Curriculum and Course Selection Evening

1. Vision, Values and Principles of our curriculum
2. Teaching and Learning
3. The curriculum from Year 9 to Year 13
4. University Entrance
5. Option selection advice
6. 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
- Make sure our teaching and learning is varied, enquiry-led, and focused on each student’s needs and progress
- Have a genuinely bicultural ethos and physical environment
- Prioritise the cultural competencies of ako, whanaungatanga, tangata whenua, manaakitanga and wānanga, which emphasise partnership, community and belonging
- Encourage and support an increasingly multilingual school environment
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.

- Extend all of our students to achieve beyond their expectations
- 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
- Extend our use of technology in the classroom
- Pathways to university and pathways to the workplace
- Access and Inclusion
Teaching and Learning

What can this mean in the classroom?

• Rote Learning
• Teacher-directed
• Portfolio-based
• Inquiry-based
• Collaborative
• Task-based
Teaching and Learning

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
Teaching and Learning

Teacher Directed Learning

• Teacher as an educator / source of knowledge.
• Teacher as a facilitator.
• Teacher-led discussions.
Teaching and Learning

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.
Teaching and Learning

Inquiry-based Learning

• Pose questions
• Obtain supporting evidence
• Explain the evidence
• Connect the explanation with knowledge
• Create an argument / justification
Teaching and Learning

Collaborative Learning

• Students are engaged in a common task.
• Each member is dependent on and accountable to each other.
• Each member develop expert knowledge of one aspect of the common task.
Teaching and Learning

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
THE SHAPE OF THE CURRICULUM

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
- DVC
- William Pike Challenge Award
- Digital Technology
- Music / Music Institute
- Art
- Drama
- Academy of Sports
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 Sports
The shape of the curriculum

In Year 11: NCEA courses

1. English
2. Mathematics
3. A Science OR a Technology subject
4. A Language OR a Social Science OR an Arts subject
5. Option One - any subject currently available
6. Option Two - any subject currently available
The shape of the curriculum: Year 11 options

Languages
- Chinese
- French
- German
- Japanese
- Te Reo Māori
- Korean Studies
- Spanish Studies

Arts
- Art Visual
- Digital Art
- Drama
- Music
- Contemporary Music
- Māori Performing Arts
- Technical Production

Social Science
- Media
- History
- Geography
- Social Studies

Science
- Science Core
- Physical Sciences
- Biological Sciences
- Chemical Sciences
- Applied Science

Technology
- DVC
- Materials Technology
- Control Technology
- Mechanical Engineering
- Food Technology
- Digital Technology - Computing
- Digital Technology - Programming

Physical Education and Health
- Physical Education
- Elite Sports Programme

Commerce
- Economics
- Accounting
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
- English with Maori and Pasifika Literature
- Classical Studies
- Art History
- Sports and Recreation
- Outdoor Education
- Outdoor Education – Marine

- Art Design
- Painting
- Sculpture
- Photography
- Business Studies
- Gateway
- Travel and Tourism
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

- Students in Extension classes stay in extension the following year, if they are making good progress [generally at High Merit level]
- Students in the Core classes may apply to join Extension classes if they are performing at High Merit / Excellence levels.
- They must indicate their desire to be considered for extension class through the online process.
- Departments determine entries into extension classes based on students’ results and are responsible for communicating the outcomes to students and parents.
Extension pathways in the senior school

Year 11
Levels 1 & 2

Year 12
Levels 2 & 3

Year 13
Level 3 & Scholarship
## NCEA Requirements

<table>
<thead>
<tr>
<th>Level</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>80 credits at Level 1, including 10 numeracy 10 literacy credits</td>
</tr>
<tr>
<td>Level 2</td>
<td>60 credits at Level 2 or above + 20 credits from any level + The Level 1 numeracy and literacy requirements</td>
</tr>
<tr>
<td>Level 3</td>
<td>60 credits at Level 3 or above + 20 credits from Level 2 or above + The Level 1 numeracy and literacy requirements</td>
</tr>
</tbody>
</table>
## Endorsements

| Certificate Endorsement with Merit | 50 credits gained in Years 10 & 11 across all subjects at Merit or Excellence levels |
| Certificate Endorsement with Excellence | 50 credits gained in Years 10 & 11 across all subjects at Excellence level |
| Course Endorsement with Merit | 14 credits, including at least 3 internal and 3 external, gained within a year from a single subject at Merit or Excellence levels. |
| Course Endorsement with Excellence | 14 credits, including at least 3 internal and 3 external, gained within a year from a single subject Excellence levels. |
University Entrance for NCEA

<table>
<thead>
<tr>
<th>Level 3</th>
<th>A minimum of 60 credits including</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14 credits in a first approved subject</td>
</tr>
<tr>
<td></td>
<td>14 credits in a second approved subject</td>
</tr>
<tr>
<td></td>
<td>14 credits in a third approved subject</td>
</tr>
</tbody>
</table>

| Level 2 | 10 Literacy credits Level 2 or higher; inc 5 credits in Reading and 5 credits in Writing |

| Level 1 | 10 Numeracy credits Level 1 or higher |
Your best 80 credits at Level 3 over a maximum of five approved subjects.

Credits are weighted:

- **Excellence**: 4 points
- **Merit**: 3 points
- **Achieved**: 2 points

### Subject Points

- **ARTS**: 150 points
- **SCIENCE**: 165+ points
- **COMMERCE**: 180 points
- **HEALTH SCIENCES**: 250 points
- **ENGINEERING**: 260 points
- **Conjoints**: 210 - 275 points
Subject Requirements

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

Note: Degrees not listed above have no subject requirements
## What are Table A and Table B?

<table>
<thead>
<tr>
<th>Table A</th>
<th>Table B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Studies</td>
<td>Biology</td>
</tr>
<tr>
<td>English</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Geography</td>
<td>Accounting</td>
</tr>
<tr>
<td>History</td>
<td>Economics</td>
</tr>
<tr>
<td>History of Art</td>
<td>Mathematics*</td>
</tr>
<tr>
<td>Te Reo Maori OR</td>
<td>Calculus</td>
</tr>
<tr>
<td>Te Reo Rangatira</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

*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

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

Ask yourself the first and most important question:

What do you enjoy?

What do you find interesting or challenging?
What are your strengths?
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 your choices help you engage with the wider world – NZ and overseas? Will they help you be a reflective, involved citizen?
How will you compensate the gaps in your learning programme?
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?
Have you looked up the careers and university information on our careers website?
Careers Department.

Websites to explore

Click on the DreamCatcher icon to access this career tool. Your username and password are the same as your Westlake one given at the start of the year.

Click here: (1)

Click here: 01. Student and Parent Careers Booklets (3)

Click here: 02. Tertiary Providers NZ (65)

Click here: 03. Careers Research Tools (22)

Click here: 04. Heading to University or other Tertiary study - Helpful links (29)

Click here: 05. Apprenticeships and information (33)

Click here: 06. Employability Skills & C.V. Writing (15)

Click here: 07. Current job opportunities (2)

Click here: 08. Careers in Science and Technology (12)

Click here: 09. Student Exchange & Gap Year opportunities (20)

Click here: 10. Health Careers (15)

Click here: 11. Study in Australia (28)

Click here: 12. Study in the USA (32)

NZ Police - Introduction to the Force

The Careers Department had a great Information Session today with Constable Louise Nicholas who gave a large number of our boys all the ins and outs about applying to the NZ Police Force.

If you missed the session do not hesitate to come into the Careers Centre and ask for further information or look online at Newcops.co.nz.
Option Selection Process: Year 10 to 11

Between 6\textsuperscript{th} and 31\textsuperscript{st} August

- 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 September 3rd and 14th
- 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
Curriculum and Option Selection

Further information

• https://portal.westlake.school.nz – has lots of course information
• https://westlakeschool.sharepoint.com/sites/careers/SitePages/Home.aspx - contains important information about careers and tertiary studies
• Year 9: Mr McBride amcbride@westlake.school.nz
• Year 10: your advisor
• Korean language support: Mrs Lee ylee@westlake.school.nz
• Chinese language support: Mrs Fan jfan@westlake.school.nz
• NCEA: Mr Jackson mjackson@westlake.school.nz
• Extension Pathway: Ms Kwok tkwok@westlake.school.nz
• International students: Mrs Jeen hjeen@westlake.school.nz