



Senior Secondary at ACS

BEGINNING 2021

Ashburton Christian School
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The Big Picture

Soli Deo Gloria

The school shield is an ideal representation of our Senior Secondary Programme. The original designers and founders of ACS summed up its symbolism in this way:

“Christ over Mid-Canterbury from the mountains to the sea for the glory of God”.

This document uses the mountains, plains and river as metaphors for learning at ACS; a learning experience designed to be both purposeful and personalised.



Purposeful

The Senior Secondary years at ACS will be deliberately outward and future focused. We will seek to engage our young men and women with the wider world, both its opportunities and challenges, in ways designed to broaden their understanding and be faith affirming. We aim to build their personal capabilities and confidence and bring into focus both a sense of calling and an awareness of career opportunities.

Personalised Learning

ACS has the significant advantage of being able to offer Personalised Learning to meet each student's needs and to help them reach their goals. Personalised Learning has the effect of improving engagement, as each programme of learning is constructed with the student to serve a particular purpose. This confronts the tendency to complete work just for credits and refocuses the schooling experience on the learning itself.

The Mountains

Vision Casting

The mountains are worth the effort of the climb. In scaling Mid-Canterbury's mountains we learn a lot about ourselves and those we travel with. From the top we may gain a broad view of the land and sea below.

At ACS we aim to support students to gain that mountain top view of their lives. There will be opportunities to re-visit the mountain-top experience throughout their Year 11 to 13 experience, to steer and adjust their personalised plans.



The Team

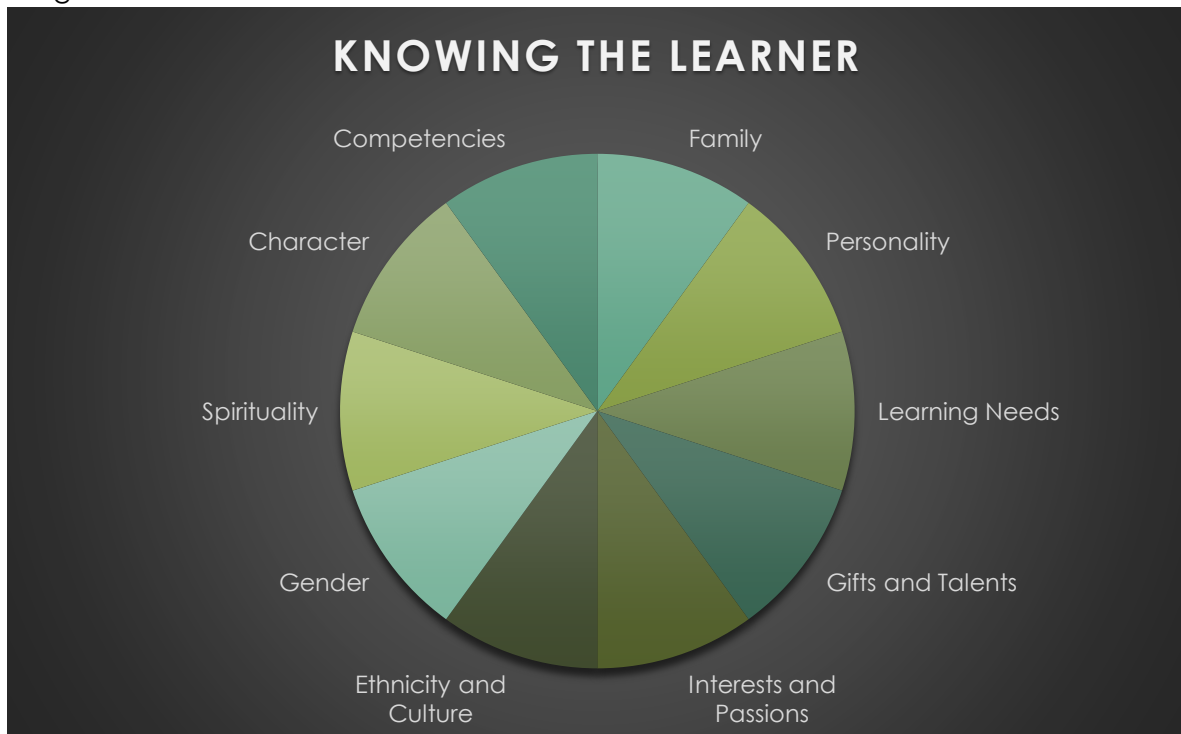
Our goal is to establish a team around each student. It is this team's goal to look at the big picture, discuss possibilities and then set a course with each student. The team consists of:

- the student
- parents
- a teacher mentor
- a careers advisor
- industry or tertiary advisors where applicable

The Learner

Personalised learning starts with the learner; their gifts and talents, personality, character, experiences and everything that makes that person unique (see diagram 1). It is the task of the team to know the learners and help the learners know themselves. From this position they may explore the future options with more confidence.

Diagram 1



Exploring Calling

At a very basic level, a person's calling is tied to the gifts they have and the things they love to be doing. This can lead to careers in many industries such as farming, business, education, hospitality or health. In a broader sense, every Christian is called to such things as loving their neighbour, service, care of the poor and integrity in work.

Exploring calling seeks to bring these two areas together helping them see how their future careers can be both personally fulfilling and serve both God and others. This will be explored in a manner appropriate to each child's faith journey.

Investigating Careers

Once there is an understanding of a child, and an exploration of calling, there is a strong basis from which to consider possible future careers. In addition to a careers advisor, ACS will engage with careers expos and work experience where appropriate for each student.

We have a contract with Swivel to offer a professional careers advice programme and support for gaining work experience. See the separate handout for more information.

The Plains

Personalised Learning Plans

The plains of Canterbury produce plentiful resources through the providence of God and the hard work of its people. At ACS, the plains symbolise the work and learning students will be engaged with on a day to day basis; work that leads to the qualifications and career pathways they may wish to follow. In this section we explain that work in more detail.



Understanding NCEA

NCEA is an acronym for National Certificate of Educational Achievement. It is an assessment system, not a curriculum. Assessments are available in a wide range of subjects, courses and skills (see Appendix A).

It is a very flexible system in that, making it ideal for schools focused on personalised learning. Achievement and Unit Standards may be selected from a wide range of courses to achieve the particular goals of each student.

When putting together a programme of learning, a student's 'mountain top experience' will guide the selection of courses. These courses will be coupled with NCEA standards to ensure they gain the qualifications they need for their future.

Course Options and Providers

Most courses at ACS will be offered by qualified, high school trained teachers employed by ACS. We will be confirming who the teachers are over Terms Three and Four of 2020. The teacher we employ will be directly related to the students' subject choices.

Te Kura is the government funded Correspondence School. It has a wide range of curriculum options that are available to our students (see Appendix 3). These are highly flexible options.

We also have the option of using NET NZ as a provider of specialised subjects that local staffing may not cover. NET NZ is a flexible online learning platform that offers live lessons,

via google meets, with teachers and students from other schools across New Zealand. It is a very effective tool, provided the support structures are in place in the students' school. These structures are already established at ACS in Years 9 and 10 and will be developed further for Years 11 to 13.

Competencies

One of our strengths as a school is to focus on each students' competencies, which are often referred to as 'soft skills'. They are keenly sought by employees. In a survey of over 400 organisations in the USA in 2006, the skills required for the marketplace were ranked in order. They included critical thinking and problem solving, collaboration, agility and adaptability, initiative and entrepreneurialism, communication, accessing and analysing information, curiosity and imagination. Many school systems and many studies have consistently highlighted the need to focus on these soft skills.

The structure of our learning deliberately focuses on the teaching and mentoring in these skills. The goal is to instil the work and personal habits that will set students up to be successful in whatever they pursue.

The River

Integrating Learning

Colossians 1:16-17 read, "For by [Jesus] all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities—all things were created through him and for him. And he is before all things, and in him all things hold together."

This being true, then all learning has its unity and connectedness in Jesus – its origin, purpose and life. Those who seek to integrate learning soon discover that this is very true. A key aspect of our teaching and learning is honouring this reality.

The benefits are that young people will develop a broader appreciation of the world and their part in it; its opportunities, problems, needs and solutions. Exploring that on a foundation of Christ as Lord is faith affirming as it demonstrates the truth and power of God's Word played out in real life.



World Studies

World Studies is designed around the reality that all things hold together in Christ. It will be timetabled each week and compulsory. Topics will be generated from:

1. Current events
2. Student course work
3. Topics chosen by teachers or students

All senior teachers will be involved in the planning, research and delivery of World Studies. In addition, we plan to invite a variety of quality guest speakers of varying faith commitments and from varying industries. Many will be chosen as they will present contrary views that will challenge our assumptions.

There will be many benefits to creating this learning space:

- Develop critical thinking skills as well as the ability to communicate those ideas
- Challenge their faith and be faith affirming by challenging assumptions and beliefs
- Grow the students' ability to use Scripture as a foundation on which to build understanding and wisdom which may be applied to real life situations
- Understanding the authority by which other people establish their views
- Teach empathy and flexibility of thinking as they explore the complexities of life and so live in the world with a godly awareness and grace
- Enrich their own course work by relating it across disciplines
- Be a rich context for assessments in other subjects
- Be faith affirming in that it gives more confidence in the reasonableness of their faith

Collaborative Projects

Scriptures make it very clear that faith and deeds are one (James 2:14-26). When they are, people find great fulfilment in their lives. Education must be designed around this reality.

Offering collaborative projects has a threefold purpose. First, to develop the confidence and skills needed to make a positive impact on the world. Second, to bring faith and deeds together in a way that encourages a vision or pattern for the students' lives. Third, to bless the people they serve.

Educational Tours

Each year, a significant budget will be set for teachers and students to co-construct one large or a number of small educational tours. The tours will be designed around the various personalised learning goals and also some broader object

Adventures

Finally, the foundation class will have the opportunity to go on a few adventures. These will be purely related to their being the first group to walk the mountains, work the plains and ride and river of the establishment of Senior Secondary at ACS.

Appendix A – NCEA Standards

Achievement Standards

Achievement Standards are available under these subject headings:

- | | |
|---|--------------------------------|
| 1. Accounting | 34. Home Economics |
| 2. Adult Education | 35. Japanese |
| 3. Agricultural and Horticultural Science | 36. Korean |
| 4. Agribusiness (Business Studies) | 37. Latin |
| 5. Art History | 38. Legal Studies |
| 6. Biology | 39. Lea Faka-Tonga |
| 7. Business & Management | 40. Literacy |
| 8. Business Studies | 41. Mathematics and Statistics |
| 9. Chemistry | 42. Media Studies |
| 10. Chinese | 43. Māori Performing Arts |
| 11. Classical Studies | 44. Music |
| 12. Cook Islands Māori | 45. New Zealand Sign Language |
| 13. Computing | 46. Ngā Toi |
| 14. Core Skills | 47. Numeracy |
| 15. Dance | 48. Pacific Studies |
| 16. Design & Visual Communication | 49. Pāngarau |
| 17. Digital Technologies | 50. Physical Education |
| 18. Drama | 51. Physics |
| 19. Driver Licence (Class 1) | 52. Psychology |
| 20. Earth and Space Science | 53. Pūtaiao |
| 21. Economics | 54. Religious Studies |
| 22. Education for Sustainability | 55. Samoan |
| 23. English | 56. Science |
| 24. English for Academic Purposes | 57. Social Studies |
| 25. English Language (EL) | 58. Sociology |
| 26. Field Māori | 59. Spanish |
| 27. French | 60. Supported Learning |
| 28. Geography | 61. Te Reo Māori |
| 29. German | 62. Te Reo Rangatira |
| 30. Hangarau | 63. Technology |
| 31. Hauora | 64. Tikanga-ā-Iwi |
| 32. Health | 65. Visual Arts |
| 33. History | |

Unit Standards

Unit Standards are available under these fields:

- | | |
|---|-------------------------------|
| 1. Agriculture, Forestry and Fisheries | 9. Health |
| 2. Arts and Crafts | 10. Humanities |
| 3. Business | 11. Law and Security |
| 4. Community and Social Services | 12. Manufacturing |
| 5. Computing and Information Technology | 13. Māori |
| 6. Core Generic | 14. Planning and Construction |
| 7. Education | 15. Sciences |
| 8. Engineering and Technology | 16. Service Sector |
| | 17. Social Sciences |

Appendix B – NET NZ 2020

Note: Subjects on offer may change from year to year due to supply and demand.

Science	L1	L2	L3
Biology - L2, L3			
Chemistry - L2, L3			
Physics - L2, L3			
Electronics & Electrical Engineering - L2, L3*			
Ag & Hort Science / Agribusiness - L2, L3			
Agriculture (<i>Telford</i>) - L2			
Equine Studies (<i>Telford</i>) - L2/3			
Maths	L1	L2	L3
Calculus - L3			
Statistics -L3			
Languages	L1	L2	L3
Te Reo Maori/ <i>Maori Studies</i> – L1, L2, L3			
Chinese/ <i>Chinese Studies</i> - Y9, Y10, L1, L2, L3			
Japanese/ <i>Japanese Studies</i> - Y9, Y10, L1, L2, L3			
Korean/ <i>Korean Studies</i> - Y9, Y10, L1, L2 L3			
French - L1, L2, L3			
German - L1, L2, L3			
Samoan - L1, L2, L3			
Spanish - Beginners, L1, L2, L3			
Tongan - L1, L2, L3			
Technology	L1	L2	L3
Computer Science - L3			
Digital Technologies - L1, L2			

Design and Visual Communication - L1, L2, L3			
Web Design - L3			
The Arts	L1	L2	L3
Art History - L2, L3			
Photography - L2, L3			
Drama - L1, L2, L3*			
Music & Music Technology - L1 - L3			
Health and Physical Education	L1	L2	L3
Health - L2, L3			
Physical Education - L2, L3			
Social Science	L1	L2	L3
Philosophy - L1, L2, L3			
Classical Studies - L2, L3			
Geography - L1, L2, L3			
Tourism - L2, L3			
History - L1, L2, L3			
Media Studies - L2 & L3			
Psychology L2, L3			
Social Studies - L1, L2, L3			
Accounting - L1, L2, L3			
Business Studies - L1, L2, L3			
Economics - L1, L2, L3			

Appendix C – Te Kura Subjects

1. Te Kura
2. Accounting
3. Art
4. Art History
5. Biology
6. Big Picture
7. Business Studies
8. Chemistry
9. Chinese
10. Classical Studies
11. Commerce Studies
12. Design and Visual Communication
13. Digital Technology
14. Economics
15. English
16. Enterprise Studies
17. French
18. Gateway
19. Geography
20. German
21. Health Education
22. History
23. Home Economics
24. Japanese
25. Kaupapa Maori
26. Legal Studies
27. Life Skills
28. Mathematics and Statistics
29. Media Studies
30. Music
31. Pathways Education
32. Performing Arts
33. Physical Education
34. Physics
35. Primary Production (Ag/Hort)
36. Samoan
37. Science
38. Social Studies
39. Spanish
40. Special Education/Learning Support
41. Te Reo Maori
42. Technology