

# Learning for the Future

## Curriculum Overview



SAMUEL  
MARSDEN  
COLLEGIATE SCHOOL



Happiness is achieved when we find the right balance of meaning (or purpose) and enjoyment of our tasks, and when we are engaged in an activity that has both present and future benefit.”

These wise words come from Rachel Simmons, internationally recognized educator and author of the New York Times bestsellers *Odd Girl Out*, *The Curse of the Good Girl* and *Enough as She Is*. Simmons explains that “students experience an internal sense of potential when they do what challenges them, performing activities that use them fully and well.”

Finding purpose, meaning and pleasure in learning is fundamental to success and is a principle that helps to shape learning programmes at Marsden. As students progress from the junior years, when their curriculum is marked out for them, to the senior years, where they are making choices, we want them to experience breadth, challenge, enjoyment and a sense of achievement.

In 2019, the World Economic Forum published a Schools of the Future report, identifying the skills of curiosity, creativity, critical thinking, problem-solving and systems analysis as crucial in the labour market over the coming years. By choosing broadly from the curriculum, students maximise the opportunity to develop these skills. Choose what challenges you, choose where you find enjoyment and connection, choose out of your comfort zone.

Rachel Simmons has this to say about following your passion: “Knowing what you love isn’t a prerequisite for real world success. Knowing yourself is. Listening to the voice of your thoughts – what you like and don’t, what you want/need and don’t – is the far more valuable compass that will lead you, when you’re ready, to your passion.”

The course offerings at Marsden reinforce the essential skills at the heart of learning in a positive and supportive learning environment. 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 strengths are acknowledged and fostered. Provision is made for enrichment both within the classroom and through external opportunities, ensuring all students have the opportunity to be challenged and energised by their learning.

Learning support and personalised learning programmes are also available for students with identified and specific learning needs.

The WEF Schools of the Future paper advocated for student-driven personalised learning programmes and this process is supported at Marsden by numerous opportunities for students

to design and pursue projects and learning of their own devising. These come in various forms and are a feature at all levels, from the entirely self-selected project-based learning in Year 9 Remarkable Time, to the extended folio and project work that is integral to the senior art and technology programmes.

The curriculum is sufficiently open for students to pursue a theme of personal interest. The challenge and the spark of a new passion may come from the Year 9 Science Fair project, or the Year 10 Perspectives of Aotearoa inquiry; it might be from a Year 12 historical investigation or exploration of a self-selected literary theory in the Year 13 advanced English programme. Opportunities to learn, explore and discover new talents and interests abound.



Picture your brain forming new connections as you meet the challenge and learn. Keep on going.”


Carol Dweck












Marsden *Inspiring Girls*

# Curriculum and Course Planner

 Compulsory subjects

 Optional subjects

 Specific opportunities for extended personalised project-based learning are incorporated in these subjects (refer to previous page)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
English	English	English	English	English	English	English	English <i>or</i>	
					<i>or</i> International English	<i>or</i> International English	English (Advanced Programme) <i>or</i> International English	
						 Media Studies	 Media Studies	
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics	Calculus	
						Applied Mathematics	Statistics	
Science	Science	Science	Science	 Science	Science	Biology	Biology	
						Chemistry	Chemistry	
						Physics	Physics	
Social Sciences	Social Sciences	 Social Sciences	 Social Sciences	 Social Sciences	History	History	History	
					Geography	Geography	Geography	
						Accounting	Accounting	
						Economics	Economics	
						Classical Studies	Classical Studies	
Languages	Introduction to Languages: Chinese, French, German, Te Reo Māori	Introduction to Languages: Chinese, French, German, Te Reo Māori	Chinese	Chinese	Chinese	Chinese	Chinese	
			French	French	French	French	French	
			German	German	German	German	German	
			Te Reo Māori	Te Reo Māori (compulsory 1st half year)				
				Te Reo Māori (option 2nd half year)				
				 Perspectives of Aotearoa				
The Arts	Art	Art	Art	Pushing Paint, Pulling Prints	Art	 Design	 Design	
					Photo Magic	Pixels and Sculpture	 Painting	 Painting
					 Performance Media		 Photography	 Photography
	The Band programme	World Music	Music	Music: PACT programme 1 Music: PACT programme 2	Music	Music	Music	
Technology	Technologies: Food, Digital and Textiles	Technologies: Food, Digital and Textiles	Digital Technology and Robotics	 Web Design and Robotics	 Digital Technologies	 Digital Technologies	 Digital Technologies	
			Digital Animation	 Creative Digital Design: Gamer				
			Creative Textiles	 Social Action Textiles	Textiles Technology	Textiles Technology	Textiles Technology	
			Creative Design Challenge	 Fashion Designer				
			Local Cuisine	 Food Product Design	Food and Nutrition	Food and Nutrition	Food and Nutrition	
			International Cuisine	Foods for Life				
Physical Education, Health and Wellbeing	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education	
	Health	Health	Health	Health		Life Skills	Life Skills	
			Sports Science					
Religious Education	Religious Education: Life and Times of Jesus Christ	Religious Education: the Early Church in Aotearoa	Religious Education: Faith and Belief	Religious Education: World Religions	 Religious Education: Ethics and Social Justice			
Project-based Learning			 Remarkable Time					
Language and Learning Support	ESOL	ESOL	ESOL	ESOL	ESOL	ESOL	ESOL	
			Learning Support	Learning Support	Guided Study	Guided Study	Guided Study	

## Visible Wellbeing™

Visible Wellbeing™ is a whole school, integrated and evidence-informed approach to developing and sustaining wellbeing through positive education. It gives staff a well-defined body of positive education knowledge and practices that have been shown to have a positive

impact on student wellbeing, which in turn enhances learning.

Visible Wellbeing techniques help teachers use the learning process itself as a delivery mechanism to build student wellbeing. It is not a set curriculum or programme, but a flexible approach

which can be applied in all learning contexts. You can read more about the ways in which Visible Wellbeing is integrated into classroom learning here: [www.marsden.school.nz/about/visible-wellbeing/](http://www.marsden.school.nz/about/visible-wellbeing/)

## 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 to 10. Students across year levels encounter Māori concepts, practices and skills in a range of curriculum areas, such as through a Marae visit in Year 7 Social Sciences, the creation of artefacts in Year 9 Technology, the ‘Perspectives of Aotearoa’ course in Year 10 and a moving

visit to the pacifist settlement of Parihaka in Year 11 History. Marsden values its responsibility to fulfil the obligations of the Treaty of Waitangi, in strengthening our understanding of Te Reo (language) and Tikanga Māori (customs and practices).

## 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.

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/>

## 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.