Capturing the essence and intent of a school through pre-design

Marist College
oak grove l’Hermitage
the city in the forest
Building an Education and Design story

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A quick look inside
Empowerment + Voice
Participatory Design

Alignment for success
- school intentions (Ed goals, motivations)
- organisational features (resources, aspirations, cultures)
- physical setting

(Alterator & Deed, 2018; Gislason, 2018; Cleveland, 2018)
Participatory Design

Four principles (Woolner, 2018)

Start where the people are at (mentally & physically)

Understand the intertwining of physical, organisational and social aspects of school environments

Facilitate the exploration of ideas and possibilities

Appreciate the complex lengthy process that is change
One Journey

F-4 Dependent Learner

5-8 Independent Learner

9-12 Interdependent Learner
Staged approach
6 years+
1 architect
1 principal
Educational Environment: Senior Science – Collaboration Hub

- **Student Control**: Spaces support technical and conceptual activities with students assuming authority over furniture and walls.
- **Mobile Furniture**: A degree of flexible furniture allows students to generate spaces to suit their needs/preferences.
- **Student Agency**: Variety of settings for mixed sized consultation and peer selected study groups.
- **Multifunction Usage**: Within a scientific framework, the space provides a range of activities including well area experimentation, lab preparations and instrument use along with conceptual work.

**SCIENCE HUB**
Science at Marist requires technical mastery and collaboration as part of PBL and learning in senior years.

**PREPARATION LAB**
Visibility of the tech lab makes all stages of science learning visible to students.

**SPACIAL QUALITIES**
Creating a stimulating learning environment with multiple focus points through volume and texture variety and loads of natural light.
Supercharged practice

Knowledge development
Combined expertise
Different perspectives

Enablers + Constraints
Educators Voice

Human Centred Design;
Participatory principles;
Empowerment + voice
La Valla

- Reggio Emilia
- Child | Environment | Teacher
- Active, exploratory and agentic
- Progressing to PBL
Bluesky

- Current state
- Possible futures
- Education utopia
STUDENT VOICE
Spatio-temporal mapping
Insights

- Collaborative process
- Genuine presence through the design process
- Iterative thinking on architecture and education
- Learning for both disciplines
- Ownership
- Occupation enhanced by this process