

# LAKEFIELD COLLEGE SCHOOL CAMPUS MASTER PLAN

Version - December 1, 2020

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## DESIGN PRINCIPLES

*“History cannot give us  
a program for the future,  
but it can give us a fuller  
understanding of ourselves,  
and of our common humanity,  
so that we can better face the  
future.”*

*– Robert Penn Warren*

Design Principles emerge from and are informed by the observations and understandings of a place. These principles include acknowledgement of the cultural considerations of a community, which in this instance include the particular experience of Lakefield as a learning community. The principles are filters or guidelines for informing decision making in developing infrastructure design. Every design principle, whenever practical, should be demonstrable in a design solution. This collection of design principles are foundational and emerge in service to the value proposition, reflecting the community engagement and contextual analysis that has been completed to date.









## IMPACTING THE STUDENT EXPERIENCE

Everything we do at Lakefield College School is geared towards advancing our vision to be internationally recognized for crafting transformative experiences that deliver on our commitment to Authentic Learning, Community First and Outdoors Every Day. Every decision we make related to our campus must be guided first and foremost by its impact on the student experience and its contribution to the advancement of our vision.

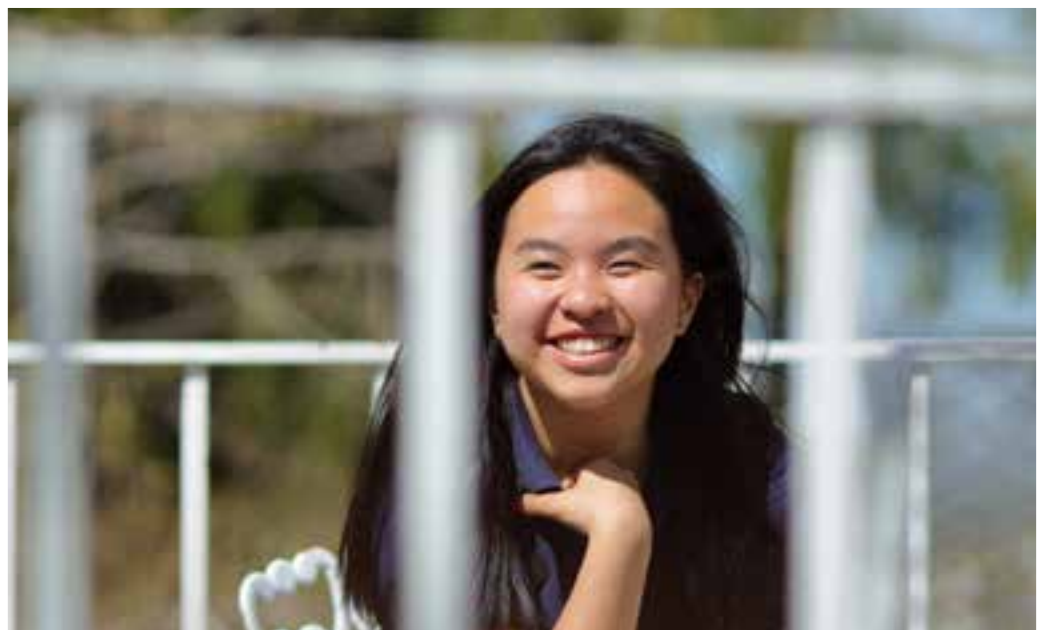






## STRENGTHENING COMMUNITY

The strength of the community is dependent primarily on the culture that is supported and the positive nature of relationships between all of its members. As such, it is important to understand that the physical environment can reinforce the building of, or constitute an impediment to, that culture. Are there places to congregate? Are there places where small groups or individuals can meet? Does the environment reflect the values of the culture or is there another set of values conveyed through the pattern of investment? **Always look for opportunities to bolster community well-being with every new intervention by assessing how the project in question could support better engagement and interactions and reflect the values of the culture that is being nurtured.** Building community can be advanced in significant ways through the ongoing implementation of the campus' development.







## PRESERVING SACRED VIEWS AND PLACES

Part of what makes Lakefield College School so special is the natural beauty of the campus. Specific and cultured views, from arrival to the navigation from place to place, are sacred in both what one sees and what one experiences. Views across the field to the lake, views through the grove to the chapel and even views from the water back up the hill to the residences create a sacred experience in the minds of those that spend time at the school. Similarly, walking through the grove, arriving at the red door, sitting along the waterfront or attending service in the chapel are sacred experiences unique to Lakefield and remain special to the school community, past, present and future. As such, **always reinforce, strengthen and protect the sacred views and places on campus through careful building placement, landscape treatments and relationships of spaces.** This approach to preserving what is sacred allows the campus to both change through time yet also feel timeless and special even to those that return decades later.







## HARMONIZING ARCHITECTURE ACROSS THE CAMPUS

There is a sense of visual harmony at Lakefield College School, with its architecture and aesthetic expression being roughly consistent throughout the campus in terms of color, scale and form. There are exceptions for structures that are special in function or location, like the theatre, gymnasium and chapel, which are each unique. Colors are generally subdued in hue and tone with white or light tones for the body of a building and green or grey for trim, accents, roofs and equipment. Campus architectural expressions have modernized, over time, as appropriate, resulting in a mix of styles and materiality that composes a harmonious whole without imposing a fake historical aesthetic on new buildings. As such, **always strive to create harmony on the campus with every new intervention by keeping to the scale and character and general color palette of the existing campus, without being limited to highly specific forms and historical analogues.** Design that is highly place-based, climate-appropriate and sustainable should drive form in combination with aesthetic harmony.







## PRIORITIZING PEOPLE OVER CARS

Currently, cars and service vehicles are able to access all areas of the campus. This is reinforced by dispersed parking lots in multiple places, vehicle access permitted throughout the campus, and a lack of hierarchy of routes, which creates tension between people and vehicles. An important design principle going forward is to **always put people first and prioritize a fully pedestrian campus experience with automobiles relegated to the perimeter of the campus, with servicing simplified and made more elegant.** The master plan identifies new parking areas and removes others, eliminates automobile access from certain parts of campus, introduces new pedestrian focused 'streetways', including some one-way routes, and relocates the campus service areas for greater clarity and diminished impact.







## STRENGTHENING THE VILLAGE EXPERIENCE

One of the strengths of Lakefield College School is its feeling of a 'village' setting, especially upon arriving from the historic entrance and the main drive. The 'main street' with residences on one side and the academic quad on the other helps create activity and an experience of community. An important design principle is to **always create interventions that further strengthen a feeling of being in a coherent village throughout the main campus area.** Village life is good for building an active student life, with students at the core, and a sense of identity that reflects the history and embodies the culture of the school. Creating a village experience is done through reinforcing village scaled elements and creating coherent outdoor spaces with definable boundaries.









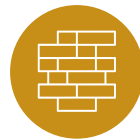


## ENSURING SAFETY AND SECURITY

The learning environment places students at the core, and this includes personal safety and well being on the campus. The design of the built environment, in concert with operationalization of community involvement, should **always consider opportunities for natural surveillance to optimize visibility, for natural access control to limit access and control flow, and for natural territorial reinforcement to create a sense of ownership and clearly define public and private places.** These strategies can be supplemented by technology and security protocols, but should consistently be employed to deter nuisance behavior, trespassing and mitigate risk.







## EXPANDING FACILITIES TO MEET NEED

The decision of when to build and what to build is a critical one for any campus. There is always a tension between being underbuilt and having inadequate facilities to support student populations and needs – or overbuilding and spending resources prematurely that bear ongoing operational burdens. Looking to right-size when need is very clear is essential. Therefore, **always build/expand when a clear and consistent need has been demonstrated through an appropriate assessment process and where opportunities to reuse or shuffle existing facilities have been exhausted.** When building, build for long-term solutions and invest in facilities that are adaptable and have good bones to support flexibility and repurposing over time.







## EVOLVING THE CAMPUS OVER TIME

The physical place of the campus has evolved over many time scales in service to the constant of students learning. There is never a blank canvas, but rather an accretion of layers of changes and adaptations of buildings and places on campus to meet the needs of the learning community. The physical attributes of the place that have value, endure and are increasingly interwoven into the fabric of the place are a stepping off point for adaptation, repurposing and additions now and in the future. To intervene appropriately **changes should always be contextualized within an understanding of what is valued and enrich rather than detract from the rich complexity of the student's experience as well as that of the broader learning community.**







## BUILDING FOR LEARNING

Buildings and physical infrastructure are too expensive to serve as mere passive backdrops to education and living at the school. The built environment is the foundation for all day-to-day needs, particularly those of the students, and provide opportunities to shape experience and teach critically important lessons. Therefore, **always design new facilities and renovate existing ones to consider how they can serve as direct pedagogical tools for the school – helping to reveal how systems work and to teach the values and curriculum of the school.** The facilities should embody the values of the school in terms of being responsible stewards of resources and encouraging students to be outside every day. They can be designed to help teach science, art and community-building, amongst other subjects, through how the buildings function and use resources.







## LEARNING FROM NATURE OUTDOORS EVERY DAY

The campus also has the opportunity to elevate Outdoors Every Day, beyond “being” outdoors to learning from nature. This is about evolving a reciprocal relationship of conservation and learning, developing leaders who steward critical ecological functions from a place of understanding, contributing to the health and wellbeing of the whole campus, both the place and the community that it sustains. Every action is an opportunity for repair. Interventions necessitate enquiry to understand “what is” and how might “what is” be healthy or require healing. This is also about embracing a ‘one campus’ philosophy with respect to our main campus, Northcote property and other land holdings, to examine how our ‘one campus’ can best be leveraged to advance our commitment to Outdoors Every Day and other learning opportunities. **Always create opportunities to observe the operating conditions of the place and nature’s adaptations; reconnecting with nature is at the root of a deep engagement with the campus, both from within built spaces and through exploration and activity outside and throughout the campus.** This is about knowing the campus on a deep level and living in harmony with it to mutual benefit.

