

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 recognised 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 (WEF) 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. Te Kākano (Seed), our adventurous life skills programme for Years 7 to 10 students, will provide you with the opportunity to build your confidence as a leader in your community. .

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

	Year 7	Year 8	Year 9
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social Sciences	Social Sciences	 Social Sciences	 Social Sciences
Languages	Introduction to Languages: Chinese, French, Te Reo Māori	Introduction to Languages: Chinese, French, Te Reo Māori	Chinese French Te Reo Māori
The Arts	Art The Band programme	Art World Music	Art Photo Magic  Performance Media Music
Technology	Technologies: Food, Digital and Textiles	Technologies: Food, Digital and Textiles	Digital Technology and Robotics Digital Animation Creative Textiles Creative Design Challenge Local Cuisine International Cuisine
Physical Education, Health and Wellbeing	Physical Education Health	Physical Education Health	Physical Education Health Sports Science
Religious Education	Religious Education: Life and Times of Jesus Christ	Religious Education: the Early Church in Aotearoa	Religious Education: Faith and Belief
Project-based Learning			 Seed Programme
Language and Learning Support	ESOL	ESOL	ESOL Learning Support

Compulsory subjects

Optional subjects



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

Year 10	Year 11	Year 12	Year 13
English	English <i>or</i> International English	English Media Studies	English <i>or</i> English (Advanced Programme) Media Studies
Mathematics	Mathematics	Mathematics Applied Mathematics	Calculus Statistics
Science	Science	Biology Chemistry Physics	Biology Chemistry Physics
Social Sciences	History Geography	History Geography Accounting Economics Classical Studies	History Geography Accounting Economics Classical Studies
Chinese	Chinese	Chinese	Chinese
French	French	French	French
Te Reo Māori (compulsory 1st half year)	German	German	German
Te Reo Māori (option 2nd half year)	Te Reo Māori		
Pushing Paint, Pulling Prints	Art	Design	Design
Pixels and Sculpture		Painting Photography	Painting Photography
Music	Music	Music	Music
Web Design and Robotics	Digital Technologies	Digital Technologies	Digital Technologies
Creative Digital Design: Gamer			
Social Action Textiles	Textiles Technology	Textiles Technology	Textiles Technology
Fashion Designer			
Food Product Design	Food and Nutrition	Food and Nutrition	Food and Nutrition
Foods for Life			
Physical Education	Physical Education	Physical Education	Physical Education
Health		Life Skills	Life Skills
Religious Education: World Religions	Religious Education: Ethics and Social Justice		
Perspectives of Aotearoa			
ESOL	ESOL	ESOL	ESOL
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/

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. Year 11 Te Reo Māori will commence in 2023. 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.