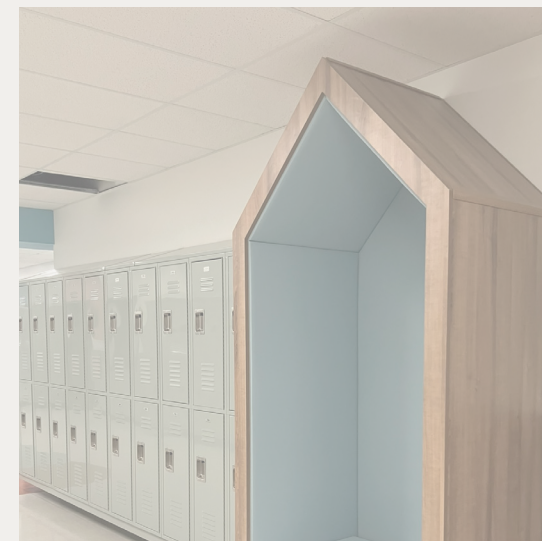


TIMBERLEA PP-9 SCHOOL

SCHOOL STEERING TEAM PRESENTATION



DECEMBER 10, 2025

AGENDA

- 1 DESIGN OBJECTIVES
- 2 OPTIMIZING THE SITE
- 3 SUSTAINABILITY GOALS
- 4 DESIGN



1

DESIGN OBJECTIVES

PROJECT BRIEF: DESIGN A NEW PRE-PRIMARY TO GRADE 9 SCHOOL IN TIMBERLEA, NOVA SCOTIA, 800 STUDENTS

DESIGN VISION AND OBJECTIVES - The Learning Environment

We begin by developing a shared understanding for the desired learning environment.

LEARNER-CENTERED FLEXIBILITY:

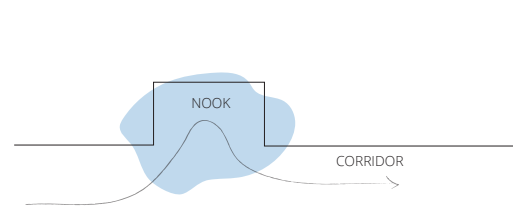
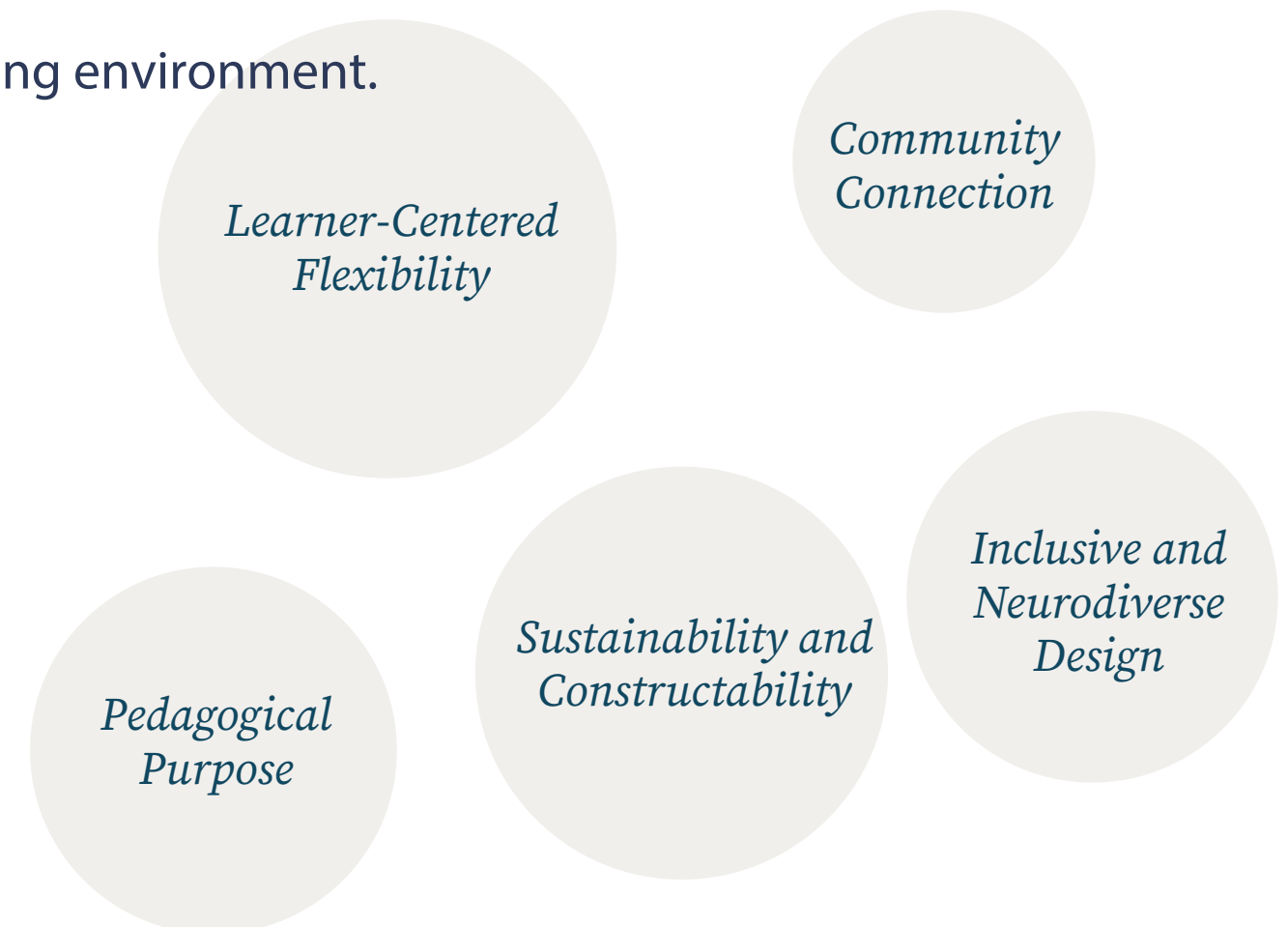
- Support diverse learning styles, SEL
- Clear growth for students through the levels of the building
- Optimize greenspace
- Spaces designed with flexible learning opportunities in mind
- Views to nature and daylighting

PEDAGOGICAL PURPOSE:

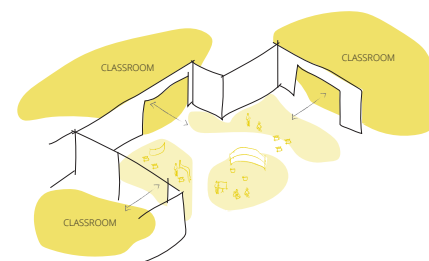
- varied types of learning such as direct instruction and informal opportunities in collaboration zones within the corridor, group work, and individual work.

ACTIVE AND PASSIVE SAFETY:

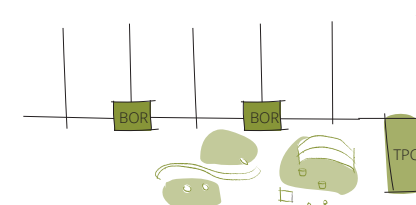
- safety in a layered approach; simple building forms and clear wayfinding. The interior's axial layout allows easy passive and active supervision over all corridors.



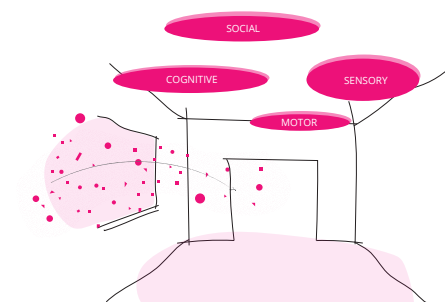
Choice



Flexibility



Safety



Learning

DESIGN VISION AND OBJECTIVES - Translation to built space

COMMUNITY CONNECTION:

- support connection, social and emotional learning to support school culture.

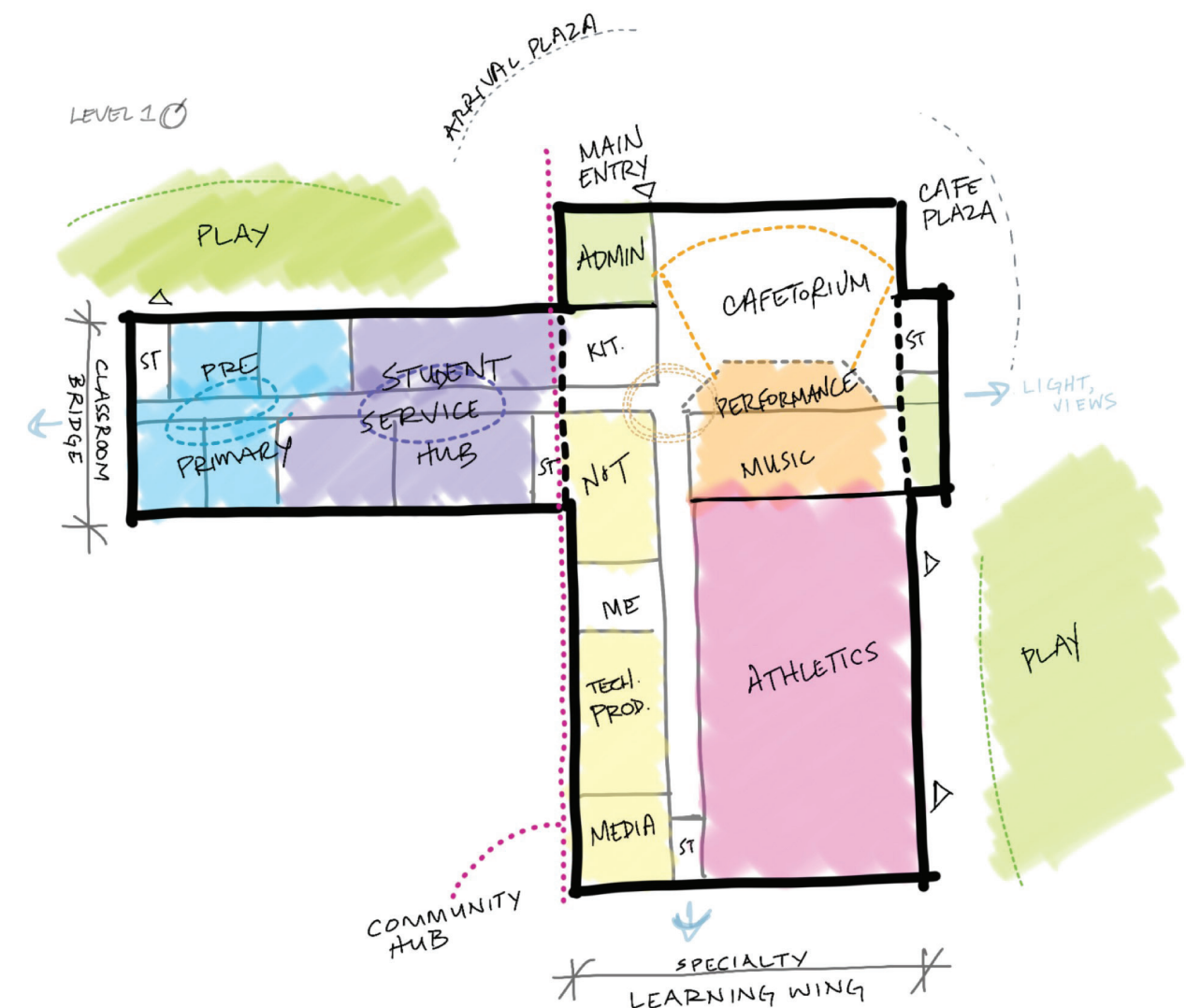
- Welcoming entry
- Consideration of after-hours use
- Integration of local art and storytelling
- Accessibility & Safety
- Outdoor spaces for communal activities

DURABLE AND FLEXIBLE:

Creating a space with durable, long-lasting materials, which allow for flexible use by teachers and students.

CONSTRUCTABILITY:

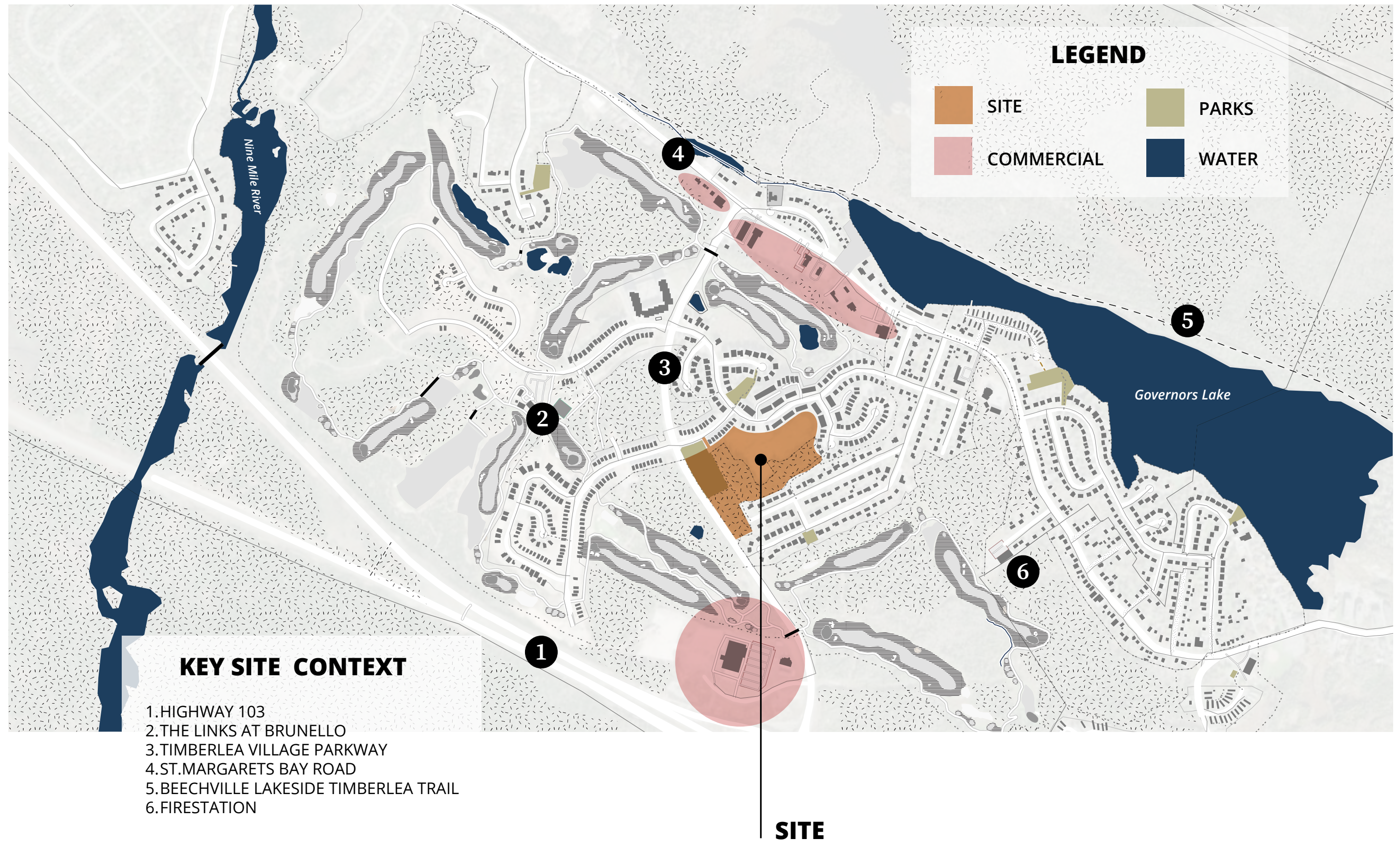
Straightforward, standardized dimensions and equipment, highlighting rectilinear forms and simple massing.



An abstract collage of architectural photographs, including modern buildings with large windows and a green chair, arranged in a geometric, overlapping pattern on the right side of the slide.

2

OPTIMIZING THE SITE



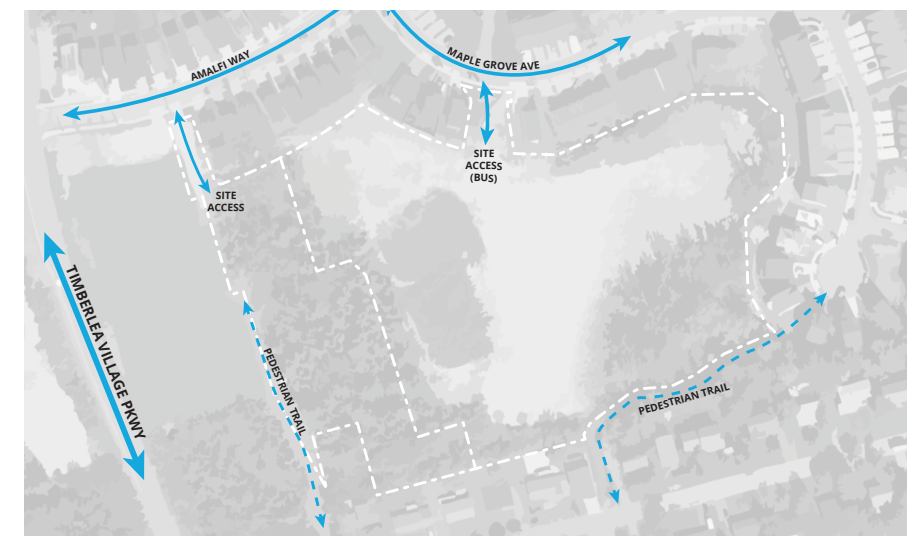
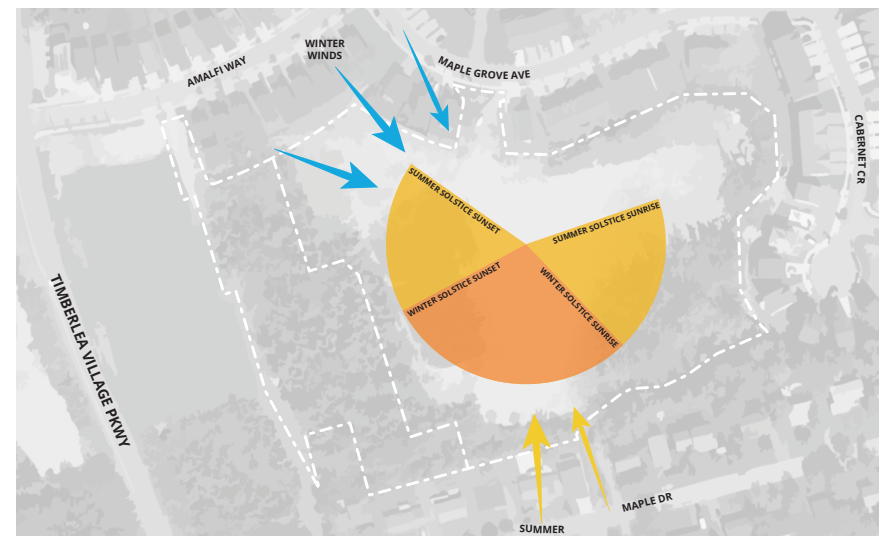
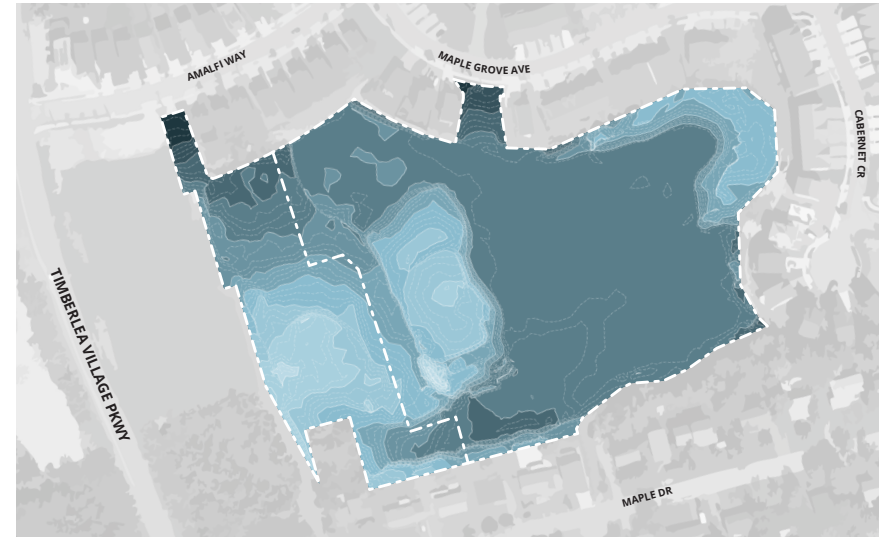


SITE PHOTOS

SITE CONTEXT

An initial Site Analysis was conducted to understand the site strengths and constraints.

- Regional context
- Existing topography
- Local climate
- Existing Vegetation
- Proposed access to site



PROGRAM BLOCK WORKSHOP

Program Block Workshops examined the site's strengths and arranged building components together on site. Highlighted elements included:

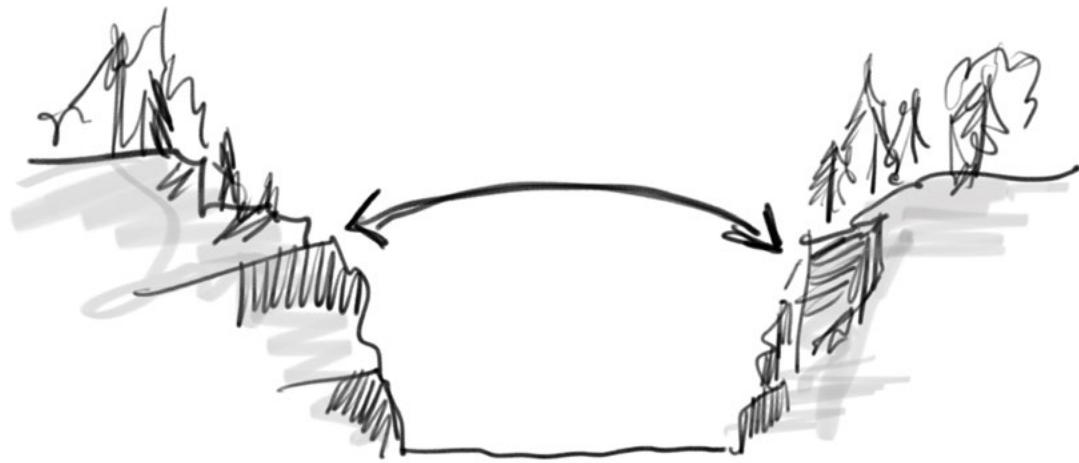
- Arrival sequence
- Vehicular and pedestrian separation
- Deliveries and access to mechanical / elec spaces
- Playspace
- Views to greenery
- Daylight, classrooms arranged N-S
- After hours use of community focused specialty areas
- Supervision and wayfinding
- Form factor ratios, simple form



Site visits and understanding of the area's nature supported idea of a learning bridge spanning over a volume of specialty learning spaces.

CONCEPT

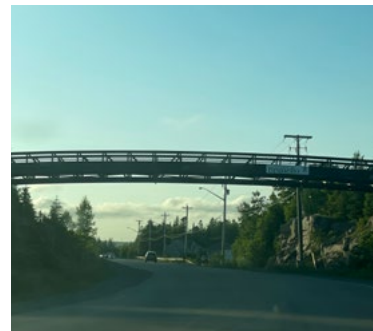
A Bridge for Learning



A Glimpse Through the Tress by John Hammond



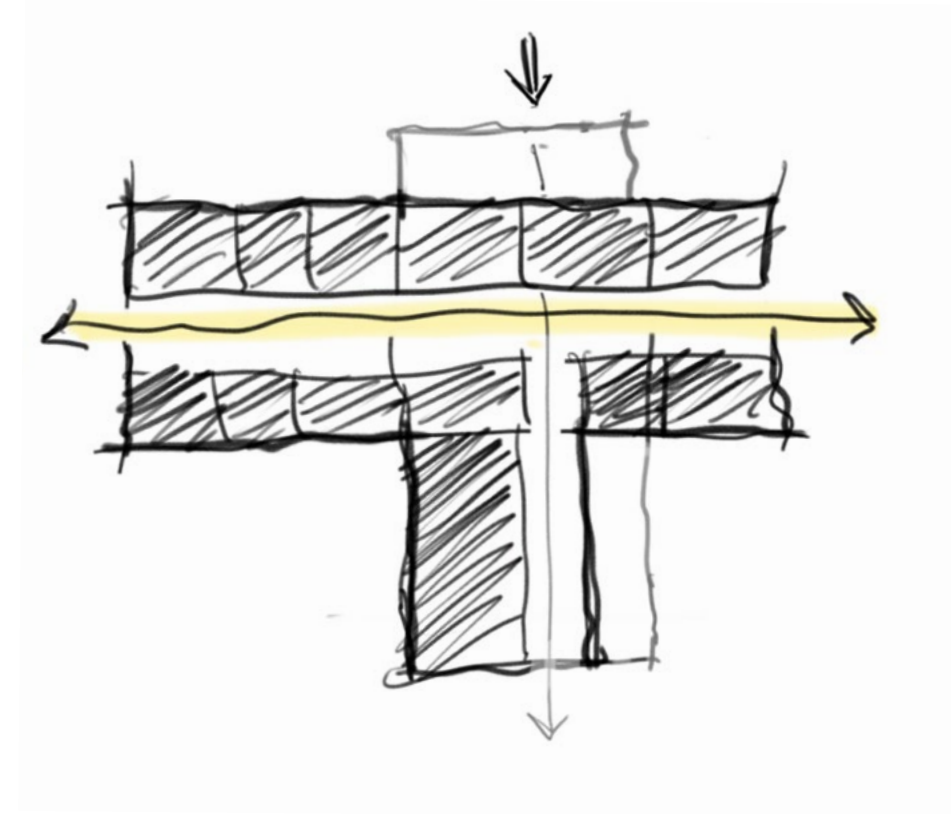
Frederick Lake, loop 2



Timberlea Village Parkway

SCHEME

A Bridge for Learning



EXTERIOR CONCEPT

- The learning bridge
- Strategic glimpses and visual links to learning zones

3



SUSTAINABILITY GOALS



SUSTAINABILITY

As we develop the form and plans of the building we also consider the project's sustainability goals:

- Green Globes Sustainability Targeting 2 Globes
- Efficiency: a condensed shape supports heating and cooling the building.
- Prioritizing sustainability elements inside and outside that support the learning environment:
 - high levels of daylight
 - operable windows
 - high performing exterior envelope
 - internal environment quality
 - bike racks
 - exterior play space
 - north and south facing classrooms



4



DESIGN



SITE DESIGN



- 1. SOCCER FIELD
- 2. PRE PRIMARY PLAY AREA
- 3. ELEMENTARY PLAY AREA
- 4. BASKETBALL COURT
- 5. PARENT DROP-OFF LOOP
- 6. BUS LOOP
- 7. PARKING & LOADING
- 8. EXISTING VEGETATION TO REMAIN





AREA PLAN LEVEL 1 | 1:200

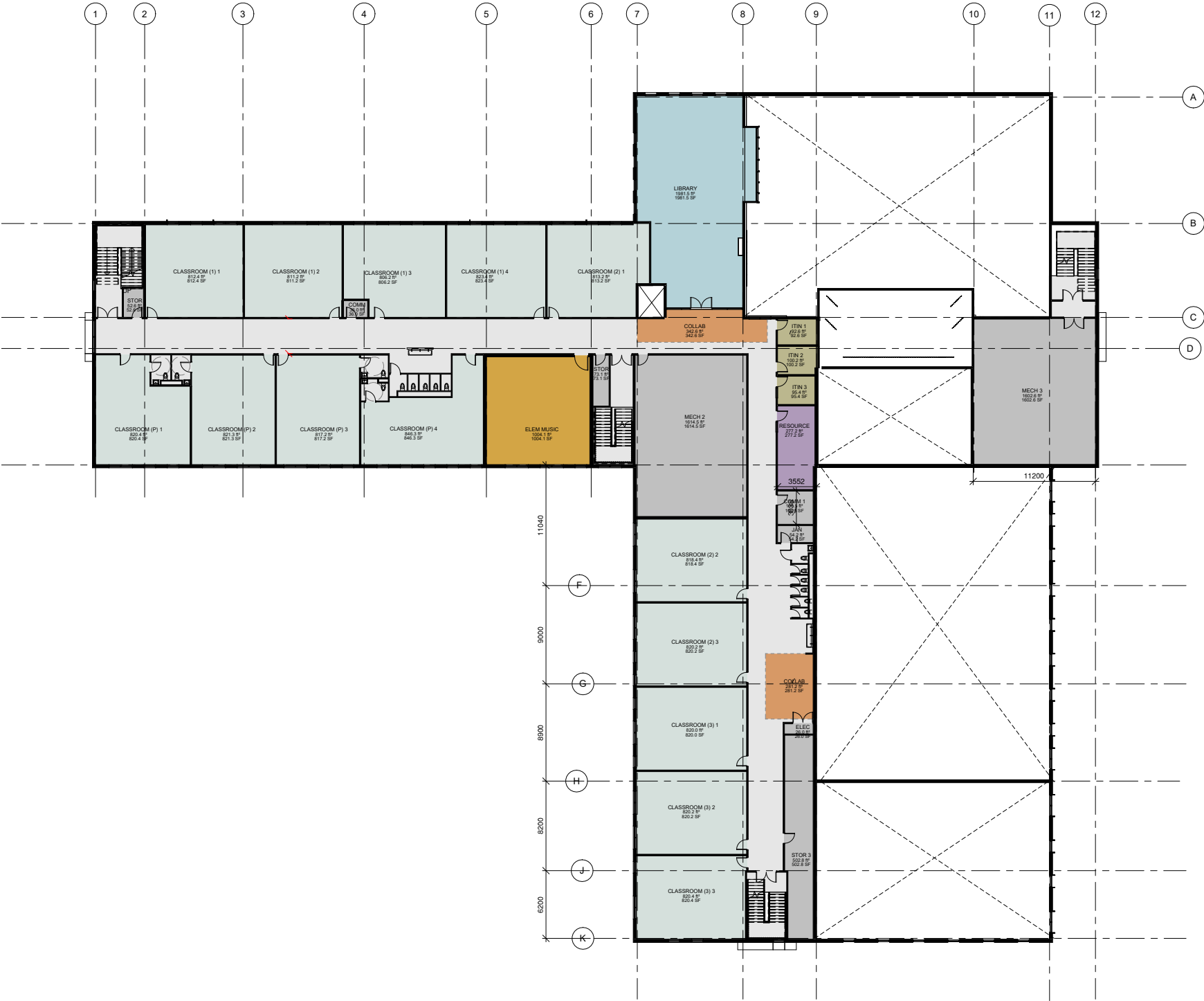
- ADMINISTRATION
- ARTS
- ENTRY, CAFETERIA, & KITCHEN
- CLASSROOMS
- COLLABORATION
- LABS
- LIBRARY
- SERVICES & STORAGE
- STUDENT SERVICES
- STAGE
- ATHLETICS





AREA PLAN LEVEL 2 | 1:200

- ADMINISTRATION
- ARTS
- ENTRY, CAFETERIA, & KITCHEN
- CLASSROOMS
- COLLABORATION
- LABS
- LIBRARY
- SERVICES & STORAGE
- STUDENT SERVICES



- ADMINISTRATION
- ARTS
- ENTRY, CAFETERIA, & KITCHEN
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