

'Learning Goes Audacious K- 10 in Term 2!

With any luck, by Term 3 this year, we will be back at school. In the meantime, your wellbeing as families in the LLV community remains our No 1 priority. So, we want to offer you fun, flexibility and freedom as you learn together at home.

View the movie [Learning Goes Audacious](#)

Here's the how.

1. There will be no formal assessment conducted in Term 2. Our focus will be on learning for engagement, flexibility and character building.

2. Nothing is mandatory for students but doing nothing is not an option. Learning Guides will help guide students to design their learning.

3. Students need to select their Quests and learning for the week and they have to finish what they start. We want to encourage them to persevere, even when it seems hard.

4. We will create new courses for all students on Canvas (except K - 2). It will be called ' Learning Goes Viral' and it will house the weekly quests. It will contain a link to the Maker quests in the Virtual Village and other links as needed.

5. Each student will gather and record all of their learning in ONE journal for the term. This can take any form they choose (digital or physical journal, collage of photos and products, crime scene on the wall of their bedroom etc) Students will use the Learning characteristics to frame their journal entries.

6. From next term, any Masterclasses will be pre-recorded so that students can watch them at their point of need. Learning guides will provide tools for students to indicate that they are "stuck". (This might be a shared pinboard - Linoit, or a discussion forum or simply by emailing.) Your child's Learning Guide will offer regular connection conferences as well as scheduled pop-ups which are also optional and will respond to needs as they arise.

7. In Primary, teaching teams will offer a series of basic skill development options in reading, writing and numeracy. These are completely optional and may be delivered via an external platform such as Matific.

Any student 7 - 10 who chooses to continue KLA specific learning options, will be offered tasks from pre-prepared online Department resources. These will be collated by the KLA

specific activities team. Within this option, students can continue working towards current checkpoints, their Beyond Project and within Mathspace.

8. In Primary, students can choose from the weekly quest, reading, writing and maths activities, a Physical Health program and a Musical program. They might also choose to learn something new (and perhaps teach others how to do it), to build their own project (and capture the journey of it), LLV @ home Makerspace (projects of varying lengths) or to learn a new language or to play a musical instrument.

In 7 - 10, students can choose to compile their weekly learning from the following:

- BIG quests (designed to take the whole week)
- Baby Quests (designed to take 1 -2 days)
- LLV @ home Makerspace (varying lengths)
- Join a stage 5 elective
- Choose your own adventure (eg: learn a new skill)
- Student boosters / students teaching students
- KLA specific learning options

9. In Primary, Quests are designed and supported by a team of teachers through Masterclasses (pre-recorded online), and live video conference pop ups. In Secondary students who choose Quests will be supported by teachers through Masterclasses (pre-recorded online), and live video conference pop ups.

10. Secondary - all previous IDU Stage 4 and 5 checkpoints are now optional

11. We will not try to replicate school at home

Sample Primary student weekly plan:

Student A: Chooses The Quest for the week. In K - 2, there may choose a series of smaller quests which include a range of curriculum areas.

Student B: Chooses a selection of activities from reading, writing and maths on Monday & Tuesday. Learns her songs and lines for the musical on Wednesday and works on a Makerspace task on Thursday. Friday is a family day.

Student C: Starts each day with the Physical Health option, works on some reading and writing tasks each morning, learns a new skill (knitting / cooking / drawing) before lunch and plays games with other family members each afternoon, finishing with a Learning Journal entry. He also zooms into a student booster club on Friday.

Student D: Decides to build their own adventure for the week by learning a new skateboard trick. They video themselves twice a day and use this to build up evidence of their learning throughout the week for their journal. Their Learning Guide helps them to journal this against the resilience learning characteristic.

Student E : Designs a community initiative which she works on with her two siblings. Over lunch each day, they present their proposal to their parents for feedback. The afternoons are spent learning a musical instrument.

Sample 7 - 10 student weekly plan:

Student A: Chooses The Big Quest for the week

Student B: Chooses a baby quest for Mon and Tues, KLA specific tasks on Wed and a Makerspace task for Thursday. Friday is a family day.

Student C: Chooses KLA specific learning activities all week including MathSpace, completing an IDU checkpoint and working on their Beyond project. They also zoom in to a student booster club on Friday.

Student D: Decides to build their own adventure for the week by learning a new skateboard trick. They video themselves twice a day and use this to build up evidence of their learning throughout the week for their journal. Their learning guide helps them to journal this against the resilience learning characteristic.

Student E: Chooses to attempt a selection of Makerspace activities from Monday to Wednesday and enrolls in two stage 5 electives for the remainder of the week. They upload a photo of their maker products and the meal they cook for their family as evidence of learning for their journal.