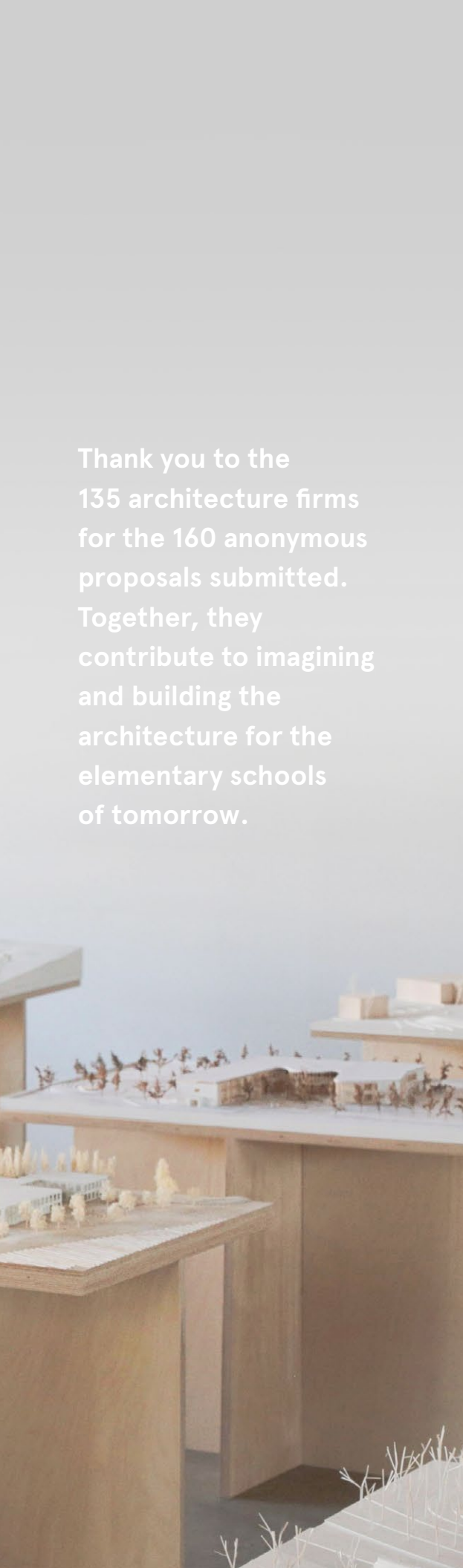


Lab-École Architectural Design Competition



Imagining the Schools
of Tomorrow, Together





Thank you to the 135 architecture firms for the 160 anonymous proposals submitted. Together, they contribute to imagining and building the architecture for the elementary schools of tomorrow.

Architectural Design Competition

Imagining the Schools of Tomorrow, Together



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Québec 



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Building schools is building communities

Katja Viltoft, JJW Arkitekter

Building schools is building society, a task which is on one hand infinite and on the other hand very practical and down to earth. The school reflects society's values in relation to how the new small citizens can be schooled as competent members of society. Whether they should stand in a row, sit in a circle, work together or work individually. Whether science is more important than history, or sport outperforms music. Therefore, you can only build up-to-date and visionary schools if you are aware of what the larger ideological objectives are, and what the society of the future is demanding. Building schools is one of the most meaningful tasks one can take part in. The school is the framework for children's and young people's professional development and daily well-being, at the same time being a very important pillar in society and in the local area.

Katja Viltoft is partner at JJW Arkitekter in Copenhagen, Denmark. She is a highly experienced architect with 25 years of experience primarily concerning buildings and designs for education and offices. She has been responsible for a number of buildings for private and public clients, including a number of schools, helping clients to develop and secure visionary learning environments and the development of a sustainable architecture.

The school is one of society's great tools for creating cohesion in society and providing the next generation with both professional and social skills. Paving the way for them to become successful citizens of society with the ability of finding a meaningful way in life. The school is a mean for creating happy children's lives and giving them experiences for life. At the same time the school is a tool that can be used to solve major challenges: lack of social mobility, inclusion or physical movement. It is a tool to be operated, trimmed and optimized all the time. The perfect school only exists for a second. The world is not static, so the school must, as both a physical and a visionary institution, always be aware of the winds of societal change and strive to improve.

As architects, we are responsible for designing the schools that can meet these many and sometimes opposing goals. The attitudes concerning the school are often very strong and very diverse. Designing a school is a task we can only solve if we work with school people and politicians who dare to envision the future and make choices. In a cooperation, the architect can develop the physical school and the school professionals and politicians can develop the pedagogical and didactic guidelines for the school life that will take place in it. Building schools requires vision, knowledge and courage. A vision of future demands and of the quality of the physical environment we believe our children deserve. Deep knowledge on pedagogical trends and on experience from well-functioning schools. And the courage to act and build each school based on its own vision and principles, even if one does not know exactly what the future will bring.

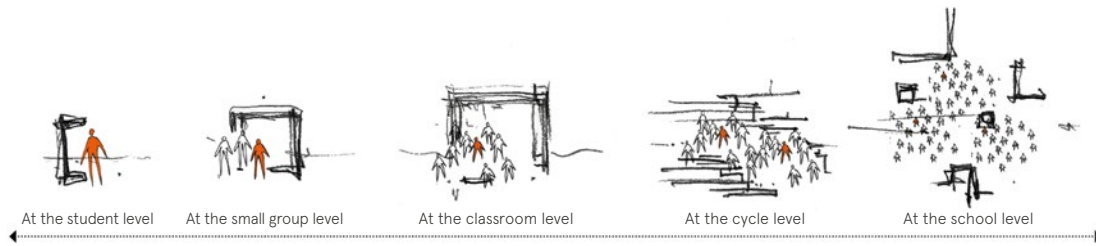
The differentiated learning environment

If we take a quick look at the teaching and pedagogical principles of the last hundred years, the forms of teaching and hierarchies during the period reflect contemporary society. Teaching has gone from the central authoritarian teaching, with the teacher behind the desk in front of rows of children, over the 1970s teaching the students sitting in a horseshoe form, but still with the teacher at the center, to the moderns teaching where the students work more in project groups and the teacher's role becomes more of a guide. Since the teaching is getting much more project oriented, it requires a modern school with different spatial and interior settings. More differentiated spaces for learning and meeting. Traditional schools with long corridors with classrooms cannot meet these needs, the schools of the future have to be designed with a much wider range of spatial differentiation.

The school represents the meeting between professional learning and social development. Both are important, and learning develops best in well-functioning social settings. The social space ranges from a room or place where you can be yourself or two together reading or relaxing, over space for a group doing groupwork or hanging out, to the larger spaces for a class or larger groups, up to spaces where the whole school can be assembled. The architecture and spatial hierarchies can support awareness of the many layers of community and actively contribute to students being able to observe, meet and confront each other at all levels. In designing the school for the future, it is crucial to make sure that there are spaces for all "from the individual to the community".



Skolen i Sydhavnen
JJW Arkitekter
Photo: Torben Eskerod



Quebec schools of the 21st century

In some countries school buildings and facilities have not been seen as being very important, as the relationship between the physical school buildings and the teaching has not been recognized as an important factor influencing the possibilities for learning. The decision makers around the world have only counted the costs of building and running the schools, but few have counted the benefits of happier children, wiser students or the impact on the local community and how the physical surroundings can be an important factor. This is slowly changing and worldwide there is a growing acknowledgement of the importance of this relationship and the value creation the school environment can affect. There is also a growing interest among architects and didactic specialists in how to develop these new school buildings, that will support the children's learning abilities and societal skills to secure extra value for society.

I have followed the work of Lab-École and the government of Quebec in promoting this change. And I see it as an outstanding and remarkable statement of Quebec's education priority – designing a better school environment for our children. It is an example to be followed by other communities on how a visionary government conducts a process towards getting the vision of the “school of the 21st century” realized. Lab-École started the whole process with an ambitious vision for the future learning environment, pointing out the need for both visionary physical surroundings as well as visionary teaching. Followed by many years of research in the topic of learning environments all around the world, collected in a publication and made accessible for the public. Then taking action with designing one school intra Lab-École and launching a large scale multidisciplinary competition for 5 other locations involving both teaching professionals, architects, local communities and decisionmakers, rethinking the schools of the future. 160 proposals were handed in, showing the immense interest this subject shares across all disciplines and groups. And now the realisation and building of the 6 projects, the Quebec Schools of the 21st century.

The 6 projects are all visionary examples of how the school of the future can be designed. But they are also different from each other. Even though they all work with the same visions of the school of the future, it is important to recognize that “one size does not fit all”. Each school building has to be adapted to the context of each city or village, it has to meet the teaching visions of the local teachers and professionals, and it has to relate to the specific possibilities or challenges that the school and community have. The toolboxes that each architect brings will all be full of knowledge concerning learning environments, scale and context, and ideas for identity and local focus. These tools of the architects will evidently result in one school design in one area, and another school design in another city. Architecture always has to relate to the context and transform the general idea to the specific solution.

Influencing the future

It is an extraordinary effort that has been taken on all levels enabling the building of these new schools, and hopefully more in the future. But it is important to remember that the real value of the learning environment only unfolds, if the teachers and other professionals leave old teaching habits, embrace the new possibilities and start teaching in new ways. Implementing the new teaching methods in the new learning environments is a cultural transformation taking place in the minds of all the involved people. This is the most difficult and often invisible part of the process, and if this is not taken as seriously as the process of building the new schools, the new learning environments will not be successes. Hopefully the beautiful new schools of Quebec will inspire both teachers, pupils and parents in engaging in this cultural journey towards the school of the 21st century.

The importance of building these 6 new schools cannot be underestimated: Only when you have the courage to try out the visions in a physical building used by real people, it is possible to learn from it and be even wiser the next time. One new school cannot bring this change, but by building 6 new schools at the same time, a real time school laboratory is being launched. You can evaluate and compare, and the impact on the discussion of the school of the 21st century will be immense. Groups from the rest of Quebec, from all over Canada, from the whole world, will visit these schools in the future. They will talk to the principal, watch the daily life of the children, ask the teachers how the learning environments work, listen to the acoustics, feel the materials. And they will be inspired and bring what they like, to the next school they plan. In Canada, or someplace else around the world. As Lab-École came to Denmark some years ago and visited the schools of JJW Architects and brought back inspiration to Quebec, so will other municipalities, teachers and architects get inspired from these new schools in Quebec. Building these 6 new schools is not only an extraordinary gift to the local communities and Quebec, it is also a great contribution to the constant development of better schools and learning facilities all over the world.



1. Grøndalsvængets Skole, JJW Arkitekter
2. Katrinedals Skole, JJW Arkitekter
Photos: Torben Eskerod

Who owns the school?

The school is claimed by many stakeholders, and with good reason since the school as visionary and physical institution has such a great impact on all levels. And in the process of shaping the school it is important to focus on the needs and wishes of each group.

The community's school – there are many political visions for the school as an institution. They are represented by politicians and civil servants who set out guidelines, allocate money and set out specific goals. School is society's best tool, but are the decisionmakers always aware of how they want to use it?

The parents' school – parents are standing in the doorway of the school and assessing whether it meets their expectations. Is this a school they can be proud to gather around? Can the school give parents reassurance that their children thrive and learn? And will the parents themselves contribute to the efforts of creating a well-functioning school?

The teachers' school – the school is the lifeblood of teachers and their daily workplace. But does the school create space for them, and are they themselves ready to be open to new opportunities? How do we create frameworks that support different kinds of teaching, with calm and concentration and control of the troops?

The students' school – the school is there for the pupils, or is it the other way around? How do we create a school where there is room for everyone, space for calm, play, concentration and movement? How do we create a school that includes a social and professional space that can accommodate and affect all students at different levels?





A Word from the Minister

JEAN-FRANÇOIS ROBERGE

Minister of Education

Lab-École has been an ambitious project since its launch. We already knew this, but the catalogue you are holding in your hand is an eloquent testimony to its scope.

Each project is unique and has a distinctive character. The designers were attentive to the vision. All of the projects were designed to meet the needs of the community they will be a part of.

Young people are Quebec's future. As a society, we set a goal of favouring educational success for the greatest number of young people and helping each reach their full potential.

The importance of having safe, quality school infrastructures is a core principle we all agree on. The Government of Quebec wants to offer students an exceptional learning experience. Which is why it has made, and will continue to make, major investments throughout Quebec to add teaching spaces, enhance existing schools and build new ones.

What is more, the knowledge Lab-École has acquired has inspired the government in developing its vision of a new generation of schools, presented last January, and in the criteria that will now guide school construction projects.

I would like to congratulate the Lab-École team, the architecture firms selected at the end of this architectural design competition and all of the partners who are making it possible to bring these first six projects into being.

I wish you much success in building the schools of tomorrow!





A Word from the General Manager

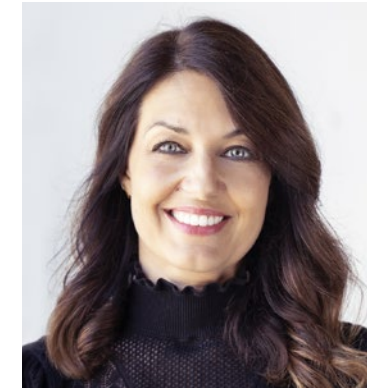
Natacha Jean

General Manager, Lab-École

In the hearts and minds of our architects

It is with great pride that we present the catalogue of the Imagining the Schools of Tomorrow, Together architectural design competition. This unique collection aims to showcase the creativity, generosity and sensitivity of Quebec's architectural community. From the very first pages, it confirms that architects have been imagining the world's most beautiful and ingenious schools for a long time now. A very long time...

It has been more than 50 years since the last school environment design competition was held in Quebec. We embarked on this adventure with conviction, diligence and, dare we say, a touch of recklessness, strongly supported by numerous experts, collaborators and, above all, committed school stakeholders open to the idea of going off the beaten path for the good of our children and the school staff who help them grow each day. I would therefore like to thank the school service centre representatives, who acted as true guides on this journey.



Throughout the process, we made every effort to ensure that the competition's results would be in line with the educational aims of the people involved. Every space had to hold meaning for the children who will be spending time in them, and we feel that the architects clearly understood this, as shown in their designs. We thank them wholeheartedly for that.

It is in this spirit that we decided to bring to light the diversity and quality of the proposals submitted. We want to pay tribute to the colossal amount of work that was done, both in architectural design and in the consultation and mobilization carried out beforehand.

The contents of this catalogue are the fruit of thousands of hours of reflection, inspiration, exchanges, ideas examined and refined, all while remaining attentive to the school communities' needs. We had a duty to spread the word of this exceptional burst of creativity and synergy. This catalogue also helps us disseminate inspiring architectural designs and show that beauty and efficiency can be combined in public projects dedicated to the next generation.

During this adventure, we had the genuine privilege of benefiting from Denis Lemieux's expertise and experience. Known for his vital role in the launch of several architectural design competitions in Quebec, he was our mainstay from the very first steps we took in this process. We also want to acknowledge the contribution made by Nicolas Marier, professional advisor for the architectural design competition, who provided invaluable support all the way to the finish line. Working with these passionate people, and nearly 200 other collaborators from various backgrounds (school service centres, Design Montréal, government representatives, etc.), we completed the different steps, tackled many challenges and overcame resistance. Thanks to their help, we never slowed our pace, no matter the obstacles in our path. Staring at a blank page only a few short months ago, here we are looking back at a competition that generated 160 awe-inspiring proposals. Thank you all!

I would like to add that every member of our tiny team was involved in one or other of the competition's steps. This was obviously our first time organizing an architectural design competition for schools. Nonetheless, all the team members demonstrated exemplary collaboration and adaptability, especially Dominique Laflamme, who made sure that all of the actions were harmonized at every step. I hope they will all leaf through this catalogue feeling that they played a part in the results presented here, because it cannot be said otherwise.

Let us be proud of the educational sector for so enthusiastically welcoming innovation, and of our architects for so brilliantly heeding the call. We invite you to look at this catalogue through your children's eyes, because it is truly for them—our children—that these environments were dreamed up.

In 2017, Lab-École's three volunteer founders, Pierre Thibault, Pierre Lavoie and Ricardo Larrivée, decided to embark on this shared adventure and do some scouting, driven by the deep conviction that the quality of the physical environment our young people evolve in is an element crucial to their success.



Ricardo Larrivée (right)
Chef, host and
co-founder of Ricardo Media

Pierre Thibault
Architect, Atelier Pierre Thibault

Pierre Lavoie (left)
Co-founder of the
Grand Défi Pierre Lavoie,
speaker and athlete

An inspiring tour

The trio visited dozens of schools in several parts of Quebec as well as in Denmark, Japan and Finland. They spoke with teachers, school staff and administrators. The Lab-École team came back eager to get started, bursting with ideas and concrete solutions.

Tell us what you need

In 2018, the team announced a first cohort of six Lab-École elementary schools, committing to accompany these projects until their inauguration in 2022. It sat down with the school service centres, school teams, school administrations, municipalities, related organizations, childcare services and several other stakeholders. A nice mix of passionate people who helped shape the project.

Imagining the schools of tomorrow, together

The team then coordinated the organization of an architectural design competition to select the professionals who would be building the schools for the school service centres. This approach was selected from the outset, because architectural design competitions are known for their ability to spark innovation, out-of-the-box thinking and, in this case, open the door to the creativity of architects from Quebec and elsewhere, all while respecting the needs expressed by the school communities. Result: 160 proposals submitted and 20 finalists selected by a jury of experts for each of the Lab-École projects.

Witnesses to a wonderful blend of creativity, innovation and pragmatism

Lab-École's three founders are proud of what has been accomplished and are pleased to show the result of this unprecedented surge of creativity in Quebec. Together, they look back on the experience.

What led you three to found Lab-École and spark this major collective reflection?

PT The idea of rethinking schools had been on my mind for a while. It always seemed to me that Quebec schools weren't changing. A few years ago, I went back to my childhood school and it was exactly the same. How can nothing have changed in half a century in an evolving society like ours? There had to be factors hampering this transformation, but I couldn't figure out exactly which ones.

It all started when I visited several schools abroad, including in Denmark, a country very similar to ours. I visited a beautiful elementary school there with a school principal from Quebec who was accompanying me. It didn't have any fences. Everyone circulated freely, going in and out. The building was L-shaped, which created a microclimate, and opened onto an outdoor amphitheatre that extended into the school. The children would cook near the garden and the parents would arrive by bike at the end of the day. All the elements I had imagined for our schools were there, and I thought, "Why don't we have that in Quebec?"

PL I was fortunate to be able to tour Quebec and visit some 1,500 elementary schools over the past 12 years. Many of them need work and I strongly believed we could offer better to our teachers and students. Today, houses are built, renovated and transformed to always better suit our modern realities. Yet our schools remain frozen in time, dating back to the 1950s, even though the teachers, school staff and even the children in these schools are innovating every day. I felt that they deserved a contemporary environment, adapted to current and future needs, because education is the backbone of our society.

But before changing our schools, I felt it was important to test out our ideas, like in a laboratory. So when I saw Pierre Thibault on the *Tout le monde en parle* TV show and learned that he had the same vision and concerns as me, I thought we could definitely team up.

RL When Pierre Lavoie approached me and told me about Lab-École, I immediately wanted to be involved. I wanted to use the knowledge I've acquired through personal experience, and the things I've been recommending for more than 20 years, to benefit the schools. There was no hesitation; I wanted to be a part of this adventure!

What do you think makes the Lab-École process stand out?

- RL** I would say its innovativeness and flexibility. We accept the risk of being wrong, but if it pans out, these projects risk sparking joy and enthusiasm in the students and everyone around them. As the name implies, Lab-École (lab school) is a laboratory. It is used to test ideas, analyze what worked and what needs improvement. With the six Lab-École schools, we will be able to demonstrate that all of this is possible. Then we will identify the best practices and apply them to schools elsewhere in the province.
- PL** I believe that the consultation process and the community approach Lab-École favours are the two key factors of the project's success. It was vital that we gather a variety of school stakeholders and work in synergy. It is the community organizations in the neighbourhood, the municipality, the parents and school staff who will bring these schools to life. Consulting them is the best way to avoid making mistakes. Each school will therefore have a unique atmosphere, one that reflects its environment's values, cultures and differences. Should a school in Montréal be different from a school in Gaspésie? Of course! Each project's distinctiveness is vital and even mandatory because the project must reflect the school community at all levels.

Through our approach and in working closely with the community, we sought to reinvent its school, to serve the children and teachers and have it be a catalyst for the needs expressed. That's what makes the Lab-École process unique.

So we can truly say that the students are Lab-École's main focus, in every step of the process?

- PL** Absolutely. From beginning to end. That's why the school and municipality's representatives had to serve on their school's jury. We often left the decision up to them because in the end, the school staff and the children are the ones who will be frequenting the school on a daily basis. So the physical environment should serve the educational aims and be in keeping with the living environment they want to create, in synergy with the children and their needs.
- RL** If it was up to the children, the schools would have been renovated a long time ago! It's the students' quality of life that's important. We want them to like going to school and be eager to go back.

Why did you choose the architectural design competition approach for the Lab-École projects?

- PT** From the start, a competition seemed like a logical way to keep our innovation momentum going. Competitions make it possible to receive a wide variety of designs. They also help demonstrate Quebecers' creativity, which will be used to benefit the educational sector. It's not a question of producing something that is aesthetically pleasing, but of developing architecture that is in symbiosis with this new program and this innovative new vision of education. You can't go down the same path and expect something different, so launching a competition is helping us obtain a different result. It was important for Lab-École to step off the beaten path and leave the door open to novelty. The evidence speaks for itself. We received 160 proposals from architecture firms across Quebec. We need to learn from this experience and replicate this phenomenon. In addition, this approach made it possible for young firms to participate even if they didn't have institutional projects in their portfolio. The number of proposals we received also shows that Quebec architects want to contribute to these new living environments. It was therefore important to invite this creativity.

What was your reaction when you saw the finalists' projects?

- RL** I felt so proud! They captured the initial vision: light, spaces that can be used for collaboration and be shared with the community and gathering places in which to eat (finally!). Schools that we are happy to pass down to the children of Quebec and which are the starting point of a beautiful societal project.
- PL** These schools will be a huge step forward. They're a far cry from the traditional two-storey boxes that currently exist. These are pavilion-style learning environments, with sloped roofs, more organic shapes and more. It's a completely different approach. When the school stakeholders saw the designs, they were amazed that a school could look like that! They were deeply touched by the proposals submitted, imagining all the good they could bring the entire community.

Once the school team and students enter the six new schools, what will the legacy be?

- PL** I believe that Lab-École will always be present as an audit and evaluation tool. We'll need to keep renovating and building and consequently, measure how the built environment benefits educational success. There are very few studies on this subject in Quebec at the moment and Lab-École would like to conduct one, because we feel it is vital to assess the impact of our actions.

I also think that Lab-École's process could be applied to different sectors the government plans to heavily invest in. When you're building something that is expected to last for more than 50 years, it's a good idea to use initiatives like ours to consider every aspect. We all benefit when there is a collective exchange of ideas to do things in a better way. It allows us to invest in spaces that will suit the reality of the people who frequent them.

- RL** In my opinion, what will be the most compelling about this project is having succeeded in bringing together the school stakeholders in a work committee, leading them to consult before making decisions and thus create a model the community accepted right away. It's a new approach, but today, sectors that don't have a Lab-École school are inspired by it and are now designing their projects in a collegial manner.
- PT** Lab-École's projects are conclusive and I hope that this success will show the value of holding design competitions. Knowing that a school will be a home away from home for hundreds of children during the several decades of its useful life, the few months it takes to hold a competition won't delay things all that much while adding immense value. We need to try to break free from convention and give ourselves the opportunity to dream up ways to improve the always-evolving school environment. I would like to thank the entire Lab-École team, as well as Denis Lemieux and Nicolas Marier, the professional advisor for the architectural design competition, who made every effort to ensure the competition would be a huge success!

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Lab-École

Lab-École is a non-profit organization whose mission is to gather multidisciplinary expertise to design the schools of tomorrow; schools that meet the needs and reflect the realities of the students and those accompanying them.

Schools, the time spent in school and learning and teaching methods have changed a great deal over time. Lab-École wants to shine a light on different courses of action that will help suit the architecture to the students' needs. It wants schools to be able to provide their teams with favourable conditions that will allow them to apply innovative teaching methods thanks to a redesigned physical environment fundamentally focused on the students' current and future needs.

Vision Lab-École takes an open and flexible approach, focused on exploration and experimentation, like a laboratory. Its laboratory aims to research, explore, design, test, shift paradigms and challenge accepted beliefs, in order to create a new architectural vocabulary for schools. The vision is to rethink school architecture by building an environment as attractive as it is comfortable, in addition to being adaptable and evolutionary, to contribute to the students' educational success.

Reflection and mobilization Started nearly three years ago, the expanded reflection and mobilization process is based on the aim of identifying the best practices, drawing up a list of conclusive studies and conducting conceptual research-creation in school architecture. Consultation and field research are also essential to the approach's success. It is for this reason that Lab-École works closely with each school team and its community. Subsequently, school tours, meetings and interactions with the students, school teams and communities continuously nourish and stimulate the process.

Cornerstones Lab-École is interested in innovative initiatives and supports a simultaneously holistic, joint and multidisciplinary approach based on three cornerstones: Physical Environment, Healthy and Active Lifestyle, and Nutrition. The work carried out on the different cornerstones is supported by the involvement of numerous experts and collaborators, which include teachers, childcare staff, school administrators, researchers and representatives from the municipal, community and health sectors.



Physical Environment

The vision for the Physical Environment cornerstone is to design the school's architecture as a living environment for the students and the school team. The aim is to create inclusive, versatile and flexible learning spaces that allow for innovation in teaching practices.

Healthy and Active Lifestyle

The Healthy and Active Lifestyle cornerstone sees the school as a living environment in the heart of its community, where each space stimulates actions and offers opportunities that help every child flourish through the adoption of healthy habits.

Nutrition

This cornerstone aims to rethink how schools are designed to incorporate food and nutrition. The vision is to offer food-related environments and experiences that favour well-being, engaged learning and educational success, all while promoting healthy eating and culinary autonomy.

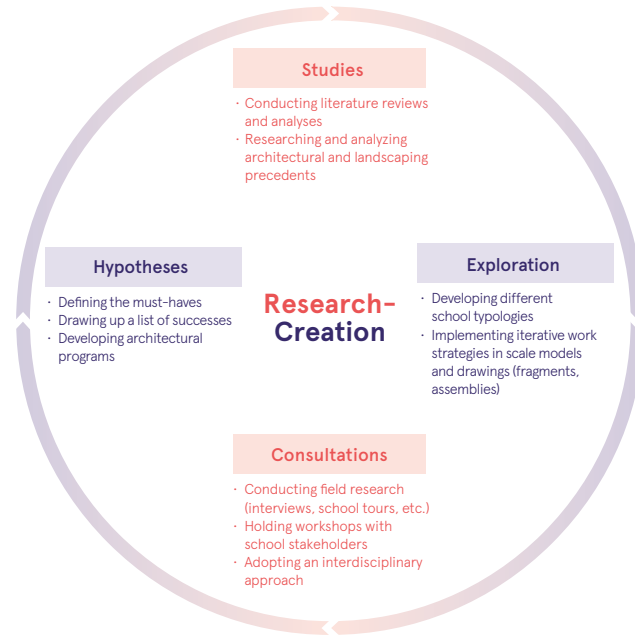
Research-Creation

Lab-École’s research-creation is a process rooted in the desire to redesign schools as a living environment for students, while revisiting the importance of nutrition and a healthy and active lifestyle so as to better incorporate these aspects into the school environment.

This exploration and analysis process is an integral part of Lab-École’s approach and has helped, among other things, to compile several research findings, to inspire the designers and to fuel discussions with the communities.

Its methodology supports combining research and creation, by encouraging the development of a thorough analysis of the knowledge acquired and facts studied, through a strategy of graphic and material demonstration via scale models to stimulate discussion and exchange.

This continuous exchange between research and creation took place in two broad steps:



The fragments

First, the research in fragments made it possible to examine each school room and function in detail. The nature of each of the spaces was questioned, then different solutions were proposed in scale models and discussed in workshops. These workshops took the form of valuable exchanges that provided an opportunity to validate or correct certain architectural concepts with the students, the school teams and the collaborators working on the three cornerstones. These consultations made it possible, among other things, to verify that the proposals were potentially achievable and were moving in the right direction.

The assemblies

Second, the assembly step made it possible to place the individually studied spaces in relation to one another, to create and analyze the best possible layout. In this step, each fragment analyzed, qualified and documented was bundled with two or three other elements. This approach made it possible to examine the relationships and connections between the spaces, in addition to establishing different school typologies. Again, several workshops helped validate the various concepts proposed. Then the school and community stakeholders had another opportunity to add to the reflection, to refine the ideas that were put forward.

Imagining the schools of tomorrow

The results of the research-creation were made public in the spring of 2019, in the *Penser l'école de demain* (imagining the schools of tomorrow) publication (Lab-École, 2019). This publication illustrates the conclusive data, best practices and multiple architectural proposals that foster innovation in the school environment. It supports the added value of architecture, nutrition and the adoption of a healthy and active lifestyle for teaching, learning and educational success. Ultimately, it adds a qualitative consideration to the design of the spaces that will make up the schools of tomorrow.



The Six Lab-École Projects

Since June of 2018, Lab-École has accompanied six school service centres in six regions in their respective project to build or expand an elementary school. It has rallied various stakeholders around these projects and collaborated with them to support the emergence of school models that fully meet each of the school communities' needs and aspirations.

A participatory approach

The laboratory structure allowed for a collaborative and multidisciplinary approach in defining each school's needs, in conjunction with the school teams and designers. As such, each of the Lab-École projects is unique, animated by a shared passion for modern education and for opening the school to its community.

To select the professionals who would be drawing up the plans and specifications, five of the schools were the subject of an architectural design competition open to all Quebec architecture firms. The sketch for the sixth project was done by the Lab-École team. This in-house design made it possible to test a different process: conducting the overall research-creation all the way to designing the school.

This accompaniment and mobilization approach led to drafting each school's architectural program and developing a new, balanced quantitative and qualitative model. This way, each project reflects the school team and school community's vision.

The Lab-École work committee

In each of the regions a Lab-École project is taking shape in, the accompaniment first involved setting up a work committee made up of representatives of all the key players: the school service centre (general management, material resources department, educational services department), the school or future school's administration, teachers, the

childcare service, parents and the municipality. Also at the table, depending on the partnerships developed in each school community, are community organizations, social workers or resource persons supporting food and agriculture initiatives and the adoption of a healthy and active lifestyle.

The school community's vision

Developing and imagining the future school's educational vision was the first exercise whose exchanges bore fruit. One cannot build or expand a school that will contain new spaces without first defining the school community's values. The educational intentions must guide the space-planning choices, whether opting for a learning community, an active hallway, a kitchen that becomes a learning space or an outdoor classroom to have students learn differently.

The goal is therefore to ensure that the project that is delivered to the school stakeholders is used to its full worth by getting the schools teams and community on board during the project planning phase. Which is why, for four months, the work committees reflected on their clientele and the neighbourhood's unique context. They specified the issues, directions and means of action. In one project, for example, the kitchen will become a true entrepreneurship laboratory while in another, same-cycle classrooms will be grouped into

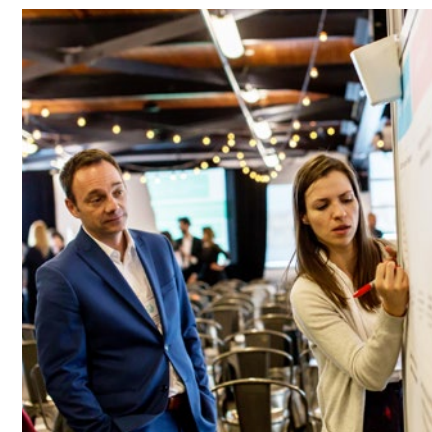
learning communities and will have small "squares" in which to develop cooperation and to recognize and celebrate discoveries.

In examining scale models representing a variety of fragments and assemblies of school environments, the different work committees were able to appropriate the architectural language used in *Penser l'école de demain* (imagining the schools of tomorrow). They then clarified their educational needs in terms of the spaces and the desired connections between them. A diagram of the desired relationships between the spaces was produced for each project, providing significant information for the architects who proposed their reinvented school. The entire participatory approach particularly favoured collective ownership of the issues and empowered the stakeholders, who committed themselves to carrying out their project by always keeping the students and school staff the focus of the discussions.

The architectural program

Once the joint exercise was completed, after several work meetings, the information that had been gathered was used to draft the respective architectural programs, which clearly state each school community's vision for its project. These programs subsequently served to specifically orient the competition in each of the five regions, with 160 proposals

received. Now known, the winners are accompanied in their project's realization through value analysis workshops, design review panels and steering committees, with the aim of delivering, together, as faithfully as possible and within the set budgets, projects equal to the winning proposals.



6 Lab-École projects will be carried out

5 were the subject of an architectural design competition

1 was designed by the Lab-École team

One Competition, Five Contexts

Talking about education across Quebec

Lab-École's architectural design competition sparked genuine enthusiasm in the architectural community, all across Quebec. Overall, 160 proposals were received from 135 architecture firms. This school architecture competition is, without contest, the largest and most innovative in Quebec's history.

Maskinongé

A project by the Chemin-du-Roy school service centre

24 proposals that wanted to offer a caring and engaging environment to all the children and the Maskinongé community in an approach that values market gardening.

Saguenay

A project by the Rives-du-Saguenay school service centre

27 proposals that sought to provide an inclusive living environment and, through a "Nurture Group" approach, meet the clientele's specific needs.

Shefford

A project by the Val-des-Cerfs school service centre

61 proposals that explored the relationship between architecture and the municipality's enchanting natural environment.

Rimouski

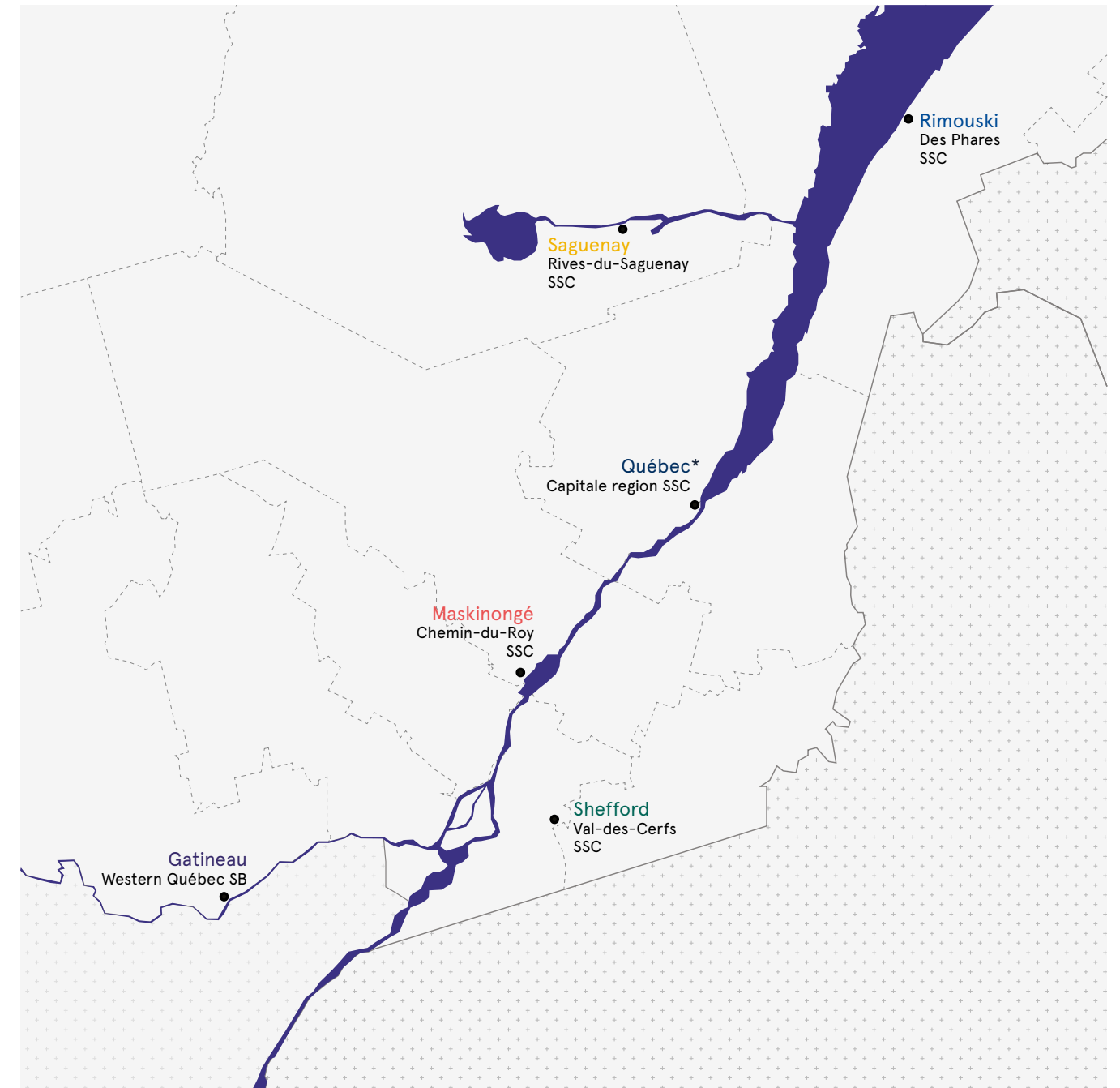
A project by the Des Phares school service centre

30 proposals that aimed to create spaces that favour the adoption of innovative learning and experimentation practices.

Gatineau

A project by the Western Québec School Board

18 proposals that aspired to help anchor the Anglophone school community and favour a holistic educational approach.



* The sketch for the Québec City project was produced by the Lab-École team. This made it possible to test a different process than the architectural design competition: conducting the overall research-creation all the way to designing the school.

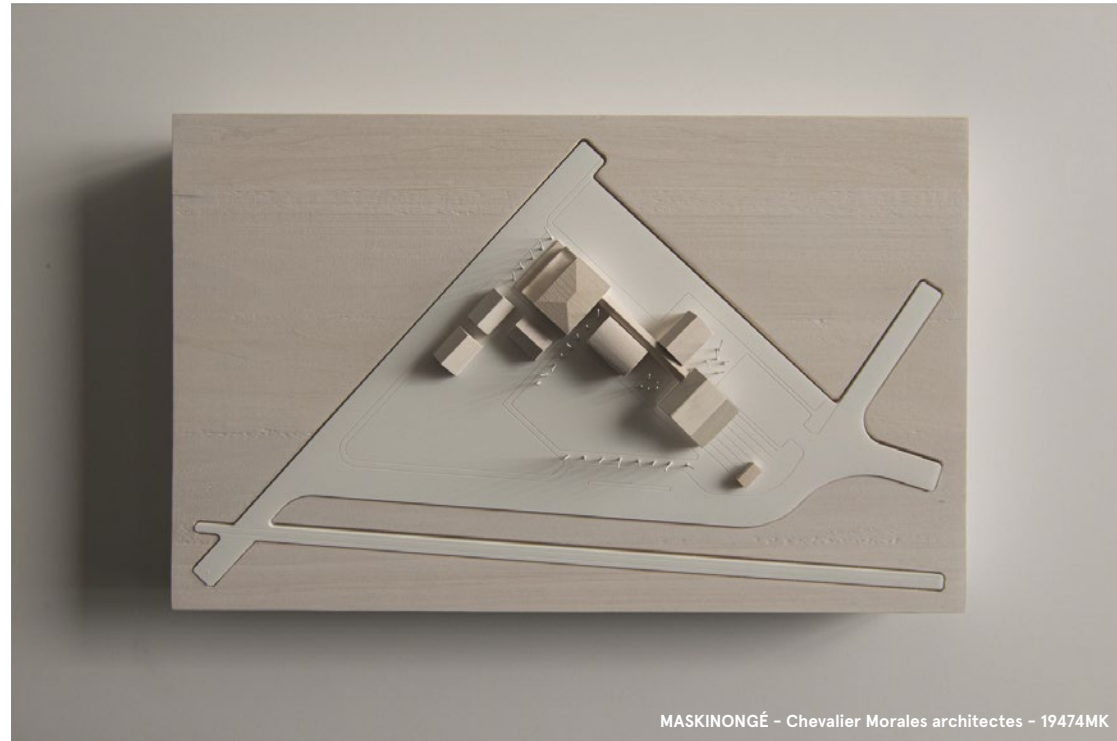
Architectural Design Competition Process

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A Major Competition

Pierre Thibault

Co-founder, Lab-École

Architect, Atelier Pierre Thibault

An unprecedented surge of creativity in Quebec

The architectural design competition Lab-École organized was a success in every respect. We received 160 proposals, which means that more than one hundred teams toiled for weeks, imagining and designing the schools of tomorrow. These architects worked tirelessly on their projects to make Quebec the home of what will likely be the most beautiful schools in the world. All these hours combined would certainly equal a few decades of creation and innovation.

Thank you to all the architects and collaborators who took part in this competition! This catalogue is a testament to the energy you poured into imagining the schools of tomorrow. You have done a colossal amount of work. People from here and around the world will have the opportunity to see all the inventiveness and daring you put into reinventing school design.

An active participation process

Long before the architects began working on their proposal for the competition, Lab-École did extensive preparatory work. First, by publishing an initial document entitled *Penser l'école de demain* (imagining the schools of tomorrow), which gathered the educational and architectural sectors' expertise and experience. The publication presented 12 essential elements to be included in the project to make the schools a true living environment.

This process, carried out prior to the competition's launch, favoured the school stakeholders' active participation. It made it possible to incorporate their needs and expectations in the definition of the future school's vision and the development of its architectural program, thus better suiting the project to their reality.

Throughout Quebec, we felt the educational community's investment in the process. As I often say, these people have such big hearts. They want to improve their school's living environment and provide a framework conducive to their students' educational success.

The competition was therefore in keeping with this enthusiasm. It demonstrated the desire to bring education to the fore by proposing a renewed way to reflect on how to improve the quality of the school environment. It allowed the school community to choose the best project for them. The competition also fostered greater community appropriation of the proposals, all while contributing to the democratization of the architecture due to it being a public process.

Thank you to each and every one of you!

Difficult choices

I served on two juries in this competition and I can tell you that selecting the finalists and then the winners was quite difficult given the quality of the projects that were submitted.

I deliberated with school principals, members of the school community and fellow architects who were fully involved in the process, resulting in extremely enriching encounters. I saw people who were moved to know they would soon have a school in their community that they would never have dreamed possible. A school that would allow for more collaboration and would offer dining spaces in which to savour treasured moments each day. A school whose outdoor spaces would encourage the students to adopt healthy habits and be more active. A school in close communion with nature to magnify all the aspects we wanted to highlight in this project. The winning proposals are an eloquent testimony to this.

While selecting the winners was an important step, the next is even more crucial for building these first "schools of the future" in six Quebec regions. They will be a source of inspiration and concrete examples that, I hope, will show the road to follow to make our schools true living environments for the well-being of all the children.

Once again, thank you to everyone who took part in this competition. You contributed to a wonderful confluence of education and architecture!

In Pursuit of Quality

Nicolas Marier

Architect and professional advisor for
the architectural design competition

For innovation and architectural quality, a competition remains one of the best ways to award public contracts. By virtue of its characteristics, an architectural design competition makes it possible to choose the project with the greatest potential regarding the quality objectives defined beforehand and to entrust its realization to the team of people who designed it. It is therefore this path that Lab-École embarked on very early on.

Together with Denis Lemieux, initiator and promoter of cultural architectural design competitions, Lab-École began to reflect on the type of competition that would best serve its mission. Consensus was quickly reached on the most promising model: a two-step competition, with the first step involving a public call for anonymous proposals open to architects, and an intermediate extended-team step that would add engineers and landscape architects to the teams. This model made it possible to both attract as many idea people as possible, from young to more established practices, and add value to the necessary interdisciplinary work. One of the key advantages of this type of competition is that it exposes, from the first step, the quality of the architectural designs and allows the finalists, in the second step, to enrich their ideas in integrated design, applying the recommendations made by the jury that selected them.

The main competition documents (the competition rules and the architectural programs) were drawn up in accordance with these principles, to define the terms, the evaluation criteria and the objectives for each project. In particular, each school's architectural program was defined through a participatory approach involving representatives of the school, municipality and community, in order to establish a shared vision. This way, each of the programs combined the school community's aspirations with the elements of Lab-École's research-creation.

At the same time, the members of the technical committees and the juries were selected to develop analytical expertise stemming from the educational and architectural sectors, while always keeping in mind the aim of forging vital ties between the different areas of knowledge and ensuring that a variety of voices reach a common accord around this great societal project: building new schools in the heart of communities.

Given that the users' full participation in the collaborative process is a core component of Lab-École's approach, it was necessary to obtain each school and community's commitment, understanding and knowledge. These people were therefore integrated throughout the entire process, from research to practice. This collaboration, knowledge-sharing and emulation were notably embodied in the technical committees and on the juries, and will continue in the design review panels and pedagogical committees that will bring these future schools to life.

Therefore, it is through a quality approach built on a durable structure and oversight by certain key stakeholders throughout the project's progress, from conceptualization to occupation, that we will successfully develop these new living environments at the centre of their communities. A path has been laid; let us wish the best for our children and continue down this road, to build the schools of tomorrow, together.



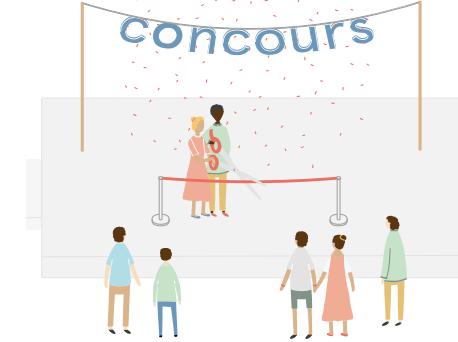
The Architectural Design Competition's Steps

Between the launch of the architectural design competition and the inauguration of the Lab-École schools, several key steps will have been carried out. Lab-École's competition will have involved 12 big moments, each a meticulous and impassioned experience for the various Lab-École team members and school community representatives, as well as for all the professionals who took part in the competition.



Definition of the architectural program with the work committees

Step 1



1. Launch of the architectural design competition: call for anonymous proposals for the five Lab-École projects

Launch of the first architectural design competition for elementary schools to be held in Quebec in more than 50 years! All architects who are a member of the Quebec order of architects (OAQ) are invited to submit an anonymous proposal for one of the projects. No registration is required. In addition to reading the competition's rules and the architectural program for their chosen Lab-École project, the participants are invited to draw inspiration from the *Penser l'école de demain* (imagining the schools of tomorrow) publication.



2. Preparation of the anonymous proposals

This step aims to generate a first sketch outlining the project's main ideas. The quality of the drawings and the conceptual scale model takes precedence over their quantity. Four weeks after the competition is launched, 160 proposals from several Quebec regions arrive at the Lab-École offices.

Intermediate step



3. Jury deliberation and announcement of the four finalists for each project

An independent jury is formed for each project. Each is made up of a municipal representative, a teacher and/or a member of the school's administration, as well as four professionals from the architectural industry. The juries deliberate in the region in which their project will be implemented and select the four finalists who will develop their concept in the next step.



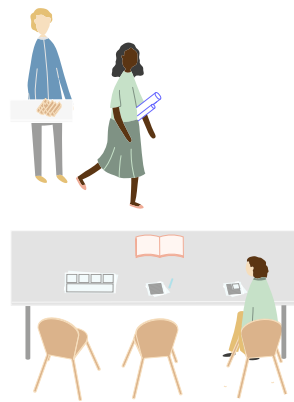
4. Extended team in architecture, engineering and landscape architecture

The finalists are called to complete their team with professionals who have the knowledge and experience needed to carry out step 2 of the competition. The initial teams therefore bring on firms specializing in civil, mechanical, electrical and/or environmental engineering, firms specializing in landscape architecture and, if necessary, another firm with more architectural experience.



5. Preparation of the presentations by the finalists

In each finalist team, the professionals all work together to develop their presentation, a more detailed project whose design they continue to refine while addressing the technical size and construction feasibility. The finalist teams must also take the jury's comments into account, in addition to proposing a schoolyard landscaping concept in harmony with the architectural project.



6. Analysis of the presentations by the technical committee and examination by the jury

A technical committee made up of educational and building experts analyzes the projects in a factual manner to determine their compliance with the architectural program's different elements and the competition rules. One week before the public presentations, the jury members review the technical committee's summary opinion, the extended team file and the presentations.



7. Public presentations by the finalists and jury deliberations

The finalists present their project and the jury asks questions to clarify certain aspects. The community is invited to attend, but can in no way interact with the jury and the finalists. The jury then meets behind closed doors to deliberate on the presentations, the public presentations and the technical committee's summary opinion. Finally, a winner is selected for each project.



8. Announcement of the winners and unveiling of all the finalists' presentations

Once the public presentations have been given and the jury has finished deliberating, Lab-École reveals the winning teams' projects to the general public. The designs are then presented in each of the school communities.



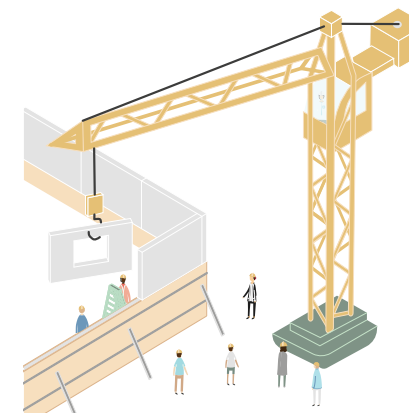
9. Development of the plans and specifications under the supervision of the school service centre

The winners sign a professional service contract with the school services centre for their project. This is the start of the final project design step. The winning teams work extensively to ensure their project is constructively and technically feasible and to refine the elements for which the jury has made recommendations.



10. Value analysis workshops and design review panels

As the plans and specifications are drawn up, Lab-École, in collaboration with the school service centres, makes sure that the quality of the selected designs is maintained. Despite the potential budgetary constraints, every effort is made to preserve each project's main conceptual ideas.



11. Construction begins

The building professionals and the school service centre—the project owner—coordinate the work.



12. Inauguration of the Lab-École schools

The new Lab-École schools open their doors. It is at this stage that the new built environment's impact on the students, school workers and the community is assessed.



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49 Anonymous Proposals

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58 Four Finalists' Presentations

82 Public Presentations

Project Context

The Chemin-du-Roy school service centre's project is located in the heart of the vibrant Maskinongé municipality, in Mauricie, which is home to around 2,300 inhabitants. This rural area is known, among other things, for the solidarity of its residents. It should be noted that many citizens, municipal officials and committed parent and teacher representatives joined forces for the

project. After the emergency closure of the building housing the Marie-Immaculée school in 2017 due to structural problems, some of the students were moved to the Maskinongé community centre. The Maskinongé Lab-École project involves expanding the Saint-Joseph elementary school to add the space needed to have all Maskinongé students under one roof.



Municipality The municipality of Maskinongé is located along Highway 40, between Montréal and Trois-Rivières. Located in the heart of agricultural land, it is split in half by the Maskinongé River. During the last census in 2016, only 220 children were between the ages of 5 and 14, representing 9.5% of the population. The school's surrounding area is considered to be disadvantaged, with a high deprivation index of 8 out of 10.

Site Located at 40 Saint-Aimé Street, the school is completely southeast of the village centre. The majority of the children live within an acceptable walking distance of 1.6 km, which favours active transportation. Maskinongé's community centre and recreation centre, which the school shares different sports fields with, is located across the river, 1 km away. The school site, which does not have any major changes in elevation, is narrow in the front on Saint-Aimé Street and widens towards the schoolyard along Saint-Luc Street, where a wide strip of mature trees borders the site.

Project The existing school was built in two stages. The middle part dates back to 1959, while the gymnasium was added in 1986. To meet the sector's needs, three elementary classrooms, three preschool classrooms and a new gymnasium need to be added. The existing space also needs to be reconfigured and the current gymnasium has to be converted to integrate some of the school's functions. A financial contribution by the municipality will make it possible to build a new gymnasium adapted to the community's needs. This will allow its use to be maximized, as it will be open to the public outside of school hours.

Given their day-to-day surroundings, the children in Maskinongé are especially sensitive to natural spaces and agricultural activities. They therefore have a strong interest in market gardening.

Vision and Architectural Program

The Saint-Joseph elementary school wants to be unifying and evoke a strong sense of belonging in the students and community members. Collaboration and commitment are the values promoted by the school team and all staff working on the project. The school administration wants to foster openness, creativity, sharing and fulfillment in everyone who spends time there.

The school, a reflection of its community

The new Lab-École school will strengthen several partnerships between the municipality and the school, thanks to attractive facilities adapted to a wide variety of activities. It is in becoming a true living environment and a place in which to gather and share that the school will encourage all students and Maskinongé residents to invest in it differently.

Promoting science and market gardening

Saint-Joseph's curriculum includes innovative educational activities, such as robotics and gardening. The administration wants to enhance and promote these important aspects of its educational vision.

The school also wants food and nutrition to hold a more prominent place in the common subjects learned. Tended with the community's help, the vegetable garden will give the students knowledge of the soil and land and have them become aware of locally grown products. The school is also planning an entrepreneurial project that would eventually involve selling its produce to the public.

To adequately meet these needs, the teams had to use ingenuity to design the addition in a way that retains as much surface area as possible for the schoolyard all while creating favourable outdoor conditions, by positioning the new built environment to cut the prevailing winds, for example. In the schoolyard, there will be an outdoor learning area, a covered area to make it possible to go outside no matter the weather, individual and collective play areas, as well as a vegetable garden close to the kitchen. Gardening and learning activities will be a part of the educational projects specific to the school's educational vision.

A recreational and active program

The Saint-Joseph school wants to become a vibrant, accessible place outside of school hours by offering the students and community members myriad extracurricular activities. The quality of the new facilities will allow it to expand its offer. The municipality wants to be involved in this unifying project that will improve the quality of life of all its citizens. The gymnasium, motor skill development room, kitchen and dining hall can be shared with the public, creating community life within the school.



A school that unfurls around a learning street

The learning street is a space adjacent to the classrooms. By widening the circulation areas and adding appropriable sub-spaces, it becomes an extension of each classroom. This common space encourages interaction between classes and allows students from different classes to do collaborative projects together. The learning street promotes autonomy by allowing the students to work outside the classroom and by offering different learning atmospheres. It includes a library space for students from the same cycle, as well as child-friendly reading areas.

As they come in from the schoolyard, the students first access the coatroom, then the learning street, which leads to the classrooms.

Step 1

Proposals

49 Anonymous Proposals

The 24 Proposals

52 Jury

Martin Fréchette

France Gervais

Jérôme Lapierre

Anik Mandalian

Juliette Patterson

Christine Robitaille

Martin Trudel

54 Unveiling of the Architects

In the image of the type of competition that was chosen, the proposals are presented anonymously, to showcase their richness and variety without bias. The names of the respective firms appear at the end of this section.

Please note that the text on the finalists and winners' poster boards (images that show the scale model, site plan, etc.) are only available in French.





A Word from the Jury Chair

Martin Fréchette

Principal of the Belle-Vallée school

As a jury member, I felt honoured to share this role with others who are passionate about improving Quebec schools. Throughout the process, all of the members shared their views respectfully. The project to renovate and expand the Saint-Joseph school is near to my heart, as it will become a community hub for the village of Maskinongé. In addition to the learning that will take place there, the project provides an opportunity to bring together the village's different generations of people. With its vision of promoting a healthy and active lifestyle, through sports activities and by helping the students develop culinary autonomy, the Maskinongé Lab-École school will help a new generation discover the pleasure of growing food, cooking and being more active.

This competition process built a spirit of collaboration between the different school stakeholders. It should also help raise school construction standards and ensure that the projects better meet the school communities' needs and expectations. The Saint-Joseph school was a significant challenge for the competing architecture firms, as it required remodelling two existing buildings as well as building an extension. The architects skillfully met the challenge, making it very difficult for the jury to choose.

In closing, I hope that this wonderful school renovation and expansion project in Maskinongé will prove that it is possible to obtain splendid school buildings by renovating existing ones. Quebec's existing schools need a lot of TLC and improvements for the children of tomorrow to be able to thrive in an environment that will facilitate their intellectual, creative, social and physical development.

Jury Members

Martin Fréchette

Principal of the Belle-Vallée school
Jury Chair

Holder of a Bachelor's degree in history education from the University of Quebec in Trois-Rivières (UQTR), Martin Fréchette quickly developed an interest in school management. The sports enthusiast developed his leadership skills at a young age, on various sports teams. Today, he is very involved in his community and in various associations that contribute to the healthy development of children and families. He likes to share his love of sports and enthusiasm for healthy lifestyle habits with his school.

France Gervais

General Manager and Secretary-Treasurer,
Municipality of Maskinongé

A native of Maskinongé, mother of two daughters (university students who attended the elementary schools in Maskinongé) and an accountant by profession, she has been the general manager of her municipality since 2003. Very involved in her community, she cares deeply about its well-being and development. Her major achievements include taking complete charge of the expansion of the community centre and the construction of a new recreation centre in 2013-14, making her well-positioned to help with the Lab-École project.

Jérôme Lapierre

Architect and Head of the Physical
Environment Cornerstone, Lab-École

Passionate about Quebec architecture, Jérôme Lapierre led the research-creation to rethink the schools of tomorrow at Lab-École and helped set up the architectural design competition. In 2014, he won the Prix de Rome in Architecture – Emerging Practitioners, which led him to work at Gehl Architects in Copenhagen, Denmark. Jérôme teaches at Laval University's School of Architecture. For 11 years, at Atelier Pierre Thibault, he helped design projects of various sizes, which won several awards of excellence.

Anik Mandalian

Architect and Senior Partner,
Atelier Zébulon Perron

Anik Mandalian holds a Bachelor of Architecture from the University of Montréal (UdeM) and has 21 years of architectural experience. She joined the Provencher_Roy firm in 2003, where she proved her exceptional value as a partner and project manager. She was involved in the design and realization of major projects, including in the institutional, university, transportation infrastructure and healthcare sectors. Since 2019, she has been applying her talents as a senior partner at the renowned Montréal-based Atelier Zébulon Perron architecture firm.

Juliette Patterson

Architect and Landscape Architect,
Senior Partner, Catalyse Urbaine

Juliette Patterson is a founding partner of the Catalyse Urbaine firm. Winner of a Canada-wide urban design competition, she designed and carried out the project to turn the streets of the Le Triangle district in Montréal into a sustainable residential neighbourhood, focused on ecology and people. The project rethinks the streets as a space in which to socialize. Thanks to her training as an architect and landscape architect, Juliette Patterson is able to understand complex issues that require multidisciplinary cooperation and negotiations with stakeholders who have different interests.

Christine Robitaille

Architect and Senior Partner,
Atelier Robitaille + Thiffault

Christine Robitaille's career has given her a broader vision of development, one that encompasses architecture, urban design and landscape architecture. As a partner at Atelier Robitaille Thiffault, she has led various urban composition and public domain development projects and has conducted numerous urban planning, landscape and heritage studies. Her experience has given her expertise in urban and landscape integration, in both expansion and restoration projects.

Martin Trudel

Preschool Teacher, Belle-Vallée school

Martin Trudel has been teaching at the preschool level since 1995. He is one of few men to be teaching preschool and the only one to be doing so in the Chemin-du-Roy school service centre. He likes to promote human values in his classroom. His keen interest in robotics and technology is reflected in his daily teaching. Wanting to share this passion with other school workers, he developed a close collaboration in robotics with a college in the area.

Unveiling of the Architects

| Team no. | Project's name | Team's name | Team no. | Project's name | Team's name |
|----------|----------------------------|---|----------|---|---|
| 01319LE | Terreau fertile | rose architecture inc. | 46233ED | Transition : action de passer de l'autre côté | Lachance & Associée architectes inc. |
| 02505WH | École des Serres | DMG architecture | 46626NO | Les trois petites maisons | Bilodeau Baril Leeming Architectes (GESARCO INC.) |
| 04919SG | La vieille école | Guillaume Pelletier Architecte | 54453AT | Les passages | Table Architecture + Durand Courchesne |
| 10102VI | Trois fois passera | le consortium YH2 RIOPEL architectes | 73864KM | Sur le sentier de l'école (or "Ça prend un village pour élever un enfant") | Ardoises + Intégral Jean Beaudoin |
| 11333AR | L'école-jardin | 2Architectures | 75344TA | Au milieu coule une rivière | Cardin Julien inc. |
| 12083HG | École Saint-Joseph | NEUF architect(e)s s.e.n.c.r.l. | 77177PA | École Les trois moulins | AUpoint études + architecture + territoire inc. |
| 13051OL | Rendez-vous sur la galerie | Lucie Paquet & Paulette Taillefer, architectes en consortium | 78335WM | Un village pour élever un enfant, un jardin pour cultiver les connaissances | STGM Architectes |
| 17255CR | La canopée | rocioarchitecture inc. | 86568LP | Parcours | SIMARD Architecture inc. |
| 19008MK | Côté cour, côté jardin | Bourgeois Lechasseur architectes inc. | 97872PZ | École primaire Saint-Joseph à Maskinongé | T B A Thomas Balaban Architecte |
| 19474MK | Cartographie agricole | Chevalier Morales architectes | | | |
| 22722LV | École des Maraîchages | PARA-SOL | | | |
| 23186MA | Promenade | Pelletier de Fontenay + Leclerc | | | |
| 32317FS | Le Lab-École de Maskinongé | Maria José Benech architecte | | | |
| 34772MA | La serre | KANVA Architecture inc. | | | |
| 36952HR | Marmaille et boustifaille | Beaudry & Palato inc., Doucet + Turcotte Architectes inc., SMITH VIGEANT INC. | | | |

Step 2

Presentations



58 Four Finalists' Presentations

- 58 Rendez-vous sur la galerie
Paquet - Taillefer + Leclerc (consortium)
- 64 Les passages
Table Architecture + Durand Courchesne +
Héloïse Thibodeau Architecte
- 70 École Les trois moulins
AUpoint + Patriarce + Métaforme + LGT
- 76 Un village pour élever un enfant,
un jardin pour cultiver les connaissances
STGM Architectes

82 Public Presentations

Rendez-vous sur la galerie

(meet you on the veranda)



Inspired by the learning street model, this project proposes creating an educational journey through the entire Saint-Joseph school site. The placement strategy gives the school a distinctive presence on the street specific to the three roads around it and maximizes the schoolyard space.

On Saint-Aimé Street, the existing building housing the kindergarten classrooms and the administrative offices becomes the project's civic hub and keeps its official status at the entrance to the village. In continuity with the existing pavilions, the extension unfolds eastward, linking the civic hub to the shared spaces of the cultural and creative hub. The latter, located in the heart of the school, is devoted to workshops, the dining hall and showcasing the market gardening activities. The extension's volume continues all the way to the sports hub, which contains the gymnasium and its associated spaces, along Saint-Luc Street.

Inside, the learning street connects these hubs and provides a series of informal spaces along the main circulation path. Outside, the hubs are linked by a long, covered veranda and a covered area where students and the community can gather. The veranda is part of the outdoor pedestrian walkway designed to create a new link between the two neighbouring sectors.

The outdoor spaces are used to their full potential to provide a green, healthy area for students and the community. Inspired by the sweeping landscapes of the Saint Lawrence River valley, where Maskinongé is located, these spaces provide a variety of gathering, play and discovery areas.

The project's volumetry is inspired by Maskinongé's built heritage and visual identity, characterized in part by simple, straightforward shapes and materials, seen in the gabled roofs and lovely wood-covered porches.

Excerpt from the jury's report: The project's strength lies in its placement on the site, which allows for a bigger schoolyard. The rather small footprint is in line with the sun's movement across the sky, and the new building protects the yard from strong winds. The schoolyard features a poetic, carefully planned landscape architecture. The concepts were designed with children in mind, for example, the secret, privileged wooded area that encourages discoveries unique to childhood. The veranda is an inhabitable threshold connecting the exterior to the heart of the school, where the addition meets the renovated building. Inside, the jury appreciates the pleasant, sunlit dining hall whose corner opens onto the schoolyard. The learning street is ample, dotted with small spaces the children can make their own. The different components, such as the tiered seating, can be used for play, making this design a fun environment for children.

Paquet - Taillefer +
Leclerc (consortium)

Stantec
Mousse architecture de paysage
Christian Robert de Massy



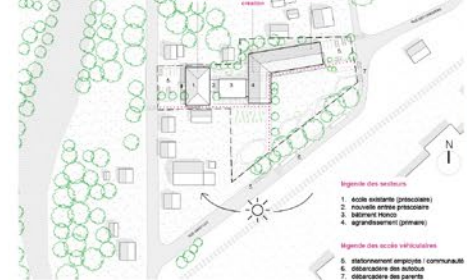
rendez-vous sur la galerie

Importé par le caractère de la rue d'agrandissement, ce projet propose la création d'un espace ouvert et flexible qui accueille les enfants et les adultes. Le projet est conçu pour répondre aux besoins des habitants et des visiteurs de la galerie. Le projet est conçu pour répondre aux besoins des habitants et des visiteurs de la galerie.

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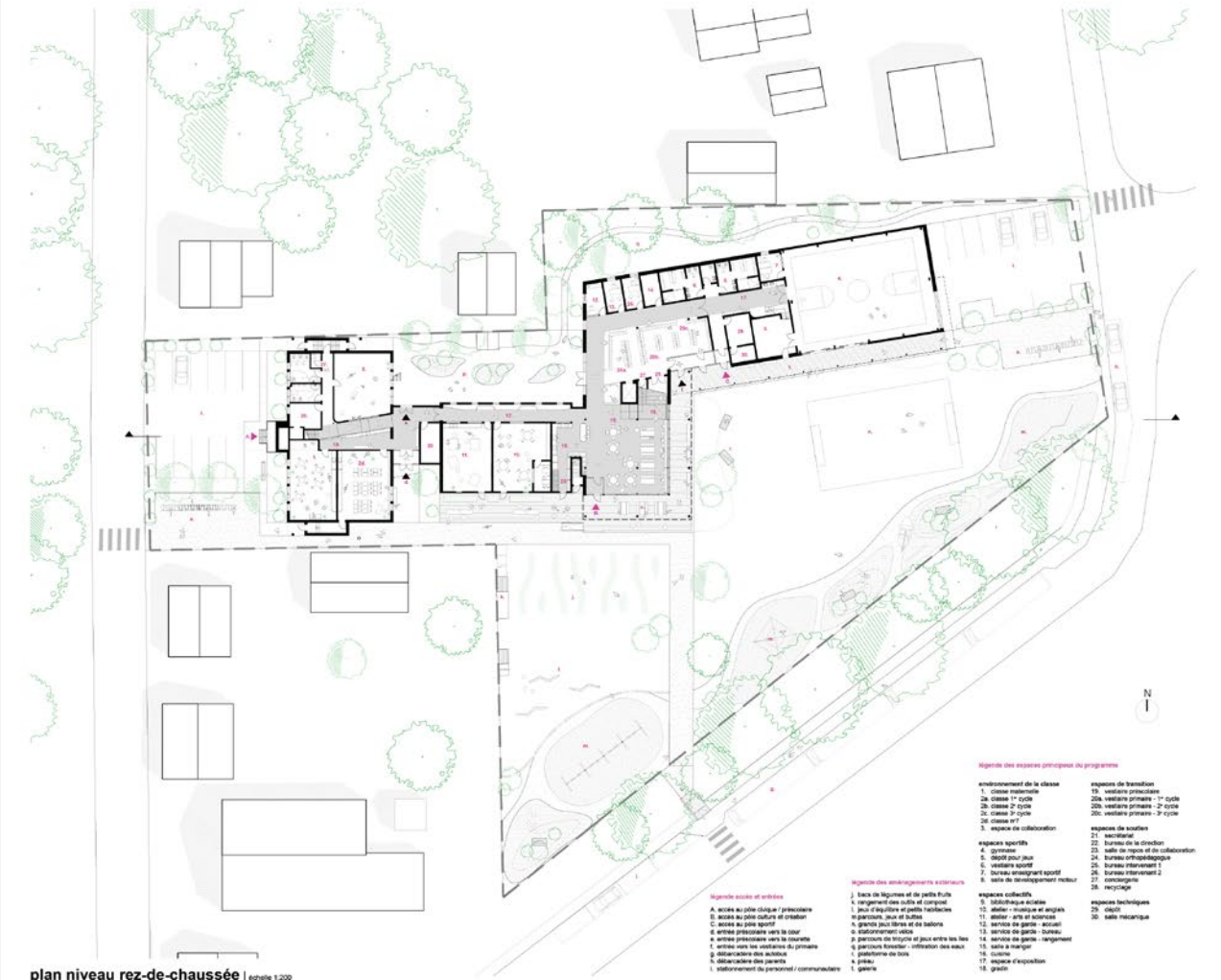
Le projet est conçu pour répondre aux besoins des habitants et des visiteurs de la galerie. Le projet est conçu pour répondre aux besoins des habitants et des visiteurs de la galerie.



une cour à l'image du territoire de maskinongé | paysage de paysage



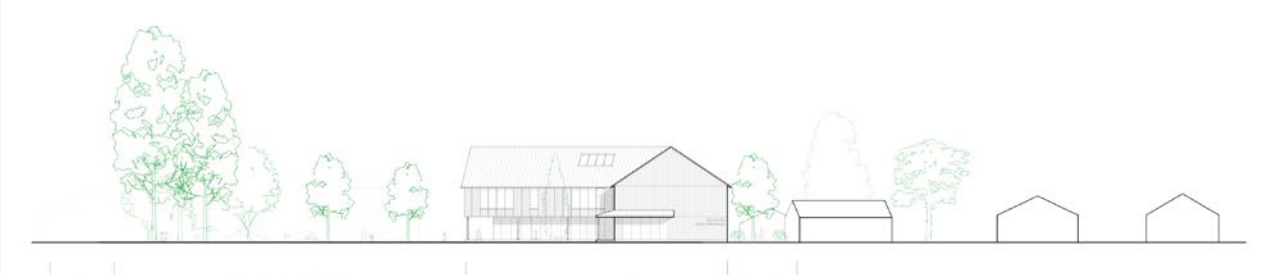
paquet + taillefer | leclerc rendez-vous sur la galerie 01



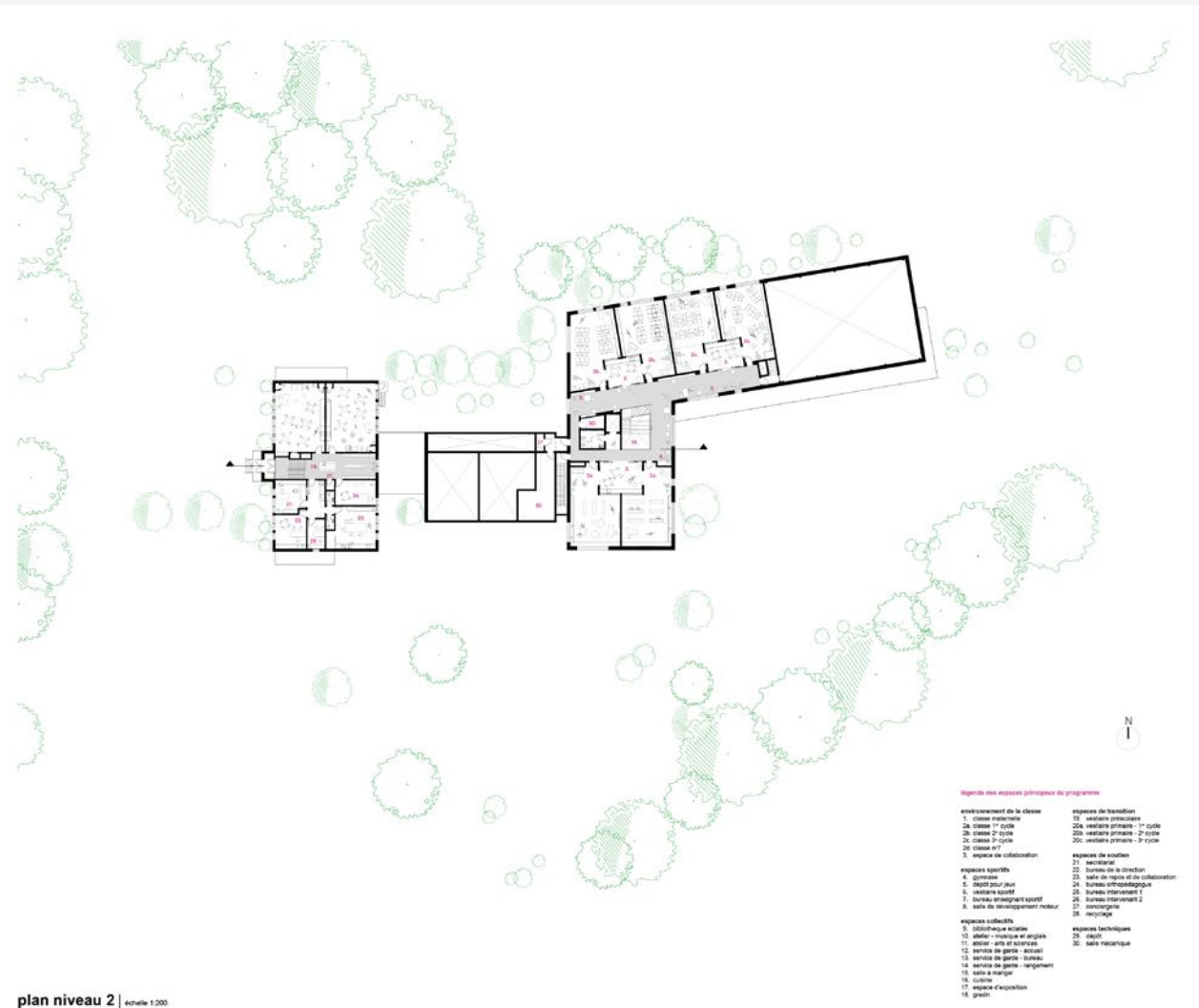
élevation sud | échelle 1:200



élevation est | échelle 1:200



élevation est | échelle 1:200 paquet + taillefer | leclerc rendez-vous sur la galerie 02



- Légende des espaces principaux du programme**
- | | |
|-------------------------------------|---|
| environnement de la classe | espaces de transition |
| 1. classe maternelle | 19. vestibule primaire |
| 2a. classe 1 ^{er} cycle | 20a. vestibule primaire - 1 ^{er} cycle |
| 2b. classe 2 ^e cycle | 20b. vestibule primaire - 2 ^e cycle |
| 2c. classe 3 ^e cycle | 20c. vestibule primaire - 3 ^e cycle |
| 2d. classe 4 ^e | |
| 3. espace de collaboration | espaces de soutien |
| espaces sportifs | 21. vestiaire |
| 4. gymnase | 22. bureau de la direction |
| 5. salle pour jeux | 23. salle de repos et de collaboration |
| 6. vestibule extérieur | 24. bureau d'accompagnement |
| 7. bureau administratif sportif | 25. bureau intervenant 1 |
| 8. salle de développement moteur | 26. bureau intervenant 2 |
| espaces collectifs | 27. courtoisie |
| 9. bibliothèque scolaire | 28. recyclage |
| 10. atelier - musique et arts | espaces techniques |
| 11. atelier - arts et sciences | 29. éléct |
| 12. service de garderie - accueil | 30. salle mécanique |
| 13. service de garderie - bureau | |
| 14. service de garderie - rangement | |
| 15. salle à manger | |
| 16. cuisine | |
| 17. vestiaire d'appoint | |
| 18. garderie | |

plan niveau 2 | échelle 1:200



paquet + taillefer | leclerc

rendez-vous sur la galerie



la classe | agencement de 2 classes du niveau primaire - configuration en L

la rue d'apprentissage | agencement d'espaces communs

- Légende des salles mécaniques de l'ensemble des bâtiments**
- | | | |
|---|---|---|
| 1. salle mécanique n°1 située dans l'édifice existant | 3. salle mécanique n°3 située dans le bâtiment Franco - niveau 2 | 4. salle mécanique n°4 située dans l'agencement - niveau 1 |
| - dessert l'ensemble l'édifice existant | - dessert le projet d'agencement et l'administration | - dessert l'ensemble la nouvelle gymnase |
| - deux circulations une en bois naturel et une à lamelles extérieures | - circulation, distribution et ventilation de l'air frais et air de ventilation | - circulation, distribution et ventilation de l'air frais par unités de ventilation |
| - circuits de chauffage à l'eau chaude (2 zones) | - apport d'air frais et évacuation de l'air vicié via les unités de ventilation | - chauffage de l'air neuf par récupération d'énergie sur l'air extrait |
| - salles sanitaires et vestiaires existantes | - traitement de l'air neuf par récupération d'énergie sur l'air extrait | - à la fois, de chauffage avec chaudières de la salle mécanique n°3 |
| | - système de distribution d'air dédié au gymnase | - système de distribution d'air dédié au gymnase |
| | - réseau de chauffage avec chaudières - réserve pour l'avenir | |
| | - système de distribution et ventilation pour les locaux administratifs dans l'édifice existant | |
| | - salle sanitaire | |
| | - salle vidéo | |
- Légende des principaux éléments de structure de l'agencement**
- | | |
|--|--|
| A. secteur des classes | |
| forme de toit en bois de charpente | |
| plaque de bois et contreventement | |
| structure en plancher en bois lamelle-collée et parageage | |
| de bois lamelle-collée en structure ossature | |
| (structure ossature - plafond IBC) | |
| colonne en bois lamelle-collée | |
| colonne en bois lamelle-collée | |
| mur de fondation et terrasse flottante en béton armé | |
| plaque et soubasse en béton armé | |
| B. secteur de nouvelle gymnase | |
| forme de toit en bois lamelle-collée et parageage | |
| en bois lamelle-collée en structure ossature | |
| (structure ossature) | |
| colonne en bois lamelle-collée | |
| colonne en bois lamelle-collée | |
| plaque et profils secondaires de la dalle en bois lamelle-collée et parageage de bois lamelle-collée | |
| en bois lamelle-collée | |
| colonne en acier peint | |
| mur de fondation et terrasse flottante en béton armé | |
| plaque et soubasse en béton armé | |

les principes d'ingénierie | système de principes électro-mécaniques & structurel



coupe | échelle 1:200
paquet + taillefer | leclerc

rendez-vous sur la galerie

Les passages (the passageways)

Designing the Maskinongé Lab-École school required answering two questions: how to add a building three times the size of the existing school while keeping the site human-scaled and how to build a stronger collective identity via this new community hub.

The proposed solution is to create a unified whole that incorporates the existing building. The current base is extended by a third compact volume that is detached and is connected by passageways. The plan's extension forms a linear campus, whose porosity creates openings onto the landscape and outdoor spaces in dialogue with the interior. The extension is inspired by the village-school typology, materialized by the existing Saint-Joseph school and characterized by its brick masonry, pillars, four-sided roof and generous windows. Combining this rural expression with reworked modern archetypes produces an open architecture in keeping with the vernacular context.

Open spaces are added to the existing structures to form a coherent whole. The former school, which keeps its civic role, houses the administrative and preschool spaces. The former gymnasium is converted into a dining hall and a collective kitchen. The extension forms the third hub, housing the sports facilities in the basement and the classrooms on the second floor, which frees up the ground floor to offer a shared, covered entrance courtyard tucked into the building. The three hubs are spatially and visually connected by a linear passageway, which is covered on the ground floor and indoors on the second floor, acting as a veranda.

The design offers simple, soothing spaces, as the school wants the children to invest in it rather than be managed by the architecture. The children are therefore the focal point of this built environment.

Table Architecture + Durand Courchesne + Héroïse Thibodeau Architecte

Groupe Gesfor Poirier, Pinchin
Projet Paysage
Latéral conseil
Dupras Ledoux
Gravitaire



Les passages

Deux questions ont animé la proposition : comment équiper un bâtiment trois fois plus grand que l'existant sans altérer l'atmosphère rurale et l'échelle domestique du site, et comment créer une cour collective plus forte grâce à ce nouveau programme scolaire ?

La solution proposée consiste à garder un ensemble en briques existant le bâtiment existant, la partie ajoutée à l'ouest pour créer deux volumes indépendants au ras de chaussée, mais reliés à l'édifice. Cette stratégie permet de créer une cour collective construite autour d'un espace communautaire au ras de chaussée, mais reliée à l'édifice. Cette stratégie permet de créer une cour collective construite autour d'un espace communautaire au ras de chaussée, mais reliée à l'édifice.

Spécificité
La proposition crée des espaces courts et larges qui structurent l'ensemble pour former un ensemble cohérent. L'ensemble existe, conservant son caractère rural. Les espaces ajoutés sont conçus en briques et béton, et sont plus d'accueillir l'air et la lumière que de créer une nouvelle structure. L'ajout de ces espaces permet de créer une cour collective construite autour d'un espace communautaire au ras de chaussée, mais reliée à l'édifice.

Ces trois axes sont reliés également et chapeautés par un passage latéral, extérieur au ras de chaussée et ouvert à l'air. Il se traduit une façade unique comportant une galerie pédestre et invitée accueillant les

élèves au quotidien. De grandes surfaces vitrées apportent la lumière naturelle dans les salles de classe tout en favorisant une ouverture sur le paysage environnant.

Le projet propose des espaces sobres, l'écologie se traduit par l'emploi d'un matériau plus durable que le béton, la toiture est conçue pour être plus durable que le béton existant.

Technique et matériaux
En accord avec le projet, les matériaux utilisés sont sobres et durables. Le béton est remplacé par des briques et du bois, ce qui permet de créer une cour collective construite autour d'un espace communautaire au ras de chaussée, mais reliée à l'édifice.

Le projet s'inspire de la typologie de l'école de village, matérialisée par l'usage de briques rouges, avec un maximum de brèches, les structures existantes de pierres, et la toiture à quatre pans et sa localisation importante. L'ajout de ces espaces permet de créer une cour collective construite autour d'un espace communautaire au ras de chaussée, mais reliée à l'édifice.



Pan de site



La cour (haut)

Carrière d'une cour ouverte, cette cour artificielle délimite la cour et offre un lieu vers la rue Saint-Luc. Ce lieu ouvert, elle peut agir tant comme espace de circulation que de jeu. Ce lieu ouvert, un espace communautaire au ras de chaussée, mais reliée à l'édifice.



La classe (haut)

Lieu d'apprentissage complémentaire, la classe existante permet aux élèves de bénéficier de la lumière naturelle et de la vue sur le paysage. Ce lieu ouvert, elle peut agir tant comme espace de circulation que de jeu. Ce lieu ouvert, un espace communautaire au ras de chaussée, mais reliée à l'édifice.



La porte (haut)

En tant qu'axe de passage, la porte peut naturellement servir de point d'entrée en site, elle se traduit par un espace ouvert agissant comme espace communautaire au ras de chaussée, mais reliée à l'édifice.

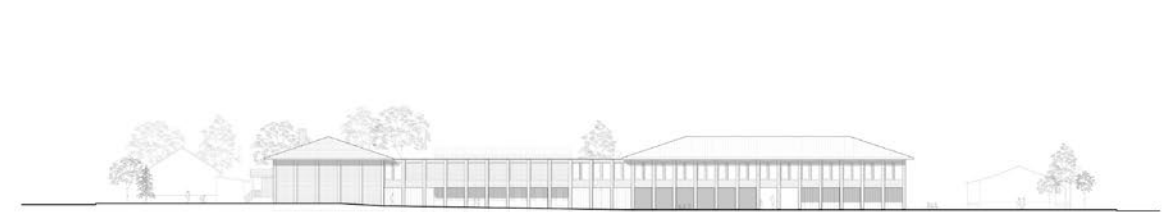
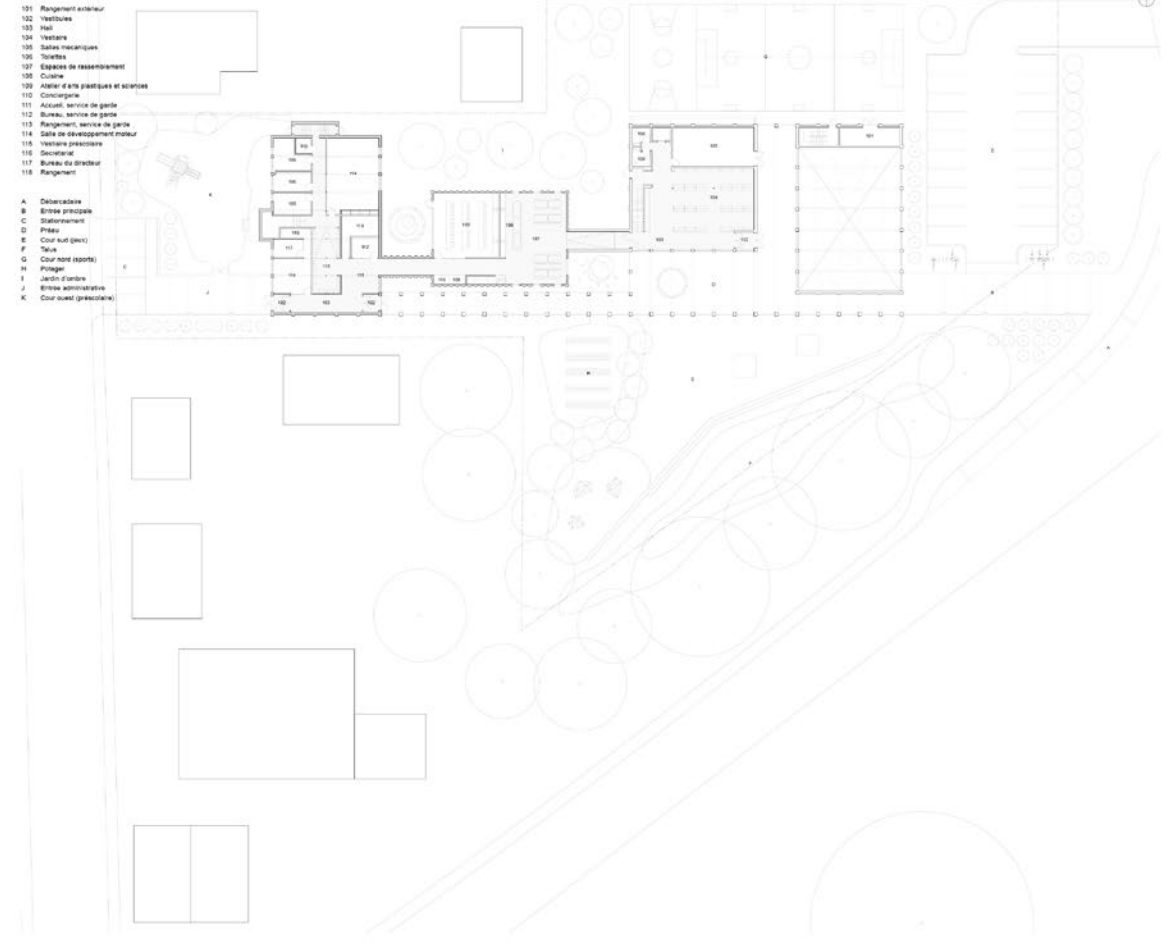


La porte (bas)

La cour et le passage latéral sont reliés par un passage latéral, extérieur au ras de chaussée et ouvert à l'air. Il se traduit une façade unique comportant une galerie pédestre et invitée accueillant les

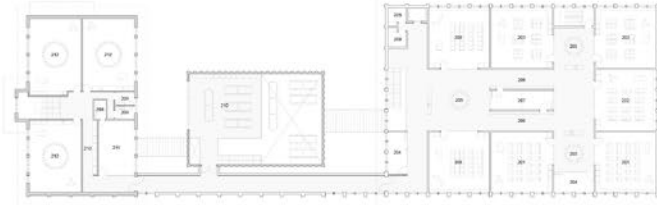


Rez-de-chaussée



Étage

- 201 Classes de 1^{er} cycle
- 202 Classe additionnelle
- 203 Classes de 2^e cycle
- 204 Bureau d'enseignement
- 205 Espace de collaboration
- 206 Bibliothèque ouverte / atelier
- 207 Bureau d'orthopédagogue
- 208 Classes de 1^{er} cycle
- 209 Toilettes
- 210 Espace pour élève
- 211 Salle de repos
- 212 Classes de maternelle
- 213 Rangement



Sous-sol

- 001 Gymnase
- 002 Dépôt matériel
- 003 Bureau enseignant
- 004 Vestiaire sports
- 005 Conciergerie
- 006 Atelier musique et anglais
- 007 Rangement
- 008 Dépôt



Espace de collaboration

Les espaces de collaboration de chaque cycle, zones polyvalentes, entre les trois parties de classes, sont ouverts sur les axes extérieurs de circulation et sur la circulation verticale reliant les vestiaires, toujours le cœur de la rue d'apprentissage. Le parti fait que les classes forment un seul espace de classe et espace de collaboration, pouvant accueillir des ateliers selon les activités d'aménagement de part et d'autre. Ces locaux polyvalents et flexibles comprennent du mobilier intégré et mobile offrant avec les possibilités de réaménagement.



Vestiaire ouvert sur le plein air

Zone ouverte sur le plein extérieur et les espaces communs intérieurs, le vestiaire agit comme hall de liaison. Chaque cycle dispose de sa zone dédiée, formant une suite de sous-espaces à travers le grand hall. Les plans courent, dimensionnés également au vestiaire, facilitent les déplacements lorsque les conditions extérieures ne sont pas favorables. Des rangements intégrés au vestiaire à proximité de l'entrée complètent l'équipement pour les activités extérieures.



Espace de rassemblement

Noyau central de rassemblement, le volume du bâtiment pédagogique relie la routine collective, la salle à manger et l'atelier d'activités. Au cœur du campus scolaire, il agit comme espace de rassemblement principal et offre la possibilité d'être divisé en différentes zones de cycle. Son mobilier (tables, bancs, tables) peut être réorganisé selon les besoins, après que les équipements fixes sont installés en un lieu de service par mesure de rationalisation.



Gymnase encastré

L'encastrement du gymnase permet, d'une part d'assurer une meilleure présence visuelle de cet équipement collectif, et d'autre part de minimiser l'impact de l'imperméabilité du bâtiment sur le site. De par son encastrement, son orientation et la présence d'un grand fenestrationnement direct sur l'extérieur, l'air est rafraîchi et est donc naturellement efficace tout au long de la journée. La colonne centrale du gymnase et son étage supérieur de classes permettent un fonctionnement indépendant de l'organisation scolaire, les jours et fins de semaine, au bénéfice de la communauté.

- 01 Puits d'évacuation d'air en ventilation naturelle
- 02 Prise d'air en ventilation naturelle, fenêtre ouverte manuelle ou motorisée selon l'usage du local
- 03 Prise d'air neuf par lattes de ventilation
- 04 Unité de ventilation avec une thermique haute performance alimentant les sous-systèmes en air neuf
- 05 Évacuation d'air dans la zone des conteneurs par un 2^e étage de récupération énergétique
- 06 Bâches multicouche alternant indépendamment les trois zones en fonction de leur concentration de CO₂
- 07 Problème acoustique résolu par l'environnement et contrôlant les échanges d'air dans la zone des conteneurs
- 08 En mode chauffage, les conteneurs absorbent la chaleur extérieure et celle rejetée par les autres systèmes dans la zone
- 09 Puits unités de ventilation à classe variable alimentent en zones le gymnase, les classes et la cafeteria
- 10 Des bâches à volume variable avec capteur contrôlent la qualité et la température fraîche dans les sous-basse



Schéma des principes de mécanique



- 01 Colonnes d'acier sur pilotis avec lit en béton armé
- 02 Structure d'acier simple, poutres, poteaux et portique d'acier bétonné
- 03 Structure de gymnase en charpente de bois, lambris bois exposés et béton en bois type mixte-bois
- 04 Fenêtrage de toit en acier
- 05 Carrelage et aménagement de la dalle sur sol du béton, au-delà d'une mezzanine
- 06 Autone intervention structurelle dans le pavillon Saint-Joseph

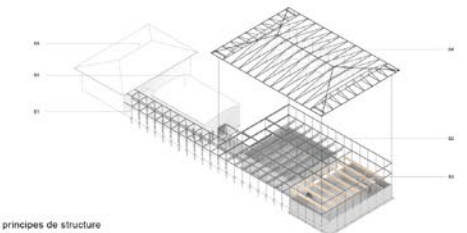
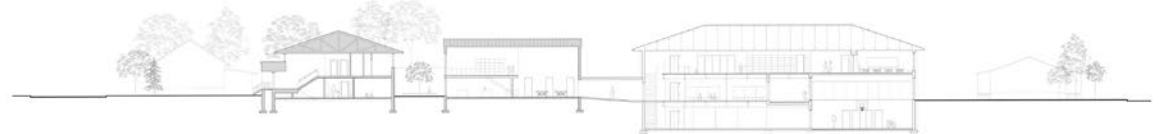


Schéma des principes de structure



Coupe longitudinale

École Les trois moulins

(the three mills school)

This proposal divides the architectural program into three large pavilions: the preschool pavilion, the elementary school pavilion and the sports pavilion. They are articulated by a strong east-west axis from Saint-Luc Street to Saint-Aimé Street, and by a structuring transition and distribution core. A large schoolyard offers natural and developed spaces that are consistent with the indoor uses. Fun and creative playground equipment and sports areas correspond with the children's different stages of development and are adapted to the seasons. The inhabited circulation and transitional spaces are catalysts for learning, collaborating and sharing. The flexibility and variation of the layouts and built-in furniture place value on and stimulate creativity, learning, play and discovery.

The size and layout of the buildings are human-scaled and respectful of the environment. Their shape and the use of noble materials like wood and steel are inspired by the local architectural language and heritage.

Architectural, structural and mechanical solutions were carefully studied and adapted to one another. Bioclimatic properties and space permeability were taken into account in every aspect of the project. Inside, natural ventilation, air conditioning and lighting are favoured and electromechanical solutions complete the overall design.

The project is animated by an architectural gesture strongly inspired by the three mills that used to be in operation in the area (a sawmill, a flour mill and a carding mill), which were places of identity, collaboration and knowledge transfer. They are represented here by three chimneys that differentiate the school cycles.

The school will become a central facility for the community's development and vitality, a lever for academic success and the adoption of healthy lifestyle habits.

AUpoint + Patriarche +
MétaForme + LGT

Atelier Mock/up



École Les Trois Moulins

Le site d'intervention fait face à la rivière Maskinongé qui traverse le village et marque son paysage. Le long de celle-ci et au cours de l'histoire, trois moulins se sont dressés, un moulin à scie, à farine et à papier. Il était alors rare de compter trois moulins dans un même village. Cela traduisait la force et le caractère des Maskinongés, la richesse du terroir et la matérialisation d'un projet commun. Les moulins étaient de fortes structures de matériaux nobles, fers de lance, d'entraide et de transfert de connaissance.

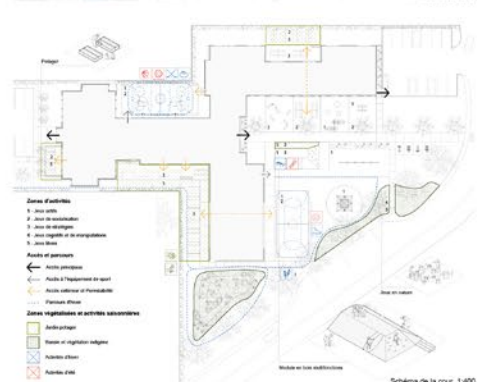
Avec le temps, les contextes du milieu et des gens ont changé. Progressivement, la communauté a toujours besoin de ces équipements, qui sont moteurs du développement collectif et individuel. Les notes d'aujourd'hui peuvent jouer ce rôle, à l'image des moulins d'antan. Elles peuvent évoluer, s'ouvrir et se connecter à leur milieu dont la vision et les valeurs ont pris une toute nouvelle dimension et sont en constante évolution.

L'école Les Trois Moulins, dans son implantation, sa forme, sa matérialité, son accessibilité et dans le programme qu'elle propose, se veut une réponse aux aspirations et besoins de Maskinongé. Elle embrasse le choix assumé de moderniser le rôle central de l'école dans le développement intégré de l'enfant et de son environnement.

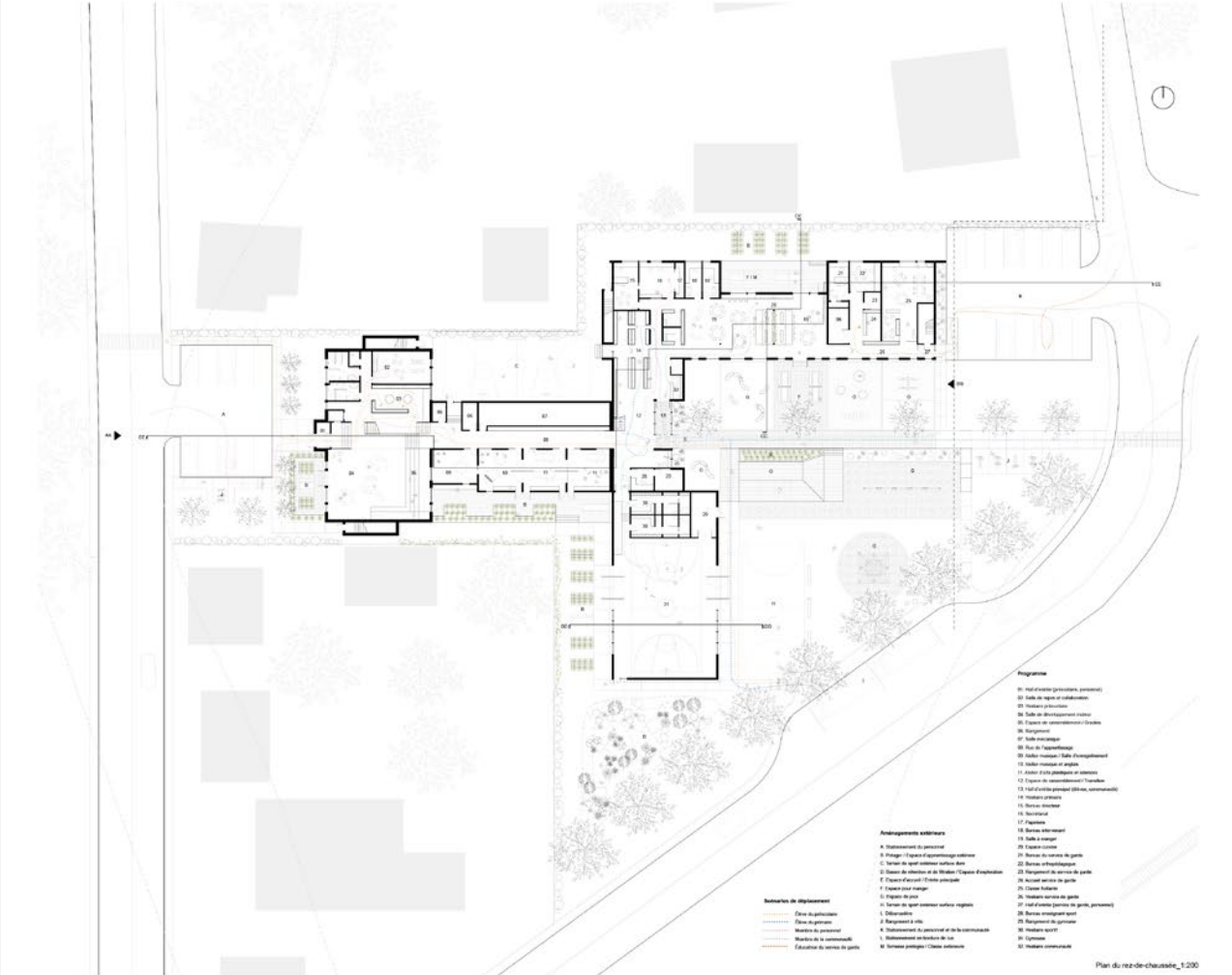
La proposition est innovatrice, fonctionnelle et en accord avec les ressources disponibles. Elle regroupe trois pavillons aux vocations complémentaires : le pavillon des classes précolaires, le pavillon des classes primaires et un pavillon sportif. Ils sont articulés par un axe fort, des espaces de transition et des corridors habiles, qui sont catalyseurs d'apprentissage, de collaboration et de partage.

Le nouveau bâti et ses aménagements extérieurs, qui valorisent le jeu et la découverte, sont en symbiose et ouvert sur la communauté. Ils s'adaptent à l'environnement, aux caractéristiques du site et sa saisonnalité. Ils valorisent les liens avec la nature et les facteurs bioclimatiques.

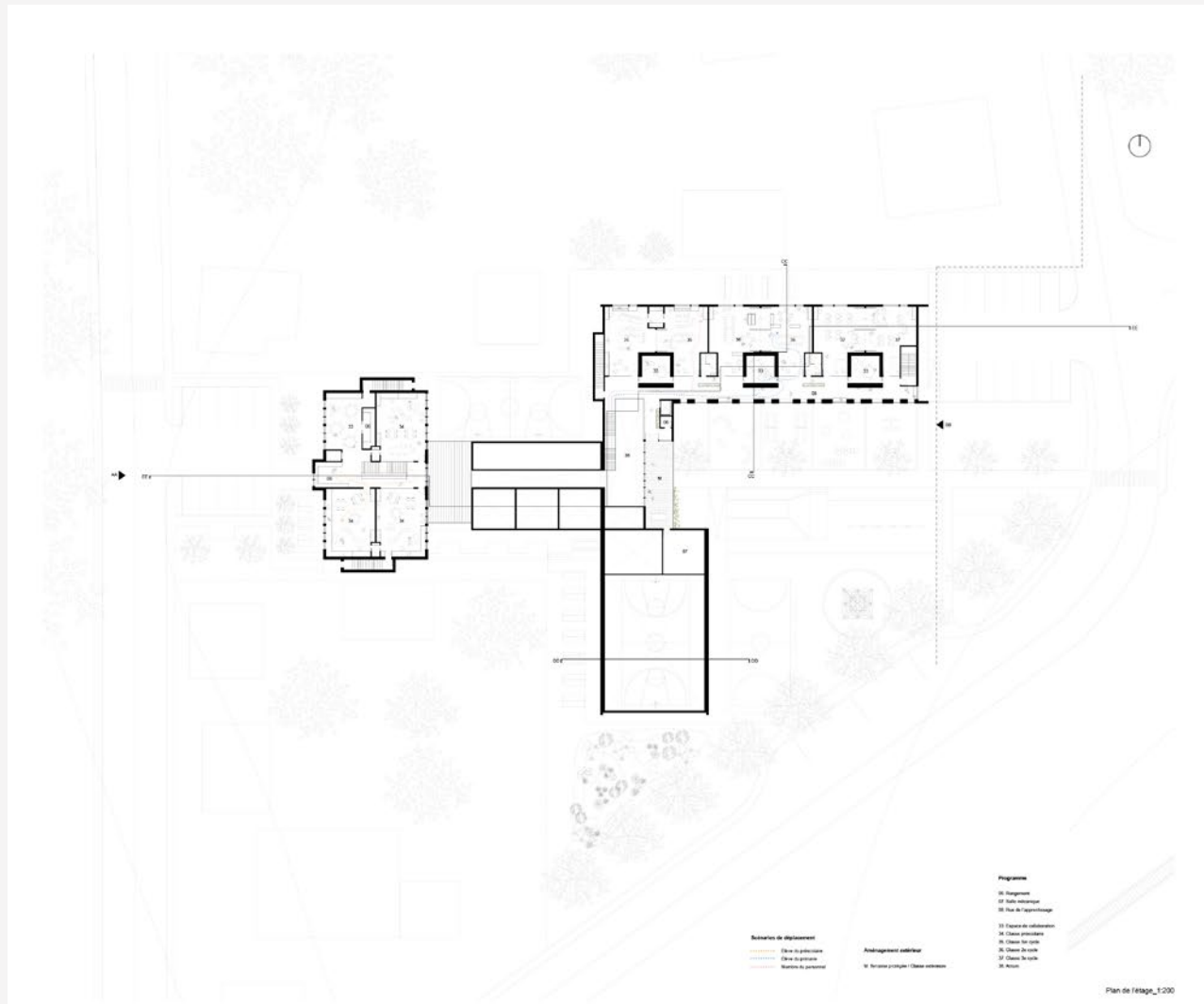
La symbolique du moulin a inspiré et guidé la conception aux différentes échelles du projet afin de créer un environnement accessible, sain et sûr, un territoire adapté pour l'épanouissement des Maskinongés.



AUpoint + Patriarche + MétaForme + LGT Lab-École Maskinongé 1



AUpoint + Patriarche + MétaForme + LGT Lab-École Maskinongé 2



AUpoint + Patriarche + MétaForme + LGT Lab-École Maskinongé 3



AUpoint + Patriarche + MétaForme + LGT Lab-École Maskinongé 4

Un village pour élever un enfant, une école pour cultiver les connaissances (a village to raise a child, a school to cultivate knowledge)

This project's aim is for its architectural qualities to support the students, teachers and community's initiatives. In short, the intention is to contribute to a real wind of change.

The layout from east to west is like a hand reaching out toward the neighbourhood. The kindergarten courtyard to the west extends the facilities of the cyclist rest area, while the new volume of classrooms frames a space to the east that contains bicycle parking. The new main entrance is on Saint-Luc Street and is sheltered from prevailing winds. It is near a field that encourages the students to play sports as soon as they arrive at school and can be adapted to the seasons. Like a village, the shared facilities are centred around a heart: the assembly room, food preparation area, gymnasium and workshops.

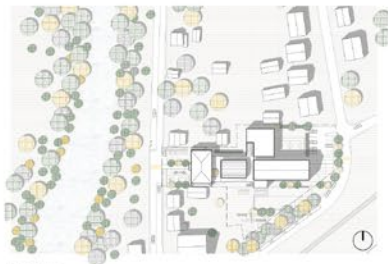
The building also emphasizes the horticultural spaces. The learning street, used to develop new educational approaches, is bordered to the south by a greenhouse bursting with greenery. The installations are the perfect height for the children to observe and tend to the plants and harvest the produce. The large schoolyard contains the main vegetable garden next to the covered area's wood deck. Nearby, the food preparation space contains a large kitchen island as found in most Quebec homes. It encourages gatherings and inspires sharing and exchanges.

The project also aims to contribute to the students' technological awakening. Architectural decisions like leaving the wooden structure and mechanics visible, help the children become aware of the physical principles all around them. The greenhouse helps passively heat the learning street and a hand pump draws rainwater that is stored in the retention pond to water the plants. The first elements that are seen on a daily basis are therefore tied to sustainable development.



Un village pour élever un enfant, une école pour cultiver les connaissances

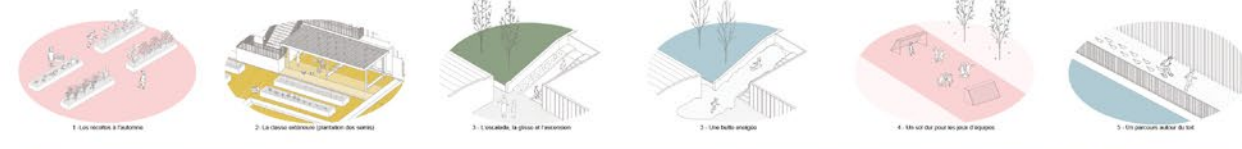
- Village communautaire** : Le projet souhaite offrir une promenade sensible à travers les habitats de Maskinongé en proposant une école polyvalente et flexible, destinée à répondre de manière innovante aux besoins de la communauté de Maskinongé et à offrir un cadre de vie innovant et accueillant. Un village pour élever un enfant, une école pour cultiver les connaissances.
- Village scolaire** : La création d'un village scolaire innovant et accueillant, favorisant l'apprentissage, la découverte et le développement de nouvelles aptitudes, tout en offrant un cadre de vie innovant et accueillant. Le projet vise à offrir un cadre de vie innovant et accueillant, favorisant l'apprentissage, la découverte et le développement de nouvelles aptitudes, tout en offrant un cadre de vie innovant et accueillant.
- Village technologique** : Dans ce projet, l'enseignement de la technologie, au même titre qu'il l'est pour l'enseignement de la langue, est considéré comme un élément essentiel de la formation des élèves. Le projet vise à offrir un cadre de vie innovant et accueillant, favorisant l'apprentissage, la découverte et le développement de nouvelles aptitudes, tout en offrant un cadre de vie innovant et accueillant.



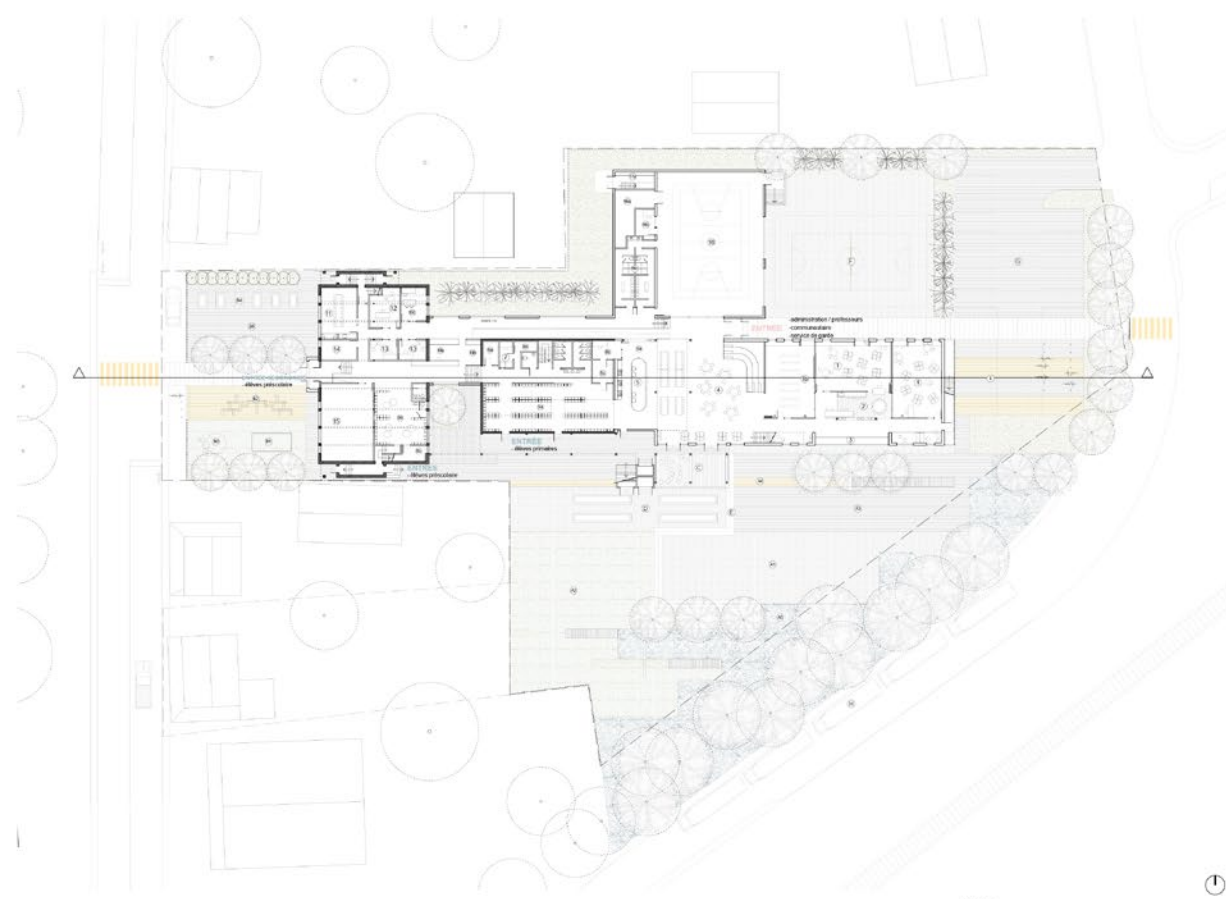
Plan de site - 1/500



Schema d'adaptation de la cour aux quatre saisons



stgm
Tetra Tech | SNC Lavalin | Daoust Lestage
École primaire Saint-Joseph à Maskinongé
Un village pour élever un enfant, une école pour cultiver les connaissances

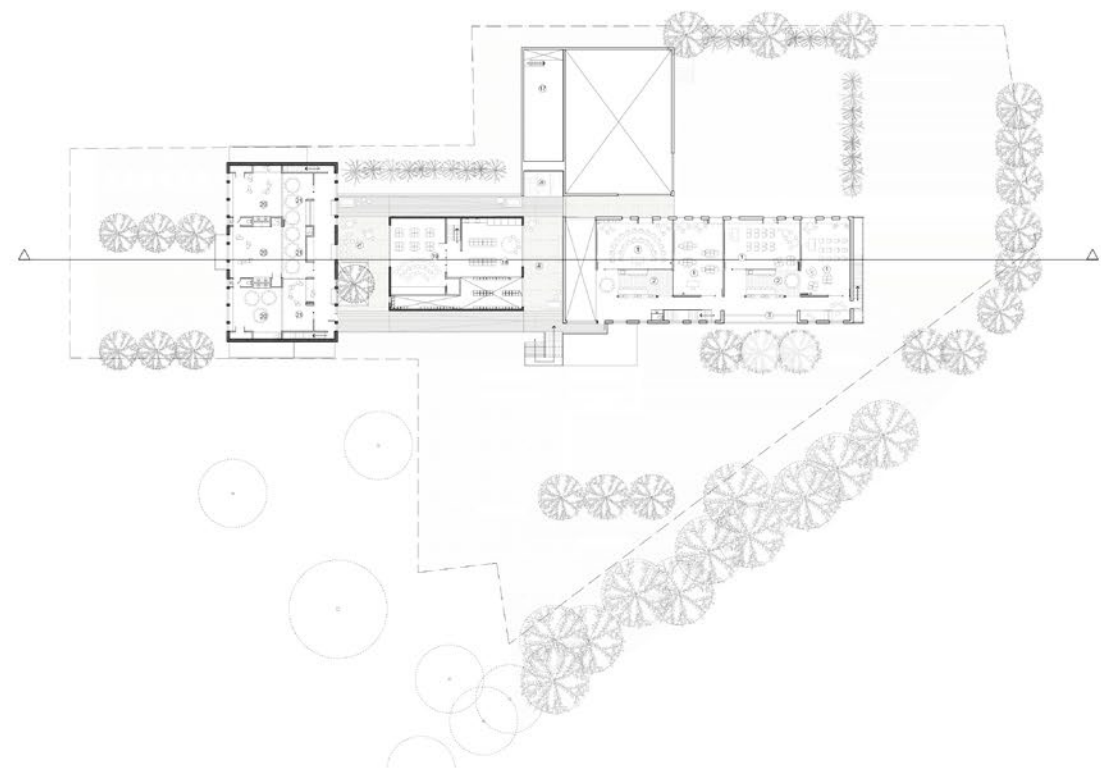


Plan de la cour - 1/200

- | | | | | | | | | |
|--------------------------------|----------------------|----------------------|--------------------|---------------------------|-----------------------|-----------------------|-----------------------|--------------------------------|
| 1) Classe primaire | 11) Service de garde | 21) Escalier | 31) Administration | 41) Bureau orthopédagogue | 51) Gymnase simple | 61) Cour primaire | 71) Cour polyvalente | 81) Filles / Classe restreinte |
| 2) Classe primaire polyvalente | 12) Espace de loisir | 22) Espace de loisir | 32) Bureau | 42) Bureau polyvalent | 52) Espace polyvalent | 62) Espace polyvalent | 72) Espace polyvalent | 82) Filles / Classe restreinte |
| 3) Espace de loisir | 13) Espace de loisir | 23) Espace de loisir | 33) Bureau | 43) Bureau polyvalent | 53) Espace polyvalent | 63) Espace polyvalent | 73) Espace polyvalent | 83) Filles / Classe restreinte |
| 4) Espace de loisir | 14) Espace de loisir | 24) Espace de loisir | 34) Bureau | 44) Bureau polyvalent | 54) Espace polyvalent | 64) Espace polyvalent | 74) Espace polyvalent | 84) Filles / Classe restreinte |
| 5) Espace de loisir | 15) Espace de loisir | 25) Espace de loisir | 35) Bureau | 45) Bureau polyvalent | 55) Espace polyvalent | 65) Espace polyvalent | 75) Espace polyvalent | 85) Filles / Classe restreinte |
| 6) Espace de loisir | 16) Espace de loisir | 26) Espace de loisir | 36) Bureau | 46) Bureau polyvalent | 56) Espace polyvalent | 66) Espace polyvalent | 76) Espace polyvalent | 86) Filles / Classe restreinte |



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École primaire Saint-Joseph à Maskinongé
Un village pour élever un enfant, une école pour cultiver les connaissances



Plan de l'étage - 1/100

- | | | | |
|----------------------------|-----------------------------------|-----------------------------|----------------------|
| 1) Classe primaire | 17) Salle d'activités | 23) Classe préscolaire | 29) Salle de lecture |
| 2) Espace de collaboration | 18) Atelier technologique et arts | 24) Espace de collaboration | 30) Cour intérieure |
| 3) Salle | 19) Atelier musique anglais | 25) Espace de collaboration | 31) Cour |
| | | | 32) Cour |



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École primaire Saint-Joseph à Maskinongé

Un village pour élever un enfant, une école pour cultiver les connaissances

3/4



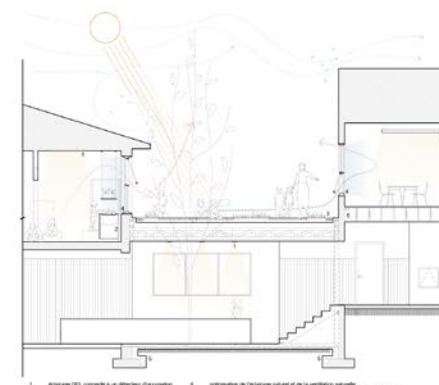
Fragment 1 - La classe préscolaire collaborative



Fragment 2 - Salle d'activités pour l'art et la technologie



Typologie de la salle d'activités



Principes d'ergonomie (diversité de hauteur)



Principes ergonomiques - Schéma technique et message à l'élève



Cour intérieure - 1/100

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École primaire Saint-Joseph à Maskinongé

Un village pour élever un enfant, une école pour cultiver les connaissances

4/4

Public Presentations

The public presentations for the Maskinongé Lab-École school were held on February 25, 2020 in the auditorium of the L'Escale high school in Louiseville. The four finalist firms presented the designs they developed for the expansion and renovation of the Saint-Joseph school, before a crowd of nearly 150 people from the community and the educational and architectural sectors.

“The presentations really helped see myself in the different projects!”

Teacher at the Saint-Joseph school in Maskinongé

“I liked the innovation featured in the different projects. The firms made a real effort to meet our community’s needs and tailor their projects to its reality.”

Parent

“It was a great initiative to invite the public to see the finalists’ presentations! Lab-École’s competition is a transparent and inclusive process. It is worth repeating. Public presentations are an excellent way to raise awareness of architecture and to spread word of it.”

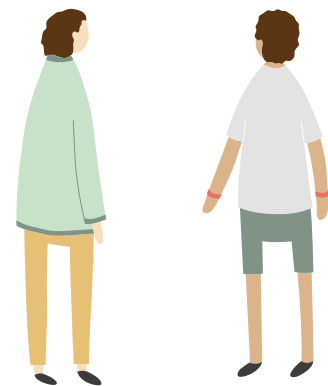
Design professional

“The adaptation to Quebec’s nordicity, as well as to the region’s historical memory, were elements that sparked my interest during the finalists’ presentations!”

Communications advisor, Government of Quebec

“Amazing library, outdoor access to water, collaborative spaces, learning hallways: the projects contain tons of wonderful ideas!”

Employee, Chemin-du-Roy school service centre



00022HA 00175MC 01078BB 01116DP 01319LE 01618QF 01669JB
01919GG 02505WH 02611PB 02919MG 03103AZ 03919RG 04668KA
04919SG 05358DP 07181FF 08008OS 08080WW 08821AM 10101MC
101102VI 10518CE 11113NC 11168PS 11235ES 113333AR 12083HG
12804AZ 13051OL 13245XY 16175CL 16348XU 16775YU 17191AZ
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19011RI 19473GT 19474MK 19475RM 19476SG 19477SF 19638GA
20020AB 20031IQ 20132JW 20132VB 20155MP 20156AR 22222PP
22266AR 22722LV 22732LP 22916LL 23186MA 23766WT 24023ZA
24865MK 25625AC 25775YU 25918EF 26676XX 27061PR 27187MC
27849EY 28332CJ 28537CC 29420SS 30230HL 32317FS 32653SG
33297AA 34519SB 34678BE 34772MA 36029FG 36952HR 38341UA
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46626NO 47296JK 47386TH 47474EL 49235AI 50214EC 50919LL
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81264LV 81928AT 86568LP 86734DY 88925XY 90929BA 91012TU
91104DC 91514EO 92019SZ 95210A 97479BZ 97872PZ 99999XX

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92 Anonymous Proposals

96 Jury

98 Unveiling of the Architects

100 Step 2: Presentations

102 Four Finalists' Presentations

126 Public Presentations



Project Context

The Rives-du-Saguenay school service centre's new Lab-École school will be located in Chicoutimi. The school administrations' main goal is to offer the children a home away from home; a warm, welcoming and calming universe. It is in focusing

on including its clientele with special needs that the school wishes to create a sense of belonging in both the students and the school team. This will inspire everyone to invest themselves differently and nourish their different interests.



Municipality The project will be located in the municipality of Saguenay, in the Saguenay-Lac-Saint-Jean administrative region. The new school will be located in the Chicoutimi borough, the region's main urban centre, which has a population of 70,000. This valley, along the Saguenay River, is home to the General and Vocational College (CEGEP) of Chicoutimi and the University of Quebec at Chicoutimi (UQAC), whose vast youth clientele brings life to the borough.

Site The new Marguerite-D'Youville school will be built on the same site as the existing school. Saint-Joachim park, which consists of a small forest, grassy areas and different sports fields available to the students, surrounds the property on three sides. The school site is located on Boily Street, where it meets Thomas-Duperré Street, in a neighborhood comprised mainly of single-family residences. Due to the site's unique topography, the highest point is on Boily Street and descends one level toward the current schoolyard.

Project As the school service centre considers the school building to be outdated, it will be torn down. A new building will be better able to meet the needs expressed. The new school will be attended by the children who currently go to the Antoine-De-Saint-Exupéry elementary school in Chicoutimi. It will consist of 15 classrooms: 3 preschool and 12 elementary. The school will also welcome students with behavioural disorders from all over the territory the school service centre covers. It must therefore absolutely be adapted to this reality. In addition, the City of Saguenay and the school service centre want to establish a partnership to facilitate access to the municipal park and its equipment and the schoolyard.

Vision and Architectural Program

A school as welcoming as a home

The students attending the Marguerite-D'Youville school are mainly from downtown Chicoutimi, an area grappling with socio-economic problems. The school welcomes children from preschool (4-year-olds) to grade 6, some of whom have behavioural disorders. The current structure and the teachers' exceptional commitment makes it possible to include all students in regular class, with the support of specialized professionals and educators who provide a constant presence. The caring shown by the current school team will be enhanced by a welcoming and inclusive building.

To make the school child-scaled, each school cycle will form its own learning community, creating mini schools that feel like home within the larger school. In this model, the rooms are organized around collaborative areas designed to offer a wide variety of collaborative spaces that can hold groups of all sizes. These spaces form mini "public squares" that serve as a reception area to—and extension of—the classroom, favouring diverse modes of learning.

A caring school that fosters a strong sense of belonging

The school's administration works closely with the Centre des Enfants (children's centre), a community organization that supports families from downtown Chicoutimi that have socio-emotional and financial needs. Its mission is to maximize the development of children living in underprivileged areas. The Centre des Enfants workers are part of school life at Marguerite-D'Youville, working there part of every day. They work with students who frequent the Centre, meet with families and give workshops. The proximity of educational institutions like the University of Quebec at Chicoutimi (UQAC) and the General and Vocational College (CEGEP) of Chicoutimi enriches the children's learning experience, as they offer several workshops on a variety of topics each year. In addition, entrepreneurial projects are frequently carried out, allowing the children to apply what they have learned while sharing the fruits of their labour with the community.

A school with free and inhabited circulation areas

As the students make their way from the schoolyard to the classroom, a coatroom for each cycle lets them transition from the outdoors to their learning community while keeping it clean and dry. As such, the circulation areas can be used as learning, socialization and gathering spaces without being cluttered by lockers. The common areas will also house the library, which will now be spread throughout the school. This way, the books can be arranged by cycle and offer reading opportunities in several spots throughout the school.

The school will be highly permeable, blurring the lines between indoors and outdoors by offering easy and pleasant access to the schoolyard. Outside, the landscape architecture will make it possible to use the yard year-round thanks to the special equipment storage space. There will be a sports circuit that encourages physical activity, a covered area to enjoy the fresh air even in bad weather, an outdoor classroom, a vegetable garden and individual and group play areas. Finally, inside, the spaces will offer generous visual and physical contact with the site and its greenery, making them an integral part of the school.



An inclusive "Nurture" approach

The school's preferred approach is the "Nurture group" approach, which aims to provide the children with an environment, experiences and relationships that correspond with their developmental age, no matter their chronological age. This approach is offered to all the school's students, although it is mainly adapted to those with behavioural issues. The school provides the students with an emotional climate conducive to the normal learning process, but earlier than the average for children of the same age.

A "Nurture" space designed to encourage socio-emotional development will include a work space, a home-like area equipped, among other things, with a kitchen, a living room and a play area, and the offices of the specialists and Centre des Enfants workers. The spaces specific to the school's context will therefore be centralized to increase their use. The physical environment will provide the children with the security and well-being they need for healthy development, in a warm and stimulating living environment.

Step 1

Proposals

92 Anonymous Proposals

The 27 Proposals

96 Jury

Stéphanie Cardinal

Anne Carrier

Jean-Frédéric Girard

Jérôme Lapierre

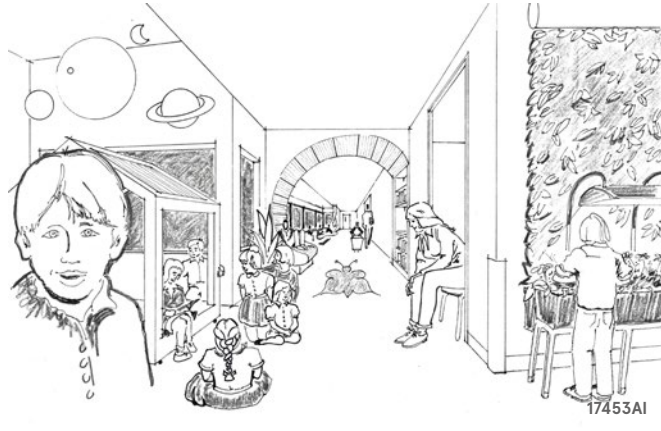
Karine Lavoie

Gilles Prud'homme

98 Unveiling of the Architects

In the image of the type of competition that was chosen, the proposals are presented anonymously, to showcase their richness and variety without bias. The names of the respective firms appear at the end of this section.

Please note that the text on the finalists and winners' poster boards (images that show the scale model, site plan, etc.) are only available in French.



Finalist



A Word from the Jury Chair

Karine Lavoie

Principal, Antoine-De Saint-Exupéry school

It is very rare to be able to participate in such a process during one's career in education. Serving on a jury for an architectural design competition was therefore an extraordinary experience. I feel privileged to have had the opportunity to express my community's needs, to exchange, debate and take a position on a project as important as Lab-École's. Throughout the process, I had the honour of rubbing shoulders with architects who, despite my poor grasp of architectural concepts, were kind and patient enough to teach me a few. The deliberations took place in an atmosphere of openness and mutual respect. Thus, the final product is sure to meet the educational sector's needs, while featuring innovative architecture that will serve as a reference for all Quebec schools.

Jury Members

Karine Lavoie

Principal, Antoine-De Saint-Exupéry school
Jury Chair

A mathematics teacher by training, Karine Lavoie has always had a keen interest in renovations and woodworking. A principal for the Rives-du-Saguenay school service centre for 12 years now, she is always up to testing new ideas. Participating in the development of a Lab-École school was an opportunity for her to use her passion for construction to benefit the educational sector.

Stéphanie Cardinal

Architect and Senior Partner,
HUMÀ Design + Architecture

Holder of a Master's degree in architecture from the University of Barcelona, Stéphanie Cardinal believes that architecture and interior design are indivisible. Passionate about the history of people and places, and spatial staging—which she views as signatures and universes—she has worked for Cirque du Soleil, the Montréal-Trudeau International Airport, as well as on a number of residential and municipal projects. Over the past four years, her mission has expanded to include urban development and comprehensive project design.

Anne Carrier

Architect and Senior Partner,
Anne Carrier Architecture

Anne Carrier is known for her contribution to the development of identity architecture in Quebec, combining tradition and modernity. Since her firm's founding in 1992, her achievements have earned it numerous national and international awards of excellence. Strongly believing that quality, eco-friendly architecture can contribute to the well-being of individuals and communities, she promotes this view in her role as chair of the Quebec association of architects in private practice (AAPPQ) and by regularly participating in architectural design competitions as a finalist or jury member.

Jean-Frédéric Girard

Teacher, Antoine-De Saint-Exupéry school

A teacher for nearly 20 years now, Jean-Frédéric Girard has had a passion for education for as long as he can remember. Throughout his career, he has always led his students to surpass themselves. He wants to create an environment that will spark a desire to learn. His goal? For students to be eager to come back to school every Monday morning to learn. He allows his students to go scuba diving, mountain biking, rock climbing, do karate, experiment with robotics, do digital projects, play musical instruments and more. They learn while having fun.

Jérôme Lapierre

Architect and Head of the Physical
Environment Cornerstone, Lab-École

Passionate about Quebec architecture, Jérôme Lapierre led the research-creation to rethink the schools of tomorrow at Lab-École and helped set up the architectural design competition. In 2014, he won the Prix de Rome in Architecture – Emerging Practitioners, which led him to work at Gehl Architects in Copenhagen, Denmark. Jérôme teaches at Laval University's School of Architecture. For 11 years, at Atelier Pierre Thibault, he helped design projects of various sizes, which won several awards of excellence.

Gilles Prud'homme

Architect and Partner, EVOQ Architecture

Gilles Prud'homme has been an architect in private practice for more than 33 years. He has taken part in numerous architectural design competitions and was the Quebec order of architects (OAQ)'s chair of competitions. His recent achievements as a designer are notable for their architectural quality. His career was also enriched by his constant involvement in teaching, since 1999, at the University of Montréal's School of Architecture. This makes him a very sensitive contributor to the development of architectural thinking and design.

Unveiling of the Architects

| Team no. | Project's name | Team's name | Team no. | Project's name | Team's name |
|----------|--|---|----------|------------------------|--|
| 00175MC | Motus magis | Antoine Chaloub | 60136SA | Les plateaux | Pelletier de Fontenay + Leclerc |
| 05358DP | Moi, mon école... | Pôle architecture + DMG architecture (consortium) | 61089MM | La vie en zigzag | Cormier, Cohen, Davies, architectes (Atelier Big City) |
| 11113NC | Trait d'union | LEMAYMICHAUD Architecture Design inc. | 64651AN | L'école des Sentiers | Projectoire |
| 12804AZ | École Marguerite-D'Youville | Sarmad Al-Mashta | 65383AG | Arroyo | GROUPE A inc. |
| 17453AI | École Marguerite-D'Youville | Robitaille Larouche Déry Architectes | 70168DB | Vallée | CARTA. Architecte + designer |
| 18303BA | Mon école | BGLA + Atelier Guy | 73170ZO | Lignes de fuite | Atelier Tecture |
| 19476SG | Entre deux cours | Chevalier Morales architectes | 75344TA | Le stade-école | Cardin Julien inc. |
| 20031IQ | Hommage | Lemay CO inc. | 754525TA | École du Parc | Groupe Conseil Planitech |
| 24023ZA | Parc-école Marguerite-D'Youville | Bisson Fortin architecture + design | 76543LA | Les classes du versant | APPAREIL Architecture + etienne bernier architecture |
| 25918EF | Ricochet | VINCENT LECLERC ADHOC Architectes (consortium) | 81264LV | Interstice | Anna Kreplak |
| 32653SG | L'école passerelle : un lieu qui crée des ponts | DAD Architecture/Design inc. | 91012TU | École de la Côte | Architecture Microclimat inc. |
| 34678BE | Le portail | Ardoises + Intégral Jean Beaudoin | 92019SZ | École Serpentins | MOA + L'ABRI |
| 42215EC | École Marguerite-D'Youville | noème architecture inc. | | | |
| 54651ML | L'atrium | Durand Courchesne & Table Architecture | | | |
| 57777MM | Agora | Nicolas Moussa | | | |

Step 2

Presentations

102 Four Finalists' Presentations

102 Entre deux cours

Chevalier Morales architectes

108 La vie en zigzag

Atelier Big City + Groupe Conseil Planitech
with UNIGEC Experts-Conseils (engineers)
and Version Paysage (landscape architects)

114 Les classes du versant

etienne bernier architecture +
APPAREIL Architecture + BGLA

120 École de la Côte

Microclimat + Ardoises

126 Public Presentations



Entre deux cours

(between two schoolyards)

Made up of a series of slightly irregular prisms, the school is divided into three volumes punctuated by small courtyards. Calling to mind the surrounding area's residential nature and favouring a more human scale, two of the three volumes are also broken up by inner courtyards and terraces, inviting nature and natural light into the students' daily lives. A series of overhangs and a large covered area complete the whole, extending the teaching activities outside.

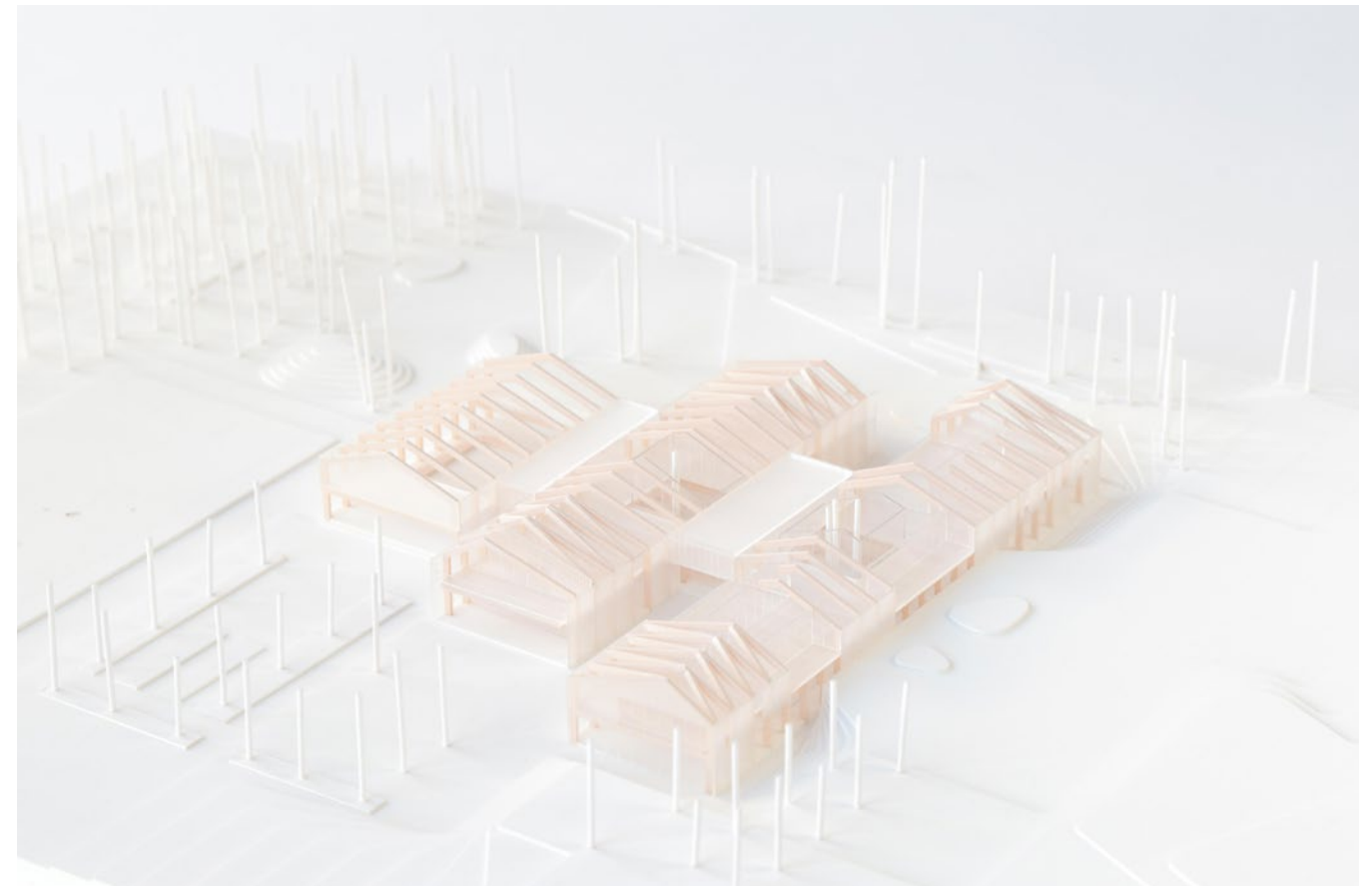
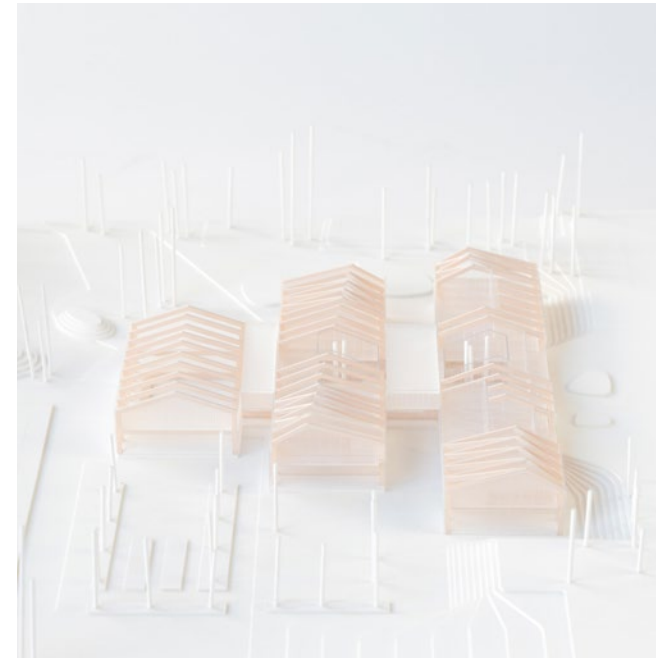
Inside, the collaborative, nutritional and transitional spaces are on the perimeter of these exterior spaces, thus offering pleasant places to enjoy on the way to the learning spaces or during the lunch break. The classrooms are designed not as an independent entity, but as a true network of linked and modular spaces. Their L shape makes it possible to carry out different activities simultaneously, as well as apply the "Nurture" approach. The classrooms communicate and open onto a vast anteroom with cozy built-in furniture, conducive to calm and concentration.

Outside, the developments were carried out on two fronts. On the street side, their composition is in keeping with the school's volumes and offers easy access to the doors and the large schoolyard on the forest side. This schoolyard, located between the school and the wooded area at the back of Saint-Joachim park, unfolds into a landscape dominated by existing trees and by a less rigid layout, dotted with stone-dust surfaces, grassy areas and planted areas.

With the roof and second floor covered in white aluminum and the ground floor clad in bleached pine, the school evokes the sheet-metal roofs and white cladding seen on several residential buildings in the surrounding area and throughout the region. The relatively discreet materiality of the whole leaves room for the landscape and the inviting interior spaces that project into it.

Chevalier Morales architectes

civiliti
Mousse architecture de paysage
Latéral conseil
Pageau Morel associés
Gravitaire



Entre deux cours

La présente proposition continue le développement naturel du potentiel architectural et paysager enchaîné dans l'axe précédent. Tout en restant les caractéristiques principales du projet initialement proposé, nous avons, pour cette deuxième étape, concentré nos efforts à préciser certains aspects. Ces efforts ont été tournés notamment vers le développement des aménagements du site ainsi que vers un travail méticuleux de mise en place d'espaces extérieurs couverts et rattachés à l'écocentre. Nous avons également travaillé à développer la planification générale, à structurer les communautés d'apprentissage, à mettre en place des classes équilibrées spatialement ainsi qu'à intégrer les systèmes d'ingénierie.

Mise en forme et matières
Composé comme un ensemble de prismes triangulaires légèrement déformés reposant au sein du massif montagneux des Monts-Valin, le volume total de l'école est fragmenté en volumes plus petits et à échelle plus humaine. Répétés dans la région à l'échelle du site, les prismes triangulaires sont également présents de cours extérieurs et de terrasses, lesquelles permettent d'offrir un cadre plus de lumière naturelle tout en réduisant une fois de plus l'empreinte globale du projet et favorisant son intégration au site et au contexte bâti environnant. À cet ensemble s'ajoute une série de matériaux ainsi qu'un grand choix. Tous ces espaces extérieurs variés en échelle et en qualité de lumière, permettent le prolongement des activités d'apprentissage vers l'extérieur.

Recouvrements d'aluminium blanc en toiture et à l'extérieur et de revêtement de pin blanchi au rez-de-chaussée, la matérialité de l'ensemble rappelle les toitures de bois et le bardage blanc de plusieurs constructions résidentielles environnantes. Répétés dans la région à l'échelle du site, les prismes triangulaires sont également présents de cours extérieurs et de terrasses, lesquelles permettent d'offrir un cadre plus de lumière naturelle tout en réduisant une fois de plus l'empreinte globale du projet et favorisant son intégration au site et au contexte bâti environnant. À cet ensemble s'ajoute une série de matériaux ainsi qu'un grand choix. Tous ces espaces extérieurs variés en échelle et en qualité de lumière, permettent le prolongement des activités d'apprentissage vers l'extérieur.

La classe : un réseau
La classe est ici pensée non pas comme une entité autonome et repliée sur elle-même, mais bien comme un véritable réseau d'espaces liés et modulables. Chaque classe est étagée comme en «*g*» généralement avec une sous-zone favorisant la tenue de diverses activités en parallèle ainsi que le déplacement de l'appareil numérique. Chaque classe possède une architecture visible et habitée par du mobilier intégré : table, bancs, surfaces d'écrans, bibliothèques et étagères amovibles forment un ensemble visuel au calme et à la concentration. Chaque classe offre une vue directe sur cette architecture afin de la situer dans le prolongement direct de la classe et de la transmettre de la lumière naturelle. Chaque classe ouvre sur le volume par l'intermédiaire de panneaux amovibles permettant de les entretenir plus d'une classe et de renforcer les relations de la communauté d'apprentissage. Chaque classe donne sur un espace de collaboration et d'interaction, la même échelle, flexible et habitée par une variété de mobilier mobile. Chaque classe s'ouvre sur un extérieur protégé afin de pouvoir y prolonger une activité d'apprentissage à l'extérieur. Chaque classe est, en définitive, intimement liée à un ensemble d'espaces qui nous offrent pour elle un temps de possibilité sur le plan pédagogique et qui offre également une richesse et une diversité d'expériences spatiales.

Le cour et paysage : de la ville à la forêt
Les aménagements extérieurs ont été travaillés sur deux fronts : côté ville et côté forêt. Côté ville, on y retrouve une séquence d'aménagements modulables incluant le raménagement de l'aire de jeu en deux terrasses et l'ajout d'une grande zone de jeu, l'aménagement de la zone jogging dans l'axe du préau du gymnase et la mise en valeur du terrain de soccer en pelouse. Les aménagements sont pensés dans l'axe de la rue Henri-Bourassa afin d'offrir des aménagements de haute qualité spatiale destinés à la ville. La composition des aménagements suit les grands volumes de l'école et offre des accès faciles aux parcs et à la grande cour côté forêt. La zone jogging est bâtie sur pilotis et son compteur lumineux nous permet d'offrir un espace d'interaction et de rassemblement pour la communauté élargie. Des plantations de feuillus, et autres plantes végétales assurent un climat local. Le long de la rue Boily, un trottoir élargi permet une plantation d'arbres de rue, le déplacement de supports à l'usage de la ville ainsi que le stationnement des autobus scolaires.

Le cour côté forêt est situé entre l'école et le fond boisé du parc Saint-Jacques. Elle est facilement accessible depuis les abords des rues Boily et Henri-Bourassa. Une première zone dédiée aux jeux offre un espace d'aménagement plus grand. On y retrouve un jardin de couleur, un cabanon et quelques structures qui animent l'espace. Le cour des grands se situe dans un paysage dominé par les arbres existants. Tous ces éléments, tous combinés et par un aménagement moins rigide, composé de surfaces en pavés de pierre et de zones gazonnées et végétalisées. Un jardin de pluie recueille les eaux d'une partie des toitures. Un parc de romans traverse un parterre en pré feu. Des interventions bidimensionnelles offrent des lieux d'apprentissage et de jeu. La bulle de gaz et la garantie de bois de ferme mobile équilibrent une des ailes et répondent au volume du paysage local. Au fond de la cour, un portique de bois se dresse comme une invitation à la découverte de la forêt.

Usage du bois : parement extérieur, lambris, mobilier et structure hybride innovante
L'usage du bois comme matière d'habitat, d'écologie et d'identité constitue une préoccupation constante de base. Non seulement nous proposons de l'utiliser en parement extérieur au premier niveau, mais nous proposons également de l'utiliser en lambris, en mobilier intégré et en structure étagée. Composée d'éléments de bois de dimensions variables et combinés entre eux par une série de pièces métalliques en diagonales, la structure offre à l'école sa haute identité primaire. À la fois d'inspiration moderne, elle offre également des effets étonnants par l'intégration de diagonales et par la déformation des toitures. Deux poutres d'acier blanches et lignes sont placées à des endroits stratégiques afin d'ajouter dynamisme à l'architecture et des détails à l'habitat écocentrique.

Supportant des dalles de béton coulées dans un portique en acier faisant office de plancher pour l'étage, la structure de bois offre par conséquent les qualités acoustiques attendues. Bien que faisant entendre les arènes au rez-de-chaussée, c'est le plafond qui reçoit la majorité de la distribution électrique et mécanique laissant l'étage pratiquement libre de contraintes et permettant de rendre coup de bénelux de la plate au-dessus de la plate au-dessus de la plate. Cette manière de servir la structure et plus précisément celle du plancher du rez-de-chaussée demeure tout à fait innovante et fera le cas échéant l'objet d'un suivi attentif en recherche de la part du milieu universitaire.



1.001 — Plan de site — 1:300



1.002 — Perspective extérieure — cour côté forêt



1.003 — Schémas de concept, environnement extérieur

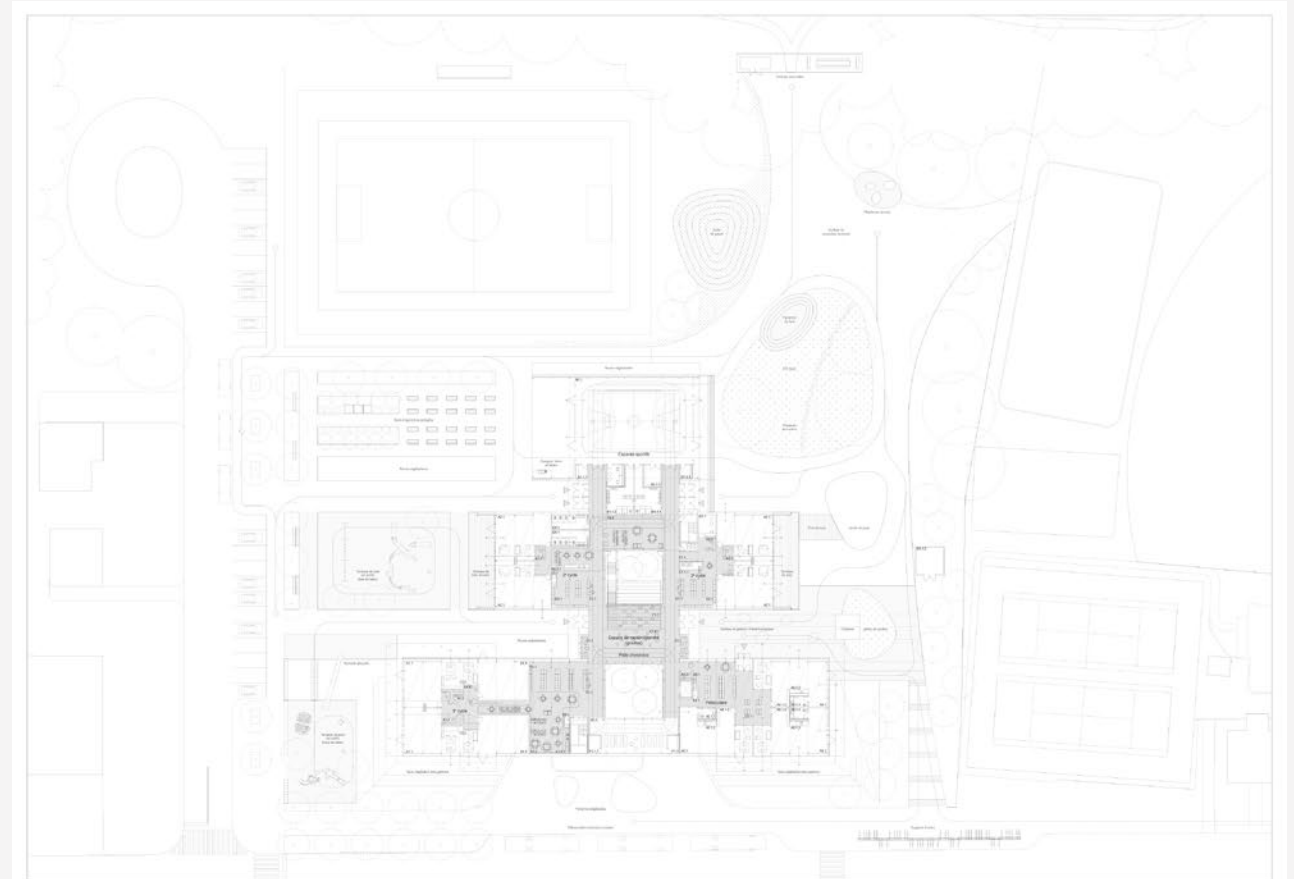


1.004 — Perspective extérieure — cour côté ville

Chevalier Morales

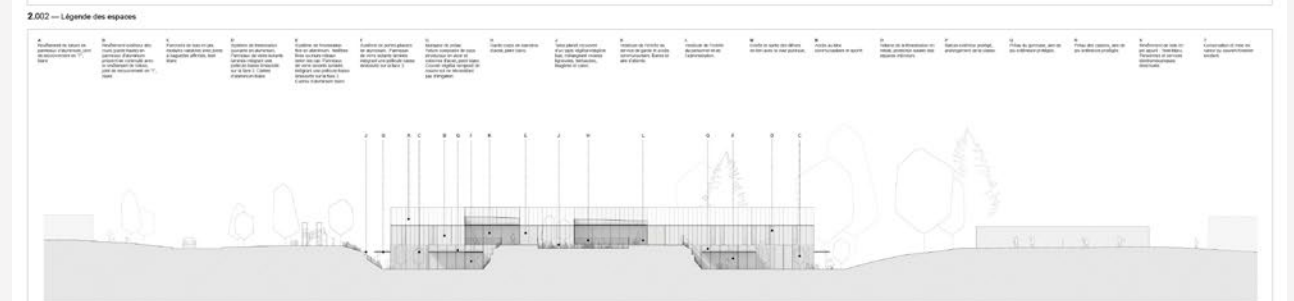
École Marguerite-D'Youville
Commission scolaire des Rives-du-Saguenay

001

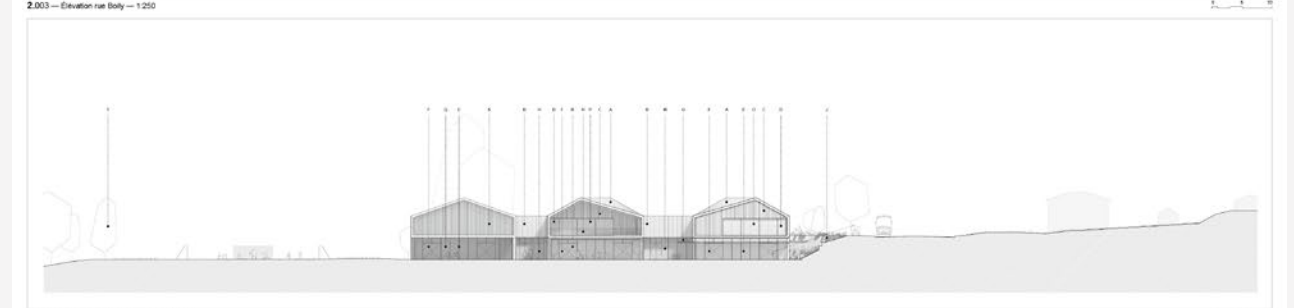


2.001 — Plan du rez-de-chaussée et du contact — 1:200

| A. ÉLABORATION DE LA CLASSE | B. ESPACES SPÉCIFIÉS | C. ESPACES COLLECTIFS | D. ESPACES DE TRANSITION | E. ESPACES DE MONTÉE |
|-----------------------------|----------------------|-----------------------|--------------------------|----------------------|
| A01 Préau | B01 Cour | C01 Bibliothèque | D01 Accès à l'extérieur | E01 Escalier |
| A02 Classe | B02 Cour | C02 Bibliothèque | D02 Accès à l'extérieur | E02 Escalier |
| A03 Toile | B03 Cour | C03 Bibliothèque | D03 Accès à l'extérieur | E03 Escalier |
| A04 Toile | B04 Cour | C04 Bibliothèque | D04 Accès à l'extérieur | E04 Escalier |
| A05 Toile | B05 Cour | C05 Bibliothèque | D05 Accès à l'extérieur | E05 Escalier |
| A06 Toile | B06 Cour | C06 Bibliothèque | D06 Accès à l'extérieur | E06 Escalier |
| A07 Toile | B07 Cour | C07 Bibliothèque | D07 Accès à l'extérieur | E07 Escalier |
| A08 Toile | B08 Cour | C08 Bibliothèque | D08 Accès à l'extérieur | E08 Escalier |
| A09 Toile | B09 Cour | C09 Bibliothèque | D09 Accès à l'extérieur | E09 Escalier |
| A10 Toile | B10 Cour | C10 Bibliothèque | D10 Accès à l'extérieur | E10 Escalier |
| A11 Toile | B11 Cour | C11 Bibliothèque | D11 Accès à l'extérieur | E11 Escalier |
| A12 Toile | B12 Cour | C12 Bibliothèque | D12 Accès à l'extérieur | E12 Escalier |
| A13 Toile | B13 Cour | C13 Bibliothèque | D13 Accès à l'extérieur | E13 Escalier |
| A14 Toile | B14 Cour | C14 Bibliothèque | D14 Accès à l'extérieur | E14 Escalier |
| A15 Toile | B15 Cour | C15 Bibliothèque | D15 Accès à l'extérieur | E15 Escalier |
| A16 Toile | B16 Cour | C16 Bibliothèque | D16 Accès à l'extérieur | E16 Escalier |
| A17 Toile | B17 Cour | C17 Bibliothèque | D17 Accès à l'extérieur | E17 Escalier |
| A18 Toile | B18 Cour | C18 Bibliothèque | D18 Accès à l'extérieur | E18 Escalier |
| A19 Toile | B19 Cour | C19 Bibliothèque | D19 Accès à l'extérieur | E19 Escalier |
| A20 Toile | B20 Cour | C20 Bibliothèque | D20 Accès à l'extérieur | E20 Escalier |



2.002 — Légende des espaces

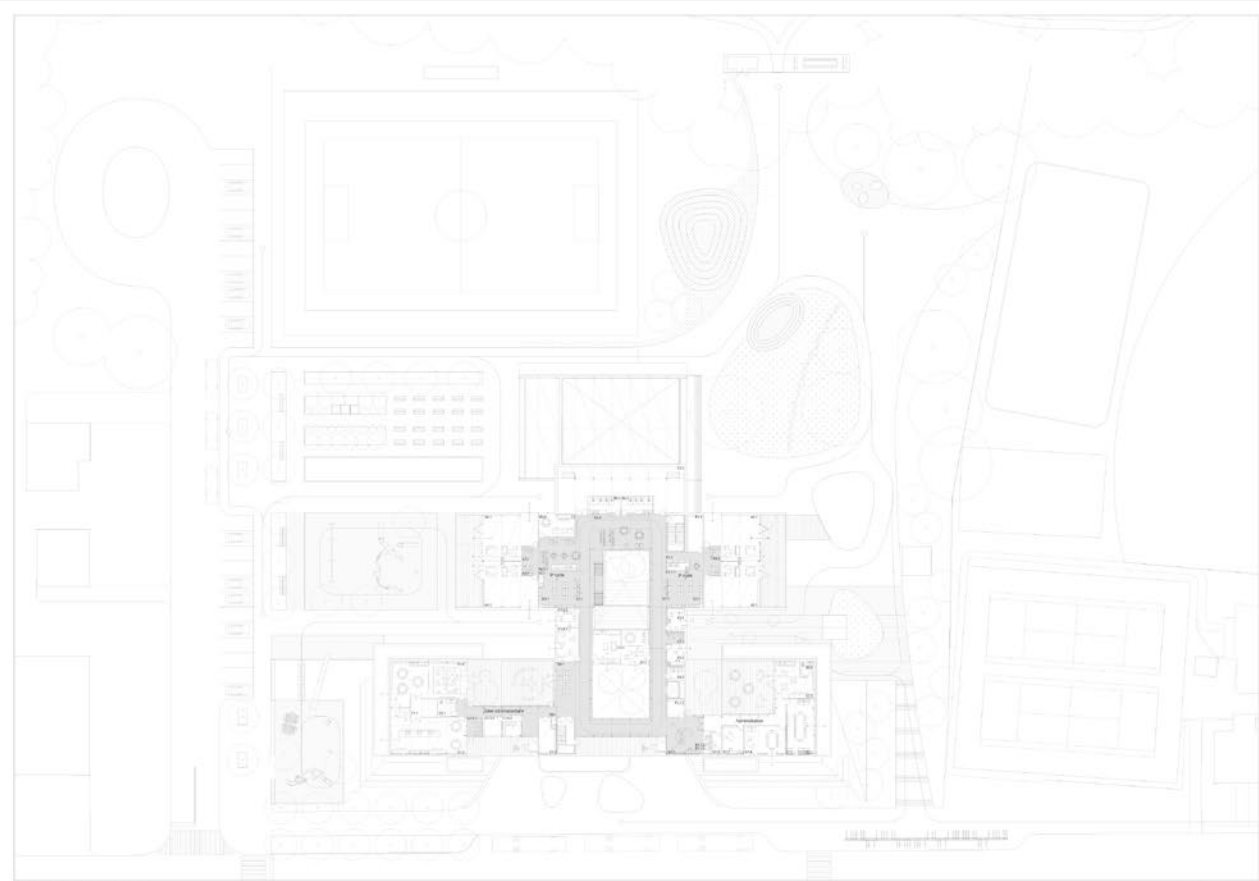


2.003 — Élévation rue Boily — 1:250

Chevalier Morales

École Marguerite-D'Youville
Commission scolaire des Rives-du-Saguenay

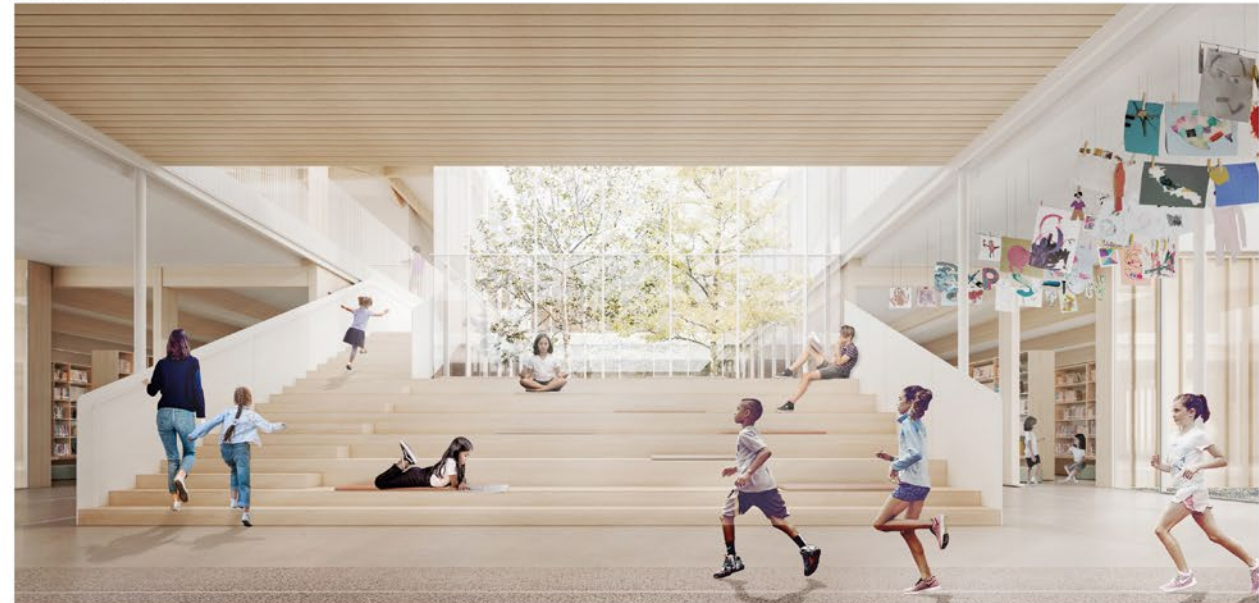
002



3.001 — Plan du niveau haut — 1:250

| A. ENVIRONNEMENT ET CADRE | B. ESPACES SPÉCIFIÉS | C. ESPACES COLLECTIFS | D. ESPACES DE TRANSITION | E. ESPACES DE MAINTIEN | F. SERVICES |
|---------------------------|----------------------|-----------------------|--------------------------|------------------------|----------------|
| A01.01 Terrain | B01.01 Cour | C01.01 Bibliothèque | D01.01 Vestibule | E01.01 Médiathèque | F01.01 Accueil |
| A01.02 Terrain | B01.02 Cour | C01.02 Bibliothèque | D01.02 Vestibule | E01.02 Médiathèque | F01.02 Accueil |
| A01.03 Terrain | B01.03 Cour | C01.03 Bibliothèque | D01.03 Vestibule | E01.03 Médiathèque | F01.03 Accueil |
| A01.04 Terrain | B01.04 Cour | C01.04 Bibliothèque | D01.04 Vestibule | E01.04 Médiathèque | F01.04 Accueil |
| A01.05 Terrain | B01.05 Cour | C01.05 Bibliothèque | D01.05 Vestibule | E01.05 Médiathèque | F01.05 Accueil |
| A01.06 Terrain | B01.06 Cour | C01.06 Bibliothèque | D01.06 Vestibule | E01.06 Médiathèque | F01.06 Accueil |
| A01.07 Terrain | B01.07 Cour | C01.07 Bibliothèque | D01.07 Vestibule | E01.07 Médiathèque | F01.07 Accueil |
| A01.08 Terrain | B01.08 Cour | C01.08 Bibliothèque | D01.08 Vestibule | E01.08 Médiathèque | F01.08 Accueil |
| A01.09 Terrain | B01.09 Cour | C01.09 Bibliothèque | D01.09 Vestibule | E01.09 Médiathèque | F01.09 Accueil |
| A01.10 Terrain | B01.10 Cour | C01.10 Bibliothèque | D01.10 Vestibule | E01.10 Médiathèque | F01.10 Accueil |
| A01.11 Terrain | B01.11 Cour | C01.11 Bibliothèque | D01.11 Vestibule | E01.11 Médiathèque | F01.11 Accueil |
| A01.12 Terrain | B01.12 Cour | C01.12 Bibliothèque | D01.12 Vestibule | E01.12 Médiathèque | F01.12 Accueil |
| A01.13 Terrain | B01.13 Cour | C01.13 Bibliothèque | D01.13 Vestibule | E01.13 Médiathèque | F01.13 Accueil |
| A01.14 Terrain | B01.14 Cour | C01.14 Bibliothèque | D01.14 Vestibule | E01.14 Médiathèque | F01.14 Accueil |
| A01.15 Terrain | B01.15 Cour | C01.15 Bibliothèque | D01.15 Vestibule | E01.15 Médiathèque | F01.15 Accueil |
| A01.16 Terrain | B01.16 Cour | C01.16 Bibliothèque | D01.16 Vestibule | E01.16 Médiathèque | F01.16 Accueil |
| A01.17 Terrain | B01.17 Cour | C01.17 Bibliothèque | D01.17 Vestibule | E01.17 Médiathèque | F01.17 Accueil |
| A01.18 Terrain | B01.18 Cour | C01.18 Bibliothèque | D01.18 Vestibule | E01.18 Médiathèque | F01.18 Accueil |
| A01.19 Terrain | B01.19 Cour | C01.19 Bibliothèque | D01.19 Vestibule | E01.19 Médiathèque | F01.19 Accueil |
| A01.20 Terrain | B01.20 Cour | C01.20 Bibliothèque | D01.20 Vestibule | E01.20 Médiathèque | F01.20 Accueil |
| A01.21 Terrain | B01.21 Cour | C01.21 Bibliothèque | D01.21 Vestibule | E01.21 Médiathèque | F01.21 Accueil |
| A01.22 Terrain | B01.22 Cour | C01.22 Bibliothèque | D01.22 Vestibule | E01.22 Médiathèque | F01.22 Accueil |
| A01.23 Terrain | B01.23 Cour | C01.23 Bibliothèque | D01.23 Vestibule | E01.23 Médiathèque | F01.23 Accueil |
| A01.24 Terrain | B01.24 Cour | C01.24 Bibliothèque | D01.24 Vestibule | E01.24 Médiathèque | F01.24 Accueil |
| A01.25 Terrain | B01.25 Cour | C01.25 Bibliothèque | D01.25 Vestibule | E01.25 Médiathèque | F01.25 Accueil |
| A01.26 Terrain | B01.26 Cour | C01.26 Bibliothèque | D01.26 Vestibule | E01.26 Médiathèque | F01.26 Accueil |
| A01.27 Terrain | B01.27 Cour | C01.27 Bibliothèque | D01.27 Vestibule | E01.27 Médiathèque | F01.27 Accueil |
| A01.28 Terrain | B01.28 Cour | C01.28 Bibliothèque | D01.28 Vestibule | E01.28 Médiathèque | F01.28 Accueil |
| A01.29 Terrain | B01.29 Cour | C01.29 Bibliothèque | D01.29 Vestibule | E01.29 Médiathèque | F01.29 Accueil |
| A01.30 Terrain | B01.30 Cour | C01.30 Bibliothèque | D01.30 Vestibule | E01.30 Médiathèque | F01.30 Accueil |
| A01.31 Terrain | B01.31 Cour | C01.31 Bibliothèque | D01.31 Vestibule | E01.31 Médiathèque | F01.31 Accueil |
| A01.32 Terrain | B01.32 Cour | C01.32 Bibliothèque | D01.32 Vestibule | E01.32 Médiathèque | F01.32 Accueil |
| A01.33 Terrain | B01.33 Cour | C01.33 Bibliothèque | D01.33 Vestibule | E01.33 Médiathèque | F01.33 Accueil |
| A01.34 Terrain | B01.34 Cour | C01.34 Bibliothèque | D01.34 Vestibule | E01.34 Médiathèque | F01.34 Accueil |
| A01.35 Terrain | B01.35 Cour | C01.35 Bibliothèque | D01.35 Vestibule | E01.35 Médiathèque | F01.35 Accueil |
| A01.36 Terrain | B01.36 Cour | C01.36 Bibliothèque | D01.36 Vestibule | E01.36 Médiathèque | F01.36 Accueil |
| A01.37 Terrain | B01.37 Cour | C01.37 Bibliothèque | D01.37 Vestibule | E01.37 Médiathèque | F01.37 Accueil |
| A01.38 Terrain | B01.38 Cour | C01.38 Bibliothèque | D01.38 Vestibule | E01.38 Médiathèque | F01.38 Accueil |
| A01.39 Terrain | B01.39 Cour | C01.39 Bibliothèque | D01.39 Vestibule | E01.39 Médiathèque | F01.39 Accueil |
| A01.40 Terrain | B01.40 Cour | C01.40 Bibliothèque | D01.40 Vestibule | E01.40 Médiathèque | F01.40 Accueil |

3.002 — Légende des espaces



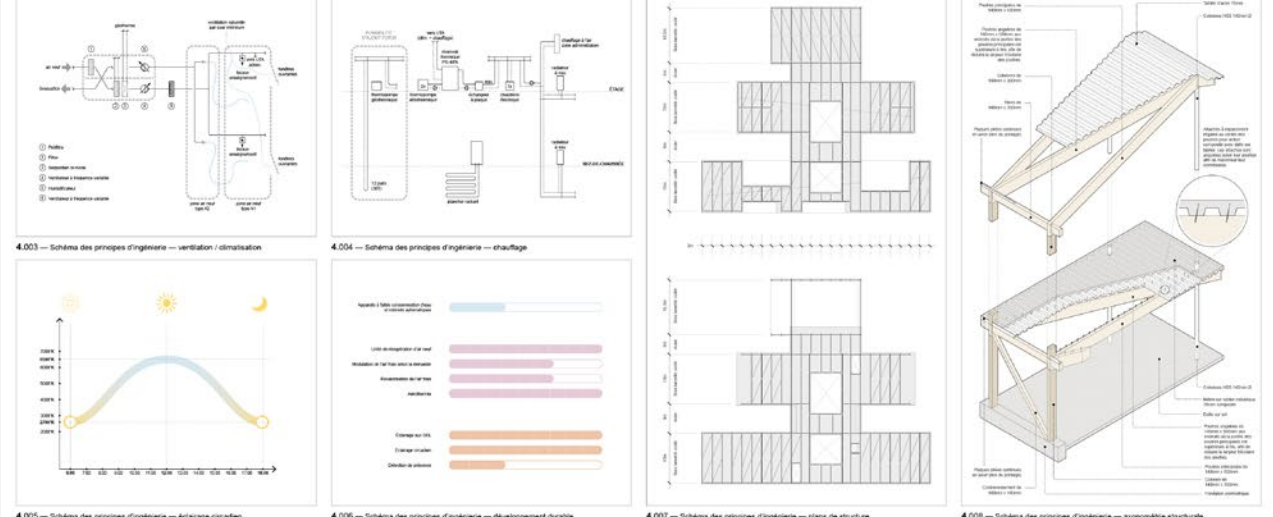
3.003 — Perspective intérieure — Espace de rassemblement
Chevalier Morales

École Marguerite-D'Youville
Commission scolaire des Rives-du-Saguenay

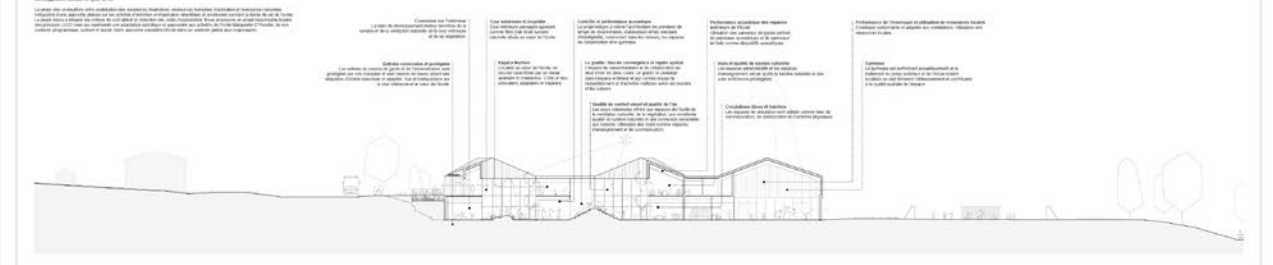
003



4.001 — Schéma de fragments
4.002 — Perspective intérieure — espace de collaboration



4.003 — Schéma des principes d'ingénierie — ventilation / climatisation
4.004 — Schéma des principes d'ingénierie — chauffage
4.005 — Schéma des principes d'ingénierie — éclairage circadien
4.006 — Schéma des principes d'ingénierie — développement durable
4.007 — Schéma des principes d'ingénierie — plans de structure
4.008 — Schéma des principes d'ingénierie — assiette structurale



4.009 — Coupe — 1:250
Chevalier Morales

École Marguerite-D'Youville
Commission scolaire des Rives-du-Saguenay

004

La vie en zigzag (zig-zag life)

The new school's clean and colourful volume announces a playful, different and delightful space. On the street side, the arrival area's generous opening and the transparency of the facade reveal a bright and lively space. On the park side, three staircases lead down to the recreation areas below, extending the school into the landscape.

Upon arriving, the kindergarten students meet up to play near their classrooms while the older children wander off to amuse themselves, up to the edge of the wooded area. At the bell, they separate into cycles, walking up the colourful staircases that connect the schoolyard to the coatroom and the cluster of elementary classrooms on the second floor, beneath a large wooden roof. In addition to the spaces adjoining the classrooms, this floor has a greenhouse, a green roof and a small library. Throughout the day's activities, the students cross the building, taking the two flights of tiered seating in wide zig-zags.

By placing the gathering space and its tiered seating in a central location, it becomes a convergence area where everyone finds themselves at some point during the day. Both vast and cozy, this free space is perfect for holding group activities that all students can take part in if they wish, no matter their grade level: reading a tale in front of the fireplace, tending to the plants, doing crafts, cooking and more.

The school's educational project is based on the aim of making physical activity a part of every school day. In addition to the circulation paths, the school's architecture showcases the gymnasium, whose glass walls are open to the gathering space. This way, the natural light that enters it illuminates the heart of the school.

Atelier Big City + Groupe Conseil Planitech with UNIGEC Experts-Conseils (engineers) and Version Paysage (landscape architects)



La vie en zigzag

Une nouvelle école est construite à Saguenay. Son volume est si simple, annonce un message, affirmant et marquant. C'est sur la présence est abstrait, accueillant d'élèves et de professeurs qui composent et délimitent clairement. C'est par le découpage des composantes spatiales et les escaliers des trois cycles du primaire qui orientent vers les espaces de récréation : la cour, le toit, les terrasses de toit.

L'implantation de l'école tire parti de la topographie du terrain pour assurer l'accessibilité universelle de l'édifice et la fluidité des déplacements intérieurs et extérieurs. Le niveau de l'entrée principale est véritablement un large plateau qui se prolonge vers le toit. L'escalier de rassemblement est un espace de liberté où peuvent se faire des activités collectives auxquelles les élèves sont libres de participer quel que soit leur niveau : la lecture d'un conte sur le toit tout près du foyer ; l'entretien des plantes, groupées sur le genre-croquis ; le gymnase illumine la vie au quotidien !

L'école est plantée comme une meuble ou les salles ont pigon sur rue. Elle est structurée par trois principaux axes : la cour avant sur l'axe de l'entrée principale et l'axe de service de garde ; le gymnase adjoint à l'axe de rassemblement et au toit de toit ; et entre les deux, les gradins qui lient les étages.

La cour avant accueille tous ceux qui arrivent à l'école à partir de la rue Boly. D'emblée éclairée, elle est très lumineuse en avant et elle laisse le regard pénétrer dans les espaces de sa cour. Au quotidien, tous ceux qui arrivent à l'école. La présence du gymnase joue un rôle central dans l'identité de l'école. Des grands vitres exposent largement les élèves en pleine action. La lumière naturelle qui y pénètre par un toit ouvert au jour de l'école ; le gymnase illumine la vie au quotidien !

La position centrale de l'espace de rassemblement et des gradins en fait un lieu de convergence ou tous se retrouvent à un moment ou un autre de la journée. Le lieu est grand et intime à la fois. L'espace de rassemblement est un espace de liberté où peuvent se faire des activités collectives auxquelles les élèves sont libres de participer quel que soit leur niveau : la lecture d'un conte sur le toit tout près du foyer ; l'entretien des plantes, groupées sur le genre-croquis ; des activités de cuisine et de bricolage.

Le rez-de-chaussée et l'espace de rassemblement sont situés sur deux niveaux généralement connectés par la volée intérieure des gradins, on y trouve la majorité des fonctions collectives ainsi que les classes de maternelle. Les groupes des classes des trois cycles du primaire sont à l'étage. Chaque est équipée de son propre escalier coloré qui la connecte à la cour. De l'extérieur vers l'intérieur du 2^e étage au rez-de-chaussée, on parcourt l'école en zigzag en étant confort et trouver des gens et des lieux réconfortants.



À la fin de la journée, la cour est toujours ensoleillée. L'école offre un lieu urbain plaisant dont tous peuvent profiter. Sous le volume de la serre on aperçoit l'entrée principale de l'école, puis la volée de gradins qui mène à l'étage.



Plan de site 1:1000

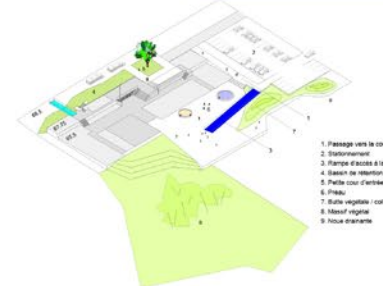


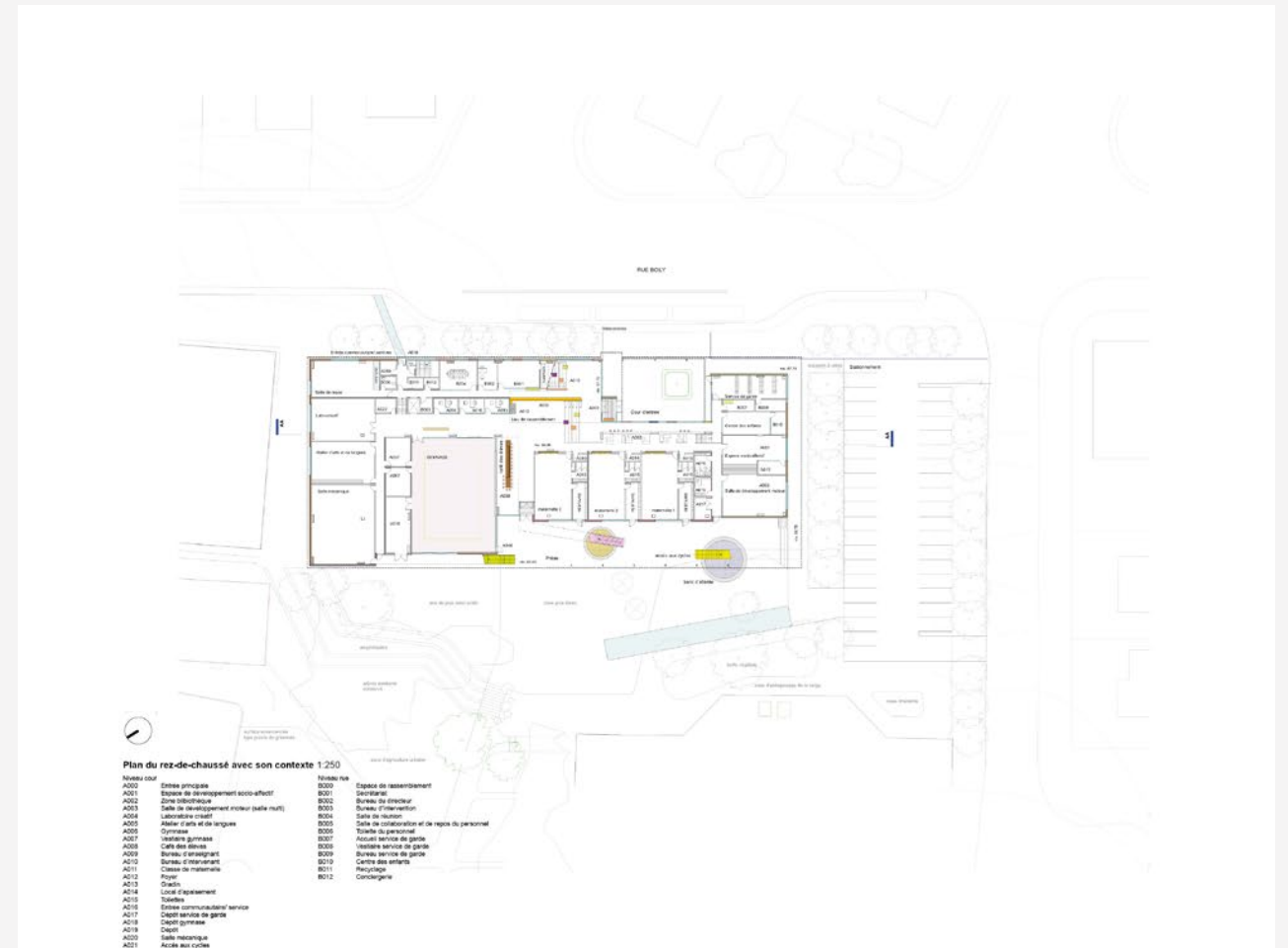
Schéma environnement extérieur et travail du sol

Été comme hiver, les élèves accèdent directement au préau puis au vaste espace de récréation, les petits de plain pied, les plus grands par des escaliers colorés abrités sous la toiture. L'espace collectif et le gymnase y sont aussi connectés.



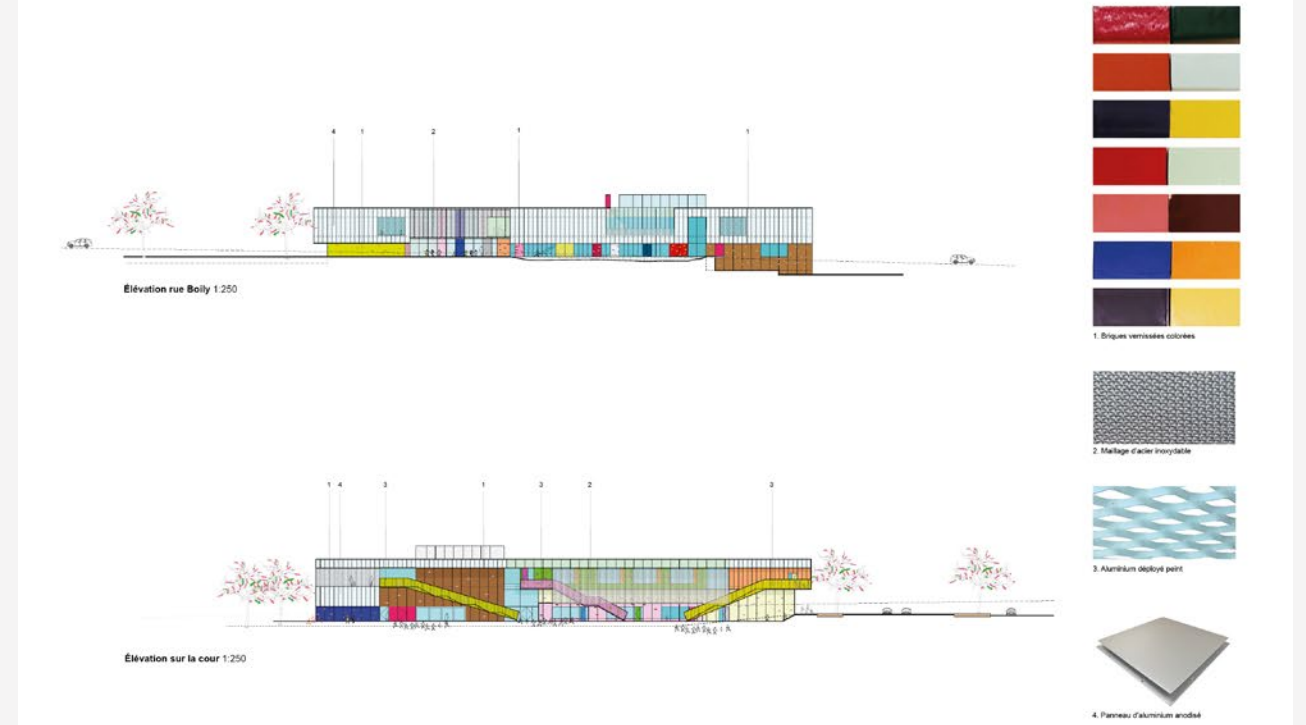
Atelier Big City + Groupe Conseil Planitech avec les ingénieurs UNIGEC Experts-Conseils et Version Paysage

concours d'architecture École Marguerite-D'Youville Commission scolaire des Rives-du-Saguenay



Plan du rez-de-chaussée avec son contexte 1:250

| Niveau cour | Niveau rue |
|-------------|------------|
| A002 | B000 |
| A001 | B001 |
| A003 | B002 |
| A004 | B003 |
| A005 | B004 |
| A006 | B005 |
| A007 | B006 |
| A008 | B007 |
| A009 | B008 |
| A010 | B009 |
| A011 | B010 |
| A012 | B011 |
| A013 | B012 |
| A014 | |
| A015 | |
| A016 | |
| A017 | |
| A018 | |
| A019 | |
| A020 | |
| A021 | |



Élévation rue Boly 1:250

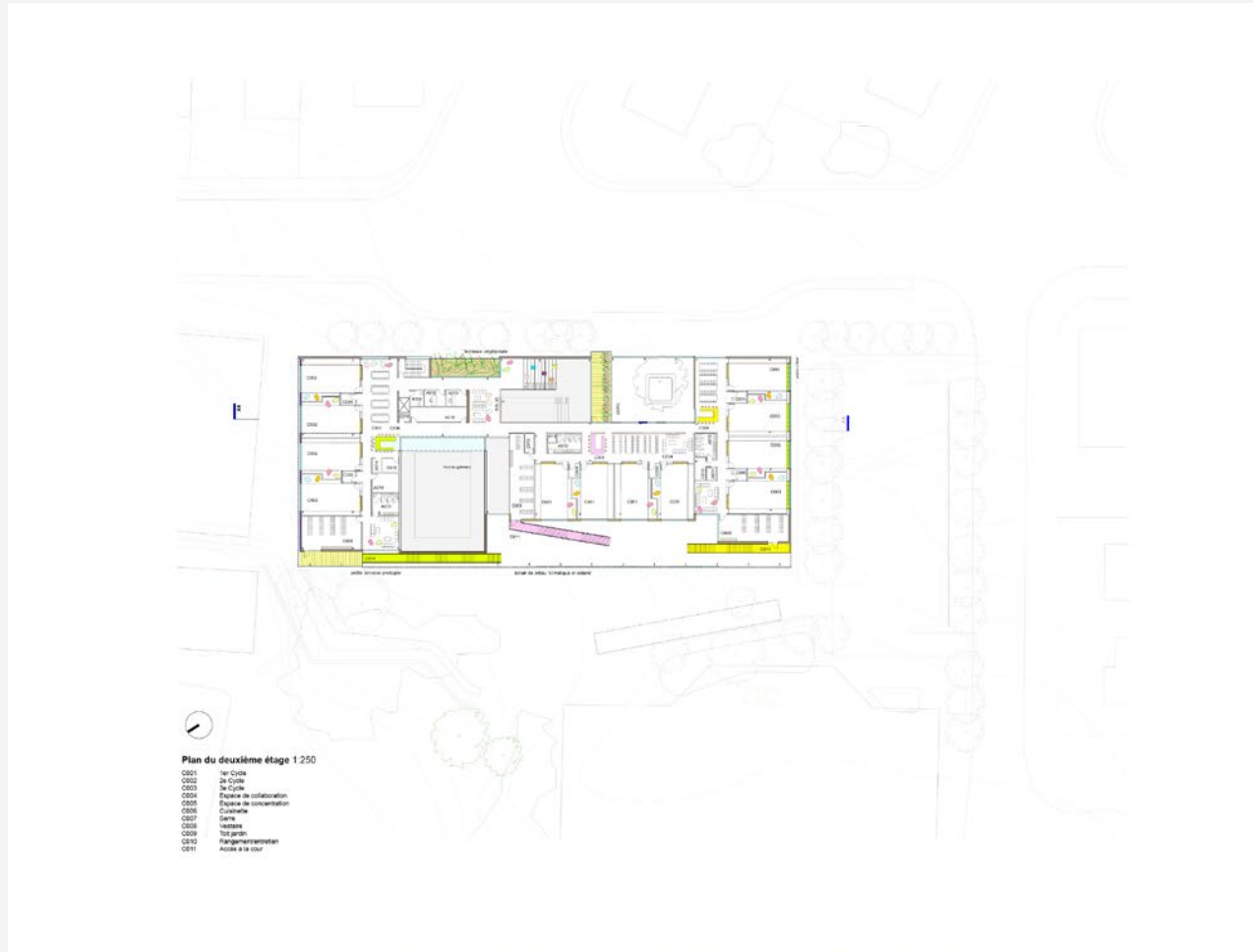
Élévation sur la cour 1:250



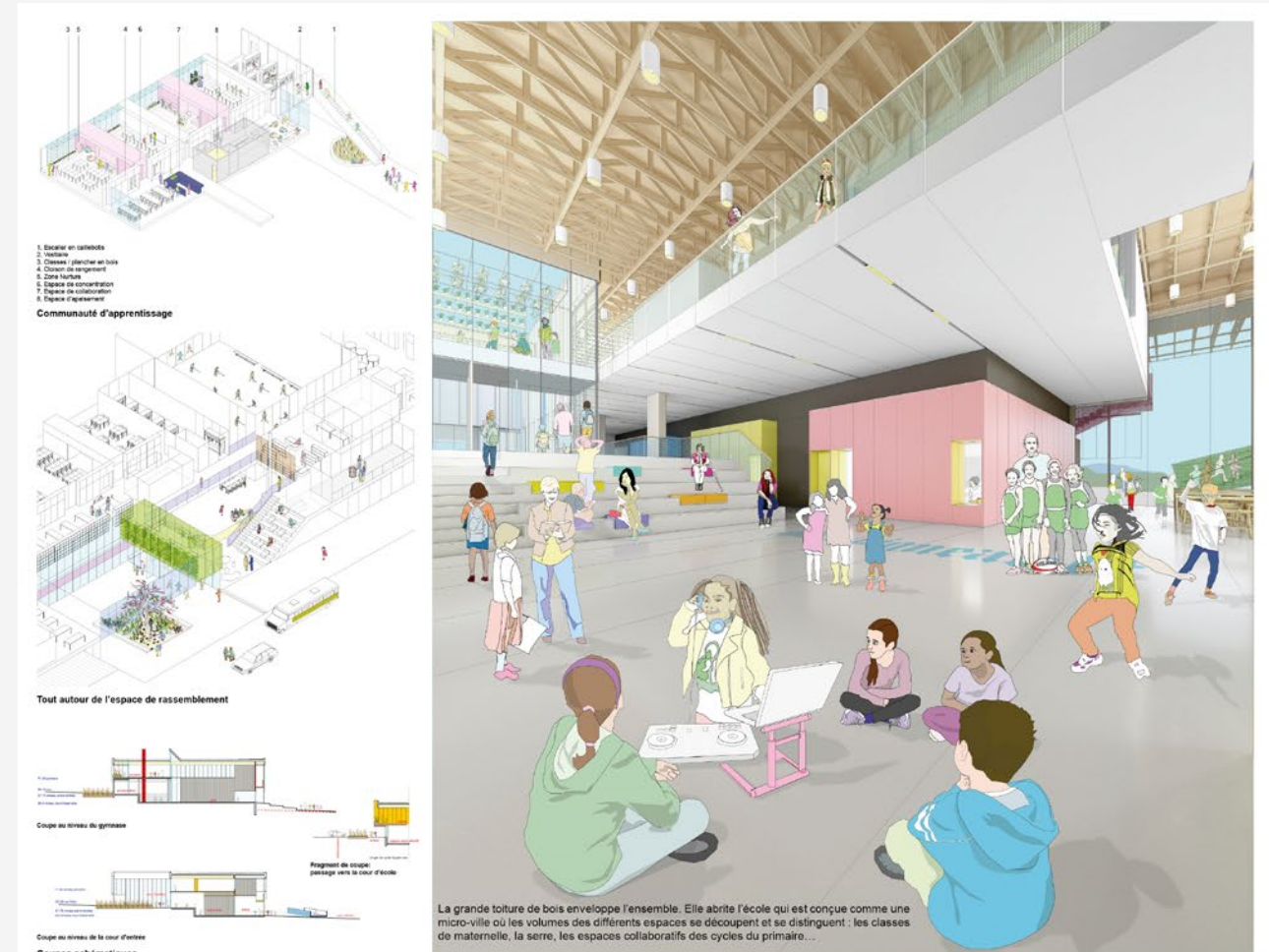
1. Briques vernissées colorées
2. Mallage d'acier inoxydable
3. Aluminium déployé peint
4. Pierre d'aluminium anodisé

Atelier Big City + Groupe Conseil Planitech avec les ingénieurs UNIGEC Experts-Conseils et Version Paysage

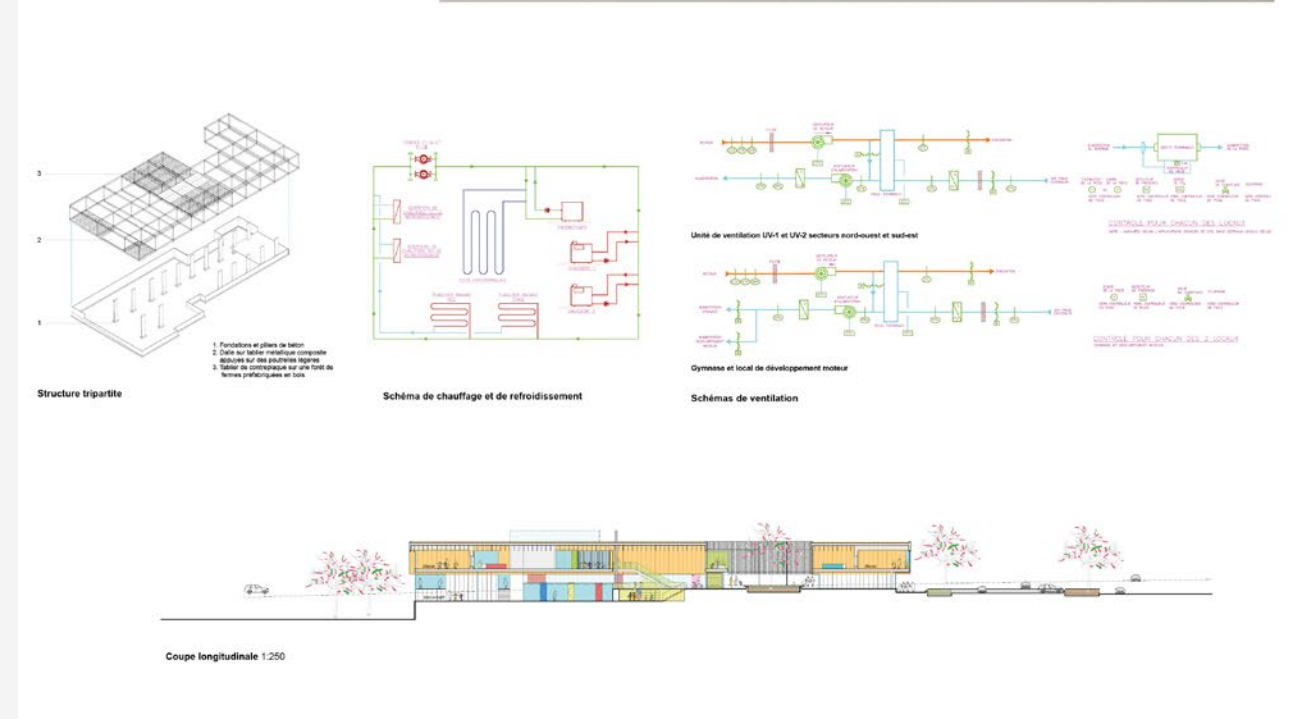
concours d'architecture École Marguerite-D'Youville Commission scolaire des Rives-du-Saguenay



La position centrale de l'espace de rassemblement, sa luminosité et les multiples activités qui s'y déroulent, la vue qu'il offre sur le gymnase et sur l'extérieur ainsi que la présence des gradins en font un lieu où tous convergent, chacun y trouvant sa place, confortablement.



La grande toiture de bois enveloppe l'ensemble. Elle abrite l'école qui est conçue comme une micro-ville où les volumes des différents espaces se découpent et se distinguent : les classes de maternelle, la serre, les espaces collaboratifs des cycles du primaire...



Les classes du versant (hillside classrooms)



Shelter, enveloping warmth, a welcoming nest that stimulates learning within a series of child-scaled “houses.” A school whose residential architectural language is evocative.

In continuity with the “Nurture” approach, this proposal was born of a desire to deconstruct the conventional school structure. The volumes approximate an architectural scale that is domestic, inclusive and familiar. The school is made up of a cluster of small house-like structures that form a microcosm around a central courtyard, the true heart of the project. The layout is divided into three wings distinguished by their purpose. The wing on the street side, on the ground floor, houses the staff offices, which animate the facade. On the garden level, the preschool classrooms are set up to be in direct connection with the schoolyard. Adjacent to the sports fields, the lateral wing houses the gymnasium, facilitating its use by the community, as well as the tiered seating, where the school gathers, animating its daily life. The third wing holds the learning communities all in row, for an intuitive progression from one cycle to the next. These are vertically connected by an inhabitable circulation space. On the schoolyard side, quality spaces form transitional areas between the liveliness of the yard and the calmness conducive to concentration in the classrooms.

Delicately rooted to its site, the school’s silhouette is in keeping with the surrounding residential landscape and creates a strong interrelationship with the natural environment, an authentic reflection of Saguenean nordicity. On a territorial scale, the project aims to be sensitive to the vernacular architecture, notably by valuing the innovative use of local materials (raw or recycled), thus supporting the regional economy.

The project’s aim is to be a caring place, supportive of innocence and discovery, where the children can flourish. A home to grow in, to be your true self, to take care of yourself and others.

Excerpt from the jury’s report: The project’s exceptional quality lies in its alignment with the school’s vision. The jury was won over by its ability to instill a sense of calm in the students. The different spaces of varying scale are well-utilized and offer the socio-emotional character desired, as much in its layout in the form of houses—which creates a reassuring courtyard—as in the indoor spaces and the way the schoolyard is set up. The irregularity of the plan for each learning community will help the children develop a sense of belonging to their learning place and allow them to discover all the spaces over the course of their development. The autonomy of the different pavilions offers conceptual freedom, making it possible to adapt the project throughout its development while retaining the key qualities.

etienne bernier architecture +
APPAREIL Architecture +
BGLA

Rousseau Lefebvre
Collectif Escargo
LGT



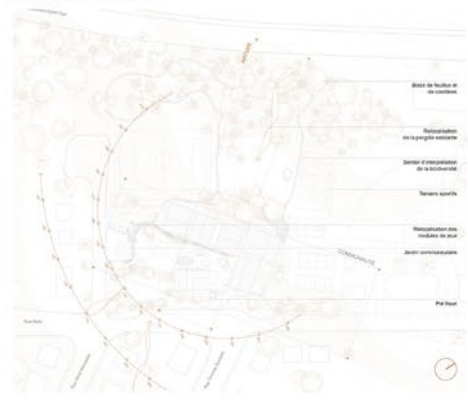
LES CLASSES DU VERSANT

Un défi, un terrain, un espace, une réflexion architecturale... Le site de la Saguenay Lab-École est un terrain complexe, un espace à réinventer. Le projet de la Saguenay Lab-École est un défi architectural et paysager. Le terrain est un terrain complexe, un espace à réinventer. Le projet de la Saguenay Lab-École est un défi architectural et paysager.

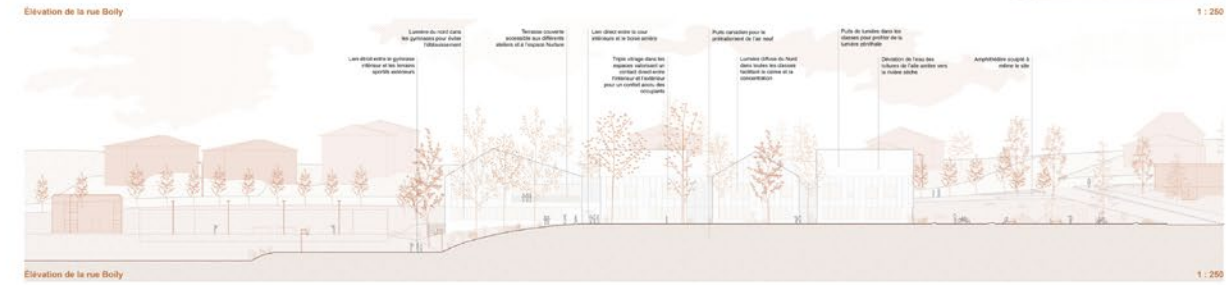
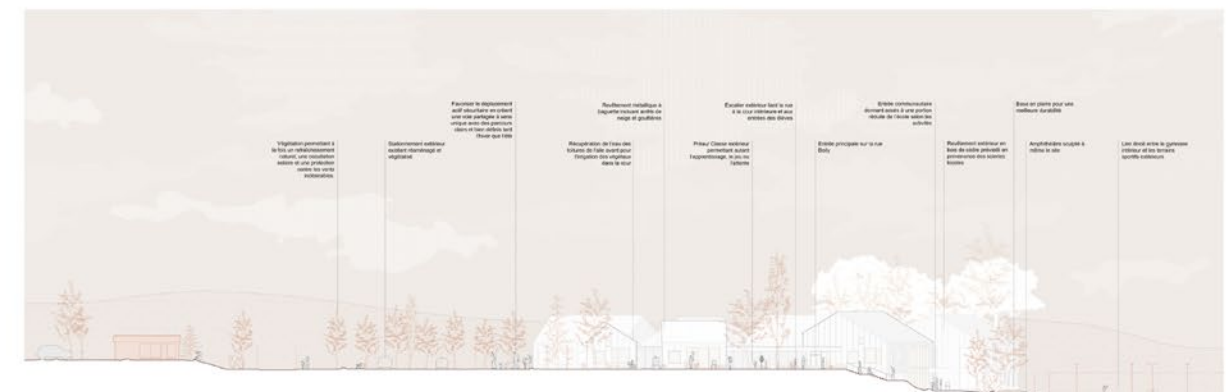
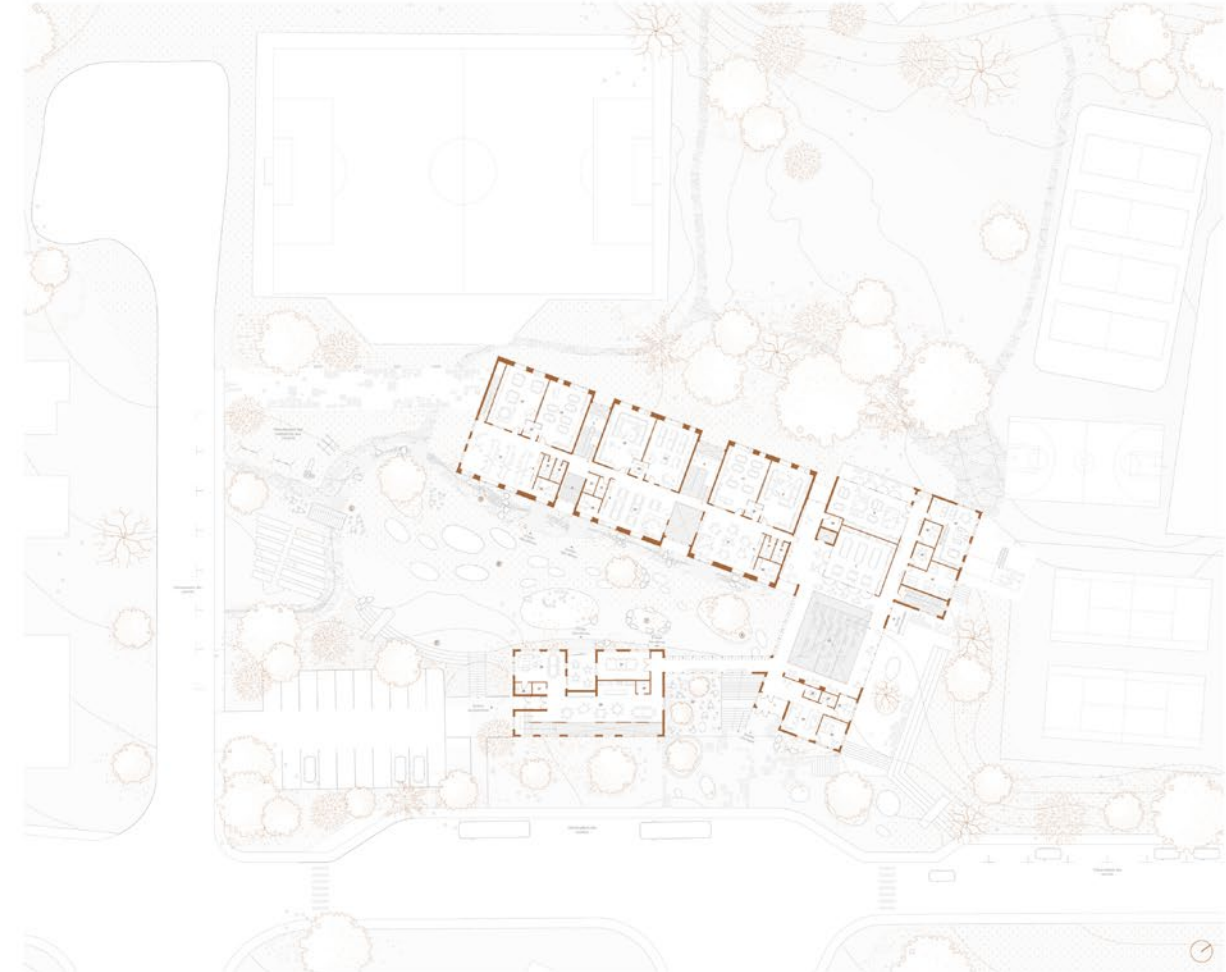
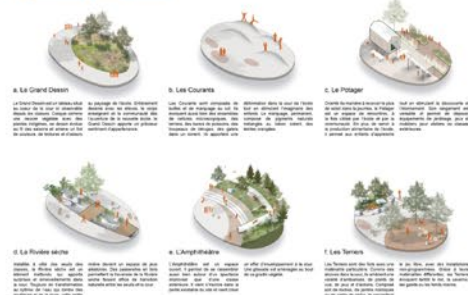
Le site et ses différents écosystèmes

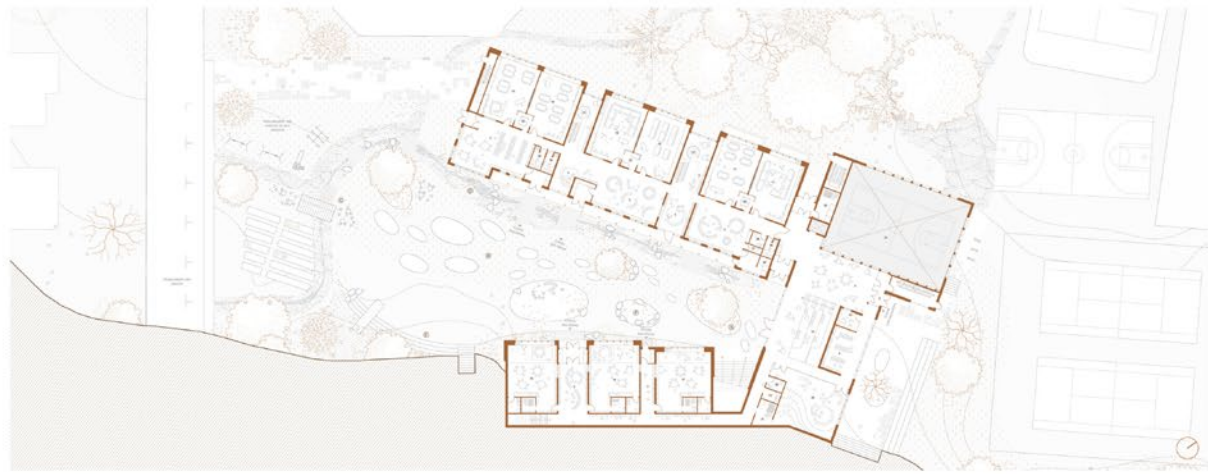
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Le site et ses différents écosystèmes

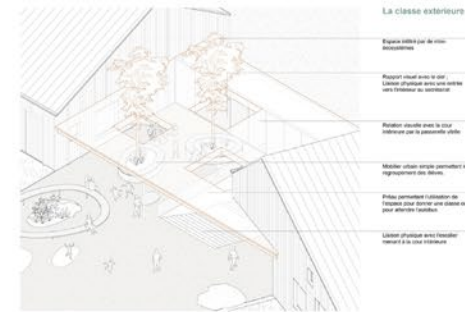
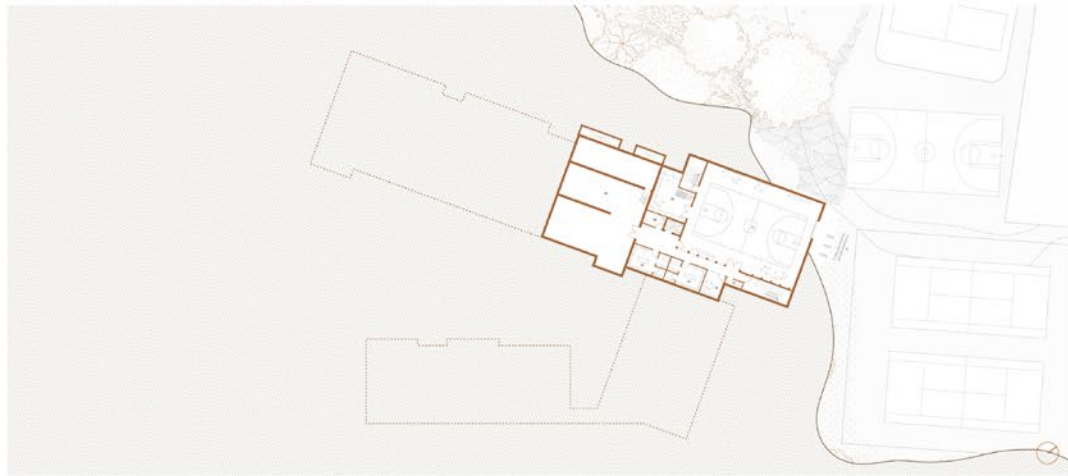


Les personnalités de la cour intérieure

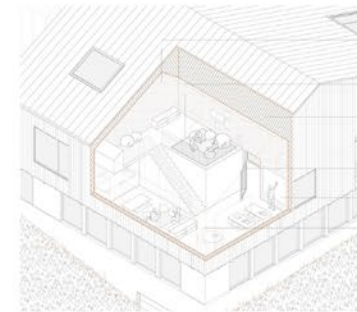




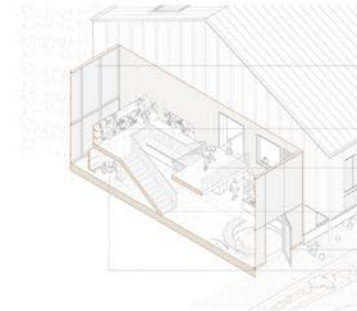
- Légende**
- Espaces de transition**
1. Entrée de l'école
 2. Entrée du Service de Garde
 3. Vestibule
 4. Vestibule Service de Garde
- Espaces communs**
5. Bibliothèque d'attente
 6. Courtoise
 7. Laboratoire robotique
 8. Atelier d'art et de design
 9. Accueil Service de Garde
 10. Bureau Service de Garde
 11. Rangement Service de Garde
 12. Espace de rassemblement
 13. Espace de développement socio-éducatif
 14. Salle de recréation (Centre des enfants)
 15. Espace de travail (Centre des enfants)
- Espaces d'apprentissage**
16. Classes polyvalentes
 17. Classes de langue
 18. Classes de musique
 19. Classes de sciences
 20. Espace de concentration
 21. Espace de collaboration
 22. Espace d'apptement
 23. Classe polyvalente
- Espaces de soutien**
24. Secrétariat
 25. Bureau de directeur
 26. Bureau d'information
 27. Salle de réunion
 28. Espace de collaboration du personnel
 29. Salle de travail du personnel
 30. Bureau des intervenants
- Espaces sportifs**
31. Courtoise
 32. Salle de jeu
 33. Vestibule sportif
 34. Espace d'échange sportif
 35. Salle de développement moteur
- Espaces techniques**
36. Toilettes
 37. Conserverie / chauffage
 38. Salle d'entretien
 39. Salle technique



- La classe extérieure**
- Espace dédié au jeu et aux activités
 - Support modulable et adaptable
 - Liberté d'usage avec une partie de mobilier modulable
 - Projeté modulable et adaptable
 - Mobilier modulable permettant l'agencement des tables
 - Planche de travail modulable et adaptable
 - Liberté d'usage avec mobilier modulable et adaptable



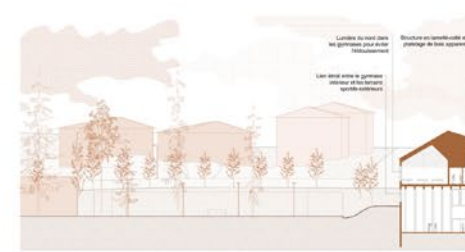
- L'espace Nature**
- Respecter les principes de l'écologie
 - Aménagement d'un espace modulable et adaptable
 - Espace de travail dans la bibliothèque pour donner accès à la lecture
 - Planche de travail modulable et adaptable
 - Mobilier modulable et adaptable
 - Aménagement d'un espace modulable et adaptable
 - Disposition modulable et adaptable
 - Planche de travail modulable et adaptable
 - Mobilier modulable et adaptable



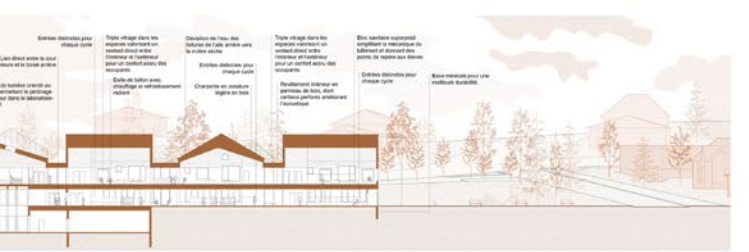
- L'intérieur**
- Espace dédié au dialogue
 - Aménagement d'un espace modulable et adaptable
 - Planche de travail modulable et adaptable
 - Mobilier modulable et adaptable
 - Aménagement d'un espace modulable et adaptable
 - Disposition modulable et adaptable
 - Planche de travail modulable et adaptable
 - Mobilier modulable et adaptable
 - Aménagement d'un espace modulable et adaptable
 - Disposition modulable et adaptable
 - Planche de travail modulable et adaptable
 - Mobilier modulable et adaptable



L'espace des classes et l'aire de collaboration



- Les gradins et la cour intérieure**
1. Escalier permettant l'accès à la cour intérieure
 2. Cour intérieure
 3. Cour intérieure
 4. Cour intérieure
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 100. Cour intérieure



École de la Côte

(hill school)

This school embodies a community architecture that tells the story of the landscape from which it emerged, that of the Le Bassin neighbourhood and, more broadly, the vast Saguenay-Lac-Saint-Jean region. It reimagines the places that support and enable education, making learning a game.

Concretely, the project's intention is to inhabit the mountain. It "buries" the architecture to accentuate the site's topography. Its image as an institution fades into the background, leaving all the room to the community, with the interlaced park and school making these learning and recreation spaces a part of the neighbourhood.

The school consists of two pavilions with distinct and complementary uses. While the classroom pavilion is partially built into the hillside to give visual accesses to the region, the community pavilion is clearly the connection between the neighbourhood and the park. Housing the different functions shared by the school and local residents, the community pavilion is spread over three floors and opens onto the landscape. A strong visual link is created from the entrance hall, drawing the eye down to the tiered seating, gymnasium, playground and surrounding woodland; a composition reminiscent of standing atop a small hill.

In the image of three small houses between which nature can insinuate itself, each learning community in the classroom pavilion belongs to a separate volume effectively linked to the community pavilion and the activities held there. The perception is that of small schools that can be more easily appropriated by the children. This configuration also makes it possible to build small courtyards for each cycle, set back from the larger schoolyard and Saint-Joachim park, to offer the classrooms more intimate outdoor spaces, greenery, light and play.

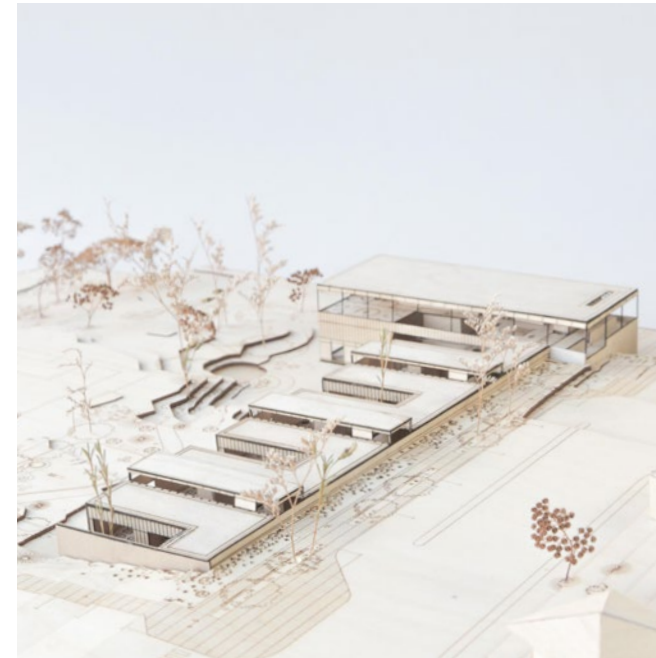
Microclimat + Ardoises

BC2 Groupe Conseil inc.

Enclume

Ambioner

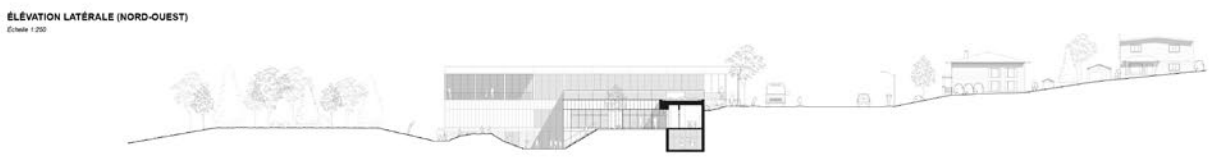
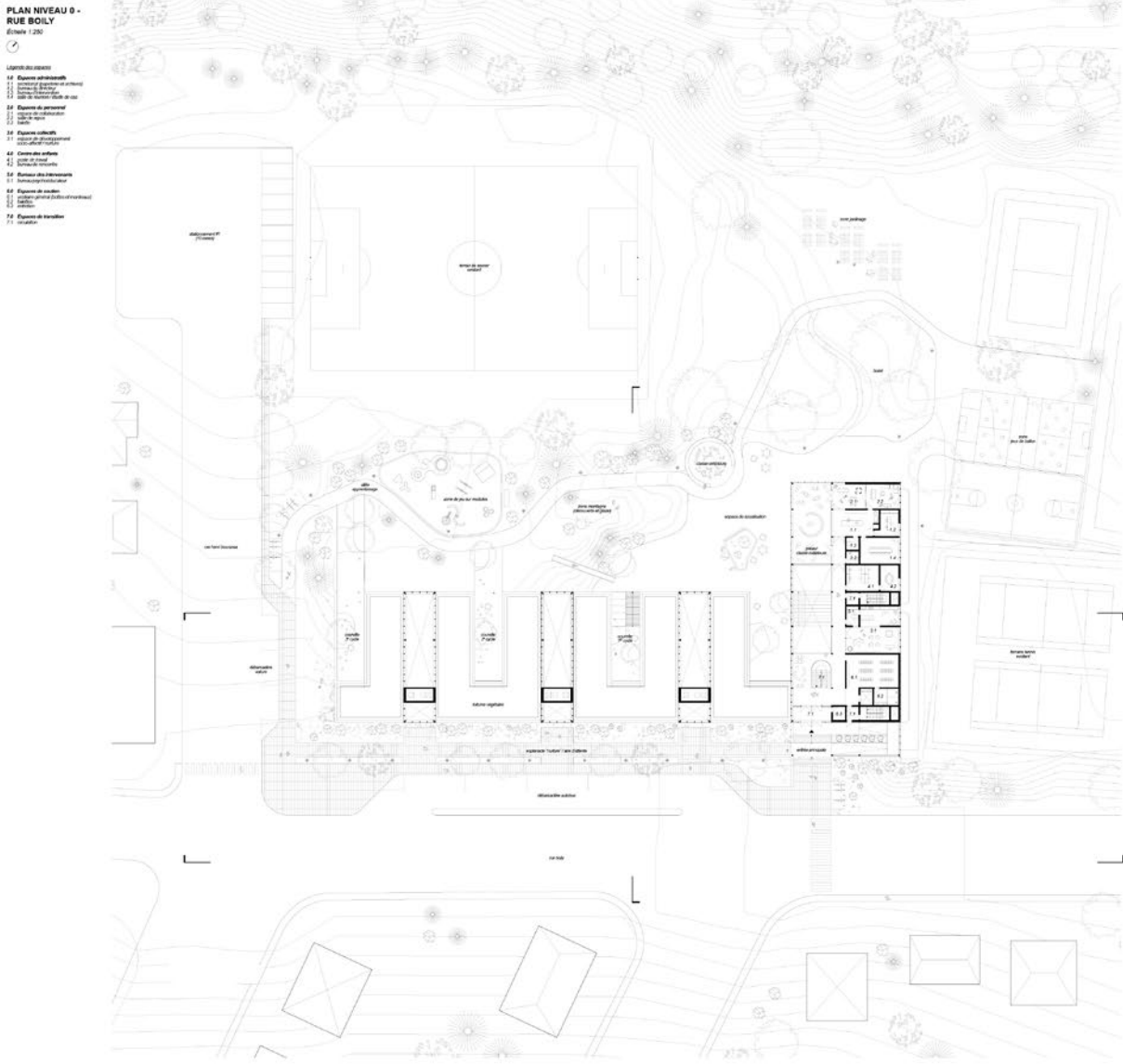
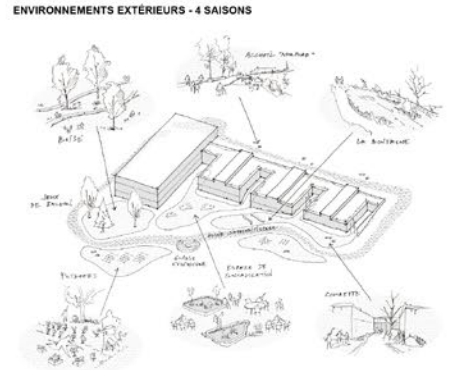
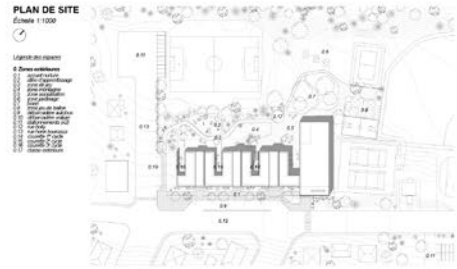
EMS ingénierie

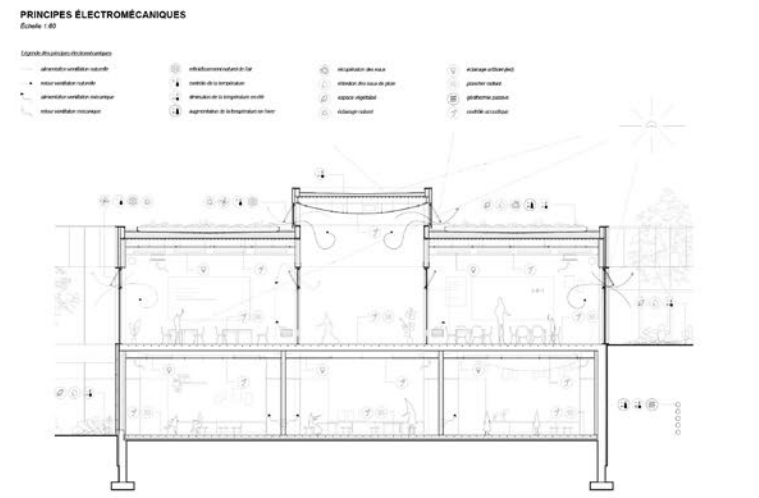
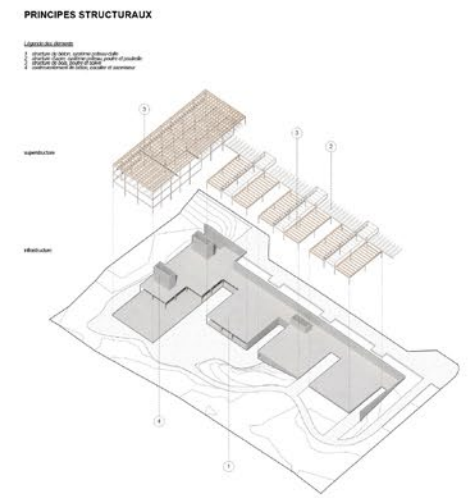
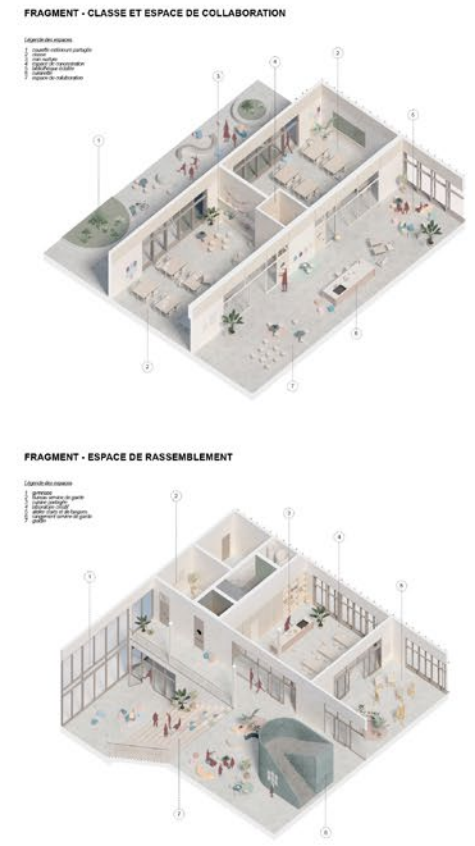
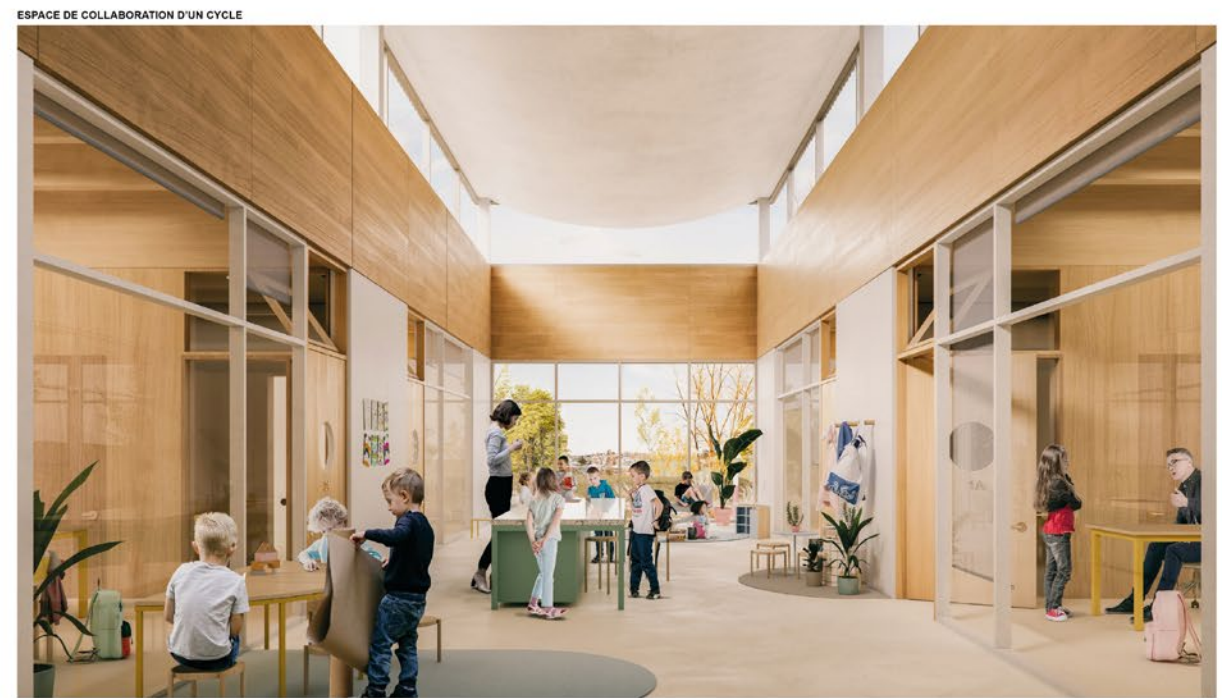
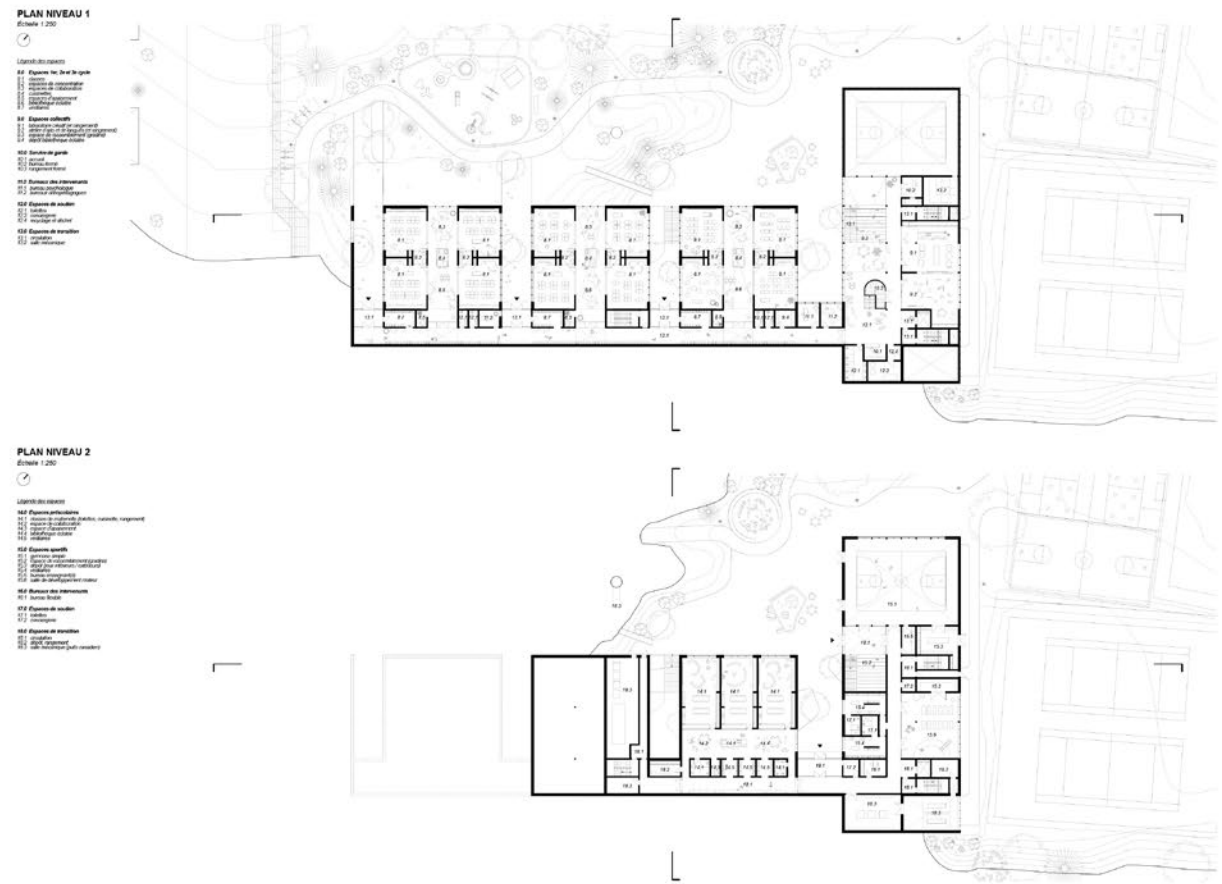


L'école de la Côte incarne une architecture communautaire qui raconte le paysage duquel elle émerge, celui du quartier Le Bassin et, plus largement, de la vaste région du Saguenay-Lac-Saint-Jean. L'école de la Côte s'inspire des paysages identitaires de la région afin d'inventer l'école de demain. Elle imagine autrement ces lieux qui supportent et permettent l'éducation: des lieux qui font de l'apprentissage un jeu.

Concrètement, l'intention de l'école de la Côte est d'habiter la montagne. Elle enfouit l'architecture afin de mettre en valeur la topographie du lieu. Cette stratégie permet de révéler le paysage, créer des parcours ludiques et proposer une école résolument communautaire, ouverte vers le parc Saint-Joachim, le quartier Le Bassin et la région.

Là réside la beauté de cette école: le symbole de l'institution s'efface et laisse toute la place à la communauté, comme si le parc et l'école imbriqués l'un dans l'autre permettent d'unir tant physiquement que visuellement ces lieux d'apprentissage, de loisirs avec le quartier.





Public Presentations

The Saguenay Lab-École school’s public presentations were held on January 29, 2020 in the Charles-Gravel high school’s auditorium, before an audience of one hundred or so, mainly from the community and the educational sector. The spectators ventured out into the cold and snow to discover the designs dreamed up for the future elementary school to be built on the site of the current Marguerite-D’Youville school in Saguenay.

“The presentations are very interesting. They offer greater transparency in the process of choosing a project from among those selected.”

Parent and member of the governing board

“The house concept is unique! It creates a familiar environment and a great atmosphere for the children.”

Student

“I love the place nature holds in the proposals. It’s vital to make it a central element. A vegetable garden shared with the community would be very enriching. The natural light and green building elements are also a must.”

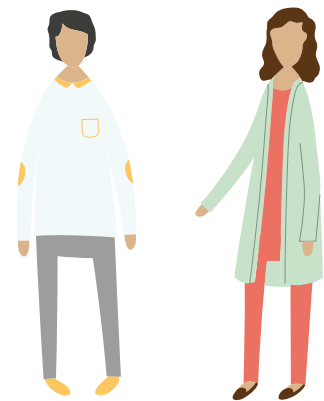
Parent and employee, Rives-du-Saguenay school service centre

“As a parent, I appreciated being able to attend this presentation. I feel privileged to be part of your big family.”

Parent of a student

“We underestimate how important architecture is in our day-to-day lives. We currently lack beauty. Thank you for making us dream for an evening!”

Post-secondary education professional



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130 Project Context

132 Vision and Architectural Program

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136 Anonymous Proposals

144 Jury

146 Unveiling of the Architects

150 Step 2: Presentations

152 Four Finalists' Presentations

176 Public Presentations

Project Context

In Quebec, Shefford is one of the only municipalities with a population of more than 7,000 not to have a school on its territory. The children have to travel long distances to attend one of the three nearby schools, even though the city is in a demographic and residential boom. This is why the Val-des-Cerfs school service centre wants

to build a new elementary school in the Canton de Shefford municipality, which will also become the community's gathering place. The unique characteristics of this community, which defines itself as a living environment in harmony with and respectful of nature, will be taken into account in many ways in this project.



Municipality The Canton de Shefford municipality is part of the Haute-Yamaska regional county municipality (RCM), located in the Montérégie administrative region. Haute-Yamaska offers a stimulating living environment with all the advantages of semi-rural life in the midst of all-encompassing nature. Tourism is an important area of activity for the region, welcoming visitors attracted by the beauty of its plains and mountains, its bucolic landscapes, tranquility and clean air. Agriculture is also a dominant sector. Nearly 77% of the RCM's territory is part of the provincial agricultural zone governed by the *Act Respecting the Preservation of Agricultural Land and Agricultural Activities*.

For these reasons, more and more people, including young families, are discovering the pleasure of living in Haute-Yamaska, in harmony with nature and the environment. Interesting fact: because Mount Shefford rises up right in the middle of this township, and the residential areas are on its outskirts, Canton de Shefford has no village heart.

Site The school will be built on an immense, relatively flat natural site at the foot of Mount Shefford. Since the aim is to preserve as much of the forest on the site as possible, it will be possible to enjoy it by creating walking trails, outdoor classrooms and play areas in nature. Access will be via Route 112 and will join Paquette Street via Daudelin park, to give the site greater permeability. The project must incorporate the site's natural elements, offering visual access to the outdoors from as many locations in the school as possible.

Project The new elementary school must have 16 classrooms: 4 preschool and 12 elementary. Although most of the children who will be attending the school are considered regular clientele, some have motor disabilities or cognitive issues. They will attend regular classes and will benefit from accessible environments. The hope is that the school will have different learning pavilions and will be organized around a verdant central courtyard, which will serve as the main entrance in the morning, noon and evening.

Vision and Architectural Program

Canton de Shefford's new school will enjoy an enchanting landscape context that will foster the fulfilment of the children and adults who spend time there. As an inclusive, community-oriented school, it will be vital that everyone be able to frequent it and draw inspiration from it, to favour the children's development in an environment that shows care and concern for their well-being. The school must become a place where all Shefford students and residents can cultivate their different interests and enjoy an enhanced educational and community experience.

A school in harmony with nature

Shefford's beautiful natural setting makes it a unique place in which to discover, experiment and learn outdoors. Nature is a stimulating learning environment that encourages the adoption of a healthy and active lifestyle, supports various educational approaches and increases student interest. The natural spaces bordering the school must be given paramount importance to facilitate this learning and to promote outdoor physical activities in all seasons. In addition, a vegetable garden in the schoolyard will help the students become familiar with market gardening and develop cooking skills and nutritional knowledge through food preparation. Raising the students' awareness of environmental and ecological issues will help shape future citizens who are environmentally responsible and respectful.

With its pavilions encircling the yard, the school's layout aims to enhance contact with nature, already quite present on the site, and to optimize the view of the natural elements, such as Mount Shefford and the forest. The courtyard filled with greenery forms the heart of the pavilions, tying all the school's components together and instilling a sense of belonging.

To each their own pavilion

Each learning pavilion will house a cycle and form a learning community. The learning community model organizes the classrooms around collaborative spaces, mini "public squares" that serve as a reception area to—and extension of—the classroom, favouring diverse modes of learning. The pavilions will thus form small schools that feel like home within the larger school.

The offices of the various specialists will be spread throughout the pavilions, connected to the collaborative space. The coatroom, accessible from the collaborative space, will offer direct access to the outdoors, facilitating comings and goings and preventing dirt, slush and snow from being tracked through the school.

The school projects need to be able to be developed and changed throughout the students' academic career. By adapting to the changing seasons, the school will offer multiple meaningful learning contexts and varied pedagogical and educational experiences. The pleasure of learning, doing and succeeding will contribute to the students' success.



A pavilion for the community

The school will contain several spaces it plans to share with local residents, making it a true hub for the Shefford community. Families and seniors will be able to use facilities like the gymnasium and kitchen in the evening or on weekends. Inclusive, collaborative intergenerational activities of a cultural, sports and educational nature can be held in these spaces. There are even plans to eventually add a municipal multipurpose centre to this pavilion. The school administration hopes that several educational projects will emerge from this intergenerational collaboration.

This pavilion will be the main entrance for parents and community members and will be home to the school's nutritional and administrative core, among other things. A large dining hall will welcome not only the students at lunchtime, but also the children in before- and after-school care, in the morning and late afternoon. Directly adjacent, a kitchen and cooking area will facilitate new learning and food-related activities. Contact with the outdoors, covered outdoor spaces and an educational vegetable garden were also deemed essential for this pavilion. And, of course, the schoolyard will highlight the site's natural features by inviting all activities that can be held in this wonderful setting.

Step 1

Proposals

136 Anonymous Proposals

The 61 Proposals

144 Jury

François Allard

Amale Andraos

Éric Gauthier

Sylvie Gougeon

Jérôme Lapierre

Benoit Léveillé

Eric Turcotte

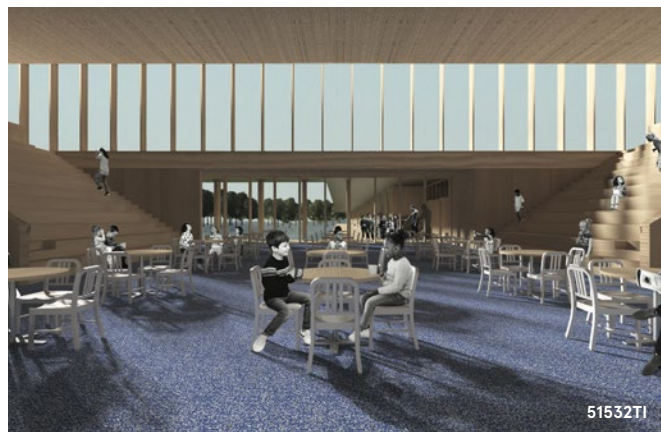
146 Unveiling of the Architects

In the image of the type of competition that was chosen, the proposals are presented anonymously, to showcase their richness and variety without bias. The names of the respective firms appear at the end of this section.

Please note that the text on the finalists and winners' poster boards (images that show the scale model, site plan, etc.) are only available in French.









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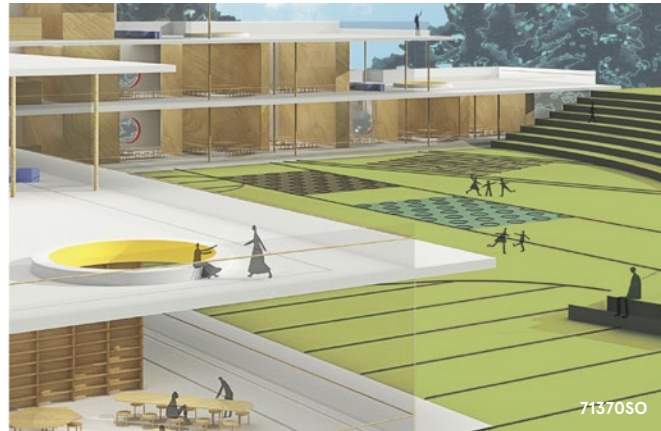
71370EL



80541TB



88925XY



71370SO



72437SH



90929BA



91514EO



72748ST



72841RJ



95210A



77784LV



80120PX

A Word from the Jury Chair

Jérôme Lapierre

Architect and Head of the Physical Environment Cornerstone, Lab-École

Lab-École's architectural design competition really made it possible to celebrate the merit of quality architecture for elementary school environments. It concretized an approach based on the value that creation and innovation add. It was such a pleasure for the jury to be able to go over the more than 60 proposals from architects who sought to do things differently, which is a huge challenge! The Shefford site's natural context was a veritable gift for these professionals. It was fascinating to discover how they would harmoniously incorporate the school into this landscape and how they would highlight its key components to make it a unique learning environment. The pavilion typology proposed was the premise of a project in symbiosis with the landscape and conducive to education in harmony with nature.

The deliberations during the competition's two steps led to particularly enriching exchanges between jury members, between those representing the architectural and educational sectors. The jury's diversity and inclusivity resulted in complementary viewpoints, knowledge-sharing and complicity that favoured consensus. The discussions were driven by a shared desire to select a project that would contribute to the students' well-being.

The highly eloquent public presentations made it easier to fully grasp all the projects' nuances. They brought a human aspect to the process. The teams enhanced their project's quality through their presentations, giving solid answers to the jury's questions. The deliberations on the second day gave rise to lively, in-depth discussions of the projects' specifics, which led to selecting the best concept.

The winning project asserts itself through its educational potential, the simplicity of its layout, its tectonic and volumetric expression, as well as by the rich indoor spatial experiences it offers. Through its shape, the proposal inspires a child-scaled living environment that sparks the imagination. The way the pavilions are set up around the central courtyard offers a stimulating journey through its glass heart, its collaborative spaces (which rise toward generous zenithal lighting) and its learning spaces, turned toward the different elements that make up the landscape. The whole offers a variety of versatile and open spaces that support the evolution of teaching practices and favour differentiated learning. The Shefford Lab-École school enhances the students' daily lives by placing them in the midst of a new ecosystem that fosters a desire to learn. It is with great pride that the jury unanimously recommended the winning project.

Jury Members

Jérôme Lapierre

Architect and Head of the Physical Environment Cornerstone, Lab-École

Passionate about Quebec architecture, Jérôme Lapierre led the research-creation to rethink the schools of tomorrow at Lab-École and helped set up the architectural design competition. In 2014, he won the Prix de Rome in Architecture – Emerging Practitioners, which led him to work at Gehl Architects in Copenhagen, Denmark. Jérôme teaches at Laval University's School of Architecture. For 11 years, at Atelier Pierre Thibault, he helped design projects of various sizes, which won several awards of excellence.

François Allard

Principal of the Saint-Bernard school

François Allard, who taught for 12 years at the elementary school level, has been a principal for 20 years now, in various schools belonging to the Val-des-Cerfs school service centre. He opened the Des Bâtisseurs school in Granby in 2014. Well known in his field, he is dedicated to supporting the next generation of school administrators. Ensuring the success and well-being of his students continues to be his main concern. Finally, he had the honour of serving on the Shefford Lab-École school's committee since September of 2018.

Amale Andraos

Architect, Senior Partner at WORKac and Dean of Columbia University's Graduate School of Architecture, Planning and Preservation

This architect and professor is dedicated to design research. The author of several books, her writings have focused on climate change and its impact on architecture, as well as on the question of representation in the age of global practice. WORKac is located in New York City and specializes in architectural projects that reinvent the relationship between urban and natural environments. The firm has built an excellent international reputation through projects like the RISD Student Center and the Beirut Museum of Art.

Éric Gauthier

Architect and Senior Partner, Les architectes FABG

After graduating in 1983, Éric Gauthier began his career at the André Blouin architecture firm, which later became Les architectes FABG. He has led many institutional projects, including the Monument-National theatre, the National Theatre School of Canada and the Espace Go theatre. In the early 1990s, he restored the former United States Pavilion built for Expo 67. In 2012, he turned the Île des Soeurs gas station designed by Mies van der Rohe into a community centre. Among the awards he has received, the Ernest-Cormier award (2017) was the most prestigious.

Sylvie Gougeon

General Manager and Secretary-Treasurer, Canton de Shefford Municipality

Having worked for the Canton de Shefford municipality since 1981, Sylvie Gougeon was promoted to secretary-treasurer in 1989 and was named general manager and secretary-treasurer in 1998. Thanks to her nearly 40 years of experience in municipal administration and her in-depth knowledge of the Shefford community's particularities and needs, this certified municipal manager positively contributed to the selection of the architectural project that would best meet the Shefford Lab-École school's objectives.

Benoit Léveillé

Principal of the Moisson-d'Or school

Benoit Léveillé has worked for the Val-des-Cerfs school service centre for more than 19 years as a specialist teacher. He took on the role of principal of the Moisson-d'Or elementary school a little over a year ago. He has been involved in the Grand Défi Pierre Lavoie as project initiator since 2008 and founded the Grand Défi de Granby in 2012 and the Grande Marche de Granby in 2015. He later started a citizens' movement in favour of the Shefford Lab-École school and served on the project's work committee.

Eric Turcotte

Architect, Urban Planner and Urban Designer Senior Partner, Urban Strategies

An urban designer, urban planner and architect, Eric Turcotte is a senior partner at Urban Strategies in Toronto. He has more than 25 years of experience in his field, in Canada, the United States and Europe. As senior partner, he has led several downtown revitalization, new neighbourhood planning and transit-oriented development (TOD) projects that have won awards, in addition to producing large-scale master plans. Eric Turcotte is a member of the Waterfront Toronto Design Review Panel and is the chair of the Council for Canadian Urbanism (CanU).

Unveiling of the Architects

| Team no. | Project's name | Team's name | Team no. | Project's name | Team's name |
|----------|---------------------------------|--|----------|--|---------------------------------------|
| 00022HA | 22 hectares | ADSP inc. | 19010SF | Petites collines | Bourgeois Lechasseur architectes inc. |
| 01116DP | Les canopées | BTAA + Sid Lee Architecture (consortium) | 19477SF | Mille plateaux | Chevalier Morales architectes |
| 02611PB | Paysage éducatif | Épigraphe . maison d'architecture | 20020AB | La rigole | CB Architecte inc. |
| 03103AZ | Canopée | HÉLOÏSE THIBODEAU ARCHITECTES INC. | 20132VB | Le pré et la forêt | Lemay CO inc. |
| 03919RG | Les petits toits | Guillaume Pelletier Architecte | 20155MP | Labnature | Studio PERCH, s.e.n.c. |
| 07181FF | À l'orée des pins | Yelle Maillé et associés architectes inc. | 22222PP | La canopée | Poncelet-Rémillard |
| 08008OS | Biocénose | ADHOC architectes inc. Mandaworks (consortium) | 22266AR | Mon école | 2Architectures |
| 08080WW | Confluence | Pierre Daoust + LLA (consortium) | 22732LP | La clairière | Atelier Barda inc. |
| 08821AM | Les clairières | Jodoin Lamarre Pratte architectes inc. | 22916LL | Nouvelle école primaire - canton de Shefford | Saucier+Perrotte architectes |
| 10101MC | La ronde des bois | YH2 RIOPEL architectes (consortium) | 24865MK | La canopée | BGLA inc. |
| 11168PS | Grande maison, petite maison... | Architecture Synthèse | 26676XX | Le sous-bois | Maurice Martel Architecte |
| 11235ES | Lab-École Naturea | Favreau Blais Associés Architectes inc. | 27061PR | L'école au sommet | PARA-SOL |
| 13245XY | L'empreinte | AEdifica inc. | 27187MC | Centre de conscientisation et d'apprentissage de Shefford | Architecture CBA & Cie |
| 16175CL | L'orée | LEMAYMICHAUD Architecture Design inc. | 27849EY | La pinède | Nature Humaine Architecture inc. |
| 16775YU | L'école sans corridor | Atelier TAG inc. | 28332CJ | Le petit Shefford | NÓS Architectes |

Unveiling of the Architects

| Team no. | Project's name | Nom de l'équipe | Team no. | Project's name | Nom de l'équipe |
|----------|--------------------------------------|--|----------|--|---|
| 28537CC | Rhizomes | SALEM ARCHITECTURE | 64734TS | Castel jardin | Julia Manaças Architecte |
| 38341UA | Inselberg | GROUPE A inc. | 66424NE | Cercle - école | Lia Ruccolo Architecte |
| 40505OK | Symbiose | UN architecture inc. | 70717AA | Les clairières | in situ atelier d'architecture inc. |
| 42501FC | École La pinière | ERIC MAJER ARCHITECTE INC. | 71370EL | Petite-Saxby - l'école-éponge | L. MCCOMBER LTÉE, architecture vivante |
| 47296JK | Culture en bande | Alexandre Bernier Architecte (ABA) Anick Thibeault architecte (ATA) | 71370SO | Cadran s(c)olaire | Émond, Kozina, Mulvey architectes s.e.n.c.r.l. - ÉKM architecture et aménagement |
| 47474EL | Le mont | Rayside Labossière | 72437SH | L'école de rang | KANVA Architecture inc. |
| 50214EC | L'écolines | Nadeau Nadeau Blondin architectes inc. | 72748ST | Rivière intérieure | eba architecture + Emmanuelle Tittley architecte paysagiste |
| 51450AS | La butte | 2x4 s.e.n.c.r.l. | 72841RJ | Habiter la cime | APPAREIL Architecture + etienne bernier architecture |
| 51532TI | Hertzberger 2.0 | Hal Ingberg Architecte | 77784LV | École primaire de la Clairière | Alexandre Landry Architecte |
| 56889FM | École primaire du canton de Shefford | T B A, Thomas Balaban Architecte | 80120PX | Les sommières | Thellend Fortin Architectes inc. + Nativ Architecture inc. |
| 57227AA | Pour une école buissonnière | Fugère Architecture | 80541TB | "Il faut tout un village pour éduquer un enfant" | Blouin Tardif Architectes |
| 57642UX | Entre les forêts | ARCHITEM Wolff Shapiro Kuskowski | 88925XY | Les pétoles | SMITH VIGEANT INC. |
| 60686SH | Nouveaux horizons | Pelletier de Fontenay + Leclerc | 90929BA | Mirai | Vivace Architecte |
| 60708FA | La pinacée | Justin Viens architecture | 91514EO | Lab-École Shefford | i-on architecture studio |
| 60788DS | École élémentaire Shefford | Atelier5 | 95210A | L'anse aux pins | Les Architectes Labonté Marcil |
| 61089MM | À l'orée du boisé | Cormier, Cohen, Davies, architectes (Atelier Big City) | | | |

Step 2

Presentations

152 Four Finalists' Presentations

- 152 L'école sans corridor
Atelier TAG in collaboration with
Stantec and civiliti
- 158 La canopée
BGLA Architecture | design urbain
- 164 Nouveaux horizons
Pelletier de Fontenay + Leclerc
- 170 École primaire de la Clairière
Alexandre Landry + Jodoin Lamarre Pratte
(consortium)

176 Public Presentations



L'école sans corridor

(the school without a hallway)

A dominant school typology since the 1960s, the central hallway with classrooms on either side uses an efficient building system that offers many practical and economic advantages. We reimagined the school of the 21st century based on an understanding of the advantages and constraints of this model, which is the result of an industrialized process.

Removing the form of "hallway as a single-use space," this proposal is the result of spatial research that tends neither toward open plan nor toward the conventional layout. A string of spatial fragments is placed in a flexible row, offering greater adaptability and potential densification of use than the two aforementioned models. Designed as a continuous field, the interior is fluid and helps, along with the landscape, to create the illusion of limitless space. The project therefore proposes redefining the connections between the program's different components. Each cluster of classrooms, organized around the inner courtyard, has access to a generous collaborative space that offers visual and usage connections between the different cycles.

In the heart of a large-scale natural environment, the future municipal park will be part of a civic recreation system connected to Mount Shefford. We see an opportunity to link the educational approach to this idyllic context. The architectural concept proposes a landscape approach in which the school is seen as an integral and continuous part of the park in development.

Atelier TAG in collaboration with
Stantec and civiliti



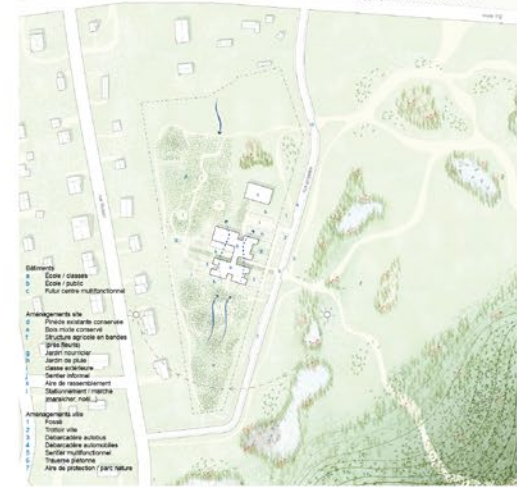
La proposition engage une recherche spatiale basée sur une solution qui n'est ni un plan libre ni un modèle de distribution classique avec espaces servis et servants. Le potentiel de flexibilité et de densification résulte de la suppression des corridors en tant qu'espaces à usage unique. Cinq, comme un champ continu, un intérieur autonome émerge et crée l'illusion d'un espace sans limite. Le projet propose de redéfinir les connexions entre les diverses

composantes du programme. Chaque groupe de classes se rapporte alors à un espace de collaboration générique et une cour intérieure, offrant espaces extérieurs différenciés et connexions visuelles entre les divers cycles.

S'inspirant des rangs de culture des champs de l'Est et basé sur le dimensionnement d'une portée structurelle efficace, un système linéaire avec décalages alternés définit un

rythme spatial. La structure de bois exposée participe à l'ambiance des lieux à la fois comme poterie constructive écologique et comme moyen de contrôle des coûts.

Entre ces bandes structurales sont nichés des espaces riches qui complètent les espaces de collaboration. Grâce une juxtaposition minutieuse des échelles, les élèves et enseignants disposent espaces de refuge et de concentration permettant une appropriation universelle des lieux.



Plan de site 1 2000



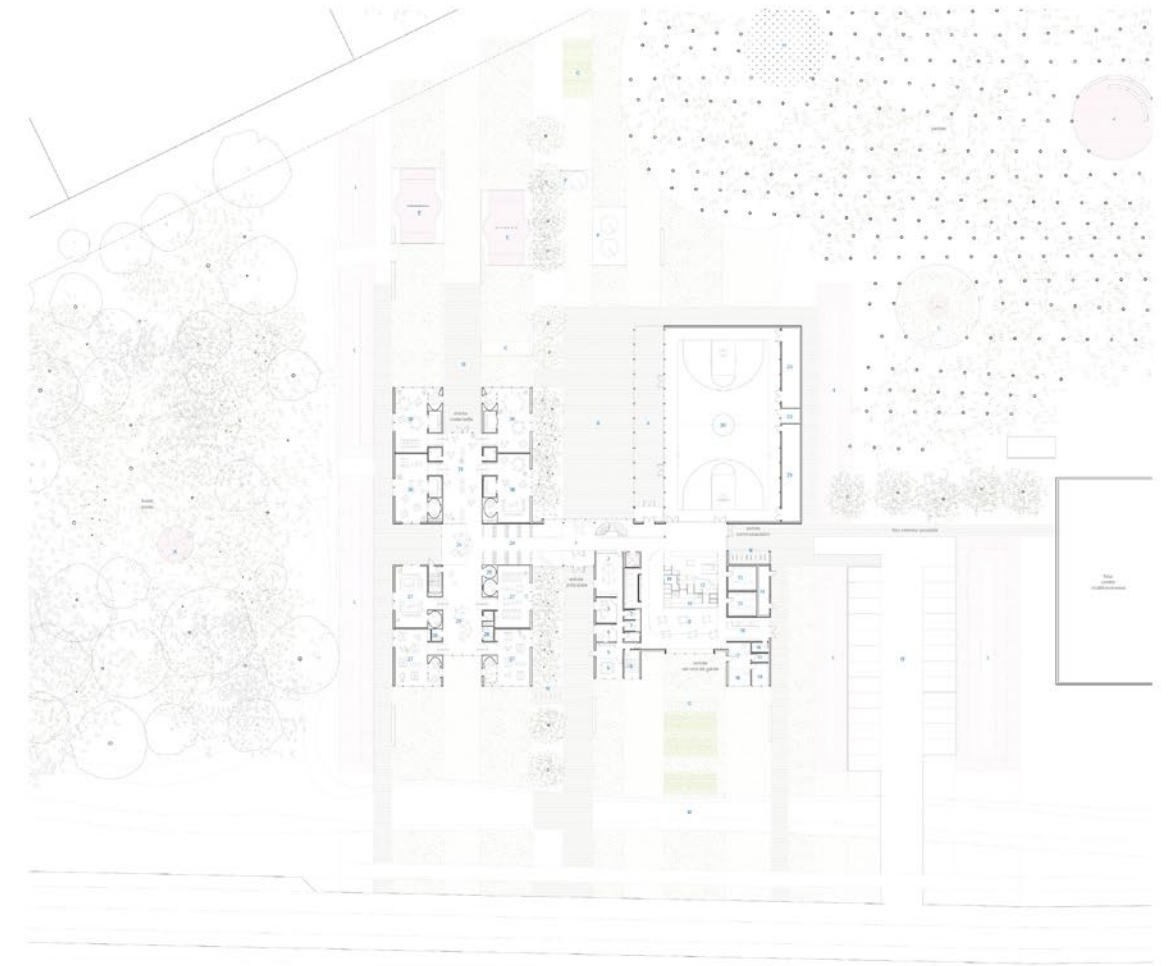
Utilisation et évolution du paysage au fil des saisons et du temps



Vue depuis la cour des maternelles: le préau longe le gymnase ouvert sur la cour de récréation et offre un espace abrité extérieur



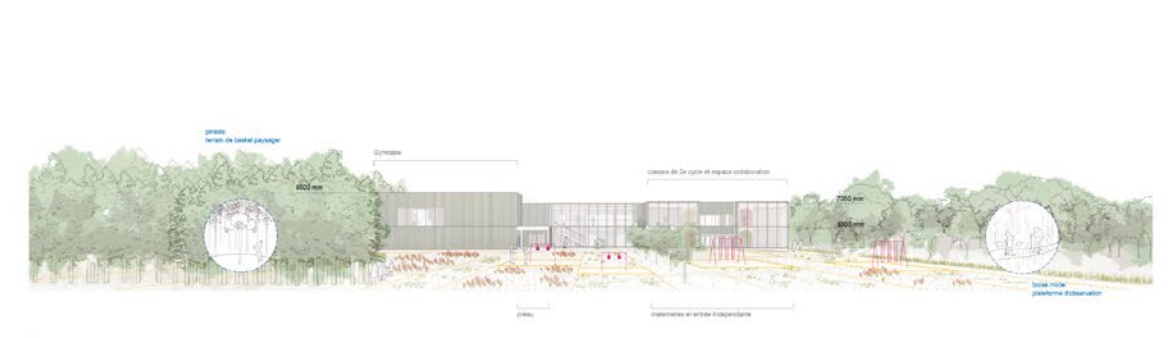
Vue depuis la rue: les façades vitrées des volumes marquent l'entrée de l'école et laissent entrevoir les activités qui s'y déroulent.



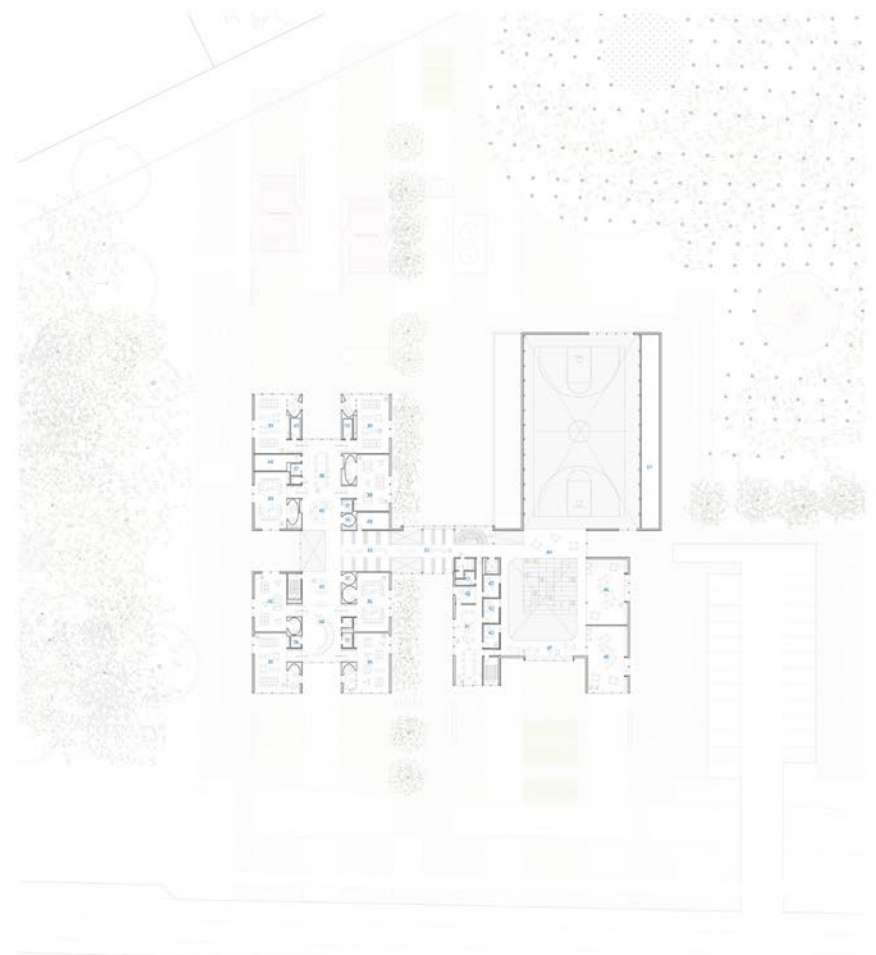
Plan du Rez-de-Chaussée 1 250



Élévation Est 1 250



Élévation Ouest 1 250



Plan du sous-sol 1:250

Plan de l'étage 1:250

| Numéro | Designation | Usage |
|--------|--------------------|------------|
| 1 | Hall | Vestibule |
| 2 | Sanitaires | Sanitaires |
| 3 | Bureau directeur | Bureau |
| 4 | Bureau | Bureau |
| 5 | Vestibule admin. | Vestibule |
| 6 | Bureau enseignants | Bureau |
| 7 | Bureau enseignants | Bureau |
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| 100 | Bureau enseignants | Bureau |

Aménagements extérieurs

- A: Piste
- B: Cour "jeux"
- C: Aire à terre
- D: Cour "jeux"
- E: Balcons
- F: Balcons
- G: Balcons
- H: Balcons
- I: Balcons
- J: Balcons
- K: Balcons
- L: Balcons
- M: Balcons
- N: Balcons
- O: Balcons
- P: Balcons
- Q: Balcons
- R: Balcons
- S: Balcons
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- U: Balcons
- V: Balcons
- W: Balcons
- X: Balcons
- Y: Balcons
- Z: Balcons

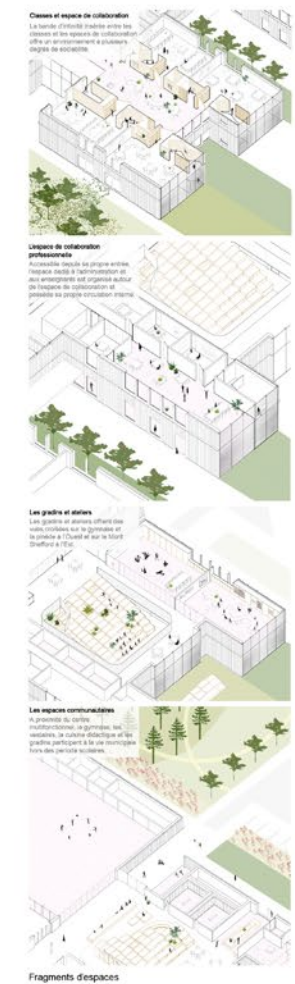
Légende plans

Plan de l'étage 1:250

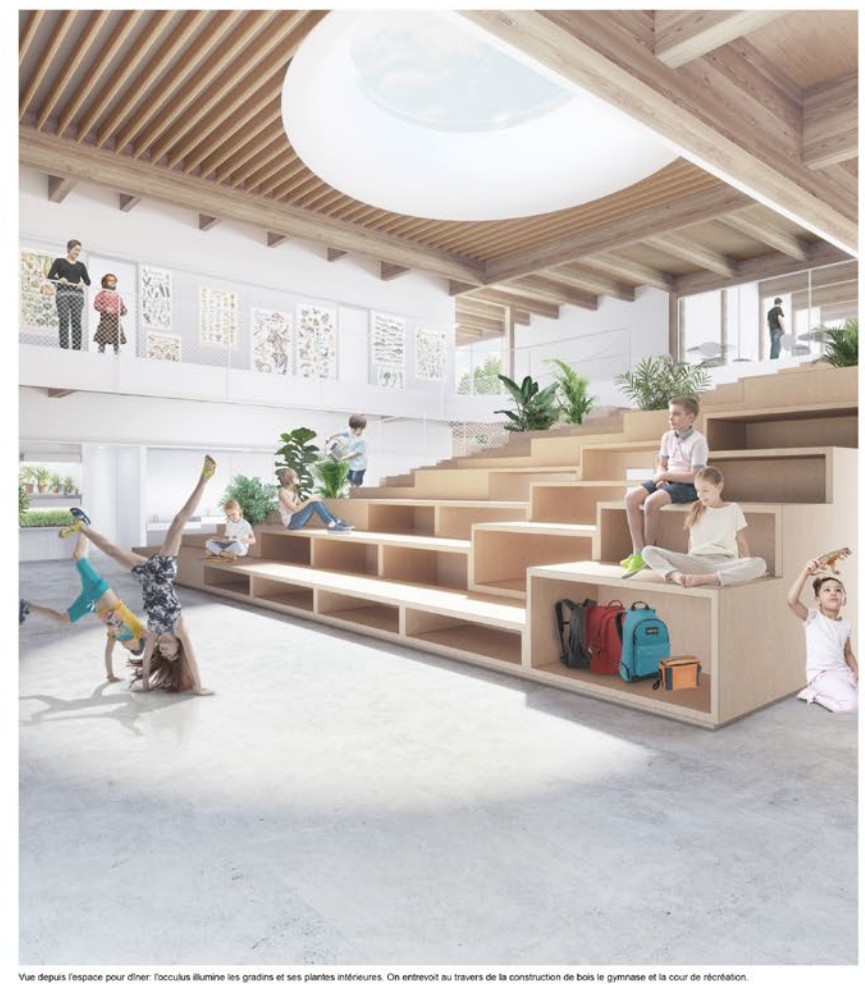


Vue depuis l'espace de collaboration des maternelles et 1er cycle accessible depuis les vestiaires, l'espace de socialisation connecte toutes les classes au rez-de-chaussée et s'ouvre sur le Mont Shefford au loin et aux élèves des 2ème et 3ème cycles à l'étage.

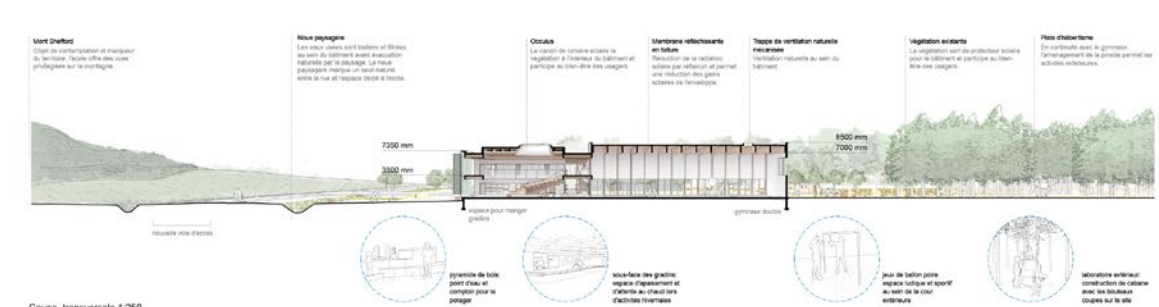
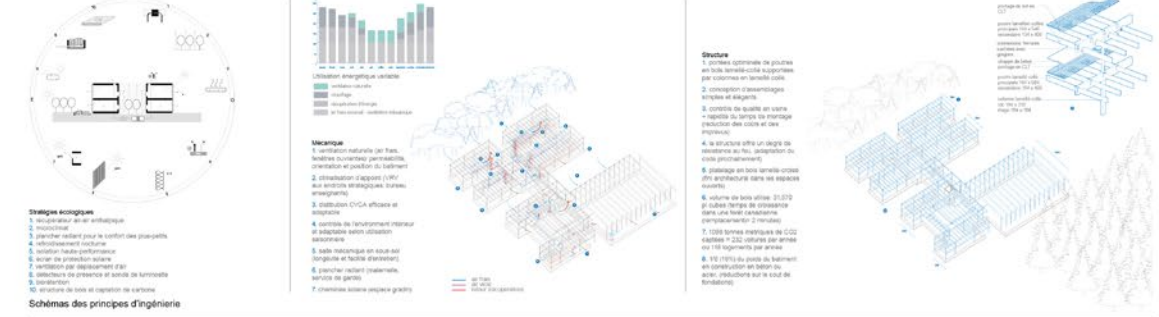
Atelier TAG en collaboration avec Stantec et Civilti L'école sans corridor - Commission scolaire Val-des-Cerfs 3



Fragments d'espaces



Vue depuis l'espace pour dîner, l'oculus illumine les gradins et ses plantes intérieures. On entrevoit à travers de la construction de bois la gymnase et la cour de récréation.



Coupe transversale 1:250

Atelier TAG en collaboration avec Stantec et Civilti L'école sans corridor - Commission scolaire Val-des-Cerfs 4

La canopée

(the canopy)

Like a biome, the school connects, embraces and nurtures the five natural environments all around it. It is made up of five pavilions dedicated to as many wildlife and plant habitats: the agricultural plain, the pine forest, the birch stand, the maple grove and the stream. These ecosystems become protected places where the students are called to be in greater contact with their natural heritage. Free of fences and set back from roads, the school forms a vast, permeable and safe playground for the children.

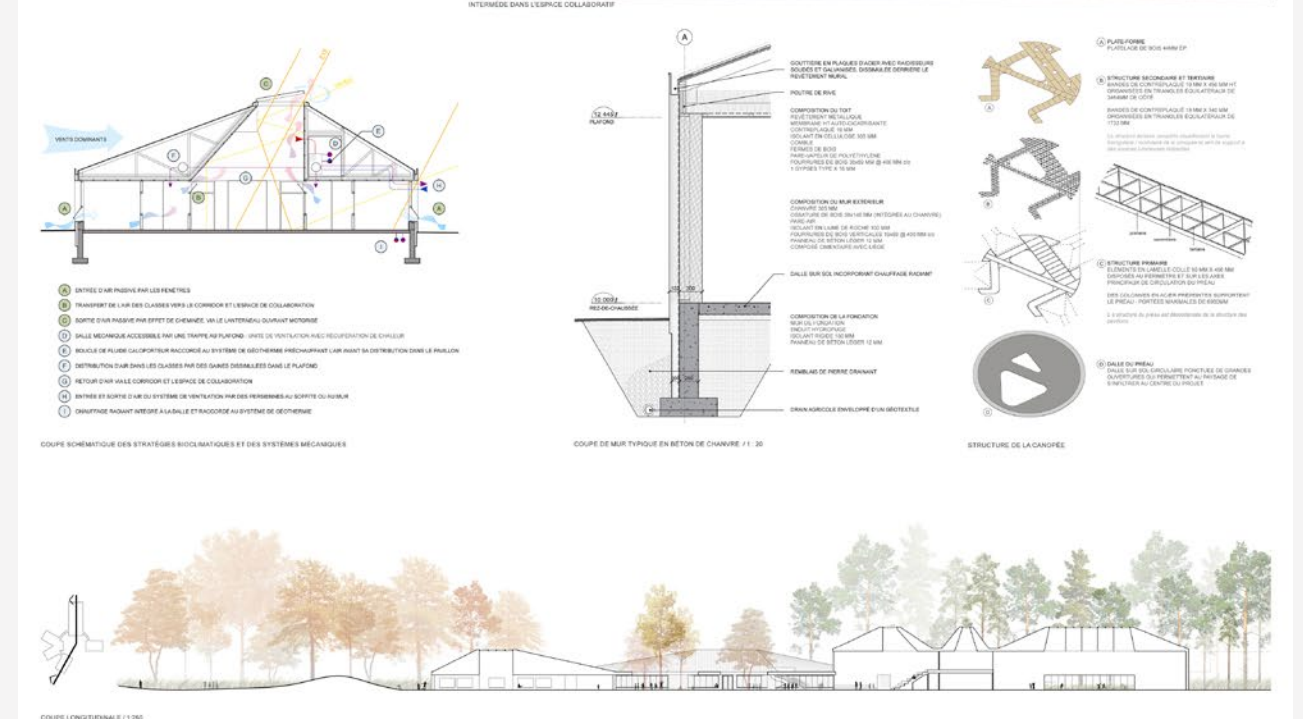
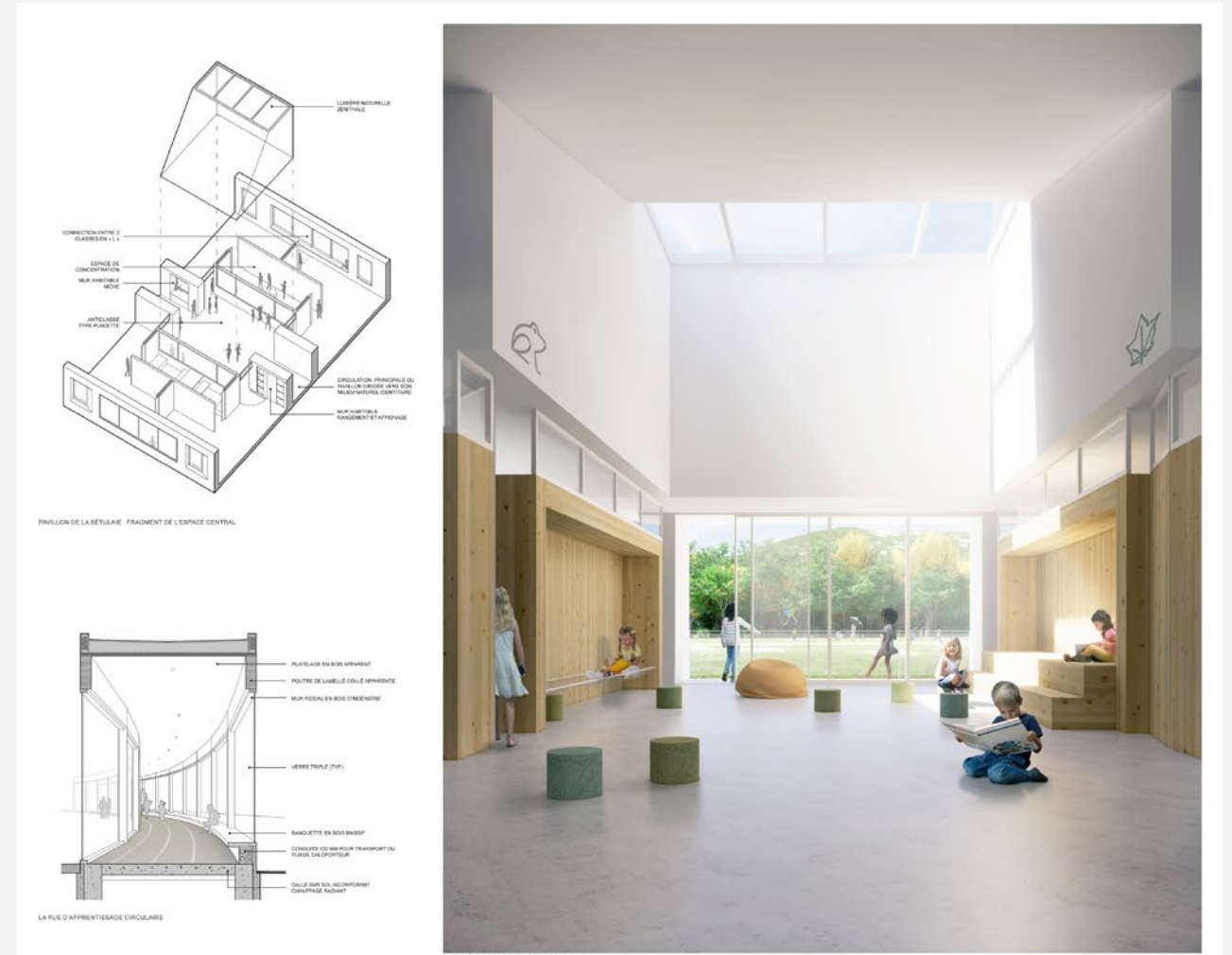
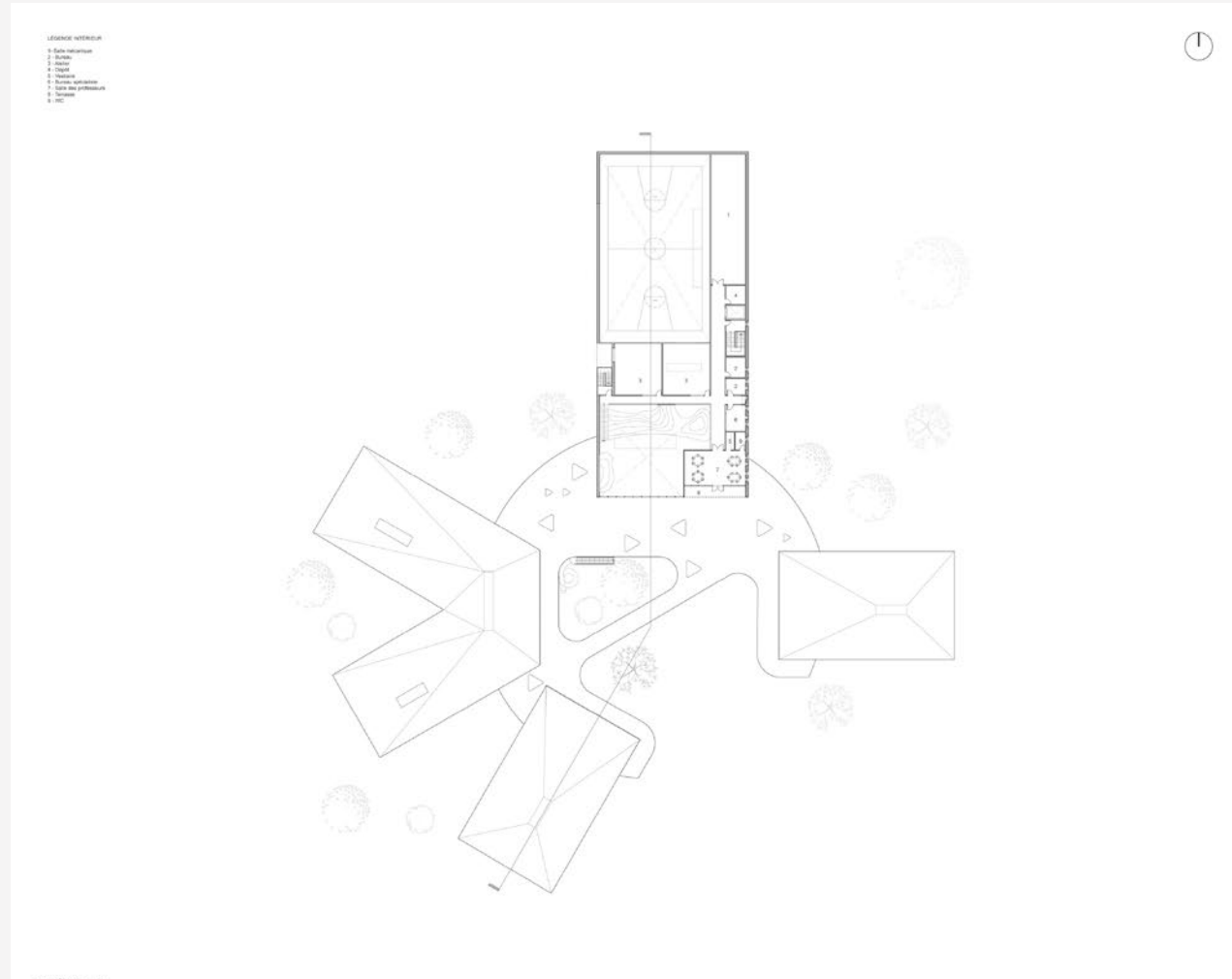
The school's focal point is its inner courtyard, called the canopy because of its covered walkways reminiscent of a forest canopy. Both enveloping and welcoming, like arms held wide to embrace the mountain, it draws the eye to the hilltop and makes it a part of the schoolyard. This is where the students will gather every day before entering the school.

A large glassed-in learning street encircles the inner courtyard, connecting all of the pavilions. Its circular shape is both unifying and calming, while offering a rich daily experience in tune with nature and the seasons.

The agricultural plain pavilion is the bridge between the school and the Shefford community. It includes the dining hall, the agora and the tiered seating inspired by the Monteregian Hills. It is the school's public square, so to speak. It forms a sunny crossroads teeming with life that users traverse from all sides.

We are proposing a simple and innovative building system using half-timbering embedded in hempcrete (hemp concrete), with prefabricated wood trusses for the roof. The construction of a first Quebec school using hempcrete could also be studied.





Nouveaux horizons

(new horizons)



In the site's vast, open space, the school appears as a new horizon line, a line that varies through the play between volumes and roofs. The pavilions gather around an inner courtyard that frames a magnificent view of Mount Shefford. The whole expresses both each cycle's individuality as well as the broader school community's essence. The students can identify with their own pavilion, their own "home" and therefore visualize their past and future journey in the space as they move through the school cycles. With its large picture windows, sheltering roof overhangs and multiple entryways, the architecture seeks to make the boundary between the indoors and outdoors as porous as possible and thus directly connect the architecture to the landscape.

A school needs to be both simple and complex. Simple in its expression and organization, but complex in its use of space and in the fullness of those spaces and the experiences they provide. In this project, the classrooms enjoy high ceilings under the sloped roofs. The common and collaborative spaces offer a variety of scales, ranging from open and vast to intimate and secret, where everyone can find the atmosphere they seek. The all-wood structure is exposed in most of the spaces, giving the entirety a warm and informal look.

While not a literal copy of the area's native architecture, the school's low volumes and sloped roofs suggest archetypal shapes reminiscent of farmhouses or barns. This creates a familiar setting, and that's exactly what we want for Shefford: an innovative school that people feel comfortable in.

Excerpt from the jury's report: The landscape's elements and the site guided the design of the conceptual elements, as much in the building's placement as in the inner courtyard's details. The project's exceptional quality lies in its harmonious insertion into the landscape and its sober roof line, which accentuates the property's natural undulations. The simplified volumetry of the whole, with its sloping roofs and wide "chimneys", is very evocative in a child's imagination. The transition to the indoors is smooth and in stages, due, among other things, to the succession of thresholds between the schoolyard and the small spaces that are easy to appropriate. The interior of the school offers a spatial richness that is discovered along a pathway offering a series of experiences as one moves from pavilion to pavilion. These experiences are characterized by the skillful treatment of all the scales as well as by the diversity of the internal volumetries, whose heights vary according to their use. Finally, the jury was won over by this sensitive project imbued with humanity.

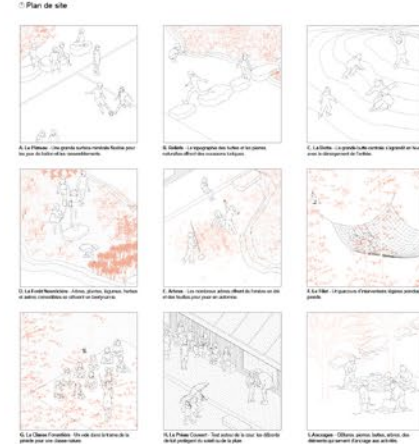
Pelletier de Fontenay + Leclerc

Fauteux et Associés
Latéral conseil
Bouthillette Parizeau
Gravitaire
Englobe



Nouveaux horizons

Dans le paysage urbain et rural du site, nous se pose comme une nouvelle ligne d'horizon, une ligne modeste par sa taille, ses volumes et ses formes. Cet effet d'horizontale, souligné par le contraste de la ligne basse du toit, fait écho à la topographie plane du site et permet au bâtiment de se fondre dans le paysage. L'assemblage des divers bâtiments dans un ensemble cohérent propose une double lecture, la perspective aérienne à l'échelle architecturale de chaque corps et celle de la collectivité plus large de l'école. Chaque élément peut être identifié à son propre niveau, via propre "tracé". Il peut aussi circuler dans l'espace aux parcs, jardins et futur du site des lignes urbaines. Dans l'horizontale apparaît la structure hiérarchique des bâtiments, émise, avec ses volumes bas et ses toits en pente, propose des formes architecturales qui renvoient aux maisons ou aux bâtiments de forme avouée. Les enfants entrent dans un univers familier. C'est ce qui nous voulait pour Shefford, une école innovante, dans laquelle un autre tout naturellement.



Schémas concepts environnementaux



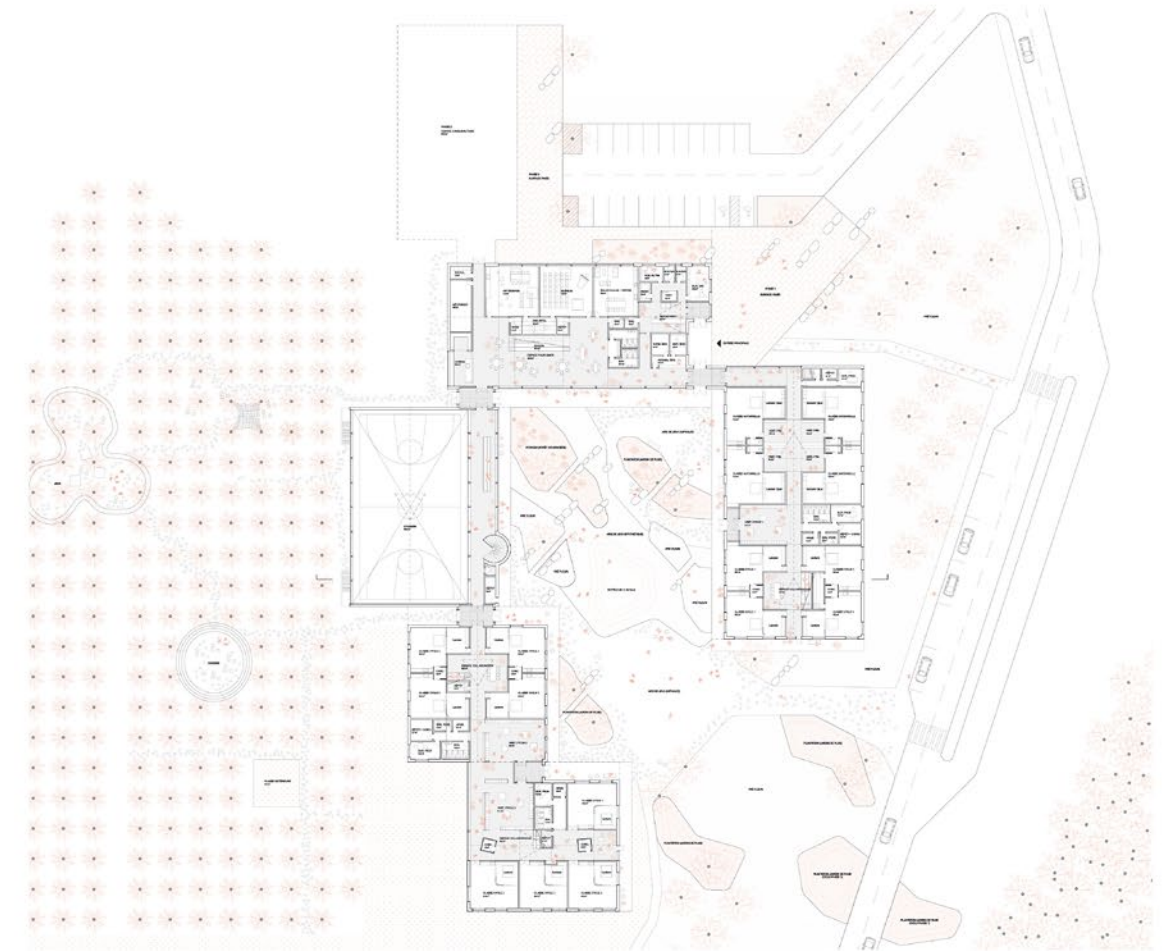
L'entrée en saison estivale



La cour centrale en saison hivernale

Pelletier de Fontenay + Leclerc

Nouveaux horizons



Plan rez-de-chaussée



Elevation Sud



Elevation Est

Pelletier de Fontenay + Leclerc

Nouveaux horizons





Les gradins de la cafétéria

Pelletier de Fontenay + Leclerc

Nouveaux horizons



Fragment pavillon sportif



Fragment pavillon cafétéria



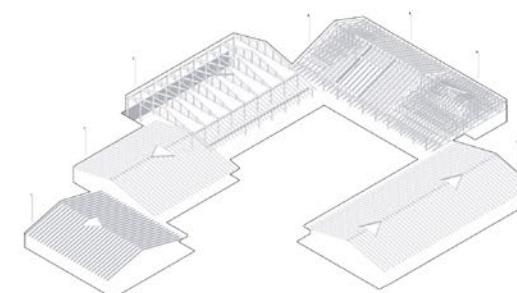
Fragment pavillon 1er cycle



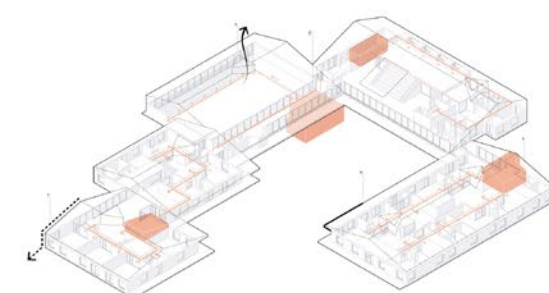
Fragment pavillon 2e cycle



La mezzanine et ses gradins du pavillon 2e cycle



Stratégies structurales



Stratégies mécaniques / climatiques



Coupe longitudinale

Pelletier de Fontenay + Leclerc

Nouveaux horizons



École primaire de la Clairière

(forest clearing elementary school)

The project inhabits an existing clearing at the heart of the site, from which unfolds an architecture in communion with the forest's tranquility. A covered path, an elevated walkway and pavilions gravitate around this welcoming schoolyard-clearing on which converge activity, movement, sharing and light.

The covered pathway on the ground floor provides shelter in all seasons and is dotted with benches one can sit on to eat, read or draw. Like a threshold connecting the schoolyard to the structures, it ensures a smooth transition from outdoors to indoors. On the second floor, this pathway is echoed in an elevated walkway. Acting as an extension of the classroom, a collaborative space and a circulation area all at once, it forms a singular course punctuated by a string of natural or developed spaces that invite either quiet or liveliness.

The pavilions to be shared with the public (gymnasium, reception area and future community centre) border the bustle of the street, demonstrating the school's commitment to the community to which it belongs. The three educational pavilions are nestled in the calm of the forest, providing the students with an atmosphere that encourages quiet and learning. Each has a unique layout and includes tiered seating, welcoming classrooms and terraces that make it possible to extend the lessons outside. The large openings that animate the facade form perfect seating areas for the children, creating a series of sub-spaces intimately linked to the wooded area.

Like the schoolyard-clearing, it is toward the welcoming architecture of the central pavilion that activity, movement, sharing and light are drawn. Housing the dining hall, the large tiered seating and the community kitchen, it forms the true heart of the school and the community.

Alexandre Landry / Jodoin Lamarre
Pratte, Architectes (consortium)

WAA — Williams Asselin Ackaoui et associés
Leroux-Cyr
Dupras Ledoux
WSP
Marchand Houle
Biodiversité Conseil



École Primaire de la Clairière

A l'issue d'un atelier de la Clairière, l'architecte en charge a la volonté d'implanter la école dans un paysage d'habitat de pays dans un environnement et un équipement.

Le projet s'inscrit dans un contexte d'habitat de pays dans un environnement et un équipement. L'objectif est de créer un lieu de vie communautaire et de favoriser l'apprentissage à l'extérieur de la salle de classe. L'architecte a choisi de concevoir une école qui s'intègre dans le paysage et qui favorise l'apprentissage à l'extérieur de la salle de classe.

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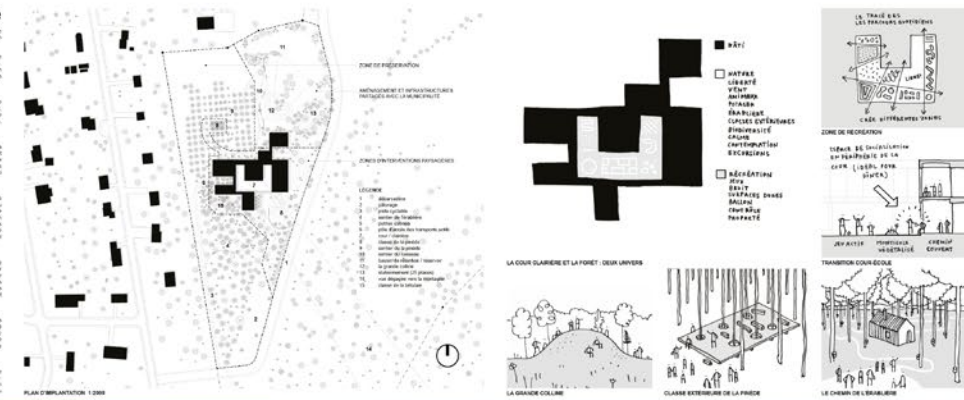
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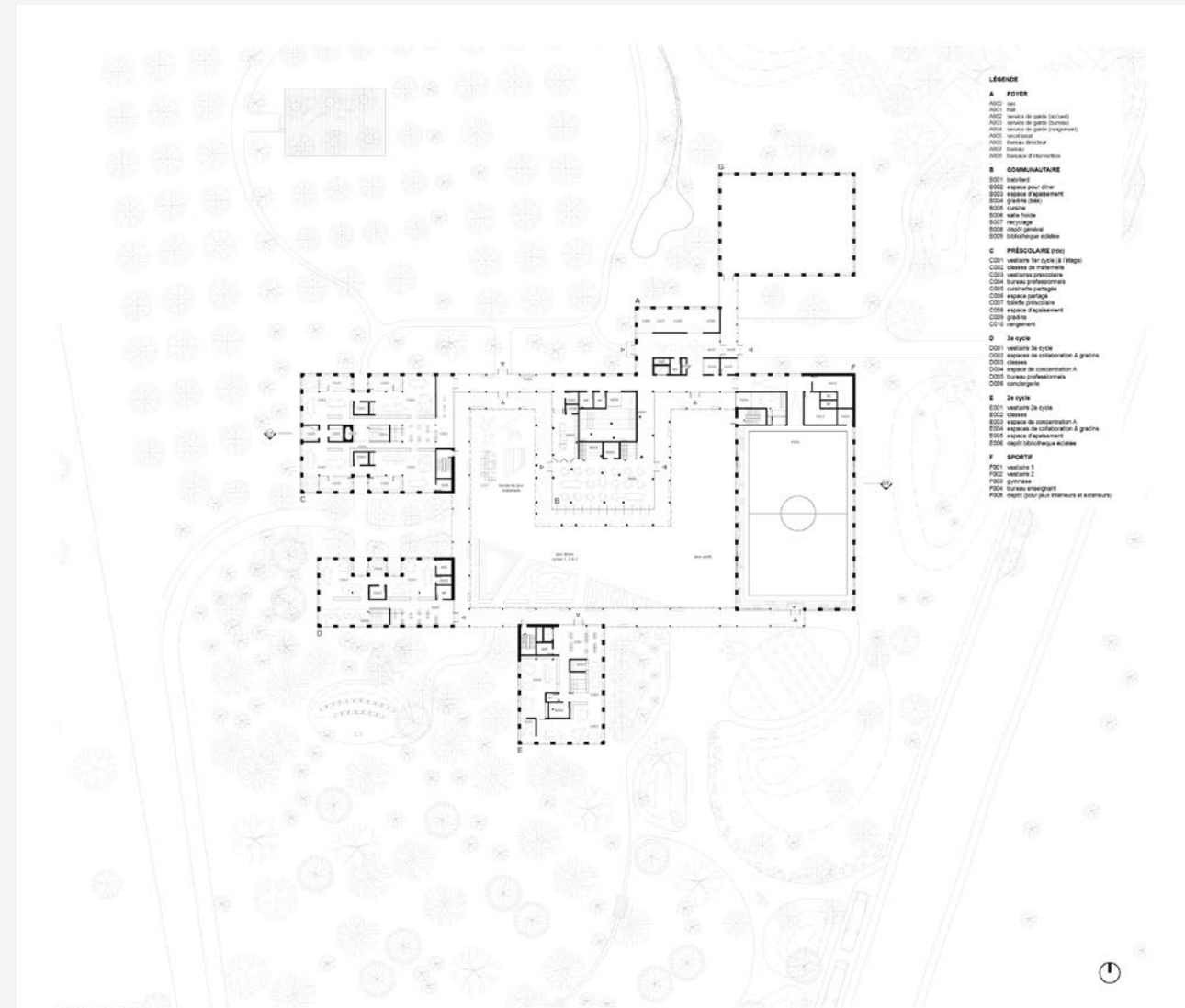


ALX ANDRÉS DE LA COUR CLAIRIÈRE, EN VUE DU BORD DU BEL TOIT AVEC AUPRÈS LE LAZARET DES CLASSES

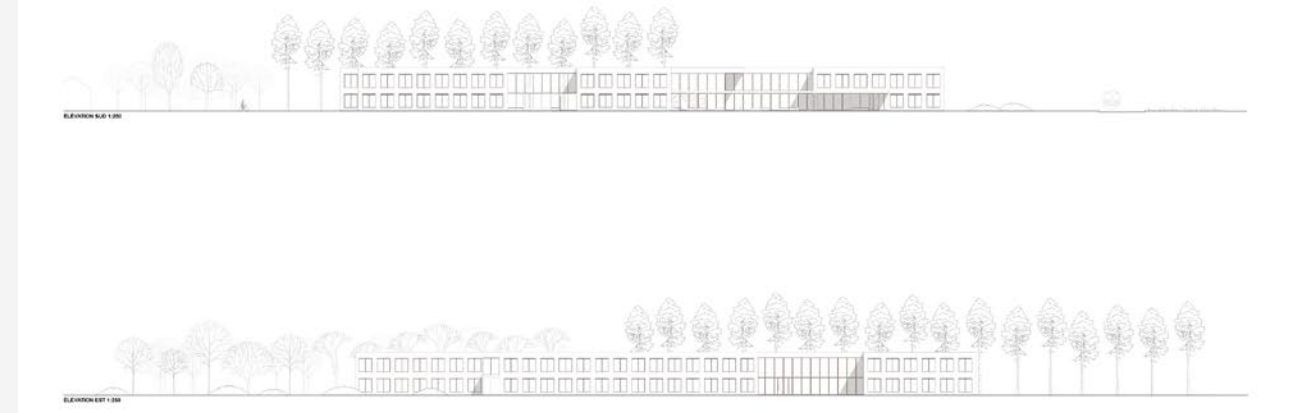


ALX ANDRÉS DE LA BOUTEILLE, LOUVE DE LA RÉCÉPATION EN AUTOUR

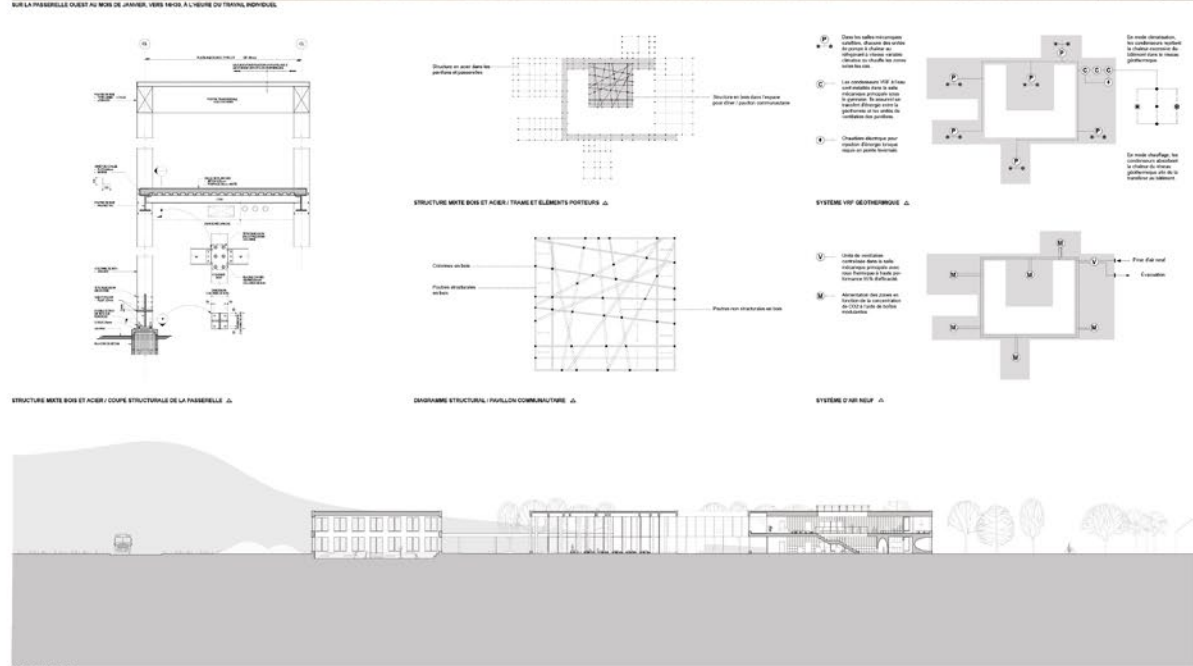
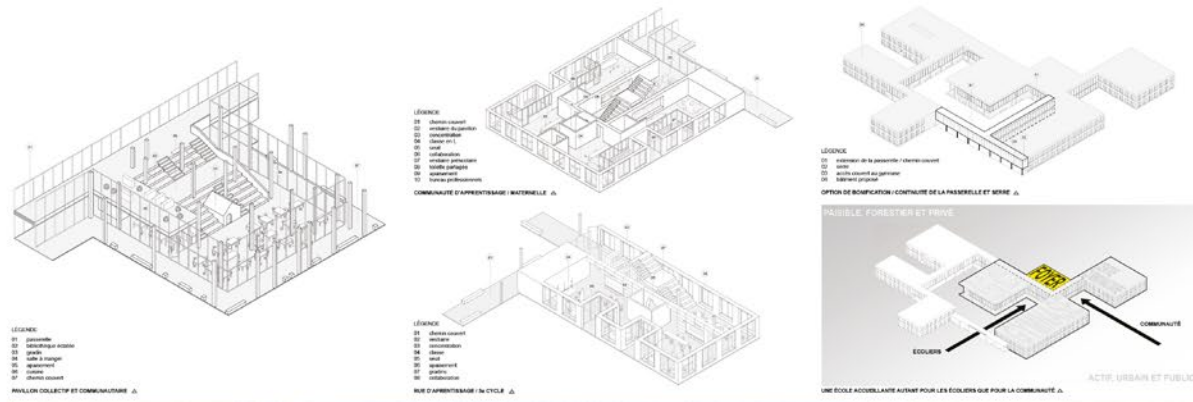
ALEXANDRE LANDRY / JLP ARCHITECTES EN CONSORTIUM COMMISSION SCOLAIRE DU VAL-DES-CERFS PLANCHE 01



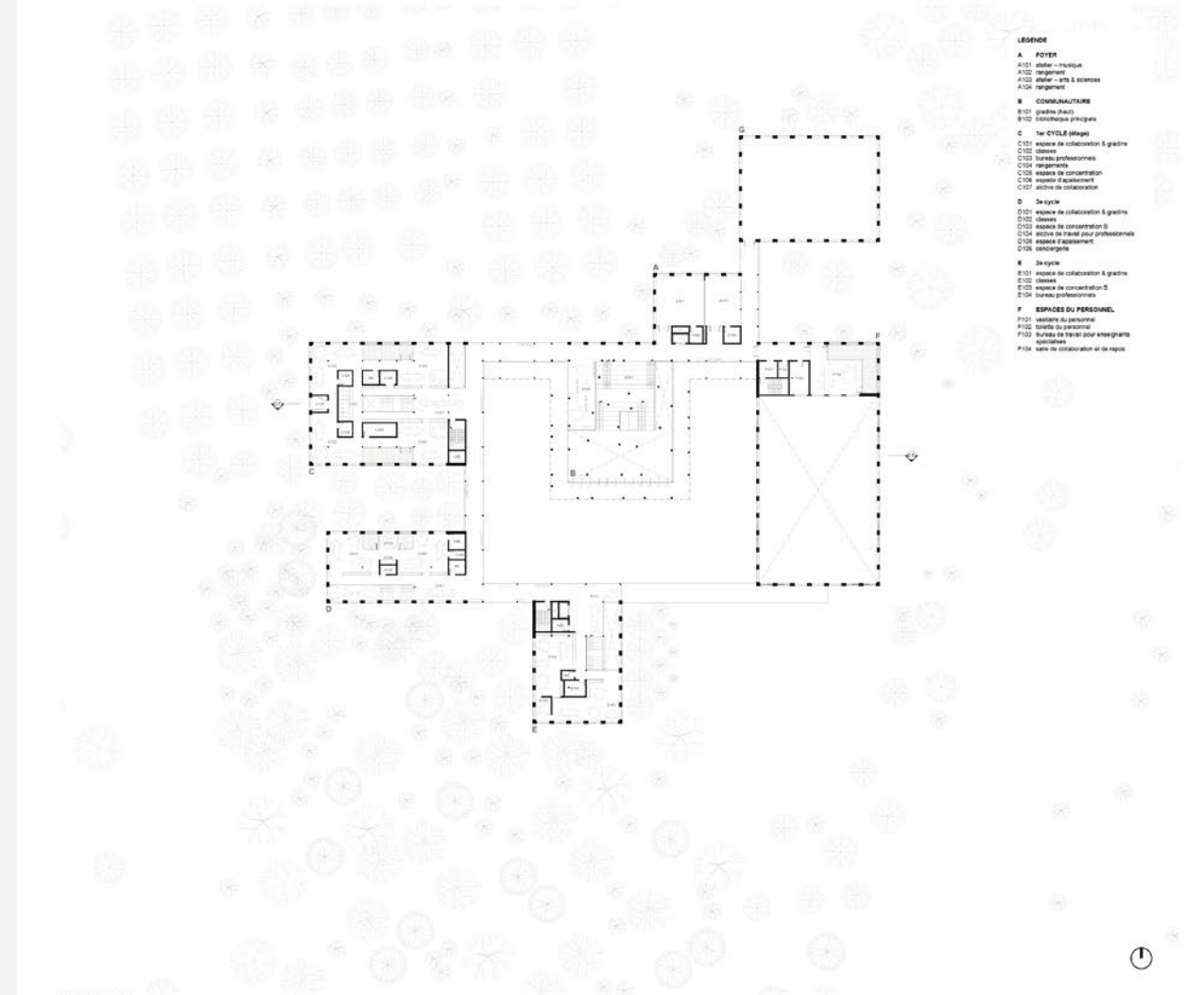
PLAN DU VUE DE CHAMP 1/200



ALEXANDRE LANDRY / JLP ARCHITECTES EN CONSORTIUM COMMISSION SCOLAIRE DU VAL-DES-CERFS PLANCHE 02



ALEXANDRE LANDRY / JLP ARCHITECTES EN CONSORTIUM COMMISSION SCOLAIRE DU VAL-DES-CERFS PLANCHE 03



ALEXANDRE LANDRY / JLP ARCHITECTES EN CONSORTIUM COMMISSION SCOLAIRE DU VAL-DES-CERFS PLANCHE 04

Public Presentations

The public presentations for the Shefford Lab-École school were held on February 11, 2020 in the auditorium of the Joseph-Hermas-Leclerc school in Granby. Nearly 200 spectators from the community and the educational and architectural sectors gathered to discover the architectural designs for Shefford's new elementary school.

"It's inspiring to see this group of professionals re-imagining schools!"

Vice-principal of an elementary school

"These are ambitious projects that give us hope for our children!"

Parent of a student and designer

"I can't decide which proposal is my favourite. Each had something special!"

Employee, Val-des-Cerfs school service centre

"I see this school becoming the focal point of the Shefford community."

Parent of a student

"To appreciate their school's richness all the more, the children have to be able to see the presentations because curiosity sparks enthusiasm, enthusiasm leads to perseverance and perseverance to success!"

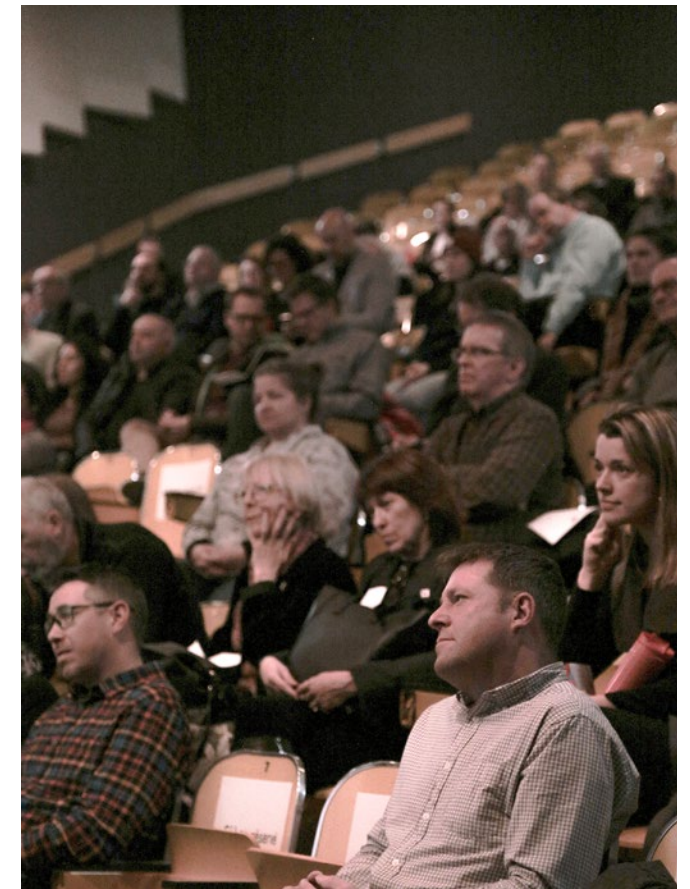
Retired teacher

"The proposed architectural designs invoke a sense of calm, which promotes learning, discovery and creativity."

Grandfather of a student

"My children, who are 9 and 12, enjoyed the presentations so much that we stayed for all four! They were enthralled!"

Parent of a student



00022HA 00175MC **01078BB** 01116DP 01319LE **01618QF** 01669JB
01919GG 02505WH 02611PB **02919MG** 03103AZ 03919RG **04668KA**
04919SG 05358DP 07181FF 08008OS 08080WW 08821AM 10101MC
101102VI **10518CE** 11113NC 11168PS 11235ES 113333AR 12083HG
12804AZ 13051OL 13245XY 16175CL **16348XU** 16775YU 17191AZ
17255CR 17453AI 18303BA **18646RI** 18919OC 19008MK 19010SF
19011RI 19473GT 19474MK **19475RM** 19476SG 19477SF 19638GA
20020AB 20031IQ **20132JW** 20132VB 20155MP **20156AR** 22222PP
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24865MK **25625AC** **25775YU** 25918EF 26676XX 27061PR 27187MC
27849EY 28332CJ 28537CC 29420SS **30230HL** 32317FS 32653SG
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40505OK 41317B 42215EC 42501FC 42542AC **44679VA** 46233ED
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51450AS 51450A 51532TI 52634WA 52872SG **53659EM** **53773WB**
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58793LH 60136S 61686SH 60708FA 60788DS 61089MM 61089MM
63521TO 64651 64734TS **6530DV** 6538AG 66424NE 70168DB
70717AA **70717AA** 71370EL 71370SO 72437SH 72748ST 72841RJ
72886XY 73170Z 73864KM 75344TA 75344TA 754525TA 76543LA
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81264LV 81928AT 86568LP **86734DY** 88925XY 90929BA 91012TU
91104DC 91514EO 92019SZ 95210A 97479BZ 97872PZ 99999XX



180 Project Context

182 Vision and Architectural Program

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186 Anonymous Proposals

190 Jury

192 Unveiling of the Architects

194 Step 2: Presentations

196 Four Finalists' Presentations

220 Public Presentations

Project Context

Rimouski's new school, which belongs to the Des Phares school service centre, will welcome more than 500 children in 25 classrooms: 8 preschool and 17 elementary. It will be built in a mainly residential area that is very quiet and

safe, made up of predominantly single-family homes occupied by middle-class families that are fairly representative of a regular clientele. Collaboration will be the focus of the school team's practices and will be promoted by all.



RIMOUSKI - Atelier Barde inc. - 20132JW

Municipality Rimouski is the regional capital of the Bas-Saint-Laurent region. The breathtaking beauty of the St. Lawrence River is part of the residents' daily lives. Rimouski is home to 85% of the population of the Rimouski-Neigette regional county municipality, with close to 50,000 permanent residents and around 5,300 university students. Young people between the ages of 5 and 14, who contribute to the municipality's vibrancy and growth, make up 9.4% of the population. Rimouski is the region's flagship city as well as being the main centre for healthcare and education in all of eastern Quebec. Its strategic position in relation to the St. Lawrence estuary has also attracted numerous research and training centres in the marine sciences.

Site The new school will be built southwest of downtown Rimouski. The site is located where Anne-Hébert Street meets the southern end of Léonidas Avenue, its only access point. It is bordered by a pre-colonial forest, agricultural land and a plant nursery, providing constant visual contact with nature. Slightly sloping, the site offers a distant view of the river at its highest point. Its southerly orientation puts it in full sunlight and no built or natural element cast any shadows. Since the majority of the children live in the neighbourhood adjacent to the site, 95% will be within walking distance of the school.

Project The school will welcome more than 500 students, from preschool to grade 6. The building will house learning communities that will group the students by grade level and cycle, to allow everyone, from the little ones to the bigger kids, to grow in environments that will meet their needs. These small communities will be linked to a central heart, which will radiate life throughout the school. The frequent circulation through this area will build a sense of belonging and encourage everyone to collaborate.

Vision and Architectural Program

Innovative teaching practices

The Rimouski school will be an immense melting pot of culture and experimentation that will help the children develop their ability to learn, think for themselves and act on their environment. In addition to applying current teaching practices, the Des Phares school service centre wants the new school to become a laboratory in which to test innovative practices that will inspire other schools. Special attention will be placed on integrating technologies into the students' daily learning to stimulate their development. In this regard, the new school will draw inspiration from the best practices in its field, by providing a built framework that supports these innovations.

Learning, collaborating and experimenting

Learning to collaborate is at the heart of Rimouski's project: students, teachers, staff and parents must all learn to get along. The school will immerse the children in a permissive environment that invites learning in spaces conducive to collaboration. The variety of learning environments is a key element of this project. Some will promote concentration while others will allow the students to learn in large or small groups, encouraging experimentation and manipulation of the materials. Both the learning communities and the school's central heart will favour interactions and mutual assistance.

We want to give all the students and teaching staff an opportunity to come into contact with one another, to develop a sense of belonging to the larger school. The school heart will serve as a gathering space in addition to providing access to the learning spaces. The music, art and science rooms, as well as the kitchen, are arranged around this central heart to radiate life throughout the school.

In the learning community model, the classrooms are set up around collaborative spaces, rather than on either side of a linear hallway. These spaces form mini "public squares" that serve as a reception area to—and extension of—the classroom, favouring diverse modes of learning. Concentration spaces will also be shared by two classrooms. This layout connects three or four classrooms, which facilitates collaboration between the students and between the members of the teaching staff. Finally, the specialists' offices will be set up in direct connection with the learning communities.



Moving and growing in a natural setting

The new school will make it possible to have parents and grandparents join in and to hold inclusive intergenerational activities. This will provide an opportunity to share knowledge both inside and outside the school walls, for example during cooking workshops or while tending to the vegetable garden with the community's help. The site's natural setting makes it a unique place in which to learn outdoors, by exploring the natural elements and observing their phenomena. The woodland and surrounding fields will offer a stimulating learning context. The school administration wants to use the immediate natural environment to promote healthy habits and physical activities out of doors year-round. All of the educational methods applied at the school will encourage a healthy and active lifestyle. A school design that maximizes the size of the schoolyard will be favoured for this reason. Also, to extend the learning activities into the yard, the school will offer easy and pleasant access to the outdoors via a coatroom placed between the heart of the school and the exterior. In addition, the kitchen, the art and science rooms, the vegetable garden and the schoolyard filled with greenery will be privileged places in which to learn while also taking action. Finally, all of the spaces will invite movement.

Step 1: Proposals

186 Anonymous Proposals

The 30 Proposals

190 Jury

Anne Barrette

Marie-Hélène Gagné

Isabelle Lévesque

Michel L. Saint-Pierre

Marie-France Stendahl

Pierre Thibault

Jacques White

192 Unveiling of the Architects

In the image of the type of competition that was chosen, the proposals are presented anonymously, to showcase their richness and variety without bias. The names of the respective firms appear at the end of this section.

Please note that the text on the finalists and winners' poster boards (images that show the scale model, site plan, etc.) are only available in French.



01078BB



Finalist

01618QF



19475RM



20132JW



02919MG



04668KA



20156AR



25625AC



Finalist

10518CE



16348XU



Mention

25775YU



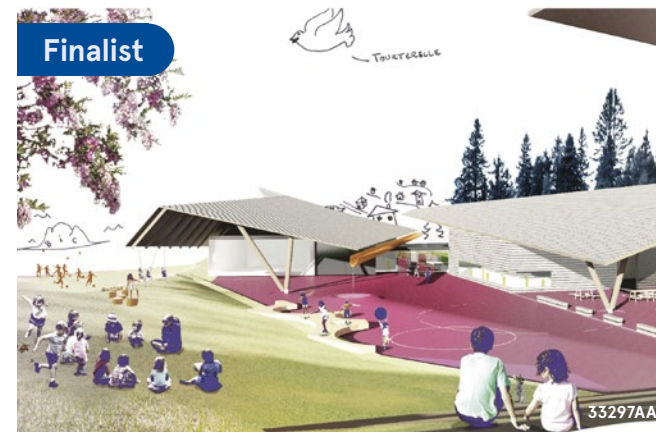
30230HL



18646RI



19011RI

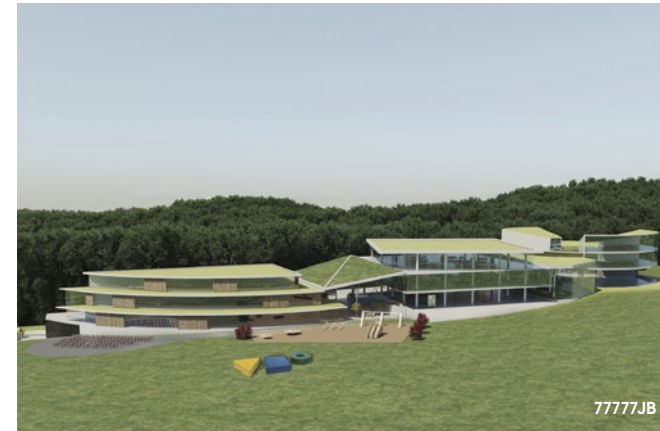


Finalist

33297AA



34519SB



A Word from the Jury Chair

Jacques White

Architect, Full Professor and Dean of
Laval University's School of Architecture

The jury deliberations for the Rimouski Lab-École school demonstrated mechanisms, interactions and mental schemes characteristic of most competition juries, along with an unprecedented mix of traits specific to this competition and this particular project:

- an ambitious competition whose expectations and innovative archetypes were carefully pre-established by Lab-École;
- representatives of the project owner who were very aware of the community's expectations and were articulate and open to discoveries;
- anonymous proposals in the first step that made it possible to focus on the quality of the architectural projects rather than on the architects themselves;
- of the four presentations given in the second step, none immediately stood out above the rest. Each presented a distinctive vision of what Rimouski's new elementary school could be, on a site that offers wonderful possibilities, but also poses significant constraints.

In the first step, the jury members clearly enjoyed discovering, analyzing and discussing the respective merits of the 30 proposals submitted, in addition to getting to know one another. Over the course of the deliberations came a new understanding of the competition's stakes and the opportunities the proposals offered, at the crossroads of Lab-École's general objectives and the objectives specific to Rimouski's new school.

In the second step, the jury was especially appreciative of the contents of the presentations and the exchanges during the finalists' public presentations. The next day, following a stringent process, the jury was able to carve out the space needed to navigate the breadth between gut intuition and careful verification; between the pre-established criteria and the presentations' unexpected qualities; between listening to the aspects each member prioritized and the overall summary given by others; between a pragmatic reading of what the finalists had said and a speculative vision of what the project could become with a little imagination. Ultimately, the winner emerged naturally, unanimously, over the course of the discussions, although hardly anyone could have predicted who would be chosen, even halfway through the deliberations. It was a great demonstration of the power of collective intelligence.

Jury Members

Jacques White

Architect, Full Professor and Dean of
Laval University's School of Architecture

An architect since 1985, a professor and the dean of Laval University's School of Architecture, Jacques White has been interested in architectural and multidisciplinary competitions for three decades now, as a participant, professional advisor, researcher, instructor and jury member. His activities have led him to develop recognized expertise in judging architectural quality. This involves the conceptualization, program development, design, evaluation and appropriation steps of the project, following the same opportunity-creating process.

Anne Barrette

Urban Planner and Director of the City of Rimouski's
department of urban planning, permits and
inspections

Anne Barrette holds a Bachelor's degree in urban planning from the University of Montréal (UdeM) and has a special interest in history, heritage and cities as a diverse and complete living environment. She is sensitive to landscapes, and her career led her to work as an urban planner in Sainte-Agathe-des-Monts, where she was involved in preserving and promoting the built heritage. She went on to work for the City of Rimouski, where she has been for the last 10 years.

Marie-Hélène Gagné

Principal, Des Phares school service centre

Drawing on her training in preschool and elementary school education and more than 10 years of teaching experience, Marie-Hélène Gagné has always cared deeply about each student's success. Holder of a specialized graduate diploma (DESS) in school administration, she has been working at the Des Phares school service centre as a school principal for several years now, driven by a desire to do even better in education. Named the future principal of a Lab-École school, her core values include kindness, surpassing oneself and collaboration.

Isabelle Lévesque

Educational Advisor,
Des Phares school service centre

An elementary school teacher for more than 20 years now, Isabelle Lévesque is always on the lookout for new practices. Passionate and committed to her profession, she has successfully carried out several innovative projects with her students. Having been an educational advisor for two years, she helps school teams build a culture of collaboration and supports educational practices. She used her experience and knowledge of the educational sector to carefully analyze the proposals submitted during the Lab-École competition.

Michel L. Saint-Pierre

Retired architect and retired coordinating professor
at the General and Vocational College (CEGEP) of
Rimouski's Faculty of Architectural Technology

Architect and holder of a teaching certificate, Michel L. Saint-Pierre was a professor and coordinator of the architectural technology program at the General and Vocational College (CEGEP) of Rimouski. He served on Rimouski's planning advisory committee, worked to preserve the architectural heritage and participated in the public debate on architecture and urban planning in Rimouski. He brought his expertise in architecture, his experience in the educational sector and his knowledge of the Rimouski context to the Lab-École jury.

Marie-France Stendahl

Architect and Head of Business Development –
Canada, White Arkitekter AB

A Canadian architect, Marie-France Stendahl has acquired more than 15 years of experience since graduating from the prestigious Federal Institute of Technology (ETH) in Lausanne, Switzerland. She has been a project architect and head of business development for Canada at White Arkitekter since 2006. She has participated in several design competitions, has been a keynote speaker and served on juries for international competitions and awards of excellence. She teaches at Lund University's School of Architecture in Sweden.

Pierre Thibault

Architect and Senior Partner,
Atelier Pierre Thibault

Practicing mainly in Quebec, architect Pierre Thibault is known for his sensitive architecture, in osmosis with the landscape. He directs Atelier Pierre Thibault, in addition to teaching at Laval University's School of Architecture. He was also a guest professor at the Massachusetts Institute of Technology (MIT) in Boston. More recently, he co-founded Lab-École with Pierre Lavoie and Ricardo Larrivé. The maturity of his achievements has earned him myriad awards of excellence and mentions, both in North America and in Europe.

Unveiling of the Architects

| Team no. | Project's name | Team's name | Team no. | Project's name | Team's name |
|----------|--|---------------------------------------|----------|--|---|
| 01078BB | L'école dans la prairie | AASB | 34519SB | Le sentier d'apprentissage | GLCRM et Associés architectes |
| 01618QF | "Parle-moi de la forêt qu'autrefois tu nommais maison" | BGLA - NOLLET - r2k - WIGWAM | 36029FG | Atteindre la cime | VINCENT LECLERC Atelier5, architectes en consortium |
| 02919MG | Le grand toit | Guillaume Pelletier Architecte | 44679VA | École primaire de Rimouski | ONICO INC. |
| 04668KA | Mouvements | Fugère Architecture | 50919LL | L'école de la Neigette | APPAREIL Architecture + etienne bernier architecture |
| 10518CE | À paysage découvert | Boon Atelier d'architecture inc. | 51450AS | La percée | 2x4 s.e.n.c.r.l. |
| 16348XU | Territoires d'apprentissage | Coarchitecture inc. | 53659EM | Entre pré et boisé | LES ARCHITECTES GOULET ET LABEL (2012) INC. |
| 18646RI | Belvédère | Pelletier de Fontenay + Leclerc | 53773WB | École du Boisé | Sublime Architecture inc. |
| 19011RI | École du pré Saint-Rosaire | Bourgeois Lechasseur architectes inc. | 63521TO | Motif | Figurr, collectif d'architectes |
| 19475RM | Marcher. Courir. Dialogues multiples avec le paysage | Chevalier Morales architectes | 6530DV | Du boisé au pré | DKA + VBGA |
| 20132JW | L'école des géants | Atelier Barda inc. | 70717AA | Les maisons d'enseignement | in situ atelier d'architecture inc. |
| 20156AR | Tissage | Lemay CO inc. | 72886XY | L'école des Prés | Les Architectes Proulx et Savard inc. |
| 25625AC | Les traversées | Groupe Architecture MB inc. | 77777JB | "Mon école, un horizon de savoirs exploratoires" | JOHNY VINCENT ARCHITECTE |
| 25775YU | L'école sans corridor | Atelier TAG inc. | 78472XR | Deux paysages, deux visages | STGM Architectes |
| 30230HL | Les granges | Gabrielle Nadeau | 86734DY | Les "fascines" | ARDOISES architecture + Intégral Jean Beaudoin |
| 33297AA | Mon école buissonnière | Lapointe Magne et associés + L'ŒUF | 91104DC | École des Forêts insulaires | Architecture Microclimat inc. |

Step 2: Presentations

196 Four Finalists' Presentations

196 "Parle-moi de la forêt qu'autrefois
tu nommais maison"
BMWR + LO

202 À paysage découvert
Boon Architecture

208 Mon école buissonnière
Lapointe Magne & associés + L'OEUF

214 Deux paysages, deux visages
STGM + PROULXSAVARD

220 Public Presentations



“Parle-moi de la forêt qu’autrefois tu nommais maison” (speak to me of the forest you used to call home)

Jury Mention

Hugging the geological terraces shaped by retreating glaciers thousands of years ago, the Rimouski Lab-École school joins community and landscape in a building that links forest and grassland. The angular roofs, fitted with glass panels, allow ample natural light to enter, spreading from the heart of the school to the nearby spaces.

The canopy is completed by a cave-like cubby area under the tiered seating. Powering a clever clothes-drying device, the engineering used here plays a major role in ensuring the children’s comfort.

Learning in a growing forest: nature enters one’s vision from east to west, giving rhythm to the day. The wood used for the structure and finish brings a benevolent materiality. The sensory qualities: air, light, acoustics and learning essentials, are a result of the relationship between architecture and engineering.

Around the school’s heart, students from the single-story kindergarten pavilion on the grassland side and the elementary classrooms on the forest side meet on gently sloping walkways, encouraging mobility. Three playgrounds are dotted with thematic gardens (food forest, vegetable gardens, hebertism course). The gymnasium at the entrance to the site indicates the facilities and activities that are open to the surrounding community: tiered seating for watching movies, outdoor play spaces, community café.

The school’s heart is continually reconfigured with the day’s activities: storytelling, lunch, presentations, shows. Connected to the learning communities, it enhances collaborative opportunities. The tiered seating welcomes a larger community during events and the kitchen is the life of the school.

The incredibly flexible spaces allow the teachers to apply multiple pedagogical approaches and their variety lets sensitive students find the perfect spot (niches, mezzanines, nests) in which to ground themselves. Weather permitting, the outdoor spaces (accessible terraces, grassland classrooms, forest) offer the same. The teaching area contains a variety of pleasant spaces conducive to concentration, rest and collaboration: terrace, sauna, beehive-like cells, long tables and more.

The project explores the aim of achieving a smaller carbon footprint through movement and by growing and making one’s own food, a genuine societal project of which the children are the ambassadors.

BMWR + LO

BGLA Architecture et design urbain
Marie-Hélène Nollet architecte
Wigwam conseil
r2k architecte
LGT
Option aménagement



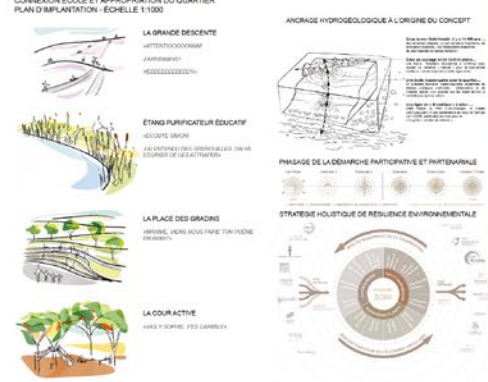
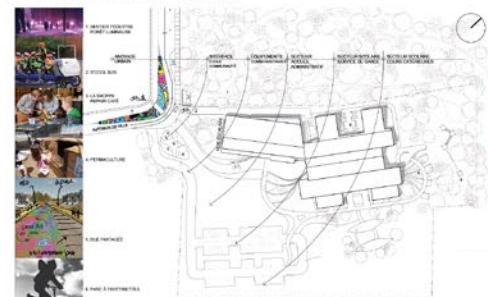
«Parle-moi de la forêt qu'autrefois tu nommais maison»

Bureau de l'École, novembre 2022

Le projet de l'école est un projet de territoire. Il s'agit de créer un lieu de vie communautaire et éducatif, un lieu où les enfants peuvent apprendre et grandir en harmonie avec la nature. Le projet est basé sur une approche holistique qui prend en compte l'ensemble des aspects de la vie de l'école : l'architecture, l'urbanisme, le paysage, l'environnement, la culture, la communauté, etc.

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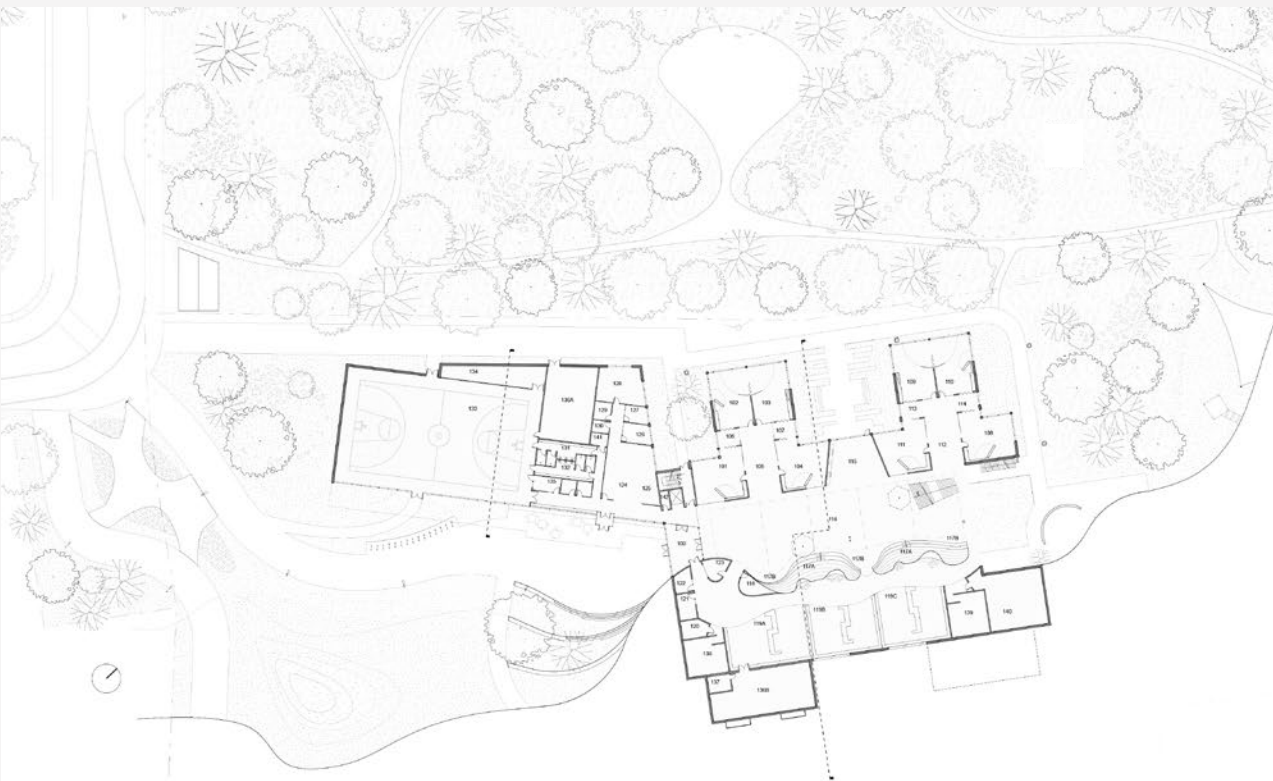
SCHEMAS CONCEPTS ENVIRONNEMENT EXTÉRIEUR

LA COUR NORD-EST À PROXIMITÉ DE LA CLASSE CLAIRIÈRE



LA COUR D'ENTRÉE AU SUD-OUEST

«Parle-moi de la forêt qu'autrefois tu nommais maison»



PLAN DU NIVEAU RDC - ÉCHELLE 1:200

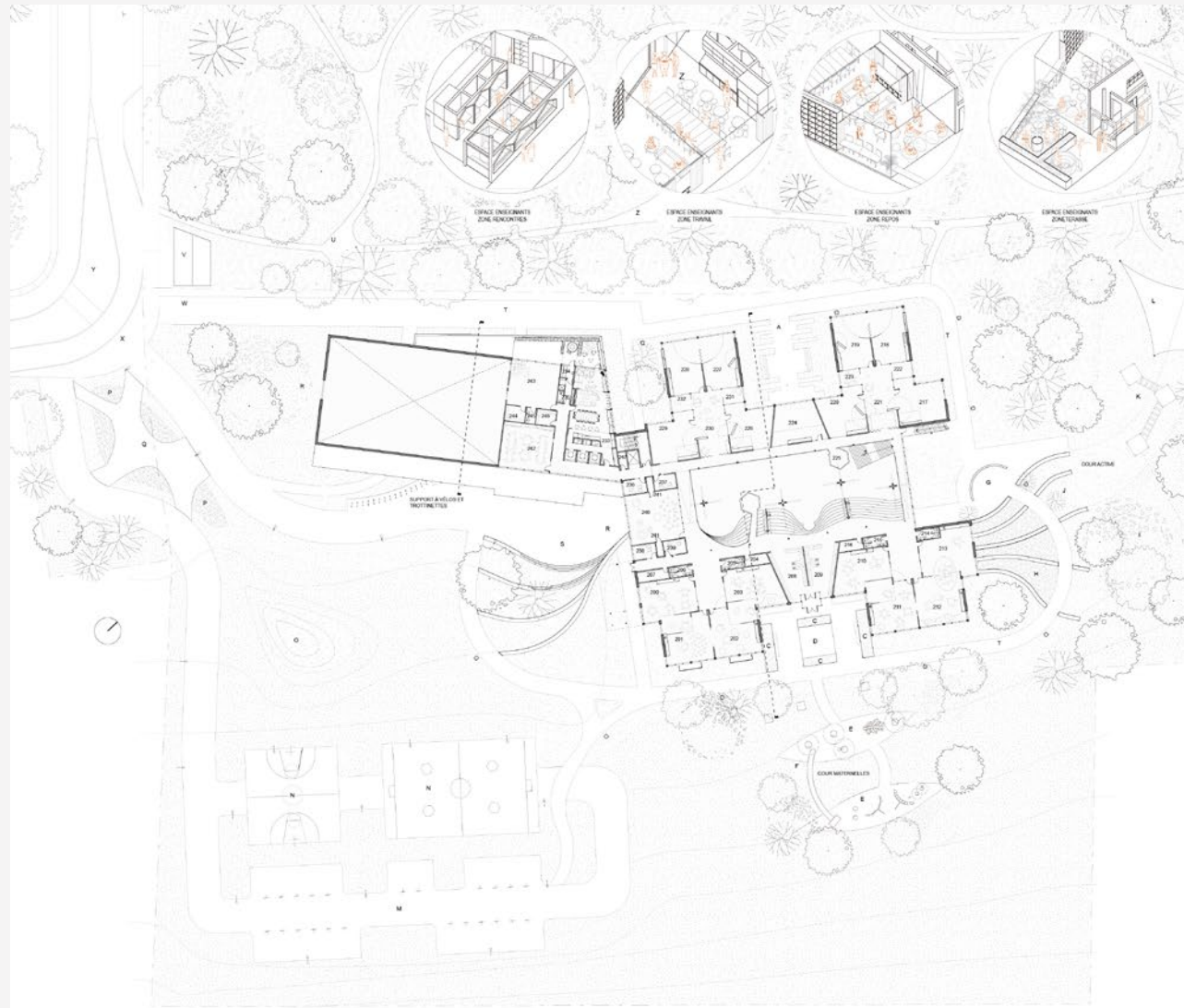
| LIÈGESE PAYSANNE | LIÈGESE ARCHITECTURE | LIÈGESE ARCHITECTURE | LIÈGESE AMÉNAGEMENT EXTÉRIEUR |
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| 001 TERRASSE | 101 BUREAU D'ADMINISTRATION | 201 BARRIÈRE À MAINS | A JARDIN DE PLANTES MÉDICINALES |
| 002 TERRASSE | 102 CLASSE PREMIER CYCLE | 202 BARRIÈRE À MAINS | B BARRIÈRE À MAINS |
| 003 TERRASSE | 103 CLASSE PREMIER CYCLE | 203 BARRIÈRE À MAINS | C BARRIÈRE À MAINS |
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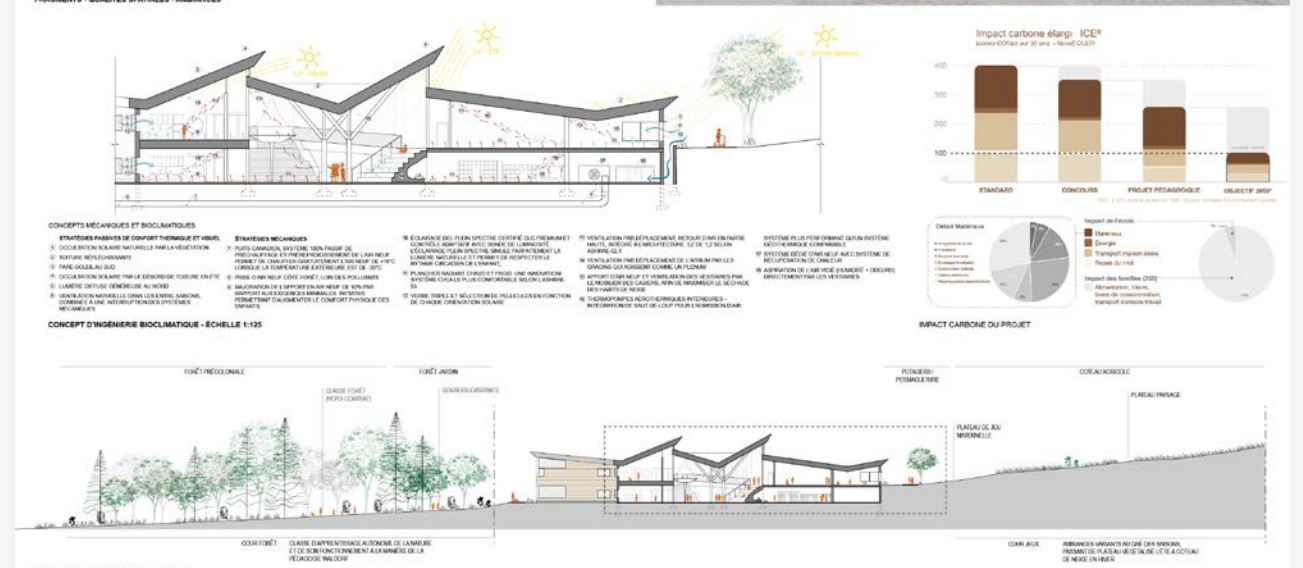
ELEVATION SUD-EST - ÉCHELLE 1:250



COUPE ÉLEVATION SUD-OUEST - ÉCHELLE 1:250



BMWR + LO «Parle-moi de la forêt qu'autrefois tu nommais maison» 3/4



BMWR + LO «Parle-moi de la forêt qu'autrefois tu nommais maison» 4/4

À paysage découvert

(open countryside)

From Kamouraska to Saint-Barnabé island in Rimouski, through Bic provincial park, large rocky mounds break up the landscape between plains and tideland. These massive formations, called *inselbergs* or monadnocks (*cabourons* in French) rise out of the ground and dot the landscape with knolls and islets. Our proposal is inspired by these monolithic formations characteristic of the Bas-Saint-Laurent region's landscapes.

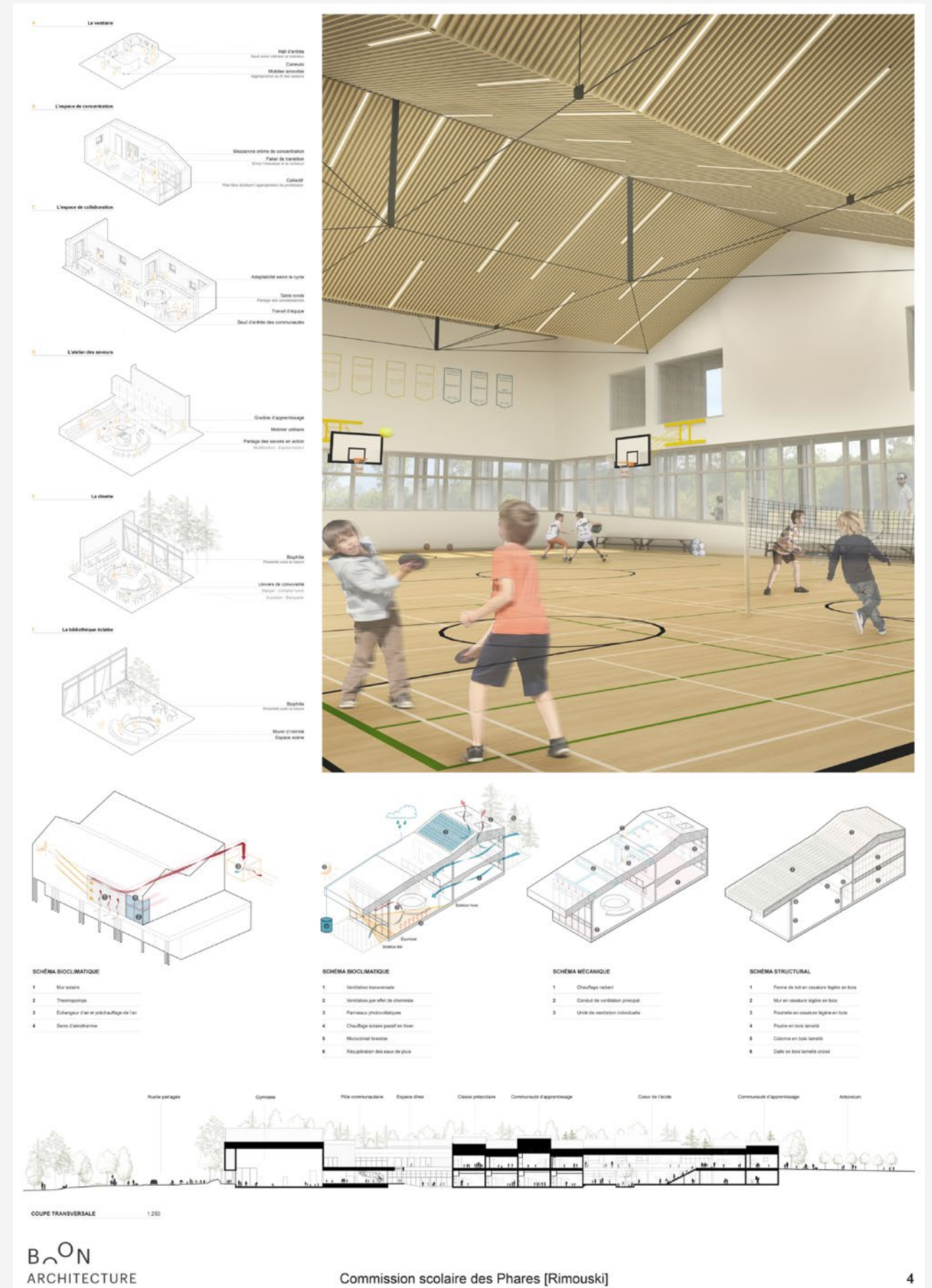
From the front, the mountain ridge-like roofline gives the school strong visual appeal from the street. The vertical lines in the structure and the wood slats in the cladding echo the tree trunks in the neighbouring forest. When viewed from the back, from the fields and the schoolyard, the school appears to rise up over the plain. In the landscape, it is perceived as a cluster of blocks dotted with *inselbergs*, pierced by generous openings that let sunlight pour in. The simple volumes in their one-step-forward, two-steps-back dance, gives rhythm to the facades and creates a variety of spaces to discover and inhabit. The *inselbergs* are also replicated in the landscaping, with paver stones, gardens and mounds alternating to encourage experimentation, sliding, climbing and observing.

This sketch of a 21st-century school aligns with the culture Lab-École has developed, by offering generous, diverse, inhabited circulation areas. The school's spaces revolve around gathering hubs that are bathed in natural light and are open onto nature. The school is no longer a closed shell. It is a blend of indoor and outdoor spaces developed in direct relation to the site, the culture and the landscapes of the community that sustains it.

Boon Architecture

Héloïse Thibodeau Architecte
Goulet & Lebel Architectes
L2C Experts Conseils en structure
Cima +





Mon école buissonnière

(my school in nature)



This is more than a school. It is a place for all children and the entire community; an environment in which to learn together.

The articulated roof with exposed wood floods the interior with natural light. The school has as few walls and as many windows as possible to make it a part of the nature around it. With a forest to the north and field to the south, it acts as a transition zone linking the two. The parvis and covered area can be appropriated by the community, as can most spaces in the building. By embracing the site's natural topography, the school offers ground-level access on both floors.

The classrooms are to the north, flanked by the physical activity and nutrition hubs. Between the two, the heart contains spaces in which to eat together, collaborate and learn, run and play. All are bright and easy to use. Our school gives students and teachers places that bring joy and foster a sense of belonging, which creates success and generates a feeling of well-being in everyone.

Well-being is the key to success and happier children learn better. We expand this idea to the entire community, gathered under one roof. Because children need a village to teach them how to share, our school builds opportunities and structures that can change their ways of life.

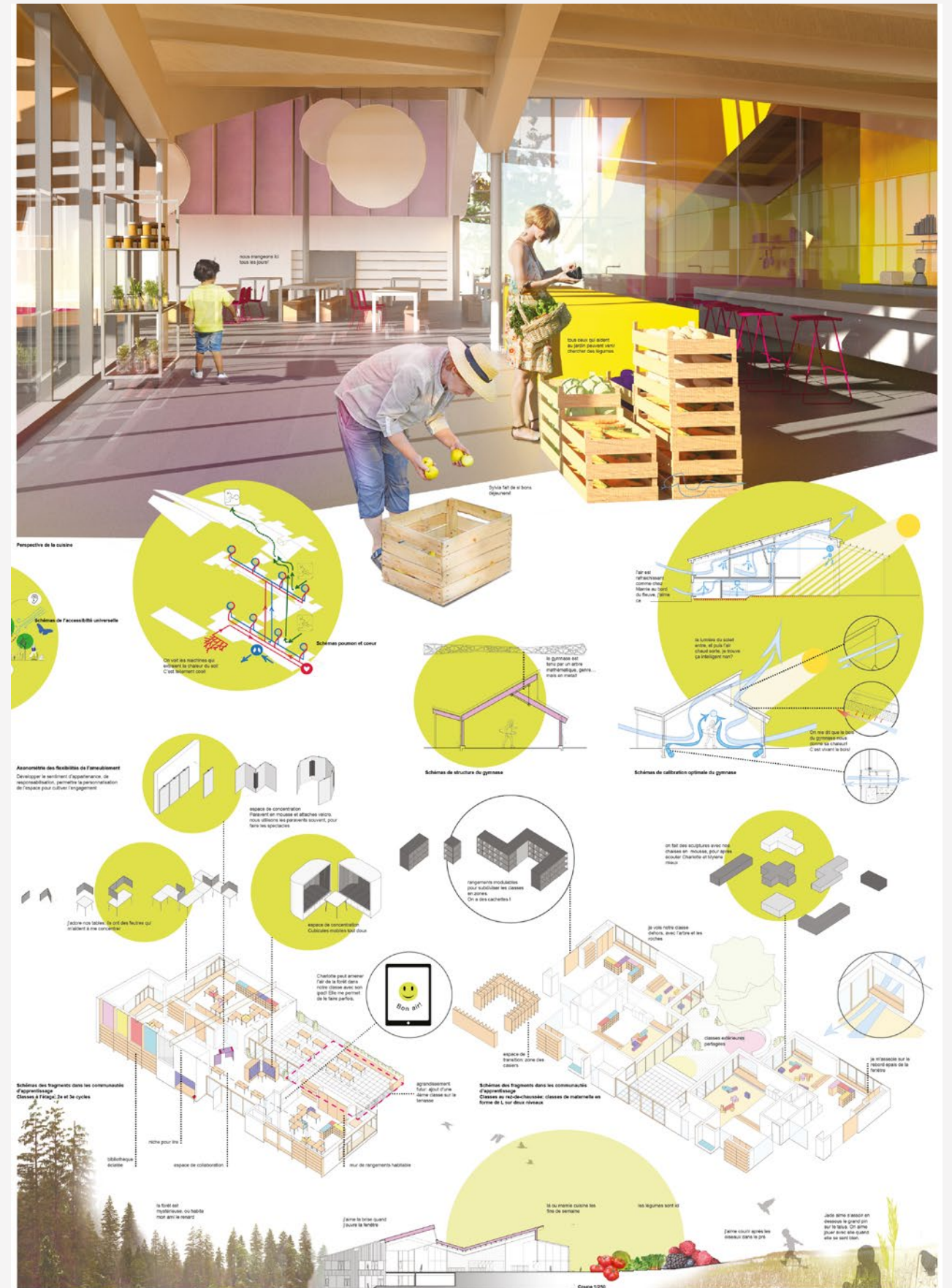
Education shapes the adults of tomorrow—caring, mindful of nature, advocates for our cities and landscapes—and our schools can teach us that learning together creates a better place: better for children, families, communities, and the world. In a school that is more than a school...

Excerpt from the jury's report: The jury was charmed by this proposal, which shows great sensitivity toward school and community culture. Its playful nature offering many experiences is an asset, even if the graphic treatment did not appeal to everyone. This proposal suggests a pleasant and welcoming living environment. The jury appreciates the proposed sequence from the city to the front door, which forges welcoming ties with the neighbourhood. We also like the constant relationship between indoors and outdoors, which gives the impression of being part of the landscape. The way the project is incorporated into the site and its topography creates rich living spaces and the different collaborative spaces offer a privileged view of the forest. On one side, the school appears to enter the forest, while, on the other, it opens toward field and sky, extending into infinity. The relationship with the landscape shows great sensitivity and a good understanding of the site. Even more, the building seems to hug the land's curves: the landscape is in the school and the school is in the landscape. The unifying image of a community under one big roof is evocative and appreciated by the jury. The proposal's sense of community, as a strong conceptual element, is apparent in a variety of spaces. The jury can easily imagine students inhabiting the heart of the project and the other appropriable spaces of varying scales. Finally, the jury stresses the team's qualitative approach, which makes the children its main focus, to build a school that will create happy memories.

Lapointe Magne & associés + L'ŒUF

Mousse
Latéral.
GBi
Vinci consultants
Gwenaël Bélanger
Salmaan Craig





Deux paysages, deux visages

(two landscapes, two faces)

The Rimouski school acts as an integrator of its environment, linking two landscapes characteristic of the Bas-Saint-Laurent region: the pre-colonial forest and agricultural fields. Toward the forest, the building's shape creates enclosed spaces bathed in light for the classrooms, while offering the collective spaces a horizontal opening toward the agricultural landscape. At the heart of the school, the gathering space is a place of convergence: it can be used as an extension of the dining hall, as a meeting point or as a small amphitheatre. The architecture helps the children shift from a contemplative to an active state and vice versa, supporting their learning by fostering collaboration, individual concentration and experimentation.

The schoolyard extends the indoor spaces outdoors. On the forest side, it is broken into small alcoves where terraces become open-air classrooms. On the field side, it is divided into several strips that welcome various activities.

The rhythm of the gables makes it possible to see the juxtaposition of the classrooms and identify each. This shape evokes the archetype of a cabin and gives the school a domestic scale. The roof's volumetry creates an interior landscape that marks each of the spaces while tying them all together.

The school interacts with its environment at every scale, providing the children with a living environment conducive to nature-sensitive learning. It extends outdoors to create a living laboratory in which to learn, experiment and collaborate, in an experience that is renewed each day.



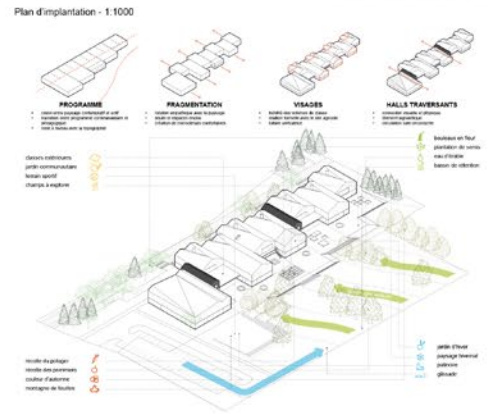
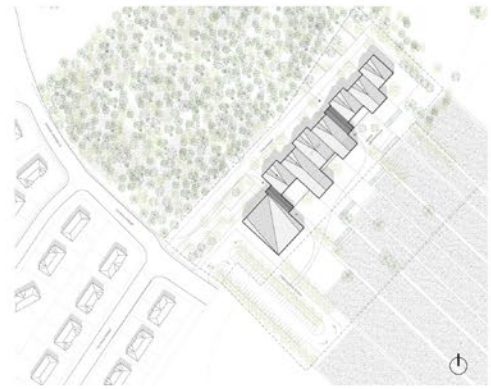
DEUX PAYSAGES, DEUX VISAGES

L'école de Rimouski s'inscrit entre deux paysages végétaux : la forêt présaharienne, un paysage méditerranéen à contempler et les champs agricoles, un paysage actif où l'on peut jouer, cultiver et créer. Le projet agit de façon équilibrée envers son environnement en fait ces deux paysages caractéristiques du Bas-Saint-Laurent. Vers la forêt, sa forme génère des espaces actifs et baignés de lumière, comme de petites vitrines, tandis qu'elle offre une ouverture harmonieuse vers la topographie des champs. Le contexte naturel pousse le bâtiment à la fois visuellement et physiquement.

Inspiré par la qualité du paysage, le programme se traduit pour distinguer avec son contexte. Les espaces de contemplation deviennent des classes orientées vers la forêt, tandis que les espaces d'action se connectent aux champs agricoles. L'architecture est conçue comme un dispositif qui permet l'adoption de transports d'un état contemporain à un état actif, et vice-versa, soutenant ainsi l'apprentissage à travers la concentration individuelle, la collaboration et l'expérimentation.

Deux grands halls traversent horizontalement l'école et mettent en valeur la relation entre les deux paysages. Leur volume en arête définit des axes qui offrent des perspectives variées et fluides entre l'intérieur et l'extérieur, du regard à une période de découverte. Dans son expression matérielle, l'école offre deux visages distincts à son environnement. Côté forêt, le rythme des pignons rend facile la juxtaposition des classes et permet l'identification de classes d'âge. Côté champs, la modulation des éléments de la façade s'applique et leur échelle se rapproche de celle des bâtiments agricoles. La future école offre une volumétrie qui réunit ces deux visages.

À toutes les échelles, l'école dialogue avec son environnement, pour offrir aux enfants qui la fréquentent un milieu de vie propice à un apprentissage sensible à la nature. Dans son organisation spatiale et sa forme, elle dispose des espaces variés, connectés sur des paysages contrastés, qui peuvent inclure différents usages. L'école agit ainsi de façon à son contexte pour produire un bâtiment ouvert et un apprentissage expérimental et collaboratif, dans une expérience renouvelée chaque jour.



Schémas de l'environnement extérieur



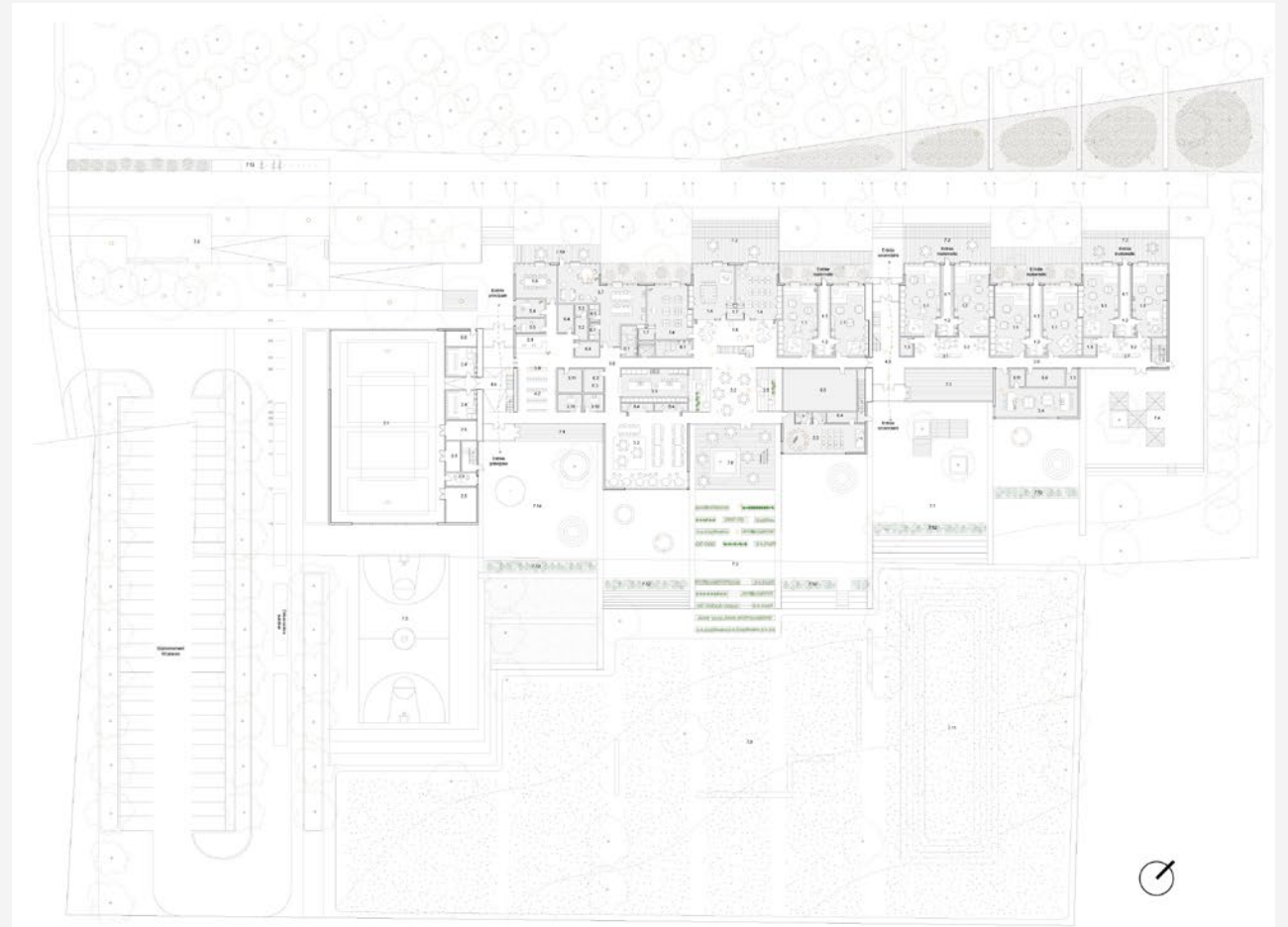
Perspective extérieure - Extension de la forêt pour une arrivée douce à l'école



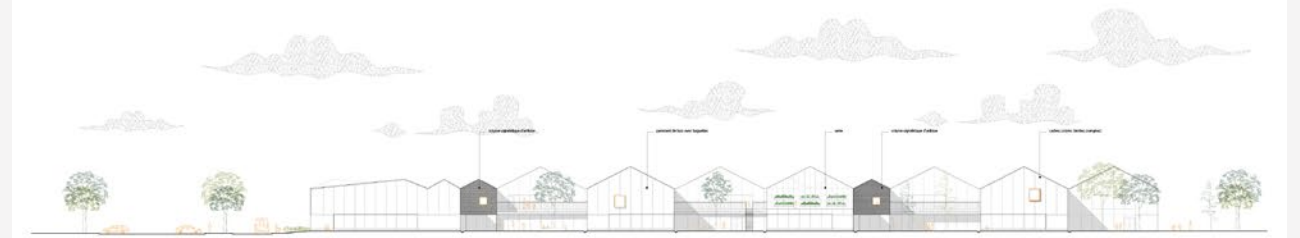
Perspective extérieure - Prolongement des espaces communs dans le cour d'école

stgm
Proulx Savard Architectes | Daoust Lestage | Tetra Tech

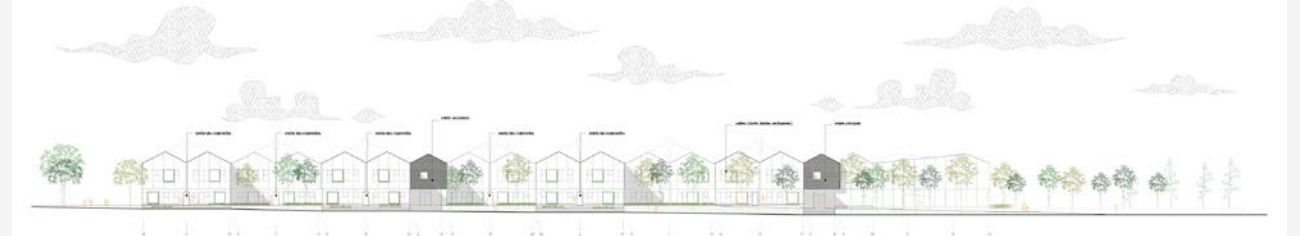
Deux paysages, deux visages
École primaire de la Commission scolaire des Phares, Rimouski



Plan du rez-de-chaussée - 1:250



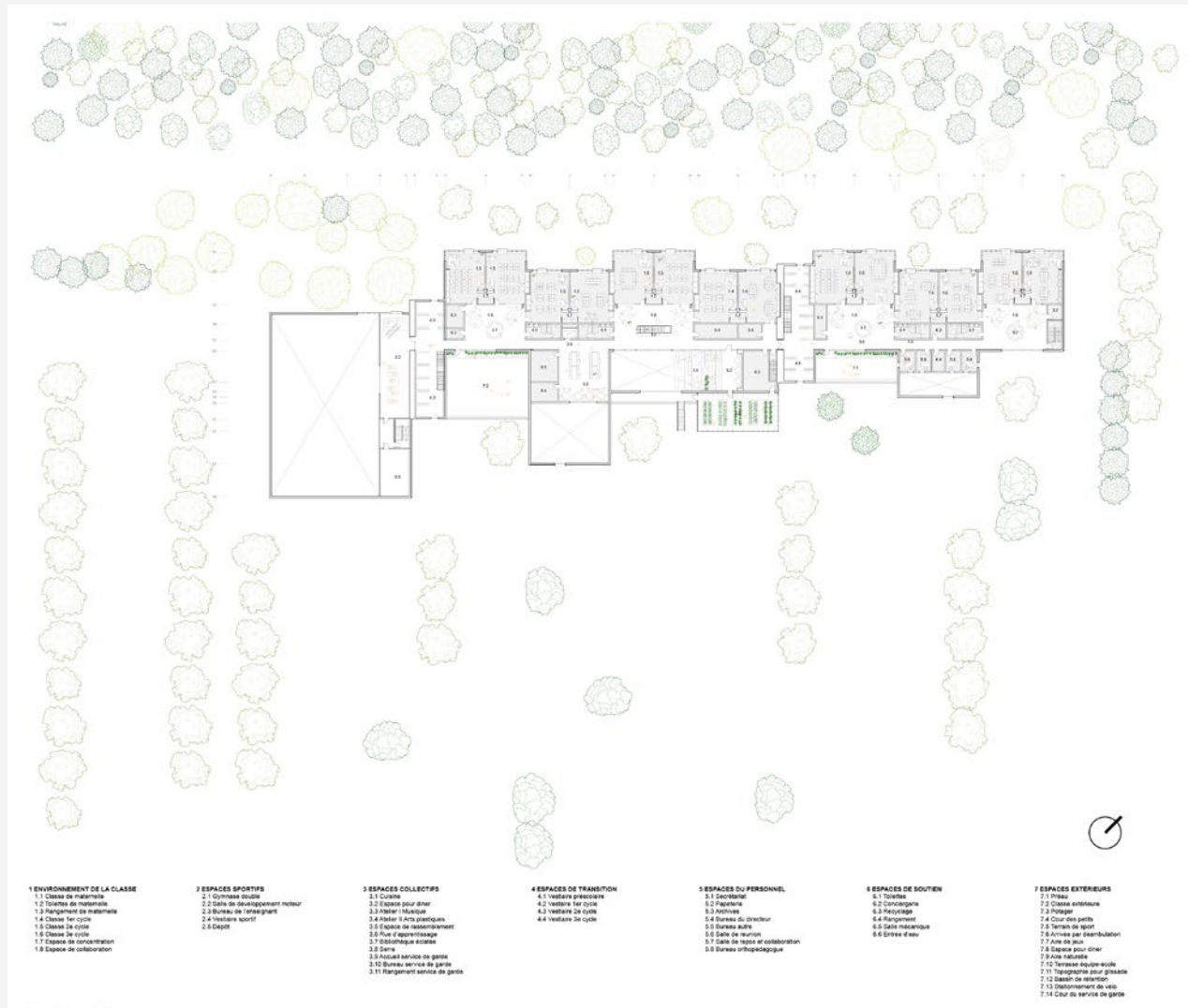
Élévation côté champ - 1:250



Élévation côté forêt - 1:250

stgm
Proulx Savard Architectes | Daoust Lestage | Tetra Tech

Deux paysages, deux visages
École primaire de la Commission scolaire des Phares, Rimouski



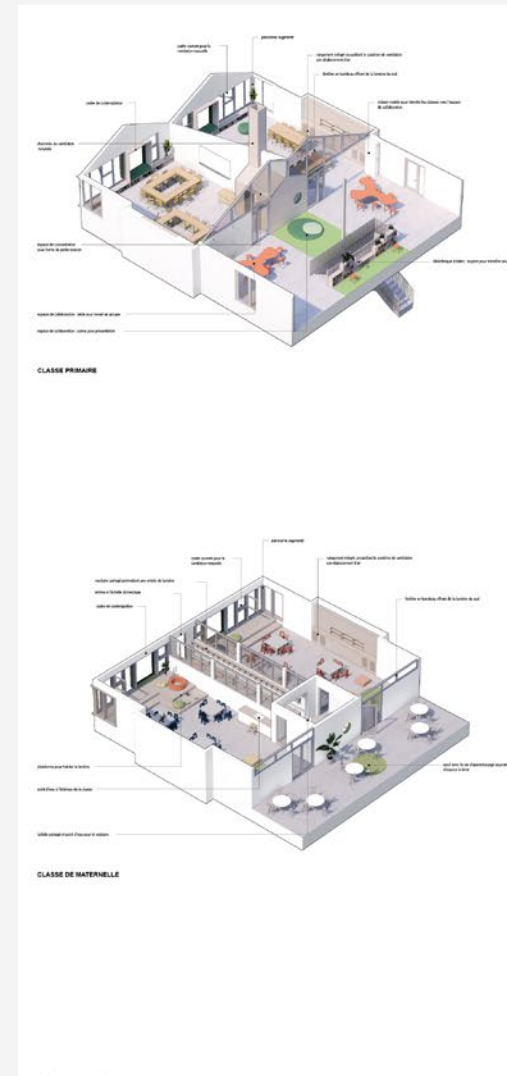
Plan de l'étage - 1:250



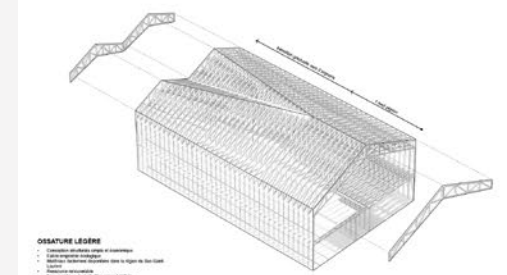
Perspective intérieure - Le cœur central en relation avec le paysage actif de la cour d'école

stgm
Proulx Savard Architectes | Daoust Lestage | Tetra Tech

Deux paysages, deux visages
École primaire de la Commission scolaire des Phares, Rimouski



Schémas des fragments



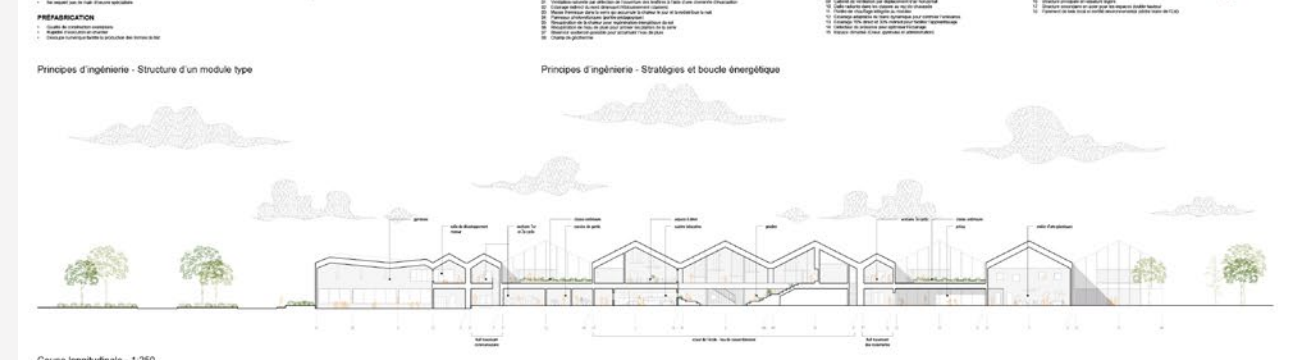
Principes d'ingénierie - Structure d'un module type



Perspective intérieure - Une communauté d'apprentissage flexible ouverte vers la forêt



Principes d'ingénierie - Stratégies et boucle énergétique



stgm
Proulx Savard Architectes | Daoust Lestage | Tetra Tech

Deux paysages, deux visages
École primaire de la Commission scolaire des Phares, Rimouski

Public Presentations

Even though there was a snowstorm that day, more than 150 people attended the Rimouski Lab-École school’s public presentations, held in the auditorium of the Paul-Hubert school in Rimouski on February 18, 2020. An hour after the presentations, dozens of spectators were still passionately discussing the architectural designs dreamed up for the school.

“The proposals focus on what the children need. They are placed at the heart of the projects.”

Employee, Des Phares school service centre

“I hope that the entirety of this wonderful project will inspire all Quebec schools and that they will invest as much—if not more—energy and money into such projects in the years to come.”

Member of the Rimouski Lab-École school’s work committee

“The cultural, community, collaborative and inclusive vision seen in each of the projects is shaping a new era in education. The proposals paint a promising future!”

Parent

“This has exceeded my hopes and expectations! I was amazed by the presentations. Feeling good in one’s living environment is such a joy. The children who will be attending this school will be fortunate in all respects. I dare to believe that the work carried out by the different architecture firms will have positive, tangible impacts on all our schools, benefitting all of Quebec’s children of tomorrow.”

Teacher, Des Phares school service centre

“What I like the most is the library, because I love reading and enjoying the quiet.”

Student



“I could see my child in one of the proposed schools, being stimulated by all its components.”

Employee, Des Phares school service centre



00022HA 00175MC 01078BB 01116DP 01319LE 01618QF **01669JB**
01919GG 02505WH 02611PB 02919MG 03103AZ 03919RG 04668KA
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91104DC 91514EO 92019SZ 95210A **97479BZ** 97872PZ 99999XX

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238 Step 2: Presentations

240 Four Finalists' Presentations

264 Public Presentations

In the image of the type of competition that was chosen, the proposals are presented anonymously, to showcase their richness and variety without bias. The names of the respective firms appear at the end of this section.

Please note that the text on the finalists and winners' poster boards (images that show the scale model, site plan, etc.) are only available in French.

Project Context

The Pierre-Elliott-Trudeau Elementary School (PETES) is part of the Western Québec School Board, which includes some 30 schools spread throughout Québec's Outaouais, (including the Pontiac RCM) and Abitibi-Témiscamingue regions. Due to its status as an Anglophone school board and its geographic location, Western Québec

encourages and values the cultural differences that characterize its population, nearly a quarter of which are members of First Nations. The Gatineau Lab-École school will form a true affective and cultural pillar for its students, staff, parents and the community.



GATINEAU - BGLA inc. - 56842ND

Municipality A border town, Gatineau is located on the Quebec-Ontario border, on the north bank of the Ottawa River, across from the city of Ottawa. The school is in the Hull sector, whose population is quite socioeconomically diverse. The neighbourhood the school is located in is among the most disadvantaged from a sociosanitary and socioeconomic perspective.

Within an acceptable 1.6-km walking radius, the area is rich in green spaces and sports infrastructures, as well as community and cultural organizations. However, most of the students live relatively far away and are either bussed in or driven to school.

Site The Pierre-Elliott-Trudeau Elementary School is located at 2 Millar Street, at the junction of Murray Street. The school is in a residential neighbourhood and is only accessible where Millar crosses Murray. The property is bordered by several urban barriers, including the Rapibus corridor. The existing school splits the schoolyard into two green spaces. The administration is looking into partnerships with the city to share nearby outdoor spaces and thus offer its students a larger variety of sports spaces and activities.

The parking lot is between the main entrance and the street, at the edge of the two schoolyards. Anyone who wants to access the school has to cross this lot.

Sociocultural approach PETES has a very diverse student body, made up mainly of Francophone students, Anglophone students and students from different First Nations communities. The school offers a French immersion program that around half of the students are enrolled in, with educational instruction equally divided between French and English. As a member of the Western Québec School Board, the school encourages and values the cultural differences that characterize its student body, which is why its students take part in many activities in which they learn to get along, one of the core values the school is proud to instill.

Project The project involves designing an addition for the Pierre-Elliott-Trudeau Elementary School and renovating the existing building. Due to the growing number of students, two classes were being given in modular classrooms and several common areas had to be converted into classrooms. This project will add four new preschool classrooms, relocate four elementary classrooms, add a single gymnasium and offer more gathering spaces for dining and collaborating. When the project is completed, the school will have 8 preschool classrooms and 26 elementary classrooms.

Vision and Architectural Program

The school as an individual and collective anchoring space

The Pierre-Elliott-Trudeau Elementary School's administration has made it its mission to foster the children's individual well-being to pave the way for their collective emancipation. The entire team of teachers, educators and professionals adhere to these values, contributing to the students' success. The school is also very community-oriented, which is apparent in its inclusive management practices, strong parental involvement and special programs, such as the Community Learning Centres (CLC). An initiative by Quebec's ministry of education and higher education (MEÉS), the CLCs aim to help Anglophone schools become community schools that combine education and other resources (like health and social services) and develop partnerships with sports, cultural and environmental organizations. The school's administration and all of its staff fully embrace this concept, namely because they view the community and the school as a single entity.

Special care must therefore be taken to develop an architectural language and spaces that reflect the school and the community's vision. The school is being designed around a holistic space, which represents its heart; an adaptable space shared by the school and the community, that can welcome a large group of people and can be used to hold all sorts of educational, cultural and community activities. Right near the heart of the school, there will be a cultural room, a space that will be enclosed but open onto nature. It will be used to reflect on the spirit of First Nations and teach students ancestral Indigenous techniques.

A holistic teaching approach, a central connection with nature

The school applies a holistic learning approach, meaning learning through projects, with value placed on mutual assistance, listening and respecting the natural environment. This approach contributes to each student's personal development while cultivating their physical, mental, emotional and spiritual well-being. It is important that the entire school provide spaces of different sizes to give each child a varied experience. As a result, in addition to the classrooms, there will also be smaller collaborative and concentration spaces, among others. Located outside the classrooms, these less formal work spaces favour project-based learning and differentiated instruction, alone or in small groups.

Integrating nature into everyday learning is also a central and vital aspect of the school's philosophy. The student already enjoy many nearby green spaces, but the administration would like to enhance this connection throughout their academic career and in the spaces shared with the neighbouring community. To extend the learning activities into the schoolyard, the school will offer simple and pleasant access to the outdoors from the classrooms, collective spaces and sports spaces. For example, cubbies will be set up between the kindergarten classrooms and the outdoors to facilitate outings. For the new sports wing, a connection to the schoolyard is also planned from both the gymnasium and repositories. Outside, value will be placed on play and contact with nature as sources of learning, notably by setting up an outdoor classroom, a covered area, an amphitheatre, a greenhouse and vegetable garden.



An affective and cultural pillar as a place of belonging

The administration wants to make the school an anchoring space that fosters emotional stability in an inclusive, safe and healthy environment, like a cocoon. It envisions a space that values respect and sharing, in which everyone's roots are recognized and honoured. A space that encourages openness to one's inner world and then the wider outer world. The students, parents and staff feel a strong sense of belonging to the school, which sparks a desire to share most of its resources with the community so that everyone can benefit, learn and have fun. For this reason, parents and school staff organize many sports and cultural activities on a daily basis.

Step 1

Proposals

231 Anonymous Proposals

The 18 Proposals

234 Jury

Gavin Affleck

Martin Beaulieu

Claudia Campeau

Julie Kennedy

David McFall

Patricia Sarrazin-Sullivan

Pierre Thibault

236 Unveiling of the Architects

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A Word from the Jury Chair

Gavin Affleck

Architect, Affleck de la Riva Architectes

We all have childhood memories of our school days. These memories are conditioned by the spirit of the times, the culture, and the people who were with us. Lab-École proposes a fantastic adventure: imagining a better world for our children by shaping places that provide identity and generate new dreams and memories. These dreams are shared by many: architecture is above all a social art, and every project a collective effort. When different interests converge in a common vision, we create places of meaning.

The jury's examination of the proposals submitted during the architectural design competition marked an important milestone for Lab-École, bringing it one step closer to its objective of building quality schools. Such a school will soon be under construction in Gatineau. The deliberation process I took part in was the realization of one of the architectural profession's perennial challenges: that of seeing stakeholders actively engaged in a collaborative design process. The quality of a project's architecture is dependent on the quality of its process, and Lab-École's deliberations stood out from my other experiences serving on architecture juries due to the organizers' firm commitment to participation and inclusion. School administrators, parents, teachers, students and local residents were all heard and their opinions were included in the decision-making process. Management and methodology took their rightful place as supports to a humanistic exercise.

Pierre Elliott Trudeau Elementary School is unique. Classes are taught in English and students come from diverse backgrounds, with a significant number of First Nations students. The idea of exhibiting the competition panels in the school came up during jury deliberations. The main hallway is adorned with paintings by the school's young artists. Displaying the competition panels alongside works by students will show that architectural creation is part of a bigger circle of time, in line with the evolutionary vision of life held by many Indigenous Peoples.

The winning project offers both the intimacy and safety of an inner courtyard, connections to the surrounding landscape, friendly areas for socializing, a wide variety of indoor spaces, and a renewed school experience.

Jury Members

Gavin Affleck

Architect, Affleck de la Riva Architectes
Jury Chair

A McGill University graduate, Gavin Affleck is an architect and co-founder of the Affleck de la Riva architecture firm. Since 1996, the firm has explored the development of contemporary architecture with a view to incorporating it into the landscape and the built heritage. Several of its projects have been recognized for their excellence, earning it more than 20 professional honours. Mr. Affleck has served on several architecture juries and cultural committees and has been a guest professor at various schools of architecture in Canada.

Martin Beaulieu

Assistant Territorial Director,
Hull and Aylmer service centres, City of Gatineau

A graduate of the University of Ottawa, University of Montréal, Laval University and the National School of Public Administration (ENAP), holder of a Philosophy for Children certificate, a philosophy lecturer from 1997 to 2006 and an executive since 2008 with the City of Gatineau, Martin Beaulieu has been the assistant territorial director of the Hull and Aylmer service centres since 2013.

Claudia Campeau

Architect, Paul Bernier Architecte

Drawing on multidisciplinary training in environmental design and architecture, Claudia Campeau first worked at the Atelier Pierre Thibault architecture firm, then at Paul Bernier Architecte, helping with projects that make the human, collective and personal experience their main focus. In 2018, she joined the Lab-École team to develop the architectural program for the Pierre-Elliott-Trudeau Elementary School. She is also personally involved in various social, urban and landscape initiatives.

Julie Kennedy

Chair of the governing board,
Pierre-Elliott-Trudeau Elementary School

Having volunteered at the Pierre-Elliott-Trudeau Elementary School (PETES) for nearly nine years now, Julie Kennedy has held a number of roles, including president of the Parental Participation Organization, PETES' representative on the Western Québec School Board's Special Education (EHDAA) Advisory Committee and chair of the governing board. In the latter role, she represented the school in the expansion applications it submitted to elected officials, then helped develop the architectural program and finally, was invited to represent the school's vision on the competition jury.

David McFall

Principal of the Pierre-Elliott-Trudeau
Elementary School

With 20 years of experience as an administrator within the Western Québec School Board, David McFall has extensive knowledge of Quebec's educational sector. He has chaired and served on several provincial committees, putting him in a privileged position to head the only Anglophone Lab-École school. His passion and innovative approach to education align perfectly with the school-as-laboratory movement. This collaboration will undoubtedly lead to the creation of the "school of the future," a model designed for the children of the 21st century.

Patricia Sarrazin-Sullivan

Architect and Senior Partner,
Box Architectures

Patricia Sarrazin-Sullivan has the project owners' interests at heart and knows how to guide them through an architectural design competition. In private practice for 25 years, she has become very skilled at pinpointing her clients' needs, no matter the size of their project. Her drive and experience on boards of directors help draw out a group's collective intelligence. Mother of three teenagers attending public school in an urban area, she wanted to be personally involved in the decisions that will influence young people's future.

Pierre Thibault

Architect and Senior Partner,
Atelier Pierre Thibault

Practicing mainly in Quebec, architect Pierre Thibault is known for his sensitive architecture, in osmosis with the landscape. He directs Atelier Pierre Thibault, in addition to teaching at Laval University's School of Architecture. He was also a guest professor at the Massachusetts Institute of Technology (MIT) in Boston. More recently, he co-founded Lab-École with Pierre Lavoie and Ricardo Larrivée. The maturity of his achievements has earned him myriad awards of excellence and mentions, both in North America and in Europe.

Unveiling of the Architects

| Team no. | Project's name | Team's name | Team no. | Project's name | Team's name |
|----------|-------------------------|--|----------|-------------------------|---------------------------------|
| 01669JB | Les plateaux | BTAA + Sid Lee Architecture (consortium) | 56842ND | Le potager perché | BGLA inc. |
| 01919GG | Les branches | Guillaume Pelletier Architecte | 58793LH | École Pierre-E.-Trudeau | Atelier Arkhitektonia |
| 17191AZ | Arbor vitae | LRAA + ACSL | 81928AT | Sentier | Trame Architecture + Paysage |
| 18919OC | Une école "vert" demain | TLA Architectes inc. | 97479BZ | Segmentations | Thibodeau Architecture + Design |
| 19473GT | Quelques gestes simples | Chevalier Morales architectes | | | |
| 19638GA | Projet biface | Pelletier de Fontenay + Leclerc | | | |
| 23766WT | Ni8in | A4 Architecture + Design inc. | | | |
| 29420SS | La forêt des bien-aimés | Figurr, collectif d'architectes | | | |
| 41317BY | Au cœur de la cour | DMA Architectes s.e.n.c.r.l. | | | |
| 42542AC | La place | Poirier Fontaine Architectes inc. | | | |
| 47386TH | Le jardin protégé | ARDOISES architecture + Intégral Jean Beaudoin | | | |
| 49235AI | Cev | Architecture Inform inc. | | | |
| 52634WA | Tissé serré | ARCHITECTURE SYNTHÈSE INC. | | | |
| 52872SG | L'école-jardin | STGM Architectes | | | |

Step 2

Presentations

240 Four Finalists' Presentations

240 Les plateaux
BTAA + Sid Lee Architecture

246 Arbor vitae
LRAA + ACSL

252 Au cœur de la cour
DMA Architectes

258 L'école-jardin
STGM Architectes

264 Public Presentations



Les plateaux (the plateaus)

Plateaus are one of the three main landforms defined as a flat, elevated platform that rises sharply above the surrounding area on at least one side. In the absence of a geological event on our site, our proposal offers, through the architecture, landscape, materials and nature, a variety of reliefs crossed by pathways of varying scales. With the plateaus opening onto new horizons, a different topography emerges in the eyes of children eager for experiences. The pathways, some indoors and some outdoors, ensure that each part can be appropriated by all of the school's users. Nature, as-is and enhanced, forms a series of events that reveal the plateau's borders. Sunlight is invited in and is either directed toward the living areas or filtered where play requires it. All these pathways form the spokes of a central hub, the true heart of our project. The heart is where the school's intrinsic realities and the community's extrinsic visions meet. It is generous, friendly and invites a larger gathering. This new showcase opens up to the community and redefines the school's intimate relationship with the neighbourhood.

Sustainable development is a major component of this proposal. Our team incorporated its main principles starting at the conceptual phase. We developed simple, yet optimal strategies to meet the expectations of a 21st-century school. Water, energy, building materials and sunlight are the core elements.

The landscape contributes to the plateau concept by creating reliefs and valleys that can nestle hotbeds of activity and discovery areas. The children cross the different spaces along programmatic looping routes. The landscape serves as a meeting place and offers new opportunities for sharing in a broader community spirit.



Les plateaux, Gatineau, Québec

Notre ambition est de créer un lieu unique, innovant et inspirant, un lieu où les élèves pourront apprendre, grandir et se connecter. Ce lieu sera un véritable laboratoire d'innovation et de créativité, un lieu où les élèves pourront apprendre à apprendre, à travailler en équipe, à résoudre des problèmes complexes et à s'adapter à un monde en constante évolution. Les programmes éducatifs seront conçus pour répondre aux besoins de tous les élèves, en offrant des parcours personnalisés et des opportunités d'apprentissage par projet. Le bâtiment sera conçu pour favoriser l'apprentissage collaboratif et l'engagement des élèves. Les espaces intérieurs seront conçus pour offrir un environnement d'apprentissage inspirant et innovant, avec des espaces flexibles et des équipements de pointe. Les espaces extérieurs seront conçus pour offrir un environnement d'apprentissage innovant et inspirant, avec des espaces flexibles et des équipements de pointe. Le bâtiment sera conçu pour favoriser l'apprentissage collaboratif et l'engagement des élèves. Les espaces intérieurs seront conçus pour offrir un environnement d'apprentissage inspirant et innovant, avec des espaces flexibles et des équipements de pointe. Les espaces extérieurs seront conçus pour offrir un environnement d'apprentissage innovant et inspirant, avec des espaces flexibles et des équipements de pointe.



- 1 **Parcs communitaires**
 - Parcours éducatifs
 - Parcours de jeux
 - Parcours de découverte
- 2 **Terrains sportifs**
 - Terrain de football
 - Terrain de basket-ball
 - Terrain de tennis
- 3 **Plaque**
 - Plaque de signalisation
 - Plaque de direction
 - Plaque de stationnement
- 4 **Parcours de jeux**
 - Parcours de jeux
 - Parcours de découverte
 - Parcours de découverte
- 5 **Parcs**
 - Parc de jeux
 - Parc de découverte
 - Parc de découverte
- 6 **Arbres de plantation**
 - Arbres de plantation
 - Arbres de plantation
 - Arbres de plantation
- 7 **Parcs de jeux**
 - Parcours de jeux
 - Parcours de découverte
 - Parcours de découverte
- 8 **Parcs de jeux**
 - Parcours de jeux
 - Parcours de découverte
 - Parcours de découverte



Perspective extérieure hivernale



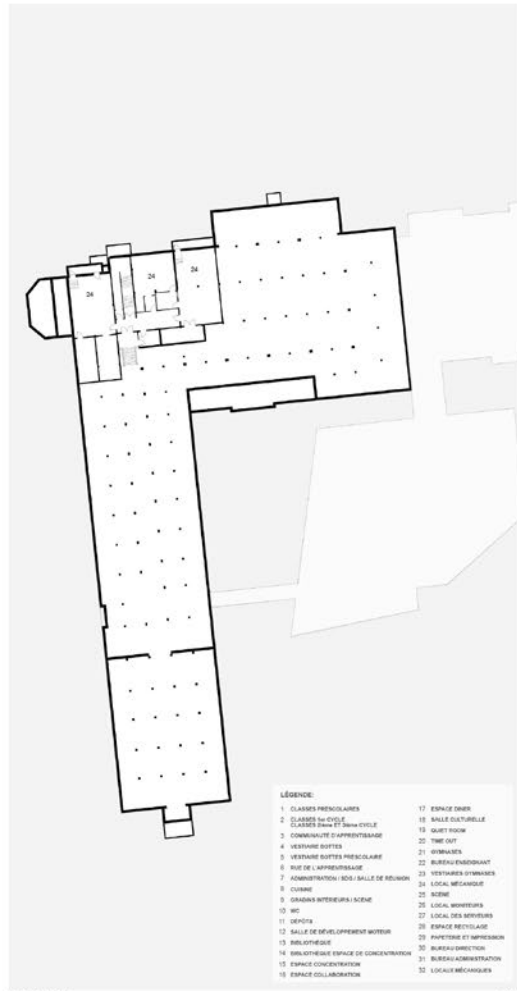
Perspective extérieure estivale





Plan du 2^e étage

120



Plan du Sous-sol

120

- LÉGENDE**
- 1 CLASSES PRÉSCOLAIRES
 - 2 CLASSES PRÉSCOLAIRES
 - 3 COMMANDEMENTS D'APPRENTISSAGE
 - 4 VESTIBULES BOUTES
 - 5 VESTIBULES BOUTES PRÉSCOLAIRE
 - 6 HALL DE L'APPRENTISSAGE
 - 7 ADMINISTRATION: SALLE DE RÉUNION
 - 8 BUREAU INTERMÉDIAIRE
 - 9 CUISINE
 - 10 WC
 - 11 BUREAU
 - 12 SALLE DE DÉVELOPPEMENT MOTOR
 - 13 BUREAU
 - 14 BUREAU DE DÉVELOPPEMENT DE CONCENTRATION
 - 15 ESPACE CONCENTRATION
 - 16 ESPACE COLLABORATION
 - 17 ESPACE D'ART
 - 18 SALLE CULTURELLE
 - 19 SALLE D'ART
 - 20 THERAPIE
 - 21 SALLE D'ART
 - 22 BUREAU D'ÉDUCATEUR
 - 23 VESTIBULES D'ARTS
 - 24 LOCAL MÉCANIQUE
 - 25 BUREAU
 - 26 LOCAL AMBASSADE
 - 27 LOCAL DES SERVICES
 - 28 ESPACE RÉCÉLAGE
 - 29 BUREAU DE L'APPRENTISSAGE
 - 30 BUREAU ADMINISTRATION
 - 31 LOCAL MÉCANIQUE



Perspective intérieure - HUB

BTAA + SID LEE Architecture

Les plateaux

3

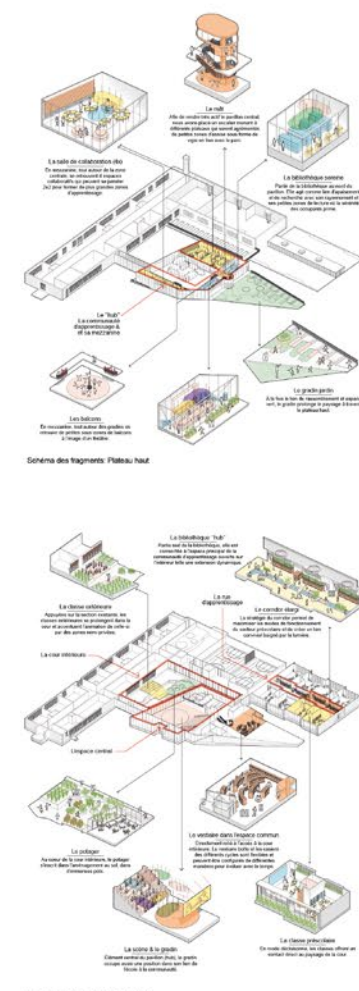


Schéma des niveaux: l'étage haut

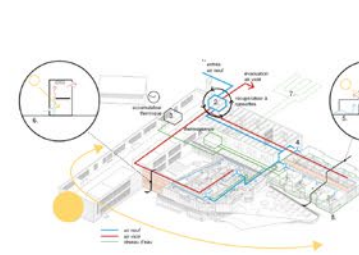
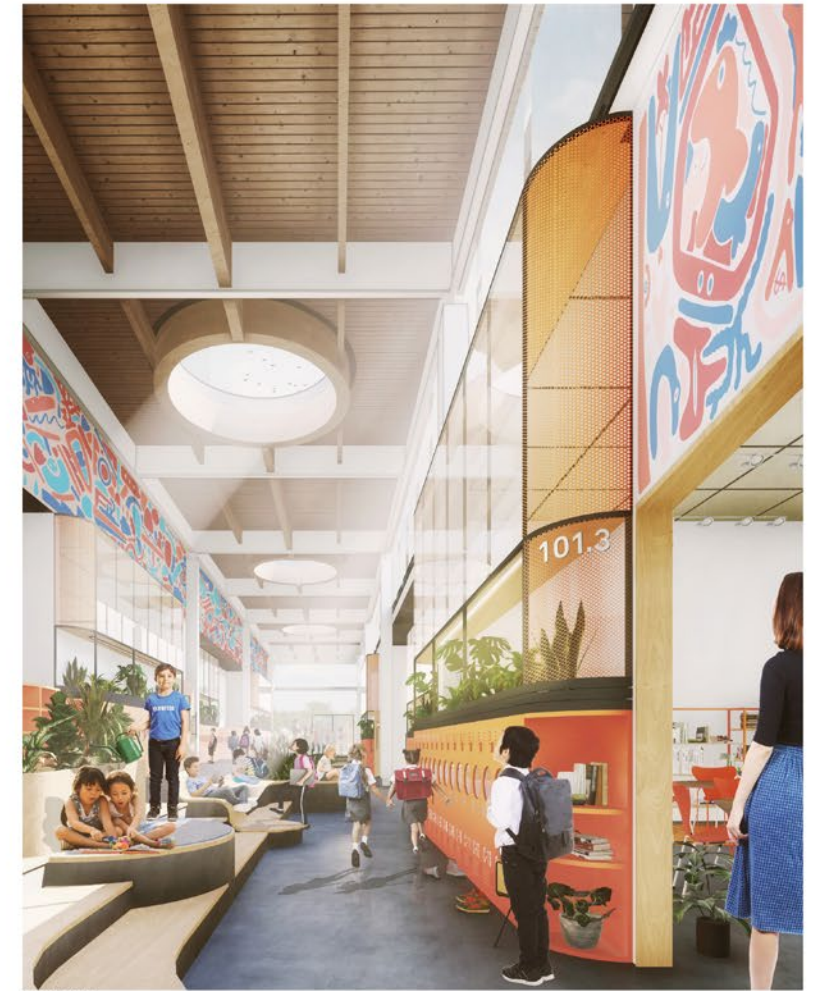


Schéma des niveaux: l'étage bas



Perspective intérieure

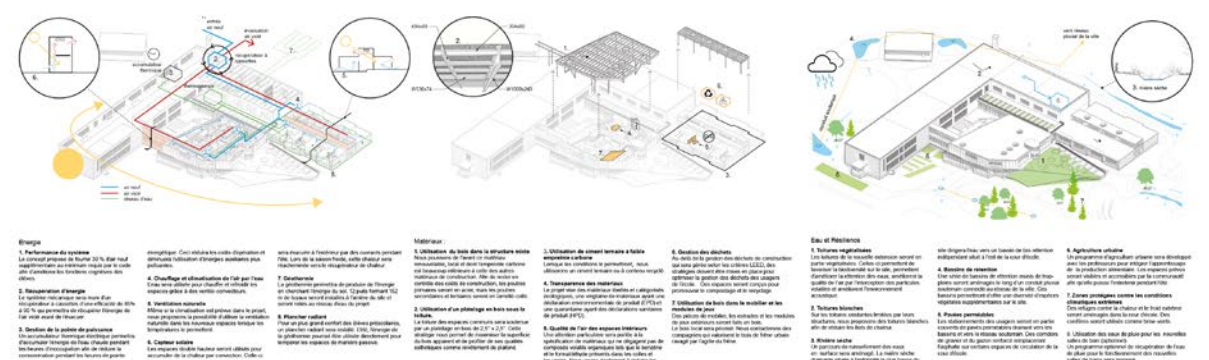


Schéma des principes d'ingénierie



Coupe C-C

BTAA + SID LEE Architecture

Les plateaux

4

Arbor vitae

(tree of life)

A school like a tree of life around which to gather, obtain nourishment and grow; an identifying meeting place for the occupants and the community; liberated learning in a variety of indoor and outdoor spaces; and finally, a playground that spans an entire site and building.

Through transparency, decompartmentalization and fluid flow between the different functions, the existing building—like the addition—unfurls smoothly into flexible, inclusive spaces that are conducive to exchanges and learning while sparking enthusiasm and contributing to well-being. Through the closeness and tangible exchange between the three cornerstones, the school is reinvented, adapted to its environment and the communities that shape it, notably the First Nations. The cultural room and the agora, located in the heart of the tree of life, then the gymnasiums and the kitchen on the periphery, help the students recharge and forge ties with others through directed and self-directed activities.

From east to west, then north to south, the main circulation axes are efficient, making it easier to get around, and converge near the monumental staircase. Secluding the drop-off/pick-up area and the parking lots, as well as the preschool and school accesses, offers the users safety and peace of mind.

The courtyard fulfills the desire of offering the students versatile play areas that encourage the adoption of a healthy and active lifestyle. It also favours spontaneous learning when the children come into contact with the different environments and installations. Finally, the intrinsic link between indoors and outdoors motivates several conceptual gestures, notably the generous windows, green roof, greened walkway along the facade and the agora's tiered seating.

LRAA + ACSL

State of the Art Acoustik

Projet Paysage

BPA

QDI

WSP





ACTIVITÉS D'INSPIRATION | CYCLE DES SAISONS



ACTIVITÉS D'ÉTÉ
RÉCOLTES, BATHINGS AU SOL ET SEME, SAUVAGE, ACTIVITÉS EN PISCINE, JEU À D'AVANCE, STRUCTURES DE JEU, CARRÉ DE DANSE, JEU DE BILLO, PROMENADES, COURSE À PIED, JEUX DE TABLE, SPECTACLE EXTÉRIEUR, CINÉMA À LA BELLE ÉTOILE, PIQUE-NIQUE, ETC.



ACTIVITÉS D'AUTOMNE
RÉCOLTES, HERBARIUM, JARDINAGE, JEU, SAUVAGE, STRUCTURES DE JEU, PROMENADES, SPECTACLE, PIQUE-NIQUE, LECTURE, ETC.



ACTIVITÉS D'HIVER
GLISSADE, JEU, JARDINAGE, JEU, SAUVAGE, PORTS, BATAILLES DE BOULES DE NEIGE, PROMENADES, DÉCORATION DE CHOCOLAT, CHAUFFÉ, ETC.



ACTIVITÉS DE PRINTEMPS
TEMPS DES SÉANCES, PROMENADES AU SOL, BILLO, OBSERVATION DE LA FLEURISSON, MARCHÉ DE LA COULEUR, OBSERVATION DES INSECTES, ETC.



PLAN DE SITE
ÉCHELLE 1:1000

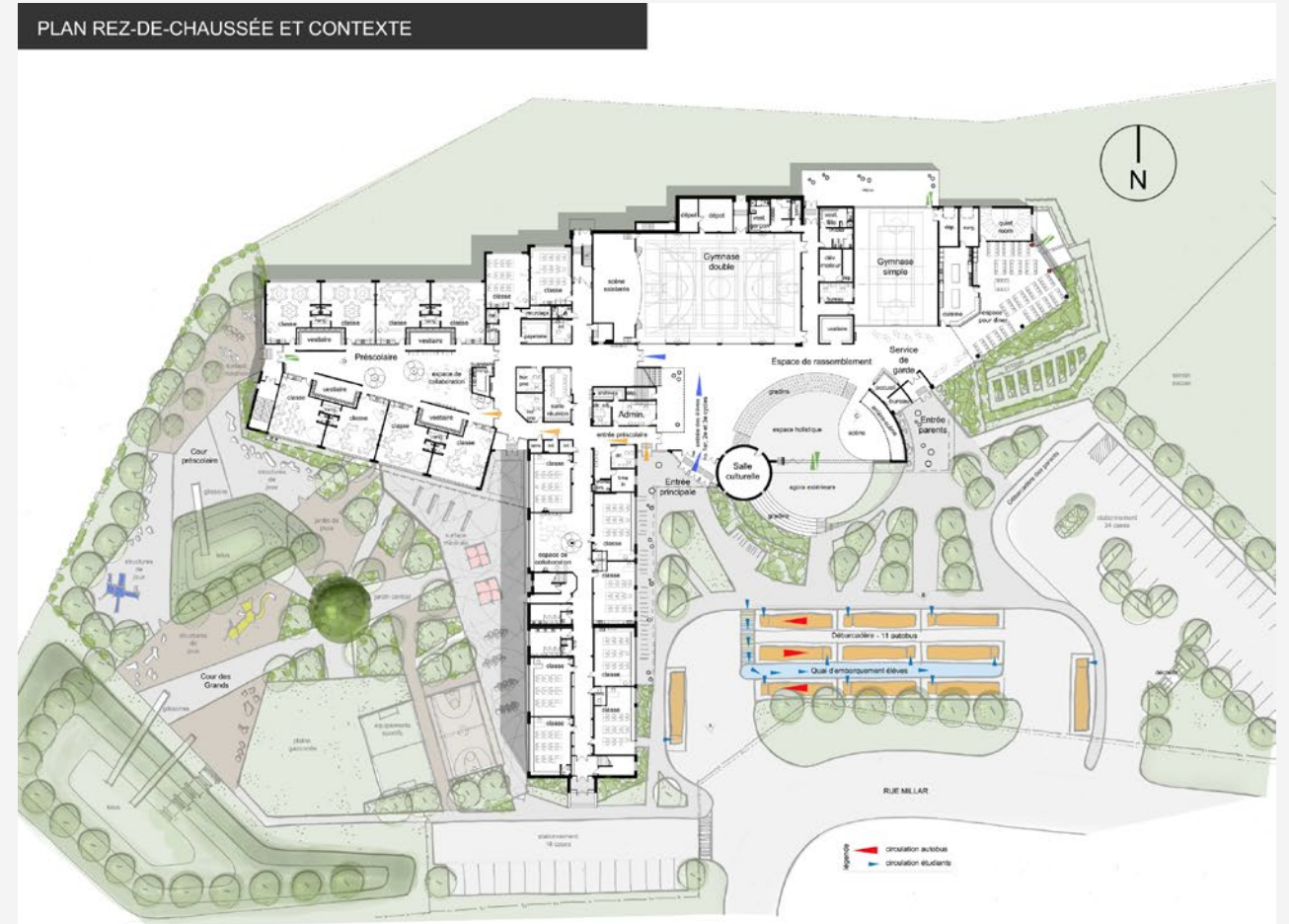
ARBOR VITÆ

Intention et stratégie sous-jacente au concept et au parti architectural
L'objectif principal de ce projet est de créer un environnement d'apprentissage innovant et inspirant, qui favorise le développement personnel et académique des élèves. Le projet vise à intégrer des éléments naturels et architecturaux pour créer un espace d'apprentissage ouvert et accueillant. Le parti architectural est basé sur des principes de durabilité, de flexibilité et de transparence. Le projet vise à créer un environnement d'apprentissage innovant et inspirant, qui favorise le développement personnel et académique des élèves. Le projet vise à intégrer des éléments naturels et architecturaux pour créer un espace d'apprentissage ouvert et accueillant. Le parti architectural est basé sur des principes de durabilité, de flexibilité et de transparence.

Qualité du projet et son impact sur l'environnement
Ce projet vise à créer un environnement d'apprentissage innovant et inspirant, qui favorise le développement personnel et académique des élèves. Le projet vise à intégrer des éléments naturels et architecturaux pour créer un espace d'apprentissage ouvert et accueillant. Le parti architectural est basé sur des principes de durabilité, de flexibilité et de transparence.

Moyens mis en œuvre, dans le cadre de l'architecture qui servent au projet
Le projet vise à créer un environnement d'apprentissage innovant et inspirant, qui favorise le développement personnel et académique des élèves. Le projet vise à intégrer des éléments naturels et architecturaux pour créer un espace d'apprentissage ouvert et accueillant. Le parti architectural est basé sur des principes de durabilité, de flexibilité et de transparence.

Éléments clés de la conception
Le projet vise à créer un environnement d'apprentissage innovant et inspirant, qui favorise le développement personnel et académique des élèves. Le projet vise à intégrer des éléments naturels et architecturaux pour créer un espace d'apprentissage ouvert et accueillant. Le parti architectural est basé sur des principes de durabilité, de flexibilité et de transparence.



PLAN REZ-DE-CHAUSSÉE ET CONTEXTE
ÉCHELLE 1:250

ÉLÉVATIONS



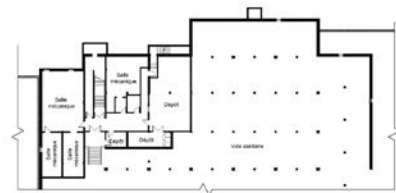
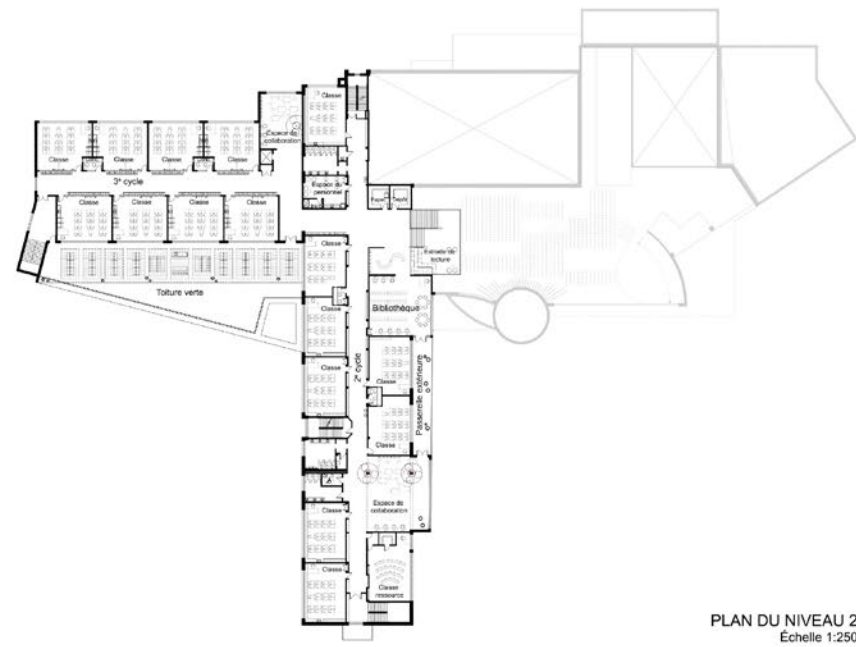
ÉLÉVATION PRINCIPALE SUD
ÉCHELLE 1:250



ÉLÉVATION PRINCIPALE EST
ÉCHELLE 1:250



PLANS DES NIVEAUX



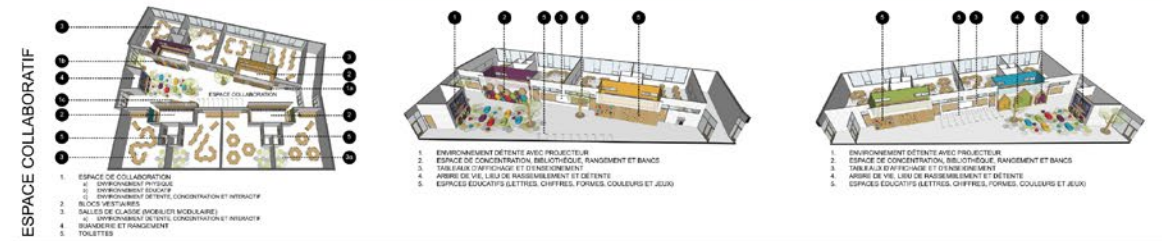
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ARBOR VITÆ

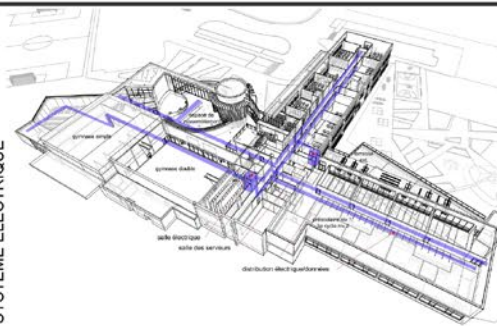
A3



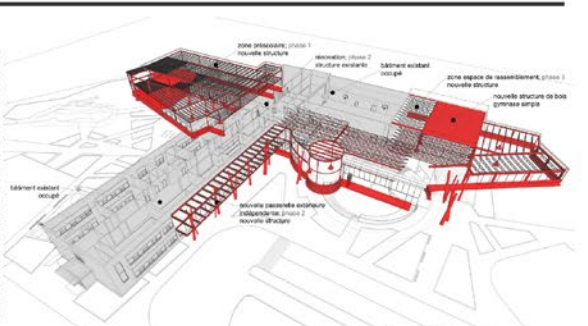
SCHEMAS DE FRAGMENTES



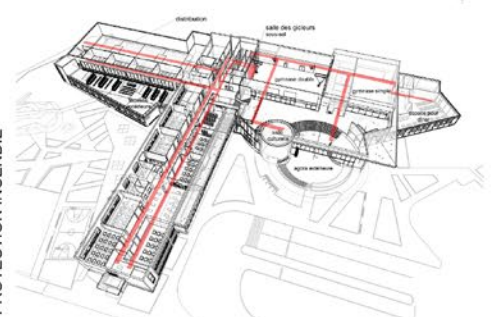
SYSTEME ELECTRIQUE



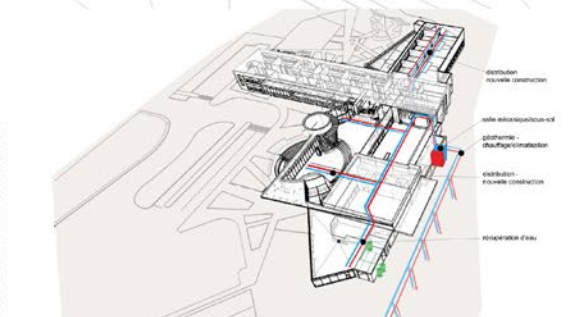
SCHEMA PRINCIPES D'INGENIERIE



PROTECTION INCENDIE



SYSTEME GEOTHERMIE



COUPE LONGITUDINALE



LRAA + ACSL (17191-AZ)

ARBOR VITÆ

A4

Au cœur de la cour

(At the Heart of the Courtyard)



The new Pierre-Elliott-Trudeau Elementary School is positioned in the middle of the site, interconnected with the landscape and with nature. The conceptual approach is based on the creation of an educational loop connected to nature with a holistic and community space at its heart. Centred around an inner courtyard, this gesture makes it possible to link the classroom and physical activity spaces with the collective spaces in an open circuit and create versatile gathering and learning spaces.

The site is made up of three landscape lines that transect the building. Both indoors and outdoors, they open a dialogue between the paths of travel that cross the building and the landscape, forming a cohesive whole. Between these lines are various activity and green spaces, creating an exceptionally rich landscape. Meeting points are created where the landscape lines intersect with the building and accent colours are used to mark these activity spaces.

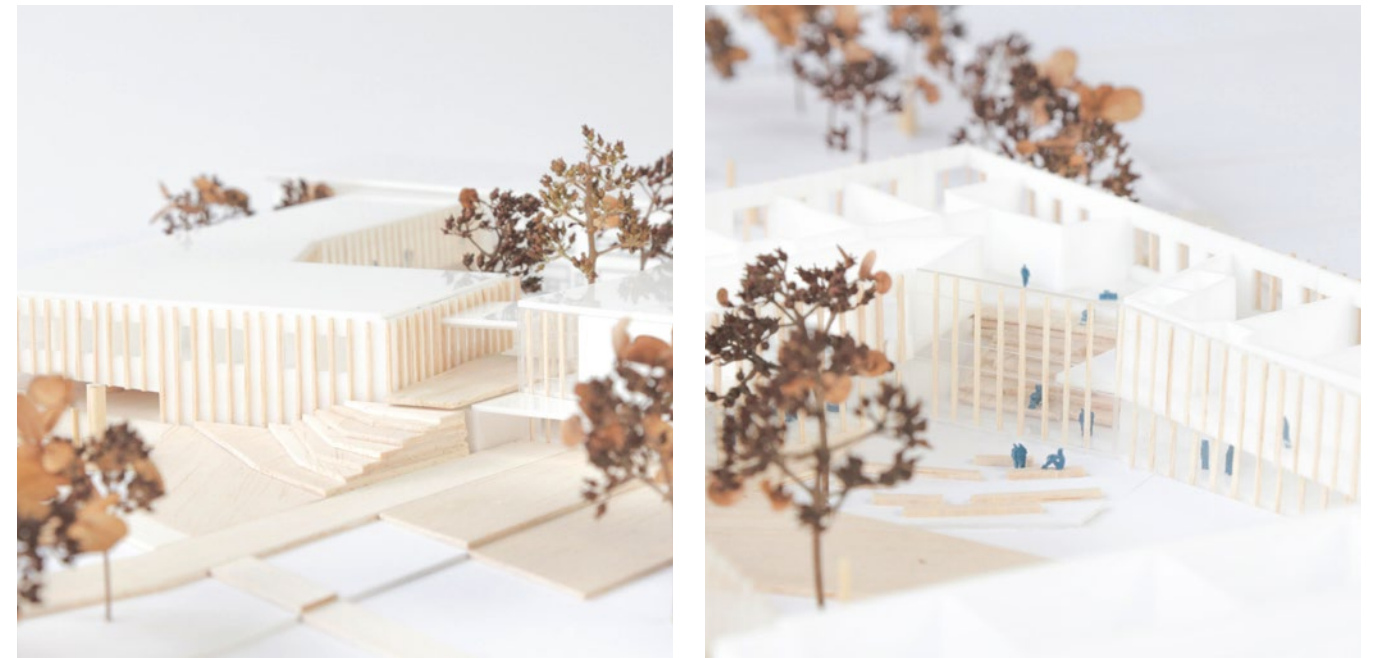
The project's materiality and architectural scheme are inspired by structural elements in nature—the symbolic shape of trees and forests—which dress up the building's extension. This addition makes it possible to link all of the school's activities through continuous circulation. Openings between the floors of the new linear library and the holistic space's tiered seating lead to the inner courtyard, making it an extension of the school and forming its heart.

Inspired by the learning community model, the hallways on the classroom floors contain collaborative and concentration areas, to offer a variety of spaces adapted to different needs. These are oriented toward the inner courtyard or the versatile gathering spaces.

Excerpt from the jury's report: The jury appreciates how the project is in keeping with Lab-École's principles and the Pierre-Elliott-Trudeau Elementary School's vision. The notion of food paths and "garden lines" are two examples, among other elements, that uphold the school and Lab-École's values. The project invites movement through its implementation and its treatment of the schoolyard, which evolves over the seasons. DMA Architectes' project charmed the jury by using the extension to create an inviting inner courtyard that evokes a sense of security, while allowing the premises to be crossed from the exterior. The common functions all around the courtyard, in addition to the tiered seating that opens onto it, help build a real sense of community. The yard also offers a rich circulation loop that does not feel like a hallway, but rather multiple adoptable, interconnected spaces of different scales in which to learn and gather. The jury sees the project's flexibility, which opens up cohabitation possibilities and makes a spontaneous combination of the school's different activities possible, thus creating many opportunities throughout the school day.

DMA Architectes

VLAN Paysage
Latéral
WOOD PLC
Gravitaire
PMA



La nouvelle école de l'école Gatineau, à l'extérieur, se présente au public de manière ouverte et accueillante. Le site, l'agencement des bâtiments et la disposition des espaces extérieurs sont conçus pour offrir un environnement éducatif et récréatif de qualité. L'architecture est pensée pour favoriser l'apprentissage par l'expérience et la découverte.

Le site est conçu pour offrir un environnement éducatif et récréatif de qualité. L'architecture est pensée pour favoriser l'apprentissage par l'expérience et la découverte.

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Perspective extérieure - vue de la cour intérieure



Plan de site 1:1000

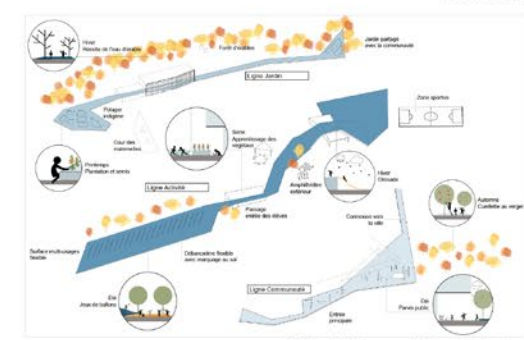
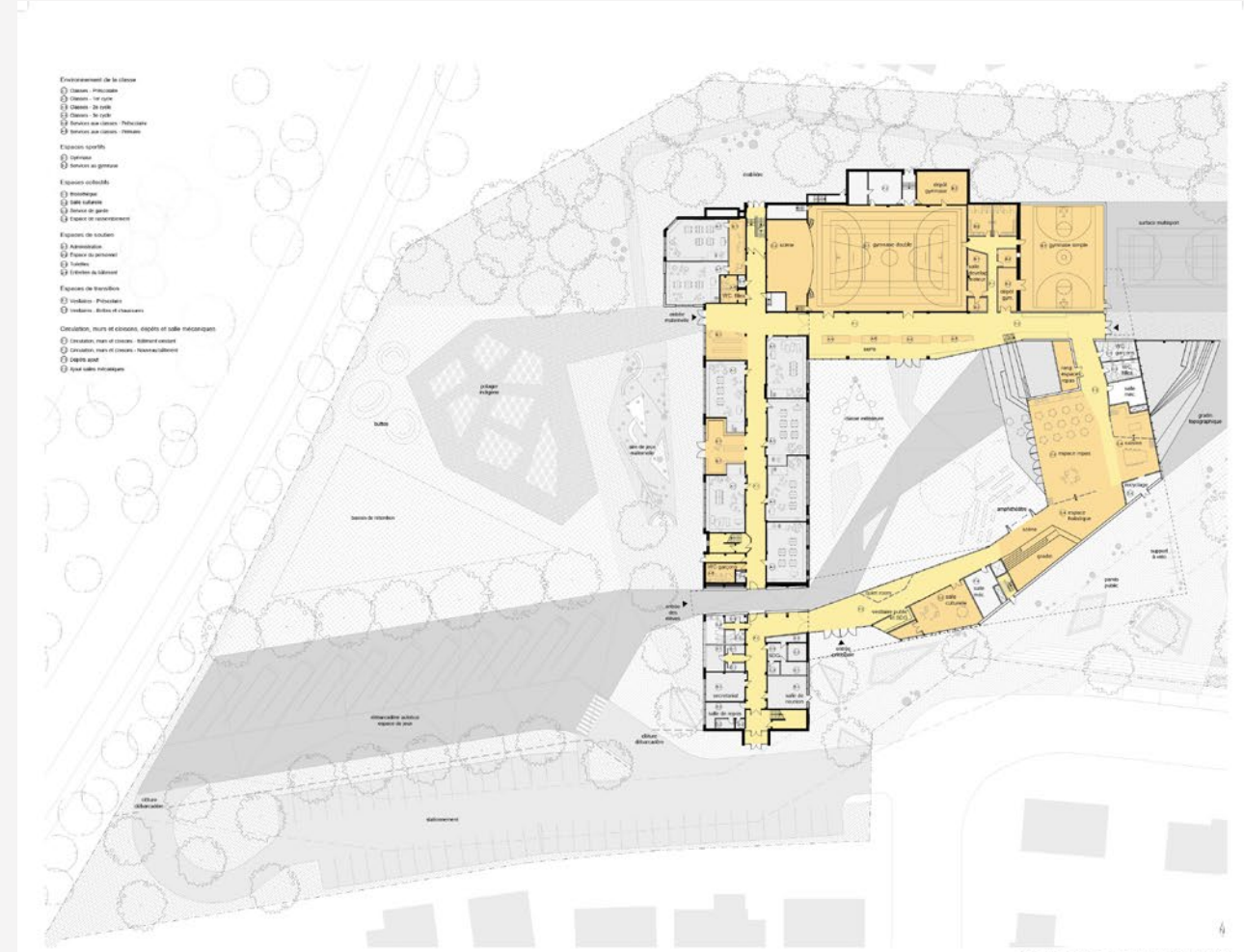


Schéma de l'environnement extérieur au fil des saisons

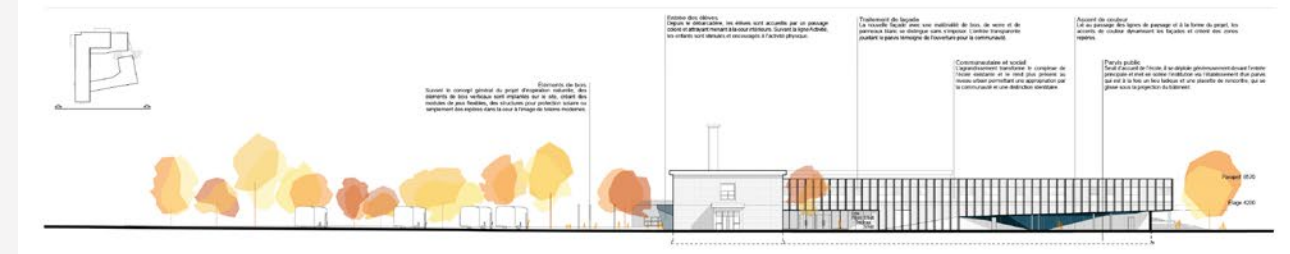


Perspective extérieure - vue depuis la cour vers la façade principale et le gradin topographique

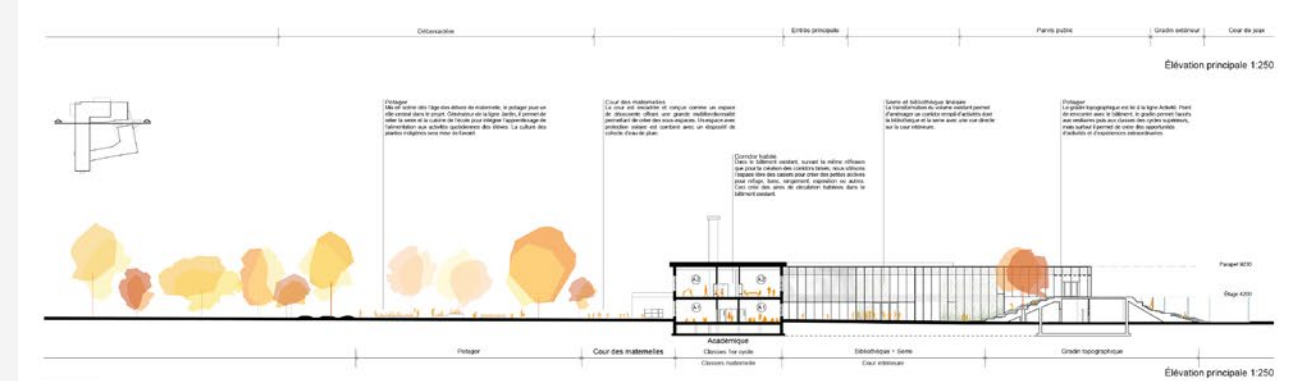
Au coeur de la cour



Plan du rez-de-chaussée avec son contexte 1:250



Élévation principale 1:250



Élévation principale 1:250



Au coeur de la cour

L'école-jardin

(the garden school)

In this proposal, the school unfolds around a large new unifying garden, a symbol and ambitious project at the heart of the community school. This central garden, together with the shape of the building—which looks like arms held wide open to the site—contributes to creating a verdant, welcoming and safe arrival for the students and community members in all seasons, in addition to redefining the image the premises project.

The gathering and dining areas are grouped and designed in continuity with this central courtyard, like a large indoor garden, offering an abundance of natural light and a flexible layout. Acting as a wide threshold between the garden and the classrooms, this holistic space has curved tiered seating that hugs the facade, extending outdoors and here and there turning into planters indoors, offering many spatial possibilities and giving the students freedom of movement. A walkway also offers the possibility of crossing and inhabiting the space on the second floor, which enriches the spatial experience and the children's path through the school. All of the shared and community spaces revolve around the holistic area. The kitchen, which is completely open to the dining hall, the existing double gymnasium, opened up with large windows, and the cultural room, among others, all connect to it.

The entire school is therefore turned toward this garden/holistic core, an innovative gathering and learning area. Other collaborative or meeting spaces of different sizes allow learning communities to be formed elsewhere in the school, near the classrooms. These create reference points in the building, use the same architectural language and are visually connected. The outdoor classrooms are also designed in this learning-community vein, placed in several locations that encourage interaction and play. They are defined by a multitude of circular paths that unify the landscape and encourage the children to explore and be physically active.



L'école-jardin

Par son caractère d'école-jardin, l'école primaire Pierre Elliott Trudeau, Gatineau, s'inscrit dans la tradition de l'école-jardin. Cette tradition est née en France au début du 20^{ème} siècle et a été introduite au Québec par le père de la pédagogie active, Célestin Freinet. L'école-jardin est une école où l'apprentissage se fait à travers l'expérience directe de la nature et de la vie. Les élèves sont encouragés à observer, à manipuler, à expérimenter et à réfléchir sur ce qu'ils voient et vivent. Cette approche favorise le développement de la curiosité, de la créativité et de l'autonomie des élèves. Elle permet également de renforcer le lien entre l'école et le territoire, en favorisant l'apprentissage par l'expérience et la découverte.

Principes de l'école-jardin

- Le lien entre l'école et le territoire : l'école est conçue comme un espace de vie qui s'inscrit dans son environnement.
- L'apprentissage par l'expérience : les élèves apprennent à travers l'observation, la manipulation et l'expérimentation.
- Le développement de la curiosité et de la créativité : l'école est un lieu où l'on encourage l'exploration et la découverte.
- L'autonomie des élèves : les élèves sont encouragés à prendre des décisions et à assumer leurs responsabilités.
- Le lien entre l'école et la communauté : l'école est un lieu où l'on favorise le dialogue et la coopération.



stgm SNC Lavalin | Desaut Lettigs École primaire Pierre Elliott Trudeau, Gatineau 1/4



stgm SNC Lavalin | Desaut Lettigs École primaire Pierre Elliott Trudeau, Gatineau 2/4



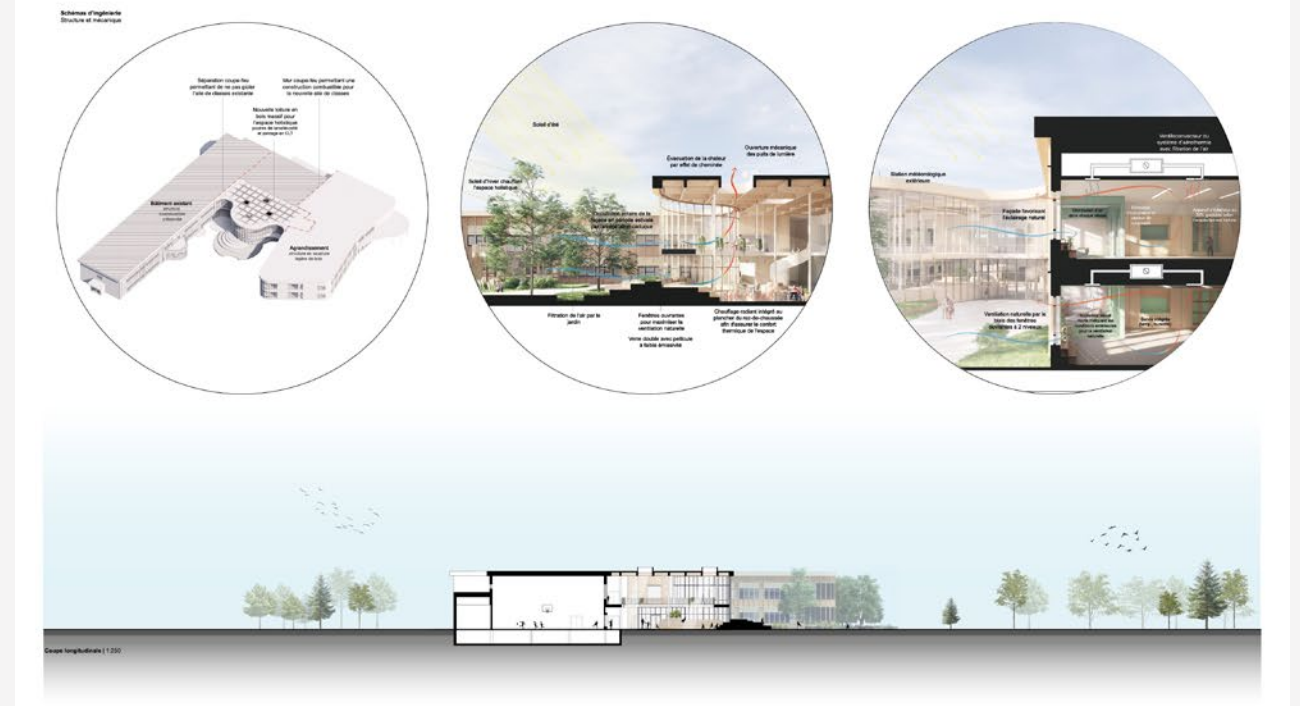
Plan de l'étage 1/200



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École primaire Pierre Elliott Trudeau, Gatineau

3/4



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École primaire Pierre Elliott Trudeau, Gatineau

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Public Presentations

The public presentations for the Gatineau Lab-École school gave rise to a lovely gathering of the Pierre-Elliott-Trudeau Elementary School's vibrant and involved community. On February 4, 2020, families and school staff arrived at the school's gymnasium in large number to discover the expansion and renovation concepts the competition's finalists proposed for the school.

"I like the connection with the outdoors and the layout! Each proposal offers different concepts!"

Parent of a student

"A sunny space can stimulate a mood conducive to learning. The greenery offers a peaceful and healthy place for the children."

Parent and community member

"It's important for our children to feel safe and part of the natural world around us. It promotes learning!"

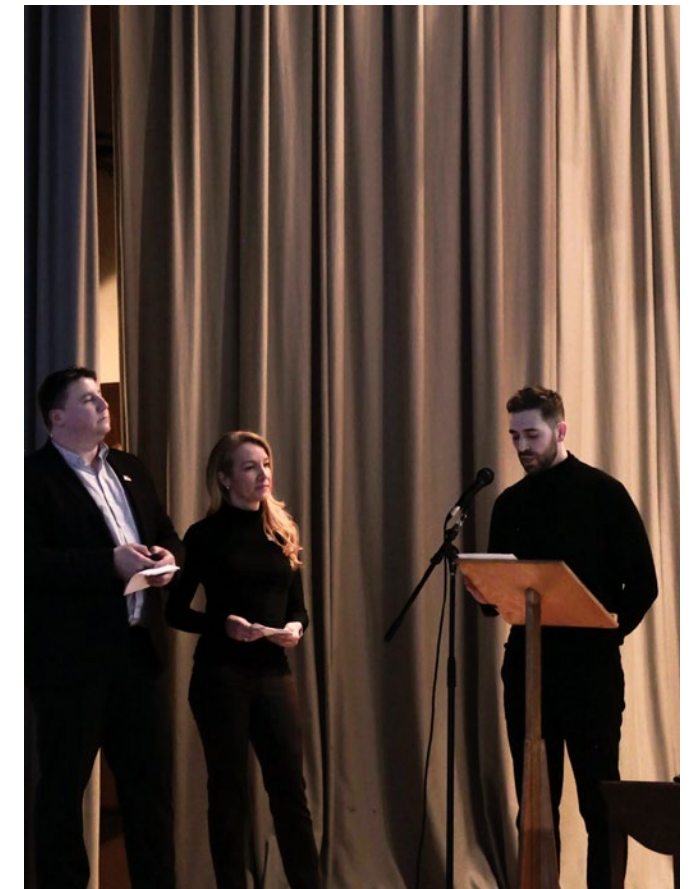
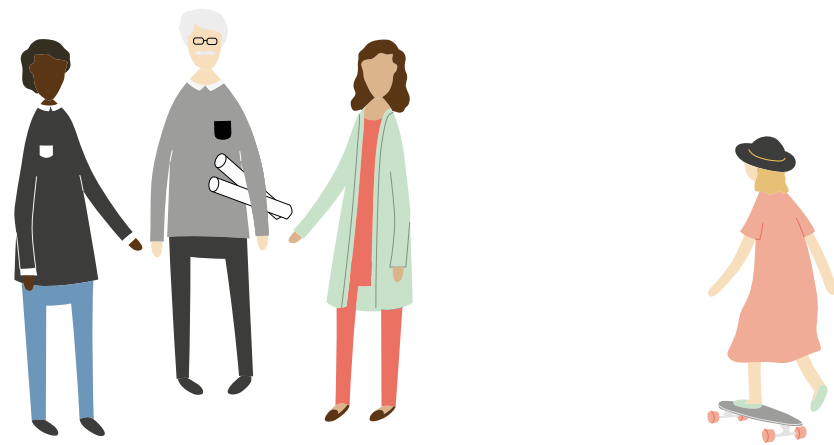
Support staff member, Pierre-Elliott-Trudeau Elementary School in Gatineau

"I like the free spaces available to everyone, in direct contact with nature."

Student, secondary I

"All of the projects give attention to and place importance on the children's view of the world and their school. Academic motivation is central to the projects."

Anonymous



In parallel with the architectural design competition, which encompassed five projects, Lab-École participated in the Québec City Lab-École project, following a specific approach. Together with the Capitale region school service centre and the work committee, the Lab-École team piloted the project's sketch. It based itself on the work the committee had started in the fall of 2018 (to define the future school's vision and needs) and on the research-creation conducted simultaneously.

The Capitale region school service centre wanted to evaluate two scenarios: either renovating and expanding the current building or building a new school. Lab-École's design team produced sketches reflecting these two scenarios, and the school service centre chose the option that would provide the best living environment for the students and school staff.

Once the choice was made, Lab-École gathered a team of engineering professionals (Tetra Tech – mechanical and electrical engineering, Tetra Tech – structural and civil engineering, Martin Roy et Associés) to design the project's sketch. In winning the school service centre's qualitative public call for tenders, the ABCP Architecture firm was commissioned to produce the plans and specifications according to Lab-École's sketch.

It should be noted that the project's various stages of development were carried out in collaboration with the Capitale region school service centre's representatives, who were very committed and involved at all levels. They demonstrated boldness, innovation and leadership throughout the process, which proved to be a key element in the success of this atypical design approach.

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272 Expansion and Renovation

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280 Work Committee

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Project Context

The Québec City Lab-École school, a project by the Capitale region school service centre, will be located in Vieux-Limoilou, at the edge of the Vanier neighbourhood. Demographics in this area have increased significantly in the past several years, which has led to overpopulation in the three local elementary schools. The new school will thus provide a solution to the new demographic conditions while also bringing a major revitalization to this part of the city, which has a high poverty rate.

Municipality The future school will be in the vibrant, bustling Limoilou neighbourhood in the western section of Québec City. This rather dense residential neighbourhood contains mainly two- and three-storey buildings (mainly duplexes and triplexes), some with small businesses near street level. Since the neighbourhood is calm and the streets have sidewalks, the school is easily accessible via active transit, mainly on foot. There are also several green spaces within a 1.6 km-walk, including the Cartier-Brébeuf park along the Saint-Charles River, the Grand Marché de Québec market just a few steps away and the Patro Roc-Amadour community centre, which offers several activities for children.

Site The school will be located at the corner of François-Ier Avenue, where the existing school's entrance is currently located, and De L'Espina Street. Since the ground slopes downward from the front door, the entrance is divided into two levels. Mainly asphalt, the higher level is surrounded by mature trees that provide superb green coverage, which will be preserved. This topography serves as a basis for designing the school and its schoolyard.

Project The school will have 20 classrooms—4 preschool and 16 elementary—as well as shared learning and eating spaces. Given the future clientele and the neighbouring population, the school has a strong community and social mission. Since the area is rather dense, the project favours a vertical typology and uses the roof space to increase the capacity for outdoor play areas.

Vision and Architectural Program

And inclusive school that feels like family

Inclusion is an essential value of the Québec City Lab-École school due to its particular context and various poverty-related issues. The project's primary mission is to offer a gathering place, for children and the community, where not only the equipment is shared, but also its values and commitment. The school is intended to serve as a huge "house" the children see as a second home, where they can develop a strong sense of belonging and pride. Through a close partnership with the community, the project aims to make school success a top priority. Parents are involved at the school through the childcare service, which serves as the literal gateway for the neighbourhood children. The school is a welcoming and reassuring place for the students who are there every day, but also for the parents who need it as well. As future contributing members of society, creative children and independent thinkers, the Québec City Lab-École students will develop their critical thinking and becomes accustomed to working with both children and adults.

Several spaces are dedicated to instilling these values. First, the collaborative space encourages students to share and learn together, since they can be grouped by cycle there. This space next to the classrooms serves as the doorway to each class, as students exit the coatroom. This arrangement eliminates the need for hallways and uses all the school's space for teaching. It can also be used for collaborative projects in different learning environments and encourages student independence by allowing them to work outside of the classroom. Second, the large tiered-seating area is the hub of the school, acting as a gathering place. At the very heart of the school and close to the dining hall, this area is part of the students' daily life. Besides being a place to eat in, it is also where special events are held, like the end-of-the-year show or parent meetings. During school hours, this multipurpose space can be used by teachers and students for learning activities.

A community and social mission

The school's geographic location and the neighbourhood's socio-economic context justify its strong desire for an open connection with the community. Given this vocation, the shared facilities are located together so they are easier to share and so citizens can access them after school hours. Facilities like the gym, community gardens, vegetable garden, kitchen and art studio will bring life to this sector of Limoilou through to the evening and will increase the cultural activities available.

With this openness to the neighbourhood, the school will encourage everyone in the community to be involved, with children at the core. By cultivating openness, creativity, sharing and the fulfillment of all its users, the Québec City Lab-École will create curious-minded children who are involved in their community.

Step 1

Scenarios

272 Renovation and Expansion
Les passerelles

276 New Build
L'école en paliers

280 Work Committee
The Work Committee's Choice

Les passerelles (the walkways)

Renovation and expansion

The Québec City Lab-École project is guided by the goals of incorporating volumes into the site and ensuring the school is open to the surrounding community. This takes shape through the addition of a community hub that acts like a beacon at the corner of the lot and a sports hub at the back of the schoolyard. The existing school and its two new pavilions are connected by glassed-in walkways that facilitate access to the entire site. The placement of the new volumes also encourages sharing and openness to the community by creating access to one or more parts of the school.

In the morning, students enter via the covered walkway between the community pavilion and the existing school building. Once in the courtyard, the children find a play area surrounded by volumes and walkways that merge with the green landscaping. This outdoor area is located on different levels since the sports pavilion rooftop also serves as a space for play. An opening to the gym below provides a choice view of the activities taking place. Next to the existing building, a garden level creates a sunken space that connects the outside area to the preschool collaborative space. From the courtyard, the external passageways and stairs lead to the coatrooms at the end of the hallway, which helps keep the school floors dry.

Inside, the spaces are set up as learning streets and communities. The main circulation axis occasionally opens up to create small areas that are ideal for collaborative work. These cooperative areas have tiered seating, making them popular spaces where students from different grades can connect. With movable furniture here and there, the passageways become little outdoor learning streets that are easily accessible from the collaborative spaces and the classrooms. The various plantings enable the children to watch how plants and vegetables grow, and over time, will form a green filter on the southern wall.

The elementary school's expansion, working with the existing site and built heritage, will create an open, community gathering area for the residents of the Limoilou neighbourhood.

Lab-École

Tetra Tech - Mechanical and electrical engineering
Tetra Tech - Structural and civil engineering
Martin Roy et Associés inc.



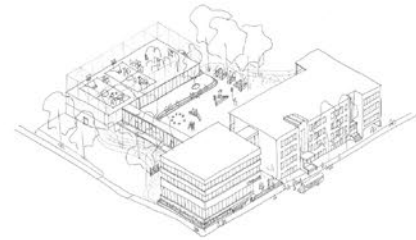
Les passerelles

Le projet de l'école de Madawaska s'inscrit en tous points avec le vision du Lab-École. Chaque projet d'architecture réveille toutefois une valeur particulière par son contexte géographique, sa clientèle et par les interactions pédagogiques de l'équipe-école et de la commission scolaire de la Capitale.

L'école de Madawaska une école inclusive comme une deuxième famille. Située à l'extérieur du quartier Limoilou, dans un quartier peu peuplé, l'école de Madawaska est une école qui accueille des enfants de la maternelle à la 6^e année. Le bâtiment propose un espace d'ouverture et de partage à la fois par ses équipements, mais aussi par son volume et son engagement. L'école doit offrir une grande variété de formes, de matériaux et de couleurs qui reflètent son caractère d'appartenance et de fierté. Madawaska est la deuxième école de l'école par un partenariat avec un entrepreneur. L'objectif des parents, ce n'est pas de créer une école qui soit un lieu de service de garde, véritable porte d'entrée à l'école. Ainsi, l'école de Madawaska se veut bienveillante et accueillante pour les enfants qui y passent leur journée, mais aussi pour les citoyens qui en auront besoin.

Une école inclusive, commerciale et sociale. La position géographique de l'école ainsi que son contexte socio-économique environnant justifient un grand besoin d'intégration de la communauté. Ce projet est également un lieu de rencontre, de liens communautaires, de liens, de valeurs, de médiation et de liens d'entraide. L'école doit offrir un espace de rencontre et de partage à la fois par ses équipements, mais aussi par son volume et son engagement. L'école doit offrir une grande variété de formes, de matériaux et de couleurs qui reflètent son caractère d'appartenance et de fierté. Madawaska est la deuxième école de l'école par un partenariat avec un entrepreneur. L'objectif des parents, ce n'est pas de créer une école qui soit un lieu de service de garde, véritable porte d'entrée à l'école. Ainsi, l'école de Madawaska se veut bienveillante et accueillante pour les enfants qui y passent leur journée, mais aussi pour les citoyens qui en auront besoin.

Enfin, l'école doit développer l'ouverture, la créativité, le partage et l'apprentissage chez tous les élèves. Madawaska forme des enfants curieux et engagés par un apprentissage qui leur permet de découvrir le monde et de partager leur expérience.



Cloupe transversale
1:500
Ouest - Rue de l'Église



Élévation Est
1:500
Rue de l'Église



Cloupe longitudinale
1:500
Ouest - Rue de l'Église



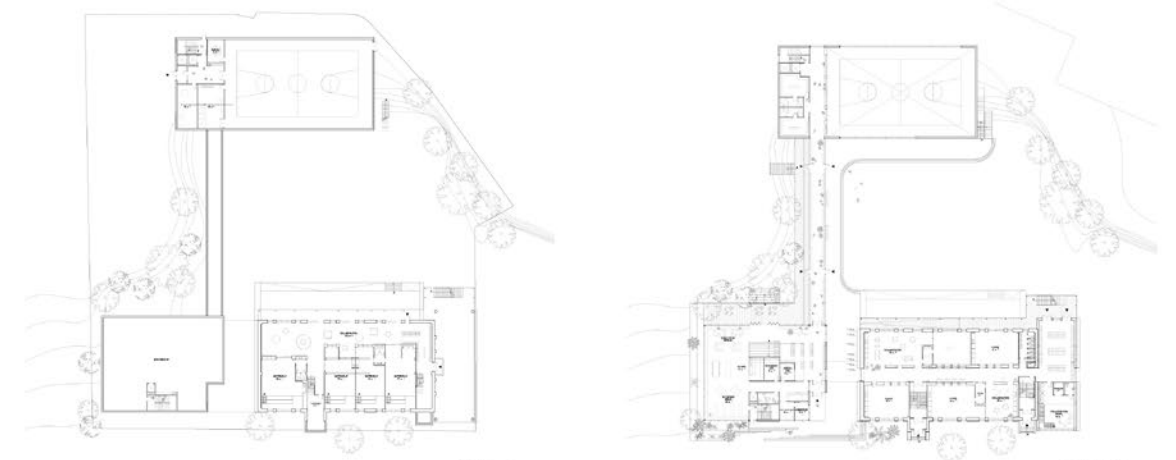
Élévation Nord
1:500
Rue de l'Église



Cloupe transversale
1:500
Ouest - Rue de l'Église



Élévation Sud
1:500
Rue de l'Église



Plan du Niveau 0
1:500
Préfabrique / Garage



Plan du Niveau RSC
1:500
Porte / Bibliothèque / Café



Plan du Niveau 1
1:500
Porte et Classes polyvalentes



Plan du Niveau 2
1:500
Porte / Classes de cours



L'école en paliers

(multi-level school)

New build

The multi-level school is the driving concept behind the project. Following from this notion, the schoolyard extends to the rooftops and expands, on all the levels, the indoor learning spaces toward the outdoors.

The project consists of three volumes. The first, on François-Ier Avenue, hosts the school's community activities. The second houses the preschool and first-cycle grades on the courtyard level. These two lower volumes form a brick base that, with its arcades, mimics the look of the duplexes in the Limoilou neighbourhood. The top and last volume is intended as learning spaces for the second- and third-cycle students.

The arrangement of the three volumes creates a large covered entranceway. In the morning, students enter via this threshold, which connects the school to the neighbourhood by concretizing a dialogue between the school and its surrounding environment. Once they enter the yard, the students then have access to a series of outdoor passageways that lead to the floors where the shared coatrooms are located. The students can leave their coats and boots there before going to their learning sector, keeping the school floors clean and dry.

The interior of the preschool/first-cycle volume adopts the learning street model, while the second- and third-cycle section is designed in learning communities. As such, the classroom spaces are grouped by cycle and revolve around easily accessible collaboration areas. Given the school's community vision and the desire for shared infrastructure, the common spaces are grouped together to make it easier to share them with the community after school hours. The gym, library, art studios, kitchen, dining area and vegetable garden are all accessible via the school's heart.

The new elementary school will achieve a sustainable architectural identity that will make it possible to build a true shared school and community space unique to Limoilou.

Lab-École

Tetra Tech - Mechanical and electrical engineering

Tetra Tech - Structural and civil engineering

Martin Roy et Associés inc.



L'école en paliers

Le projet de l'école de Stadacona s'inscrit en tous points avec la vision du Lab-École. Chaque projet d'architecture réalise toutefois une saveur particulière par son contexte géographique, sa clientèle et par les intentions pédagogiques de l'équipe-école et de la commission scolaire de la Capitale.

École de Stadacona une école inclusive comme une deuxième famille. Située à l'intersection ouest du quartier Limoen, dans un contexte particulier de l'école de Stadacona, elle est une valeur ajoutée de Stadacona. L'école accueille les enfants de la maternelle à 6 ans à 6 de année. Sa mission première est d'être l'occasion de se rassembler et de partager la force des équipements, mais aussi par ses valeurs et son engagement. L'école est conçue en étroite collaboration avec les parents, les enseignants et le personnel de l'école. Elle est conçue pour être un lieu de vie et de partage, un lieu de rencontre et de collaboration. Elle est conçue pour être un lieu de vie et de partage, un lieu de rencontre et de collaboration.

Une école à vocation communautaire et sociale. Le projet géographique de l'école est un contexte socio-économique intéressant. Elle est conçue pour être un lieu de vie et de partage, un lieu de rencontre et de collaboration. Elle est conçue pour être un lieu de vie et de partage, un lieu de rencontre et de collaboration.

Équipement, l'école offre divers services, la créativité, le partage et l'apprentissage. Elle est conçue pour être un lieu de vie et de partage, un lieu de rencontre et de collaboration.



Coupe longitudinale
1:500
Dessin de François P.



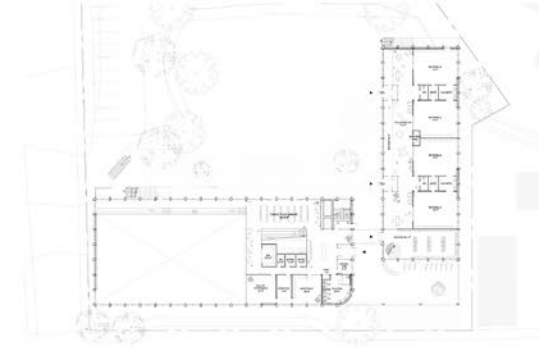
Coupe transversale
1:500
Dessin de François P.



Élévation Nord
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Dessin de François P.



Élévation Est
1:500
Dessin de François P.



Plan du niveau -0.5
1:500
Dessiné et colorié par l'architecte



Plan du niveau 1
1:500
Dessiné et colorié par l'architecte



Plan du niveau 2
1:500
Dessiné et colorié par l'architecte



Plan du niveau 3
1:500
Dessiné et colorié par l'architecte



The work committee's choice

The Capitale region school service centre had the choice of either renovating and expanding the existing school building or building a new school. The work committee concluded that the new build project, called L'école en paliers (multi-level school), would best meet the students' needs.

First, the inherent qualities of the new build enticed the committee since they fulfilled the vision that arose from the joint consultation. This vision is manifested in the new building's shared learning spaces, located close to the classrooms, and by the friendly gathering aspect of the central tiered-seating area, which faces the courtyard and thus provides a direct connection to the outdoors.

Many other elements of the new build also contributed to the project's appeal. First, the expansion project would have required building on a part of the site with a large section of contaminated ground. Second, the renovation project also required the building to meet seismic standards, which would have meant major modifications to its envelope and structure. The many other changes that expert reports said would be necessary made the existing building an unfavourable choice.

Consequently, given the amount of work that was needed, a significant portion of the budget would have had to go to ensuring the compliance of the site and the existing building, to the detriment of architectural quality and the program elements intended for the students' well-being. While it is sad to remove a building representing years and years of teaching, the new build scenario was selected to create the best learning environment possible and to maximize the potential for the students and the community.

Committee Members

Marie-Ève Allard

Architect

Gabrielle Bégin

Parent

Martine Carles

Childcare Service Manager, Des Berges school

Suzanne Caron

Educational Advisor,
Capitale region school service centre

Mireille Dion

Assistant Director General of Educational Affairs,
Capitale region school service centre

Sonia Doucet

Principal, Grande-Hermine school

Chantale Fortin

Teacher, Saint-Fidèle school

Benoît Gingras

Commissioner, Capitale region school service centre

Natacha Jean

General Manager, Lab-École

Jérôme Lapierre

Architect, head of the Physical Environment cornerstone
and of the design team, Lab-École

Denis Morin

Accompaniment and Evaluation
Coordinator, Lab-École

Chantale Poirier

Principal, Saint-Paul-Apôtre school

Ian Renaud-Lauzé

Parent

Manon Roy

Community Organizer,
Capitale-Nationale integrated university health and social
services centre (CIUSSSCN)

Magella Savard

Head of Childcare Services
Capitale region school service centre

Laurélie Trudel

Executive Coordinator at the Food Quality Observatory,
Institute of Nutrition and Functional Foods (INAF)

Richard Vallée

Assistant Director General of Administrative Affairs,
Capitale region school service centre

Elisa Verreault

Head of the Healthy and Active Lifestyle and Nutrition
Cornerstones, Lab-École

Suzanne Verreault

Municipal Councillor, Limoilou District,
Member of the executive committee, president of the
urban planning and conservation commission (CUCQ)

Step 2

Sketch

A Word from Mireille Dion

Assistant Director General of the Capitale region school service centre

A look into the Lab-École process

The approach the Lab-École team suggested for designing our new school in Limoilou gave us the chance to experience an extremely interesting process.

Early in the project's design process, a work committee was created with members of the future school's administration, parents, teachers, community representatives, local elected officials and members of the Capitale region school service centre (educational advisors, childcare managers). The committee consulted on and analyzed the project to ensure that the architectural proposal for the school met the needs of the students and community as much as possible. This collaborative approach helped us discern the key educational elements of the project, notably the focus on family, school and community, as well as the integration of education and sustainable development. Our needs analysis is still underway, as are our discussions on the schoolyard design and active transportation.

The guidance we received from the Lab-École team and the input of everyone who contributed to the discussion and our progress were highly valuable, and taught us a different way of doing things. Thinking about best practices, involving the community and working together to ensure children's global development are extremely noble gestures! Our organization is already exceedingly proud of the future Limoilou school!

284 L'école en paliers

Sketch

L'école en paliers



Lab-École + ABCP architecture

Pageau Morel associés

Martin Roy et Associés inc.

Tetra Tech - Mechanical and electrical engineering

Tetra Tech - Structural and civil engineering

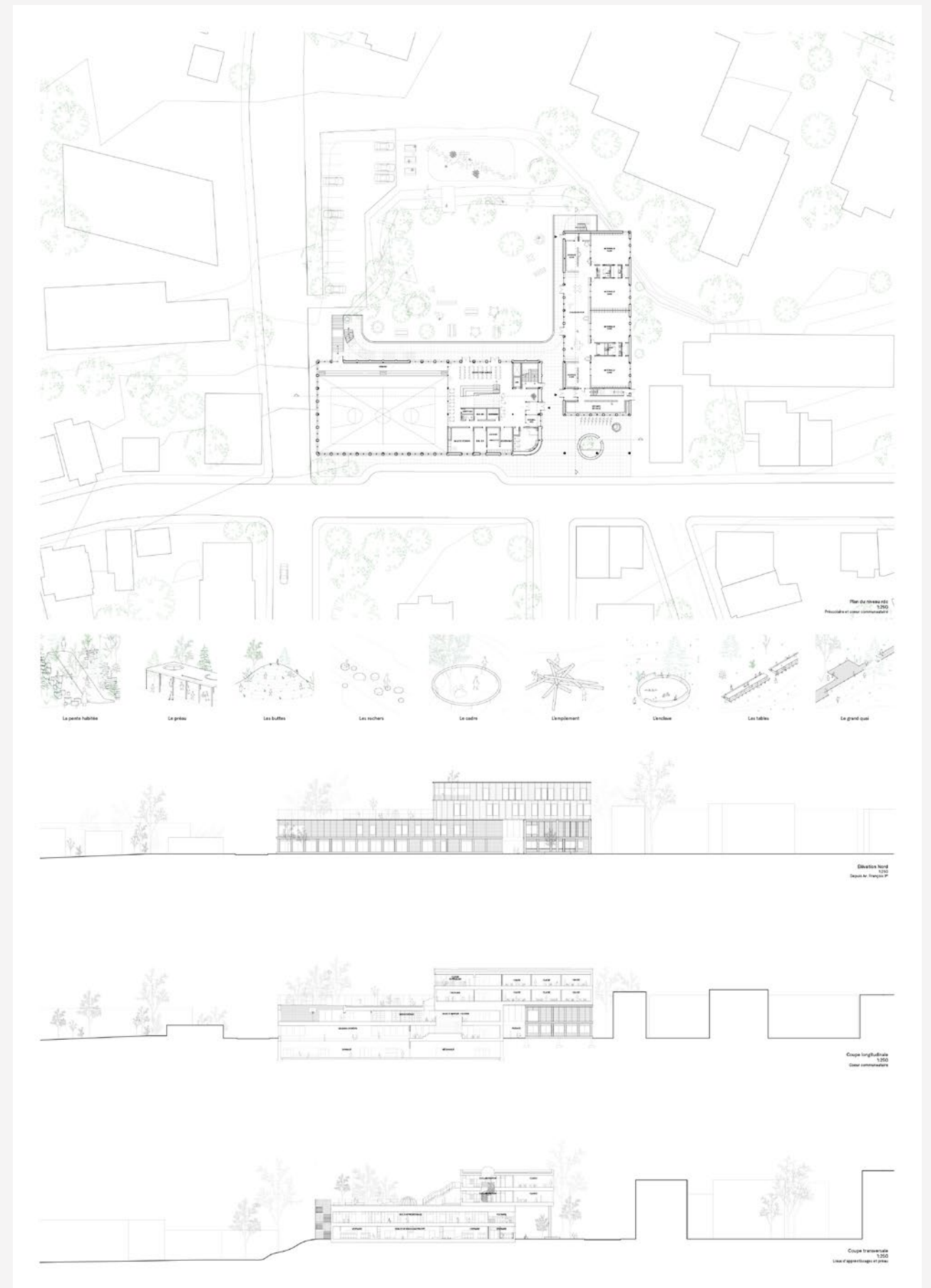
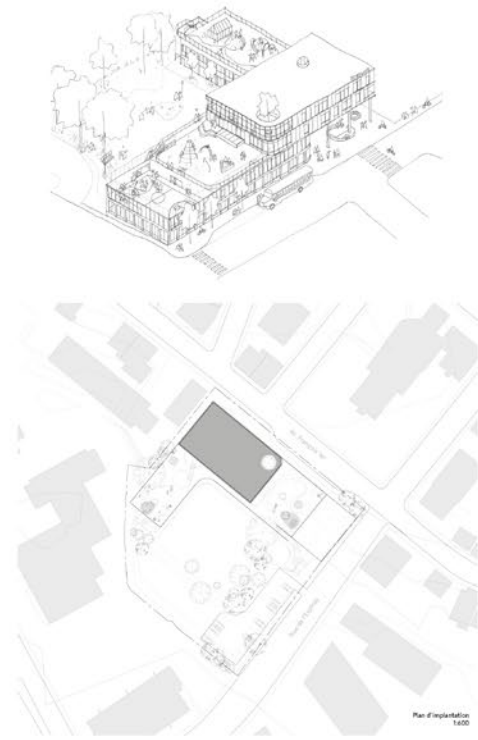


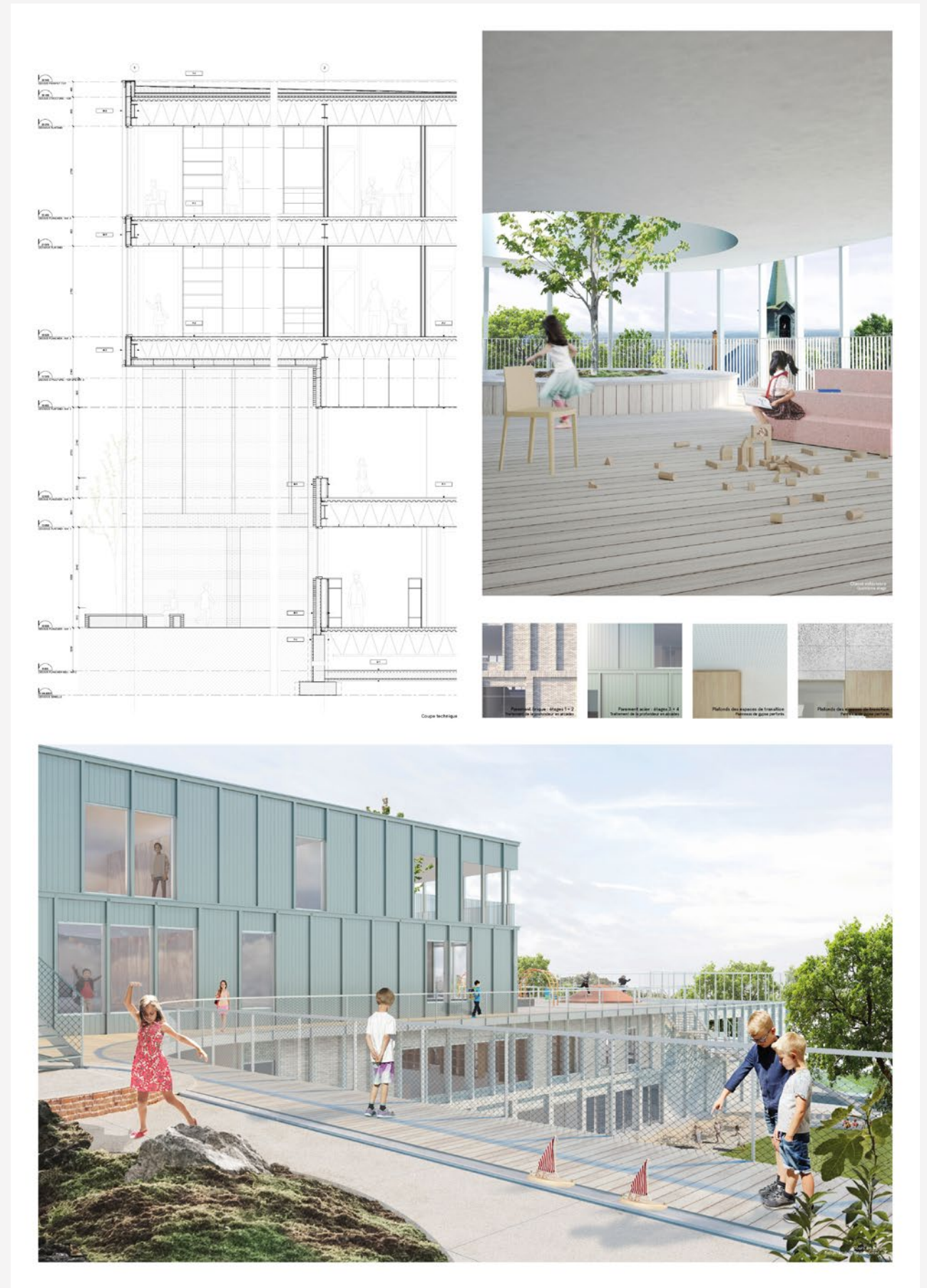
L'école en paliers

L'école en paliers est l'élève qui change le concept et la forme du projet. Le projet d'école se développe sur les bords et donne accès à l'extérieur sous les niveaux comme un bâtiment de l'apprentissage. Le projet d'école se développe sur les bords et donne accès à l'extérieur sous les niveaux comme un bâtiment de l'apprentissage. Le projet d'école se développe sur les bords et donne accès à l'extérieur sous les niveaux comme un bâtiment de l'apprentissage.

Le projet est conçu en partie pour le modèle de la rue d'apprentissage (learning street) - un modèle de rue qui favorise l'apprentissage et le développement des enfants. Le projet est conçu en partie pour le modèle de la rue d'apprentissage (learning street) - un modèle de rue qui favorise l'apprentissage et le développement des enfants.

La nouvelle école de Limoënne veut créer une image architecturale identitaire et durable, permettant le développement d'un véritable milieu de vie scolaire et communautaire unique au quartier de Limoënne.





Winners

292 **Maskinongé Lab-École School**
Rendez-vous sur la galerie
Paquet - Taillefer + Leclerc (consortium)

300 **Saguenay Lab-École School**
Les classes du versant
etienne bernier architecture +
APPAREIL Architecture + BGLA

308 **Shefford Lab-École School**
Nouveaux horizons
Pelletier de Fontenay + Leclerc

316 **Rimouski Lab-École School**
Mon école buissonnière
Lapointe Magne & associés + L'OEUF

324 **Gatineau Lab-École School**
Au cœur de la cour
DMA Architectes

332 **Québec City Lab-École School**
L'école en paliers
Lab-École + ABCP architecture



Note: The texts in this section were taken from the architecture firms' submissions to the competition.

Maskinongé Lab-École School

Paquet - Taillefer + Leclerc (consortium)

Stantec
Mousse architecture de paysage
Christian Robert de Massy



Maskinongé Lab-École

Paquet - Taillefer +
Leclerc en consortium

Chemin-du-Roy school service centre

Rendez-vous sur la galerie (meet you on the veranda)

Inspired by the learning street model, this project proposes creating an educational journey through the entire Saint-Joseph school site. The placement strategy gives the extension a distinctive presence on the street specific to the three roads around it and maximizes the schoolyard space.

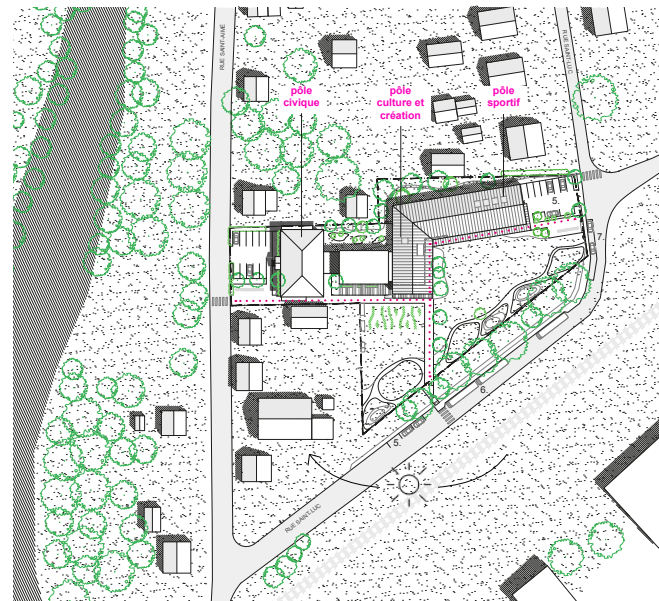
On Saint-Aimé Street, the existing school remains unchanged, keeping its original appearance. This building serves as the civic hub of the project and maintains its address and its official status as the heart of the village.

In continuity with the existing pavilions, the extension unfolds eastward as a long volume, linking the civic hub to the shared spaces of the cultural and creative hub in the middle of the lot, and extends all the way to the sports hub ending at Saint-Luc Street. The learning street connects these hubs and provides a series of shared spaces along the circulation areas.

Outside, the hubs are linked by a long covered veranda and a covered area where students and the community can gather. They can also use this connection to cross the neighbourhood. Entrances from the veranda provide access to different parts of the school.

The added volume turns toward Saint-Luc Street on the south side. A new way to access the school passes through the line of mature trees bordering the street and schoolyard and connects the new bus drop-off/pick-up area to the culture and creative hub located in the heart of the extension. This path is the students' main entrance.

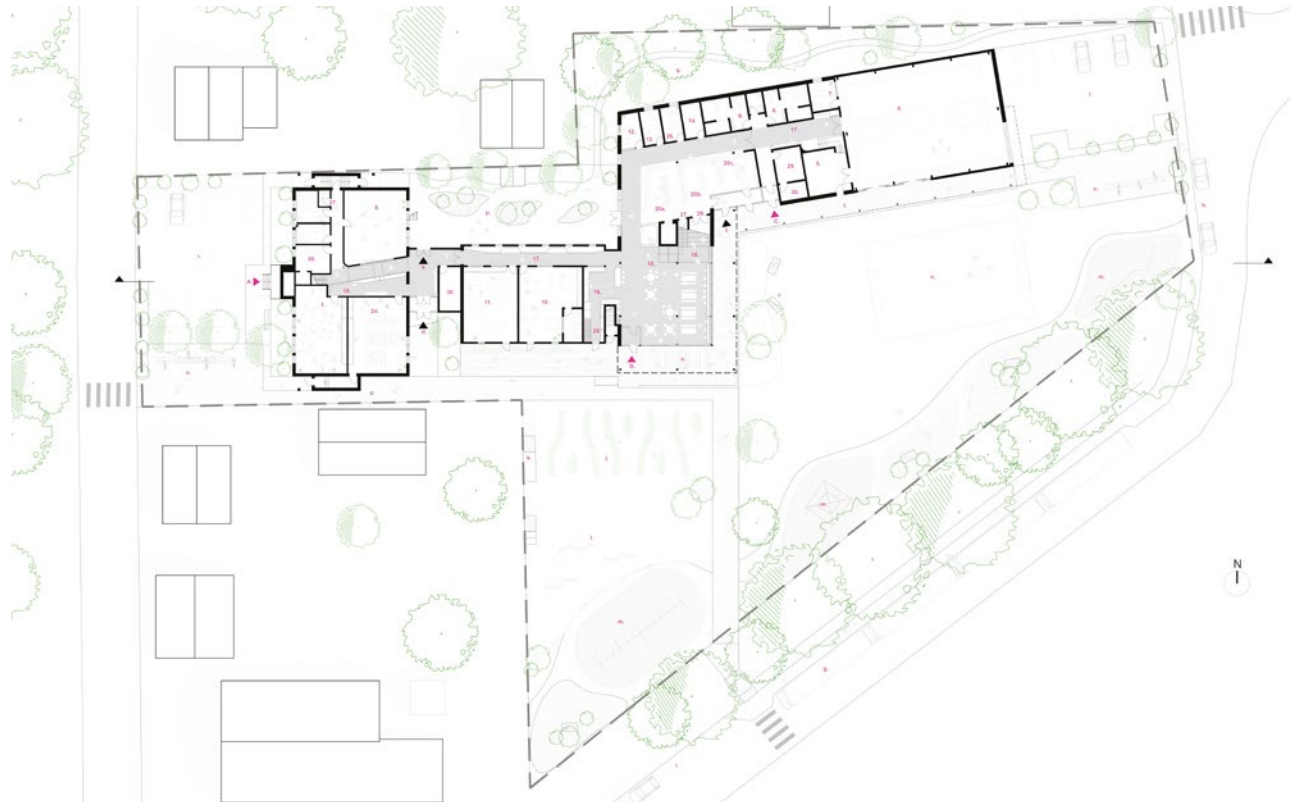
Placing the addition along the lot's northern border saves an immense part of the site to be used for a south-facing schoolyard and community gardens.



The common spaces on the southern side benefit from passive solar heat. A wooded area planted between the expansion and the northern border acts as a filter between the school and the neighbouring buildings. This also ensures that citizens living in the residential sector north of the school still have privacy.

The project's volumetry is inspired by the scale of the built heritage in Maskinongé and its visual identity, characterized in part by simple, straightforward shapes and materials, seen in the gabled roofs and lovely wood-covered porches.





Three receptions hubs

Civic hub:

- located in the existing building, closely tied to activities on Saint-Aimé Street
- contains administrative and support staff offices and the preschool
- opens to the learning street from the main entrance and stairway
- includes the kindergarten classes' small green courtyard and has its own access to all the play areas

Cultural and creative hub:

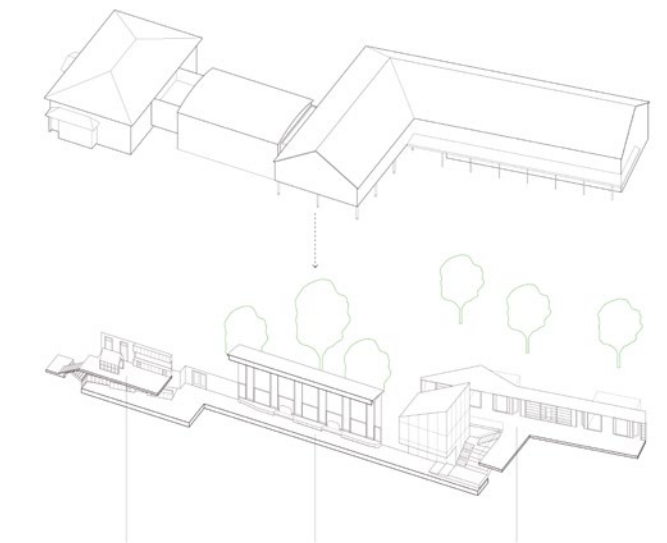
- located at the heart of the site, with a direct connection to the gardens
- contains the studios (in the former gymnasium), dining hall, kitchen and tiered seating
- is easily accessible by the community and childcare service through several direct entrances
- acts as a smooth, fun connection to the learning street on two levels, because of the tiered seating

Sports hub:

- located at the north-eastern end of the site
- houses the gymnasium and spaces for other sports
- is accessible from Saint-Luc Street by walking along the outside covered veranda
- provides a view of and access to the Maskinongé Lab-École sports field

Learning street:

a playful path from kindergarten (four years old) to grade 6



Preschool sector

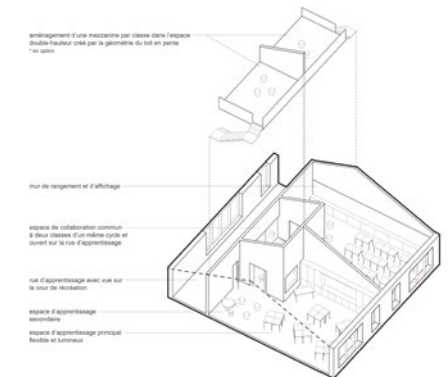
The school's preschool students take their first educational steps in the existing school. The building's size creates a welcoming and reassuring environment. Its location at the western end of the site sets it apart somewhat and provides spaces that are best adapted for the youngest students. The cubby areas and classrooms are designed for their size.

At the bottom of the stairway between the first and second floors is a fun ramp for play and circulation that opens onto the learning street, which continues to the other end of the site. It passes the motor skills development room and provides access to the small courtyard between the existing pavilions and the extension.

The small courtyard is versatile and multi-purpose. It can be used as an outdoor motor skills development area for preschool students. Several planted areas bring life and green to the space but still leave plenty of room to play or learn lessons. Elementary students are also welcome to use the space for class time.

Elementary sector

Each day begins with a pleasant walk along the veranda. The elementary students' coatroom is divided into cycles so they have furnishings and storage units that are suitable for their size and level of autonomy. The classrooms are easily accessible from this space through two vertical connections and an elevator.



Most of the classrooms enjoy natural light from the north and views of the trees. Their L-shaped configuration makes it easy to split them into distinct secondary zones. The extra height from the slanted roof provides the opportunity to create a mezzanine in each classroom. Collaborative spaces connect the classrooms to the learning street. The library is also dispersed throughout these bright, lively circulation spaces.



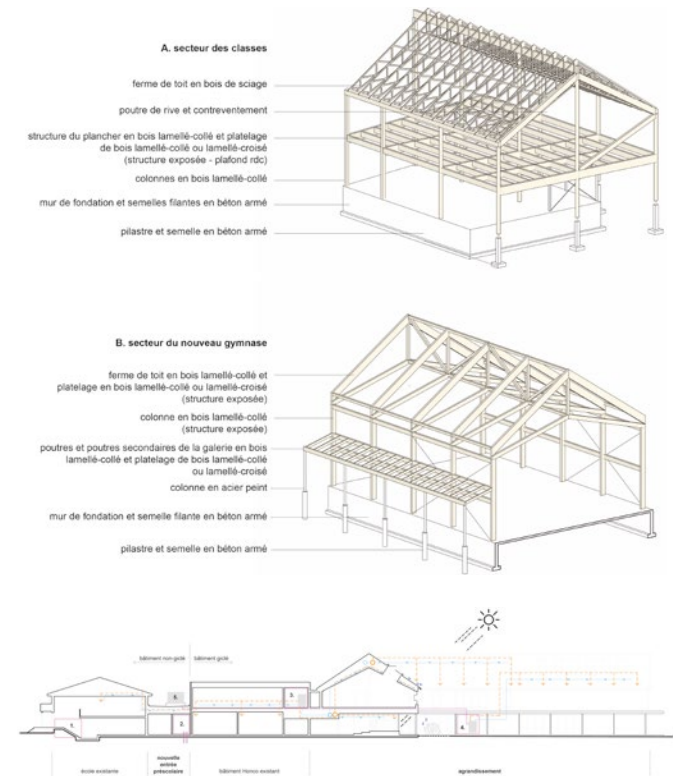
Sustainable strategies and collaborative vision

The volumetric simplicity and geographic orientation of the extension meets the most optimal conditions for bioclimatic design and promotes the integration of passive systems (maximizes the integration of natural light and ventilation, heat capture via thermal mass, water collection to irrigate the garden, etc.).

The extensive use of wood

- helps promote local industry;
- prioritizes an economic structural system and encourages the appreciation of wood by using a hybrid structure combining light framework and a timber structure; and
- means the materials selected are insulating, have a simple finish and are healthy and natural.

In collaboration with the Lab-École team and staff from the Saint-Joseph school, this project aims to create an inspiring, adaptable and inclusive environment.

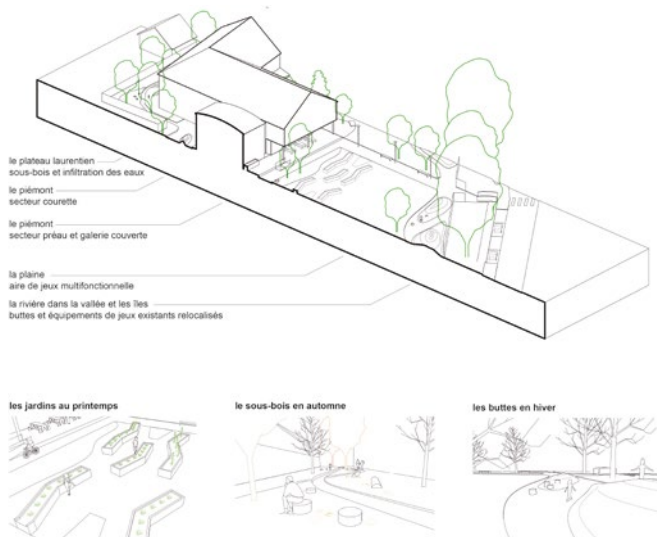


Outdoor environment

The outdoor spaces are used to their full potential to provide a green, healthy area for students and the community. Inspired by the sweeping landscapes of the Saint Lawrence River valley, where Maskinongé is located, these spaces provide a variety of gathering, play and discovery areas.

The river runs through the valley at the southern section of the schoolyard, echoed in the schoolyard in a pattern of imaginary islands and knolls interspersed with play structures where children can explore and physically challenge themselves. The field, a wide-open grassy space for sports, is in the middle of the schoolyard. Also in this fertile green space are the vegetable gardens, where students learn market gardening. The base of the foothill is at the very heart of the site. This slightly elevated area is covered, so the children can watch the activities happening in the schoolyard or take refuge from the sun. North of the extension is a wooded area with the finest species from Quebec's forests that represent the Laurentian Plateau. This area also serves a bioretention zone and helps water runoff from the roof enter the soil.

The bus and car drop-off/pick-up areas and parking lots are spread out on the site to safeguard students, to prevent bottlenecks during peak hours and to preserve space for the schoolyard. The access paths for pedestrians and cyclists are also well defined and encourage active transportation.



Credits

Paquet + Taillefer | Leclerc
 Pascal Beaudoin, Architect
 Thomas Gauvin-Brodeur, Architect
 Véronique Meunier, M. Arch.
 Loann Vignon, Administration
 Lucie Paquet, Architect
 Hugues Patry, M. Arch.
 Paulette Taillefer, Architect

Stantec

Stéphane Gignac, Electrical Engineer
 Marc-André Trépanier, Mechanical Engineer
 Gabriel Lacoursière, Mechanical Engineer
 Jacques Lavoie, Civil Engineer
 Fernando Junior Leblanc-Carrera, Structural Engineer

Mousse architecture de paysage

Charlotte Gaudette, Landscape Architect
 Victoire Herrenschmidt, Graduate in Architecture

Collaborator

Christian Robert de Massy, Illustrator

Saguenay Lab-École School

etienne bernier architecture +
APPAREIL Architecture +
BGLA

Rousseau Lefebvre
Collectif Escargo
LGT



Saguenay Lab-École School

Rives-du-Saguenay school service centre

etienne bernier architecture +
APPAREIL Architecture +
BGLA

Les classes du versant (hillside classrooms)

A shelter, a burrow, a cocoon... an enveloping warmth, a place that feels good. A welcoming nest that teaches us until we're ready to fly on our own. A school whose residential architecture influences the surroundings. This environment is the fertile ground where children can draw from their sources, sharpen their unique skills, interests and abilities. A home to grow in, to be your true self, to feel at ease, to take care of yourself and others.

Architectural scheme

The new Marguerite-D'Youville school is meant to reflect a typical Saguenean living environment, a village with strong ties to its natural environment that is rooted in the culture of its inhabitants. The building is separated into distinct individual "homes" that are laid out around an outdoor courtyard and connected by glassed-in circulation spaces. The architectural element intends to deconstruct the conventional school with its institutional look, and turn it into a friendly, accessible and welcoming space for children. Further, it also aims to construct buildings scaled for children, split a complex program into understandable volumetry and provide various reference points. The project is imbued with the school's pedagogical "Nurture" approach, and comes to life in this calming and familiar architecture.

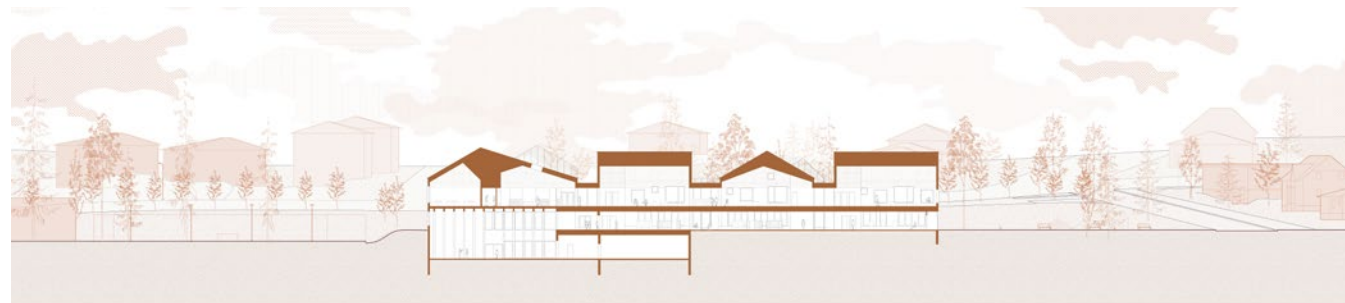
Placement

The project sits snugly on Boily Street, offering a street view of a facade that blends perfectly with the neighbouring residential fabric, while also appearing inviting to passers-by. This fits well with the idea of turning the street into a one-way to create a safer environment for children that also emphasizes active transportation and road-sharing.

The building's U shape creates a safe inner courtyard that's ideal for recreation and learning activities. Designed with climatic changes in mind, the built sections' morphology places this outdoor space facing due south, and also protects it from the dominant year-round winds, creating a pleasant microclimate that varies with the days and seasons.

Given the hilly topography, the building has two main levels: the entrance from the street is on the first floor, while the garden level is accessible from the courtyard.

The zones initially planned on the first floor during the first stage were moved to make it possible to use wood framing (*National Building Code of Canada*) and accentuate the building's residential character. The gym is located in the lower section of the lot, at the same level as the existing sports fields.





Program

The Marguerite-D'Youville school is a microcosm, a small village, where each segment works as an independent neighbourhood, and then comes together to meet at a middle point in cheerful, vibrant common spaces.

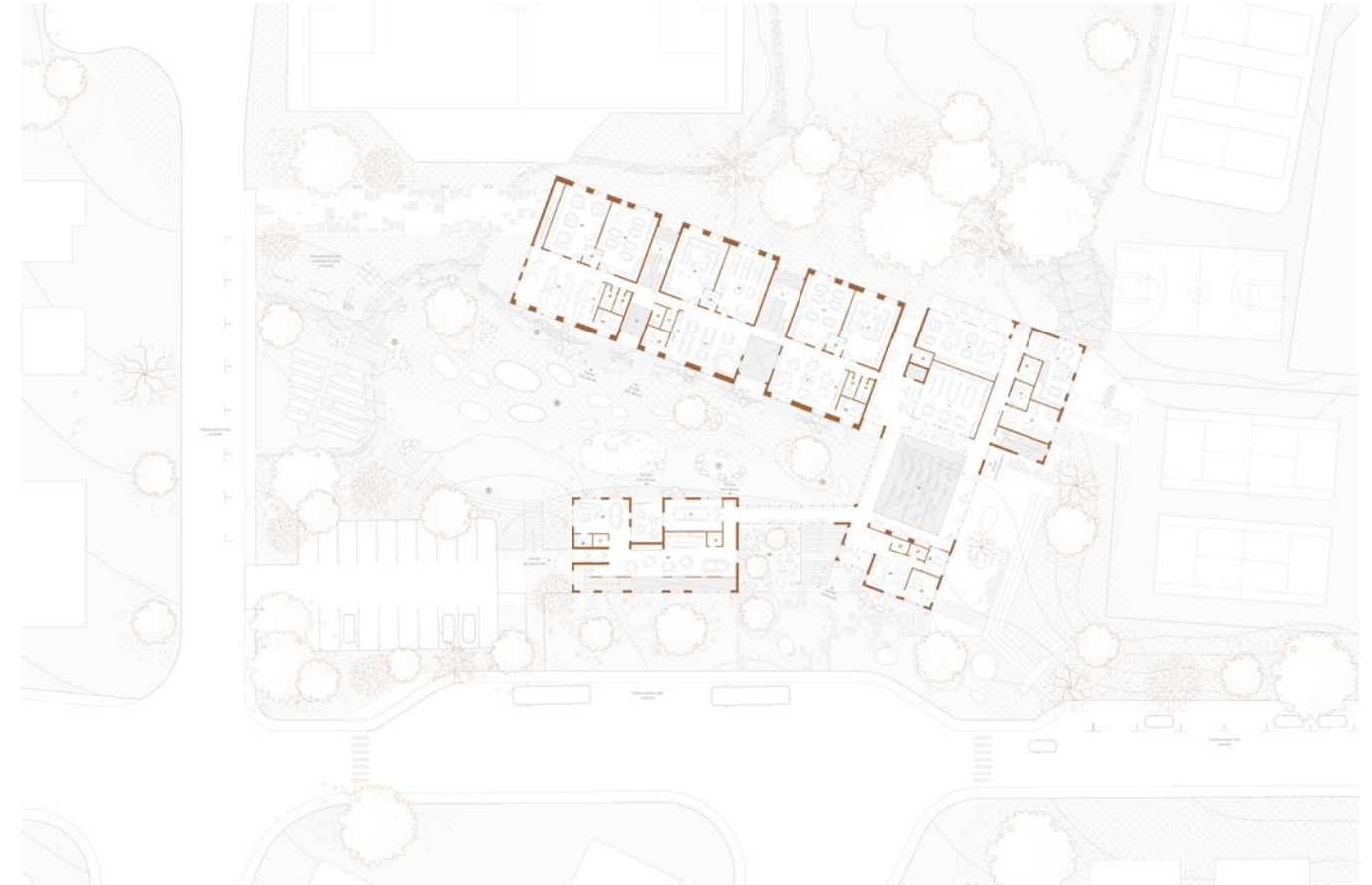
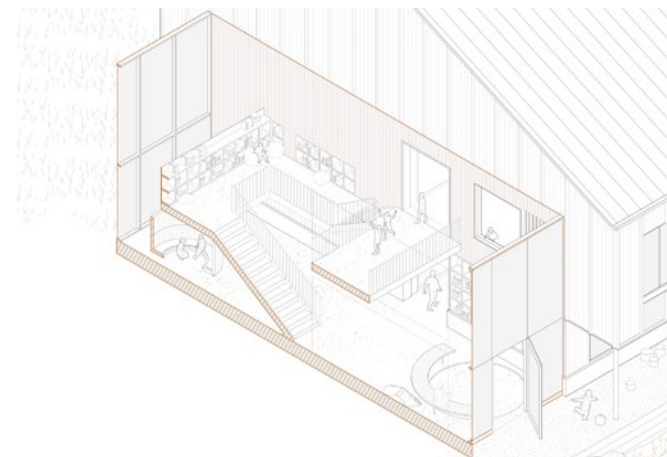
The project has three main built sections. One includes the spaces that are open to the community. The two others house the learning communities and staff rooms and offices.

There are several entrances that are designed to be accessible for the variety of users. Students enter directly into their learning community from one of the many entrances, including an exterior stairway at the main entrance. Next to the stairway is a second indoor entrance to the administrative area. On the eastern end, an independent community entrance provides direct access to the sports facilities, whether school is in session or not. The western side has a staff entrance near the parking lot.

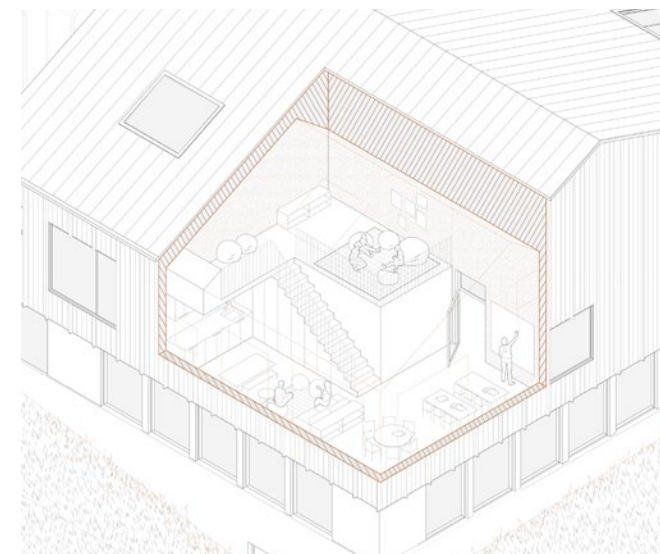
Staff offices are located on the first floor of the wing along the street. The preschool classes are below, on the garden level. The kindergarten classes are strategically placed to be close to the schoolyard, an additional safety measure.

The central wing is the most permeable. It provides huge spaces creating an urbane, vibrant and friendly nucleus that encourages student socialization. The gymnasium is located where the two wings meet, and has a direct connection to the sports fields, making it easier for the community to use the facilities. The tiered seating—the heart of the school—is physically and visually connected to all the common spaces.

The third wing is divided into three “homes,” one for each elementary cycle. Each learning community has two storeys, creating a domestic scale.



Bright interstices connect the cycles and reinforce the identity of each learning community. These light-filled, welcoming junctions provide views on the project's centrepiece—the courtyard—and serve as landmarks in the school. The common areas and circulation areas face the courtyard, forming transitional spaces between the noise and excitement of recess and the calm needed for concentration and learning in the classrooms. All the classrooms benefit from light from the north.



Innovation

This architectural project celebrates the responsive relationship with the land by taking inspiration from local architecture, using local materials (raw or recycled) and by encouraging a circular economy.

While the built aspect of the small “homes” is done with light framing in wood and planks, the common areas with a greater load use a system of exposed glued-laminated wood beams. Lumber from local sawmills is featured in both the interior and exterior cladding. The material’s appreciable aesthetic creates a sense of warmth and acoustic comfort for the children.

Since Saguenay–Lac–Saint–Jean is the cradle of the aluminum industry, the project also uses this resource in several applications: for the roof and in the concrete foundation and floor slabs. Concrete made out of residual aluminum is a more environmentally friendly material. Reusing the wood frames used to deliver raw materials in furnishings is another suggested ecological element.

Passive and active systems

The project is like a laboratory exploring how to simplify the building mechanics while increasing comfort. Heating and cooling are mainly accomplished through hydronic radiant flooring, the best technology for the occupant. Fresh air circulates through displacement ventilation, which makes it possible to integrate the diffusers into the architectural elements. The great efficiency of the building envelope combined with the passive bioclimatic strategies means the school can include reduced capacity heating and cooling systems that cost less to operate and can be fully incorporated into the architecture.

The passive design characteristics reinforce the school’s biophilia-focused approach by emphasizing natural sunlight, being able to open the windows in every room and so forth. These principles solidify the notion that the occupant can bring life to the school and inhabit it.



Credits

etienne bernier architecture

Étienne Bernier, Architect, Partner, MOAQ
Johanie Boivin, Architect, MOAQ
Catherine D’Amboise, Architect, MOAQ
Jérôme Duval, Intern in Architecture
Émilie Sirard, Intern in Architecture
Élise Baumann, Intern in Architecture
Anne-Laure Lacombe, Intern in Architecture
Yannick Prairie, Architectural Technician and Designer
Steeven Bérubé, 3D Artist

APPAREIL Architecture

Kim Pariseau, Founding Architect, MOAQ
Marie-Andrée Bérubé, Architect, MOAQ
Marc-Antoine Juneau, Intern in Architecture
Antonin Boulanger-Cartier, Intern in Architecture

BGLA

Stéphan Gilbert, Architect, Senior Partner, MOAQ
Pierre André Lévesque, Architect, Partner, MOAQ
Nancy Giasson, Senior Technician, Senior Partner
Benoît Lavoie, Senior Technician
Samuel Girard stagiaire, Intern in Architecture

Rousseau Lefebvre

François Fortin, Urban Planner and Landscape Architect
Mathieu Poulin, Landscape Architect
Sarah Lacombe, Landscape Architect

Collectif Escargo

Karyna St-Pierre, Landscape Architect AAPQ/CSLA
Pierre-Yves Diehl, Designer
Julie Parenteau, Art Teacher/Designer

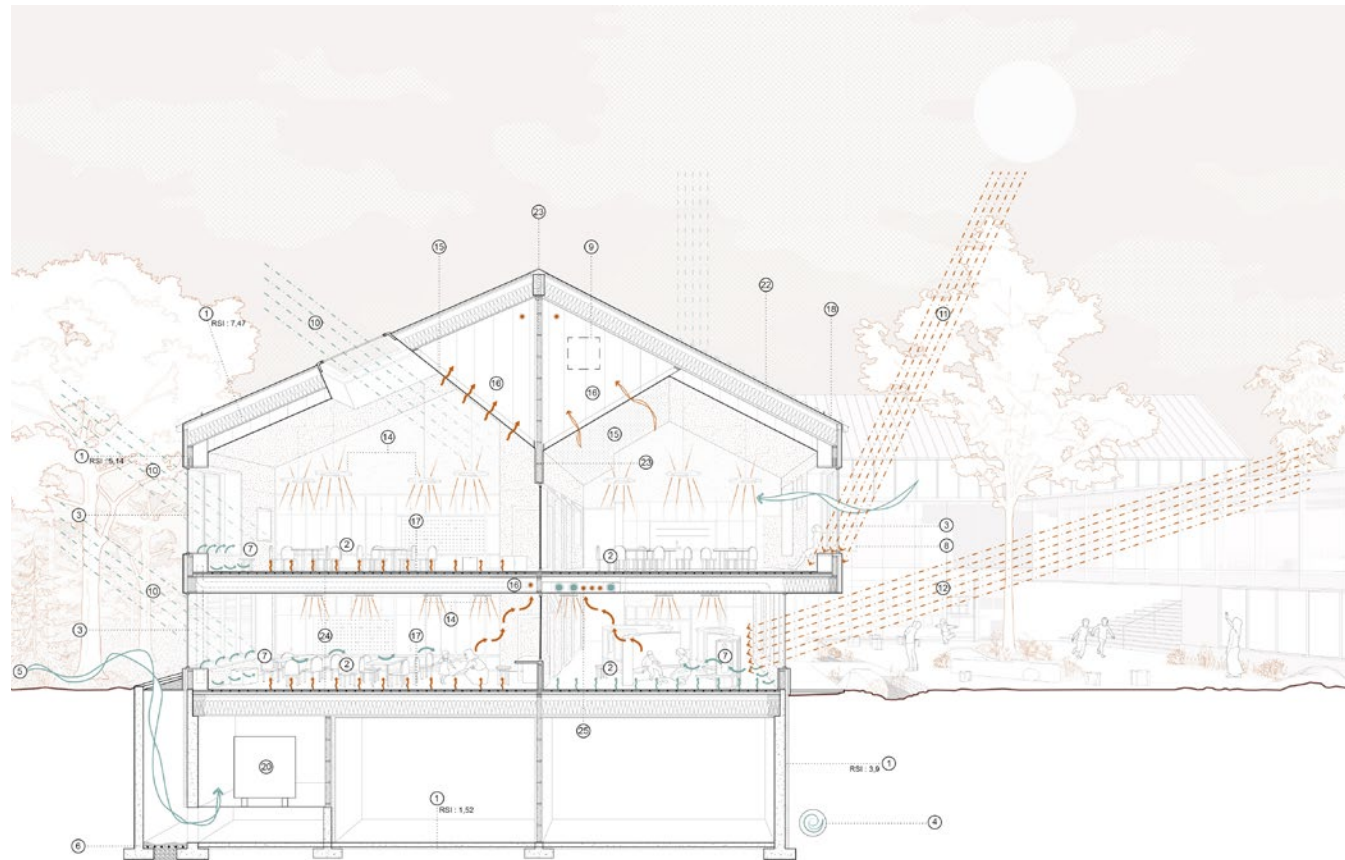
LGT

Carl Gauthier, Engineer, MBA, ATD
Dominique Maheux, Engineer

Landscaping

Located in the centre of an urban area divided by large green areas, the project’s landscaping seamlessly branches off of the surrounding landscape. Its play areas are like mini ecosystems, where students can experience the water cycle, the pleasures of gardening and the wealth of biodiversity firsthand. The plantings are all native and local, and are inspired by the beauty of the Saguenay region and its northern location.

“If I were asked to name the chief benefit of the house, I should say: the house shelters day-dreaming, the house protects the dreamer, the house allows one to dream in peace” (Bachelard, 1957). At the dawn of their lives, children can grow up in this school, make memories and build their future, because anything is possible when we let ourselves dream.



Shefford Lab-École School

Pelletier de Fontenay + Leclerc

Fauteux et Associés
Latéral conseil
Bouthillette Parizeau
Gravitaire
Englobe



Shefford Lab-École School

Pelletier de Fontenay +
Leclerc

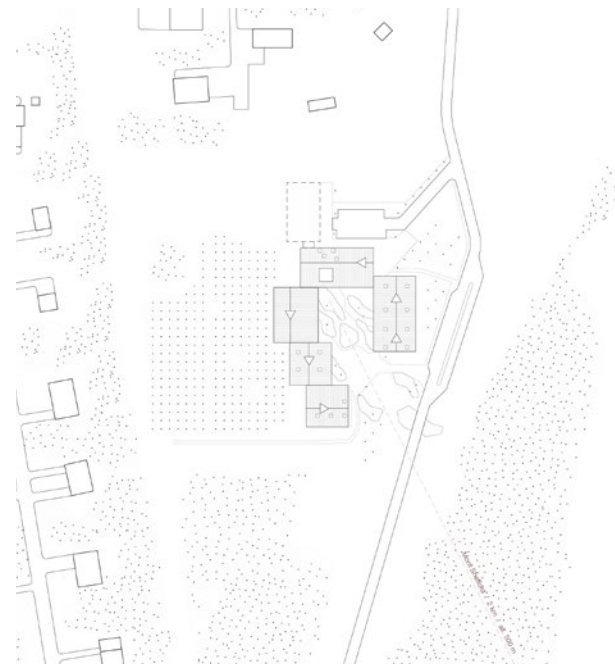
Val-des-Cerfs school service centre

Nouveaux horizons (new horizons)

In the site's wide, open space, the school appears as a new horizon line, a line that varies through the play between volumes and roofs. This horizontal effect, emphasized by the continuity of the low roofline, echoes the site's flat topography and allows the building to meld with the landscape and not obstruct the views. At the edge of the forest, the school has a dual relationship: with a dense stand of trees on one side and open fields on the other. Designed as a single storey, the architecture is widely accessible and keeps users in constant contact with nature.

The collection of buildings, which together make a coherent whole, suggests a double meaning: the layout allows an expression of each individual cycle and also of the entire school. Each student can identify with their own pavilion, their own "home." They can visualize their past and future journey in the space as they move through the grades. The cascading volumes create perspectives that change continuously depending on where we are in the environment; the volumes superimpose on each other visually in a new way from each different point of view.

Gathering the pavilions around the heart of the school—a central courtyard—makes it possible to see the entire school. Sufficiently enclosed to create a real sense of inwardness, a bit of nature belonging to the school, the courtyard also opens to the wider landscape. The opening between the pavilions was specifically calculated to frame the beautiful view of Mount Shefford, which becomes the landmark for the entire school.



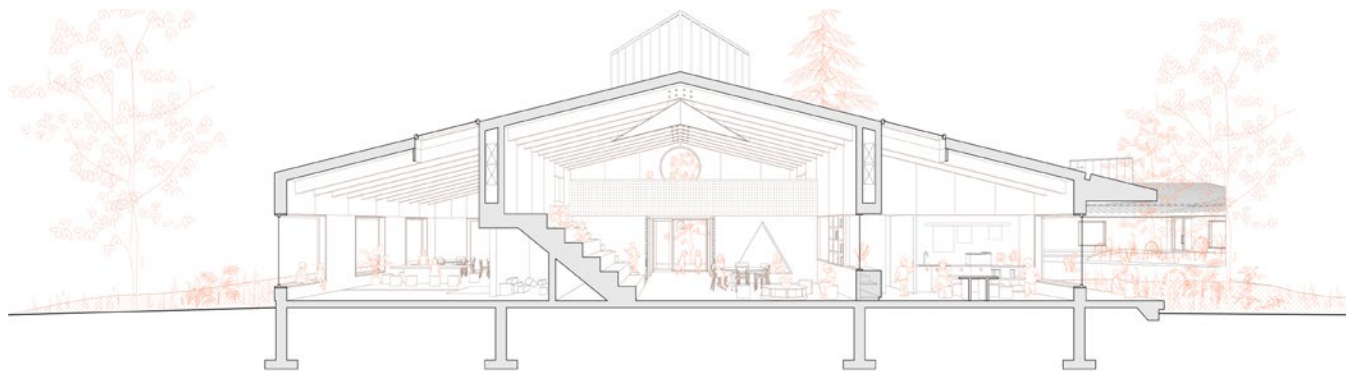


The landscape

The students still enter through the schoolyard before going to their respective classrooms. They approach the school using paths that cross a wild field of flowers and grasses. The courtyard has both huge areas of mineral surfaces with enough room for all the students, as well as many plant surfaces. The plantings include mature trees, bushes, perennial plants and wild flowers, all of local origin. The green island nearest the kitchen/cafeteria is the vegetable garden, an actual food forest where the plants have biodynamic connections to each other. A manual pump provides water, gathered from roof runoff in an underground tank, to irrigate the green areas. The natural rocky areas here and there serve as seating areas, barriers, walkways and transition areas, adding playful elements to the space.

The indoor-outdoor relationship

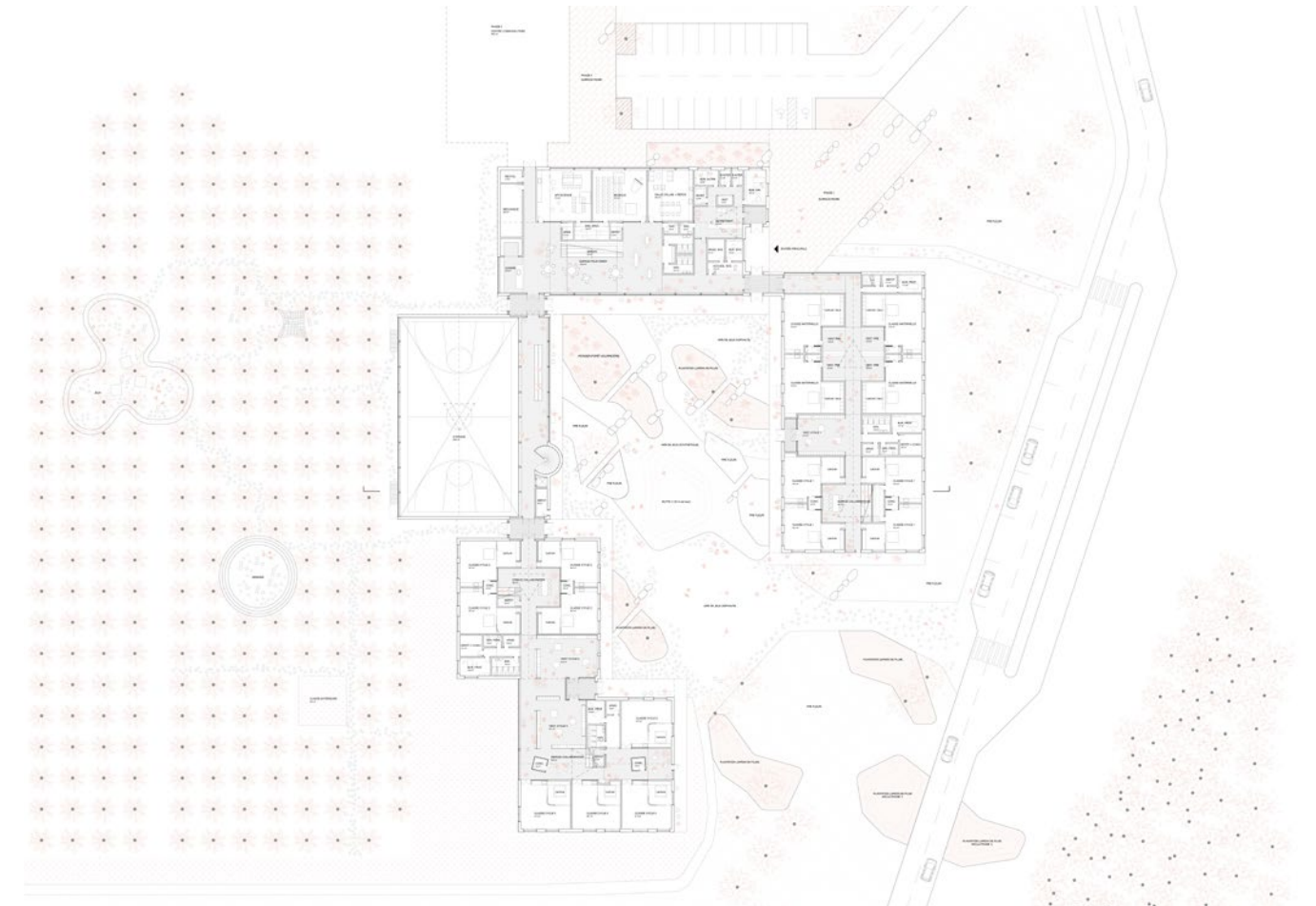
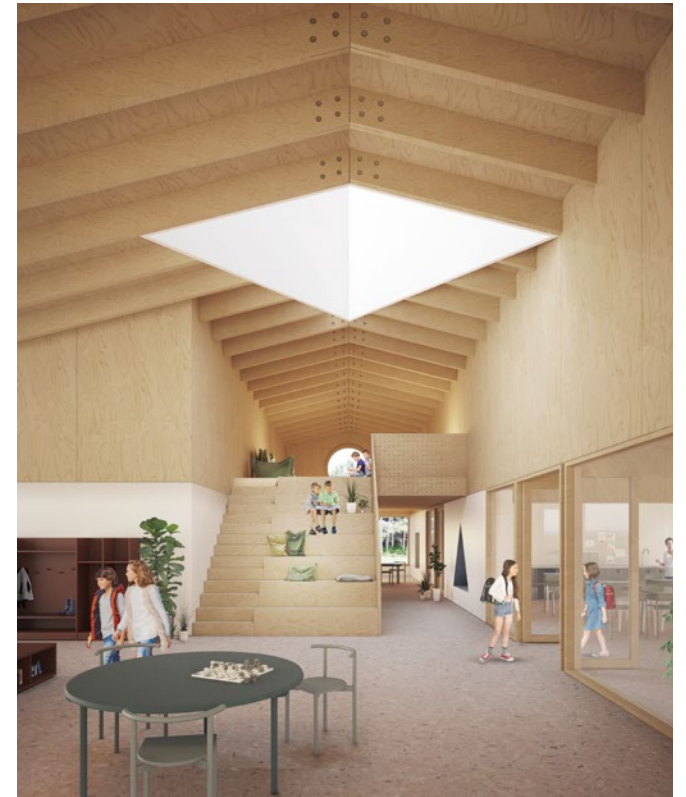
The wide overhangs on the buildings' roofs all connect, creating a continuous covered walkway all around the courtyard. Thus, each classroom has an extension to the outdoors, an in-between space that brings the children closer to nature. Students can go straight outside from their classroom through a patio door and still be protected from the elements. This encourages paths that change according to the season. While in winter, the indoor hallway is surely the best choice, we imagine taking a shortcut through the courtyard would be the most natural path when temperatures allow. This flexibility creates valuable moments with the landscape, where students can go outside to experience the weather, the light and the soundscape.



The classrooms

A school needs to be both simple and complex. Simple in its expression and organization, but complex in its use of space and in the fullness of those spaces. The geometry of the roofs adds to the spatiality of the pavilions.

In the cross-section, the classrooms benefit from the roofs' gradient by using the space underneath them. These gradients extend and come together above the collaboration zones, clearly defining an open two-storey space. For the first and second cycles, the classrooms are organized in an L shape to create designated zones for specific tasks. This shape makes it possible to overlap with the collaborative spaces, from above and from the side. Shared between four classes, the collaboration zone is partly on one floor with a high ceiling and partly a mezzanine, which is reached by the tiered seating. While the first-floor collaborative zone is mainly for group work, the mezzanine is a place where students can go individually to read or do activities that require more concentration. The large windows give teachers visual contact with the central collaboration zones. Each of the three mezzanines (one for each cycle) has a unique shape and specific views on the outdoor landscape.



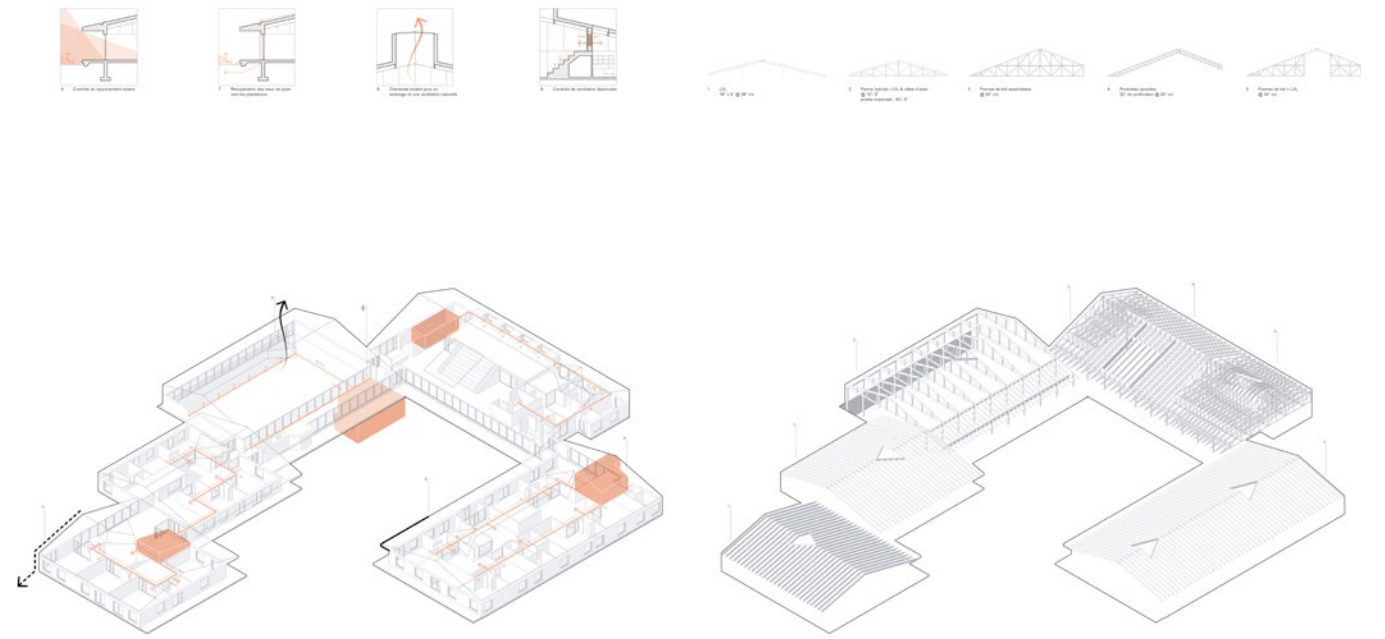


The common spaces

The main pavilion contains the reception area, administration and childcare services, and the equipment used by all the cycles. It is located on the north side so that the entrance is noticeable from the street and parents or visitors coming from the parking lot know where to go right away. The entrance has two distinct doors for administration and childcare. The common space has towering ceilings, with tiered seating that serves as a bridge between a lower area that links directly to the outside and the more intimate zone in the mezzanine. From the mezzanine and tiered seating, a huge skylight frames the view of Mount Shefford through the roofs and surroundings. This public hub, which also includes two studios and an open kitchen, connects to the future community centre, creating a synergy between the two buildings.

The gymnasium

For us, the gymnasium is an important element that should be showcased. Between the main pavilion and the second- and third-cycle classrooms, the gym shares space with the circulation area, so students can observe the action below through a glass wall. Fixed furnishings make the wide hallway ideal for small-group work. The triple transparency provides constant visual contact between the courtyard, the hallway and the forest. The hybrid roof trusses using a combination of glued-laminated beams and tension cables give the gym's ceiling a unique, warm look.



The bioclimatic approach

The classrooms are designed to avoid the need for mechanical air conditioning. The roof overhangs control the sunshine in summer and reduce heat gain. The patio doors in each classroom can be opened to profit from air flow from the courtyard or the forest. The giant triangular chimneys in every pavilion give height to the spaces, provide natural light from above and offer a glimpse of the sky. They are also bioclimatic devices: the shape of the roofs naturally brings the hot air of summer toward the chimneys. Since their shape and height creates a vacuum, the accumulated hot air is then expelled out of the building.

Familiar architecture

While not a literal copy of the area's native architecture, the school's low volumes and sloped roofs suggest archetypal shapes reminiscent of farm houses or barns. This creates a familiar setting, and that's exactly what we want for Shefford: an innovative school that people feel comfortable in.

Credits

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Des Phares school service centre

“A city is successful not when it’s rich but when its people are happy.”

Enrique Peñalosa, former mayor of Bogota

Mon école buissonnière (my school in nature)

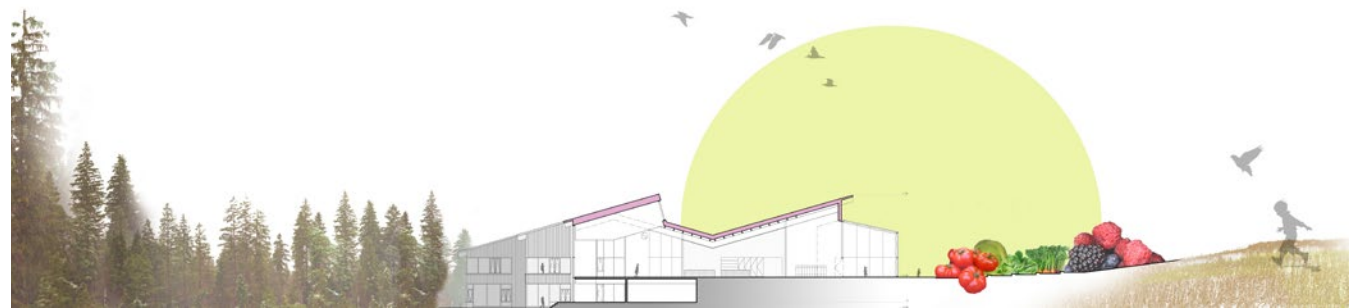
The new school is located at the edge of an old-growth forest, midway up the gentle hill between Sommet Street and Arthur-Buies Boulevard. It’s a field next to the forest, protected from the wind coming off the Saint Lawrence River. Our school is nestled there, protected by the bushes and trees.

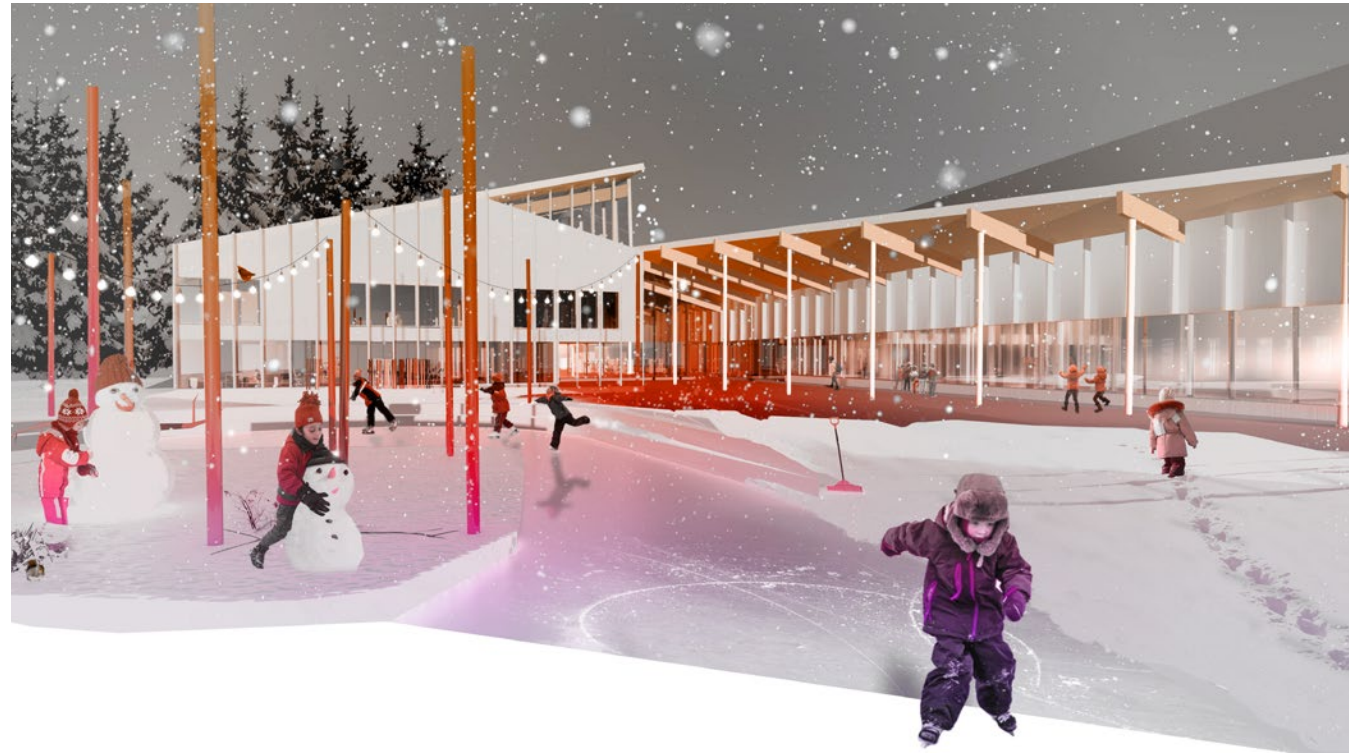
The school

The articulated roof is designed to let light in. There are as few walls and as many windows as possible to encourage a constant contact with nature: the forest to the north and the field to the south. The roof is the school’s defining feature; it flirts with the lower edge of the field; its gentle slopes are inspired by the mildly undulating terrain. The materials are simple, with plenty of wood—a simple palette to let the shapes and landscape express themselves. Inside, the classrooms are grouped to the north of the main east-west axis. South of this axis are the physical hub (gymnasium) and food hub (kitchen), where students can eat, work and learn together. There are also vast volumes where they can run and play together, which are bright and easy to use in many different ways. Our school gives students and teachers stimulating spaces that promote joy, which creates success and a feeling of well-being for everyone.

The field and schoolyard

The field has subtle variations. From the heart of the school—the windowed gathering space in the centre—the field stretches out, open and untouched, all the way to the trees. The indoors and outdoors are always closely connected. The building is well suited to the topography, giving both levels access to ground level. On each side of the central, cone-shaped view, the topography subtly transforms into an array of evocative play areas and structures. They include gabion walls and stairs, a sledding hill, community gardens, a zip line, orchards, a toboggan run, a lookout tower, pathways cut into the tall grass, outdoor classrooms, a small village, a grass sports field, a hockey rink and heated cabins. There is also a parking lot that can be used as a play area, a well-shaded courtyard with a moon-like landscape, and two open areas where friends, their siblings, parents and even grandparents can kick a ball around together.





The co-learning culture

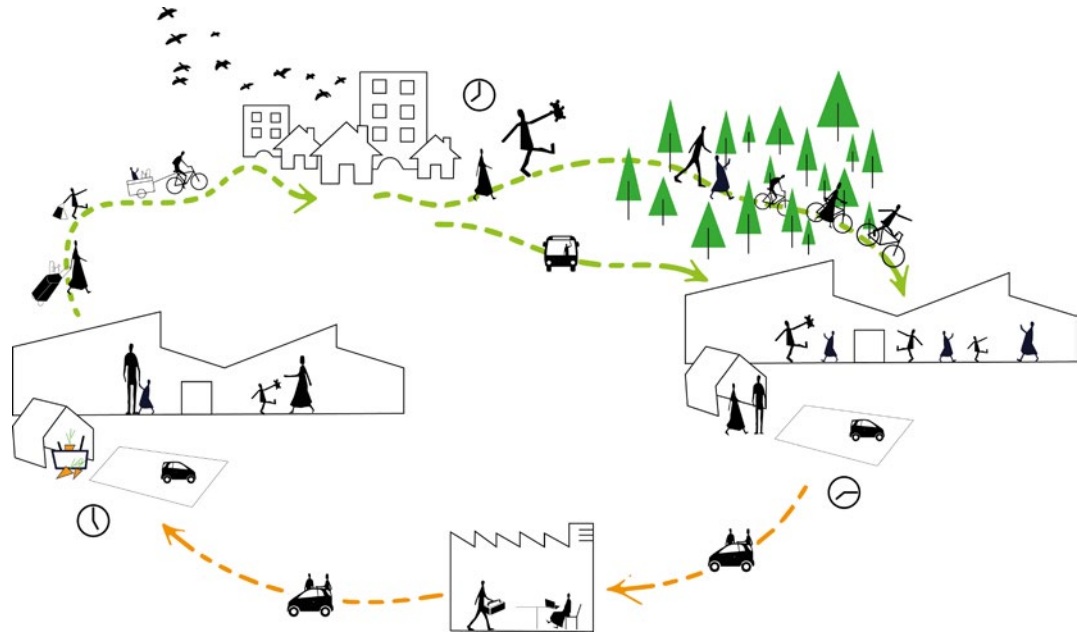
We believe children are happy when they're in wonder-filled, stimulating environments, not just with their friends, but with all the people around them. Family is the most important thing for children. Young kids really just want to spend time with their parents and loved ones. And they're over the moon when they can do just that!

And happy children learn better. We need to expand this idea to the entire community, under one roof. It's natural for children to be involved with and have support from the community. Not only do they understand it, they crave it. Children need their village. Schools should help support that idea and provide opportunities and structures for playing, eating and learning together. This "co-learning" has a great impact on social cohesion and can transform communities, and their ways of life as well.

Arriving at school

Entire facets of our culture need to be transformed. Transportation is a major issue. A school can encourage individuals to change their transportation habits while helping families save time as well. A school that provides snacks and meals gives parents more time in the morning to walk or bike to school with their children. At the dip in Anne-Hébert Street, the crosswalk marks the boundary between vehicle traffic toward the parking lot and pedestrian and cyclist access to the school. A school that provides places for families to play and spend time together reduces the transportation time from one individual activity to another. By becoming as accessible as other shared buildings—by being used more by everyone—schools strengthen their communities. And that makes for happier children.





Circularity

Our consumption patterns are another aspect of culture that needs to change. A school can teach about the circular economy by starting where it counts: teaching sharing. For a school, that means sharing spaces, like a gym, kitchen or schoolyard. For a community, using a school gym as an optimized shelter, in bad weather or when there is widespread damage, is priceless. But a school can also share other things, like art supplies or musical instruments. A school has many spaces that a community also needs, where members of the community can make and do things together.

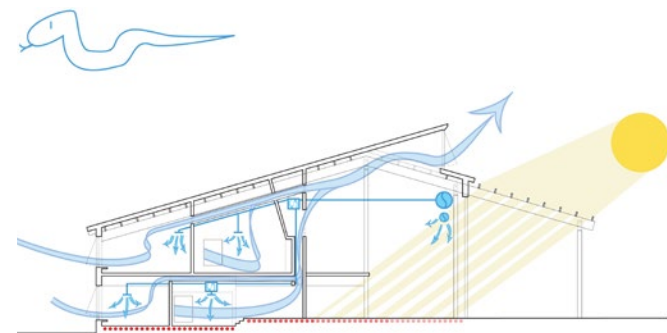
Sharing and pooling resources slow down the linear economy: we need fewer material goods because we are using everything we have more efficiently. Learning to make things and enjoy what others make also creates an appreciation for quality, which shortens supply chains (transportation again!), since the best-quality things are often made locally. In our case, the imperative of using local materials supports the use of wood in the building's construction—a carbon-neutral source with universal appeal to children and adults alike.

If schools could do these two things—support cooperative learning and community sharing—our environment would benefit more than from any other purely technical measure of “sustainable design.”

Flow and learning

But a building also creates flows of materials and energy, and a school can teach a culture how to change its way of building, in other words, how to change linear flows to circular flows. Water, energy and the many materials at our disposal can meet our needs while being better used and preserved.

For a school, there are also the flows of air, natural light, heat and sound that create learning-conducive environments. Children need regular, sustained contact with the outdoors. The complexity of the natural world nourishes children's potential like nothing else. So we must pay particular attention to our schools, to ensure that all the flows are circulating as they should. As non-living beings (at least not yet!), our buildings need us to take care of them.



Credits

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Mario Gendron

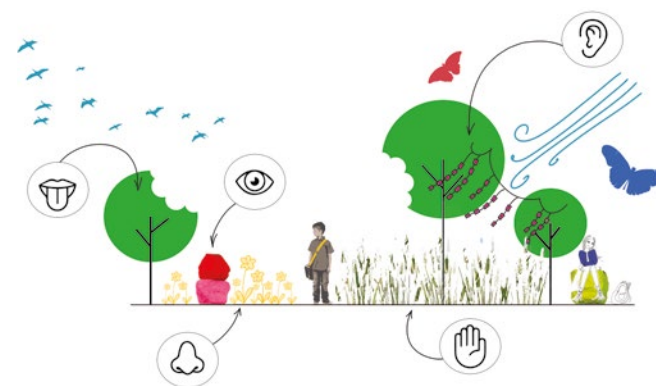
Special collaboration

Gwenaël Bélanger, Artist and Professor
 at UQAM's School of Visual and Media Arts,
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Salmaan Craig, Assistant Professor,
 Peter Guo-hua Fu School of Architecture, McGill University

Nature and the community

As the seasons and years pass and today's children are being shaped into tomorrow's adults—kind to themselves and others, attentive to the fauna and flora, defenders of neighbourhoods and towns of all sizes—our schools will have taught us that learning together creates a better place: better for children, families, communities and the world.



Gatineau Lab-École School

DMA Architectes

VLAN Paysage
Latéral
WOOD PLC
Gravitaire
PMA



Gatineau Lab-École School

DMA Architectes

Western Québec School Board

Au cœur de la cour (At the heart of the courtyard)

The new, human-scaled Pierre-Elliott-Trudeau Elementary School is positioned in the middle of the site, interconnected with the landscape and with nature. The addition to the building is shaped to create a continuous educational loop connected to nature with a holistic and community space at its heart. Centred around an inner courtyard, this gesture links the classroom and physical activity spaces with the collective spaces in an open circuit that integrates a holistic teaching approach and creates versatile gathering and learning spaces.

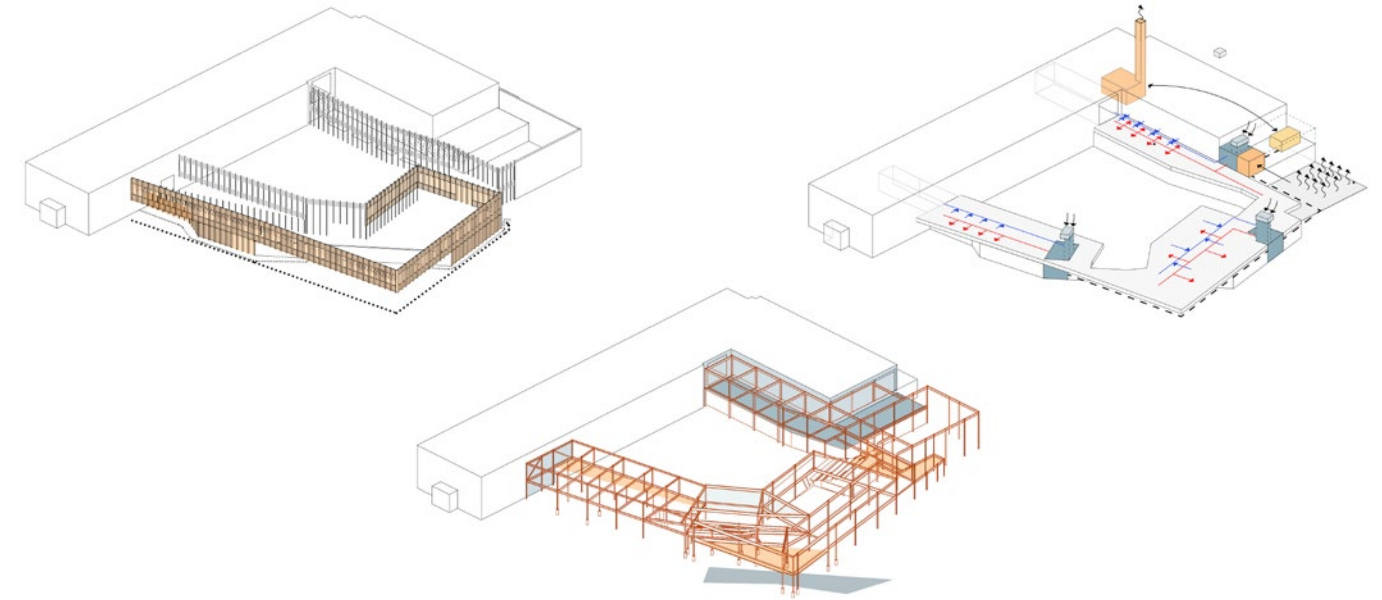
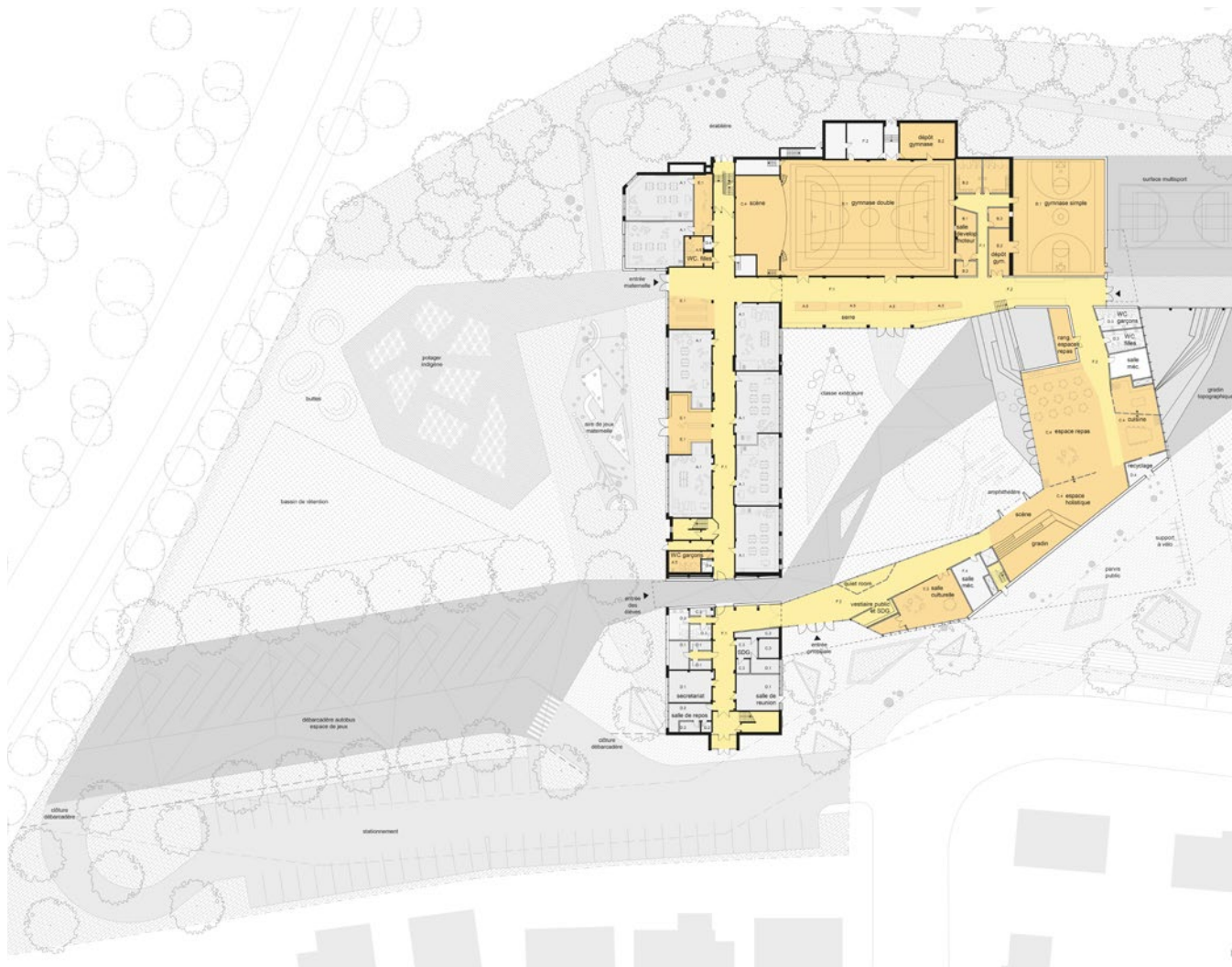
The site is made up of three landscape lines that intersect the building. Both indoors and outdoors, they open a dialogue between the paths of travel that cross the building and the landscape, forming a cohesive whole that creates a natural symbiosis.

The Community line forms the entry to the new school, starting at an open and welcoming public square (or space) inclusive to the community. This square is a flexible and multifunctional meeting place that connects the front of the building to the street in a gesture on the scale of the public domain that asserts the school's presence in its neighbourhood. The Activity line is the project's main link, crossing the inner courtyard like a desire path and connecting the schoolyards to the school. The students travel this path, whose diverse spaces encourage movement, creativity and discovery. The Garden line connects the vegetable garden planted with native plants with the garden that is shared with the community, passing through the indoor greenhouse. This axis places nutrition at the centre of the school's interests. Between these lines, there are various activity and green spaces, creating an exceptionally rich landscape. On the northern end of the property, a maple grove offers a place to play and explore. At the school's heart, the inner courtyard, which contains an amphitheatre and an outdoor classroom, connects with the holistic space and the dining hall.



The project's architectural scheme is inspired by natural structural elements, the symbolic shape of trees, forests and the natural evolution principle. The project is sculpted to adapt to its environment, like an adaptive modulation, and draws on the life cycle concept in First Nations' beliefs. In this vein, vertical wood elements, such as modern totem poles, act as landmarks on the site, placed to symbolize the cardinal directions. These elements could be designed in collaboration with the community to develop sensitivity and create attachment.





The addition's architecture is designed to suit the context and the site's geometry, but also to preserve the trees at the heart of the site. Its angular shape stands out from the existing building due to the space it occupies. It is modulated to animate the spaces, creating points of interests and dynamic encounters. In plan view, its shape is sculpted and cut to create a passage to the inner courtyard. A second gesture carves a passage to the outer yard, in accordance with the site's constraints. These distinctively coloured notches mark the students' entrance and the passage on one side of the building and the public square on the other. The colourful accents give the project a fun, dynamic touch and continue inside, creating a connection with the exterior.

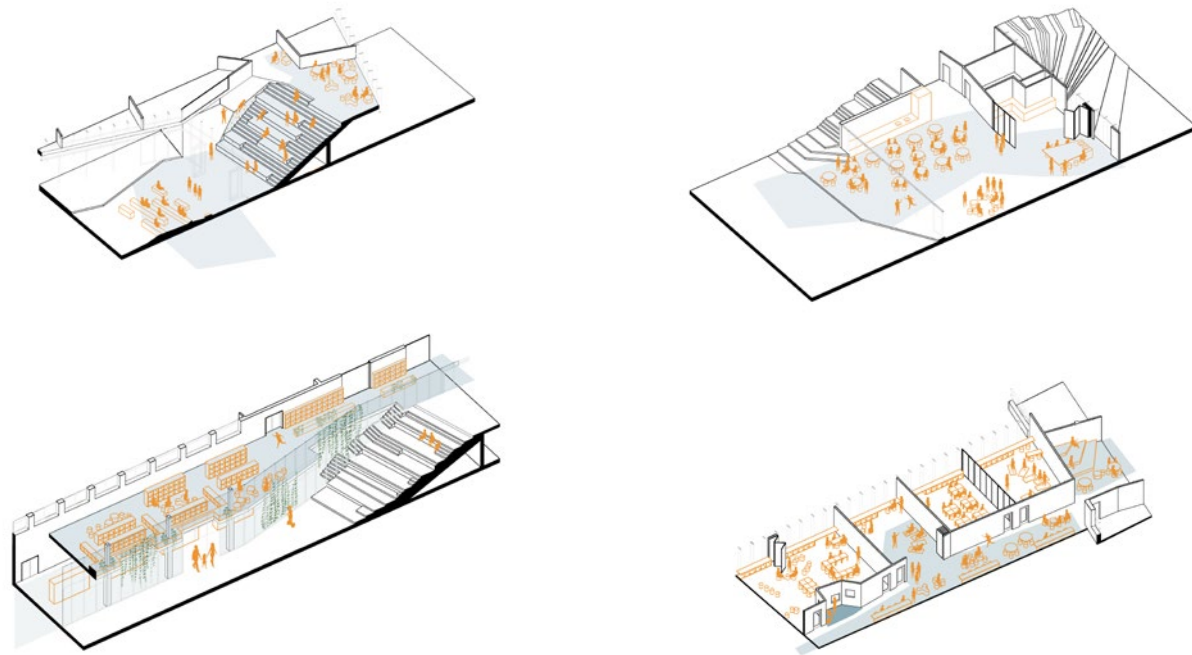
The materiality and treatment of the facades differ from the existing building with a palette of materials that combines vertical wood elements, white metallic panels, glass openings and sunshades, for a sober integration in keeping with its context. The verticality is accentuated with wood elements that create a simple, regular pattern on all the facades. The volume of the classrooms is characterized by deep-wood elements, to create more intimate spaces, while the facades overlooking the inner courtyard are more open and transparent. The changing rhythm depending on the viewpoint brings life to the

facade, which is both opaque due to the presence of wood and transparent due to the glass. The solar heat gain is controlled by deep vertical wood mullions on the east and west facades, a printed pattern on the courtyard facade and perforated metal panels on the main facade, featuring a pattern inspired by tree canopies and the texture of leaves to create modulations and playful shadows.

The addition's structure takes shape and adapts to the building's varied modulations. Composed of steel elements, it aims for material efficiency as well as simplicity with regard to the sequence of the work to be carried out and the constraints concerning the project's execution. Supporting the outside front point, structural columns mirror the wood elements on the facades and in the landscape.

The project's design incorporates sustainable development concepts via energy-saving strategies and its overall approach. The existing building and the addition's electromechanical systems work together to share and transfer energy as needed. This helps reduce gas consumption in the existing building and favours the use of a renewable energy source. Passive strategies, like natural ventilation and maximizing natural light, are also applied.





The layout is designed to form a holistic heart based on the learning community model. This creates versatile and flexible spaces and becomes a true convergence point at the centre of the school, in connection with the inner courtyard. The tiered seating located in this heart is used for daily activities as well as special events. The area serving as a small stage faces the outdoor amphitheatre and complements the large existing stage that has been preserved. The holistic space reaches all the way to the main entrance and includes the cultural room, which is placed at the forefront of the project.

The dining hall is connected to the kitchen, part of which is open and accessible to the students, encouraging discovery and interest in food preparation activities. This cluster of common areas, which can be used by the school, childcare service or community, creates an inviting living environment that contributes to a stronger identity and sense of belonging.

The circulation paths form overlapping loops that connect at the vertical circulation points. On the second floor, collaborative spaces are spread through the corridors to create a learning community, with angled hallways that favour the creative use of spaces and circulation areas that are lived-in. On the first floor (ground level), the circulation route offers a continuous passage accessible from the main entrance.



The kindergarten classrooms on the first floor have direct access to the outdoors, through an entrance that connects to the yard and a discovery garden specifically designed for the little ones. The elementary students enter on the second floor from the topographic tiered seating, which opens onto their coatroom. On the north side, the lockers run along the edge of the circulation area parallel to the library space, with its view on the courtyard and the plants from the greenhouse.

The first-cycle students occupy the existing volume of classrooms, whose hallways feature angled nooks in which to insert spaces conducive to concentration. The second-cycle students occupy the existing wing, spreading into the addition to benefit from more varied collaborative spaces. The third-cycle students occupy the tail end of the upper loop, where the classroom layout is more organic, to form a learning community connected to a flexible collaborative space.

Each cycle enjoys an environment adapted to the students' different levels of autonomy in an atmosphere of academic advancement and growth. The sports spaces are located in an extension of the existing gym, creating a sports centre that opens to the outdoors, toward sports fields and equipment and toward the municipal park and its facilities, creating another point of connection with the surrounding community.



Credits

DMA Architectes

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Andrea Chiodo
Sergio Cordeiro
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Tetra Tech – Mechanical and electrical engineering
Tetra Tech – Structural and civil engineering



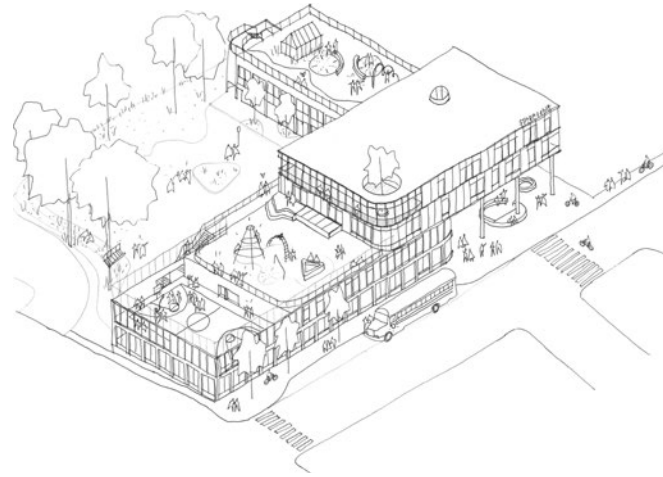
Québec City Lab-École School

Lab-École +
ABCP architecture

Capitale region school service centre

L'école en paliers (the multi-level school)

This design proposes a lively, urban school that stands out in its neighbourhood; a new symbol of identity in Limoilou's landscape. The location of the stairway volumes make it possible to extend the schoolyard to some of the rooftops, thus using them to their full potential. The school's vertical character also provides students with stunning views of the city and the mountains. The expansive covered entrance gives students lots of room in the morning as they arrive and connects the school to the neighbourhood by reinforcing Limoilou's unique social and community fabric.



Architectural scheme

The project can be seen as a simple combination of three volumes: the central community hub, the learning street and the learning communities. The tectonic expression reinforces the distinctness of each volume. The school's lower sections in brick reflect Limoilou's unique character, and the brickwork of its arcade mimics the scale of the neighbourhood's duplexes. The upper volume sits gracefully on the base, suggesting lightness. The regular rhythm and green hue of the metal trim merges with the leaves of the mature trees on the site and is a friendly nod to the colour of the oxidized copper on the nearby church's bell tower. Like a town centre, this school of tomorrow intends to become a new gathering place for the community.

Placement

The placement of the project was decided based on the alignment of several key elements. The natural topography of the site suggests an L-shaped building on the higher plateau so the mature trees on the south side of the site can be kept and emphasized. It also makes it possible to create a south-facing courtyard that creates a microclimate and is protected from the dominant winds. The gradual rise of the levels begins on the corner of Acadie and Le Jeune streets to culminate at the covered entrance, where the axes of the two streets end, in a direct passageway to the schoolyard.





The community hub

The geographic location of the school and the socio-economic context of the neighbourhood justify the desire to include the community. Located right on the street, the community pavilion acts as an interface between the neighbourhood and the schoolyard. It contains the central area—open vertically the height of two storeys—with its tiered seating that leads to the reception area, administration area, gymnasium, kitchen, dining hall, library and the art and music studios. At lunchtime, a seat here promises an interesting show, as friends play in teams in the gym below and Ms. Chantal’s class goes out to plant seeds in the schoolyard. It’s a vibrant, stimulating world!

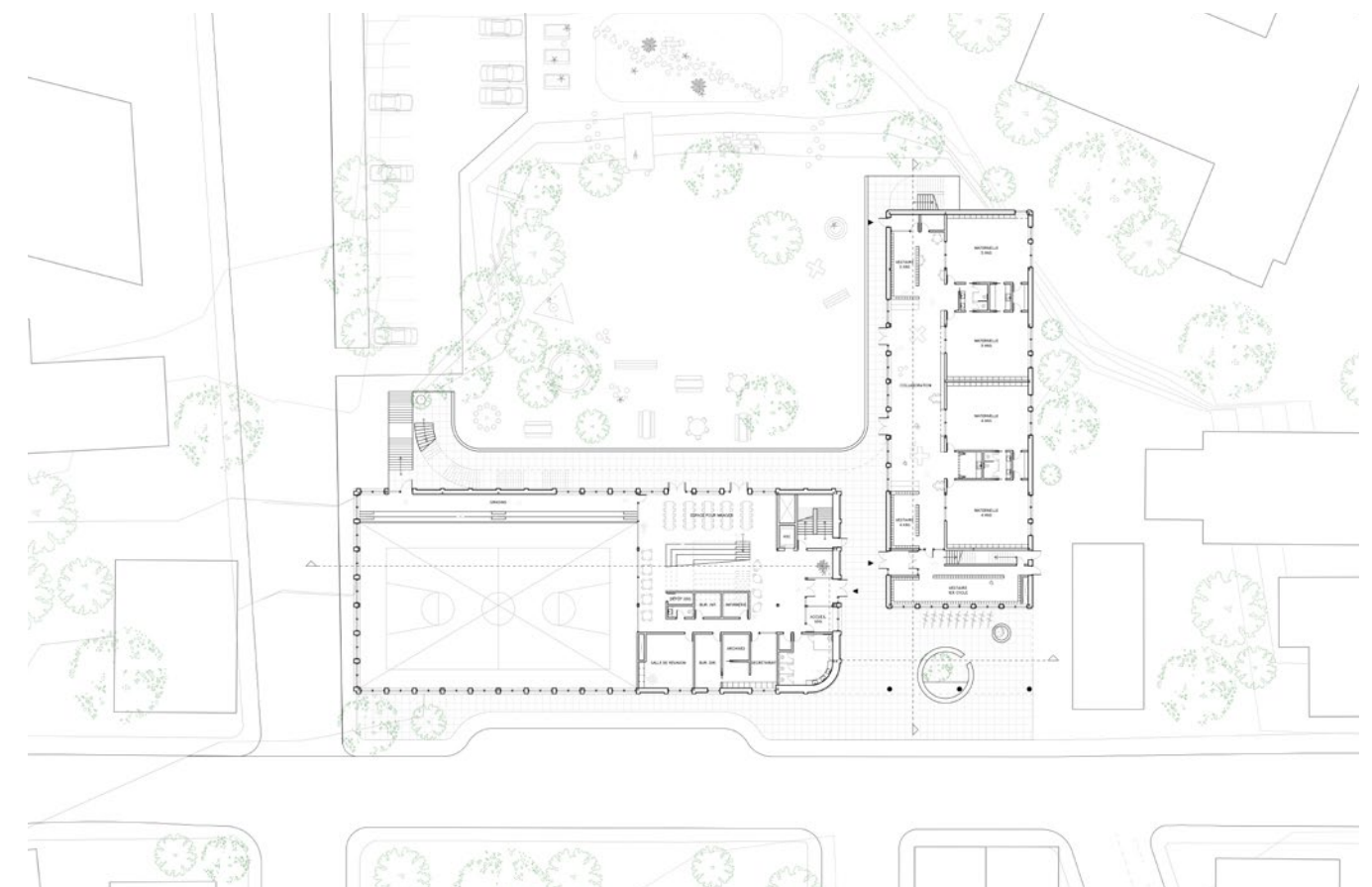
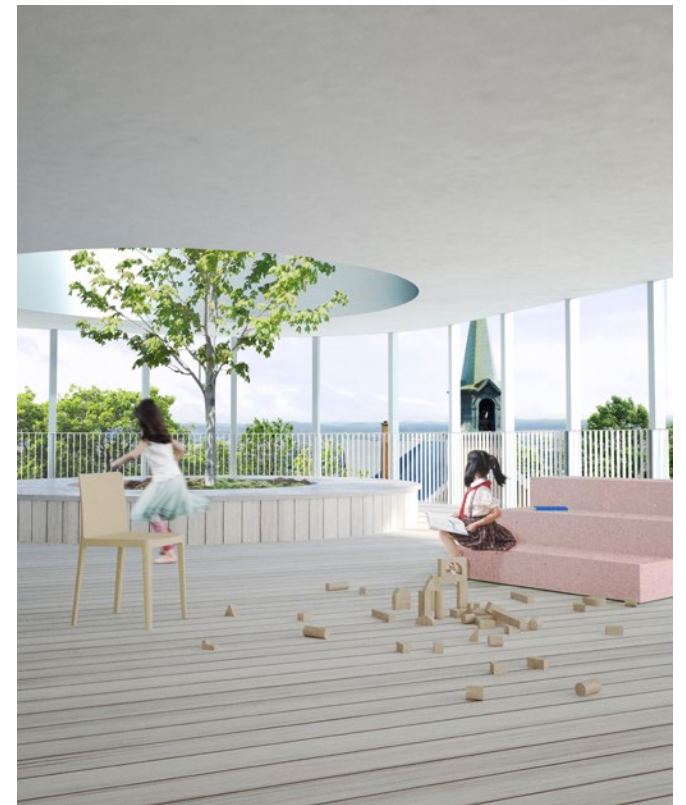
The use of wood on the ceiling and in the seating, integrated furniture and gym creates a comforting, calm, embracing ambiance of a school that is warm and welcoming to all. The natural light generously floods the spaces through a central skylight and the many windows to the outside, which also provide views of one facade or another from the inside.

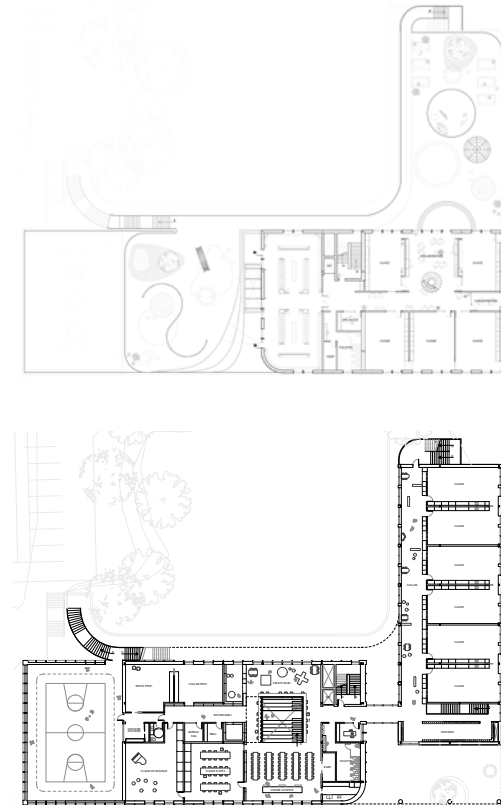
The nutrition area holds a key place in the community hub near the tiered seating and is split into two levels: the kitchen and the dining hall. The warm, comfortable, functional food space is intended to be used by everyone, where students can develop social skills, relax and learn healthy habits.



The spatial sequence created from the kitchen and its huge island, facing the seating that descends toward the dining hall on the first floor then opens onto the vegetable garden in the courtyard, provides a rich experience while maximizing the school’s indoor-outdoor relationship. The fluidity of these spaces creates a climate that encourages learning and school-based horticulture and agriculture.

The value of a healthy and active lifestyle is also well integrated in the school, notably in the community gym’s location, as it is visible from the street, the schoolyard and the central hub. In the schoolyard, the landscaping uses mainly plant surfaces that enhance the topography, the site’s natural elements and the seasons, and that are also intended to develop motor skills. The schoolyard continues onto the school’s roofs where different levels of basic games stimulate creativity and imagination, and spark a range of challenges that stimulate students’ development. The delightful view of the roofs and the schoolyard is a symbol of shared happiness. This layout encourages the influence of sports activities on school and community life.



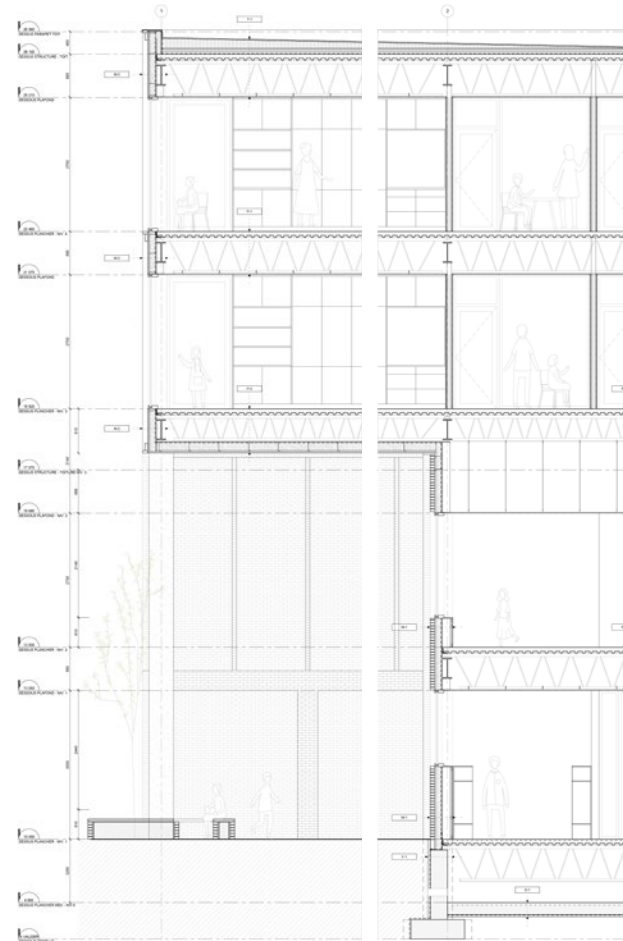
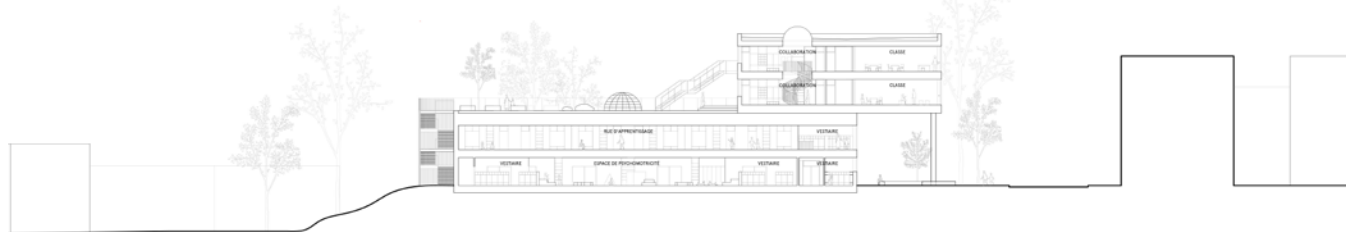


Learning street

In this wing, the preschool and first-cycle classrooms are located along the learning street, which encourages shared learning. On the first floor, the kindergarten classes open to a multi-functional space for motor skills development, lunch and child care. On the second floor, the first-cycle classes open to the learning street. Bathed in natural light, with views over the green schoolyard, the learning street creates an extension of the classroom and provides greater flexibility in the diversity of learning that can be offered. A large, integrated movable wall separates the learning street from the classrooms and also serves as storage for the teachers, students and childcare service. Glass recesses punctuate the wall, encouraging quiet moments for solo reading and writing, while the furnishings in the “street” promote shared learning in small or large groups. With its wide window shelves getting southern sun exposure, this wing has a strong focus on daily school gardening.

The learning community

Placed atop two brick volumes that form the base, the top volume has its own entrances and coatrooms that are accessible from the rooftop schoolyards. The second- and third-cycle classrooms are organized in learning communities, providing students a different way to reinforce autonomy and group work. Like a public square, the collaborative space is where students can gather before class or work with other classes during the school day. The learning community provides a variety of subspaces of various scale—from collaboration in the centre, to concentration at the extremities. A stairway connects the two levels to encourage sharing between the cycles. The windows between the classrooms and the public space allow for visual and physical contact, and natural light pours in from the central skylight. Each storey has its own unique views that maintain a constant connection with the landscape: on one side, the city skyline, and on the other, the mountains.



The new school’s community and social mission is inclusive, open to the neighbourhood and rooted at the heart of the community. It offers a new, welcoming and long-lasting architectural identity that will help develop a veritable school and community living environment unique to Limoilou.

Credits

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 Gabriel Lemelin
 Noémy Paquet

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 Pierre-Olivier Asselin
 Jean-Patrick Beaulieu
 Serge Ouellet
 Patrick Gignac
 Adam Drouin
 Stéphanie Bertrand

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 Adam Drouin

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 Jean-Sébastien Vaillancourt

PAGEAU MOREL
 Mathieu Leclerc
 Magali Tremblay
 Alexandre Dufresne

Project Accompaniment

- 342 Architectural Project Oversight
- 344 Educational Project Oversight
- 346 Evaluation



Architectural Project Oversight

Spearheaded by Lab-École, the objective of the architectural design competition was to select one architectural proposal submitted by a team of professionals for each of the five target projects. The teams were tasked with developing the plans and specifications, and participating in the ensuing construction work if selected. After the five winners were chosen by the respective juries, the school service centres, as the project owners, took charge of the various practical steps to complete the Lab-École construction and expansion projects.

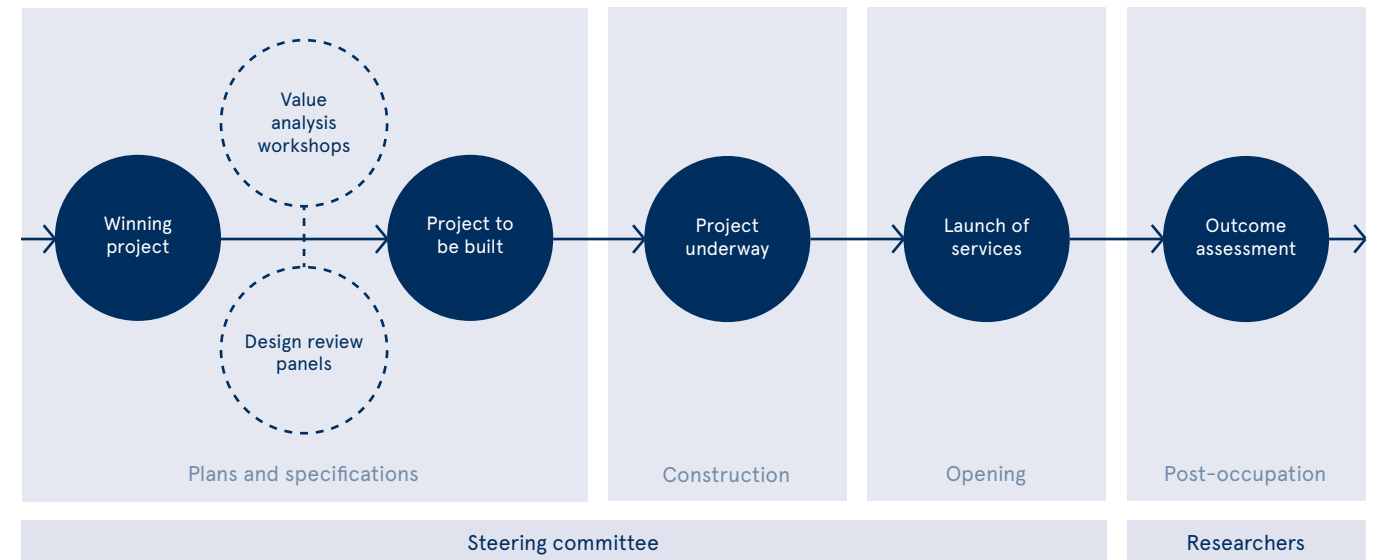
The accompaniment process

To continue offering guidance and to attain top-quality results, Lab-École suggested the following planning process to the school service centres:

- Implement a coordination partnership in the form of a steering committee whose role is to supervise the design, construction and opening of the schools; and
- While the plans and specifications are being developed, integrate two management tools (value analysis workshops and design review panels) to have better technical and qualitative oversight of the projects' development.



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The steering committee

Led by Lab-École's project management advisor, the steering committee includes the designated representatives of the project owner, Lab-École and Quebec's ministry of education and higher education (MÉES). The committee is primarily responsible for ensuring that the planning steps go smoothly and deadlines and costs are respected, settling any disagreements that arise during the project, managing risks, coordinating communications and preparing the project's official opening.

Value analysis workshops

Holding value analysis workshops during the plan and specification development stage will help ensure oversight of the technical choices that will be presented when the projects are being developed. Designed to be collaborative and using a creative methodology, these meetings are intended to formulate hypotheses that will be submitted to the design review panels to control the technical and budgetary aspects as much as possible and to best prepare for the construction stage. The workshops are intended for the design team and representatives of the project owner and Lab-École, and will be led by an economist who specializes in construction costs.

Design review panels

In light of the hypotheses developed during the value analysis workshops, the design review panels will be held during the plan and specification development phase as a qualitative measure of the projects' development. The role of the design review panels is to support the design team to ensure the coherent development of the main concept for which the project was chosen, and to ensure that the quality objectives set out in the architectural program are respected. Comprised of designers and resources from the project owner and Lab-École, each design review panel also includes some of the jury members. This creates a continuity that enables the panel to make sure the project development retains the initial design qualities and incorporates the recommendations on which the jury based its choice. The panel's meetings are organized by a professional advisor in architectural competitions who will communicate recommendations to the winning team when adjustments are needed.

Two or three value analysis workshops and design review panels will be held during the plan and specification development stage. The workshops take place before the panels. These two supervisory instruments are complementary and have the same goal of upholding the project's quality targets.

All too often a project's architectural quality diminishes during the development process. With this structured accompaniment through the steering committee, and the effective supervisory tools of the value analysis workshops and design review panels, attaining the quality objectives defined in Lab-École's global approach will remain a priority throughout the development of the projects. This will contribute to creating sustainable schools that meet the needs of future generations.

Educational Project Oversight

The accompaniment Lab-École provides goes far beyond supporting the construction or expansion of elementary schools. During the tour of the locations in the fall of 2018 and winter of 2019, many parents, school stakeholders and partners recognized the importance of taking a new direction with these schools and rethinking the spaces.



The built environment is not an end in itself; it is the beginning of a transformation that will make it possible to gradually move from a teaching-based paradigm to learning-based, by using spaces at their maximum potential. Everyone acknowledges the importance of engaging our children in developing skills for the 21st century. Autonomy, teamwork, communication skills, creativity and resourcefulness will be the key competencies our students will need. To get them there, we will have to involve them in the action in new ways.

We all agree that there is something extraordinary taking place in Quebec's schools. We see meaningful projects that effectively integrate the curriculum into horticultural, urban agricultural or nutrition-centred activities. Elsewhere, there are teachers who are successfully experimenting with learning through movement and more flexible learning in classes, where the space and furnishings have been revamped for educational purposes. Although active transportation projects are not the norm, they have had great success through initiatives such as the "trottibus" (group walk to school); a long walk before getting to the school entrance; inviting walkways/hallways from the entrance to the classrooms; and group walks outside to learn about the neighbourhood. Some schools have already transformed their schoolyards. Members of Lab-École toured these in researching its publication titled "Penser la cour de demain" (imagining the schoolyards of tomorrow).

The school service centres working with Lab-École are well aware of the challenges of making the most optimal use of the built environment to encourage school success and student retention. We all understand that these rethought spaces could improve the professional working conditions of school staff and more effectively motivate students to learn. To do this, the schools want to share their expertise and solicit other schools that have proven their success in other school service centres across the province. Incidentally, the schools were called to define their needs for school staff accompaniment for the three years before the inauguration

of the new Lab-École schools. Their particular needs are: learning in all the indoor and outdoor spaces (classrooms, hallways, tiered seating, small squares, etc.), flexible teaching, knowledge and skills in nutrition and agriculture from kindergarten (four-year-olds) to grade 6, and guidance for improving the neighbourhood infrastructure so active transportation can be valued and pedestrians and cyclists better protected.

Support for implementing the educational services in the Lab-École schools falls to the service centres since they own their construction or expansion project. However, they want to invite other partners to participate as well. As a result, Lab-École has launched a collaborator community with about 30 school service centres, which are working together to plan three symposiums. The first, planned for the fall of 2020 (48 heures à penser l'école de demain - 48 hours to imagine the school of tomorrow) will enable school stakeholders from the participating regions to learn about, or learn more about, specific current topics that are popular in schools, like smart schools, nutrition- and agriculture-based curriculums, flexible and outdoor learning, instructional leadership and much more. Another symposium (Vivre les saisons - experience the seasons) will be held in the winter of 2021, and a third in the winter of 2022 (Vivre le Lab-École - experience Lab-École schools), just before the new schools open. This gathering will address the conditions for implementing educational projects and mobilizing school teams and their community around their Lab-École project.

Besides the major events marking the years of preparation before opening the schools, Lab-École will remain in constant communication with the schools and school service centres, so we can answer their requests for information and accompaniment. The symposiums will be opportunities to specify the particular demands of each school, so Lab-École staff and partners will visit the regions to develop the specific themes they want to work on before opening for service.

Evaluation

The initiative to reflect on the assessment of Lab-École's outcomes is intended to communicate the results of its experiments and those conducted by the school service centres. Leaving helpful tracks for the actors in education could undoubtedly inspire them to make their own changes and see other school expansion or constructions projects in Quebec from a different angle. In collaboration with the National School of Public Administration (ÉNAP) and Quebec's ministry of education and higher education (MÉES), Lab-École has implemented a preliminary oversight and assessment framework in order to assess the ongoing accompaniment process and the significance of the project for the main affected clientele, which would be the students, school staff, parents and the community members who intend to share some of the school spaces, like the sports facilities, library, kitchen and garden.

The process

The first part of the evaluation framework will assess Lab-École's accompaniment process. This will encompass how the work is structured for the three Lab-École cornerstones: physical environment, healthy and active lifestyle, and nutrition. These processes also involved partners from the school service centres in analyzing their vision, in their program choices and in creating their architectural program. We will pay particular attention to tool design, publications and accompaniment strategies.

In this first part, the accompaniment also involves launching the competition, selecting the finalists, choosing the winners and beginning the projects. The steering committees, value analysis workshops and design review panels will monitor the projects' development. The school service centres, their partners and Lab-École's many collaborators will also be asked to participate in this first step in the evaluation process.

Outcomes

As its second evaluation component, Lab-École will contact Quebec's centre for knowledge transfer and educational success (CTREQ) for its assessment of the outcomes of the six Lab-École projects. A dozen researchers from various universities met together in the fall of 2019 to discuss and define the relevant variables for this assessment, taking into account each project's characteristics.

The variables the researchers selected include, for students: academic motivation, a sense of well-being, a sense of belonging, academic integration/inclusion and the use of the spaces. For school staff: academic motivation (work satisfaction, professional and practical skills), the use of the environment, stress levels, a sense of well-being, and collaboration. Lastly, the outcomes for the community will also be measured, specifically concerning parent involvement, the availability of the spaces to community organizations, extracurricular activities and the intergenerational aspect.

When the school attendance zone is already known, it will be possible to take pre-intervention measures. Measuring pre- and post-experiment variables will give us useful data to fuel discussion about a province that is devoted to its children!

At the time of writing, the call for projects has not yet been made, but already our partners (in research and practice) agree on the importance of measuring the contributions by Lab-École and the specific communities concerned. Their feedback will combine with thoughts from other countries that are innovating successfully, some for many years now, including Denmark, Finland, the United Kingdom and the United States, which have already produced a large amount of solid evidence.



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Wishes and Thanks

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The Schools' Wishes

School principals share their vision of the schools of the future.



I wish for... schools that are inspired by proven practices.

Many studies reveal winning practices in education. Why not use them as a model for creating our future schools?

A school where teachers know their students' potential and tailor their interventions to each student's needs. A school where teachers give their students feedback and are involved in deciding the actions that will help them progress. A school where there is a collegial atmosphere between the teachers and where communities of practice take on their full meaning. A school that encourages peer-to-peer help. A school where the teacher-student relationship is part of the mores. A school where benevolence reigns. A school where healthy habits are adopted on a daily basis. A school open to the world of tomorrow, that uses technology to aid in learning. A school whose teachers are always updating their skills and knowledge. A school that does not hesitate to invite its community in. A school that implements all these winning conditions and many more. These proven practices can only foster our students' optimal intellectual, social and physical development. We should endeavour to reflect on the best practices and put them in place to design schools that stand out.

François Allard
Principal, Saint-Bernard school
Val-des-Cerfs school service centre

RIMOUSKI - Bourgeois Lechasseur architectes inc. - 19011R1

I wish that schools could be reimagined through the eyes of a child.

I wish that schools of the future could be reimagined through the eyes of a child. Our entire educational landscape is at a crossroads and requires creative and innovative minds to lead us to the edge of change and transformation. We need schools that are prepared to be brave and rethink traditional education. Children of today are juxtaposed between the technologies of tomorrow and the basic emotional needs of today. Schools of tomorrow will be designed with a holistic approach in mind. Teaching and learning will be facilitated through movement, inquiry, nature, and play. The architectural designs of our future schools will inspire our children to follow their passion and fulfill their true potential. It is an imperative that our educators of today can free the minds of children and provide them with an emotional playground of hope and wonder to maximize their educational experience in the school environment.

David McFall
Principal, Pierre-Elliott-Trudeau Elementary School (PETES), Western Québec School Board

I wish for... schools that are caring, stimulating and foster the success and fulfillment of all their students.

I wish for schools on a human scale. Welcoming schools, open to their community, that draw on the citizens' experience to carry out intergenerational projects.

I wish for schools that include, in their curriculum, the basic skills sometimes not taught by the family unit: growing food and cooking should be part of the students' daily lives. Schools that foster student and staff well-being through a stimulating physical environment and the adoption of healthy lifestyle habits.

I wish for schools that encourage physical activity on a daily basis. To do so, schoolyards need to become a central element. There should be community gardens, which will also add greenery to the outdoor spaces. Also, to promote sports, sun-filled gymnasiums must hold an important place in the heart of our schools.

In short, I wish for schools that foster children's overall development, where they can learn while having fun.

Martin Fréchette
Principal, Belle-Vallée school
Chemin-du-Roy school service centre

I wish for... schools that set a mission to facilitate a dialogue between the school, the family and the community.

School-family-community collaboration is a very valuable resource for a school that wants to better adapt to the diversity of its student body. When the families and the community's resource people feel welcome and work with the school, it can only help develop the students' full potential. To achieve this, it is important to create conditions that will facilitate contacts between the families and the community partners. This will make it possible to adopt common guidelines and meet the families' actual needs, to ensure their children's success.

Chantale Poirier
Principal, Saint-Paul-Apôtre school
Capitale region school service centre

I wish for... schools that are warm and welcoming.

My dream school has a physical environment that makes it easier for the school, the families and the community to collaborate, to give Quebec's young people a chance to reach their full potential, while taking into account their strengths, interests and personal challenges.

It is also an inclusive, healthy, safe, stimulating and creative environment that lets our school teams leverage their commitment and carry out educational projects aiming for everyone's success.

It is a place where life is good, that helps you grow, a place you miss when you're not there...

Karine Lavoie
Principal, Antoine-De Saint-Exupéry school
Rives-du-Saguenay school service centre

I wish for... schools that are true living environments.

My wish is for the Lab-École schools in Quebec to be inspiring places that favour a rich acquisition of varied knowledge! I wish for these schools to be a true living environment in which everyone can flourish, through concerted actions geared towards well-being and the promotion of healthy lifestyle habits. I see school teams, students, families and an entire community invested in these wonderful places. I imagine a living environment in which openness to all that is possible stimulates discovery, learning and collaboration.

Marie-Hélène Gagné
Principal, Des Hauts-Plateaux school
Des Phares school service centre

Lab-École's Acknowledgements

Lab-École would like to sincerely thank everyone who contributed so generously, from near or far, to one or more steps of the *Imagining the Schools of Tomorrow, Together* architectural design competition. Each person who participated, each action that was taken and each meeting that was held influenced this competition's realization. The results show that it is possible to gather people from different professional backgrounds in an innovative context when they are united by the same deep desire: to contribute to an approach that aims to give children the school they deserve. What is more, all of these people agreed to participate without all the loose ends being neatly tied and all the answers easy to find.

The competition has sometimes been defined before our very eyes, day by day. Our collaborators and team members have shown boldness, constant adaptability and solidarity.

We would like to highlight the role played by the school communities' representatives, with whom we developed the architectural programs for the future schools. To the representatives of the school service centres, the ministry of education and higher education (MÉES), the school teams and the Lab-École work committees, a huge thank you! Your commitment to children and your thirst for innovation have been our main driving force throughout this process. It was an immense privilege to work with you.

This competition would not have been possible without the school staff's openness to innovation. They agreed to jump aboard this train without knowing the route it would take or the stops it would make.

We invite all of you to read, on the following pages, the names of the people who contributed to this competition's realization and to the contents of this catalogue. They helped make history—our collective history of innovation in school architecture.

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Initial collaborators

We would like to acknowledge the exceptional contribution made by the nearly one hundred key collaborators who rigorously and enthusiastically invested time and effort into our reflecting, consulting and research-creation work from the very beginning, when our project was in its infancy. These people are from different backgrounds relating to the Physical Environment, Healthy and Active Lifestyle, and Nutrition cornerstones. Their generously shared expertise played a key role in our *Penser l'école de demain* (imagining the schools of tomorrow) publication, released in April of 2019. This publication paved the way for the architectural programs on which the proposals shown in this catalogue are based. These individuals therefore played a vital role in this competition. In our view, this catalogue is also "their" catalogue. Thank you all for adding your stone to Lab-École's foundation. Thanks to you, our initial aspirations were met through real, innovative projects that will benefit hundreds of children in the years ahead.





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The information presented on pages 360–363, inclusively, was current as of May 2020.

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Engineer, Martin Roy & Associés inc.

Marianne Legault
*Assistant Coordinator,
design team, Lab-École*

Elisa Verreault
*Head of the Healthy and Active Lifestyle
and Nutrition Cornerstones*

Jury Members

Maskinongé Lab-École school

Martin Fréchette
Principal, Belle-Vallée school

France Gervais
*General Manager and Secretary-Treasurer,
Municipality of Maskinongé*

Jérôme Lapierre
*Architect, Head of the Physical Environment
Cornerstone, Lab-École*

Anik Mandalian
*Architect and Senior Partner,
Atelier Zébulon Perron*

Juliette Patterson
*Landscape Architect, Senior Partner,
Catalyse Urbaine*

Christine Robitaille
*Architect and Senior Partner,
Atelier Robitaille + Thiffault*

Martin Trudel
Preschool Teacher, Belle-Vallée school

Rimouski Lab-École school

Anne Barrette
*Urban planner and director of the
the urban planning, permits and inspection
department, City of Rimouski*

Marie-Hélène Gagné
*School Principal,
Des Phares school service centre*

Isabelle Lévesque
Educational Advisor, Des Phares SSC

Michel L. Saint-Pierre
*Retired architect and retired coordinating
professor at the Rimouski CEGEP's Faculty
of Architectural Technology*

Marie-France Stendahl
*Architect and Head of Business Development–
Canada, White Arkitekter AB*

Pierre Thibault
*Architect and Senior Partner,
Atelier Pierre Thibault*

Jacques White
*Architect, Full Professor and Director,
Laval University's School of Architecture*

Saguenay Lab-École school

Stéphanie Cardinal
*Architect and Senior Partner,
HUMÀ Design + Architecture*

Anne Carrier
*Architect and Senior Partner,
Anne Carrier architecture*

Jean-Frédéric Girard
Teacher, Antoine-De Saint-Exupéry school

Jérôme Lapierre
*Architect, Head of the
Physical Environment Cornerstone, Lab-École*

Karine Lavoie
Principal, Antoine-De Saint-Exupéry school

Gilles Prud'homme
Architect and Partner, EVOQ Architecture

Gatineau Lab-École school

Gavin Affleck
Architect, Affleck de la Riva architectes

Martin Beaulieu
*Deputy Territorial Director, Hull and Aylmer
service centres, City of Gatineau*

Claudia Campeau
Architect, Paul Bernier Architecte

Julie Kennedy
*Chair of the governing board,
Pierre-Elliott-Trudeau Elementary School*

David McFall
*Principal, Pierre-Elliott-Trudeau
Elementary School*

Patricia Sarrazin-Sullivan
*Architect and Senior Partner,
Box Architectures*

Pierre Thibault
*Architect and Senior Partner,
Atelier Pierre Thibault*

Shefford Lab-École school

François Allard
Principal, Saint-Bernard school

Amale Andraos
*Architect, senior partner at WORKac and dean of
the Columbia Graduate School of Architecture,
Planning and Preservation*

Éric Gauthier
*Architect and Senior Partner,
Les architectes FABG*

Sylvie Gougeon
*General Manager and Secretary-Treasurer,
Canton de Shefford Municipality*

Jérôme Lapierre
*Architect, Head of the Physical Environment
Cornerstone, Lab-École*

Benoit Léveillé
Principal, Moisson-d'Or school

Eric Turcotte
*Architect, Urban Planner and Urban Designer,
Senior Partner, Urban Strategies*

Thank you to the 135 architecture firms who submitted an anonymous proposal in the competition's first step.

Architecture firms

2Architectures
2x4
A4 Architecture + Design
ADHOC architectes
ADSP
AEdifica
Alexandre Bernier Architecte (ABA)
Alexandre Landry Architecte
Anick Thibeault architecte (ATA)
Anna Kreplak architecte
Antoine Chaloub
APPAREIL Architecture
Architecture CBA & Cie
Architecture Inform
Architecture Microclimat
ARCHITECTURE SYNTHÈSE
ARCHITEM Wolff Shapiro Kuskowski
ARDOISES architecture
Atelier5
Atelier Arkhitektonia
Atelier Barda
Atelier Big City / Cormier, Cohen, Davies, architectes
Atelier d'architecture Sébastien Bilodeau (AASB)
Atelier Guy Architectes
Atelier L'Abri
Atelier TAG
Atelier Tecture
Atelier Vivace
AUpoint études + architecture + territoire
Beaudry & Palato
BGLA Architecture + design urbain
Bilodeau Baril Leeming Architectes
Bisson Fortin architecture + design
Blouin Tardif Architecture Environnement (BTAE)
Boon Atelier d'architecture
Bourgeois Lechasseur architectes
BTAA - Bergeron Thouin Associés Architectes
Cardin Julien
CARTA. Architecte + designer
CB Architecte
Chevalier Morales architectes
Coarchitecture

DAD Architecture/Design
DKA Architectes
DMA Architectes
DMG architecture
Doucet + Turcotte Architectes
Durand Courchesne Architecte eba
etienne bernier architecture
ékm architecture et aménagement - Émond, Kozina, Mulvey, architectes
Emmanuelle Tittley architecte paysagiste
Épigraphe . maison d'architecture
ERIC MAJER ARCHITECTE
Favreau Blais Associés Architectes
Figurr, collectif d'architectes
Fugère Architecture
Gabrielle Nadeau, architecte
GLCRM & Associés architectes
Goulet & Lebel Architectes
GROUPE A
Groupe Architecture MB
Groupe Conseil Planitech
Guillaume Pelletier Architecte
Hal Ingberg architecte
Héloïse Thibodeau Architecte
in situ atelier d'architecture
Intégral Jean Beaudoin
i-on architecture studio
Jodoin Lamarre Pratte architectes
Johnny Vincent Architecte
Julia Manaças Architecte
Justin Viens Architecture
KANVA Architecture
L. McComber — architecture vivante
Lachance & Associée architectes
Lapointe Magne & associés
Leclerc architectes
Lemay CO
LEMAYMICHAUD Architecture Design
Les Architectes Labonté Marcil
Lia Ruccolo Architecte
LLA architecture
L'ŒUF
LRAA + ACSL
Lucie Paquet
Mandaworks

Maria José Benech architecte
Maurice Martel Architecte
MOA architecture
Nadeau Nadeau Blondin architectes
Nativ Architecture
naturehumaine architecture et design
NEUF architect(e)s
Nicolas Moussa architecte
noème architecture
NOLLET (Marie-Hélène Nollet Architecte)
NÓS Architectes
ONICO
PARA-SOL
Paulette Taillefer
Pelletier de Fontenay
Pierre Daoust architecte
Poirier Fontaine Architectes
Pôle architecture
Poncelet-Rémillard
Projectoire architecture
PROULXSAVARD ARCHITECTES
r2k architecte
Rayside Labossière
RIOPEL et associés architectes
Robitaille Larouche Déry Architectes
rocioarchitecture
rose architecture
SALEM ARCHITECTURE
Sarmad Al-Mashta Architecte
Saucier+Perrotte architectes
Sid Lee Architecture
SIMARD Architecture
Smith Vigeant Architectes
STGM Architectes
Studio PERCH architecture
Sublime Architecture
Table Architecture
T B A, Thomas Balaban Architecte
Thellend Fortin Architectes
Thibodeau Architecture + Design
TLA Architectes
Trame Architecture + Paysage
UN architecture
VBGA Architectes
Vincent Leclerc Architecte
WIGWAM Architecture et Design
Yelle Maillé et associés architectes
YH2, Yiakovakis Hamelin Architectes

And thank you to everyone who joined to form the extended teams in the second step.

In architecture

Patriarche Canada

In landscape architecture

Architectes paysagistes Fauteux et associés
BC2 Groupe Conseil
Biodiversité Conseil
civiliti
Collectif Escargo
Daoust Lestage
META+FORME Paysages
Mousse architecture de paysage
Option aménagement
Projet Paysage
ReliefDesign
Rousseau Lefebvre
Version Paysage architectes paysagistes
Vlan paysages
WAA — Williams Asselin Ackaoui et associés

In engineering

Ambioner
Bouthillette Parizeau
BPA
Cima +
Dupras Ledoux
EMS ingénierie
Englobe
GBi
Gravitaire
L2C Experts Conseils en structure
Latéral conseil
Le Groupe Gesfor Poirier, Pinchin inc.
Leroux-Cyr
LGT
Marchand Houle
Pageau Morel associés
PMA
QDI
SDK
SNC-Lavalin
Stantec
Tetra Tech
UNIGEC Experts-Conseils
Vinci Consultants
WOOD PLC
WSP

Other

ABCP architecture
Architecture (Quebec City Lab-École school)
Martin Roy et Associés
Engineering (Quebec City Lab-École school)
Atelier Mock/up
Digital scale-model design
Christian Robert de Massy
Independent artist-designer and illustrator
Enclume (consultant)
Urban planning
Gwenaël Bélanger
Photographer
Louis-Philippe Pratte
Industrial design
Salmaan Craig
Professor of architecture, McGill University
State of the Art Acoustik
Acoustics specialists



SHEFFORD - BTAA + Sid Lee Architecture (consortium) - 01116DP



