enter is a technology-driven global playing field and it is highly competitive. 21st century learning is learner-centered, inquiry-based, technology-rich, interdisciplinary, collaborative, and personalized. It's about teaching students to become agile and lifelong learners so they have the skills to adapt to endless change.

Student-directed

Networked

Collaborative

Experiential



INQUIRY DRIVES LEARNING

Images: Flexible Lab at FNI's International School of Brussels

"...knowledge isn't a commodity that's delivered from teacher to student but something that emerges from the students' own curiosity-fueled exploration. □"

- JOSHUA DAVIS, Wired Magazine, 10.15.13



Student-directed

Impacts:

1. Fewer Lecture Halls
2. More Commons Areas
3. Need for Furnishing Variety
4. Professors as Coaches
5. On-line Lectures
6. Flexibility of Learning Spaces
7. Advanced IT Infrastructure
8. Flexible Assessment Standards



Photo by Randall Fielding of MIT's Media Lab During a Recent Conference

COMMUNITY AND GLOBAL CONNECTIONS

Networked

Impacts:

1. Small Group Study Areas
2. Wi-Fi Everywhere
3. Charging Stations
4. Business Partnerships
5. Partnering Universities
6. Community Spaces
7. Mentorships
8. Peer Tutoring Opportunities

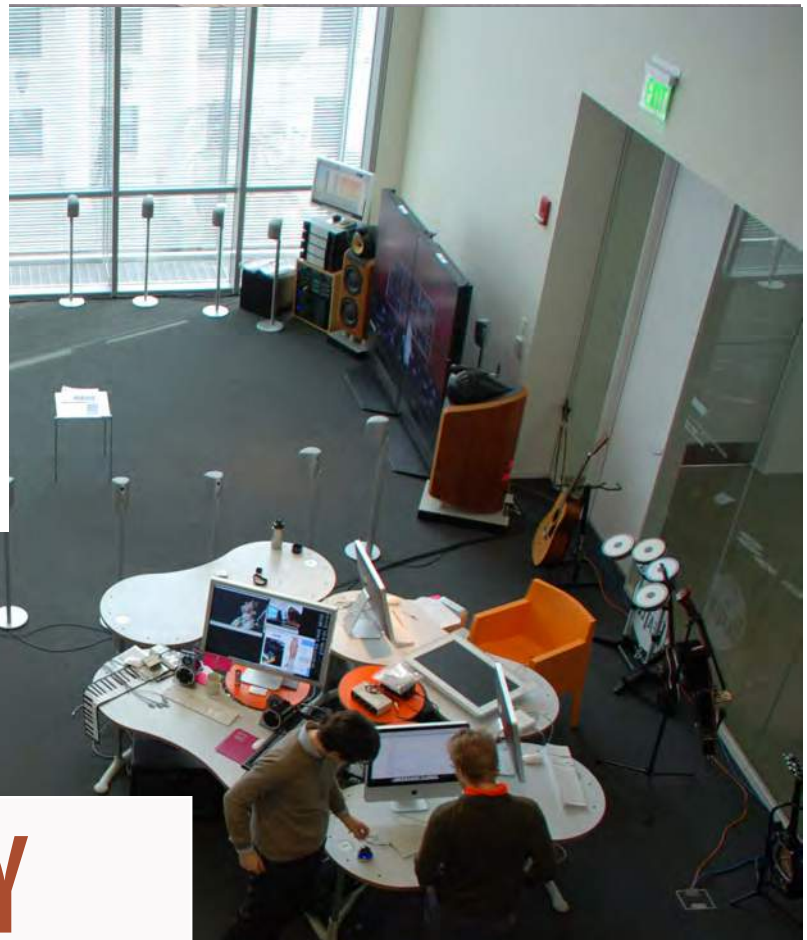
“WE SEE THAT SOMETIMES SOMEONE WOULD POST AND SAY, ‘I CAN’T DO THIS, IT’S JUST TOO HARD,’ AND THEN OTHER STUDENTS WILL COME ON THE FORUM AND POST, ‘YES, YOU CAN, YOU CAN DO IT. SO EVEN SOMETHING AS SIMPLE AS ENCOURAGEMENT FROM PEERS WILL OFTEN HELP IMPROVE PERFORMANCE.”

- LORI BRESLOW, DIRECTOR, MIT'S TEACHING AND LEARNING LAB, REFERRING TO MOOC PARTICIPANTS

Experiential

Impacts:

1. More Labs than Lecture Halls
2. Interactive Auditorium
3. Project-based Learning
4. High-tech Maker Spaces
5. Flexible and Portable Labs
6. Indoor/Outdoor Connection
7. Business Internships
8. Building as Textbook



LEARNING BY DOING

"TOO OFTEN, WE'RE TEACHING STUDENTS THAT THEIR QUESTIONS DON'T MATTER, THAT WHAT MATTERS ARE THE QUESTIONS OF THE CURRICULUM. THAT'S JUST NOT THE WAY NATURAL SELECTION DESIGNED US TO LEARN. IT DESIGNED US TO SOLVE PROBLEMS AND FIGURE THINGS OUT THAT ARE PART OF OUR REAL LIVES."

- PETER GRAY, RESEARCH PROFESSOR AT BOSTON COLLEGE



Images: MIT Media and Robotics Labs

“ I WANT THEM TO HAVE REAL-WORLD EXPERIENCES THAT WILL TAKE THEM BOTH PHYSICALLY AND VIRTUALLY BEYOND CLASSROOM WALLS. BY COLLABORATING WITH EXPERTS IN DIFFERENT FIELDS, MY STUDENTS ARE ABLE TO IMMERSE THEMSELVES IN EXPERIENCES AND PROJECTS IN AUTHENTIC AND MEANINGFUL WAYS.”

- JOSHUA BLOCK, HUMANITIES TEACHER AT SCIENCE LEADERSHIP ACADEMY IN PHILADELPHIA

Collaborative

Impacts:

1. Group Projects
2. Meeting Spaces of All Sizes
3. Multiple Commons
4. White Board Walls
5. Video Conferencing
6. Remote Problem Solving
7. Interactive Lectures
8. Spaces for Very Large Projects

Commons at FNI's Harbor City School in Duluth

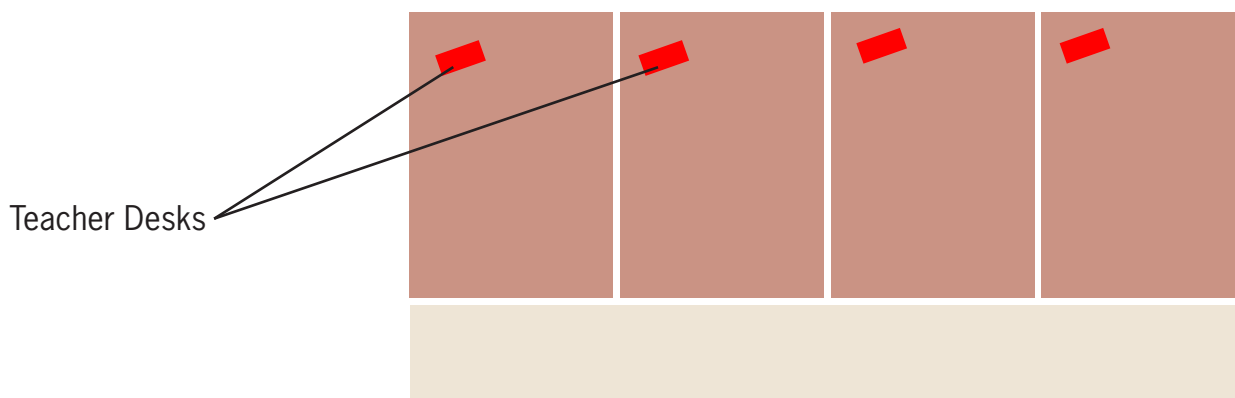
COMPLEX PROJECTS REQUIRE A TEAM



How Learning Spaces Can Evolve

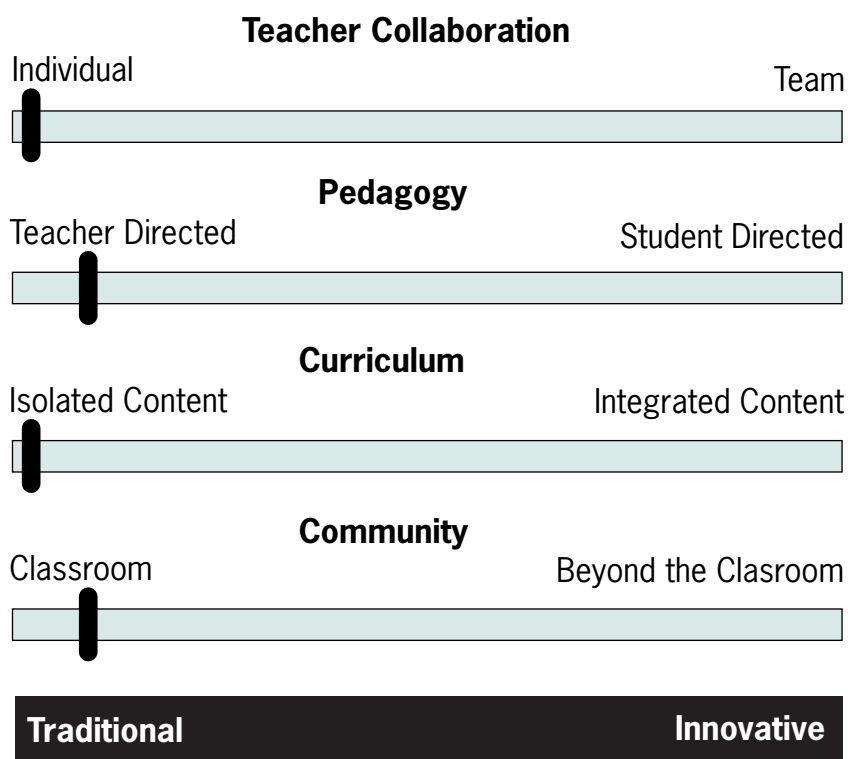
This series of learning space formations demonstrates the way spaces impact teaching and learning. Space can be used to implement change management. This continuum can also be used as a gauge to show school communities where their buildings stand currently, and help them decide what level of innovation is right for them in the future.

Individually Owned Rooms



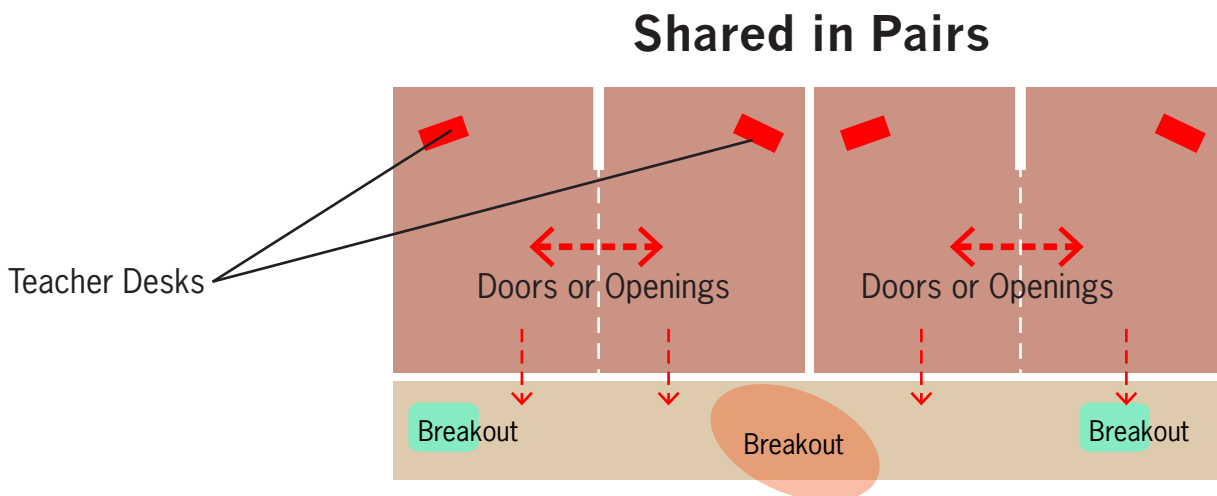
Optimized for: Individualized teaching practices, traditional structures and timetable, classroom-based community, single teacher differentiation, teacher-directed learning

The slider bars indicate the relationship between the spaces above them and teaching/learning.



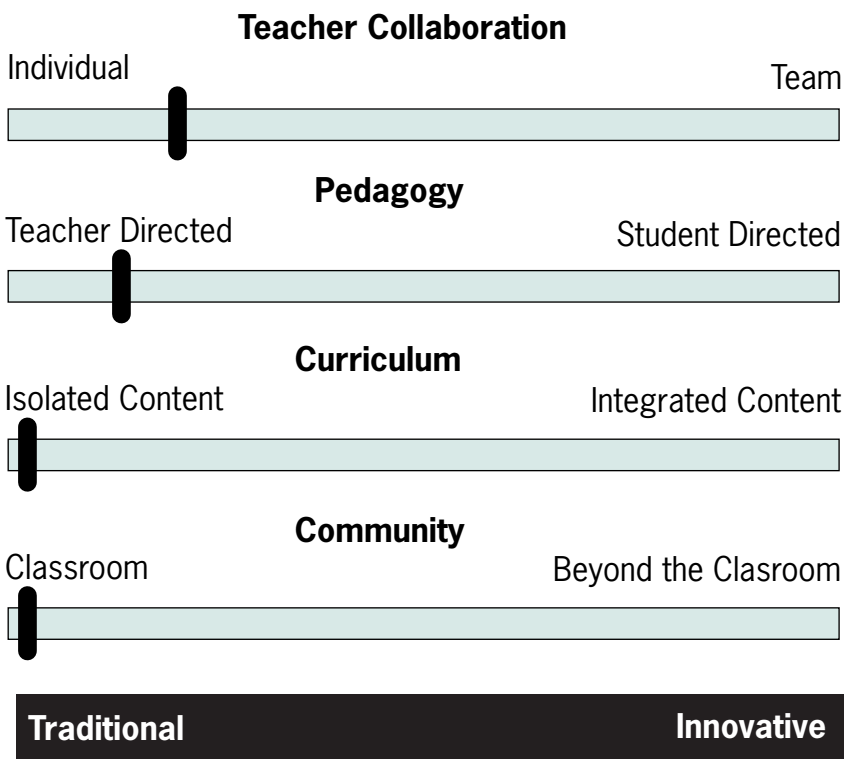
How Learning Spaces Can Evolve

Each shift of the Learning Space design allows for more innovation teaching and learning, as indicated by the sliders below. In this scenario, two teachers share two classrooms that have a door or opening between them to allow for some co-teaching. The hallway is sometimes used as break-out space.



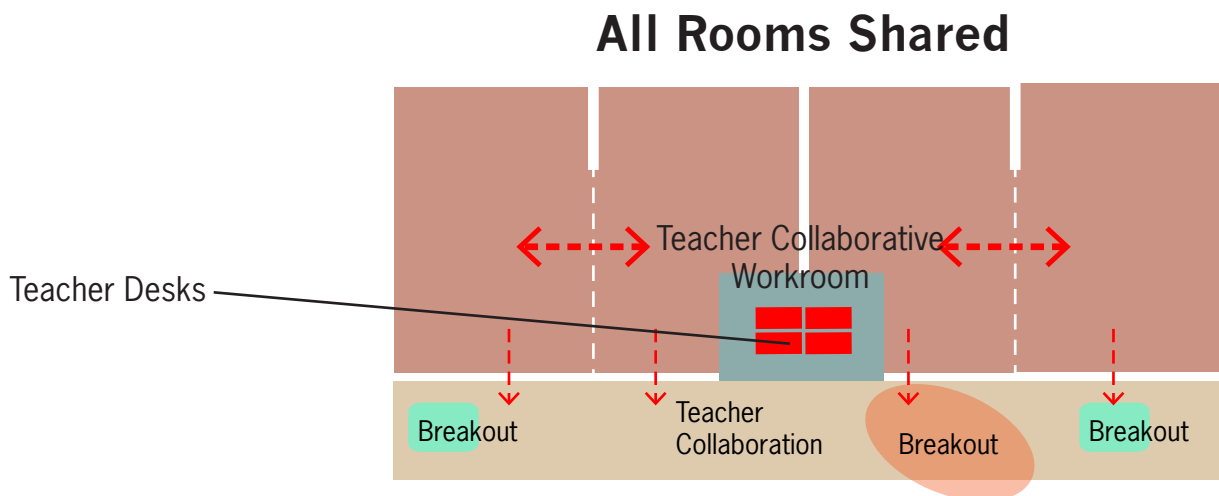
Optimized for: Collaborative teams of 2 or 4 teachers, periodic cohesive unit planning, analysis, shared assessment, flexible groupings, co-instruction, flexible and differentiated learning

The slider bars indicate the relationship between the spaces above them and teaching/learning.



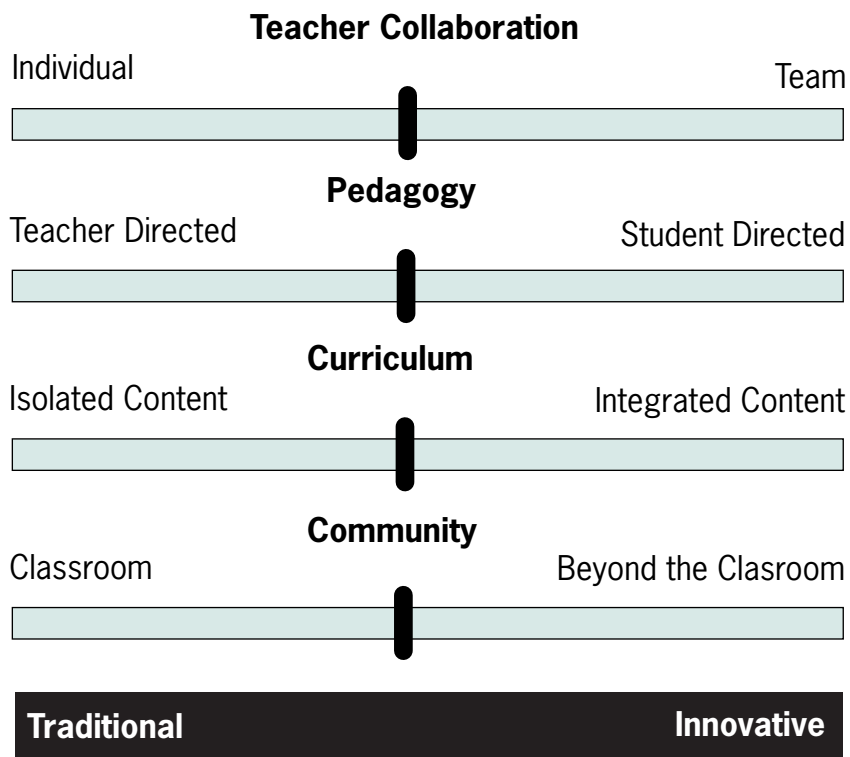
How Learning Spaces Can Evolve

This scenario shows a very important change that's reflected by the slider bars, which have all moved to the center. By pulling all the teacher desks out of the individual rooms, and placing them together in a dedicated workspace, collaboration among the teachers becomes the standard.



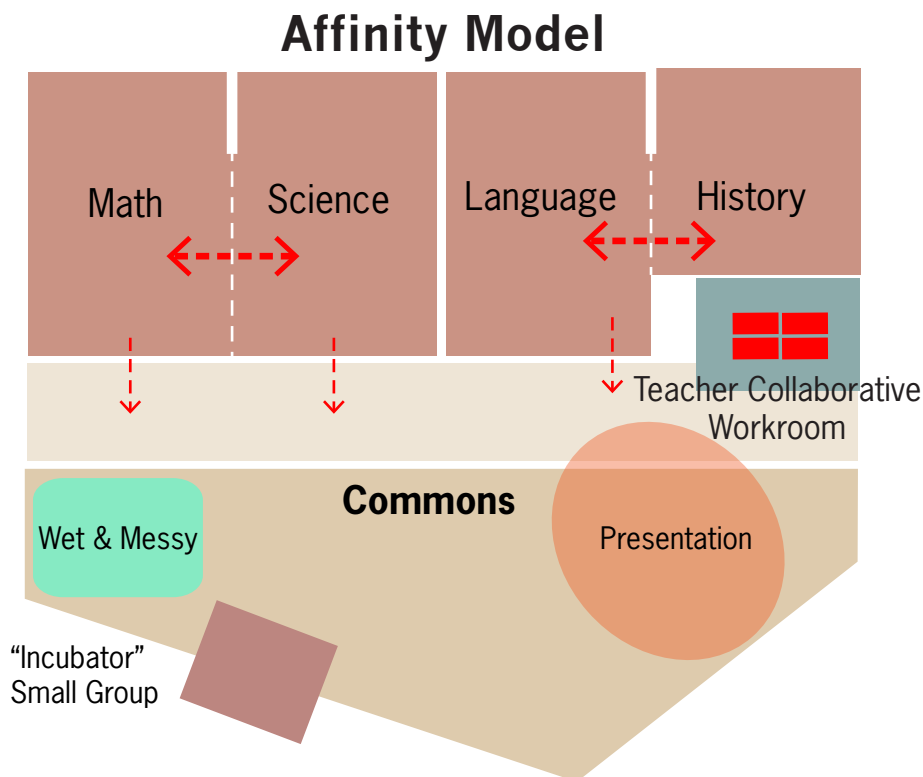
Optimized for: Collaborative teams of 3-4, regular cohesive unit planning, regular co-teaching, thematic integrated project-based learning, expanded sense of “community”, distributed and shared instructional leadership

The slider bars indicate the relationship between the spaces above them and teaching/learning.



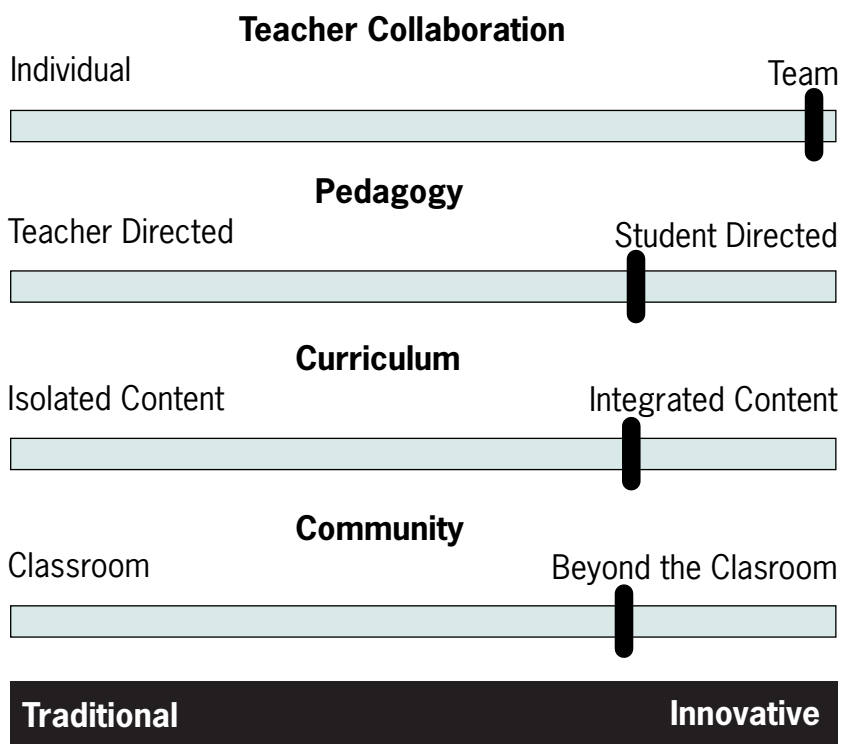
How Learning Spaces Can Evolve

Here, subjects that complement each other are taught in adjacent rooms. These spaces are smaller, and a learning commons has replaced the corridor, allowing space that supports multiple learning modalities.



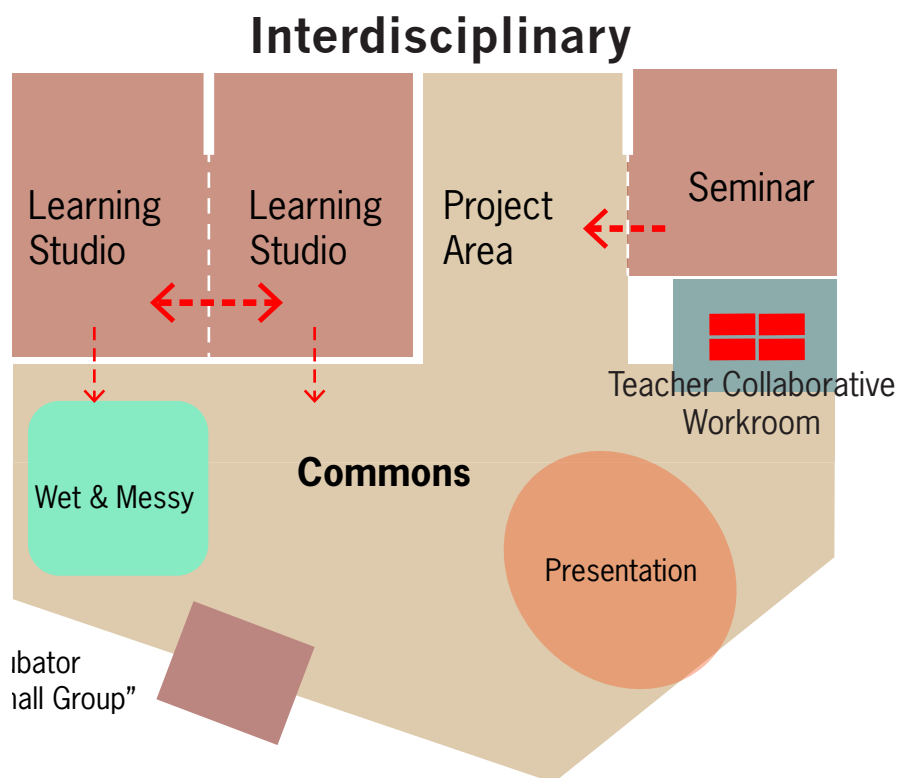
Optimized for: Periodic to regular affinity discipline integration between 2 subject disciplines, units co-facilitated, wide variety breakout zones, most conducive for student directed learning.

The slider bars indicate the relationship between the spaces above them and teaching/learning.



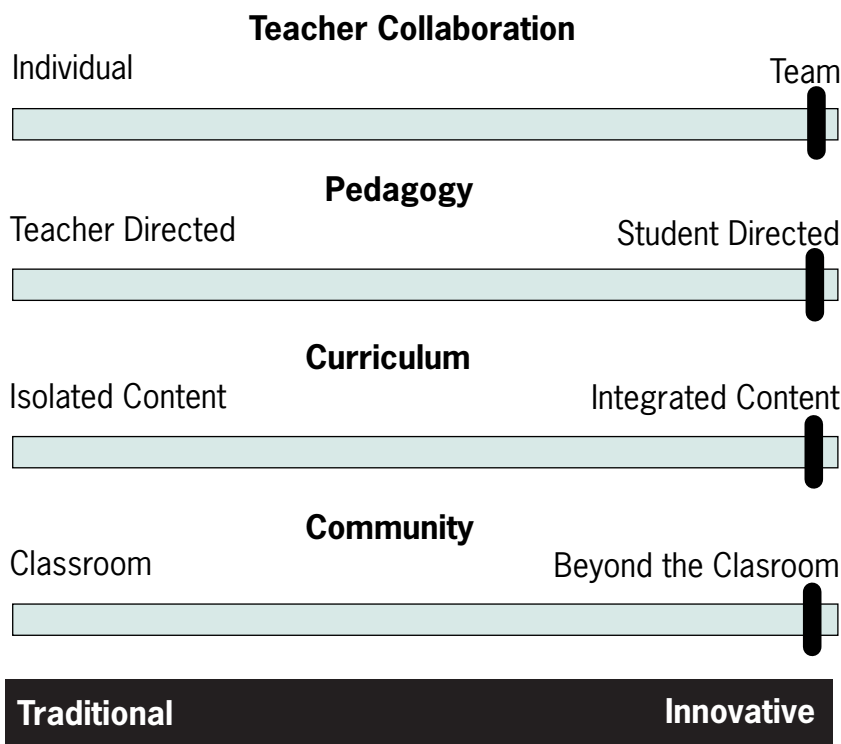
How Learning Spaces Can Evolve

Now the one teacher per classroom model has been replaced by a learning community in which the commons area has become the most dominant space, and teachers share not only spaces, but the entire group of students.



Optimized for: Curriculum organized around interdisciplinary themes, democratic student leadership, cohort scheduling, highest levels of “community” and self directed learning.

The slider bars indicate the relationship between the spaces above them and teaching/learning.



Process Overview

3

Linking Education and Facility Design

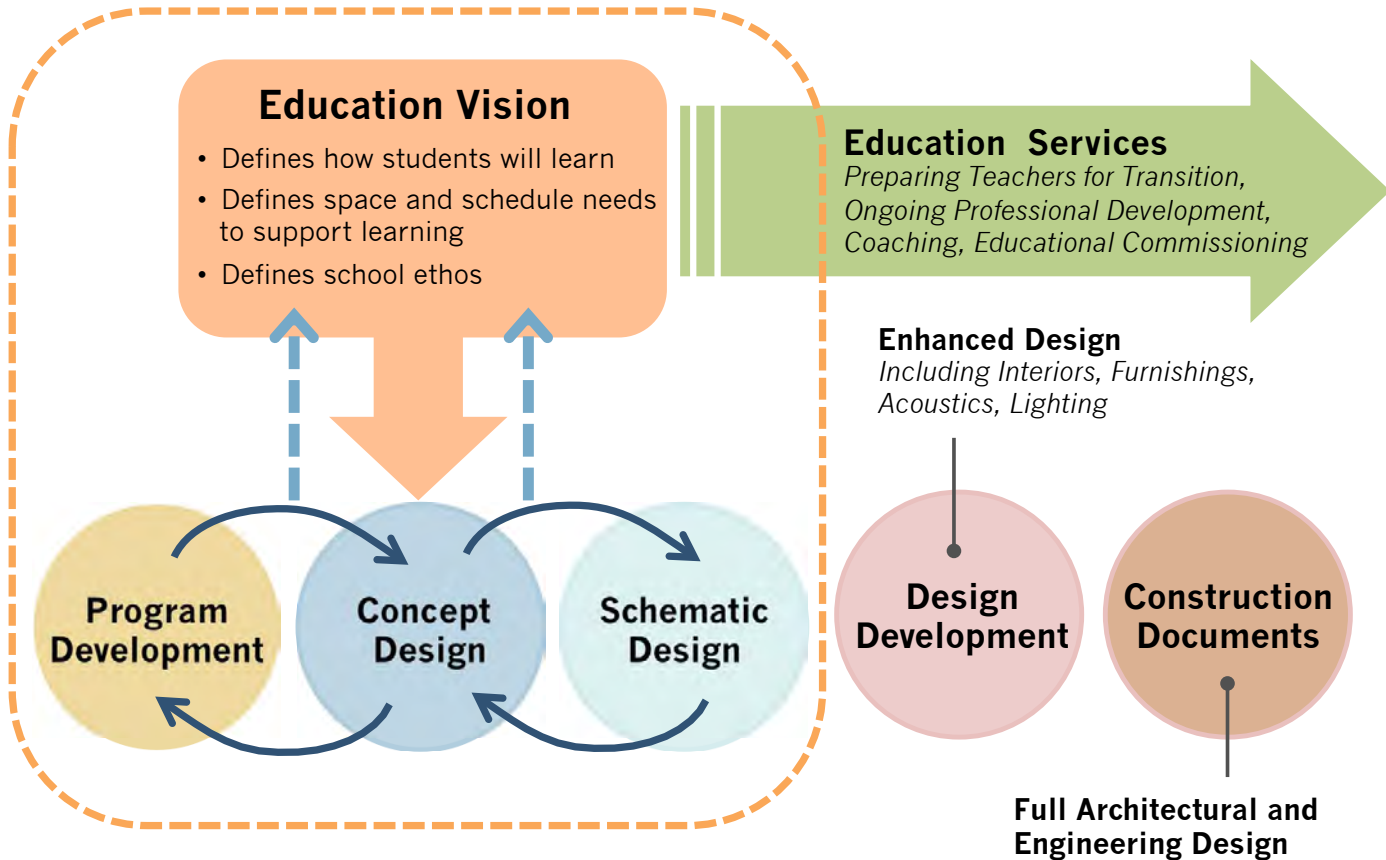
FNI Wrap-Around Service Options

FNI Core Services

Integrated Education and Design Vision

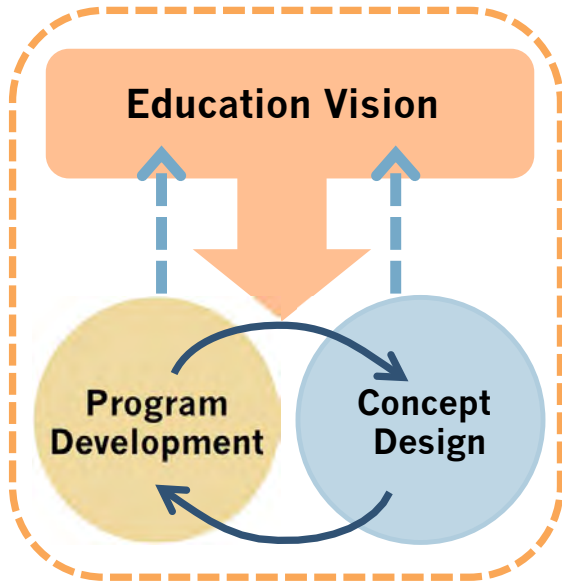
FNI Enhanced Services

As-needed and Turn Key Solutions



Program Development and Concept Design

Creating Learning Environments that Adapt to Change



How Engagement Drives Our Process

The FNI design process begins with a school or district's curriculum and educational philosophy. Our approach is built around developing a shared vision for how each facility can support 21st century education and community needs by interacting with school staff, students, and community members to define educational specifications. Our process builds on preliminary visioning work, then engages the community in a series of workshops and planning sessions that explore how the learning environment can be organized, configured, and designed to support this shared vision.



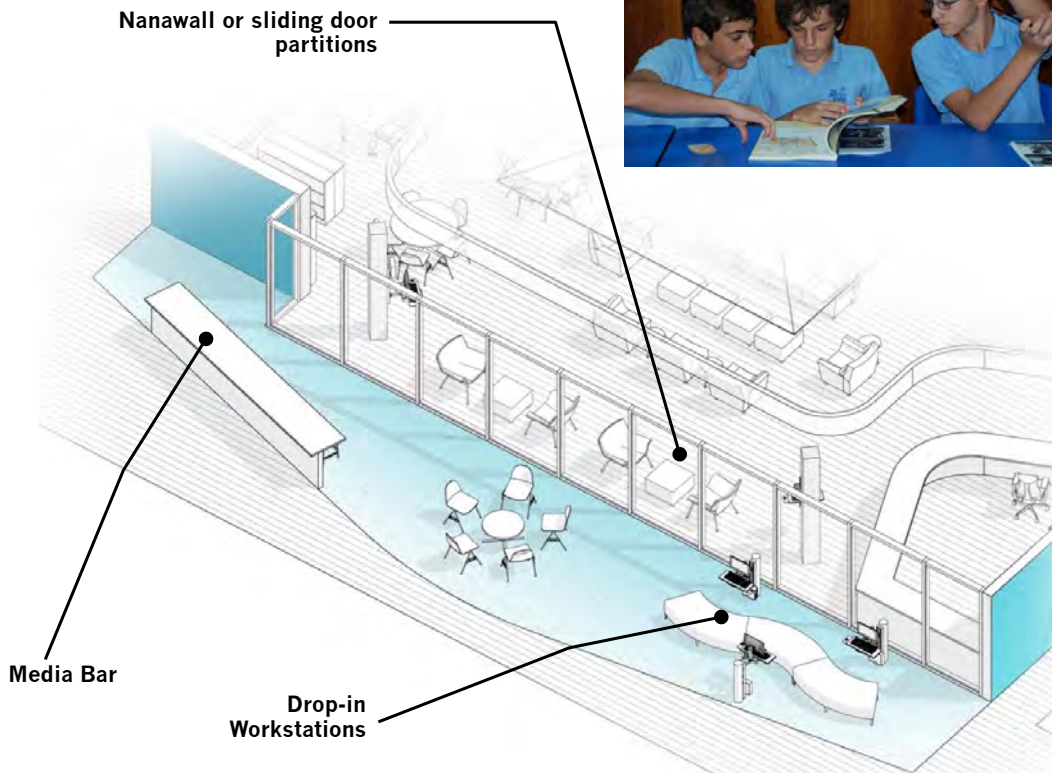
Building on teachers' strengths to co-invent the future of learning.

Exploring 21st century best practices in order to create spaces that prepare students for the future, not the past.

Evaluating current spaces not just for their physical aspects, but how they impact learning.

Engaging students, who are the ultimate users of education spaces.

Establishing a common language, so all school community members and the design team can work with clarity and understanding.



Left: This library/learning commons at Bloomfield Hills High School contains a "front porch" that can open to the main learning space. This creates a vista that draws the eye outward.

Concept Design

The flexibility of this commons area allows for multiple learning modalities to occur simultaneously in one space. The emphasis is on the use of laptops, tablets and smart phones in a space that creates a hub for the surrounding learning spaces.



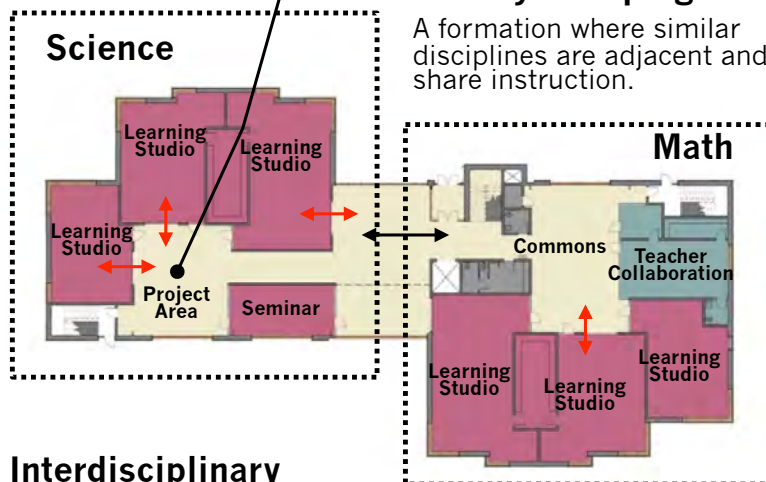
These images are from St. George's senior school in Vancouver; they show the kind of deliverables a school community might get from the Design Concept phase. The diagrams to the right describe some spatial adjacencies that resulted from their Program Development phase and how it impacted their future space.

Above is a rendering of the commons area in one of the groupings, allowing the school community to see the space in 3D, and to begin to understand how lighting and furniture would enhance the learning opportunities there.

Discovery Reports, renderings, curriculum maps and other concept materials begin to bring the project to life, and inform the Schematic Design Phase.

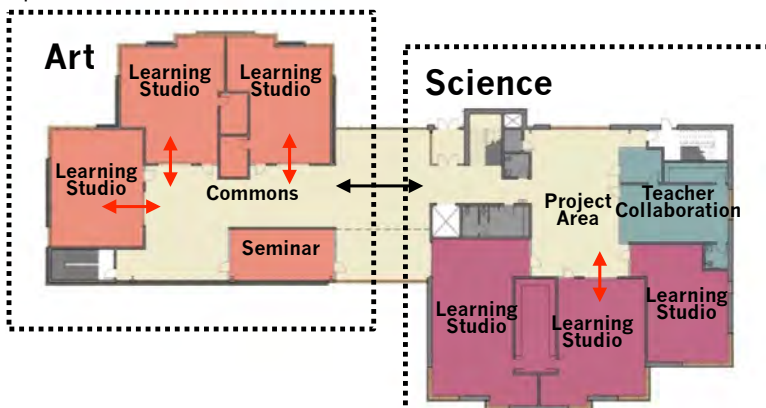
Affinity Grouping

A formation where similar disciplines are adjacent and share instruction.



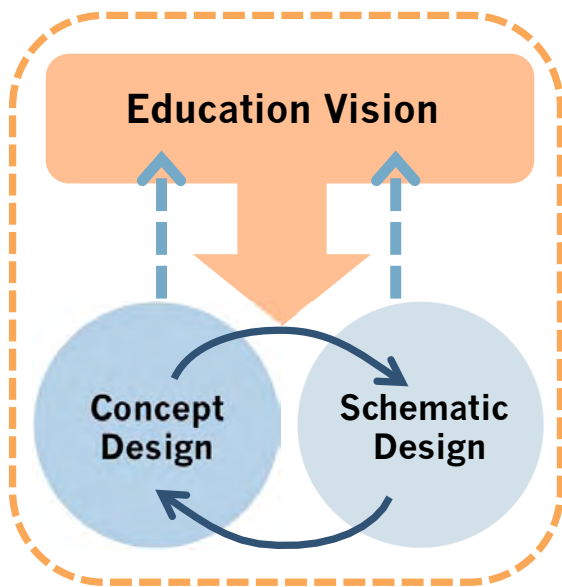
Interdisciplinary

A formation where less obvious disciplines share space and resources.



Schematic Design

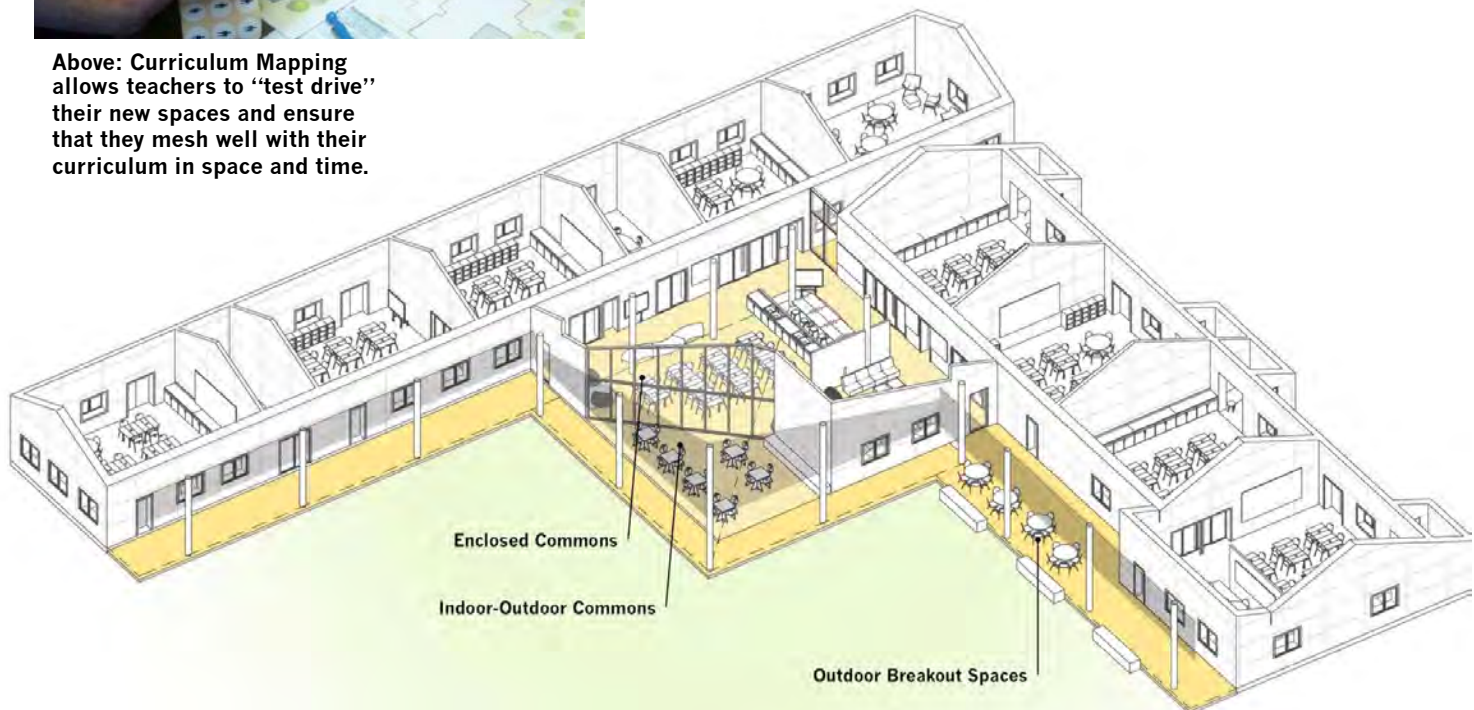
Developing the Project and Testing It



This design phase continues to be influenced by a school's education vision and the Concept Design, as spaces and pedagogy become more defined. This phase includes: Development of interior and exterior spaces; Curriculum, Space and Schedule mapping; Preliminary Code and Engineering Analysis; detailed 3-D renderings; Budget Updates & Preliminary Lighting, Acoustical, and Furnishing Concepts.

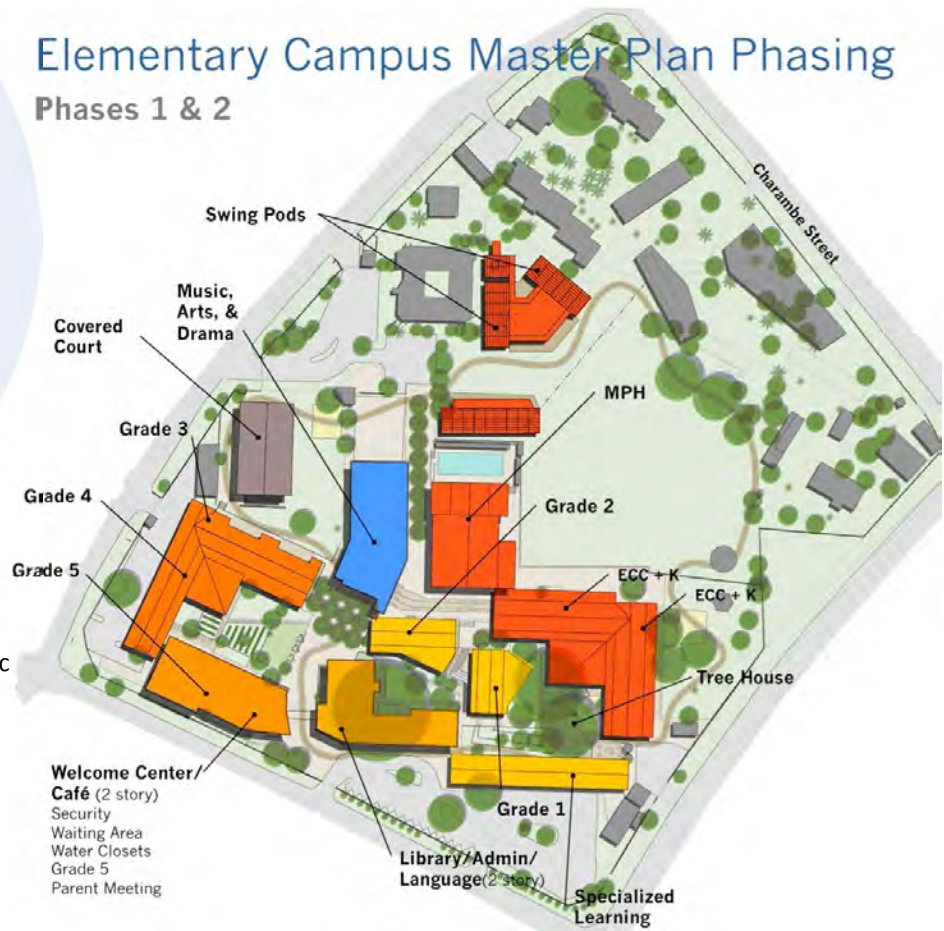


Above: Curriculum Mapping allows teachers to “test drive” their new spaces and ensure that they mesh well with their curriculum in space and time.



Schematic Design

Elementary Campus Master Plan Phasing Phases 1 & 2

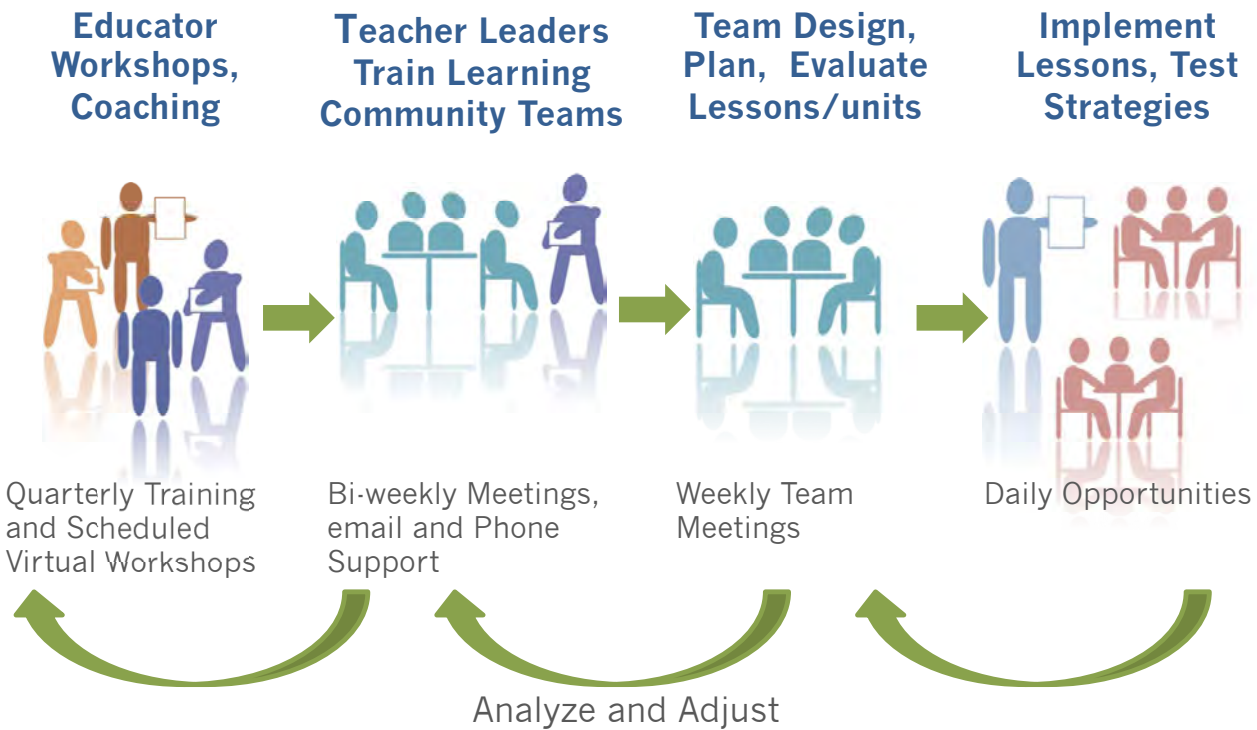


These graphics from the International School of Tanzania show deliverables of the Schematic Design phase. These allow for a greater understanding of exterior volumes for the school community and the design team, and can be used to chart out phasing of an extensive campus re-design.



Education Services

Preparing Teachers for Transition, Ongoing Professional Development, Coaching, Educational Commissioning



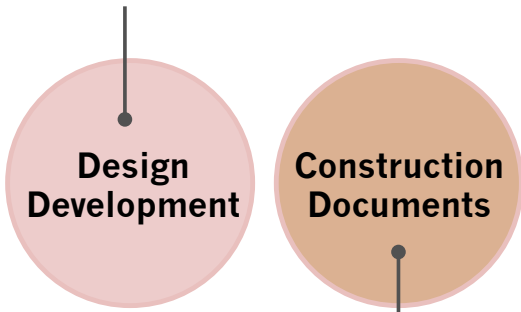
Innovative learning spaces require innovative Education Services to help teachers adjust to their new spaces and teach in new ways. FNI has the largest group of Educational Consultants in school design, and offers both transitional and post-occupancy professional development to teachers at our client schools. The graphic above describes how we assist teachers in a systemic way, with the same attention to analysis and adjustment that we bring to the rest of the design process.

FNI Enhanced Services

Assuring that the Project Details Follow the Design

Enhanced Design

Including Interiors, Furnishings, Acoustics, Lighting



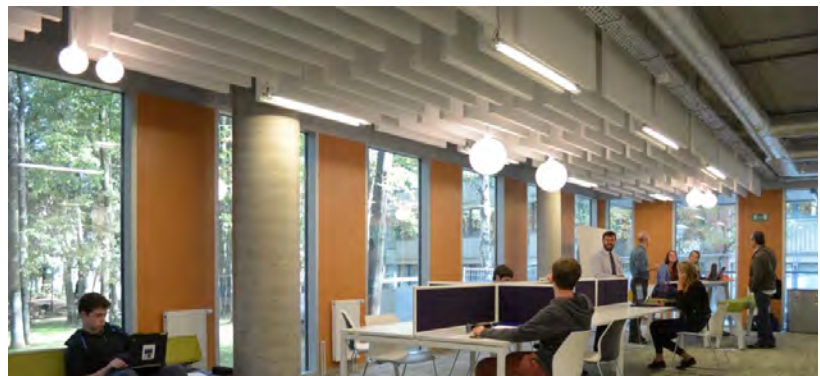
Full Architectural and Engineering Design

- Detail development of interior and exterior spaces
- Lighting, Acoustical, Interiors and Furnishing Development
- Preliminary Heating, Cooling, Ventilation, Structural, Electrical, and Educational Technology Systems
- Budget Update
- Complete interior and exterior details
- Complete Engineering, Equipment, and Technology Systems and Details
- Complete Material, Equipment and Product Specifications
- Instructions to Bidders
- Quality Standards

Lighting Development



Acoustics Development



Furnishings Development



Left: Innovative spaces like this technical commons area require very specific details to succeed. Good lighting, acoustics, furnishings and surface treatments create spaces that enhance learning rather than restricting it.

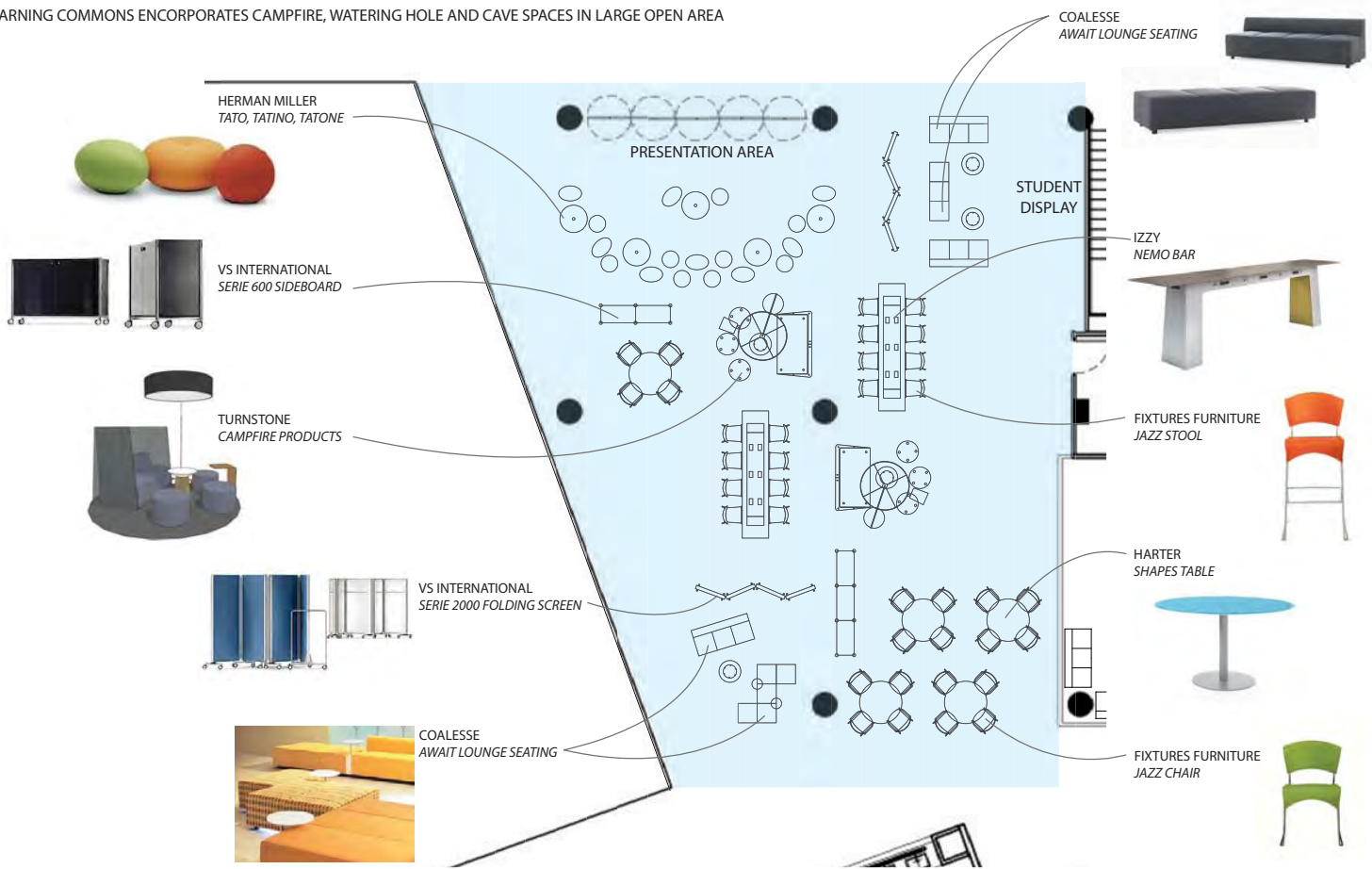
Enhanced Design Development

FNI Enhanced Services

Furnishings play an important role in an innovative learning space; they must be flexible, easily moved, and variable in order to support a space like an Information Commons. The diagram below is from an FNI project in Thailand. It shows suggestions and sources for furnishings, and a typical configuration for a commons area.

LEVEL 0 - COMMONS FURNITURE

LEARNING COMMONS INCORPORATES CAMPFIRE, WATERING HOLE AND CAVE SPACES IN LARGE OPEN AREA



Furnishings

Enhanced Design Development

FNI Enhanced Services

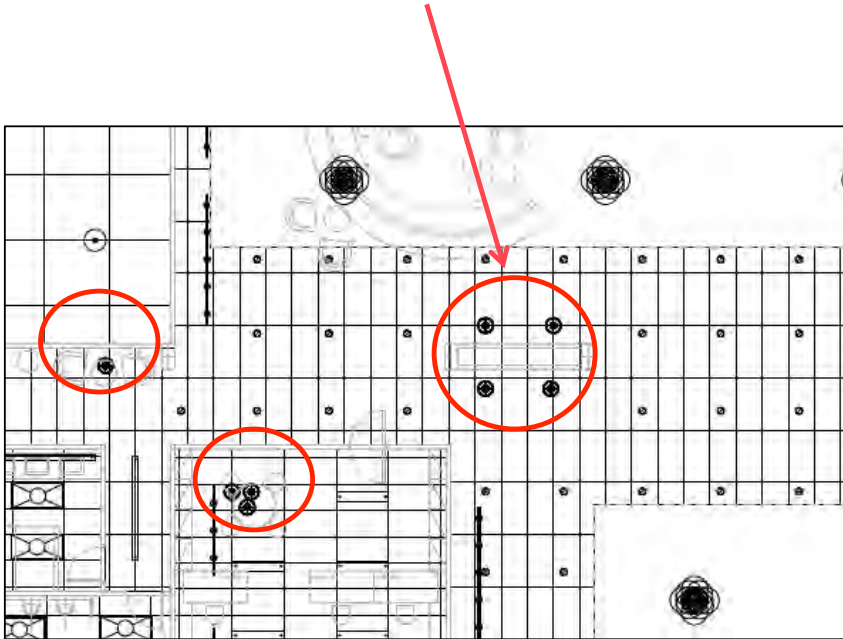
All learning spaces should have as much natural light as possible, but should also have a variety of lighting solutions that can be reconfigured when needed, just like the furnishings.

Lighting Focus: Accent hanging pendants

Low voltage pendants provide soft, ambient lighting and usually are placed in areas with soft lounge type seating & collaborative tables.

Strategically placed over areas of *collaborative & intimate* furniture these ambient lights help to visually break up the large space and provide a gentle friendly light to the task below.

Placed over this table, this variety of lighting creates a intimate ambient lighting that can also be seen from the outside.



Lighting

Enhanced Design Development

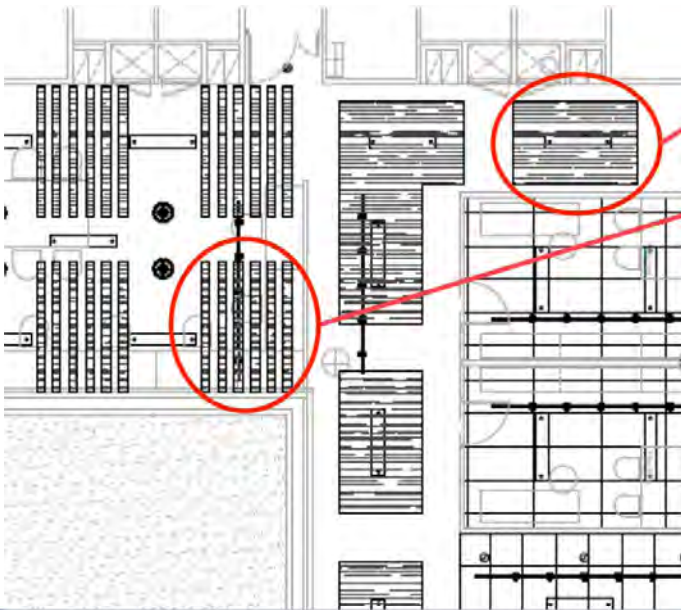
FNI Enhanced Services

Open spaces in Commons areas can be designed to mitigate ambient noise through a variety of strategies; here, ceiling baffles prevent noise “bounce” and carpeting does the same for the floors.

Acoustical Focus: Fabric Wrapped Hanging Baffles

These baffles reduce sound reverberation and provide a more peaceful environment. In a glass building the ceiling becomes more important than ever.

These solutions offer a different approach opposed to the traditional lay in ceiling



Acoustics

Linking Education and Facility Design

FNI Wrap-Around Service Options in Detail

FNI Core Services

Integrated Education and Design Vision

Education Vision

- Defines how students will learn
- Defines space and schedule needs to support learning
- Defines school ethos

Program Development

Concept Design

Schematic Design

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Discovery Workshops including best practices, student, teacher and leadership focus groups • Existing Campus Assessment • Preliminary sizes and adjacencies based on educational needs and site options • Preliminary budget | <ul style="list-style-type: none"> • Site and Campus Design Approach • Preliminary Site Zoning Analysis • Sustainability Approach • Learning Environment Organization • Introduction to curriculum-space integration and mapping • Refinement of Program of Spaces and sizes | <ul style="list-style-type: none"> • Development of interior and exterior spaces • Curriculum, Space and Schedule mapping • Preliminary Code and Engineering Analysis • 3-D renderings • Budget Update • Preliminary Lighting, Acoustical, and Furnishing Concepts |
|---|--|--|

FNI Enhanced Services

As-needed and Turn Key Solutions

Education Services

Preparing Teachers for Transition, Ongoing Professional Development, Coaching, Educational Commissioning

Enhanced Design

Including Interiors, Furnishings, Acoustics, Lighting

Design Development

Construction Documents

Full Architectural and Engineering Design

- | | |
|--|--|
| <ul style="list-style-type: none"> • Detail development of interior and exterior spaces • Lighting, Acoustical, Interiors and Furnishing Development • Preliminary Heating, Cooling, Ventilation, Structural, Electrical, and Educational Technology Systems • Budget Update | <ul style="list-style-type: none"> • Complete Interior and exterior details • Complete Engineering, Equipment, and Technology Systems and Details • Complete Material, Equipment and Product Specifications • Instructions to Bidders • Quality Standards |
|--|--|

The FNI Team

4



Randall Fielding, AIA

Chairman and Project Leader

Randy oversees FNI's primary mission: to improve learning by serving as a world leader in the creation of new and renovated educational campuses that are in consonance with best practices, current research and reflect 21st century learning modalities. Randy's experience ranges from higher education projects to national guidelines on school design. The common thread is an integrated approach to pedagogy and design--student outcomes always come first. Randy is a registered architect in Minnesota, Florida, Hawaii, Michigan, Ohio and Vancouver, BC in Canada.

“Randy’s experience ranges from higher education projects to national guidelines on school design. The common thread is an integrated approach to pedagogy and design--student outcomes always come first.”

Randy's achievements have earned him more than a dozen design awards from the American Institute of Architects, The Council of Educational Facility Planners International (CEFPI), the American Association of School Administrators, and School Planning and Management Magazine. He is internationally recognized as an authority on innovative school design and received the CEFPI Planner of the Year Award in 2007—the most prestigious honor of any individual in the field of educational design. He has been selected to serve as an architect, consultant, presenter and/or keynote speaker in Australia, Azerbaijan, Canada, Cayman Islands, Chile, Finland, Great Britain, India, Indonesia, Kazakhstan, Malaysia, Portugal, Qatar, Singapore, The Czech Republic, The Netherlands, Sri Lanka, Spain, Switzerland, and the United States.

One of Randy's “signatures” is his ability to come down off of the podium, sharing ideas with government leaders, educators, and children with equal passion. This spirit of sharing extends to two million people each year, through DesignShare.com, an online forum for innovative learning environments that Randy founded in 1998. He continues to serve as DesignShare's editorial director, but the focus of his work is to lead communities in the design of environmentally responsive campuses that foster personalized learning and strong connections to the community.

Randy's design work leverages more than 500 case studies from 30 countries — the largest library of innovative school designs in the world. The interactive planning and design process pioneered by FNI is also grounded in a seminal book that Randy co-authored with Prakash Nair, entitled *The Language of School Design*, now in its third printing. The book establishes key learning modalities for success in the post-information society, and provides a series of design patterns to support these modalities. Randy uses the design patterns as a tool in evaluating existing and proposed facilities, and as a launching point for developing customized solutions for each individual community, campus, school or district that he works with.

Some of Randy's recent projects include the International School of Brussels High School, Rayong Campus for Science & Technology in Thailand and the University of Northern Iowa's Schindler Education Center.



Prakash Nair, REFP

President and Senior Partner

Prakash Nair is a futurist, a visionary planner and architect with Fielding Nair International, one of the world's leading change agents in school design. He is also the Managing Editor of DesignShare.com which attracts over one million visitors each year. He is the recipient of several international awards including the prestigious CEFPI MacConnell Award, the top honor worldwide for school design.

Prakash serves as principal in charge for many projects world-wide, including Scotch Oakburn College in Tasmania, Sinarmas World Academy, International School of Brussels, Bloomfield Hills High School in Michigan, USA, and International School of Brunei, the projects featured in the capabilities section.

He has written extensively in leading international journals about school design and educational technology and their connection to established educational research. He is also the author of two guidebooks on school planning including the landmark 2005 publication, *The Language of School Design* which he co-authored with his partner Randall Fielding. Prakash is currently writing a new book to be published in 2013 by Harvard Education Press titled, "The Learning Building: How Smart, Agile School Buildings Create Smart, Agile Kids".

Prior to co-founding Fielding Nair International, Prakash worked for ten years as Director of Operations for a multi-billion dollar school construction program for New York City. In 2003, Prakash completed a project with the University of Wisconsin on a Rockefeller Foundation-funded grant to develop international best practice standards for tomorrow's schools. He also led the effort to develop a new research-based tool to evaluate the educational effectiveness of schools. This tool, now being tested by schools and governments in the United States, Australia and Singapore will revolutionize the way we look at how school buildings and campuses actually work to support teaching and learning.

Prakash has served as the Northeast Regional President of the Council of Educational Facility Planners International and serves on the ICOPE Task Force — New York City's Independent Commission on Public Education.

Prakash Serves as a Managing Principal on many projects scattered around the world. He has served as a school planning and design consultant, presenter and/or keynote speaker for clients in Australia (five states), Canada, Cayman Islands, Finland, India, Indonesia, Malaysia, New Zealand, Qatar, Singapore, Thailand, The Netherlands, Spain, U.A.E., U.K. and the United States (19 states). By staying current with the research as well as national and international social, economic and cultural trends, Prakash is always able to bring best practice thinking from many disciplines and fields to bear on education-related problems and projects. This approach has helped education clients save millions of dollars while still achieving or exceeding their schedule and quality expectations.

"Prakash is always able to bring best practice thinking from many disciplines and fields to bear on education-related problems and projects."



Jay J. Litman, AIA, RA

Principal and Senior Designer

Jay J. Litman, AIA has a deep understanding and appreciation of the educational challenges facing both children and adults within the learning environment. With more than 30 years of professional experience, Jay has focused primarily on the planning and design of public and private schools, libraries, colleges and historic rehabilitation. His project background also extends to both urban and campus planning.

He is deeply involved in the emerging theories of project-based, collaborative learning that is reshaping the language of school design. His evolution towards a project-based, collaborative educational model grew from his personal interest in the education of hearing impaired children using an “inclusion” model. These emerging educational theories mandated fundamental changes in the design of the classroom environment such as; learning in smaller groups, working collaboratively on project based assignments, creating multiple modes of learning within one classroom as well as paying special attention to acoustics and lighting. It was apparent that the current 100 year old factory model for public education was highly resistant to the necessary changes at the most fundamental levels.

“Jay’s evolution towards a project-based, collaborative educational model grew from his personal interest in the education of hearing impaired children using an “inclusion” model.”

Jay recently led the FNI Team in the development of architectural guidelines to modernize over 78 public schools in the Commonwealth of Puerto Rico transforming the physical facilities at a level that addresses not only facility and sustainability issues but how teachers teach and how kids learn. In Serpong, Indonesia Jay developed the campus plan and led the design of the new Sinarmas World Academy (SWA), a 1,800 student campus (K-12), coordinating the FNI team on the design of nine distinct buildings in a sustainably designed environment. IN 2009 FNI received the prestigious “Project of Distinction” award from CEFPI at their annual convention in Washington, DC.

Current projects include the expansion of the British School in Caracas, the new 1,800 student campus for the Discovery World School (K-12/IB) in Indore, India; the expansion of American School of Bombay’s campus in Mumbai, India; and the development of a new 600 student campus in Kazan, Russia for the new Kazan International School.

Other recent projects include the master plan and expansion of the Pechersk School International in Kyiv, Ukraine (K-12/IB). In Leysin, Switzerland he led the effort to transform the former “Grand Hotel” into a new 11/12 IB Academic Center for the Leysin American School. He is currently involved with the development of a master plan for LAS, which includes a new performing Arts Center and a sports complex.

Jay holds a Bachelor’s degree in both Fine Arts and in Architecture from the Rhode Island School of Design (1976/77) and several advanced certificates from the Harvard GSD in Planning and Development. He has lectured frequently on the future of Public Libraries and community schools. Jay delivered a presentation entitled, “A Million Open Doors” at the annual AAIE conference in Boston this past Winter.



Michael Van Hamel, PhD, UIA

Senior Architect

Vision, energy and a high level of design and technical expertise characterizes Michael's 20 year career. The combination of these qualities has led to accomplishments with complex projects in a wide range of environments. These diverse experiences have exposed him to international approaches to educational architecture and master planning. Michael's work has required him to communicate effectively within all stages of a project, serving not only as an architect but also cultural theorist, liaison, and educator. Most importantly, his working partnerships lead to projects success and client satisfaction.

“Michael’s work has required him to communicate effectively within all stages of a project, serving not only as an architect but also cultural theorist, liaison, and educator.”

With an extensive educational background ranging from Universiteit v. Amsterdam to Princeton University, Michael holds advanced degrees in architecture and a PhD in Environmental Psychology. He is a member in The International Union of Architects as well as being an adjunct professor at the Rhode Island School of Design and lecturer for several east coast architectural programs.

Michael's previous experience range from an engagement with the United States Government renovating American campuses in the Benelux and Asia to designing High-profile projects in Tunisia and Dubai.

Over the past year Michael coordinated a large team of FNI architects in the development of renovation plans to modernize over 28 public schools in the Commonwealth of Puerto Rico transforming the physical facilities at a level that addresses not only facility and sustainability issues but how teachers teach and how kids learn.

In Serpong, Indonesia he worked as part of the core design team in the development of the new Sinarmas World Academy (SWA), a 1,800 student campus of nine distinct buildings in a sustainably designed environment. IN 2009 FNI received the prestigious “Project of Distinction” award from CEFPI at their annual convention in Washington, DC for the Sinarmas Campus design.

Current projects include the expansion of the British School in Caracas, the new 1,800 student campus for the Discovery World School (K-12/IB) in Indore, India; a 14-storey vertical school in Mumbai, India; and the development of a new 600 student campus in Kazan, Russia for the new Kazan International School.

His recent FNI projects include the North Central Shared Facility and The Regina Trades and Skills Centre, both in Saskatchewan, Canada. The Middletown Public Schools, Forest Avenue Elementary and Gaudet Middle School Pilot Projects in Middletown, Rhode Island, USA.

Other recent projects include the master plan and expansion of the Pechersk School International in Kyiv, Ukraine (K-12/IB). In Leysin, Switzerland he worked closely with Principal Jay Litman in the effort to transform the former “Grand Hotel” into a new 11/12 academic Center for the Leysin American School.



Isaac Williams, LEED AP

Principal and Senior Designer

Isaac Williams brings over a decade of professional experience from programming through construction administration to help FNI's clients locate opportunities within their program, schedule and budget for innovative architecture that supports learning. As a senior designer with FNI, Isaac has provided design leadership in FNI projects around the world, including Douglas Park School and Herchmer School in Regina, Saskatchewan, Thomas Jefferson High School for Science and Technology in Alexandria, Virginia, Georgetown Primary School in the Cayman Islands, Sir James Douglas School and Acadia School in Vancouver, F.H. Collins High School in Whitehorse, Yukon Territory, and most recently Bloomfield High School in Michigan.

“Isaac combines a stellar design capability and big picture thinking with the detailed, analytical eye of a skilled university researcher.”

Isaac has lectured on school design and presented his design work nationally and internationally. He has served as juror for the American Institute of Architects Honor Awards, the National School Board Association's "Learning by Design" awards, DesignShare's international awards program, and served as a resource team member and panelist for the American Architectural Foundation's Great Schools by Design program.

Isaac also brings to bear his academic background as an assistant professor at the University of Maryland where he has taught undergraduate and graduate design studios, including a graduate design studio on school design. His graduate seminar "Learning Places" explores the potential of architecture as a form of pedagogy in places of learning. Isaac has also taught architecture internationally in several study abroad programs around the world, including Dubai, Rome, Copenhagen, and Helsinki.

In 2007, Isaac was awarded a Henry C. Welcome Fellowship and a three-year grant by the Maryland Higher Education commission to continue his research and creative work focused on the relationship between space and learning.

Select Invited Lectures and Presentations

Moderator. "Learning By Design: 10 Ways to Create Schools Where Students Thrive." National School Board Association Annual Conference. San Francisco, April 10, 2011.

Panelist. "21st Century Classroom" Slate Magazine. Washington, DC, November 8, 2010. Distinguished panelists included US Department of Education Deputy Assistant Secretary of Education, and a founder of the nationally recognized Denver School of Science and Technology.

Panelist. "Schoolhouse 3.0" Great Schools by Design. American Architectural Foundation. New York, New York, October 8, 2009.



James Seaman, AIA, REFP, LEED AP

Principal and Senior Designer

James Seaman has over a decade of architectural experience primarily focused on the design of educational facilities. He is a well-rounded architect and his skill at seeing both the big picture and the details gives him the ability to lead complicated projects. He has managed, planned, and designed numerous schools around the world.

Recent projects with FNI include the modernization of three schools in Puerto Rico for 21st century learning; a new 375,000 square foot high school in Bloomfield Hills, Michigan; a comprehensive master plan for Cleveland Heights-University Heights City School District; the design of Surround Learning™ at Magnificat High School in Rocky River, OH; a master plan for St. George's School in Vancouver, BC; and a new International School in Bandar Seri Begawan, Brunei Darussalam. Prior to joining FNI, James worked on three award-winning projects: the Al Glick Field House at the University of Michigan; the half-million square foot Penta Career Center in Perrysburg, Ohio; and the JFK Jr. Library in Dearborn Heights, Michigan.

“It is the cross-pollination of disciplines, and a holistic approach to design that form the cornerstones of James’ career.”

James truly straddles between the world of architecture and education. He holds a Masters degree in Architecture from Lawrence Technological University and is currently studying the relationship between education and the built environment as a PhD student in Educational Psychology and Educational Technology at Michigan State University. Passionate about learning and teaching, he has taught undergraduate courses in design visualization and volunteers his time to teach K-12 students about architecture and design.

Committed to serving the profession of educational facility planning and design, James is the Midwest Great Lakes Region President of the Council of Educational Facility Planners International (CEFPI). Through the organization, he received a Regional Service Citation Award in 2010 for his work on the Midwest Great Lakes Regional Conference.

It is the cross-pollination of disciplines, and a holistic approach to design that form the cornerstones of James’ career. His influence extends beyond architecture as he regularly collaborates with educators and students. James believes that research is essential for the realization of new ideas. It is from this research that James has authored articles about 21st century learning, career and technical education, and sustainability. He enjoys sharing his research through presentations at educational conferences and critical discussion amongst colleagues on topics related to architecture and educational design. Recent presentations include: “A Holistic Approach to Implementing Green in Career and Technical Education,” “Collectively Designing the Future of Education,” and “Educational Trends that Affect School Design in the 21st Century.”



Bipin Bhadran

Project Manager

Bipin serves as FNI's Regional Director for Asia and the Middle East. In this capacity, he runs FNI's rapidly growing regional studio in Bangalore, India. FNI's regional operations are carried out under the Education Design Architects (EDA) banner. EDA has offices in six major cities in India.

Bipin has overseen the design and construction of many successful and innovative projects. These include the American School of Bombay, Oakridge International School in Bangalore, Greenberry World School, Lucknow, Greenvalley International School in Trivandrum, New International School, Dehradun, Modern Indian School, Kathmandu and a new University for the National School of Business Management in Sri Lanka to name only a few.

Bipin brings to his job at FNI, significant experience in managing business enterprises from diverse industries. FNI also benefits from Bipin's expertise in commercial operations, business development & international marketing.

Prior to joining FNI, Bipin provided end to end human resource solutions acting as a representative in India for the Ministry of Education, Rep. of Maldives. He was responsible for recruitment, selection and providing curriculum awareness to secondary school teachers. He was also associated with the Ministry of Higher Education, Malaysia, serving as India Events Manager for all education promotion and marketing activities conducted by several private and public Malaysian universities. He organized road shows and exhibition events in various cities across India. He also undertook a market research project in India to analyze student behavior in considering overseas higher education. This project provided a platform for assessing the effectiveness of a marketing scheme adopted by Malaysian universities for the Indian marketplace. He continues to render consulting services to a number of organizations in South East Asia, The Middle-East and UK.

Bipin has a bachelor's degree in Computer Science & Engineering and an MBA from Leeds University Business School, UK.



Chris Hazleton

Senior Education Consultant

Chris Hazleton has been an education innovator, entrepreneur and school leader for eighteen years. He has dedicated his professional career to the improvement of the school experience for young people. Prior to joining the FNI team, Chris cut his teaching teeth while working with struggling teens in the outdoors. Outdoor therapeutic recreation and education proved to be a gateway for Chris to teaching in public schools but he struggled with the static systems and practices that continually got in the way of great learning opportunities for students. After teaching high school and middle school social studies, Chris was moved by the opportunity to incite change in education by starting a charter school in Duluth, Minnesota.

“Chris believes that the fundamental underpinnings of effective education are dependent on teacher and student ownership of the learning process and experience.”

He designed and opened Harbor City International School, www.harborcityschool.org, an accredited, student centered and inquiry-based public charter school recognized for quality and innovation. As Executive Director, Chris led Harbor City High through its first 9 years by creating learning, teaching and administrative programs that married the best practices of a student centered, inquiry-based learning programs with effective traditional methodologies and programs. Recognizing that a student’s success is dependent on competent, passionate, “teacher entrepreneurs,” Chris created and refined a consensus driven, distributed leadership and professional development model. Despite Harbor City’s high level of economically and academically disadvantaged student population, the school’s academic performance and attendance results as well as exceptional staff retention rate illustrate that this educational model works. It was in this capacity that he first began collaborating with FNI, who served as the design architect for Harbor City International School.

Chris believes that the fundamental underpinnings of effective education are dependent on teacher and student ownership of the learning process and experience. Teachers and students thrive when they are challenged with relevant learning experiences tied to their own interests in an environment that fosters critical thinking. He brings both a teacher’s and administrator’s mind-set to the school design and transformation process. His broad background and understanding of best practices and top innovations equip him to offer FNI’s clients support in value-based curriculum design and mapping, effective and creative scheduling, stakeholder buy-in, teacher development, strategic planning, governance development and leadership support. Chris also has experience in managing four extensive facility expansion and enhancement projects and understands the natural relationship between a school facility and the curriculum it supports. He currently serves as Senior Educational Consultant with FNI in developing a new curriculum for “Learning Across Community” in an integrated facility in Regina, Saskatchewan.



Jennifer Lamar

Senior Interior Designer

As an Interior Designer and Educational Planner, Jennifer strives to create spaces that reflect the community's values, needs, and functions. She believes that the learning environment should be a fun and enjoyable place for all and the design should support active learning with flexible furnishings that are also practical and durable.

“Jen believes that allowing the stakeholders from the community to be apart of the team-based design process, ensures positive outcomes and changes for present and future generations.”

Jennifer's role at FNI allows her to actively participate in all phases of the design process, including: facilitating design and planning workshops, developing Discovery Workbooks and planning materials for clients, produce Interior Design Workbook Guides, space planning and programming, and create 3D renderings and hand sketches for schematic designs. With FNI, she has worked on numerous projects as a Designer and as a Educational Planner, which include: Sinarmas World Academy in Indonesia, Medford Elementary Schools, Herchmer Wascana and Arcola Community Schools in Regina, Saskatchewan, North Central Shared Facility and Regina Skills and Trade Center in Regina, Saskatchewan, LAS Almaty in Kazakhstan, LAS Leysin in Switzerland, American Community School of Abu Dhabi, and Georgetown Primary in the Cayman Islands. Most recently she also served as a Project Manager for schematic designs for P.K. Yonge Developmental Research School in Gainesville, Florida and Thomas Jefferson High School for Design and Technology in Alexandria, Virginia. She received her Master of Interior Design degree from the University of Florida's College of Design, Construction and Planning. Her studies cumulated in a thesis titled “Investing action research as a planning and designing approach: A post-occupancy evaluation of University of Florida College of Law's Legal Information Center.” She strongly encourages the collaborative process of design by use of action research methodologies. Allowing the stakeholders from the community to be apart of the team-based design process, ensures positive outcomes and changes for present and future generations. The ideas that emerge from involving the teachers, parents, administrators, and students lead to creating inspirational learning environments that the community is able to truly take ownership of so that they can grow in a constructive and highly beneficial manner.

Previous experience includes working with Mt. Vernon Architects, a Boston-based architectural firm that focused on educational design, and with Hellmuth, Obata and Kassabaum (HOK) in Tampa. She has a Bachelor of Science degree with a major in Theater from Skidmore College where she studied in London with the prestigious Shakespeare Programme participating in acting workshops with masters from the Royal Shakespeare Company.

Danielle McCarthy, Assoc. IIDA, LEED AP



Associate Interior Designer

Danielle McCarthy has over 6 years of experience primarily designing educational facilities. As an interior designer, she enjoys creating functional, flexible and beautiful spaces that greatly impact those within them. She is very capable of designing the interior environment from concept to finished product, and everything in between.

“As an interior designer, Danielle enjoys creating functional, flexible and beautiful spaces that greatly impact those within them.”

After joining FNI, Danielle has contributed her design expertise for Inspire Academies High School and Elementary School (San Antonio, Texas), International School of Tanganyika (Tanzania, Africa), Rayong Science Academy (Rayong, Thailand), and Saint Martin de Porres High School (Cleveland, Ohio). Her involvements include creating interior design workbooks with conceptual images, to selecting interior finishes, to space planning and selecting furniture for 21st century design.

Danielle’s experience prior to FNI include dormitory projects at Duke University (Durham, North Carolina) and the University of North Carolina (Chapel Hill, North Carolina), multiple sports facilities at the University of Michigan (Ann Arbor, Michigan), and a new clinic at the Karmanos Cancer Institute at the Detroit Medical Center (Detroit, Michigan). She also worked on an award winning project; Crystal M. Lange College of Health and Human Services at Saginaw Valley State University (Saginaw, Michigan).

Danielle received a Bachelor of Interior Architecture, as well as, a Bachelor of Architecture from Lawrence Technological University in Southfield, Michigan. Both of these degrees allow her to bridge between architectural design and interior design, and is able to participate in multiple functions as needed for project requirements.

Selected Projects

5

International School of Brussels



Brussels, Belgium

FNI was the Master Planner and designer of the campus, and the new high school at ISB. With a 40-acre Campus, set within the Forêt de Soignes, ISB is uniquely positioned to offer an outstanding education in a safe, secure and spectacular environment. In support of this school's vision for learning, our building project - The Common Ground Campus - is already well under way. The concept is that every aspect of the buildings and landscape will directly reflect the concepts that drive their curriculum. Students at ISB come from over 60 countries, giving the school an international flavor and global emphasis.

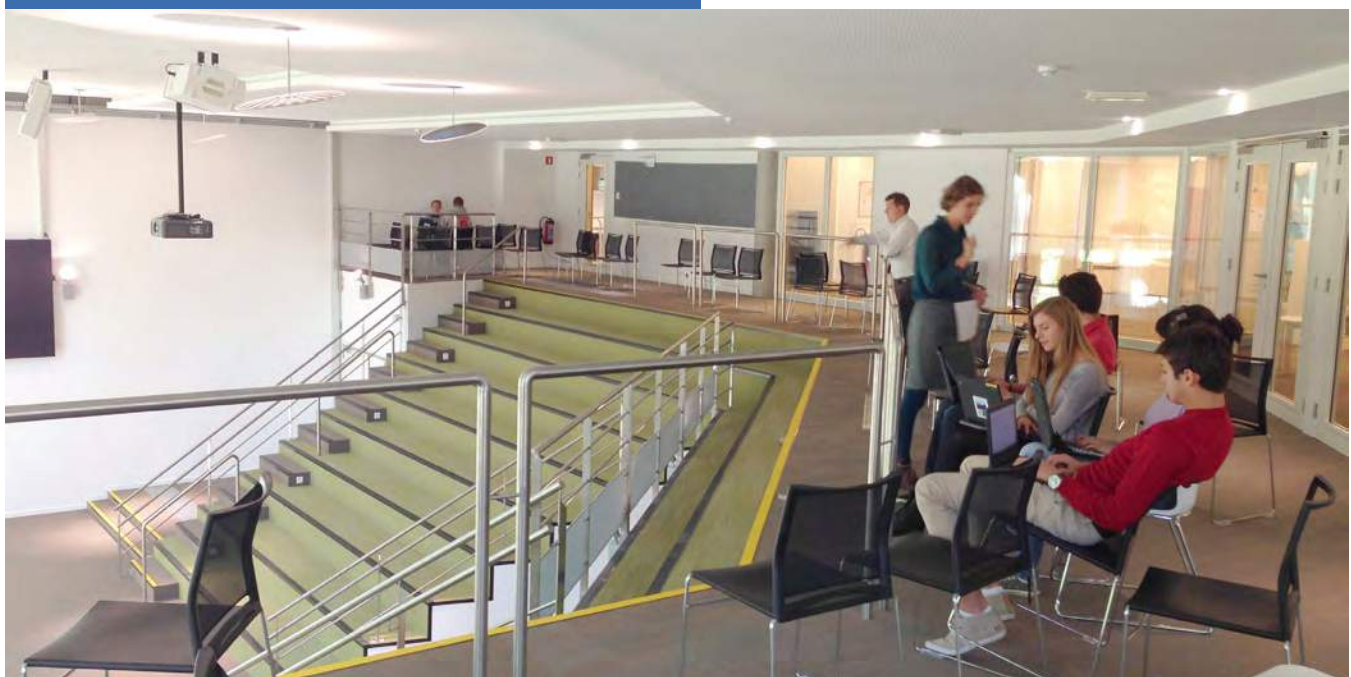
At the heart of these plans, is a commitment to sustainable environmental solutions. We are proud to be the only school to have been awarded a second Eco-Dynamism Star by the Brussels Environment Agency and invited by the Directorate for Energy and Transport of the European Commission to become a Campaign Associate in the Sustainable Energy Europe Campaign.



Top Right: Flexible commons areas are designed for individual and group study

Right: Extensive use of glass walls brings the inside and outside together

Below: This innovative auditorium space is used the rest of the time as an informal gathering space



Brussels, Belgium

The pilot High School is a temporary High School housed in an industrial three story 1960's building and an annex. Teachers and students will have the opportunity to use this new space as a testing grounds for the Common Ground Curriculum for two years before they move into the New High School under construction.

The remodel was designed with evolution in mind. Interior walls can be easily removed if the school wants to start using the Commons even more to support multiple learning modalities. When the Elementary School is demolished to begin new construction, walls can be opened up even more and the building can continue to serve as a testing grounds.

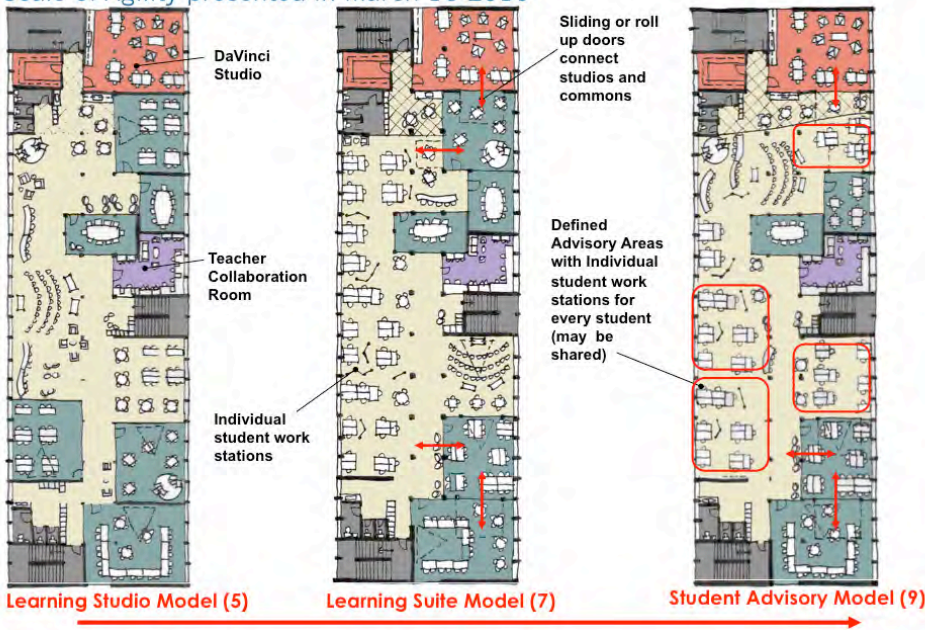


Left: A variety of flexible furnishings in the commons supports multiple learning modalities

Above: Learning Commons with varied lighting including ample daylight

Below: The Scale of Agility shows three conceptual floor plans with varying levels of flexible learning space in the same basic configuration

Scale of Agility presented in March 16 2010



Master Planning of a Tropical Campus

Sinarmas World Academy



Tangerang, Indonesia



Above: Gardens and a pond serve as learning opportunities for Sinarmas students - note the large over-hangs that shade the windows and doors from the intense local sunlight

Sinarmas World Academy is designed to the principle of “school as a learning community”. The 5.8 hectare campus is spacious and is set amongst beautifully landscaped gardens. Each building is designed as a “Small Learning Community”, to meet the developmental needs of each age group. Every floor contains different sized learning studios arranged around a multi-purpose learning commons designed to support multiple learning modalities.

The campus was designed with buildings that would be sited to produce overlapping areas of shade and dappled sunlight in response to the intense near-equatorial sun and frequent rains.



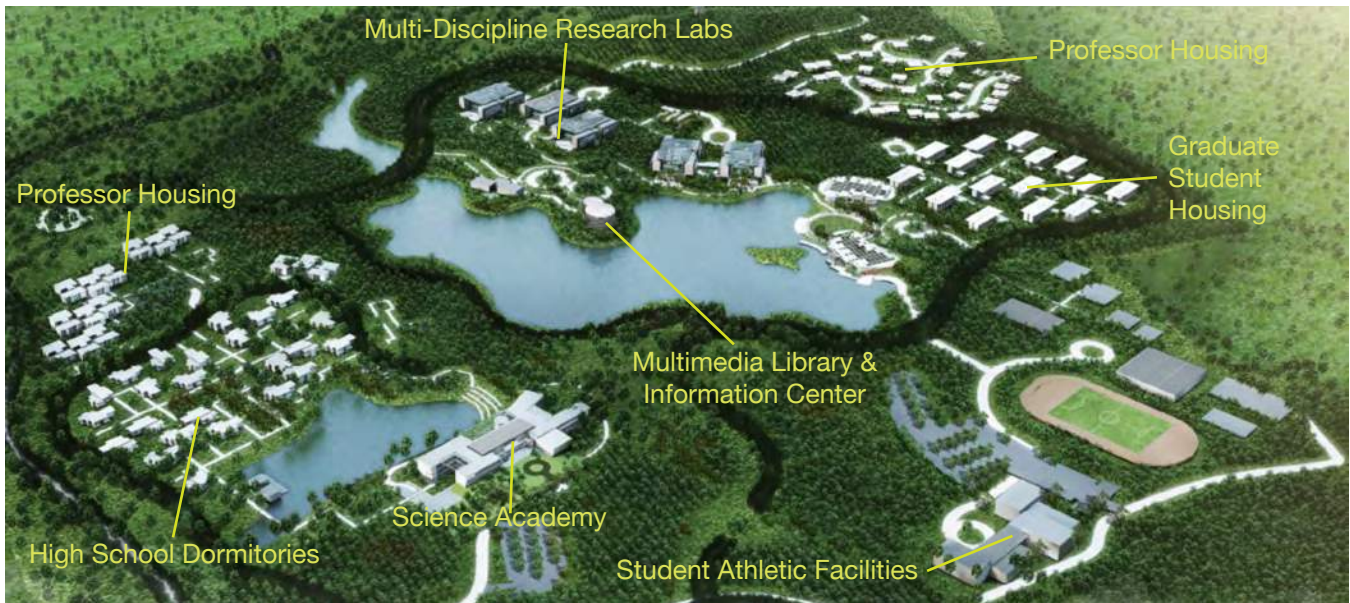
Right: This Learning Commons serves many functions throughout the day - here, students practice sumi-e brush painting



Rayong Eco-Campus for Science & Technology



Rayong, Thailand



Every area of the campus is monitored & designed to be carbon neutral; consumption behaviors, waste disposal, production of materials, electricity utilized, travel and commuting, carbon sink.

The vision behind this multi discipline eco-campus is to bring the realms of science and technology together within an inspiring natural landscape. With both high school and higher education students on the same campus, an innovative opportunity exists to align programs from both schools, to bring together high school students and graduate researchers in collaboration in an innovative STEM environment.



With digital technology infused into every aspect of this building, the researchers and professors can directly connect with the students at RASA as well as collaborate with colleagues around the world.

Rayong Science & Technology University (RAIST)

This project is designed to create a unique education and research presence in the world's scientific community. The RAIST portion of the campus will contain a separate building for each discipline, with the first floor in all containing campus-shared learning and lecture facilities. On the upper two levels of these research buildings, the professors' work space will be adjacent to the post doctorate students and researchers area, and very close to their respective labs.

Rayong, Thailand



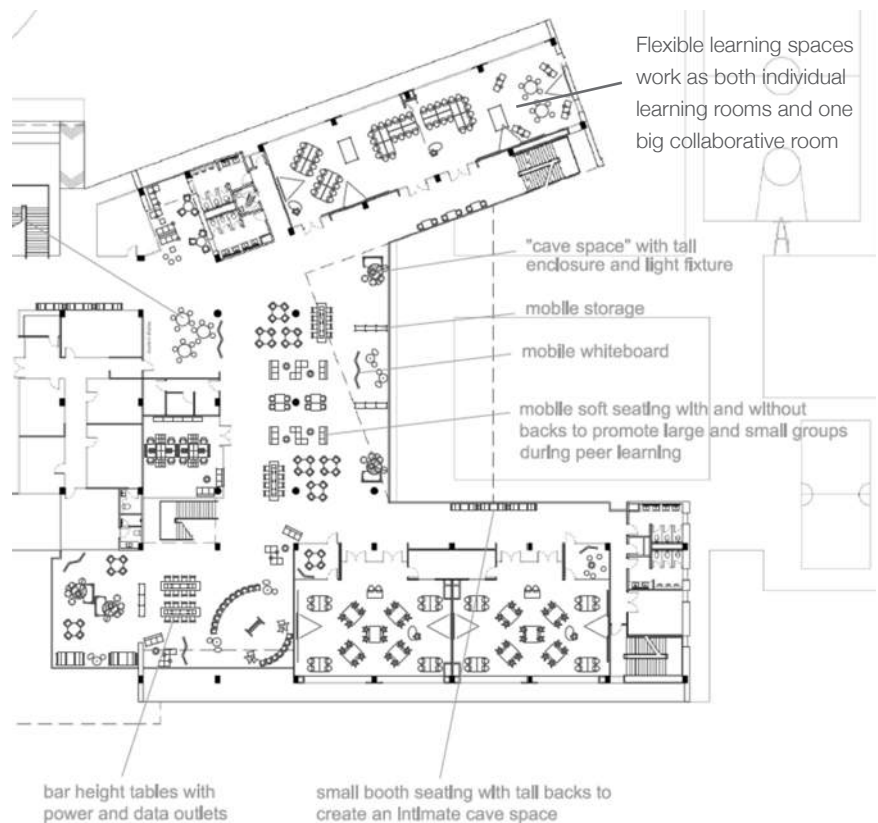
A form of “Holistic Education,” which encapsulates multiple quotients; Intelligence, Emotion, Moral, Social and Adversity, will be taught alongside a strong focus on science and technology based curriculum.

Rayong Science Academy

This science and technology based high school with student housing will be constructed on the eastern portion of the site.

The curriculum aligns with the architecture in order to provide opportunities for learning anywhere and everywhere within the building. Everything in this school is aimed at teaching the “collective brain” and follows the cutting-edge concepts and design principles that support 21st century learning.

The diagram to the right shows the flexibility of space and furnishings that will promote collaboration and project-based learning experiences. All furniture can be rearranged easily into any number of collaborative or individual learning specific spaces.



St. George's Senior School

Vancouver, British Columbia

During the Master Planning process for St. George's School, it was determined that a pilot project would allow teachers and students to adjust to more 21st century learning spaces, by giving them a space to practice more collaborative modalities immediately. The old library is now being renovated to become the pilot space that will allow this, yet still retain some of the ethos and feel of the rest of this traditional private school.

The program for the space contains the following features:

- Circulation Desk
- Archives
- Student Drop-In Research Space
- Student Collaborative Work Space
- Media Production/Stage
- WiFi Throughout
- Small Meeting Room Space
- Media Bars



The Lighter Wall with the School Shield Logo Creates a Vista and Focal Point in the Learning Commons, Drawing the Eyes Forward into the Space and providing Them a Resting Place.

Right: Innovative furniture and lighting is offset by using the school colors as accents, and mellow brick creates a timeless ambience. 21st century learning spaces don't have to look "ultra modern" to be successful, and new spaces can meld seamlessly into the rest of the school spaces.



New Addition and Renovation: Technology Is Everywhere

St. Martin De Porres High School



Cleveland, Ohio



Preparing Challenged Students for Higher Education and the World of Work Means Integrating Media and Technology into Every Facet of Their School Experience.

Founded in 2003, Saint Martin de Porres High School is modeled after Cristo Rey Jesuit High School in Chicago and is a member of the Cristo Rey Network. The Cristo Rey Network of schools was established for students in communities that have limited access to private education. Their Corporate Work Study Program, the hallmark of the Cristo Rey Network, is also an integral component of the mission of Saint Martin de Porres High School, which is to transform urban Cleveland one student at a time. The workplace learning that each student experiences will be an integral part of his or her development as a scholar, as a professional, and as a person.

This renovation and new addition project by FNI creates a Professional Center to support the Corporate Work Study Program through the use of spaces that mimic those of an innovative company. Ubiquitous technology in the form of amenities like screens and media bars enables students to practice professionalism at school.



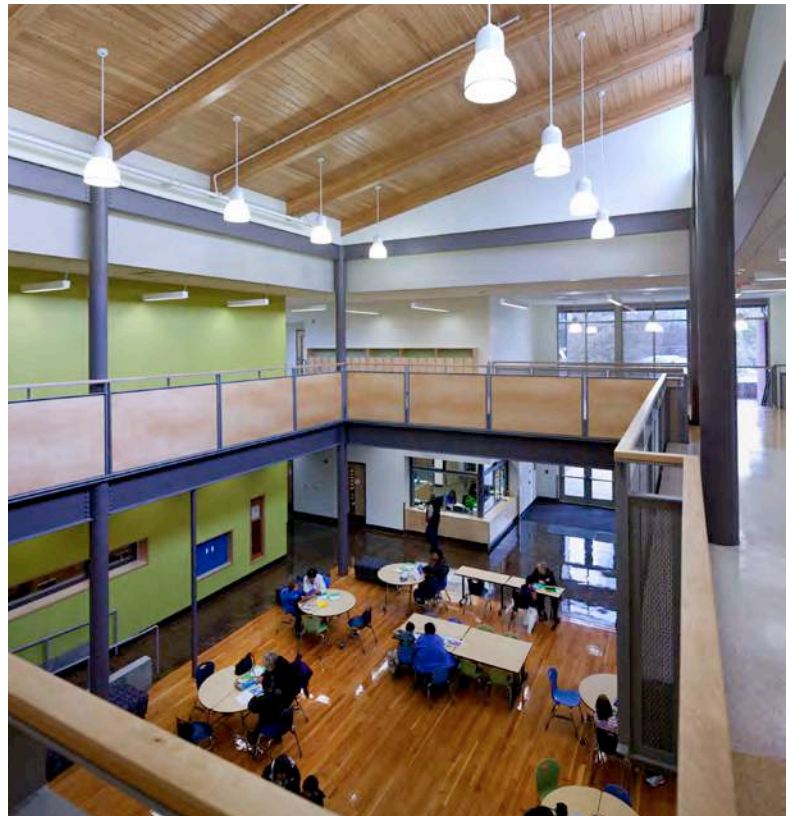
Medford Elementary Schools

Medford, Oregon



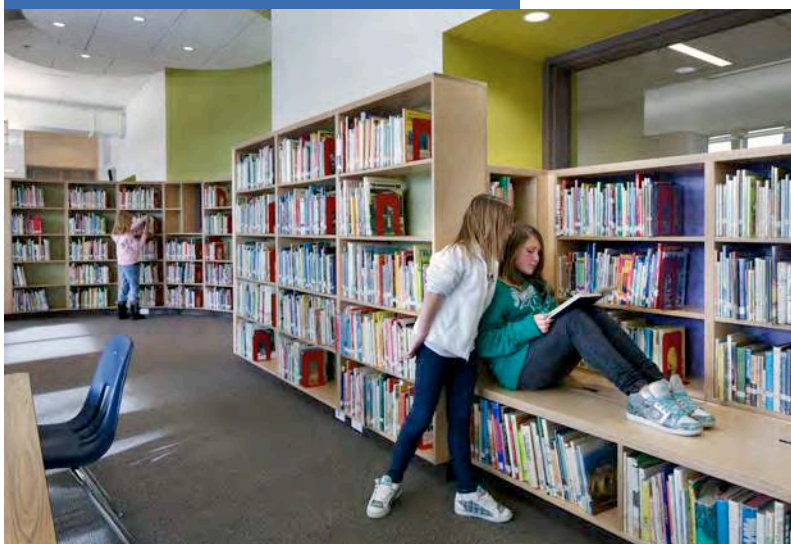
Photo: Michael Mathers

Above and Right: Jackson Elementary atrium - the Grandparent Reading Program in action



Four aging elementary schools in Medford, Oregon were re-built to adapt to the demands of a student-centered creative age. Roosevelt and Jackson Elementary Schools are featured here. The schools each accommodate approximately 428 students in 57,000 SF.

The schools also serve as centers for the local community, and are designed with spaces for tutors and volunteers to work individually or with small groups of students. The floors are re-purposed from those of the previous building. The commons is over-looked by the administration area, creating a safe, monitored environment.



Left: Roosevelt Elementary Library - These window seats provide book storages, space for include reflective learning, and also support a quiet, social learning environment

Medford Elementary Schools



Medford, Oregon



Flexible learning communities enable these Medford schools to practice 21st Century learning modalities, like project-based learning. The varied furnishings are light enough for students to re-configure easily and the durable flooring, table surfaces and fabrics contribute to ease of maintenance.

In the image below, two students work on a project in the learning commons - behind them, transparency allows the teacher to monitor their activity. Cabinets in the commons store materials for project-based learning.



Above and Right: These “Hearts” of different learning communities are adaptable spaces that nurtures diverse learning styles - note the student display area within the tiny “Cave Space” in the photo above



Renovation: From a Library to a Learning Commons Magnificat High School



Rocky River, Ohio



“Surround Learning”, coined by Sister Helen Jean Novy, is a concept that connects the physical environment, new learning methodologies, and information and communication technologies for creating a holistic and enriched learning experience. To accomplish this, an under-used library was renovated and redesigned to turn it into a Learning Commons with a variety of flexible furnishings.

The goal for re-designing was to create a greater seamlessness between learning and the physical environment. To begin the process, FNI conducted a series of immersive Discovery Workshops which included Magnificat students, faculty, parents, and community members. The result is a space that’s now well used by students alone or in groups throughout the day.



Renovation: From a Cafeteria to an Informal Learning Space

Magnificat High School



Rocky River, Ohio

The old cafeteria was determined to be a space with prime renovation potential. Here are the key points considered during planning:

- The Surround Learning spaces need to capture the essence of Magnificat's mission and purpose
- Need to create a seamlessness between the spaces to make learning more agile
- A transformation can take place with just a few architectural modifications
- Furniture and technology is critical for making the Surround Learning spaces work effectively



This space was previously used only part of the day as a cafeteria. Now, the space is available for learning all day long.



By opening up the back wall with windows, natural light fills the space, which can be used for large school gatherings and alumni events after hours.

Renovation: From a Cramped Library to a Learning Commons West Hills Middle School



Bloomfield Hills, Michigan

The West Hills Middle School library was typical of many similar public school spaces. It was crammed with book stacks that were under-utilized, outdated furniture, and rows of desktop computers. FNI is transforming that space, and integrating a large adjacent corridor into a brighter, more flexible Learning Commons with a better visual connection to the outdoors.



New surfaces, lighting and furniture creates a space for using a laptop, collaborating with peers, comfortable reading and researching.



By combining the old library space with a wide corridor used only during transitions, the space is no longer cramped; gaining space by renovating lesser-used areas like corridors is a cost-effective way to gain more useful common areas in schools.

American School of Bombay



Mumbai, India



Black Box Performance Space

As part of the Global Master Plan for the expansion of the ASB, the Lower School was relocated about 5Km away in a new seven-story tower located in the Koh-i-noor Complex. This allowed FNI a substantial amount of open space to rework the existing main campus building as home for the expanded Middle and High Schools. Originally a hotel, the building had many challenges to overcome.

The main strategy was to open the main entry floor below the Main Atrium level. This would allow a great increase of filtered natural light down into the new location of the Middle School. By raising the roof, a Black Box Performance Space was created underneath.

Judicious use of transparent panels opened up the school to daylight, and reduced the over-all ambient noise level.



Main School Commons

21st Century Elementary School

American School of Bombay



Mumbai, India

FNI was selected as the Planning and Education Consultant and Design Architect for American School of Bombay's (ASB) new Elementary School and for the renovation of their existing campus in the Bandra Kurla district. ASB is one of India's leading educational institutions and caters to a diverse international student body.

ASB's existing campus is bursting at the seams with a long waiting list, so they have purchased an 80,000 square foot six story tower in the Kohinoor Township to house the Elementary School, thus creating a split campus. The township contains commercial office towers, multi family housing, a shopping mall, auditorium and a cricket field.

This challenge became an opportunity to design a school based on the latest research in the field of creating competent environments for Elementary school students. Instead of classrooms with four walls, "home pods" made of two moveable walls of cabinets on casters created flexible spaces for learning with views out to the commons and satellite libraries on every floor.



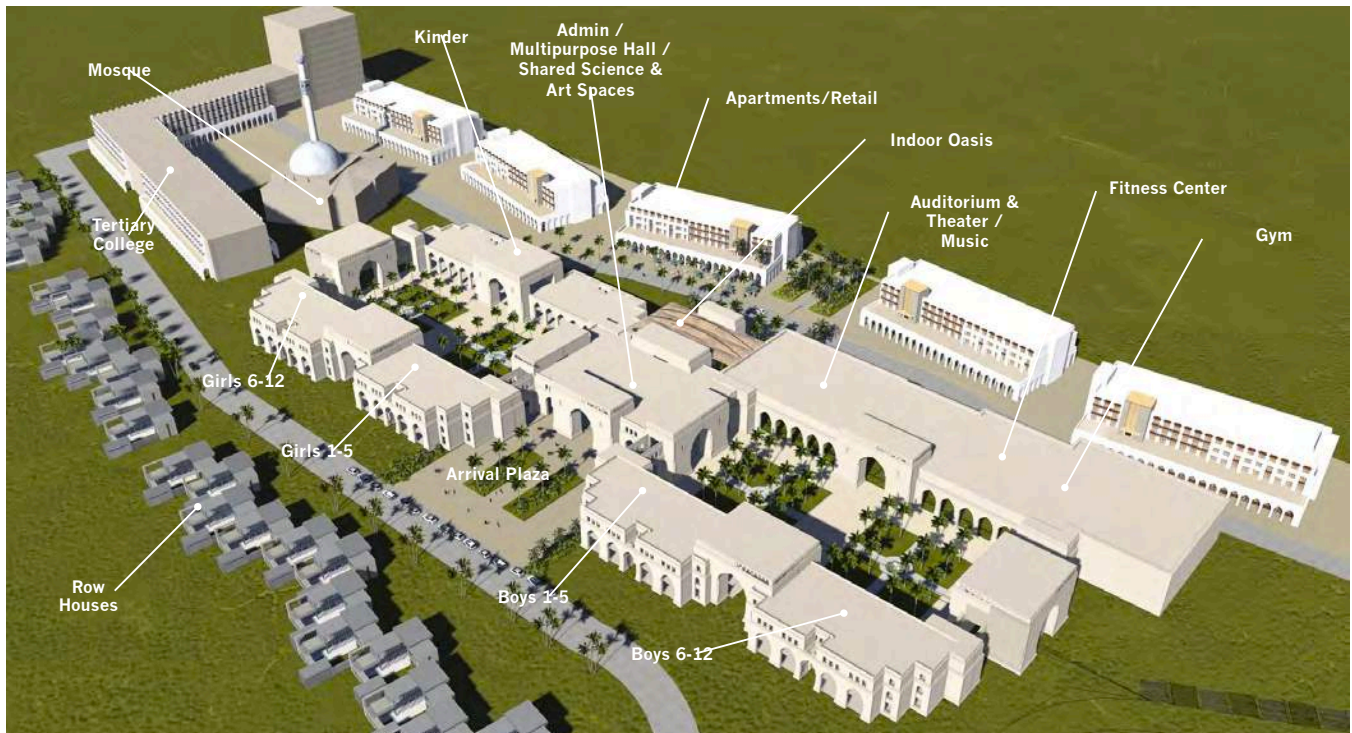
College, K-12 Campus and Residential Housing with Shared Amenities



Al Sahwa Schools and Leadership Institute

Muskat, Oman

A campus that combines Islamic ethos with cutting-edge design, Al Sahwa Schools and Leadership Institute is being designed by FNI.



Below: Inside and outside merge, and local ethos is embraced in this garden space.



College, K-12 Campus and Residential Housing with Shared Amenities

Al Sahwa Schools and Leadership Institute



Muskat, Oman

Below, filtered light creates an oasis in this desert climate.



Apartments and retail spaces extend the use of the amenities into evening hours.



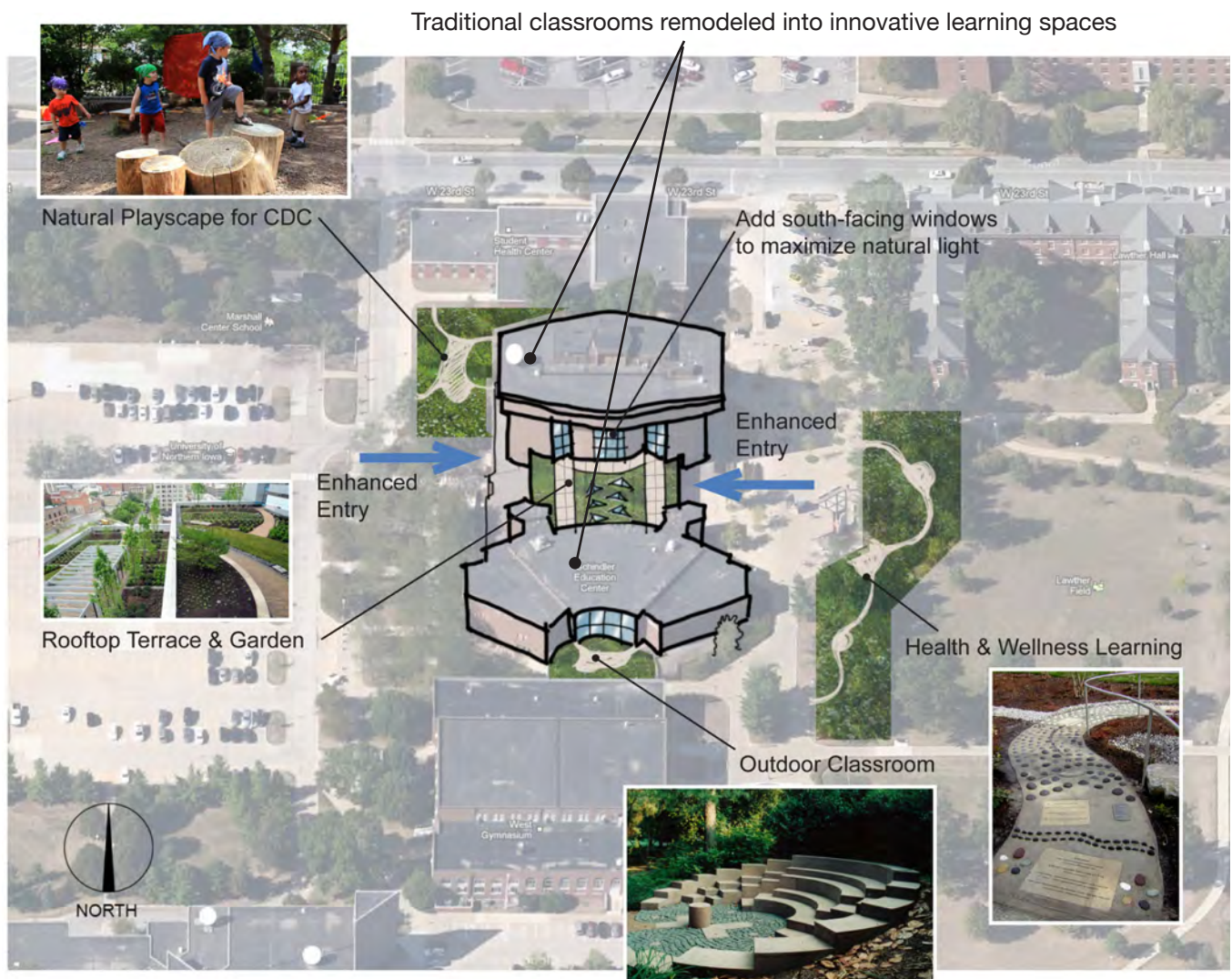
Schindler Education Center



Waterloo, Iowa

Fielding Nair International and Struxture Architects were commissioned to conduct a Feasibility Study for the renovation of the Schindler Education Center at University of Northern Iowa. The Schindler Education Center was completed in 1973 and has not had any major remodeling or renovation work since its opening. Educational practices, theories, and technologies have changed over the past 40 years and the existing facility is not conducive to supporting these current trends.

The process for the Feasibility Study began with a Discovery Visit by Fielding Nair International and Struxture Architects to determine the vision and goals for the College of Education (COE). During the two-day visit, presentations were given by Randy Fielding and James Seaman about current trends in educational facilities in both K-12 and Higher Ed settings, a walking tour was conducted with the Program Study Team, and focus group sessions were facilitated with departments and students.



Master Planning and Designing Dual School Campuses

St. George's School



Vancouver, British Columbia

Situated between the natural beauty of Pacific Spirit park and the North Shore mountains St. George's School has been an icon offering a premier education to many generations of boys.

In the development of a new strategic plan, St. George's realized that their existing facilities on both their Junior and Senior School Campuses needed to be revamped to support new modes of teaching and learning. FNI was brought in to develop a long-term Master Plan that would weave together St. George's tradition, their emphasis on boy's learning, and iconic facilities.

The eight month long process began with a deep engagement to understand current educational practices and the ethos of the school. During the initial Discovery Visit, administrators, teachers, students, parents, and community members were engaged through various workshops and focus groups. Common themes that emerged were providing connections to nature, flexible furnishings, and collaborative spaces.



Above: Concept rendering of a commons area adjacent to learning spaces



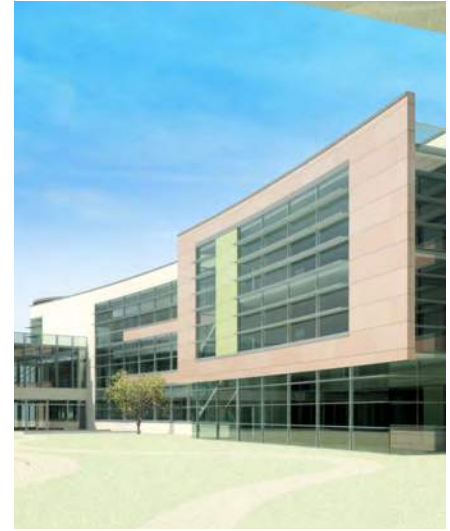
Left: Concept rendering of the "Georgian Way", a photo history of the school

STEM Becomes STEAM: Laboratory School Building

Dr. Phinnize J. Fisher STEAM Middle School



Greenville, South Carolina



FNI was selected as the Planning and Education Consultant, and Co-Architect for Greenville County School District's new 750 student Science, Technology, Engineering, Arts, and Mathematics (STEAM) middle school. This campus implements a 21st Century vision for STEM that integrated Arts and Design into STEM – the STEAM in the STEM – and treated the entire building and landscape as lab for student inquiry. The facility is designed to provide a variety of learning spaces for students to engage in 21st Century learning projects from the design, programming, and assembly of robots, to the observation, maintenance, and experimentation with botany on site.

The interdisciplinary academic clusters, or learning communities create connections between learning spaces so that teachers can plan inter-disciplinary projects. Each cluster has a gallery for finished student projects, and prototypes in process. Add to this, assembly spaces throughout the building for business, industry, and academic partners in the fields of Science, Technology, Engineering, Arts and Design, and Mathematics along the I-95 "Autobahn" Technology Corridor, Greenville Middle School is clearly situated to become a national exemplar of 21st Century middle school education.



The Bridge overlooks a large commons, with the Conservatory just beyond

Welcoming School with Special Needs Spaces

Arcola Community Elementary School



Regina, Saskatchewan

At Arcola, each student is grouped into a Personal Learning Community that mimics the characteristics of home. They are attached to a Commons Area, which provides a sense of belonging and safety to the student. These Personal Learning Communities are also grouped around the Atrium Commons, which serves to unify all of the school communities; it supports multiple learning modalities and can be rearranged to accommodate all-school meetings, performances and films.

The PLC's of Arcola feature re-configurable Learning Studios and special Quiet Learning Studios with sound-proofing and other amenities to accommodate students who need more focus or have special needs. There are also Seminar and Small Meeting Rooms for students to learn through discussion or project collaboration.

The school's layout and design was highly influenced by community engagement workshops and meetings where all members of the community got a voice in their new school's design. Arcola is a true community school, not only for its multipurpose uses but also for the collaborative process behind its creation.



Below: the teacher dedicated workroom promotes collaboration and team teaching



Master Planning for a High-tech Campus

Scotch Oakburn College



Launceston, Tasmania

FNI served as the Master Planner and Design Architects of this \$10 million project. The three main features of the design project include a new Health and Physical Education Center, a new Middle School and the refurbishment of the existing gymnasium building into a new Senior Student Center. All three designs closely follow the tenets of 21st century school planning and design.

The use of transparency for select walls allows daylight to penetrate into interior spaces. In the image at the left, a teachers' lounge with a clear wall enables discrete supervision of the technology studio next door. Not only does this arrangement provide a safe feeling within this educational space, the multiple levels and views create a collegiate feel to the building.

Carpeted floors and dividers can be used to reduce noise transfer. The configuration of workstations at the left reduces overlapping sound better than rows do.



Above: An outdoor amphitheater provides both a formal and informal gathering space



Above: A student commons area provides flexible space that supports multiple learning modalities



Left: Da Vinci Studio with wifi access

MacConnell Award Finalist, 2013

Meadowdale Middle School



Lynnwood, Washington

Fielding Nair International served as Educational Facilities Planner and Design Consultant for a public middle school in Lynnwood, Washington. FNI facilitated two planning workshops with participating stakeholders, including teachers, staff, students, parents, and administrators. The first session focused on creating a common vision for the school and encouraging participants to think and dream big about what is possible for their new middle school.



Middle school students were also invited to participate in a drawing session where they presented their ideas for the new school on large rolls of butcher paper laid out on the school's gym floor. On the second visit, FNI facilitated Design Pattern workshops where the participants sketched out solutions for their school. FNI was also responsible for curriculum assessment workshops that focused on setting the standard for middle school excellence nationwide. The result is a school specifically designed for 21st century middle school students.



21st Century Learning Pilot Project Poughkeepsie Day School



Poughkeepsie, New York



Poughkeepsie Day School is committed to creating a 21st century learning environment that will support the innovative teaching and learning. To ease into the transformation process, the leadership decided to renovate a portion of their into a “pilot” project for their Grades 4, 5, & 6 to create a personalized and collaborative learning community.

This variety of space offerings allows for flexibility and minimizes duplication of learning centers and resources because the whole space is shared by all. A unique feature is the large circular bookcase and reading cave in the commons.



Above: transparency to the commons allows passive supervision from inside this learning studio



Right: this project lab contains unique furnishings that promote exploration



Greenvalley International School



Lucknow, India

This 6.5 acre campus is located on the state highway of the heritage city of Lucknow in North India. This will be a unique school with the facilities for pre K to 12 schools to cater for 1800 students. The external facade of the school is designed with the contemporary design elements built with the blend of various local materials. The school is targeted to achieve LEED certification from IGBC. The school campus provides grade wise separation & buildings are designed in the campus to support the specific age group.



THE DRIVEWAY leads to the primary drop off on the side & further leads to the admin drop off under the gateway near the feature walls. This driveway further extends to the secondary drop off & GLC drop off. THE DROP OFF for primary students happens under the gateway connecting the buildings with the feature wall. These feature walls are designed in a manner to provide an adequate enclosure to the outdoor area extended from learning terraces which also filters the harsh sunlight during the daytime.

This GLOBAL LEARNING CENTRE as name specifies provide vast and many extra-curricular activities under one roof which include major sports and cultural activities under one roof. Located in a historically & socially dominated city like luck now, this project provides a day boarding school facilities for 1800- 2000 students. School is designed as per “21st century” guidelines form the FNI principals. Many collaborative indoor & outdoor spaces which are again safe guarded by free flowing features walls help in developing a character to the building.



Learning Commons, Greenvalley International School

Oakridge International School



Bangalore, India



The 10 acre campus on the outskirts of Bangalore will be the first 'LEED Gold' school in Bangalore. This pre K to 12 school is designed as a day boarding school for 3,200 students. The signature building that houses the Global Learning Center (GLC) & Kindergarten Block is the first building to come up on site. The main entry to the GLC is warm & welcoming with a display of a mural that will be designed by the students themselves, hence identifies with the users. The intermediate steel & glass canopy is introduced to bring down the scale of the entrance so that the experience is not very overwhelming.

The granite cladding is indigenous to Bangalore, and thus relates to the local materials. The main entry to the GLC is warm & welcoming with a display of a mural that will be designed by the students themselves, hence identifies with the users. The intermediate steel & glass canopy is introduced to bring down the scale of the entrance so that the experience is not very overwhelming. The granite cladding is indigenous to Bangalore, and thus relates to the local materials. Cozy corners and nooks by the windows provide for individual reading and research. At the same time clusters of soft seating and discussion tables are provided for group activities.



Bloomfield Hills High School



Bloomfield Hills, Michigan

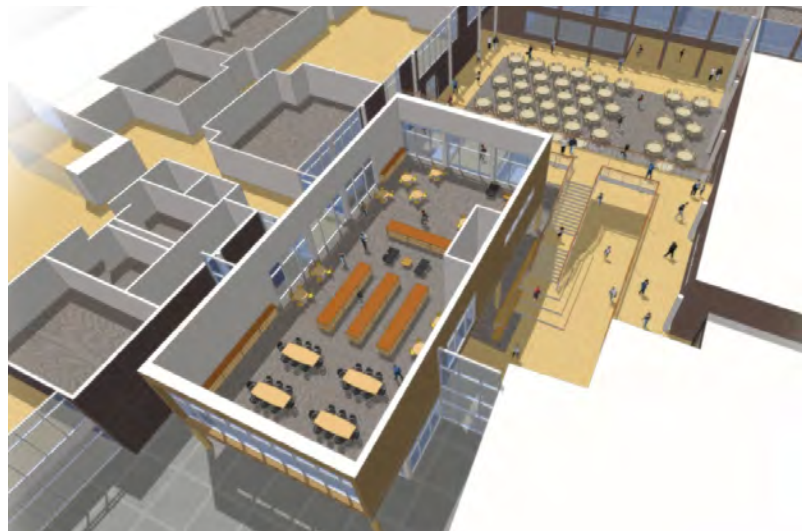


Bloomfield Hills School District commissioned FNI to develop a Master Plan for combining their existing two high schools on one campus. The process began with extensive community engagement to build consensus. Several referendums had not passed due to the lack of agreement: should there be two schools or one?



In response to the communities desire for smaller schools, FNI developed a plan with small-scale learning communities. Each student belongs to a community of no more than 150 students. With learning communities, the school still has a small-scale feel but can combine amenities giving the students opportunities to world-class co-curriculars.

The new school will feature an 800-seat auditorium, a competition swimming pool with dive wells, a radio and TV station, a STEM lab, and much more. A major challenge was working with the existing facility which was added on seven times over a 50 year period.



MacConnell Award Finalist, 2013

Douglas Park Elementary School



Regina, Saskatchewan

Douglas Park School is one of four new Canadian schools crafted to nurture Creative Age learners and support Regina Public School's Structural Innovation initiative. FNI served as Planner and Design Architect, and the firm Number Ten served as Executive Architect for this school that accommodates 400 students, ranging from pre-kindergarten through grade 8. The facility includes a Developmental Centre, designed to help students with special needs integrate more fluidly with the rest of the student population. The design also contains site considerations for possible expansion to the east and west for a future day-care centre, as well as the potential for increased learning space should the population grow beyond the Ministry's projections.



From the beginning, administrators, teachers, parents, students and community input has been essential to the design process. To kick off the project, FNI held an interactive presentation that shared best practice models and FNI projects from around the world that illustrate key features and design principles for 21st century learning environments. This laid the foundation for the visioning workshops that followed. The new Douglas Park School promises to be a beacon for the community, and an inspiring place for teachers and students to work and learn.



LEED Gold Standard Sustainable School
Lord Kitchener School



Vancouver, British Columbia



Lord Kitchener School is one of three elementary school projects in Vancouver designed by FNI, in partnership with local architects, to meet the needs of Creative Age learners. The design responds to global trends in education that demand fluency in the basics of literacy and numeracy, as well as mastery in the new basics, including independent learning, creative collaboration, and emerging technologies.

The school meets the latest standard in seismic design, as well as the Leadership in Energy and Environmental Design (LEED) Gold standard for sustainability. The new building has been oriented east to west, maximizing south and north light—the best orientation for daylighting. Natural ventilation, daylighting, and water management strategies will be integrated into the curriculum itself, making the building a 3-dimensional text book. The 1914 heritage building will be relocated on the site and seismically upgraded and renovated to celebrate the history and spirit of the neighborhood.



Renovation, Early Childhood Center Shorecrest Preparatory School



Tampa, Florida

At Shorecrest Preparatory School, a private college preparatory school in St. Petersburg, Florida, the youngest students (ages 3 & 4) discover the wonders of the world around them in our preschool program. Loving teachers create a nurturing environment in which children safely begin their journey as confident, curious lifelong learners.

FNI's renovation of the Shorecrest Early Learning space reflects this ethos through a bright, sunny space that connects immediately to the outdoors. Play areas that develop a multitude of cognitive abilities, and fun, flexible furnishings allow the young students to develop their love of learning.



Above: this fun loft space adds more square feet to the space, and creates several quiet nooks for exploration

Anne Frank Inspire Academy



San Antonio, Texas



Opening in the Fall of 2013 for grades 6-8, Anne Frank Inspire Academy embraces this mission: To increase the capacity for human greatness. AFIA's vision is to design, build, and operate preeminent 21st century schools that will become a model for learning around the world.

This school is the flagship campus for a series of private schools that enhance and nurture human achievement. They contain large spaces for project-based learning, and will emphasize individualized programs that allow each student to reach, then exceed their potential.



Right: A Cafe Designed to Look Like a Modern Coffee Shop Serves Students Near the Commons.

Renovation Challenge

International School of Vietnam



Hanoi, Vietnam



FNI was hired to “remodel” an existing design for International School of Vietnam (ISV) after construction documents were finished and 90% of the concrete structural floor slabs columns had been built. The clients were in a bind as the fact that their new school was going to resemble a 1950’s traditional “cells and bells” school was brought to their attention when they started looking for the future school’s head master.

FNI’s scope included revising the building’s exterior envelope, interior partition walls, lighting, acoustics and program. No interior 3D modeling or design had been developed by the previous architect, so FNI also completed an interior design package including specifications for furniture and educational equipment.



K-12 IB School Campus Expansion Emphasizes Sustainable Strategies

Al-Batinah International School



Sohar, Oman

Fielding Nair International (FNI) has finished the master plan and is currently developing the design for Al Batinah International School's expansion from 150 K-12 students in two phases to create an ecologically sustainable yet verdant campus with a village-like feel for 1100 Expatriate and Omani students that prepares them for the challenges of the 21st Century. Their school is a 1:1 ipad school in which learners move seamlessly from one learning modality to another.

The design is a response to the school's wishes for learning spaces that are flexible enough to be re-purposed from year to year for students at different levels on the path of the continuum of learning. It is also a response to the leadership's wish to create a campus that raises student awareness of today's environmental issues and how they can make a difference for the future.

Special care was taken in the design, to create passive means of climate mitigation, including overhead shade units and "chimneys" that circulate cool air through the buildings.



Chimneys for Air Circulation

Shade Units



Innovative New K-12 Campus

LAS Almaty Campus



Almaty, Kazakhstan



This project creates a new campus in Kazakhstan for the highly successful Leysin American School located in Switzerland. It showcases some of the most innovative thinking in education within a dramatic, yet playful setting. The project, designed by FNI, will propel Kazakhstan into the 21st century, by creating a learning community entirely integrated within the larger community of Almaty and furnishing it with the latest technologies, while promoting key principles of sustainable development and employing a faculty committed to a 21st century approach to education.

A key component of the project is to reduce construction costs by minimizing wasted corridor and single use spaces, while maximizing the space available for learning. Designed with an outdoor amphitheater, juice bar, “garden of delight” and beautiful views of the Tian Chan Mountains.



Left Top and Bottom: Exterior view of entrance, and below, an elevated commons area overlooks the dramatic central



Below: Integrating ecology and technology at LAS Almaty



Business Partnerships in a Business-like Space

Cristo Rey High School



Minneapolis, Minnesota

This project is a strategic partnership between the Twin Cities Jesuit High School Project and Urban Ventures, a local community development agency with a proven track record of addressing social and economic struggles of urban families. Cristo Rey Jesuit High School is paired with Urban Ventures' Colin Powell Center, providing services and support to help local teenagers graduate from high school and pursue a college education.

The Cristo Rey model is built on the concept of providing a top-notch education that is largely funded by income that the students earn in real white-collar corporate jobs in the city. This model provides a level of hands-on learning that is unprecedented in most school systems, but it also provides a solid source of financing that the school can then use to subsidize the students' education. Every graduating senior at the school's pioneering campus was admitted to college — a remarkable achievement considering that many of the school's students are the first in their families to graduate from high school.



The commons serves both Cristo Rey and the Colin Powell Center, providing a warm, light-filled community gathering place



High-end furniture is utilized in both student and staff spaces to create a professional work atmosphere that is a complete departure from a traditional school setting



A welcoming entry creates a sense of safety and community in this urban setting



Forest Elementary School

Middletown, Rhode Island



This innovative pilot project designed by Fielding Nair International is designed as a collaborative Early Learning Center for Kindergarten through 2nd grade and promotes a true multi-age collaborative learning experience. The Learning Center was built out from an early 1960s era classroom wing and supports activities such as collaborative learning, large group and small group instruction, tutorials, peer-to-peer learning and active, exploratory learning. Their teachers have been progressive as well, employing common planning, collaboration and team teaching to guide learning to meet the personal needs of each child. The interior of the existing building was renovated to eliminate the long, linear corridor and the box-like classrooms.



Open commons learning stations.

Since opening in September of 2008, the K-2 Early Learning Center has proven to be a success with the school district. It is a true learning place where all the pieces have come together. The teachers have common planning time and work as a cohesive unit. The children are sorted by interest and ability and in true learning fashion the Learning Commons is intensively used for projects and presentations. A few months after opening, the teachers decided to move their LC Library out into the commons to create a major activity center. Because of the high degree of transparency between the classrooms and the Learning Commons, the teachers allow circulation of children between classrooms and the activity centers in the commons.



Modular furniture for flexible configurations.



New Build/Warm Weather Campus Blair Street School



State of Victoria, Australia

Start Date: January 2005

Completion Date: June 2007

Contact: Darrell Fraser

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In Australia, the Victorian Government's Building Futures funding initiative has spawned a number of projects with Fielding Nair International's involvement as Planning and Design Consultant. There has been growing recognition in Victoria that school stock built in the 1950's and 60's has exceeded its useful life and that reinvestment in school buildings must contribute to a marked improvement in student learning. The Blair Street School is an example featured in these photos.



Upper Left: classroom space with sliding doors open to a commons area designed for project-based learning

Left: School building as environmental "textbook" - students study solar power and water levels in the cistern using integrated computer programs

Award Winning High School Design

Canning Vale High School



Perth, Western Australia

This 1,200 student high school is a playful mix of forms designating various learning neighborhoods and a linking “learning street” leading to a colorful campus center. The sculptural architecture at Canning Vale gives it a distinctive character and creates a unique signature for the community, as well as being designed for carefully considered functional purposes.

Soft seating, learning nooks, bright, airy rooms, movable walls on tracks and indoor/outdoor flexible spaces are just a few of the design features that make Canning Vale a beloved school.



Above: Moveable walls on tracks makes it possible to facilitate various learning modalities in the principal learning areas

Below: Cave Spaces are built into the design to provide quiet places for individual study



Above: The sculptural quality of the architecture at Canning Vale is a signature element of the school

Below: A Canning Vale Learning Community



Award Winning Campus Redesign Reece High School



Devonport, Tasmania



Above: Reece exterior

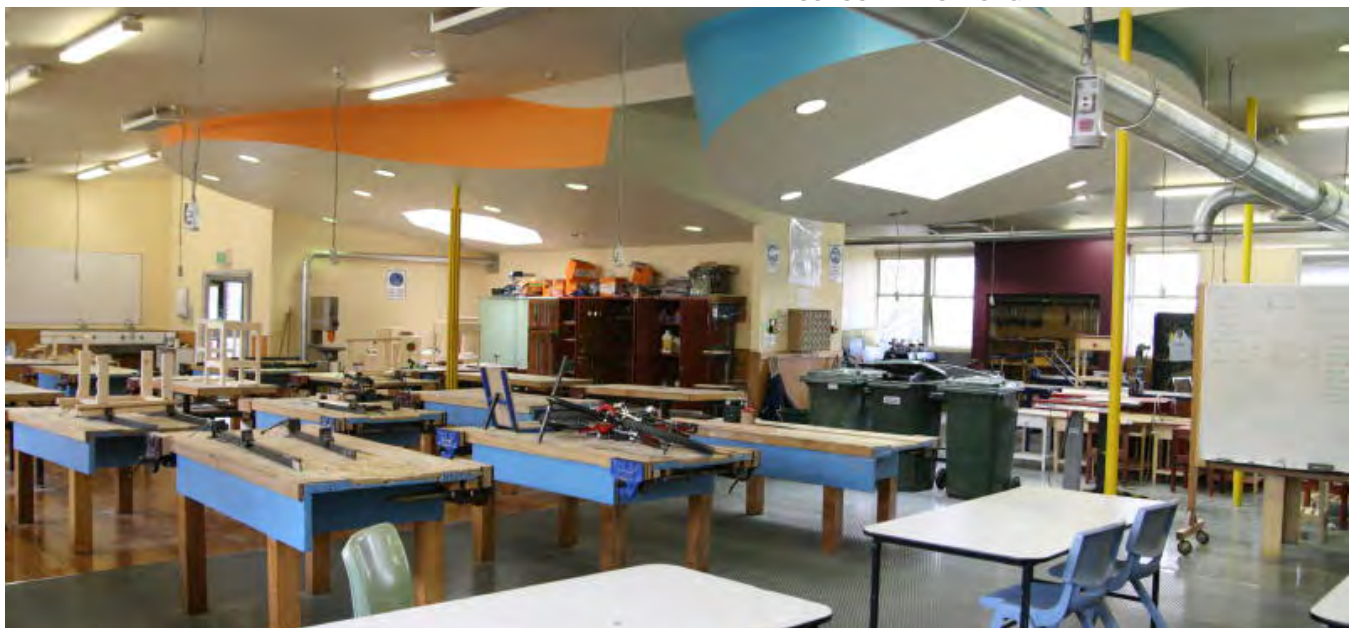
Below: A large creative studio supports graphic design, art, metal-working, photography in a flexible workspace

After being destroyed by a fire in 2000, Reece High School went from tragedy to triumph with a massive redesign project led by FNI in conjunction with the local community and Australian Ministry of Education. The new Reece features nine state-of-the-art buildings, housing spaces for all different types of learning.

Workstations feature soft seating and plenty of space for both individual work and collaboration. The rooms are self-contained and some can be opened up to create wider classroom spaces. Students have individual desks with lockable storage and ergonomic office chairs.

The old library building which was affected by the fire was renovated into a modern, well appointed science facility and the grounds are green and spacious with a few signature sculptural elements.

The hugely successful co-evolution of pedagogy and facilities at Reece High School led FNI to receive the prestigious James D. MacConnell Award for their design of this school in 2003, given to the best planned and designed school in the world.



Innovative Renovation and New Build

Leysin American School



Leysin, Switzerland

In the spring of 2007 the Leysin American School (LAS), selected Fielding Nair International to plan the transformation of the historic 'Grand Hôtel', a true jewel of the Suisse Romande era, into a new International Baccalaureate (IB) Center for their 11th & 12th grade diploma program. This new plan brings together two eras of Leysin and LAS school history into a bright and ambitious future. Within this facility IB Diploma students will have the opportunity to be exposed to rigorous university level standards while still in a supportive high school setting.



Above: Clerestory windows provide ample daylighting in this learning studio



Left: Study bar with tall chairs in the commons

Master Planning Experience: Innovative Garden Campus

Pathways World School



New Delhi, India



Built in 2001, Pathways was one of the first schools in India to utilize ubiquitous computing with wireless access to the Internet. This permits learning at Pathways to happen anytime, anywhere and improves student engagement in the learning process.

The school is planned with the understanding that learning does not begin nor end in the classroom. The entire site has been laid out as an eclectic mix of formal and informal areas to encourage different learning styles.



Right: There are many places at Pathways, like this terrace which is attached to the cafe, that provide opportunities for social learning and outdoor learning