

BY DESIGN

# Our Learning Architecture

CAMBERWELL GIRLS GRAMMAR SCHOOL

# Our Vision

A leader and innovator in the education of girls, dedicated to fostering a passion for learning and building a more just and sustainable world.

A CGGS education is one that inspires young people to be motivated learners and respond to challenges with curiosity and courage. Our students are ethical and compassionate global citizens who create a more just and sustainable world.

So much in the world is changing. Being intentional about our design of education matters if we want young people to thrive. Designers are always considering different points of view, seeking to understand, trying out ideas and tinkering until they are happy with their solution. They use their hearts to connect with people and their heads to think of clever ideas and solutions. They demonstrate the values, mindsets and skill sets that are needed now and to be future ready.

We commenced a journey to build a CGGS educational architecture that encompassed our purpose, principles and essential elements supported by contemporary research and practice. Everything we do, is purposefully by design.

...BY DESIGN is a way of viewing the world, anticipating change and leveraging opportunities. It is how we construct learning experiences at CGGS and it is a way of making sense of things, adding value to community, practising wellbeing and taking responsibility as learners.

Welcome to **...BY DESIGN**

**Debbie Dunwoody**  
*Principal*



## Dots create the face of ...BY DESIGN

Together with our strong  
wordmark, they are  
our most recognisable  
brand assets.

The vertical ellipsis in our  
name is the direct inspiration  
for our brand aesthetic and  
personality.

These 3 dots represent our  
3 stakeholders –  
Students, Staff and Families.

We can use this value of 3 as a guide  
when creating grids, composing  
images (rule of thirds) and as a  
general compositional tool.

Our halftone patterns  
are layered and storied  
with evidence of our  
design thinking.

Dots bring ...BY DESIGN  
to life.

# Our ...BY DESIGN Brand



# Our Wordmark

The vertical rotation of the ellipsis declares that we think differently.

Contained in a solid shape, the wordmark can be easily applied throughout all of our ...BY DESIGN materials.



The vertical ellipsis is represented as a perforation, suggesting that the concept of our learning model is not based on a single idea or thought – rather, that it belongs to something bigger than itself.

The font created with dots reinforces our brand personality and gives a bespoke feel, reflective of the unique nature of our work.



We are a community  
dedicated to learning,  
action and service.



# Our Learning Architecture

## WHO we are

A community dedicated to learning, action and service.

## WHO I am

An individual who is curious and connected in their learning and actions.



## CGGS DNA

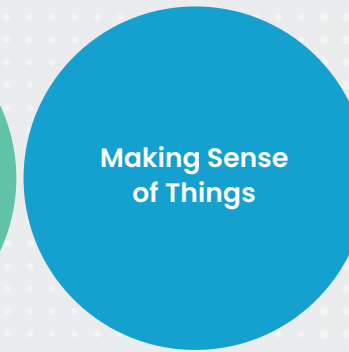
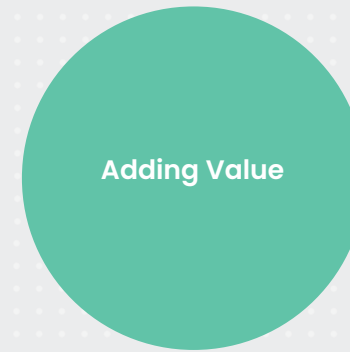
The fundamental characteristics of our community.



Adding value to community

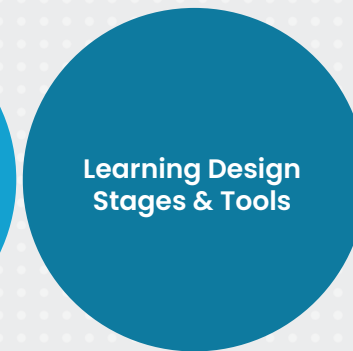
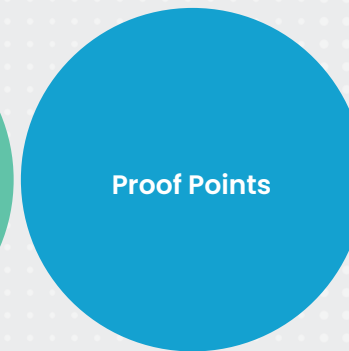
## HOW we design

**Design Principles** The accumulated wisdom of researchers and practitioners informs us of how our designed learning can be used.



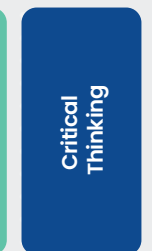
## WHAT we do

**Essential Elements** Discipline-specific knowledge and skills, interacting with embedded transferable skills.



## 8 Transferable Skills

Portable skills that are needed for lifelong learning.





# Our DNA

The fundamental characteristics  
of our community



- Communicating skilfully and meaningfully
- Interacting respectfully with compassion and care
- Serving the community
- Engaging purposefully with diverse communities
- Collaborating for a common purpose
- Transferring knowledge, skills, attitudes and values across contexts
- Inviting multiple viewpoints
- Nurturing networks and relationships
- Establishing and engaging in dynamic community partnerships



- Being curious and courageous
- Setting goals and designing pathways
- Reflecting what is known through action
- Discovering, taking and creating opportunities
- Developing the capacity to think deeply
- Seeking and engaging with feedback
- Demonstrating confidence in thinking, learning and knowing
- Practising positive self-awareness and reflection
- Actively developing new ways of thinking
- Making solutions, outputs and responses



- Engaging with tenacity and persistence
- Managing freedom, commitment and independence
- Recognising when to pivot and when to start over
- Participating in high challenge learning and activities
- Advocating for self and others
- Demonstrating ambition and self motivation
- Valuing the messiness of learning and trying



- Courageously investing energy and passion for responsible action
- Acting in an ethical manner with integrity
- Strengthening spiritual, physical, social and emotional wellbeing through self management, regulation and efficacy
- Thinking globally, acting locally
- Acting as custodians of our environment
- Contributing to and cultivating culture and relationships
- Identifying and/or creating opportunities
- Developing an abundance mindset
- Being resourceful with time, energy and money



# Our Design Principles

We engage with researchers and practitioners in schools, universities, foundations and through global initiatives to inform our practices.

Our Design Principles are informed by the OECD 2030 Future of Education and Skills project.

We use design as a way to ensure intention and quality in all that we offer. Our design mindset is developed through inspiration, practice and application. We educate students now and for their future.

## HOW we design

### Adding Value

**The learner will say:**

I am creative, curious and open-minded in action.  
I learn new things to innovate solutions.

### Making Sense of Things

**The learner will say:**

I value the struggle of new ideas, challenges and concepts.  
I work hard to understand and comprehend.

### Taking Responsibility

**The learner will say:**

I know who I am and value myself and others.  
I can reason, relate and be compassionate in my actions and interactions.

### Practising Wellbeing

**The learner will say:**

I value relationships, social, emotional and physical health.  
I am well and I look after myself and others with kindness and care.

Design Principles align people to what matters



# Our Essential Elements

These are discipline-specific knowledge and skills interacting with embedded transferable skills.

They are the dynamic components of our learning design tool. They activate learning that has both depth and breadth.

**WHAT**  
we do

Learning  
Experiences &  
Opportunities

The core work of teaching and learning, including Year Level spotlights

Proof Points

Tangible, sharable evidence of learning that may be enhanced by connections and partnerships

Learning  
Design Stages  
& Tools

The use of the design process to iterate and scale practices by educators

Discipline-specific knowledge and skills interacting with embedded transferable skills

# Our Transferable Skills

Portable skills that are needed for lifelong learning

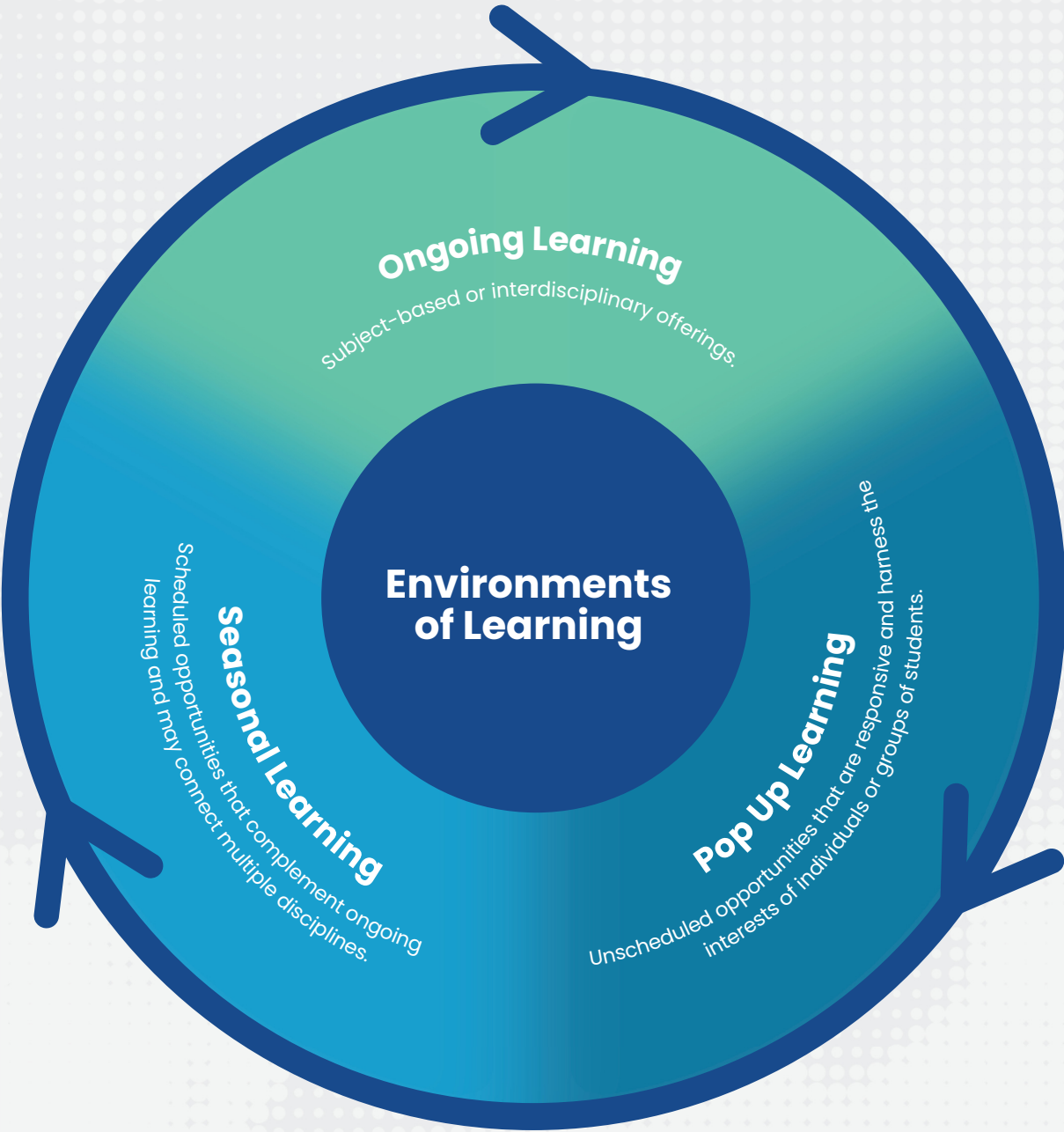




We anticipate  
opportunity

# Our Learning Experiences and Opportunities

WHAT we do





# Our Learning Experiences and Opportunities

## WHAT we do

**Year Level Spotlights** align every action and interaction to an age-relevant lens of experiencing learning.

We started our Year Level Spotlights by determining the focus for Year 9 as Co-design. Research and experience tell us that students at this stage are motivated by learning where they have voice, choice and agency.

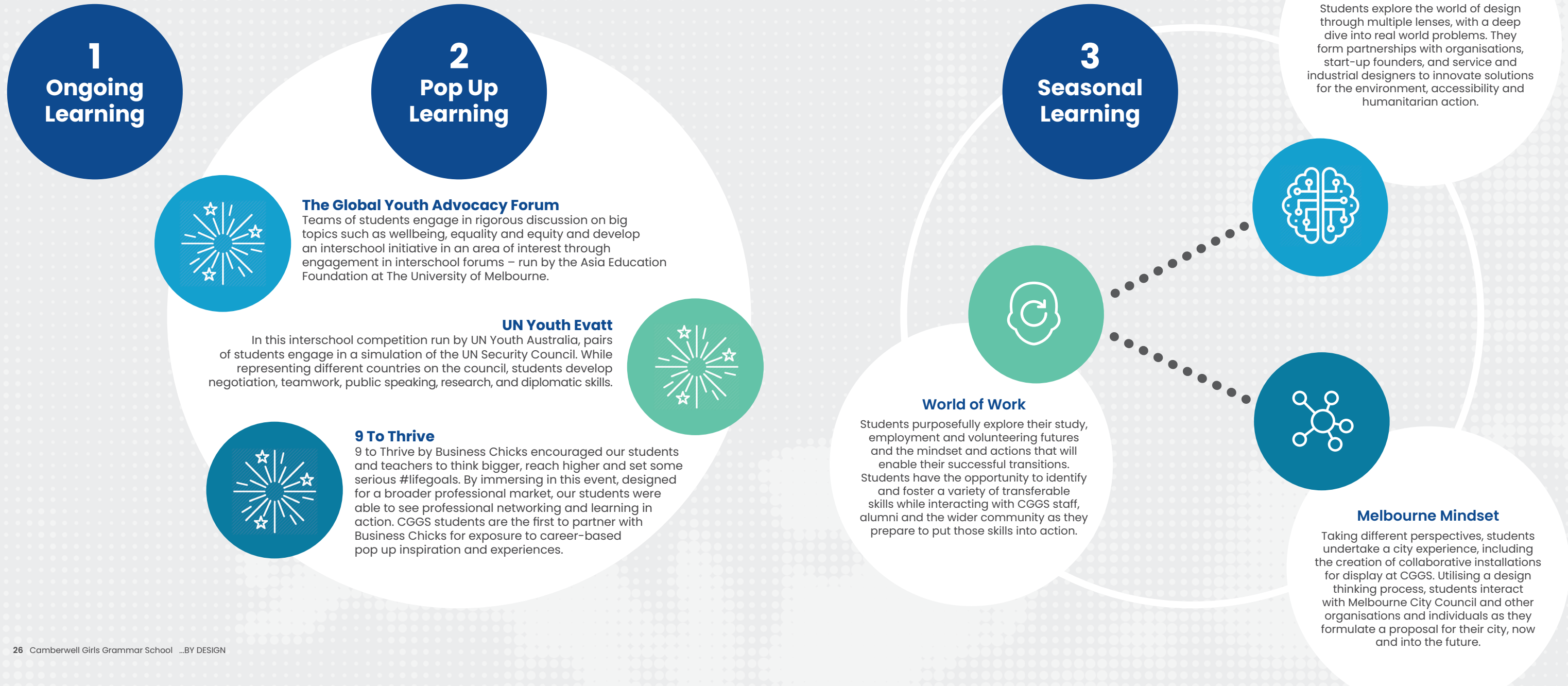
Each year level has a deliberate and targeted focus which assists learning designers in their directions.



Students at this stage step further into their own voice



# A Spotlight on Year 9 Learning





# Our Proof Points

## WHAT we do

### Micro-credentials

**Micro-credentialing** refers to the credentialing of smaller units of learning (often via digital badges or certificates). It provides an avenue to acknowledge and validate the different skills students have acquired and demonstrated across subjects and learning experiences. The key focus of this type of 'new credentialing' is to highlight 'transferable general capabilities' (transferable skills) which are important to businesses, organisations, community groups and individual learners.

The key focus is to highlight Transferable Skills



Understanding our students more fully through Learner Profiles

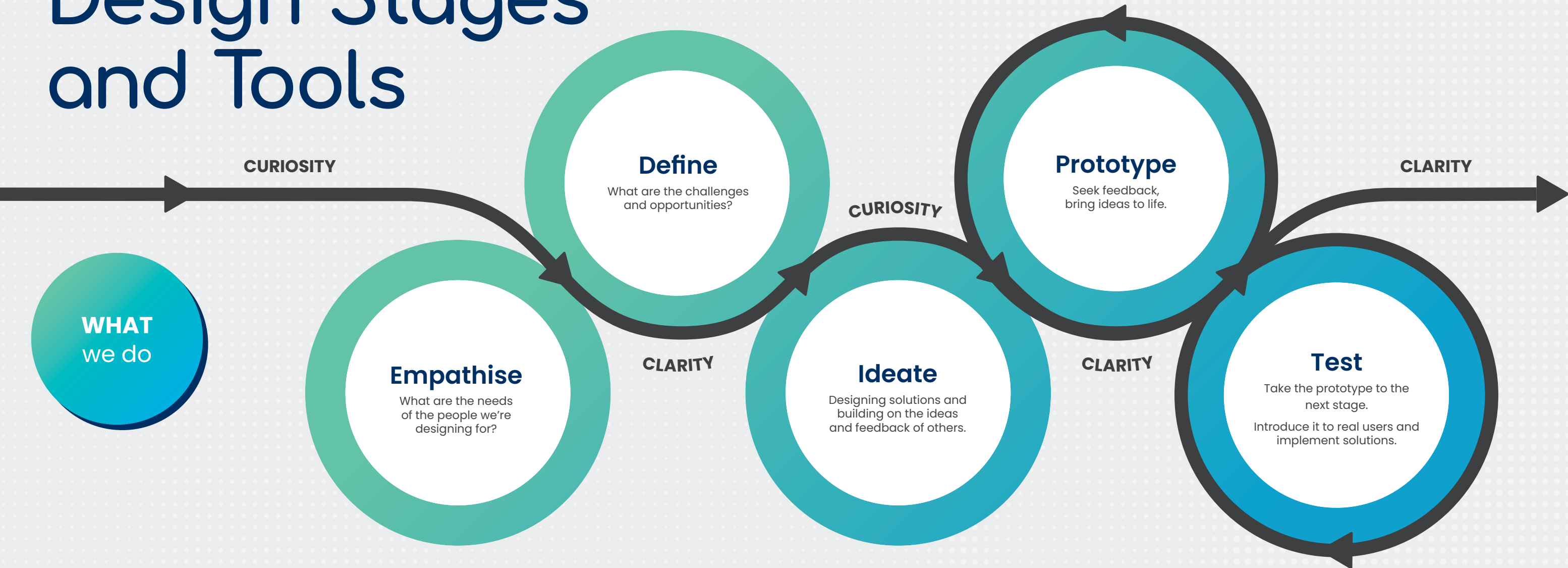
### Learner Profiles

The CGGS Learner Profile will tell the story of learners and their journey and growth over time. It provides a more comprehensive picture of a student as a person. It will include broader competencies and skills as well as social and ethical capabilities, reflecting a student's interests and achievements both inside and outside of school. Students will have the opportunity to co-create profiles with their teachers, using the language and targeted focus areas potential employers and institutions value.

# Our Learning Design Stages and Tools

## Example / Design Thinking Process

Our Learning Design Stages provide detailed information about the implementation of our programs. The processes used are selected according to the specific learning experiences being designed and may include Design Thinking, Research and Guided Inquiry. Our Learning Design tools provide teachers with a design kit which is flexible and incorporates high quality, research-informed resources, including a bespoke digital tool.





We are all learning designers.  
We are dynamic in our thinking, purposeful in our  
planning, aspirational in our actions, curious  
and compassionate in our relationships.  
We co-design for learning now and for our students' future.

Our learning architecture is the loom on which we weave  
our collective creativity and experiences into the fabric  
of our community. It encapsulates the essence of CGGS  
– who we are, what we value,  
what we do and how we do it **...BY DESIGN**

**Dr Charlotte Forwood**  
*Director of Learning Design  
& Development*



We are all  
learning designers





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CamberwellGirlsGrammar



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