LLV Glossary of Key Terms (2023)

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| **Term** | **What does this mean?** |
| **Beyond** | Beyond is LLV’s signature program which aims to enable and empower learners to develop skills which support them in life **beyond** the curriculum.  Beyond operates for students in K-10, usually around 3 sessions per week. Beyond takes a different form each year – parents and students will be contacted with detailed information about Beyond each year. |
| **Campfire** | The Campfire structure is when students are gathered centrally with their attention focused on the teacher (as if they are gathered around a campfire). The Campfire is a space for wisdom to be passed down from educator to student. When a teacher calls for Campfire, students are to pause whatever they are doing and move into a Campfire. |
| **Canvas** | Canvas is our online Learning Management System (LMS). It is a digital platform that delivers student learning experiences.  Our day-to-day learning and assessments are housed in Canvas. Parents and carers are invited into Canvas courses as observers, so you are able to see everything which your child is learning.  We use Canvas to implement a blended learning model, which combined face-to-face instruction with self-directed online learning. This is particularly useful for Year 11 and 12 students as they manage the complexities of senior study. |
| **Checkpoint** | A checkpoint is used by teachers to provide formal assessment. Students may have one to two checkpoints in each term per subject. The intention of a checkpoint is to assess student learning toward their final product and determine if they might need additional support to achieve their goals. |
| **Collaborative and Proactive Solutions (CPS)** | When students are not meeting our expectations around appropriate behaviour, we work with the student to resolve the cause of the problematic behaviour. We use a process called Collaborative & Proactive Solutions that allows for both student and adult expectations to be discussed and for both perspectives to be considered in the solution to the problematic behaviour. |
| **Do Now** | Short activities which usually occur at the start of each lesson. Do Now activities are designed as a ‘hook’ to engage students at the start of a lesson. They are generally no more than 20 minutes long, and can usually be completed with minimal teacher assistance. |
| **Driving questions and wicked problems** | A driving question is a central provocation which students can use to guide their learning. Driving questions may be embedded in individual lessons (e.g. ‘how was water used in ancient Rome?).  Driving questions may also be used as themes for entire terms of learning. These questions might be broader in scope as ‘wicked problems’ – problems with no straightforward solution.  For example, the Stage 5 wicked problem for Term 4 2023 was ‘how might we grow ourselves and establish our place in the world?’. This might be explored in different ways in English, geography, and science. |
| **Emotional intelligence (EQ)** | Emotional intelligence, or EQ, is the ability to recognise, understand, manage and use emotions in positive ways to build self-awareness, self-regulation, motivation, empathy and social skills. These elements of EQ are linked to learning characteristics (see also: learning characteristics). |
| **Final product** | Final products are created by students each term in most subjects. The intention is for a final product to act as a display of a student’s learning throughout the term. They are used by teachers to assess a student according to the Novice-to-Master scale. |
| **Flow** | Time allocated in a lesson for deep learning to occur. May be independent or collaborative. Student-directed and structured to achieve a particular goal. |
| **Friends of the Village (FOTV)** | The Friends of the Village (FOTV) is our school P&C. They regularly run meet-ups and events for families to connect. |
| **Growth mindset** | A growth mindset is the belief that a student can grow their knowledge or solve a problem with patience, practice, and persistence. The focus and praise is on the effort and the journey, rather than the end result. In turn, failure is accepted as a natural part of the process, and success is reframed. A growth mindset is important because it creates a love of learning and a resilience that is essential for great accomplishment. |
| **Hub** | Within primary school, there are two hubs: K-2 and 3-6. Each hub has a team of teachers. The range of age and ability within each hub allows for students to access learning beyond their age or stage. It also allows for seamless support of students who may need additional assistance. |
| **I Can statements** | ‘I can’ statements explain the key skills and knowledge from a syllabus outcome. ‘I can’ statements are created to reflect the level of skill or knowledge a student must obtain at a given level of mastery within the syllabus outcome. The wording of an ‘I can’ statement provides learners with the information required to ‘know what they know’ about the outcome as well as what is required of them to improve their level of mastery. For example: in numeracy, the intention of a lesson may be so that a student can say ‘I can solve two-digit addition problems’. |
| **Intrinsic and extrinsic motivation** | Intrinsic motivation refers to the internal drive within a student. Students who are intrinsically motivated choose to learn simply because they find the process of learning to be rewarding within itself.  Extrinsic motivation refers to motivation which comes from an outside source (e.g. a reward or punishment). |
| **Kit Kat** | Kit Kat is the first break of the day, from 11:30am to 12:00pm. |
| **Learning characteristics** | The LLV Learning Characteristics are the values and dispositions that we believe all humans should develop.  They are organised on the LLV Learning Characteristics Wheelwhich was co-constructed by staff and students. There are five wedges which define our main characteristics:   * I am collaborative. * I am creative. * I am empathic. * I am self-aware. * I am resilient.   In each wedge, we have sub-characteristics to provide depth, focus and clarity.  The LLV Learning Characteristics wheel is a self-assessment tool. Students are asked to address each characteristic throughout the year and these insights are validated by the teacher. |
| **Learning guide** | Learning guides act as mentors for students in their pod. All students have a learning guide who is their ‘go-to’ adult at school. They can act as the main point of contact between home and school. Learning guides advocate for students in their pods, provide social, emotional, and educational support, and respond to student needs.  Primary students connect with their learning guide on a daily basis, and secondary students connect with their learning guide at least three times per week. |
| **Masterclass** | Planned explicit teaching. Often occurs at the beginning of a lesson in a Campfire. Can be a whole class or small group. |
| **MOOP Swoop** | MOOP means ‘matters out of place’. A MOOP Swoop means that students need to do a scan of their learning space so that all materials and items are cleaned and put back to where they belong. |
| **Mountain top moment** | A mountain top moment is a showcase of student learning – that they have reached the top of the mountain and want to show off their efforts. LLV usually holds the Winterfest showcase at the end of Term 2, and a final mountain top showcase at the end of the year. |
| **Multiform** | LLV has no formal school uniform. Instead, students may select to wear all, some, or none of the ‘multiform’ pieces to school. |
| **Novice to Master continuum** | When students are assessed, they are referred to as a Master, Expert, Practitioner, Apprentice or Novice **instead of** an A, B, C, D or E.  This shift in language allows learners to maintain a growth mindset regarding their learning and the next steps in their learning journey.  It is important to note that our Learning Continuum is mapped to the NSW Educational Standards Authority (NESA) A-E Common Grade Scale to comply with the Department Of Education (DOE) Curriculum Planning and Programming, Assessing and Reporting to Parents (K-12).  I Can statements are explicitly mapped to the Novice to Master Learning Continuum. Therefore students can see what they *can do* and what they *need to* do. |
| **Picnic** | Picnic is the second break of the day, from 1:20pm to 1:50pm. |
| **Pod** | A pod consists of a small group of students attached to one learning guide. A student’s pod will remain consistent for one entire year. A pod is a ‘home base’ for a student –they are able to develop social connections, and their learning guide is able to track progress and support their individual needs throughout the year. |
| **Pop-Ups** | May occur within a lesson. Responsive explicit teaching in response to an identified learning need. Could be spontaneous. Could be with a select group of students or part of a compulsory rotation (e.g. students rotating between stations in an activity). |
| **Quest** | A quest is the name LLV gives to a project-based multidisciplinary learning topic.  There is typically one overarching theme per year (e.g. ‘The Year of…). |
| **Sentral** | Sentral is the main software used for communication between parents/carers and the school. The Sentral calendar includes school events and excursions. |
| **Thirdspace** | The ‘Thirdspace’ is a sociological concept which suggests that humans have two main environments – home and work/school. The ‘Thirdspace’ is a third environment for belonging, creativity, and community interaction. In this way, ‘Thirdspace’ is both a physical space for learning and a figurative space - a mindset.  Thirdspace is located in Level 4. Our Thirdspace is a safe space for students to ask questions, share stories, explore the world and their place in it. Thirdspace initiatives and projects will occur in collaboration with K-12 teachers and learners. Our aim is to actively and deliberately nurture students’ experimental disposition, critical consciousness and champion the power of reading and writing for wellbeing and pleasure. |
| **Transdisciplinary learning** | Transdisciplinary learning refers to education which combines many individual subjects in order to address complex problems. In transdisciplinary learning, students are more curious, engaged, and collaborative as they draw on their knowledge from several different fields. |
| **Unleashed** | Unleashed is our annual ‘school camp’ which generally occurs around the end of Term 1. Students are generally offered a range of highly fun and interesting activity options for the week, with offerings changing each year. |