

SelfDesign Learning Community

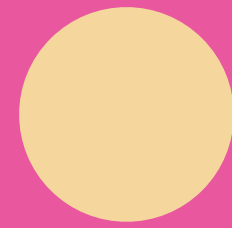
Brand, Identity and Website Redesign

The Background.

The SelfDesign Learning Community is among the largest distance/distributed learning schools and personalized learning programs in British Columbia, Canada.

Funded by the BC Ministry of Education, SelfDesign enables learners to complete K-12 by exploring their passions and taking the lead in their own learning and life.

The Frame.



SelfDesign offers unique award winning learning programs for children from K-12. Children are supported by personalized guidance from BC-certified educators.

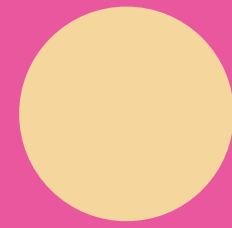


There is a significant and growing demand for alternatives for public education that truly supports children, and specifically for personalized distributed learning.



There was a disconnect between the program and the demand. Understanding options, making clear choices, and registering appeared complex and difficult.

The Problem.



The brand values were not aligned with the strength of the program.

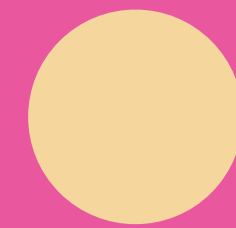


Core value propositions were getting lost in the communication.



The experience of registering was unduly complex.

The Task.



How to create an enriching brand experience and a better connection?



How to share a clear and compelling story, that clearly presented core values and helped parents and families make informed choices?



How to create a rewarding user experience, present complex information clearly, and make registering easy?

Ground Zero

The Assessment

We began by conducting a comprehensive review of the existing landscape.

multiple sites/domains with hundreds of links/choices,
an architecture that was difficult to encompass and navigate.

which cannot be truly known by another. Our ability to work in language has private experiences through bringing them forth in language within our conversational interaction. Indeed, it is only through bringing forth worlds together that we then share.

When we constantly observe them, make assessments and act on our inferences about what we think is transpiring in the life of our observing for learning? How do we know what the child really wants to learn? or when the child is learning?


For what it felt like when they realized that they had to interpret their baby's action in order to understand what the baby was trying for learning ever since. What the SelfDesign Learning Community intends to do is to help children and parents become, and, through reflection, to deepen in understanding of the natural way of learning. If we are to learn from our children, we have how we participate together in our daily living and learning in mutual respect and support.

Learning?


For every person, we must observe who our child is, what our child loves doing, and what she should be doing or what we want to see. It is only when we see our child who or she is that a space for learning arises. This is love and it is the only emotion that expands intelligence" (Humberto Maturana).

How?

We engage in observing for the learning of their child/ren and will document their observations with their Learning Consultant (LC) by completing a Weekly Reflections on the SelfDesign Community Site. Weekly Reflections may include digital images, video, audio, and a logging of weekly learning hours. The Learning Consultant then enters





A Model for Personal Excellence



Most people in a schooled society think of learning as something that is a result of being taught. However, we have all marveled at the incredible mastery of language by virtually every infant, and we engage in many types of learning outside of schooling throughout our lives. It is important to make the different kinds of learning distinct, and the Paragon has been designed to do that. When we are able to distinguish an inner process, we are able to choicefully attend to it and make it more powerful. The above model illustrates eight types of learning that have been identified within SelfDesign, as shaped by Gregory Bateson's four levels of learning (Learning 0-3) described below:

SelfDesign High is hosting ongoing virtual information sessions. Bring your questions, feedback and find out more about the learning opportunities for youth.

Winter Newsletter



Name		
Age Range	5-14	14-19 (based on learner readiness)
Learning Environment	Home-based - with an online community and some in-person community initiatives	Home-based with an online community and some in-person community initiatives
Learning Support	Dedicated Learning Consultant (B.C. Certified Teacher)	Dedicated Mentor per course (B.C. Certified Teacher)
Learning Resources	Learning Plan Learning Reflections Online Community	Online course resources. Possibility of personalized mentor recommendations based on learning styles and interests
Financial Support	Learning Resources and Services	
Planning Requirements	Creation of Learning Plan, Budget and Seasonal Reflections	Creation of Learning Plan Course Activation Assignments

The SelfDesign Learning Community and the focus on Special Education support for our learners. The program can apply for Special Education grants to support enrolled learners with specific and exceptional needs that fit the funding criteria for Low Incidence (please see our [Special Education Support FAQ](#) for specifics). Our Low Incidence program is quite flexible and may be of interest to families with children who are learning at home and have exceptional special needs.

We also have a small amount of funding available to provide support to children whose needs fall under the High Incidence categories for special needs (such as needing speech/language support or requiring additional assessment). Sometimes this support may be simply be providing parents with the opportunity to consult with one of our [Special Education team members](#). Other times, the child's needs may be such that SelfDesign can contract a community-based professional to provide an approved service on a short-term basis.

The philosophy of our Special Education Program mirrors the philosophy of SelfDesign: we believe that the learner is the "program" and we consider the Special Education grant as an investment in a child's development – present and future. Thus, the Individual Education Plan (IEP) and accompanying budget reflect the individual needs of each child and are crafted to provide specific and effective support. Families comment on how refreshing it is to have an IEP that actually meets the needs of their child, regardless of the setting.

In addition, parents are important members of our team and are involved in all decisions that are made. Parents are active participants in IEP creation and review. They appreciate having choices about interventions and service providers for their child, and they value the ongoing support offered by our experienced Special Education Team.

Please read the information in our [Frequently Asked Questions \(FAQ\)](#) for specific information about how our Special Education Program works.

If your child has needs that are "high incidence" (speech/language, learning challenges), please go ahead and apply to enroll your child in our program. You can select the Special Education section of the enrollment application and give us more detail on the High Incidence needs.



we encountered content overload...

a tangle of information, philosophy, instructions and data with no hierarchy, clear value proposition or call to action.

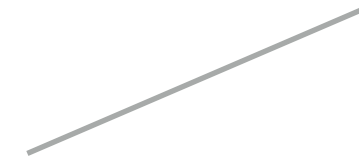


and multiple personalities and identities.

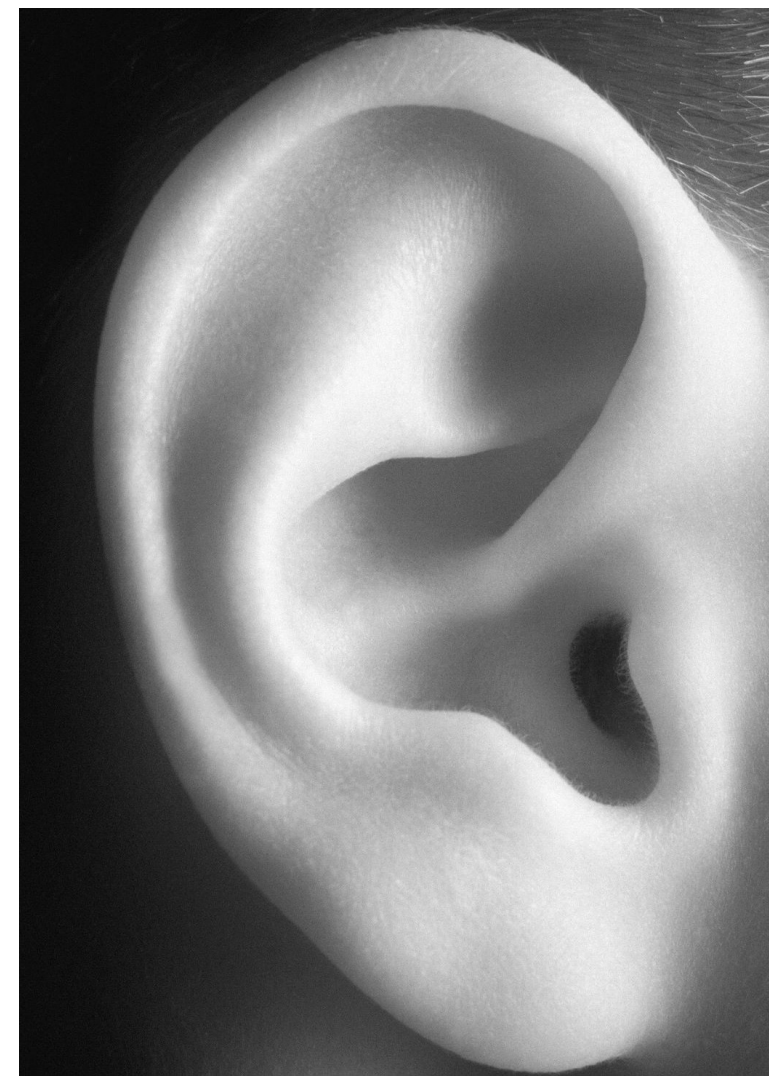
each site and program represented a different version of the organization
identities became confused and visitors were disoriented

we needed a paradigm shift...

from this...



There are just so many things to say about what we do, who we are, what we believe - what we have understood about how children learn and what education really means - what we have distilled about conversation and families, how to support parenting and lifelong learning. we know about passion based exploration - about what children really need to grow, and the role of educators - and we have so many programs to offer...



to this...

My child's
education is
crucial to me.

How will my
needs be met by
what you do ?



1

Design Review

We reviewed the content.

We reflected, discussed and considered.

We presented our findings
and made key recommendations.

language

V⁵

create common ground with language.

identify selfdesign as different from conventional education programs, articulate those differences, and express their value.

and...

in pursuit of that differentiation, use common language in a clear communication that expresses selfdesign's unique learning programs and culture.

- *simplify language.*

- *create clear communication.*

- *avoid invented terms.*

- *limit jargon.*

- *use language to create a shared space.*



SelfDesign[®]

identity, communications and public websites

review and recommendations

hanif janmohamed
vanilla five creative inc. august 2013

2

Project Plan

We developed a Project Plan and collaborative workflow that engaged the internal communications team.



SelfDesign

Project Plan for the development of a revised SD Brand, Identity, and Public website.

Document prepared by Damon Rand, and Hanif Janmohamed. August 2013

SelfDesign - Project Plan for the development of a revised Brand, Identity, and public website.

SECTION 1 - PROJECT PLAN

Project Summary

SelfDesign is a learner-directed, enthusiasm-based educational methodology. SelfDesign's life-long learning programs seek to co-inspire wonder, joy and integrity in learning experiences and relationships. The various programs enable authentic self-expression and reflect respect for the rights of all learners, young and old, to assume responsibility for their own learning paths.

SelfDesign has a number of different website properties each with it's own design, team responsibilities, infrastructure, etc. The overall effect of this strategy is that users are confused as to what SelfDesign is, and who they serve. Messaging and branding is both diluted across the properties, as well as duplicated in many places. This results in a confusing array of messages that are missed by the target audiences, as well as creating a major content management challenge where similar pieces of content are all out of sync when updates occur on one site, but not others.

This proposal will outline, budget, and make schedule recommendations for a unified brand development and a comprehensive website strategy to unify all website properties under a single brand.

Project Statement

The scope of work for this proposal is as follows:

The proposal will propose a comprehensive SelfDesign Brand and Identity for use across all aspects of the organization – this will include the concept development, design production, template production, as well as the creation of an online brand book for the organization that will specify the usage of and rules of integrating the brand and identity across all aspects of the organization.

Document prepared by Damon Rand, and Hanif Janmohamed. August 2013

2 - TECHNICAL PLAN

Content Plan

The content plan is to review the existing website content, and create a content inventory to determine each individual page of content, and review the content for relevance, or redundancy. Once the inventory is completed and the inventory of new content, and needed updates can be created and assigned to relevant content experts or outsourced to professional copywriters as needed.

The content inventory is performed by creating a spreadsheet, or database of all existing pages and content design website property included in the scope of work. Each page is assigned a unique ID, and should also contain the following fields for reference:

When doing a content inventory, it is helpful to create a numbering system as to go through the site (i.e. Sections 1.0.1, 2.0.1, 3.1.2, etc.). This allows for easy navigation back to particular sections and pages as the spreadsheet grows.

Page Name: The content you are evaluating needs to be called something. The page name should be fine, or the headline from the content, but it should be unique and descriptive.

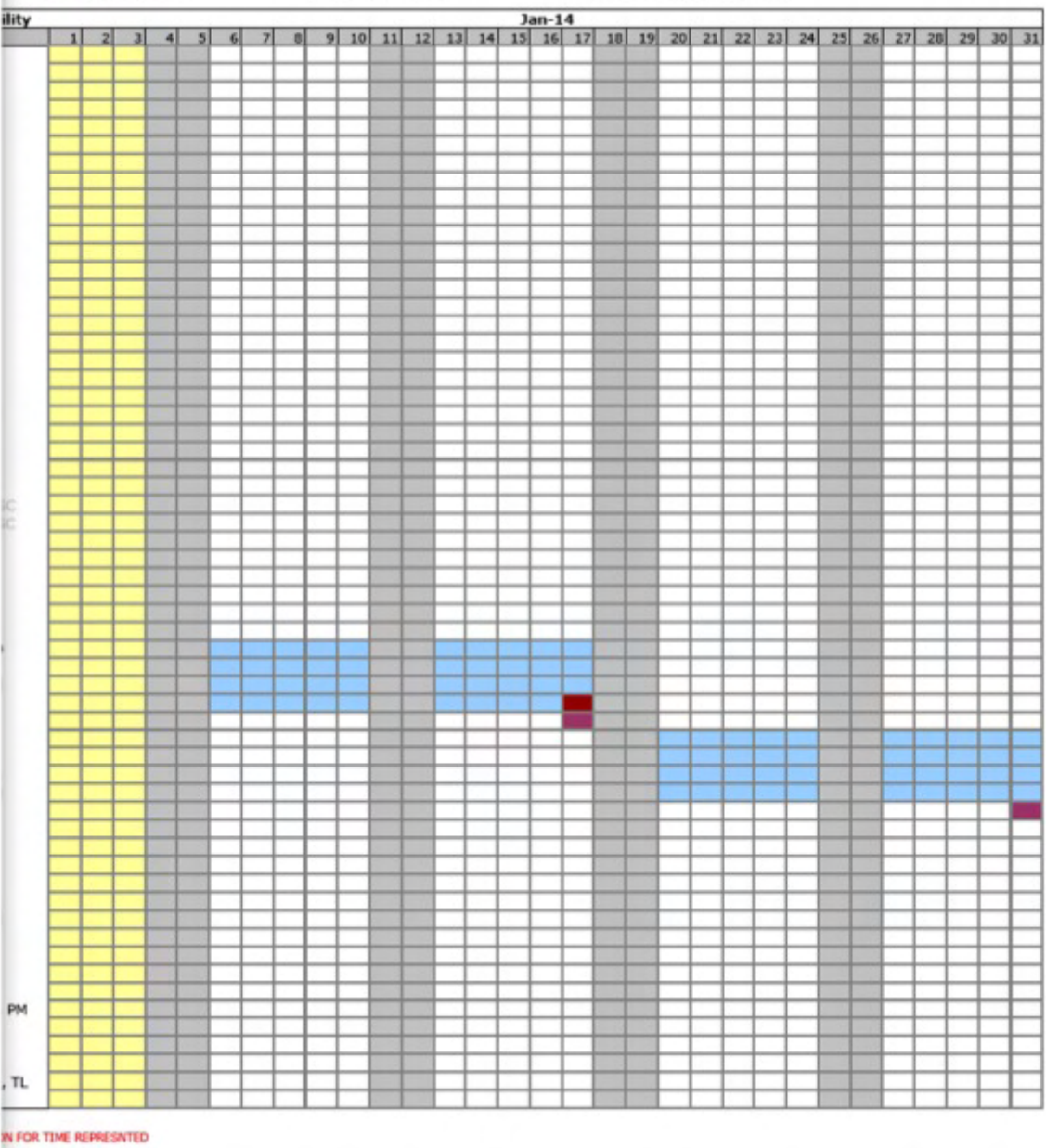
URL: This is the canonical location of the document on the Web server. The URL should point to the location of the actual HTML file, not a symbolic link or redirect.

Page Type: Essentially this is identifying the type of page or which template is used (for example is the page a product, or a service, or a press release, or a blog post, etc.).

Document prepared by Damon Rand, and Hanif Janmohamed. August 2013

Work Plan

GD	Graphic Designer	IT	IT Resource
TL	Technical Lead	WD	Web Developer
PM	Project Manager	SC	Steering Committee
AD	Art Director	TP	Third-Party
CE	Content Expert	UX	User experience design



project plan, technical plan, roadmap, budget

To ensure a successful completion

3

Identity Redesign

We designed a clean new identity,
that supported a clear brand vision.



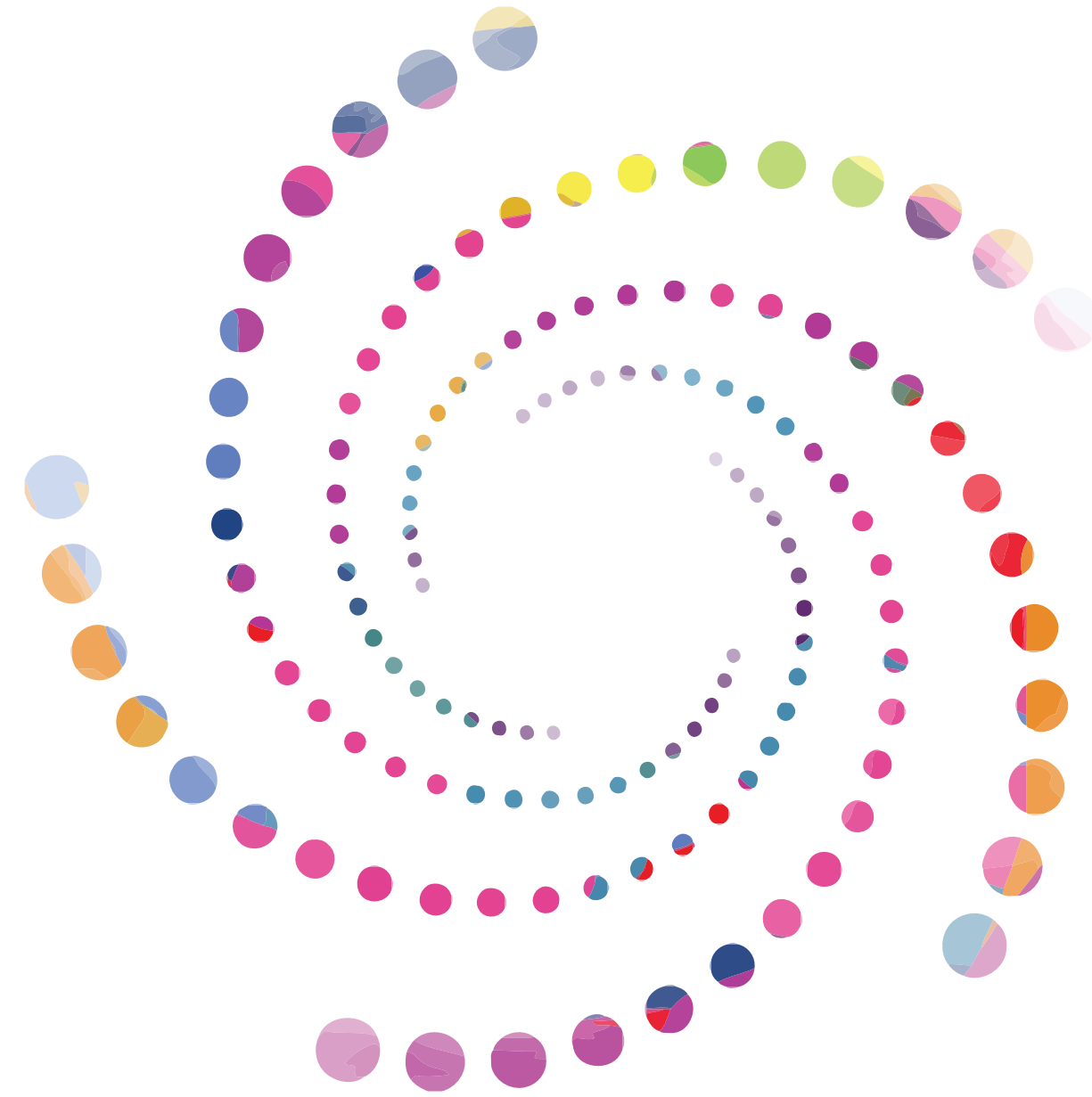
The Garden of Earthly Delights (detail) -



SelfDesign Learning Community

identity redesign project

hanif janmohamed, V5
december, 2013



SelfDesign

4

A Brand Guide

We developed a Brand Guide
to support the adoption and integration
of the new brand.

Typeface for General Use

- The font of choice for all public facing communications is the condensed fonts

Usage Guidelines

- The font is to be used with ample leading.
- The intention is to create light airy readable blocks of text.
- The condensed family is to be used for Headings, Titles etc.

Typeface

Optional Typeface for Display Use

- Optionally the Museo Condensed font family can be used as



SelfDesign

Brand Use Guidelines

V5 - May 30, 2014

ns Family (Light)

EFGHIJKLMNOP
UVWXYZÀÁÊËÏÖØ
efghijklmnopqrst
zàá&12345678
4567890(\$£€.,!?)

s Condensed 700

cDdEeFfGgHhIiJj
hNnOoPpQqRrSs
VvWwXxYyZz

5

A New Website

In parallel to brand development,
we began a comprehensive site redesign
to bring everything back under one roof

5.1

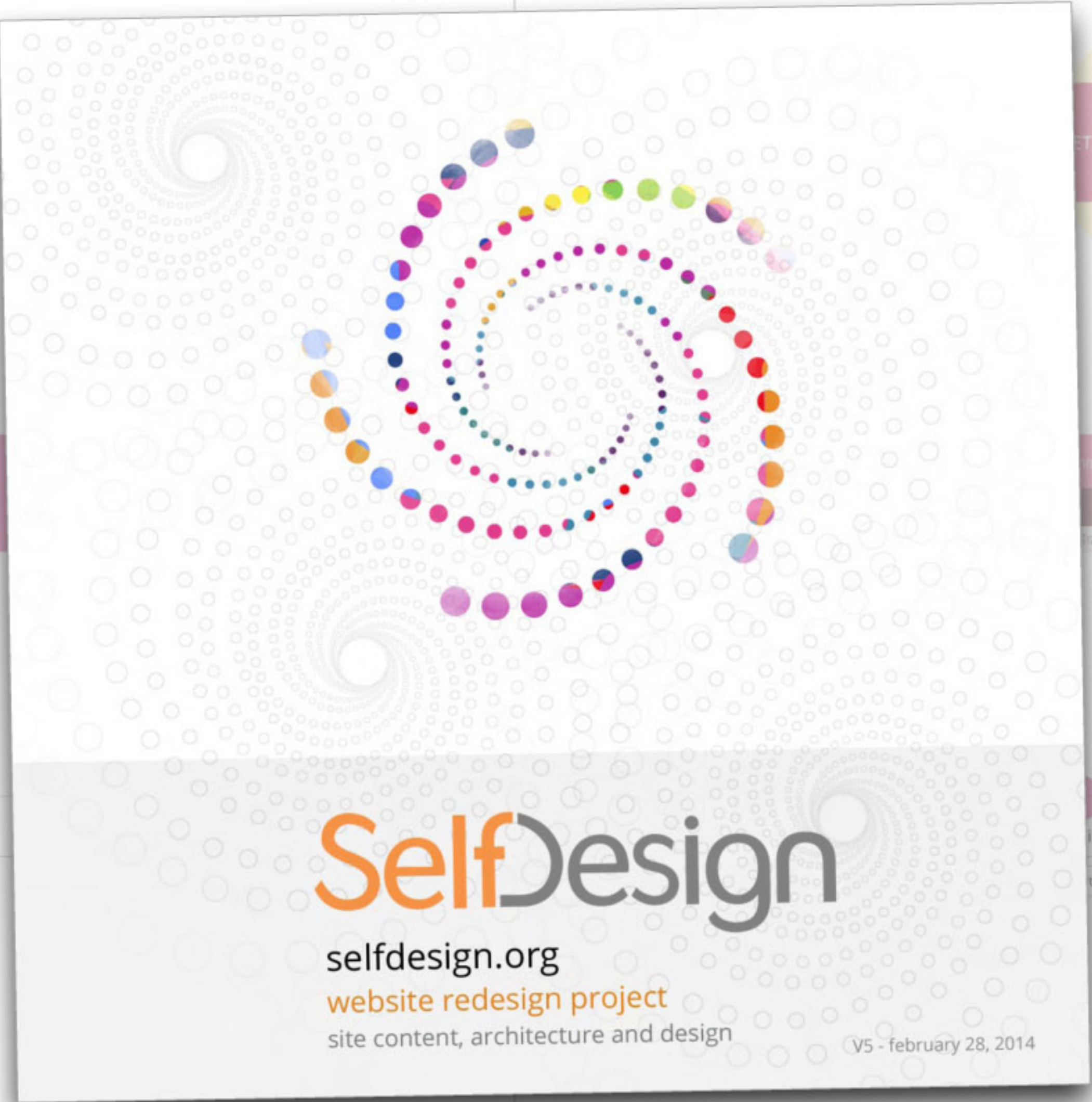
Architecture and Content

We wrote a clear compelling story
and presented it within a coherent architecture.

Site Navigation

The site navigation is designed to support a content architecture set through Progressive Disclosure. It is also designed to conceal a small area without overcrowding. The SD.org site brings together sites, and the navigation is designed to provide a simple way to

Site Navigation



Communities	Answers	SelfDesign Thinking	Enrolment
K - 9	10 - 12	Special Education	Educators
Transitioning to 10 - 12	Connecting with Others		



5.2

Site Design

A simple clean look - fresh, sparse and engaging,
drew people into the organization and its programs.

**SelfDesign**

Experience a life-changing educational opportunity.

The SelfDesign Learning Community is among the largest distance/distributed learning schools and personalized learning programs in British Columbia, Canada. Funded by the BC Ministry of Education, SelfDesign enables learners to complete K-12 by exploring their passions and taking the lead in their own learning and life. With personalized guidance from BC-certified educators, learning unfolds at home and within local and online communities.



Start Learning



K-9

SelfDesign supports families in experiencing the freedom and joys of learning. K-9 learning allows the unique spirit of a child to evolve naturally, today and into the future. [learn more...](#)



10-12

SelfDesign can prepare you for college and university, immediate entrepreneurship, apprenticeship, and more. Create a high school program fitting your unique self. [learn more...](#)

Quick Facts

Established in 2002 by SelfDesign founder Brent Cameron

Recipient of the Prime Minister's Award for Teaching Excellence

selfdesign.org

6

A collaborative process.

This project's success was due to
a strong collaborative effort.

learners and
parents, families
SD internal IT team
the SelfDesign board
site development team
business consultant team
project steering committee
internal communications team
vanilla five creative project team