



SHAPING SPACES WHERE CHILDREN BLOOM

An architectural approach for the design of elementary schools to flourish the healthy development of children

GRADUATION STUDIO EXPLORE LAB

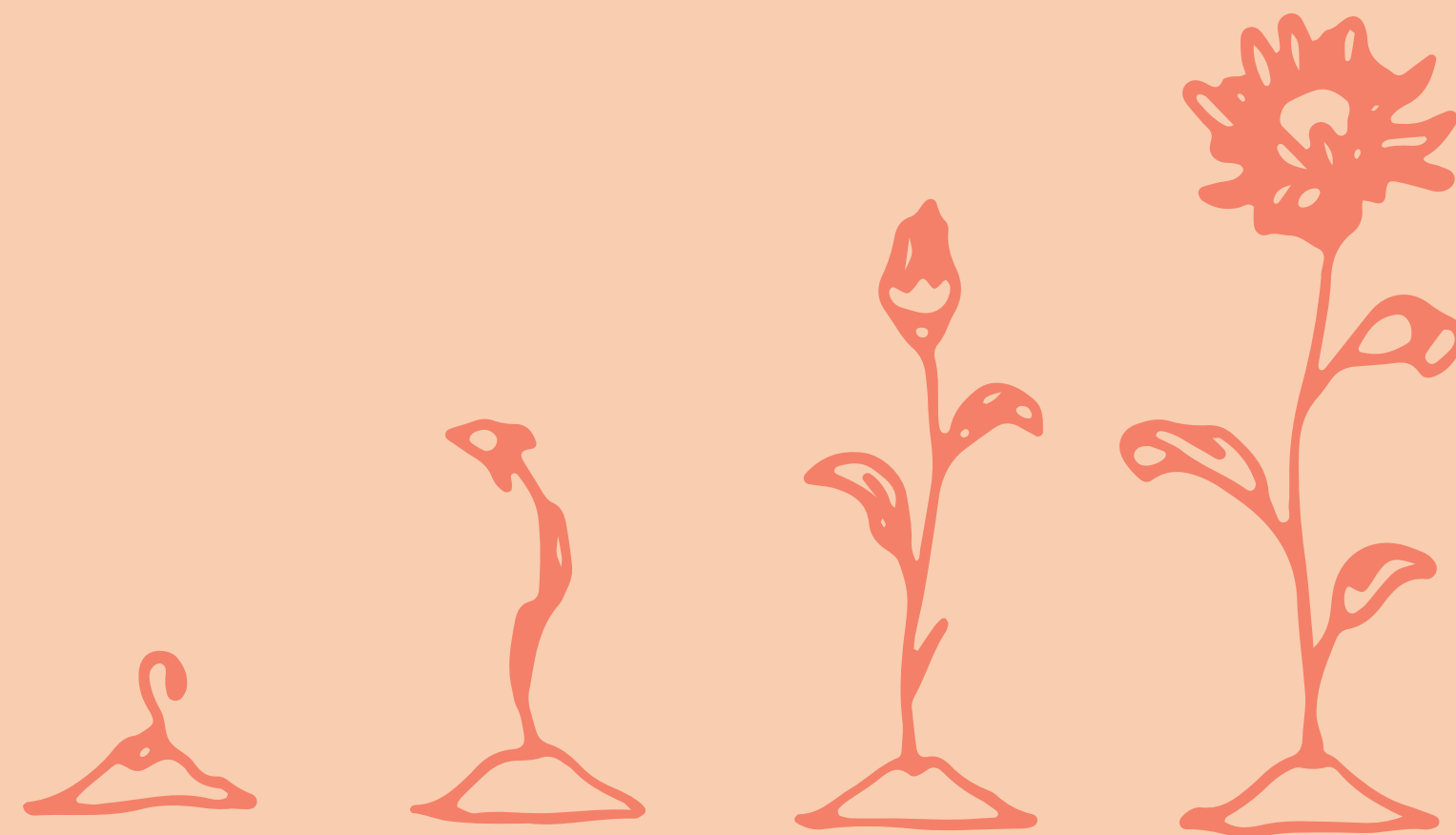
Caroline Verboog



“Children are like tiny flowers; they are varied and need care, but each is beautiful alone...”

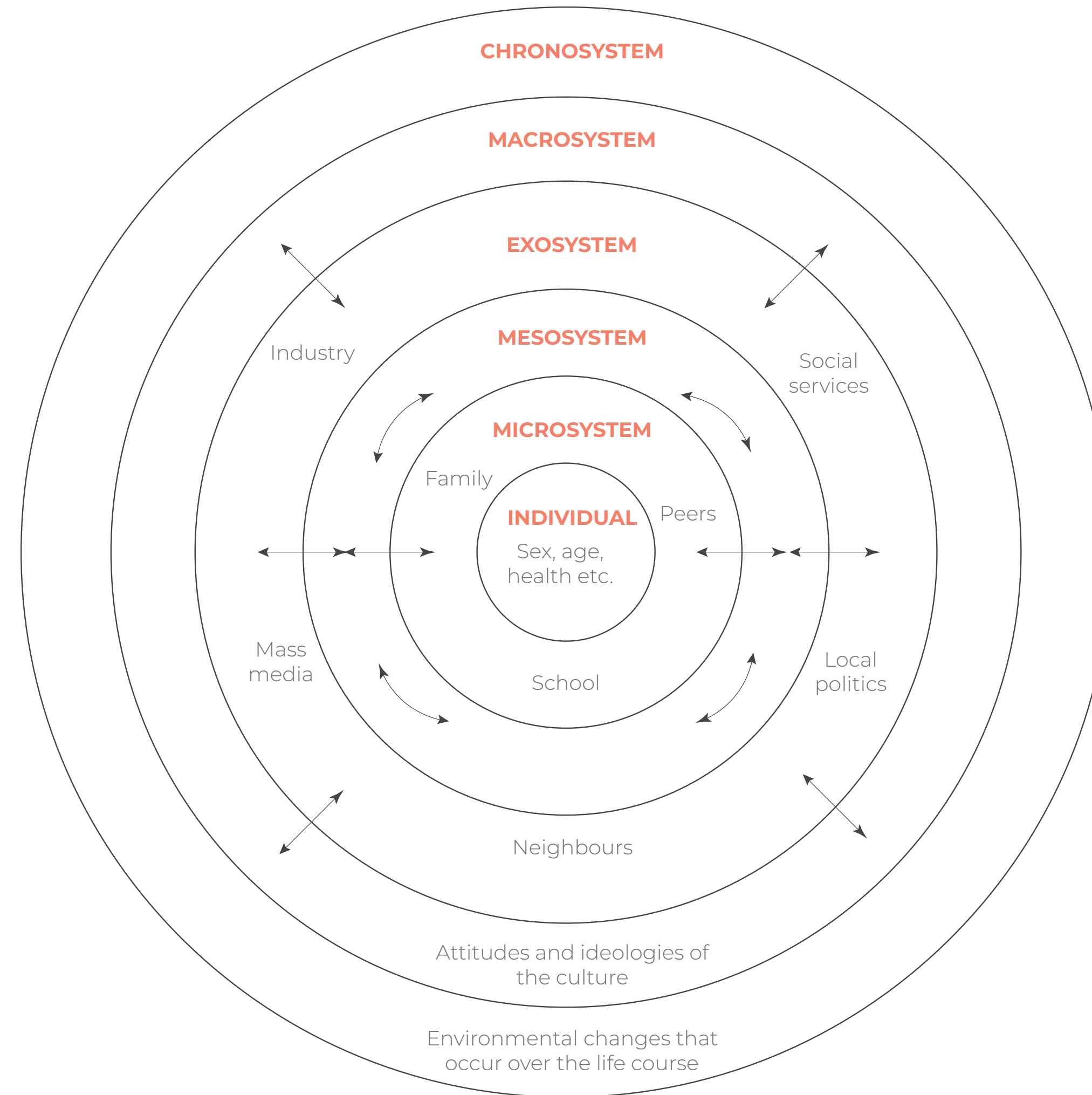


... and glorious when seen in the community of peers.”
- Friedrich Froebel



BIOECOLOGICAL SYSTEM THEORY

Environmental systems that influence development

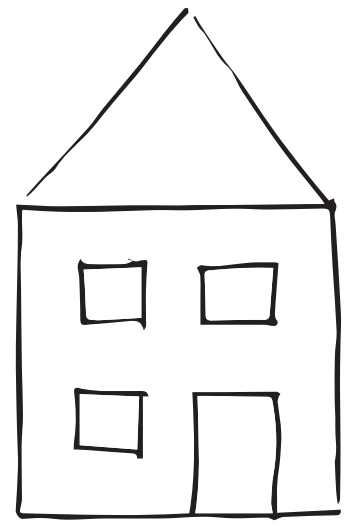




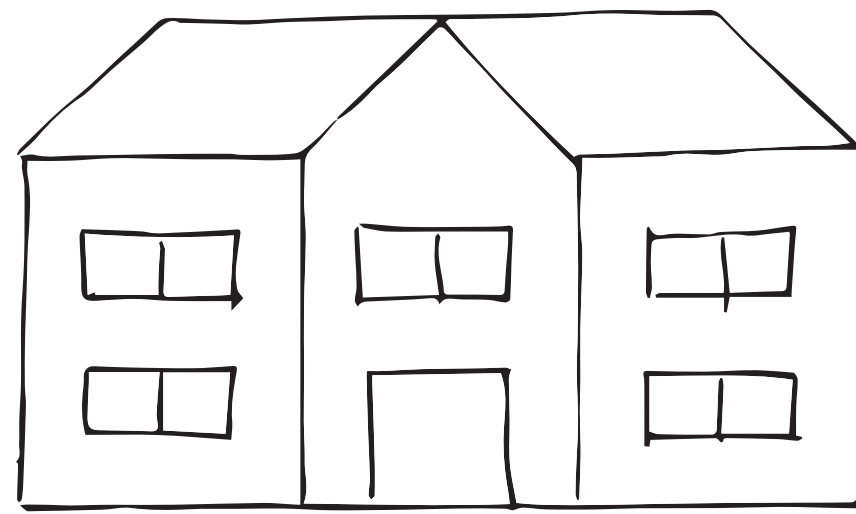
MICROSYSTEM

Direct environmental interactions of the child

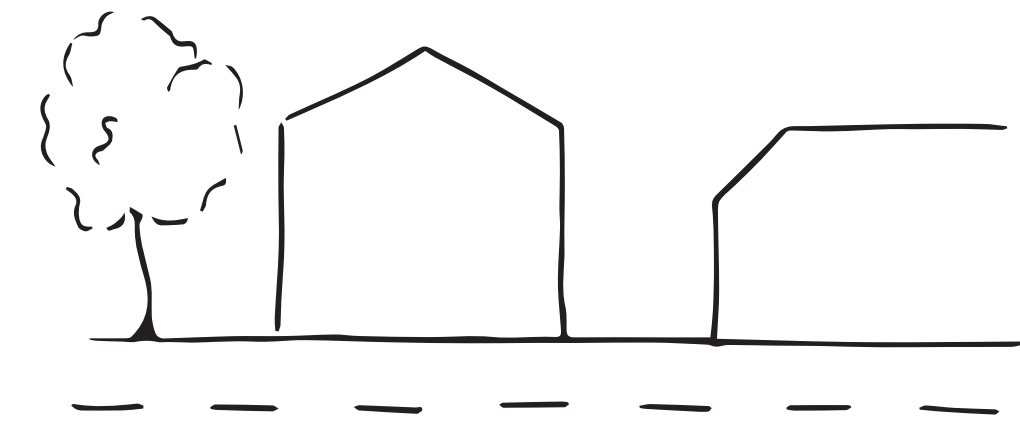
SHAPING SPACES WHERE CHILDREN BLOOM



HOME



SCHOOL



NEIGHBOURHOOD

EDUCATIONAL TRANSITION

Then

SHAPING SPACES WHERE CHILDREN BLOOM



EDUCATIONAL TRANSITION

SHAPING SPACES WHERE CHILDREN BLOOM

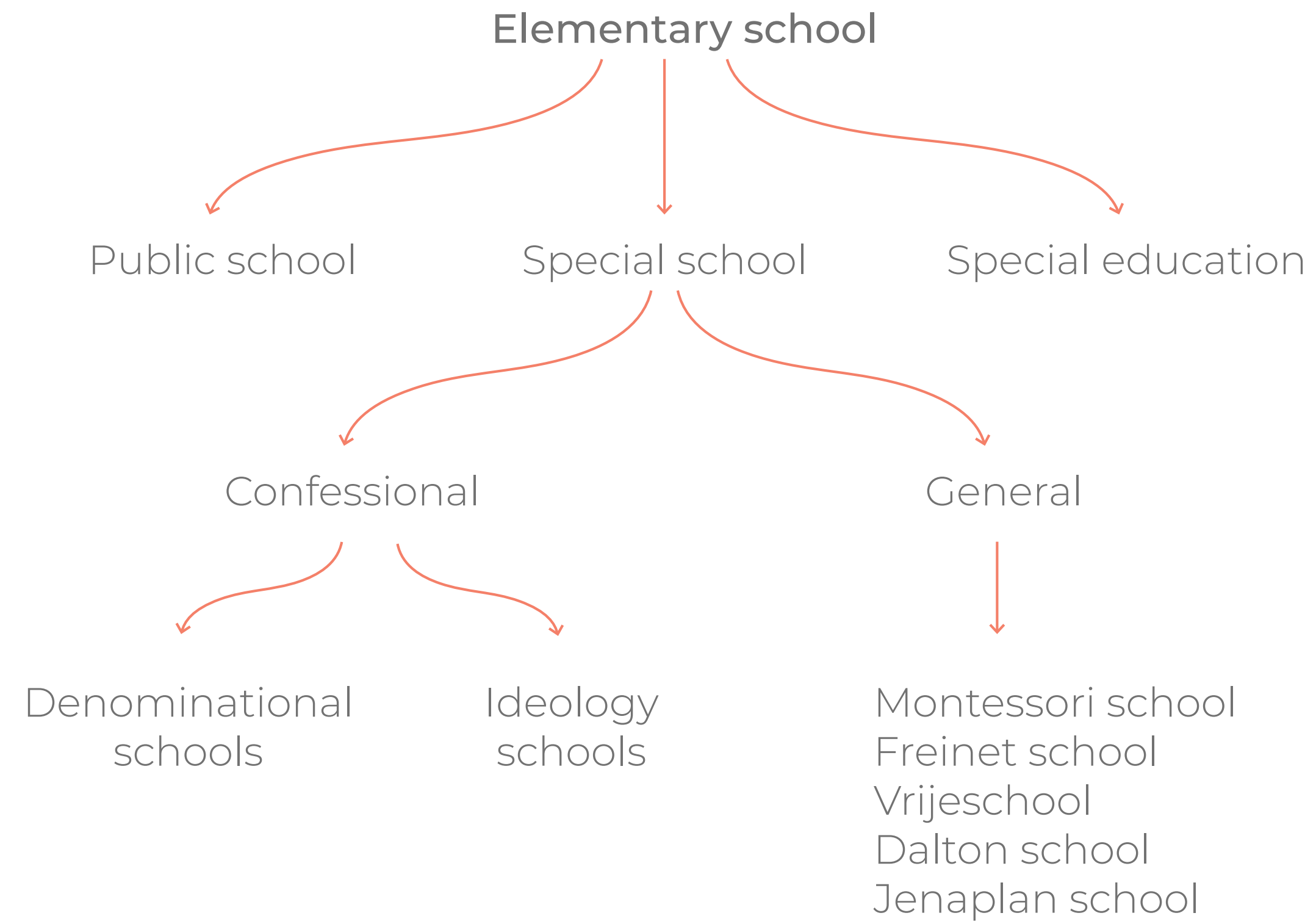
Now



EDUCATIONAL SYSTEMS

The Netherlands

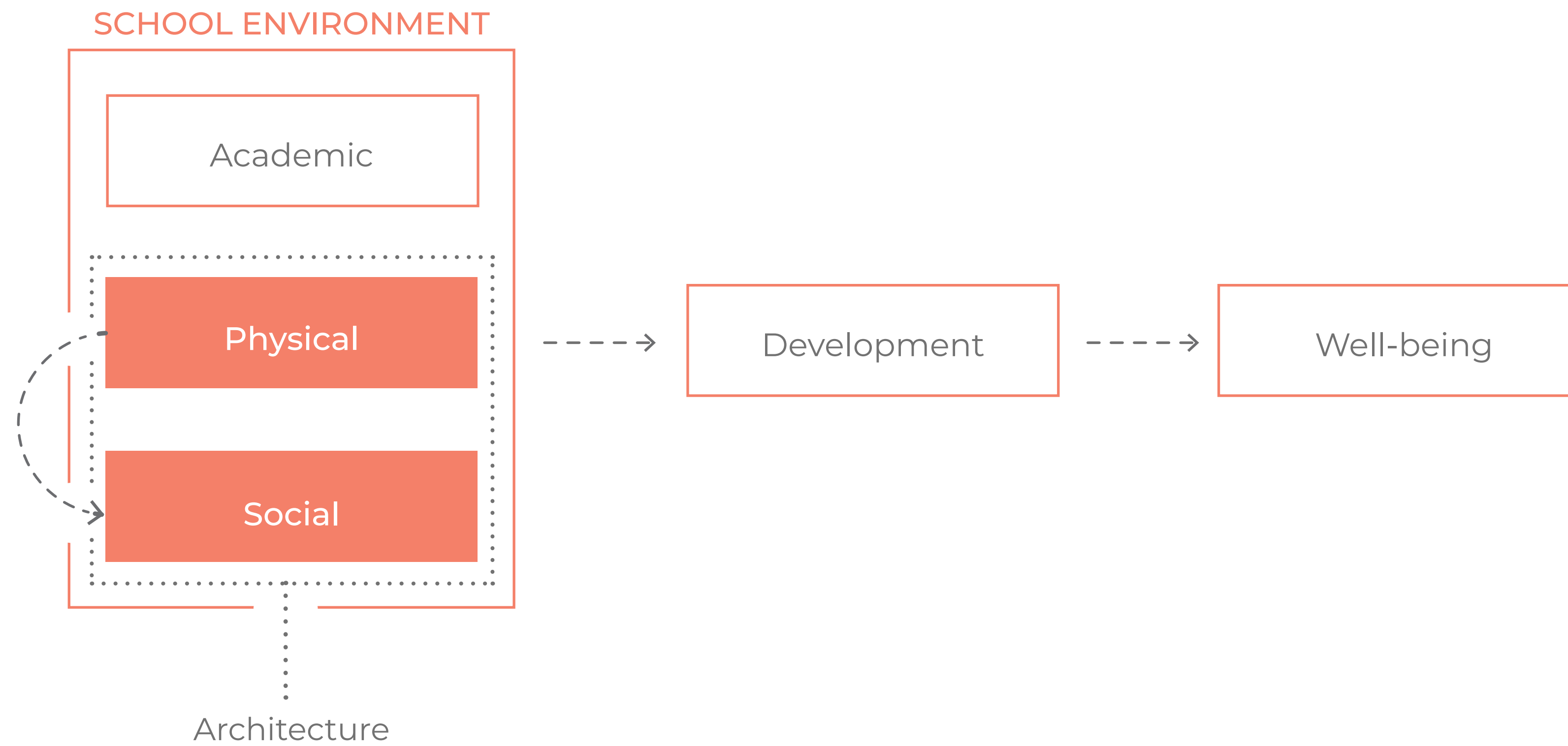
SHAPING SPACES WHERE CHILDREN BLOOM



WHERE DO I STAND?

Role of architecture within the school environment

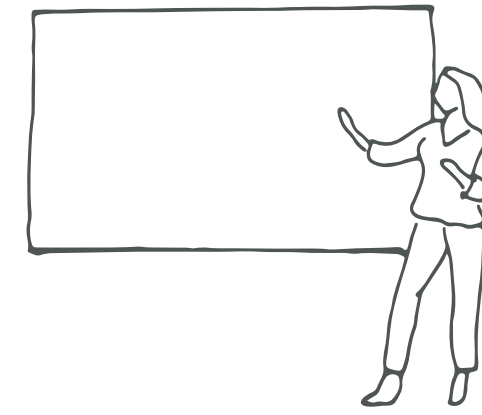
SHAPING SPACES WHERE CHILDREN BLOOM





THE CHILD

Research



THE SYSTEM

Concepts



THE FLOWER

Design



THE CHILD

Research



THE SYSTEM

Concepts



THE FLOWER

Design

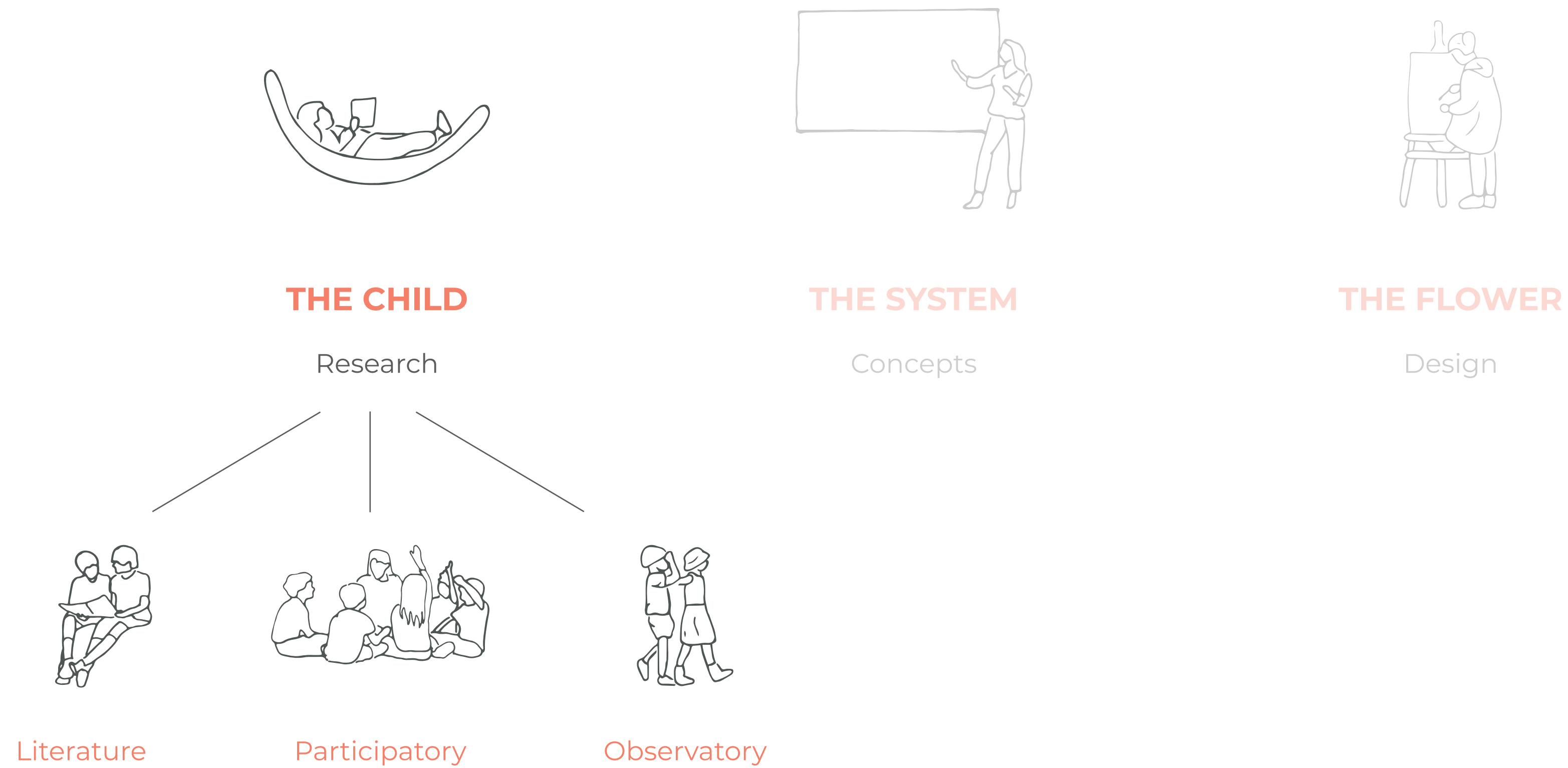
How should **school environments** influence the **development** of **children** between the ages of **4 to 8 years** old?

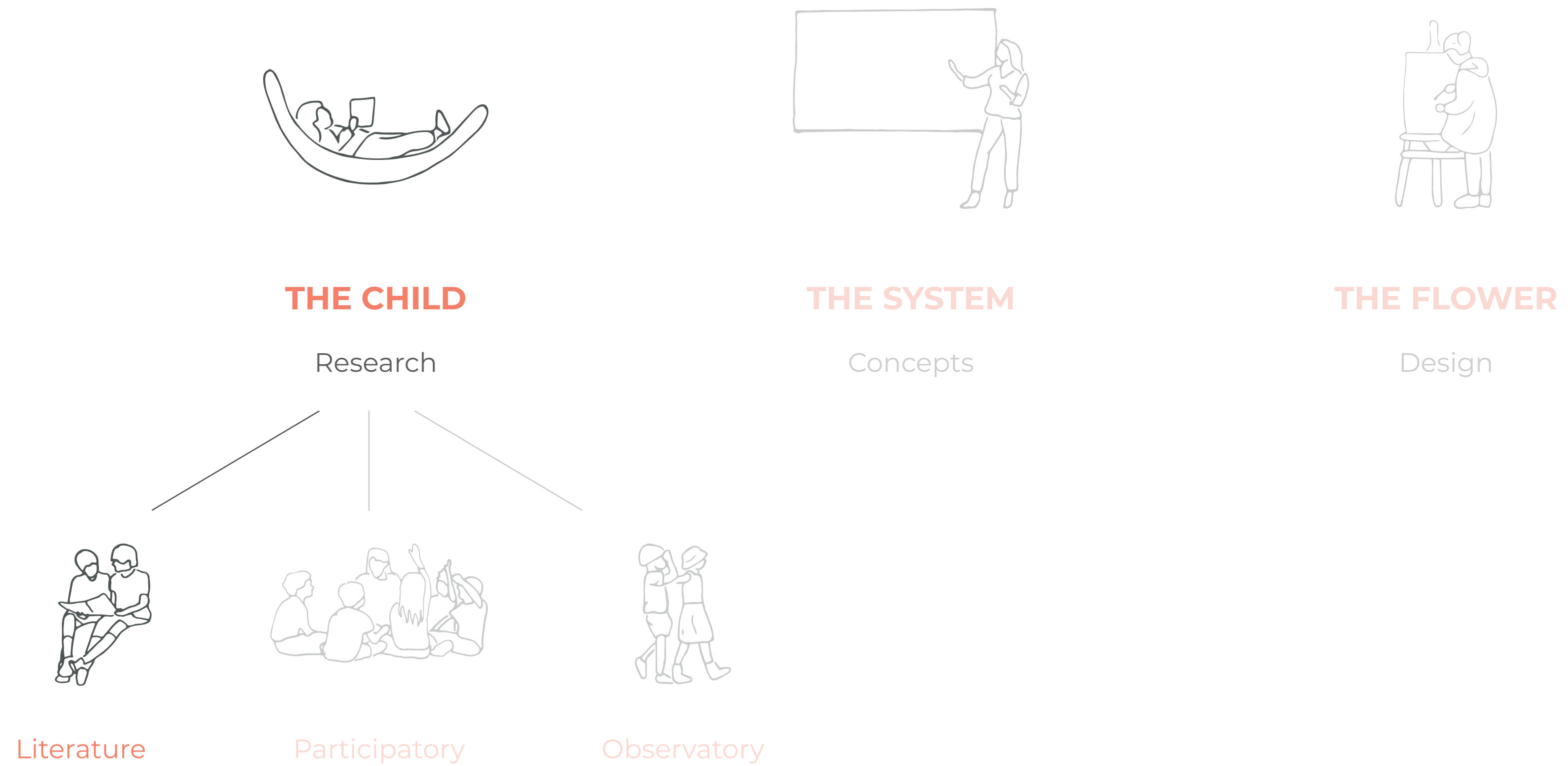
Interior and exterior of an elementary school building

Process in which body, brain, abilities and behaviour of a child becomes more complex and continues to mature

How should **school environments** influence the **development** of **children** between the ages of **4 to 8 years** old?

The peak years of development are between the ages 0-8 years old. From the age of 4, children attend school

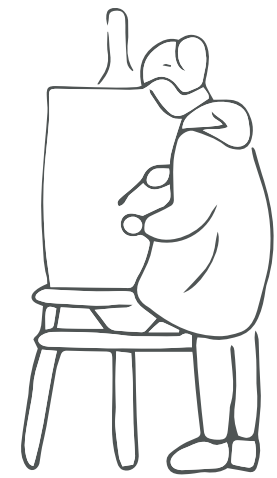




CHILD DEVELOPMENT

Holistic development

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Creative domain

Express their imagination and original ideas through art projects, storytelling, and play.



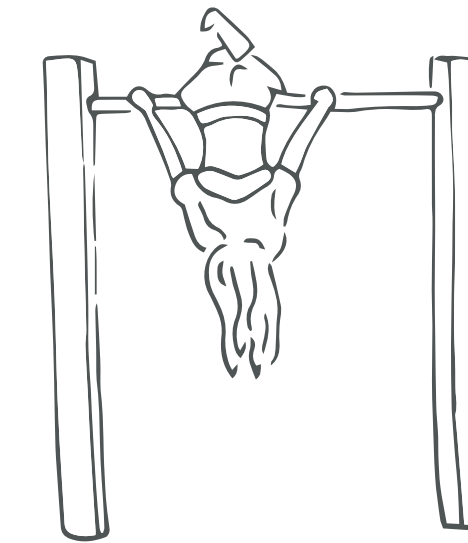
Language domain

Develop their language skills by engaging in conversations, listening to stories, and learning new vocabulary.



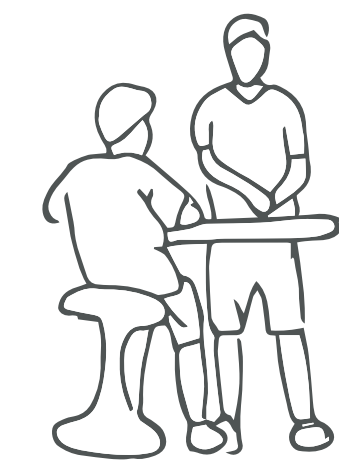
Social-emotional domain

Learn to manage emotions, build relationships, and empathize with others, enhancing their social interactions and self-awareness.



Physical domain

Enhance gross motor skills (large movements), fine motor skills (small movements) and overall physical health



Cognitive domain

Improve their problem-solving abilities and understanding of the world by exploring, asking questions, and engaging in educational games.

LITERATURE RESEARCH

Cognitive development

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Sensimotor stage

0 - 2

Infants learn about the world through sensory experiences and manipulating objects.



Preoperational stage

2 - 7

Young children begin using symbols and language, but their thinking is still intuitive and egocentric.



Concrete operational stage

7 - 11

Children start thinking logically about concrete events and understand the concept of conservation.



Formal operational stage

11 - ADULT

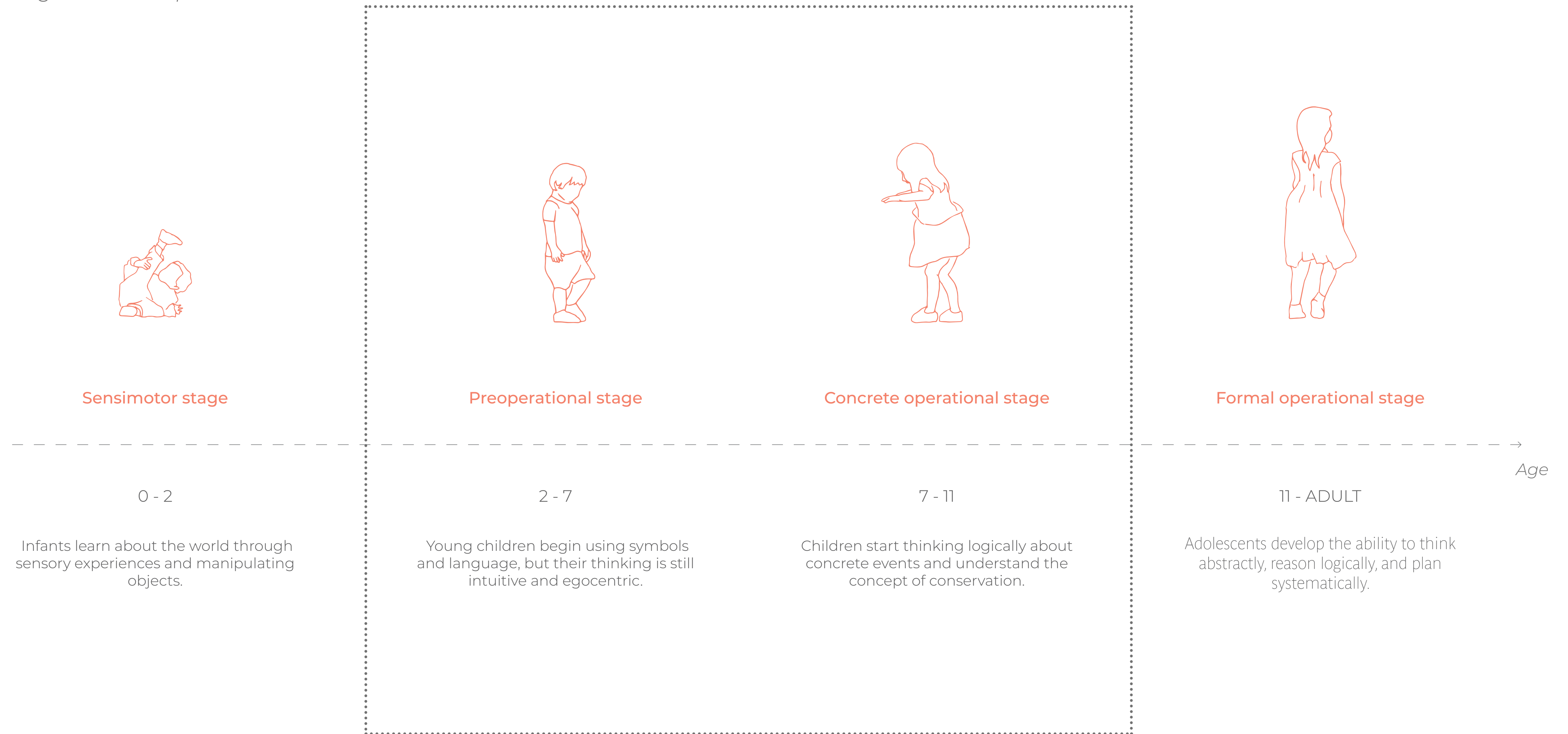
Adolescents develop the ability to think abstractly, reason logically, and plan systematically.

Age

CHILD DEVELOPMENT

Cognitive development

SHAPING SPACES WHERE CHILDREN BLOOM



PLACE AND SPACE

Architecture and the development

SHAPING SPACES WHERE CHILDREN BLOOM

SPACE

PLACE AND SPACE

Architecture and the development

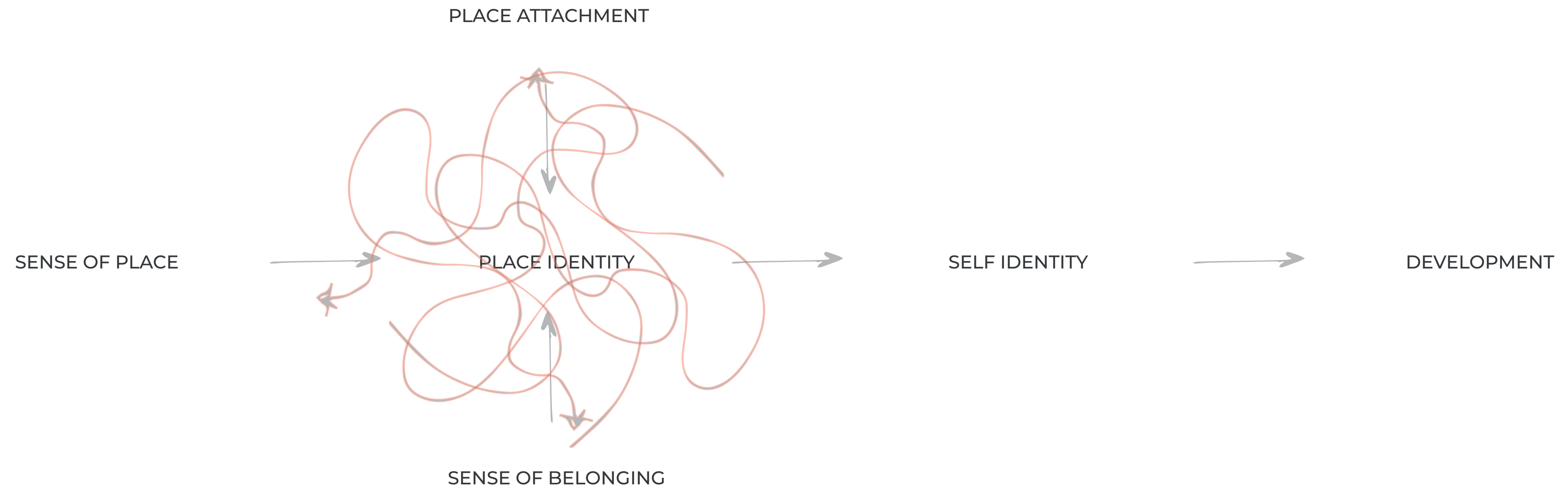
SHAPING SPACES WHERE CHILDREN BLOOM

PLACE

PLACE AND SPACE

Architecture and the development

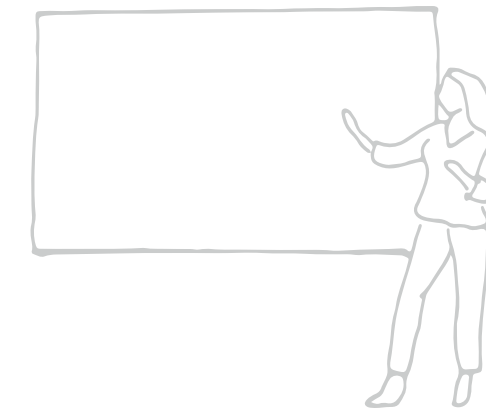
SHAPING SPACES WHERE CHILDREN BLOOM





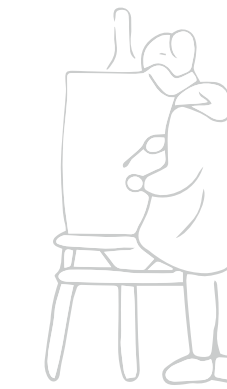
THE CHILD

Research



THE SYSTEM

Concepts

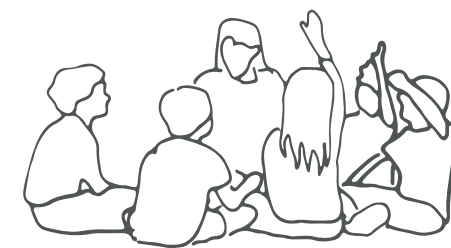


THE FLOWER

Design



Literature



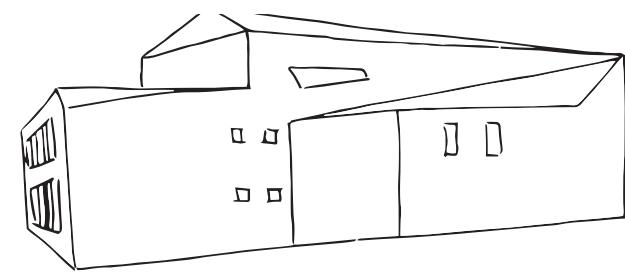
Participatory



Observatory

CASE STUDIES

SHAPING SPACES WHERE CHILDREN BLOOM



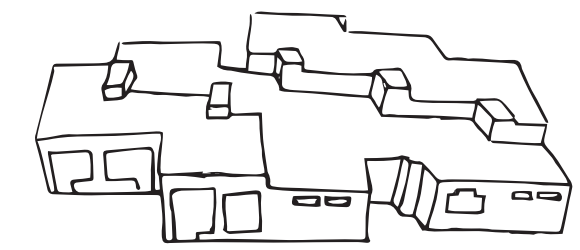
PARKSCHOOL



VRIJE SCHOOL WIDAR



DE BERGSE ZONNEBLOEM



MONTESSORI SCHOOL

CASE STUDIES

SHAPING SPACES WHERE CHILDREN BLOOM



PARKSCHOOL

📍 Delft

Freinet school

160 Children

Grade 3/4



VRIJE SCHOOL WIDAR

📍 Delft

Vrije school

200 Children

Class 2 (grade 4)



DE BERGSE ZONNEBLOEM

📍 Rotterdam

Dalton school

400 Children

Grade 4



MONTESSORI SCHOOL

📍 Delft

Montessori school

200 children

Grade yellow (grade 3,4,5)

PARTICIPATORY RESEARCH

Tours and photographs

SHAPING SPACES WHERE CHILDREN BLOOM

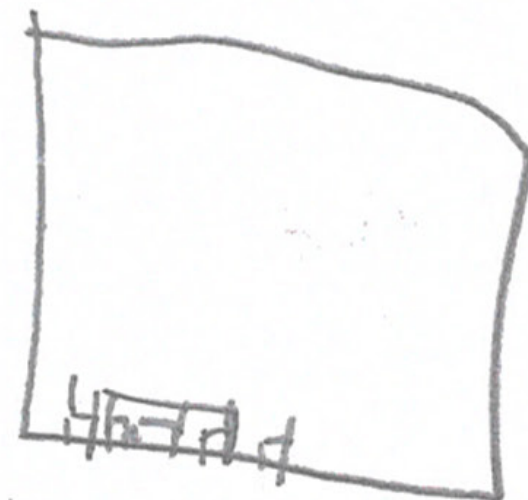
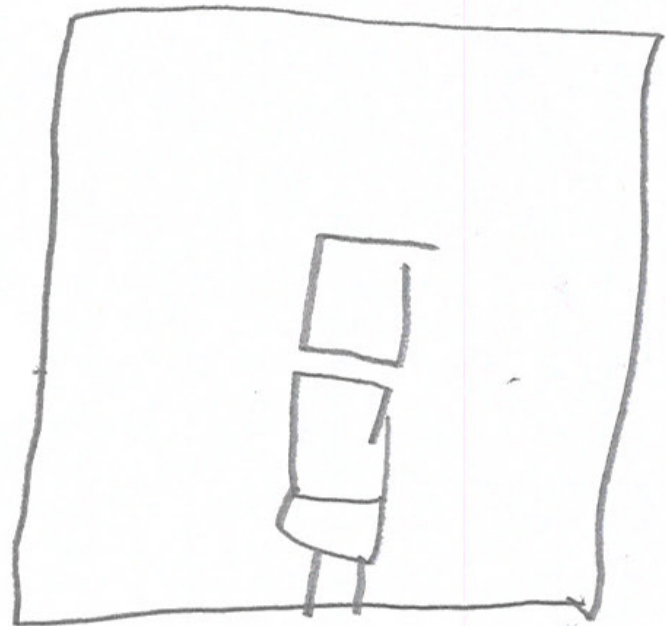
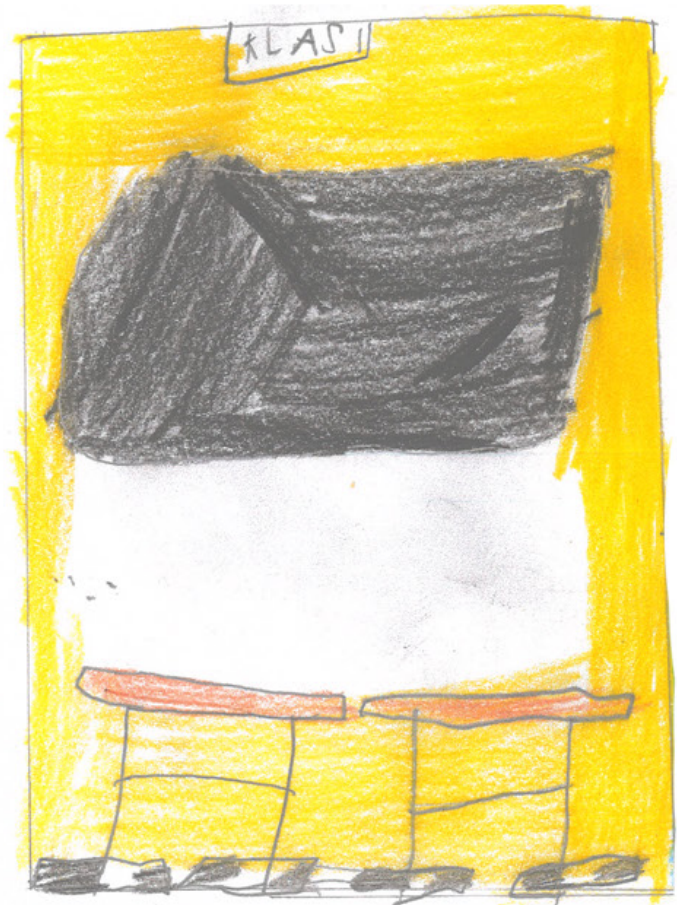
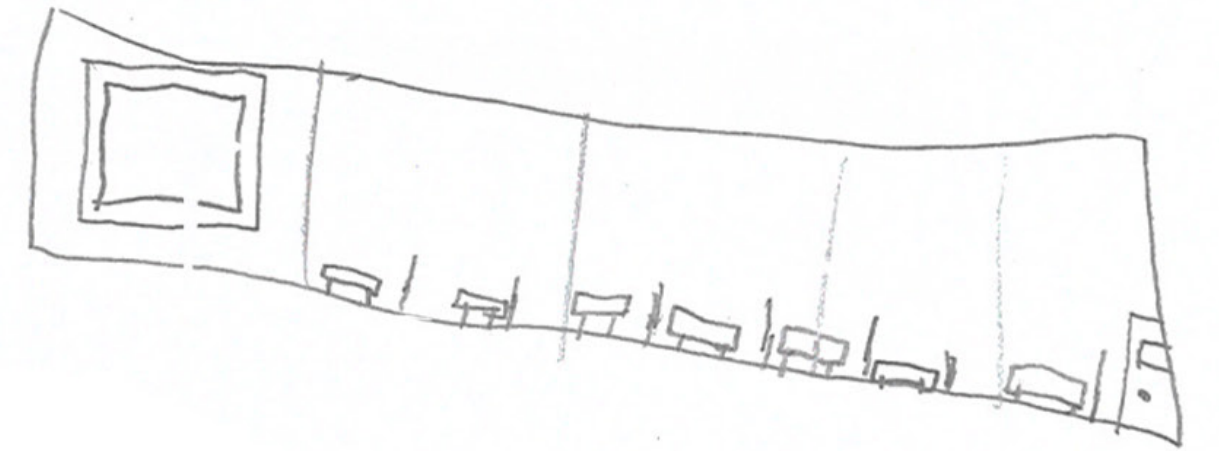
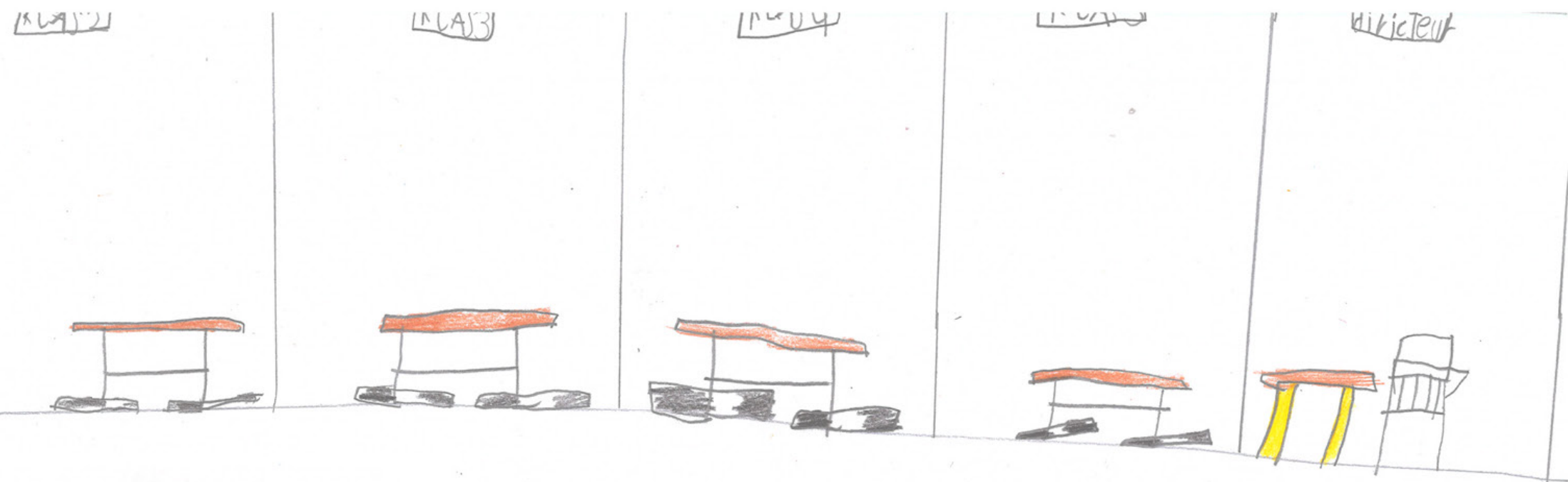
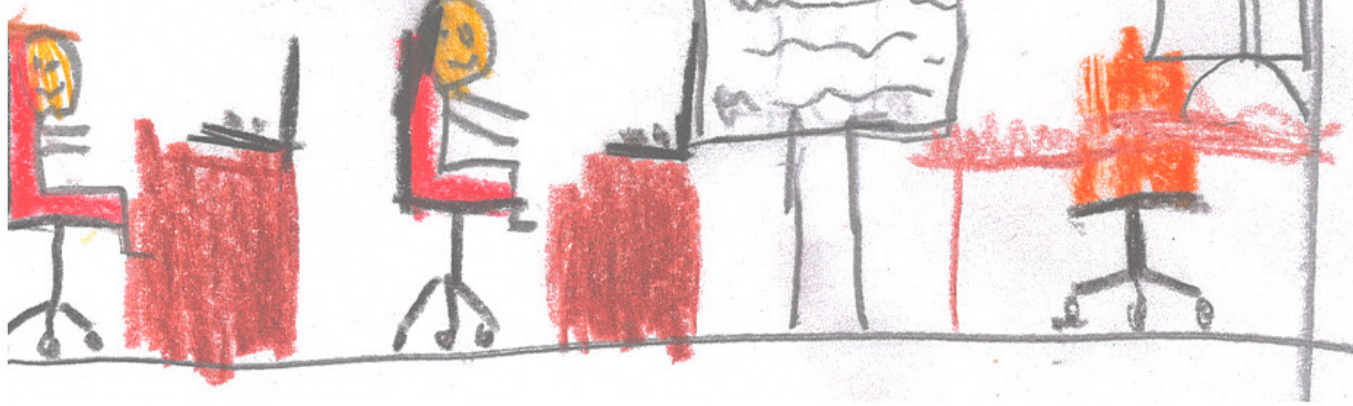


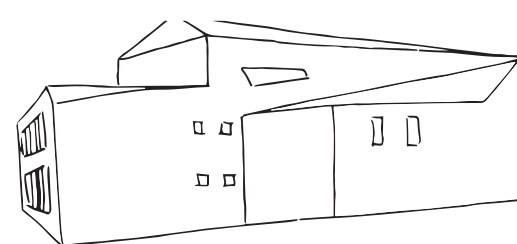
Drawings







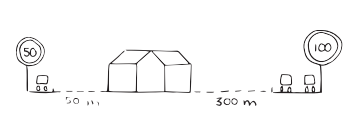
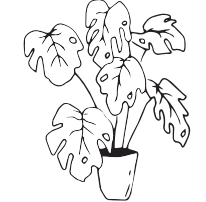
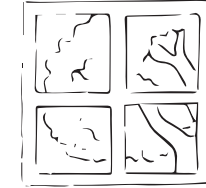
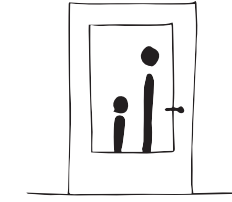
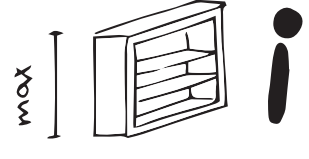
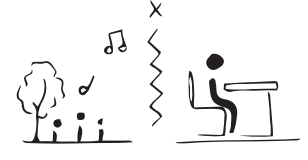
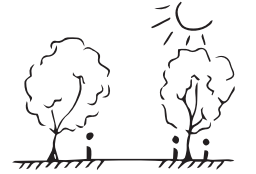

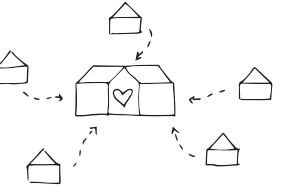
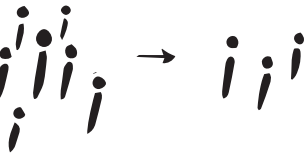


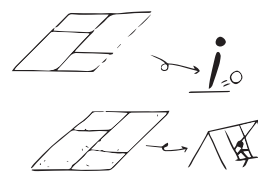

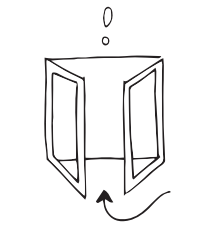
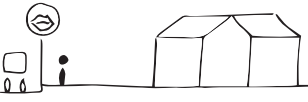

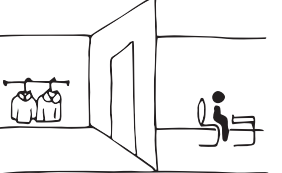
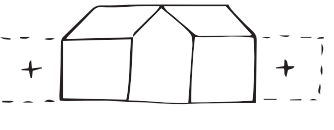
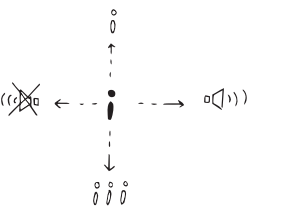

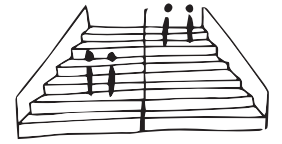





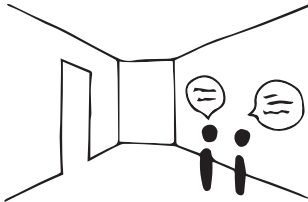
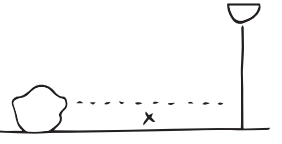
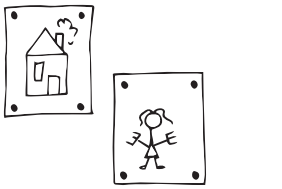




| | PARKSCHOOL | VRIJE SCHOOL WIDAR | DE BERGSE ZONNEBLOEM | MONTESSORI SCHOOL |
|-------------------------|--------------------------------------------------|-------------------------------------------|-----------------------------|--------------------------|
| Total area | 2.562 m ² (including other functions) | Unknown | 1.875 m ² | Unknown |
| Classroom area | 45 m ² | 48 m ² | 40 m ² | 50 m ² |
| Playground area | 2500 m ² | 900 m ² | 1000 m ² | 1200 m ² |
| Public playground | Yes | No | No | Yes |
| Usage outside classroom | Communal areas | Desks in hallway | Desks in hallway | Communal area |
| Extra functions | Sports association and school | No | No | After school care |
| Opening hours | 8:00 - 21:00 | 8:00 - 16:00 | 8:00 - 16:00 | 8:00 - 19:00 |
| Laboratories | No | Theatre | No | Arts and crafts, theatre |
| Social gathering space | Yes | No | No | Yes |
| Mixed age classrooms | Yes | No | No | Yes |
| Mixed age play time | Yes | No | No | No |
| Class table formation | Groups of four | Two desks side by side facing the teacher | Groups of four and two | Groups of four to six |

PATTERN LANGUAGE

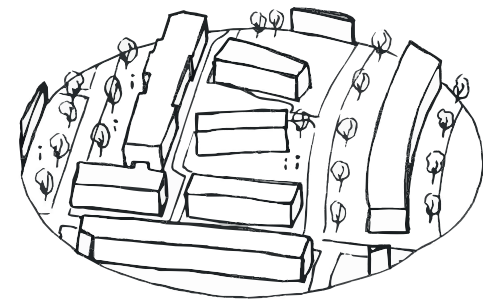
Patterns

| | | | | | | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>01 Keep distance</p> <p>Schools are better for child health when positioned at a great distance from roads.</p> |  <p>02 A touch of green</p> <p>Plants in the classroom promote learning motivation.</p> |  <p>03 Eyes on greenery</p> <p>A view on nature enhances children's concentration.</p> |  <p>10 I see you</p> <p>Doors should have a window from top to bottom.</p> |  <p>11 Reaching stuff</p> <p>Cupboards should be at child height.</p> |  <p>12 A place for noise</p> <p>Children can maintain higher levels of concentration when they are not exposed to noise from playgrounds.</p> |  <p>19 Shelter in the shade</p> <p>Children need shading on the playground.</p> |  <p>20 Open at all times</p> <p>A public playground contributes to the neighbourhood.</p> |  <p>21 The heart</p> <p>A school is the heart of the neighbourhood.</p> |  <p>28 Undercrowding</p> <p>Reducing class size increases children's achievement.</p> |
|  <p>04 Fresh air</p> <p>Outdoor playing boosts classroom concentration.</p> |  <p>05 Sharing is caring</p> <p>Outdoor playing enhances children's physical and mental health development.</p> |  <p>06 Match flooring to play</p> <p>Different types of ground materials on the playground allow different types of play.</p> |  <p>13 Clean your hands</p> <p>All classrooms should have a sink at child height.</p> |  <p>14 Arrival</p> <p>The school's entrance is a make-it or break-it element for children's arrival.</p> |  <p>15 Kiss and bye</p> <p>A school must have a kiss & ride to pick-up and drop-off children.</p> |  <p>22 "One size fits all"</p> <p>Comfortable furniture for children results in focussed children.</p> |  <p>23 No coat in the classroom</p> <p>Children need accessible spaces for their coats and bags.</p> |  <p>24 Room for extra</p> <p>Schools need additional rooms for additional functions.</p> |  <p>31 Spaces for all</p> <p>Children have different requirements for learning environments.</p> |
|  <p>07 Drop and pick me up here</p> <p>Children are able to be dropped and picked up by their parents in a safe manner.</p> |  <p>08 Wide stairs</p> <p>Wide stairs allow easy accessibility and interaction.</p> |  <p>09 Hold on</p> <p>Stairs must have railings on child and adult height.</p> |  <p>16 Back to the roots</p> <p>Children need access to nature during recess.</p> |  <p>17 I'll pick a flower for you</p> <p>Children love flowers.</p> |  <p>18 Made of sugar</p> <p>Covered playing areas enable children to play outside regardless of the weather.</p> |  <p>25 Read a book</p> <p>A school should have a library.</p> |  <p>26 Wide hallway</p> <p>Wide hallways have multiple functions.</p> |  <p>27 Draw the line</p> <p>Children understand boundaries.</p> |  <p>34 Look at what I made</p> <p>Children need exposition spaces for their work.</p> |

PATTERN LANGUAGE

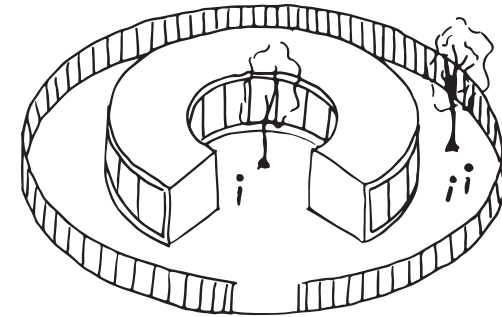
Patterns through scale

SHAPING SPACES WHERE CHILDREN BLOOM



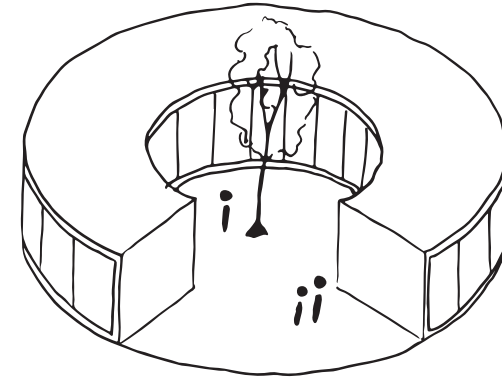
URBAN SCALE

- 01. Keep distance
- 15. Kiss and bye
- 20. Open at all times
- 21. The heart



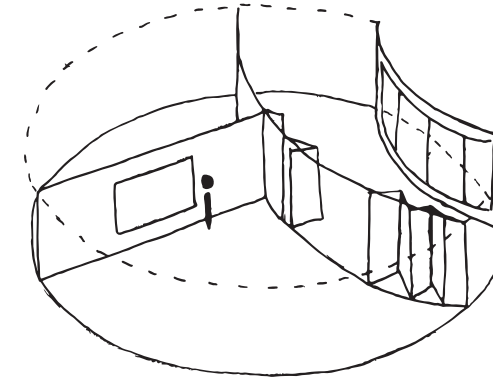
EXTERIOR SCALE

- 04. Fresh air
- 05. Sharing is caring
- 06. Match flooring to play
- 07. Drop and pick me up here
- 12. A place for noise
- 14. Arrival
- 16. Back to the roots
- 17. I'll pick a flower for you
- 18. Made of sugar
- 19. Shelter in the shade
- 27. Draw the line
- 33. Take the leap



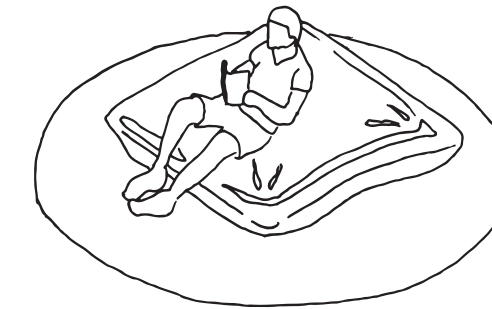
BUILDING SCALE

- 08. Wide stairs
- 24. Room for extra
- 25. Read a book
- 26. Wide hallway
- 29. Mixed-age community
- 31. Spaces for all
- 32. Take a deep breath



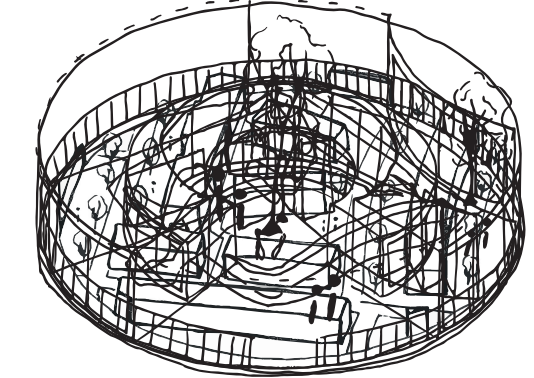
CLASSROOM SCALE

- 13. Clean your hands
- 23. No coats in the classroom
- 28. Undercrowding



OBJECT SCALE

- 02. A touch of green
- 09. Hold on
- 10. I see you
- 11. Reaching stuff
- 22. "One size fits all"
- 34. Look what I made



ALL OVER SCALE

- 03. Eyes on the greenery
- 30. Playing is teaching

INDIVIDUALITY

All children are unique

SHAPING SPACES WHERE CHILDREN BLOOM



TYPES OF LEARNING

Subtitle

SHAPING SPACES WHERE CHILDREN BLOOM

VISUAL LEARNER

Learns through seeing. Children who are visual processors tend to **observe** a parent's or teacher's body language and facial expressions for content and learn through demonstrations and descriptions. They tend to have well-developed imaginations and often think in pictures. **Too much movement or action** in a classroom may cause **distraction** for them. For older children who read, written instructions may help clarify verbal directions.

AUDITORY LEARNER

Learns through listening. Children who are auditory processors learn through **participating in discussions** and talking things through. Verbal directions may help clarify instructions or written information. **Too much noise may be distracting** and children with this strength may learn best in a **quiet environment**.

TACTILE LEARNER

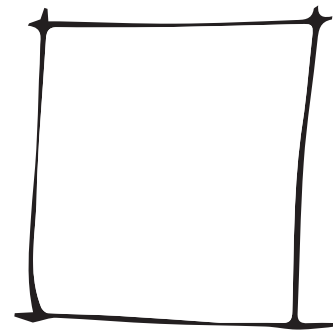
Learns through touch. Children who are more tactile prefer activities or projects that allow them to **use their hands**. Your child may prefer doodling or drawing to aid memory.

KINESTHETIC LEARNER

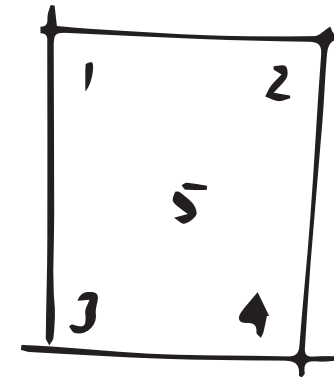
Learns through moving and doing. Children who are more kinesthetic learn through **physical sensations** and may have **trouble sitting still for long periods**. A hands-on approach that allows your child to actively explore her physical world helps her learn best.

CONFINED SPACES

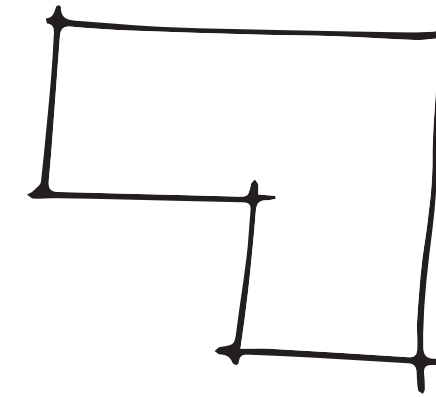
Should the classroom have four walls?



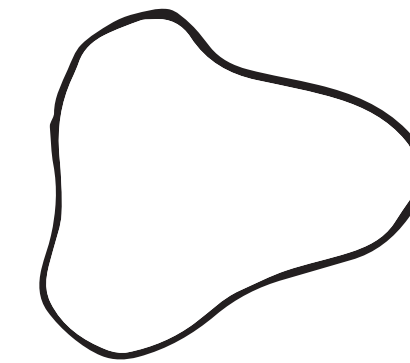
The traditional classroom



Children's perception of the room



Hertzberger's conventional notion on segregating from the traditional four wall classroom

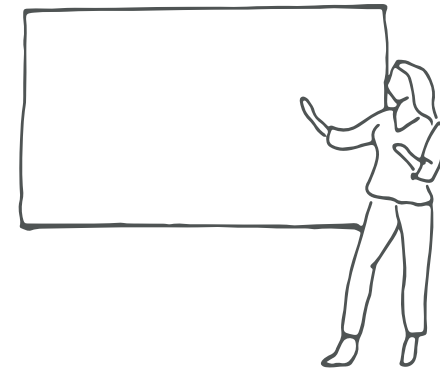


What if classroom learning is not limited to four walls

PEDAGOGY TYPOLOGIES

Diverse learning compositions

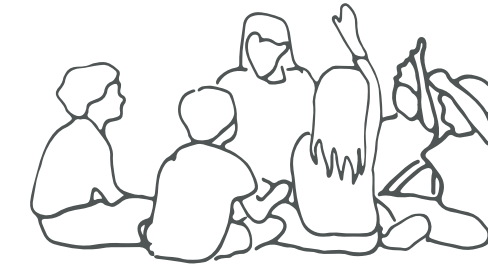
SHAPING SPACES WHERE CHILDREN BLOOM



Presentation

25 - 150 students

Students or teachers present to a largely passive group. Group size may vary from one class cohort to a full form or year. Such activities facilitate efficient communication of information.



Medium interactive

10 - 25 students

Activities with a similar flow of movement of the large interactive, but with a smaller group size and generally one teacher.



Creative interactive

10 - 25 students

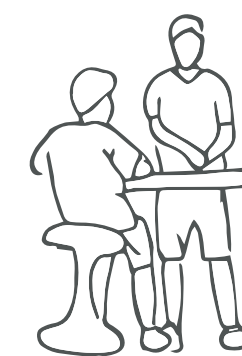
Interactive activities but with an emphasis on hands-on learning in addition to pens and keyboards, plus access to a range of resources that may include art materials, wet areas, laboratory or outdoors.



Large interactive

25 - 75 students

Activities that move seamlessly from large to small group and back; often organized in sub-groups of 4-6 that can be subdivided again into 2s or 3s. Facilitates peer-to-peer learning and team teaching.



Small interactive

2 - 5 students

This is the 'breakout' model of problem-based and peer-to-peer learning with small autonomous groups that may disperse and take responsibility for their learning.



Reflection

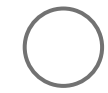
1 student

Singular activities that include reading, writing or hands-on research to meet learning objectives.

LEARNING LANDSCAPES

Compositions

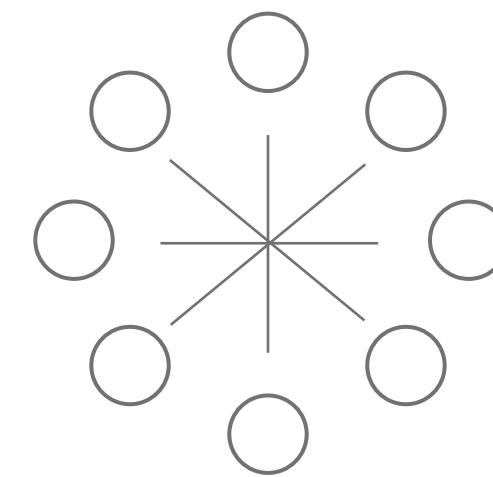
SHAPING SPACES WHERE CHILDREN BLOOM



Cave

Concentration

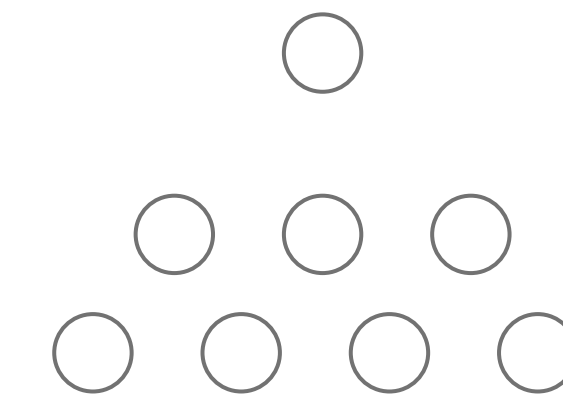
Provides a place for physical or visual privacy



Campfire

Marked territory

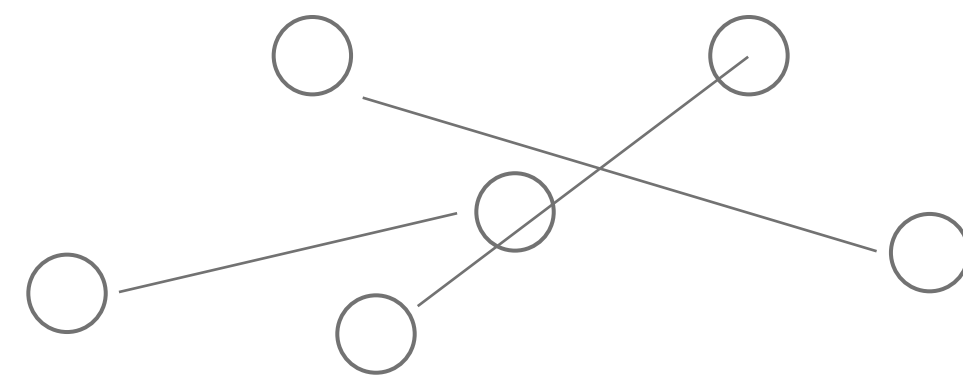
Creation of smaller pockets for group work
Creates a feeling of coherence and collaboration



Mountain top

Direction of attention

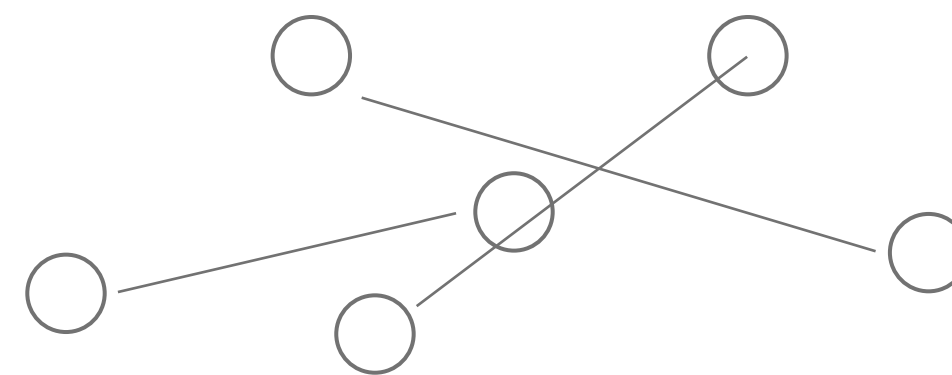
Supports single way communication
Presentation or stage performance



Waterhole

Invitation

Supports informal knowledge
Sharing through free flow and spontaneous meetings



Movement

Physical activation

Movement moves knowledge from the brain to the body



Hands-on

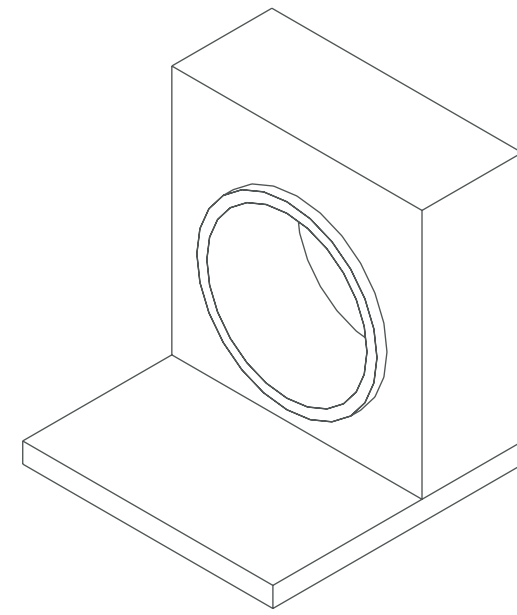
Creation expert

Using prototyping to gain deeper understanding of theory to practice

LEARNING LANDSCAPES

Architectural elements

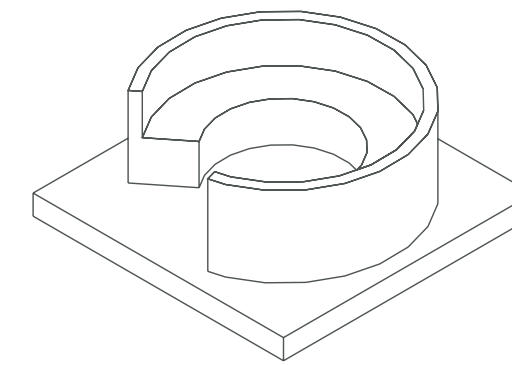
SHAPING SPACES WHERE CHILDREN BLOOM



Cave

Concentration

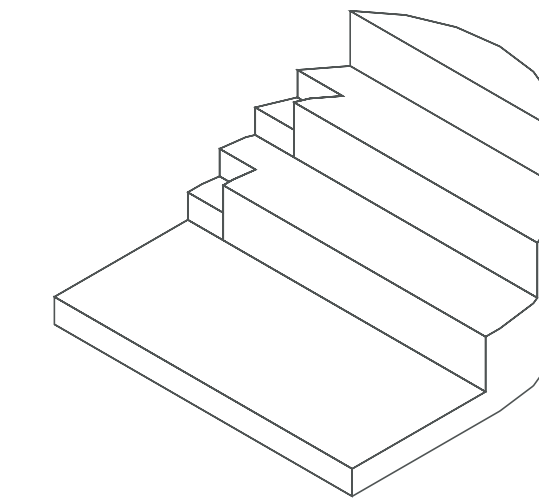
Provides a place for physical or visual privacy



Campfire

Marked territory

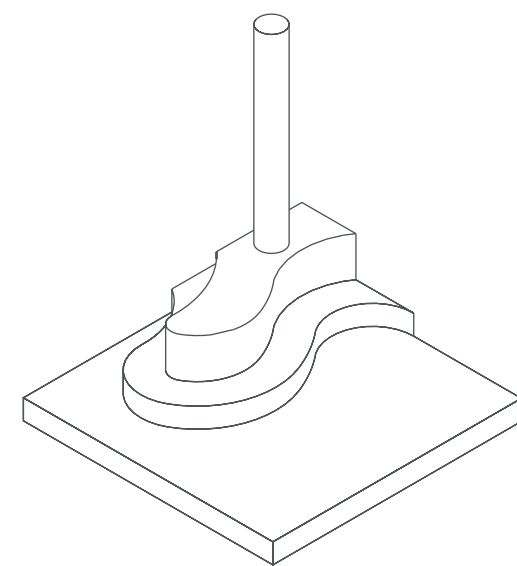
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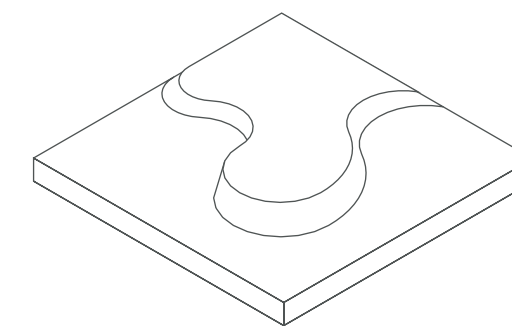
Supports single way communication
Presentation or stage performance



Waterhole

Invitation

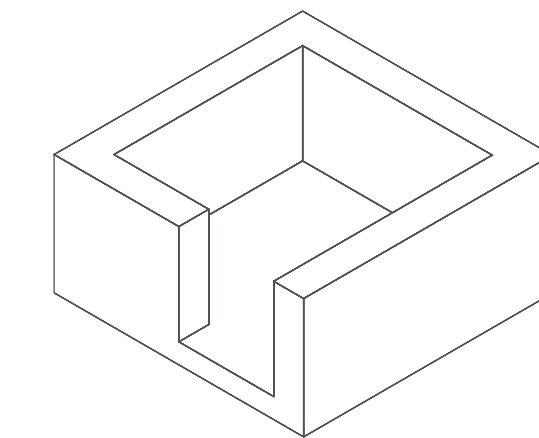
Supports informal knowledge
Sharing through free flow and spontaneous meetings



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Physical activation

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Hands-on

Creation expert

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practice

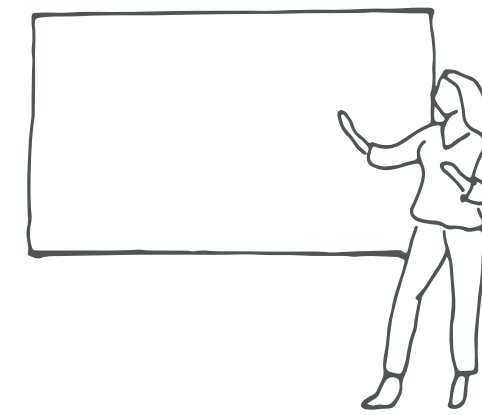
“There are no children that don’t want to learn. There are children that don’t want to learn from you.”

- Rob Houden, Agora Education



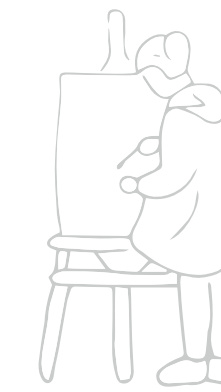
THE CHILD

Research



THE SYSTEM

Concepts

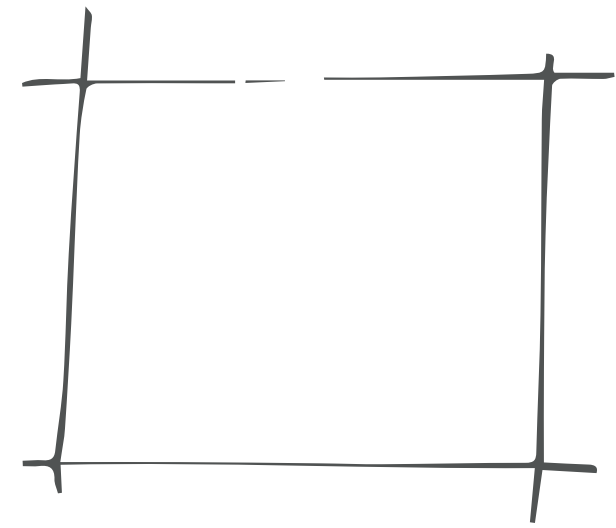


THE FLOWER

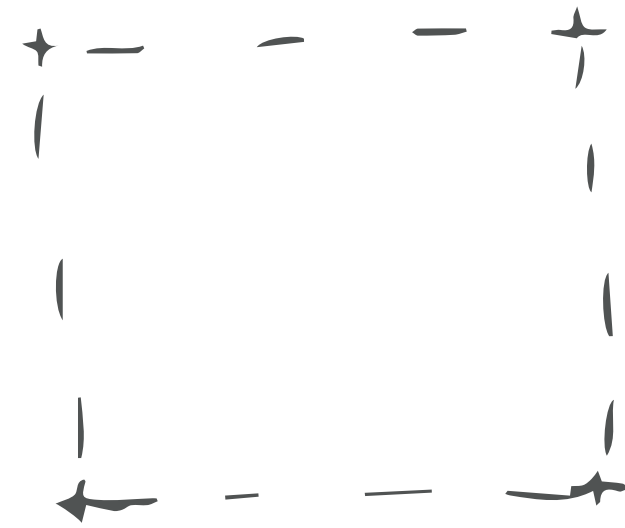
Design

THREE ZONES

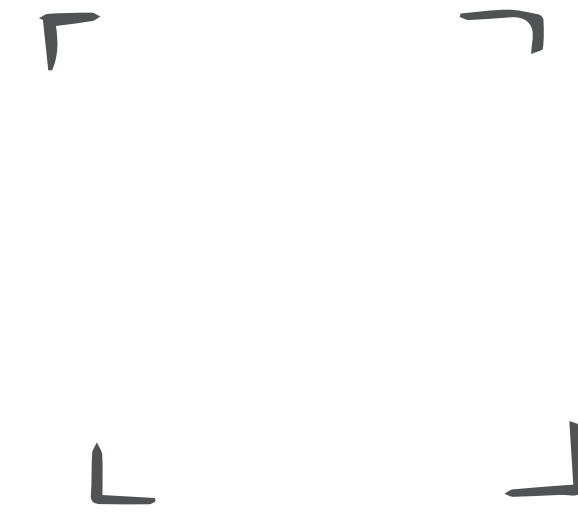
SHAPING SPACES WHERE CHILDREN BLOOM



CONCENTRATE



RECHARGE

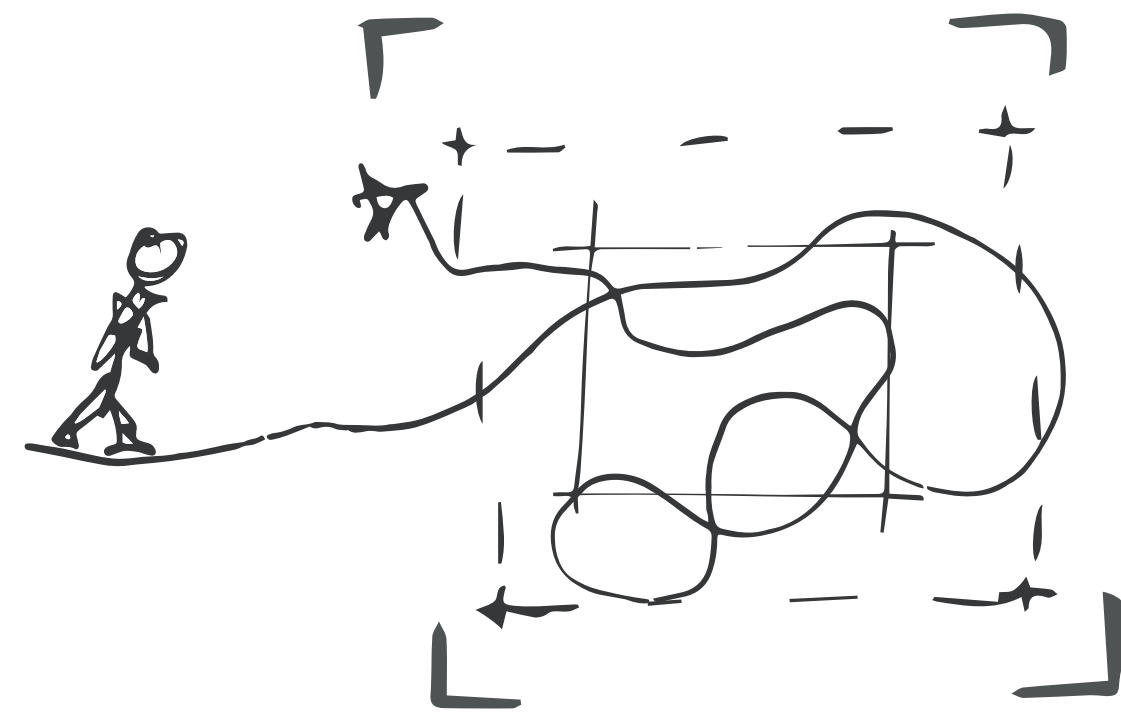


ACTIVATE

THREE ZONES

Continuous movement within the zones

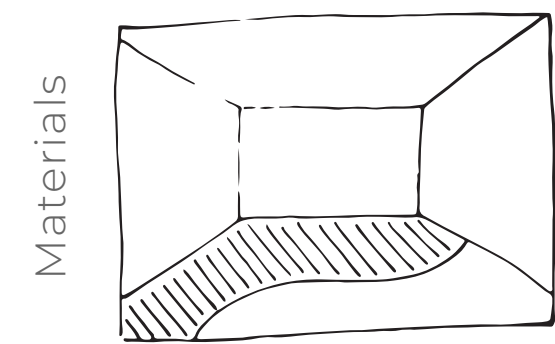
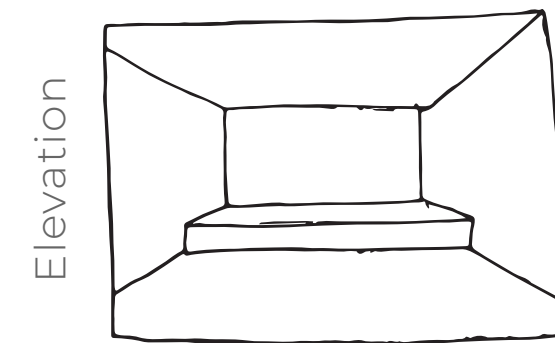
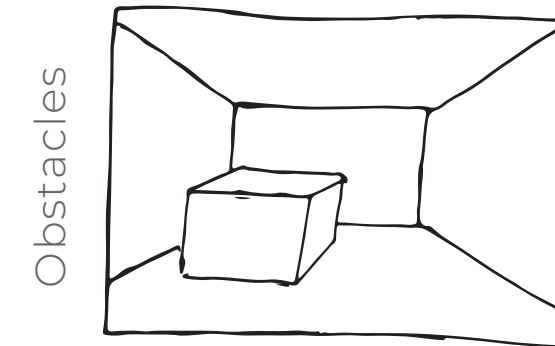
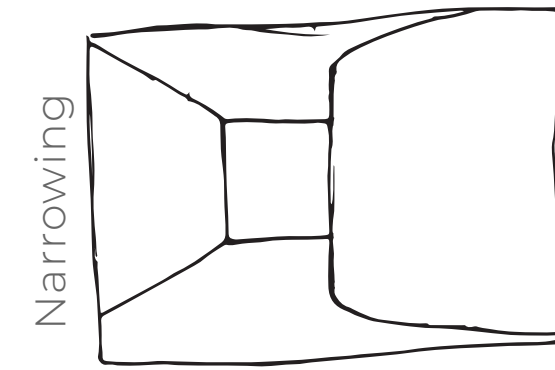
SHAPING SPACES WHERE CHILDREN BLOOM



THRESHOLDS

Creation of spaces without confined walls

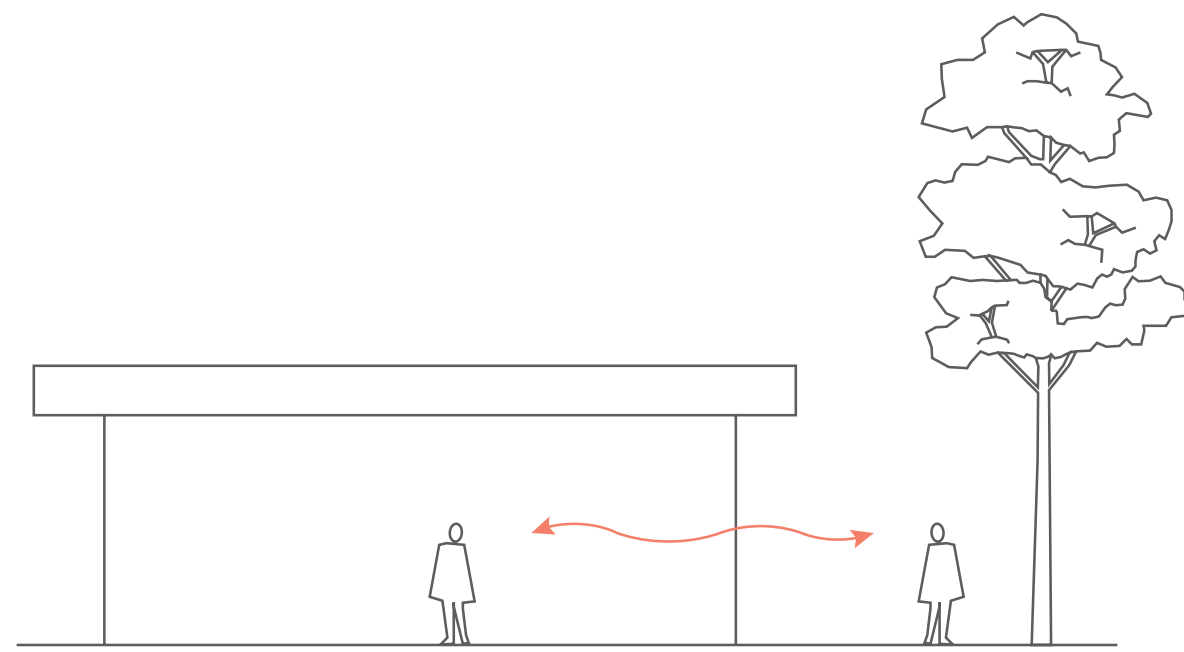
SHAPING SPACES WHERE CHILDREN BLOOM



THREE ZONES

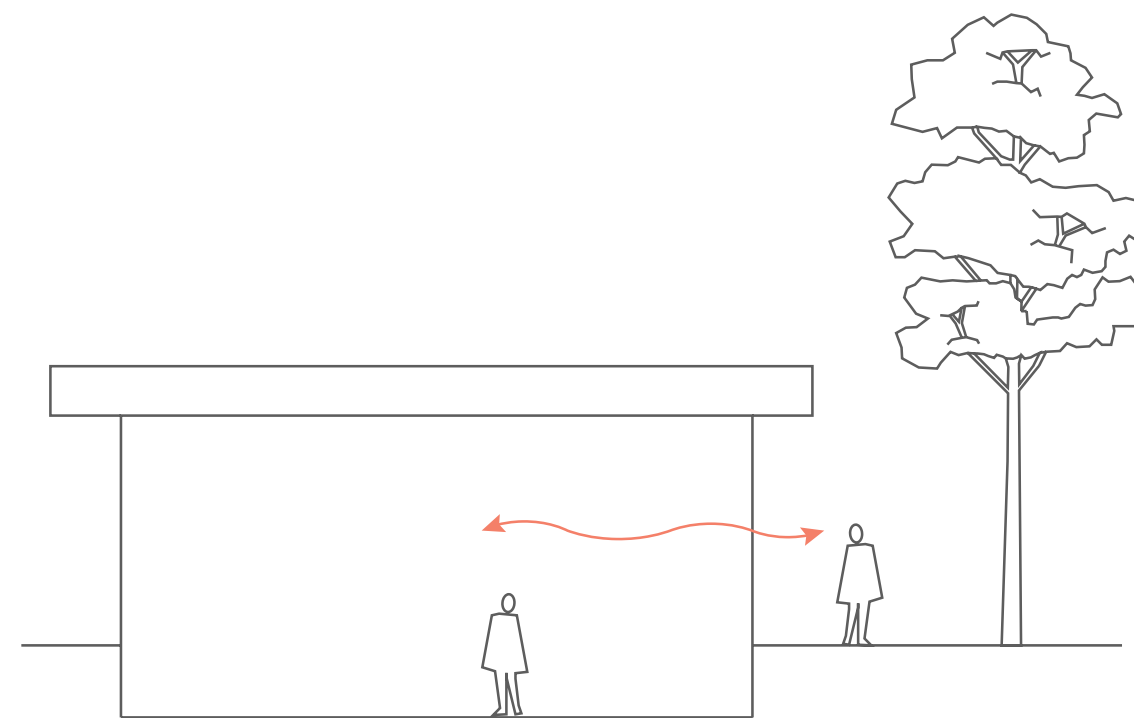
Height creates zones

SHAPING SPACES WHERE CHILDREN BLOOM



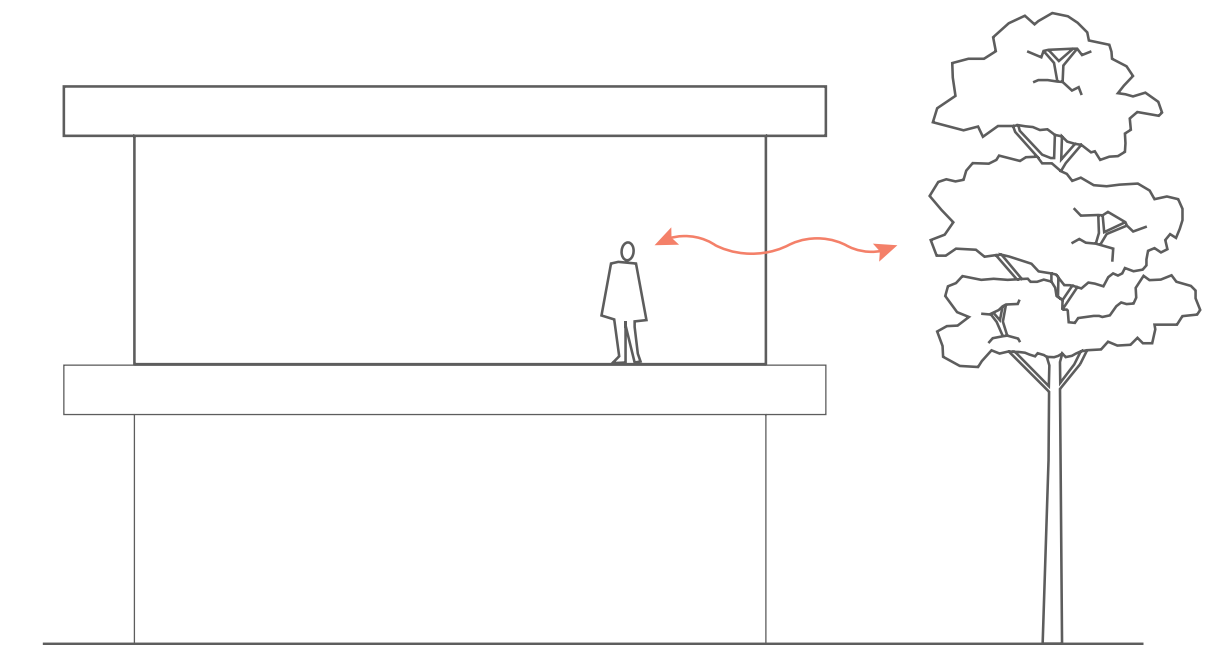
ACTIVATE

Direct exterior connection



RECHARGE

Subtle exterior connection



CONCENTRATE

No exterior connection

INDIVIDUALITY

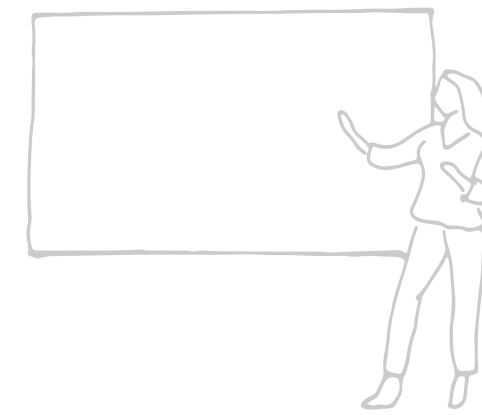
PLAY

INDEPENDENCE



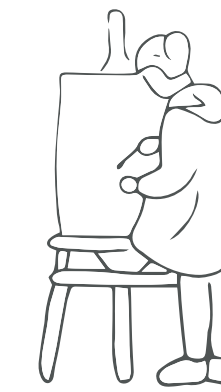
THE CHILD

Research



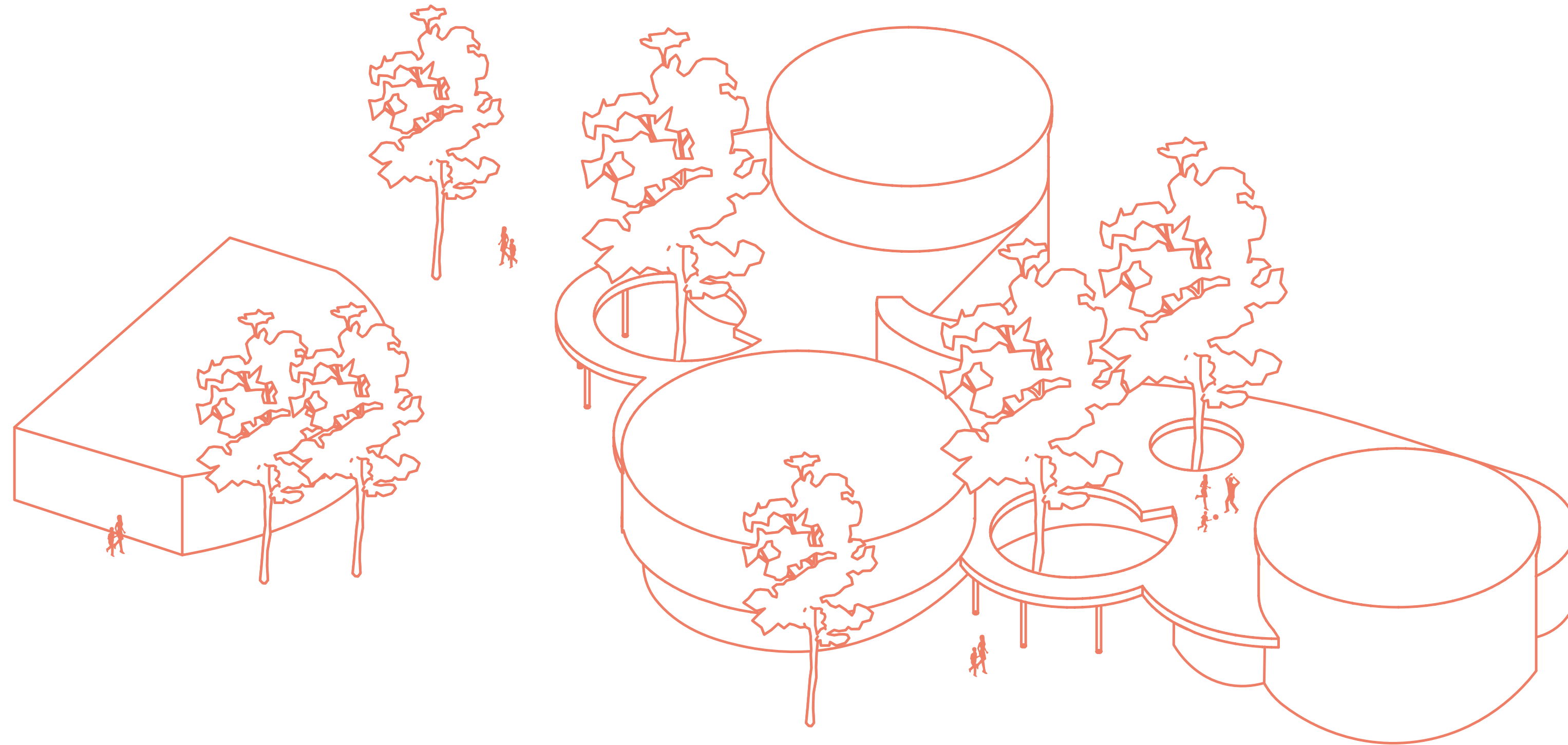
THE SYSTEM

Concepts



THE FLOWER

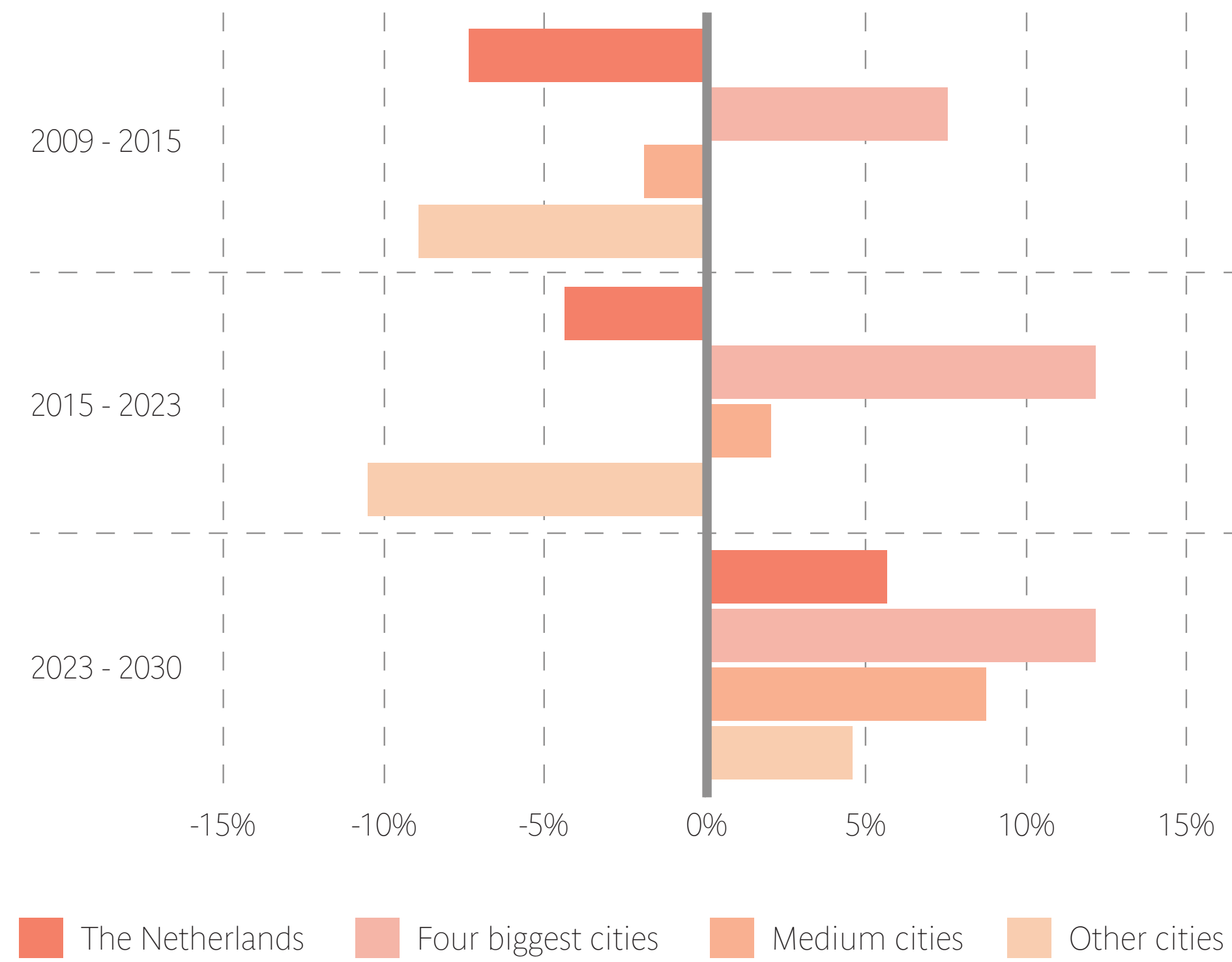
Design



BASISSCHOOL DE BLOEM

SITE

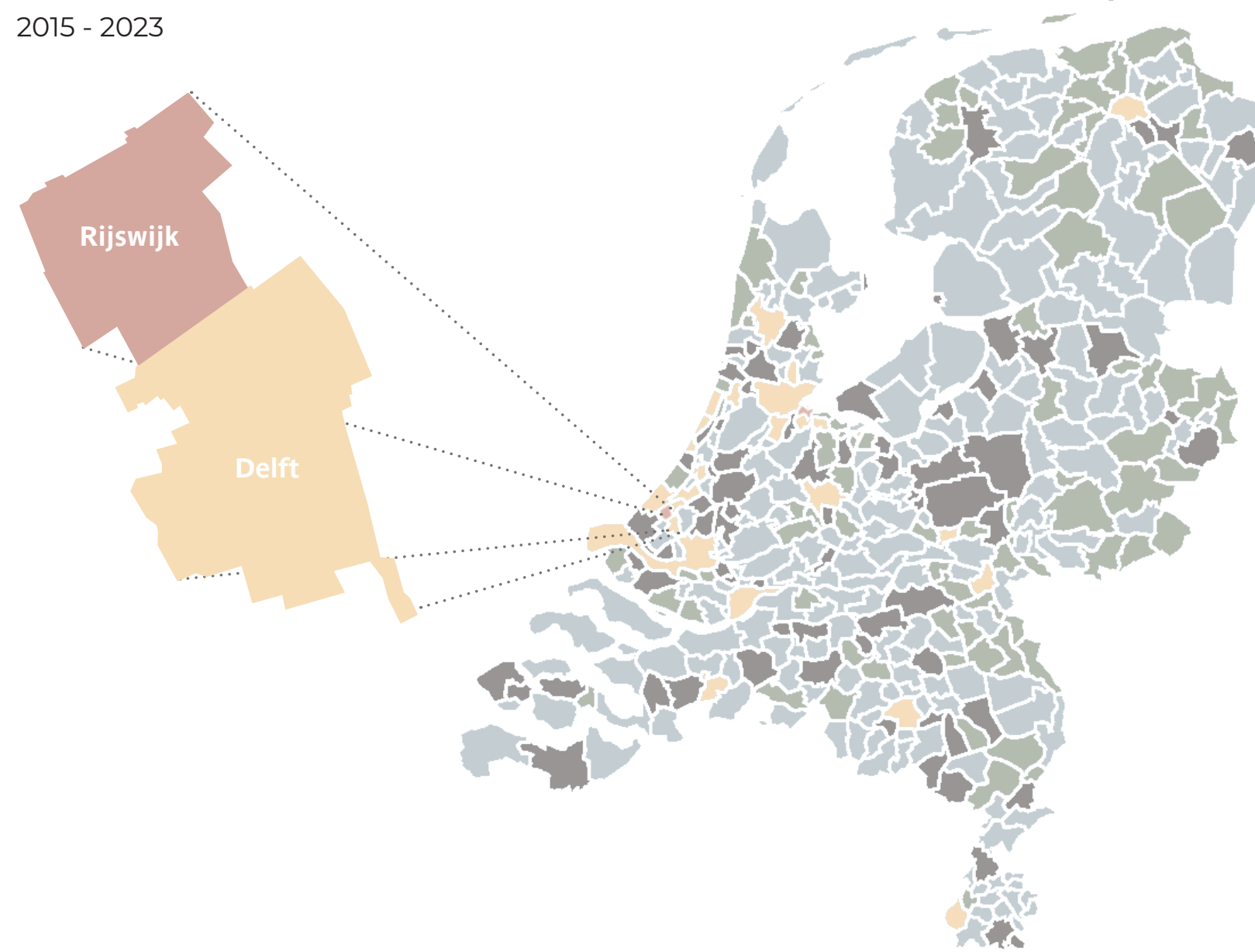
Development of 4 - 12 year olds in The Netherlands



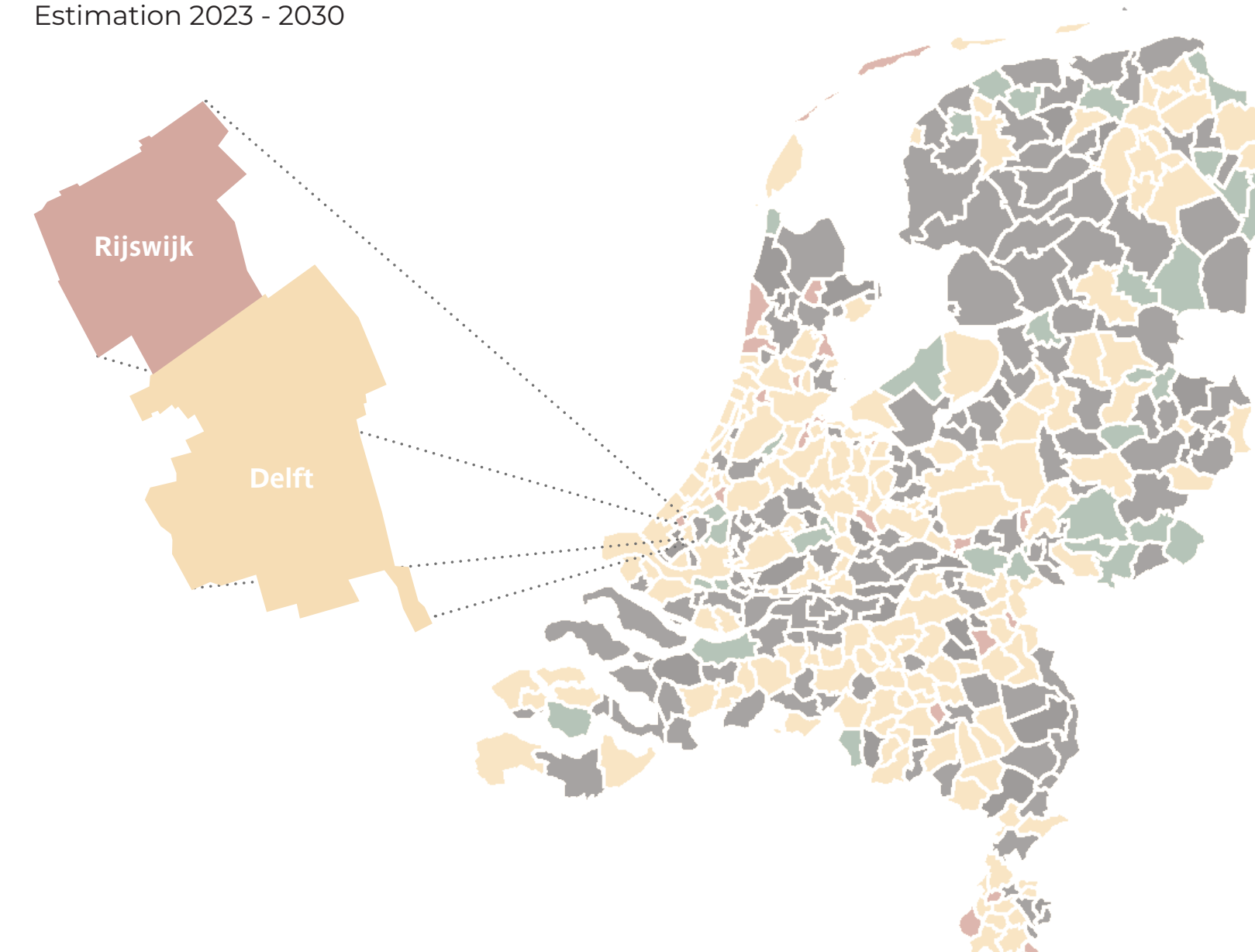
SITE

Development of 4 - 12 year olds in The Netherlands

2015 - 2023



Estimation 2023 - 2030



SITE

Current situation

SHAPING SPACES WHERE CHILDREN BLOOM

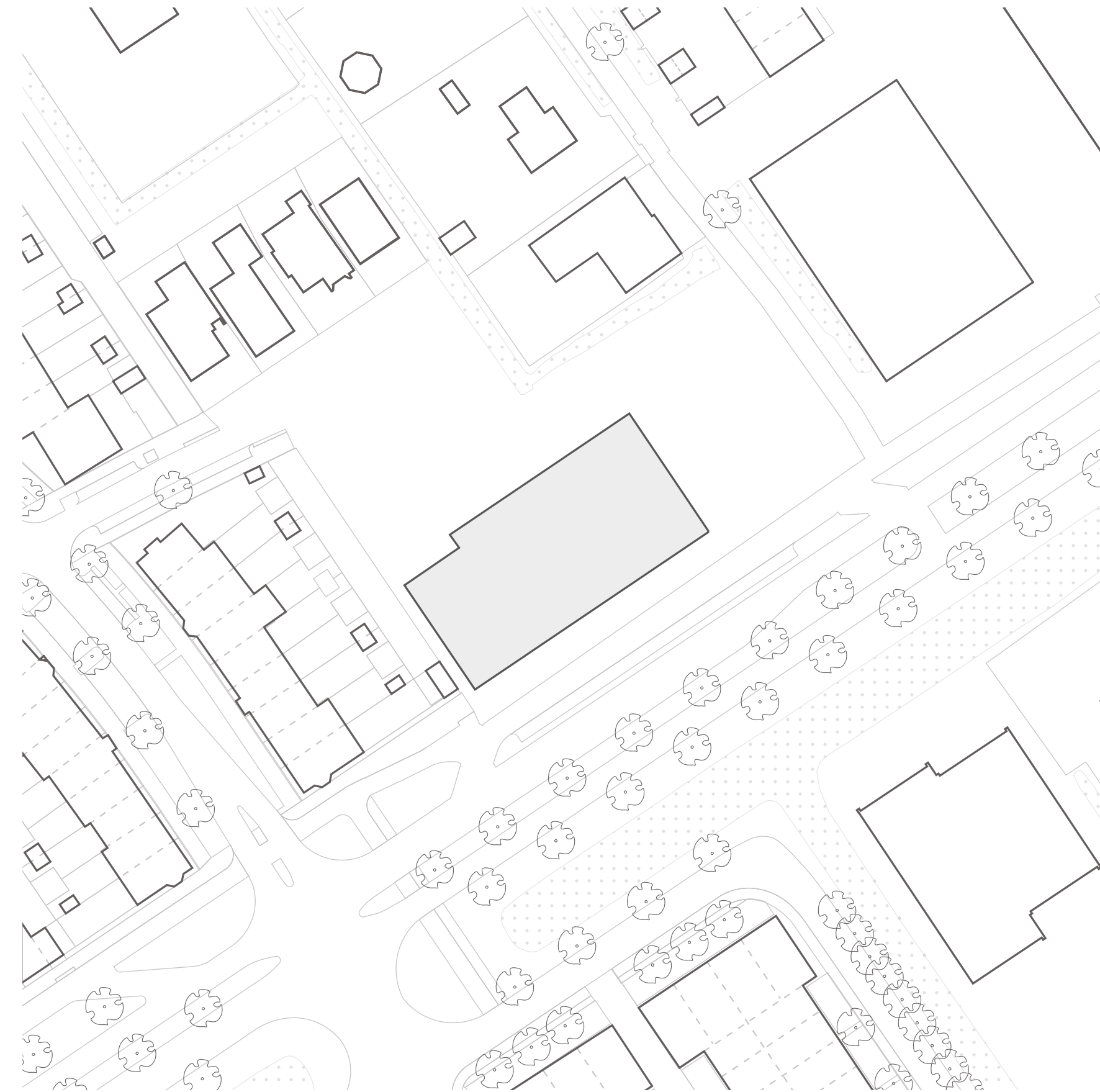
Overschot aan kinderen in Rijswijk Buiten: nieuwe school creëert wat ruimte

In de nieuwbouwwijk Rijswijk Buiten is een op de drie inwoners een kind, maar de basisscholen zitten propvol. Een kleine verlichting: sinds dit jaar zit er een nieuwe basisschool, welke nog ruimte genoeg heeft. „Ouders hebben ons nog niet ontdekt.”

Algemeen dagblad, 2022

SITE

Current situation



SITE

Child focussed neighbourhood

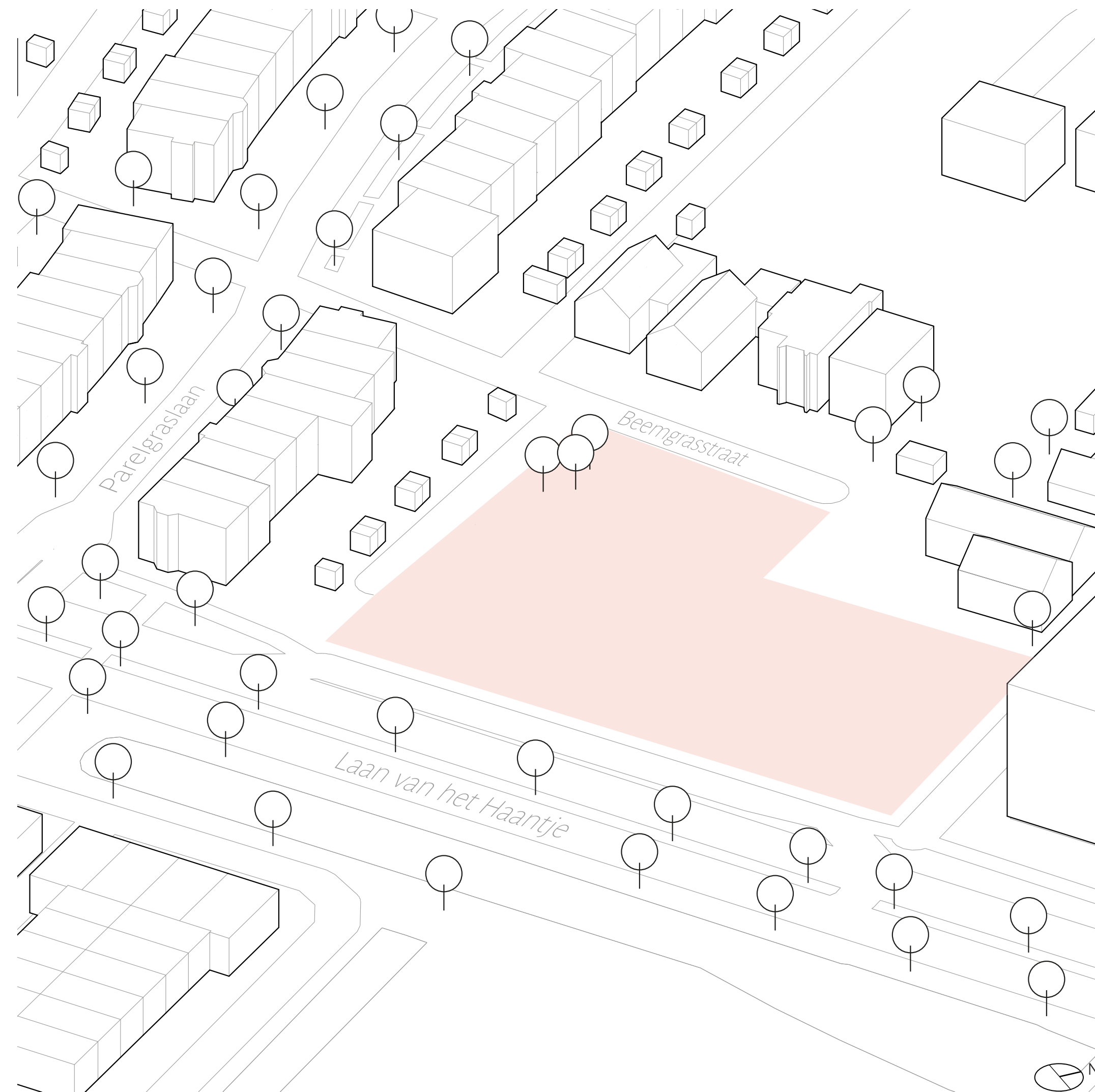
SHAPING SPACES WHERE CHILDREN BLOOM



SITE

Building site

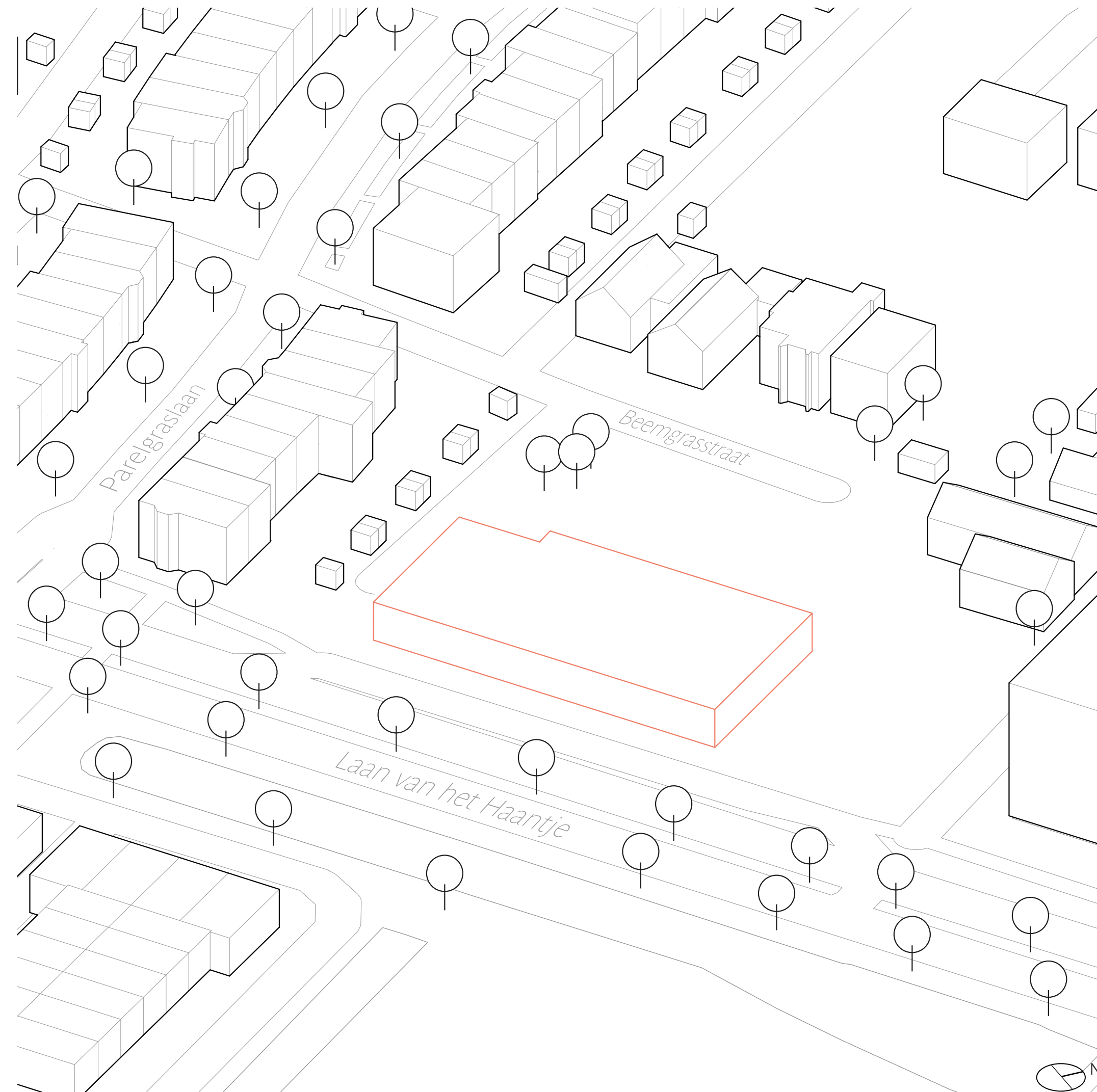
SHAPING SPACES WHERE CHILDREN BLOOM



SITE

Current situation

SHAPING SPACES WHERE CHILDREN BLOOM



SITE

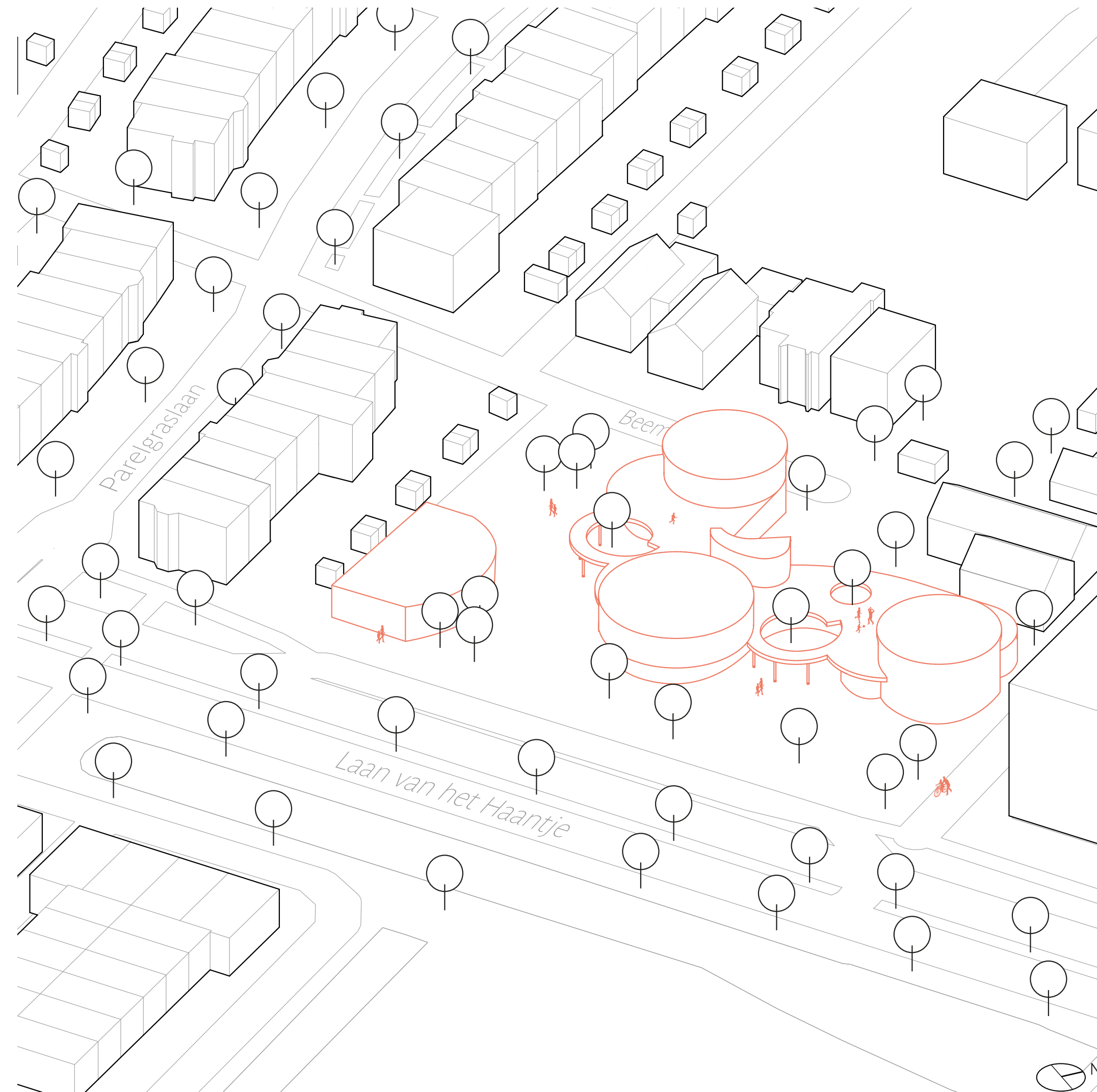
Current situation

SHAPING SPACES WHERE CHILDREN BLOOM



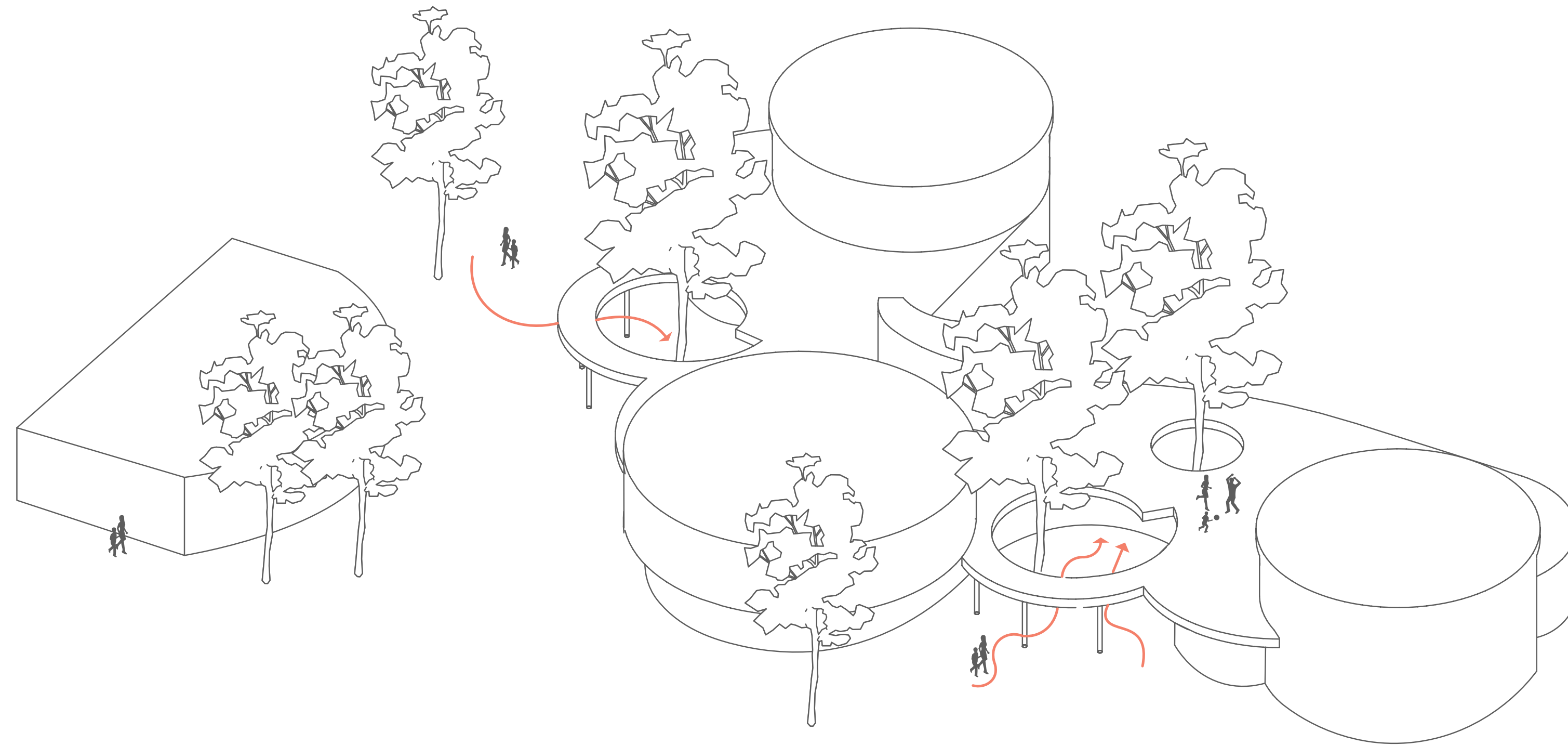
SITE
Design

SHAPING SPACES WHERE CHILDREN BLOOM



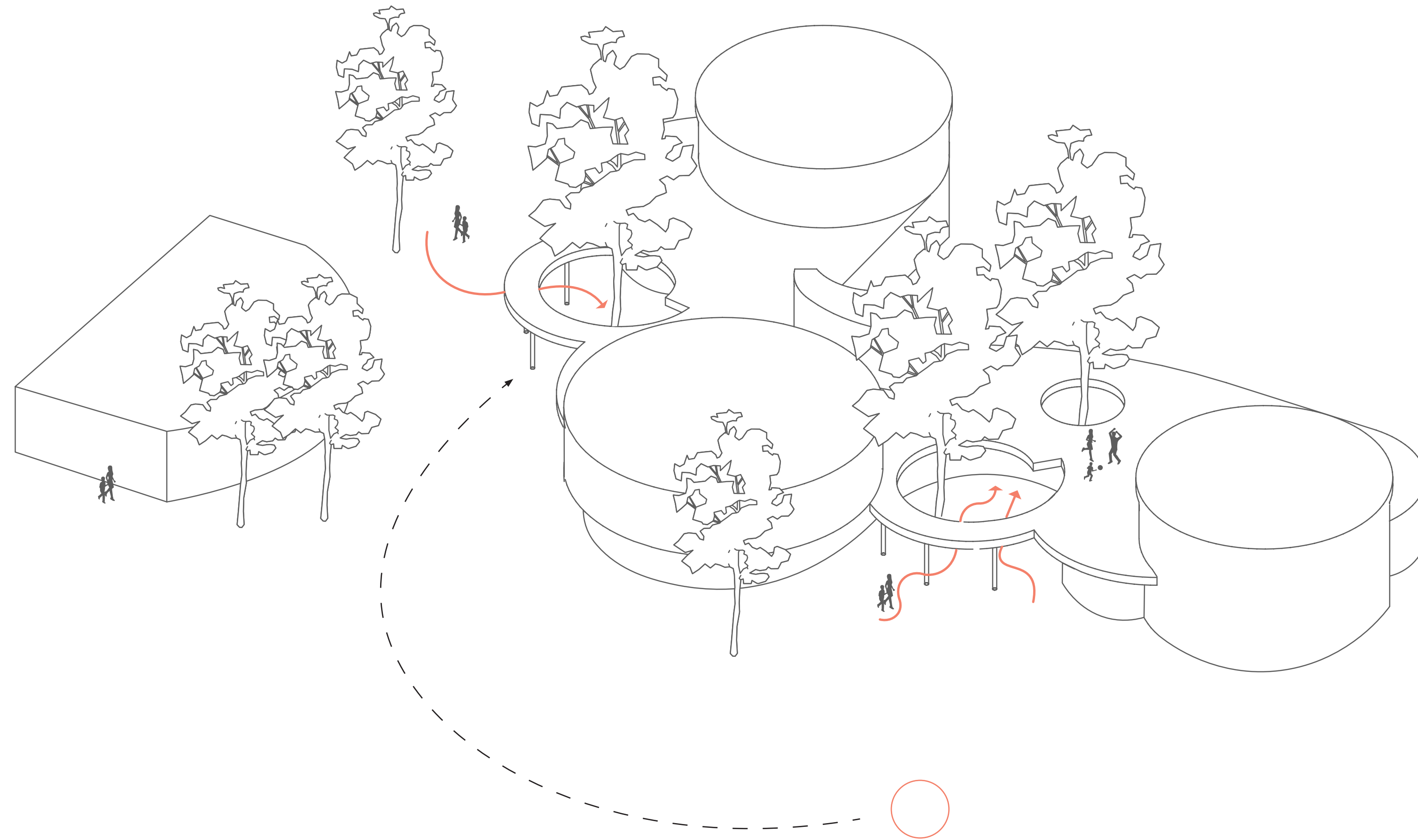
DESIGN
Entrance

SHAPING SPACES WHERE CHILDREN BLOOM



DESIGN
Entrance

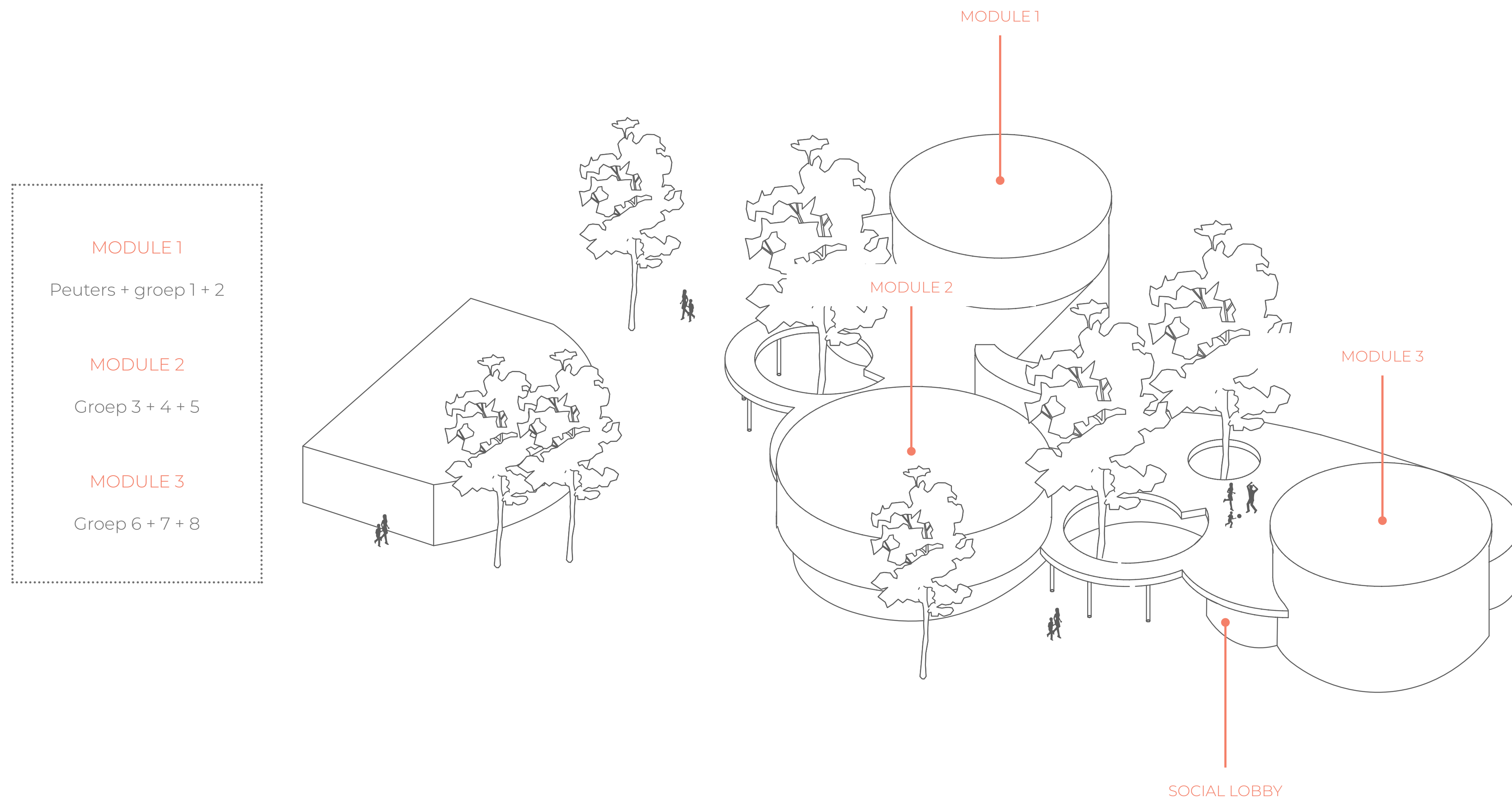
SHAPING SPACES WHERE CHILDREN BLOOM



DESIGN

Modules

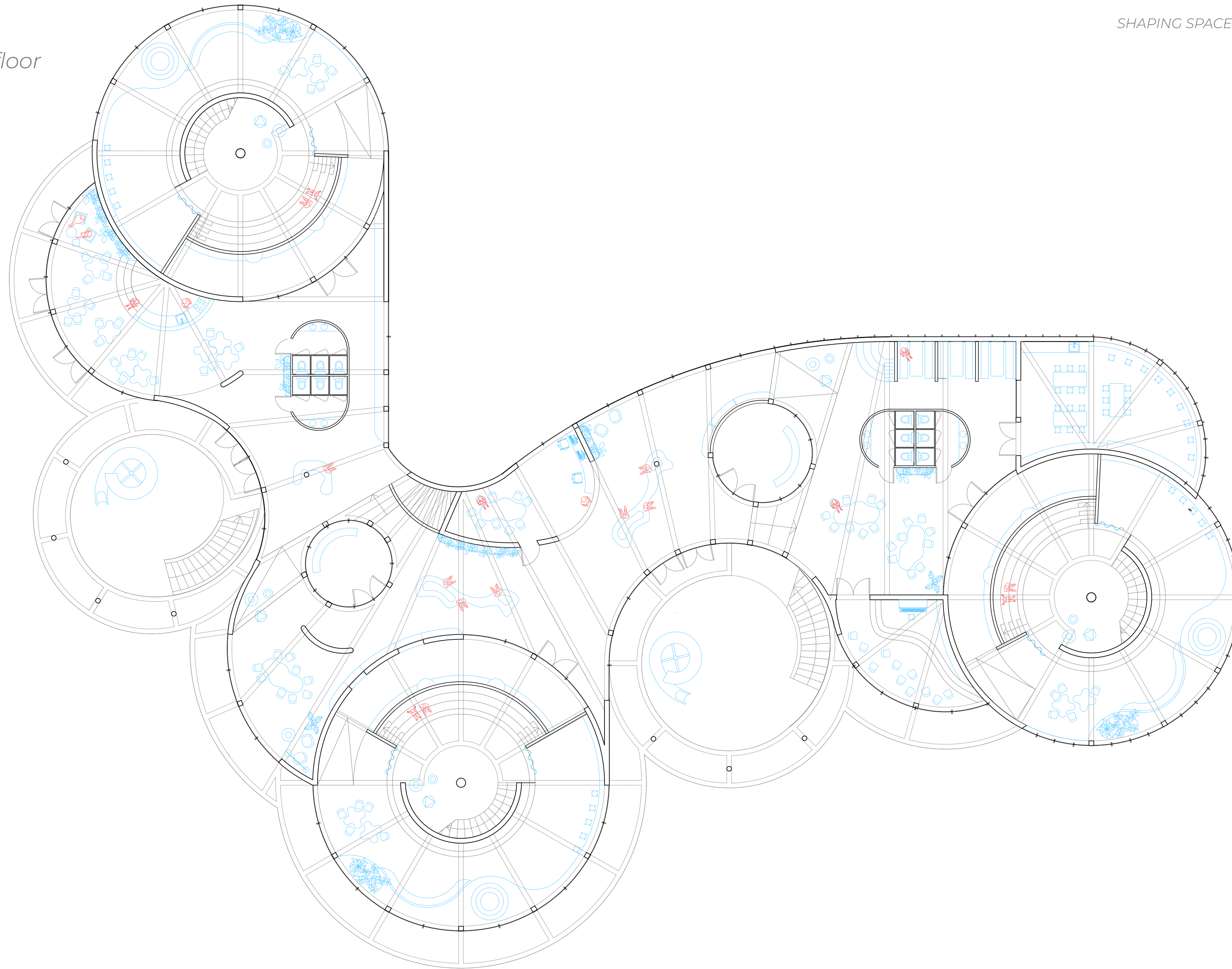
SHAPING SPACES WHERE CHILDREN BLOOM



DESIGN

Floorplan ground floor

SHAPING SPACES WHERE CHILDREN BLOOM



LEARNING LANDSCAPES

Architectural elements

SHAPING SPACES WHERE CHILDREN BLOOM



Cave

Concentration

Provides a place for physical or visual privacy



Campfire

Marked territory

Creation of smaller pockets for group work
Creates a feeling of coherence and collaboration



Mountain top

Direction of attention

Supports single way communication
Presentation or stage performance



Waterhole

Invitation

Supports informal knowledge
Sharing through free flow and spontaneous meetings



Movement

Physical activation

Movement moves knowledge from the brain to the body



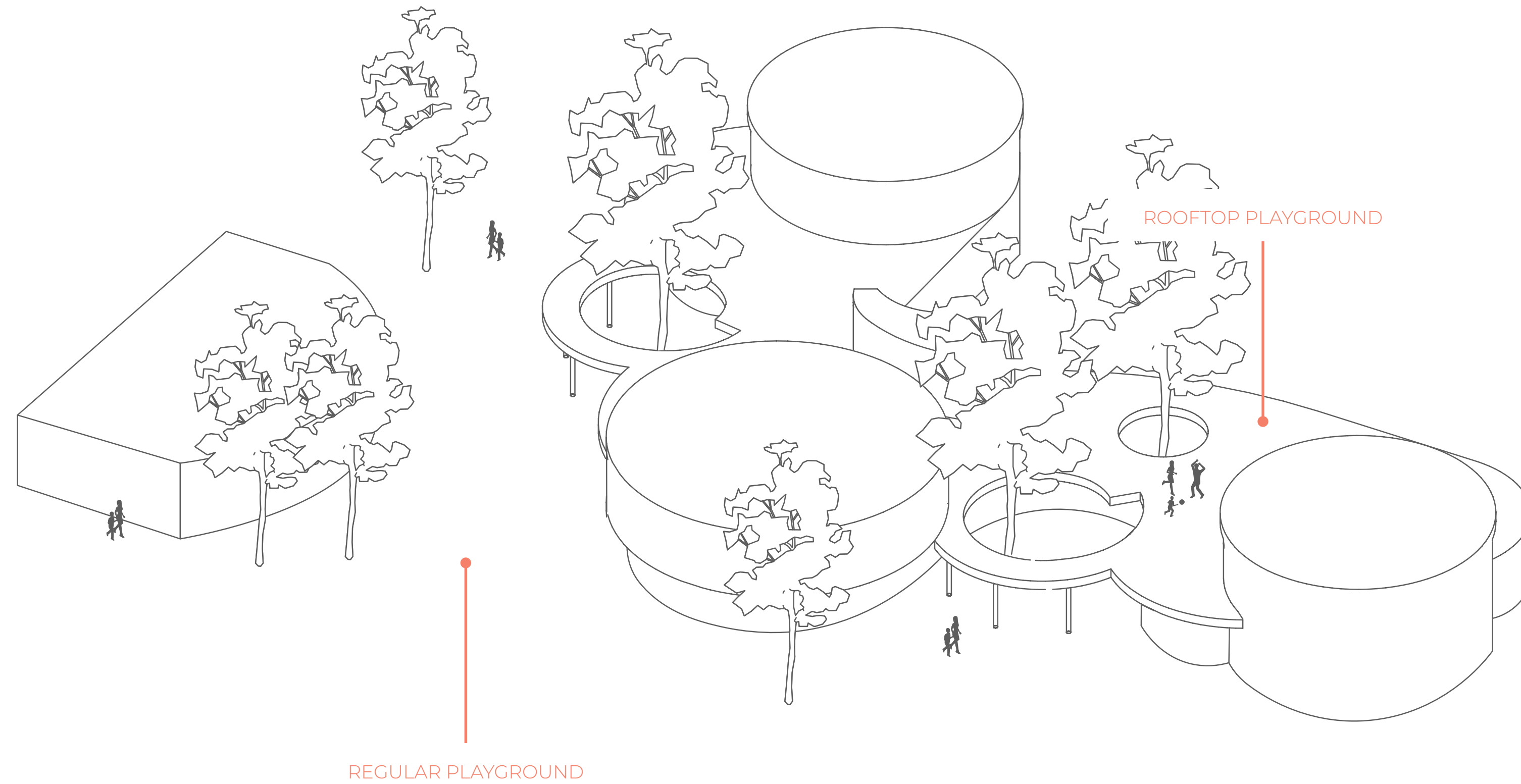
Hands-on

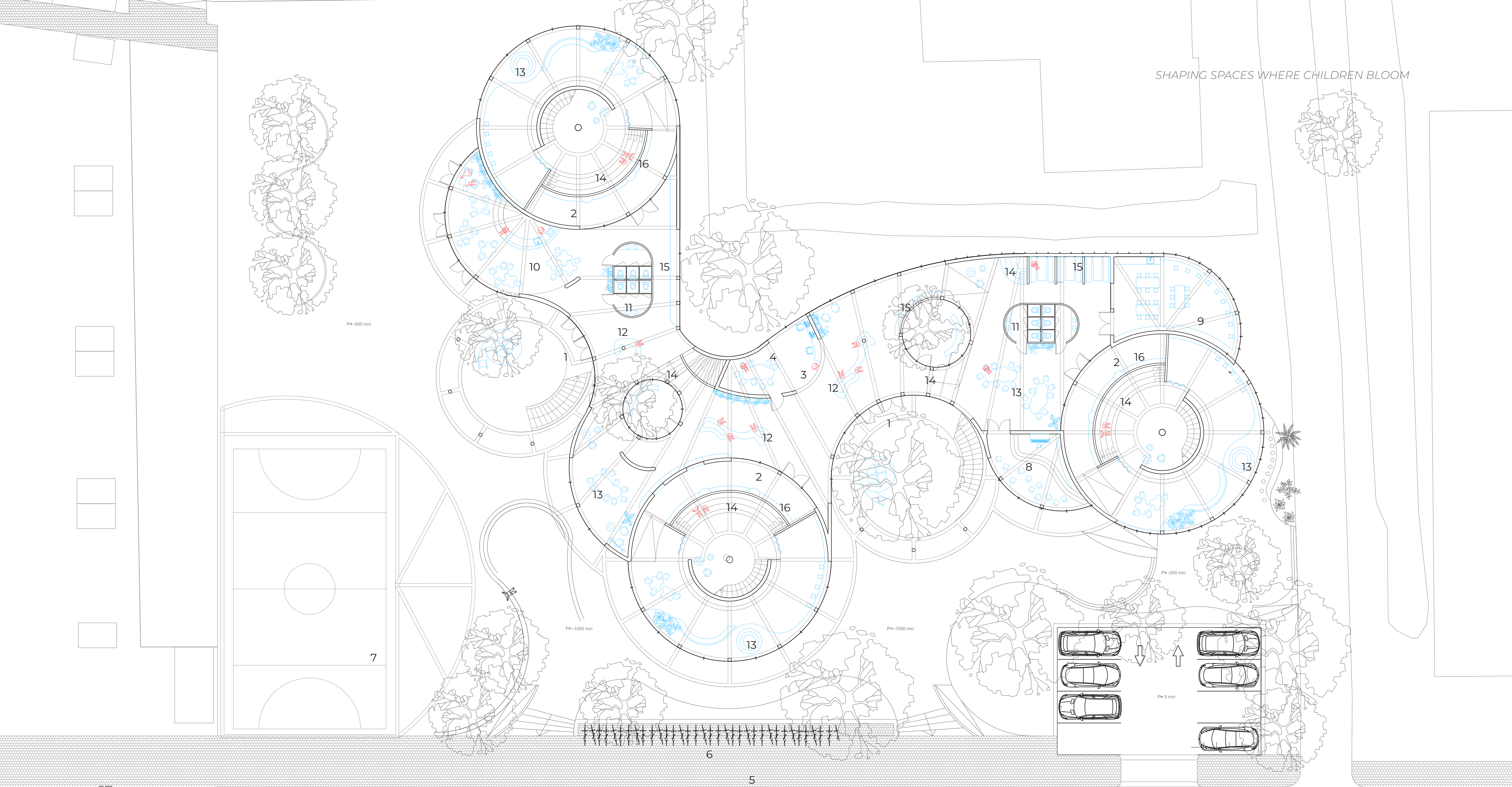
Creation expert

Using prototyping to gain deeper understanding of theory to
practice

DESIGN

Playground

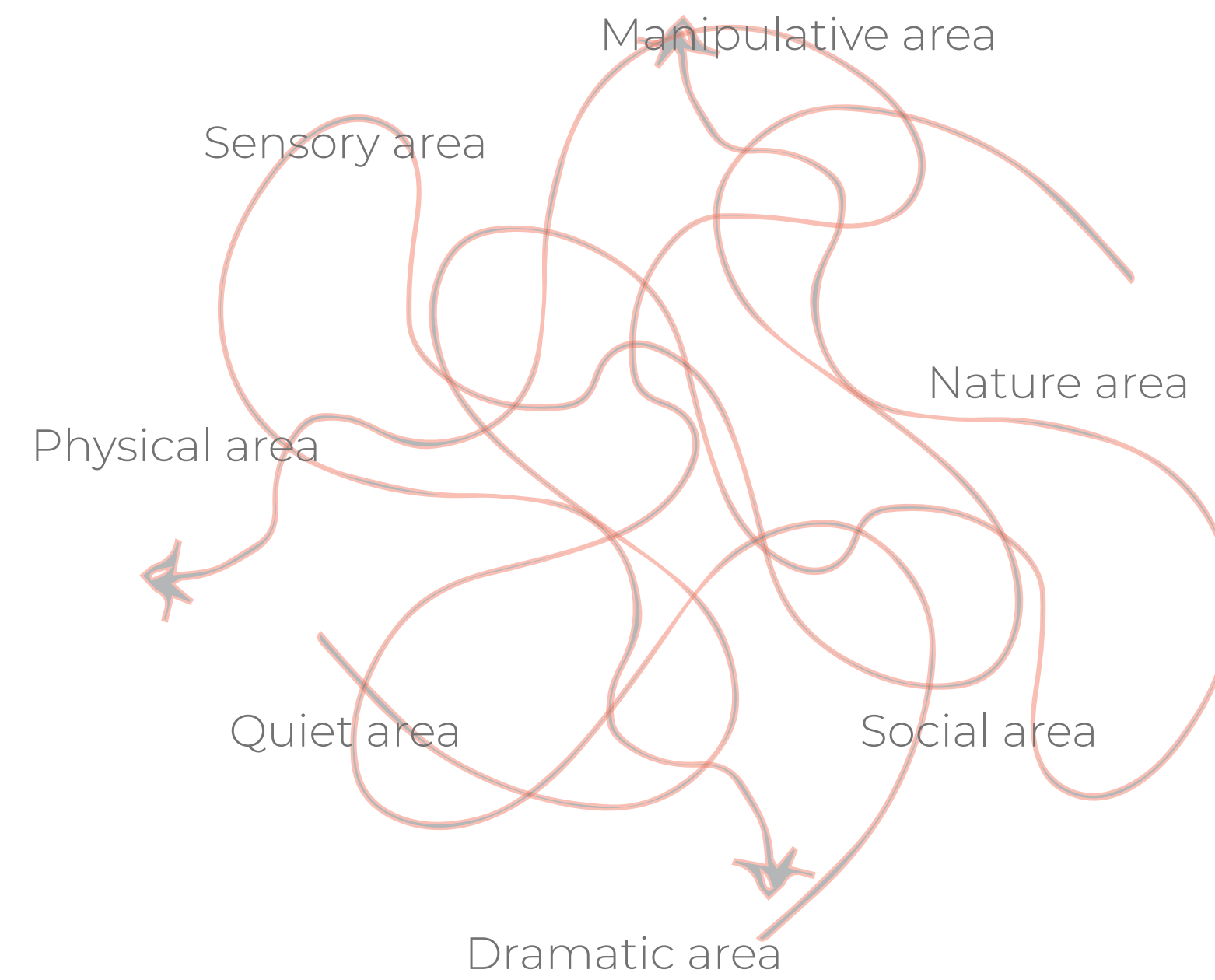




DESIGN

Playground

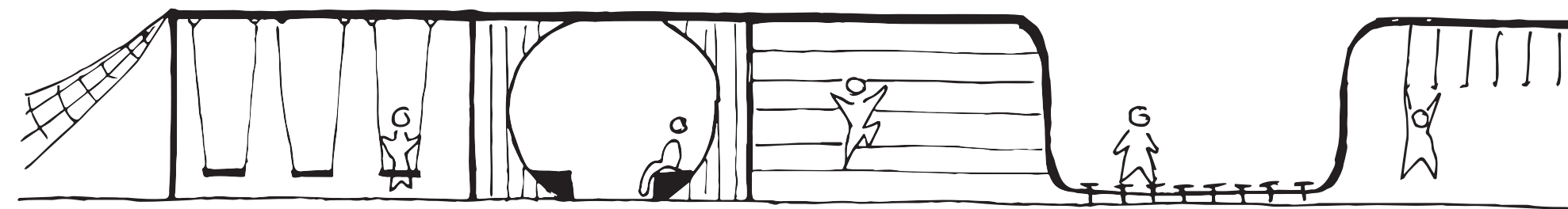
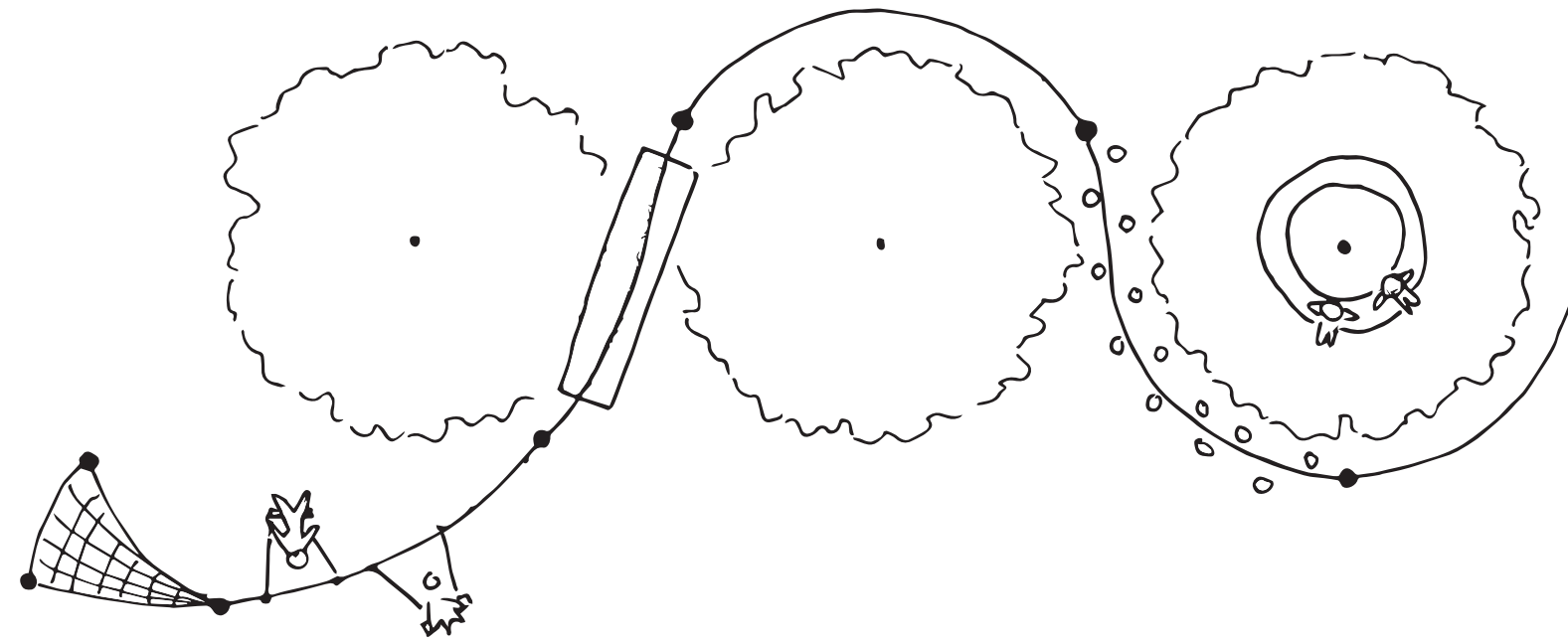
SHAPING SPACES WHERE CHILDREN BLOOM



OUTDOOR LEARNING ENVIRONMENT SHOULD BE AN EXTENSION OF THE INDOOR ENVIRONMENT AND VICE VERSA

DESIGN

Playground



Motor movement play

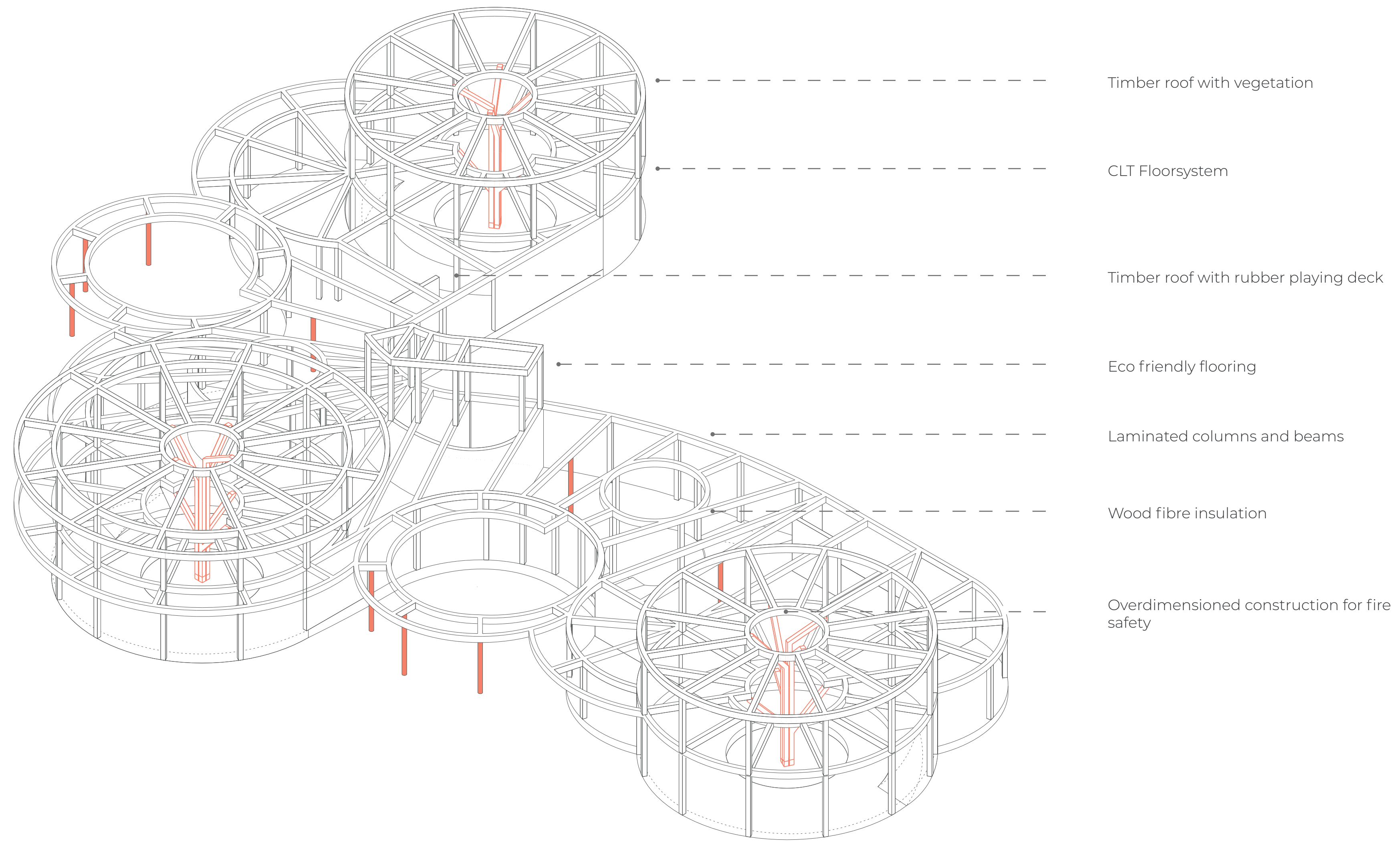


ACTIVATION ZONE

STRUCTURE

Concept

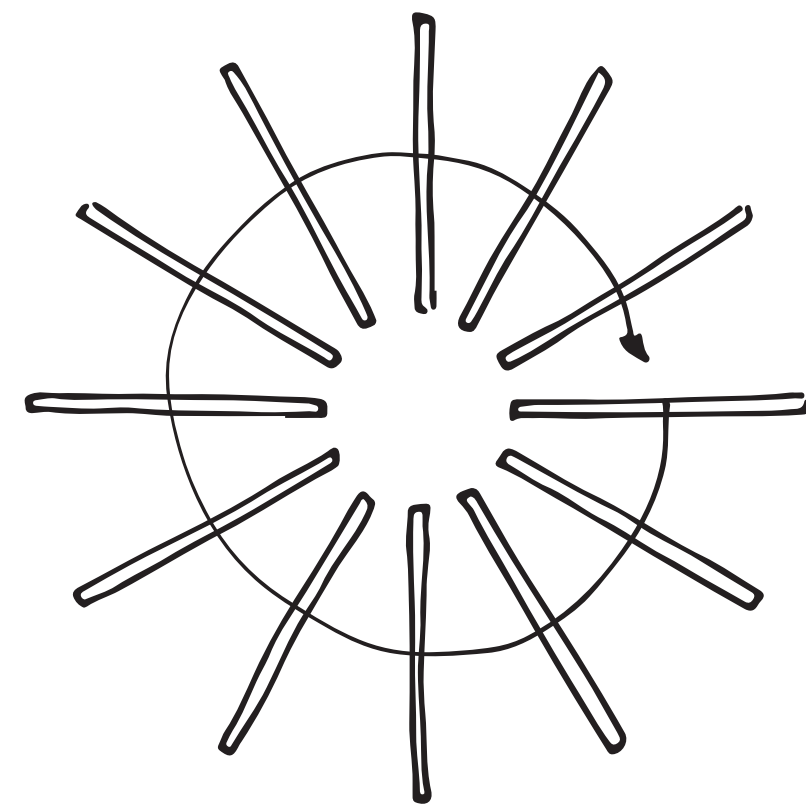
SHAPING SPACES WHERE CHILDREN BLOOM



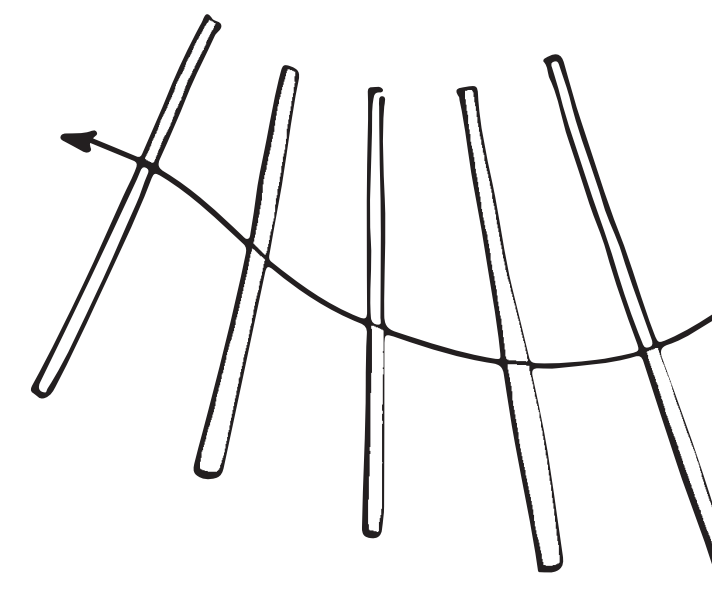
STRUCTURE

Concept

SHAPING SPACES WHERE CHILDREN BLOOM



Moments of stay

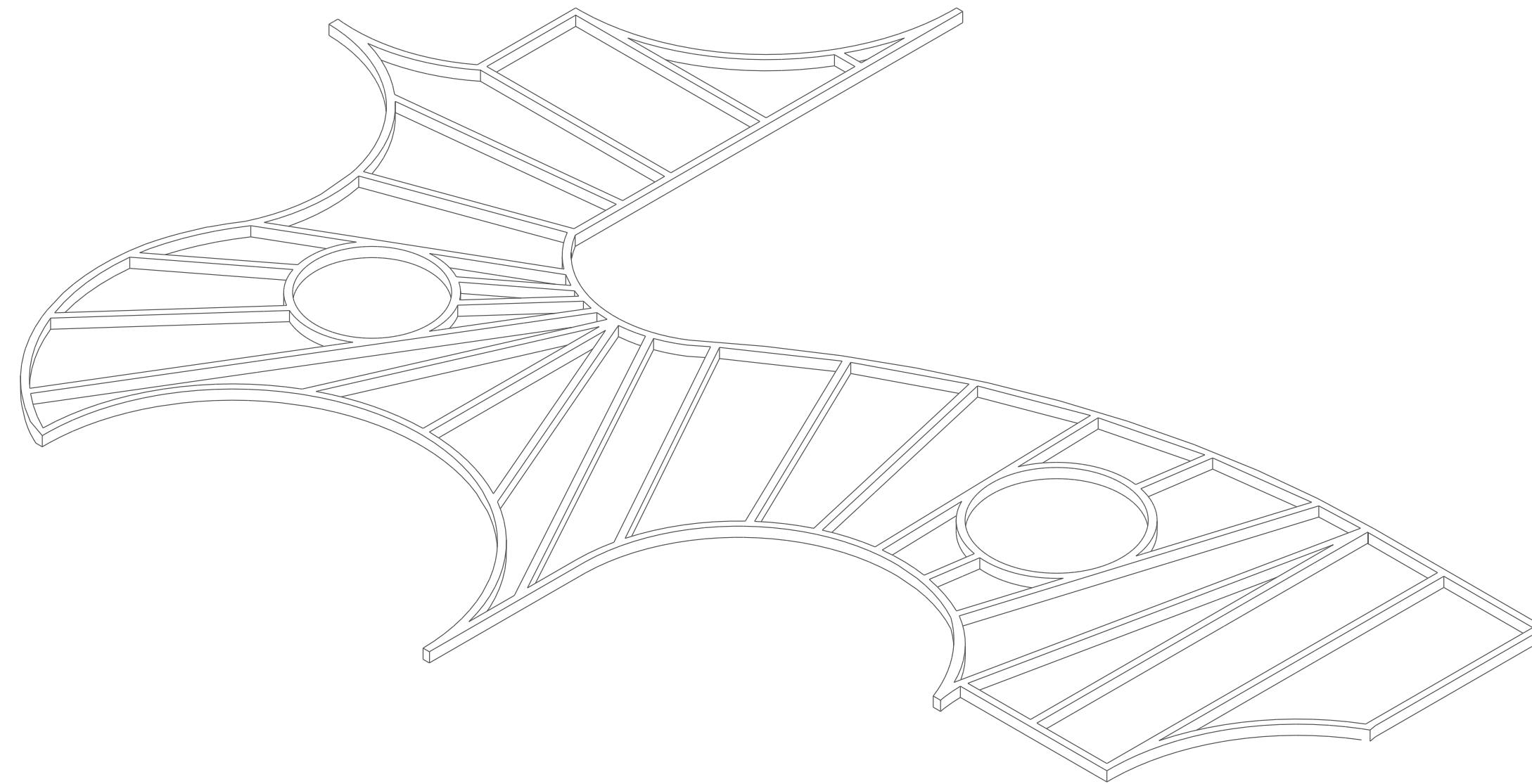


Moments of movement

STRUCTURE

Social lobby

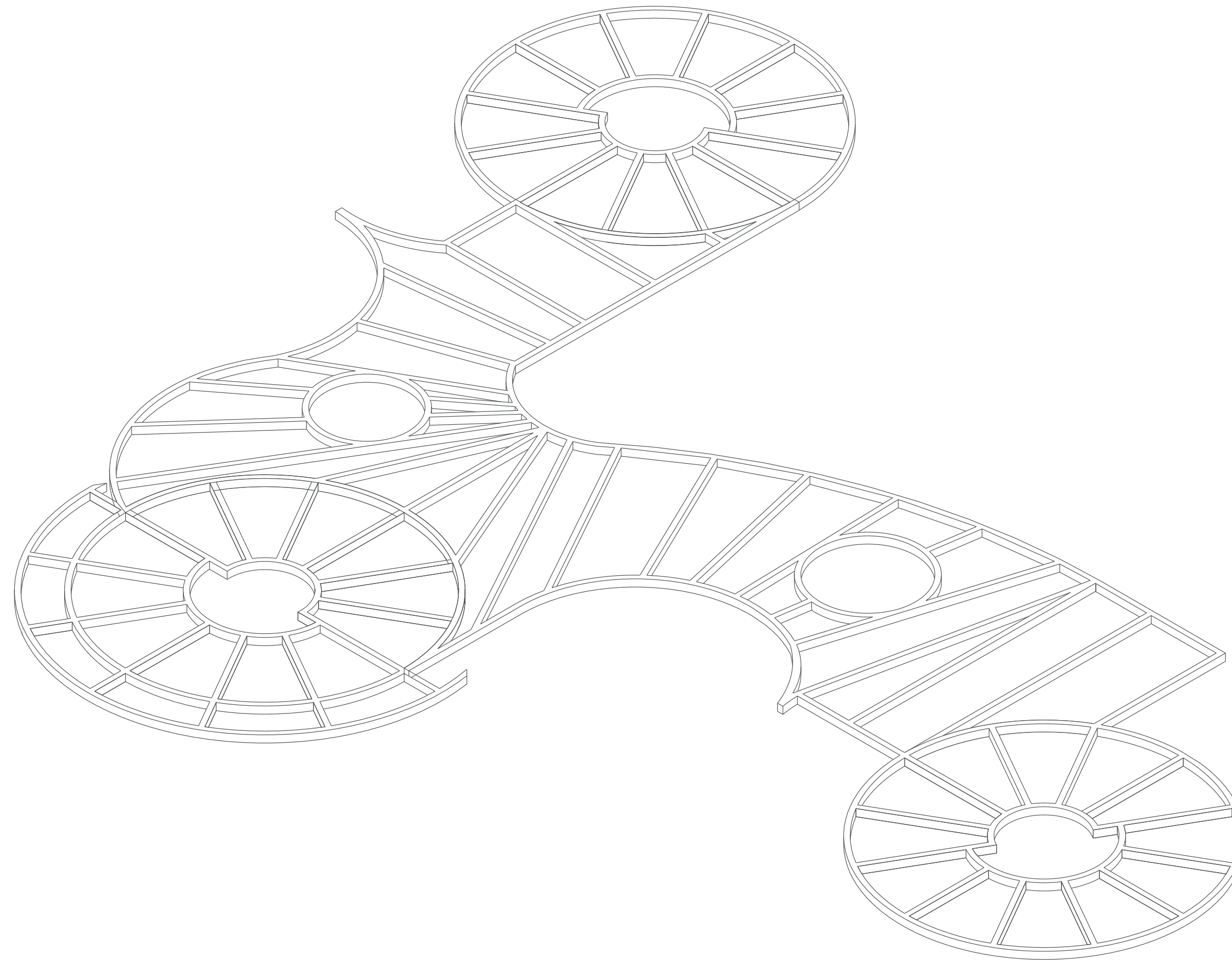
SHAPING SPACES WHERE CHILDREN BLOOM



STRUCTURE

Modules

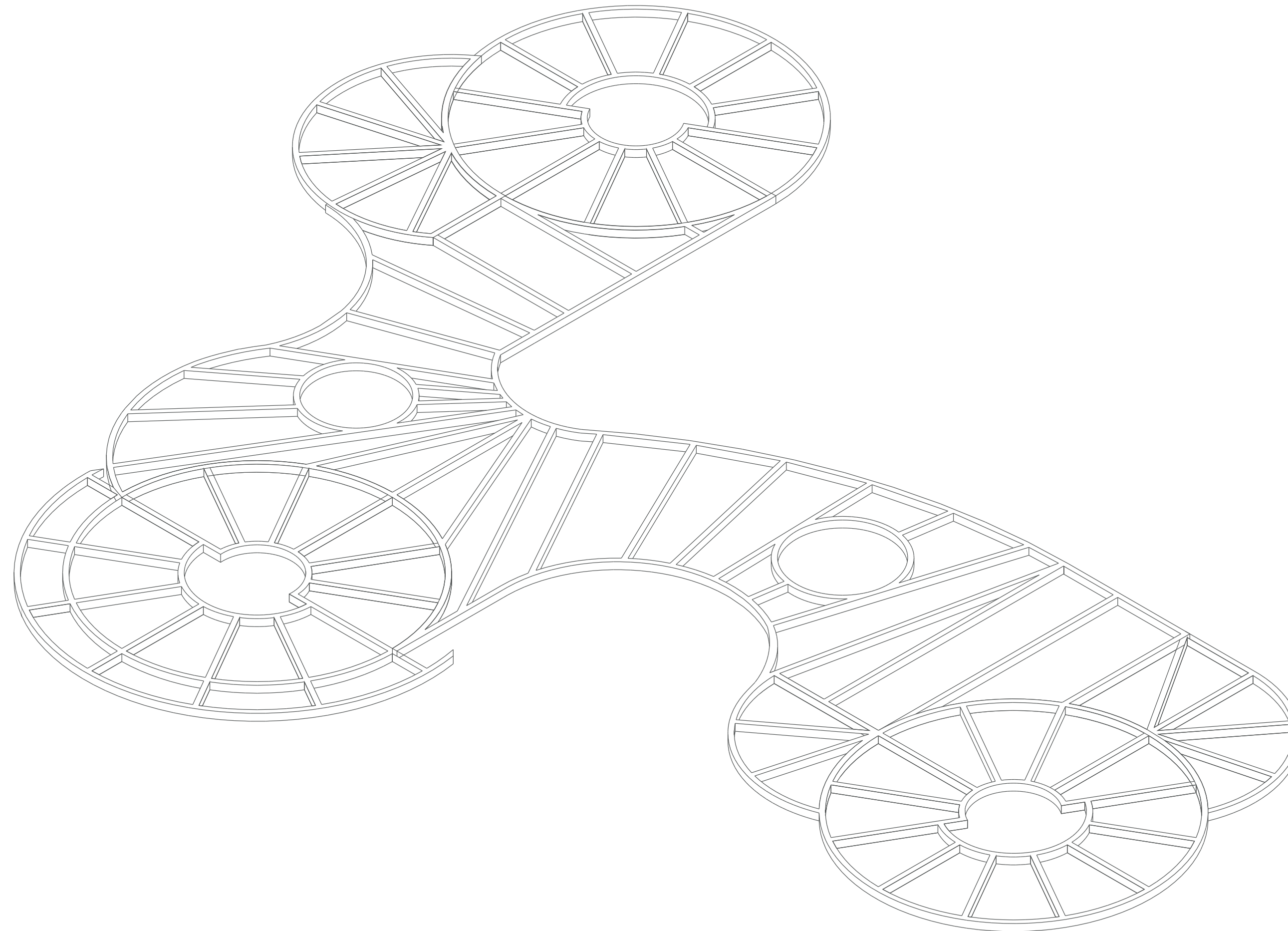
SHAPING SPACES WHERE CHILDREN BLOOM



STRUCTURE

Additional spaces

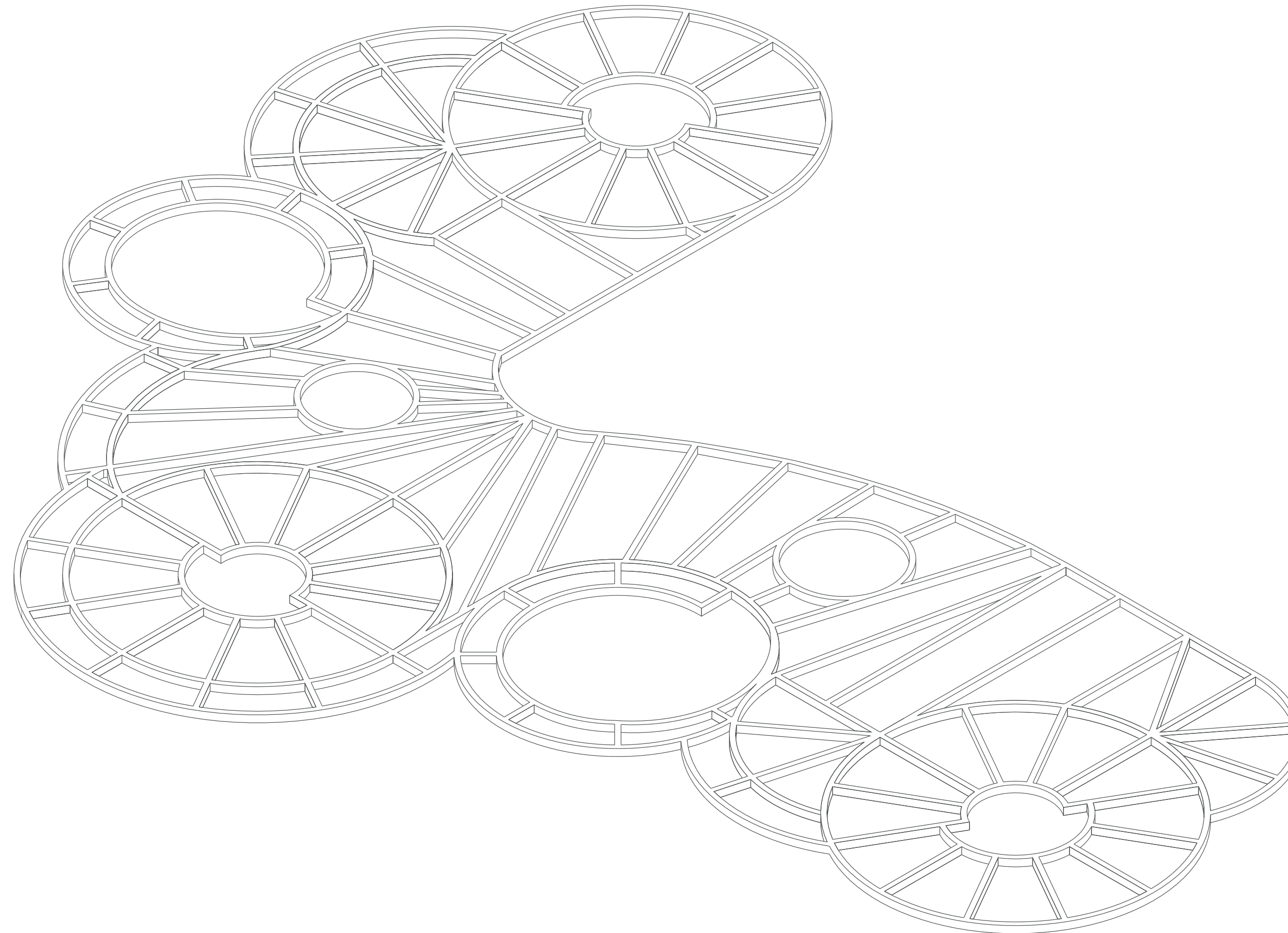
SHAPING SPACES WHERE CHILDREN BLOOM



STRUCTURE

Overhangs, creating a space outside

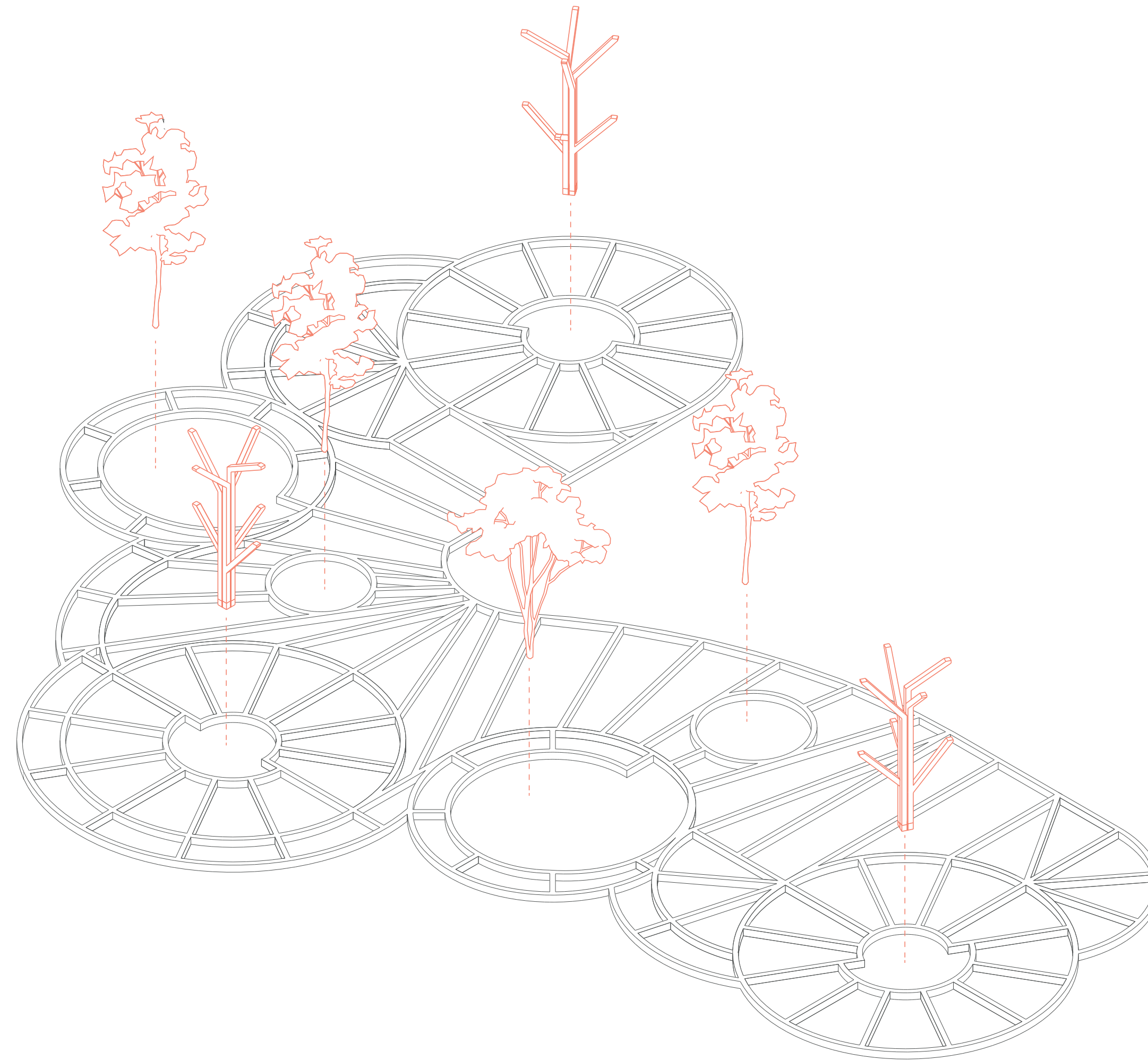
SHAPING SPACES WHERE CHILDREN BLOOM



STRUCTURE

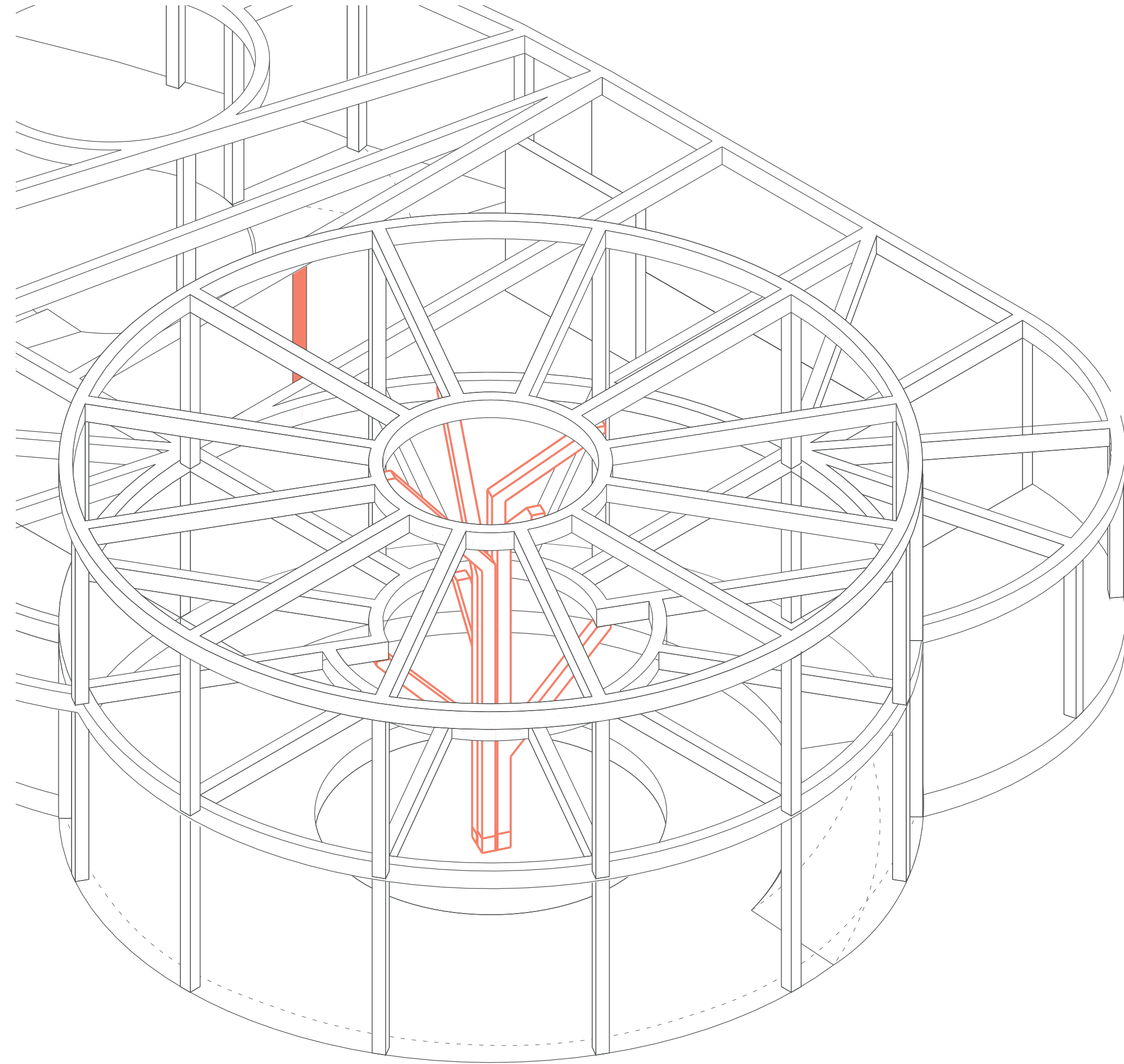
Trees as landmark within building

SHAPING SPACES WHERE CHILDREN BLOOM

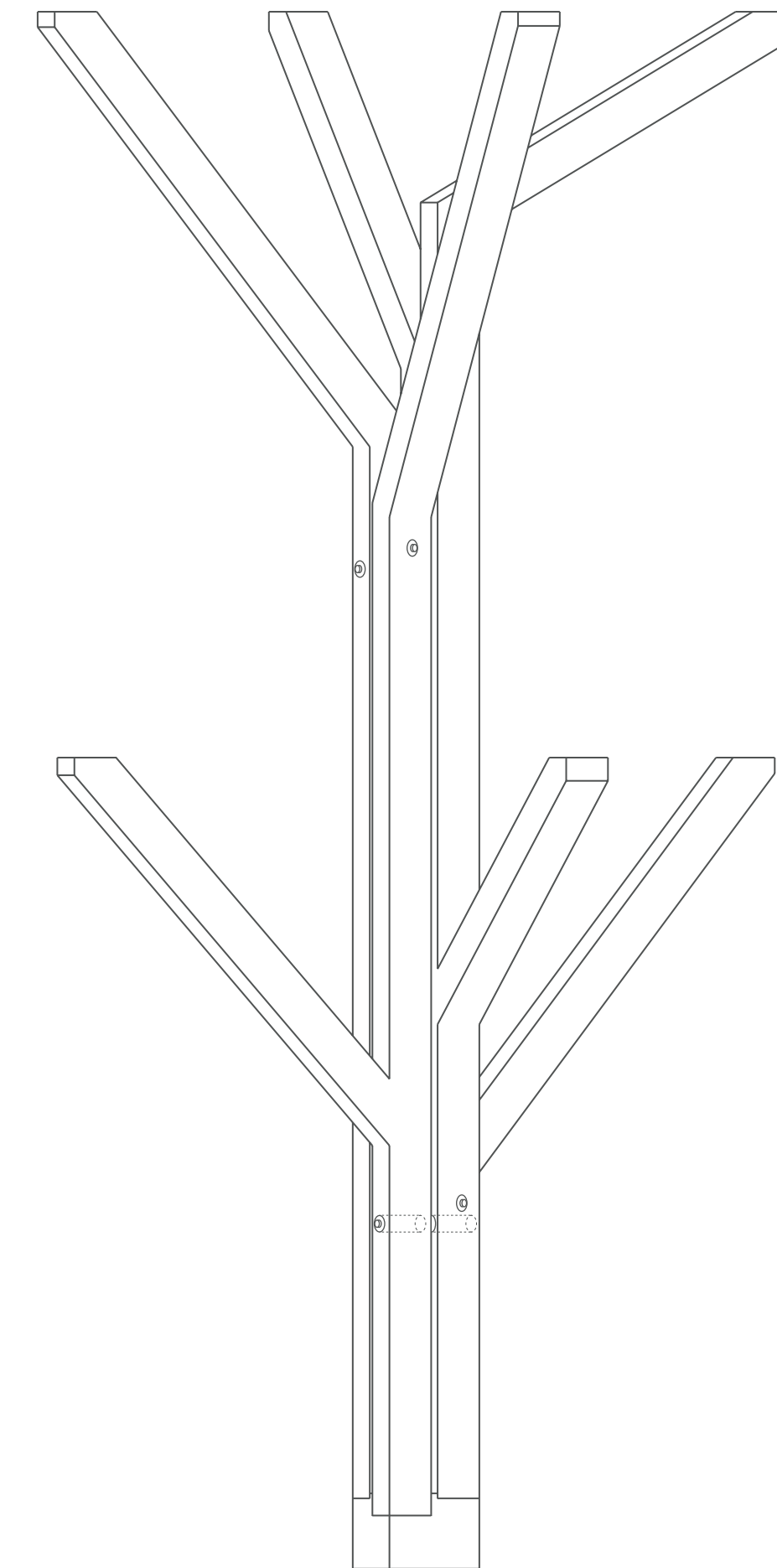


STRUCTURE

Tree column



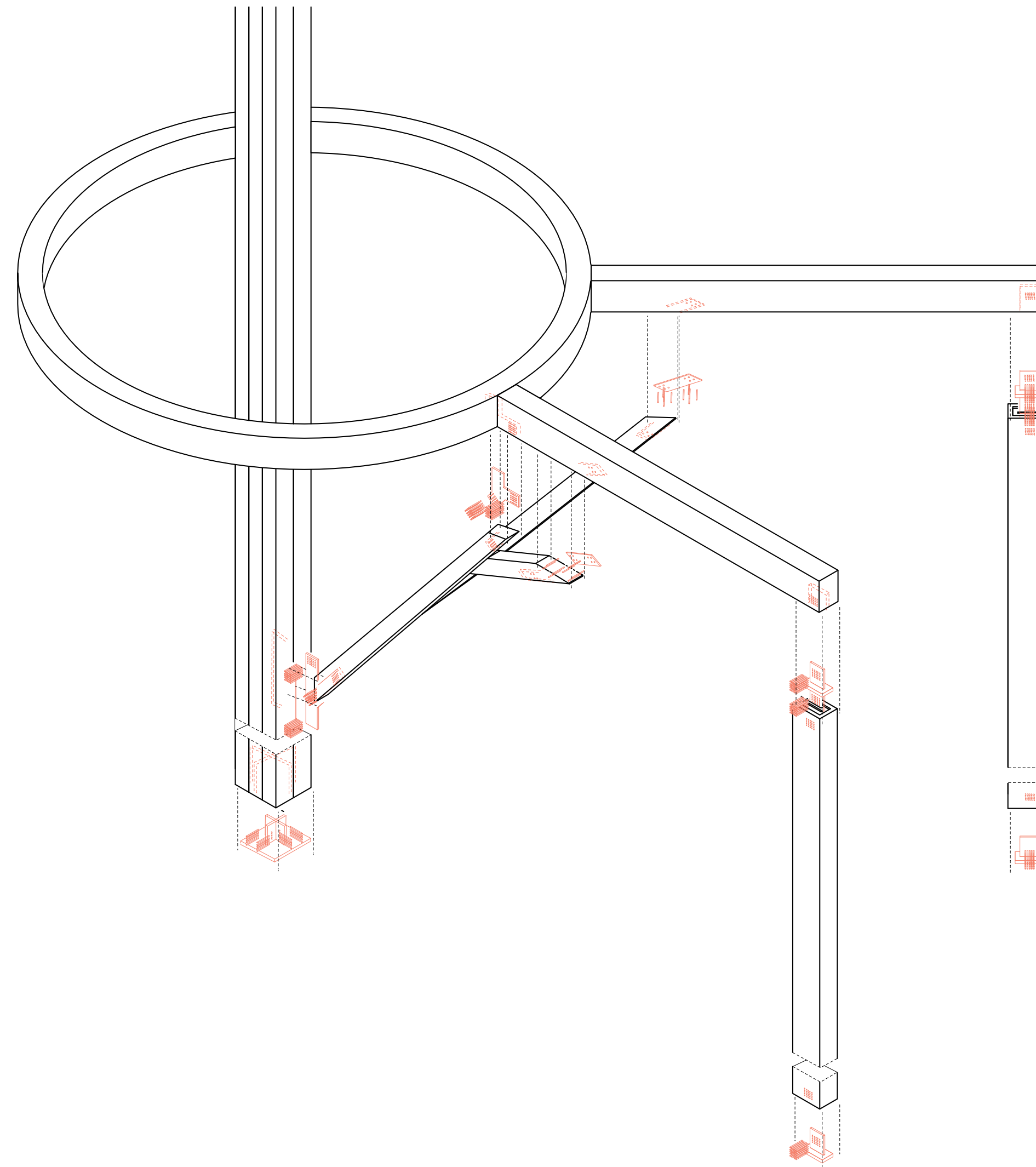
SHAPING SPACES WHERE CHILDREN BLOOM



STRUCTURE

Tree column - hidden connections

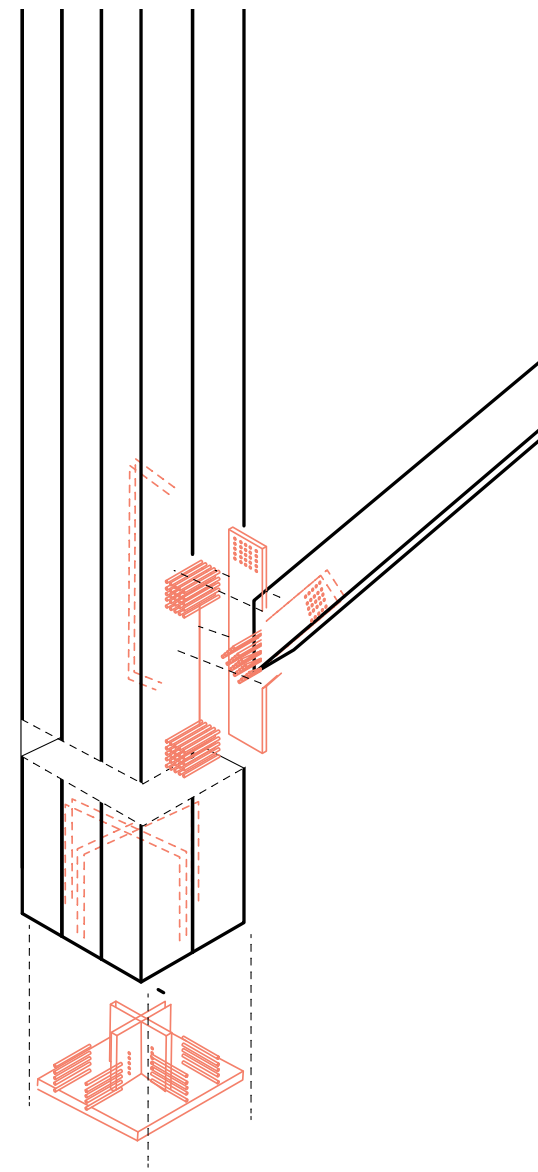
SHAPING SPACES WHERE CHILDREN BLOOM



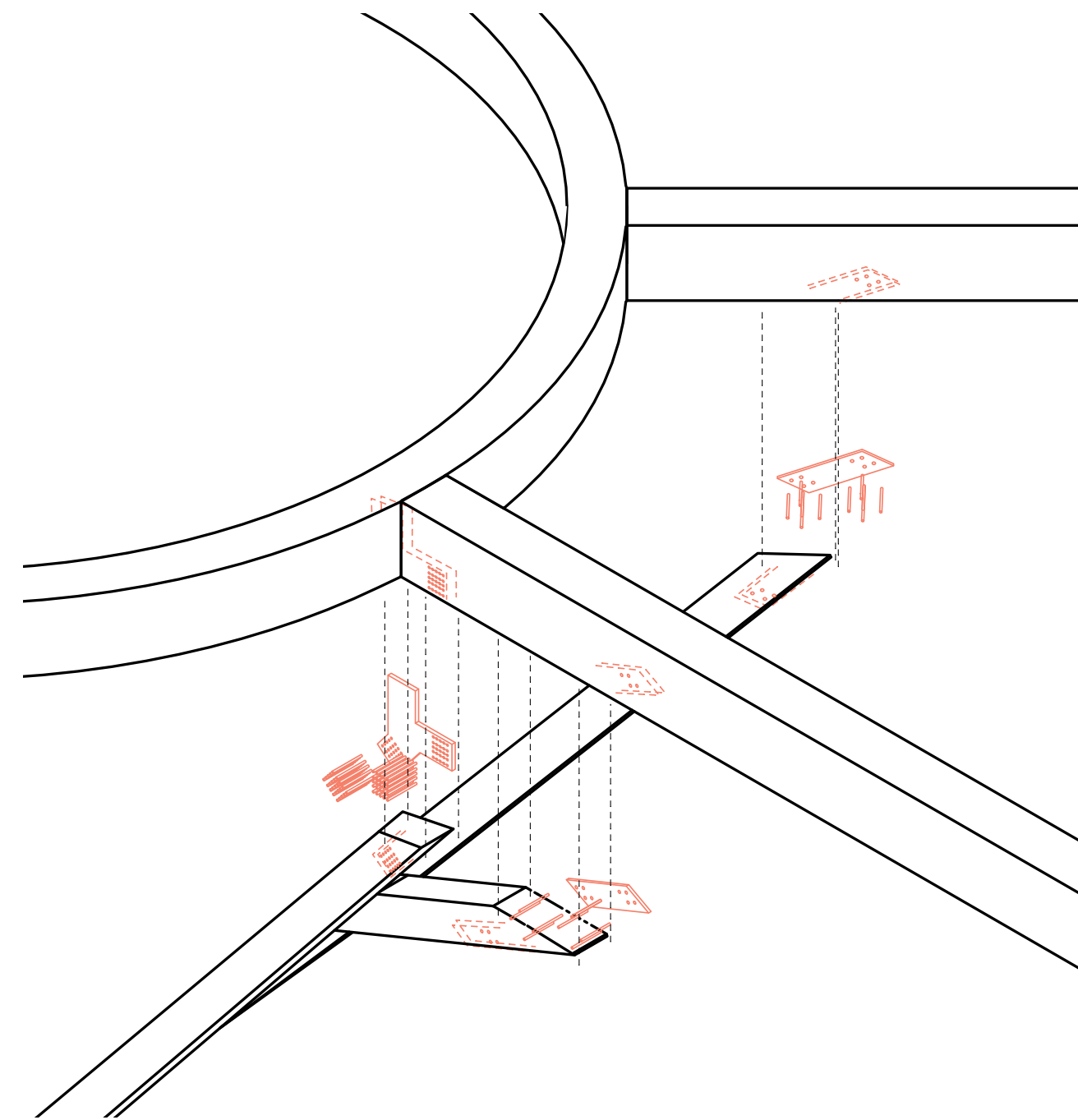
STRUCTURE

Tree column - hidden connections

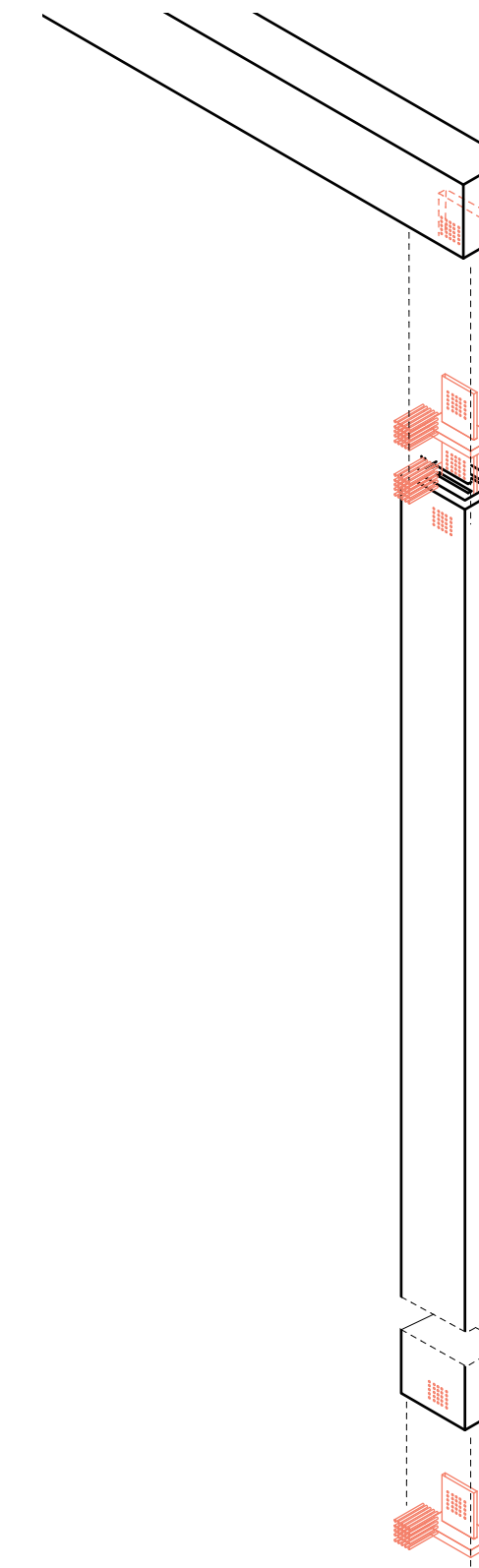
SHAPING SPACES WHERE CHILDREN BLOOM



Column base



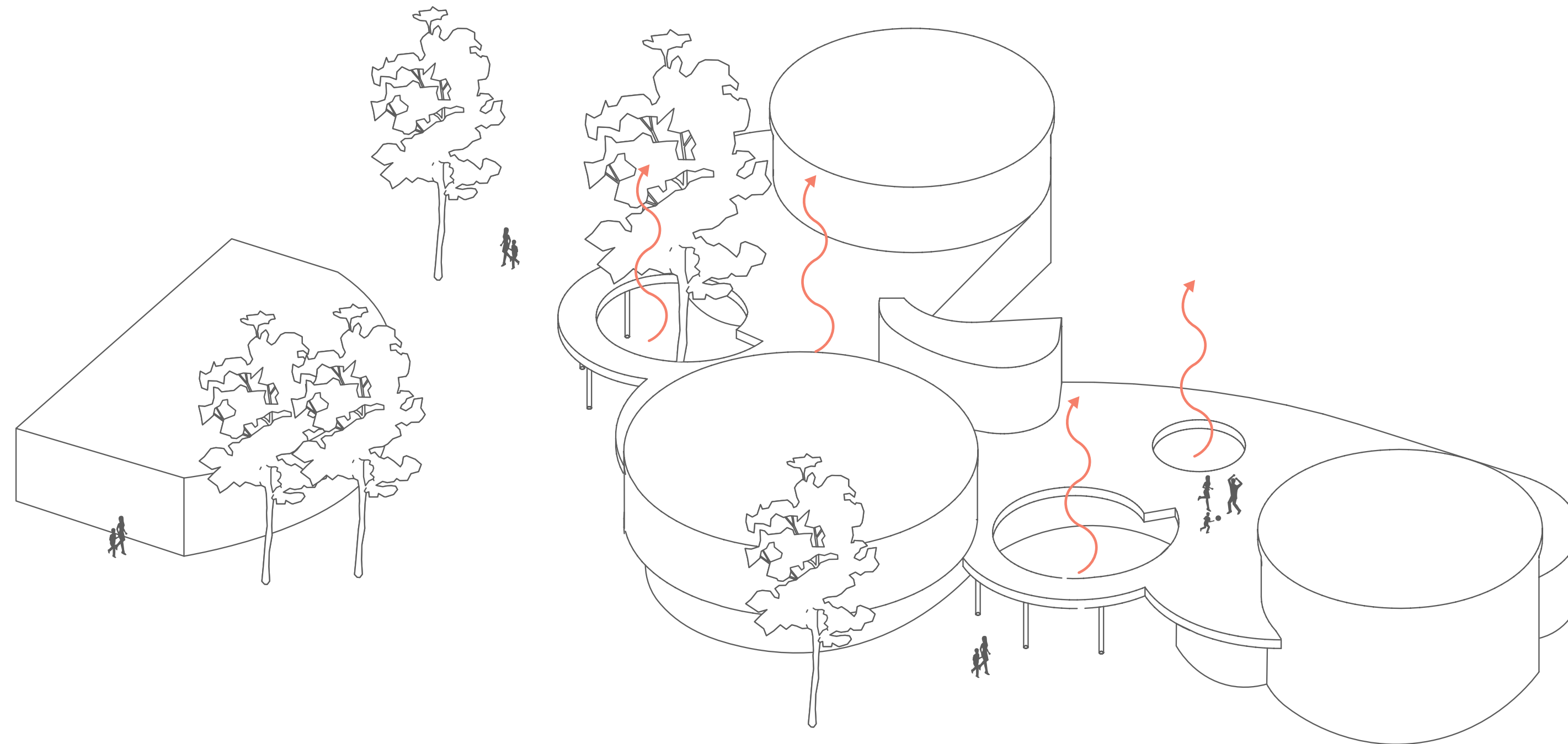
Ring connection



Outer ring connection

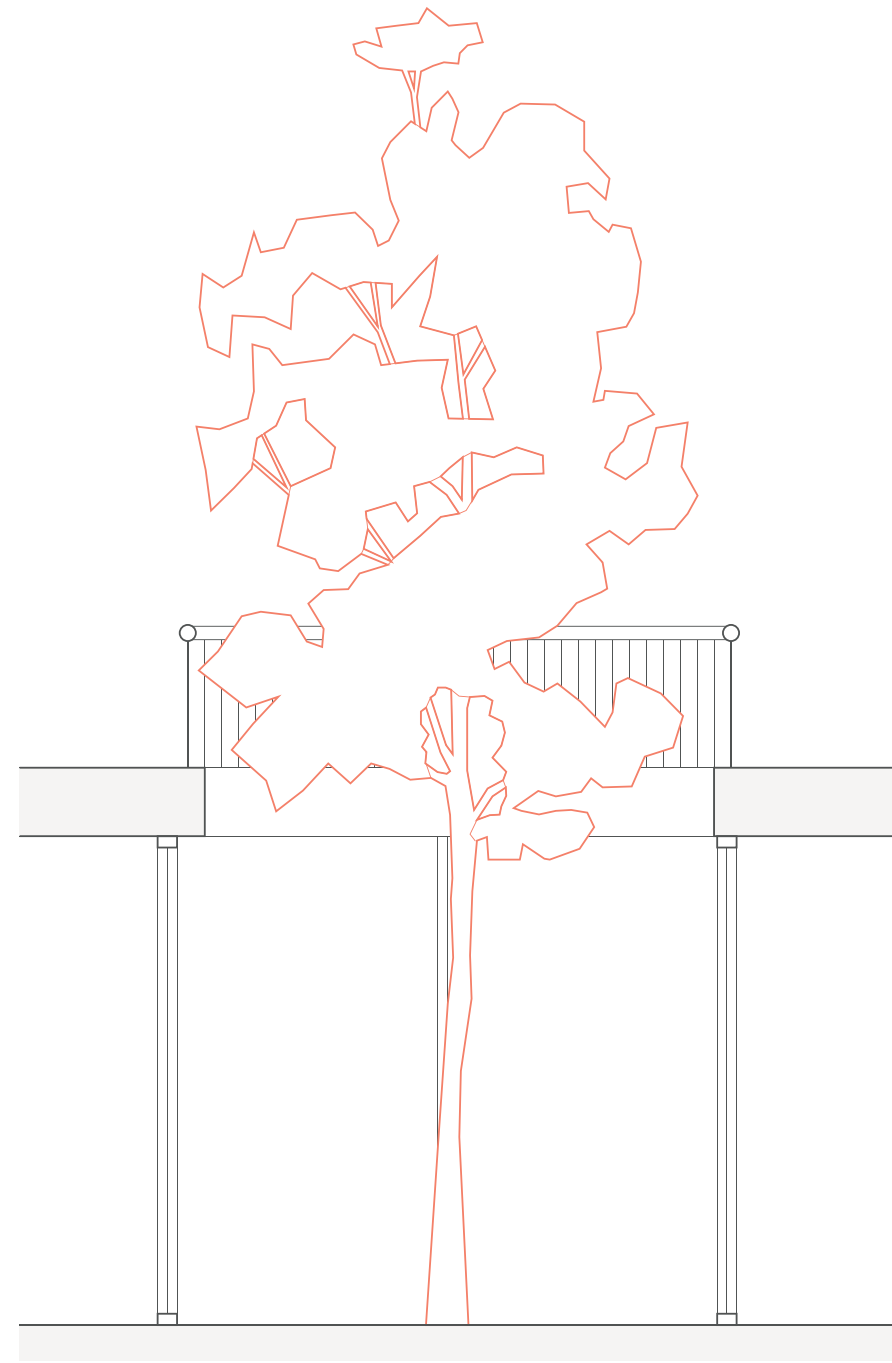
CONNECTION TO PLAYDECK

SHAPING SPACES WHERE CHILDREN BLOOM

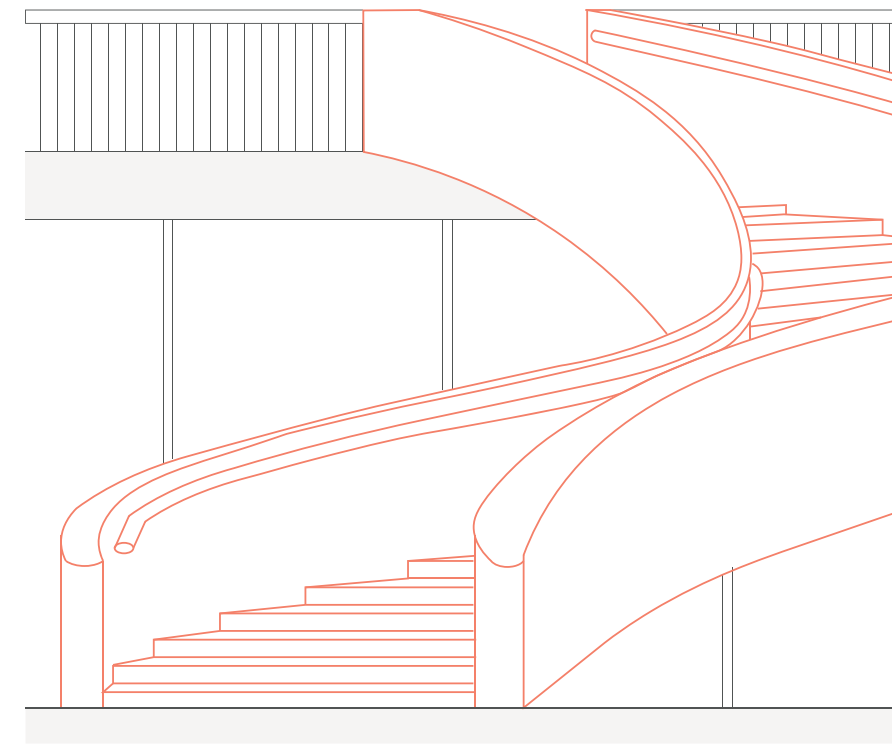


CONNECTION TO PLAYDECK

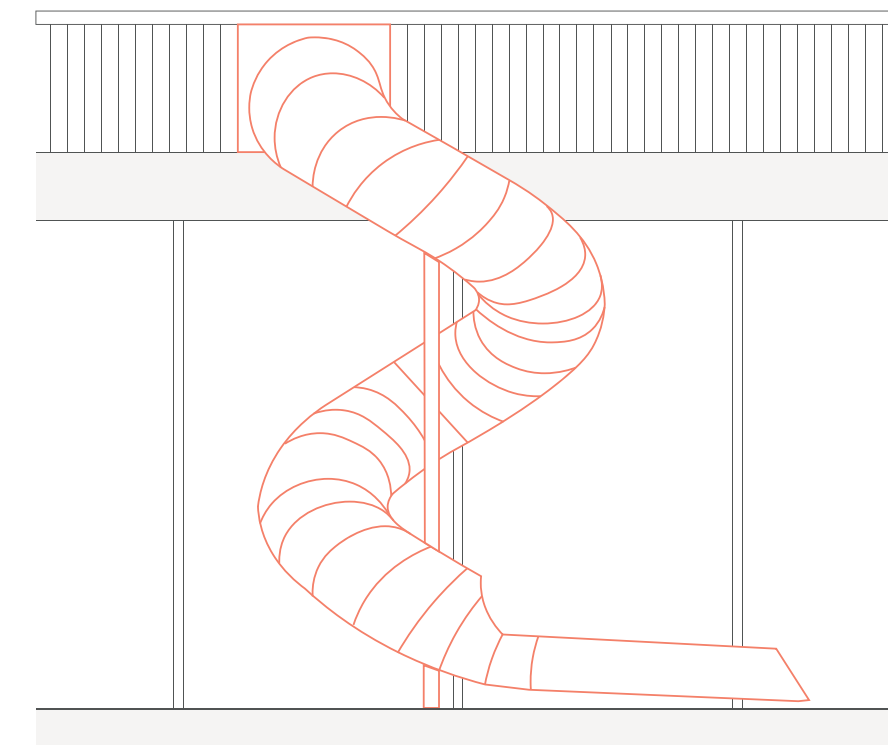
SHAPING SPACES WHERE CHILDREN BLOOM



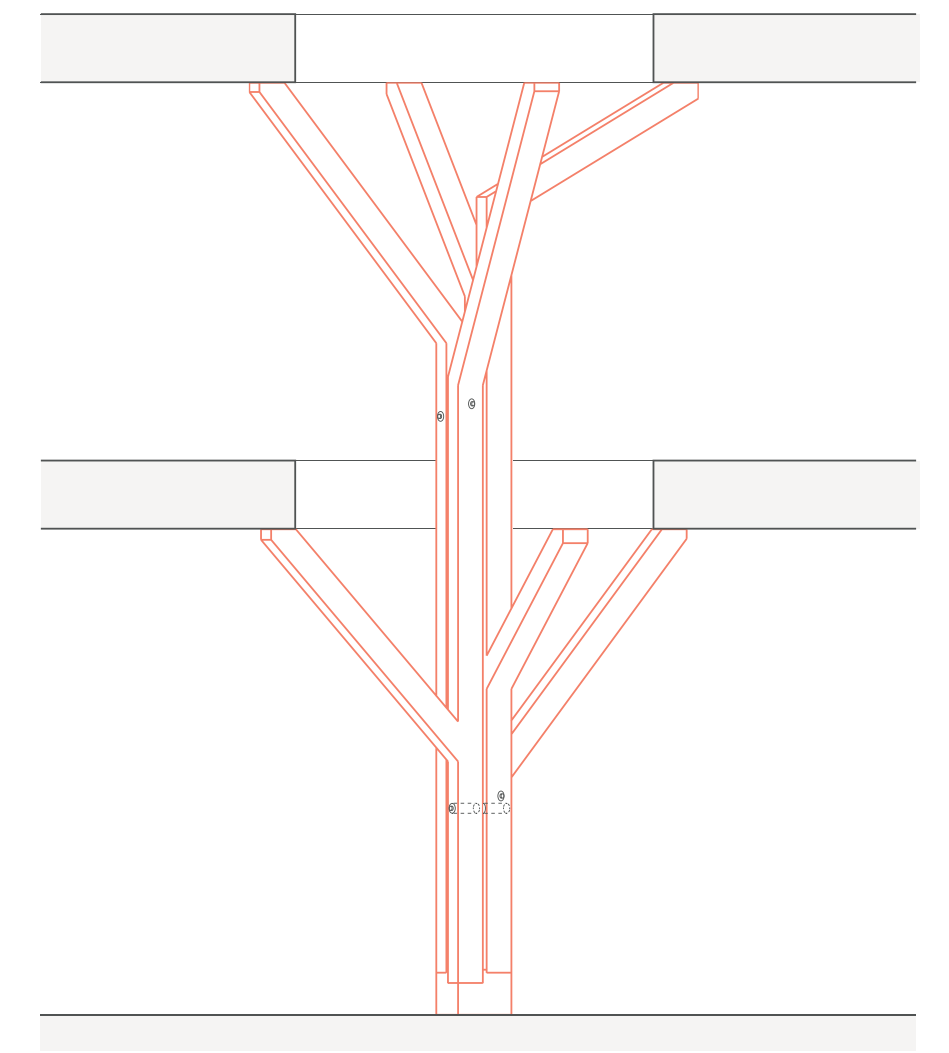
Trees



Stairs



Slides

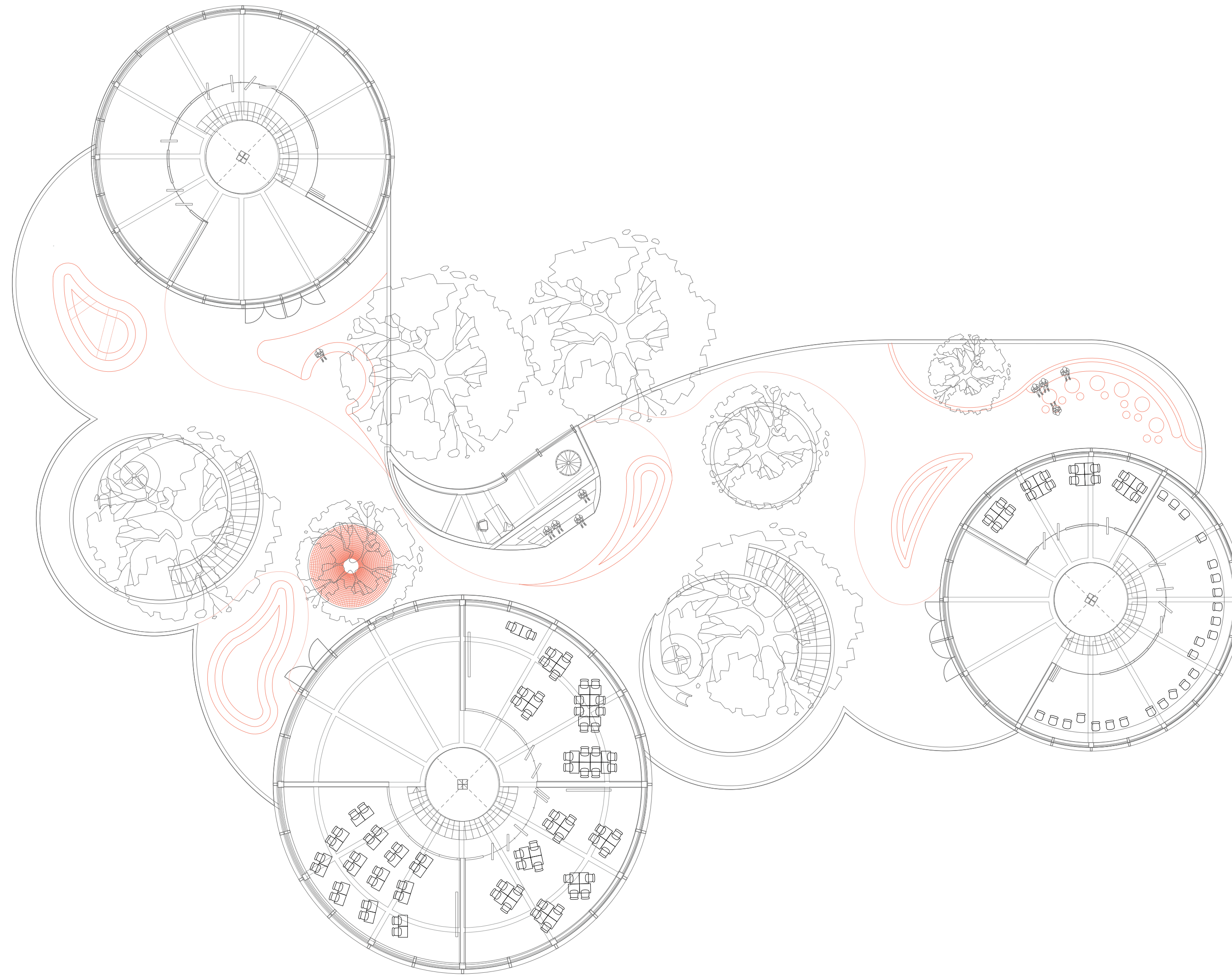


Column

PLAYDECK

Floorplan

SHAPING SPACES WHERE CHILDREN BLOOM

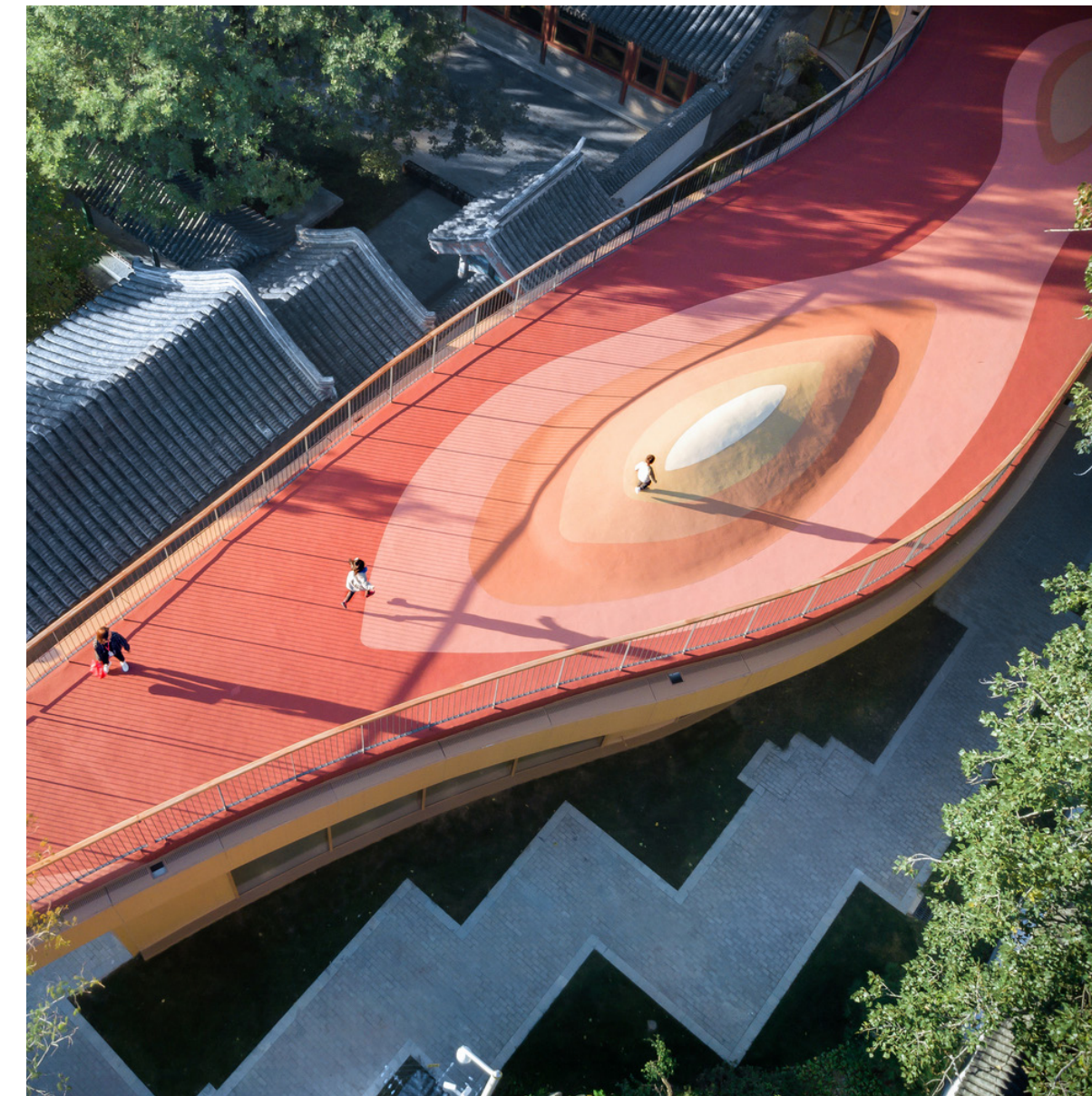


PLAYDECK
References

SHAPING SPACES WHERE CHILDREN BLOOM



Park 'n Play
JAJA Architects

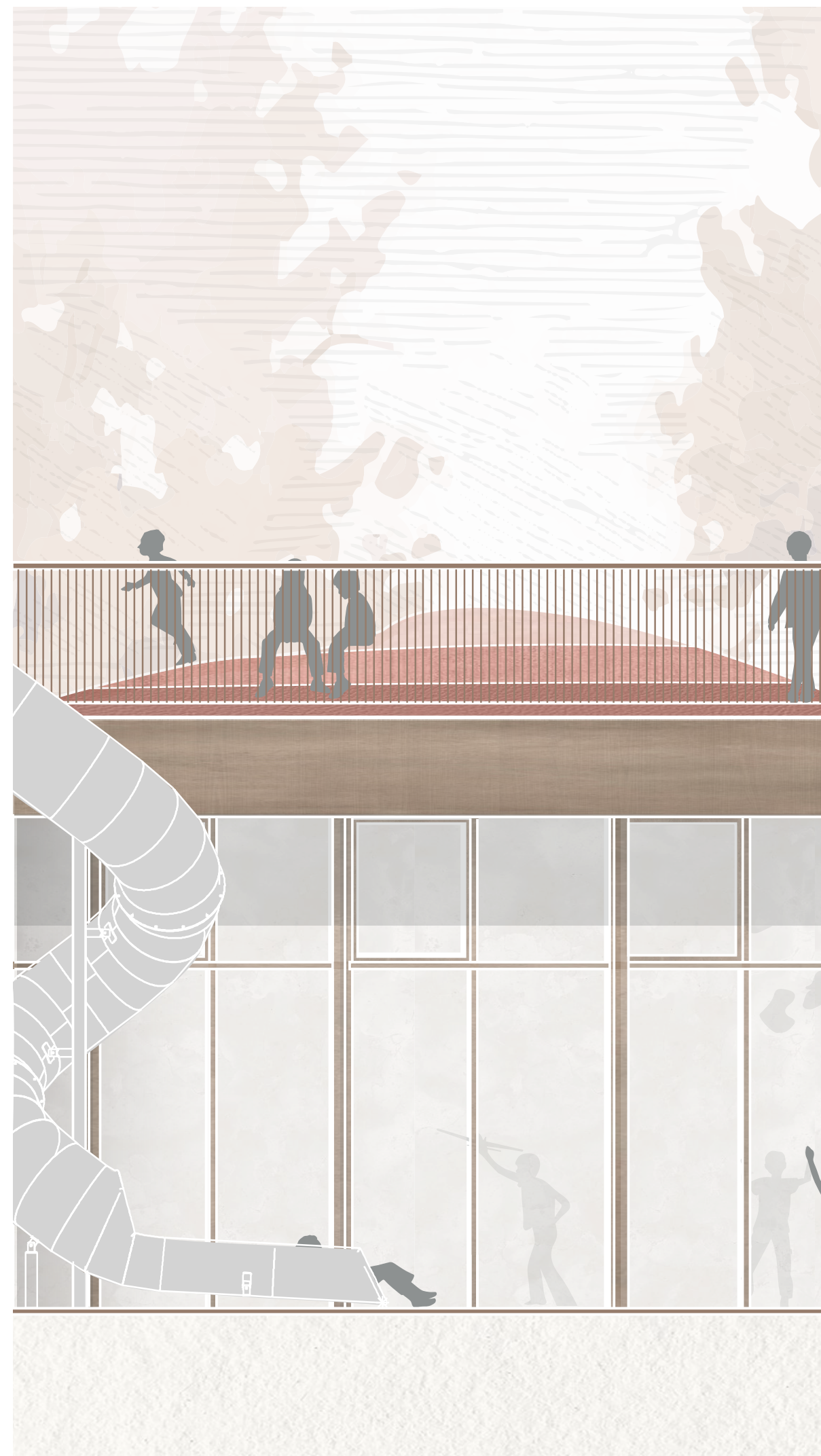


YueCheng Courtyard
Kindergarten
MAD Architects

PLAYDECK

Details

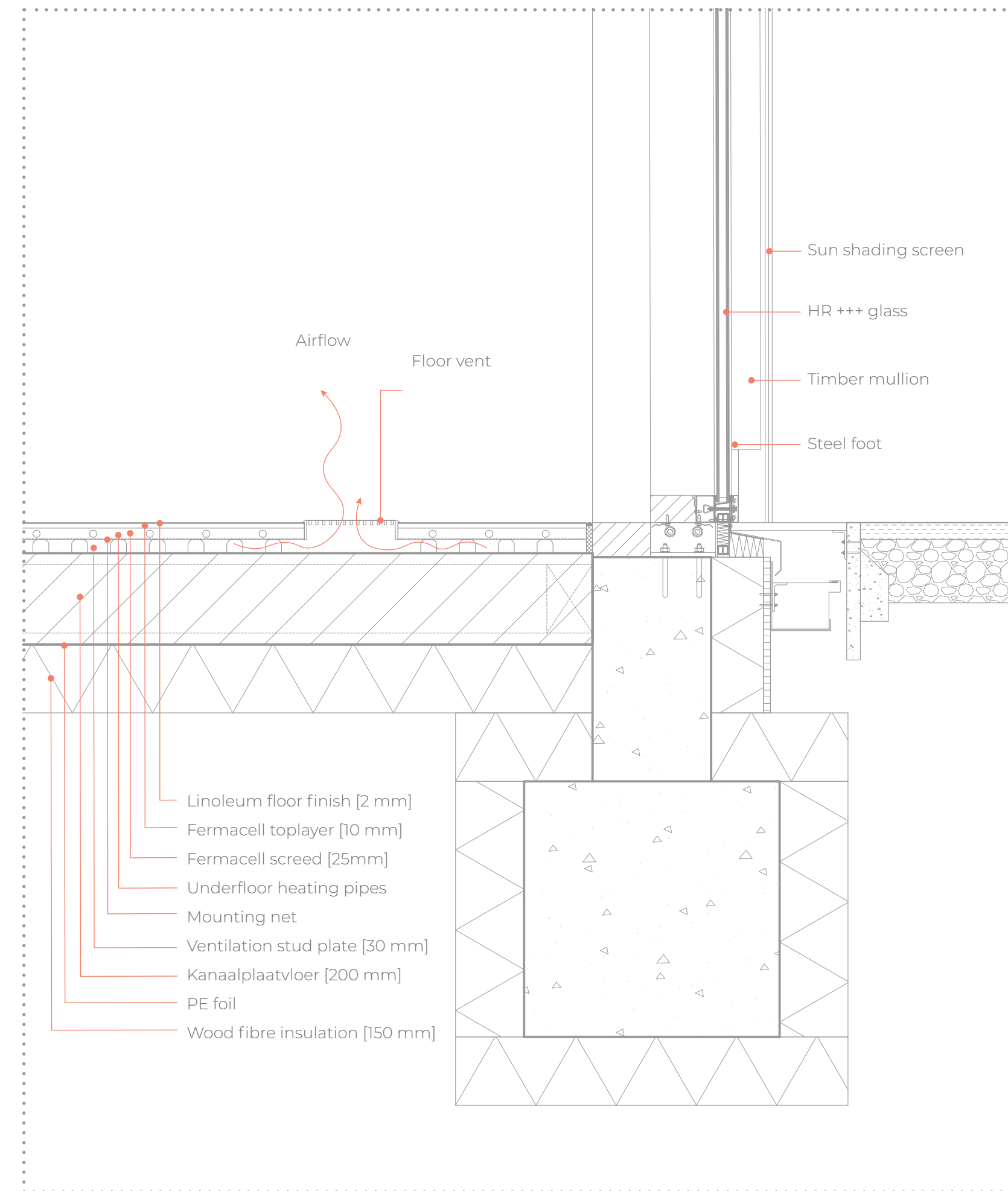
SHAPING SPACES WHERE CHILDREN BLOOM



COMMUNAL AREA ELEVATION DETAIL
SCALE 1:20



COMMUNAL AREA SECTION DETAIL
SCALE 1:20

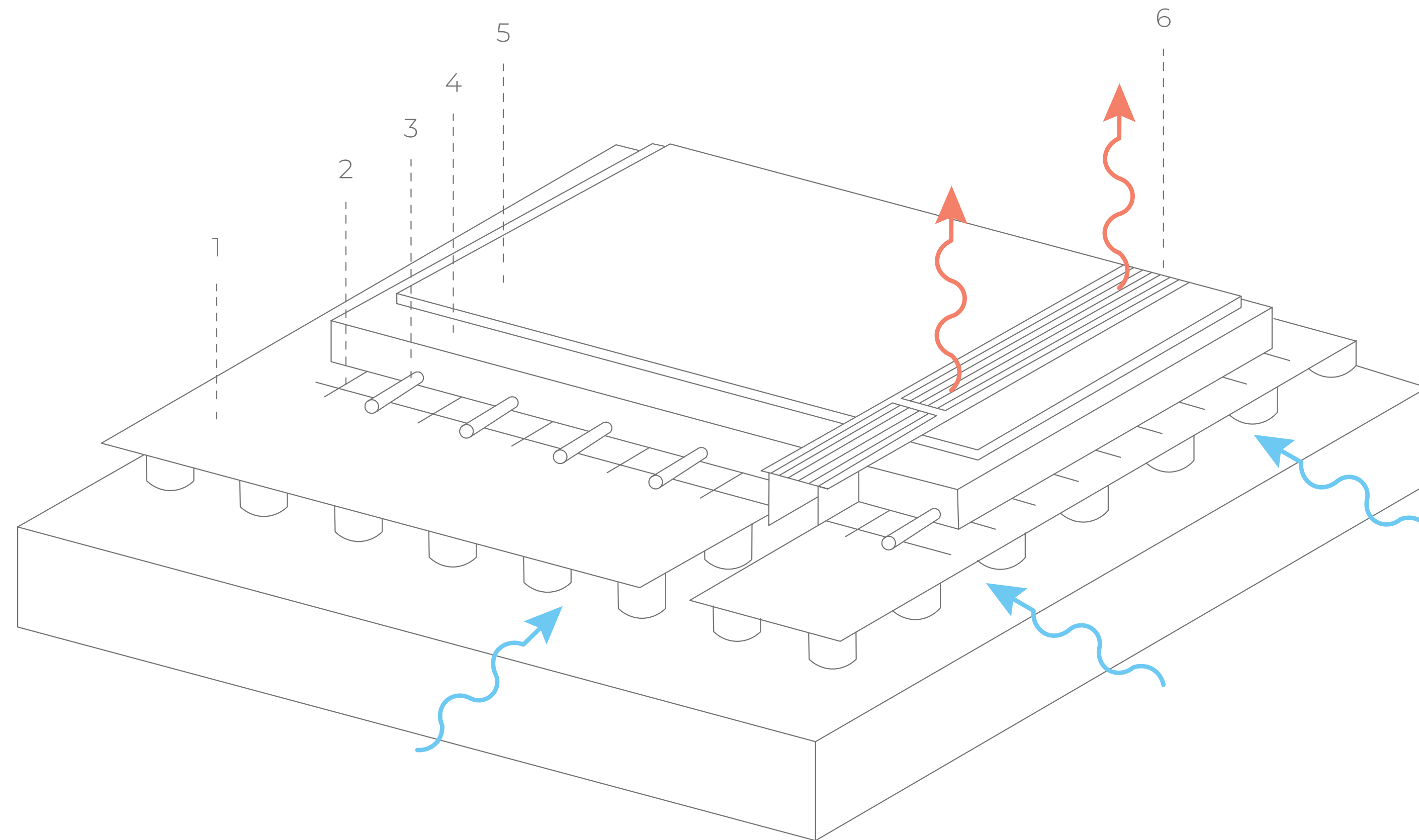


GROUND LEVEL DETAIL
SCALE 1:10

CLIMATE DESIGN

Ventilation floor

SHAPING SPACES WHERE CHILDREN BLOOM



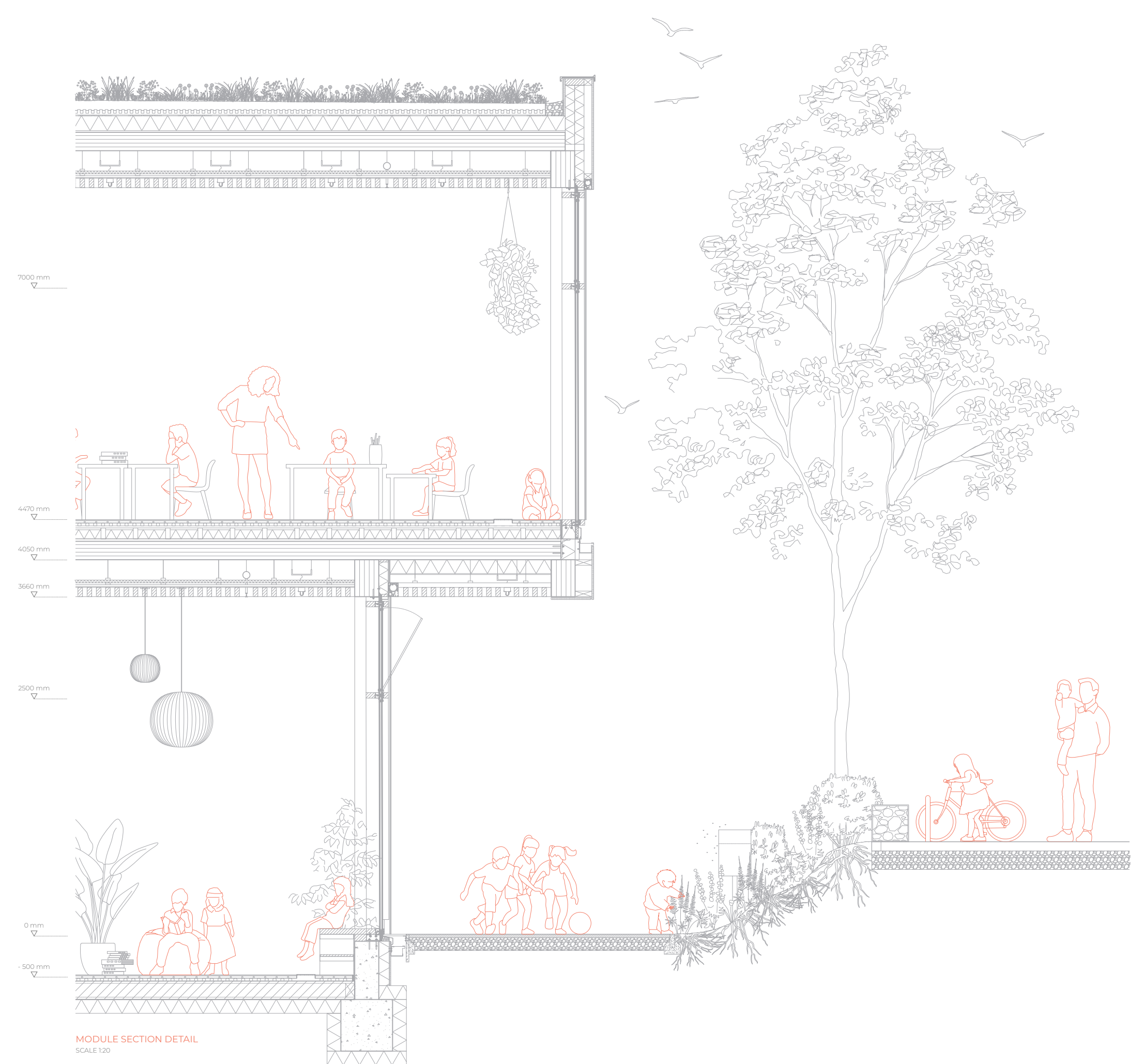
1. Ventilatie noppenplaat
2. Bevestigingsnet (onderwapening)
3. Vloerverwarmingsleiding
4. Afwerkvloer
5. Vloerafwerking (linoleum)
6. Ventilatie rooster

MODULE

Details

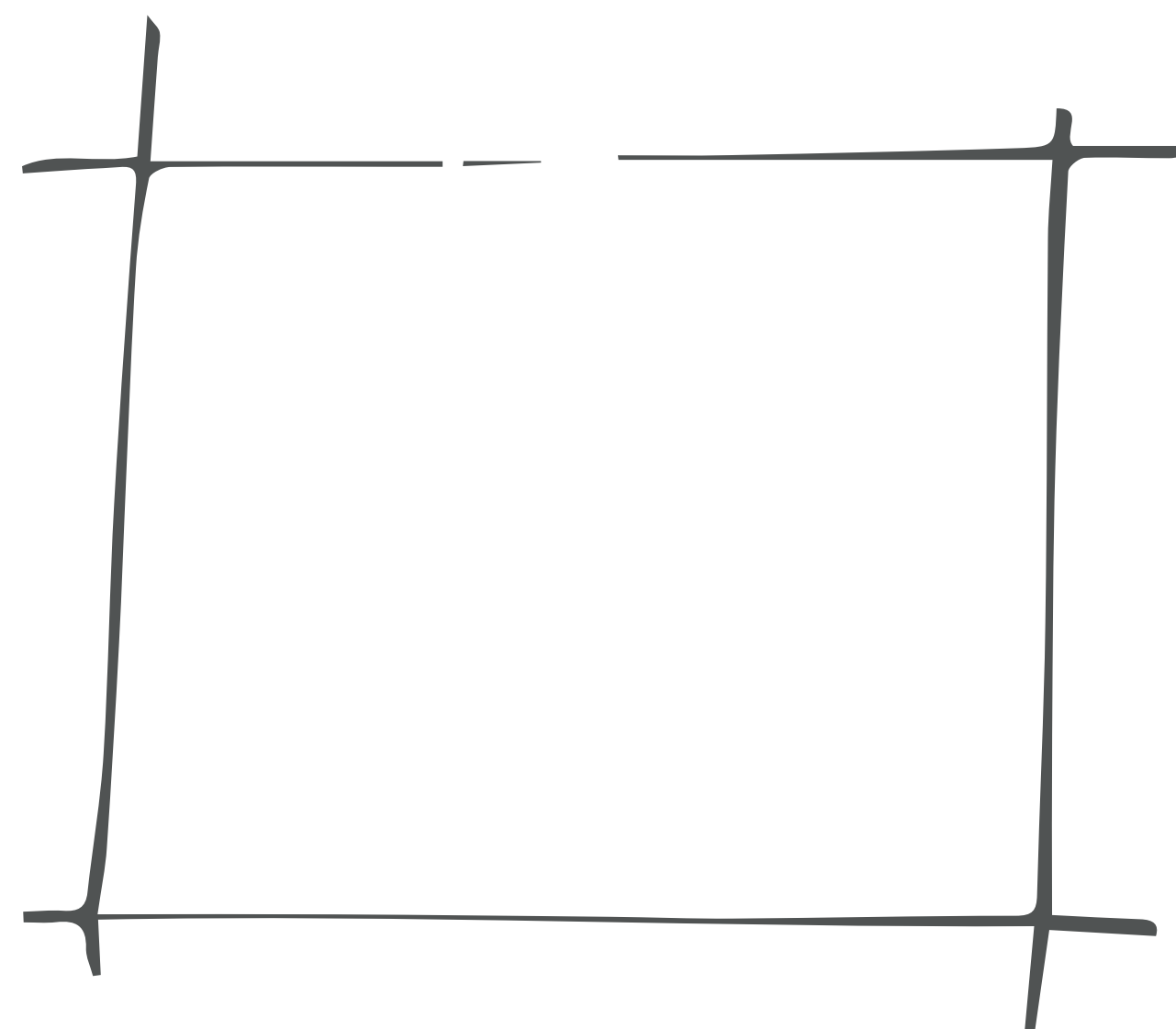


MODULE ELEVATION DETAIL
SCALE 1:20

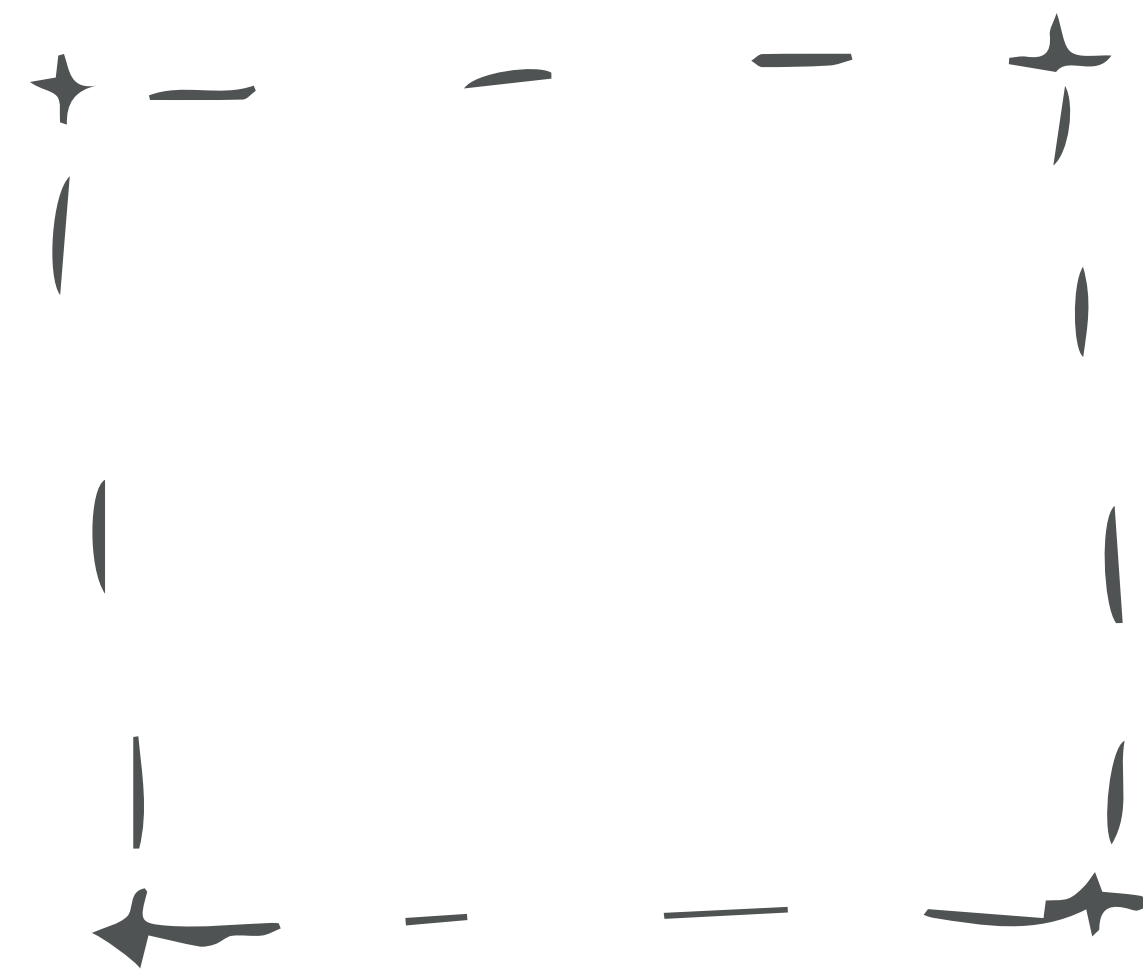


MODULE SECTION DETAIL
SCALE 1:20

SHAPING SPACES WHERE CHILDREN BLOOM



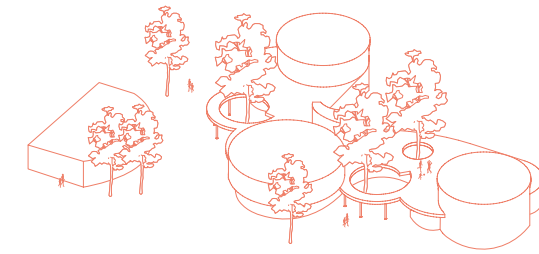
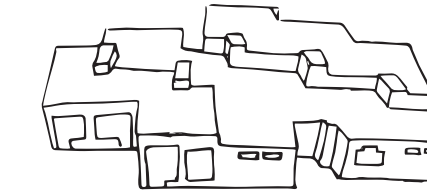
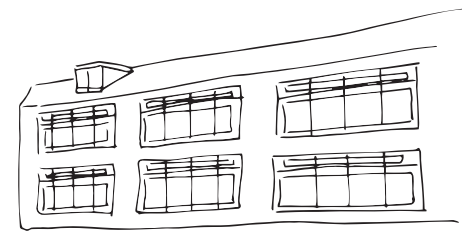
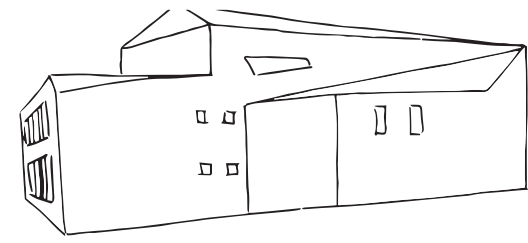
CONCENTRATION ZONE



RECHARGE ZONE



THANK YOU



| | PARKSCHOOL | VRIJE SCHOOL WIDAR | DE BERGSE ZONNEBLOEM | MONTESSORI SCHOOL | De Bloem |
|--------------------------------|--------------------------------------------------|-------------------------------------------|-----------------------------|--------------------------|------------------------|
| Total area | 2.562 m ² (including other functions) | Unknown | 1.875 m ² | Unknown | 2.000 m ² |
| Classroom area | 45 m ² | 48 m ² | 40 m ² | 50 m ² | 2.000 m ² |
| Playground area | 2500 m ² | 900 m ² | 1000 m ² | 1200 m ² | + 2.000 m ² |
| Public playground | Yes | No | No | Yes | Yes |
| Usage outside classroom | Communal areas | Desks in hallway | Desks in hallway | Communal area | No hallways |
| Extra functions | Sports association and school | No | No | After school care | Sportshall |
| Opening hours | 8:00 - 21:00 | 8:00 - 16:00 | 8:00 - 16:00 | 8:00 - 19:00 | 8:00-22:00 |
| Laboratories | No | Theatre | No | Arts and crafts, theatre | Music, sports, arts |
| Social gathering space | Yes | No | No | Yes | yes |
| Mixed age classrooms | Yes | No | No | Yes | yes |
| Mixed age play time | Yes | No | No | No | yes |
| Class table formation | Groups of four | Two desks side by side facing the teacher | Groups of four and two | Groups of four to six | All formations |