The School as a Cultural Learning Tool

Let Us Introduce Ourselves

Souk Xoumphonphackdy
MAA, OAA, AAA
Senior Associate, Architect
25+ schools designed (15 for First Nations)

Mackenzie Swope
MAA
Office Leader, Architect

Agenda

1. One Association for the Success of Education

2. What is Culture?

3. Why is Culture Significant?

4. How can a School Reflect the Culture of its Students? How to engage in productive collaboration to uncover the unique cultural characteristics of students and staff.

5. Case Studies: Demonstrating practical examples of ways to translate abstract ideas to physical realities, while respecting cost / budget constraints.

6. Questions?
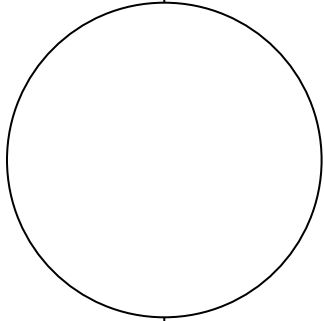
What brings us together today?

One Association for the Success of Education

"In the vast tapestry of modern education, a myriad of professionals play crucial roles. We recognize the importance of collaboration and teamwork in achieving this goal, and we thank all those who contribute to making our schools a better place for our children to learn and grow.

Our theme, "One Association for the Success of Education," celebrates the unity and collaboration of these diverse stakeholders. It underscores the belief that when we come together as one collective, with a shared vision and purpose, we can truly transform the educational landscape. **This conference seeks to bridge gaps, foster dialogue, and catalyze innovations that place students at the center of every endeavor.**"
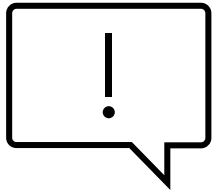
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What is Culture?

"*that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man [or woman] as a member of society*"
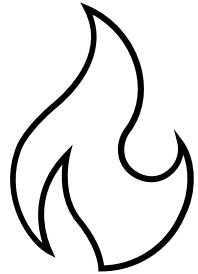
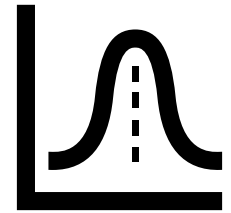**-Edward B. Tylor**

Elements of Culture

VALUES   **SYMBOLS**   **LANGUAGE**   **ARTIFACTS**   **NORMS**

3

Why is Culture Significant?

Importance of Culture

1. Identity Formation
2. Social Cohesion
3. Guidance for Behavior
4. Adaptation and Change
5. Educational Impact (Culturally Responsive Teaching)

"If you don't tell your children who and what they are, they won't know. How can they be proud of what they don't know?"
[Salish Elder, from Diversity in the Classroom]

Asset-Based Pedagogies

These teaching methods and practices focus on the strengths of all students and value diversity in culture, language, and other traits. Here are some of the most commonly known terms in this approach to teaching and their key components.

Culturally responsive teaching:

- High expectations for students
- Culturally relevant curricula
- Honoring different communication styles

Culturally sustaining teaching:

- Valuing community languages and practices
- Student and community agency and input
- Curricula rooted in communities' histories

Culturally relevant teaching:

- A focus on student learning
- Cultural competence
- Critical consciousness

Marginalized communities

"What lies beneath the surface is what the traditional educational system has ignored: the rich wealth of knowledge of those communities, their ways of thinking and being in the world, the languages they speak, and their ways with words."

—Teddi Beam-Conroy, University of Washington associate teaching professor

SOURCE: Education Week reporting   Images: DigitalVision Vectors & iStock/Getty

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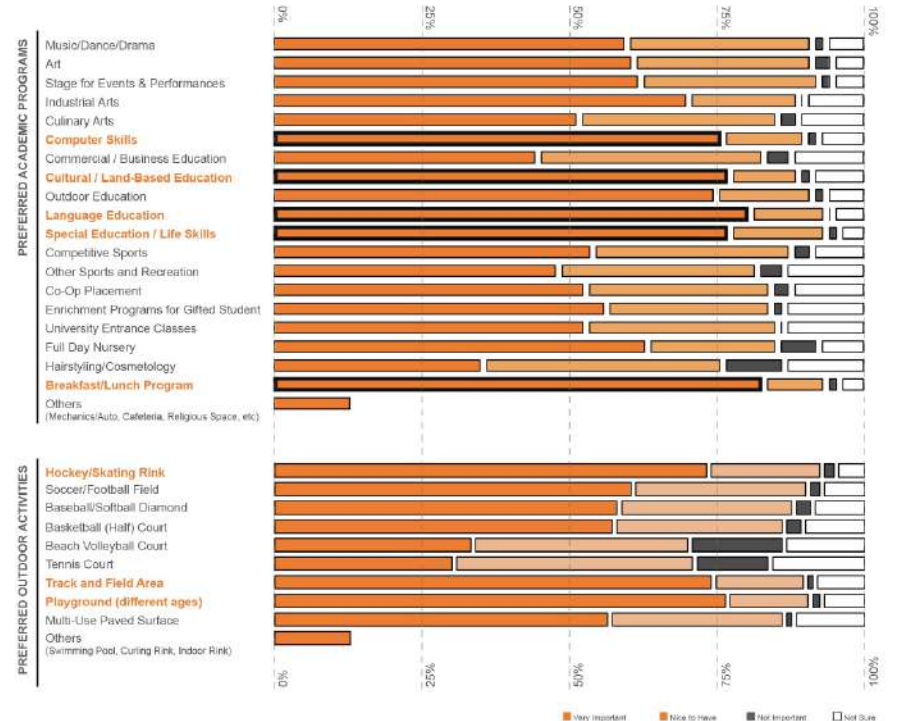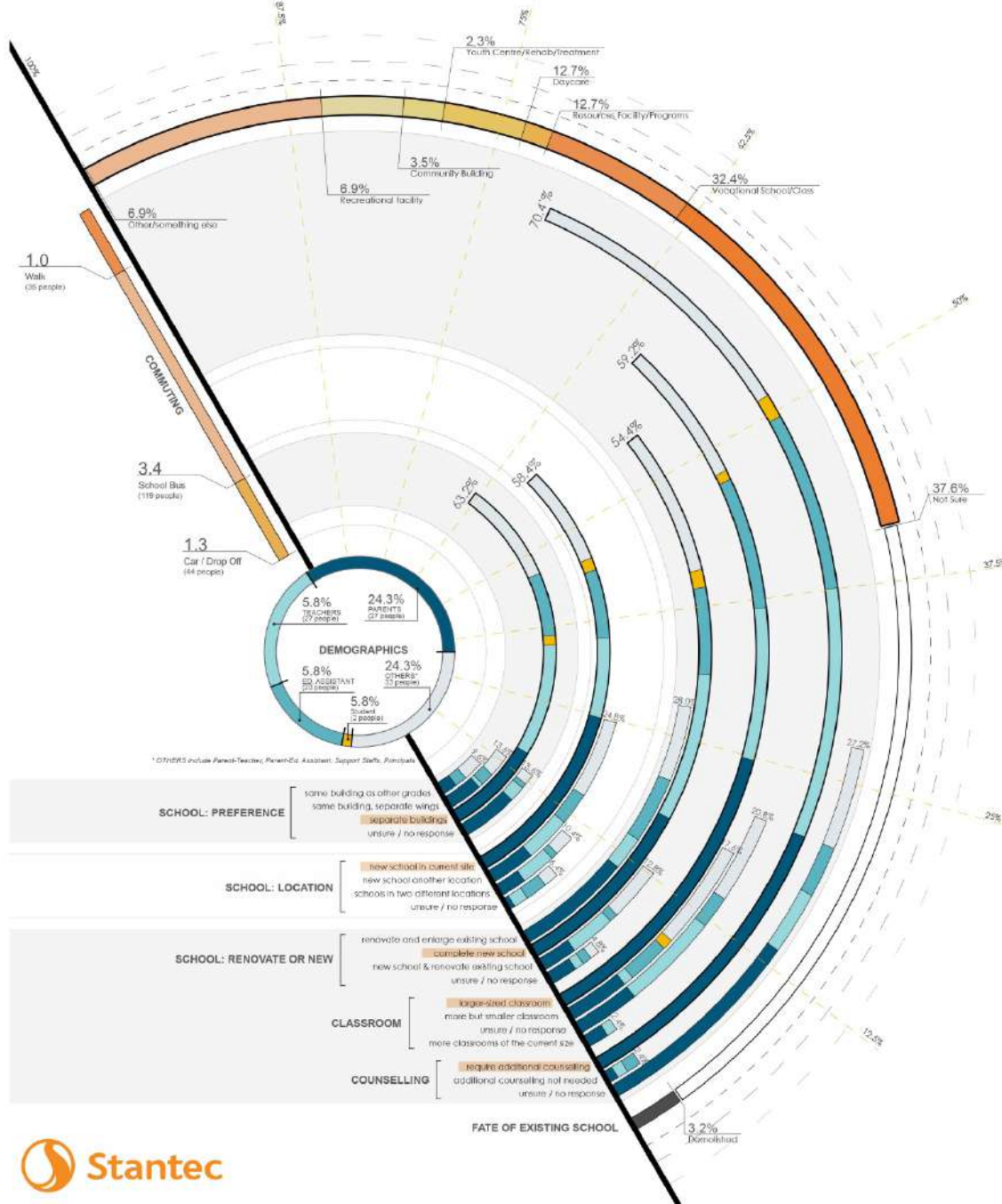
How Can a School Reflect the Culture of its Students?

How can a School Reflect Culture?

"Immersing yourself in local culture is also about orienting yourself to decisions regarding form and aesthetics. The search for or reinterpretation of traditional elements, such as decorative patterns and ornaments, specific materials and typologies, reflects the cultural and visual identity of the community, preserving memories and techniques in the face of possible erasures and expanding the architectural repertoire of each region."

RESEARCH – COLLABORATION – TRANSLATION - IMPLEMENTATION

PREFERRED ACADEMIC PROGRAMS

- Music/Dance/Drama
- Art
- Stage for Events & Performances
- Industrial Arts
- Culinary Arts
- **Computer Skills**
- Commercial / Business Education
- **Cultural / Land-Based Education**
- Outdoor Education
- **Language Education**
- **Special Education / Life Skills**
- Competitive Sports
- Other Sports and Recreation
- Co-Op Placement
- Enrichment Programs for Gifted Student
- University Entrance Classes
- Full Day Nursery
- Hairstyling/Cosmetology
- **Breakfast/Lunch Program**
- Others (Mechanic/Auto, Cafeteria, Religious Space, etc.)

PREFERRED OUTDOOR ACTIVITIES

- **Hockey/Skating Rink**
- Soccer/Football Field
- Baseball/Softball Diamond
- Basketball (Half) Court
- Beach Volleyball Court
- Tennis Court
- **Track and Field Area**
- **Playground (different ages)**
- Multi-Use Paved Surface
- Others (Swimming Pool, Curling Rink, Indoor Rink)

Legend: Very Important · Nice to Have · Not Important · Not Sure

125 PERSONS SURVEYED

Most feedback received are in regards to daycare and school programs

Parent's comments ■
Need daycare for those who can't attend and finish school as they have no babysitters.
More available and permanent teachers who require less travelling.
Swimming Pool, Life Guard Training and CPR Training.

Teacher's comments ■
Need space for students so that they are not cramped.
Access to school for extracuricular activities.
Add a gym for early years, cafeteria, library, and staff washrooms.
Each school to have their own play areas (to control students for their own break times).
Larger IA Classroom (more storage, tools, lab space) and space for automotive program.

Educative Assistant's comments ■
Better storage facility.
A place for special needs/disabled people, A home for elder with takers.
Anything that the school does not have yet.
Have a daycare operated close to the school for staff to take their children.

Student's comments ■
None

Other's comments ■
Daycare closeby the school, to have safe lock down security within the school zone.
We need more space, especially a lunch room. Students shouldn't eat in their classrooms.
Faster and more accessible internet.
Library is really needed and Early Years have no staff room.
More trauma based services ie. trained counsellors available for students.

DEMOGRAPHICS

- 5.8% TEACHERS (27 people)
- 24.3% PARENTS (27 people)
- 5.8% ED. ASSISTANT (20 people)
- 24.3% OTHERS* (33 people)
- 5.8% Student (2 people)

* OTHERS include Parent-Teacher, Parent-Ed. Assistant, Support Staffs, Principals

COMMUTING

- 6.9% Other/something else
- 1.0 Walk (35 people)
- 3.4 School Bus (119 people)
- 1.3 Car / Drop Off (44 people)

- 2.3% Youth Centre/Rehab/Treatment
- 12.7% Daycare
- 12.7% Resources, Facility/Programs
- 3.5% Community Building
- 6.9% Recreational facility
- 32.4% Vocational School/Class
- 37.6% Not Sure
- 70.4%
- 59.2%
- 54.4%
- 53.4%
- 63.2%

SCHOOL: PREFERENCE
- same building as other grades
- same building, separate wings
- separate buildings
- unsure / no response

SCHOOL: LOCATION
- new school in current site
- new school another location
- schools in two different locations
- unsure / no response

SCHOOL: RENOVATE OR NEW
- renovate and enlarge existing school
- complete new school
- new school & renovate existing school
- unsure / no response

CLASSROOM
- large-sized classroom
- more but smaller classroom
- unsure / no response
- more classrooms of the current size

COUNSELLING
- require additional counselling
- additional counselling not needed
- unsure / no response

FATE OF EXISTING SCHOOL
- 3.2% Demolished

Stantec

RESEARCH | PROJECT SPECIFIC SURVEYS

Local Quarry Tour → Engagement → Final Design

PRIMARY PAINT COLORS

ACCENT PAINT COLORS

MILLWORK

ACOUSTIC WALL PANELS

PRIMARY FLOORING

SAFETY FLOORING

WALL BASE

TRANSLATION | ECOLE ST. MALO
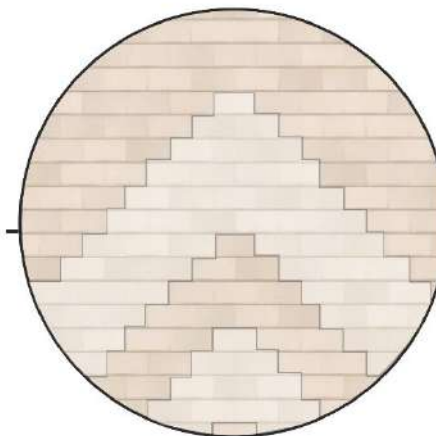
IMPLEMENTATION | ECOLE ST. MALO

5 Case Studies

CASE STUDY 01
ECOLE QUATRE-SAISONS

Cultural Context: French Community

Scope of Work: New K-12 French Immersion School

Task: Embody French character and culture within a modern context

Response: Researched both traditional and modern French architecture, art, and fashion.

Beaumont Welcome Sign

Saint Vital Roman Catholic Church

Beaumont History Book

What is your community culture?

How Beaumont is Changing the Game for Innovation in Canada
Article from www.innovatingcanada.ca

Highlights from Beaumont Census 2019

POPULATION

GROWTH OVER 17 YEARS: 2.2% FROM 2018-2019

School Vision and Core Values

Our Vision - We Lead - We Learn - We Care

Vision – We Lead – We Learn – We Care

Core Values – Engagement, High Expectations, Personal Wellness, Collaboration, Leadership, Relationships

School Goals – Culture of Compassion & Kindness, Literacy & Numeracy, Parental Involvement

BEAUMONT-WIDE

B1 - CIVIC/INSTITUTIONAL

Civic/Institutional buildings are places where Beaumont and other levels of government provide public services such as libraries, fire stations and other administrative offices. Institutional buildings include, but are not limited to, schools, colleges and other public institutions.

Traditional French Character

Saint Vital Parish

Centre Communautaire de Beaumont / Beaumont Community Centre

5012 50ᵗʰ Street

Place Beausejour/Chateau Vitaline 5020 52ⁿᵈ Avenue

Beaumont Fire Hall

Beaumont Administration Office

Contemporary French Character

Académie Saint-André Academy

CIVIC/INSTITUTIONAL

Beaumont-Wide

Building Guidelines

Traditional French Architecture **Contemporary French Architecture** Contemporary Architecture

CATEGORY	ESSENTIAL	SUGGESTED
CIVIC/ INSTITUTIONAL/ BEAUMONT-WIDE	• Use Contemporary or Traditional French Character • Achieve the intended French Character in scale, quality of materials, façade elements and finishes • Provide greater visual interest, highlight the building and respond to the site and surrounding context through the design, variety and articulation of building façades • Respect neighbouring built form pattern and significant architectural features to help new buildings integrate with the neighbourhood character • Use standing seam metal, with steep roof lines, similar to the Beaumont Administrative Office, to continue the legacy of civic/institutional buildings using this roof style • Organize roof slopes so that they can accommodate photo-voltaic panels, where possible • Reduce the massing of buildings through architectural elements such as pilasters or piers, columns, window shutters, changes in building finishes, materials and textures or features that create an identifiable pattern and sense of human scale • Incorporate public art opportunity in the exterior building design • Incorporate building materials into the exterior finish with a durable quality such as brick, stone, cultured stone and mass (heavy) timber • Essential Colour Palette: see page B1-7.	• Include window detailing that evokes a French character. Such details could include: 　• Richly painted, thick ornamental moldings or frames; 　• Decorative hardware such as black metal hinges or handles, or black metal railings on upper storeys; or 　• Muntin bars or mullions to divide large expanses of glass • Include door detailing that evokes a French character. Such details could include: 　• Brightly painted doors and frames; 　• Large sidelights and transom windows; 　• Decorative hardware such as black metal hinges or handles; or • Use dormers on top floors or at building corners • Organize the location and size of dormers to be consistent with the overall window pattern of the façade • Provide dormers that are functional rather than decorative, providing light to useable space • Locate mechanical, air conditioning and/or other noisy equipment as far away as possible from adjacent residential and community areas including schools and playgrounds

AVOID	• Exposed concrete or vinyl siding • Exterior Insulation and Finish System (EIFS) and stucco-textured foam trims/moldings on highly visible façades at grade

ESSENTIAL COLOUR PALETTE

The palette of Essential colours for civic/institutional buildings Beaumont-Wide is shown here with their CMYK codes:

1. C: 14 M: 8 Y: 9 K: 0
2. C: 60 M: 16 Y: 51 K: 11
3. C: 93 M: 54 Y: 21 K: 40
4. C: 0 M: 88 Y: 76 K: 28
5. C: 69 M: 63 Y: 62 K: 57
6. C: 0 M: 0 Y: 0 K: 0

Jean Rostand School
SAM Architects
Lille, France

Jean Rostand School
SAM Architects
Lille, France

Jean Rostand School
SAM Architects
Lille, France

Jean Rostand School
SAM Architects
Lille, France

Olympe de Gouges [Group of Schools]
architect Dominique Coulon & Associés
Gidy, France

Olympe de Gouges [Group of Schools]
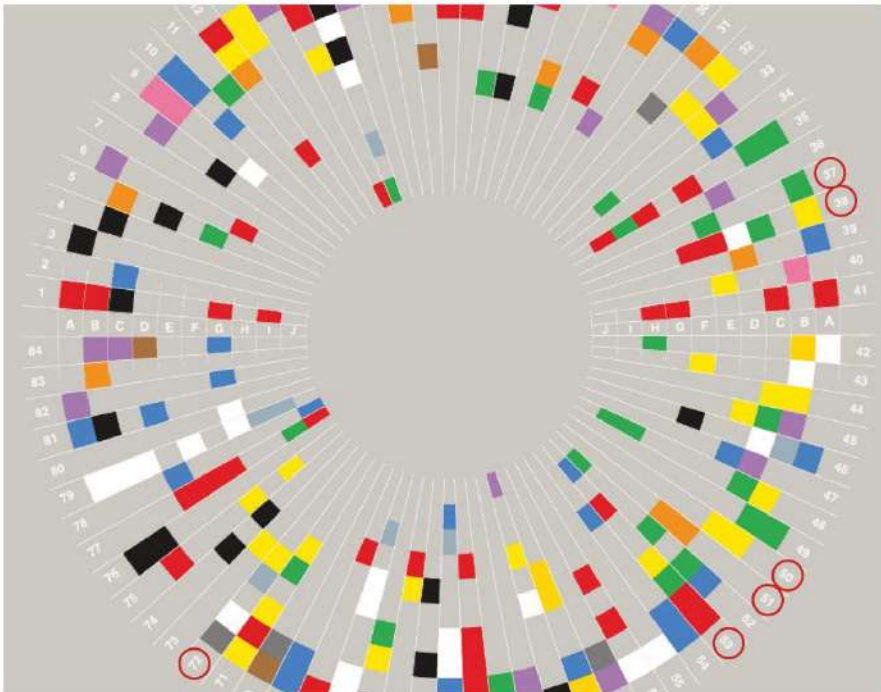architect Dominique Coulon & Associés
Gidy, France

Olympe de Gouges [Group of Schools]
architect Dominique Coulon & Associés
Gidy, France

Olympe de Gouges [Group of Schools]
architect Dominique Coulon & Associés
Gidy, France

CASE STUDY 02
Keewatin Prairie Community School

Scope of Work: Re-Cladding

Task: Winnipeg School Division asked how we can express "hope, optimism and playfulness" when cladding the building

Response: Researched the history, neighbourhood context, and census data, architectural identity, colour theory, culture + colour

THE SCHOOL AS A CULTURAL LEARNING TOOL

AFTER

CASE STUDY 03

Sioux Valley Dakota Nation School Campus (Feasibility Study)

Cultural Context: Dakota First Nation

Scope of Work: New Elementary School and High School within the same campus

Task: reflect Dakota Culture

Response: Research history, research specific community and their goals, cultural legends, studied student curriculum from cultural teacher

OÒETI ṠAḰOWIŊ

CAMP CIRCLE
OF THE SEVEN COUNCIL FIRES
(DAKOTA / NAKOTA / LAKOTA)

SISITOŊWAŊ
Dwellers among the old fish bones

WAḢPETOŊWAŊ
Dwellers among the leaves

IHAŊKTOŊWAŊ
Dwellers at the end of the camp circle

MDEWAḰAŊTOŊWAŊ
Dwellers at Spirit Lake

IHAŊKTOŊWAŊNA
Smaller/younger dwellers at the
end of the camp circle

WAḢPEKUTE
Those who shoot among the leaves

TITOŊWAŊ
Dwellers on the prairie

HOHE (Assiniboine)
Those with harsh voices
IŊYAŊ ḢE WIĊAṠA (Stoney)
People of the Rocky Mountains

OGLALA - Those who scatter their own
MNIḰOWOJU - Those who plant by the stream
OOHENUŊPA - Those who cook with two kettles
SIĊAŊGU - Those who have burnt thighs
SIHA ṠAPA - Those who have black feet
ITAZIPĊO - Those who are without bows
HUŊKPAPA - Those who camp at the entrance

CAMP CIRCLE OF THE SEVEN COUNCIL FIRES

"Oceti Sakowin is a perspective and philosophy embedded in language, ways of teaching, the values of respect, honour, and responsibility for creation, the universe, its people and for nature... all living things in harmony and kinship."

"CIRCLE IS AN
EMBLEM OF ETERNITY"

"The White Buffalo Woman showed the people how to use the pipe. She filled it with chan-shasha, red willow-bark tobacco. She walked around the lodge four times after the manner of Anpetu-Wi, the great sun. This represented the circle without end, the sacred hoop, the road of life."
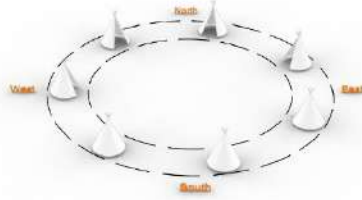
Camp Circle

TIPI is:
- Home
- Gathering
- Comfort
- Share
- History
- Informal
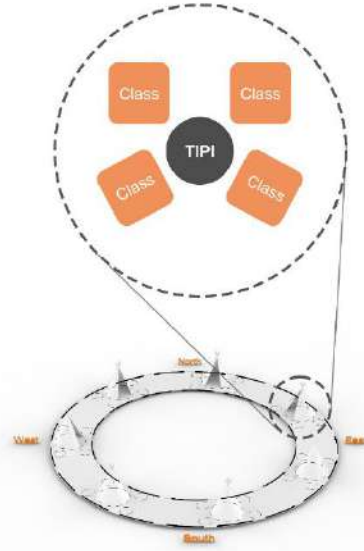
Building Wrap

- School is organized around the TIPI camp
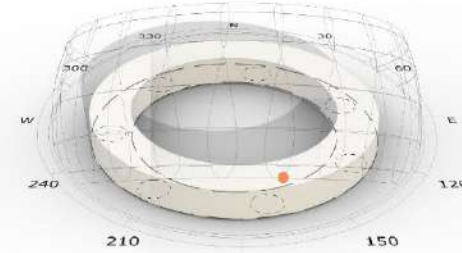
Light & Shadow

- Bulding extrusion and sun study
- Sun Study date: JAN, 1, 2023
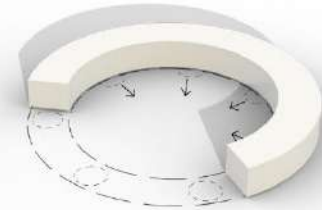
Cut Extrusion

- Allow sun to enter from South and West
- Move inbound TIPIs to exterior for outdoor learning adjacent
- Maximize Winter solar gain
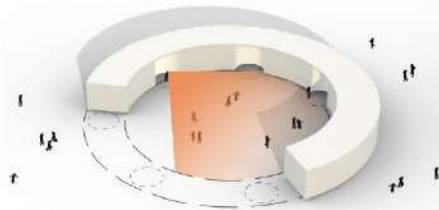
Subtract

- Move inbound TIPIs to exterior for outdoor learning adjacent and substract them from the main building
- Maximize Winter solar gain

Add Storey

- Storey extrusion on North side to minimize casting shadows on elementary school
- Protecting the inner circle and elementary school from wild North West wind
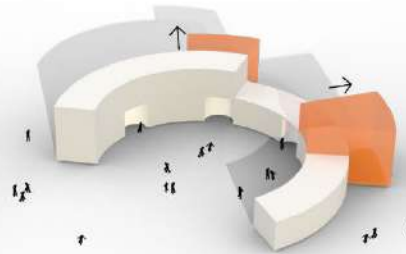
Gym Placement

- Not obstructing Sun
- North facing windows
- Minimizing glare
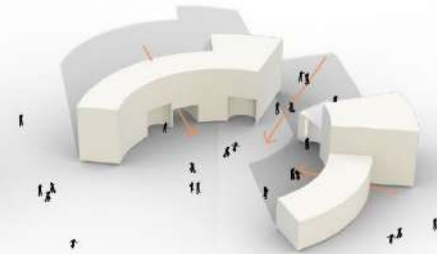
Entrance

- Carve out entrances

1

2

3

4

5

6

7

8

7-12 HIGH SCHOOL

K-6 ELEM. SCHOOL

1

3

5

2

4

6

7

8

Cultural Context: French Metis

Scope of Work: Major School Addition & Modernization

Task: Division scolaire franco-manitobaine was in pursuit of a facility inspired by French Metis culture and heritage, a hommage to the history and traditions of the region's past.

Response: Researched the history, neighbourhood context, architectural identity, local materials, culture + colour

CASE STUDY 04
Ecole St. Malo
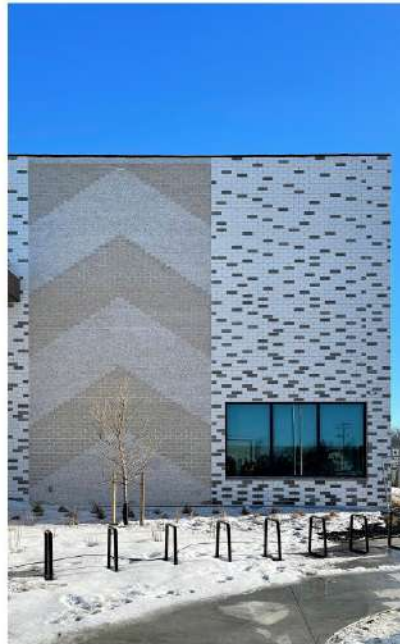
• Moments for Pause & Reflection

Cultural Context: Oji-Cree

Scope of Work: New School

Task: Kingfisher Lake First Nation was in pursuit of a facility inspired by their Oji-Cree culture and heritage, as well as a symbolic expression of the Kingfisher bird.

Response: Spoke with local knowledge keepers about the local history and context. Researched aspects of of the Kingfisher Bird, and incorporated planning strategies based on Oji-cree culture, for instance east facing entry and the elders room located in the most prominent location within the school.

CASE STUDY 05
Kingfisher Lake Education Centre

Kingfisher Lake First Nation School

A culturally-relevant and contextual school that meets the community's needs

Originally constructed in 1971, the existing facility has been serving the community for more than fifty years. The single-story wood framed building, now deteriorating and significantly undersized, does not meet the current programming requirements and has several health and safety issues that require immediate attention. The new Kingfisher Lake First Nation (KFLFN) school was designed in close collaboration with the KFLFN community. Situated in close proximity to the community and away from the lake, the new school will meet the community's program requirements and will be a unique cultural reflection of KFLFN.

A priority for the KFLFN Community is improving the quality of education provided. Moving forward K4-Gr10 students will be together under one roof. The total number of K4-10 students is expected to increase from 54 to 153 students in the year 2023. The key components for this project are to ensure the school is sustainable, fun, and innovative while creating a strong cultural presence. KFLFN wants the new school to establish a strong visual and functional connection to the natural environment that aligns with the communities' cultural values.

The design conceptualizes a new and dynamic school design that portrays a Belted Kingfisher taking flight, a symbol that is culturally important to the community. To further accentuate the notion of the expansive wings, large glass panels, natural light and wood canopies are introduced. The floor plan is separated into two major zones: one focused on cultural aspects and is community orientated. The second wing is for all classrooms, with an opportunity for future expansion. The entire single-storey facility will be completely accessible for students and communities with different physical needs.

Kingfisher Lake First Nation Community

Airport Road

Kingfisher Lake

Thunder Bay

Toronto
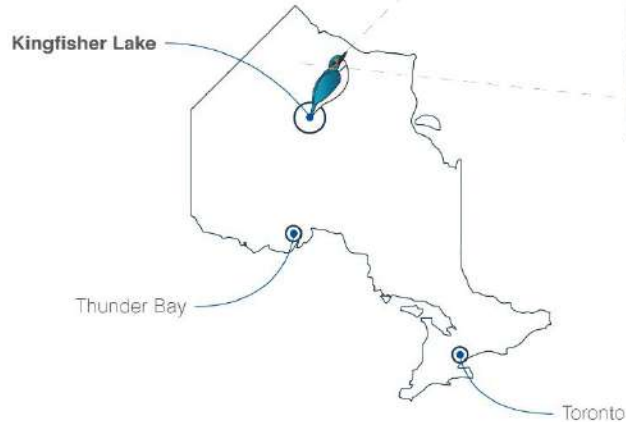
Aerial View

Kingfisher Lake First Nation New School

Belted Kingfisher bird *

right wing //
community + cultural

main axis //
central facility

left wing //
instructional program

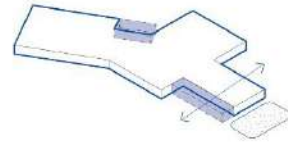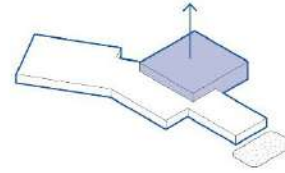instructional program

community programs
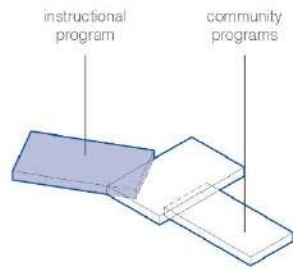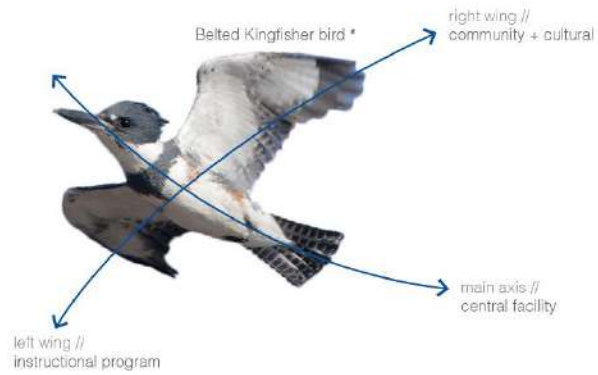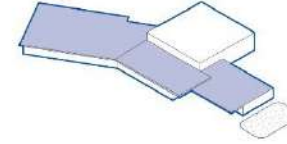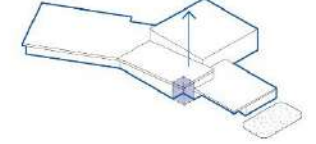
outdoor classroom

skew / displaying wings
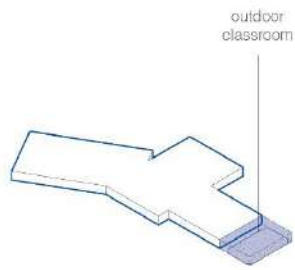
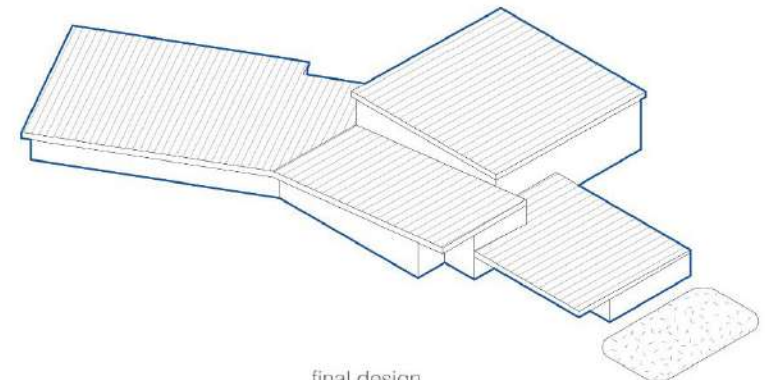subtract / outdoor classroom

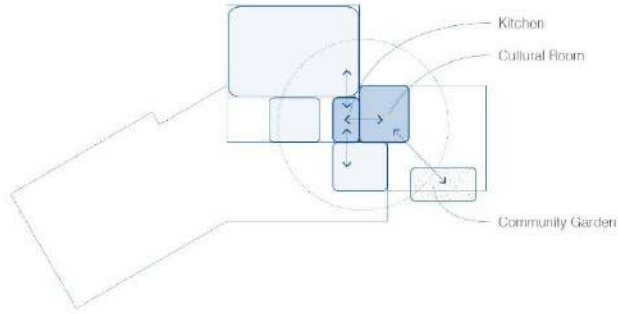carve / exterior-interior

extrude / gym

envelope / wings

extend / creating hierarchy

final design

Inspired by the belted Kingfisher bird, the school conceptualizes a design that is meaningful to the community. The west school wing is intentionally angled to give the impression of the kingfisher bird taking flight as one approaches the school facility.

* https://www.birdzilla.com/birds/Belted-Kingfisher/description.html

Concept Design Development

Kitchen

Cultural Room

Community Garden

As cooking plays a crucial role in the cultural teaching of the
Kingfisher Lake First Nation community, the new school shall centre
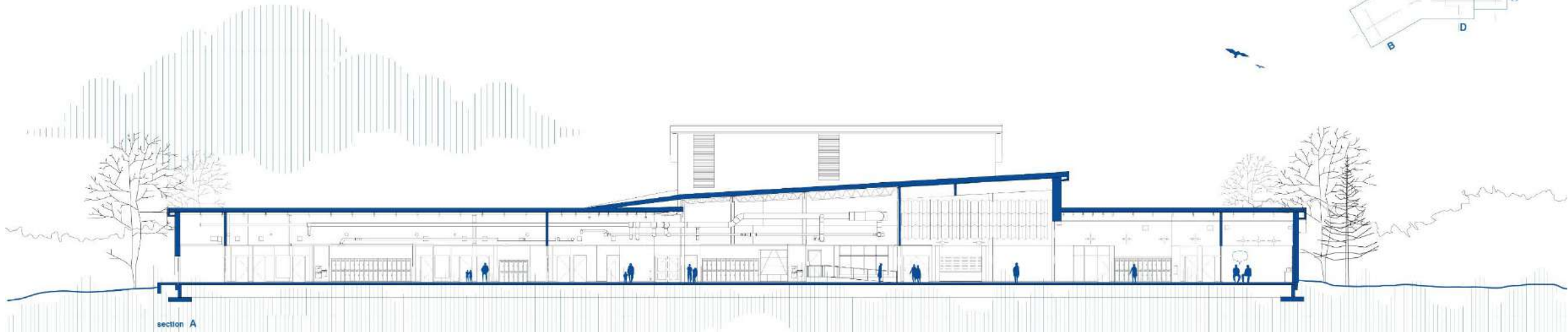its programs around the kitchen and cultural room

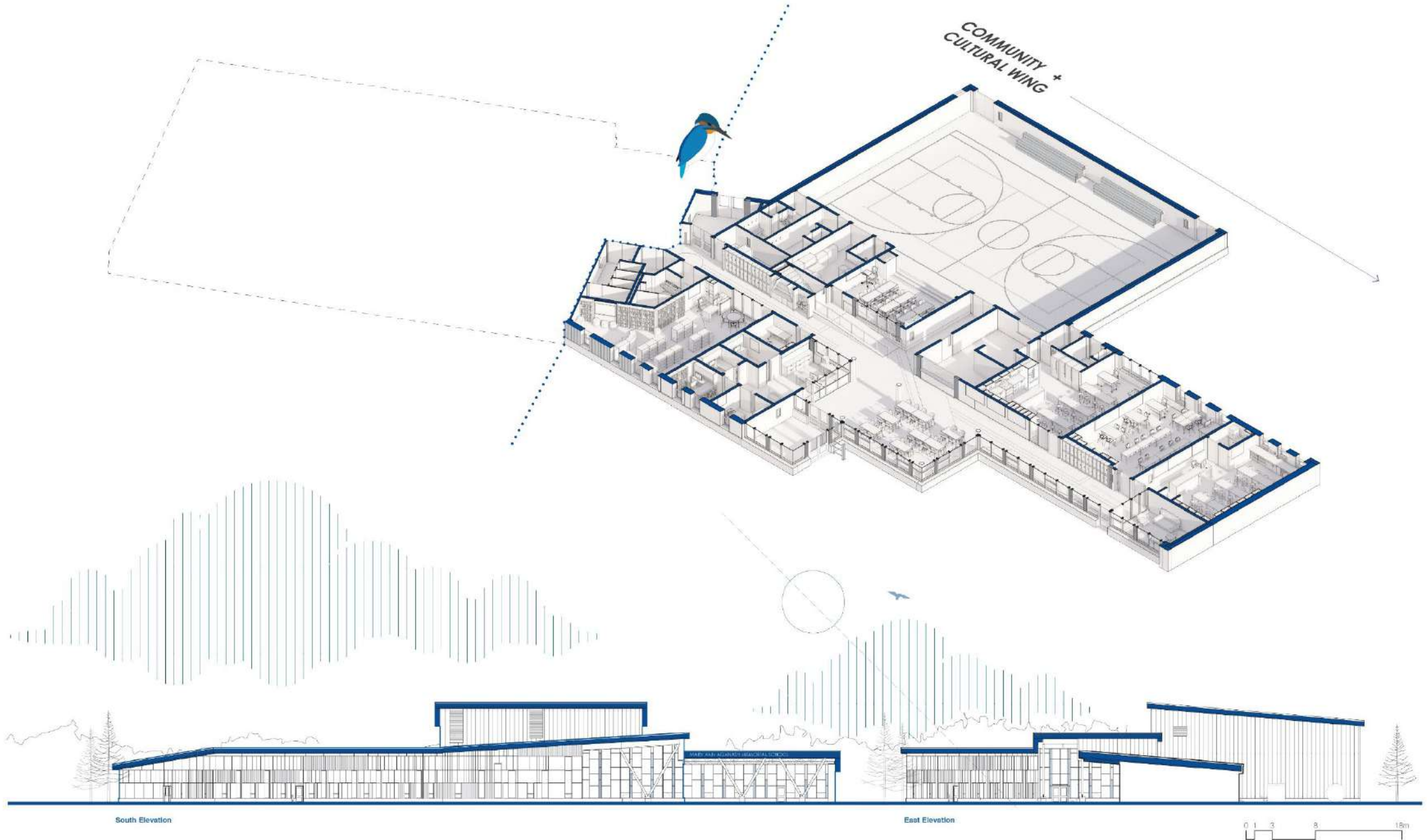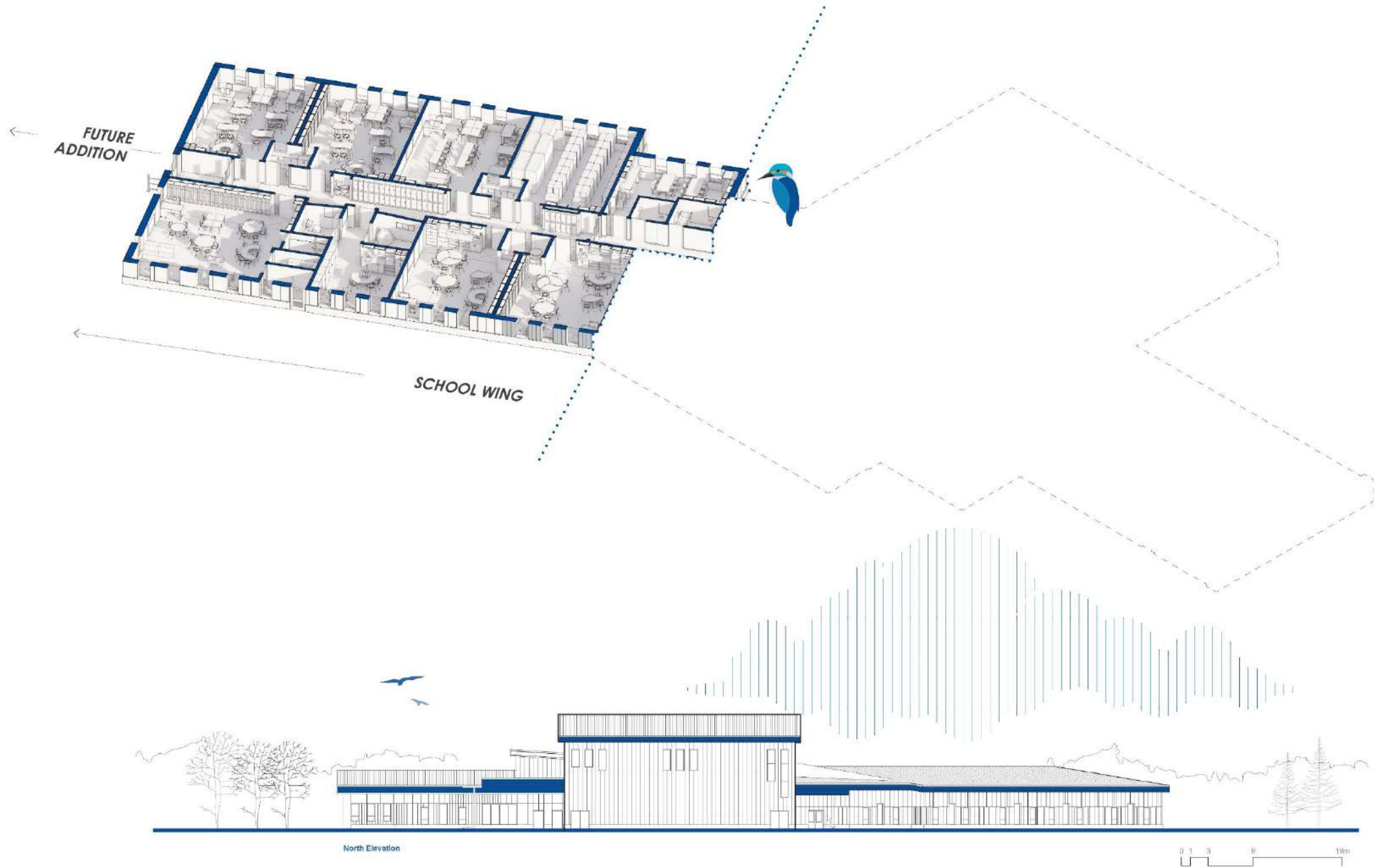|			
1	Main Vestibule	12	Kindergarten
2	Cafeteria	13	Grade 1-3 Classroom
3	Administration	14	Grade 4-6 Classroom
4	Library	15	Grade 7-8 Classroom
5	Kitchen	16	Grade 9-10 Classroom
6	Cultural Room	17	Science Room
7	Elder's Room	18	Breakout Room
8	Gymnasium	19	Therapy/Resource
9	Change Room	20	Storage/Future Class
10	Gym Storage	21	Staff Room
11	MPR/Stage	22	Secondary Vestibule
		23	To Mechanical

Floor Plan

0 1 3   8   18m

Cafeteria

Community Garden

Elder's Room

section A

section B

section C

section D

0 1 3 8 18m

COMMUNITY +
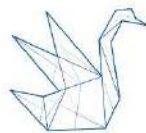CULTURAL WING
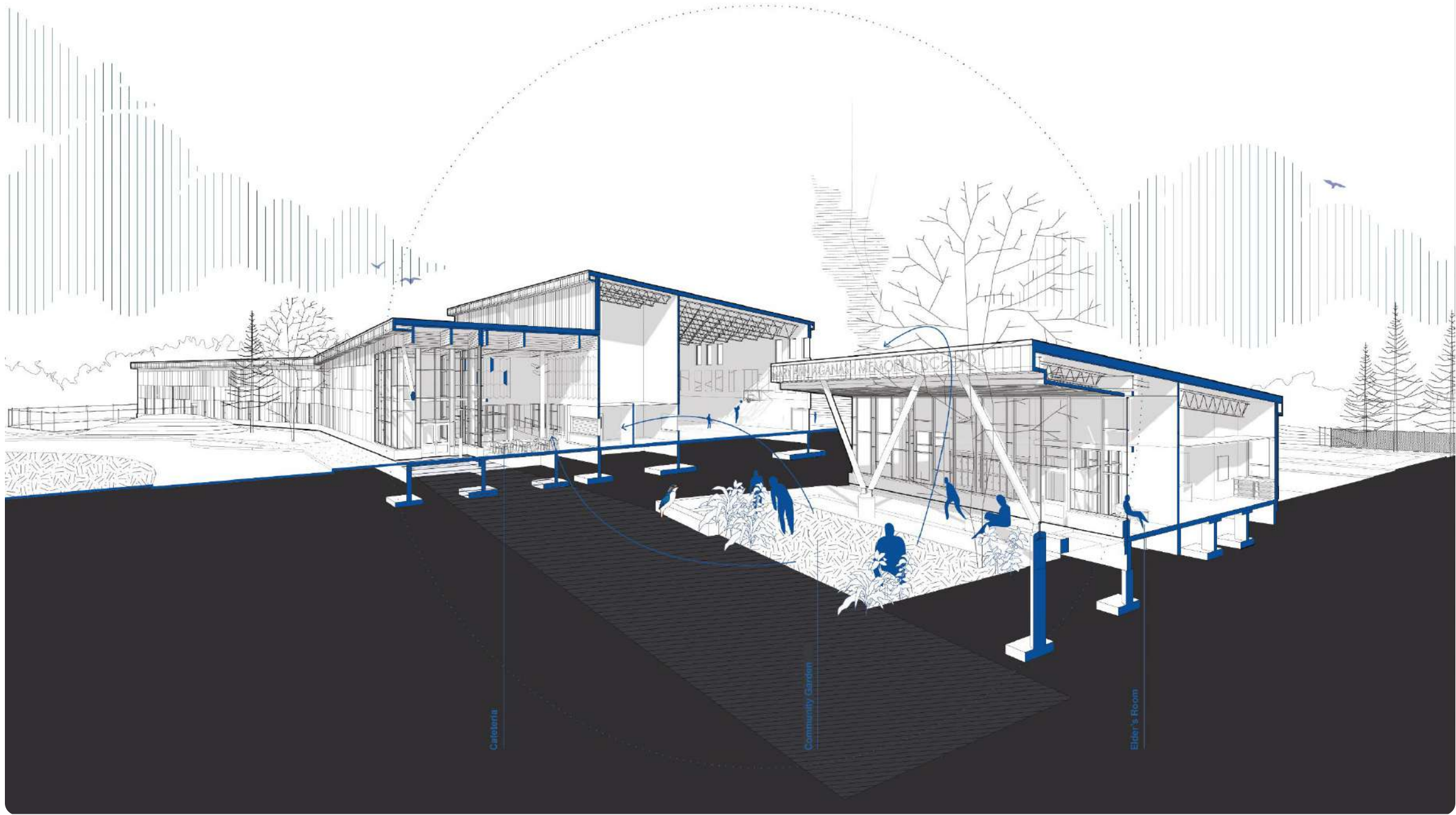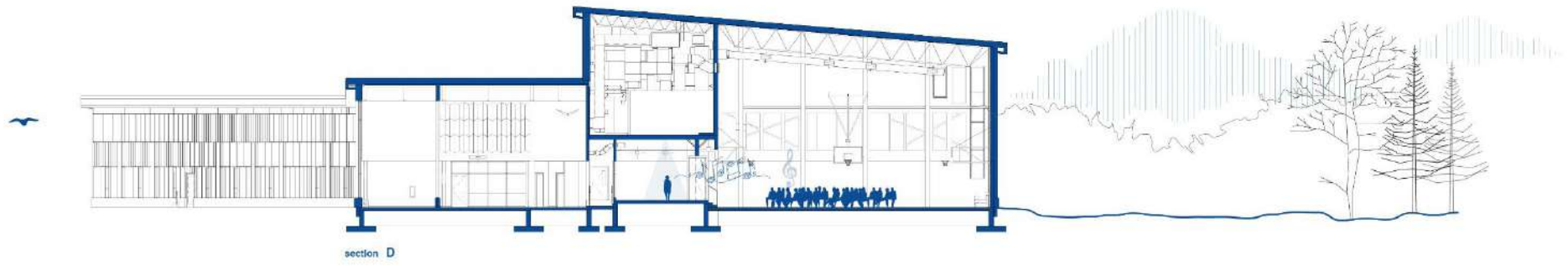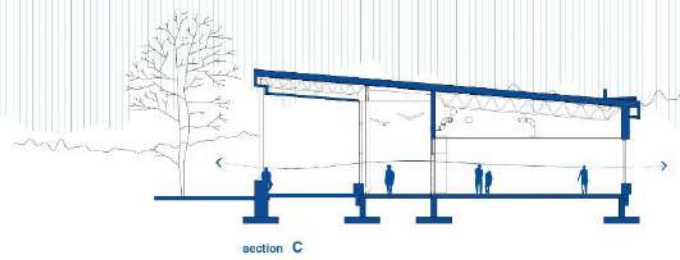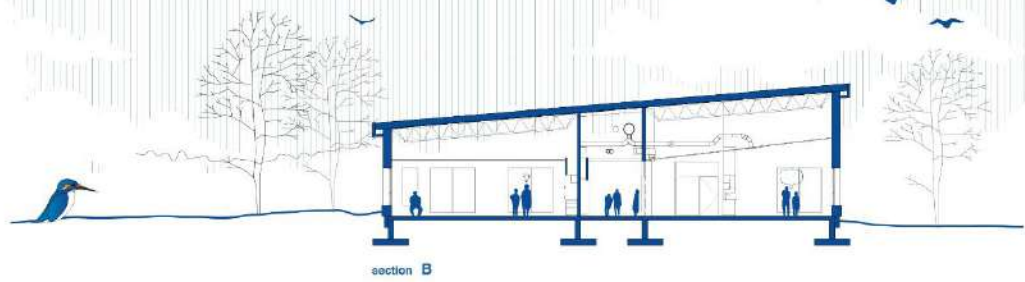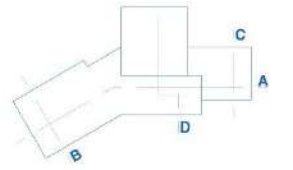
South Elevation

East Elevation

0 1   3   8   18m

FUTURE
ADDITION

SCHOOL WING

North Elevation

0 1   3   8   18m

Left: Kindergarten
Right: Typical Classroom
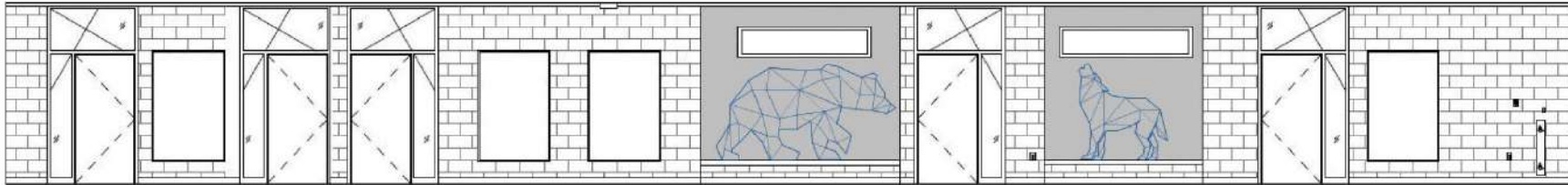
West Corridor School Wing

Kingfisher Lake First Nation acknowledges six Seasons in a year. Each season is represented by a culturally significant animal.

1 Goose - Spring

2 Fish - Break Up
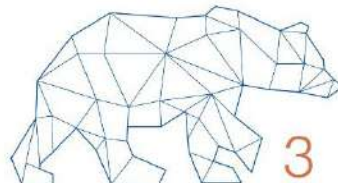
3 Bear - Summer

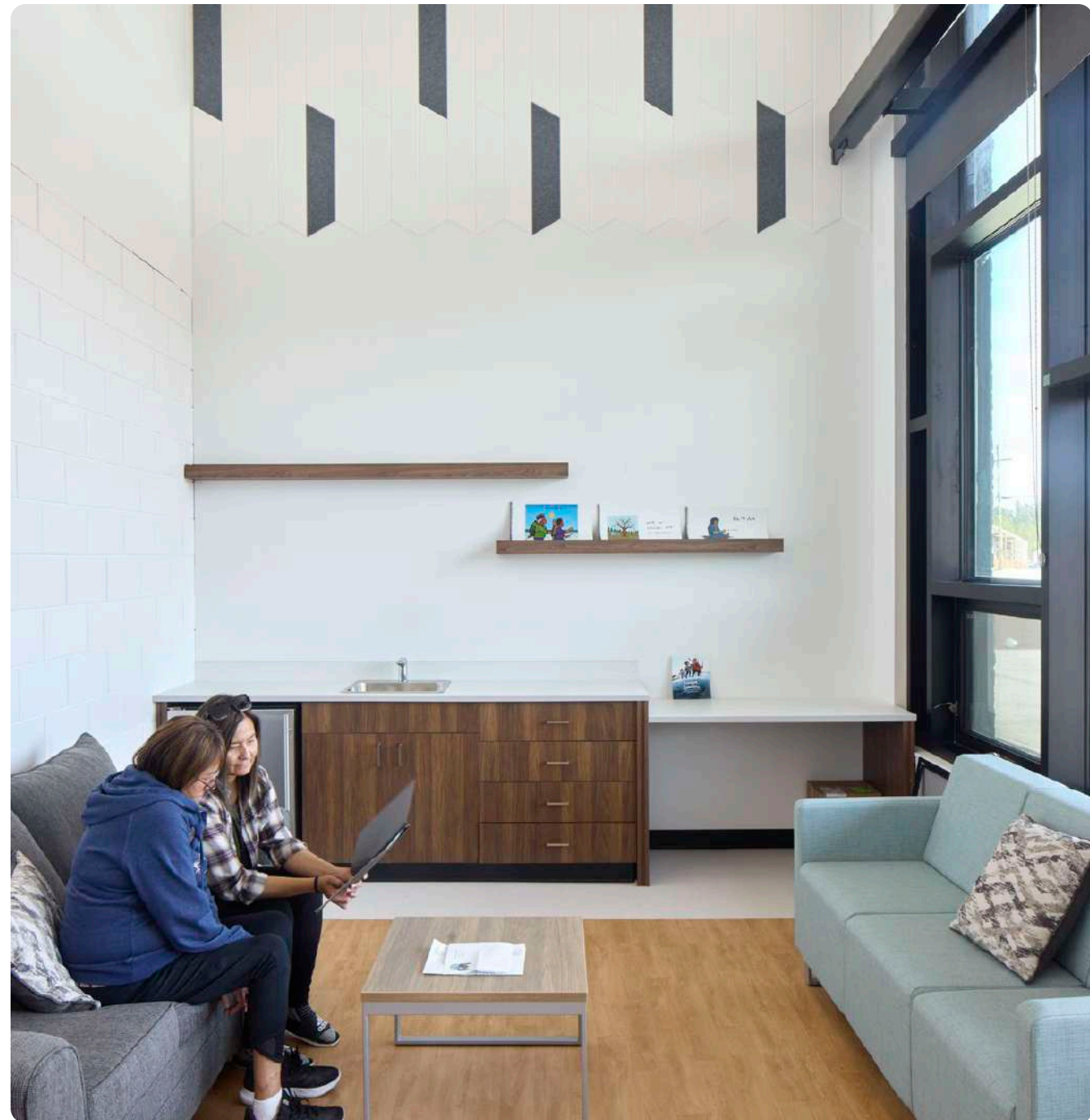4 Moose - Fall

5 Marten - Freeze-Up

6 Wolf - Winter

Counsellor / Knowledge Keeper / Elders Room

CASE STUDY 06
Wuskwi Sipihk First Nation School

Cultural Context: Cree

Scope of Work: New K-8 School

Task: Wuskwi Sipihk is Cree for Birch River.

Response: Research the birch tree and its significance to the history and culture of Wuskwi Sipihk First Nation

THE SCHOOL AS A CULTURAL LEARNING TOOL

Conclusion

This conference seeks to bridge gaps, foster dialogue, and catalyze innovations that place students at the center of every endeavor.

Questions?

- Round Table Discussion
- Thank You for Listening