



TE AROHA COLLEGE

A purpose joyful; A courage blameless

SMART DAY COURSE BOOKLET

ROTATION ONE 2021



Student Selection—Rotation One 2021



- Smart Day has two 150 minute blocks or a full day block.
- For each block **Year 9—Year 13** students must select an option. **2 half days or 1 Full Day.**
- If students are selecting a full day option, they may require two reserve half-day options.
- **Please note for Rotation Three Year 9** Students may select **2 half-day** options OR **1 Full Day.**
- **Rotation 1: Assigned Classes William Pike: 9 Aotea: AM, 9 Arawa: PM.**
- **Rotation 1: Assigned Classes Out and About Year 10: Tui and Weka FULL DAY.**

Option Selection Block 1 (Half Day)	
Option Selection Block 2 (Half Day)	
Full Day Option Selection:	

OR

RESERVE SELECTION

Note: if you selected a Full Day Option you will need to select either another Full Day Option or 2 Half-Day Options.

Reserve Selection 1:	
Reserve Selection 2:	

NOTES:

- Some Smart Day topics will have a maximum entry limit.
- It is very important for students to make their selections in **consultation with family**. If you are having difficulty making a selection please see either your Form Teacher, Dean or Mr Rowe.
- **Note:** There is a **Senior Only Section** which includes the following courses: Academic Study, Defensive Driving and Work Experience.

Te Aroha College Graduate Profile

The students of Te Aroha College are our future, they will be confident, connected, well rounded and have a clear future direction. They will have pride, purpose and flexibility. They will seek excellence and excel locally, nationally and internationally in their chosen strengths. They will be culturally aware and demonstrate tolerance, respect and understanding and will go out into the world and sustainably take responsibility for themselves and those that rely on them.



In 2017 we reviewed and revised our Careers and Trades programmes. We used the opportunity to redevelop a more cohesive and inclusive model of career education and future planning for both students and staff.

Careers

Student and staff feedback of **career structures** indicated that some students were struggling with self-choice and Smarts relevant to potential careers.

What is Vocational Pathways?

National career indicators are clearly advising that future job markets are rapidly evolving and students need to be immersed in a culture of adaptability when career planning. Reinvesting in ‘vocational pathways’ as a vehicle to more relevant learning is essential.

National education began to invest in Vocational Pathways a few years ago. This was designed to link secondary education to tertiary study in a rapidly changing work environment. Vocational Pathways helps you to see how your strengths, Smarts and achievements relate to future study options and job opportunities. The pathways provide clear study options that are valued by employers and show you what employers expect to see you achieve in your learning.

The pathways covers six broad industry sectors:

- Manufacturing and technology
- Construction and infrastructure
- Creative industries
- Primary industries
- Social and community services
- Services industries



REPORTING

There will be comprehensive reporting on Students’ progress in their chosen Smart programme(s) at the end of term two. Students will also be encouraged to complete a personal reflection on what they have learnt in their Smart Day Subjects.

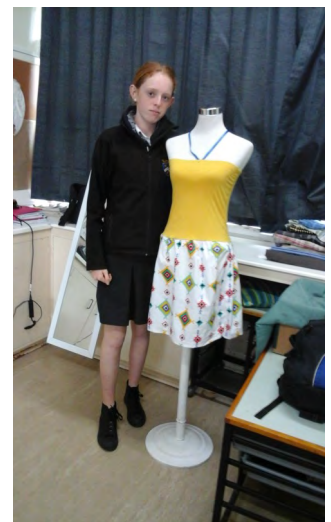


Timetable Structure For Term 1

TIME	PERIOD
8.45-	SMART OPTION 1 (150 mins)
11.25	BREAK
12.25	SMART OPTION 2 (150 mins)

Please note options will be offered as Half Day or Full Day Courses, using the key below:

HALF DAY	FULL DAY
✔	





All Year 9 students will be participating in the William Pike Challenge Award (WPCA) in their core classes. 2 Core classes will participate in Rotation One, 1 class in the morning session and the other in the afternoon session. Students participating in WPCA in Rotation One will select 1 other half-day Smart Day option. The 2 remaining core classes will complete a digital programme during Rotation One and will participate in WPCA in Rotation Two.

The three elements of the William Pike Challenge Award are Outdoor Activities, Community Service and Passion Projects. They provide exciting opportunities for our youth to step outside of their comfort zone and develop and strengthen vital universal life skills. Here we explain more about each element and how they help prepare our youth to overcome challenge and change.

Over this year, all Year 9 students will be participating in 5 outdoor activities, 20 hours of community service and personally develop a new passion project in order to gain the award. These adventurous opportunities help students develop essential soft skills such as leadership, values, empathy, independent thinking and teamwork as well as contributing to their local communities. Student and teacher feedback shows that students are becoming more resilient, capable and connected as a result of participating in the WPCA.

For more information: <https://williampike.co.nz/wpca/>

Contact: Mr Terry McArdle: tmcardle@tacol.nz

Smart Day 2021—Rotation 1 Class Allocations

Morning Slot	Afternoon Slot
9 Aotea	9 Arawa

HALF DAY	FULL DAY
✓	



Learning Outcomes

- To learn about animal husbandry
- To learn about small scale farm processes, commercial and non-commercial in a variety of industries
- To learn about basic animal containment, housing and ongoing care
- To learn about basic budgeting skills for animal care, production and sales

Proposed Activities

1. Hatching, raising and selling heritage breed chickens
2. Visiting local farms and cottage industries
3. Listening to guest speakers from the SPCA about animal welfare and the Animal officer from the Matamata Piako District Council
4. Visiting a vet clinic and having a vet visit
5. Visiting the stock feed specialist and Rural Farm Supplies business
6. Trip to Hamilton zoo to learn about conservation and exotic animal care including career options
7. Setting up basic animal care housing on the school lifestyle farm area for the school goats and chickens and caring for other small animals

Range of Level 2 Credits Available: Animal Husbandry & Presentation and Computer Skills

Vocational Pathway

Primary Industries, Social and Community Service

Constraints/Costings/Logistics

\$50 to cover transport and trips

Support required with transport for farm visits locally

Any further suggestions/ideas and offers to volunteer with developing any aspect of the programme, are welcomed.

Limited to 20 places.

Contact: : Mrs Heather Gorrie: hgorrie@tacol.nz

HALF DAY	FULL DAY



This topic is a full year programme where students learn the unobvious art of debate. The proposed activities are (but not limited to - we might also eat cake):

- Getting to know one's team mates
- Learning to identify fact vs opinion
- Watching a top class debate
- Learning the news (in a fun-filled way!)
- Learning the rules of an argument
- Why? Why? So what?
- Learning the World Schools' Debating style
- Arguing, arguing, arguing, and was arguing mentioned?
- The art of intelligent conversation
- Debating on various topics of interest throughout these sessions
- End of each term - formal debate
- Debating against another school, then regionally, and then nationally (end of 2023!)
- Keeping one's eye on the prize!

Skills learnt for Assessment:

- Team work
- Critical thinking
- Multiple intelligences - ALL
- Multiple literacies - ALL

Key Competencies for Reporting:

- Managing self
- Relating to others
- Participating and contributing
- Time management

Vocational Pathway/s:

Every single career in the universe. Without exception. You can argue this if you want?

Costs/Other Logistics:

None for 2021 as we will keep it in-house and build skills.

Development competition for Waikato / Bay of Plenty debating - maybe?

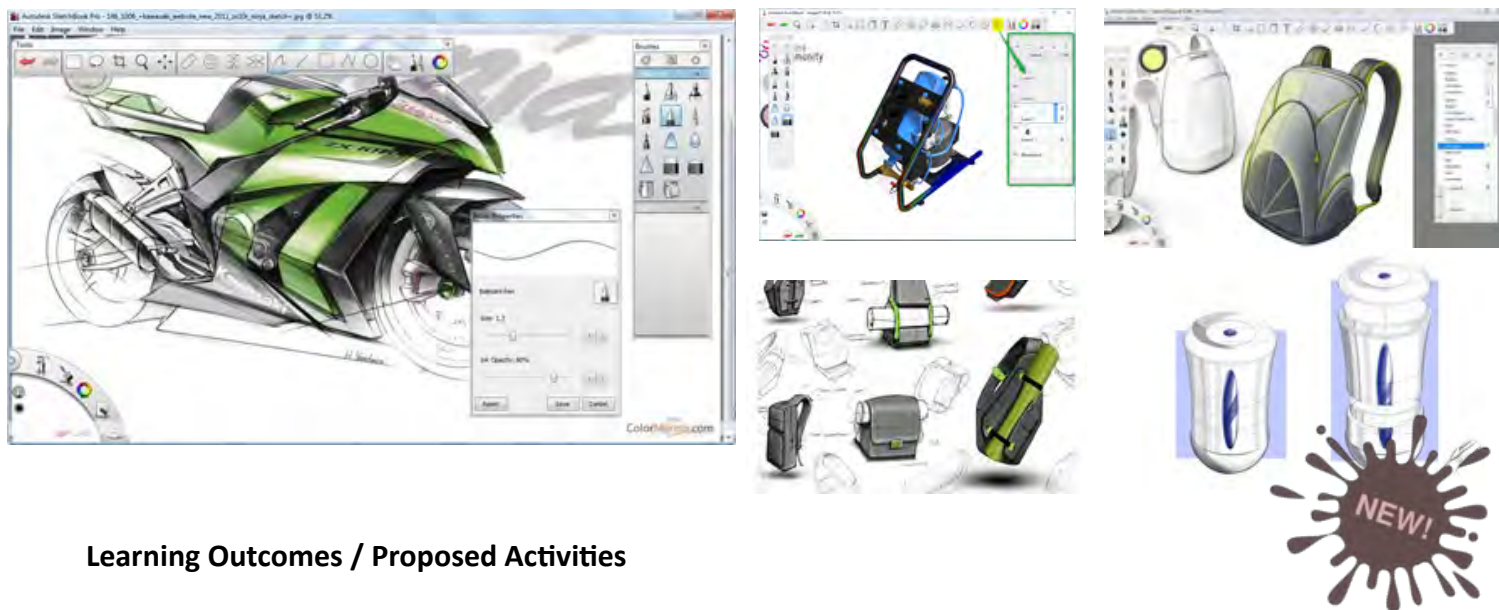
Possibly a show debate for the school - interhouse competition?

Waihi College invited a team at the end of last year, but that was linked to English. We will have to see if we are confident enough to take up any offers of competition this year.

Contact: Mrs Marion Kroukam:

mkroukam@tacol.nz

HALF DAY	FULL DAY
✓	



Learning Outcomes / Proposed Activities

Students will:

Prepare a folio of work that leads to Design outcomes that exceed their current Year level. The folio of work will be based on Achievement Standard outcomes from the Technology Curriculum. This means drawing with an industrial design focus as per the examples on this page.

This option is only available to

1. Existing Year 11, 12 and 13 Design students
2. Year 10 students currently doing Design in the first semester

The work will be largely of a digital nature.

Constraints/Costs/Logistics:

- None

Vocational Pathways:

Creative Industries, Manufacturing and Technology

Contact: Mr Steve Pipe: spipe@tacol.nz

HALF DAY	FULL DAY
✓	



Skills learnt for Assessment:

- Brand Generation and Promotion
 - Students will be developing an online brand, considering such aspects as style, content type, target audience and online platform
 - Students will then be investigating a variety of methods for promoting and building their online brand across a variety of platforms
 - Digital Content selection and generation
 - Students will plan and create content in the form of digital video, images or text for use on their chosen platform
- Digital Content finishing and editing
 - Students will learn skills associated with organising raw content into a usable form such as video editing, image post-processing or collaborative review of text

Key Competencies for Reporting:

- Self Management
- Using Language Symbols and Text
- Relating to Others

Vocational Pathway/s:

- Creative Industries
- This program offers students the opportunity to gain direct experience working in the digital media area of the creative industries
- Service Industries
- Students will be presented with opportunities to develop their understanding of aspects of marketing and public relations

Costs/Other Logistics:

No direct associated costs, however students may wish to have access to a camera in order to record their content - these are not provided by the school

Content will be gathered and edited in school unless specific alternative arrangements are made

Contact: Mr Alex Daroux: adaroux@tacol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



This course consists of a number of stand-alone Drama/Dance workshops for **Junior students**. Students will investigate the Drama techniques, elements, conventions, processes and technology through topics such as Mime, Improvisation, Dance, Devising, Shadow Puppetry, Mask, and Acting in short scenes. There is an opportunity for **Senior students**, who have an interest in the Performing Arts, to mentor junior students. There is room for Senior Students to develop and “teach” their own mini-lessons.

Learning Outcomes:

- To use body, voice, movement and space to communicate messages to an audience
- To work with others to create performance pieces
- To understand the symbolic value of movement and dance
- To create or find set, props and costume
- To learn about different theatre forms (e.g. Epic Theatre, Theatre of the Absurd, Dance Performance)
- To be GREAT - Globally Connected, Respectful, Responsible, Effective Communicators

Creative Pathway:

This course could lead to participation in the school’s 2021 Production - Heavenly Bodies . It could also lead to courses at NCEA Level One, Two and Three in Dance, Drama and Performing Arts Technology in 2021. There are many “Performing Arts” tertiary courses, careers and jobs into which a Drama student could transition in the years to come. This course will help build confidence for careers which require people to speak in public - Social Work, Teaching, Public Relations, the Law etc.

Costs: Free

Contact: Ms Adrienne Hagan: ahagan@tacol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



Learning Outcomes:

- Survival Skills - setting up a shelter, fire, what “foods” are available and what “medicines” are available.
- Navigation skills - map and GPS
- Bush Skills - route planning, reading signs, keeping yourself safe
- Camping Skills - setting up camps, food requirements, clothing requirements, planning and preparation
- Animal Butchery Skills
- Firearm Safety
- Search and Rescue - learning from the Search and Rescue Organisation things to do/ not do and their survival advice
- River Crossings
- Helicopter Safety

Vocational Pathways:

This Smart Day Option leads into Vocations in the Primary Industries, Social & Community Services, Creative and Services Pathways.

Cost/Other Logistics:

We would greatly appreciate the help of other Adult Hunters on any of the days - the more experience we have around our pupils the more they will get from this.

There will be costs involved with this approx. \$50-to cover transport costs. There may be an overnight trip, and that will be an additional cost. Any offers to help are welcome.

Contact: Mr Wayne Stringer: wstringer@taacol.nz

HALF DAY	FULL DAY
✓	



Māori, like other peoples, sought a balance between work and leisure – a balance determined largely by how much effort was needed to produce sufficient food. In the early years of Māori settlement in New Zealand there would have been relatively more leisure than there was later: the human population was at its lowest, and protein was easily accessible in the form of kekeno (fur seals) and moa.

Through activities such as Taonga Tākaro and Kapa Haka students will be introduced to a range of traditional Māori stories and kōrero.

Kapa haka - or traditional Māori performing arts - forms a powerful and highly visual part of the New Zealand cultural experience.

Kapa haka is the term for Māori performing arts and literally means to form a line (kapa) and dance (haka). It involves an emotional and powerful combination of song, dance and chanting. Kapa haka is performed by cultural groups on marae, at schools, and during special events and festivals.

Taonga Tākaro are traditional Māori games that

young children would use to develop physical co-ordination.

Games such as tī tītōrea, ki-o-rahi, poi toa and many others have become popular throughout Aotearoa. This kaupapa will explore the origin and history of the different games and their relevance in today's society.

Learning Outcomes:

- Ability to referee in local junior competitions
- Ability to coach at the primary and intermediate school level
- Understanding of sports from a holistic view
- A deeper understanding Te Ao Māori

Contact: Whaea Arleen McLaren:

amclaren@taicol.nz

HALF DAY	FULL DAY

Moving Outdoors (AM)

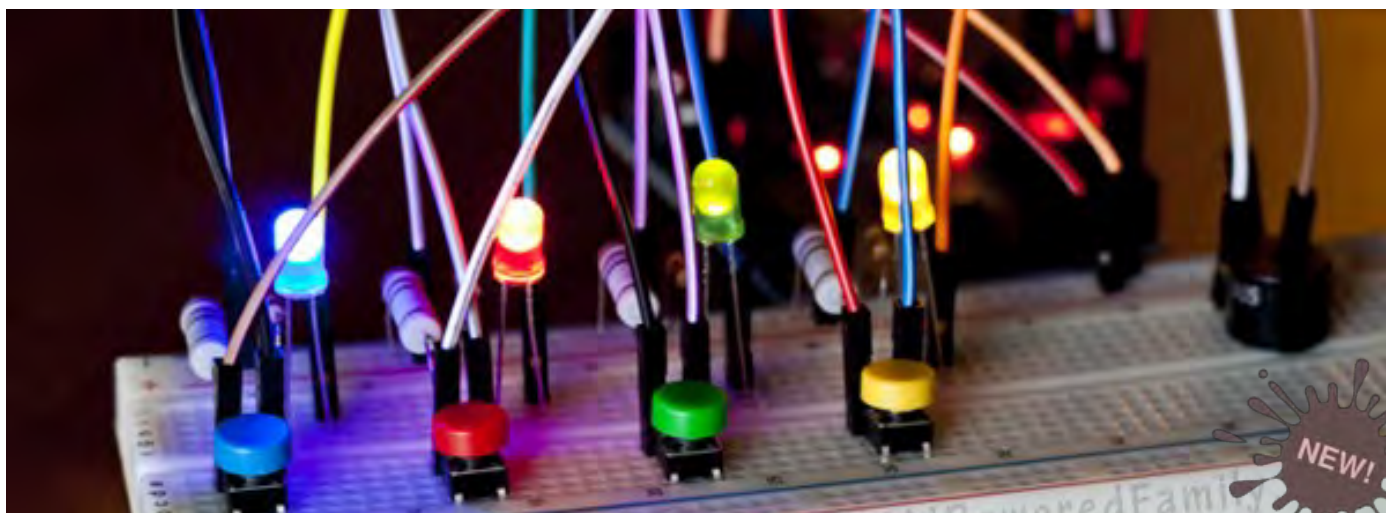


This is a class for students who enjoy the outdoors and would like to do some gentle exercise, but are not that keen on active sports. Our inclusive and supportive group will get outside each week for walks, yoga, swimming, kayaking or biking. We will stick to a manageable pace and terrain for the members of the group, depending on who is in the class.

Cost: approx. \$60

Contact: Ms Jenni Baylis: jbaylis@tacol.nz

HALF DAY	FULL DAY
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Science Fair Project/ Electronics

Conceptually, a Science Fair project is very straightforward. A student chooses a scientific question they would like to answer. Then, Internet research on the question gives the student the background information they need to formulate a hypothesis and design an experiment. After writing a report to summarise this research, the student performs the experiment, draws conclusions, and presents the results to teachers and classmates using a display board. Most students do their projects for a school Science Fair, but in many cases, students can enter that same project in fairs at the district or national level. This is the first step in competitions that could lead up to the international level, where prizes can include your flight tickets and accommodation cost in a new country. Students who join this project should place themselves as a learner and should be able to think for themselves

We also intend to do an Electronics project. Electronics projects will take off once we organise ourselves with the equipment and the interest level of the group. Information will be provided as we go with the Science Fair project.

Vocational Pathway/s:

For seniors, this can lead to many pathways such as electronic technician, computer system technician, security system technician, electric and electronic service person, electrician.

Costs/Other Logistics:

If you want to take home any of the projects completed, you may have to pay for the cost involved.

Contact: Mr Jiji Kurian: jkurian@tacol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



In this class, we will be ditching technology and getting back to some good old fashioned board games. The focus will be on developing our strategic thinking and logic skills, as well as working on our interpersonal skills. Each session we will be learning new games, working with or against new people, and discovering new strategies, as well as having loads of fun.

Costs:

\$40 to the Escape Room, Hamilton

Contact: Miss Britany Park: bpark@tacol.nz

HALF DAY	FULL DAY
✓	



Students will learn how to make food items, but taking into consideration common special dietary requirements and healthy foods such as gluten free or dairy free.

Skills learnt for assessment:

- Hygiene and food safety
- Following instructions
- Creativity
- Finishing tasks in a reasonable time
- Presentation of the final products

Key Competencies for reporting:

- Learning to follow instructions and recipes
- Developing collaborative skills and working together
- Managing time and resources
- Being prepared and readiness to work

Vocational pathways:

Skills and knowledge learnt in this programme will be useful in the following industries or careers. Food service, Manufacturing, Hospitality, such as cafe work, kitchen or restaurant work.

Costs:

There will be a \$30 charge for students to do this programme which will cover pantry ingredients. There may be items that students will have to bring themselves.

Contact: MrKen Rowe: krowe@taicol.nz

HALF DAY	FULL DAY



Student Governance / Leadership

Students at Te Aroha College have representation on the Board of Trustees, and a student leadership structure, but how much say do the students themselves have in how the school is run? We are Smarted in working with you to increase your voice in College decision-making. Help us give students a real say in your own school!

Learning outcomes:

- Create further opportunities for student leadership at all levels of the school
- Build teamwork skills
- Build connections between staff and students
- Build connections between different groups of students

Proposed activities:

1. Learning about how to run meetings
2. Gathering information about what students really think about a variety of topics in the school
3. Speaking to staff about the information you found out

Vocational Pathway:

Social and Community Services, Service Industries

Costs/consideration

None at this stage. If the programme is successful there may be some field trips to see how other schools or institutions manage stakeholder feedback and student involvement.

Contact: MrKen Rowe: krowe@tacol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



Do you like finding out about new cultures, and are you interested in travel?

This course may be used by senior students to demonstrate evidence of leadership skills for their senior years and career applications.

This programme will provide junior students the opportunity to become part of the international team who support our visitors as buddies and mentors, once international students return to Te Aroha College. As part of this course we will sample international cuisine. Students will have an opportunity to cook culturally significant meals from around the world.

Skills learnt for Assessment:

Cultural Understanding

Leadership Skills

Creating Activities

Key Competencies for Reporting:

Relating to Others

Participating & Contributing

Thinking

Managing Self

Language, Symbols & Text

Vocational Pathway/s:

This course covers a range of transferable skills from the Service Industries to the Creative industries.

Costs/Other Logistics:

Possible opportunity to visit Waihi Academy.

\$30 to cover cooking ingredients.

Contact: Mrs Diana Jager: djager@tacol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



For this class we will learn by making small projects which might fit well at a weekend market. We will use processes including screen-printing, paper collage and sewing in a range of creative and personal projects.

Activities will be screen printing cloth bags, t-shirts and cards.

Making earrings and brooches using found/recycled objects, fimo, origami, sewing, sewing Christmas ornaments, art print cards.

Cost

Approx. \$40

Contact: Ms Jenni Baylis: jbaylis@tacol.nz

HALF DAY	FULL DAY
✓	



Our main objective is to help students develop a holistic view on sports that can serve them for a lifetime. They will learn how to look after their bodies and workload (sleep, nutrition, relaxation, strength & conditioning, goal setting and time management).

We also aim to increase overall Netball participation in Te Aroha.

This will be achieved by getting the participants to run regular training and competitions at local Primary Schools during Smart Day.

This will allow the participants to give back and help grow the next generation of Netball players in town.

Learning Outcomes:

- Ability to referee in local junior competitions
- Ability to coach at the primary and intermediate school level
- Understanding of sports from a holistic view
- A deeper understanding of Netball technical and tactical development

Proposed activities

- Participants will complete the Netball New Zealand Community Coaching Course
- Participants will compete in the Netball New Zealand Beginners' Referee Course

Participants will receive on-court training each week

Participants will conduct coaching clinics at local primary schools

Costs:

The students would be charged \$30 per term to help cover transport cost to and from local Primary Schools and to help cover the cost of potential guest lecturers.

Contact: Whaea Arleen McLaren:
amclaren@taicol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



The purpose of this Smart Day option is to show passion for the environment and making sure our future generations have access to this beautiful whenua. The activities planned include: pest removal from the wetlands (aquatic and terrestrial), looking at sapling growth and tree health, testing water quality and planting native trees.

The students will learn about the Department of Conservation, and their policies and procedures to protect our natural environment.

Costs:

Approx. \$40

Contact: Mr David Masters: dmasters@taicol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



Showquest (Dance/Drama) 2021

Two Rotations (18/03/21 to 27/05/21- Showquest (stage show)
(03/06/21 to 29/07/21 - ShowQuest (2 weeks) and then move on to school
production, Heavenly Bodies by Kerry Lynch)

Achievement Objective: In Showquest, students will work with the student directors to create a Dance/Drama/Music performance at the Claudelands Event Centre in Hamilton on *Friday, 11th June*. This course complements the Friday after school rehearsals and a few weekend rehearsals closer to the time.

Key Competencies:

Managing Self, Thinking, Using Language, Symbols and Text, Relating to others, Participating and Contributing. Students will work collaboratively to help choreograph and rehearse Dance and Dramatic movement.

Success Criteria:

Use Dance choreographic devices, structures, processes, and technologies.

Use Drama techniques, elements, conventions and technologies.

Learn and imitate dance steps and routines.

Participate in warmup and focus activities.

Perform in a professional theatre with other schools.

Vocational Pathway: Creative

Costs: \$50 - \$60 for performers (see letter home)

Contact: Ms Adrienne Hagan: ahagan@tacol.nz

HALF DAY

FULL DAY





Showquest Toi 2021

(in collaboration with *WOW - World of Wearable Arts*)

Achievement Objective	<p>In Toi, students will work with the student directors of our Showquest theatre piece to create wearable art costumes for performers to wear at Claudelands Event Centre in Hamilton on <i>Friday, 11th June</i>.</p> <p>They can also choose to enter the Toi Wearable Arts competition held on the same date.</p>
Key Competencies	<p>Managing Self, Thinking, Using Language, Symbols and Text, Relating to others, Participating and Contributing.</p> <p>Students will learn to relate to others, working collaboratively to help plan and execute costumes for some Showquest performers.</p>
Success Criteria	<p>Work with others to design, plan and create suitable performance costumes and/or wearable art garments.</p> <p>Use technology to complete garments.</p> <p>Manage self to meet deadlines.</p>
Vocational Pathway	<p>Creative, Technology</p>
Cost	<p>\$10 for materials</p> <p>\$20 for transport if they wish to attend the 11 June Showquest and Toi performance in Hamilton (OPTIONAL)</p> <p>\$10 if they wish to enter a garment in the Toi competition in Hamilton. (OPTIONAL)</p>

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Contact: Mrs S Oliver: soliver@tacol.nz



Goals/Plans /Learning Outcomes:

1. Electric vehicles are the future – great opportunity to learn about this technology.
2. Learn how to design and make an electric vehicle
3. Learn how to work with a range of materials and tools
4. Learn about electric power and electronics
5. Learn to work in a team and with industry experts
6. Test the performance of your electric vehicle racing against other school entries
7. Learn how to be safe in the workshop

Vocational Pathways:

Technology and Manufacturing

Possible activities

Small teams of students will work together to design and build an electric race vehicle, with the help of Engineer Mr Mike Robinson. They will learn how to design a project, how to work with a range of materials and tools, and how electric power and electronic systems work. In term 3 you will take your race vehicle to the Hamilton go-kart track and compete against other Waikato schools in series of challenges involving innovation, performance and reliability.

Constraints/Costings/Logistics:

It is envisaged students will work in teams of 4-5 students. Class size is limited to 12-15 students. Students are expected to supply wheels and frame parts for their project (recycling old bicycles and other parts is encouraged), and may need to supply specialist parts. The College covers the \$450 cost of each electric drive kit, however, if students want to take their project home they will be required to pay the kit cost. Students must complete a Health and Safety induction course before entering the workshop. Students not complying with workshop H&S rules will be removed.

Contact: Mr Mike Ashford-Beck: mashford-beck@tacol.nz

HALF DAY	FULL DAY
<input type="checkbox"/>	<input checked="" type="checkbox"/>



Skills learnt for Assessment:

- Independent learning, focus and concentration, listening
- Spatial awareness, temporal awareness, team work
- Knowledge of flight, aerodynamics

Key Competencies for Reporting:

- Self management,
- understanding language, symbols and text
- Thinking
- Relating to others
- Participating and contributing

Vocational Pathway/s:

Flight careers, Service, Technology and Manufacturing

Costs/Other Logistics:

\$640 for 7 flights and transport, must be paid in advance. Extra flights at \$90 each.

Contact:

Mr Grant Aitken: gaitken@tacol.nz

HALF DAY	FULL DAY
	✓



Adventure Sport

This topic is being offered as a full year programme where the students will participate in a range of outdoor activities. The activities may include but are not limited to:

- Surfing
- Stand Up Paddleboarding
- Snorkeling
- Beach education
- Skateboarding
- Coastal hiking
- Kayaking
- Kaimoana gathering

The cost for Adventure Sports for the term will be \$80 for transport. The school provides surfboards, skateboards and snorkeling equipment. It is highly recommended that students provide their own wetsuit, please contact Mrs Lemon if your student needs support in organising a wetsuit.

Students will be required to engage in outdoor leadership and are expected to plan activities, therefore, there might be extra costs in the event that we are required to hire equipment etc. Further costs will be advised in advance and will require caregiver approval.

In the planning phase, students are being encouraged to work within a close radius to school in the interests of keeping costs low and being place responsive.

Places on this Smart Day option are not guaranteed. To ensure student safety we have capped numbers at 10 students.

Contact: Kat Lemon: klemon@tacol.nz

HALF DAY	FULL DAY
<input type="checkbox"/>	<input checked="" type="checkbox"/>

Out and About—Year 10 Only (Full Day)



Year 10 Out and About Award, comprising various “adventures” and some community service. Students will receive a gold, silver or bronze award depending on each student’s involvement.

Every Year 10 Student is expected to take part in this programme, which he/she will do in Core Class groups. Two Year 10 classes will be timetabled together.

This is an initial programme with day long activities.

A nine week proposed programme is detailed below.

The actual programme will depend on weather, availability of gear and the abilities of students in each pair of classes.

Week	Activity
1	Cycle test and reminders Cycle trip to Waiorongomai, Walk, creek walk and Swim Visiting the Landing, Eels
2	Rafting or boating in the Waihou Manawaru to Te Aroha?
3	Walk Thompson’s Track to Katikati hotpools
4	Cycle day Te Aroha to Thames or vice versa OR To Manawaru + Climbing wall
5	Mt Te Aroha Walk, Road, then Waiorongomai
6	Community Service Day and Progress, SVA Large group Service
7	Flounder Fishing, Miranda, Hot Pools, BBQ
8	Boat trip Waikato River
9	Te Aroha to Waitawheta Hut and Franklin Rd. Two days

Contact: Mr Matt Robinson:
mrobinson@tacol.nz

Mr Patrick Aislabie:
paislabie@tacol.nz

Out and About Allocated	Rotation 1 Classes
10 Weka	10 Tui

HALF DAY	FULL DAY
	✓





Also running this year is a **Scholarship Support Study Programme** for students attempting Scholarship in any subject

Learning Outcomes:

- Plan and implement an individual study programme to support classroom learning
- Engage in additional academic study in order to make progress towards Scholarship or University papers
- Develop independent learning skills and resilience
- Develop time management skills
- Develop self-reflection skills

Proposed Activities:

1. Independent study to support classroom learning
2. Completion of ongoing internal assessments for existing subjects
3. Working towards completion of Uni-Start papers
4. Independent study towards scholarship examinations
5. Goal setting and creation of individual educational plans
6. Complete applications for educational grants

Constraints/Costings/Logistics:

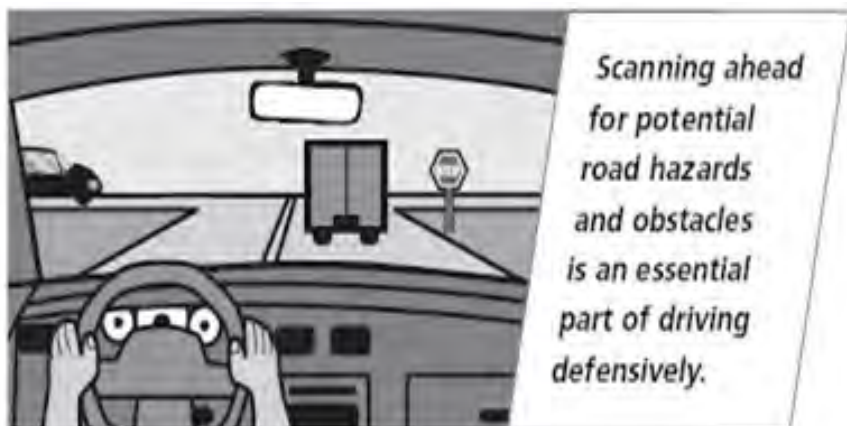
Students are encouraged to bring their own device to support them in their study. Computers can be made available for those without their own devices but may not be in a study-focused environment.

Vocational Pathway

ALL

Contact: Mr Ken Rowe: krowe@tacol.nz

HALF DAY	FULL DAY



Skills learnt for Assessment:

The AA Defensive Driving Course will give you the skills, knowledge and confidence to be a smarter and safer driver. You'll learn important defensive driving skills, such as assessing and identifying hazards, so you can reduce the risk of being in a crash.

Key Competencies for Reporting:

Managing self

Vocational Pathways:

Links with all Vocational Pathways

Constraints/Costings/Logistics:

Costs \$179 (Usually the AA charge \$199)

4 weeks of instruction and followed by in-car session

Contact: Miss Amanda Maber: amaber@tacol.nz

HALF DAY	FULL DAY
<input checked="" type="checkbox"/>	<input type="checkbox"/>



Including Gateway, Trades and other students who are Smarted in exploring their own personal career pathway.

Learning Outcomes:

1. Students explore what is required within a specific job/career in the work place to decide whether this is a valid career pathway for them personally. (Students who decide this is not valid for them can then start exploring another pathway)
2. Students learn about what are the next steps in being able to study/acquire skills necessary to follow this career pathway
3. Students begin to understand the relevance of current learning to enable them to achieve their own personal career goal. Reinforcement of subject choice

Vocational Pathways:

Dependant on work placement, generic work skills link to all Vocational Pathways

Constraints/Costings/Logistics:

Students need to have an idea of what job/career they would like to explore which can be discussed and investigated. Students, Families and Pathways staff make suggestions as to what work place would be suitable. Pathways staff and families (if already have a connection) make contact to set up arrangements for work experience.

To meet requirements for Vulnerable Children’s Act will need to be over 16 or placed with own family members. (In some cases Police Vetting will have to take place)

Workplaces will need to be signed off for Health and Safety as per Gateway Placements and Workplace Agreements signed by all parties.

Contact: Mr Ken Rowe: krowe@tacol.nz

HALF DAY	FULL DAY
	✓