

# CURRICULUM AND COURSE SELECTION EVENING: JUNE AND JULY 2017

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# Curriculum and Course Selection Evening



1. Vision, Values and Principles of our curriculum
2. Option selection advice
3. The curriculum from Year 9 to Year 13
4. Option selection process

# Vision, Values and Principles of the Curriculum



## NZ Curriculum: Vision

- confident,
- connected,
- actively involved,
- lifelong learners.

*Our young people need to have confidence in their own abilities, to be connected to other communities, to be committed to being part of the life of our country, and to want to continue to learn.*

# Vision, Values and Principles of the Curriculum



## NZ Curriculum: Values

- Excellence
- Innovation, enquiry and curiosity
- Diversity
- Equity
- Community and participation
- Ecological sustainability
- Integrity

*Our young people need to be curious people who always want to do the very best they can. They should understand others from all communities, treat everyone else well, treat our world well, and always act in an honest manner.*

# Vision, Values and Principles of the Curriculum



## NZ Curriculum: Principles

- High expectations
- Treaty of Waitangi
- Cultural diversity
- Inclusion
- Learning to learn
- Community engagement
- Coherence
- Future focus

*Our young people should expect the best of themselves and others, should believe that everyone deserves a good life, should know how to continue to learn, be committed to the future and to understand the past, especially the uniquely bicultural nature of New Zealand.*

# Vision, Values and Principles of the Curriculum



## Key Competencies:

- Thinking
- Using Language, symbols and texts
- Managing self
- Relating to others
- Participating and contributing

*Our young people need to be helped to develop their ability to think in many different ways, and to think for themselves, to be able to use many languages effectively, to manage themselves well, to work and play well with other people, and to take full part in their communities.*

# Vision, Values and Principles of the Curriculum



## Westlake priorities:

**We will improve *all* students' wellbeing by helping them to be successful, and by making sure that all students' *progress* as well as their achievement is celebrated.**

- Continue to improve examination results for *all* students, especially our priority learners
- Focus on students' progress
- Make sure our teaching and learning is varied, enquiry-led, and focused on each student's needs
- Extend our use of technology in the classroom
- Have a genuinely bicultural ethos and physical environment
- Prioritise the cultural competencies of ako, whanaungatanga, tangata whenuatanga, manaakitanga and wānanga, which emphasise partnership, community and belonging
- Encourage and support an increasingly multilingual school environment
- Extend all of our students to achieve beyond their expectations

# Vision, Values and Principles of the Curriculum



## Westlake priorities:

**We will improve *all* students' wellbeing by helping them to be successful, and by making sure that all students' *progress* as well as their achievement is celebrated.**

- A broad and balanced curriculum all the way to Year 13
- Key competencies and subject content
- A local focus and a global dimension
- Creativity and discipline
- Pathways to university and pathways to the workplace
- Access and Inclusion

# Vision, Values and Principles of the Curriculum



## What can this mean in the classroom?

- Rote Learning
- Teacher-directed
- Portfolio-based
- Inquiry-based
- Collaborative
- Task-based

# Rote Learning



- A memorisation technique based on repetition.
- Effective method to learn the content quickly
- Formulaic expressions
- Vocabulary acquisition
- Grammatical structures and manipulation
- Re-formulation and re-construction

# Teacher-Directed Learning



- Teacher as an educator / source of knowledge.
- Teacher as a facilitator.
- Teacher-led discussions.
- An example: IRDP – Input, Recognition, Differentiation, Production.

# Portfolio-based learning



- A collection of evidence and reflection that represents achievement and learning within a programme of study.
- Provides evidence of a wider range of abilities and skills.
- Supports the integration of learning from different parts of a programme.
- Achieves a close integration of learning and assessment.
- Proves harder to plagiarise than more conventional coursework assessments.

# Inquiry-based Learning



- Pose questions.
- Obtain supporting evidence.
- Explain the evidence.
- Connect the explanation with knowledge.
- Create an argument / justification.

# Collaborative Learning



- Students are engaged in a common task.
- Each member is dependent on and accountable to each other.
- An example: Conversation Standard

# Task-based Learning



- Focuses on the authentic purposes and experiences of learning.
- Learning is only meaningful when it is connected to students' experience.
- Promotes fluency, relevance and student confidence.
- Emphasis on discovering patterns and connections
- Prioritises higher-level thinking skills

# Option selection advice



## Why do we educate young people?

It's because we want young people to enjoy rich and rewarding lives. And because we want people to make the world a better place for everyone to live in. Education is not designed to prepare you for a particular job, or simply to help you earn money: it is to make you think about who you are, about your place in the world, and about how you can enrich others' lives as well as your own. It is also to give you the skills to succeed in the world - but the nature of that success will be determined by the lives you lead rather than by the subjects you study.

# Option selection advice



## Languages

It is school policy and a national priority to actively encourage all students to pursue their language studies in the senior school. Learning an additional language develops important learning skills, encourages you to think about your place in the world, develops understanding of other cultures, and will help you in your studies and in the workplace beyond school.



# Option selection advice

Ask yourself the first and most important question:

## What do you enjoy?

What do you find interesting or challenging?

What about your interests outside school? How do these connect?

What skills do you enjoy developing?



# Option selection advice

Ask yourself the second question:

## How can you make sure your curriculum is balanced?

Are there subjects from all areas of the curriculum?

Do they keep your options open?

Will they help you lead a richer, more rewarding life?

Will my choices help you engage with the wider world – NZ and overseas? Will they help you be a reflective, involved citizen?



# Option selection advice

Ask yourself the third question:

Do your choices leave your future career options as open as possible?

Do you understand the way universities in NZ work? The breadth of the first year?

Are you giving yourself the chance to develop broader skills that will appeal to future employers?

Are you taking the courses that you must take for your possible career?



# THE SHAPE OF THE CURRICULUM

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Current Year 9 students

# The shape of the curriculum



## In Year 9

- English
- Mathematics
- Science
- Social Studies
- Physical Education
- Hauora
- *One or two* of Chinese, French, German, Japanese or Māori

## In Year 9 [rotation subjects]:

- Materials Technology
- Information Technology
- DVC
- Electronics
- Digital Technology
- Music
- Art
- Drama

# The shape of the curriculum: Year 10



- English
- Mathematics
- Science
- Social Studies
- Physical Education
- Hauora
- Finance and Society
- Media and Society

## A language:

- Chinese
- French
- German
- Japanese
- Te reo Māori
- Korean for Beginners
- Spanish for Beginners

# The shape of the curriculum: Year 10



## A **technology** subject:

- Materials Technology
- DVC
- Digital Technology
- Food Technology

## An additional subject:

- An additional language
- Art
- Music / Music Institute
- Drama
- Māori Performing Arts
- Academy of Sport



# The shape of the curriculum

## In Year 11: NCEA courses

1. English or ESOL
2. Mathematics
3. A Science OR a Technology subject
4. A Language OR History OR Geography OR Art OR Music Or Drama
5. Option One - any subject currently available
6. Option Two - any subject currently available

# The shape of the curriculum: Year 11 options



- Chinese
- French
- German
- Japanese
- Te Reo Māori
- Korean Studies
- Spanish Studies
- Māori Performing Arts
- Art
- Digital Art
- Drama
- Music
- Contemporary Music
- Media
- History
- Geography
- Social Studies
- Science
- Additional Science
- Applied Science
- DVC
- Materials Technology
- Control Technology
- Food Technology
- Digital Technology
- Physical Education
- Economics
- Accounting
- Elite Sports Programme

# The shape of the curriculum



## *In Year 12 NCEA:*

Level 2 English

Plus five other Level 2 subjects

## *In Year 13 NCEA:*

Six Level 3 subjects

# Additional Year 12 and 13 NCEA Options



- Korean for Native Speakers
- Chinese for Native Speakers
- Classical Studies
- Sports Leadership
- Outdoor Education
- Outdoor Education – Marine
- Art Design
- Art Sculpture
- Photography
- Art History
- Gateway
- Mechanical Engineering
- Travel and Tourism



# Why do we have extension pathways?

- Each individual student needs a pathway that challenges and stretches him: we don't believe in "one size fits all"
- Young people enjoy being challenged and are happier when they have to push themselves
- Each student has a different pathway to follow
- We know that extension pathways work



# Principles of our extension pathways

- High Expectations
- Recognising Gifted and Talented Students
- Challenge and Pace
- Acceleration and Extension
- Breadth in the Curriculum
- Scholarship Matters
- Students have many talents in many areas of the curriculum

# Extension pathways in Year 9 9年级拓展课程体系



## Extension by grouping:

9ENGE:	Year 9 Extension English
9SSTE:	Year 9 Extension Social Studies
9MATE:	Year 9 Extension Maths
9SCIE:	Year 9 Extension Science

2 classes of each

English and Social Studies are paired

Maths and Science are paired

## • 分组拓展

9ENGE: 9年级英语拓展班

9SSTE: 9年级社会学拓展班

9MATE: 9年级数学拓展班

9SCIE: 9年级科学拓展班

## • 확장학습의 분류

9ENGE: 9학년 Extension 영어

9SSTE: 9학년 Extension 사회

9MATE: 9학년 Extension 수학

9SCIE: 9학년 Extension 과학



# Extension pathways in Year 9

## What is different about the extension classes?

All are based on the core skills of Scholarship examinations:

- Synthesising
- Making connections
- Deeper analysis

And there is:

- Accelerated content: more algebra, more literature, more conceptual thinking
- Greater focus on self-management and on developing cross-curricular thinking skills
- Greater pace

# Extension pathways in Year 9



## What is different about the extension classes?

Although there are no NCEA assessments in Year 9, some of the work is at an NCEA Level 1 standard, and some skills will push towards Level 2

But:

These are Year 9 students: we look after them too.

We're preparing them for the work to come.

# Extension pathways in Year 9



## Extension by differentiation

Chinese, French, German, Japanese  
and Te Reo Māori

Art, Technology, ICT, Drama, Music,  
DVC, Physical Education

Recognising the talents of individual  
students in each class and extending  
them as and when possible.

And there's the Music Institute too!

## 依靠差异教学的拓展体系

中文、法语、德语、日语和毛利语

艺术、技术、ICT、戏剧、音乐、DVC、体育

在每个班里发现不同孩子的优势并实施拓展教学

## 구별을 둔 확장학습

중국어, 프랑스어, 독일어, 일본어 그리고 마오리어  
미술, 기술, ICT, 드라마, 음악, DVC, 체육

각 수업마다 학생 개개인의 재능을 알아내고 가능한  
많이 그들의 재능을 발전시키도록 합니다.  
음악 특기생을 위한 반도 따로 있습니다.

# Option Selection Process Year 9 -10



## Year 9 to 10

- Short presentation in English classes by 'advisor' teachers
- Can request an interview with a Dean
- Consider carefully the advice the school is giving you
- Make choices on the online system by September 4<sup>th</sup>
- Change your selections at any time until September 4<sup>th</sup>

***A broad and balanced curriculum.***

# Option Selection Process: Year 10 to 11



**Between July 24<sup>th</sup> and August 7<sup>th</sup>:**

- Students will be told of their assigned 'advisor' – organised by English class
- Students can make provisional choices online
- You can approach advisors for advice at any time

# Option Selection Process: Year 10 to 11



- Interviews will mainly take place between August 14<sup>th</sup> and September 1<sup>st</sup>
- Students should bring a printout of their provisional selection
- Students will be seen individually, preferably with parents in attendance
- You will be able to have follow-up discussions when necessary
- You will be able to change your choices after the meeting

# Option Selection Process: all years



## Online selection

1. Go to <https://portal.westlake.school.nz>
2. Log in with student's school ID and password
3. Read carefully the advice on the front page
4. Read the information about different subjects
5. Think about pathways into Years 12, 13 and after school
6. Make choices – the system will make you follow our rules
7. Print out your selections and bring them to your interview
8. After the interview, think again, and make any changes you need to

# NEW ZEALAND UNIVERSITY ENTRANCE

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# NCEA



1. University Entrance
2. Rank Score
3. Subject Requirements
4. Additional Requirements



# University Entrance for NCEA

**Level 3**

**A minimum of 60 credits including**

14 credits in  
a first  
approved  
subject

14 credits in a  
second  
approved  
subject

14 credits in  
a third  
approved  
subject

**Level 2**

**10 Literacy credits Level 2 or higher**

**Level 1**

**10 Numeracy credits Level 1 or higher**



# Rank Score for NCEA

Your best 80 credits at Level 3 over a maximum of five approved subjects.  
Credits are weighted:

<b>Excellence</b>	<b>4</b> points
<b>Merit</b>	<b>3</b> points
<b>Achieved</b>	<b>2</b> points





# Subject Requirements

<b>Programme</b>	<b>Subject Requirements</b>
Architecture	Table A and Table B
Commerce	3 Table A and/or B subjects
Property	
Health Sciences	Table A and Table B
Nursing	Table A, and Biology, Chemistry or Physics
Engineering	Physics and Calculus 16 external Level 3 credits in Physics 17 external Level 3 credits in Calculus

**Note: Degrees not listed above have no subject requirements**



# What are Table A and Table B?

<b>Table A</b>	<b>Table B</b>
<b>Classical Studies</b>	<b>Biology</b>
<b>English</b>	<b>Chemistry</b>
<b>Geography</b>	<b>Accounting</b>
<b>History</b>	<b>Economics</b>
<b>History of Art</b>	<b>Mathematics*</b>
<b>Te Reo Maori OR</b>	<b>Calculus</b>
<b>Te Reo Rangatira</b>	<b>Statistics</b>
	<b>Physics</b>

\*Cannot be used in combination with Calculus and/or Statistics.

**Note: Table A & B only apply to some programmes.  
It is not the basis of the rank score calculation.**



# Additional Requirements

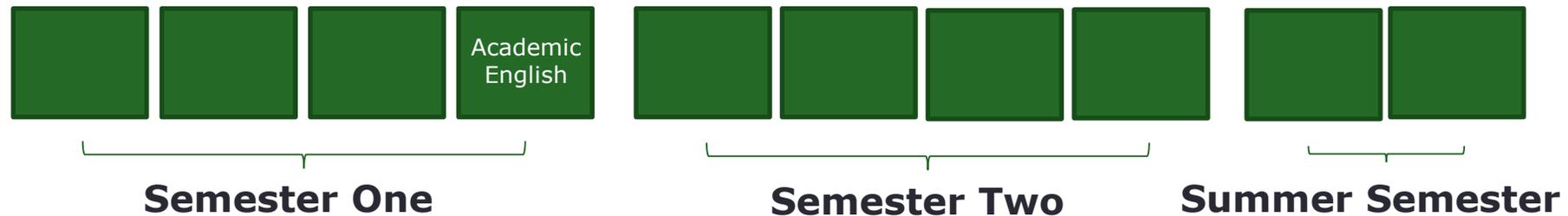
<b>Programme</b>	<b>Requirement</b>
Architecture	Statement, Portfolio
Music	Statement, Reference, Audition or CV
Fine Arts	Statement, Portfolio
Dance Studies	Statement, CV, Audition/Interview
Urban Planning	Statement (Supplementary questions)
Education (Teaching)	Statement, References, Interview
Social Work	Police Clearance



# Academic English Language Requirement (AELR)

A minimum of 17 credits in English at level 2 and/or level 3

## First Year at University



# Curriculum and Option Selection



## Further information

- <https://portal.westlake.school.nz> – the online website has lots of information
- Year 9: Ms El-Labany [ellabany@westlake.school.nz](mailto:ellabany@westlake.school.nz) or your advisor
- Year 10: your advisor
- Korean language support: Mrs Lee [ylee@westlake.school.nz](mailto:ylee@westlake.school.nz)
- Chinese language support: Mrs Fan [jfan@westlake.school.nz](mailto:jfan@westlake.school.nz)
- NCEA: Mr Jackson [mjackson@westlake.school.nz](mailto:mjackson@westlake.school.nz)
- Extension Pathway: Mr Gordon [tgordon@westlake.school.nz](mailto:tgordon@westlake.school.nz)
- International students: Ms Kwok [tkwok@westlake.school.nz](mailto:tkwok@westlake.school.nz)