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.

OUIG BYDESIGN Brand

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

Adding value t community

WHO we are

A community dedicated to learning, action and service.

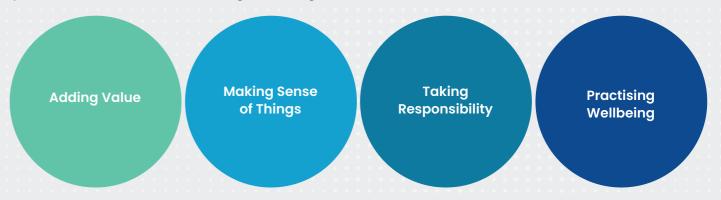
WHO I am

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

CGGS DNA The fundamental characteristics of our community. GRIT Awareness and action for self, others

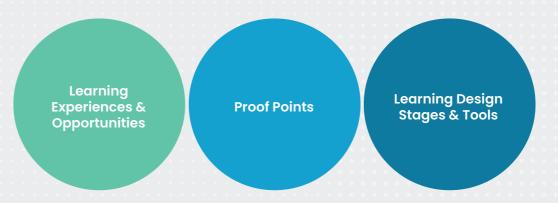
HOW we design

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.

Initiative Teamwork & Collaboration

Communication

Planning & Organisatic

Problem Solving Critical Thinking WHO we are

Our





- 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

DNA

Pursuit of goals with passion, courage and hosping ana

- 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 developed through inspiration, our practices.

Our Design Principles are informed their future. 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 practice and application. We educate students now and for

HOW we design

Adding Value

The learner will say:

I am creative, curious and I learn new things to innovate

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.

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.

Learning Experiences & Opportunities

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

Proof Points

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

WHAT we do

Learning Design Stages & Tools

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

Our Transferable

Skills Portable skills that are needed for lifelong learning

Initiative

Acting without prompting.

Being able to see and seize

opportunity with energy

and inventiveness.



Communication & Presentation

Conveying information, ideas, options and responses to others in written, verbal, visual and other forms.



Teamwork & Collaboration

Working with others in a respectful, supporting manner to develop ideas, solutions and responses.





Leadership

Motivating, inspiring and



Problem solving

Understanding and responding to

challenges. Evaluating and reviewing

options to enact the best solution.

Creativity

Perceiving the world in new ways. Making interpretations. Generating original connections & solutions.



Planning & Organisation Coordinating and structuring activities and tasks. Managing

time and resources.

mobilising others.



Critical thinking

Questioning, reflecting, analysing, identifying and evaluating information to inform reliable judgment.



We anticipate opportunity

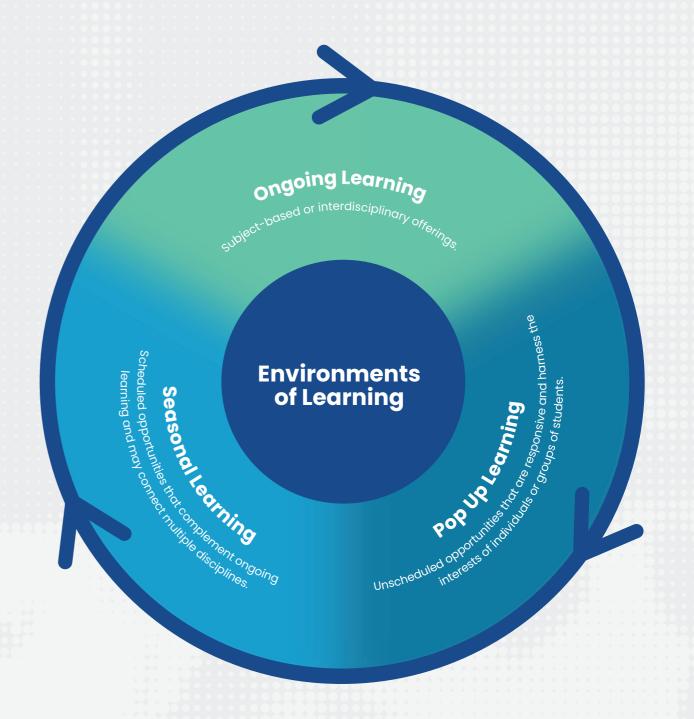
Our Learning Experiences and Opportunities

WHAT we do

Our Learning Ecosystem

We design learning with purpose to be opportunistic and responsive as well as structured and consistent.

Every action, interaction and reaction allows us to demonstrate service and value.



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.



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A Spotlight on Year 9 Learning

1 Ongoing Learning 2 Pop Up Learning



The Global Youth Advocacy Forum

Teams of students engage in rigorous discussion on big topics such as wellbeing, equality and equity and develop an interschool initiative in an area of interest through engagement in interschool forums – run by the Asia Education Foundation at The University of Melbourne.



In this interschool competition run by UN Youth Australia, pairs of students engage in a simulation of the UN Security Council. While representing different countries on the council, students develop negotiation, teamwork, public speaking, research, and diplomatic skills.





9 To Thrive

9 to Thrive by Business Chicks encouraged our students and teachers to think bigger, reach higher and set some serious #lifegoals. By immersing in this event, designed for a broader professional market, our students were able to see professional networking and learning in action. CGGS students are the first to partner with Business Chicks for exposure to career-based pop up inspiration and experiences.

3 Seasonal Learning

Festival of Wild Co-Design

Students explore the world of design through multiple lenses, with a deep dive into real world problems. They form partnerships with organisations, start-up founders, and service and industrial designers to innovate solutions for the environment, accessibility and humanitarian action.



World of Work

Students purposefully explore their study, employment and volunteering futures and the mindset and actions that will enable their successful transitions.

Students have the opportunity to identify and foster a variety of transferable skills while interacting with CGGS staff, alumni and the wider community as they prepare to put those skills into action.



Melbourne Mindset

Taking different perspectives, students undertake a city experience, including the creation of collaborative installations for display at CGGS. Utilising a design thinking process, students interact with Melbourne City Council and other organisations and individuals as they formulate a proposal for their city, now and into the future.

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.

Define **Prototype CURIOSITY** CLARITY What are the challenges Seek feedback. bring ideas to life. and opportunities? CURIOSITY WHAT we do CLARITY **Test** CLARITY **Empathise** Ideate Take the prototype to the What are the needs Designing solutions and next stage. building on the ideas of the people we're and feedback of others. Introduce it to real users and designing for? implement solutions.

30 Camberwell Girls Grammar School ...BY DESIGN 31

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



@CamberwellGirls





Secondary School / Administration 2 Torrington Street Canterbury VIC 3126 T (+613) 9813 1166

Junior School / Ormiston 4 Mont Albert Road Canterbury VIC 3126 T (+613) 9813 1965 Email camgram@cggs.vic.edu.au cggs.vic.edu.au

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