Think. Dream. Design. Dare. A New Early Childhood Center!

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THINK

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

– Alvin Toffler

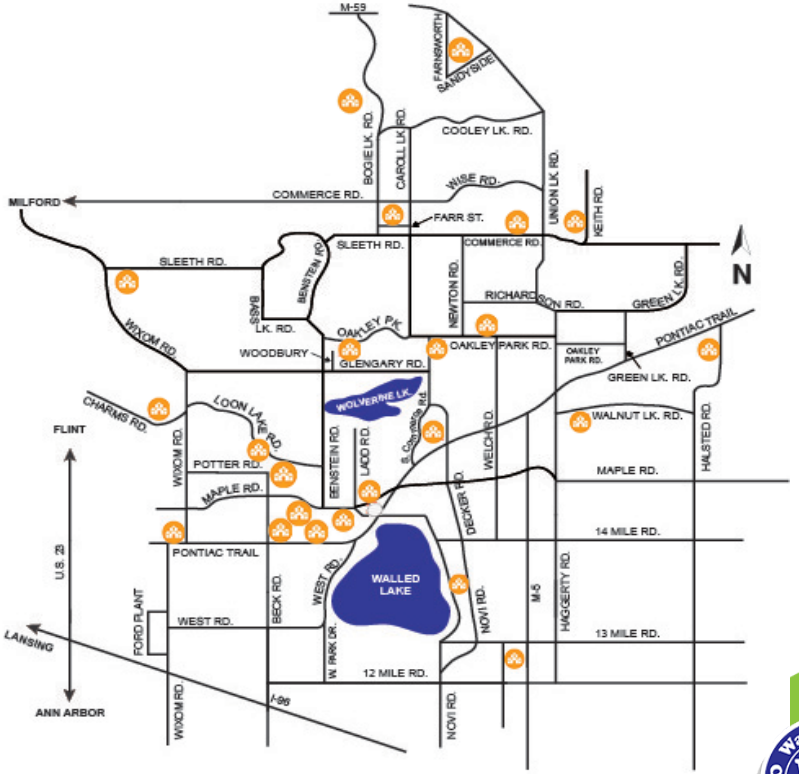
Walled Lake Consolidated School District

- *Our mission is in partnership with parents and the community, is to become the best educational system in America so all students demonstrate they are caring, responsible and knowledgeable citizens.*

- *Instruction is at the core of making a significant difference in improving student achievement. Walled Lake Schools is relentless toward achieving our goal of Every Child, Every Day.*

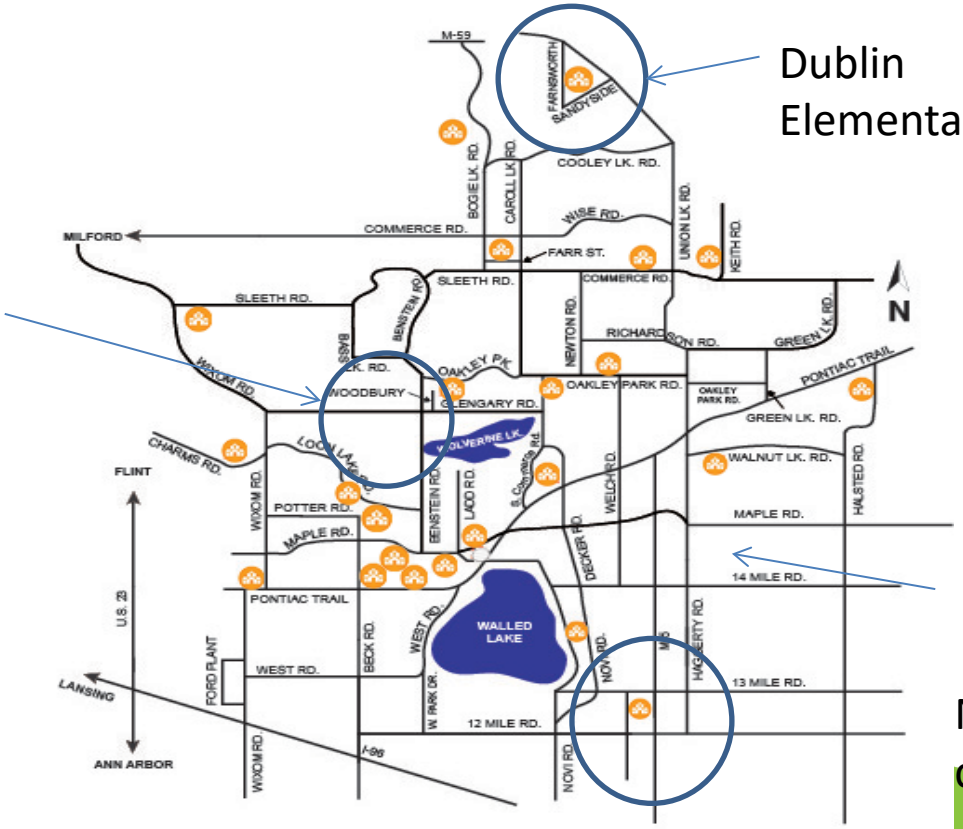
Walled Lake Consolidated School District

- *19 Schools*
  - *12 Elementary*
  - *4 Middle*
  - *3 High*
- *Educational Services Center*
- *Outdoor Education Center*
- *Operations/Transportation*
- *Twin Sun Early Childhood*
- *Enrollment of approx. 13,000*
- *55 square miles*
- *9 municipalities*



Walled Lake Consolidated School District

Twin sun



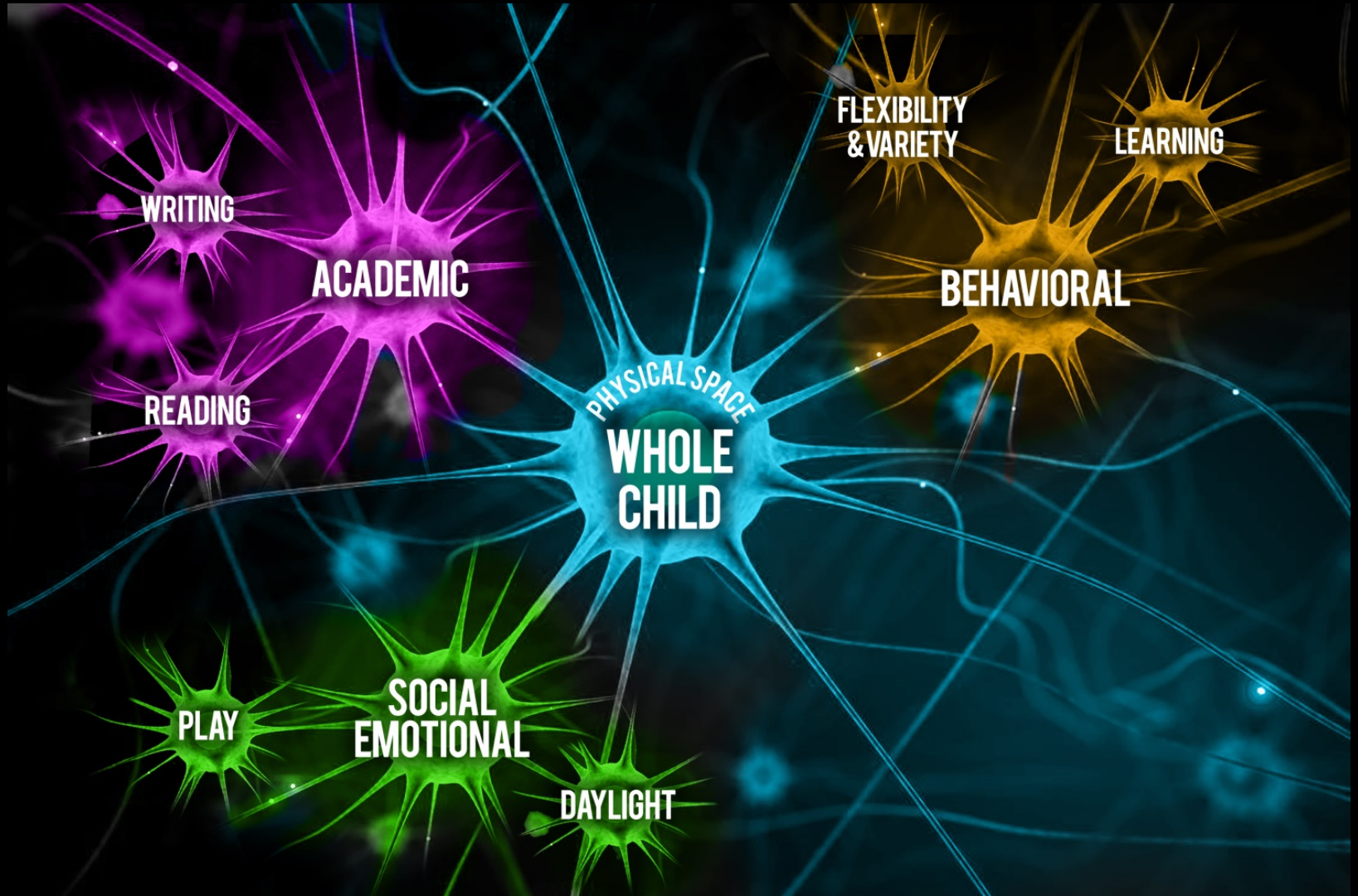
Dublin Elementary

New early childhood center

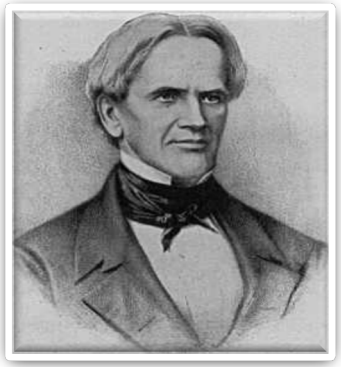
DREAM

“If you can dream it, you can do it!”

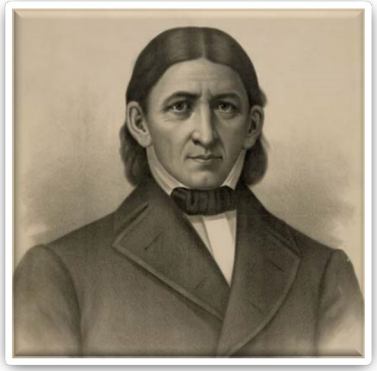
– Walt Disney


FLEXIBILITY
& VARIETY
LEARNING
WRITING
ACADEMIC
BEHAVIORAL
READING
PHYSICAL SPACE
WHOLE
CHILD
PLAY
SOCIAL
EMOTIONAL
DAYLIGHT

Pioneers in Early Childhood Education

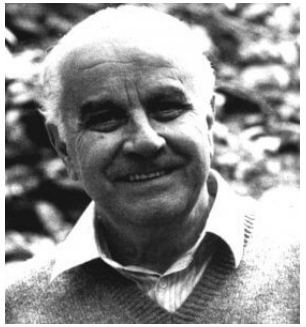


Horance Mann



Freidrich Froebel

Stuart Shanker



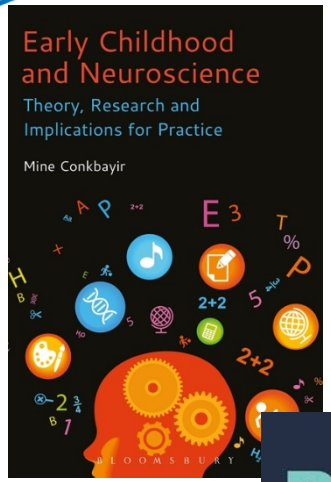
Loris Malaguzzi

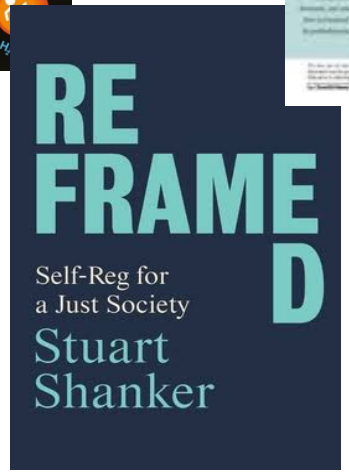
Maria Montessori

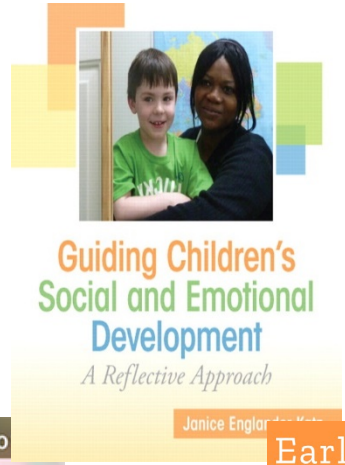
Jean Piaget

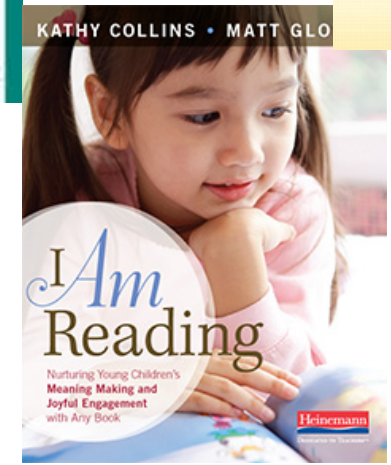
Jean Clinton

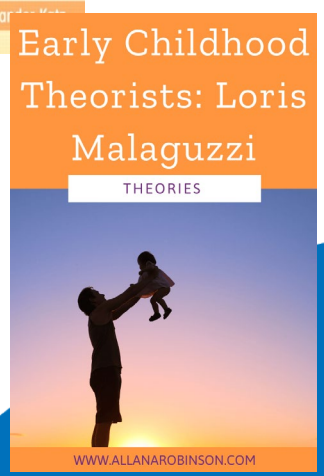
Current Research











Play

“Play is really the work of childhood” - Fred Rogers

Social Emotional

Academic

Inclusion

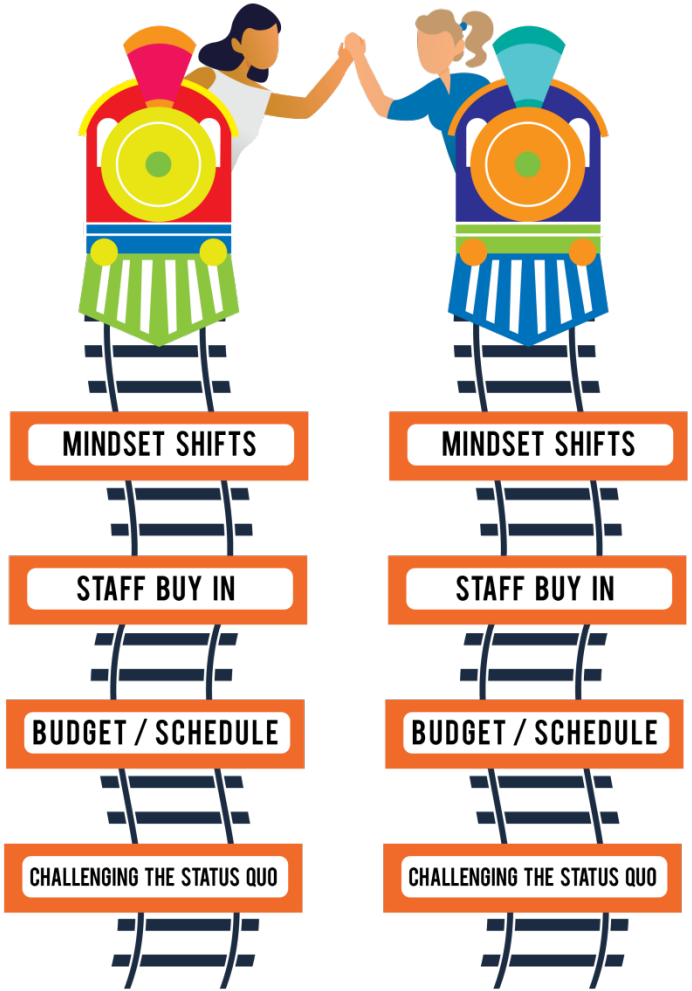
DARE

“Why fit in when you were born to stand out?”

– Dr Suess

We're going to make our dreams come true...

Roadblocks


MINDSET SHIFTS
STAFF BUY IN
BUDGET / SCHEDULE
CHALLENGING THE STATUS QUO
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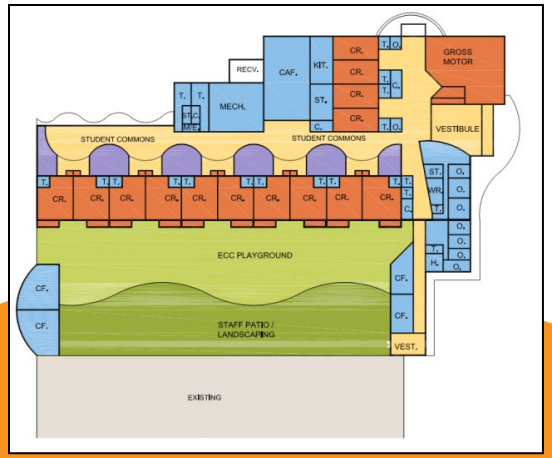
BUDGET / SCHEDULE
CHALLENGING THE STATUS QUO

Mindset Shifts

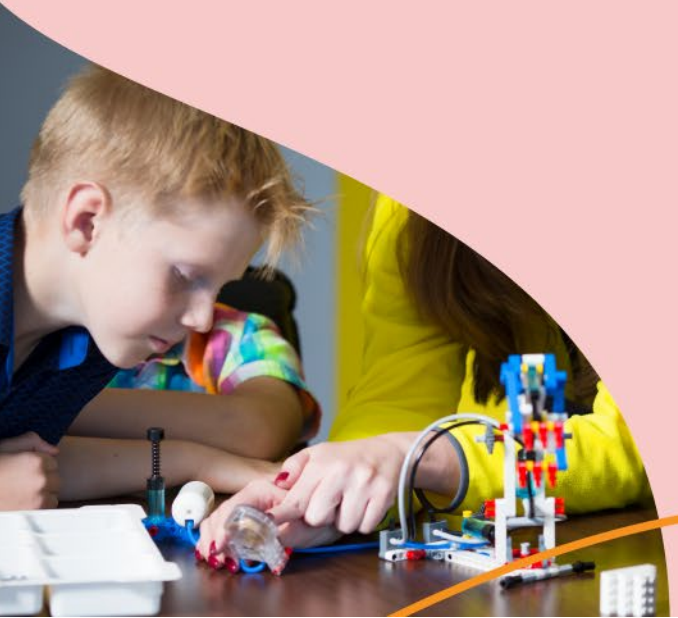
Staff Buy In


RECV.
CAF.
KIT.
CR.
GROSS MOTOR
MECH.
ST.
STUDENT COMMONS
STUDENT COMMONS
VESTIBULE
WR.
ECC PLAYGROUND
CF.
STAFF PATIO / LANDSCAPING
VEST.
EXISTING

Budget/Schedule

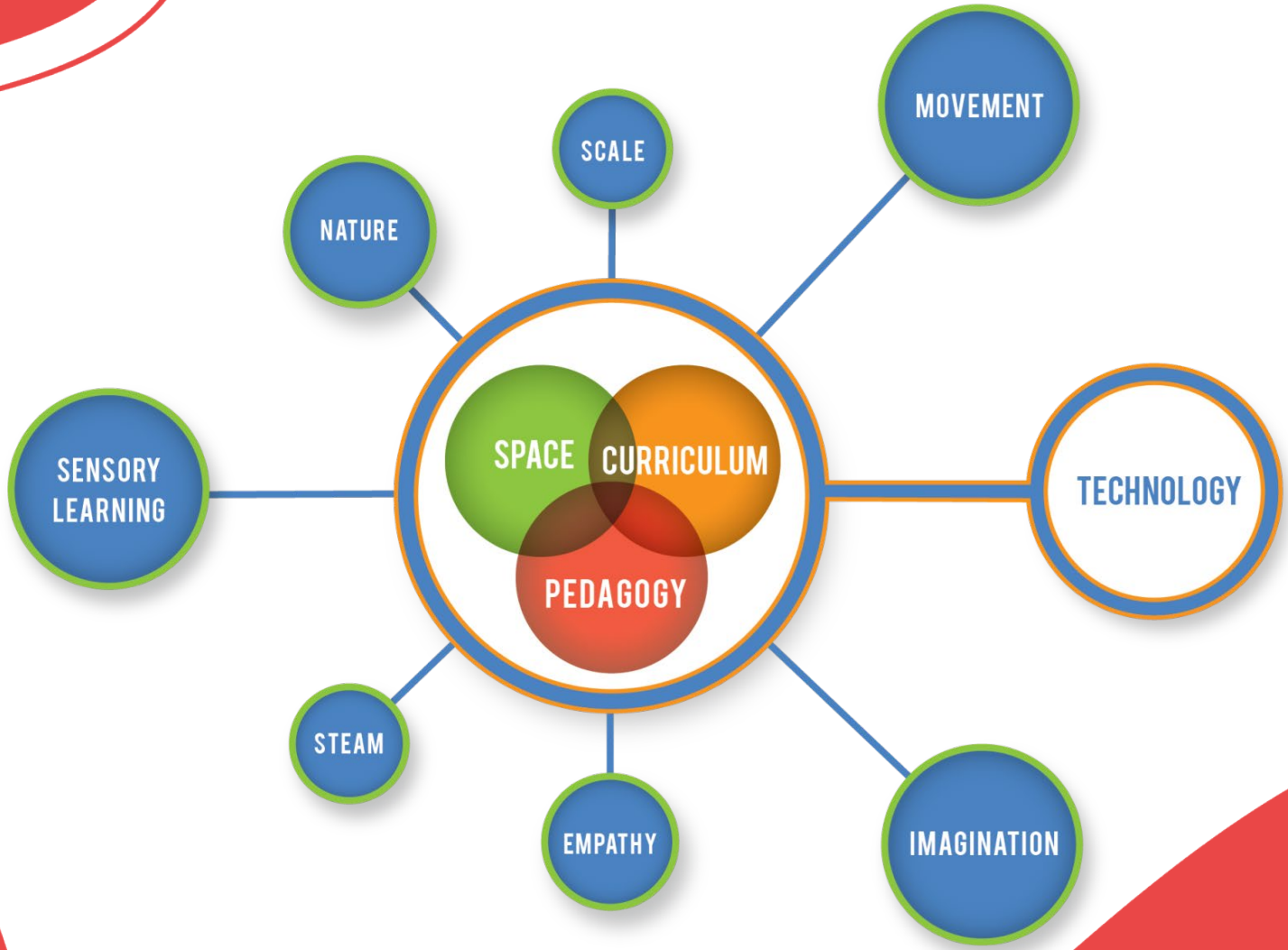
Challenging the Status Quo

DESIGN



“The best way to predict the future is to create it”

– Abraham Lincoln


SCALE
MOVEMENT
NATURE
SENSORY LEARNING
SPACE
CURRICULUM
PEDAGOGY
TECHNOLOGY
STEAM
EMPATHY
IMAGINATION

Outdoor Learning – Master Plan

(A) OUTDOOR CLASSROOM EXTENSION
These spaces extend opportunities for classroom learning. They consist of materials that can withstand regular use and also plants that bring a bit of nature into everyday experience. Fresh air, a view of the sky, and changing light conditions contribute to their purpose and value. Edges not defined by a building wall could be defined by a structured screen.

(B) WOODLAND ABSTRACTIONS
Trees will be planted and a "forest floor" created to complement the wooded setting of the school and serve as a natural veil that filters harsh light and diminishes the visual presence of vehicles where classrooms open toward parking areas.

(C) AMPHITHEATER
Terraced seating will be constructed of concrete. The surfacing between the concrete steps will be artificial turf. Steps on both ends are shown; an accessible route will also be provided. The stage will be constructed of exposed aggregate concrete and is defined at its back edge by an 18" seat wall. A second wall raises the back edge of a planting area that will contain the planted background for the stage.

(D) MOUNDED PLAY SPACES
Mounds ranging from 18" to 36" in height define space within the larger play area. They will be constructed with an aggregate core covered with a cushioned artificial turf.

Note: The entire play area will be surfaced with artificial turf that meets all applicable safety and accessibility standards. Patterns and colors to be determined. A subsurface drainage system will be part of this surfacing system.

(E) SWINGS
This will be a mixture of swing types with code-required safety zones. Support structure will be timbers. Artificial turf safety surface will cover the entire area.

(F) LOG STEPPERS
This will be log sections of various heights that can be climbed upon, that will provide steps to the balancing beams, and that can serve as seating for smaller groups.

(G) BALANCING BEAMS
Natural timbers will be used as balance beams to provide mild challenges for children and create alternative ways to creatively navigate and play within the space.

(H) HILL SLIDES
Aluminum slides of multiple lengths follow the existing slope down. Stepped returns, safety surface landing areas, and slightly elevated take-off points will be included as part of this play element.

(I) SAND PLAY AREA
This enclosure for sand will have a subdrainage system so that the enclosure does not hold water. A concrete edge will be used to define the edge.

(J) WATER SOURCE
A water source, perhaps a hand operated pump, will provide water to mix with sand.

(K) GRASS COVERED MOUND
This 60-foot diameter mound will be approximately 7-8 feet high and covered with turf. Turf should be allowed to grow and only be mowed monthly. This mound can be used for climbing, for sitting and observing, and possibly for winter sliding.

(L) WOOD POLE FOLLY
Within the play area, logs cut at sitting heights define the boundary between the general play area and the swing area. As the line of the folly extends into the woodland, taller wood poles define its arc through the existing trees. The wood elements that define this folly should be brightly painted, creating a visual contrast with the existing trees that emerges more vividly in the winter months and recedes as foliage emerges. The "color" should be allowed to age and fade – and then be periodically refreshed.

(M) SPRING
This 50-foot diameter circular lawn is set approximately 18 inches below surrounding grades. The slight embankment that defines its edge will be covered in Pennsylvania Sedge. The space will be uniformly surmounded by a planting of trees that have unique "Spring" qualities. The lawn will be planted with approximately 1,500 Daffodils that will usher in "Spring". Mowed paths will enable access into and through the space while the Daffodils are blooming and then regenerating for the next Spring's repeat performance. After a Michigan winter, Spring should be announced with joy and beauty.

(N) HIDDEN GARDEN
This can be a hidden gem, a small space large enough to accommodate one class and small enough to be enjoyed by smaller groups. This space might contain a small water bubbler, reminiscent of a spring, and plantings that give emphasis to the surrounding woodland floor.

(O) OUTDOOR CLASSROOMS
These spaces, sized to accommodate one classroom at a time, can be simply structured with stone and tree-trunk section seating and both accessible surfaces and mulch surfacing as sufficient for all students. Their use should focus on the natural world – leaves, acorns, bark types, insects, creatures – but they can also serve as alternative setting for a class period on an especially beautiful day.

(P) WETLAND OVERLOOK
Standard wood construction of a 300 square foot overlook space and a boardwalk, approximately 50-60 feet long by 5 feet wide, leading to it along the edge of the wetland.

(Q) SCULPTURE
A sculpture – playful? colorful? something that captures a child's imagination?, can be set at the end of the long axis running through the center of the building.

(R) ACCESS TO ADDITIONAL PARKING

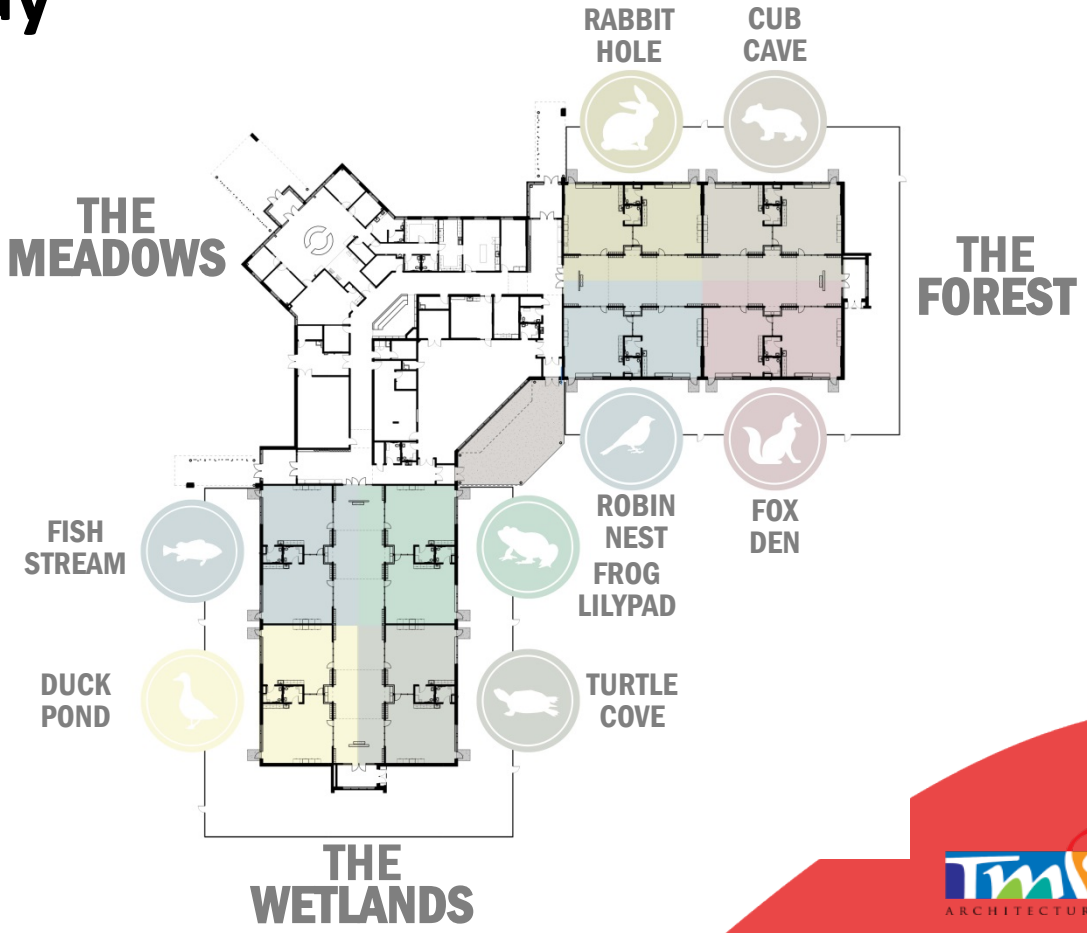
(S) ACCESSIBLE WOODLAND PATHS
An aggregate/ground rubber mixture set in a polyurethane binder can be used to create accessible paths that are in keeping with the woodland setting and that minimize disruption to the site.

Site Plan

- STUDENT ENTRY
- GUEST ENTRY
- SERVICE ENTRY

Biophilic Design/ Play

- Nature as inspiration in direct and indirect methods
- Natural light
- Views to nature
- Natural building materials
- Soft color palette based on nature
- Nature murals and design motifs
- Wetland and Forest themed classrooms wings



Outdoor Space

Natural Playground featuring:

- Turf climbing mound
- Balance beams
- Accessible swings
- Slides built-in to hill
- Play structure

Outdoor Learning:

- Covered outdoor classroom allows children the opportunity to learn in an outdoor environment with less exposure to weather
- Each classroom will have an exterior door to access their own backyard. This could be used as extension of the classroom when weather allows

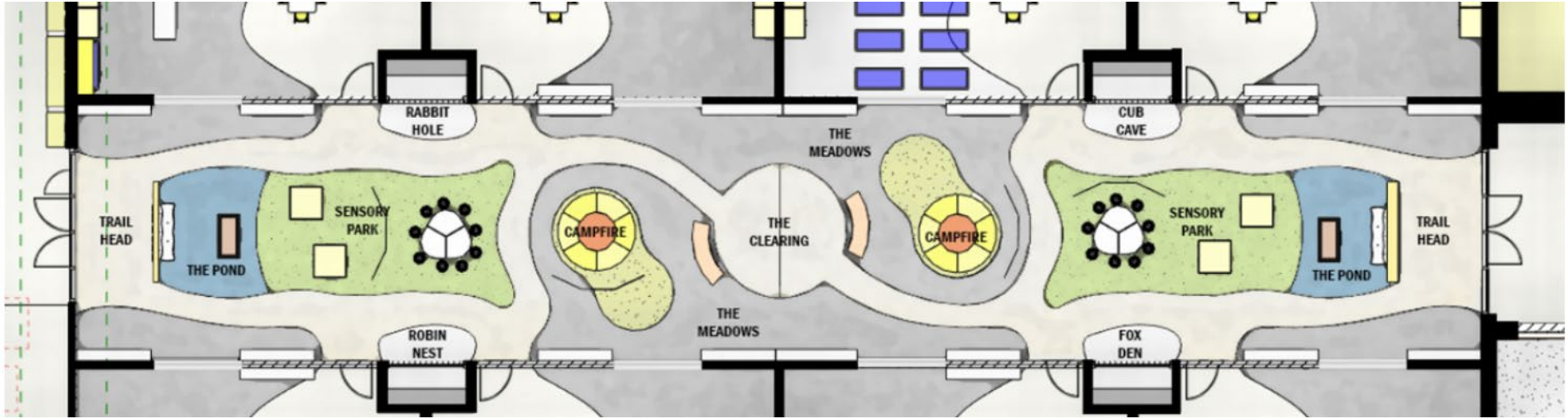
Building Plan

- CLASSROOMS
- MULTI-PURPOSE
- SERVICE / KITCHEN
- OFFICE
- CIRCULATION / COMMONS

OUTDOOR PLAYGROUND

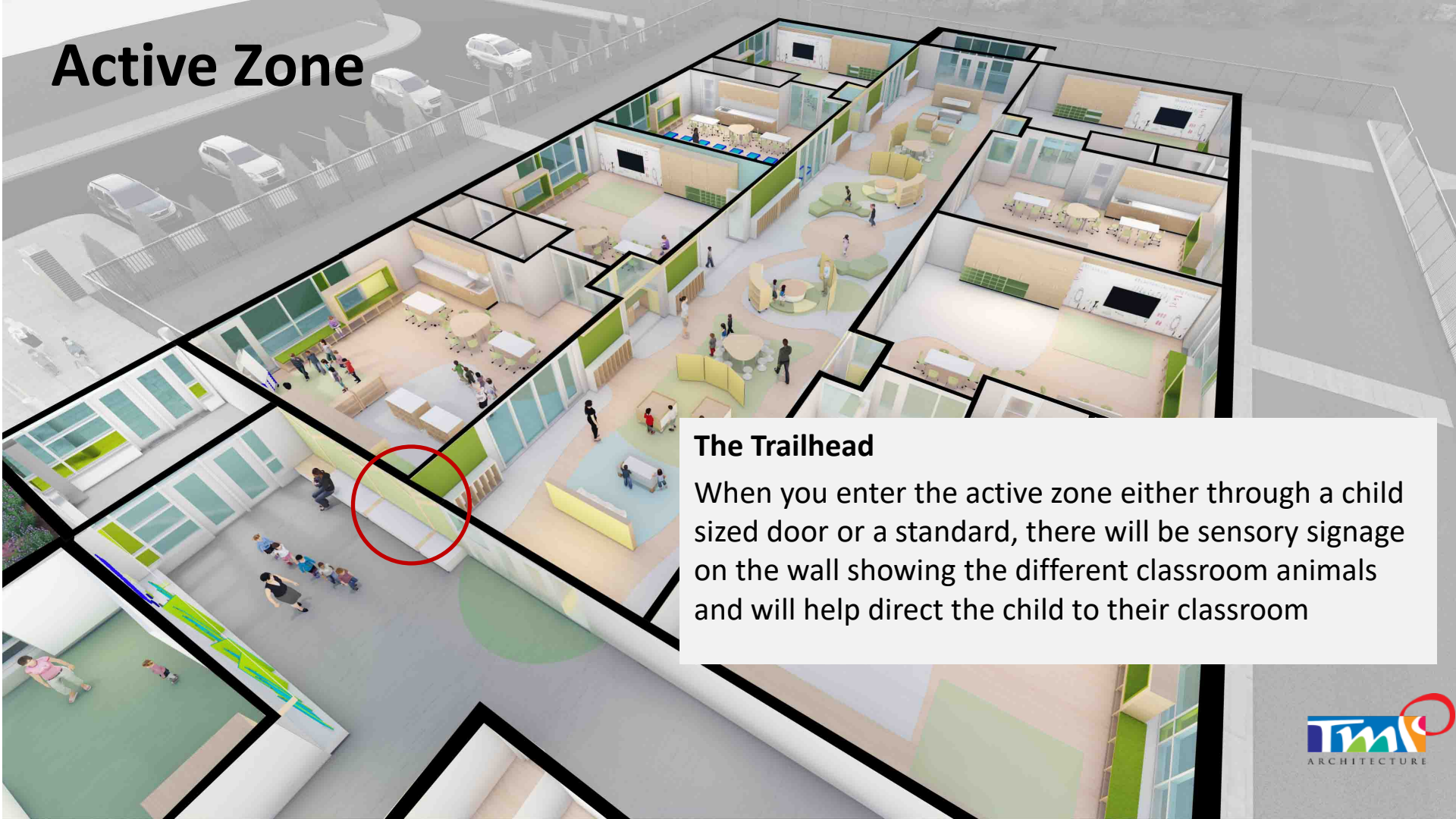
TMA ARCHITECTURE

Active Zone



- Classroom wing - 8 classrooms - connected to a central active zone
- Active zone - extension of classroom - learning beyond classroom walls
- Active zone - flexible space - variety of furniture pieces - facilitate different types of learning and play

Active Zone



The Trailhead

When you enter the active zone either through a child sized door or a standard, there will be sensory signage on the wall showing the different classroom animals and will help direct the child to their classroom

Sensory Lobby – Student Entrance

Sensory Lobby – Student Entrance

Active Zone

The Pond

This will be the wet area, with a trough sink and water/sand tables.

TMA ARCHITECTURE

Active Zone

Sensory Park

This will be an area that has sensory elements and tables for working on projects and fine motor development

TMA ARCHITECTURE

Active Zone

Campfire

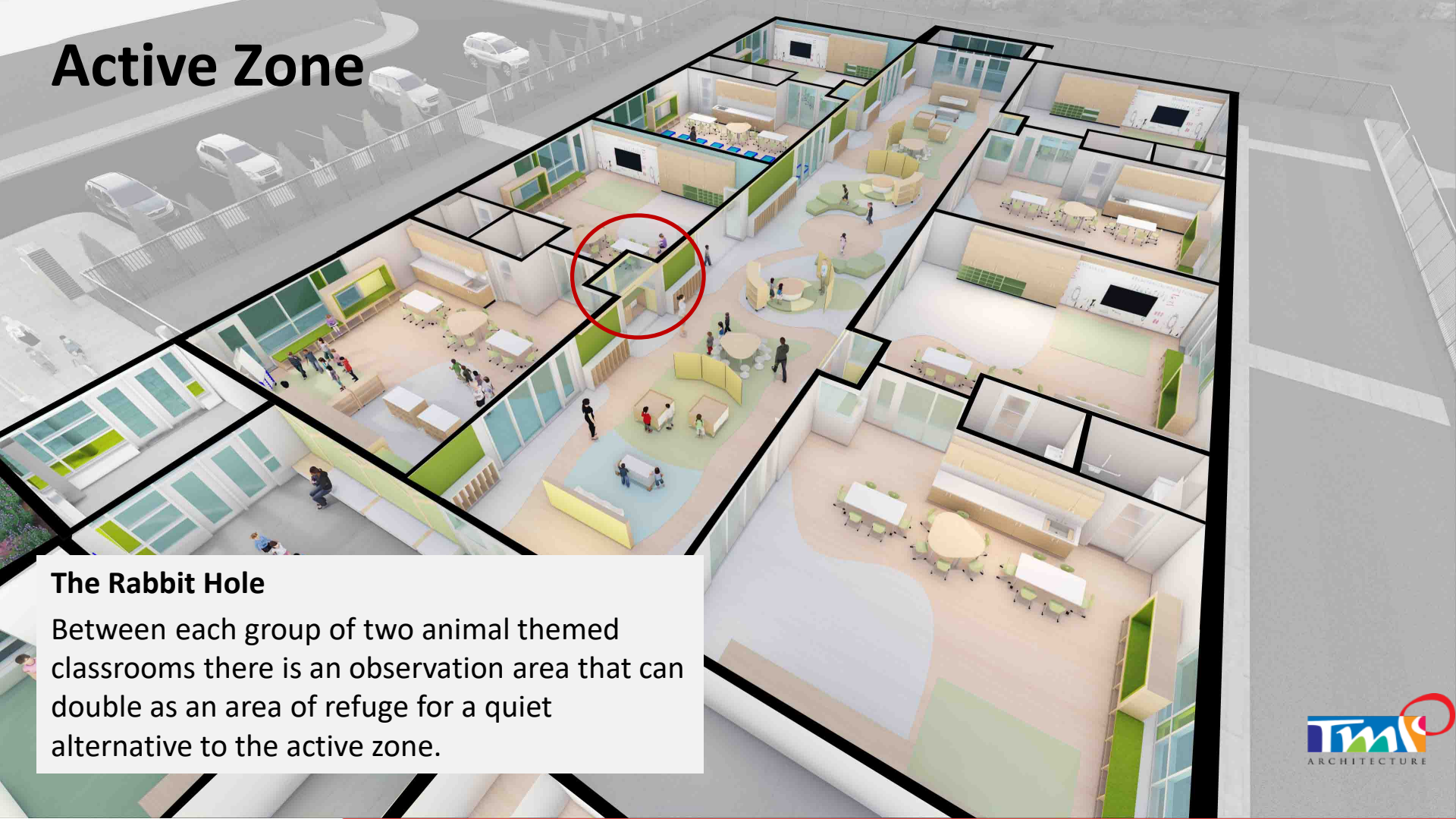
This will be an area with mats on the floor for playing or reading in a small group

Active Zone

The Clearing and the Meadows

This will be a mostly open area with some soft climbing objects for play and gross motor development.

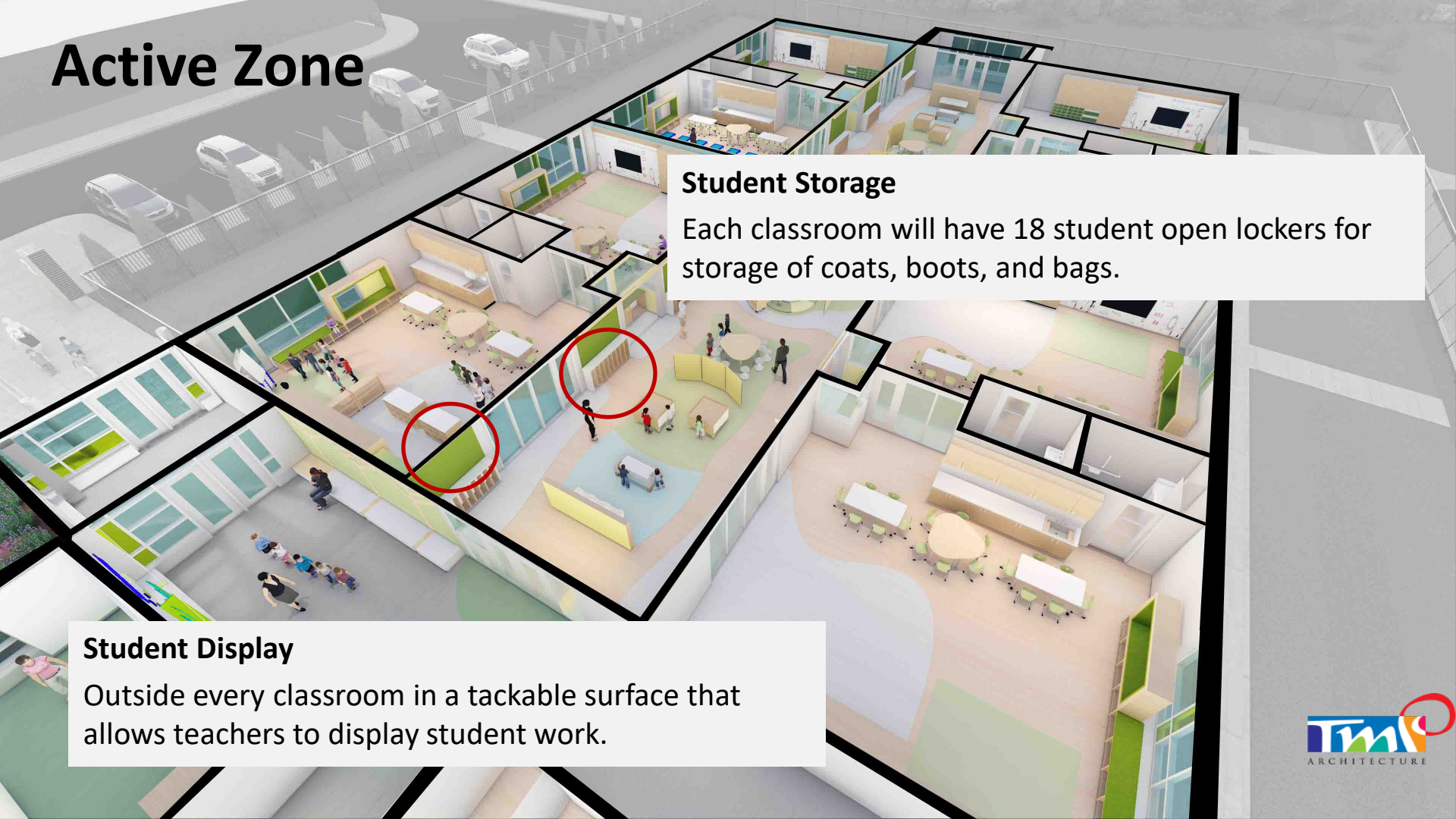
Active Zone



The Rabbit Hole

Between each group of two animal themed classrooms there is an observation area that can double as an area of refuge for a quiet alternative to the active zone.

Active Zone



Student Storage

Each classroom will have 18 student open lockers for storage of coats, boots, and bags.

Student Display

Outside every classroom in a tackable surface that allows teachers to display student work.

Active Zone

Active Zone

Classrooms

Classrooms

Classrooms

Gross Motor Area

Office

Office

Student Spaces- Flex


TMA
ARCHITECTURE


1


2

THANK YOU!