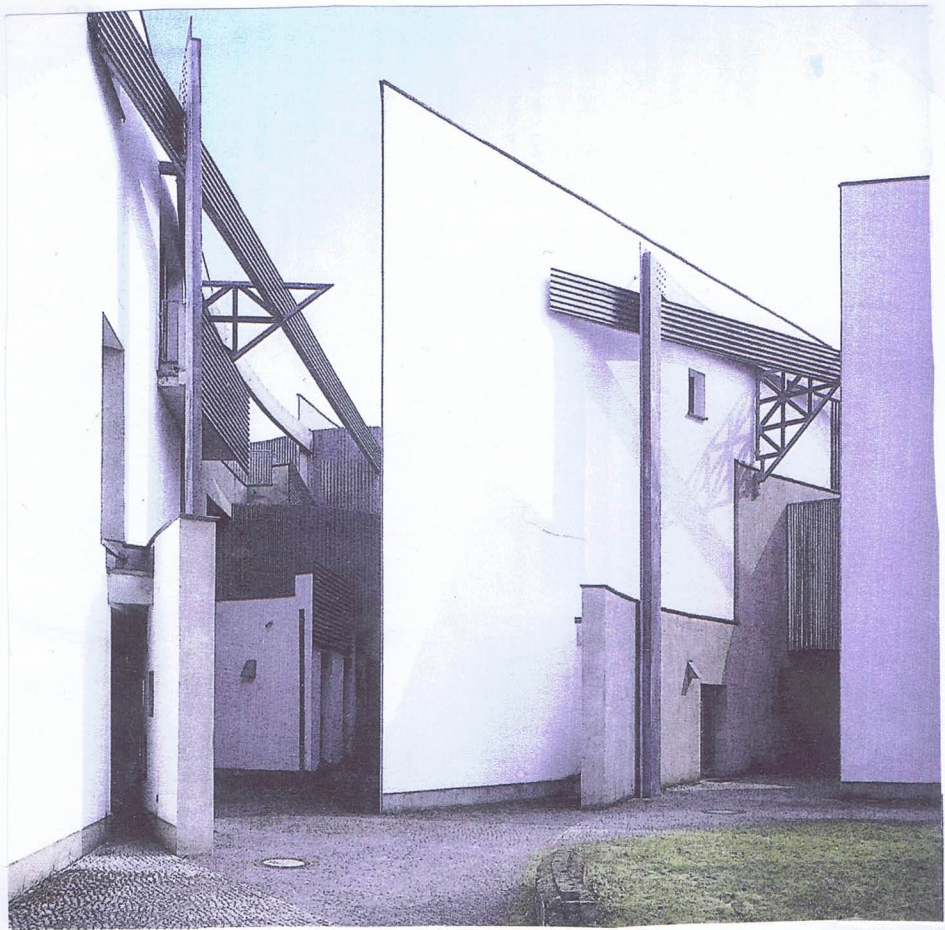
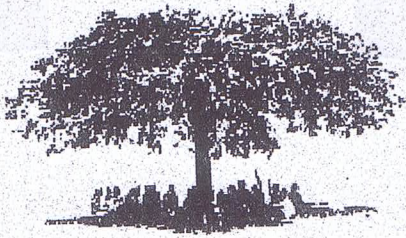
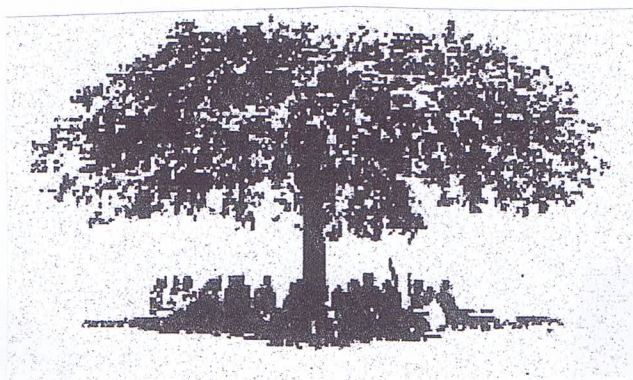


SKOLHUSGRUPPEN

FÖRUM FÖR SKOLPLANERINGSFRÅGOR



STUDIERESA TILL BERLIN OCH NIEDERSACHSEN 2014
ETT LITET RESEKOMPENDIUM



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Planeringsgrupp:

Patrick Bjurström
Anders Hamrin
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SKOLHUSGRUPPENS STUDIERESA I TYSKLAND 2014-03-16 - 2014-03-18
DELTAGARE 140302

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SKOLHUSGRUPPEN – TYSKLAND 2014

Dagsprogram 16-18 mars

Söndag 16/3

- 18.00 Samling i hotellfoyern
Hotel Sylter Hof, Kurfurstenstrasse 114-116, Berlin
Tel +4930 21200
- 19.00 Gemensam middag
”**Sale e Tabacchi**”, Rudi Dutschke Strasse 23, Kreuzberg
Tel +4930 252 11 55

Måndag 17/3

- 08.00 Avfärd från hotellet
- 08.45 **Passivhausgrundschule am Teutoburger Platz**
Templiner strasse 1
- 10.15 **Staatliche Balettsschule**
Erich Weinertstrasse 103
- Lunch i skolans kantin**
- 13.00 **Heinz Galinski Schule**
Waldschulallé 73-75
- 15.00 Freie Universitet, **Philosophisches Institut**
Habelschwarter Allé 30
- 16.00 Freie Universitet, **Philologisches Bibliothek**
Habelschwarter Allé 45
- 17.30 Avfärd mot Göttingen
- Måltid någonstans på vägen
- Övernattning på **Hotell Rennschuh, Göttingen**

Tisdag 18/3

- 08.15 Avfärd från hotellet
Dagens tema: **"Passivhausschulen & Kitas"**
- 08.30 **Kita Kindergarten**, Göttingen
- 10.00 Avfärd mot Hannover
- 11.30 **Bismarckschule** Hannover

Lunch i skolans kantin
- 13.15 Avfärd med bussen
- 13.30 **"In der Steinbreite"**, grundschule Hannover
- 15.00 Avfärd med bussen
- 15.30 **Kita Kindergarten**, **"Grosse Pranke"** Hannover
- 16.30 Avfärd med bussen till Berlin
- 20.00 Ankomst **Berlin Tegel**, obs. senast!

SKOLORGANISATION I TYSKLAND

The school system is comprised of three levels: primary, secondary I and secondary II. Children attend primary school ('Grundschule') for four years between the ages of 6 and 9. Reading, writing and arithmetic make up about half of the school time. The remaining time is devoted to 'Sachkunde' (a course constituted of both natural and social sciences), religion, art, music and sports. Unique to primary school is the holistic approach to teaching.

Beginning with the fifth grade children are channeled into one of three types of secondary school: 'Hauptschule', 'Realschule' and 'Gymnasium'. There is little movement from one secondary school type to another. Typically, students remain in the school track where they have been placed for the rest of their school education. The differences are academic. The 5th to 10th grades (10 to 16 years) comprise the secondary I level, which is offered by all three school types. The only exception is that, in many but not all cases, the 'Hauptschule' includes up to the 9th grade only. The 'Gymnasium' offers, in addition, grades 11 through 13 (secondary II) for 17 to 19 year-olds. The qualifications offered at each of these school types differ. The completion of 'Hauptschule' satisfies the minimum educational requirements in Germany. Graduates have the opportunity to learn a trade in vocational schools. Completion of 'Realschule' allows graduates to learn those trades requiring a higher qualification. Graduation from 'Gymnasium' entitles students to attend university.

Scheme of the German Public School System												
Primary:				Secondary:								
„Grundschule“				Secondary I						Secondary II		
Grades:				Grades:						„qualification for university“		
1	2	3	4									
6-7yr												
				„Hauptschule“								
				5	6	7	8	9	10			
				„Realschule“								
				5	6	7	8	9	10			
				„Gymnasium“								
				5	6	7	8	9	10	11	12	13

Figure 2-1: Major school types of the German Public School System

It is usual that students of the same age level are grouped into units. For example, each new school year the entire first grade is divided into groups "1a", "1b" and so on, depending on the first grade size. Each group has its own classroom for the year and all students of a group stay together - are taught together - for the successive years unless, for example, the school form changes (i.e., primary level to secondary I) or according to subject interests (foreign language versus natural science emphasis). This leads to many smaller groups of students that - within the group - know each other very well over a very long period of time. Additionally, because it is traditional that the kids stay in their classroom for the duration of the day, the teachers naturally have to move about - with all their materials etc. Labs for lab work are common but general class time is conducted in the same place for all subjects.

Environmental instruction is concentrated in the subject areas: 'Sachkunde' in primary school and in biology, geography and social studies at secondary schools. Physics, chemistry and religion also contribute considerably to environmental education. In each of these subjects nearly half as many environmentally related issues are addressed as in the core subjects. The remaining serve as complementary subject areas (mathematics, languages, technology, art, music, sports, etc.) (Eulefeld, Bolscho, Rode, Rost & Seybold, 1993; Eulefeld et al., 1981).



Stadtumbau Ost und West

Grundschule Am Teutoburger Platz

Die Grundschule Am Teutoburger Platz wurde in den 1970er Jahren errichtet. Sie ist ein wichtiger Schulstandort im dortigen Sanierungsgebiet. Sie befand sich bis 2010 noch weitgehend im Originalzustand mit entsprechendem Abnutzungsgrad und einer nicht mehr zeitgerechten technischen Ausstattung. Dies betraf unter anderem die Fluchtwegsicherung sowie Fenster und Türen. Gleichzeitig hatte sich der Raumbedarf durch die steigenden Schülerzahlen im Quartier in den vergangenen Jahren erhöht. Deshalb war die Sanierung und der Ausbau dieser Schule ein zentrales Sanierungsziel in diesem Gebiet.

Im Sommer 2010 begann die Erweiterung und umfassende energetische Sanierung des Schulgebäudes mit Mitteln aus dem Programm Stadtumbau Ost. Die Schüler wurden in dieser Zeit in der neu eingerichteten Grundschule Danziger Straße 50 unterrichtet.

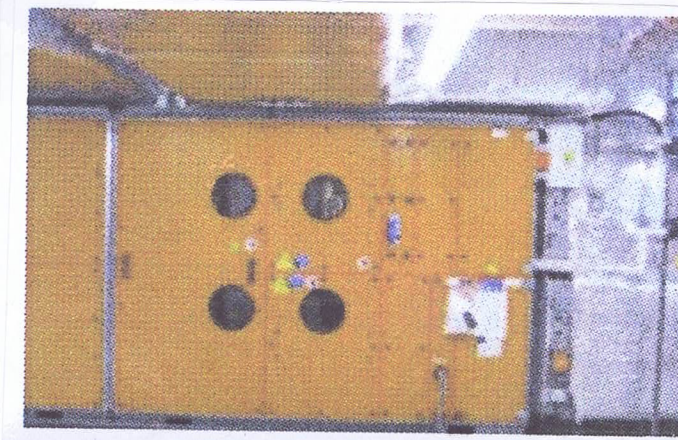
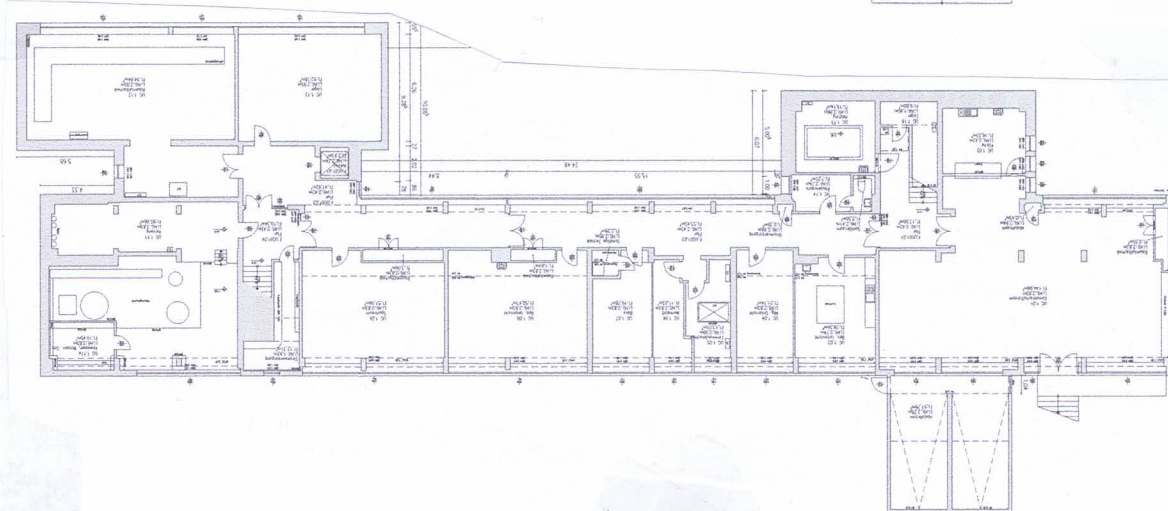
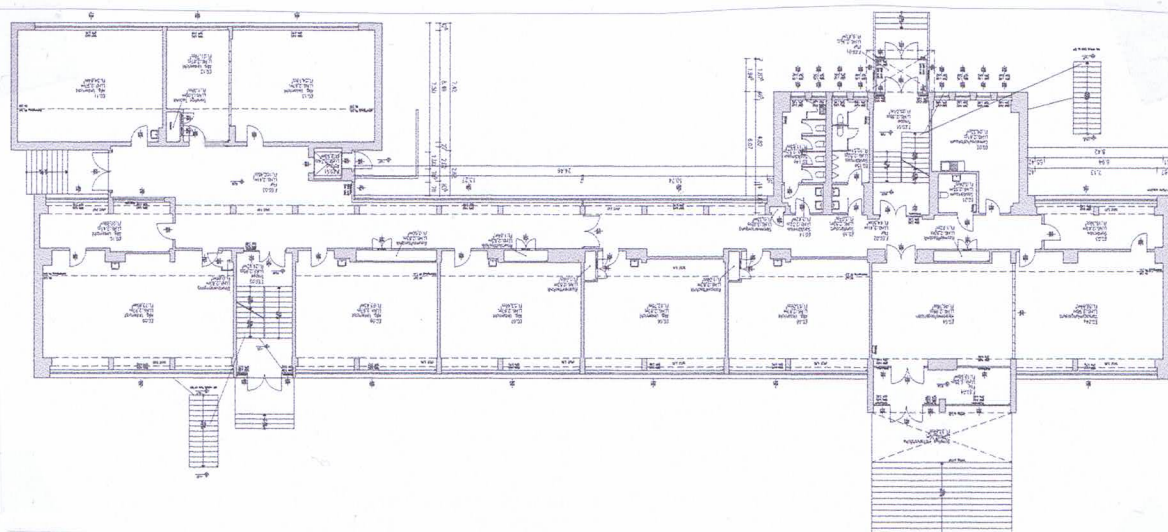
Die Planung hatte das Büro Klatt und Vogler Architekten inne. Um die Schule besser für den integrierten Unterricht auszurüsten wurden die Räume neu angeordnet. Außerdem wurde auf der nordwestlichen Seite ein Anbau an den Giebel gesetzt. Damit ergibt sich eine weitestgehend natürliche Belichtung des Flurs und eine günstige architektonische Form für die gesamte Schule. Das Farbkonzept für die Fassade wurde mit dem Stadtplanungsamt abgestimmt, um ein geschlossenes städtebaulich architektonisches Bild für den Schulstandort zu erzielen.

Das Gebäude hat inklusive Souterrain fünf Geschosse. Um den barrierefreien Zugang zu jedem Geschoss zu ermöglichen, wurde im Anbau ein Aufzug eingebaut. Das kleinere Treppenhaus erhielt einen Ausgang zur Straße und wurde an alle Geschosse angeschlossen. Zum behindertengerechten Eintreten in jeden Klassenraum wurden die vorhandenen Türöffnungen verbreitert. Weiterhin wurden zwei behindertengerechte WCs ergänzt.

Die technischen Anlagen wurden erneuert und die Fassade entsprechend gedämmt. Auch Küche, Sanitär- und Heizungsanlagen wurden saniert. Mit dem Einbau einer innovativen Lüftungsanlage mit Wärmerückgewinnung erfüllt die Schule nach der Sanierung annähernd den Passivhausstandard. Dadurch werden erhebliche Einsparungen bei den Energiekosten erzielt. Auch die Qualität der Raumluft hat sich dadurch entscheidend verbessert.

Mit Beginn des Schuljahrs 2012/13 waren die Hochbauarbeiten abgeschlossen und die Klassen konnten das erneuerte Gebäude in Besitz nehmen. Ein Teil der Außenanlagen wurde bis zum Schuljahresbeginn wieder hergerichtet. Die Tartanbahn ging Anfang November wieder in Betrieb. Die offizielle Übergabe der Schule erfolgte am 19. Oktober 2012.

6.



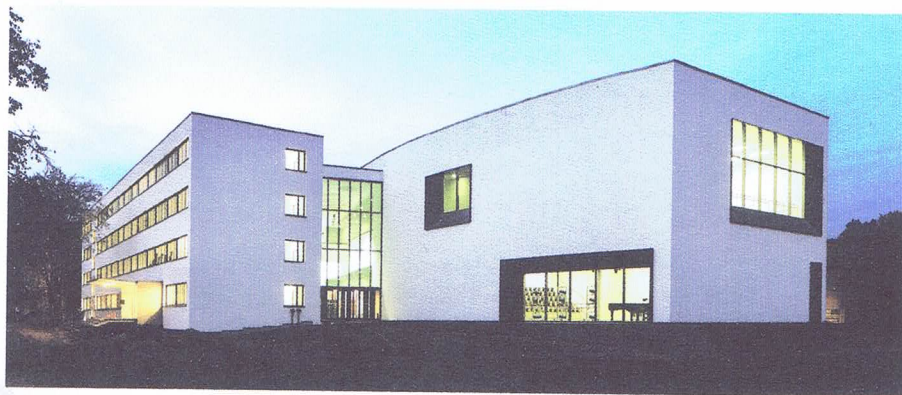
State Ballet School of Berlin and the School of Acrobatic Arts

Erich-Weinert-Strasse 103
10409 Berlin

GFA 11,900 m²
GV 54,900 m³

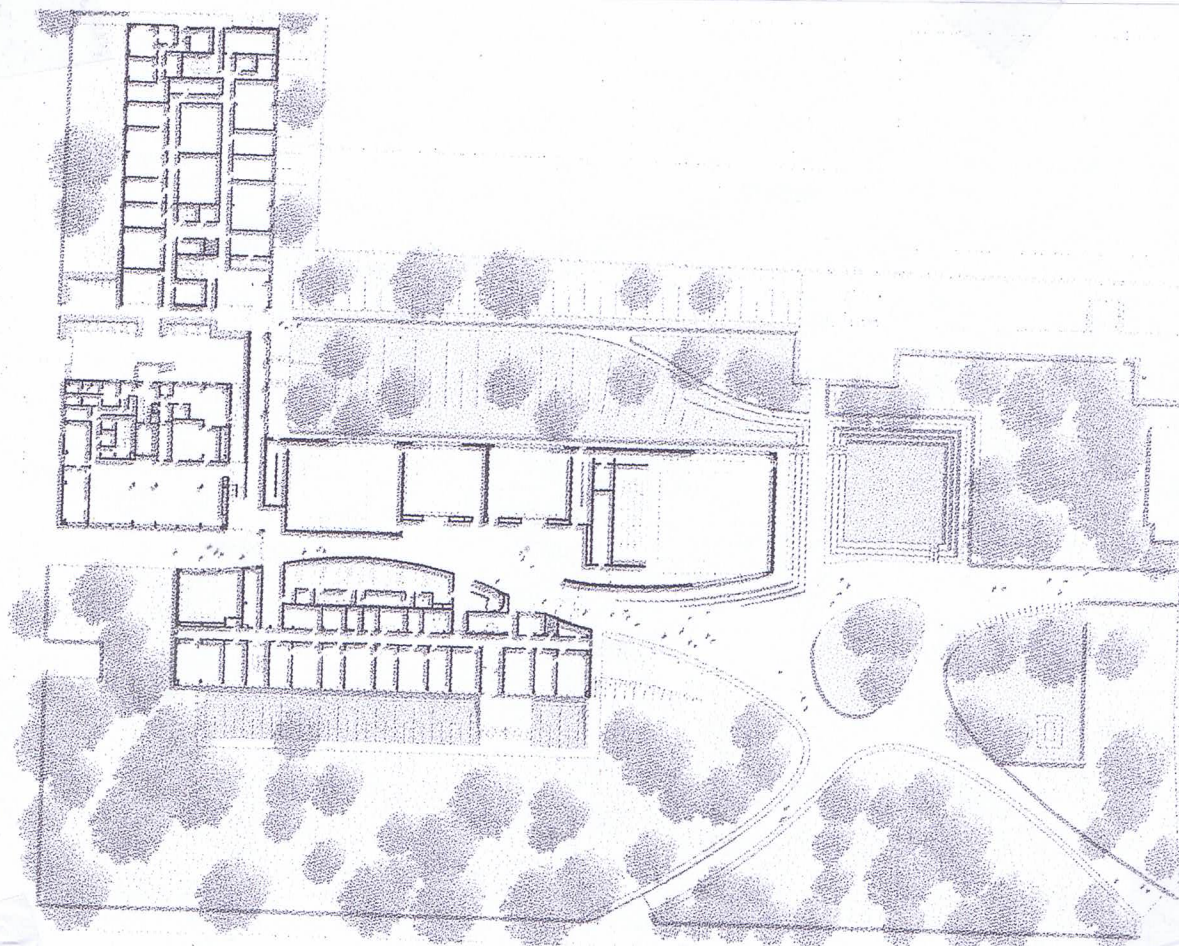
gmp Architekten
von Gerkan, Marg und Partner
www.gmp-architekten.de

Client: enate Department for
Urban development

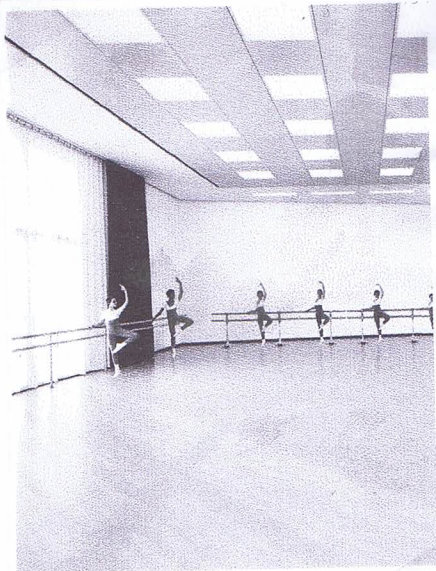


View from the south-east

First stage of a project involving partial conversion and partial redevelopment of a school complex, resulting from an architectural competition in 2006. The existing school building, a prefabricated structure from the 1970s, has been extensively refurbished. The new building accommodates ten new dance studios. Large windows allow passers-by to peek into the dance studios of this internationally renowned school. A gracefully contoured hall, several storeys high, connects the new and existing volumes. It also acts as the point of access to all sections of the complex. The compact shape of the complex is part of the overall energy plan. This also includes the use of district heating, an intelligent thermal regulation system, solar thermal water heating, rainwater use for toilet cisterns and a thermal insulation system that ensures 60 per cent less transmission loss than required by the applicable regulations. The second stage of this project will see the construction of a residential building for 70 pupils.

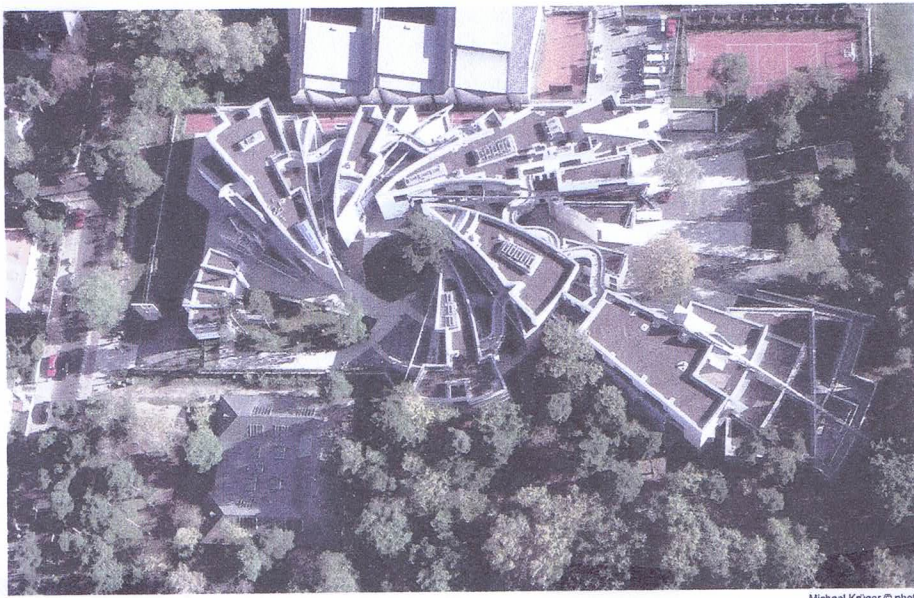


Ground floor plan



Ballet studio





Michael Krüger © photo

Heinz-Galinski-Schule

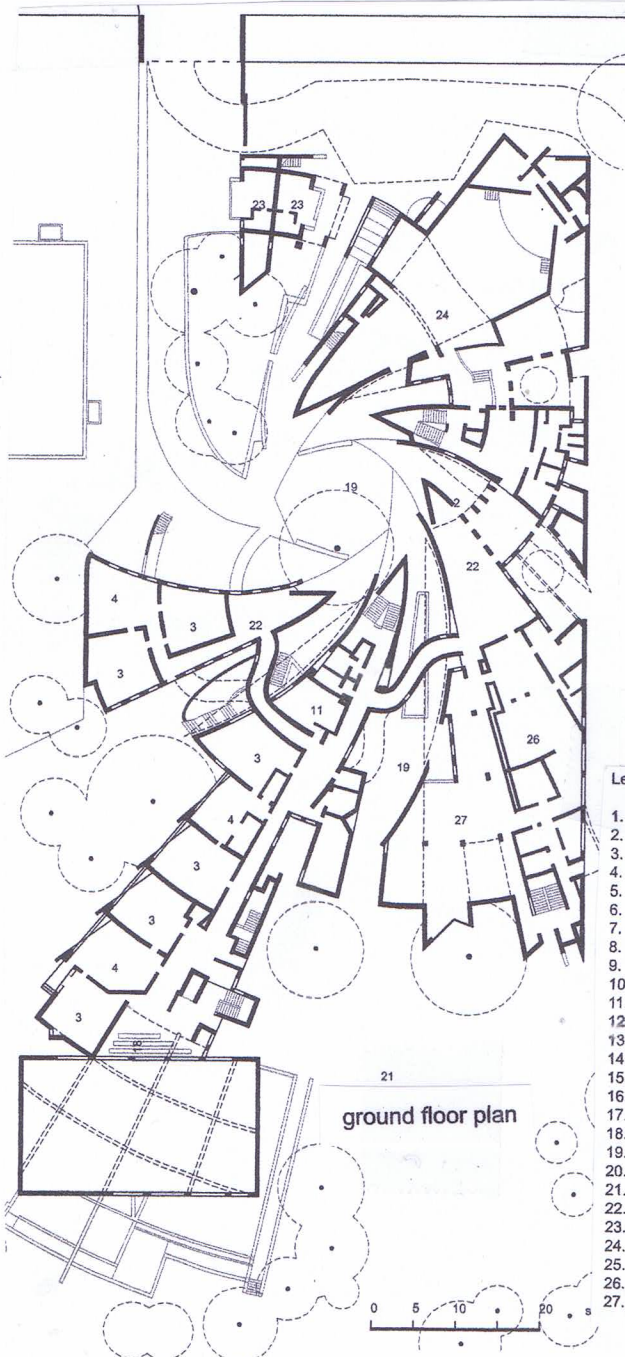
Jewish School

1995

Waldschulallee 73-75

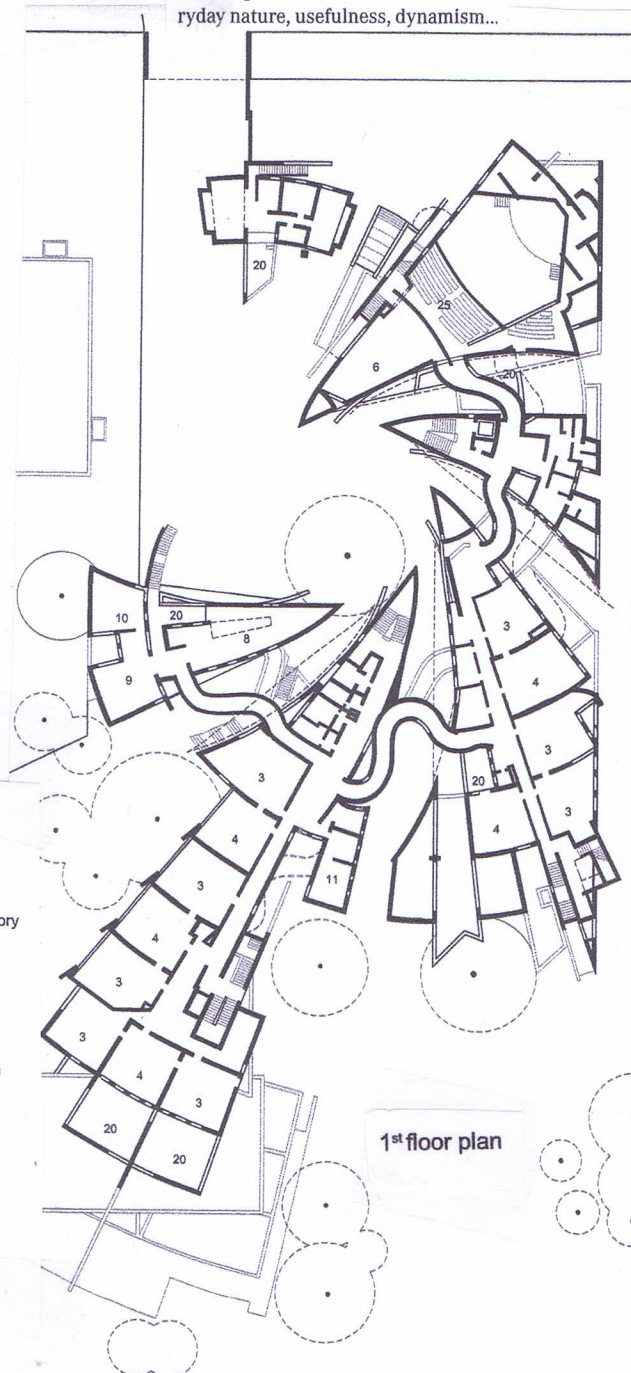
Zvi Hecker

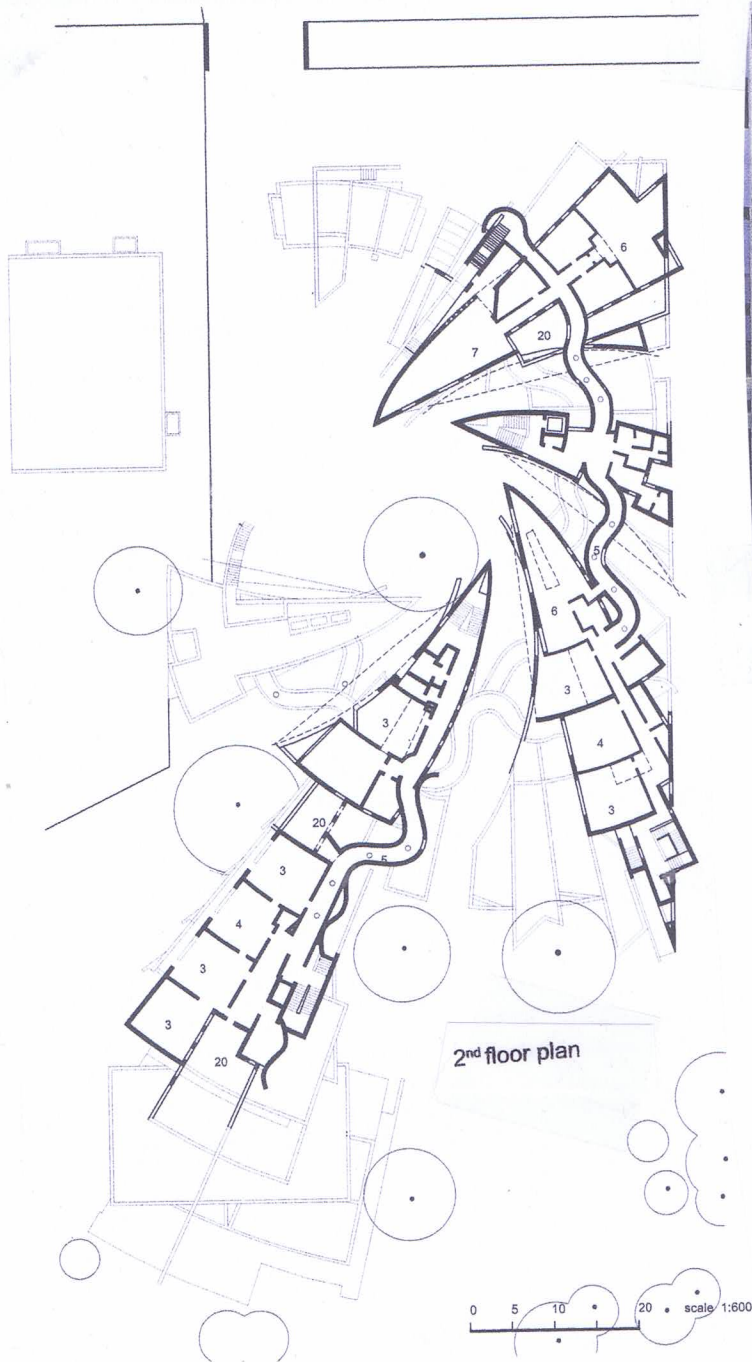
A Jewish school building has been reconstructed in Berlin for the first time since the Second World War in the form of the Heinz-Galinski-Schule. The primary school has been in existence since 1986. When it needed reconstructing, the senate launched an architecture competition in 1990, which the Israeli architect Zvi Hecker managed to win. The school's concept in terms of its form was based on the abstract structure of a sunflower, whose draft had been revised several times. The individual structures are grouped around the dynamic centre point of the "flower". Hecker explained that the basic design had been selected because of a "long-standing interest in sunflowers: their everyday nature, usefulness, dynamism..."



Legend:

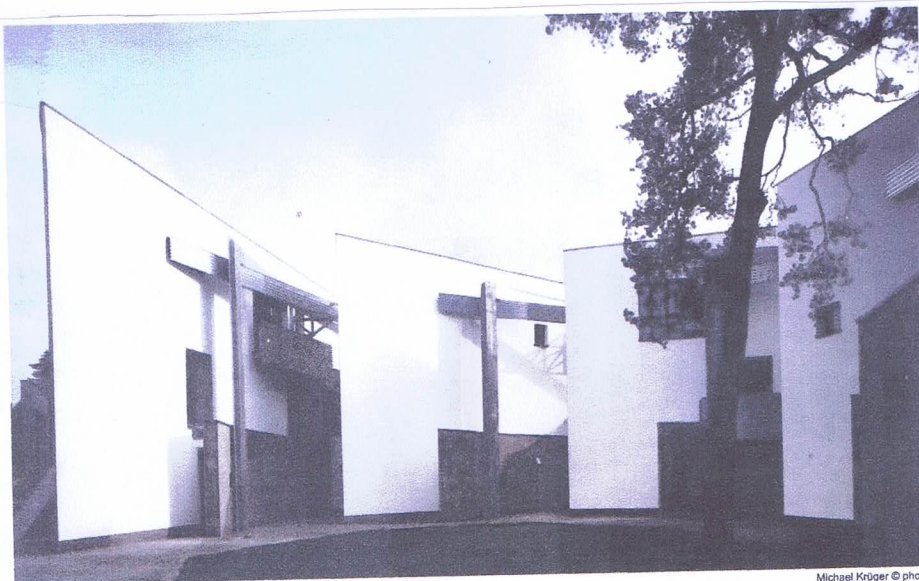
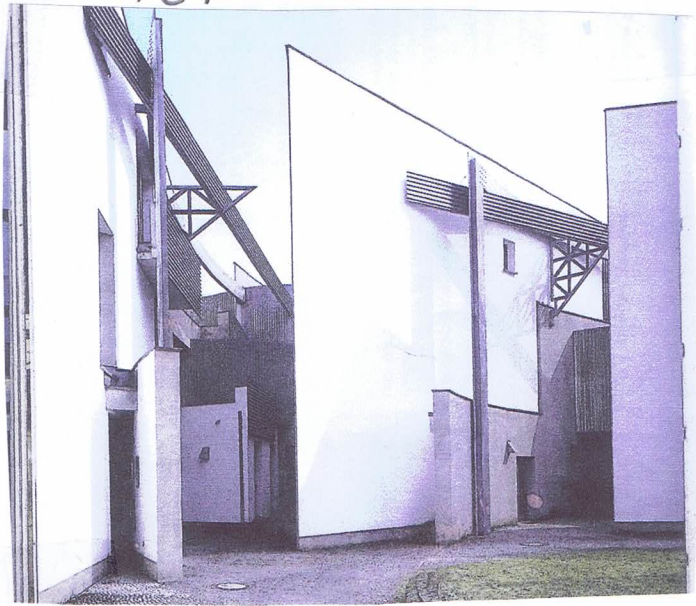
1. Main entrance
2. Secondary entrance
3. Classroom
4. Free time classroom
5. Corridor
6. Art workshop and laboratory
7. Library
8. Conference room
9. Administration
10. Headmaster
11. Staff room
12. Doctor room
13. Mechanical room
14. Change and shower room
15. Gymnasium
16. Equipment room
17. Stands
18. Gallery of Gymnasium
19. Courtyard
20. Terrace
21. Maintenance room
22. Entrance Hall
23. Security
24. Auditorium
25. Gallery of Auditorium
26. Kitchen
27. Dining Hall





Legend:

1. Main entrance
2. Secondary entrance
3. Classroom
4. Free time classroom
5. Corridor
6. Art workshop and laboratory
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PHILOSOPHISCHES INSTITUT, FREIE UNIVERSITÄT

ARKITEKT: HINRICH BALLER

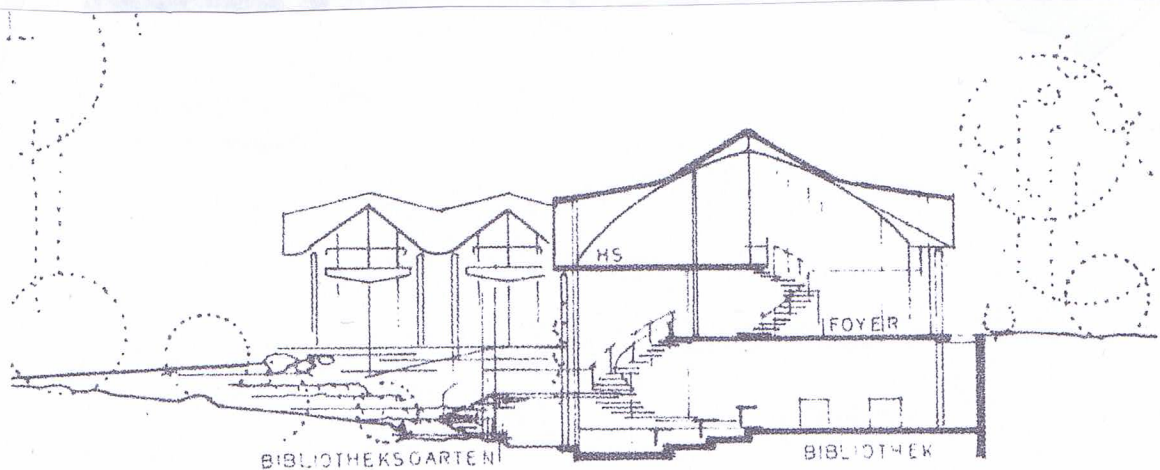
- the new building of the philosophical institute (with library) of the free University of Berlin at the Habelschwerdter avenue in Berlin Dahlem, (together with Inken Baller); 1981

Hinrich Baller



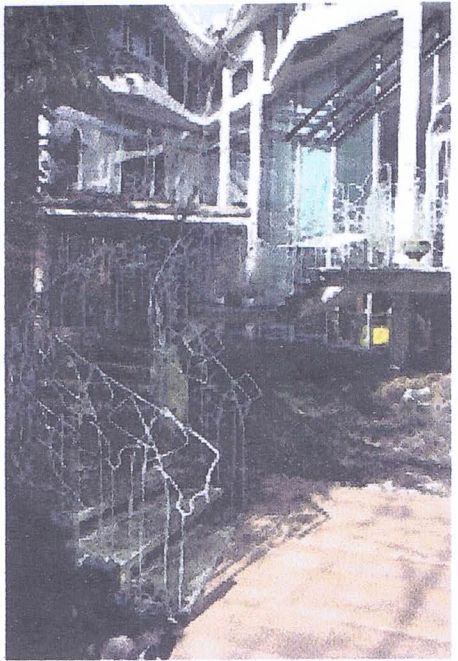
Hinrich Baller (* 1936), is a German architect with domicile and effect emphasis in Berlin. Baller was up to its retirement also a professor to the HfbK Hamburg. In and the eighties seventies Baller with its co-operated today from it divorced Mrs., the Architektin and Professorin Inken Baller, in an office community. Hinrich Baller co-operates since 1989 with architect in garden and Landschaftsarchitektin the Doris Baller.

Baller's architecture is very independent and follows none of the contemporary mainstreams. It reminded in courses to art nouveau and relies at the same time on modern concrete construction.



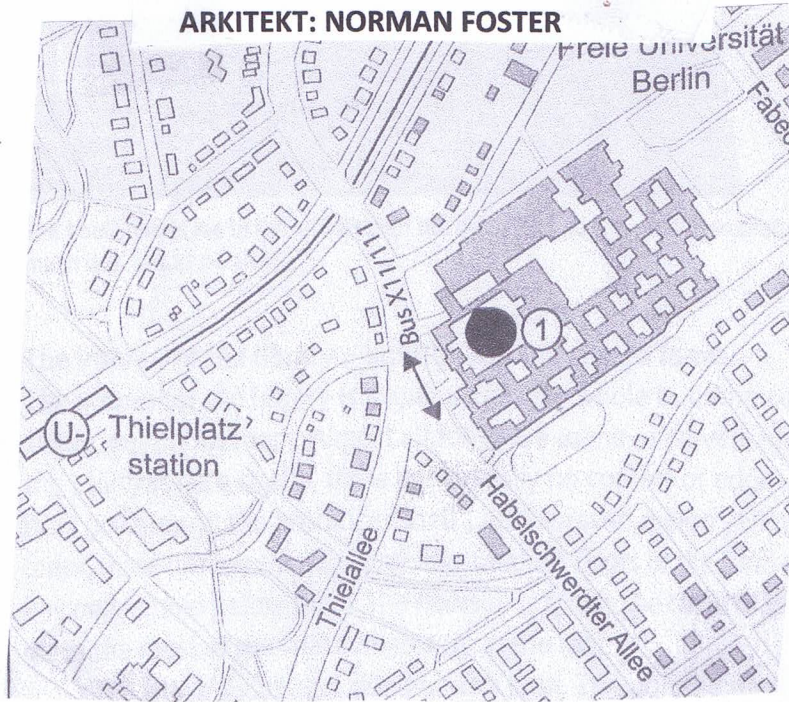
Querschnitt, Blick von Südosten





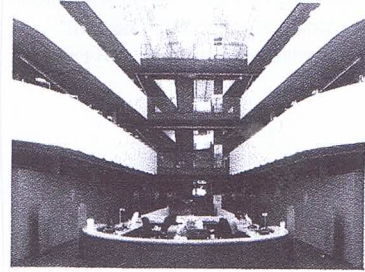
PHILOLOGISCHES BIBLIOTHEK

ARKITEKT: NORMAN FOSTER

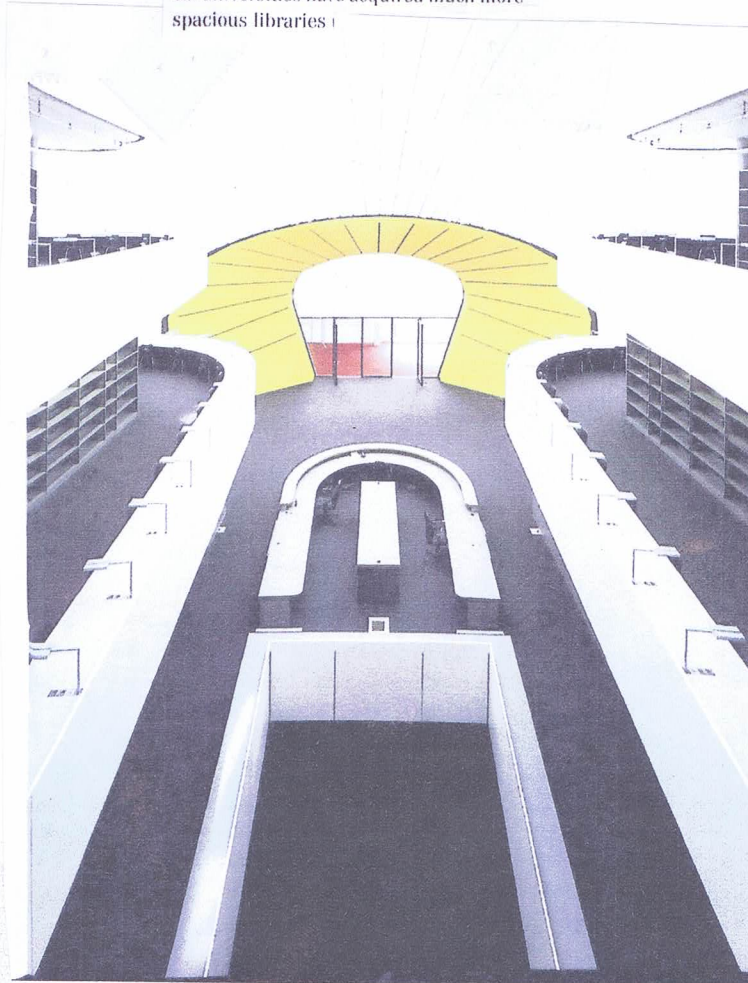
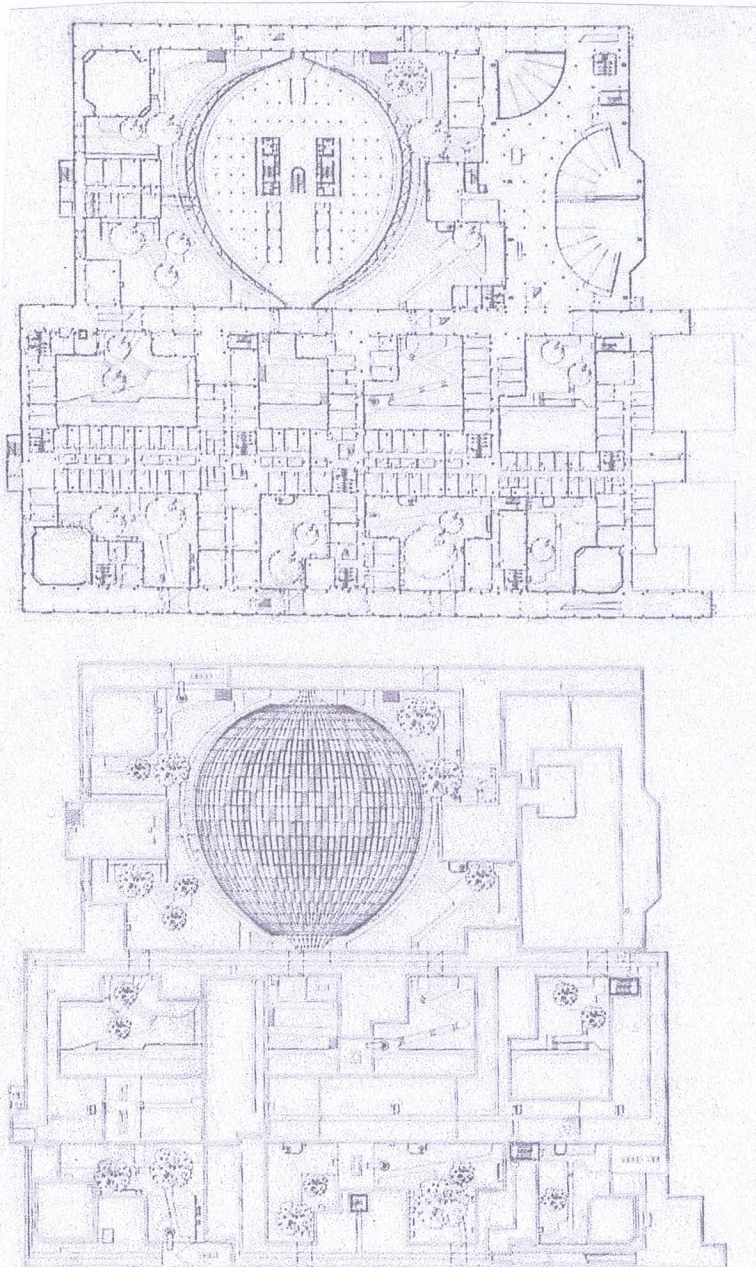


THE PHILOLOGICAL LIBRARY AT THE FREIE UNIVERSITÄT OF BERLIN
BERLIN 2001-2005, HABELSCHWERDTER ALLEE 45
ARCHITECTS: FOSTER AND PARTNERS

Today, the Free University has the reputation of being a faceless, mass produced university. This view is reflected architecturally by the so-called rusty bucket (1972, Candilis/Josic/Woods): this top address for formation of the front city is



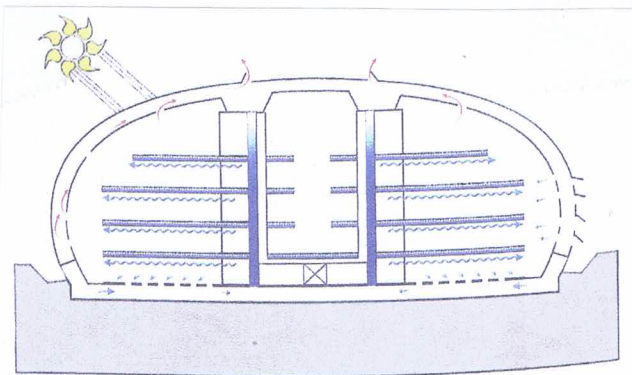
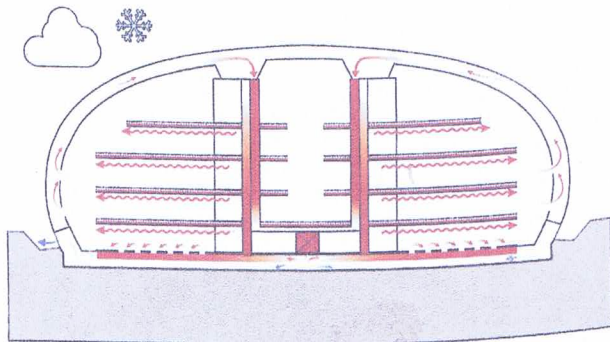
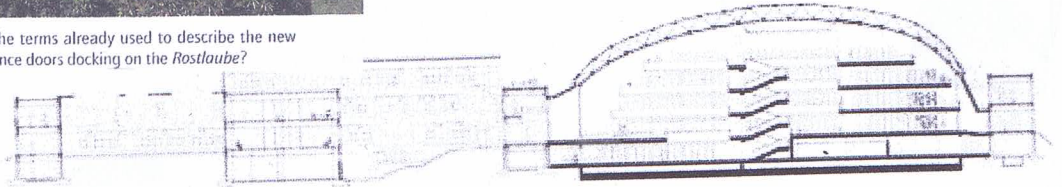
an icon of structuralism, which wanted to populate the world with equal modules. No one less than Norman Foster (no. 445) planted his opposing concept, which received the German architecture award in 2007, directly between its two main axes. A bubble of light metal appears in the place of the corten steel grid; the eternal extendibility redeems a limitation of capacity to 25,000 of the 62,000 students of former times. While this super brain, which does not even measure 190 feet, is being celebrated by the Free University as the crystallization core of a "German Oxford", Berlin's Humboldt and Technical universities have acquired much more spacious libraries.



Like an inverted egg, the new building is embedded in the building complex from the '70s.
Top: ground plan of the second floor. Bottom: roof plan.



Bubble, drop of liquid and egg are among the terms already used to describe the new building. Or is it a spaceship with yellow entrance doors docking on the *Rostlaube*?



Energy-saving airconditioning: The arrows mark the routes for air to circulate through the building.
Top: air flow for high outdoor temperatures.
Bottom: air circulation for low temperatures.



Kita Göttingen / Despang Architekten



© Jochen Stüber

Architects: **Despang Architekten**
 Location: **Göttingen, Germany**
 Architects In Charge: **Günther Despang/Martin Despang**
 Project Architects: **Philip Hogrebe/Jörg Steveker**
 Area: **512 sqm**
 Year: **2010**
 Photographs: **Jochen Stüber, Olaf Baumann**



Situated between major municipalities in the town of Göttingen, Germany, is **Despang Architekten's** model for progressive post-fossil construction within the higher educational setting. The Kita Kindergarten serves as a case study for the proactive approach to self-sufficiency and sustainability through careful attention to both energy efficiency standards – Passive House – and long term planning towards net zero.

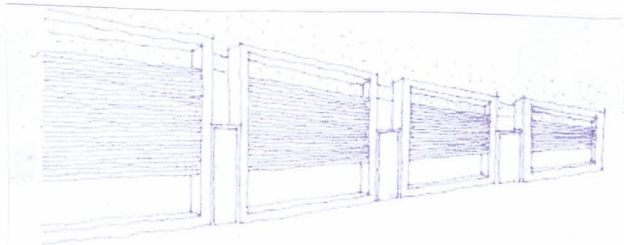
With offices in Dresden, Munich, Hannover and academic satellite platform in Honolulu, Hawaii (University of Hawaii Manoa), the team at **Despang Architekten** developed multiple strategies to address the various elements that enveloped the site, ranging from thermal performance to daylighting and optimal building orientation. Starting with the physical location and building performance functioning as a primary criteria, it was determined that full southern exposure was critical in achieving the necessary passive exposure to the sun in the winter. The north would need to be optimized with thermal insulation by way of tactically berming the landscape from grade as an integral roof element of the new building. Existing structures on both the east and west frame the access points into the building that are slowly revealed as the bermed roof rises to its full height.

In terms of space planning, the programming was tightly integrated early on into the design decision to utilize a sloping roof. The rear northern portions of the building with low height significant factor in the overall efficiency of the building envelope system as a whole. When tested with the blower door, the Kita Kindergarten came in at $n_{50} = 0.43h^{-1}$, surpassing the Passive House standard of $n_{50} < 0.6h^{-1}$. Al-Ko Therm controlled air distribution in conjunction with a HRV achieves a heat recovery ratio of 80%. Although the spaces of the kindergarten are predominantly heated through passive solar gain, the system is provided with backup from the central campus heating and cooling plant. During the summer months, the air distribution system is operated during the night, bringing in cool summer air that flushes the interior and readies it for occupancy at a comfortable temperature the following morning. Accentuating the glazed southern façade and providing an additional element relating to solar optimization are 1 meter deep concrete frames that are thermally

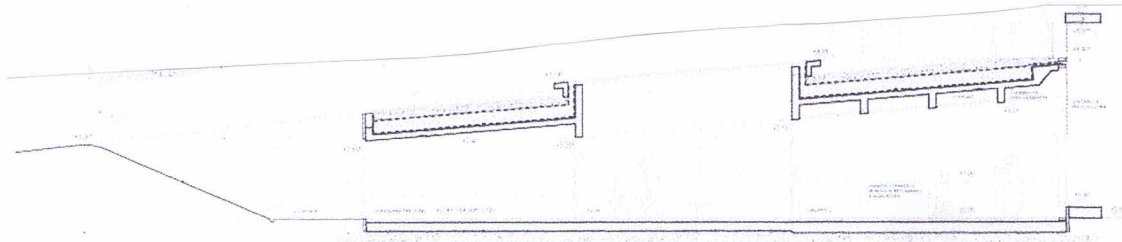


disconnected from the main building. Serving multiple functions, the lower portions function as seating at the base, guardrails at the top – for the open landscaped roof, and integral shading element for high angle summer sun. During the few days in summer when needed, rolling screen shades installed at the tops of the exterior concrete frames can be lowered while still providing views to the exterior from the interior.

Throughout the years the building continues to outperform the Passive House standard of $15kwh/m^2$ annually. The Kita Kindergarten at the Göttingen University campus stands as testament that energy efficient buildings need not be bland or stale, and through a holistic approach and attention to detail, the aesthetic, performative and humanistic qualities can cross contribute to a create better, healthier overall space to inhabit.



16.



Outlook

Conceptual topics:

- **Construction:** Light construction or solid construction
- **Founding:** Continuous footings or a bedplate
- **Insulating:** EPS, XPS, cellular glass gravel, cellulose, mineral rock wool, Resol-HS, VIP
- **Windows:** Fixed glazing or casement windows
- **Entrance doors:** Hand-operated or electricity-supported
- **Shadowing:** East, West, South, North(west/east)

- **Heating:** Air heating, statical heating area, panel heating
- **Air conditioning:** Central, decentralized, local
- **Control:** Facade flaps, conditioning systems, active cooling

Important!: Quality control, training of user behaviour, GLT

Agenda:

- Facility Management of the Capital City of Hannover
- Policy
- General Overview on passive house projects
- Current Developments
- Planning, construction and maintenance of selected buildings:
 - Kindertagesstätte Große Pranke
 - Altenpflegeheim Klaus-Bahlsen-Haus
 - Grundschule In der Steinbreite
 - Gymnasium Bismarckschule

Local Passive House Projects

Experiences and Conclusions made in Hannover

Landeshauptstadt

Hannover

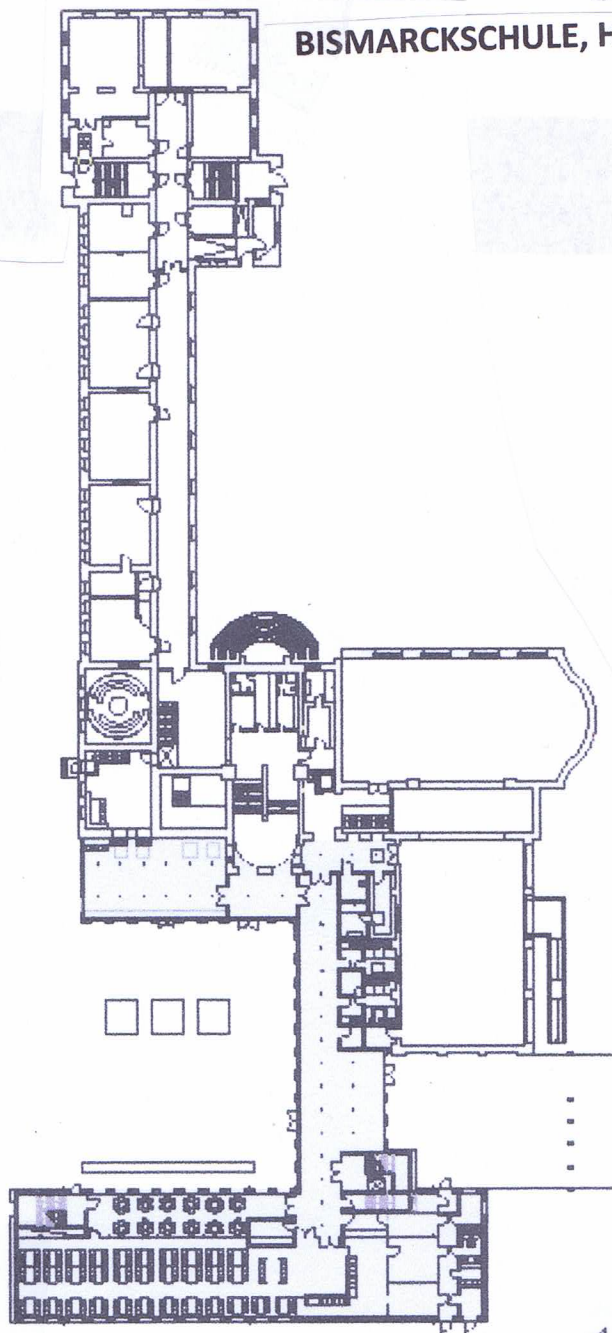
1. Facility Management 2. Policy 3. General Overview 4. Current Developments 5. Examples

Redevelopment / expansion Gymnasium Bismarckschule

Aspects:

- Fire safety
- Suitability for daily use from parts of a building

BISMARCKSCHULE, HANNOVER



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Landeshauptstadt

Hannover

1. Facility Management 2. Policy 3. General Overview 4. Current Developments 5. Examples

Primary School „In der Steinbreite“



Benchmarks:

- 3-track primary school with field-gym, canteen/Stadtteilcafé
- 12 general classrooms for 300 pupils, FUR, after-school care centre
- 4.580 m² BGF, 2 floors
- ÖPP - model with the components: planning (Schröder Architekten, Bremen), building (Fa. AUG. PRIEN, Bremen), financing (Eurohypo)
- Scope of service ÖPP: demolition of old building, construction of new building, reshaping exteriors
- Completion October 2009
- Solid construction with clinker brick (24 cm aerated concrete, 16 cm MW)
- Conventional foundation with 30 cm insulation on the base plate

Anzahl Wohn- / Nutzeinheiten :

2

Energiebezugsfläche nach PHPP

3507 m²

Konstruktion

Mischbau

Baujahr

2009

Projektbeteiligte

Planung der Architektur

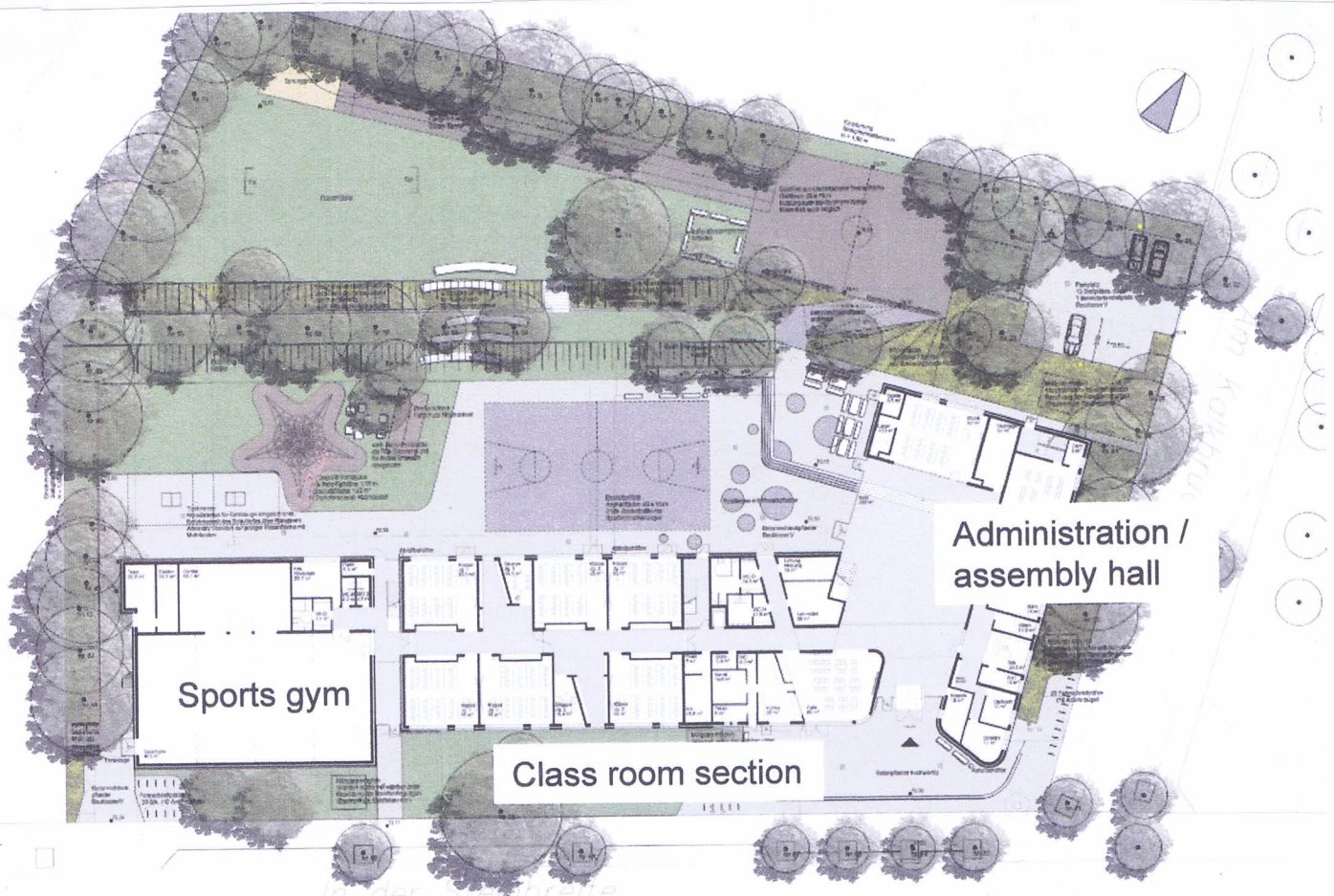
Schröder Architekten Bremen

Planung der Haustechnik

passivbau° Blohm Wohn- und Gewerbebau GmbH & Co.KG

Planung der Bauphysik

passivbau° Blohm Wohn- und Gewerbebau GmbH & Co.KG



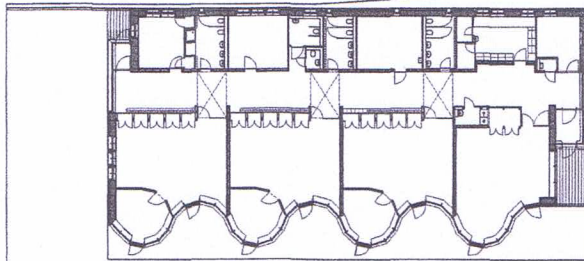


KITA, HANNOVER

Postfossil Ecowood Kindergarten

[New Search](#) | [Back to search results](#)

Category: GERMANY [DE], Spine/Street, Classroom Based, Pre-School



Scroll through images and select thumbnail to enlarge

Project Facts

- Location: Hannover
- Country: Germany
- Year of Completion: 2007
- Client: Hannover City
- Architect: Despeng Architekten [website](#)
- Size: 658 m²
- Pupils: 70 [Mixed]
- Construction Sum.: €1,175,000 [2007]
- School building Programme/ Initiative: n/a

01

Overview

The main aim of the project is that children growing up in the kindergarten will become some of the first members of a post-fossil generation, and that the kindergarten building will be a practical inspiration for the establishment of a post-fossil community. This is realised through the creation of a building that is at one with its surroundings; the local park and the wider environmental context. Constructed to Passiv Haus standards and using a relatively new type of sustainable heat treated softwood timber the eco-credentials are well-recognised, but not at the expense of design quality and budget.

Themes

Integrated environmental design

Passiv Haus [or Passive House] has become a popular movement recently in light of media coverage and a strong drive towards a real reduction in energy consumption and resources. Largely developed for domestic projects, there have been few examples of public buildings built to passivhaus standards for a number of reasons, but a large factor being the associated cost. Postfossil kindergarten has managed to achieve this standard for approximately £1,200 per m² [converted from Euros circa 2007] showing that it is possible to realise without clients having to look at long-term payback.

A key visual theme on the building facade is the rhythm of vertical timber strips. This is designed to connect the building with the park setting and make use of a relatively new sustainable timber treatment. Thermally [or heat] treated timber - improves life and durability European softwood to approximately 30 years, without chemical preservative or painting.

The North side is virtually solid wall, dissolving into glazing at the South side. Triple-glazed units make the most of thermal gain in combination with a highly insulated timber frame structure [400mm thick].

approaching



welcome



occupation



light play



wayfinding



concave communication

