

BUILT PEDAGOGY

The new faculty for the University of Melbourne will engage the user on 3 levels...

City

Following a year long competition involving consultation with 1700 people, DSDHA won the £80m commission to redesign the public realm between the Cut and the South Bank of the river Thames in the internationally significant area around Waterloo Station in London.

Currently plagued by traffic infrastructure and pedestrian underpasses, our design creates a new public space, understanding that by instinct people choose to walk on the ground. Waterloo City Square will be a new place for people, a gateway for London and a new square for South London.



Proposed Waterloo Circus



Projected intensity of pedestrian footfall



Campus

DSDHA have recently completed innovative new buildings for Christ's College Secondary School and Sixth Form College, and Pond Meadow Special Needs School, as part of a new £33m flagship educational campus in Guildford, Surrey.

Previously 'landlocked' by the site, communities to the east and west have been reconnected by a new pedestrian and cycle route, which terminates at a new public landscaped space is created between the buildings. This has generated a new identity for the area and new sense of local ownership.



Building

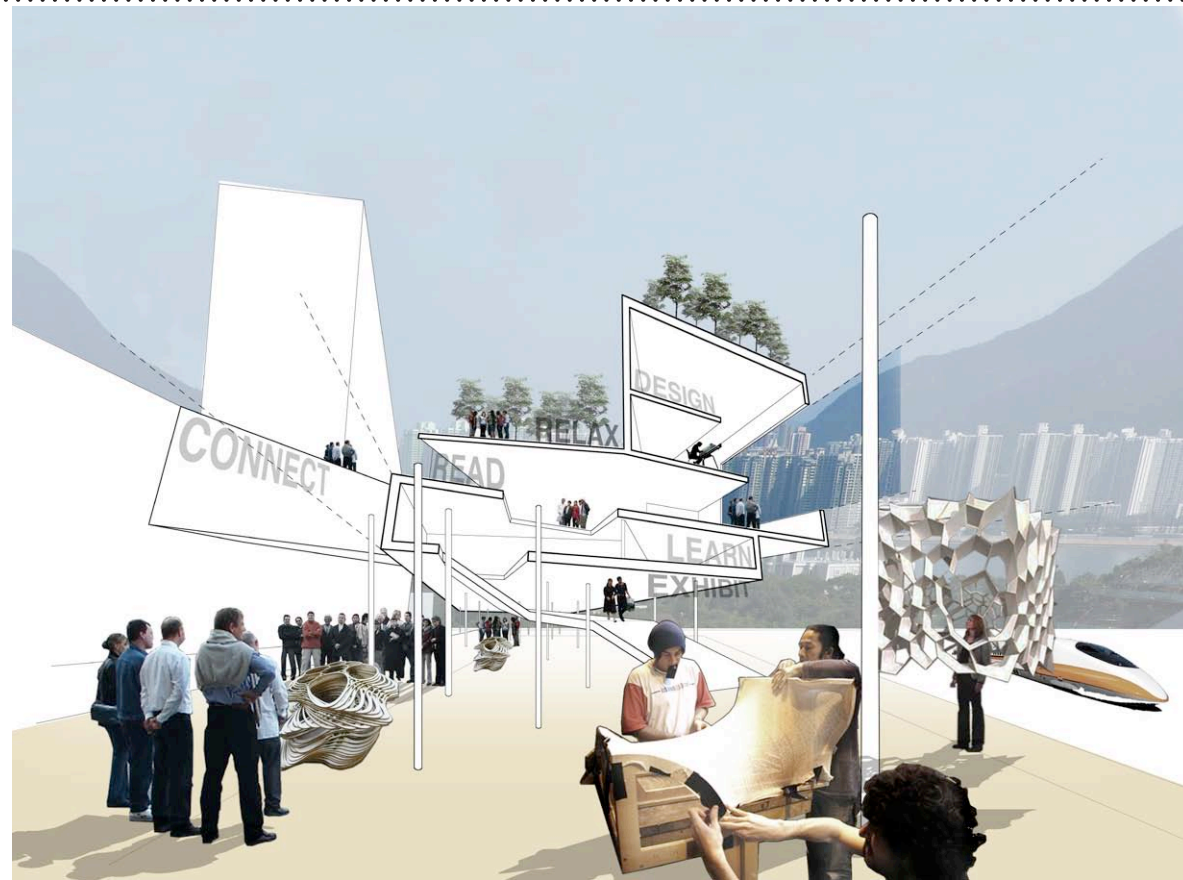
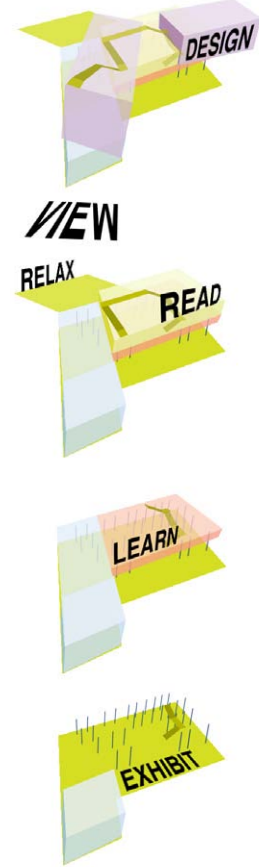
Christ's College Secondary School and Sixth Form College establishes a new identity and civic presence for the school.

A legible entrance welcomes staff, students and the public into the building whilst offering a 'shopfront' view of the activities within.

Responding to context and the local vernacular of its neighbours, the building reinterprets the use of brick, utilising high quality brickwork with intricate detailing, elevating the building's appearance to one of a more civic nature.

THE ACADEMIC ENVIRONMENT

The new building will support and develop the academic community...



Legibility

Our design submission for the Integrated Design & Teaching Resource facility at the Chinese University, Hong Kong, was developed to be transparent and legible to the wider campus. Whilst providing a range of learning environments for both students and academic staff, the group and common spaces facilitate collaboration.

The large flexible exhibition and event space at ground level serves as a 'shop window' overlooking the public square and draws the public and other academic departments into an exchange of ideas.

Encounters

The common and interstitial areas of the faculty should be identified as opportunities for spontaneous encounters and exchanges of ideas. These areas can enrich the academic environment and accommodate all working styles.

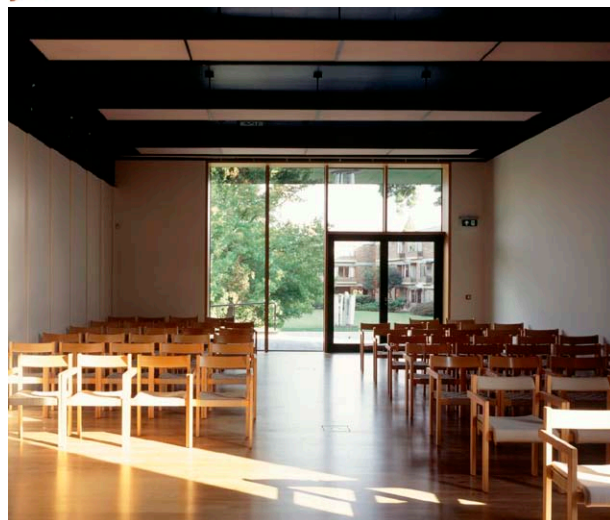
At Paradise Park Children's Centre in London a community cafe sits between the nursery and training facility enabling the opportunity for informal



Adaptability

The Collaborative Learning Centre in the grounds of Churchill College, Cambridge provides highly serviced and reconfigurable environments to allow large expansive spaces to be sub-divided into small clusters.

The design of the sophisticated and high tech IT and communications facilitates the building's flexible configurations.



Flexibility

At Christ's College Secondary School and 6th Form College we worked closely with the client to maximise the day-to-day flexibility of key spaces.

At the heart of the school the Learning Resource Centre (LRC) can operate as dining space, performance area, and group study. This key space encourages an inclusive spirit for the school community, whilst revealing the multi-faceted qualities of learning embodied in the school.

THE DESIGN STUDIO

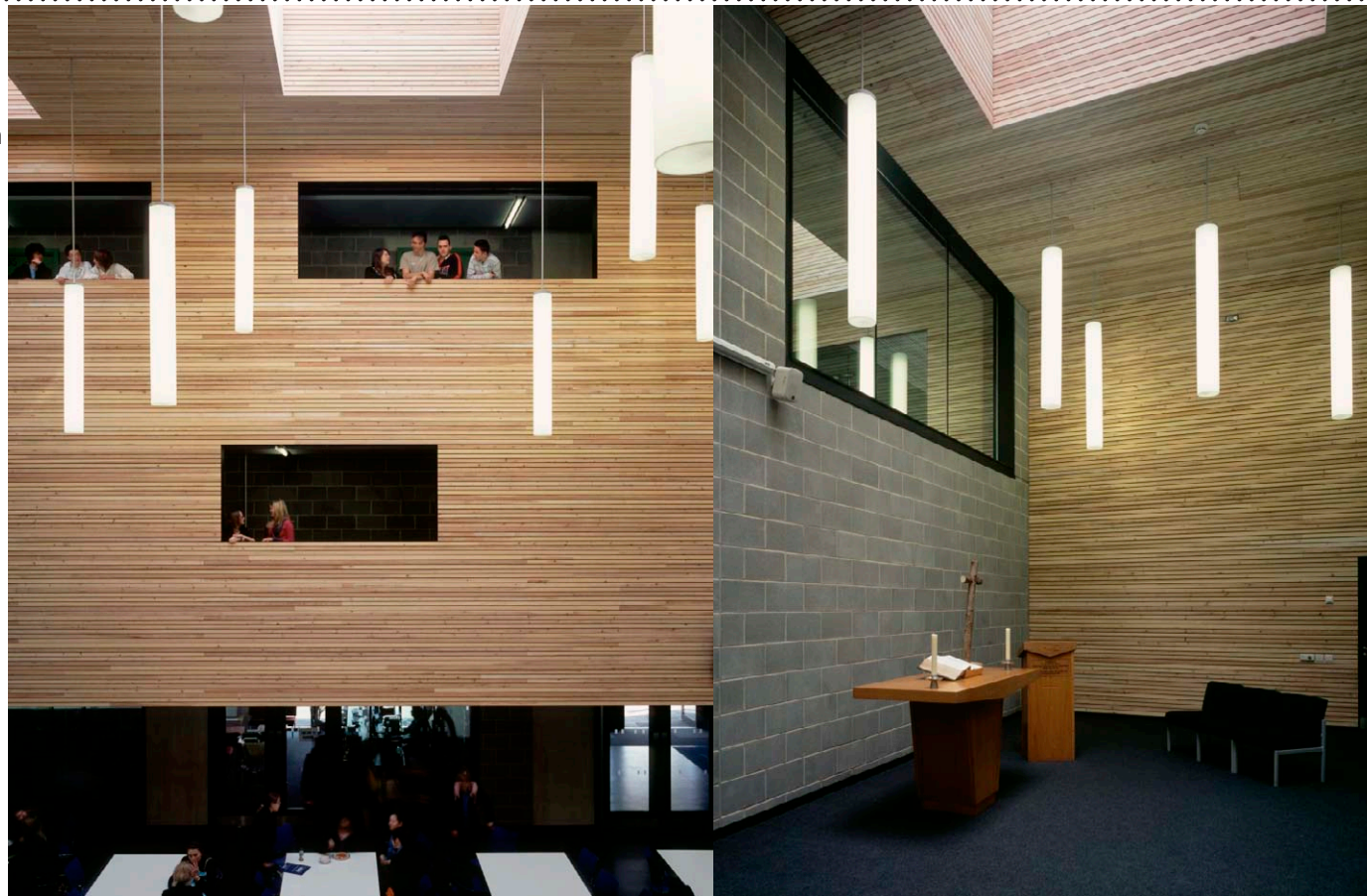
The studio environment will permeate the faculty engaging with both academic and professional culture...

Spatial Diversity

The teaching and learning environment at Christ's College Secondary School and 6th Form College was developed to provide a diverse range of flexible spaces that could support the teaching methodology of the school.

The high acoustic specification of the partitions and internal glazing allowed quiet and group study areas to overlook the activity of the main Learning Resource Centre space. This visual connection between the different faculties was key to engendering a sense of the school community.

The teaching spaces range from specialised sound recording studios, science laboratories and Information technology suite, through to generic teaching spaces and flexible studios.



Learning Resource Centre at Christ's College

Display

The display and exhibition of the work of the Faculty of Architecture Building & Planning is critical to encourage interaction within the faculty, with the wider university campus and the City of Melbourne.

Every space is an opportunity for the creative display of the Faculty's work. Along side larger dedicated exhibition spaces display areas can be incorporated throughout the studio and common areas of the building.

The conversion of an existing industrial space into an artist's studio for ceramicist Edmund De Waal threaded display areas throughout the interlinked spaces of the workshop, office and gallery.



In Edmund's studio, his pots sit in series, marking borders around rooms, or creating accents above pieces of furniture like beautiful trimmings of clay

Interaction

Within a teaching establishment circulation spaces offer the opportunity for discussion to spill out of the formal teaching spaces and continue in a more informal environment. If carefully designed these spaces can serve to extend the 'learning environment' throughout the building.

At the Collaborative Learning Centre, Cambridge, generous 'break-out' spaces stitch together the teaching rooms.

A similar technique is used at John Perry Children's Centre, with fixed furniture and screens carving out meeting areas from the main circulation space.



John Perry Children's Centre, London

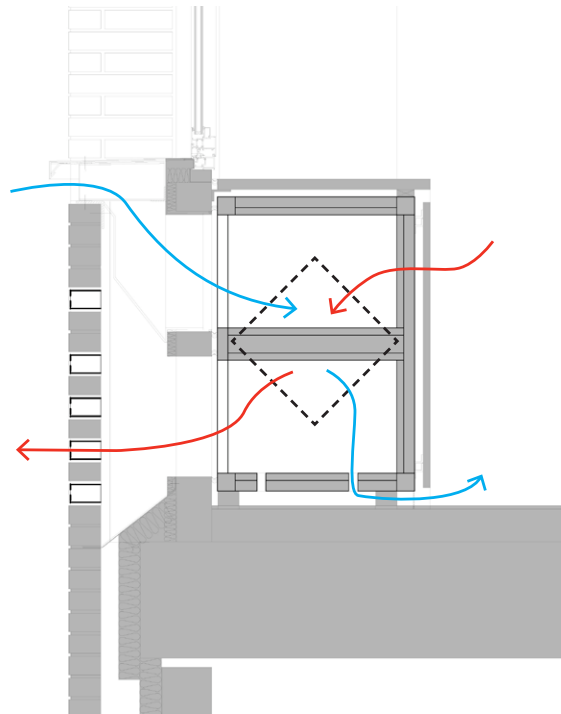
Collaborative Learning Centre, Cambridge

THE LIVING BUILDING

Our design will achieve a progressive and sustainable response to the local climate...

Integrated Design

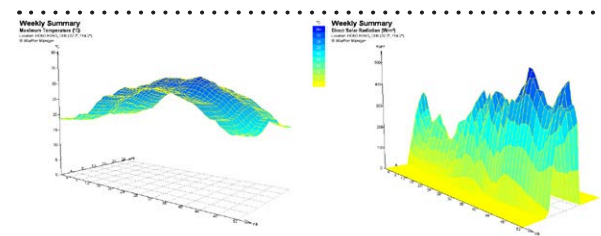
At Christ's College Secondary School and 6th Form College we developed an innovative classroom heat recovery and ventilation unit. This unit was designed to be integrated into the brick facade as a 'contemporary dovecot' to draw air through the facade. This technology uses the warmth of the classroom's exhaust air to warm the incoming supply air, thereby reducing the CO2 emissions and minimising running costs for the client. This is the first system of this type to be used in the UK, and was developed in collaboration with the services engineer and manufacturer.



Sustainability

In all our work we provide design solutions that not only respond to a wider sustainability agenda but have the ability to raise the public and client's awareness of these critical issues through our work.

At Paradise Park Children's Centre we developed an innovative vertical hydroponic garden to create a new landscape on the front elevation that inspires and educates. Recycled rainwater is used to irrigate the garden wall.



Locality

Working with Arup on the Chinese University project we developed a climate control solution, based on detailed research that could respond to the specific conditions of Hong Kong.

The control strategy utilised passive strategies of natural daylighting, ventilation and thermal mass, in addition to the use of self-generating photovoltaic facades.



Innovation

At DSDHA innovation is encouraged by making. This is key to being able to provide original and inventive architectural responses that can offer the client greater value.

For the Parkside pavilion between London City Hall and Tower Bridge we responded to the emotive history of the bomb damaged site with a sculpted charred timber form. The success of the proposal derived from our development of a timber treatment process that burnt and sealed the wood.

CAPABILITY & PROCESS

We will actively engage the Faculty in the design process to deliver a world class building...

Experience

DSDHA are currently designing a new US\$90m luxury resort on the Caribbean island of Nevis. The 30 acre site will accommodate a 120 room luxury hotel, 24 villas, 28 apartments, spa and a public park. Our design vision is to add delight and inspire connection with the indigenous qualities of Nevis.

As Design Team Leader, DSDHA are co-ordinating a primarily London-based team, with direct access to consultant's local overseas resources.

DSDHA would seek to build on our successful experience of working with Arup in the Caribbean and Hong Kong to develop the design for the Faculty of Architecture Building and Planning.



Consultation

Consultation is a core feature of our research and design philosophy as we believe both listening and collaboration is vital to successful projects.

DSDHA have significant experience in leading consultation with members of the public, businesses, and staff and students of educational institutions.

We propose working closely with the Faculty of Architecture, Building an Planning to create an interactive web-based learning tool to facilitate consultation and feedback with measured outcomes, which can feed directly into the project and the learning of the Faculty.



Research

Research plays a vital role in our work, both in our growing range of projects and in our contribution to the culture of architecture from teaching to writing, judging to broadcasting.

We would welcome the opportunity to work alongside the well established research clusters at the Faculty of Architecture, Building an Planning, such as the Design, Technologies and Practice cluster, or the Sustainable Built Environments cluster, to challenge issues of sustainability, innovation, materiality and technology. our previous research includes development of the UKs first large scale hydroponic plant wall.

Partnering



DSDHA have significant experience working with Partner Practices to ensure the successful delivery of outstanding projects, including collaborating with a US based practice of architects for 3 projects in the UK. In each case our respective practices have spent periods of up to 3 months at each others offices to ensure the efficient delivery of the projects.

We propose partnering with a local firm of architects and co-locating an office presence in Melbourne for the duration of the project.

Reference

Project	Christ's College Secondary School and Pond Meadow Special Needs School
Reference	Client Liz Hanrahan School Planning & Resources, Surrey County Council
Contact	T +4420 8541 8084 E liz.hanrahan@surreycc.gov.uk



Selected Publications



left:
A10 New European
Architecture magazine
(The Netherlands)
2008



right:
A&A: Art &
Architecture magazine
(China)
2008



left:
ORIS magazine
(Croatia)
2008



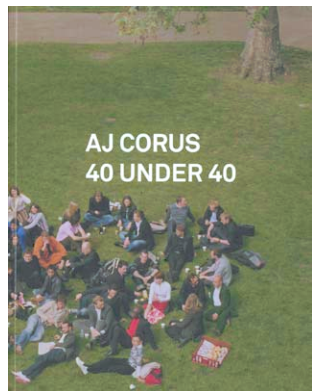
right:
Space magazine
(Korea)
2008



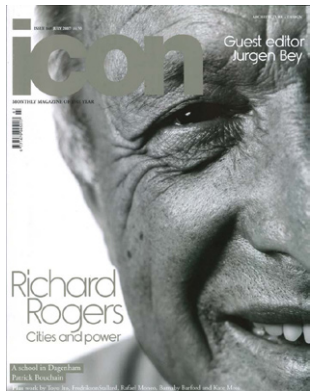
left:
Casa Brutus
magazine
(Japan)
2008



right:
Iakov Chernikhov
Prize Catalogue
(Russia)
2008



left:
AJ 40 under 40
catalogue &
exhibition
(UK)
2005



right:
Icon magazine
(UK)
2007

Selected Awards

- Pond Meadow Special Needs School**
Shortlisted for RIBA Award 2009
- Collaborative Learning Centre, Churchill College**
Shortlisted for RIBA Award 2009
- St Annes Community & Sure Start Centre**
Shortlisted for European Union Prize for Contemporary Architecture Mies van der Rohe Award 2009
- RIBA/Colchester2020: Joint Winner of Best Contemporary Building 2008
- William Bellamy Children's Centre**
RIBA Award 2008
- Highly Commended British Council for School Environments Award 2008
- Canon Popham Foundation Unit**
RIBA Award 2008
- John Perry Children's Centre and Nursery**
American Institute of Architects Award 2006
- RIBA Award 2006
- British Construction Industry Award 2006
- Finalist for British Prime Ministers Better Public Building Award 2006
- Paradise Park Children's Centre**
Sure Start Building of the Year 2006
- British Construction Industry Award 2007
- Winner British Council for School Environments Award 2008
- Shortlisted for Sustainable Communities Award 2008
- Hoyle Early Years Centre**
Civic Trust Award - Commendation 2006
- RIBA Award 2004
- British Construction Industry Award 2004
- Finalist for British Prime Ministers Better Public Building Award 2004
- General**
Shortlisted for the Pipers and Architecture Foundation Next Generation Award at MIPIM 2008
- Shortlisted for BD's Education Architect of the Year Award 2008

DSDHA

The architecture of DSDHA creatively negotiates diverse interests to produce sustainable and dynamic buildings and spaces. We respond in practical and inventive ways to contemporary attitudes about life and learning.

Our practical experience has been continuously supported by academic research within this field of work carried out by the Directors in their capacities as Design Tutors at the University of Cambridge, the Architectural Association and Ecole Polytechnique Federale de Lausanne, Switzerland.

Our ideas build upon what the client brings to a project and we always give back much more. Strategy and engagement are integral to the practice's methodology, whatever the size or type of project - be it on the scale of a building or urban design, in the arts, education, public or private sectors.

Research plays a vital role in how we approach education projects, in developing proposals for educational environments that nurture the student and offer a range of flexible social and learning spaces. Consultation is a core feature of our research and design strategy as we believe collaboration is vital to successful projects.

We believe in the creativity of our imagination, but are aware that imagination alone is not sufficient: we also want to understand the local and global constraints that impact upon the education environment and the broader context of the local area. This understanding will be reflected in the way we resolve not just the specific logistical challenges of the school site, but how we offer an intelligent reading of the broader economic and cultural implications of the brief.

DSDHA is an award winning practice established by Deborah Saunt and David Hills. Claire McDonald became the third Director in 2004.

The practice has completed twelve university, research and educational buildings in the UK, and have now established an international profile for innovative and high quality educational buildings that tackle key issues of learning and public building. The practice continues to develop its approach to pedagogical design from our experience across the diverse range of educational projects. The Directors are represented on the advisory panel for Cambridge University, one of the top three Schools of Architecture in the UK, the RIBA Education Committee, and national discussion groups on the future of education buildings in the UK and the US, as well acting as Architectural Design Advisor for three major education programmes in the UK. Both founding Directors have taught internationally in Switzerland and the USA, are external examiners within leading Schools of Architecture.

The work of the practice has been both published and exhibited internationally.