

TEACHING AND LEARNING

RELATIONSHIPS

Provide unique teaching, learning and recreational opportunities to be explored and accommodated for all.

Considerations:

- Food and nutrition teaching opportunities
- Breakfast in the classroom
- Teaching and learning kitchens
- Space provided for recycling and composting
- Varied range spaces and eating experiences in the cafeteria
- Proper adjacencies to support spaces
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TEACHING AND LEARNING

REAL WORLD

Provide students with opportunities to connect to the larger physical world around them and engage in creative plan and explorations with the world around them.

A sense of discovery and choice is promoted by allowing for creative play and exploration.

Considerations:

- Learning patios
- All-season, maintainable transition spaces such as mud rooms for coats and boots
- More spacious classrooms
- Opportunities for self-direction, choice and differentiation in the learning environment
- Choice in the learning environments that allow for self-regulation
- Variety of outdoor environments ranging from natural to structured.

Considerations:

- Views to outside
- Interior finishes include: Shapes, textures, colors and furnishings that are reminiscent of nature (Biophilic)
- Connection between the outdoors is blurred and strengthened.
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TEACHING AND LEARNING

INCLUSIVE

Learning environments should reflect the different development stages of children and corresponding learning strategies. Educational spaces should support the learning styles of all students.

Considerations:

- Place for reflection, both inside the classroom and adjacent (supervisable)
- Choice & autonomy
- Collaboration
- Differentiated seating
- Culturally enriched, sensitive & inclusive--colors, textures, display of student work, prayer room
- Signage and learning manipulatives in multiple languages
- Bathrooms--connected to each pod, ADA accessible, with consideration of gender inclusive
- Thermal comfort & indoor environmental quality
- Universal design
- Daylighting & no fluorescent lighting

Considerations:

- Universal design
- Daylighting & no fluorescent lighting
- Learners should have a home together in the classroom
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DRAFT DESIGN PRINCIPLES

TEACHING AND LEARNING

COMMUNITY

Relationships with the whole family are supported and strengthened. Student mentoring relationships are encouraged for student success.

Considerations:

- Inviting entry/living room to the school that promotes interaction with families
- Culturally sensitive & inclusive colors, textures, display of student work
- Signage in multiple languages
- Adjacent, easily accessible family resource services
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ADAPTABILITY

Every surface of the building is a teaching and learning opportunity. The building should be a teaching tool that is flexible and adaptable

Considerations:

- Moveable walls
- Spaces adaptable to future use
- Future growth
- Moveable furniture
- Hard surface flooring (non-reflective) as well as carpeted areas
- The building should be more a teaching tool that is flexible and adaptable.
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