

The 2007 International DesignShare Awards Program

Article by:

Peter Brown, AIA, Founder of School Collaborative design firm;
previous Director of K-12 Practice, Perkins+Will

Christian Long, M.Ed., Founder think:lab studios
Advisor & previous President & CEO DesignShare

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Section 1: **Introduction**

‘School’ as we know it is operating in an incredibly exciting time. While the common goal to educate and create responsible citizens largely remains unchanged from the advent of public education, the conditions currently surrounding our global culture are changing the educational landscape. The simultaneous occurrence of three factors—Global Connectivity, Measurable Success, and Mass-Customization—brings huge opportunities for innovation in the design of learning.

Unprecedented Connectivity: Global Economy, Global Workforce, Global Communication, & Global Society.

The speed at which both information and people are available is erasing traditional time and geographic boundaries. World events are posted from multiple viewpoints and in multiple formats—news, commentary, photo and video—in real time as they occur. Students, teachers, and administrators connect and collaborate with peers next door and across continents. Students are growing up with the ability to have firsthand conversations with industry experts, access professional publishing tools, distribute ideas and receive immediate feedback, either from within the school or around the globe. As students arrive “built-in” with an intuitive understanding of connectivity, fast access to information and people, create new challenges, opportunities, and risks as we develop strategies for creating Global Citizens.

Pressure to Accomplish.

As countries are striving to be successful in this Global Society, entire educational systems are developing ideas and systems to create successful students in this environment. China receives regular press on creating schools that teach innovation and foster creativity. Federal Legislation in the United States ties funding to measured student success factors. Time Magazine recently featured “How to create a 21st Century Student” as a cover story, calling for students to be globally aware, creative, discerning, and relationally savvy. Meanwhile, as the pressure is on for measurable success, school organizations, operating in an environment of tight budgets, are stretching programs, staffing, and facilities to accomplish more with less. Blended with opportunities available through technology, we are poised for innovation, as solutions are developed to create students who successfully navigate the changing Local and Global Workforce.

Reaching all Learners.

With the goal of creating successful students, a new emphasis has been placed on reaching (and teaching) every student. Systems are looking to advance opportunities for all students while improving retention and graduation rates. This emphasis has created demands for mass customization on almost every aspect of

educational delivery, including: what, when, how and where students are learning. Evolving research on brain development and learning styles are creating changes in instruction, curriculum, and the learning environment. Broader ranges of instruction are being delivered within one classroom, and broader ranges of curricular choices are offered within our school facilities. Traditional boundaries between secondary schools, community colleges, universities, and the workforce are blurred, as strategies are being developed to create students that are holistically successful, from birth to entering the workforce. Reaching every student will create innovative utilization of resources, material, facilities, and time. Achieving success in this arena will have positive benefits on economic development, workforce development, and community development.

Section 2: **Summary of 2007 Program**

Awards programs—regardless of industry—provide an opportunity to reflect on the state of practice, the year’s innovative trends, and key projects deemed to be the best-of-the-best. The 8th Annual DesignShare Awards Program pushes the concept one-step further by combining two disciplines—education and design—to focus on designing innovative environments for the future of learning.

The 2007 winning projects include four honor awards, seven merit awards, five citations, and thirteen recognized value awards. The collective projects submitted to the Eighth Annual DesignShare Awards Program represent a dynamic spectrum of typologies, from urban to rural, new facilities to reconstructions, conservative to progressive, modest to elaborate, and cover a range in student groupings from pre-school to higher education (and even one church). Interestingly, the projects also represent 9 countries, providing an excellent snapshot into both educational and design practices across the United States and around the globe.

The DesignShare Awards program recognizes projects that—by design—support the learning process, anticipate change, and inspire unimagined possibilities. For the jury, the selection process has proven to be a rewarding experience. As the team shared professional ideas and discussed projects, informative and fascinating conversations among educators and architects revealed that some projects were important to educators, while others caught the attention of the planners and architects. The projects that ultimately received awards captivated both sets of professions. Each sparked lively conversation and highlighted the importance of collaborative conversations among architects and educators during the planning and design process.

In the evaluation, the Jury was challenged to look further than ‘the image’ to award projects that focus on learning, learners, as well as built environments designed to enhance the educational experience. Likewise, teams of educators and architects submitting projects were asked to describe ideas that enhance learning, and what innovations in planning, programming and design facilitate the educational ideas. In other words, what was the positive result of the creative dialogue between educator and architect?

Section 3: 2007 Patterns of Innovation

As the panel of educators and architects considered projects for award, patterns formed. While each project brought individual opportunities, the jurors noted larger themes are shaping educational environments across the world.

Six Areas of Innovation:

1. Ideas about the future of learning re-shape learning environments.

With access to mass-information and high levels of connectivity beyond school buildings, classrooms are seeing fundamental shifts. From educational models—that only a decade ago—required most of knowledge and materials to be dispensed from within the classroom, learners have growing opportunities to connect with experiences outside of the classroom. This shift is changing time utilization in schools, how project work is created and delivered, and the collaborative relationship between student and teacher.

This year, the DesignShare awards saw an emphasis on providing resources close to students, collaborative relationships among support services as well as informal uses of technology and technology spaces. Stay-tuned, the next few years should prove to be exciting as these cultural shifts filter through the learning environment.

2. Global Schools and Small Schools challenge traditional planning and design boundaries.

Often starting with a solid educational idea and a clean slate for facilities, global schools and small schools generally are eager to try new ideas in linking educational ideas with building planning ideas. Interestingly, each of the DesignShare Honor Awards selected this year were outside of the United States, one in Europe and three in Asia.

In these schools, the review team was impressed with the clarity of educational ideas and the creative architectural response to the ideas. The Jurors appreciated a design process utilized by these schools that allowed significant input by educators, students, and designers. Similarly, small schools often forgo 'cells and bell' building and schedule models in favor of spaces that foster interaction and collaboration centered around common educational or life interests. Both of these school types are creating dynamic learning spaces and pushing the envelope in terms of connecting education, design, technology, learners, and communities.

3. New program driven design solutions address real issues in Alternative Educational and Early Childhood.

Two project types that are seeing innovation in educational programming are Alternative Education and Early Childhood Education. Alternative Education

programs in the United States are established for learners that may not succeed in traditional learning environments. To reach a diverse group of learners, educators are looking at innovative approaches to curriculum, staffing, schedules, technology, and facilities.

The shift in educational approach is requiring related shifts in thinking about learning environments, requiring flexible and dynamic spaces that may not look and feel like traditional schools. Likewise, there is a growing interest in Early Childhood Programs, in preparing young children to be engaged learners, and providing safe and secure places for children of working parents. With both Alternative and Early Childhood programs, Community Colleges and Universities are creating innovative partnerships to prepare their students to teach in these specialized program environments and to provide research and support services to the educational programs. Dynamic programs, innovative partnerships, and non-traditional groupings of students are calling for creative planning and design responses for the learning environments.

4. Generational connections blur traditional boundaries within Community College campuses.

Community Colleges continue to create blur boundaries in creating successful learners in a K-16 context and beyond. Community colleges are working with high schools on dual credit programs and with universities on transfer credit programs. In terms of facilities, community colleges are being installed on high school campuses and high schools are being installed on community college campuses, creating dynamic synergies and possibilities with curriculum and facility design.

One Honor Award project, located in Holland, combines several levels of educational institutions—centered on health professions—allowing students program flexibility while the institutions are reaping benefits of shared facility resources. Community colleges are also taking an active role in economic development and workforce development as they work closely with local industry to create job training, and certification programs to fulfill workforce and employment demands. As an institution type, community colleges are showing great degrees of flexibility in meeting needs of today's learners and communities.

5. Constrained conditions -- urban sites, tight resources, restoration, re-use -- foster creative responses.

Projects that were created within extremely constrained conditions generated much discussion among the review team. One awarded project in India reported construction costs of \$9/sf. This school took advantage of available materials, simple construction process, and sustainable design to create remarkably interactive and collaborative small school.

At the other end of the spectrum, the awards program saw the addition and renovation of an urban school located in the heart of New York City. This school makes the most of the available vertical space to augment missing program types, including a rooftop learning environment that give students a safe and secure area to play and learn outdoors. Other schools are re-purposing buildings into school environment, as was the case for a converted movie theater in Alaska. Each of these projects demonstrate that constrained situations can lead to excellent educational facilities.

6. Sustainable ideas are helping us re-imagine the design of schools.

Green design continues to gain momentum in the design of educational environments. With stretched capital and operational budgets, school organizations are looking to facilities to become more energy efficient in their daily operations. Educators are consistently interested in sustainable ideas that are not only environmentally responsible and good for the bottom line, but ultimately work hand-in-hand with the educational process.

Daylighting is an important component in school design, and facility strategies that allow daylighting while controlling heat gain and glare will continue to creatively affect the planning of schools. Some schools are opting for green roofs to conserve water, control heat gain and expand educational spaces. Projects awarded in the program implement a wide range of sustainable ideas, including: daylight, green roofs, natural ventilation, adaptive re-use of buildings, and recycled materials.

Section 4: 2007 HONOR AWARDS

2007 Honor Award

A NET OF IMAGINATION: Yuyu-no-mori Nursery School and Day Nursery

This project fully integrates the educational program into the design. I am impressed with the simplicity of the solution as well as the wonderful use of natural materials and colors. Don't we all want to climb on that rope structure! –Tim Dufault

Location: Yokohama City, Kanagwa Prefecture, Japan

Designer: Environment Design Institute (Japan)

Program: Early Education, 0-5yrs

Capacity: 260

Completion: 2005

Overview:

As the first combined Nursery school / Day nursery in Yokohama City, this project is receiving national attention in Japan as one of the 36 model combined schools for infants in the country. In contrast to previous schools for infants, this child-centered facility accommodates families regardless of socio-economic status.

Play is central for this project. Children develop as humans and learners through play, having a profound impact on intelligence, emotions, and sociability. With these ideas in mind, the planning team programmed a child centered play-oriented environment to develop creativity, imagination, feeling of wonder, and ability to communicate confidently. The design team then shaped the learning environments around three guiding concepts: 1) enable a child-centered nursery, 2) celebrate teachers' warm engagement with kids and 3) promote child development through a circular play system.

A large net connecting the 2nd level with a catwalk above celebrates and encourages active play. Children go up and down, play like a swing, and even lay down as if it is a hammock. The net has become the defining feature of the school and is 'the center of play'.

In addition to the public spaces, classroom environments are warm with natural woods and daylight and feature alcoves and lofts to further encourage child-scaled activities.

Juror Comments:

This truly is an inspirational facility and philosophy for educators of all levels as well as for designers. The physiological and psychological needs of children are so well taken care of. It invites, welcomes, inspires, and "speaks" volumes about the importance of children. -- Susan Wolff

There is a lot to learn from this facility. The thoughtful approach to creating active play and learning space could be a model for similar facilities around the world. It is refreshing to see an approach to play and learning fully integrated into the architecture. -- Tim Dufault

What a great concept: "This is the design of school buildings and grounds in consideration with children's play and activities, rather than a facility design we can manage children easily." The big net play structure is an innovation I have not seen used in conjunction with the interior of a building before and must help develop self-confidence and balance in young children. I have an impression that every space, surface and object is there to climb into, onto, under or go around as the "Circular play system" describes. -- Jeff Phillips

2007 Honor Award

EDUCATIONAL VILLAGE: Vidyalkar Institute of Technology

“So thrilling to hear these educators’ openness to a “fresh approach” of incorporating clearly understood values. This kind of imagination is rare in educational circles. The courage and conviction in philosophical beliefs that makes this kind of building possible is palpable.” – Beth Hebert

Location: Mumbai, India

Designer: Planet 3 Studios Architecture (India)

Program: College/University – Engineering Focus

Capacity: 1200

Completion: 2006

Overview:

Starting with a strong commitment to progressive learning, the educational planning team challenged designers to create a facility that would focus first on students needs, second on the educators, and third the management. With decades of experience within the institution, the project's education team had previously implemented an "academic culture" that allows students to learn in flexible environments with flexible schedules, encourages informal interactions between students and faculty, promotes holistic mental and physical development and encourages the community at large to participate in the joy of learning.

The new engineering school allowed a 're-think' of current operations, and as the project kicked-off, designers suggested involving students in the process. The result of the exercise refined the educator's understanding of how the institute actually functioned at a social level. The program brief then expanded to discern

subtleties of relational dynamics between faculties, resources, student groups and with the community.

Architecturally, the project needed to engage a complex design program in an urban context within a developing country. The team chose to explore a horizontal form, which urbanistically allowed an "Educational Village" built within a container of the building envelope. This literal minded village has various groupings of similar requirements in clearly definable structures along a main "Learning Street". The street serves as the central organizing device as well as encourages spontaneous student interactions. This structure of open public spaces, enclosed semi public spaces and private areas has the spatial connectivity of open plan interiors encouraging egalitarian, communal learning experience.

On the street, helpful signage intuitively guides community members to their destination. The project is human scaled and provides numerous activities to promote interaction. Tucked in the alcoves between learning blocks, one finds a human sized chess-board, a table tennis court, half-court basketball, a street side café, a book kiosk, a graffiti wall, student work displays, and a suspended amphitheater. Each of these informal and play areas are a source of cultural energy for students and the school.

Juror Comments:

WOW. Wild, crazy, funky. I like this project. Its a big feeling inside: lots of variety of space, color, light—very kinetic architecture. I am encouraged by the Educator narrative—there was good involvement in the design process that drew out the need for informal and collaborative space. -- Jeff Lackney

Yes, WOW, indeed. An impressive educational narrative, providing a real feeling that the educator's openness unleashed a boatload of ideas from the team of architects – a true fireworks display of creative thinking. Delightful interactions between educators and architects. -- Beth Hebert

This school is great! In the basements are the laboratories for students work. Upstairs is different in the way of interacting with each other and the architecture

here gives all the opportunities to have fun in other ways. This is a place that encourages learning. -- Ulla Kjaervang

The planners and designers for this school have truly pulled off a dynamic learning environment, providing educators much to work with. I really appreciate the creativity in design that is coming out of new schools in Asia. Educators in these regions are looking to re-engineer the system and are allowing design of the learning environment to play a big role. There is a strong lesson in these schools about the 'realm of possibilities' in educational design. -- Peter Brown

I like this project from an architectural standpoint. An interesting design response that took some very specific steps towards making it sustainable. -- Tim Dufault

Feeling positive about the use of 'alcove' space, the very cost-effective nature of the overall project, and the focus on "progressive" education. Huge fan of how they pulled off the "Learning Street" -- especially given the way the eye is allowed to wander as it wanders. Particularly appreciate the 'suspended amphitheatre' that looks over the learning street. I deeply appreciate the way they allowed imagination, humor, and fun to remain front and center. -- Christian Long

2007 Honor Award

SPIRIT OF PARTNERSHIP: OZW, VU University

“This is a BIG project...the images show force and character. The integration between the floors, the lightness, is exceptional! I would like to study in this building. In this building I can feel Holland’s history and its projection to the future... Ana Ines Bajcura

Location: Amsterdam, The Netherlands

Designer: Jeanne Dekkers Architectuur (The Netherlands)

Program: College/University – Health and Wellness focus

Completion: 2006

Overview:

An experimental collaboration between multiple educational institutions, a full-spectrum curriculum and degree opportunities are offered for students interested health and wellness related professions. Unique in Holland, this project marks the first time that different school organizations focused on a common area of study co-located in one building. Because of its size and scale, the building provides a robust presence on the university campus. With a mission to prepare students for academic citizenship and an active role in society, the program encourages students to look beyond the boundaries of their own discipline, as well as beyond the boundaries of their own culture, traditions and philosophy.

Internally, a high-rise multi-floor atria flows diagonally through the building section like a waterfall. Openings from the south side of the building ensure that the sunlight reaches through the building to the ground floor. In this way the compact–yet light-filled–building opens at every level, freeing users of the confinement often experienced in traditional high-rise blocks. The organically shaped building is soothing and metaphorically suitable for a health care facility. Sloping facades provide unexpected perspectives on all sides. The atria windows

are large, reflecting the study-scapes that lie behind them. In the evening especially, the building's transparency makes a spectacular sight.

Walking to the building, one is struck by the transparent lower layer, which forms a plinth. As one enters, the focal-point of the atrium is a large oval volume—the presentation room—suspended in space as the heart of the building. This space, literally and figuratively, allows a community of learners, students, and lecturers/researchers to be co-participants in the transparent process of knowledge development.

Juror Comments:

This project reflects an educational archetype that was born in the Renaissance period: the University-building as a compact architectural structure that hosts inside a complex variety of uses. Additionally, the building works as a Campus icon, according to its big scale, committed shape (organic layout) and clear inside spatial organization. -- Pablo Campos

This is a really cool building. Transparency is exceptional; the designers got it right. Everyone is on display. Even for a high rise, the sense is open and comfortable with lots of natural daylight, characteristics which have been demonstrated to aid in learning. -- Frank Locker

I like this building. It seems proud and welcoming at the same time. I like the way they have used colors in different spaces, the colors are good integrated in the architecture. This is a great building for education that combines great architecture and wonderful learning spaces. -- Ulla Kjaervang

I like the term "study-scapes" used by the team. The interior architecture is particularly stunning, with deliberate attention to color and design. The mixed-age and mixed perspectives on the theme integrated into a single facility simply makes sense. The building design is an impressive environment for this philosophy. -- Amy Yurko

The program is spot-on, the value to the community is spot-on, and the design is spot-on. We need projects like this in the U.S. This is one of the most inspiring uses of public money that I've seen in a long time. -- Peter Brown

If I go back to my 'gut' thoughts, I ask a simple question: Would I want to teach and learn in this space? And the answer is "Yes!" The spaces are inviting, flexible and innovative. -- Chris Lehmann

I really like the "heart" as well. I think this is the first time I have seen that expression used as an almost literal translation. The circulation bridges begin to feel like arteries as well. I would put this on a list of buildings to see on the next trip to Holland. -- Tim Dufault

2007 Honor Award

INTEGRATING ART AND DESIGN: School of Art, Design & Media

“...indeed iconic,...it must genuinely inspire creativity from its occupants. Both the indoor and outdoor spaces provide visual excitement.” – Judy Marks

Location: Singapore, Singapore

Designer: CPG Consultants Pte Ltd (Singapore)

Program: College/University – Art and Design Focus

Capacity: 900

Completion: 2006

Overview:

Rather than imposing a building onto the landscape, the design team for this new School of Art, Media and Design let the landscape play a critical role in molding the building. Located in a wooded valley, the site was master-planned as a green lung for the 200-hectare university campus. The school's curvilinear courtyard organization is formed by a series green roofs that shelter the glass-enclosed program.

A unique feature of the building is its transparency and connectivity—both within the interior spaces and with the external environment. The grassy slopes of the green roof, peeling from the landscape as ribbons, allow students to gather informally, bask in the evening sun and soak in the views offered by the green campus. Internal glass walls, allowing one to see through rooms, enhance visual connectivity, promote interaction and facilitate creative exchange. In the courtyard, a reflective pond provides a visual respite for classrooms, labs and offices that overlook this courtyard. The exterior space also serves as an impromptu

performance platform for students. Tutors eager for an outdoor alternative 'classroom' find the courtyard, with its tranquil setting, an ideal teaching space for the creative minds.

Being an art school, designers deliberately left interior and exterior surfaces unfinished. These 'blank slates' suggest serve as giant billboards for creative student expression. Additionally, the changing character of the facade lends dynamism, life and interest to the building as day transforms into night.

The university is indeed proud of its new iconic building which have not only caught the attention of the entire campus but also that of the local media. Most importantly, the design and spaces complement the aspirations of the school; to be the foremost, art, design and media school in the region.

Juror Comments:

This building is just so cool. What's interesting is how the planted roof is becoming such a prominent design feature for some major new buildings. And finding that feature on an academic building on a college campus is all the more exciting. --
Judy Marks

The emphasis of this school is on embodying Art and the building does that. --
Jeff Lackney

This building is as much about the landscape as the interior scape. It is the first submission I've seen that blurs the edges between the site and the building. That is striking. --
John Weekes

This project speaks to "living creativity." The true beauty of the roofs lies in the thoughtful and useful connections between inside and outside. The roof also serves as a signature to the arts. --
Susan Wolff

This is an excellent example of the power of a simple concept. The hand that created this was very skilled, because they made it look so simple. This was not an easy project to design or build, but it looks effortless in its execution. -- Tim Dufault

Section 5: **2007 MERIT AWARDS**

2007 Merit Award

SCHOOL WITHOUT HALLWAYS: Marysville Getchell High School

Location: Marysville, Washington

Designer: DLR (WA, US)

Program: High School, Grades 9-12

Capacity: 1,600

Completion: 2010/2011

“We can't say enough about the power of a clear vision for learning to create a firm foundation for good school design.” – Jeff Lackney

Overview:

Moving beyond traditional departmental and even hybrid departmental/interdisciplinary planning models, this high school project takes a stand as a pure model for autonomous small schools within a school. With this clear conviction, it has a fighting chance of holding its own against the gravity of departmental organization, a pull often experienced as school organizations make change structural changes in the way education is delivered.

Together with programming and planning specialists, staff, and community members, the district developed a set of five Guiding Principles, detailing values and concepts central to student success: 1. Relationships at the Center; 2. Focused Learning; 3. Identity & Purpose; 4. Community; and 5. Accountability.

Most dramatically, the process of creating these principles—and applying them to this high school project—allowed the district to leave behind traditional concepts

of educational delivery and determine essential learning styles. From this foundation, an entirely new educational program was formed, planned around interest-based small learning communities (SLC). This campus is the first in the community to be built in alignment with these principles to exhibit their exciting qualities.

In responding to the planning brief, the design team eliminated traditional hallways to envision a school ultimate in flexibility to accommodate curriculum changes. The school is planned for learning to take place in every space, indoors and out. The school is truly a part of its landscape and of its community, and focuses entirely on student potential and learning.

Working collaboratively with a community-based planning team—comprised of diverse interests, expertise and backgrounds—allowed the project team to critically reexamine the fundamental principles of educational environments. What results is an innovative, flexible architectural program and design focused entirely on modern student learning. The project exhibits a bold and innovative step in an innovative direction for this district—and for our education system as a whole.

Juror Comments:

This project is a great example of the work that occurs when clear educational vision is combined with great planning and design. The SLC learning clusters provide variety in space types and the design showcases an active campus--students engaged in learning. I can't wait to see this project completed. -- Peter Brown

This project has many great features. Like the no-corridor model, Like the floor connections to create an integrated SLC - see interior perspective showing links of floors AND outdoor space. What creates order in this project are the Guiding Principles of Relationships at the Center, Focused Learning, Identity and Purpose, Community and Accountability, and the focus on SLCs as the organizing principle of the academies. I'd like to see this building when it is occupied. -- Jeff Lackney

Project is the result of a progressive client and a responsive architect. Even the names of the various learning centers reflect a forward-thinking mindset: "learning retreat" "school for the entrepreneur" ... I'm particularly impressed with the consistent design of flexible, multiple use spaces, the size and number of commons areas, and the extensive spaces available to the community. -- Judy Marks

I especially like the scale of the facilities both in relationship to the outside woody/green areas and the inside commons. -- Bobbie Hill

I liked this a lot - the PROCESSES, the philosophy... the students being designedly valued and inspired to perform at their highest potential. A brave response to the educational program—the layout is designed for learning- and about designing for learning....and it has sea views! -- Stephen Heppell

I really appreciate this one. I really appreciate the courtyards and the relationship between the buildings and the outdoor space. There is a wonderful intimacy in those spaces and look like great places to get together in small groups. -- Tim Dufault

2007 Merit Award

WALLS TRANSFORMING: Polaris K-12 School

“I love the re-imagination of the space. I love the color. I love the changeable mountings for student work. I want to teach there, and I want to learn there. This feels like the learning pedagogy and the spaces are very much in line. Wonderful design.” – Chris Lehmann

Location: Anchorage, Alaska

Designer: McCool Carlson Green Architects

Program: Alternative Option School, Grades K-12

Capacity: 500

Completion: 2005

Overview:

Picture an old movie theater transformed into a high-energy K-12 educational environment, Envision a space celebrating the school philosophy of cross-grade learning, student-to-student mentorship, and community engagement within a socially related learning context. Imagine a renovated facility that encourages students to literally paint the walls, creating an evolving expression of the individual and collective values of the community.

Thirteen years ago, the school program was born out of a need to provide an alternative to a traditional educational format, using an optional method of instruction. Housed in an old theater in a former wetlands area, site and size constraints were not viewed as insurmountable. Rather, the community focus was directed towards the educational program that was taking place within the old theater’s walls. Over the years the multi-age open optional program flourished,

both within and out into the habitat, the surrounding community and the nation as a whole. Its dramatic success prompted support for a major addition and remodel project on a unique and challenging site, bounded by a major freeway, an arterial collector and industrial properties.

The responsibility and commitment of the self-directed learners is reflected within the design of the new building. With a program based on self-directed and active learning, student ideas, projects, and real life choices are evident throughout the facility. Interior and exterior panels are designed for student murals that allow students to literally paint their school, and reveal the thoughts and attitudes of the student body. Designed to be easily replaceable, the school can retain the interior panels year to year or let students take them when they go. In that way, this important practice can be sustained over the life of the school. Honoring this unique medium of expression ultimately communicates a compelling catalogue of place and memory over time.

Juror Comments:

I'm really drawn into this project because of the commitment the educators/community have made to letting their students 'leave their mark' on the school -- figuratively and literally. They are openly planning on the facade of the building changing as successive graduating classes paint elements of the exterior. What a statement and investment in young people! Well done to educators and designers alike on this one. -- Christian Long

This project starts from a singular and challenging situation: transforming and expanding an existing old movie theater with enough courage and sensitiveness to celebrate student ingenuity and voice. Sharing the planning process between the educational authorities and the community ones is a neat success everywhere, every time, everyplace. -- Pablo Campos

I like this project -- not only educationally, but also because of the initial reuse of the movie theater. -- John Weekes

I think this is a well executed re-use turned into a school. I actually like the idea of the kids personalizing the building over time. I think that will ad an incredible richness. -- Tim Dufault

What strikes me about this project is the range and depth of comments it has generated. I am always taken with multi-age/grade grouping and active learning. They have created a learning environment that can be modified easily. It speaks to what can happen when the community works together to demonstrate their respect of their students. -- Susan Wolff

2007 Merit Award

THE POWER OF SIMPLE CHOICES: Eureka School: AID India

“What a story - I am most impressed by the pride which comes across in narrative, presentation, photos, and the children's faces. There are many noteworthy features, those mentioned above plus the central performance/multi-purpose space, which is open-air and can support a huge variety of activities; the outdoor features to promote curiosity; the sustainable features...” – Amy Yurko

Location: Parameswaramangalam, India

Designer: ArcheStudio Chennai Private Ltd.

Program: Elementary School, Grades K-5

Capacity: 150

Completion: 2006

Overview:

The school along with a village library, science lab, computer center and livelihood center forms a development campus for a village cluster affected by the December 26, 2004 Tsunami located at Walodai Village, Tamilnadu State, India.

Locally, the quality of education is a huge problem, with over 50% children by grade five unable to read simple paragraphs in Tamil (the local language). Classroom structure, authoritarian teachers, and a teaching-learning methodology that stresses rote memorization instead of constructive learning are the root causes of the problem. To demonstrate change is possible, the new school in Walodai is established as a model alternative program to provide quality education to children from rural and low income backgrounds.

To support this model, the program required space to allow freedom, exploration and confidence building among students. Design parameters informed by local and global case studies established the crucial role of transition zones—alongside structured program spaces—to support spontaneous activity and interactive learning.

Additionally, the design of the school borrows sustainable ideas from local village school types where the veranda is both a spontaneous activity zone and thermal buffer given the hot and humid climate.

The design and construction team were frugal with resources. When conventional reinforced concrete roof slab proved cost prohibitive, a double-roof of lightweight cement and corrugated tin achieved significant cost savings. A change in brick bond pattern reduced quantities by two-thirds. Pergolas, recycled from wood packing crates, were obtained for free.

Juror Comments:

So refreshing to see a project that genuinely wins my mind/heart that epitomized 'resourcefulness' across the board. This is not just a design issue; this is a cultural/human issue. And for that, I am won over.

Additionally, I appreciated the calm use of 2 axis in this particular case The stage opening up to the 2 'hall' intersection, off-set by the office spaced on the other side of the open corridor was a thoughtful commitment to seeing opportunities in honest relationships. Every time I come back to this project I find myself believing in the power of simple solutions. Better stated, I deeply appreciate when solutions honor vital contexts. This is definitely my 'surprise' and 'feel good' project this summer without downplaying the technical/engineering and sustainable elements that are also in play here, too. -- Christian Long

Simply Beautiful. There's a grouping of schools in this year's submittals that should be awarded on educational mission alone, and this one is a leader in the pack. Oftentimes, buildings are described in terms of economy, usually referring to budget. This school provides so many lessons in economy of design. Every material

works hard to carry its value. If a building could be a haiku, this would be one. -- Peter Brown

I like the way it is made to the children's scale. I love the black painted walls for the children to write on, and the open classrooms. It also sound like the school building is an important building for the community (ex. the new technology they use in the construction. -- Ulla Kjaervang

Clearly a "can do" team making exciting and perhaps transformative solutions with the minimum of resources. A lesson for those who claim modest budgets excuse mediocre outcomes. -- Ron Bogle

I love its size and simplicity and connection to place and the environment.--Susan Wolff

Doesn't it give us all reason to pause and reflect on perceptions of what is needed for quality learning? It has the vitality of making great things happen and does it ever speak loudly about being resourceful. -- Bobbie Hill

2007 Merit Award

HUB OF CUSTOMIZATION: Desjardins Information Hub

“...The intersection of knowledge and learning centers works well here. The space brings together many services with such simple connection and clarity...One can sense that the brief for the project had a very clear focus and that the community were united in their sense of purpose. To me this is evident in the design solution...A great little project.” – Jeff Phillips

Location: Shawinigan, Canada

Designer: Michel Gagnon

Program: College/University – Library/Media

Completion: 2004

Overview:

The Information Hub is a dynamic learning environment for both students and staff at this college campus. The re-envisioned program for the campus-wide library knits together various services to create a synergy relationship among library services, guidance and careers, Help Center, teacher activities, and development. Each component has the same purpose: to contribute to student success by enhancing personal development, mutual respect, commitment and support.

Successful integration of information technology was a key driver of the project. The Information Hub is an evolutionary, adaptable environment at the leading edge of technology. Work areas, organized to create a variety of surroundings, allow users the opportunity to align workspace with specific task. Technical and informational resources are co-located with documenting services to provide convenient access to resources by students and faculty. The presence of a media studio as well as a wireless network permits development of skills and access to information. Here, information technology plays a decisive role in supporting teaching and learning.

Through its redevelopment, the Information Hub is the central place for exchanging and acquiring knowledge.

Juror Comments:

The openness and flexibility of this area—in addition to the multiple learning processes and activities that can take place in these spaces—speaks to many of us who advocate for a "user determined" learning area. -- Susan Wolff

I like the openness and intersection of program elements. While they lend themselves to the spatial and functional relationships conveyed in the pictures it would have been easy to "box' them up. Here is a question for K-12 projects. Wouldn't this make for a great small high school? What appeals to me is the student centeredness of the place. -- John Weekes

This project will have a large impact on a wide range of stakeholders who discover it...and it will open up the doors of possibilities for many -- from the name of the space to the overall aesthetic to the student/user-driven space design. -- Christian Long

2007 Merit Award

COURAGEOUS DESIGN: The Calhoun School

Location: New York, NY

Designer: FXFowle Architects

Program: Independent School, Grades PK-12

Capacity: 700

Completion: 2004

This gets an award just for guts!...A technical triumph: the axonometric says it all. Beyond that: The Green Roof Learning Center looks like it meets the mark. Program areas such as the Performing Arts Center look like remarkable finds in a tightly packed high-rise. Not a project for the faint hearted! A seemingly simple planning solution to a technically challenged and highly constrained problem. – Frank Locker

Overview:

A proponent of Progressive Education, the School attends to the intellectual, emotional, and social growth of its students as individuals and as members of a larger society. The School is dedicated to preserving these values, and to the strong scientific evidence that children learn best through active, experiential learning.

Developed after a comprehensive master plan and feasibility study, the architect's design for this prestigious school on Manhattan's Upper West Side adds four stories and a mezzanine level to the existing building and fills in the building footprint. The design, which results in an additional 30,500 square feet of space, resolves the formal and programmatic challenges entailed in expanding vertically and horizontally to the 1973 concrete and travertine building.

The school is the first educational institution in New York City to design an eco-friendly green roof, which transformed a sterile roofing surface into a safe, multi-purpose oasis of fresh air and greenery for students, faculty, and community at large. While adding some cost to the expansion—as compared to a utilitarian membrane roof—when considered as program space, the roof is actually the least expensive educational space built during the project. The rewards are many, inspiring a broad range of curricular applications.

Since its opening, the roof has been used by teachers for environmental and plant biology studies as well as for units in math (geometry). Next year, there will be an Astronomy elective for students, who will be able to use the roof as their “observation deck.” As anticipated, the lunch program has been a major beneficiary of our green roof herb garden, which is planted each spring as a joint project between Lower School classes and our food service chefs — who frequently visit classrooms and conduct after-school clubs to promote nutrition and healthy eating habits. The green roof has also been the site of an outdoor art installation, a source of inspiration for poetry classes, and a favorite escape from urban life.

Juror Comments:

This uncommon project scheme faces the challenge of adapting & vertically expanding l an existing building.

-The complexity of the architectural solution is conditioned by the need of designing an existing structure and filling it with a dense educational program.

-The Green-roof embodies nevertheless an interesting innovative idea: understanding some architectural elements as “learning spaces” on their own; hence, adding to Architecture the possibility of being educational. -- Pablo Camp

Heroic Project. We've all worked in urban environments, and understand the complexity of constraints in this arena. This project succeeds on many fronts including the most important one: It's Built. -- Peter Brown

This is worthy of note. While not an architectural masterpiece the fact that it re-uses an existing building, grapples with difficult existing conditions, made better the original, all surfaces were used and the fact it was built is commendable. -- John Weekes

It IS amazing what they have done!! I certainly admire their efforts heaps. As Peter says, heroic. -- Stephen Heppell.

I think it's an ambitious place for learning. "The green roof" is an innovation in the architecture for learning. -- Ana Ines Bajcura

Nice learning areas, especially the theater is great. In terms of a school in the city it is a nice way to make a green spot for the student. -- Ulla Kjaervang

Where else have you seen floor to ceiling glass in a Science lab? The green roof as a is its major benefit: a secure place right at hand that is a learning place for everything from science to performing arts. I'll bet that more memorable learning happens here than on any of the floors below. -- Frank Locker

2007 Merit Award

A NOTION OF HOLISTIC LEARNING: Galilee Catholic Learning Community

“The work of the Education and Building Group is fascinating and what every community should do when engaged in designing a school. I suspect we could learn much from their process.” – Ron Bogle

Location: Aldinga SA, Australia

Designer: Russell & Yelland Architects

Program: Elementary School, Grades K-5

Capacity: 100

Completion: 2006

Overview:

Developing an educational brief for a new learning community was an exciting challenge for the school's Education and Building Group. For each member, the notion of creating a new place for learning was a nerve-wracking exercise. The key question became: How do you determine spaces that support learning, well-being and allow future opportunities? The overall vision was clear: to create an integrated community of faith, learning, family and friendships. With a dream to be a place of s lifelong learning to all families, It was also clear that the learning component would need to be integral in the total vision.

Defining the learner gave the group a foundation for its initial deliberations. The group moved forward with two overarching understandings;

1) that learners are competent, critical, active, and social beings who constantly produce change through dynamic movement among each other and within the environment, and

2) that learner competency and motivation can be enhanced or inhibited by the setting.

Members were influenced by Reggio Emilia: the environment is unequivocally seen as a third teacher. Physical space is a language of its own and a strong conditioning factor in communicating culture and values. Flexibility in the design of the physical space help teachers and learners fully explore holistic education and encourage evolution of ideas.

Breaking open the notion of holistic learning led to an exploration of the challenges inherent in the use of one defined space as the learning classroom. Every aspect of this building needed to be a metaphor for the broader vision of community within community to meet the needs of young people today and into the future. Since its opening, the staff has commented on the way the spaces promote calm, encourage discovery, and allow children to explore their environment.

Juror Comments:

This project strikes me as the reduction of elements. -- Judy Marks

The narrative describes a vision well beyond bricks and mortar. Given the constraints of a small construction budget, soul-less site and staggered building program, this project is a very successful footprint to the future. Interiors are bright, simply furnished and the indoor - outdoor visually connection is quite engaging. I see it as a very inhabitable and something of which the community will become quite proud. -- Jeff Phillips

Charming little building, accomplishes much with modest means. -- Peter Brown

I like this one. I think it does a great job of celebrating its context. I love the way the small learning spaces frame the views to the hills beyond. I think the use of color is appropriate and, over time, the students will add their own color. -- Tim Dufault

I like this project. It's simplicity. The project has a clear floor plan. Is open to the outstanding areas and flexible in the interior. The scale and the quality of the spaces are correct. -- Ana Ines Bajcura

I find this space charming as well. The minimalist nature of the design is peaceful and calming and a place where I think students would be very comfortable. -- Bobbie Hill

I think its minimalist characteristics are appealing. Looking carefully you can imagine that over time the students could take this place over with their imprint. The inside/outside connection, framed views, natural light makes one think of Scandinavia. -- John Weekes

2007 Merit Award

A CHILD'S SPIRIT: Harris Family Children's Center

Well I just plain liked this - a lot. It has a culture to it, a sense that it respects the children's learning - i like the way it flows and meanders - it is a long way from a factory school and I can really imagine the sense of belonging and of aspiration. Now of course, I'm hungry now to see it filled with children and their work. – Stephen Heppell

Location: Exeter, New Hampshire

Designer: Bargmann Hendrie + Archetype, Inc.

Program: Early Childhood Education

Capacity: 58

Completion: 2006

Overview:

The design of the Children's Center was a collaborative project—educators and architects working closely together—to create an environment that supports the schools mission. The team explored ideas about the learning environment to teach appreciation of arts and sciences, to allow opportunities for exploration and experimentation, and to create a close connection to the environment.

Serving a wide age range of students from 6 weeks through 5 years, the design of the building was intended to be highly functional and adaptable. The school offers after school care for elementary school age children. During the summer months, the building expands to accommodate an additional 40 summer campers.

The team desired to create an environment that was esthetically pleasing to children and adults alike. With this in mind, the center provides comfortable alternative areas where parents can spend time with their children when visiting during the course of the day. In addition to the spacious classrooms, common areas are incorporated for children to explore, collaborate, and engage in multi-sensorial experiences. One of the children's favorite areas is the Harkness Conservatory modeled after the Italian Atelier.

Natural light fills the spaces and the design creates a direct correlation between the interior and the exterior of the building. Windows are positioned low enough for young children to observe the passing of time and the change of seasons. Upon entering the building, one can peer through a huge wall of windows that looks out over the great lawn and the river beyond.

From a pedagogical perspective, the environment plays a vital role in the education of young children and is an essential constituent in providing high quality early childhood education. The design of this facility reflects the philosophy of Loris Malaguzzi and the Reggio Emilia Schools in Italy.

Juror Comments:

1) Beautiful, inviting, captivating! 2) The porch won me over alone. What a delightful space for little ones to feel the fresh air, fall asleep, play, be read to, etc. 3) Talk about a very modern/clean European feel, and yet here it is in an East Coast (US) private school setting. This seems more like a school that could be found in Finland or Denmark. Love all the clean white walls with the modern wooden furniture. Great aesthetic. 4) Truly appreciate the kid-scale entries to the kitchen unit and the primary classroom. Both allow the kiddos to see (adults, too). The Reggio influence/effect is wonderful and worth studying in much more detail!

I have a great deal of respect for this project. -- Christian Long

A well-designed space, open and full of light, on a beautiful site. In fact, it exudes "HOME" The footprint is very straight forward, but the spaces inside, with some

curved walls, some small & intimate rooms, some high and open rooms, are quite brilliant. Great choice of interior finishes. -- Judy Marks

I agree there are many lessons to be learned from this project. I can only imagine what it will look like after a couple of years of use. The porch is a wonderful space. I think the most important "transferable" aspect of this project is the focus on the Reggio Emilia philosophy. Public schools could learn much from this, if they are willing to listen. -- Tim Dufault

Section 6: **2007 CITATION AWARDS**

John Hay High School	Cleveland, Ohio (US)	OWP/P
Auburn High School Associates	Auburn, Massachusetts (US)	Flansburgh
GEMS World School Ltd.	Singapore, Singapore	CPG Consultants Pte
Tantasqua Regional High School Anderson, Inc.	Fiskdale, Massachusetts (US)	Drummey Rosane
Denver School of Science and Technology	Denver, Colorado (US)	Klipp (CO, US)

Section 7: **2007 RECOGNIZED VALUE AWARDS**

Kanu o ka 'Aina Learning 'Ohana	Kamuela, Hawaii (US)	Olani Lilly
Prairie View High School	Henderson, Colorado (US)	H+L ARCH
El Centro Student & Architects Technology Center	Dallas, Texas (US)	CamargoCopeland
Poquoson Elementary	Poquoson, Virginia (US)	VMDO Architects
Whitman School of Management Syracuse University	Syracuse, NY (US)	FXFowle Architects
Great Beginnings Hutchens, Inc. Early Education Center	Lee's Summit, Missouri (US)	ACI/Frangkiser
Science Building Addition SHW Group	Weatherford, Michigan (US)	DSA Architects,
John Hume Building UK National University of Ireland	Maynooth, Ireland	Mr. Mark Mc Cann

Northridge Church	Plymouth, Michigan (US)	TMP Associates
Cedar Primary School Ltd.	Singapore	CPG Consultants Pte
Yu Neng Primary School Ltd.	Singapore	CPG Consultants Pte
The Living Classroom Environmental Justice	San Francisco, California	Literacy for
Garrison Center for Hendrie+Archetype, Inc.	Gardner, Massachusetts (US)	Bargmann
Early Childhood Education		

Section 8: Jury Information

New to the team in 2007:

- **Daniel Pink** ** special “Guest Juror” ** Best-selling author of [*A Whole New Mind*](#), contributing editor *Wired* Magazine, international speaker, board member of The Big Picture Company. His articles on business and technology have also appeared in The New York Times, Harvard Business Review, Fast Company, and other publications.
- **Alan November** ** special “Guest Juror” ** Senior Partner of November Learning and founder of the international Building Learning Communities summer conference, best-selling author of [*Empowering Students with Technology*](#), International educational technology leader and keynote speaker, co-founder of the Stanford Institute for Educational Leadership Through Technology, and elected as one of the original five national Christa McAuliffe Educators.
- **Stephen Heppell** — formerly ran UK’s famed ULTRALAB, described by Microsoft and the Guardian as “Europe’s leading on-line education guru”, leading consultant for the Building Schools for the Future programme, international speaker and writer on technology, education, and school design, and lifelong educator.
- **John Weekes, AIA** - Principal of DOWA (Dull Olson Weekes Architects), Jury Chair for 2007 AIA CAE Awards program.
- **Peter Brown, AIA, LEED AP** - Principal, Founder of School Collaborative design firm; previous Director of K-12 Practice, Perkins+Will.
- **Judy Marks, Hon. AIA** - Assistant Director, NCEF (National Clearinghouse for Educational Facilities).
- **Beth Hebert** - education/curriculum author, former Principal of the Crow Island Elementary School (recognized architectural landmark for school design), passionate school design advocate.
- **Tim Dufault, AIA** - President of Cuningham Group Architecture, P.A.
- **Ron Bogle** - President & CEO, American Architectural Foundation and the *Great Schools By Design* initiative, jury member of the 2007 AIA CAE Awards program.
- **Ana Ines Bajcura** - architect, winner of 2006 DesignShare Honor Award for an innovative kindergarten in Moreno, Argentina.
- **Chris Lehmann**, founding Principal, Science Leadership Academy, named as one of “20 [Educators] to Watch” by the National School Boards Association in 2006.
- **Christian Long** - Founder, think:lab studios; Advisor and previous President & CEO, DesignShare.

Returning to the team from the past:

- **Dr. Jeff Lackney, AIA, REFP** - author of “Thirty-three Educational Design Principles for Schools and Community Learning” (NCEF), Partner, Fielding/Nair International.
- **Dr. Susan Wolff** - author of “Design Features for Project-Based Learning”, Dean of Instruction at Columbia Gorge Community College.
- **Jeff Phillips** - Principal Consultant for Research and Development in Facility Planning for the Department of Education and Training in Western Australia; President of Australasia Region of the Council of Educational Facility Planners International (CEFPI).
- **Dr. Frank Locker, AIA, REFP** - CEFPI Planner of the Year (1999), principal with Frank Locker Inc, educational planners from the Boston area, additionally undertaking projects as a senior planning consultant with Fielding Nair International, and as a principal of DeJONG-LOCKER.
- **Dr. Pablo Campos** - Architect, campus planner, professor of Architecture in the Universidad San Pablo-C.E.U. (Spain)
- **Bobbie Hill** - Partner, Director of Planning, Concordia Architecture & Planning.
- **Ulla Kjaervang** - educational facility planning consultant, formally with the Danish Centre of Educational Environment (Denmark).
- **Amy Yurko, AIA** - Founder of BrainSpaces, leader in the design of innovative learning environments.

Ex-Officio advisory team:

- **Prakash Nair, REFP** - Managing Editor of DesignShare, Partner and President of Fielding/Nair International, CEFPI MacConnell Award winner.
- **Randy Fielding, AIA** - Founder of DesignShare, Chairman and founding Principal of Fielding/Nair International.