INTRODUCTION

The school institution represents a reference as an entity involved in human development. Indeed, school spaces integrate the first memories of space outside the sphere of the home, leading to the experiences of personal and interpersonal discovery, which mark the journey from childhood to adult life.

Simultaneously, the contemporary school aims to reflect the human condition of the generation it serves, undertaking a process of disseminating a renewed learning environment, which is assumed to be disconnected from time and place.

In that sense, this research has its origin in the dialogue of the points of contact between the spheres of architecture and pedagogy, recognizing its preponderance in the construction of the didactic space. The presented investigation is integrated in the context of the research project ESCOLAS: Complexidade e Interpretação (CEAU-FAUP), and within the scope of a master thesis (MIArq).

AIM

This research seeks to deepen the understanding of the consequences and relation between school architecture and the process of creating a favorable environment, capable of supporting a contemporary teaching-learning process, which it's considered to be in constant metamorphosis. It is thus reflected in the responsibility of architecture to enhance, through the space and functional reorganization strategy, a new identity for the school space.

In this sense, it is analyzed, in particular, contemporary rehabilitation interventions in the Portuguese schools, within the scope of the Programa de Modernização do Parque Escolar destinado ao Ensino Secundário (PMEES).

METHODOLOGY

Based on a universe of 74 schools and, subsequently, four case studies, the intention was to identify the processes and approaches developed in each project and, simultaneously, to verify the impact of the spatial and functional reorganization as a relationship strategy between the pedagogical objectives and the identity restructuring of school spaces.

RESULTS

It was possible to conclude that the spatial transformation, in relation to the spatial and functional reorganization, composed the pretext and the reason for the intervention of the PMEES. This strategy and the spatial objectives led and potentiated the protagonism of architecture, assuming it as a singular factor in the search for a new identity for the didactic space. The dialogue between architecture and pedagogy it's considered as an inevitable and structuring condition for the design of school space, making it essential for the success of the new built environment of the school.

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It’s reinforced that the school’s identity should continue to represent an irreplaceable entity in the education of everyone, and be recognized as a pedagogical tool, aiming at the construction of a school space for all and by all, where the architectural convictions must be correlated with those of a pedagogical nature.