

Learning for the Future

2019 Curriculum Overview



SAMUEL
MARSDEN
COLLEGIATE SCHOOL



“Education is not a linear process of preparation for the future: it is about cultivating the talents and sensibilities through which we can live our best lives in the present and create the best futures for us all.” Sir Ken Robinson, international educationalist in *Out of our Minds - Learning to be Creative*

Renowned educationalist Sir Ken Robinson continually reiterates the theme of dramatic change in the modern world. Breathtaking innovations in technology and digital culture, and the unpredictability of the future workplace, mean that we must prepare young people to be adaptable, innovative, curious, creative and resilient. Education in the 21st century needs to engage students as thinkers, creators, collaborators

and problem solvers. A willingness to experiment, to make mistakes, to learn, unlearn and relearn are strengths. The course offerings at Marsden reinforce the essential skills at the heart of learning, while responding to these challenges.

The learning environment at Marsden is positive and supportive. There is a culture of pride and every girl is challenged to achieve her personal best.

Academic and pastoral staff work together to ensure that the progress of individual students is carefully monitored, that their particular needs are met, and their passions are acknowledged and fostered. Provision is made for gifted and talented students both within the classroom and through our Future Minds programme. Learning support and adapted programmes are also available for students with specific learning needs.

P Project-based Learning

Renowned educator Professor Yong Zhao, in his book *Reach for Greatness: Personalizable Education for All*, has noted that to succeed in the modern world:

“We need an education that helps everyone to become uniquely creative and entrepreneurial.”

Zhao is an advocate for the individual passion project which “supports passion and enhances strengths”.

Opportunities to “reach for greatness” through extended personalised project-based learning, abound at Marsden.

At Year 9 and Year 10 ‘Remarkable Time’ gives students the opportunity for entirely self-selected passion projects. Two projects over half a year are created and tested in a mentoring environment. Students develop a range of skills such as problem-solving, technology use, language and the arts, communication skills, social entrepreneurship, research and creativity.

At Years 8, 10 and 11, project-based learning occurs in the context of individual subjects. In Year 8 Social Sciences, students create a social action campaign of their own choice. At Year 10 in Science, individual project-based learning occurs within the context of sustainability. At Year 11 Religious Education students apply the fourth

mission statement of the Anglican Church: “to seek to transform unjust structures of society, to challenge violence of every kind and to pursue peace and reconciliation”. This is tackled within the context of a personal or group-based project. Senior level art courses are all full year inquiry projects, set around student’s own interests, or wider social, political or environmental issues. Project-based learning at all levels has seen some remarkable innovation, with students making meaningful contributions in the world beyond school and explicitly developing essential 21st century skills.

Ad Summa

Aim for the Highest | Whāia te Hiranga

Manu Rere Ao

‘Manu rere ao’ is the bird that flies the world. It is the name given to our strategy to grow culturally confident graduates who are prepared to take on the world.

Through the Manu Rere Ao strategy, Marsden has made a commitment to prepare our students to participate actively in Aotearoa New Zealand. Te Reo Māori is taught to all students in Years 7, 8 and 9. All students across

year levels encounter Māori concepts, practices and skills in a range of curriculum areas, for example in Year 7 students have a day at the marae learning about tikanga, in technology Year 9 students have the opportunity to create Māori artefacts using state of the art technology, art students learn about Māori design and ‘the geometry of Aotearoa’ - kowhaiwhai, is explored in Maths. Year 11 History students have

a two-day field trip to Parihaka and stay on the marae, Year 10 Science students learn about traditional Māori medicine.

These are just some of the examples of ways in which we embed the significance of Māori language and culture in Aotearoa across the curriculum. Marsden values its responsibility to fulfil the obligations of the Treaty of Waitangi, in strengthening our understanding of te reo and tikanga Māori.

Technology

Technology is integral to daily life at Marsden. As well as being an area of learning in its own right, technology is an essential tool. Students bring their own digital device and their individual

log-ins give them access to the school network both in and out of school.

Our secure online learning environment promotes interactive and collaborative

learning and curates a wealth of resource material. Technology enriches the learning process and empowers students to interact with the local and global community.

Qualifications

The National Certificate of Educational Achievement (NCEA) is an internationally recognised qualification that can be used to gain entry to tertiary institutes around the world. All Marsden students work towards achievement in this national qualification: Level 1 at Year 11, Level 2 at Year 12 and Level 3 at Year 13. It is a standards-based qualification, assessed by coursework during the year and also by external examinations in November.

Supplementary Cambridge courses (CIE) are offered in several subjects at

Years 12 and 13. The dual programme offers extension for those seeking an additional challenge.

An additional option is the New Zealand Scholarship examinations, which are designed to challenge top academic students in Year 13. Scholarship is aimed at the highly motivated, independent learner and is supported by small group tutorials, online learning or additional work done out of regular class time.

Additional information can be obtained about these qualifications on the following websites:

NCEA:

<https://www.nzqa.govt.nz/ncea/understanding-ncea/how-ncea-works/>

Scholarship examinations:

<https://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/>

Cambridge examinations:

http://www.acsnz.org.nz/docs/CIE_General_CIE_v1_2009.pdf

Beyond School

“The best thing parents can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning.”

Carol Dweck

During her extensive research on achievement and success, world-renowned Stanford University psychologist Carol Dweck developed the concept of the Growth Mindset. Dweck’s work has shaped much of our

thinking today about the importance of having an open mind to change, effort, making mistakes and to understanding that learning is a lifelong process. A locked-in, fixed mindset is not good preparation for tertiary study or the modern workforce.

Marsden’s focus on developing creativity, collaboration, curiosity and tenacity is aimed at building a growth mindset. These essential skills, combined with strong academic performance, across a range of curriculum areas, set students up for challenging and rewarding future learning as well as meaningful, enjoyable work.

While some specialisation may be necessary in the Senior School, it is wise to keep options open. Education must prepare students to be adaptable, life-long learners. Students should both recognise their strengths and respond to challenges. Research shows us that today’s students will work through a mosaic of different phases, roles and careers in their lifetime. At Marsden students learn how to learn and develop the values, knowledge, and competencies that will enable them to live lives of meaning, accomplishment and genuine happiness.