

# A SCHOOL FOR GRAND-VENNES

A BRIEF HISTORY OF VAUD SCHOOLS

PEDAGOGICAL THEORIES

A CROCS FOR GRAND-VENNES

PARTICIPATIVE WORK

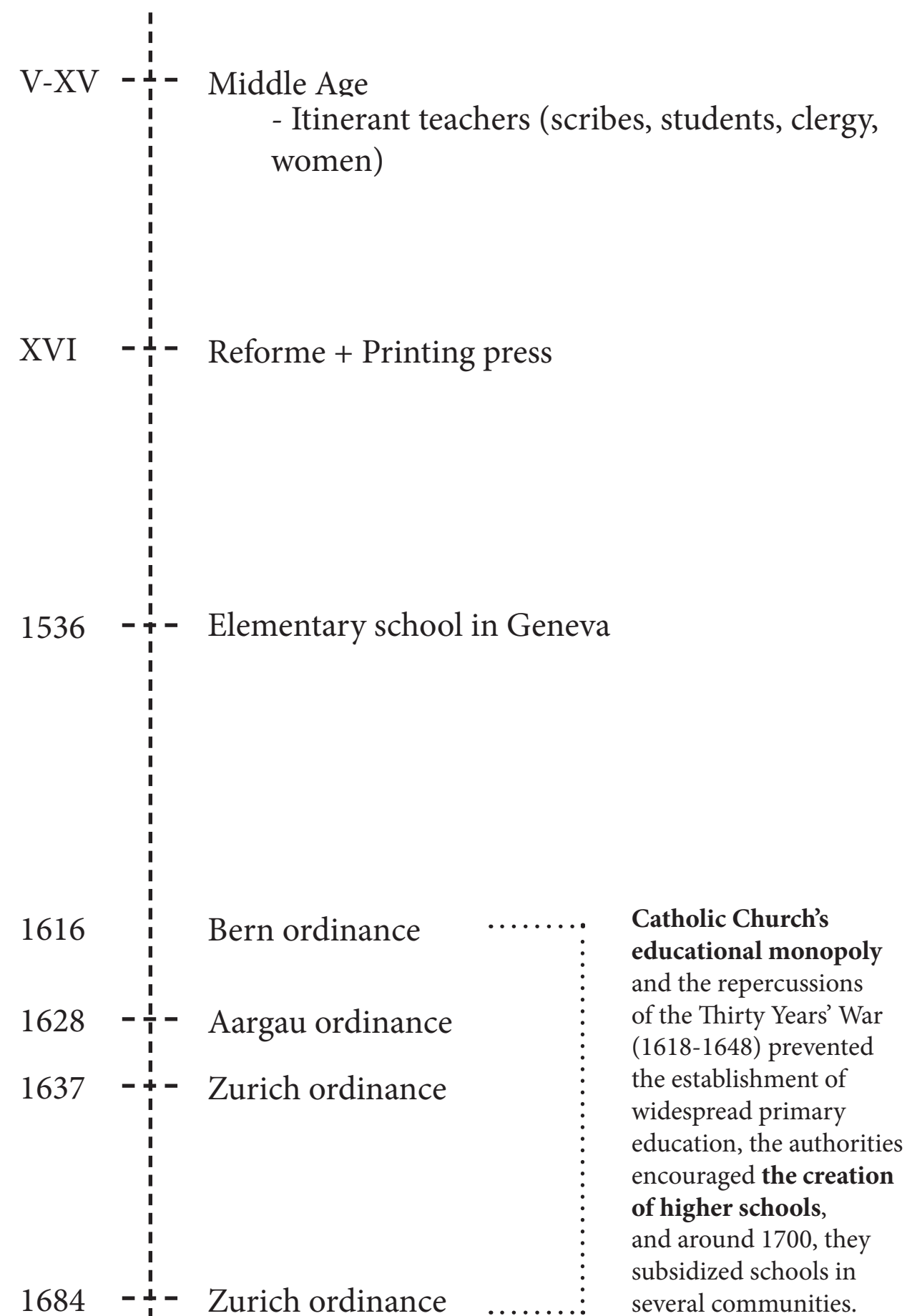
PROGRAM AND INTENSIONS



NEUERE SCHULHÄUSER DER STADT ZÜRICH.

Sammlung für die Lebensversicherung in Basel 1918

# A BRIEF HISTORY OF VAUD SCHOOLS



The children of non-bourgeois city residents were sent to rural schools or local schools. Since **school attendance was reserved for the upper classes until the early modern period**, these classes, as well as the early modern state, did not concern themselves with elementary education. **Education was not an objective for society**, especially since the ignorance of the populace seemed to correspond to the **divine order**.

The **invention of the printing press** with movable type and the Reformation created a need for (school) education. As early as 1536, Geneva reorganized elementary schools according to the principles of the Reformed Church, while around 1550, permanent German schools were established in Zurich and Bern, where **reading, writing, and arithmetic were taught**.

In some rural communities at the beginning of the **17th century**, **parents were instructed to send their children to school for at least three years**, especially during the winter months. The first general school ordinances (Bern: 1616; Aargau: 1628; Zurich: 1637 and 1684) **regulated compulsory schooling**, school attendance, the duration of schooling, as well as the content of the teachings and the facilities.



# A BRIEF HISTORY OF VAUD SCHOOLS

Several education laws in Vaud

1722 - - A treatise on child education (Crousaz + Sulzer)

At the end of the 18th century, **the school system was reformed under the influence of the Enlightenment**, notably by Johann Heinrich Pestalozzi. Although education was conceived as the foundation of a **moral, social, and political renewal of the people**, access to education remained determined by social status and gender. Thus, **educated women** of the 17th and 18th centuries, coming from the nobility or the upper bourgeoisie, attended private higher schools for girls

1800 - - Essay on intellectual education (Chavannes)

1803 - - Mediation Act

1814 - - 50 primary school

1834

1846

1848 - - Federal Constitution : Swiss as a federal State

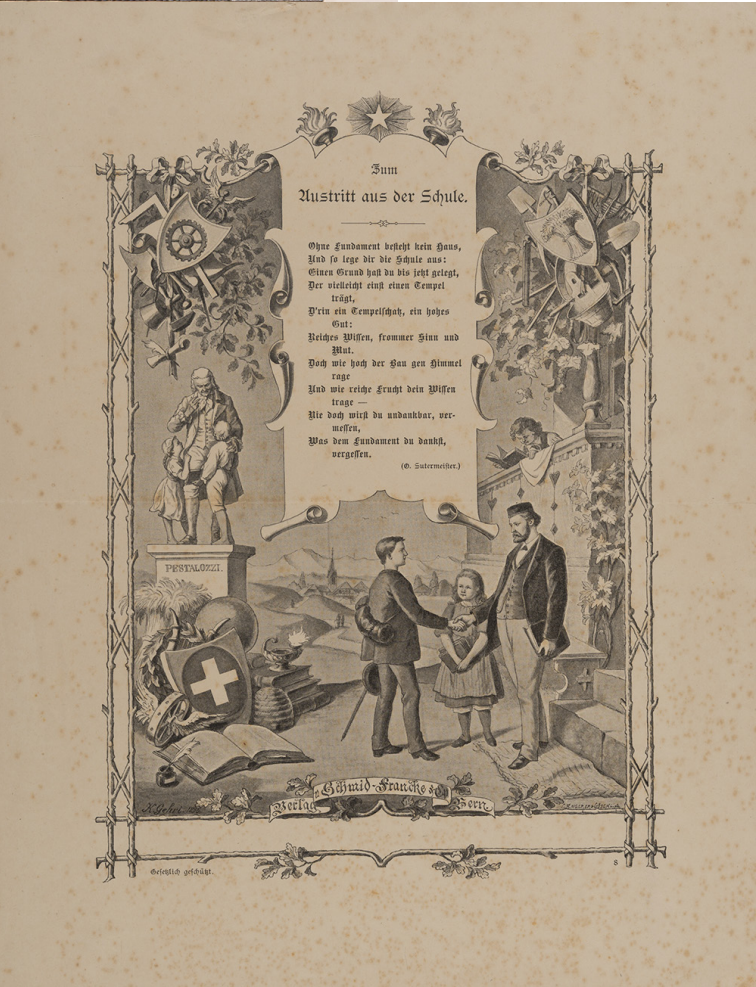
1865

1874 - - obligatory, secular and cost-free schooling

1889

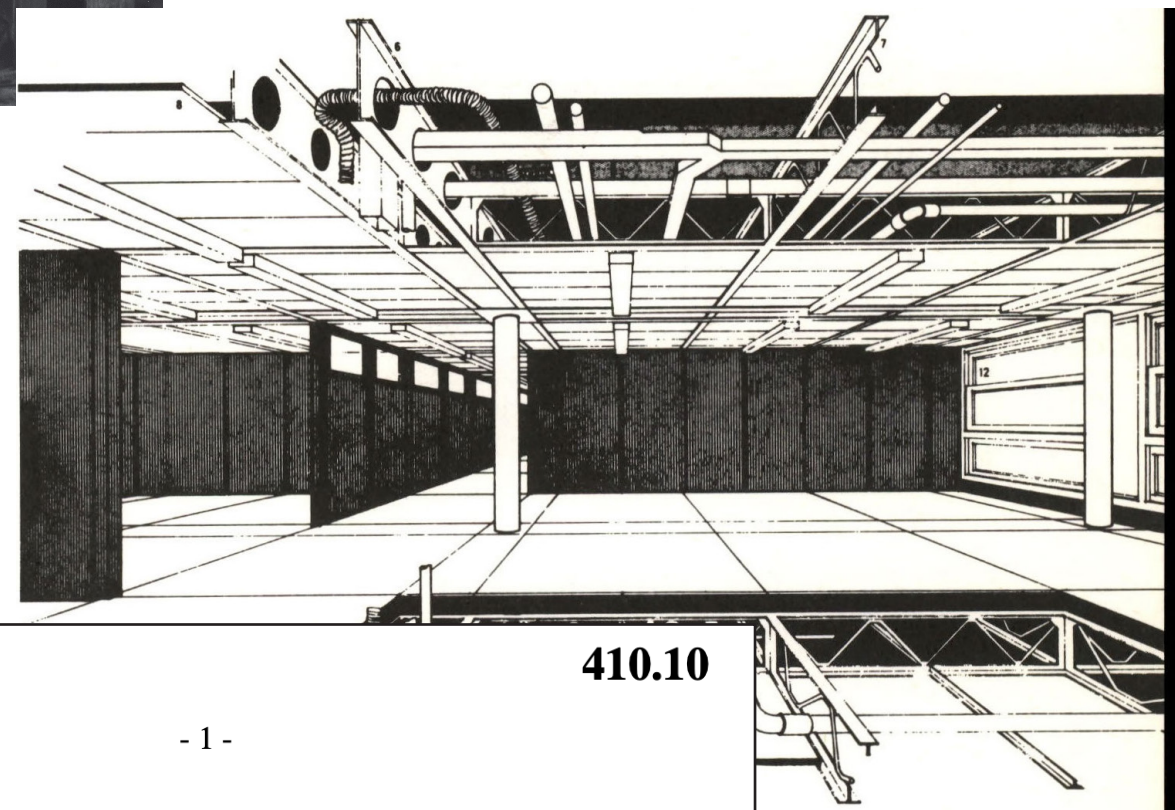
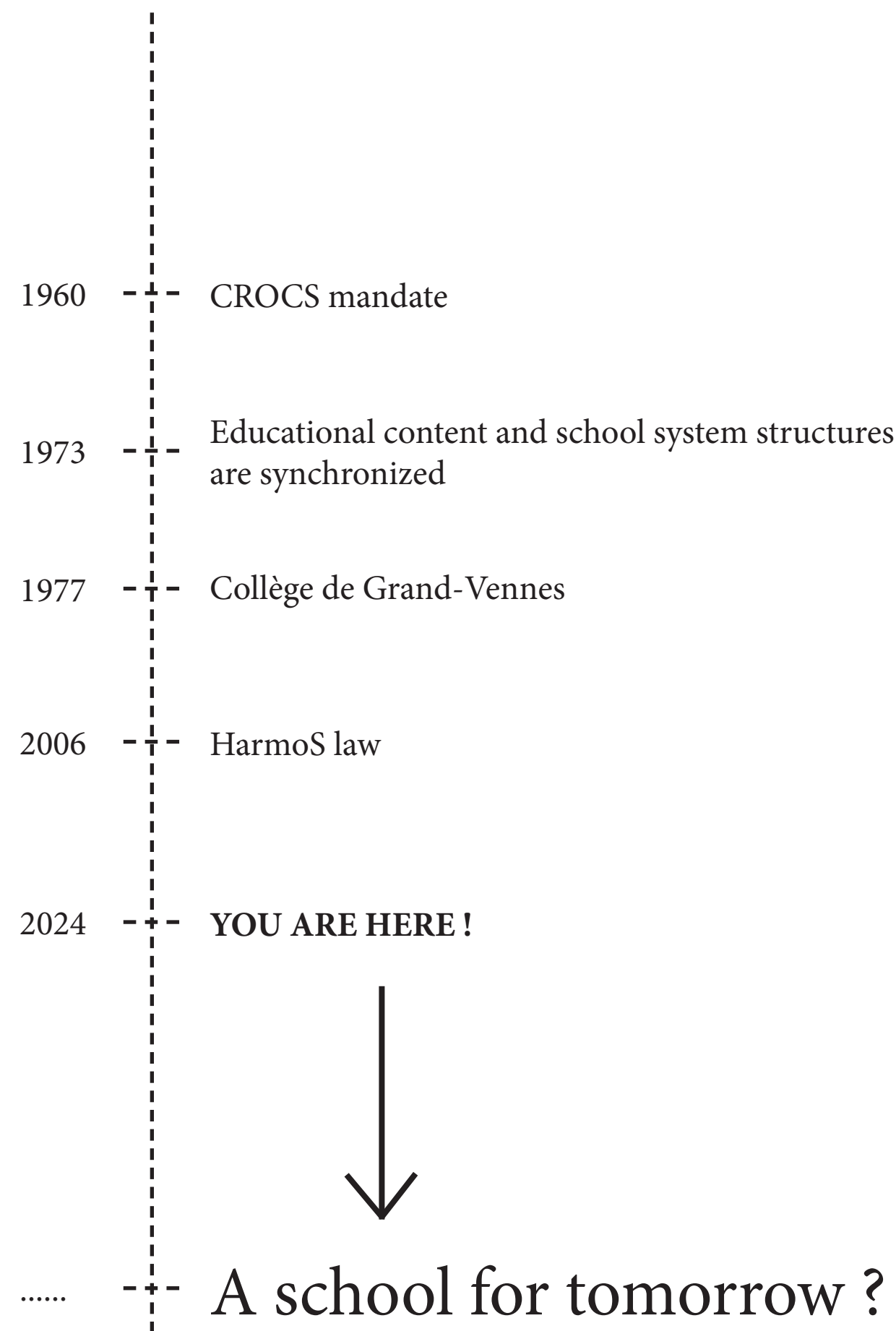
1903 - - 1406 primary school

x3





# A BRIEF HISTORY OF VAUD SCHOOLS



410.10

- 1 -

**Règlement  
concernant l'école enfantine**  
du 18 avril 1973

- En bref, les changements qui découlent des Accords**
- L'âge fixé pour l'entrée à l'école obligatoire ;
  - le découpage de la scolarité entre les degrés primaire et secondaire ;
  - la durée de ces degrés ;
  - les objectifs et les moyens d'enseignement ;
  - l'apprentissage d'une 2<sup>e</sup> langue étrangère dès la 7<sup>e</sup> année (5<sup>e</sup> actuelle) ;
  - l'offre appropriée d'un enseignement facultatif d'une 3<sup>e</sup> langue ;
  - le soutien aux cours de langue et de culture d'origine pour les élèves migrants ;
  - les portfolios recommandés par la CDIP ;
  - la participation au monitoring du système ;
  - les horaires-blocs (à privilégier) ;
  - l'offre appropriée de structures de jour dont l'usage est facultatif ;
  - les tests de référence sur la base des standards nationaux ;
  - la coopération pour la formation initiale et continue des enseignants ;
  - la coopération pour la formation des cadres scolaires ;

# A SCHOOL FOR GRAND-VENNES

A BRIEF HISTORY OF VAUD SCHOOLS

PEDAGOGICAL THEORIES

A CROCS FOR GRAND-VENNES

PARTICIPATIVE WORK

PROGRAM AND INTENSIONS

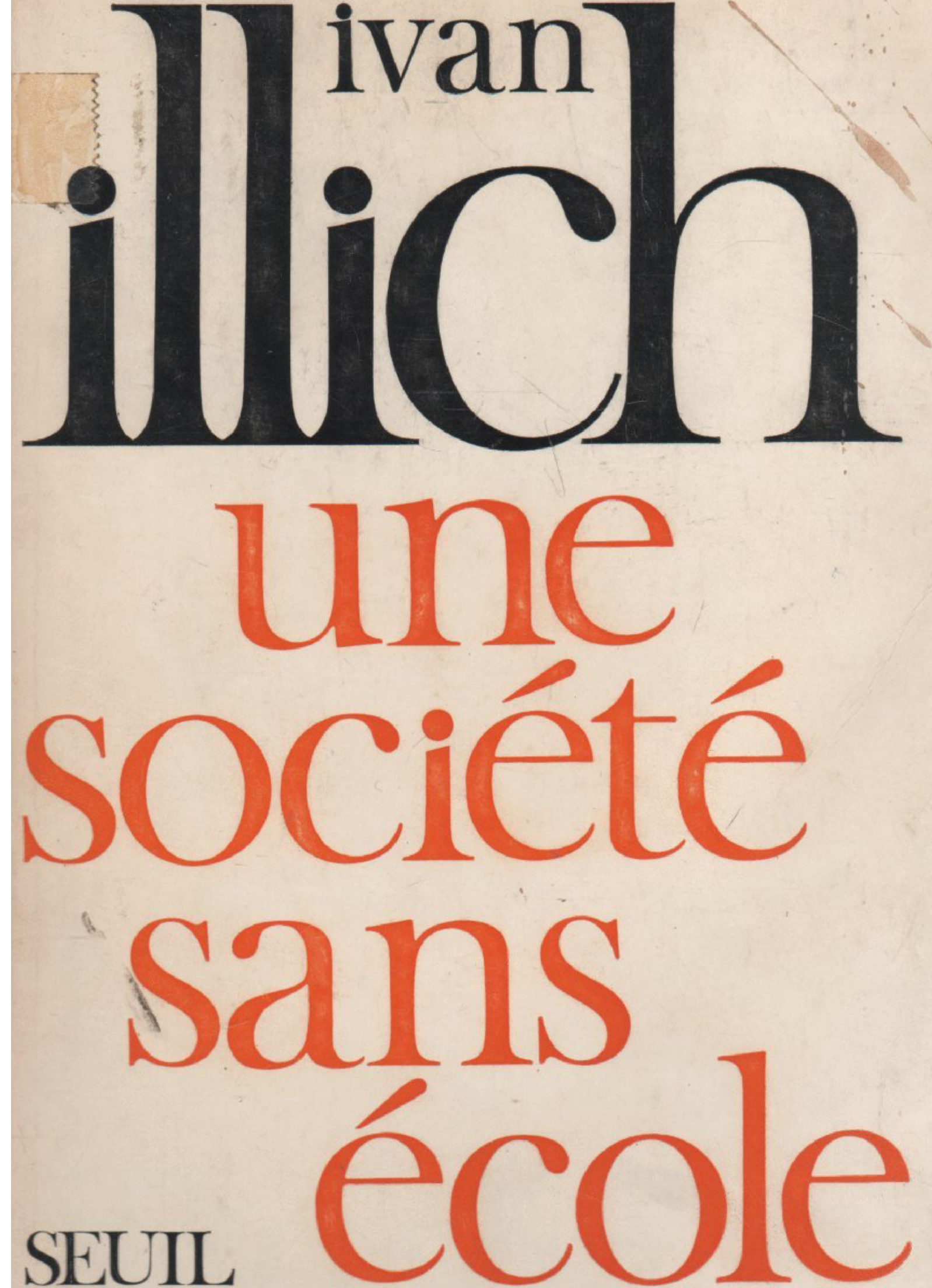
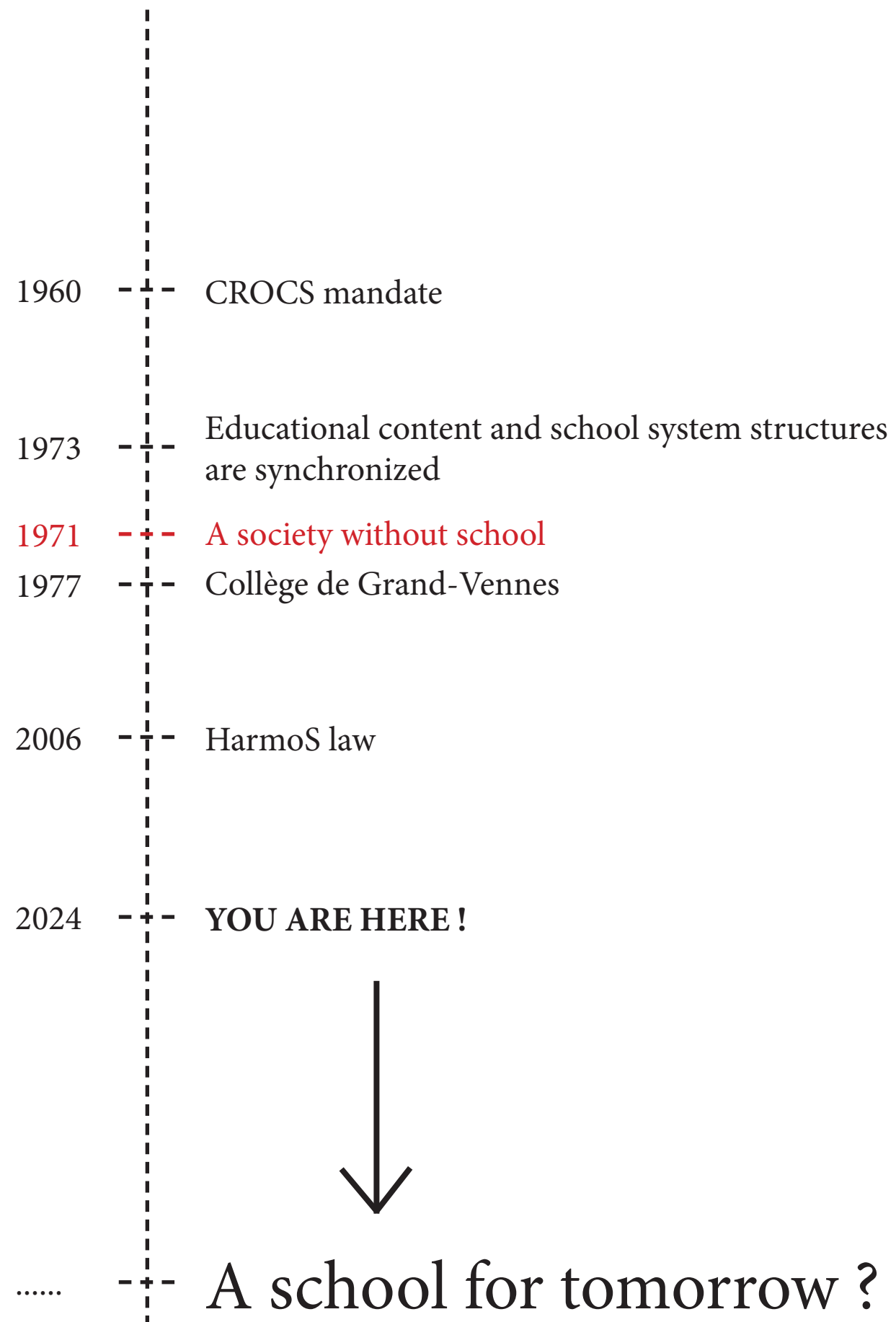


NEUERE SCHULHÄUSER DER STADT ZÜRICH.

Veranstaltung des 10. Jubiläumstages in Basel 1905



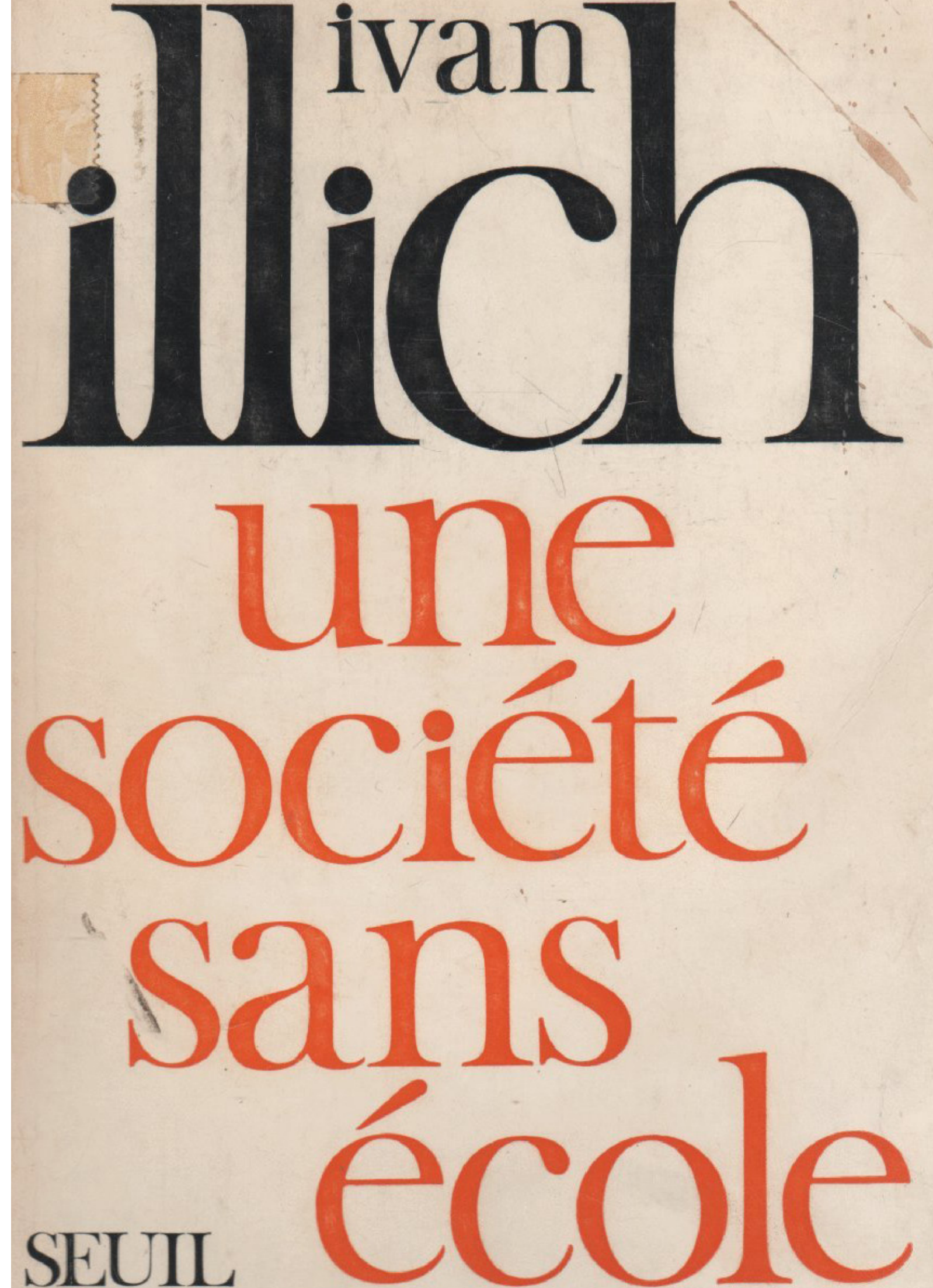
## PEDAGOGICAL THEORIES





## PEDAGOGICAL THEORIES

«As long as the individual does not possess a clear awareness of the ritualistic nature of the system through which he was initiated into the forces that shape his universe, he is incapable of breaking the enchantment and defining a new 'cosmos.' As long as we do not become aware of the rite through which school forms the man condemned to the consumption of progress, it will be impossible for us to break the magic circle and bring forth a new economy.»



# A SCHOOL FOR GRAND-VENNES

A BRIEF HISTORY OF VAUD SCHOOLS

PEDAGOGICAL THEORIES

A CROCS FOR GRAND-VENNES

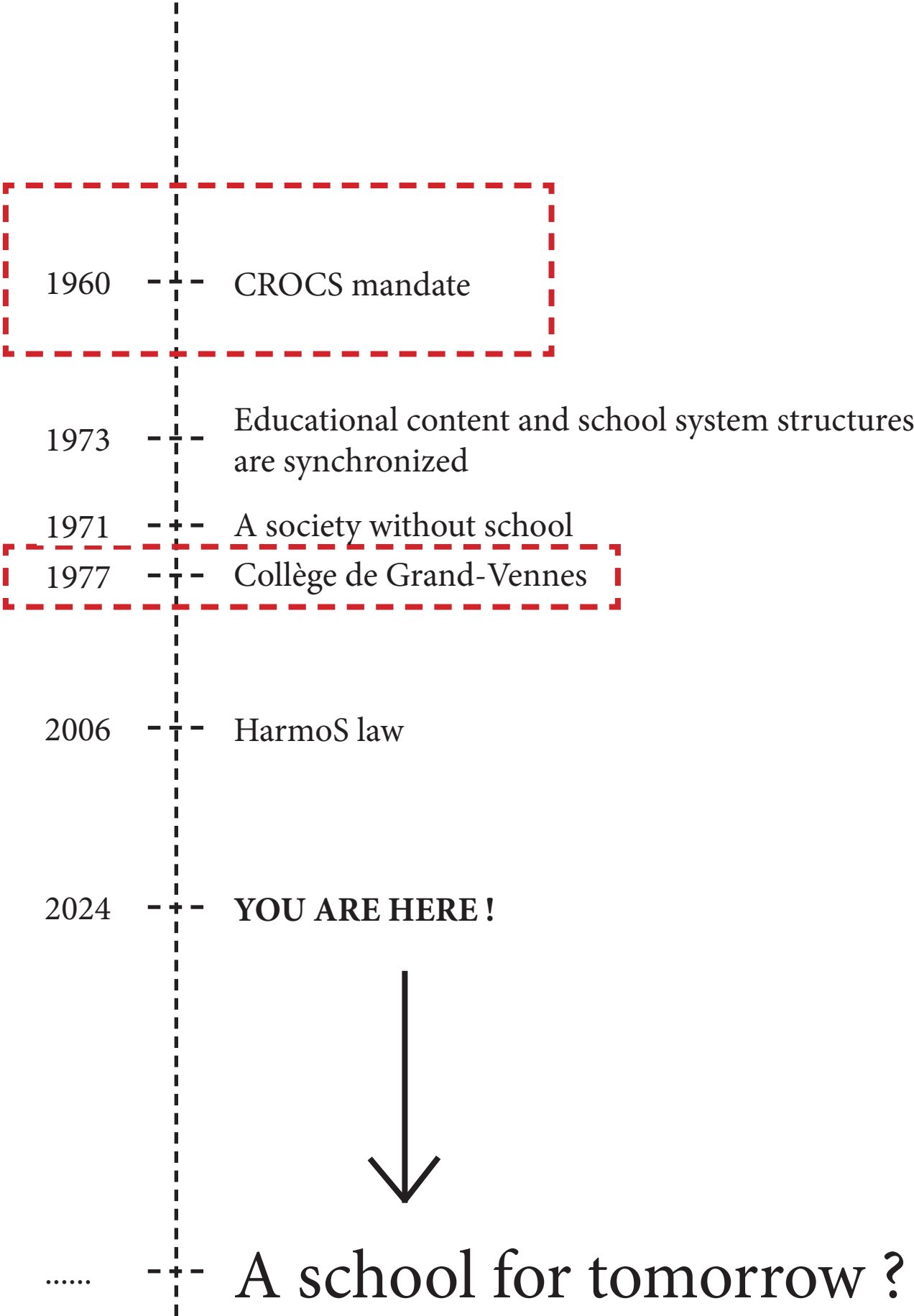
PARTICIPATIVE WORK

PROGRAM AND INTENSIONS

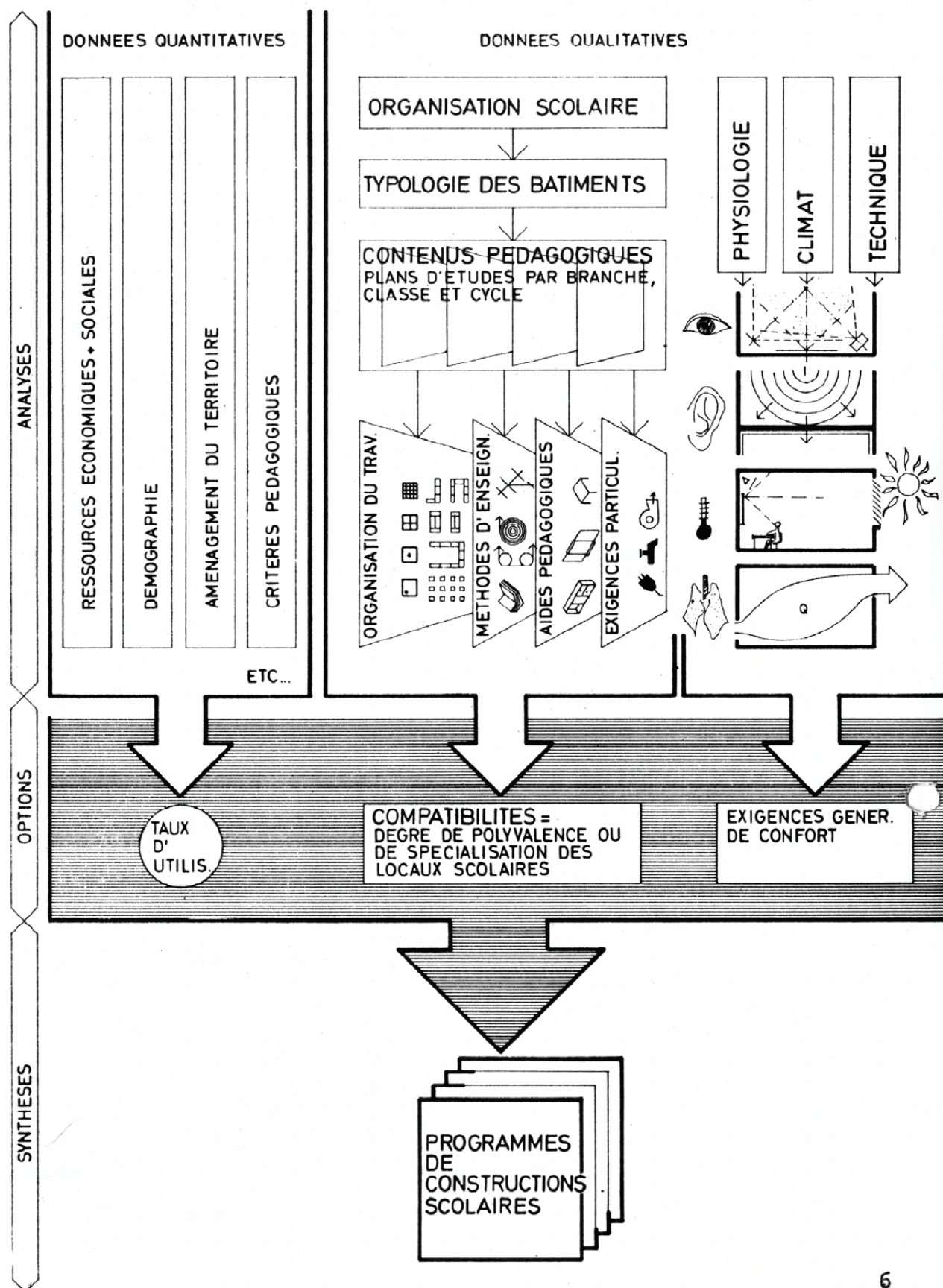




# A CROCS FOR GRAND-VENNES







« Organigramme d'enquête pédagogique et de recherche des surfaces composantes en vue d'établir les programmes de constructions. »

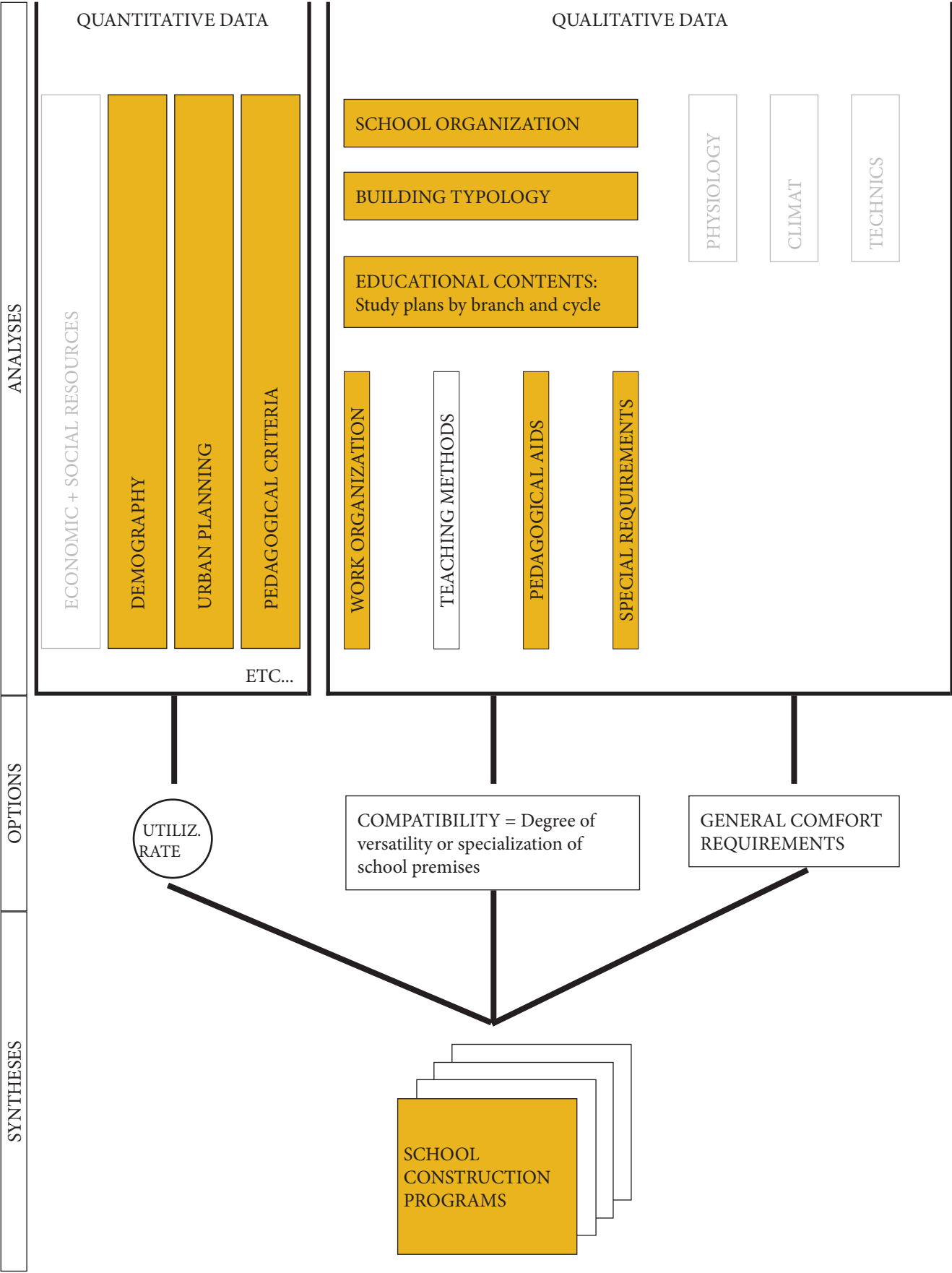
## PEDAGOGY

- Coordination
- Clear objectives
- Unified content
- Continuous evaluation
- Adaptability
- Teacher training

## ARCHITECTURE

- Modularity
- Natural light
- Open spaces
- Integration of nature
- Versatility of spaces
- Sustainability
- Accessibility





Organization chart for pedagogical survey and research of component surfaces to establish building programs.

# METHODOLOGY

## PEDAGOGY

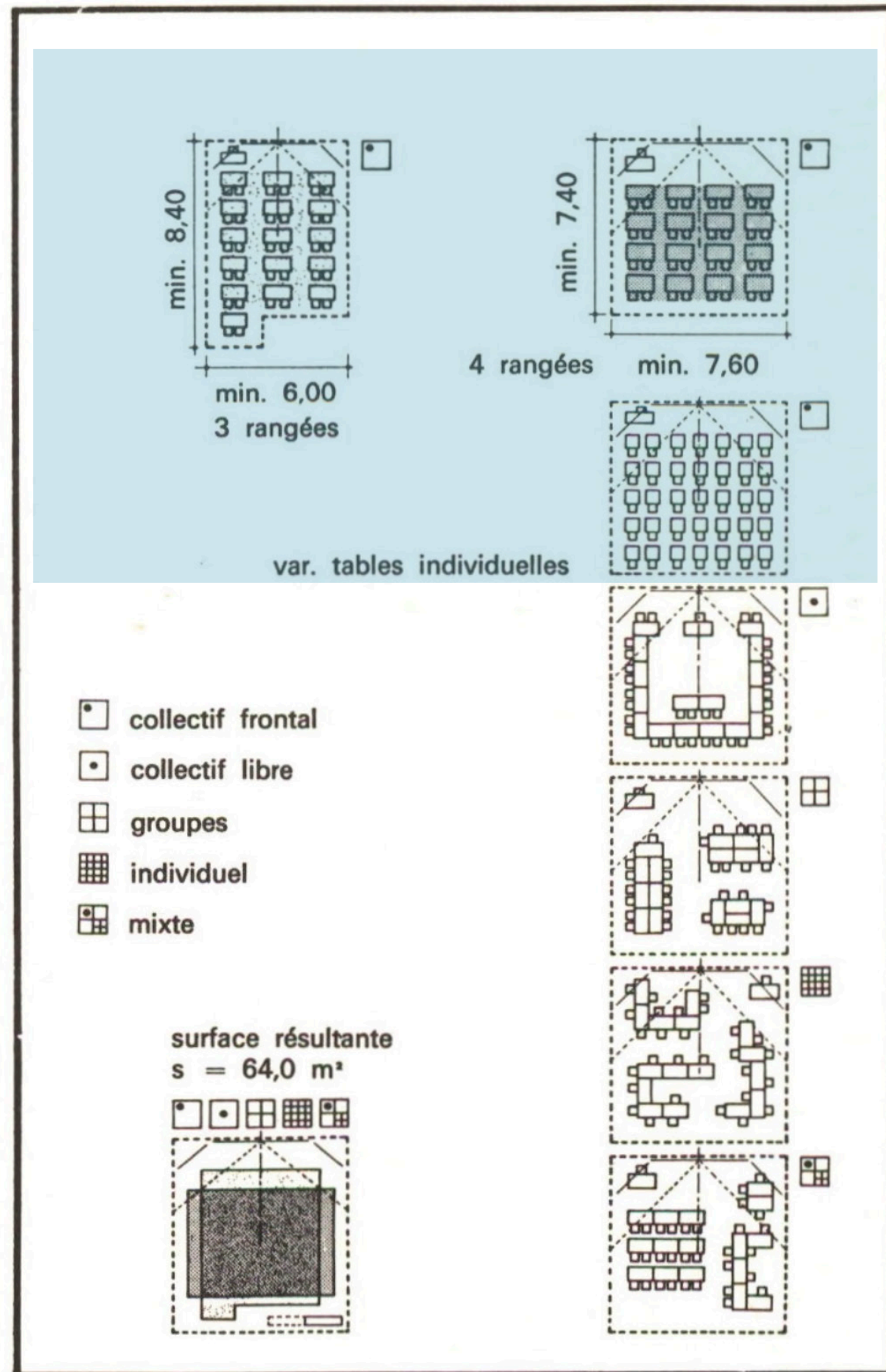
- Coordination
- Clear objectives
- Unified content
- Continuous evaluation
- Adaptability
- Teacher training

## ARCHITECTURE

- Modularity
- Natural light
- Open spaces
- Integration of nature
- Versatility of spaces
- Sustainability
- Accessibililty

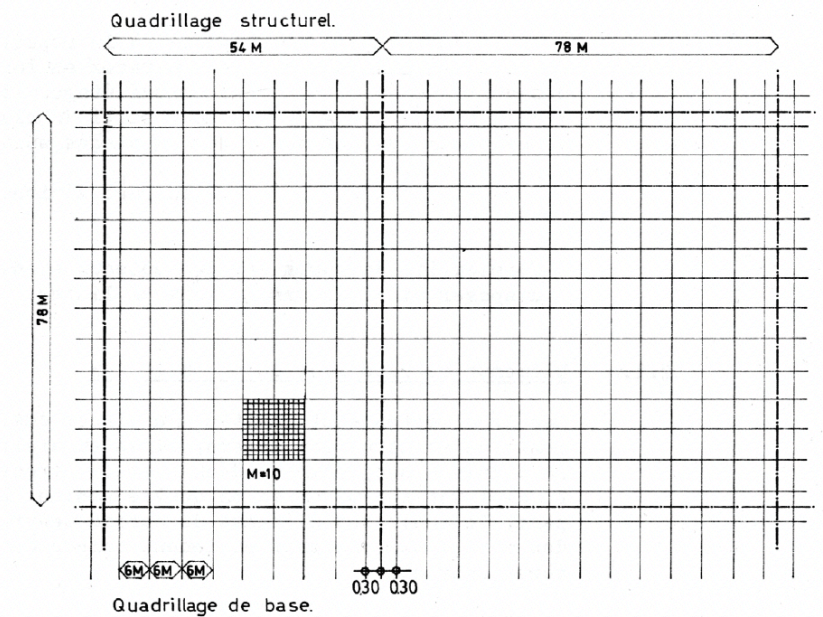
NEED TO BE FULLY USED      NEED TO BE ADAPTED

# ARCHITECTURE PRINCIPLES



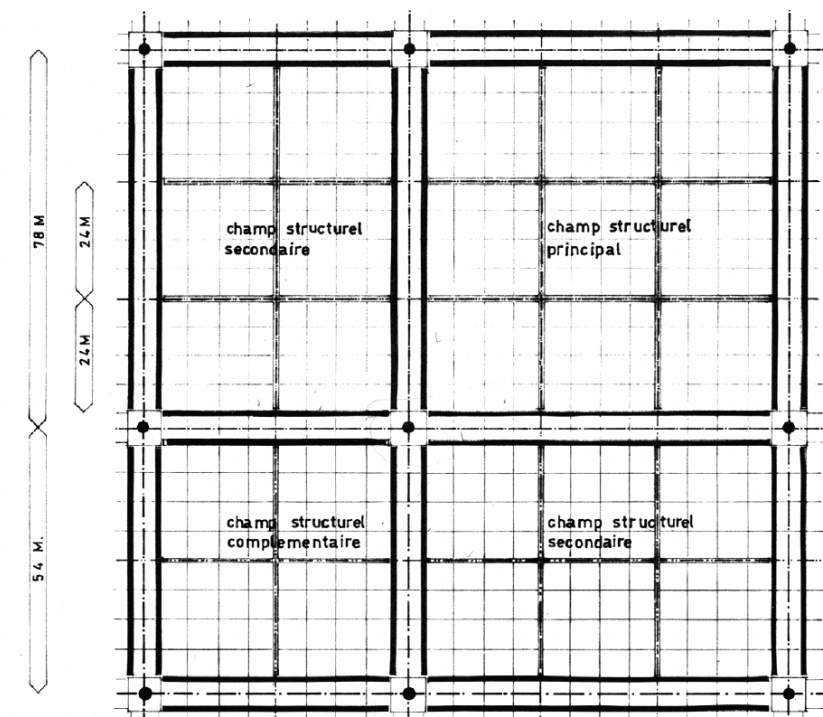
# ARCHITECTURE PRINCIPLES

- Modularity
- Natural light
- Open spaces
- Integration of nature
- Versatility of spaces
- Sustainability
- Accessibility



Quadrillage modulaire du CROCS.

Les trois champs structurels du système.

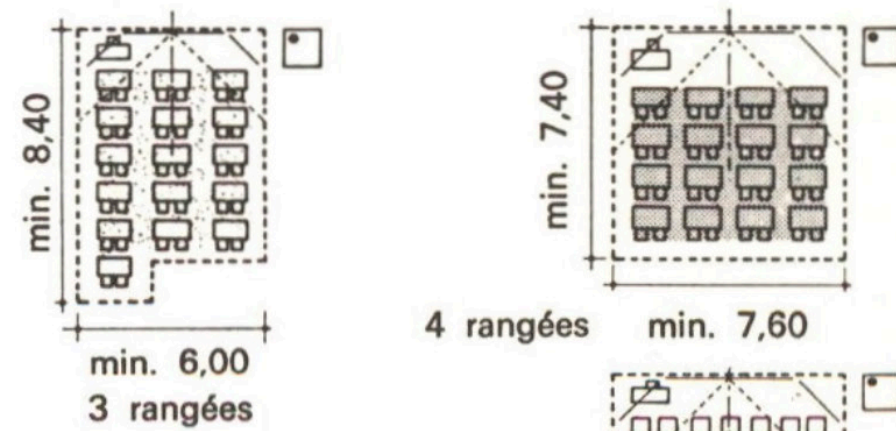




# (RE) LEARNING CROCS SYST.

# ARCHITECTURE PRINCIPLES

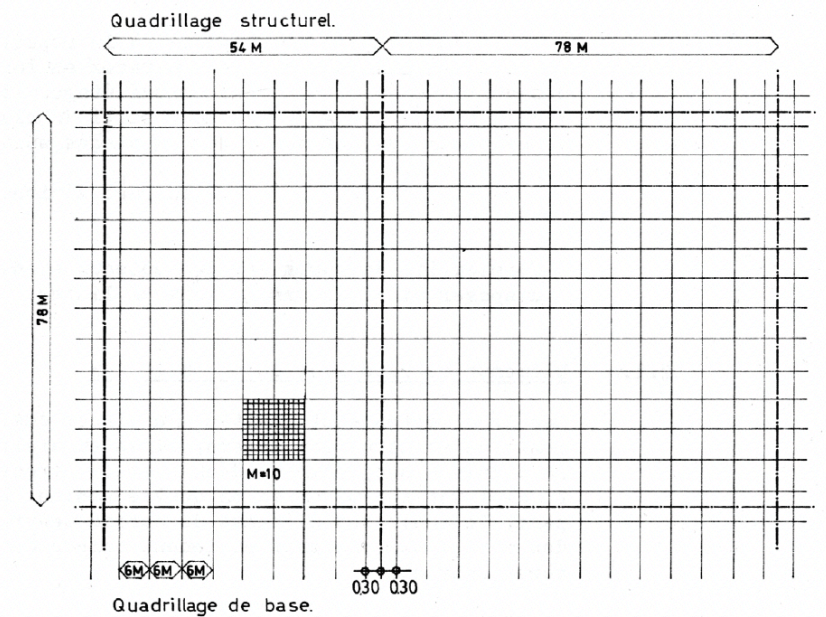
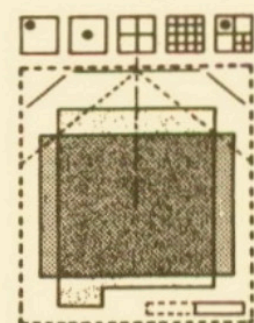
- Modularity
- Natural light
- Open spaces
- Integration of nature
- Versatility of spaces
- Sustainability
- Accessibility



var. tables individuelles

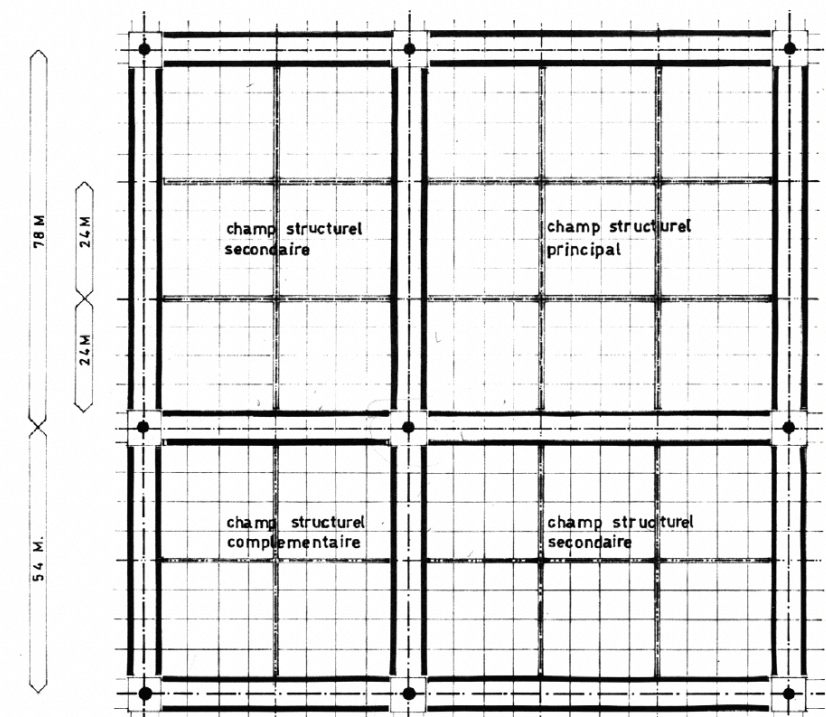
- collectif frontal
- collectif libre
- groupes
- individuel
- mixte

surface résultante  
s = 64,0 m²



Quadrillage modulaire du CROCS.

Les trois champs structurels du système.





# A SCHOOL FOR GRAND-VENNES

A BRIEF HISTORY OF VAUD SCHOOLS

PEDAGOGICAL THEORIES

A CROCS FOR GRAND-VENNES

PARTICIPATIVE WORK

PROGRAM AND INTENSIONS



NEUERE SCHULHÄUSER DER STADT ZÜRICH.

Veranstaltung des 10. Jubiläumstages in Basel 1905



LEARNING

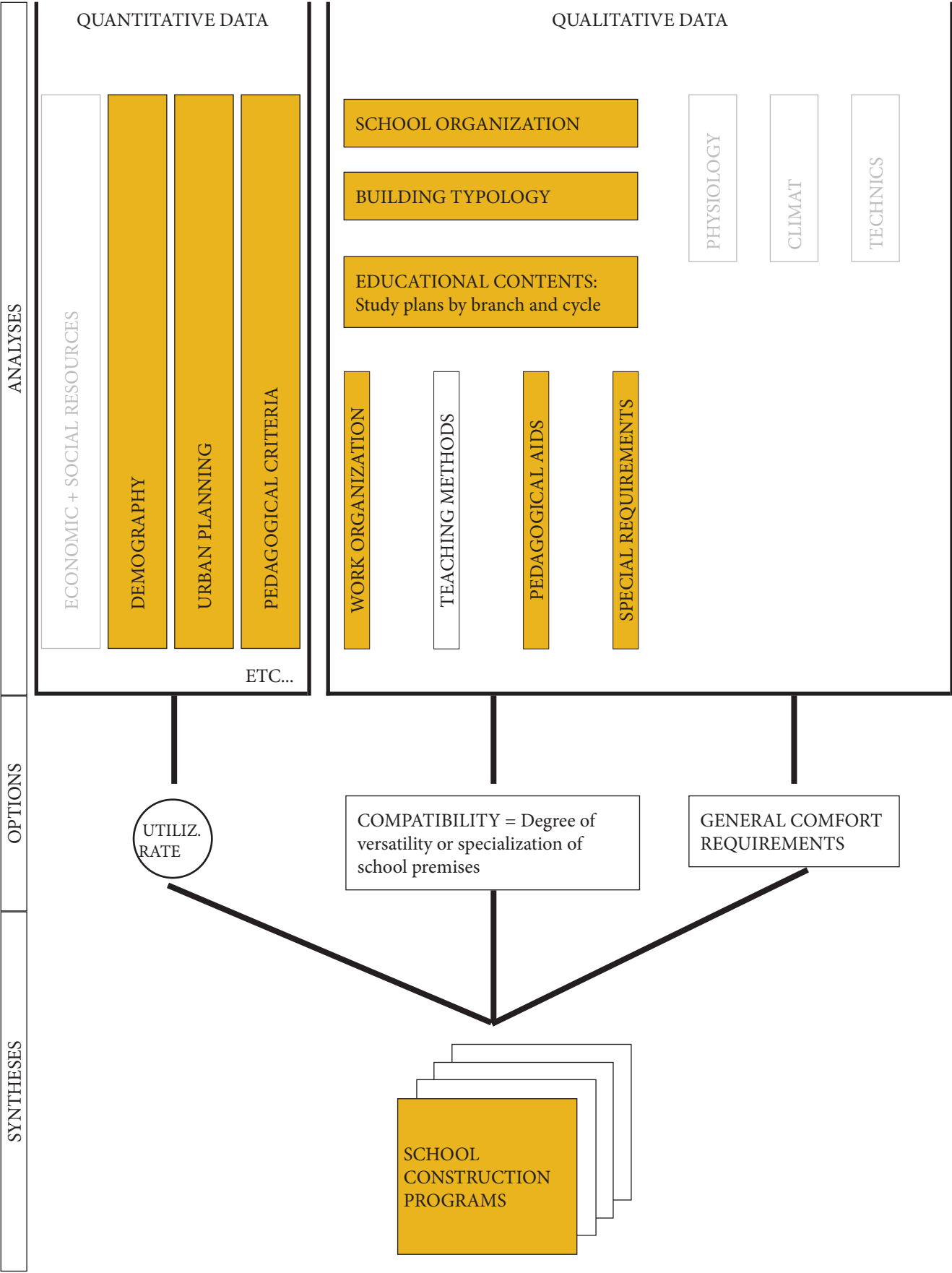


UNLEARNING

Espace Pédagogique - Horaire maîtres 23-24 (version 15)									
05.02.2024									
Périodes	LUNDI		MARDI		MERCREDI		JEUDI		VENDREDI
1 7h40-8h25	CHES (MAT 10) Mariana, Maena	2			CHES (PP 10VG) Carlos, Rayan, Bachir + (PP 11VG) Liridon, Elias	4			
	FIJA (FRA 11VG) Momo, Anton	4	FIJA (FRA 10VG) Betel , Falu, Carlos (+PP AL 10VG) Bachir, Dimis	1			FIJA (FRA 8P05) Rayan, Qamil, Vilson	1	
					GULD ( FRA 11VG) Anton, Momo	2	GULD ( FRA 9VG MOD2) Buterint	5	
2 8h30-9h15	CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan	1	CHES (MAT 8P10) Mateo, Fatou, Nour, Rawad	3	CHES (MAT 8P10) Mateo, Fatou, Nour, Rawad	4	CHES (FRA 8P10) Gabrieli, Diesa, Donovan	2	CHES (MAT 10VG) Mariana, Maena + (FRA 7P) Mike - Nikola
	FIJA (FRA 11VG) Momo, Anton	4	FIJA (FRA 8P05) Rayan, Qamil, Vilson	1			FIJA (FRA 8P05) Rayan, Qamil, Vilson	1	
		2					GULD ( FRA 9VG MOD2) Buterint	5	GULD (MAT 9VG MOD2) Emmanuel, Dennis, Alison, Patrick, Elna
	MATM (MAT 8P03)Perline, Chelsea, Mohamad, Rezon	5							MATM (MAT 8P03) Perline, Chelsea, Mohamad, Rezon
			HAEM (MAT 10VG) Mariana, Maena, Erisa	4					
3 9h20-10h05	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadia	3			TRAC (PP 10VG) Bachir, Dimis + (FRA 7P) Keylia - Idriss - Deniz, Djilil	2	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadia + (FRA 7P) Keylia - Idriss - Deniz	3-4	
	CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan	1	CHES (MAT9VG MOD2) Noémie, Anastasia, Marlon, Chloé, Norah	4	CHES (FRA 8P04) Ina, Joyce, Dylan	5	CHES (FRA 8P10) Gabrieli, Diesa, Donovan	2	CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan
			FIJA (FRA 11VG) Momo, Anton + (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan	2/3			FIJA (FRA 10VG) Betel, Falu, Carlos (+ PP 11VG) Albijon, Ahmed	1	FIJA (FRA 11VG) Momo, Anton
	GULD ( FRA 9VG MOD2) Buterint + (FRA 7P) Mike - Nikola	2	GULD (MAT 9VG MOD2) Emmanuel, Dennis, Alison, Patrick, Elna	1	GULD ( FRA 9VG MOD2) Buterint + (FRA 7P) Djilil - Mike - Nikola	3			
	MATM (FRA 8P04) Ina, Joyce, Dylan	5	MATM (MAT11VG) Albijon, Ahmed, Lena, Leonita	5					MATM (MAT 8P03) Perline, Chelsea, Mohamad, Rezon
4 10h25-11h10	HAEM (MAT 11VG) Albijon, Ahmed, Lena, Leonita, Elias	4			HAEM (MAT 10VG + PP) Joel, Ardian, Dalya, Anthony, Corich + Mariana, Maena	4			HAEM (MAT 10VG + PP) Joel, Ardian, Dalya, Anthony, Corich + Mariana, Maena
	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadia	3			TRAC (FRA 8P10) Gabrieli, Diesa, Donovan + (FRA 7P) Keylia - Idriss - Deniz	1			TRAC (FRA 8P10) Gabrieli, Diesa, Donovan
			CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan + (PP GEO 10VG1) Bachir	1	CHES (FRA 10VG) Betel, Falu, Carlos + Flamur - Tomas	3	CHES (FRA 8P04) Ina, Joyce, Dylan	2	CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan
	FIJA (FRA 10VG) Betel, Falu, Carlos + Flamur - Tomas (PP 11VG)	2	FIJA (MAT 8P02) Adel, Océane, Maya	4			FIJA (FRA 10VG) Betel, Falu, Carlos + Flamur - Tomas	3	FIJA (FRA 11VG) Momo, Anton
	GULD +TRAC (MAT 9VG MOD1) Alison, Patrick, Emmanuel, Dennis, Elna	1	GULD ( FRA 9VG MOD2) Buterint + (PP GEO 10VG1) Rayan	5			GULD (MAT 9VG MOD2) Emmanuel, Dennis, Alison, Patrick, Elna	1	
	MATM (MAT 8P04+10) Mateo, Fatou, Nour, Rawad, Jesse, Fjolla	4	MATM (FRA 8P04) Ina, Joyce, Dylan + (PPALL 11VG5) Anton	3			MATM (MAT 8P03) Perline, Chelsea, Mohamad, Rezon	5	
					HAEM (MAT 11VG) Albijon, Ahmed, Lena, Leonita, Elias	4			HAEM (PP 11VG) Elias, Liridon
	TRAC (FRA 7P) Keylia - Idriss - Liam - Dorian - Hameed - Deniz	1			TRAC (FRA 8P05) Rayan, Qamil, Vilson	1	TRAC (MAT 9VG MOD2) Noémie, Anastasia, Marlon, Chloé	4	TRAC (FRA 8P10) Gabrieli, Diesa, Donovan + (FRA 7P) Keylia - Idriss - Deniz







RELEARNING

11VG/02.7105 - Année 2023-2024

Professeur principal : Hablützel

	lundi	mardi	mercredi	jeudi	vendredi
7h40	Anglais 210	Formation générale 210	Histoire/Ethique et cultures religieuses 210		Géographie-Citoyenneté 210
8h25					
8h30	Sciences de la nature 210	Anglais 210	Français niveau 1,[111FRA12],210 Français niveau 1 [111FRA13],212 Français niveau 1 [111FRA11],213 Français niveau 2 [111FRA21],214	Musique Mus / GV	Formation générale 210
9h15	Mathématiques niveau 2,[111MAT21],214 Mathématiques niveau 1,[111MAT13],212 Mathématiques niveau 1,[111MAT12],210 Mathématiques niveau 1,[111MAT11],213	Mathématiques niveau 2,[111MAT21],214 Mathématiques niveau 1,[111MAT13],212 Mathématiques niveau 1,[111MAT12],210 Mathématiques niveau 1,[111MAT11],213		Allemand niveau 2,[111ALL21],214 Allemand niveau 1,[111ALL13],212 Allemand niveau 1,[111ALL12],210 Allemand niveau 1,[111ALL11],213	Anglais 210
9h20					
10h05	Education physique "SallesEPHGV"	Education physique "SallesEPHGV"	Mathématiques niveau 2,[111MAT21],214 Mathématiques niveau 1 [111MAT13],212 Mathématiques niveau 1 [111MAT12],210 Mathématiques niveau 1 [111MAT11],213	Sciences de la nature 340 SCN C	Histoire/Ethique et cultures religieuses 210
10h25		Géographie-Citoyenneté 210			Mathématiques niveau 2,[111MAT21],214 Mathématiques niveau 1,[111MAT13],212 Mathématiques niveau 1,[111MAT12],210 Mathématiques niveau 1,[111MAT11],213
11h10	Allemand niveau 2,[111ALL21],214 Allemand niveau 1,[111ALL13],212 Allemand niveau 1,[111ALL12],210 Allemand niveau 1,[111ALL11],213				
11h15					
12h00					Education physique "SallesEPHGV"
12h05					
12h50					
13h00					
13h45					
13h50	Français niveau 1,[111FRA12],210 Français niveau 1 [111FRA13],212 Français niveau 1 [111FRA11],213 Français niveau 2 [111FRA21],214	Français niveau 1,[111FRA12],210 Français niveau 1,[111FRA13],212 Français niveau 1,[111FRA11],213 Français niveau 2,[111FRA21],214 Allemand niveau 2,[111ALL21],214 Allemand niveau 1,[111ALL13],212 Allemand niveau 1,[111ALL12],210 Allemand niveau 1,[111ALL11],213		MITIC,[11OCTmt2],219 MITIC,[11OCTmt1],330 - salleInfo Education nutritionnelle,[11OCTedn1],210,321 CUI Economie - Droit,[11OCTaco1],212 Activités créatrices et manuelles [11OCTma1],002 TM B GV Arts visuels,[11OCTavi1],115 Education nutritionnelle,[11OCTedn2],220	Semestre 1 Arts visuels 118 Semestre 2 Activités créatrices et manuelles [11G2TMA], 002 TM B GV Education nutritionnelle [11G2EDN], 321 CUI
14h35					
14h40					
15h25					
15h30				Français niveau 1,[111FRA12],210 Français niveau 1,[111FRA13],212 Français niveau 1,[111FRA11],213 Français niveau 2,[111FRA21],214	Education nutritionnelle [11G2EDN], 321 CUI Semestre 2
16h15					
16h16					
17h00					

Organization chart for pedagogical survey and research of component surfaces to establish building programs.



# A SCHOOL FOR GRAND-VENNES

A BRIEF HISTORY OF VAUD SCHOOLS

PEDAGOGICAL THEORIES

A CROCS FOR GRAND-VENNES

PARTICIPATIVE WORK

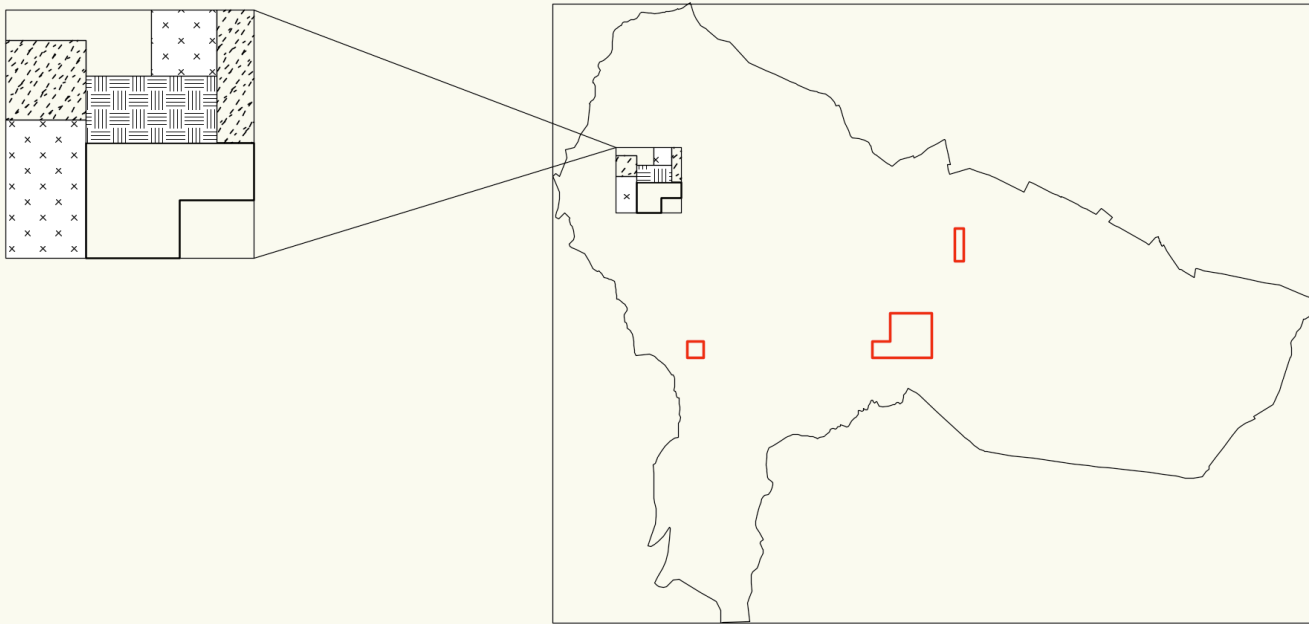
PROGRAM AND INTENSIONS



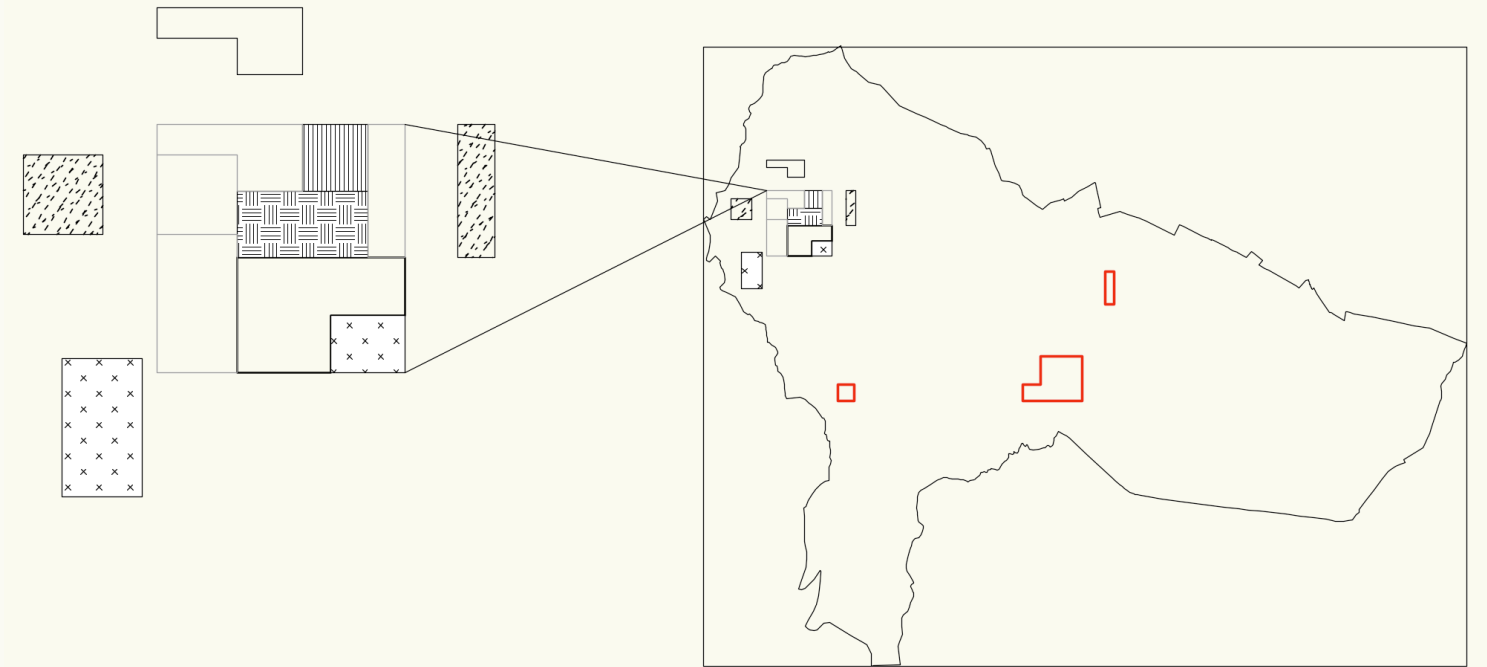
NEUERE SCHULHÄUSER DER STADT ZÜRICH.

Entworfen von H. Suter im Auftrage der Stadt Zürich 1908

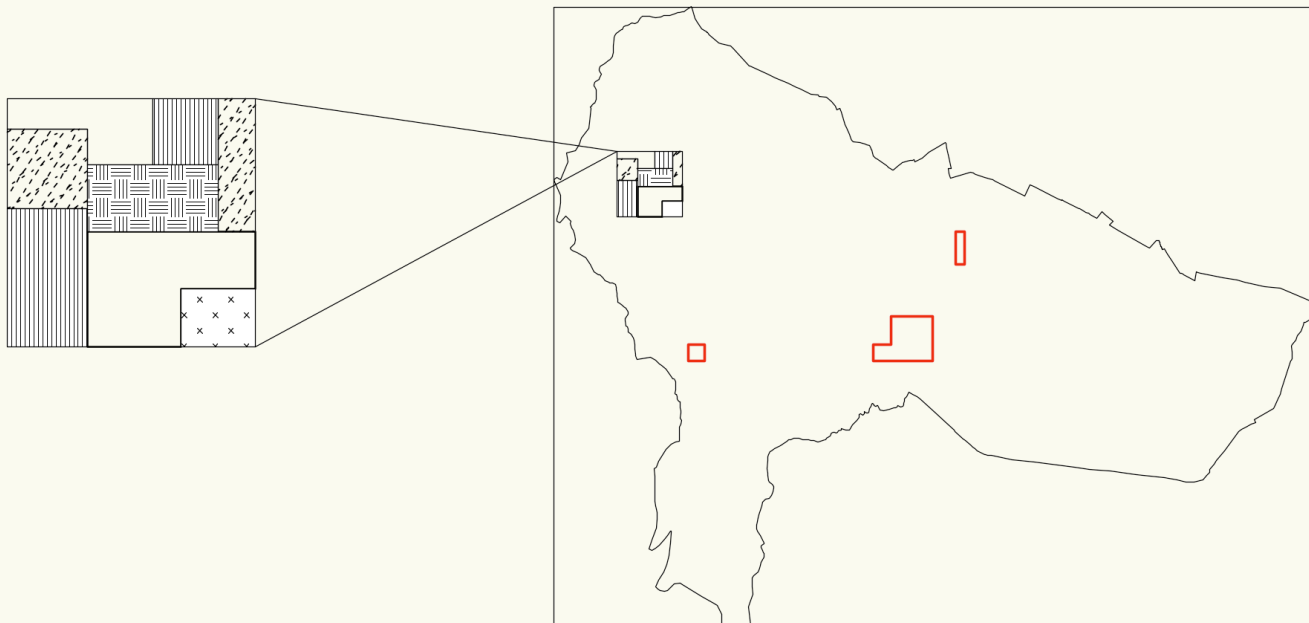
# PROGRAM AND INTENSIONS



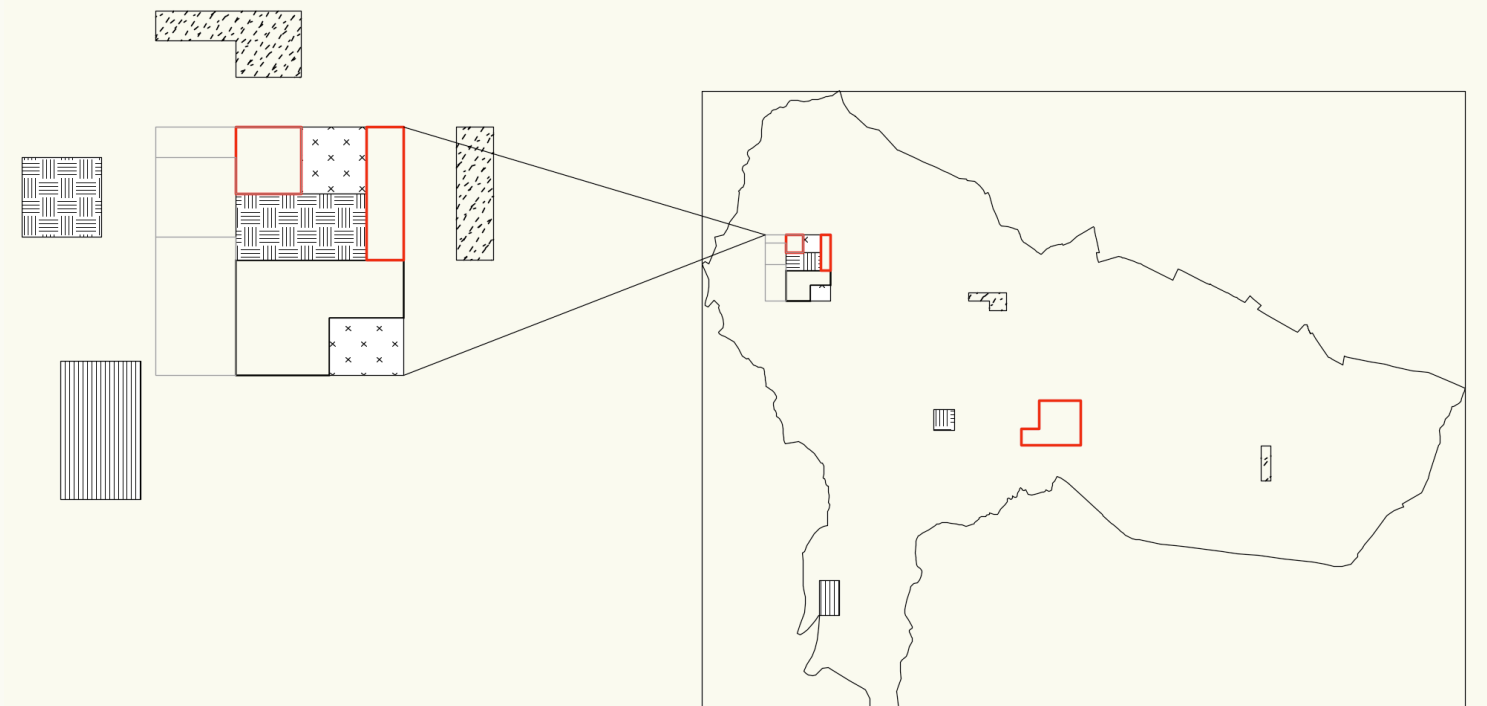
1. IDENTIFY THE REALITY AND THE NEEDS



3. DISMANTLE SCHOOL + IDENTIFY POTENTIALITIES IN GV



2. REQUALIFYING THE NEEDS AND SPACES

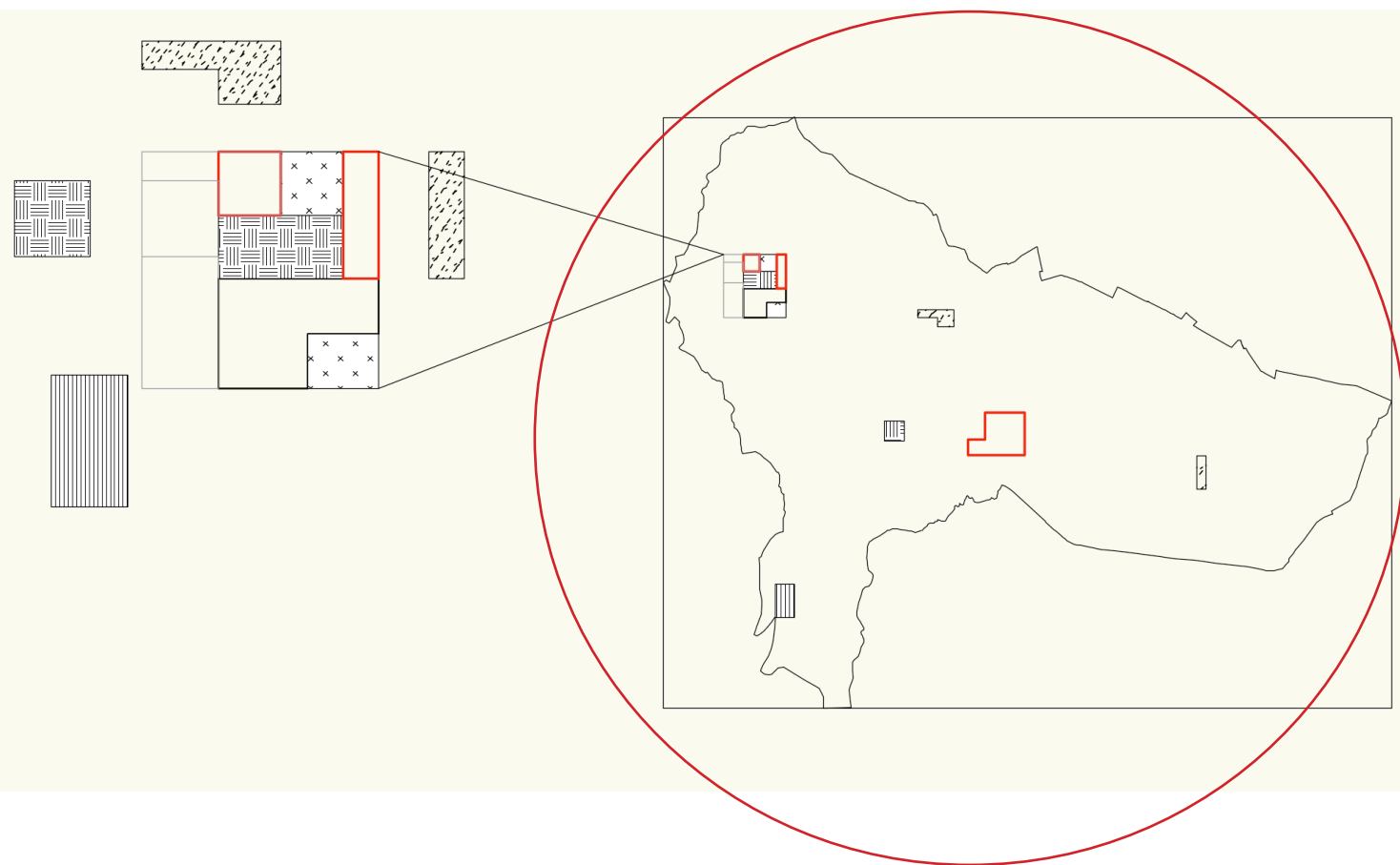


4. RECOMPOSE THE SCHOOL THROUGHOUT THE TERRI.



## Rethinking the territory as a place of individual and intellectual emancipation.

1. Multiplication of actors and educational spaces
2. Relocation of institutionalized educational spaces
3. Urban Requalification/Connection: A territory for learning
4. Individual intellectual emancipation



## Rethinking the Grand-Vennes School as a site of intellectual and collective emancipation.

1. Multiplication of collective fonctions
2. Relocation of neighborhood needs
3. Human Requalification/Connection: A school for exchange
4. Collective intellectual emancipation

