



Baupiloten

PRELIMINARY

Report Participation Process

John-F. Kennedy School – Needs Analysis in
„Phase 0“ 2022/2023

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Introduction – Description of Tasks

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Cause and Goal

The John F. Kennedy School in Berlin is a bilingual, bicultural, public German-American community school offering an academic program for elementary and high school students.

The company “Baupiloten” was asked to carry out “Phase 0” compiling the needs and requirements of all participants involved and delivering a final report in the form of a functional and qualitative usage concept and action framework for the construction process to follow.

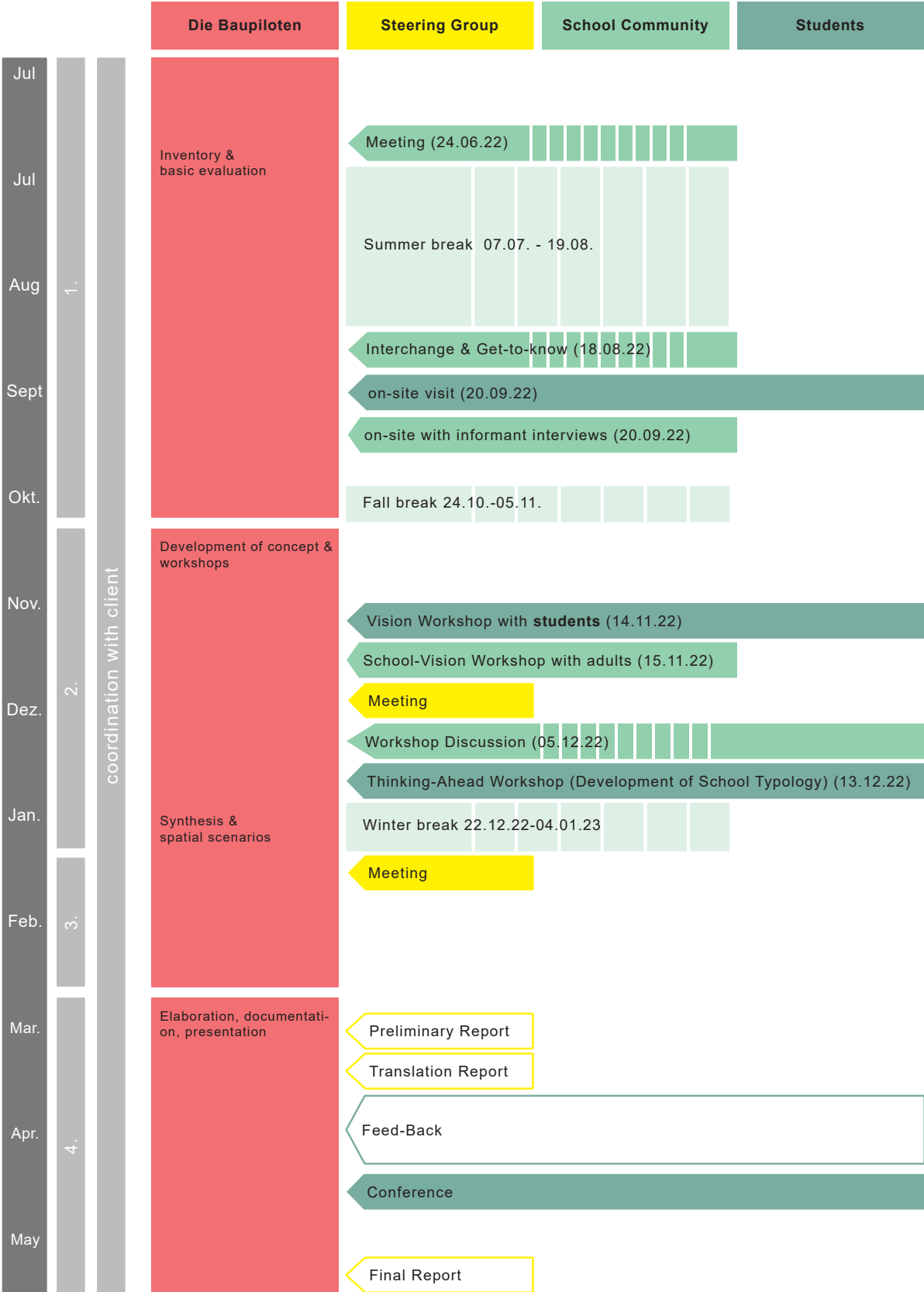
To carry out Phase 0, the BIM Berliner Immobilienmanagement GmbH requested the participation of the entire school community (consisting of administrators, teachers, special pedagogues, secretaries, janitors, elder student representatives, parent representatives) as well as of institutions located in the neighbourhood and already mandated general planners and client representatives.

Participation Process

The needs of the various JFK interest groups are determined in a three-stage process and the interim results of Phase 0 will be discussed and summarized. Target-oriented methods are used to make decisions on complex issues.

The first meeting was held as a kick-off event in which the participating parties were informed and had the chance to get to know each other. The *Vision Workshop* represents the divergent format of the process in which ideas are developed and needs identified regardless of established perceptions. The discussed focal points and basic parameters resulting from the *Workshop Discussion* served as basis for the following *Thinking-ahead Workshop*. Here the various ideas and needs were turned into concrete concepts setting up a school typology. The results were presented and discussed in a feedback meeting. Based on the prior results and the developed reflection diagram a functional spatial scenario was set up. The preliminary report on hand includes recommendations on the awarding process.

Timeline



The School

The John F. Kennedy School is a bilingual German-American all-day school with approx. 1700 students attending the entrance class up to grade 12. It is located in Berlin's district Steglitz-Zehlendorf.

Building Stock

The JFK school consists of ten different buildings laid out according to their functions (entrance class, elementary school, high school, community areas). The school campus is in fact divided into different zones. Including the kindergarden and after-school care facilities, the campus covers a large area.

Building History

The German-American Community School was founded in October 1960. In the beginning the facilities of the Mühlenau-Schule were used for instruction. Three years later the school – then having 360 students – moved to its own temporary buildings located at the Teltower Damm. After the assassination of John F. Kennedy in November 1963 the school received its current name: John F. Kennedy School. In June 1970 the new school buildings were inaugurated. In the Eighties and Nineties additional buildings were built for the high school. In the Nineties the facades of the extension buildings and of the buildings erected in the Sixties were renovated to create a consistent appearance of the buildings on the entire campus.

Pedagogical Concept

Cultural diversity is one the main pedagogical concepts of the John F. Kennedy school. Students coming from numerous nations attend this school. Mutual respect, diversity and cooperation are essential aspects of the school's mission. Its academic program

combines the German and American curricula and traditions. The languages of instruction are German and English which are equally used. Thanks to the combined educational systems students have the opportunity to learn using different methods and strategies and to acquire new knowhow and skills. The JFKS regards learning as a continuous life-long process and supports the individual development of all students by offering a balanced and broad range of subjects. JFK students are encouraged to learn autonomously, do own research and think critically.

Extracurricular Activities

The JFKS offers numerous extracurricular activities. These activities promote social interaction of all participating students. German-American relations are thus strengthened. Teachers, parents and various organizations offer numerous activities for elementary and high school students, e.g. clubs and other academic programs enabling students to broaden their specific interests and further develop their skills.

Following the US-American model, the JFKS places a strong focus on music education. The JFKS has different ensembles allowing students to develop and enhance their musical abilities. They are offered as addition to the music lessons in class and are integrated accordingly. This also promotes social interaction between elementary school and high school students.

The numerous sports activities offered to students represent an important part of the school's bicultural education.



School library



Classroom (classes 7-10 = SEK I)



Elementary School's core group room



Large auditorium, currently also used as cafeteria



The bridge: transition from elementary to high school (SEK I & II)



Spacious hallway



Schoolyard



Small auditorium



Participation Process – Summary of Procedure

2

1. Kick-off Meeting Information Evening

The company “Baupiloten” introduced itself in a kick-off meeting and explained the planned procedure. The school community was informed about the contents and steps to be taken.

During the first meeting in June 2022 the “Baupiloten” presented itself to the JFK community. They are the contractor of the architectural office Anderhalten in charge of Phase 0.

An additional information meeting for all teachers took place on 17 August 2022. The staff was informed about the planned workshops and procedure regarding the school’s restructuring.

On-site visit

The inspection and informant interviews at the JFKS located at Teltower Damm 87-93 took place on 20 September 2022. They were carried out by the Baupiloten team, the architects Arwed Mohrmann and Nicole Adams and the teachers Karin Babbe and Wilhelm Holthus.

Mr. Schulz (former school principal) and a group of parent representatives (members of The Verein, school conference and Educational Directorate) took the Baupiloten on a tour around the school. This first part of the inspection included all buildings, the day-care center and some outside areas.

The following informant interviews were conducted in small groups with 5 to 7 participants from the teaching staff. The group members were from different departments and work areas. Parallel to the interviews, the Baupiloten visited classes as observing guests. They gained insight into the teaching practice in the elementary school and in high school (grade 7 to 12). This on-site visit thus showed how teachers actually instruct and cooperate with their students.



2. Vision Workshop

The Vision Workshop was held at the John F. Kennedy School in November 2022 as the first public workshop of the participation procedure. In two workshop formats the participants jointly developed ideas, determined the school's needs and discussed them in depth and came up with shared visions.

Using this method, the school's participating parties and the representatives of the Senate Administration of Education, Youth and Family and of the Berliner Immobilienmanagement GmbH were able to apply their specialist and general knowhow to develop a constructive vision for JFKS.

Flashlight Strengths & Weaknesses

To show an atmospheric picture of the weaknesses, strengths, problems, qualities and potentials of the current situation of the school, the various aspects are determined and clustered in a flashlight workshop. The participants list and discuss the aspects which they regard as positive or as improvable at school. First wishes regarding the future school were already expressed. The participants looked at the school's structural design, its conceptual aspects and reflected on the school community and its advantages and disadvantages.

Vision Games

The school's Vision Game is a tool enabling communication at eye level, holding a dialog on requirements, needs and requests and discussing them. The result: concrete fields of action and their spatial-pedagogical interlinkage. They allow a solid basis for additional measures and decisions.

In small discussion groups participants debated on scenarios based on relevant activities and atmospheric aspects to design and zone spaces of the school and reflect on the concepts in theory. Regardless of the existing buildings and their layout, user requests were considered and pedagogical and function-specific requirements defined. The discrepancies which may arise between idealistic wishes and actual needs are resolved using this method because synergies can be found for specific places or spaces. The participants avoid clichés and biases and ignore earlier decisions to be open to an abstract concept and holistic vision for their school.

The Baupiloten evaluate the results of the game and then summarize them to come up with an overall conclusion. All islands will be reviewed for any overlapping sections and pooled by forming clusters of the islands to create meaningful meta-categories.

All results of the workshop and their evaluation are shown and explained in detail in the document entitled "Dokumentation Visionenwerkstatt".



2. Summary of Procedure – JFKS John F. Kennedy School



Strengths and weaknesses of JFKS (current status)



Participants discuss the functions and structural contexts of the future school.



Intense reflection on the school vision



The students then present their atmosphere collages.



Many different collages are created.

Atmosphere Research

School of senses (Ingrid)

To start, there are large hanging chairs that kids can sit in. They can read a book with the light inside, or sleep, or sit and talk with a friend. They are very helpful for kids who just need a break. There are also pillow-like steps up to the chairs. Next small carpets that students can place under their desks. They are all different. Some are soft while others are mossy or like a bubble or like bubble wrap. Next is the noise cancelling tunnels. These would be just large enough for a single student and softly padded.



Example of a School's VisionGame Result

„Versatile Culture Ship“

We wish to integrate the adjacent parks and landscape to include places of learning also outside of the JFK campus. This gives us more room for development.

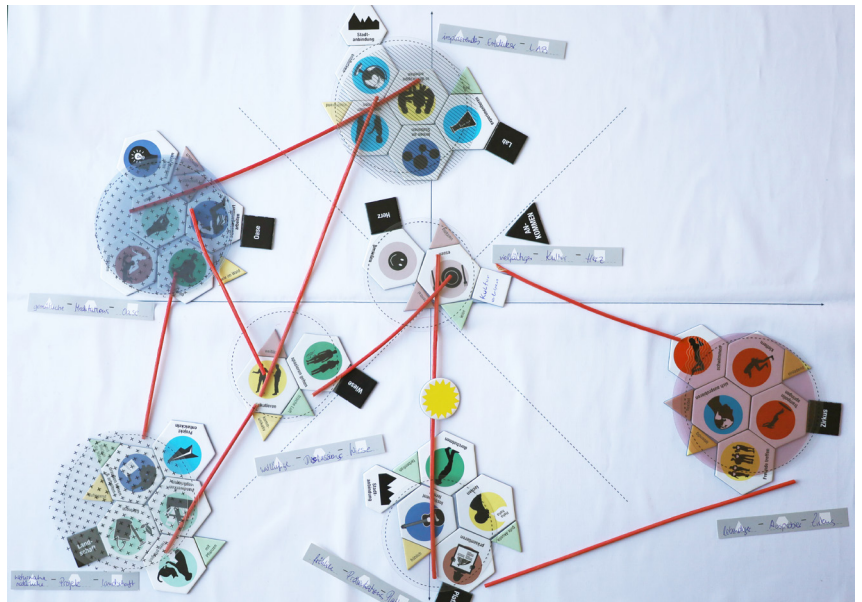
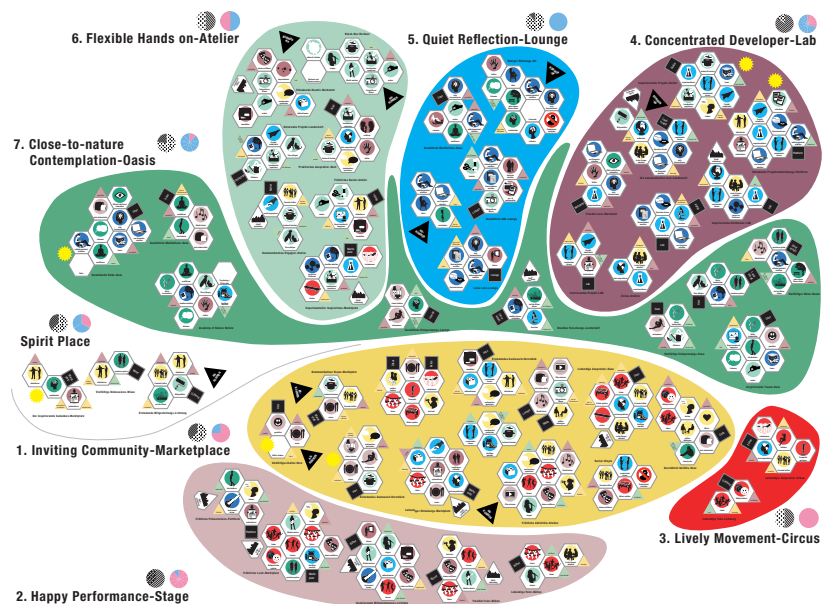


Diagramm of Learning Qualities

The results of the vision games are compiled and pooled to create an overall result.



3. Workshop Discussion Reflecting on Basic Parameters

Introductory Presentations and Discussion

As an introduction to the workshop discussion Ms. Orgis (SenfBJ, School Supervising Authority) underlined the importance of Phase 0 and the added value gained by the future replanning and restructuring of the JFKS. In this upstream phase and in direct exchange with the planners and the administration the JFK needs are assessed and discussed and any special needs of the school identified. Essential aspects of JFKS, such as heterogeneity, digitalization, bilingualism, play an important role when identifying the needs.

Based on the Baupiloten impulses and the reflection diagram of the pedagogical advisor Karin Babbe the online workshop discussion held on 5 December 2022 focused on the results of the vision workshop and the atmosphere research. Important focal points of the school vision game were:

- areas for creative input & output – self-efficacy, enabling self-presentation
- maintain a culture of conversation and keep up a constant exchange
- create common areas
- provide more distinct learning situations with different qualities, individual learning
- talk to each other when eating together
- working more practice-oriented, combination and interaction of theory and practice
- sustainability, working in nature, social commitment and living, self-care
- find reasons for encounters organized by students, exchange with city

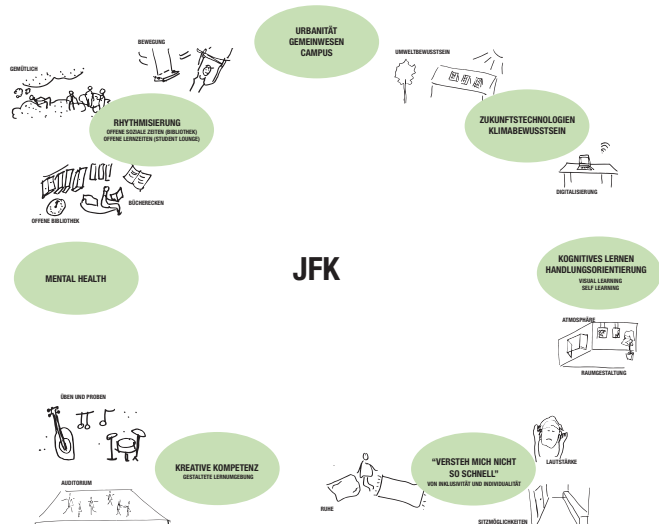
The created learning quality diagram (see “Dokumentation Visionenwerkstatt”) was presented by Susanne Hofmann. She explained the individual qualities using the generated examples. The atmospheres developed by the students are shown next to the learning qualities.



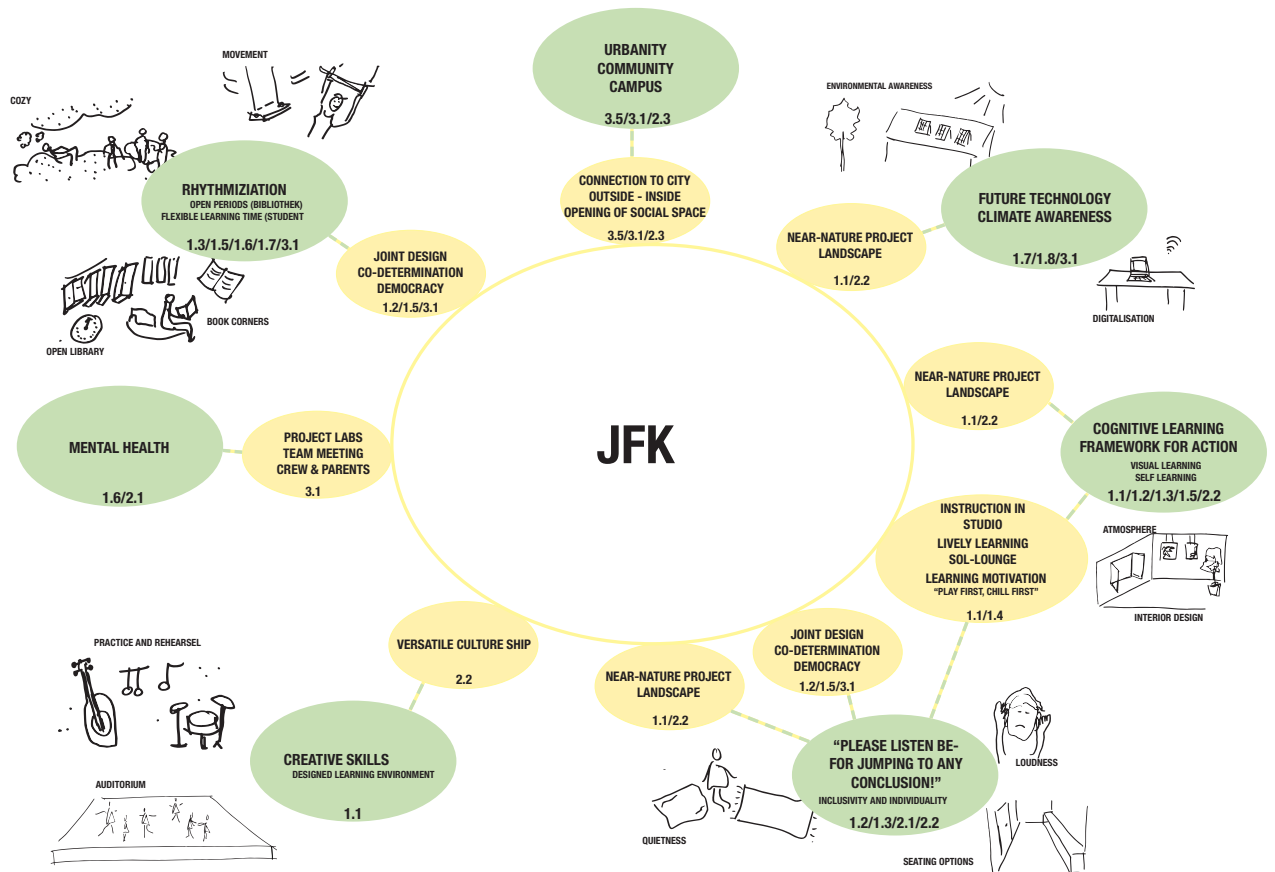
Fr. Orgis (SenfBJ, School Supervising Authority) shows topics of Phase 0: heterogeneity, digitalization, bilingualism



Ms. K. Babbe (pedagog. advisor Baupiloten) presents the reflection diagram resulting from the informant interviews and the on-site visit.



Summarized focal points, future topics of the JFKS



Summarized focal points, future topics of the JFKS

Inviting Community-Square JFK

At this place, the heart of the JFKS, it is obvious that the school is not only a place to learn and teach but also to live cultural diversity and mingle. Here the entire school community comes together and enjoys food and drinks.

Cheerful Performance-Stage JFK

This place is the creative center of the JFKS. The stage allows students to present themselves, to perform and to show their creative skills and talents to the school community and the public.

Lively Movement-Circus JFK

This inviting area offers the opportunity to exercise loudly during the school day.

Concentrated Developer-Lab JFK

This quiet area where classic input phases can be held, provides space for guided as well as self-organized, discovery learning. Learning impulses are intensified through projects and experiments in small groups.

Quiet Reflection-Lounge JFK

This area is where students work and learn cognitively on their own in a concentrated environment. This focused and quiet area provides space to reflect and internalize what has been learned.

Flexible Hands on-Studio JFK

Here, students work holistically with their hands and senses. What has been learned in theory can be directly implemented and practically internalized in the hands-on studio. The practical work is combined with theory-based learning.

Natural Contemplation-Oasis JFK

This protected, quiet area that connects to nature, serves primarily for relaxation and regeneration. You can visit this cozy, bright place during recess or if recovery from the school day is needed.

Ms. Hofmann (Baupiloten) explains the evaluation of the Vision Workshop and shows the individual learning qualities of the JFKS.

2. Summary of Procedure – JFKS John F. Kennedy School



Inviting Community-Square

At this place, the heart of the JFKS, it is obvious that the school is not only a place to learn and teach, but also to live, culture, diversity and mingle. Here the entire school community comes together and enjoys food and drinks.

Inviting Community-Square

eating, meeting friends, exchanging/playing, parties, playing, learning of each other, playing board, playing, playing, cooking/baking, being loud, being something out, going on trips, performing art, watching movies, shopping, etc., visiting, playing, reading, fishing, being sad, engaging socially, welcoming/inviting, exhibiting, discussing



Quality Inviting Community-Marketplace



Referenz: Montessori Lyceum, den Haag



Cheerful Performance-Stage

This place is the creative center of the JFKS. The stage allows students to present themselves, to perform and to show their creative skills and talents to the school community and the public.

Cheerful Performance-Stage

celebrating, performing, playing, singing, wearing music, dancing, taking a break, learning, learning an instrument, presenting, going on excursions, teaching, playing, being loud, working in a group



Quality Happy Performance-Stage



Referenz: Paul-Ries-Schule, Bremen, Schröder Architects

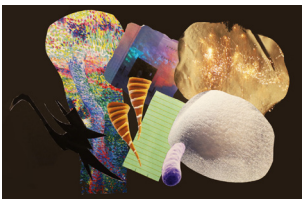


Lively Movement-Circus

This inviting area offers the opportunity to exercise loudly during the school day.

Lively Movement-Circus

playing, ball sports, swimming, climbing, trying things out, meeting, helping, jumping on the trampoline



Quality Lively Movement-Circus



Referenz: Vittra School Södermalm, Schweden – Rosan Bosch Studio



Concentrated Developer-Lab

This quiet area where classic input phases can be held provides space for guided as well as self-organized, discovery learning. Learning impulses are intensified through projects and experiments in small groups.

Concentrated Developer-Lab

experimenting, learning of another, working on the computer, learning other languages, presenting, working in groups, concentrating, exploring, trying things out, researching, helping, participating, stationary learning, reading, writing, discussing, self-organized working



Quality Concentrated Developer-Lab



Referenz: Bildungscampus Sonnendviertel - PPAG Architekten

Lernqualitäten und bauliche Referenzbeispiele

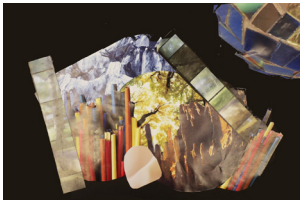


Quiet Reflection-Lounge JFK

This area is where students work and learn cognitively on their own in a concentrated environment. This focused and quiet area provides space to reflect and internalize what has been learned.

Quiet Reflection-Lounge JFK

self-organized working, concentrating, learning other languages, doing homework, teaching, hiding, practicing, working on a computer, taking pictures/filming, preparation and focus up, acting/guiding, meditating, reading aloud, helping, coaching, sitting under a tree, pondering, inventing



Quality Quiet Reflection-Lounge



Referenz: Learnlife Barcelona, ES – Consuelo Bautista

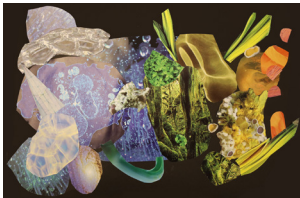


Flexible Hands-on-Studio JFK

Here, students work holistically with their hands and senses. What has been learned in theory can be directly implemented and practically experienced in the hands-on studio. The practical work is combined with theory-based learning.

Flexible Hands-on-Studio JFK

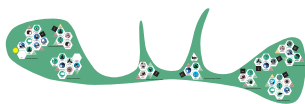
crafting/repairing, looking/ baking, drawing, exchanging/ taking, working outside, looking & encountering art, exhibiting, trying something out, learning, taking pictures/ filming, experimenting, stationary learning, caring for animals, engaging socially, meeting friends, crafting, discussing, exploring, gardening, developing a project, improving, practicing, sewing/crafting



Quality Flexible Hands-on-Studio



Referenz: VisualArts3 – Robert Benson



Natural Contemplation-Oasis JFK

This protected, quiet area that connects to nature, serves primarily for relaxation and regeneration. You can visit this cozy, bright place during recess or if recovery from the school day is needed.

Natural Contemplation-Oasis JFK

Observing nature, dreaming, working outside, self-organized working, meditating, snuggling up, reading, listening to music, taking a deep breath, relaxing, caring for animals, sitting on a lawn, going for a walk, looking into the distance, helping, going on excursions, photoshooting, having a drink, thinking, gardening, enjoying, playing, looking at & encountering art



Quality Natural Contemplation-Oasis



Referenz: Wilkes Elementary School, Bainbridge Island, USA – Mahlu

4. Thinking-ahead Workshop

Rethinking the school's typology

The goal of the jointly held Thinking-ahead Workshop was to concretize the numerous needs, ideas and results developed and pooled in the Vision Workshop and to set up a JFK-specific typology.

First of all, the Baupiloten presented the results from the Vision Workshop and their evaluation. An important element is the learning quality diagram which summarizes the results of the visionary games.

Simulation Game II

Rethinking the school's typology

The simulation game II was played to determine spatial preferences and room requirements in more detail. The fields of the learning quality diagram are used as contents of the simulation game II. Using the results of previous workshops the needs and functional relations of the spaces become visible. A concrete usage concept can be developed this way.

The simulation game "Rethinking the school's typology" was played by the JFKS in two rounds. In the first round three groups discussed and negotiated the functional contexts of the elementary school and the high school (in separate groups).

The fields in the first round were divided into two sub-fields – one field for the core groups and the other field for the subgroups. The core group is a stable group of 25 to 30 students. A subgroup is a flexible group consisting of a variable number of students, e.g. students from different classes of the same grade level or from different grade levels.

In the second round of the game the preliminary result of the elementary school and the high school are pooled and intertwined.

In addition, the field of the school community must be considered: It refers to all participating parties of the school, students, teachers, other school staff and parents.

The areas developed in the Vision Workshop and the special places (library, auditorium, cafeteria etc.) are assigned to the fields, linked to each other and correlated with the future school. The areas are defined in more detail and optimized in the course of the game. The objective was to concretize the ideas regarding the school's typology and spatial design.

The participants came up with three results reviewed by the Baupiloten regarding any overlaps and then combined and put into an overall concept.

The school's typologies simulated by the participants are presented in the section "Documentation Thinking-ahead Workshop".





The Anderhalten architects and the Baupiloten show how spaces can be used.



Participants discuss their school typology in small groups.



Participants present the results of their game.



The results are transferred into conceptual drawings.

Game result 1

Notes taken by the participants Elementary school

Inviting Community Square – split into grade levels EC, 1+2, 3+4, 5+6 and based on timeslots

Set up – elem. each grade = homeroom EC contained – safe place learn + plan Older grade levels more open Grade bridge into high school - improved transition Entrance to building through community Separate team areas

School counselor, school administration, head of after-school care in center of school

Notes taken by the participants High school

Community Square: open & flexible, enriching activities, eating

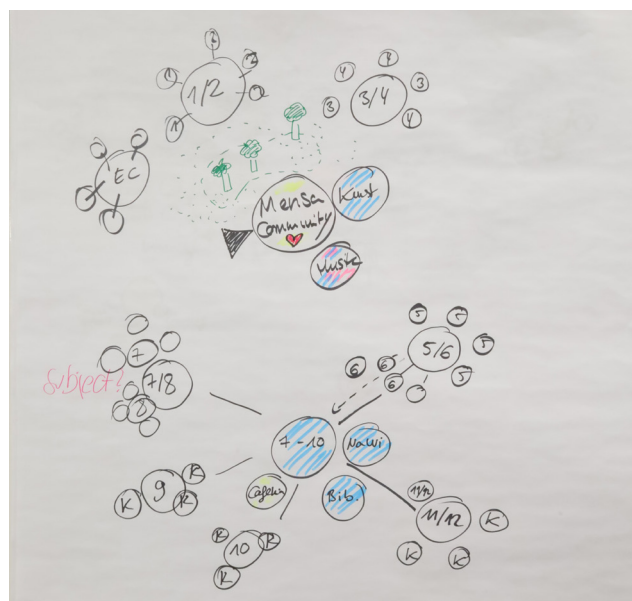
Developer Lab: different uses, class or just walking in

Reflection Lounge: self-organized

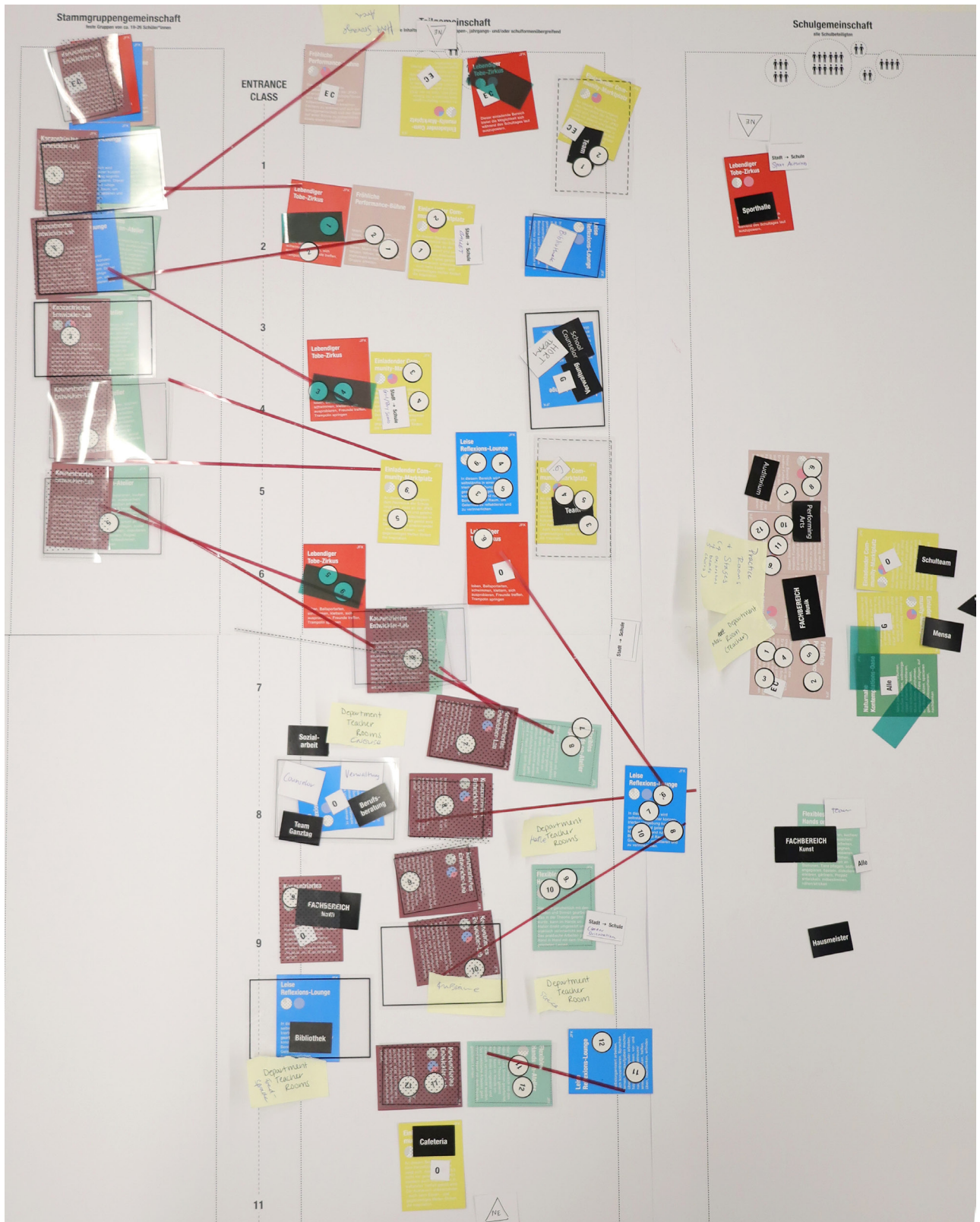
Hands-on studio: could go on both sides, could be structured and/or open and flexible

Performance stage: practice with instruments etc. alone or with a class

Contemplation oasis: for everyone Community spaces: oasis, square, circus



Space & function sketch from Thinking-ahead Workshop



Game result 2

Notes taken by the participants

Elementary school

-

Notes taken by the participants

High school

Square: subgroup

Place to eat

Teacher / parent café Art exhibitions

Stage / place for performances

Benches: meeting places

Performance – stage: subgroups and core groups

Auditorium

School community's meeting place

Art studio

Developer Lab: core group

Classroom

Creative large rooms

Everything from chemistry department to art and music

Reflection Lounge: subgroups and core groups

Library

Quiet study rooms; comfortable chairs, sofas etc.

Hands-on Studio: subgroups and core groups

Outside of usual instruction time garden; student lounge

several rooms – a larger room & smaller subspaces

retreat option

Contemplation Oasis: subgroup

Glass windows; looking into nature

Plants, benches to read and study Campfire

Green roofs, accessible

Movement Circus: sub-group

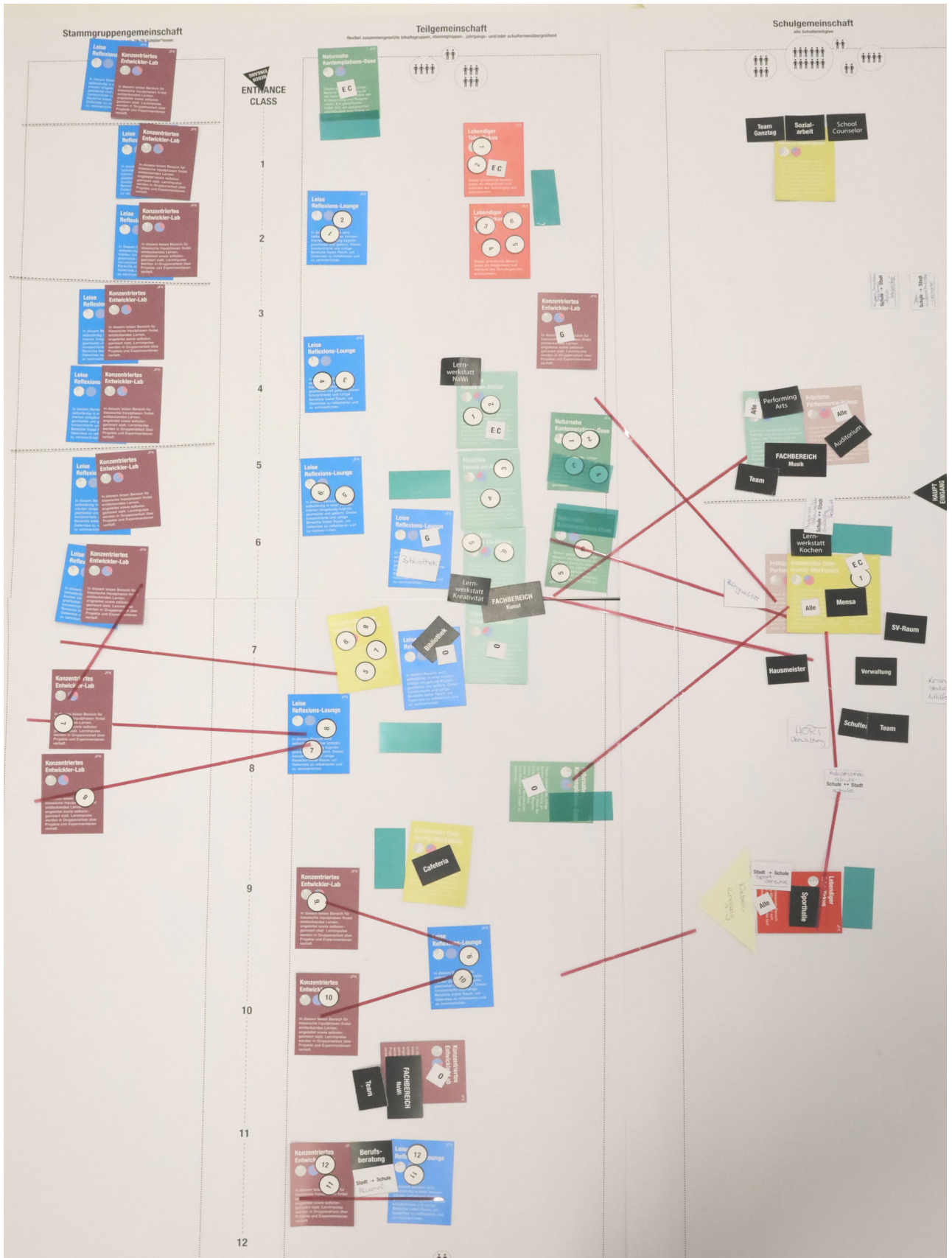
Dancing halls

Dedicated places for subgroups: one floor, building for classes 7/8, 9/10, 11/12

Stage, square and circus close to each other but in separate spaces/rooms



Space & function sketch from Thinking-ahead Workshop



Game result 3

Notes taken by the participants Elementary school

Core group rooms:
The rooms are generally meant for entire classes. It must be possible to split up classrooms into smaller partitions to allow working in separate smaller groups. When such classrooms are not used, other groups should be permitted to use them too.
Language training / bilingualism:
Additional rooms are needed for all grade levels (remedial teaching, instruction in separate groups etc.). It is important to use shared spaces more often in which various groups of students can work and learn. It is important/more inspiring to work on a topic spread over the school year in different functional rooms instead of working alone in a classroom.

Notes taken by the participants High school

Notes taken by the participants Elementary and high school

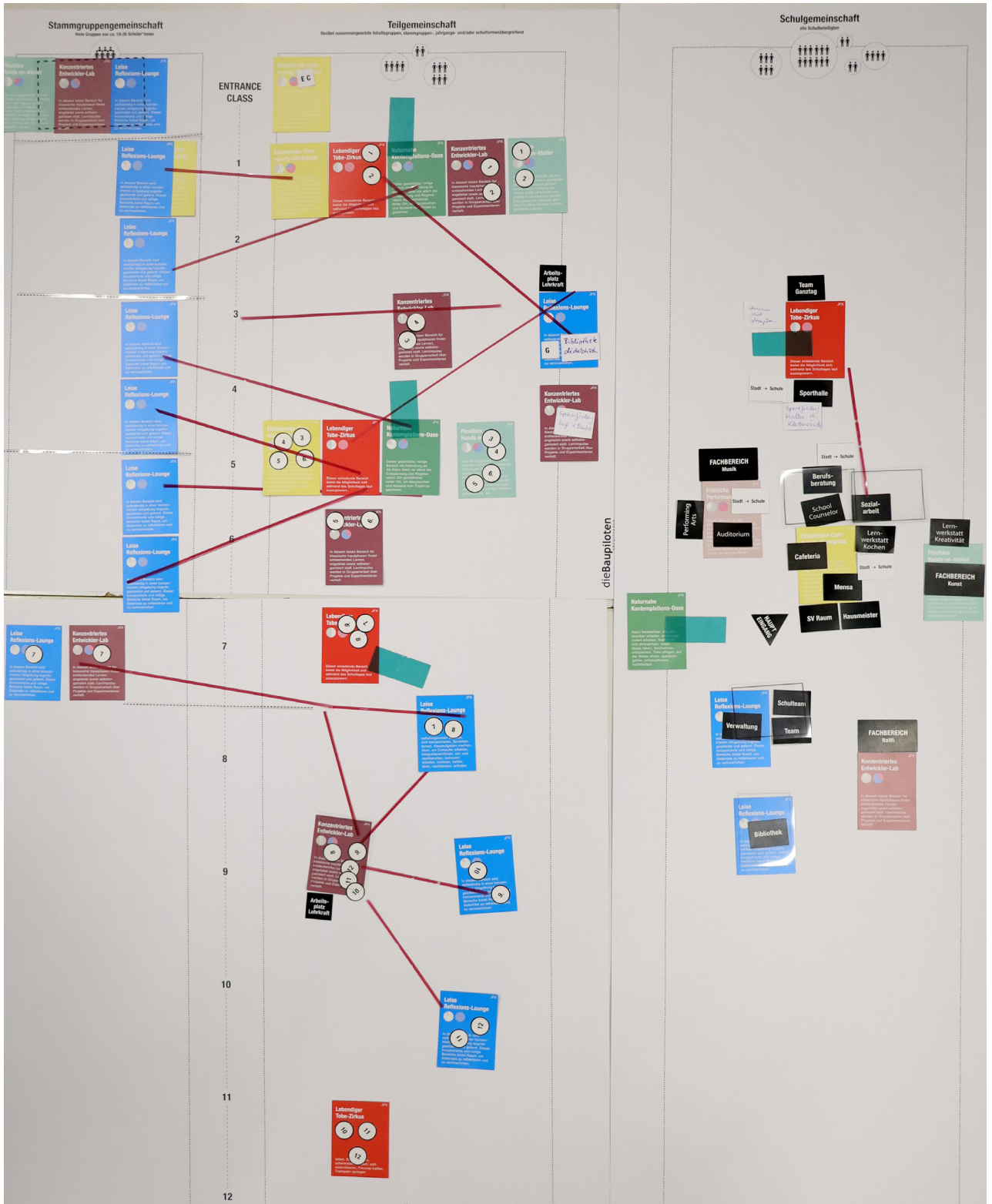
Separate entrance class with dedicated square
1st to 6th dedicated home rooms that are open/free to use when not in use by class → shared space by 1st, 2nd grade → dedicated square
Connected to central space of entire school community
Public functions are connected to square
Potential locations aren't main entrance as square → transformed to covered space/indoor room → dedicated Elementary School library
High school organized in course structure Same-age groups use quiet learning spaces
Lab rooms are shared by all high school students with attached teacher work spaces → break-out rooms are dedicated to older/younger students.

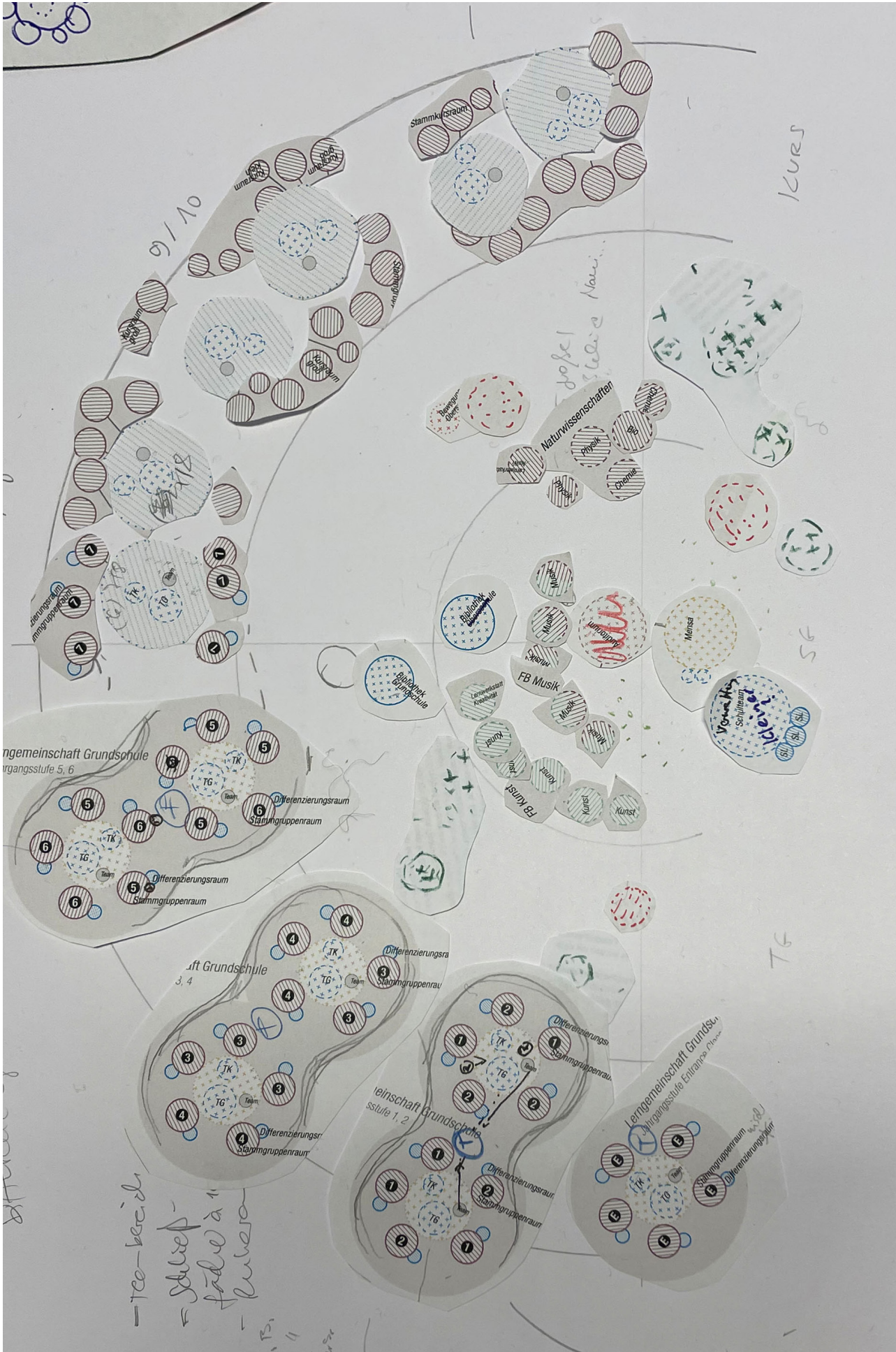
Partial outside areas can be used by Hort kids if near to elementary school area
Strong community focus of elementary / high school
High School
Grade level 7 as transition from elementary school → partial learning in subgroups as transition to course system
Romping room jointly used by grades 7 to 9 → separated from higher grade levels due to different needs
Central area for different age groups with functional spaces
Grade-level specific reflection lounges
Separation of grade levels 7-9 and 10-12

Entire school:
Chemistry/physics rooms may not be used by all.
Idea: roofing of the currently used main entrance and use as central square for school community.



Space & function sketch from Thinking-ahead Workshop

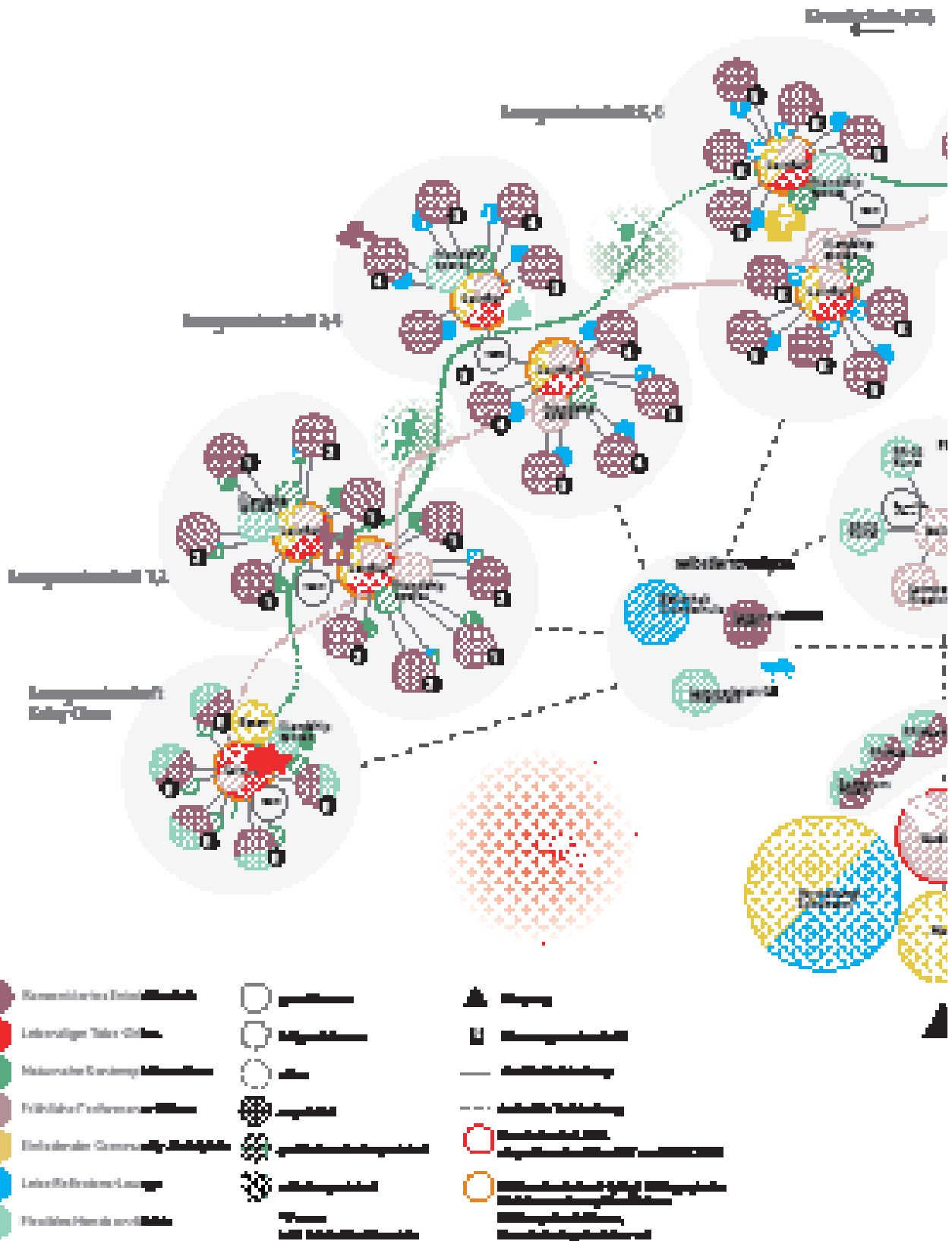




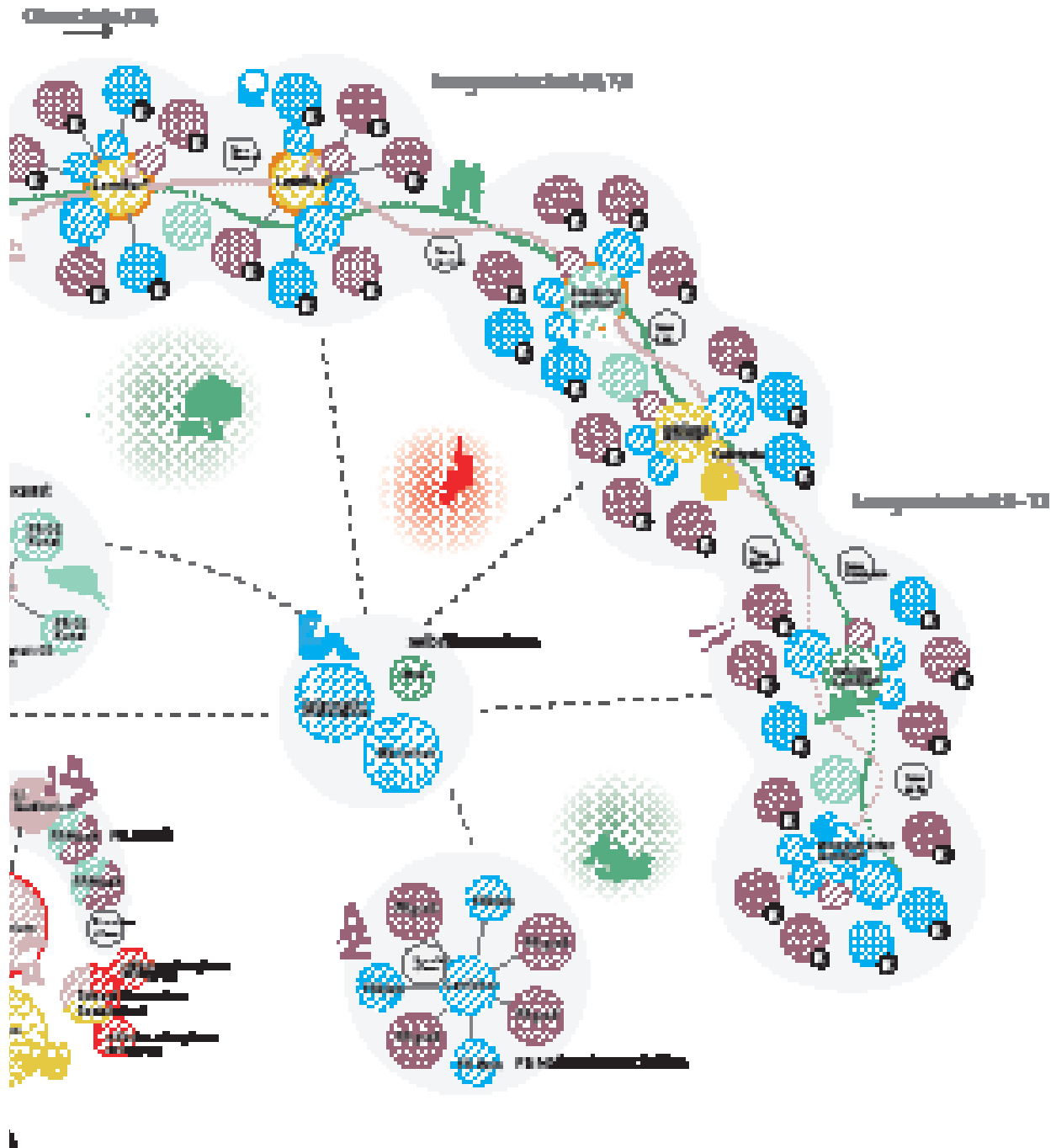
Evaluation - Function & Usage Concept

3

Usage Diagram



The Baupiloten have brought together the findings of “Thinking Ahead Workshop – Developing School Typography” to create a mutual result. The planning games have been visualized as system sketches and compared for overlaps. A summary diagram is produced by superimposing the system sketches.



Description

Function & Usage Concept

The concept described in the following has been proposed after analyzing the results of the Vision Workshop, accessing the findings of the Thinking Ahead Workshop and aligning the space allocation plan for the JFKS (see appendix). Pedagogical and space requirements were discussed and structured before being compiled in a prioritized outcome. Adjustments for special needs are appended to the concept (signed by the Frau Orgis, Berlin Senate Department for Education, Youth and Family, SenBJF).

The Guiding Idea

The JFKS should be spatially organized so that all members of the school community – teachers, students, and educators, as well as parents and visitors – enjoy coming to the school. The more positive experiences are associated with the place of learning, the better the conditions for high motivation and sustainable all-day learning.

In particular, the individuality of each person and cultural diversity are to be treated with respect. The welcoming culture should be noticeably strengthened and supported through a spatial opening and the school's being a shared, "feel-good" place.

The opening up of the learning areas into a versatile learning environment and the transition from the high school's first level, Sek I, to its second level, Sek II, will be go more smoothly in the future.

Legend

- Inviting Community Square
- Flexible Hands-on Studio
- Lively Movement Circus
- Natural Contemplation Oasis
- Quiet Reflection Lounge
- Cheerful Performance Stage
- Focused Developer Lab

The following student collage, Social School, by Alma Rae manifests this concept.

A fabric of different, interlocking elements that differ from one another in their shape and color while still creating a radiant image (see the documentation from the Vision Workshop):

"At my dream school there are places where people can retreat, with others or alone. Its classrooms promote interactive and inclusive learning. The school supports its students and staff. But at the end of the day, it is the school's architecture that encourages the openness and friendliness of its students, teachers, and employees. Architecturally, the school is social and integrated. There are round classrooms out of comfortable sofas and no homework because we're able to efficiently get everything done at school. We have class outside when the weather permits; the teachers are motivated and refreshed. The school is fair and suitable for people with physical or mental disabilities. The subject matter is presented creatively and visually. There are spaces for all types of frustration, spaces where you can let off steam, do sports, cry, be alone or with others, and so forth. You feel comfortable because the school has all physical structures and people necessary for enjoyable learning."



Recommendations for the School Community



The Cafeteria

The future cafeteria will be understood as a meeting place and the “heart of the school,” where cultural diversity is lived and demonstrated. As an Inviting Community Square, the location is an important component of the school day for the JFKS. It contributes exactly the quality of life that gives the community and guests with a “feel-good place” for informal exchange and socializing.

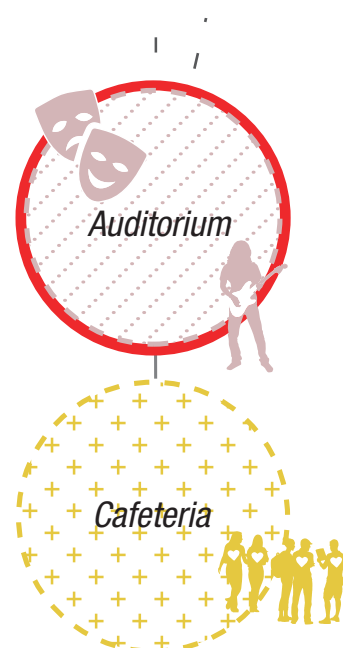
The space allocation plan for the JFKS (status of Feb. 15, 2022) earmarks space for a cafeteria to provide students and teachers access to healthy and balanced nutrition. In addition to a hot lunch and light snack, breakfast is also to be offered as an option.

At the JFKS the culture of eating symbolizes interchange and coming together.

The cafeteria is to be used for more than “just” eating. In order for it to be accepted as a place to spend time, its atmosphere and design, including lighting and good acoustics with plants and access to the outdoors, must be requirements in subsequent architecture.

Students at school prior to classes, with free periods or on campus in the afternoon can meet here to exchange ideas and recharge their batteries. Being independent, pursuing leisure activities, planning excursions, finding out what’s happening at school, exhibiting projects and appearing in public are all things that strengthen students’ self-efficacy.

Shared ideas emerge across grades, functions and subjects at this collaborative place of exchange. This requires flexible furnishings, possibilities for exhibitions and an age-appropriate zoning in manageable units. The ideas of the participants to also see the cafeteria as a point of interface with the city neighborhood and as a value-adding resource for the surrounding area has been incorporated into the cafeteria’s use. At times of day when the school doesn’t need the cafeteria, external users could organize, for example, district or parents’ cafés.



Auditorium

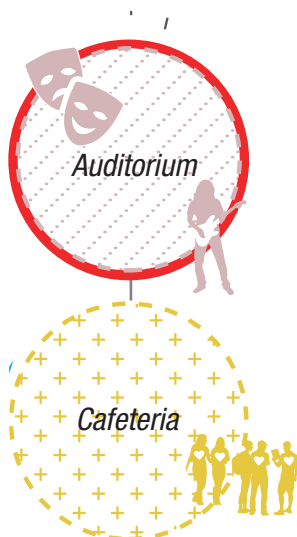
“The motivation to present oneself”

The creative foundation of the JFKS can be seen in musical and visual arts departments as well as in the various inspired and imaginative features of the current facilities. The artistic exhibitions in the corridors and the well-equipped music library and music rooms indicate the great potential of the students and the creative commitment of the teachers. The auditorium, with its Cheerful Performance Stage, allows the presentation of events such as theater and concerts on a professional level and serves as an avenue of communication with the city.

The auditorium is not only to provide space for the artistic subjects. Impulses, critique and self-awareness stimulate a productive exchange inwardly and outwardly, keeping things in motion, staying in tune with the spirit of the times, and preventing stasis. Panel discussions and student-organized events can be held there. The students interact democratically with each other and want to have a say in things, to express their opinions. They are committed to diversity, self-care, sustainability and environmental awareness. The auditorium is also where the student government convenes to debate and formulate its positions on life at the school.

The participants clearly expressed their preference for a spatial separation of the cafeteria and the auditorium. Proximity and the possibility of joining the two spaces could be a possibility if the two spaces can be acoustically separated from one other.

School enrollment festivities, faculty meetings and school celebrations take place in the auditorium. For events with guests, up to 800 people can be expected. The existing auditorium at the JFKS is regarded as spatially adequate by the school community, once it has been renovated to prevailing standards with up-to-date equipment.

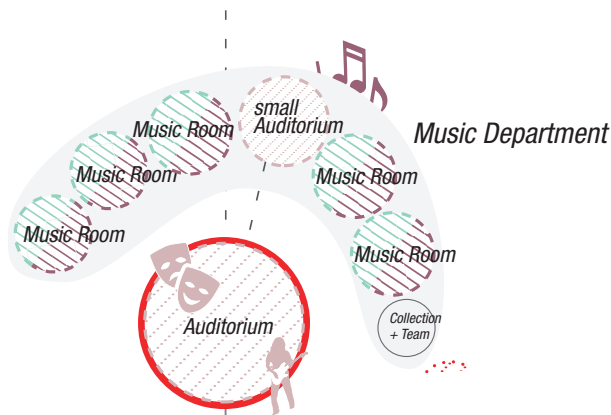


The Creative Musical Connection and the Small Auditorium

The subjects of music and performance are sensibly located near the school auditorium because of the synergies in its use. A creative musical connection forms there in conjunction with the music rehearsal rooms, which can be organized to serve differing pedagogical concepts.

The music rooms should be arranged to implement the spatial qualities of the Focused Developer Lab and Flexible Hands-on Studio. They are suitable for the instruction of individuals as well as of small and large groups, allowing lessons with input and practice-oriented phases.

The possibility of combining or dividing the available space using positional walls or opening it to include the lobby area offers differentiated learning settings. The instrument collection and technical equipment will be stored in the music rooms, some of which can be locked. Workspaces and alcoves for reflection, listening to music, studying scores and other learning are located throughout the entire section.

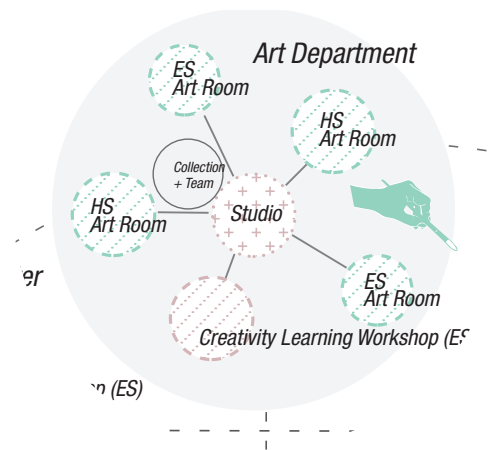


The Art Department

The creativity workshop is an area where work can be done in a focused manner as well as in variously sized groups.

It is suggested that as the central space one of the art rooms be opened into an art studio, where students can exhibit their work. Large tables and open workshop shelves encourage and inspire creative activity. An airy atmosphere enlivened by plants characterizes this creative space. The studio is also able to accommodate large-format canvases allowing students to work in corresponding sizes.

Prints, drawings and paintings can be exhibited in temporary exhibitions as in an art gallery.



The Science Department

The science rooms are located in the science cluster with subject-related materials and equipment rooms. The rooms offer various, quality learning settings, including an input area in the form of a Focused Developer Lab as well as a Quiet Reflection Lounge, where students can think over and internalize what they have learned.

Tables are movable and can be arranged as required. Shelves and adequate storage space along the walls should be considered. A centrally located, open area can be connected to the corridors. This is the individual study space. The equipment can be allocated to the subject-area classrooms and is also accessible from the central individual study area.

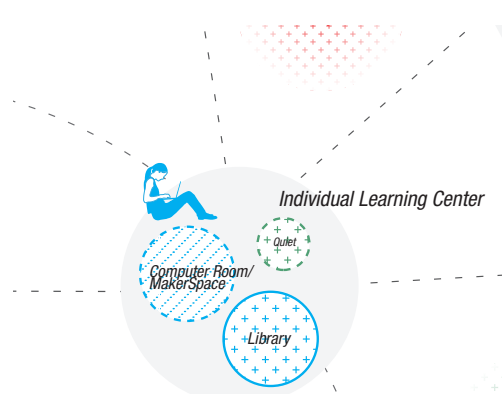
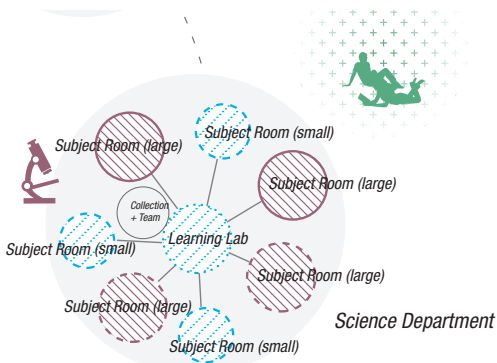
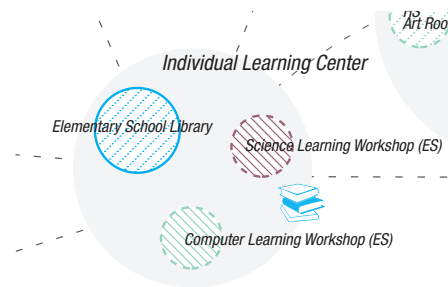
All materials for student experiments will be provided in open or lockable compartments in the subject-area classrooms.



Elementary School Library and High School Library with Individual Study Center

A separate library is provided for the elementary school's younger grades. It is primarily oriented toward didactic work with the children. There is a small reading corner where children can go to show each other books or browse undisturbed in peace and quiet. Here they learn here how to use a library. The one in the elementary school is suitable for projects with sponsored children; mixed groups can gather in a small seating area.

The large library serving the entire school community is centrally located. It is equipped with work spaces and sofa islands, and is meant to encourage and motivate individual study. Computer stations are available in a small media center adjacent to the library.



The Administration and Multiprofessional School Team

The administration is well-located on campus near the arrival area and the cafeteria.

The guidance department and counseling office are centrally located. The desire, for example, to set up a room for diabetic care is achievable in the space assigned the counseling rooms.

The basic principle is that “teachers should talk more with each other.”

The team areas are divided into a central team area and decentralized, smaller team stations in the respective learning studios of the elementary school grades and the high school grades. In the elementary school, the decentralized stations are organized according to grade level, in the high school according to subject area.

The central team area is divided between a communication area with a kitchenette and space for informal exchanges and quiet work areas with flexible work spaces.

These are complemented by meeting rooms and the school’s first aid office.

The printer and copier room is directly accessible from the central team area or located in the immediate vicinity.

The decentralized team areas are located in each cluster, in the entrance class and in the elementary school. Each cluster accommodates two grades.

These team stations serve as a place for short breaks and preparation during the school day. They are equipped with a small meeting table, supply cabinets, work spaces and a computer.

In the 5th and 6th grade cluster, larger team rooms are located in the corridor crossing to the high school’s Sek II level. A greater interchange among the teachers in the various grade levels, especially in preparation for the transition from 6th to 7th grade should be possible.

All-Day Supervision

For the forward-looking, new JFKS, all-day learning, in particular, is gaining importance along with integration, inclusion, digital and vocational education, and individualized support for all students.

The view of school as a place of life and not purely as a place of learning has already established itself at the JFKS through the many activities on offer in addition to traditional instruction.

The space allocation plan for the JFKS (status of Feb. 15, 2022) provides for supplementary space for all-day schooling that augments that which is available to the school.

During the participation process, everyone agreed that the all-day schooling areas should be integrated into everyday life, opening up the school. Private areas in the classrooms will be equipped with lockable cabinets for materials.

In the future, secondary schools will assume a greater range of educational functions. They are to contribute to more equality of opportunity and education, because all-day schools offer an extended time frame that can be used for in-depth learning and more open-ended experiences. For students, all-day schools offer additional support and options for interest-driven experiences. In general, therefore, the aim is to provide a stimulating learning environment with a high level of encouragement for independent and guided learning, experimentation and trying things out, both inside and outside the building. When young people spend a significant portion of their lives at a school, it also assumes responsibility for ensuring adequate physical activity and health care. This also has implications for the provision of open space.



Recommendations for the Entrance Class and Elementary School

Entrance Class and Classes 1-4

Independent work, working in small groups and differentiation of the classes or age-based groups play an important role in the new JFKS. As the students' ages increase, so do the corresponding requirements.

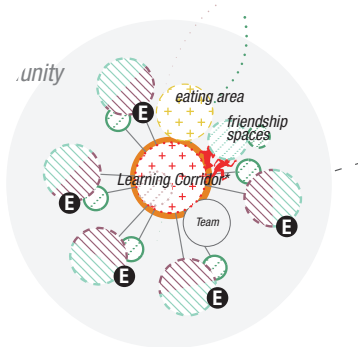
The participants in the Thinking Ahead Workshop were in agreement that grades 1–5 should retain their own core group rooms, but that overall more common space should be established to allow: "Learning in different spaces that are visually zoned with different dots. Here the students learn how to study and also how to present their work."

Five core group rooms, each with two age groups, are arranged around a learning corridor, which corresponds to the forum implemented at the Berlin Learn and Team House. At the moment, the spacious corridors are largely unused. After assessing traffic routes required by fire safety regulations, the corridors will be transformed into pedagogical learning areas that can be used for individual learning or work by small groups. The learning corridors are connected by a green band as an "area for calm and refectation." The green band, suggesting the qualities of the Natural Contemplation Oasis, runs through the learning areas along the walkways and connecting corridors. Architecturally implemented alcoves, using furniture or recesses in the walls, invite students to briefly pause and interact with children of other ages.

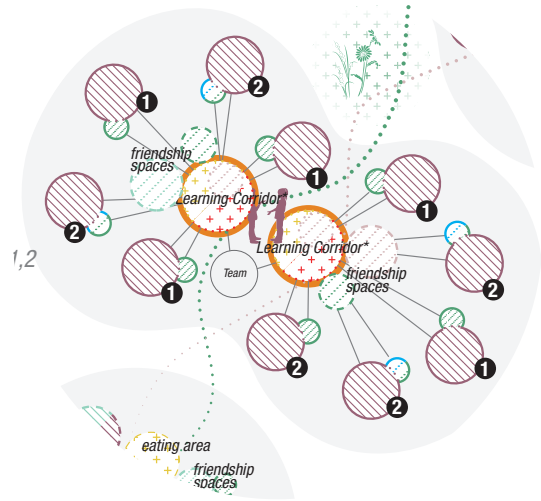


A protected area is provided for the Entrance Class. The younger children are more sheltered in their daily school life and remain among themselves. Interaction with the 1st and 2nd graders is desired and takes place via quiet islands on the walkways along the green band.

The idea expressed in the Thinking Ahead Workshop to provide breakfast and lunch options for the entry-level classes in their special area, in an Inviting Community Square, was received by all participants. "Food and snacks could be eaten in their own Community Square." Flexible furniture would be arranged as needed, while larger groups of tables for working or eating augment the core group room area. A dedicated kitchenette, as well as partitioning options via curtains, plants and comfortable furniture, would enhance the new Inviting Community Square. For physical equilibrium and to meet the needs of active children in the sense of the Lively Movement Circus, markings on the floor show the way to climbing walls and rollicking islands, as well as places where students can really exert themselves athletically.



The 1st and 2nd and the 3rd and 4th elementary school grades share two learning corridors with, using them across grades. The core group rooms are supplemented with differentiation alcoves as a spatial extension implementing the qualities of the Focused Developer Lab and the Natural Contemplation Oasis. This reflection zone provides the children with their own space where they can read, work, think things over or take time out. The area has its own small library. Here, time moves more slowly; the children choose their own work materials in the lower grades, and in the upper elementary school grades the alcove is already largely organized by the students.



The differentiation alcoves vary in their structural design:

- a) as a direct spatial extension of the core group room and belonging to the corresponding space, desired as existing.
- b) as a separate alcove in the core group room
- c) as a spatial alcove in the learning corridor, separable by curtains but structurally open.

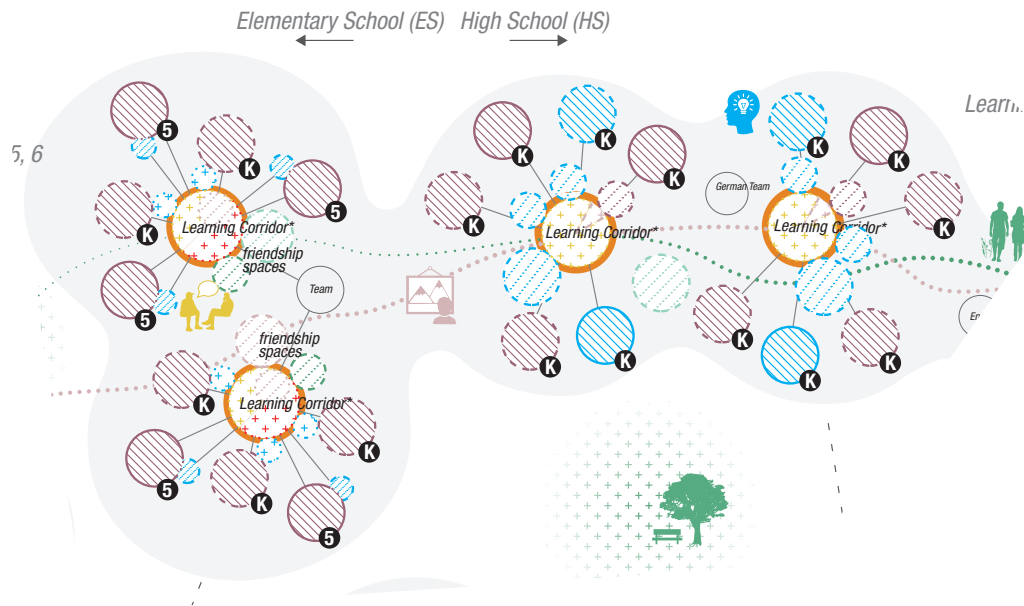
Light axes bring natural light into the learning corridors and the alcove is to be made flexibly usable for other groups.

The central learning corridor, with qualities of the Inviting Town Square and the Lively Movement Circus, is connected to other differentiation areas.

In the elementary school there is an increased need for language support. Groups of 10 to 12 children are taught in quiet alcoves along the learning corridors. Beginning in the 4th and 5th grades, students are become more increasingly independent and "learning to learn," taking responsibility for their learning. Friendship Spaces serve the Friendship Center as anchor spaces within the different school sections (compartments), with tutoring available in all spaces.



Recommendations for the High School, Sek I and II



The Transition to the High School, Sek I

The transition of from the 5th and 6th grade classes to the 7th and 8th grade classes needs to occur more smoothly in the future. Until now, the move to Sek I of the high school occurs symbolically when the students cross the bridge connecting the buildings.

In the future this transition will also occur in terms of content. Particularly in the subject areas of German and English, the elementary school is to become more closely linked with the high school. This moving together will be supported via the team areas.

The core group rooms of the 6th grade are opening up and slowly transitioning to the open course system. The learning corridors can be used by across the grades; project work and the presentation of work in the learning corridors promotes the convergence. The high school's level I makes itself "visible" to the elementary school. A shared larger team area for teachers of the 5th–7th grades is planned here.



SEK I and SEK II

“Visiting friends” and “visiting each other” implements internally what the JFKS also presents externally on the level of exchange, formally and informally as well as professionally and culturally. There are no limits here.

Cultural diversity is practiced through cooperation in a constant and lively exchange. In the learning spaces and places of learning, transparency and collaboration are enabled and strengthened across grades and subjects.

The high school's Sek I and II are connected via creative “thematic corridors” (learning corridors), which distinguish themselves from one other in their atmosphere and quality through their individual furnishings. The 7th grade course and lab rooms in different sizes and qualities, including those of the Focused Developer Lab and the Quiet Reflection Lounge, are grouped along two thematic corridors. The 7th and 8th grade course rooms are cozy and comfortable.

The 9th and 10th grades and the high school's Sek II, with the 11th and 12th grades, are grouped around two “thematic forums.” Spaces for individual communication

are found along the thematic corridors as Inviting Community Squares and in areas for individual study in the Quiet Reflection Zones, with action-oriented work possible in the Flexible Hands-On Studios.

The thematic corridors of all grades levels are connected via a “creative ribbon.” The students visit each other in their forums and can discuss current topics with each other, present their ideas, talents, and themselves in exhibitions, creative works or at the Speaker’s Corner.

The walkways are learning pathways; the Natural Contemplation Oasis with its alcoves to retreat to and cozy furniture is also meant to be a place where students can switch off and take a deep breath.

Movement within the course band is seen as an opportunity. “Different spaces offer the chance to move around, creating variety.”

SEK II

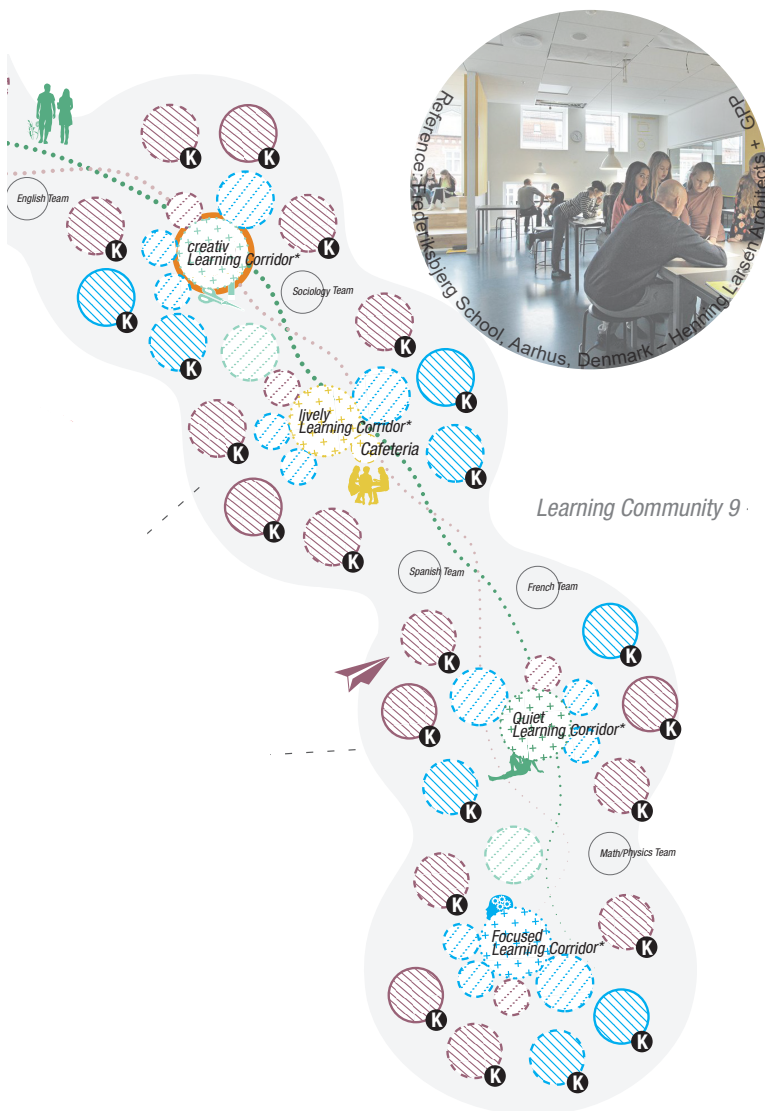
In the high school’s Sek II, the course rooms are partially open to the learning corridors, which are also becoming spaces for individual learning as well as more transparent. Alcoves and intermediate spaces in the thematic corridors offer places to work, and invite the students to rest and reflect.

A cafeteria for Sek II will be located adjacent to a central learning corridor.

The furniture in the thematic corridors is flexible and can be rearranged; students can sit together in different-sized groups.

The course rooms are well-equipped input spaces, from which the students go to the reflection areas.

The areas of the thematic forums with the Community Squares and individual learning spaces will be zoned and denoted through different qualities and furnishings.



Outside Areas and the Schoolyard

Working and Learning in Fresh Air

The school community would like to be able hold classes outdoors; a green classroom and urban gardening for both younger and older students enables a sustainable discussion about topics concerning nature and the environment.

Sponsorships by the classes for small raised beds and garden plots ensure a considerate and responsible approach. The green classroom provides space for hands-on learning about natural science topics.

Movement

Age-specific outdoor areas for primary, middle and high school students provide a variety of opportunities for physical activity. Swings, an exercise area, and places to relax offer opportunities for younger students to unwind. For older students, an outdoor fitness course can complement the sports areas, with benches and places to retreat to also being beneficial.

Alignment with the JFKS Space Allocation Plan

With the usage plan shown in the previous pages, the best possible individual scenario for the John F. Kennedy School has been mapped out on the conceptual level. From this, an individual space allocation plan will now be created.

The SenBJF's space allocation plan aligns the existing square footage at the JFKS with the space requirements laid out in Berlin model space allotment plan for elementary schools and high schools. In the following, the usage diagram is transferred to the space allocation plan with the inclusion of special needs, creating an individualized recommendation regarding the space required by John F. Kennedy School.

The following pages each diagrammatically show the:

1. space allocation planning for the John F. Kennedy School elementary and high schools (agreed by the SenBJF and the JFKS, status of February 15, 2022)
2. re-sorting of these spaces into the school typology developed by the school
3. redefinition of the spatial diagram according to learning qualities conceived in the Rethinking School Typology Workshop.

Vocabulary	
Terms are translated once, at their first use; repeated German listings are for orientation within document	
German	English
Page 46	
Allg. Unterricht	General Instruction
Stammgruppenraum	Core Group Room
Teilungsraum groß	Differentiation Room, large
Teilungsraum klein	Differentiation Room, small
Ruhe	Quiet Area
Ergänzende Flächen	Supplementary Areas
Schließfächer	Lockers
WC	Toilets
Teambereich	Team Area
Team Komm. Arbeitsplatz	Team Communication Workplace
Kop.	Copier
Pflege	Special Needs
Lager	Storage room
Page 47	
Fachraumbereich	Subject rooms area
Kunst	Art
Fachraum Kunst	Art Room
Brennofen	Kiln
Bibliothek	Library
Inklusion	Inclusion
Inklusion Therapie/Bewegung	Inclusion, Counseling/Movement
Lernwerkstatt	Learning Workshop
Lernwerkstatt "NaWi"	Learning Workshop: Science
Lernwerkstatt "Kreativität"	Learning Workshop: Creativity
Lernwerkstatt "Kochen / gesunde Ernährung"	Learning Workshop: Cooking / Healthy Nutrition
Sammlung Lernwerkstatt	Learning Workshop Equip./Materials
Musik	Music
Fachraum Musik	Music Room
Sammlung Musik	Music Equipment
Mehrzweckbereich	Multipurpose Area
Mensa/Cafeteria	Cafeteria
Garderoben	Coatroom
Küche	Kitchen
Mehrzweckraum	Multipurpose Room
Fundus	Props Room
Stuhllager	Chair Storage
Personal	Staff
Verwaltungsbereich	Administration Area
Kommunikations-/Infobereich	Communication/Information Area
Schulleitung	Principal
Stellv. Schulleitung	Vice Principal
Sekretariat	Secretarial Office
Verw. Leit.	Admin. Management
Erste Hilfe	First Aid
Social Arbeit	Social Work
Päd. Koord. Sek I	Pedg. Coord. Sek I
Päd. Koord. Sek II	Pedg. Coord. Sek II
Verw. Leit.	Admin. Management.

3. Function & Usage Diagram - JFKS John F. Kennedy School

German	English
Koor. Erzieher	Coord. Educator
Haus	Building
Kop.	Copier
Wirtschaftsbereich	Janitorial Area
Haustechnik	Building Services
Lager und Abstellraum / Archiv	Storeroom / Archive
Gartengeräte	Garden Tools
Haum. Werkstatt	Janitor's Workshop
PuMi	Cleaning Supplies
Reinig.	Housekeeping
Server	Server
Page 48	
Allgemeiner Unterrichtsbereich	General Instruction Area
Sek I	
Forum	Forum
Sek II	
Kursraum groß / klein	Subject Room large / small
Forum	Forum
Ergänzende Flächen	Supplemental Areas
Team Bereich	Team area
Page 49	
Fachraumbereich	Subject Room Area
Fachraum Musik	Music Room
Sammlung/ Übung Musik	Musical equipment / Rehearsal
Fachraum Chemie/Physik/Biologie	Chemistry/Physics/Biology Room
Lernwerkstatt "Infomatik"	Computer Science Learning Workshop
Mehrzweckbereich	Multipurpose Area
Mensa/Cafeteria	Cafeteria
Verwaltungsbereich	Administration Area
Päd. Koord. Sek I	Pedg. Coord. Sec. I
Päd. Koord. Sek II	Pedg. Coord. Sec. II
Wirtschaftsbereich	Janitorial Area
Page 50	
Eingangsklasse	Entrance Class
Lernflur	Learning Corridor
Differenzierung	Differentiation
Jahrgang 1-2	Classes 1-2
Jahrgang 3-4	Classes 3-4
Jahrgang 5-6	Classes 5-6
Page 51	
Jahrgang 7-8	Classes 7-8
Team Deutsch Kommunikation Arbeitspl.	German Team. Comm. Workplace
Team Englisch Kommunikation Arbeitspl.	English Team. Comm. Workplace
Team Soz. Kommunikation Arbeitspl.	Soc. Team Comm. Workplace
Team Spanisch Kommunikation Arbeitspl.	Spanish Team. Comm. Workplace
Team Franz. Kommunikation Arbeitspl.	French Team Comm. Workplace
Team Ma/Ph Kommunikation Arbeitspl.	Math/Phy. Team Comm. Workplace
Pflege	Special Needs
Page 52	
Fachbereich Kunst	Art Department
Sammlung/Vorbereitung Kunst	Art Equipment/Preparation

German	English
Brennofen	Kiln
Fachbereich Musik	Music Department
kleines Auditorium	Small auditorium
Selbstlernbereich Oberschule	Individual Learning Area, High School
Lernwerkstatt "Informatik" /Makerspace	Learning Workshop, Computer Science.
Selbstlernbereich Grundschule	Individual Learning Area, Elementary School
Gemeinschaftsbereich	Common Area
Page 53	
Fachbereich Naturwissenschaften	Science Department
Päd. Koord. Sek I	Ped. Coord. Sec. I
Päd. Koord. Sek II	Ped. Coord. Sec. II
BSO Team	Career and Academic Counseling
SV.	Student Counsel
School Counselor, Sozialarbeit, Inklusion	School Counselor, Social Work, Inclusion
Page 54	
Compartment Entrance Class	Compartment Entrance Class
Compartment Jahrgang 1–2	Compartment Classes 1–2
Compartment Jahrgang 3–4	Compartment Classes 3–4
Compartment Jahrgang 5–6	Compartment Classes 5–6
Konzentriertes Entwickler Lab	Focused Developer Lab
Fröhliche Performance Bühne	Cheerful Performance Stage
Leise Reflexions-Lounge	Quiet Reflections Lounge
Naturnahe Komtemplations-Oase	Nature-near Contemplation Oasis
Flexibles Hands-on Atelier	Flexible Hands-on Studio
Einladener Community-Marktplatz	Inviting Community Square
Lebendiger Tobe-Zikus	Carefree Cavorting Circus
Page 55	
Compartment Jahrgang 7–8	Compartment Classes 7–8
Compartment Jahrgang 9–12	Compartment Classes 9–12
Page 56	
Selbstlernbereich Oberschule	Individual Learning (High School)
Selbstlernbereich Grundschule	Individual Learning (Elementary School)
Gemeinschaftsbereich	Community Area
Page 57	
School Counselor, Sozialarbeit, Inklusion	School Counselor, Social Work, Inclusion
Wirtschaftsbereich	Janitorial Area

1. Alignment of the Space Allocation Plan of the Elementary School of the John F. Kennedy School with the Model Space Allocation Plan for a 5-Section Elementary School (agreed by the SenBJF and the JFKS, status of February 15, 2022). Effective area totals 7,740 m².

Compartments - 4.560 m²

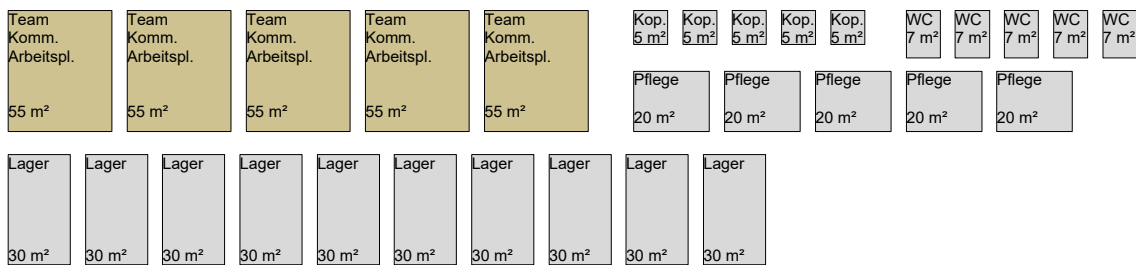
Allg. Unterricht - 3.425 m²



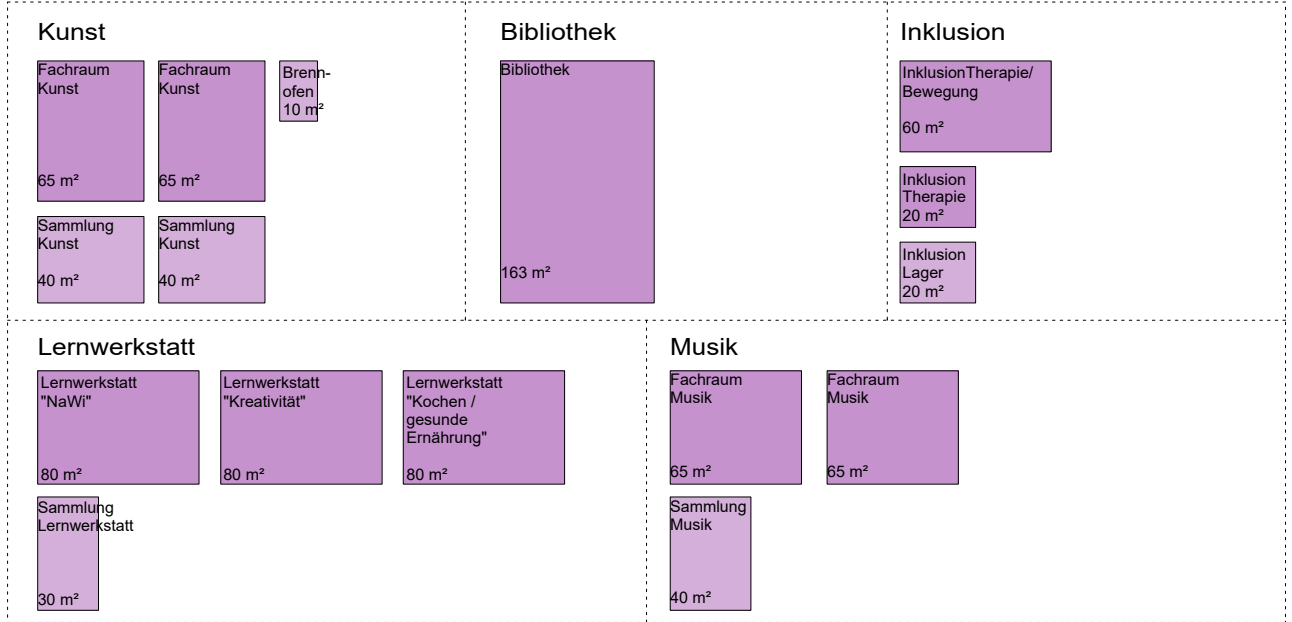
Ergänzende Flächen 400 m²



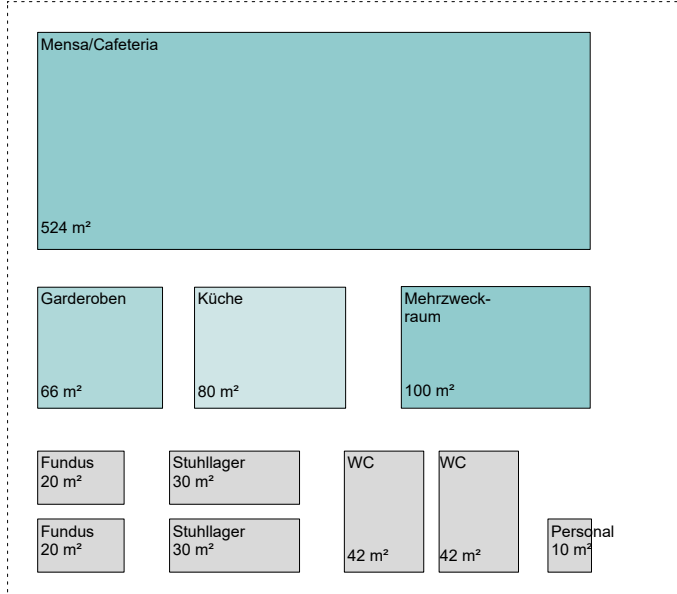
Teambereich 735 m²



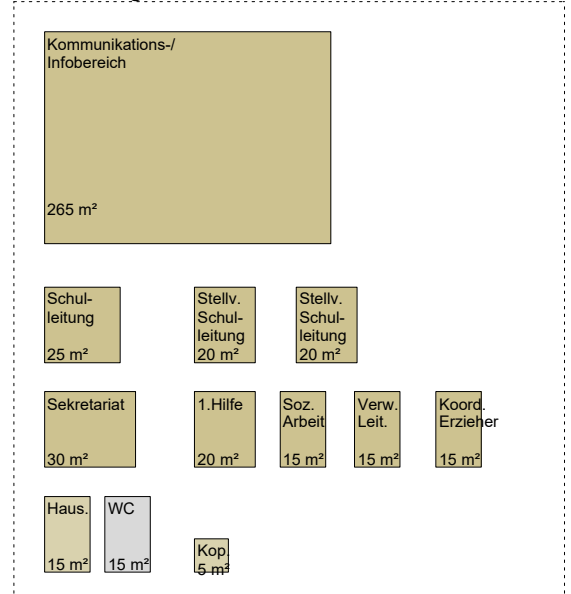
Fachraumbereich - 923 m²



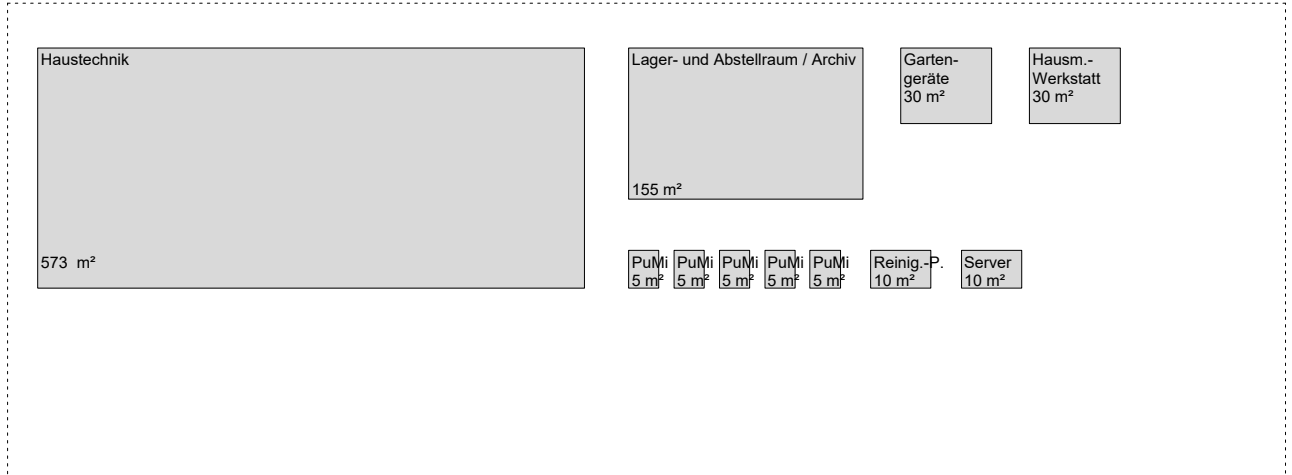
Mehrzweckbereich - 964 m²



Verwaltungsbereich - 460 m²



Wirtschaftsbereich - 833 m²



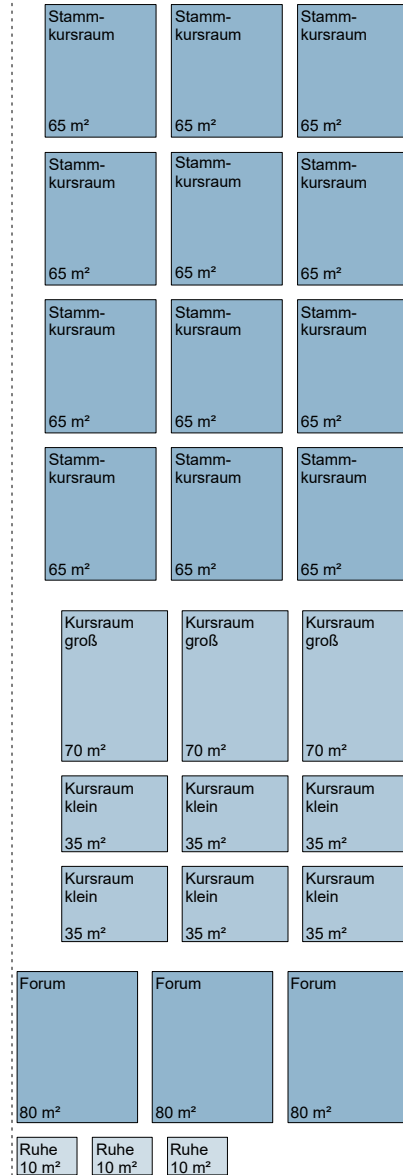
**Alignment of the Space Allocation Plan of the High School of the John-F.-Kennedy-Schule with the Model Space Allocation Plan for a 6-Section High School (agreed by the SenBJF and the JFKS, status of February 15, 2022). Effective area totals 10,119 m².
Compartments - 5.463 m²**

Allgemeiner Unterrichtsbereich - 4.050 m²

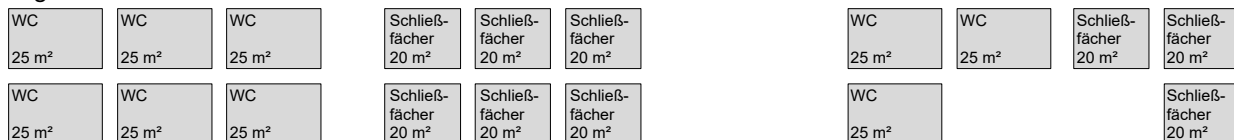
Sek I



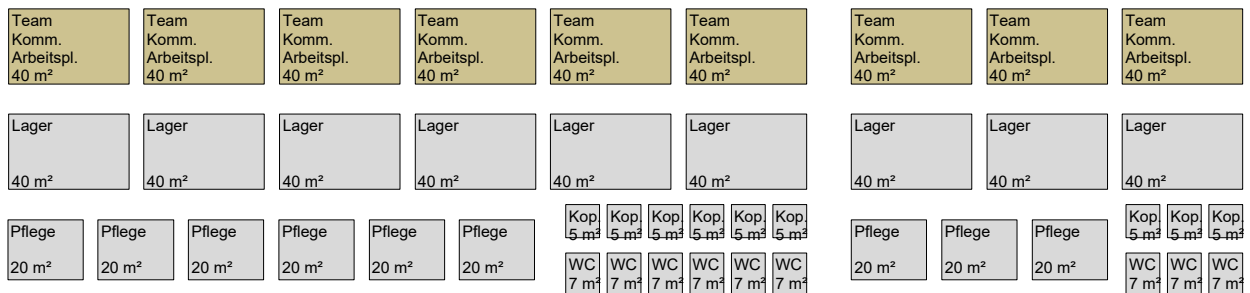
Sek II



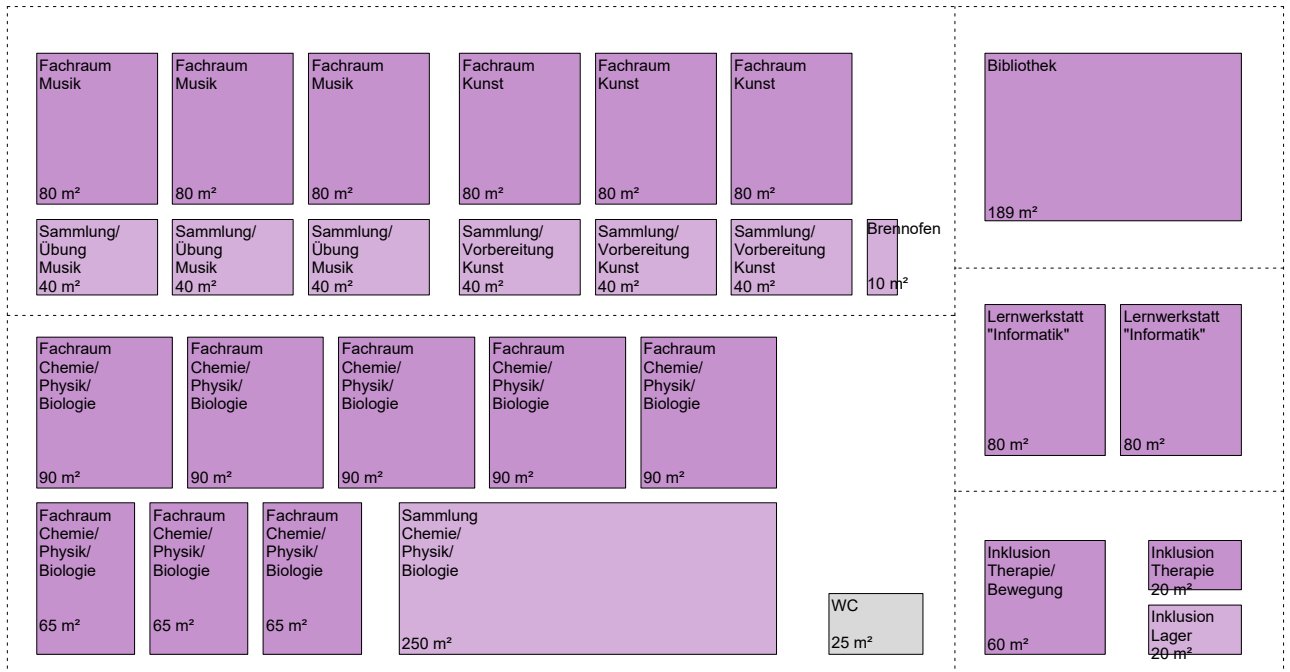
Ergänzende Flächen - 405 m²



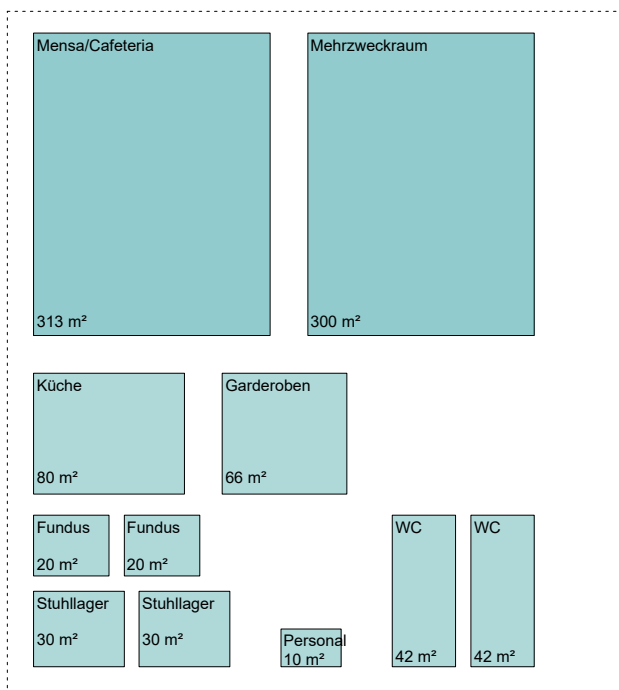
Teambereich - 1.008 m²



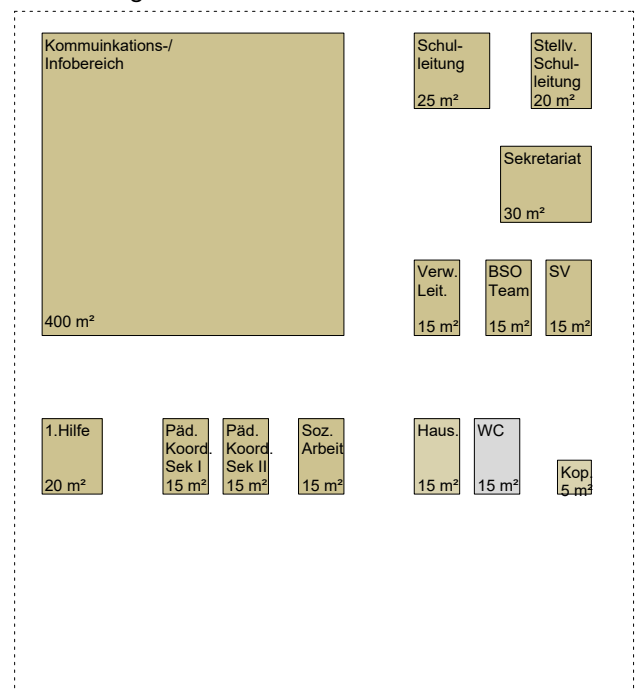
Fachraumbereich - 2.099 m²



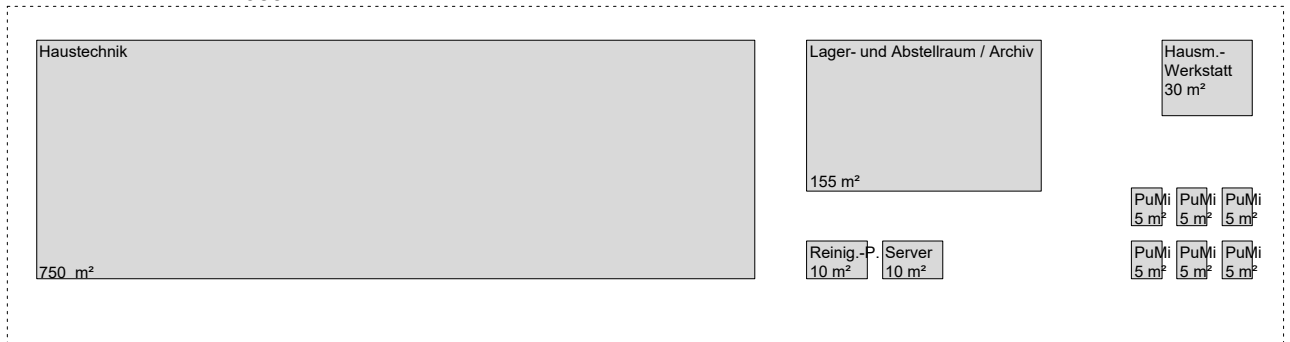
Mehrzweckbereich - 953 m²



Verwaltungsbereich - 620 m²

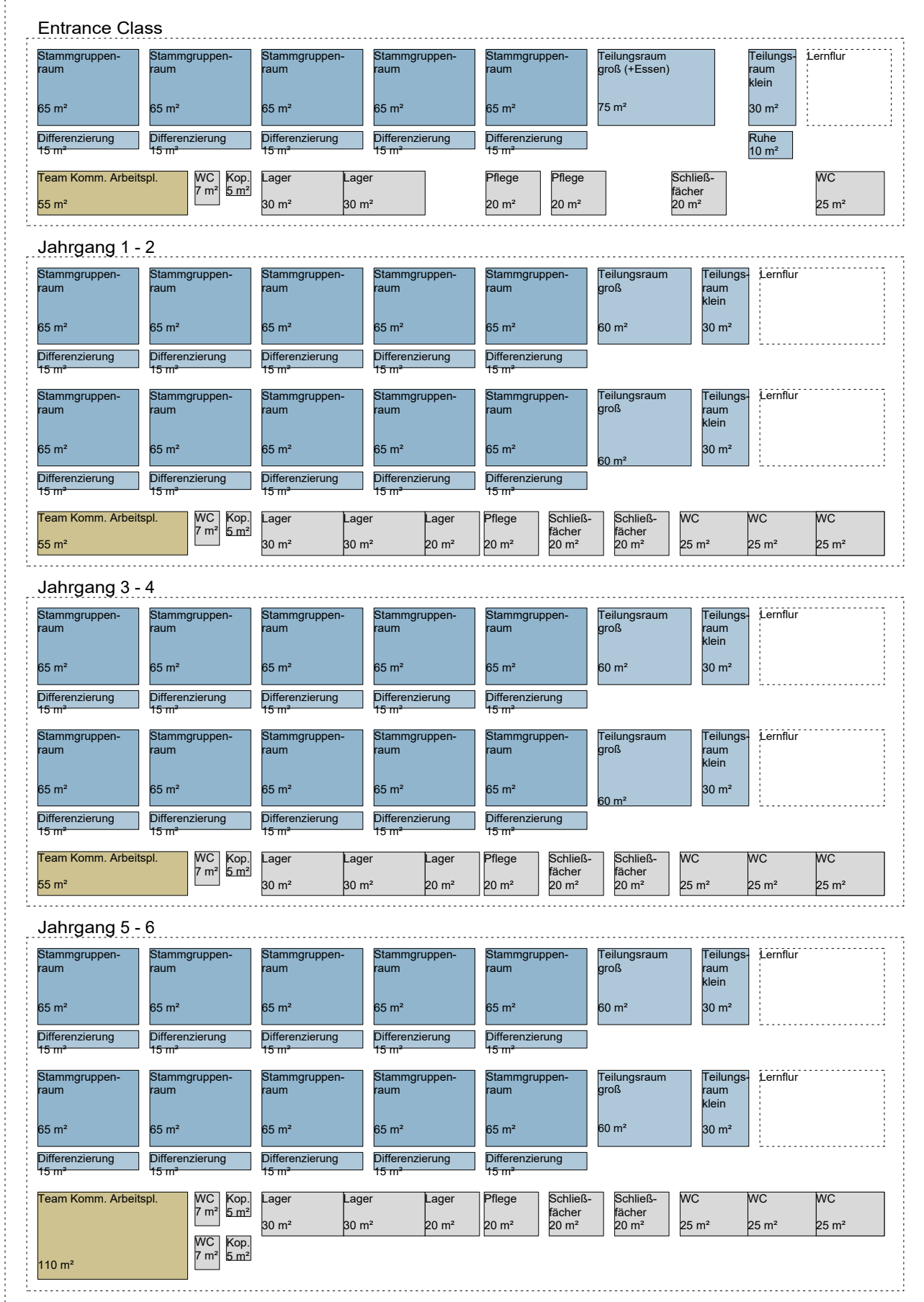


Wirtschaftsbereich - 985 m²



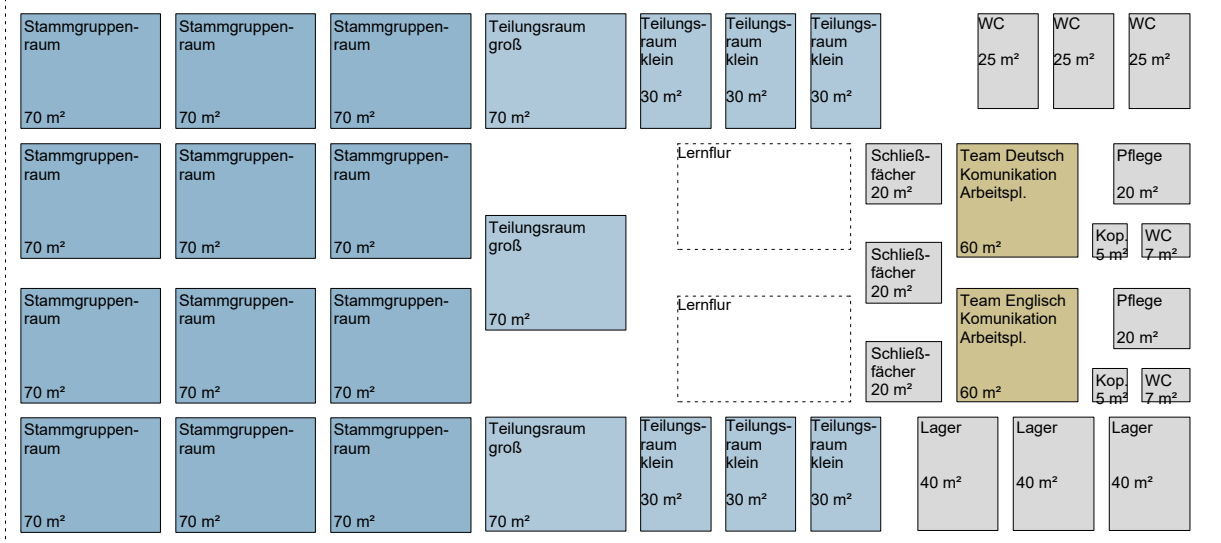
**2. Raum- und Flächensortierung im Bezug zur entwickelten Schultypologie aus der Weiterdenkenwerkstatt
Nutzfläche Grund- und Oberschule GESAMT 17.859 m²**

Compartments Grundschule - 4.560 m²

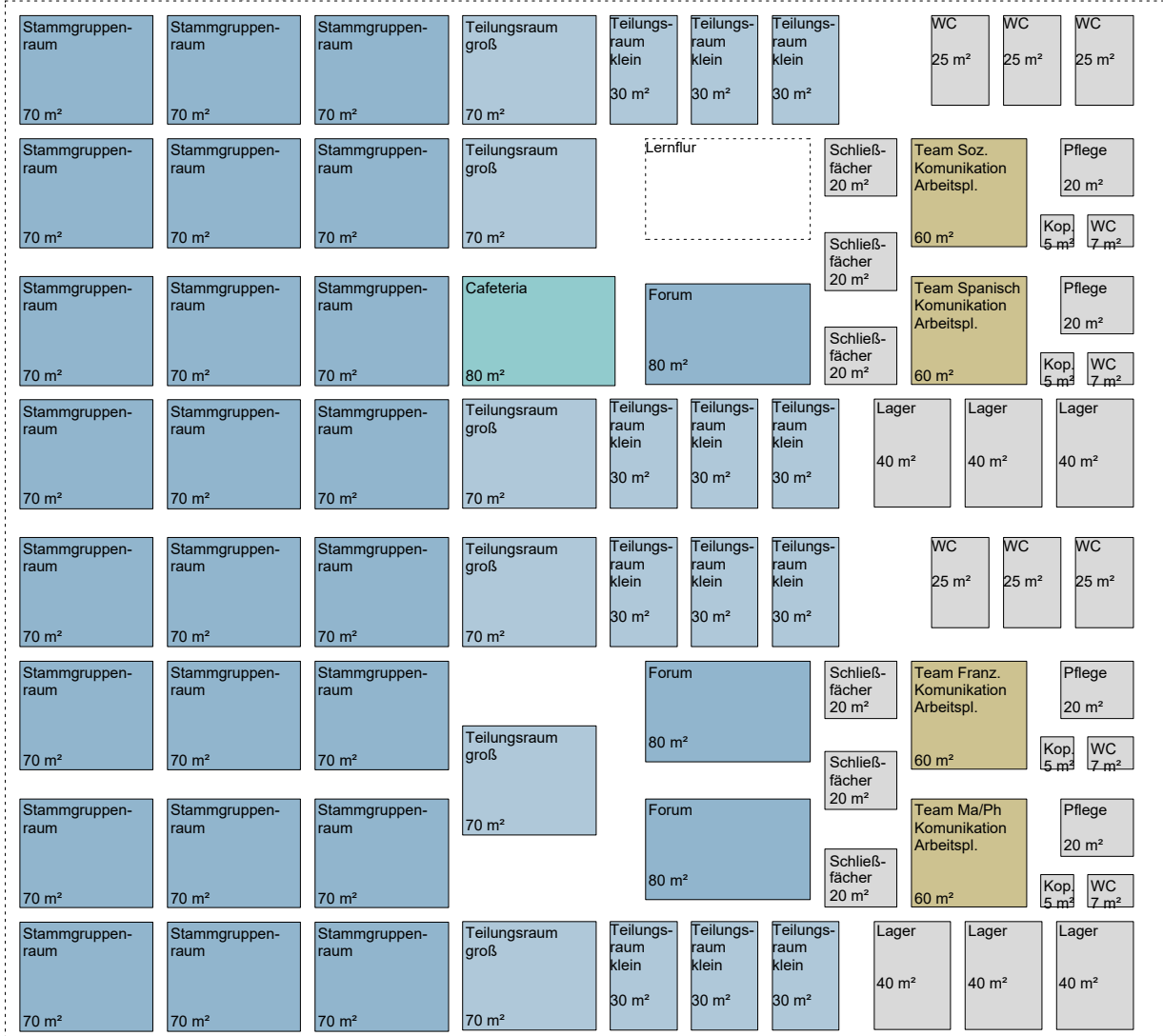


Compartments Oberschule - 5.447 m²

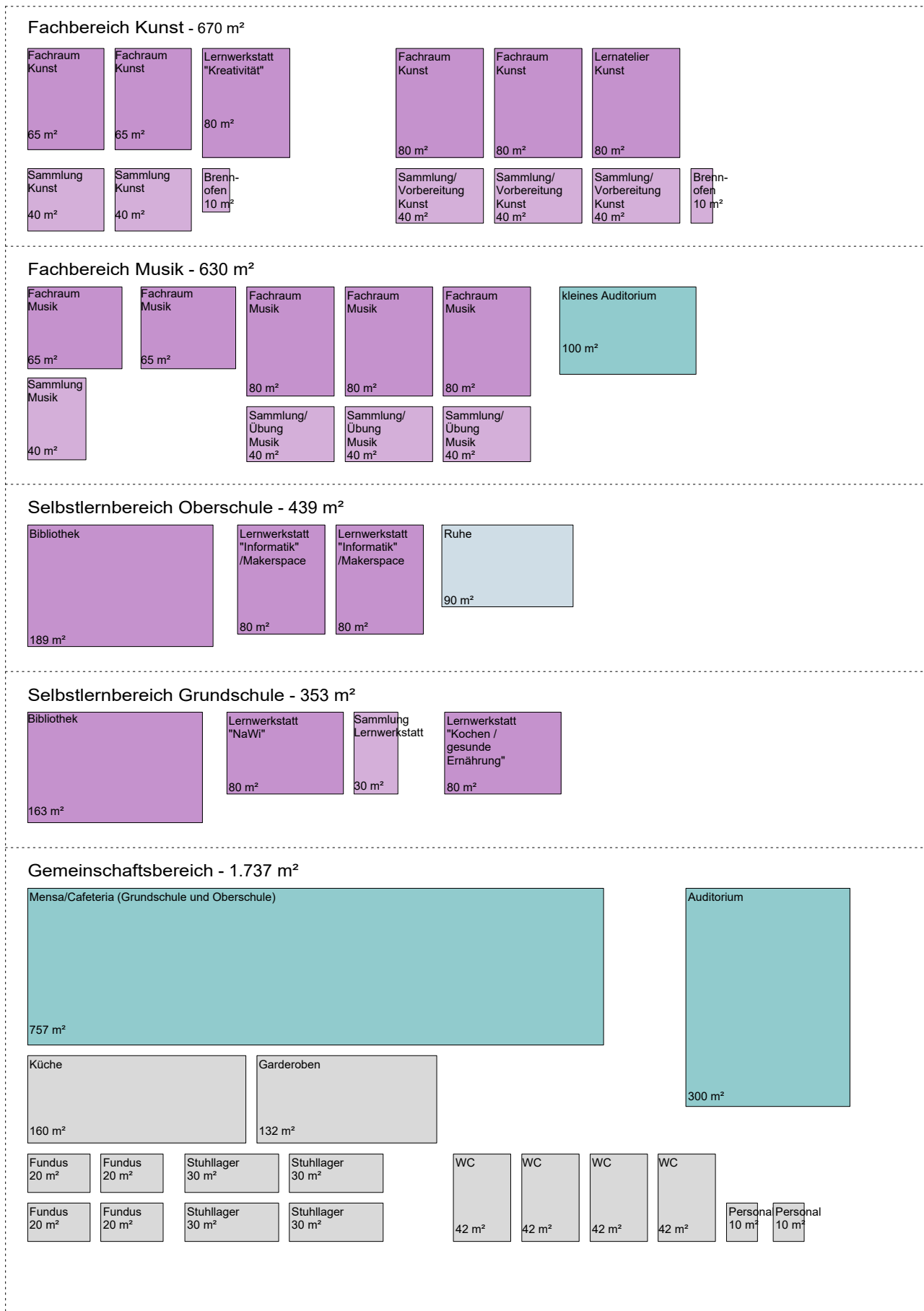
Compartments Jahrgang 7 - 8



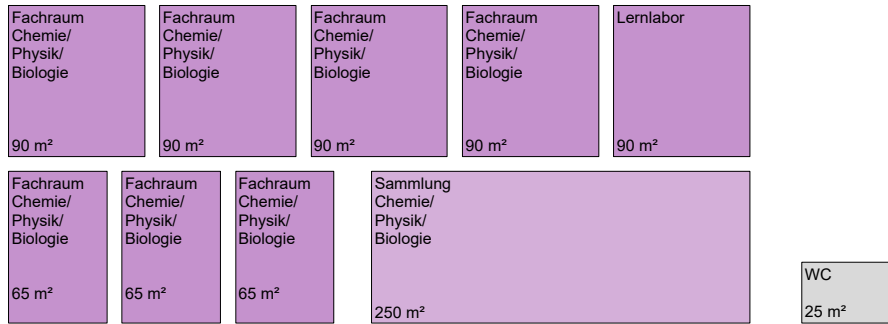
Compartments Jahrgang 9 - 12



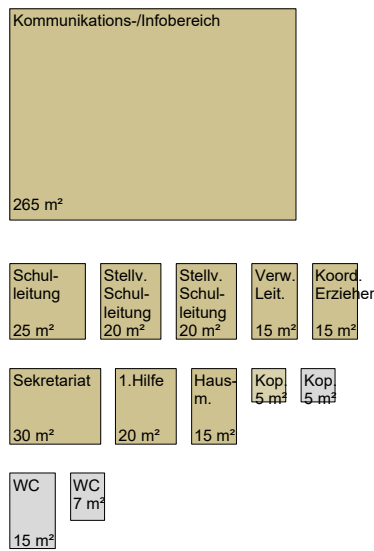
2. Space and Area Sorting in Relation to the School Typology Developed in the Thinking Ahead Workshop. Effective area for elementary and high schools totals 17,859 m².



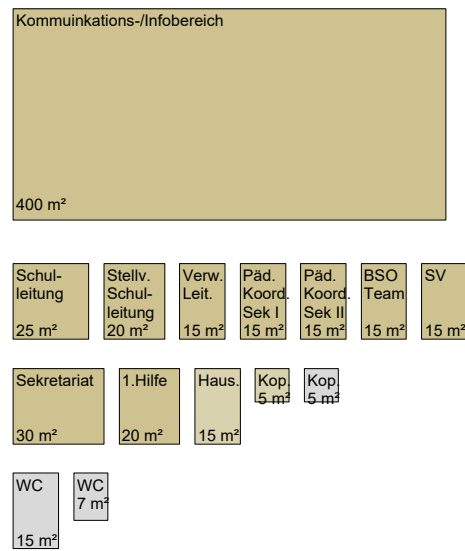
Fachbereich Naturwissenschaften - 920 m²



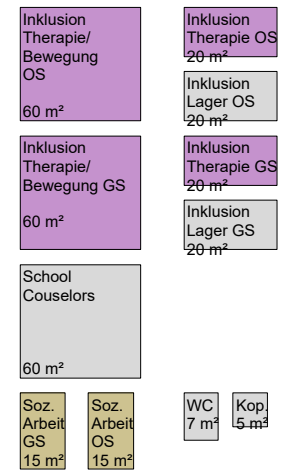
Verwaltungsbereich GS - 457 m²



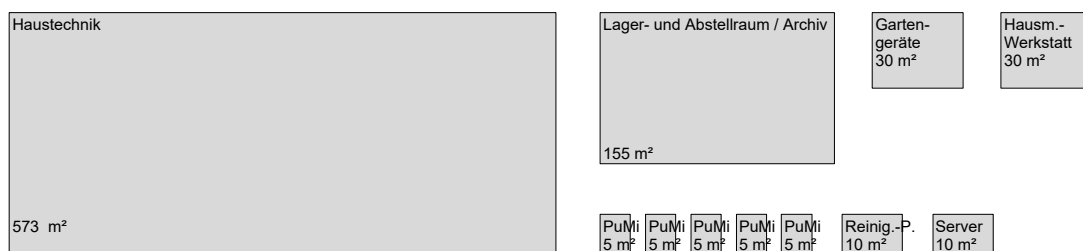
Verwaltungsbereich OS - 617 m²



School Counselor, Sozialarbeit, Inklusion- 302 m²



Wirtschaftsbereich - 833 m²



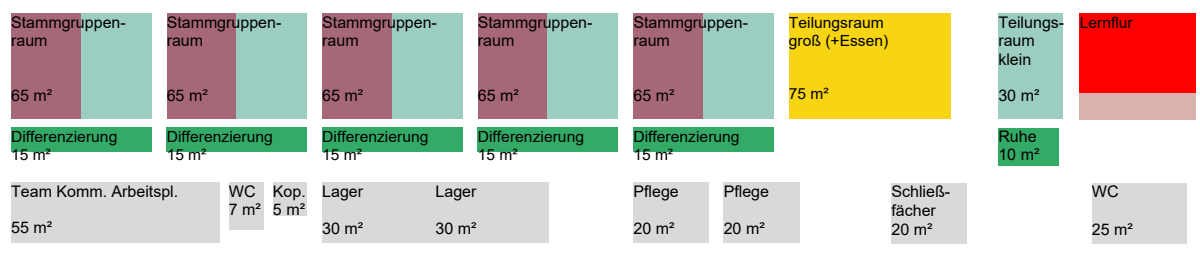
Wirtschaftsbereich - 985 m²



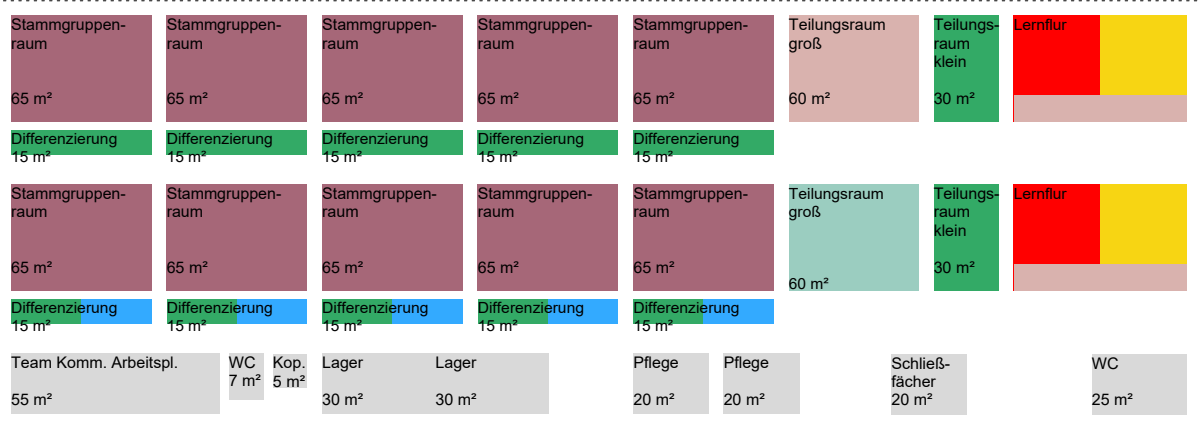
3. Redefinition of Area Diagram According to Learning Qualities from Thinking Ahead About School Typology Workshop. Effective area of elementary and high schools totals 17,859 m².

Compartments Grundschule - 4.560 m²

Compartment Entrance Class



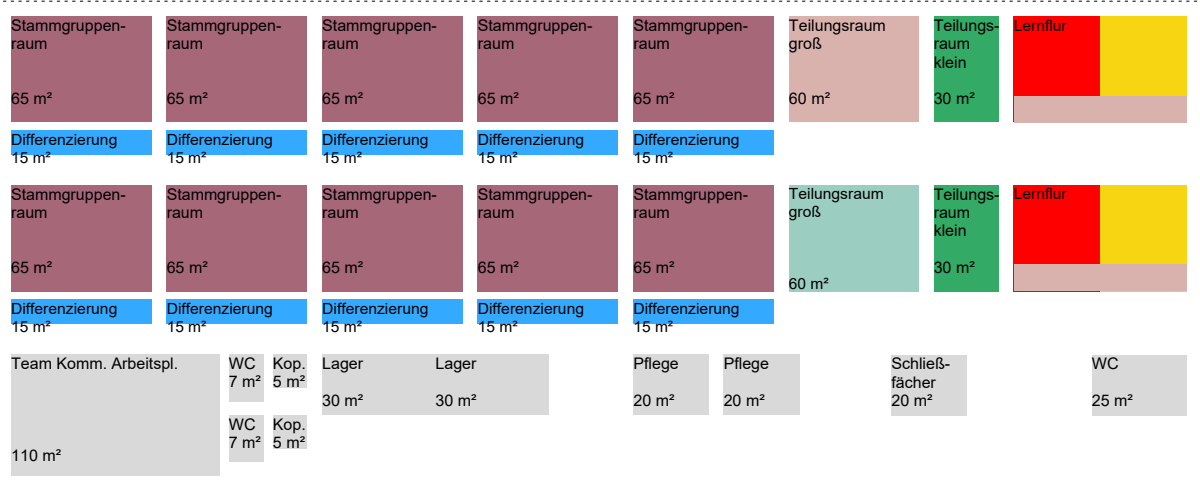
Compartment Jahrgang 1 - 2



Compartment Jahrgang 3 - 4



Compartment Jahrgang 5 - 6



Compartments Oberschule - 5.447 m²

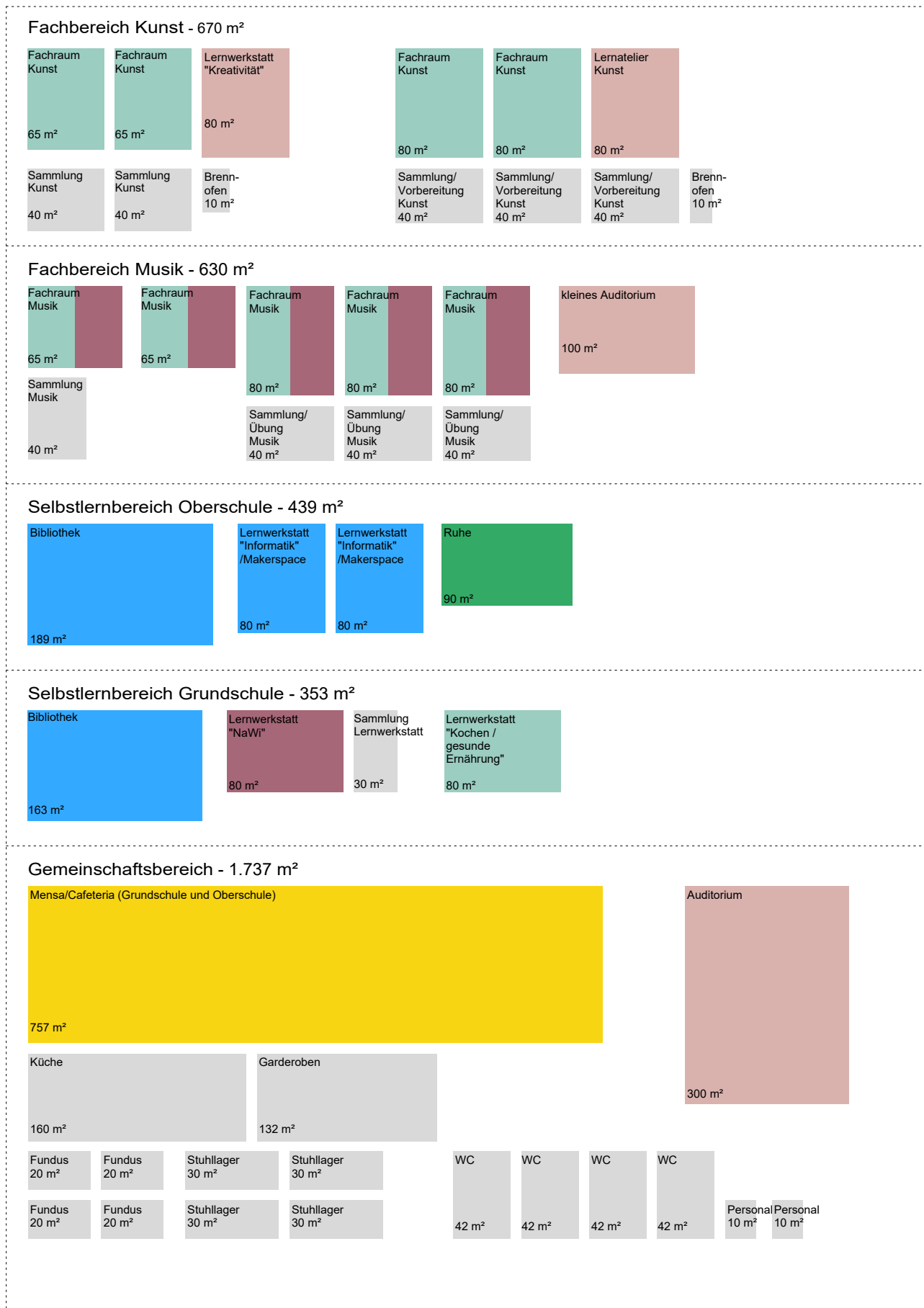
Compartments Jahrgang 7 - 8

Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	WC 25 m ²	WC 25 m ²	WC 25 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²		Lernflur	Schließ-fächer 20 m ²	Team Deutsch Kommunikation Arbeitspl. 60 m ²		Pflege 20 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²		Lernflur	Schließ-fächer 20 m ²	Team Englisch Kommunikation Arbeitspl. 60 m ²		Kop. WC 5 m ² 7 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Lager 40 m ²	Lager 40 m ²	Lager 40 m ²

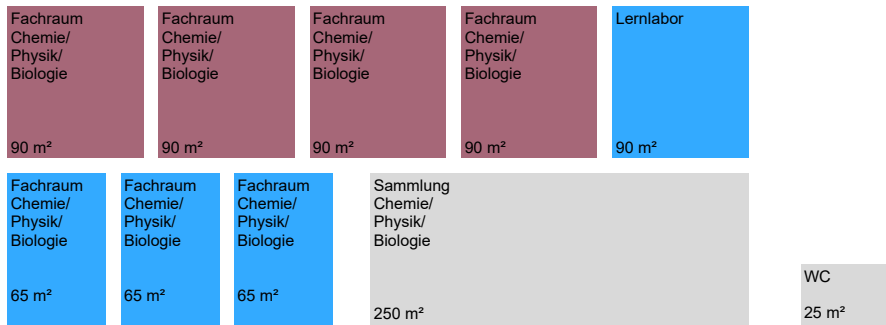
Compartments Jahrgang 9 - 12

Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	WC 25 m ²	WC 25 m ²	WC 25 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²		Lernflur	Schließ-fächer 20 m ²	Team Soz. Kommunikation Arbeitspl. 60 m ²		Pflege 20 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Cafeteria 80 m ²		Forum 80 m ²	Schließ-fächer 20 m ²	Team Spanisch Kommunikation Arbeitspl. 60 m ²		Kop. WC 5 m ² 7 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Lager 40 m ²	Lager 40 m ²	Lager 40 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	WC 25 m ²	WC 25 m ²	WC 25 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²		Forum 80 m ²	Schließ-fächer 20 m ²	Team Franz. Kommunikation Arbeitspl. 60 m ²		Pflege 20 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²		Forum 80 m ²	Schließ-fächer 20 m ²	Team Ma/Ph Kommunikation Arbeitspl. 60 m ²		Kop. WC 5 m ² 7 m ²
Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Stammgruppenraum 70 m ²	Teilungsraum groß 70 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Teilungsraum klein 30 m ²	Lager 40 m ²	Lager 40 m ²	Lager 40 m ²

3. Redefinition of Area Diagram According to Learning Qualities from Thinking Ahead About School Typology Workshop. Effective area of elementary and high schools totals 17,859 m².



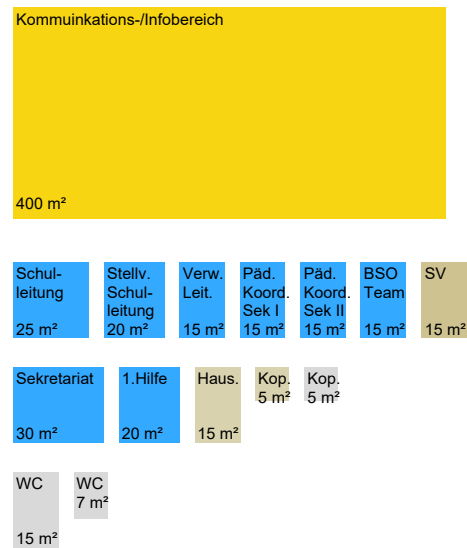
Fachbereich Naturwissenschaften - 920 m²



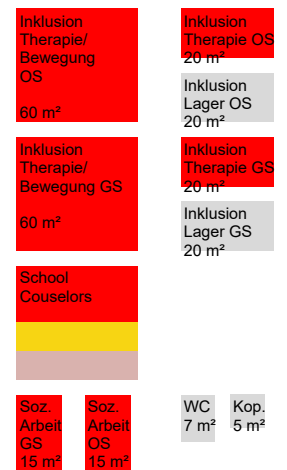
Verwaltungsbereich GS - 457 m²



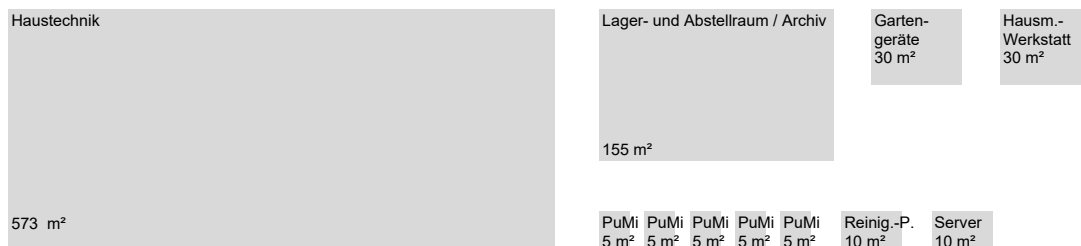
Verwaltungsbereich OS - 617 m²



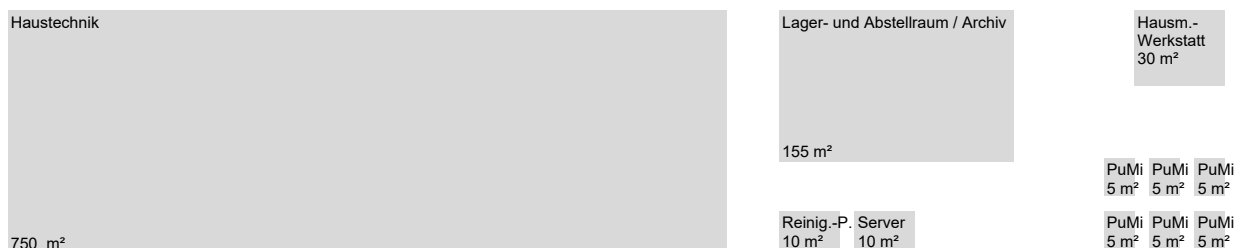
School Counselor, Sozialarbeit, Inklusion- 302 m²



Wirtschaftsbereich - 833 m²



Wirtschaftsbereich - 985 m²



Appendices

The final report is supplemented by the following appendices:

- Documentation from the Vision Workshop
- John F. Kennedy School Space Allocation Plan – Model Space Allocation Plan for 5-Section Elementary School (agreed by SenBJF and JFKS, status February 15, 2022)
- John-F.-Kennedy Space Allocation Plan-School Model Space Allocation Plan for High School Sections (agreed by SenBJF and JFKS, status February 15, 2022)
- Documents on the Alignment of Special Requirements, JFKS with SenBJF from February 9, 2023

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