

# A SCHOOL FOR GRAND-VENNES

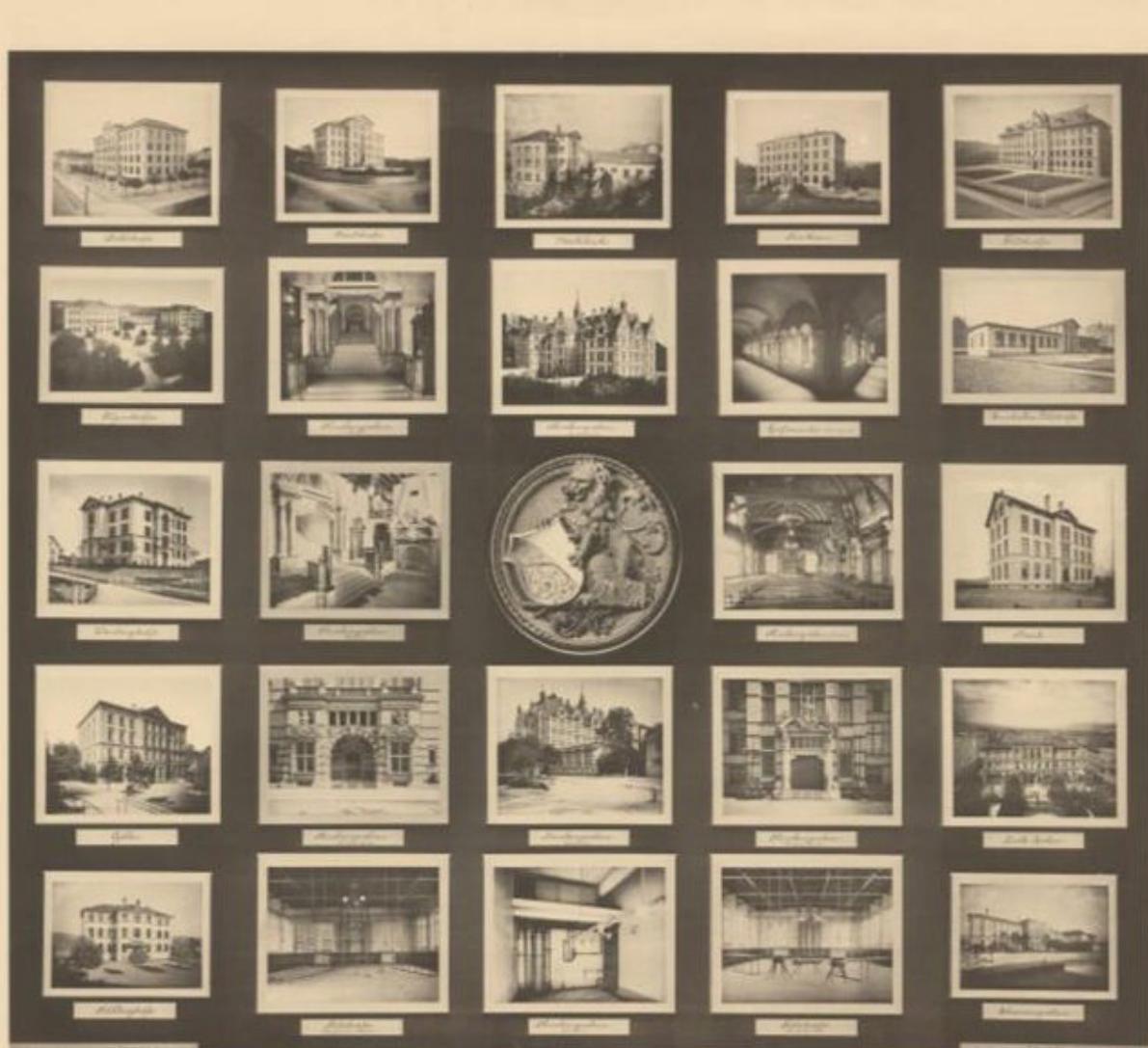
A BRIEF HISTORY OF VAUD SCHOOLS

PEDAGOGICAL THEORIES

A CROCS FOR GRAND-VENNES

PARTICIPATIVE WORK

PROGRAM AND INTENSIONS



NEUERE SCHULHÄUSER DER STADT ZÜRICH.

Kunst und Gewerbeamt Zürich 1900

# A BRIEF HISTORY OF VAUD SCHOOLS

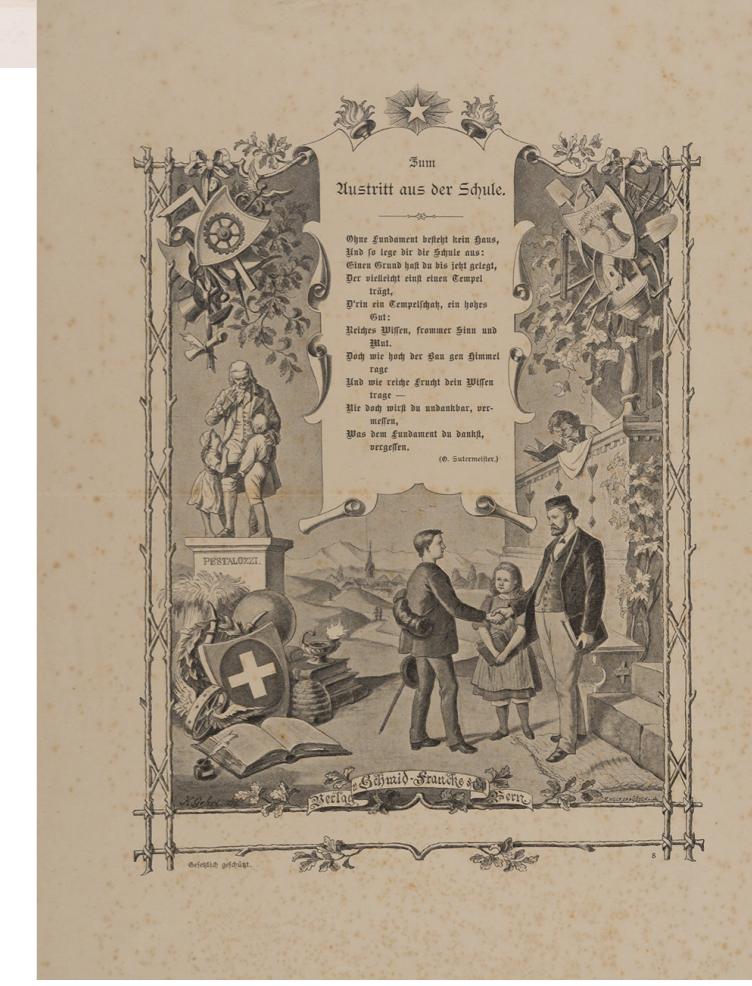
V-XV	Middle Age	- Itinerant teachers (scribes, students, clergy, women)	The children of non-bourgeois city residents were sent to rural schools or local schools. Since <b>school attendance was reserved for the upper classes until the early modern period</b> , these classes, as well as the early modern state, did not concern themselves with elementary education. <b>Education was not an objective for society</b> , especially since the ignorance of the populace seemed to correspond to the <b>divine order</b> .
XVI	Reforme + Printing press		
1536	Elementary school in Geneva		The <b>invention of the printing press</b> 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 <b>reading, writing, and arithmetic were taught</b> .
1616	Bern ordinance	.....	<b>Catholic Church's educational monopoly</b> and the repercussions of the Thirty Years' War (1618-1648) prevented the establishment of widespread primary education, the authorities encouraged the <b>creation of higher schools</b> , and around 1700, they subsidized schools in several communities.
1628	Aargau ordinance		
1637	Zurich ordinance		
1684	Zurich ordinance	.....	In some rural communities at the beginning of the <b>17th century</b> , parents were instructed to send their children to school for at least <b>three years</b> , especially during the winter months. The first general school ordinances (Bern: 1616; Aargau: 1628; Zurich: 1637 and 1684) <b>regulated compulsory schooling</b> , school attendance, the duration of schooling, as well as the content of the teachings and the facilities.

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Several education laws in Vaud

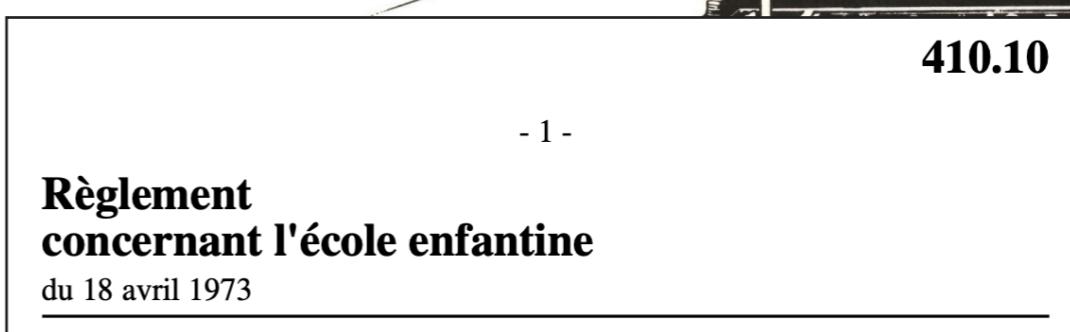
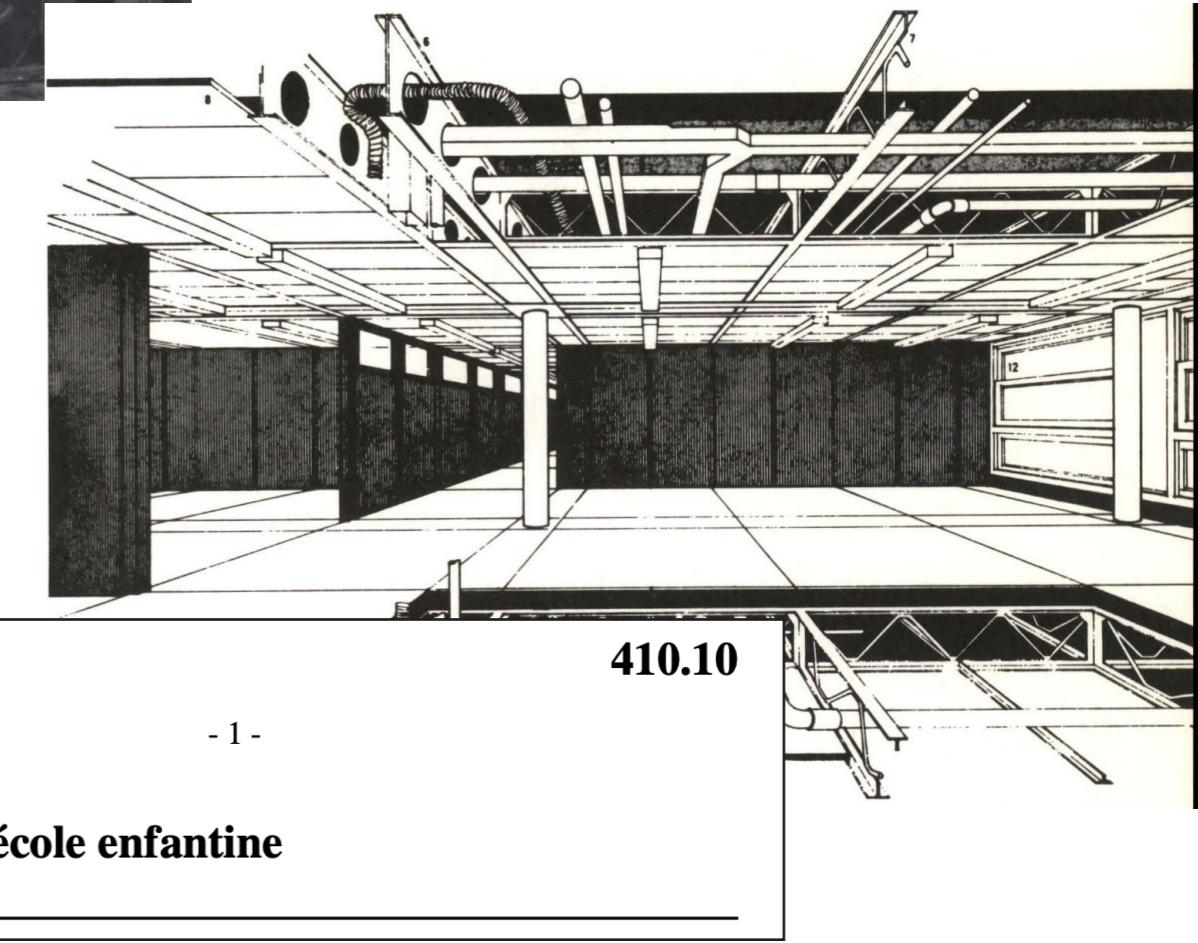
- 1722 A treatise on child education (Crousaz + Sulzer)
- At the end of the 18th century, **the school system was reformed under the influence of the Enlightenment**, notably by Johann Heinrich Pestalozzi. Although education was conceived as the foundation of a **moral, social, and political renewal 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

1960	CROCS mandate
1973	Educational content and school system structures are synchronized
1977	Collège de Grand-Vennes
2006	HarmoS law
2024	<b>YOU ARE HERE !</b>
.....	<b>A school for tomorrow ?</b>



## 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 monitorage 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 ;

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## A BRIEF HISTORY OF VAUD SCHOOLS

## PEDAGOGICAL THEORIES

## A CROCS FOR GRAND-VENNES

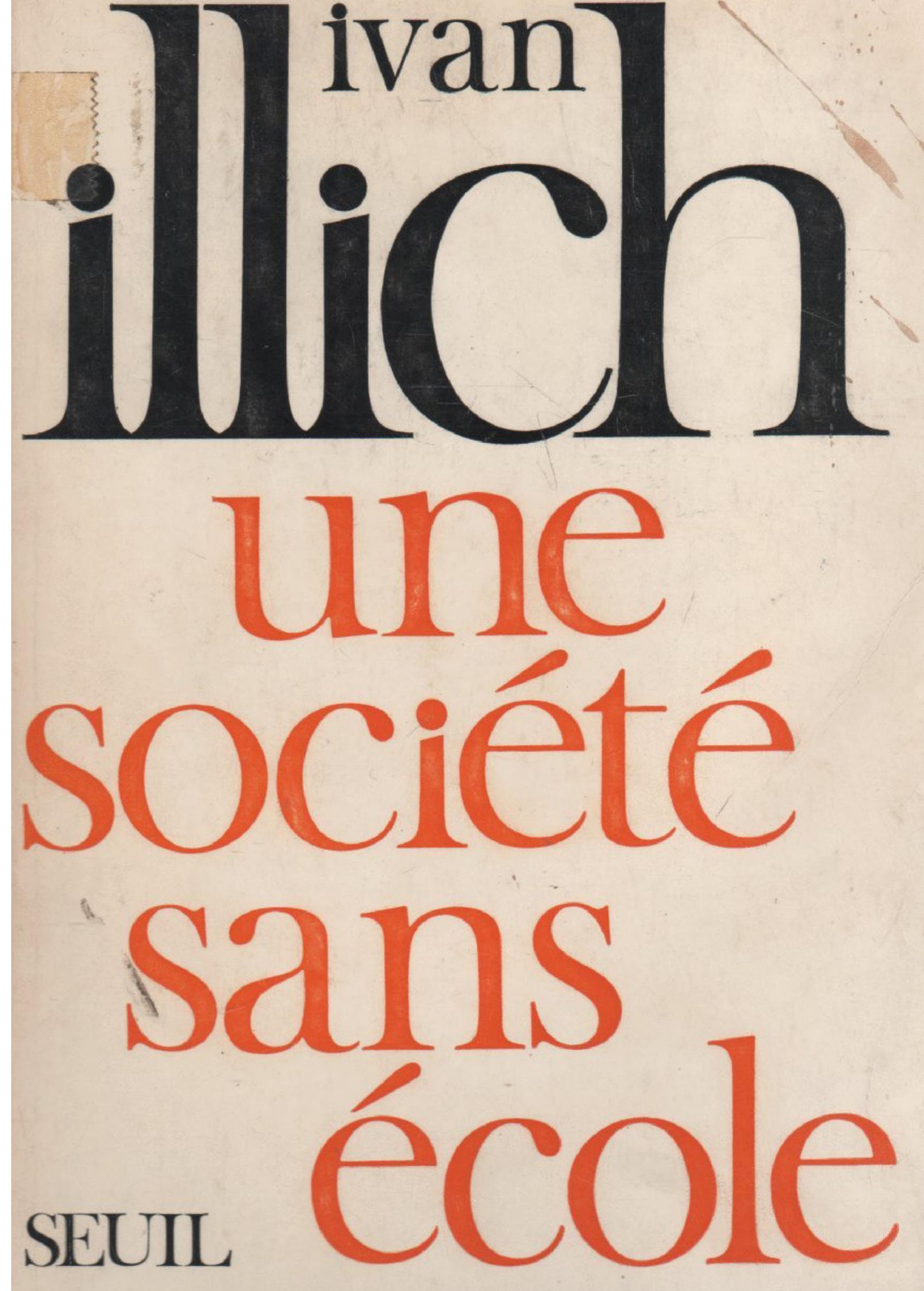
## PARTICIPATIVE WORK

## PROGRAM AND INTENSIONS



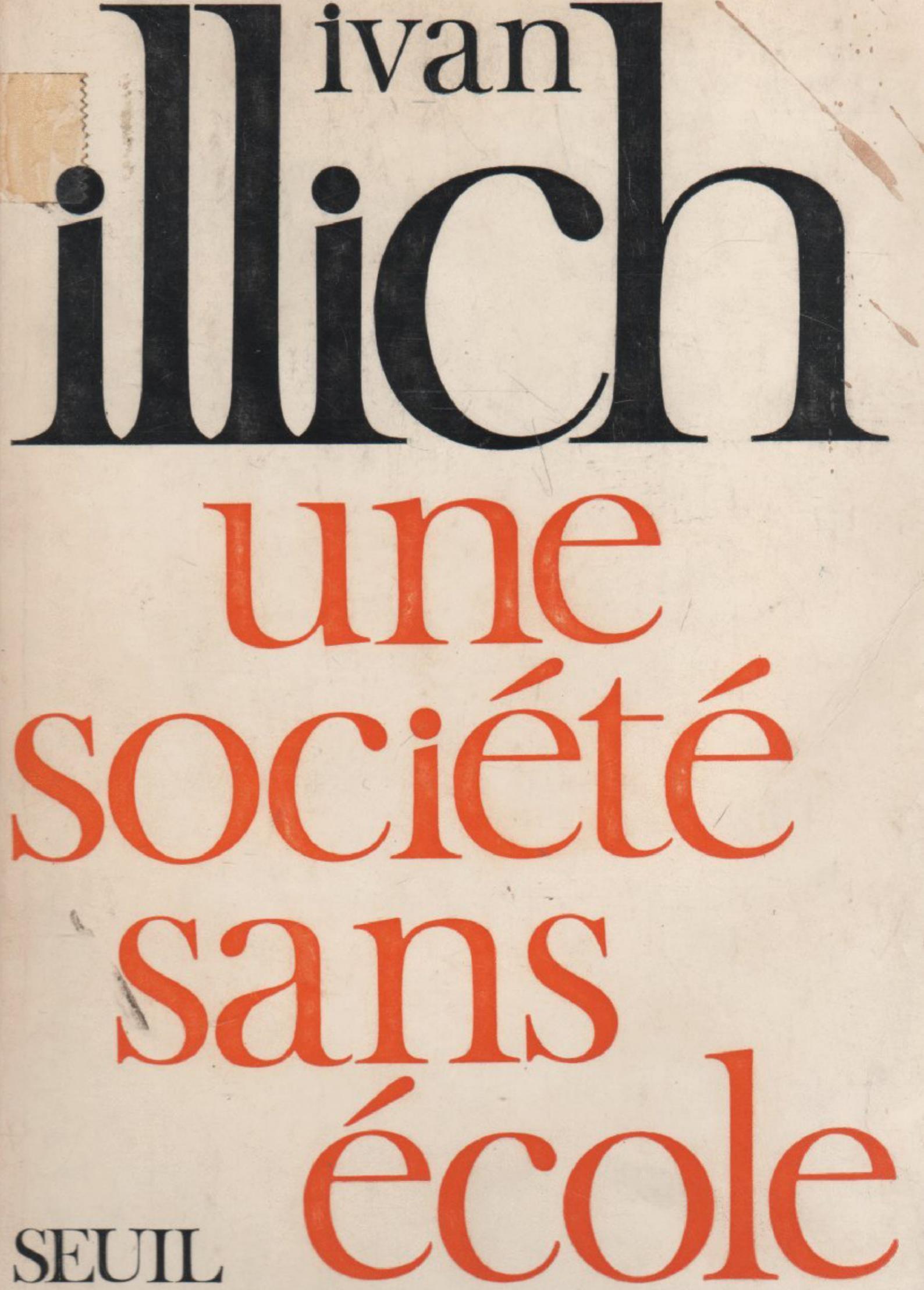
## PEDAGOLOGICAL THEORIES

1960	- - - CROCS mandate
1973	- - - Educational content and school system structures are synchronized
1971	- + - A society without school
1977	- - - Collège de Grand-Vennes
2006	- - - HarmoS law
2024	- - - YOU ARE HERE !
.....	- - - A school for tomorrow ?



## PEDAGOLOGICAL 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.»



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## PEDAGOGICAL THEORIES

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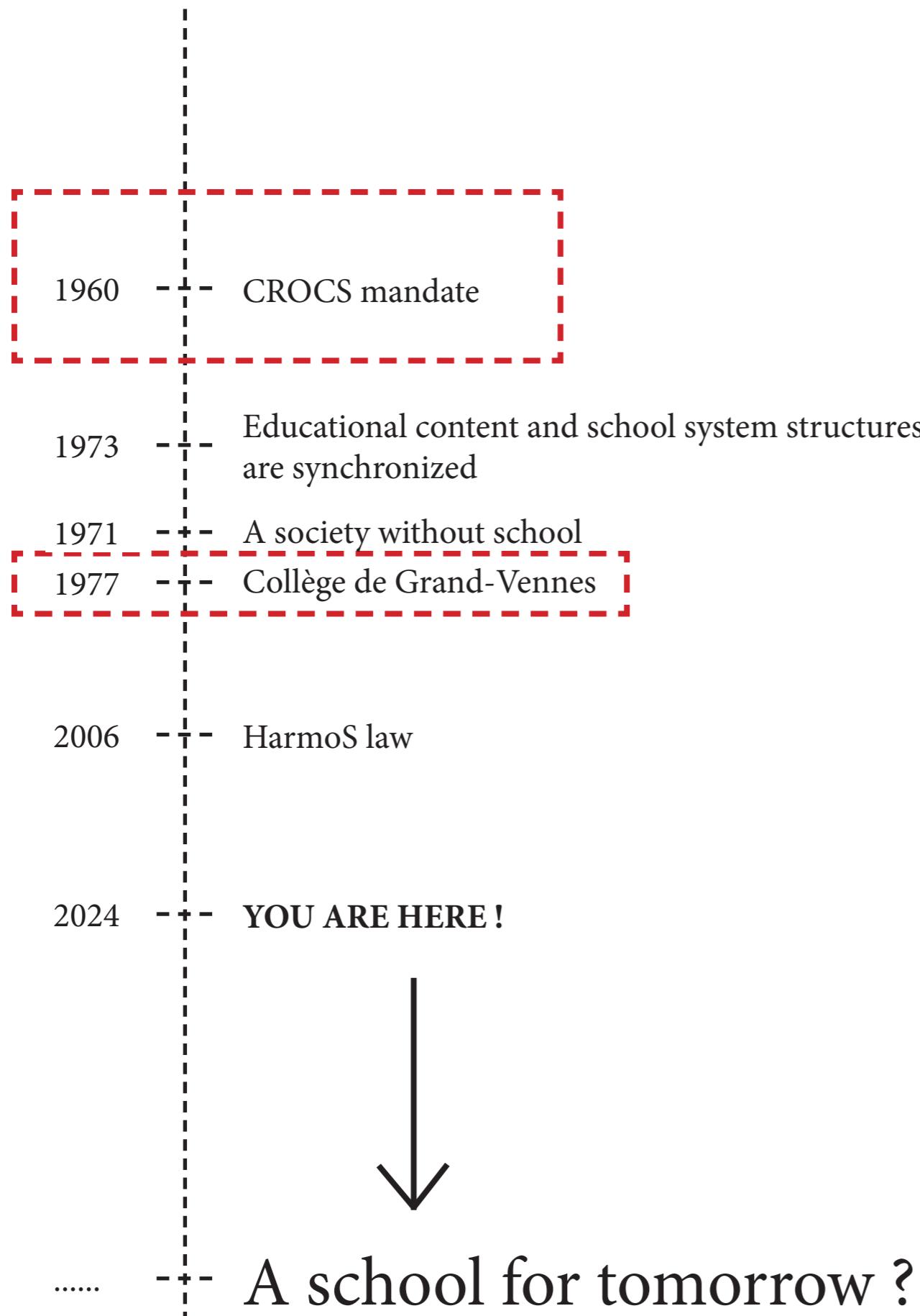
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## NEUERE SCHULHÄUSER DER STADT ZÜRICH.

# A CROCS FOR GRAND-VENNES



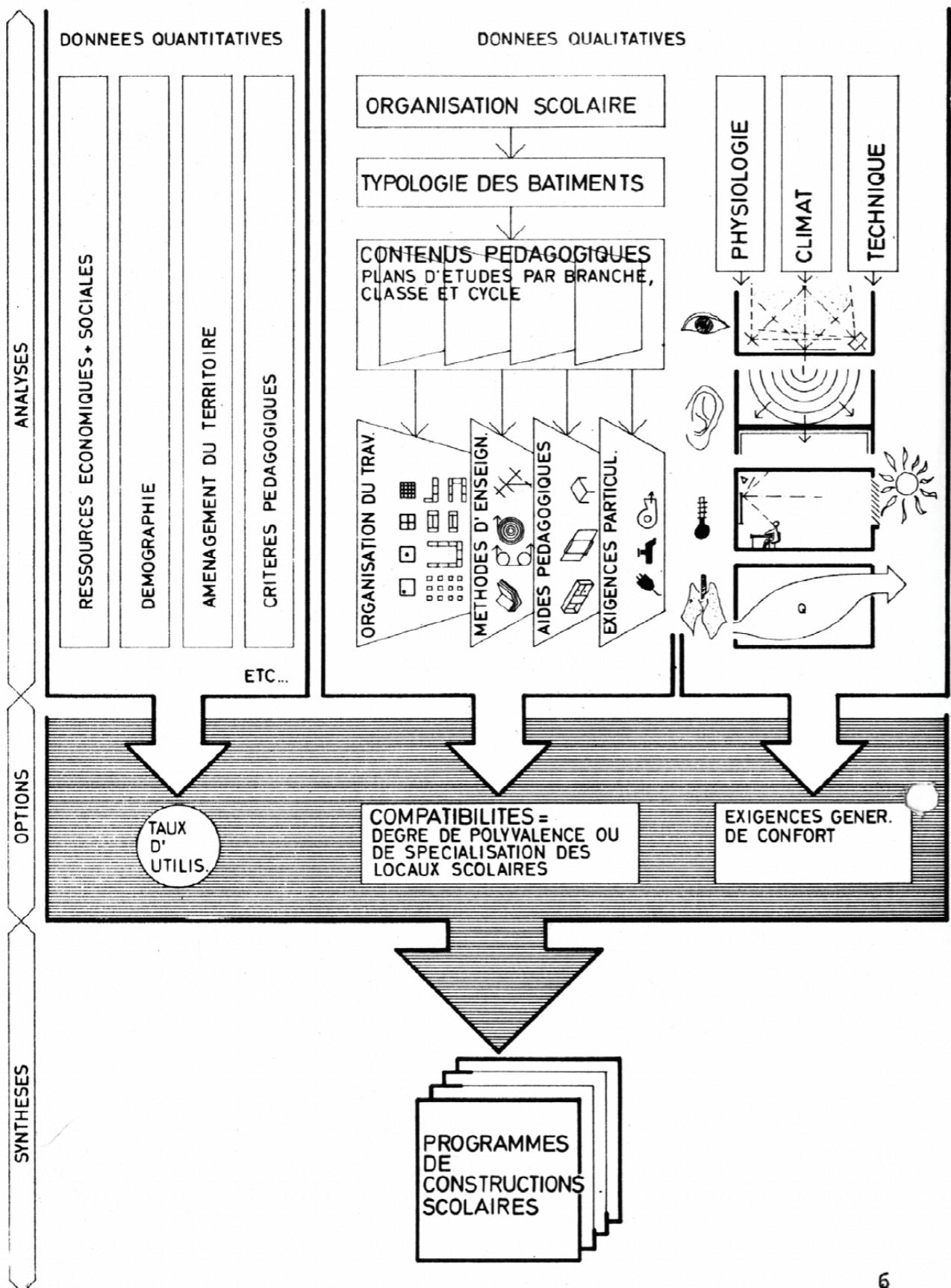
## METHODOLOGY

### PEDAGOGY

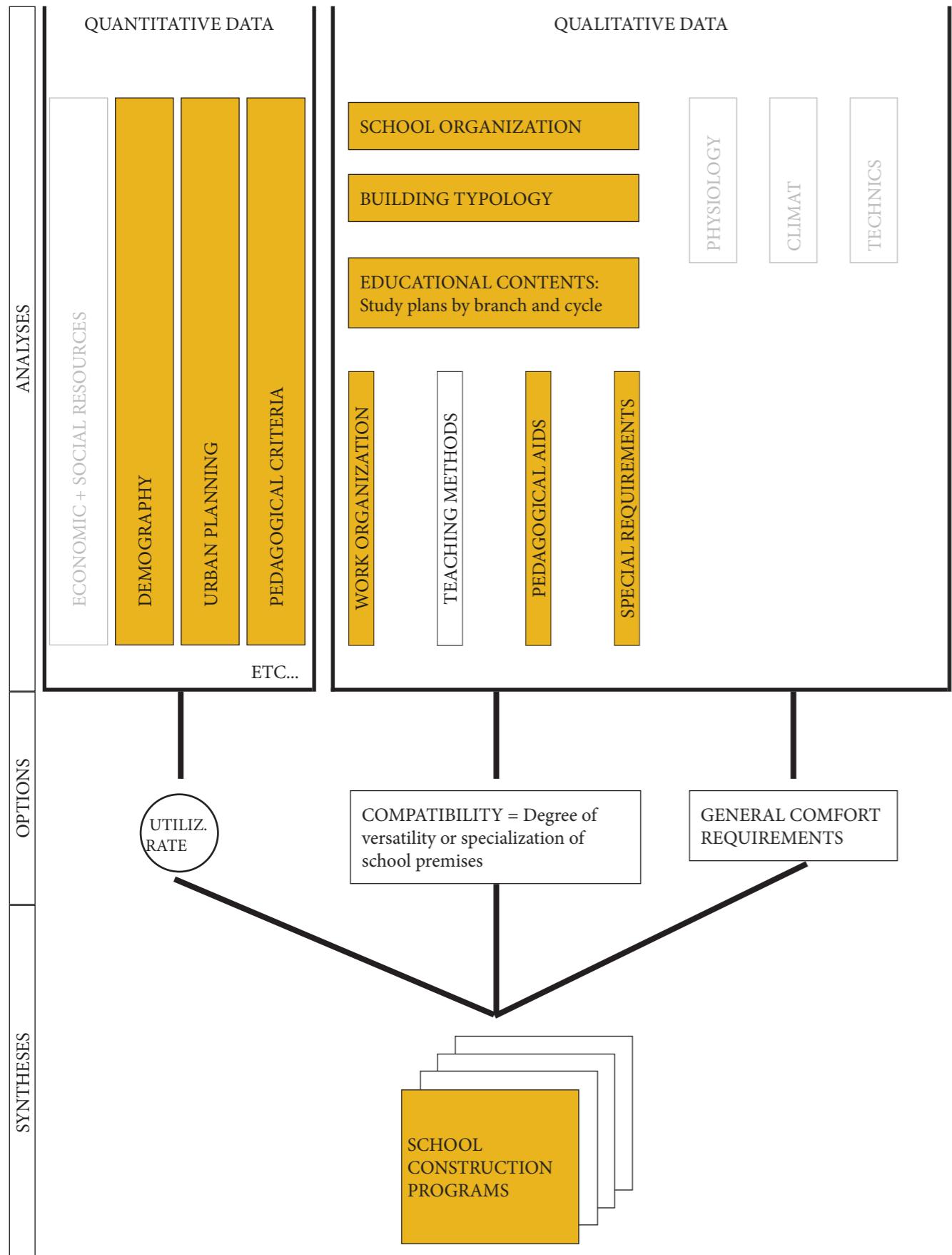
- Coordination
- Clear objectives
- Unified content
- Continuous evaluation
- Adaptability
- Teacher training

### ARCHITECTURE

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



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



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

## METHODOLOGY

### PEDAGOGY

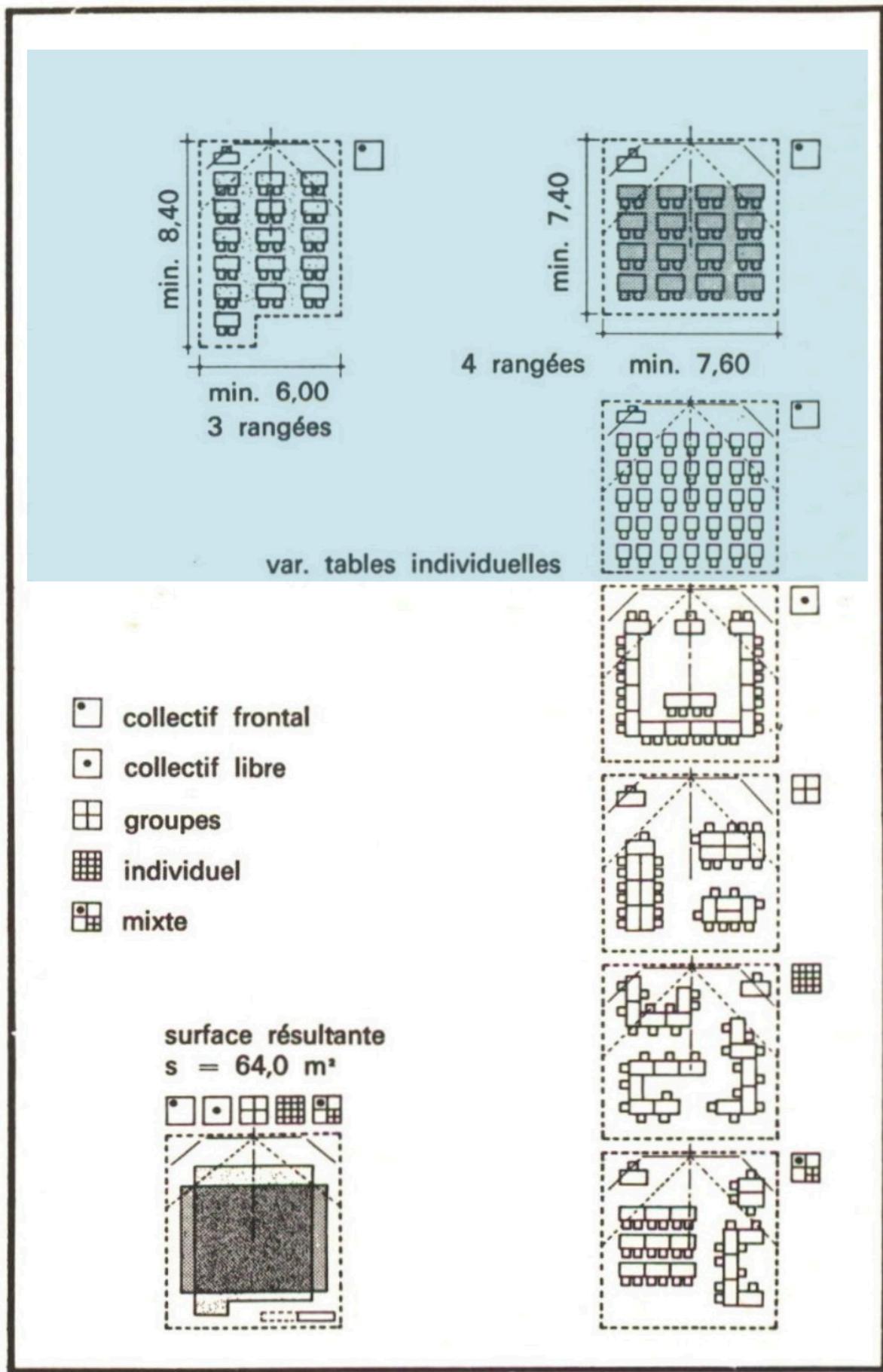
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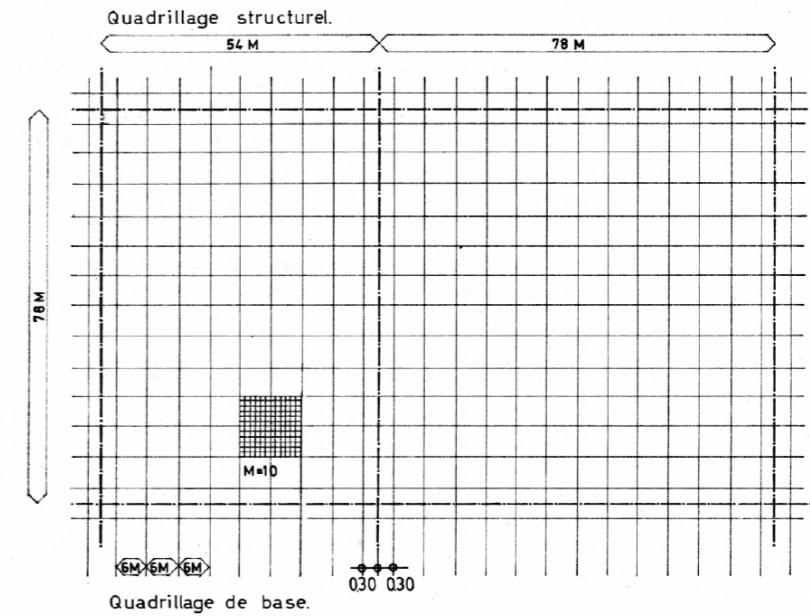
NEED TO BE FULLY USED      NEED TO BE ADAPTED

# ARCHITECTURE PRINCIPLES



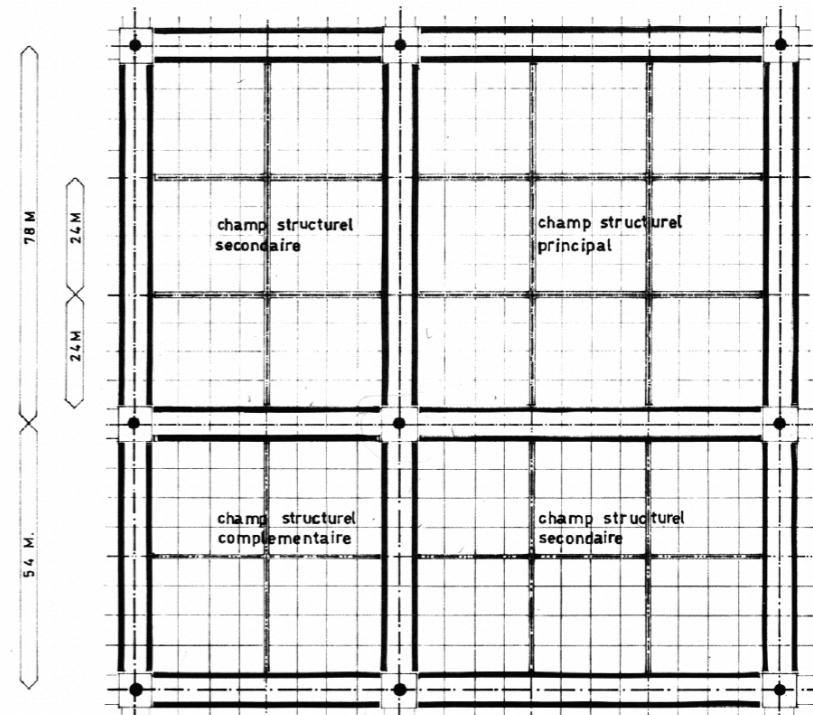
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Quadrillage modulaire du CROCS.

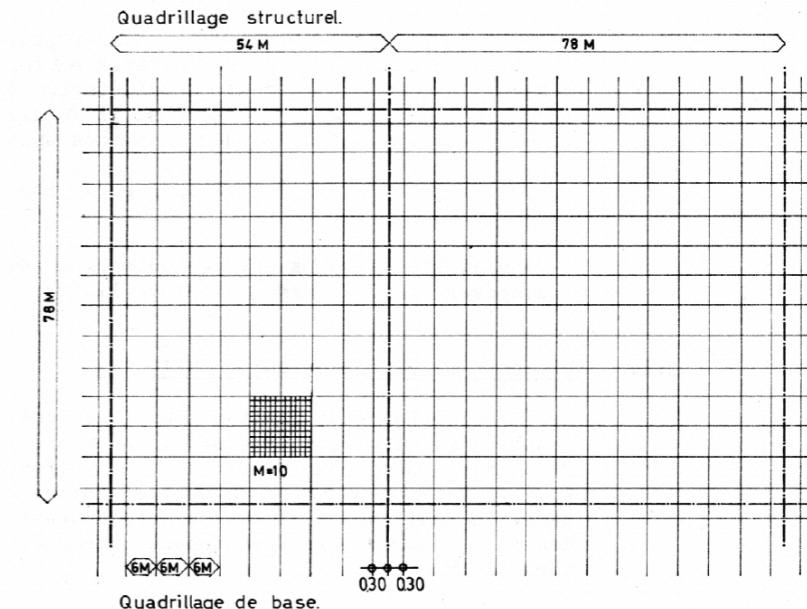
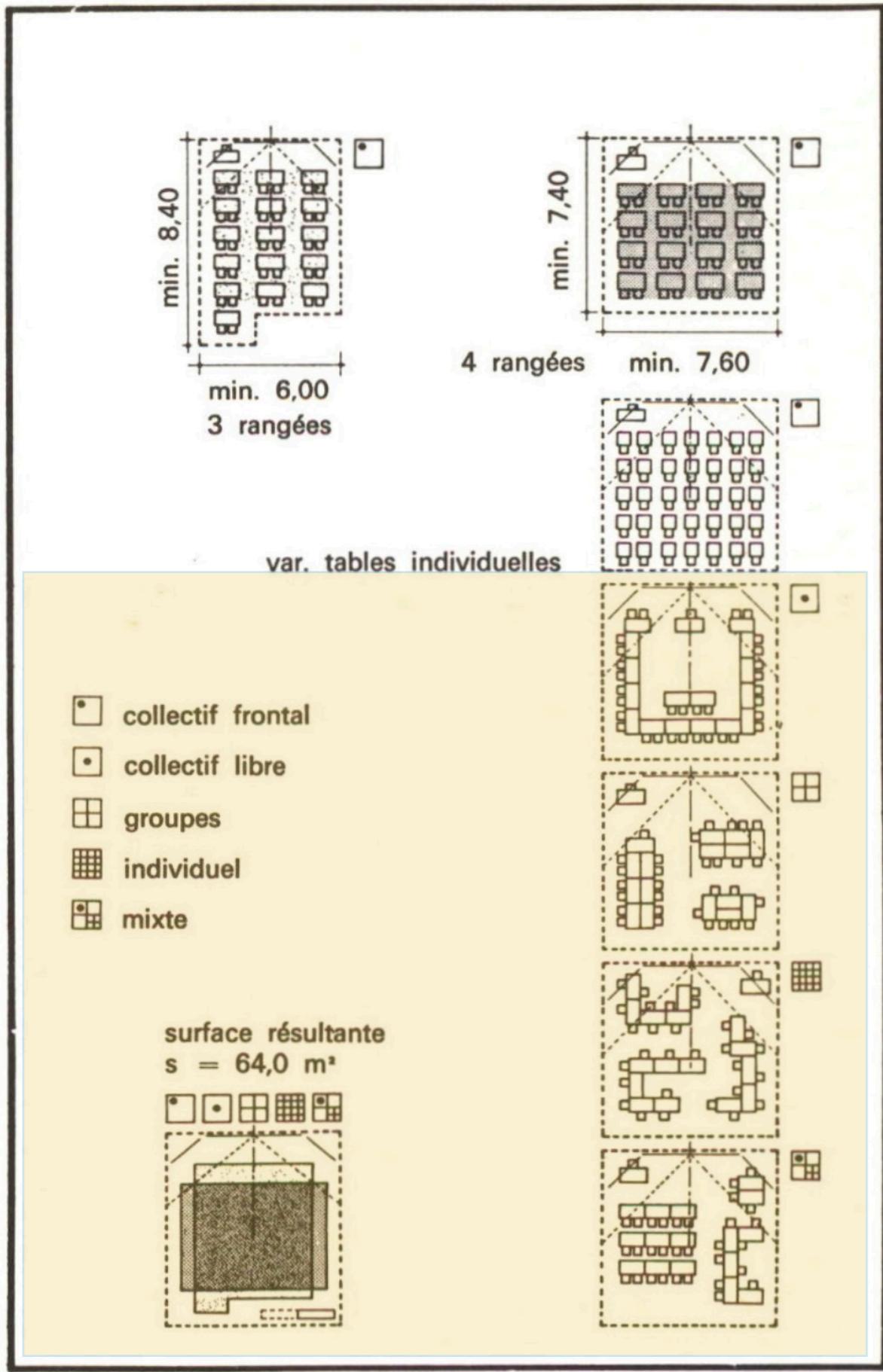
Les trois champs structurels du système.



# (RE) LEARNING CROCS SYST.

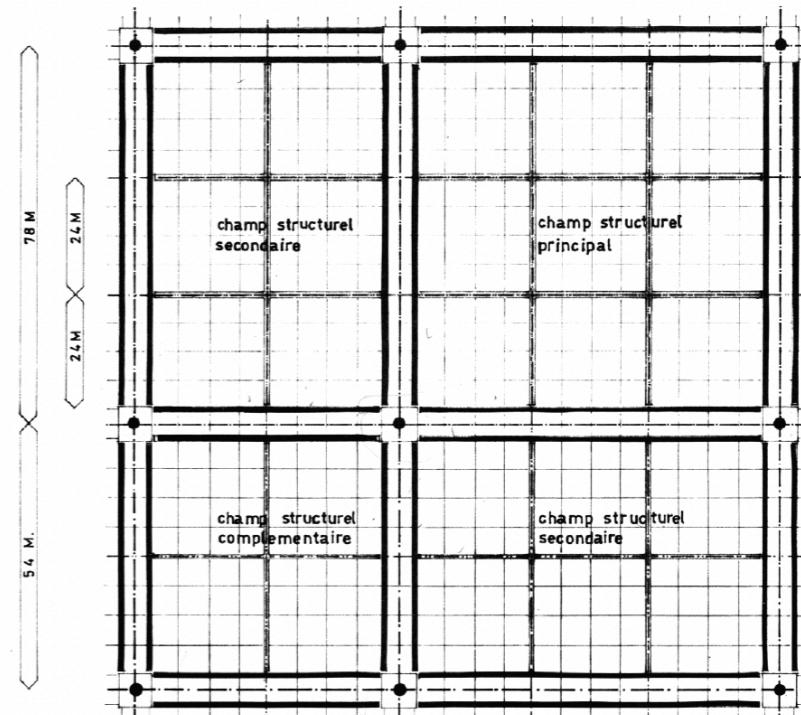
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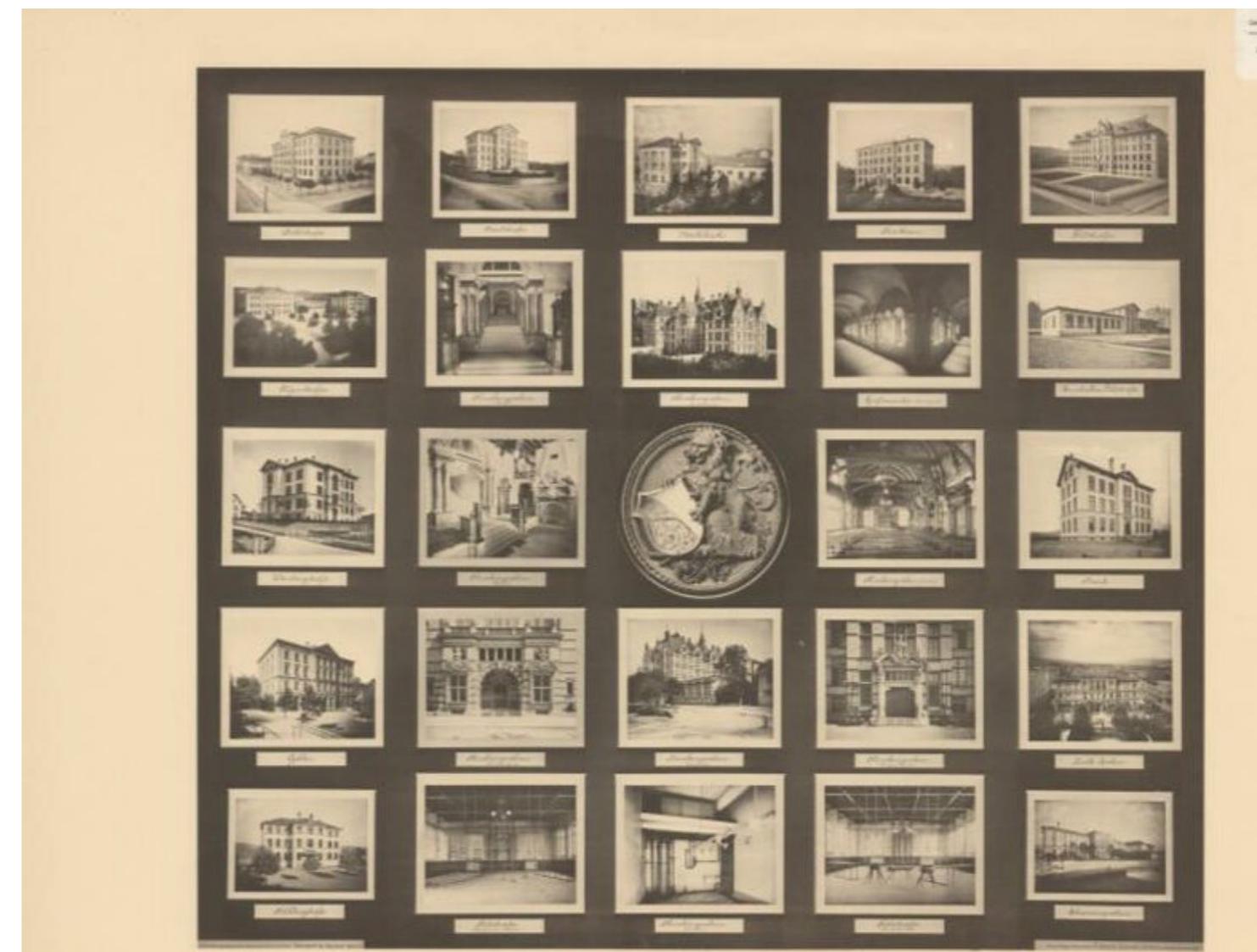
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## PEDAGOGICAL THEORIES

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## NEUERE SCHULHÄUSER DER STADT ZÜRICH.

# LEARNING



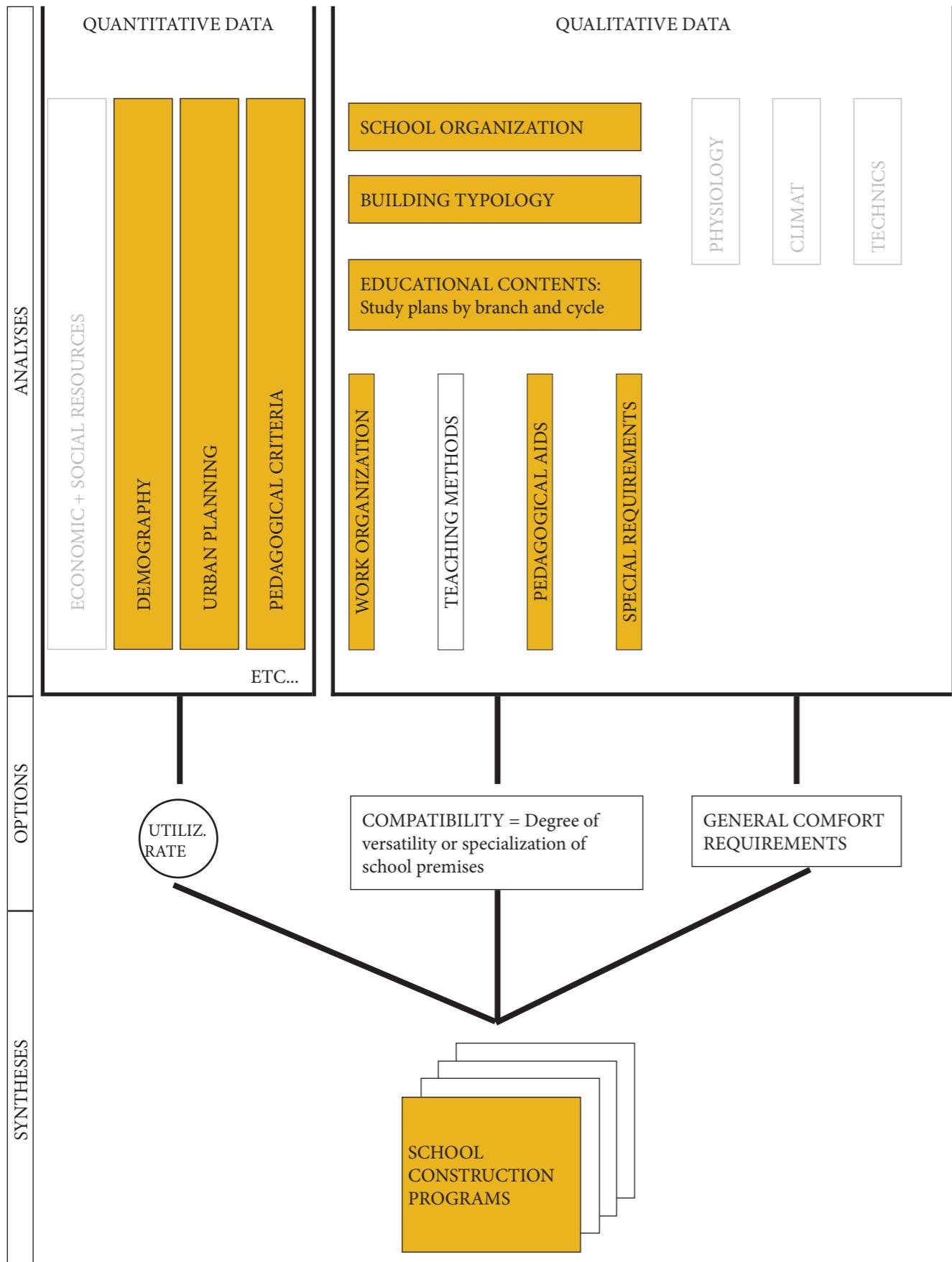
# UNLEARNING

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, Dinis	1	FIJA (FRA 8P05) Rayan, Qamil, Vilson
			GULD ( FRA 11VG) Anton, Momo	2	GULD ( FRA 9VG MOD2) Buterint
			TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadiia	1	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadiia + (FRA 7P) Keylia - Idriss - Deniz
2 8h30-9h15	CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan	1	CHES (MAT 8P10) Mateo, Fatou, Nour, Rawad	3	CHES (FRA 8P10) Gabrieli, Diesa, Donovan
	FIJA (FRA 11VG) Momo, Anton	4	FIJA (FRA 8P05) Rayan, Qamil, Vilson	1	FIJA (FRA 8P05) Rayan, Qamil, Vilson
		2			GULD ( FRA 9VG MOD2) Buterint
	MATM (MAT 8P03) Perline, Chelsea, Mohamad, Rezon	5	HAEM (MAT 10VG) Mariana, Maena, Elisa	4	MATM (MAT 8P03) Perline, Chelsea, Mohamad, Rezon
3 9h20-10h05	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadiia	3	TRAC (PP 10VG) Bachir, Dinis + (FRA 7P) Keylia - Idriss - Deniz, Djafil	2	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadiia + (FRA 7P) Keylia - Idriss - Deniz
	CHES (FRA 8P01) Noah, Sebastian, Agron, Israel, Ryan	1	CHES (MAT9VG MOD2) Noémie, Anastasia, Marlon, Chloé, Norah	4	CHES (FRA 8P04) Ina, Joyce, Dylan
	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 10VG) Betel, Falu, Carlos (+PP 11VG) Albijon, Ahmed
	GULD ( FRA 9VG MOD2) Buterint + (FRA 7P) Mike - Nikola	2	GULD (MAT 9VG MOD2) Emmanuel, Dennis, Alison, Patrick, Elina	1	FJJA (FRA 11VG) Momo, Anton
4 10h25-11h10	MATM (FRA 8P04) Ina, Joyce, Dylan	5	MATM (MAT11VG) Albijon, Ahmed, Lena, Leonita	5	MATM (MAT8P03) Perline, Chelsea, Mohamad, Rezon
	HAEM (MAT 11VG) Albijon, Ahmed, Lena, Leonita, Elias	4	HAEM (MAT 10VG + PP) Joël, Ardian, Dalya, Anthony, Corich + Mariana, Maena	4	HAEM (MAT 10VG + PP) Joël, Ardian, Dalya, Anthony, Corich + Mariana, Maena
	TRAC (FRA 9VG MOD1) Ashley, Rodrigo, Diogo, Nadiia	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 10VG) Bachir	1	CHES (FRA 8P04) Ina, Joyce, Dylan
	FIJA (FRA 10VG) Betel, Falu, Carlos + Flamar + Tomas (PP 11VG)	2	FIJA (MAT 8P02) Adel, Océane, Maya	4	FIJA (FRA 10VG) Betel, Falu, Carlos + Flamar + Tomas
	GULD + TRAC (MAT 9VG MOD1) Alison, Patrick, Emmanuel, Dennis, Alison, Patrick, Elina	1	GULD ( FRA 9VG MOD2) Buterint + (PP GEO 10VG) Rayan	5	GULD (MAT 9VG MOD2) Emmanuel, Dennis, Alison, Patrick, Elina
	MATM (MAT 8P04+10) Mateo, Fatou, Nour, Rawad, Jesse, Fjolla	4	MATM (FRA 8P04) Ina, Joyce, Dylan + (PP ALL 11VG5) Anton	3	MATM (MAT 8P03) Perline, Chelsea, Mohamad, Rezon
	TRAC (FRA 7P) Keylia - Idriss - Liam - Dorian - Hameed - Deniz	1	HAEM (MAT 11VG) Albijon, Ahmed, Lena, Leonita, Elias	4	HAEM (PP 11VG) Elias, Liridon
			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
				5	





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

# 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 [111FRA1],213 Français niveau 2 [111FRA21],214	Musique Mus I GV	Formation générale 210
9h15 9h20 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	
10h05 10h25 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
11h10 11h15 Allemand niveau 2.[111ALL21],214 Allemand niveau 1.[111ALL13],212 Allemand niveau 1.[111ALL12],210 Allemand niveau 1.[111ALL11],213	Géographie-Citoyenneté 210	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
12h00 12h05 12h50 13h00				
13h45 13h50 Français niveau 1.[111FRA12],210	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	MITIC.[110CTmt2],219 MITIC.[110CTmt1],330 - salles/info Education nutritionnelle.[110CTedn1],210,321 CUI Economie - Droit.[110CTaco1],212 Activités créatives et manuelles [110CTma1],002 TM B GV Arts visuels.[110CTav1],1/15 Education nutritionnelle.[110CTedn2],220	Semestre 1 Activités créatives et manuelles [11G2TMA] 002 TM B GV Education nutritionnelle [11G2EDN] 321 CUI
14h35 14h40 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		Arts visuels 118	Semestre 2 Education nutritionnelle [11G2EDN] 321 CUI
15h25 15h30				
16h15 16h16 17h00				



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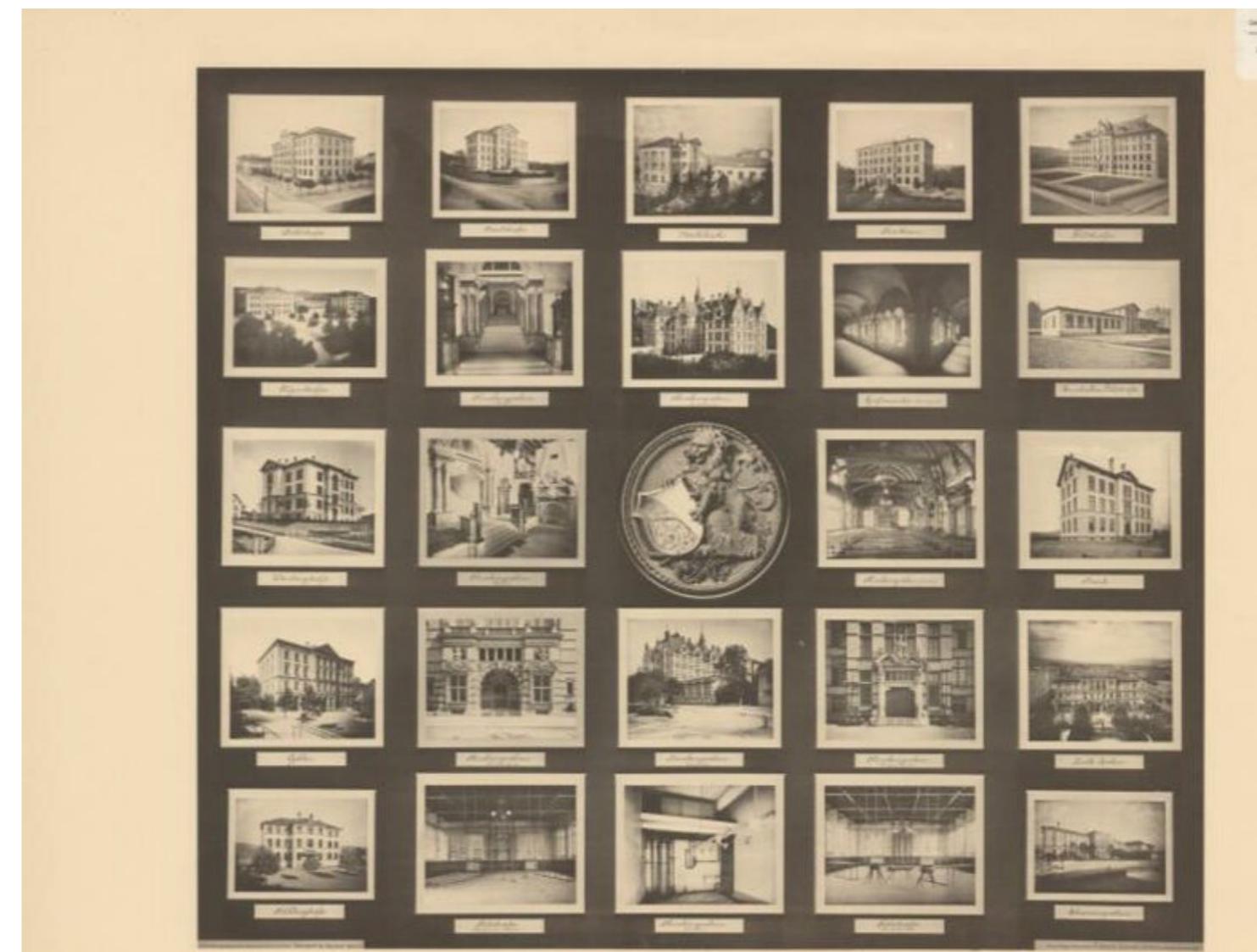
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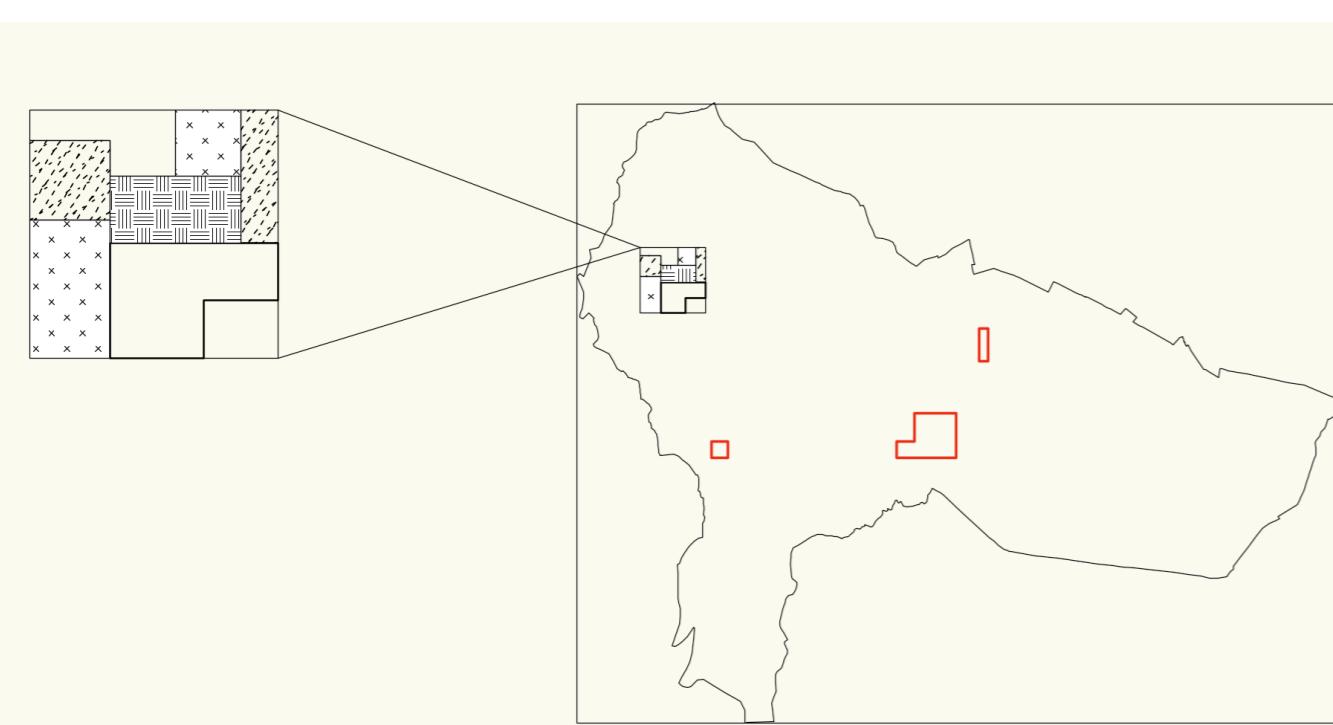
## PARTICIPATIVE WORK

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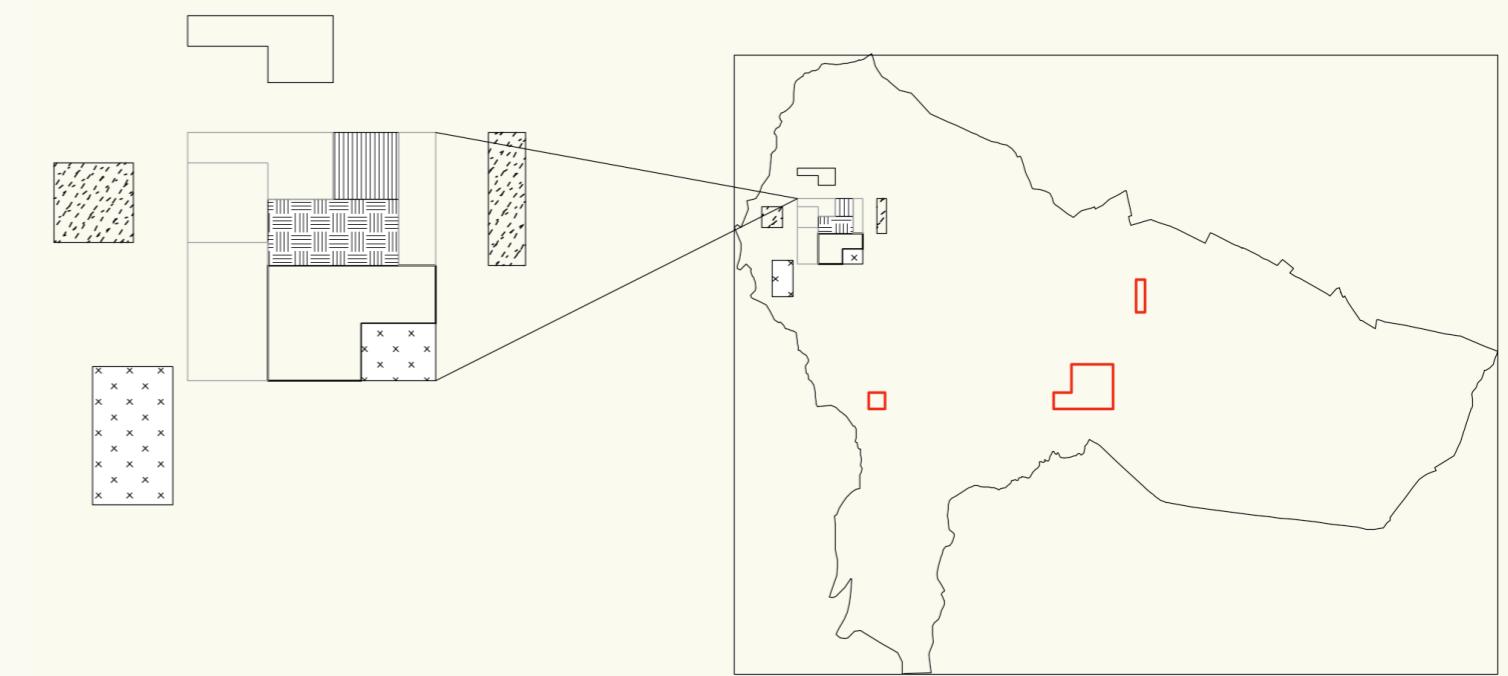


## NEUERE SCHULHÄUSER DER STADT ZÜRICH.

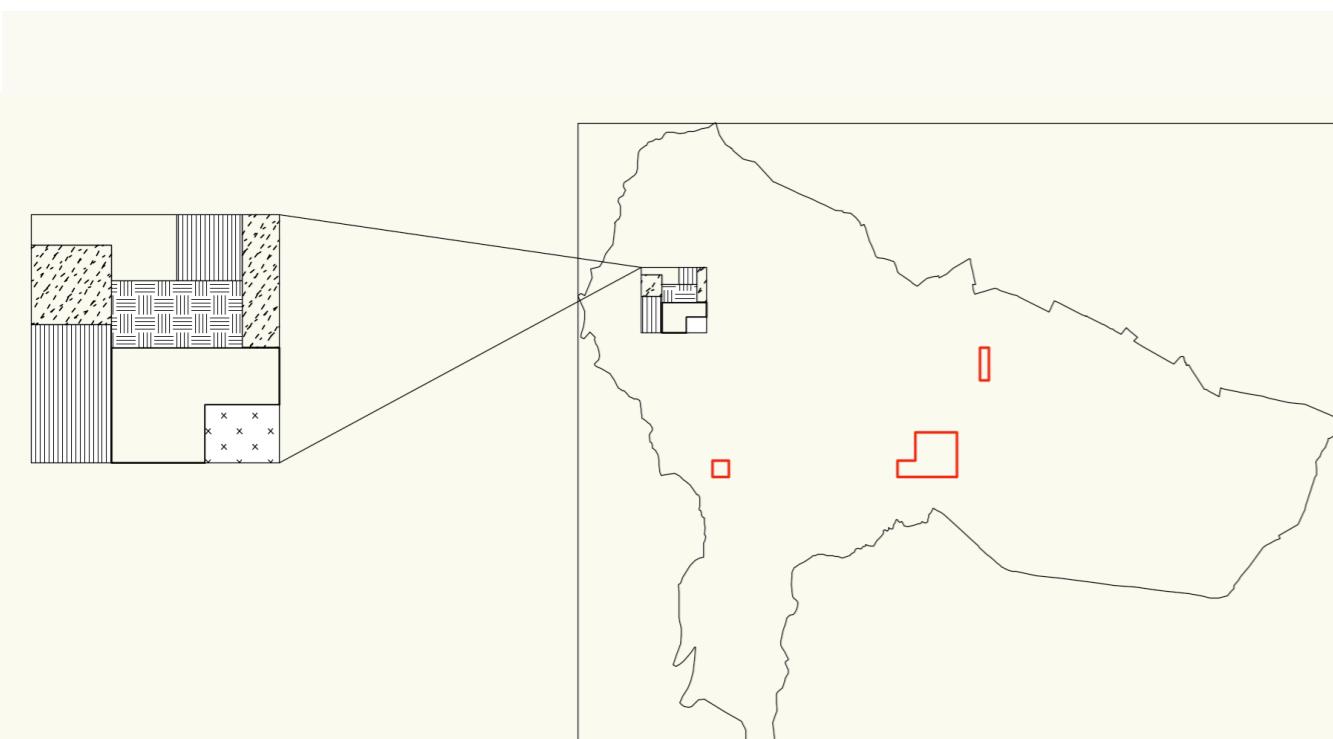
# PROGRAM AND INTENSIONS



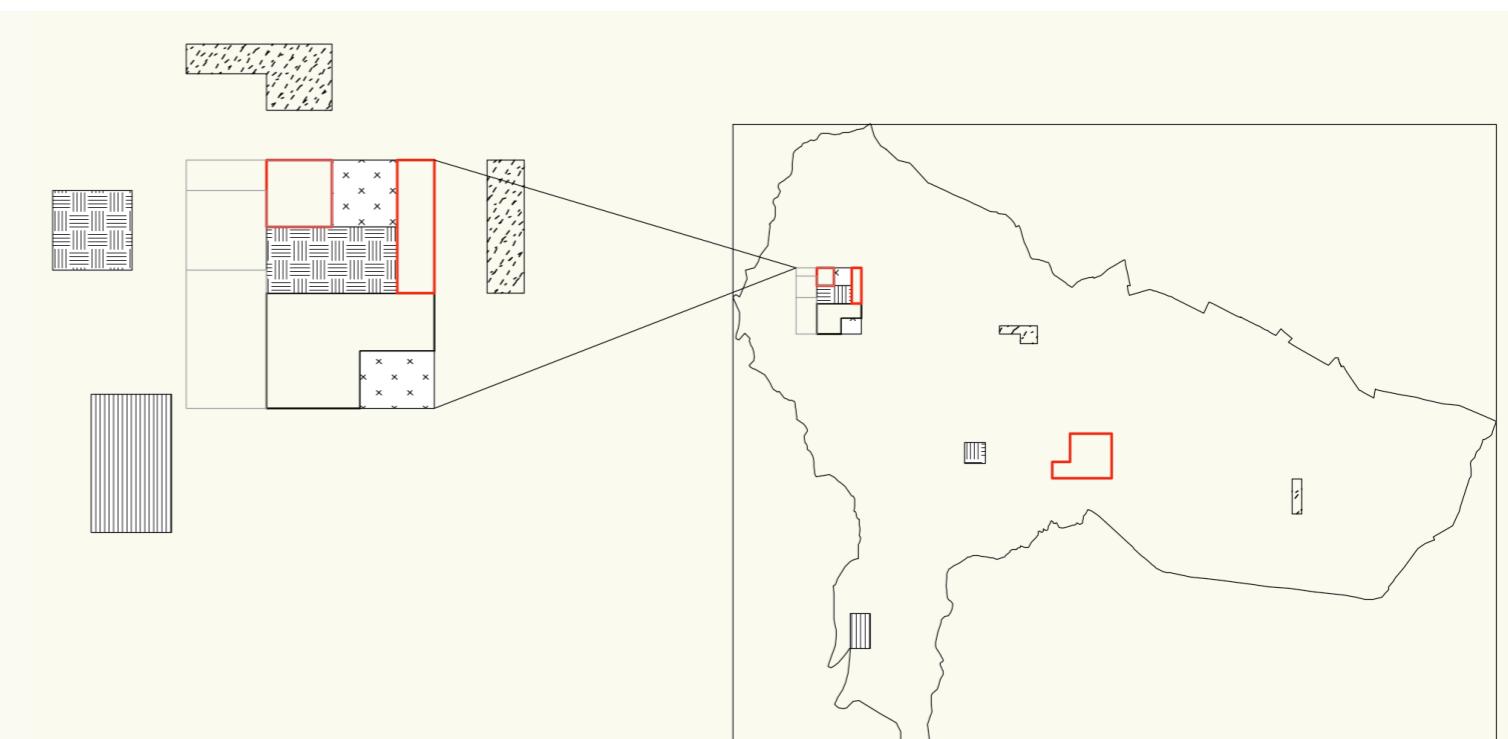
1. IDENTIFY THE REALITY AND THE NEEDS



3. DISMANTLE SCHOOL + IDENTIFY POTENTIALITIES IN GV



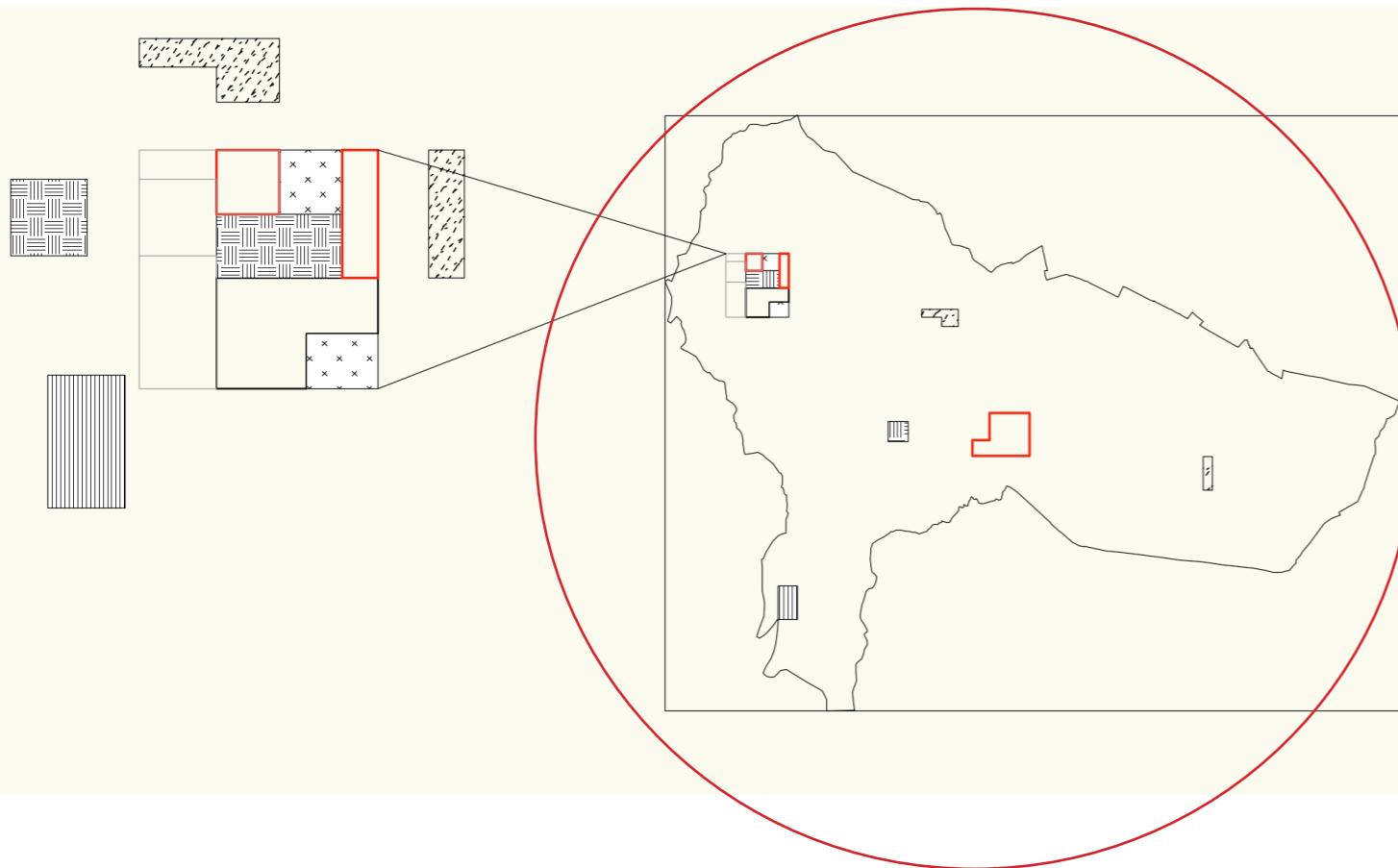
2. REQUALIFYING THE NEEDS AND SPACES



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

