Our hopes are high, and by them we are bound together. We aim to create an extraordinary and unique school, the first truly modern institution serving children from ages three to 18 and the first global one. We want to change for the better the lives of those students who attend and, beyond our own campuses, contribute to the cause of education on every continent. We measure our merit not through the narrowness of exclusivity but through the breadth of our impact.

Favoring our work is an emerging canon of best practices pioneered by educators who have come before us. They have taught us that a modern school knows how one learns will outlast what one learns; will end lock-step, one-size-fits-all education; understands that the emotional development of its students must also be given time; sees that an ingenious facility is an ongoing lesson in design; believes that a global system of schools will surpass a single, local one; harnesses the power of our new digital age; and reconceptualizes the school day and year, recognizing that learning happens everywhere and anytime.

Our graduates will stand out. Grounded by rigor and knowledge, they will be undaunted, creative, and bold, ready to lead or help in the wholly transformed and challenging world of their future. Each will shine in at least one loved, purposeful pursuit in which he or she will achieve excellence and a resulting lifelong confidence. All will speak other languages and study in other cultures yet remain deeply connected to their homeland. Surrounded by an expansive and diverse collective intelligence, they will forever be members of it. And through carefully carving their own character they will help goodness prevail.

Our faculty will be learners too, side by side with our students and other teachers. We’ll choose them because they want to guide children and have distinction in their academic discipline. They’ll choose us because our global scale brings them unequalled professional development; our growth provides them growth; and our rewards for them are more commensurate with the great good education brings to society.

We thank those who have generously supported us, and we look forward to sharing our work with all who aspire to reimagine education.
Education Re-Imagined

“We want to change for the better the lives of those students who attend and, beyond our own campuses, contribute to the cause of education on every continent. We measure our merit not through the narrowness of exclusivity but through the breadth of our impact.”

I
GLOBAL CAMPUSES

II
COLLECTIVE INTELLIGENCE: LEADERSHIP

III
A NEW VIEW OF EDUCATION

IV
DESIGN FOR LEARNING

V
MEET WITH OUR BROOKLYN TEAM
The Big Idea

Education Re-Imagined

1. One School with Many Campuses...
2. In the world’s Leading 30 Cities
3. With a Diverse Student Body of more than 90,000 full-time students and hundreds of thousands of part-time students...
4. With a Single Faculty of over 10,000...
5. Tied Together by a Common Curriculum adapted to local laws and needs...
6. All Working Collaboratively face-to-face through constant exchanges and online activities...
7. Supported by a unique Global Headquarters...
8. Creating an organization linked with a new “Collective Intelligence” unlike any “local” single-site institution...
9. And Graduating Students with a Highly Evolved Global View sought after by universities worldwide...

IMAGINE
Our Mission

Whittle School & Studios is the first school for the Innovation Age. We offer a truly global education across a network of modern, thoughtfully designed campuses around the world; a carefully developed progressive curriculum rooted in interdisciplinary and experiential learning; and an unequaled advising system to provide a personalized education to create a highly integrated global learning community. Our internationally renowned leadership team and supportive educators create a culture that values risk-taking, creativity, and rigorous scholarship. Our graduates will be ready to lead in the challenging world of their future. Each will shine in at least one purposeful, passionate pursuit; master at least one other language; and study other cultures while remaining deeply connected to his or her homeland.

Global Campuses

In Fall 2019, we opened our doors to a total of 900 students at our two flagship campuses in Shenzhen, China and Washington, DC. Within the next three years, we plan to open additional Whittle campuses in the States, and in yet to be announced cities in the Middle East, India, and China. These campuses, as is true for our flagships, will be inspiring environments where students can pursue their passions and achieve their highest potential.

Flexible workspaces, theaters, on-campus accelerators, private music rooms, advanced sports facilities, and robotics and coding labs will ensure that education extends beyond the classroom. Each campus will include residential dormitories for local and regional boarding students, as well as for those studying abroad from other Whittle campuses. Each Whittle campus will serve approximately 2,000 – 2,500 students, ages three to 18, with approximately 150 students per grade.

BROOKLYN CAMPUS

(OPENING SUMMER 2020)

Our first New York City campus is located in the heart of downtown Brooklyn, at the nexus of Brooklyn Heights, Dumbo, Cobble Hill, Boerum Hill, and Fort Greene. The renovation and expansion of the historic Art Deco building at 181 Livingston Street has been underway for a year, with real estate company Tishman Speyer at the helm alongside our in-house team of experienced architects and designers. The cutting-edge facility will be ready to welcome students for our exciting Studios Summer Program in 2020, with the first cohort of full-time students into our Early Learning Division (ages 3 to 6) starting in Fall 2020. The following year, Fall 2021, we will open all grade levels from Early Learning to 10th Grade.

Once completed, our school will occupy floors 5 to 14, totaling more than 500,000 square feet of learning space with 16-foot high ceilings. Over an acre of exterior balconies and a landscaped roof terrace provide fresh air and ample space for outdoor learning and play. Incorporating the latest research in school facility planning, we will include commons, studios, Makerspaces, and labs. The building will feature a ground level lobby with 10 dedicated elevators for our exclusive use. In accordance with the global Whittle School & Studios model, the completed Brooklyn school will also include provisions for boarding. We look forward to contributing significantly to the growth of our community as a thriving, culturally rich neighborhood. With Brooklyn Academy of Music Cultural District, Barclays Center, Brooklyn Bridge Park, and Fort Greene Park all on our doorstep, with 13 subways located within a five-minute walk, and with easy road and bridge access to North Brooklyn and Manhattan, our location offers flexible and direct access for families all over the city.
WASHINGTON, DC CAMPUS

Our Washington, DC campus opened in Fall 2019 and offers a day program and boarding program (from 8th Grade). Our diverse, dynamic student body came to us from 100 different area schools and 6 different countries. Between our faculty and families, more than 30 languages are spoken in our community.

The interior of an existing 20th-century building, surrounded by 13.7 wooded acres and located in Van Ness, has been transformed by the Renzo Piano Building Workshop and our team into a dynamic learning environment. A bright public entry offers sweeping views into three of the school’s performance spaces. One of the building’s most striking features, five soaring, glass-enclosed courtyards, are home to our vibrant student commons.

SHENZHEN CAMPUS

Located in China’s equivalent to Silicon Valley, our first campus in Asia brings to life Renzo Piano’s prototypical design for a Whittle campus, a glass-walled, eight-story building in the heart of the vibrant, rapidly growing Qianhai district. It offers a day program and residential program for its Upper School students (10th–12th Grades). The campus is also the home to our most expansive Workshop Floor—over 50,000 square feet of state-of-the-art facilities where students can take 2- or 3-D, physical, or digital projects from concept to reality.

ENROLLMENT OPTIONS

School (full-time education)
- Day School for Local Students
- Five Day Boarding
- Full Boarding

Studios
- After school, weekend programs and summer programs for Whittle and non-Whittle students.

Faculty
- Each founding campus has a full-time, largely bilingual faculty of roughly 300 educators, representing a nine-to-one student-to-faculty ratio.

Tuition and Financial Aid
- Tuition is comparable to that of other top-tier private schools in each particular city. Ten to fifteen percent of the student body receive financial aid to support their education at Whittle.
Collective Intelligence: Leadership

Our faculty, staff, and leadership have been recruited from leading independent schools, top-tier universities, the school-reform movement, and businesses and organizations that have a global reach and operations capacity. Our global leadership team operates out of our headquarters in New York City, as well as satellite offices in London and Shanghai. Currently, we have 175 faculty members working across our two existing campuses. Our global advisory board, co-chaired by Benno Schmidt, former president of Yale University, and Jean Liu, president of Didi Chuxing, includes members from eight countries and from fields as diverse as architecture, education, technology, medicine, and athletics.

3/4
OF THE TEAM SPEAKS AT LEAST TWO LANGUAGES

1/3
HAVE LIVED IN THREE OR MORE COUNTRIES

3/4
HOLD A MASTERS DEGREE OR HIGHER

Chris Whittle is an entrepreneur with four decades of leadership experience in the fields of education and media. He conceived of and founded Edison Schools (now EdisonLearning) in 1992 with Benno Schmidt, which was instrumental in establishing the charter-school movement. Chris is the author of Crash Course: Imagining a Better Future for Public Education. He sits on the board of the Center for Education Reform in Washington, DC, and he has funded over 180 full scholarships for students at the University of Tennessee, his alma mater. He earlier founded Whittle Communications and the Peabody Award–winning Channel One, a national in-school television news program.

Ian Thomas has 30 years of global experience spanning four continents, including 15 years with The Boeing Company, where he served in a variety of leadership roles in Europe and as C.E.O. in India, Australia, and China. Previously, Ian served in the office of the Secretary of Defense at the Pentagon. He holds an M.Phil. in international relations and a Ph.D. in history, both from the University of Cambridge, as well as a graduate diploma from Stockholm University. He was named a Young Leader of the French-American Foundation (2005) and a Companion of the Royal Aeronautical Society (2006). He is a recipient of the Defense Exceptional Public Service Medal (2001) and the Sir Charles Kingsford Smith Medal (2013) for outstanding contributions to aviation.

Nicholas Dirks was the chancellor of University of California, Berkeley, from 2012 to 2017. Before joining Berkeley, he was executive vice president for the arts and sciences and dean of the faculty at Columbia University. Prior to his appointment at Columbia, he was a professor of history and anthropology at the University of Michigan for 10 years, having previously taught Asian history and civilization at the California Institute of Technology. He received his B.A. from Wesleyan University and his M.A. and Ph.D. at the University of Chicago. He has published four books and edited three more.
JIM HAWKINS
VICE CHANCELLOR/GLOBAL HEAD OF SCHOOL HEADS

Prior to joining Whittle School & Studios, Jim Hawkins spent seven years as Headmaster of Harrow School in London. Before embarking on a teaching career, Jim read mathematics at Brasenose College, Oxford University, where he also completed his teaching qualification. He then taught at Radley College before serving as head of mathematics at Forest School, deputy head of Chigwell School, and Headmaster of Norwich School. Jim has held several state and independent school governorships and was vice president (Europe) of the International Boys’ Schools Coalition.

REBECCA UPHAM
VICE CHANCELLOR/EXECUTIVE CHAIRWOMAN

Rebecca Upham comes to Whittle School & Studios after leading Buckingham Browne and Nichols School for 17 years. She has also held senior leadership posts at the Ellis School and the Harvard-Westlake School.

In addition to earning a B.A. from Middlebury College and an M.A. from Columbia University, Rebecca has a background in molecular biology, which led to a research stint at the University of Edinburgh, Scotland. She currently holds leadership positions in the Cum Laude Society and the Country Day School Headmasters Association.

ANAND PADMANABHAN
GLOBAL CHIEF INFORMATION & TECHNOLOGY OFFICER

Anand holds global responsibility for leading Whittle School & Studios’ technology organization and its technology portfolio ranging from digital strategies, learning technologies to infrastructure and technology platforms.

Anand brings significant experience and achievement in leading technology strategy and innovation in educational organizations. He has been a CIO at multiple universities around the world and has led strategies for statewide and university-wide initiatives on various aspects of using technology in teaching and learning, data security, high-performance computing, data analytics and building student-centered technology ecosystems.

LI JING
GLOBAL HEAD OF ENROLLMENT, MARKETING, AND COMMUNICATIONS, BEIJING & N.Y.C. HQ

Li Jing has extensive senior leadership experience in education, helping connect schools in China and those in the rest of the world. Prior to joining Whittle, she was secretary-general at YK Pao School, China’s top independent school, where she headed external affairs, enrollment, and strategic development; before that, she served as assistant principal at RDFZ, a top Chinese school, overseeing international programs and curriculum.

In New York, she worked in the president’s office at Teachers College of Columbia University, focusing on international advancement, and also conducted research on accountability at Columbia Law School.

She earned a master of public administration in international finance and economics from Columbia University, as well as an M.A. and B.A. at Beijing Foreign Studies University.

RAYMOND BORDWELL
GLOBAL HEAD OF ARCHITECTURE

Ray Bordwell is an architect and school facility specialist who has been involved in hundreds of projects in 13 countries and 26 U.S. states. As an instructor for 13 years at the Office of Executive Education at Harvard University, he created and taught the course Planning and Design of Public Schools. For the past 10 years, he has been a leader in the planning and design of private school campuses around the globe. Recognized internationally as a planner, lecturer, and workshop leader, he has presented at conferences worldwide. In 2012, Ray was elected to the American Institute of Architects’ College of Fellows. The program recognizes those who have made a significant contribution to architecture and society on a national and international level.

MANUEL J. RIVERA, PH.D.
GLOBAL HEAD OF FACULTY RECRUITMENT, N.Y.C. HQ

Manny earned both his doctorate in education and his master’s degree in education from Harvard University. He also holds a B.A. in urban studies from Brandeis University. Manny’s 40-year career in education as a teacher, principal, school superintendent, chief executive officer, and senior policy adviser to two New York State governors has been recognized nationally and also conducted research on accountability at Columbia Law School.

She earned a master of public administration in international finance and economics from Columbia University, as well as an M.A. and B.A. at Beijing Foreign Studies University.

LI JING
GLOBAL HEAD OF ENROLLMENT, MARKETING, AND COMMUNICATIONS, BEIJING & N.Y.C. HQ

Li Jing has extensive senior leadership experience in education, helping connect schools in China and those in the rest of the world. Prior to joining Whittle, she was secretary-general at YK Pao School, China’s top independent school, where she headed external affairs, enrollment, and strategic development; before that, she served as assistant principal at RDFZ, a top Chinese school, overseeing international programs and curriculum.

In New York, she worked in the president’s office at Teachers College of Columbia University, focusing on international advancement, and also conducted research on accountability at Columbia Law School.

She earned a master of public administration in international finance and economics from Columbia University, as well as an M.A. and B.A. at Beijing Foreign Studies University.

REBECCA UPHAM
VICE CHANCELLOR/EXECUTIVE CHAIRWOMAN

Rebecca Upham comes to Whittle School & Studios after leading Buckingham Browne and Nichols School for 17 years. She has also held senior leadership posts at the Ellis School and the Harvard-Westlake School.

In addition to earning a B.A. from Middlebury College and an M.A. from Columbia University, Rebecca has a background in molecular biology, which led to a research stint at the University of Edinburgh, Scotland. She currently holds leadership positions in the Cum Laude Society and the Country Day School Headmasters Association.

ANAND PADMANABHAN
GLOBAL CHIEF INFORMATION & TECHNOLOGY OFFICER

Anand holds global responsibility for leading Whittle School & Studios’ technology organization and its technology portfolio ranging from digital strategies, learning technologies to infrastructure and technology platforms.

Anand brings significant experience and achievement in leading technology strategy and innovation in educational organizations. He has been a CIO at multiple universities around the world and has led strategies for statewide and university-wide initiatives on various aspects of using technology in teaching and learning, data security, high-performance computing, data analytics and building student-centered technology ecosystems.

LI JING
GLOBAL HEAD OF ENROLLMENT, MARKETING, AND COMMUNICATIONS, BEIJING & N.Y.C. HQ

Li Jing has extensive senior leadership experience in education, helping connect schools in China and those in the rest of the world. Prior to joining Whittle, she was secretary-general at YK Pao School, China’s top independent school, where she headed external affairs, enrollment, and strategic development; before that, she served as assistant principal at RDFZ, a top Chinese school, overseeing international programs and curriculum.

In New York, she worked in the president’s office at Teachers College of Columbia University, focusing on international advancement, and also conducted research on accountability at Columbia Law School.

She earned a master of public administration in international finance and economics from Columbia University, as well as an M.A. and B.A. at Beijing Foreign Studies University.

RAYMOND BORDWELL
GLOBAL HEAD OF ARCHITECTURE

Ray Bordwell is an architect and school facility specialist who has been involved in hundreds of projects in 13 countries and 26 U.S. states. As an instructor for 13 years at the Office of Executive Education at Harvard University, he created and taught the course Planning and Design of Public Schools. For the past 10 years, he has been a leader in the planning and design of private school campuses around the globe. Recognized internationally as a planner, lecturer, and workshop leader, he has presented at conferences worldwide. In 2012, Ray was elected to the American Institute of Architects’ College of Fellows. The program recognizes those who have made a significant contribution to architecture and society on a national and international level.

MANUEL J. RIVERA, PH.D.
GLOBAL HEAD OF FACULTY RECRUITMENT, N.Y.C. HQ

Manny earned both his doctorate in education and his master’s degree in education from Harvard University. He also holds a B.A. in urban studies from Brandeis University. Manny’s 40-year career in education as a teacher, principal, school superintendent, chief executive officer, and senior policy adviser to two New York State governors has been recognized nationally and also conducted research on accountability at Columbia Law School.

She earned a master of public administration in international finance and economics from Columbia University, as well as an M.A. and B.A. at Beijing Foreign Studies University.
A New View of Education

Outdated educational models focus almost entirely on one element of the school experience: coursework and course content. We believe that education should take into account everything students experience during each moment of their time at school. Every interaction is a lesson: how your child is greeted at the beginning of the day, how the purpose of a course is explained to her, or whether a schedule rushes her mindlessly from one class to another. Curriculum is more than just course content.

For too long, the core pedagogical methodology has remained largely unchanged, at the expense of genuine innovation and responsiveness to new discoveries in learning theory, emotional and moral development, technology, and pedagogy. Drawing on decades of collective expertise—and supported by two of the world’s leading educational consultancies—our education design team spent thousands of hours researching best practices and programs at top educational institutions around the globe, from early learning centers to charter school networks to innovative high schools and universities, including Stanford, Harvard, and Tsinghua. The result is an educational model that is truly global, fully adaptable for the needs and strengths of each and every student, and at a level of rigor that will ensure entry to the most selective colleges in the world.

**Curriculum & Pedagogy**

**Core Academic Skills and Knowledge**

Our core academic curriculum—science, technology, engineering, math, humanities, global and local history, creative arts, and design—integrates best practices from schools around the globe, with careful consideration for what is required by the education codes and college entrance exams in each of the countries in which we operate. Career preparation—something most schools address only minimally—will be intentionally integrated into the curriculum as well.

**Global Study**

Experiencing different cultures changes and deepens students’ views of the world for their entire lives. Our students will be strongly encouraged to take advantage of our global network and spend part of their school experience abroad, including at least one program in both China and the U.S. by the time they graduate. Options will range from one- or two-month summer programs to full years abroad at other Whittle campuses.

**Language Immersion**

Immersion programs at our campuses will ensure that all students graduate with a level of written and spoken fluency in a second language that will allow them to work and study in another culture. Outside of English-speaking countries, English will be the required second language for all students. In English-speaking countries, Chinese and Spanish will be the most frequently offered second-language choices. Additional languages will be offered depending on campus location.
PERSONALIZATION
The “one-size-fits-all” model of the Industrial Era is insufficient for the Innovation Age. Whittle School & Studios will provide a personalized education that empowers students as partners in their learning at a level that is unmatched by other top-tier schools around the world. A crucial early step is knowing every child well. Caring, connected advisers will be in constant contact with students at all stages of their development to guide them through academics, study abroad, and extracurricular activities—and to plan for college and their careers. We guarantee that one-on-one advisory time will be prioritized and integrated seamlessly into our school schedules. We select our faculty based on both their ability to advise their students in a knowledgeable and engaged manner and to teach with distinction subjects in their areas of expertise. We are committed to providing frequent and meaningful professional development opportunities to enhance our advisory program.

INTERDISCIPLINARY AND PROJECT-BASED LEARNING
Interdisciplinary academic experiences rigorously connect mastery to inquiry and problem-based project work, making learning “sticky,” or more permanent. Throughout their education, students will explore significant questions and problems that cut across disciplines, culminating in individual and group presentations to the rest of the Whittle community.

EXPERIENTIAL LEARNING
Going out into the world and learning directly from physical, social and geographical reality enhances understanding by tying learning to personal experience. At Whittle, these pursuits will be built into the schedule and organized with the same rigor as any lesson plan by the directors of each campus’s Centers of Excellence and City Core programs.

COLLEGE ADVISORY
Our college placement program uses a combination of global and local resources, something a single-site school simply cannot do. Members of our leadership team have taught at, attended, or led at each of the top 20 universities in the world, giving us unparalleled insight into what these institutions desire from their students and the processes they employ to recruit them. Relationships between college advisers, students, and families, will ideally begin three to four years before graduation. Three years in advance of our first graduating class, we will have already recruited an Admission expert from an Ivy League university to begin planning this function. We expect the majority of our graduates each year to be accepted by the world’s top 100 schools.

CENTERS OF EXCELLENCE
Each of our schools will have its own Center of Excellence (C.O.E.), based on a particular expertise unique to that city, region, or country. Students will be instructed by some of the world’s most renowned experts and develop their skills in, for example, international relations and diplomacy at our Center of Excellence in Washington, DC, or robotics and engineering innovation in Shenzhen. Partnerships with local colleges and universities will create pathways for older students to obtain college credit for their C.O.E. projects.

Our Graduate Profile

A modern school must consider deeply who it wants its graduates to be. The school must identify the skills, ideas, talents, and capacities students will need in order to face the challenges and opportunities of the 21st century. We intend to develop intrepid and rigorous scholars who embrace critical thinking and to shape leaders who will be ready to deliver solutions to local and global challenges. Our graduate profile is based on years of research, draws from the best global practices and is enhanced by student core competency studies in East Asia, the best-performing global region in pre-university academics.
Our students will learn from high-caliber experts in a range of industries—from education to policy, arts to athletics, science to philosophy.

BEYOND ACADEMICS
The Whittle Studios program takes place outside the boundaries of the school day: after regular classes, on weekends, and throughout the summer. This provides rich opportunities for our students to learn deeply and explore broadly in areas beyond the standard academic menu. Studio offerings like foreign language, mind and body programming, and coding workshops are thoughtfully designed to integrate with our full-time program, enabling students to go deeper into an existing area of interest, or to explore something new. Whittle Studios takes a creative, multidisciplinary approach to learning, providing a multitude of on-campus and city-wide experiential learning opportunities.

STUDIOCARE PROGRAM
Whittle StudioCare is an extended-day program for students. We have carefully designed the experience to serve as the home base for after-school activities, homework support, time with friends, and after-school communication with families. Students are able to play and interact with peers from different age groups, and choose activities based upon their interests.

STUDIOENRICHMENT PROGRAM
We offer a broad portfolio of Studios across five themes: STEM, Global Arts, Health & Wellness, Humanities, and Advisory, with Whittle Studios global curriculum options and carefully curated local partner opportunities. Our enrichment programs provide students (age 3 through 12th Grade) with experiential learning opportunities in diverse areas that may include Global Storytelling, Makerspace and Robotics, Science Explorations, Exercise for a Healthy Body and Mind, Dance and Performance, Global Arts, Wilderness Adventures, and Peace Games, along with a wide variety of sports options.

STUDIO SUMMER PROGRAM
StudioSummer at Whittle is an urban camp experience for students in local communities, the Whittle global network and beyond. A wide array of program offerings provides a condensed taste of the Whittle school-year experience through experiential and immersive programming such as Global Storytelling, Makerspace and Robotics, Science Explorations, Sports, Performance, and Global Arts. Language courses will be offered in Mandarin Chinese, Spanish, and English.

ATLAS TRAVEL PROGRAM
For the first time at Whittle, we are launching Atlas Travel Program, designed to infuse the multicultural field trip experience with a deep dive into a specific passion area for our students, be it history, government, entrepreneurship, environmental studies, or journalism. Students from around the globe have the opportunity to discover, embrace, and celebrate global understanding by working, learning, and traveling together.

Each campus in the Whittle network adapts and customizes Studios content to meet the needs and interests of the local community. Learn more about each campus’s Studios offerings. [www.whittleschool.org/en/summerbk](http://www.whittleschool.org/en/summerbk)
Design for Learning

A WHITTLE CAMPUS IS: OPEN AND CONNECTED
In addition to emphasizing the connectivity of our campus network, we prioritize connecting and engaging with the surrounding communities at all of our campuses—through parent visits, continuing education, community outreach, and the exhibition of student work. This belief is embodied in our glass facade: During the day, our classrooms are flooded with light, while at night, the school is a glowing “lantern” for its community.

A PLACE FOR CREATIVITY AND GROWTH
Our facilities support our students’ project-based, interdisciplinary work and embody our commitment to hands-on learning, presentation, and performance. In our classrooms and state-of-the-art workshop spaces, music halls, rehearsal rooms, and amphitheaters, students bring their ideas to life and share them with their peers and the larger community.

BUILT FOR LEARNING
Our classrooms are bright, flexible, and durable learning environments that can be transformed into Harkness-style seminar rooms and hands-on labs, or even combined for large group projects. And we firmly believe that all spaces can be classrooms—formal and informal workspaces are woven throughout each campus to support a variety of activities, from individual study to large-group work.

The central atrium in our Shenzhen campus (above) doesn’t just bring in light and open views; the stairs that connect the piazza and campus showcase the energy and activity of our community. Classrooms (below) are designed to support many modes of teaching and learning.
SUSTAINABLE AND CONNECTED WITH NATURE
How we build and what we build affects our environment today and for decades to come. Abundant trees, plantings, and outdoor space create a constant and seamless connection to nature. Daylight pours into every room, and rooftops have been transformed into gardens, labs, and playgrounds.

We believe that modern school buildings must create learning environments that not only surround our students with the latest in teaching and learning tools, but that do so in an immersive, healthy, and supportive environment. Our cognitive state is greatly affected by the spatial conditions in which we live, work and learn. Higher ceilings, natural light, easily accessed clean water, and pollution-free air all have been documented to impact student performance and are therefore characteristics exhibited by all Whittle School & Studios campuses. Evidence of this is shown by our commitment to have our Chinese facilities meet China Green Star requirements and for our overseas campuses to be LEED Silver certified, or better.

Whittle School & Studios campuses have multiple food preparation and dining facility options. A talented team of professionally trained chefs at Brigaid led the development of our food service program, resulting in a dining program that provides delicious food made from scratch that meets strict nutritional guidelines, is sourced from local and trusted food providers, and meets our own quality standards. We believe that our food service program is more than just the daily nutrition it provides; it is also an opportunity for teaching students life skills in nutrition that will serve them well for the entire lives.

Our Brooklyn campus offers more than 500,000 RSF over 10 floors in a historic Art Deco building (left). The soaring atriums at our Washington, DC campus provide an unprecedented amount of space for our faculty and students to socialize, relax and create projects (above).
Meet with our Brooklyn Team

KATHLEEN VISCONTI
DIRECTOR OF ADMISSION
Kathleen is a seasoned independent school professional bringing decades of experience working across the US and internationally. Kathleen began her career as a special education teacher, working with children facing emotional and learning disabilities. Eager to grow as a global citizen, Kathleen then served for seven years as an international educational consultant for Macmillan McGraw-Hill based out of Italy and Germany. In this role, Kathleen visited schools worldwide. After that, she served in the American International School of Genoa, the University of Genoa, the United Nations School, and the Washington International School. Before joining Whittle, Kathleen led Enrollment Management for Elisabeth Morrow School.

YAMARIS BRODSKY
CHIEF OPERATING OFFICER
Yamaris has over 16 year of experience in overseeing education operations. Prior to joining Whittle School & Studios, she worked at the DOE in various offices and teams where she focused on day-to-day operations support, human capital management, finance and contracts, organizational capacity and effectiveness, and capital planning. Yamaris’s career in providing equity, access, and opportunities to students began in 1998, when she became the first ever diversity recruiter for Arthur Andersen, LLP. Her commitment to creating a diverse workforce continued at some of largest financial firms, including Goldman Sachs & Co. and Ernst & Young, LLP.

MEG ROOSA
EARLY LEARNING CENTER DIVISION HEAD
Meg Roosa brings over 30 years of teaching and leadership to this role. She began her career as a kindergarten and first-grade teacher in NYC independent schools, including Trinity, Friends Seminary, and Packer Collegiate. Meg was founding director of Plymouth Church School in Brooklyn Heights. She is excited to return to the borough where her three children played in brownstone Brooklyn's playgrounds and on the playfields of Prospect Park. Meg most recently comes from a PreK-12 role as head of an innovative start-up school, Ascend International, in Mumbai, India. Before that, she spent 18 years in Seattle, where she became immersed in curriculum design from PreK to 5th grade at University Child Development School. Meg brings a deep appreciation for the magic of early learning and a firm belief in the value of global education to Whittle Brooklyn.

LARRY WEISS Ph.D.
EXECUTIVE CHAIR, WHITTLE SCHOOL & STUDIOS, BROOKLYN
Dr. Weiss began studying Mandarin in 1967, his freshman year at Columbia College. He graduated from Columbia in 1971 and completed a Ph.D. program in Political Science and International Relations at the Columbia Graduate School of Arts and Sciences in 1981. He held a Fulbright Dissertation Research fellowship in Hong Kong in 1976. From 1980-1990, Larry served as the third President of Friends World College and established the first undergraduate exchange program between an American and Chinese university since 1949. From 1990-97, he served as Director of the Chinese Studies Program at Sidwell Friends School in Washington, DC while also teaching at American University. From 1997-2004, Dr. Weiss returned to New York as Head of Upper School at Horace Mann School in Riverdale. He then served as Head of School at Saint Ann’s School in Brooklyn from 2004-2010 and Head of School at Brooklyn Friends School from 2010-2019.

MEG ROOSA
EARLY LEARNING CENTER DIVISION HEAD
Meg Roosa brings over 30 years of teaching and leadership to this role. She began her career as a kindergarten and first-grade teacher in NYC independent schools, including Trinity, Friends Seminary, and Packer Collegiate. Meg was founding director of Plymouth Church School in Brooklyn Heights. She is excited to return to the borough where her three children played in brownstone Brooklyn's playgrounds and on the playfields of Prospect Park. Meg most recently comes from a PreK-12 role as head of an innovative start-up school, Ascend International, in Mumbai, India. Before that, she spent 18 years in Seattle, where she became immersed in curriculum design from PreK to 5th grade at University Child Development School. Meg brings a deep appreciation for the magic of early learning and a firm belief in the value of global education to Whittle Brooklyn.

LARRY WEISS Ph.D.
EXECUTIVE CHAIR, WHITTLE SCHOOL & STUDIOS, BROOKLYN
Dr. Weiss began studying Mandarin in 1967, his freshman year at Columbia College. He graduated from Columbia in 1971 and completed a Ph.D. program in Political Science and International Relations at the Columbia Graduate School of Arts and Sciences in 1981. He held a Fulbright Dissertation Research fellowship in Hong Kong in 1976. From 1980-1990, Larry served as the third President of Friends World College and established the first undergraduate exchange program between an American and Chinese university since 1949. From 1990-97, he served as Director of the Chinese Studies Program at Sidwell Friends School in Washington, DC while also teaching at American University. From 1997-2004, Dr. Weiss returned to New York as Head of Upper School at Horace Mann School in Riverdale. He then served as Head of School at Saint Ann’s School in Brooklyn from 2004-2010 and Head of School at Brooklyn Friends School from 2010-2019.

MEG ROOSA
EARLY LEARNING CENTER DIVISION HEAD
Meg Roosa brings over 30 years of teaching and leadership to this role. She began her career as a kindergarten and first-grade teacher in NYC independent schools, including Trinity, Friends Seminary, and Packer Collegiate. Meg was founding director of Plymouth Church School in Brooklyn Heights. She is excited to return to the borough where her three children played in brownstone Brooklyn's playgrounds and on the playfields of Prospect Park. Meg most recently comes from a PreK-12 role as head of an innovative start-up school, Ascend International, in Mumbai, India. Before that, she spent 18 years in Seattle, where she became immersed in curriculum design from PreK to 5th grade at University Child Development School. Meg brings a deep appreciation for the magic of early learning and a firm belief in the value of global education to Whittle Brooklyn.

LARRY WEISS Ph.D.
EXECUTIVE CHAIR, WHITTLE SCHOOL & STUDIOS, BROOKLYN
Dr. Weiss began studying Mandarin in 1967, his freshman year at Columbia College. He graduated from Columbia in 1971 and completed a Ph.D. program in Political Science and International Relations at the Columbia Graduate School of Arts and Sciences in 1981. He held a Fulbright Dissertation Research fellowship in Hong Kong in 1976. From 1980-1990, Larry served as the third President of Friends World College and established the first undergraduate exchange program between an American and Chinese university since 1949. From 1990-97, he served as Director of the Chinese Studies Program at Sidwell Friends School in Washington, DC while also teaching at American University. From 1997-2004, Dr. Weiss returned to New York as Head of Upper School at Horace Mann School in Riverdale. He then served as Head of School at Saint Ann’s School in Brooklyn from 2004-2010 and Head of School at Brooklyn Friends School from 2010-2019.

MEG ROOSA
EARLY LEARNING CENTER DIVISION HEAD
Meg Roosa brings over 30 years of teaching and leadership to this role. She began her career as a kindergarten and first-grade teacher in NYC independent schools, including Trinity, Friends Seminary, and Packer Collegiate. Meg was founding director of Plymouth Church School in Brooklyn Heights. She is excited to return to the borough where her three children played in brownstone Brooklyn's playgrounds and on the playfields of Prospect Park. Meg most recently comes from a PreK-12 role as head of an innovative start-up school, Ascend International, in Mumbai, India. Before that, she spent 18 years in Seattle, where she became immersed in curriculum design from PreK to 5th grade at University Child Development School. Meg brings a deep appreciation for the magic of early learning and a firm belief in the value of global education to Whittle Brooklyn.

LARRY WEISS Ph.D.
EXECUTIVE CHAIR, WHITTLE SCHOOL & STUDIOS, BROOKLYN
Dr. Weiss began studying Mandarin in 1967, his freshman year at Columbia College. He graduated from Columbia in 1971 and completed a Ph.D. program in Political Science and International Relations at the Columbia Graduate School of Arts and Sciences in 1981. He held a Fulbright Dissertation Research fellowship in Hong Kong in 1976. From 1980-1990, Larry served as the third President of Friends World College and established the first undergraduate exchange program between an American and Chinese university since 1949. From 1990-97, he served as Director of the Chinese Studies Program at Sidwell Friends School in Washington, DC while also teaching at American University. From 1997-2004, Dr. Weiss returned to New York as Head of Upper School at Horace Mann School in Riverdale. He then served as Head of School at Saint Ann’s School in Brooklyn from 2004-2010 and Head of School at Brooklyn Friends School from 2010-2019.