



TE AROHA COLLEGE

A purpose joyful; A courage blameless

SMART DAY COURSE BOOKLET

ROTATION TWO 2022



Student Selection—Rotation Two 2022



- 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 (except students in 9 Totara).**
- If students are selecting a full day option, they may require two reserve Half Day options.
- **NOTE: 9 TOTARA will completing the Year 9 Great Diploma in the 2nd rotation.**

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 HalfDay 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.

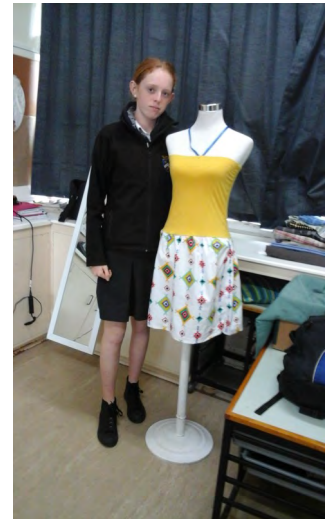


Timetable Structure For 2022

TIME	PERIOD
8.45-	SMART OPTION 1 (150 mins)
11.35	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
✓	





Students will be out and about in our surrounding area, practising for and completing local challenges, and a day’s community service.

It is about providing opportunities and challenges for all students in a Year 9 class to get to know each other out of the classroom environment and to take part in “outside the classroom” challenges.

A bronze, silver or gold diploma will be earned by each student, depending on his/her involvement in and completion of the programme offered. A nine week proposed programme is detailed below.

Week	Activity
1	Introducing the GREAT Diploma. Challenging and fun. Walk Karangahake (History), Dickey’s Flat, Rafting or tubing parts of the Waitawheta. Swimming, Eeling.
2	Waiorongomai trip, History, Cycle to Waiorongomai, walking track and stream. Swimming
3	Wairere Falls Trip
4	Cycle Ride, Paeroa to Waihi and return
5	Kayaking, King Road to Te Aroha, BBQ lunch.
6	Community Service Day
7	Mt Te Aroha and Waiorongomai round trip walk
8.	Pinnacles Tramp. A two day overnight trip
9	College based/town based, Treasure Hunt, School Challenges. This may be used as an alternative for postponements of any of the above.

Contact: Mr Peter Jager:
pjager@taacol.nz

Mr Terry McArdle:
tmcardle@taacol.nz

Year 9 Great Diploma
Rotation 2
9 Totara

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



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: : Mr Ken Rowe krowe@tacol.nz

HALF DAY	FULL DAY
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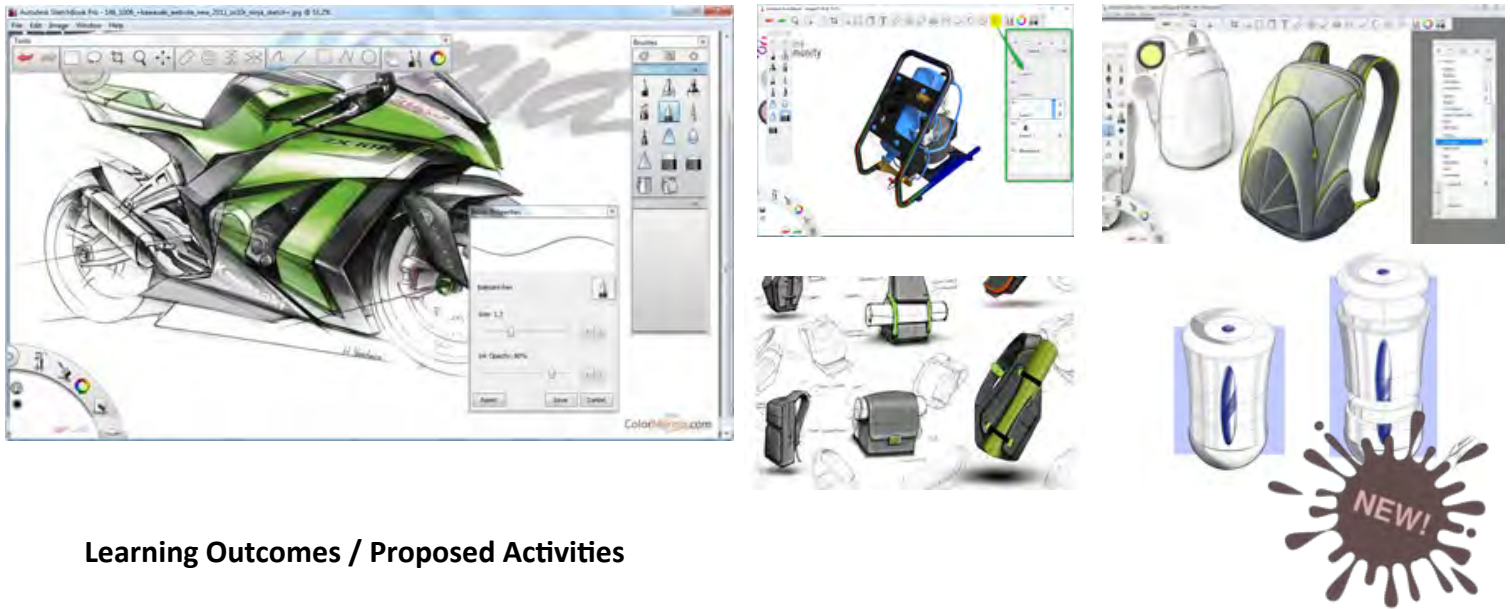
This course is designed to teach Chess to students who have no knowledge of the game as well as give students with some experience, the opportunity to further develop their skills. Students will learn pawn and piece movements as well as the fundamentals of the beginning, the middle and the end of the game. Part of the class will be board demonstrations and part practical interaction.

Key Competencies:

- Students must work well together as a group and be respectful to other participants.
- Students will develop thinking skills and learn to make key strategic decisions needed to be successful in chess.
- Students will learn the correct terminology required in chess.
- Students will be required to manage themselves correctly. This includes participating, being quiet when needed, listening, and following instructions.

Contact: : Mr Joseph Kunnil: jkunnil@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:

- * Planning and drafting your English assignments to ensure you can meet your deadlines.
- * Accurate and effective proofreading to catch mistakes which may be preventing you from receiving higher grades. How to follow the feedback you are given.
- * Year 10s can begin the Level 1 Achievement Standard Reading Responses which requires reading and writing about 6 texts.
- * Years 11 and 12 can complete Level 1 or Level 2 Reading Responses .
- * Year 13s who do not have University Entrance Literacy can resit assessments.
- * Year 13s who are interested in Scholarship can prepare for this exam
- * Student authors who are writing their own novels, poetry and short stories.
- * Access the Library and spend time ready for enjoyment.

Key Competencies for Reporting:

Meeting their own individual plan of achievement which may include: planning, proof reading, work completion.

Vocational Pathway/s:

All workplaces require effective planning, communication and literacy from people who can meet deadlines.

Costs/Other Logistics:

None

Contact Information:

Rachel Scott, Head of English, rscott@tacol.nz

HALF DAY	FULL DAY



In this group students will identify, plan and undertake projects which will promote increasing sustainability at Te Aroha College. We will learn about threats to the natural world and about the ways that people are responding to these threats.

Senior students will have the opportunity to be assessed against 'Education for Sustainability' Achievement standards through the projects which they plan and carry out.

We will seek out ways to interact with our local community in order to participate and contribute to environmental awareness, protection and regeneration.

Vocational Pathway

Primary Industries, Social and Community Service

Constraints/Costings/Logistics

All ages, all abilities

Contact: : Miss Jenni Baylis: jbaylis@taacol.nz

HALF DAY	FULL DAY
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Students will cook a variety of everyday, popular Japanese food. Each week a different Japanese food will be cooked.

Students will experience what it is like to be a Japanese home chef. They will learn the correct cooking methods and cooking terminology. Successful students will be awarded a certificate of competency in Japanese cooking.

Foods cooked may include, but not limited to: Sushi (of course), Curry Rice (Japanese style), Okonomiyaki, Yakisoba, Ramen, Yakimeshi, Kareage Chicken, Onigiri, Gyoza, Omurice

Skills learnt for Assessment:

- Hygiene and food safety
- Following Instructions
- Learning correct cooking terminology
- Interpretation of Recipes.
- Executing and finishing tasks
- Behaviour in a kitchen environment

Key Competencies for Reporting:

- Learning to follow instructions and recipes
- Developing collaborative skills, working in pairs to compete
- Research into alternative recipes and techniques
- Managing time, resources and preparedness
- Striving for excellence

Vocational Pathway/s:

Food service, manufacturing, hospitality

Costs/Other Logistics:

There will be a \$35.00 charge for this programme. This will go towards the basic ingredients required in Japanese cooking. There will be occasions when students need to bring some ingredients from home, depending on the products being made. There are limited spaces for the programme, so first in first served. This is a topic designed for both juniors and seniors. Liking to eat rice is a required

Contact: Mr David Masters: dmasters@tacol.nz

HALF DAY	FULL DAY
✓	



Title: "Grease" Production will take place during Week 9 of Term 2

Shows: Tuesday 28 June, Wednesday 29 June, Thursday 30 June, Friday 01 July, Saturday 02 July

"Grease" - the school production

Students will be expected to take part in this year's school Production of "Grease" until the 2nd of July. Or later - if there is a lockdown situation.

We will be performing to the community in one matinee and four evening performances on the 28th, 29th and 30th June and the 1st and 2nd of July.

All of the character roles have already been allocated but we still need boys and girls in the crowd scenes as extras and chorus. You will not be expected to sing alone, in this case.

We do have room for a few more backstage crew especially if you are interested in painting scenes on the set.

There are also **rehearsals outside normal school hours.**

Fridays 3.30pm to 6pm

Saturdays 2pm to 5pm

Sundays 4pm to 7pm.

Vaccinations: You must be vaccinated against Covid and have shown your pass to Mrs Johnson in the School Office before you can join Smart Day "Grease" Production because most of the time it is running out of school hours.

Vocational Pathway: Creative

Costs:

No cost involved. Just your time and effort!

To rehearsals bring personal medication; water; comfortable clothing and snacks

Contact: Ms Adrienne Hagan: ahagan@tacol.nz

HALF DAY	FULL DAY
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Students will complete 2 Level 1 Unit Standards in Cookery. These standards will allow students to gain an understanding of the basics using specific cookery methods. Students will learn about the categories of fruit and vegetables and how to use them using the correct cookery methods. If students successfully complete the programme they could achieve 6 level 1 credits.

Skills learnt for assessment:

- Hygiene and food safety
- Following instructions
- Practical skills
- Finishing tasks in a reasonable time
- Presentation of the final products to the standard required

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 pathway:

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 maybe items that students will have to bring themselves.

For more information contact Mrs Diana Jager: djager@tacol.nz

HALF DAY	FULL DAY



Learning Outcomes:

- Reflect and identify goals to improve your own personal wellbeing now and long-term
- Plan health and exercise plan
- Test your base fitness, identify strengths and weaknesses
- Plan and Implement regular and monitored training program
- Support and encourage others

Proposed Activities

1. Examine and reflect what makes us happy and healthy. What role does diet and exercise play?
2. Take a snapshot of your current diet, lifestyle, and exercise
3. Base line testing of current fitness level
4. Complete local exercise challenges – all activities will be time based, with objective of increasing the distance walked/cycled over the program
5. Visit local Training Facilities – talk with experts around establishing and maintaining a healthy lifestyle
6. Evaluate your progress made over the program, set goals for the rest of the year

Level 1/2/3 Credits Available

Including

Level 1 US 496 (v.10) 3 credits – Produce, implement, and reflect on a plan to improve own personal wellbeing

Level 1 As 90971 – 3 credits Take action to enhance an aspect of personal well-being

Level 1 AS 91097 – 4 credits Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Vocational Pathways

All Personal Well-being is essential to any vocation. In particular with Social and Community Services, for those interested Fitness and Coaching careers.

Costs/Logistics

All activities will be Te Aroha based, any outside college activities will be based in the Te Aroha area, and leaving either by foot or by bicycle from the college directly. Ideally, participants should have a bicycle in good working order and smart watch and or phone that they can use Strava with.

Numbers are limited.

Contact: Ms Gemmell: dgemmell@tacol.nz

HALF DAY	FULL DAY
✓	



Te Ao Māori makes Aotearoa-New Zealand unique. Te Ao Māori enables us as Kiwi's to execute aspects such as haka, waiata, taonga tākaro and pepeha. This smart day option will focus on school haka, and other cultural development opportunities throughout the school.

Proposed activities:

1. Learn and teach school Haka
2. Learn how to organize and promote Te Ao Māori throughout our kura
3. Provide support to other people of our kura to normalize te ao Māori.

Vocational Pathway:

Social and Community Services, Service Industries

Contact:

Whaea Arleen McLaren amclaren@tacol.nz

HALF DAY	FULL DAY
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This topic is a 9 week block course that aligns with the Level 1 assessment standard 90157: Demonstrate practical skills used in agricultural or horticultural production. The students will spend the 9 weeks learning the various practical skills and will be assessed on how well they have learnt the skills at the end of the unit, and have the opportunity to gain 4 Level 1 credits at Achieved, Merit or Excellence.

Learning outcomes:

- Demonstrate how to perform various fence knots
- Demonstrate use of a drench gun.
- Explain calculations involved when measuring correct drench dosage.
- Demonstrate use of a backpack sprayer.
- Explain calculations in correct dilutions of chemical spray use.
- Demonstrate use of a grass plate metre.
- Explain calculations involved in calculating pasture dry matter.
- Demonstrate how to use and store a temporary electric fence

Learning experiences:

- Instruction video and demonstration of fencing knots.
- Fence knot tying with thin wire then graduate onto fence wire.
- Practicals using drench guns and back pack sprayers.
- Using plate metres to measure various grass/pasture growth (parts of the school field or a farmers paddock.
- Erecting and disassembling electric fencing over various contours.
- Testing electrical supply to temporary electric fences.

Vocational Pathway/s:

Agriculture, farming

Costs/Other Logistics:

\$10 for fencing and other materials.

Contact: Mrs Catherine Spindler: cspindler@tacol.nz

HALF DAY	FULL DAY



The world of Economics and Financial Literacy

Do you want to learn more about the Economic world around you and become more financially aware. Did accounting not line up on your timetable or you weren't sure that accounting was right for you. Then this option may be what you are looking for. A combination of financial literacy, economics and business studies. All geared towards you becoming more aware of the economic world you will move into beyond high school.

Learning Outcomes

In this option you will investigate topics such as Inflation, Trade, Inequality, Insurance, Investment vs Savings.

You will present a group business proposal.

You will look into the cost of living beyond high school and make plans for the future.

You will undertake a group sharemarket challenge.

Play a variety of online and hands on financial literacy games.

Investigate career options in the financial fields.

You may have the option of completing a financial literacy unit standard or economics achievement standard at NCEA level 1 or 2. Dependent upon individual interests.

Vocational Pathways

Service Industries

Constraints/Costings

No at this stage

Fun Financial Literacy games

<https://www.edutopia.org/article/10-free-financial-literacy-games-high-school-students>

Dragons den/ Start Up

Monopoly

Contact: : Mr Steve Darby: sdarby@tacol.nz

HALF DAY	FULL DAY
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Learning Outcomes:

In Fashion, students will work individually or with others to **upcycle/create garments, wearable art or textile objects of their choice**. They can learn the skills needed for this including use of a **sewing machine**. Students could also learn to **knit or crochet**.

No skills needed, just a positive attitude and a willingness to try.

Students will be able to take their creations home at the end of the course.

Vocational Pathway

Primary Industries, Social and Community Service

Constraints/Costings/Logistics

Cost is \$10 for materials

Contact: : Mrs Sharon Oliver: soliver@tacol.nz

HALF DAY	FULL DAY
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Life passes by quickly. Before you know it, you will grow up into adults with a life of your own. And when you do, you would want to be ready for life. This course will give you the knowledge you need about different subjects, but it does not necessarily equip you with essential life skills.

This smart day course is aimed to encourage you to equip yourself to be confident in:

- Being interviewed
- Curriculum Vitae writing
- Using your social media pages appropriately
- Study for your license
- Simple budgeting skills
- Interpersonal relationships skills
- Organizational skills
- Goal Setting skills

For more information - amclaren@tacol.nz

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



Objectives:

- Gain an understanding of training techniques and methods related to strength and conditioning training.
- Develop a dietary plan to sustain energy and improve performance.

Key Competencies for Reporting:

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

Vocational Pathway/s:

Costs/Other Logistics:

\$30 per student

Contact: Mr Terswhin Raubenheimer: traubenheimer@taacol.nz

HALF DAY	FULL DAY
✓	



This course is based on the success of TV series like 'Flea Market Flip' where people transform old unfashionable items into sleek and sophisticated products for their own use, or to sell for profit.

Students can bring along old unloved furniture, or other interesting items lying around home, and using a combination of your creative talents and workshop techniques we will teach you, transform them into cool and unique works of art to take home, or sell.

Learning Outcomes

- To learn a range of creative techniques to restore/repurpose/upcycle old unloved items into sleek and fashionable products
- To learn about sustainability through recycling and repurposing products
- To learn how to market and sell your product for profit
- To learn safe use of a range of workshop tools and machines

Range of Credits Available

L1 BCATS Workshop Processes 8 credits

L2 BCATS Hand tools 6 credits

Vocational Pathways

Construction and Infrastructure, Manufacturing and Technology, Creative Industries

Constraints/ Costings/ Logistics

\$20 to cover workshop consumables

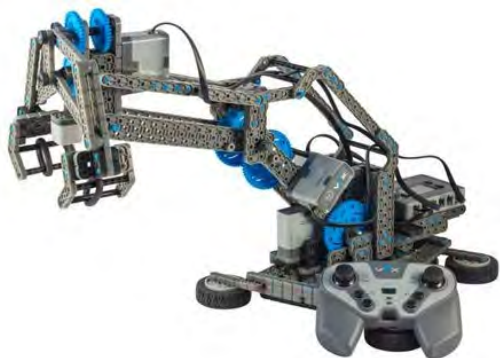
Students are required to supply their own project materials, or pay for materials used.

Limited to 20 places

Contact

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

HALF DAY	FULL DAY
✓	



Learning Outcomes:

- Technological Development
- Programming and algorithms
- Problem Solving
- Outcome Development and Evaluation

Proposed Activities:

1. Developing a variety of robotic solutions to a range of challenges
2. Developing both remotely controlled and autonomous robots to complete a variety of tasks
3. Developing creative programming solutions to physical challenges
4. Competing against other teams of students for house points

Set at a year 10 curriculum level - potential for competition against other schools for enthusiastic students.

Vocational Pathway/s:

- Manufacturing and Technology

Costs/Other Logistics:

No cost for course - inter school competition will incur a cost depending on the competition

Contact: Mr Alex Daroux: adaroux@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:

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

HALF DAY	FULL DAY
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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
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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. **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.

Contact: Mrs Diana Jager: djager@tacol.nz

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



Students will complete 3 Level 2 Unit Standards in Cookery. These standards will allow students to gain an understanding of the basics using specific cookery methods. Students will learn about the cookery methods and produce quality dishes using these methods. If students successfully complete the programme they could achieve 6 level 2 credits.

Skills learnt for assessment:

- Hygiene and food safety
- Following instructions
- Practical skills
- Finishing tasks in a reasonable time
- Presentation of the final products to the standard required

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 pathway:

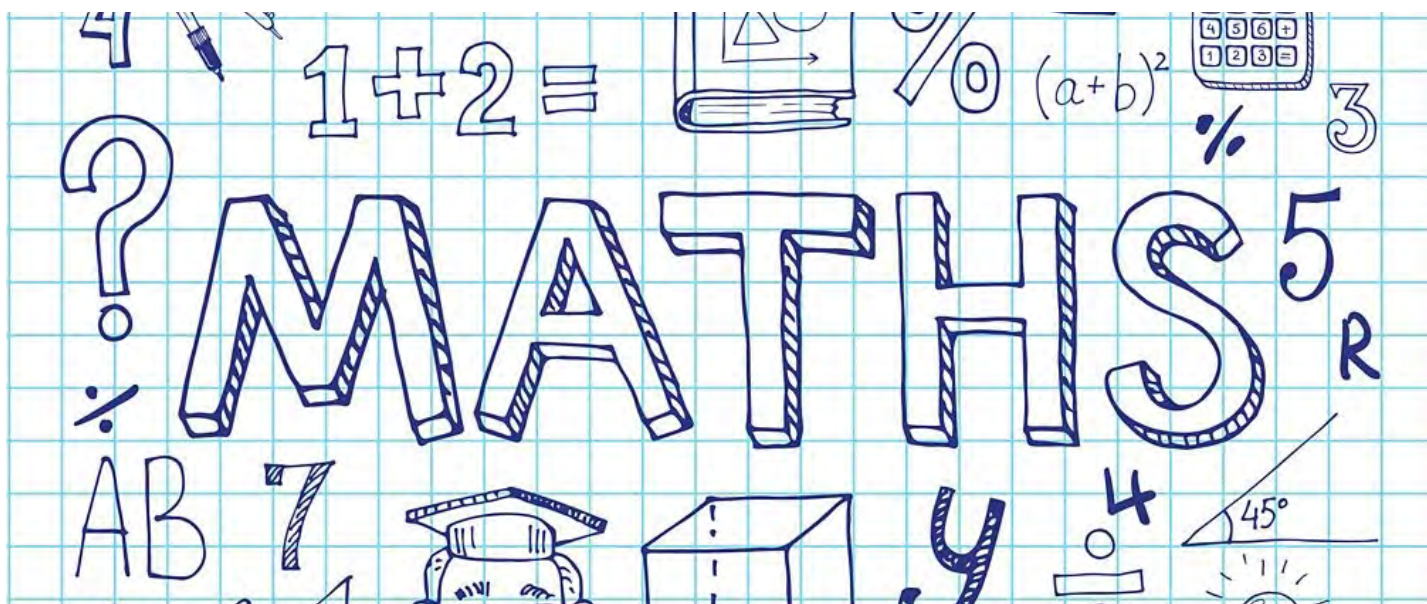
Skills and knowledge learnt in this programme will be useful in the following industries or careers. Food service, Manufacturing, Hospitality- such as cafe work, kitchen or restaurant work.

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.

For more information contact Mr Ken Rowe: krowe@tacol.nz

HALF DAY	FULL DAY



Learning Outcomes

- Improving your understanding of the Maths you are doing in class
- Do other Mathematical Standards
- Opportunity to prepare for Scholarship Statistics

Proposed Activities

This will be a block where you can bring along any Maths that you need to spend more time on. This might be:

- Classwork (Junior or Senior)
- Problem Solving Development (by doing various problem solving activities)
- Standards that you just need time to work on (or maybe do extra Standards that will be helpful to you)
- Scholarship Statistics (Working through what is required for Scholarship in Statistics and developing the skills you need to have)

Cost: \$0 (Just your commitment to work, and bring work to do)

Contact Information:

Wayne Stringer, wstringer@taicol.nz

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



Netball Umpiring Course

Our main objective is to help students develop a holistic view on sports that can serve them for a lifetime. They will learn about 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. Waikato - Bay of Plenty will also visit to provide ongoing feedback to you and your umpiring skills.

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 complete the Netball New Zealand Beginners Referee Course

Participants will receive on-court training each week

Contact: Whaea Arleen McLaren:
amclaren@taicol.nz

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



Learning Outcomes

Students will:

- Understand how individuals, groups, and institutions work to promote social justice and human rights.
- Understand how conflicts can arise from different cultural beliefs and ideas and be addressed in different ways with differing outcomes.
- Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.
- Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

Proposed Activities

This course is designed to help students understand how government systems work in New Zealand and around the world. The aim is to develop students knowledge of their rights and duties as citizens of Aotearoa New Zealand and enable them to think critically about differing political systems.

Activities include:

- Understanding the role of our central government, local MP, as well as local body politics
- Investigating how laws are made in our country
- International relations around the world
- NCEA Level 1, 2 and 3 Social Studies Standards on offer for assessments around government systems and social justice movements
- Introduction to the Model United Nations Youth Forum in NZ

Vocational Pathways

Social and Community Service, Creative Industries

Constraints/costs/logistics:

None

Contact:

Miss Torina Halford thalford@taacol.nz

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



A Science Fair Project gives students the opportunity to work on producing either a Scientific Fair test, or a Technology project that they are interested in.

The process of producing a SciTech project allows a student to gain an in depth understanding of the process that goes into scientific discovery. And, they get to have some creative fun.

This class is designed to complement the classroom learning. It addresses the requirements of Science section of the New Zealand Curriculum, Level 6. These are:

Learning Outcomes.

Understanding about science:

- Understand that scientists' investigations are informed by current scientific theories and aim to collect evidence that will be interpreted through processes of logical argument.

Investigating in science:

- Develop and carry out more complex investigations, including using models.

Communicating in science:

- Use a wider range of science vocabulary, symbols, and conventions.

Participating and contributing:

- Develop an understanding of socio-scientific issues by gathering relevant scientific information in order to draw evidence-based conclusions and to take action where appropriate.

Contact: Mr David Masters: dmasters@tacol.nz

HALF DAY	FULL DAY



In this class, we will be ditching technology and bringing back 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. The course is aimed at students in Years 9, 10 and 11.

Skills learnt for Assessment:

- Logical Thinking
- Collaboration and Teamwork
- Problem Solving

Key Competencies for Reporting:

Thinking

- Relating to Others
- Managing Self
- Participating and Contributing
- Using Language, Symbols and Text

Vocational Pathway/s:

This Smart day option will equip students for vocations in Construction and Infrastructure, Services, Creative and Social & Community pathways.

Costs/Other Logistics:

- There is no cost for this course.

Contact : Miss Brittany Park: bpark@tacol.nz

HALF DAY	FULL DAY
✓	



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:

\$700 for 7 flights and transport, must be paid in advance. Extra flights at \$100 each.

Contact:

Mr Grant Aitken: gaitken@tacol.nz

HALF DAY	FULL DAY
	✓



This year we will be offering an opportunity for students to participate in a diver training programme which will lead to PADI **Open Water**, **Advanced Open Water** and **Rescue Diver** qualifications. If you have some but not all of these qualifications already, you can join the program later in the year to further your diving study. *The qualifications have their price discounted as part of the partnership between Dive Zone and secondary schools.*

If you decide to follow this program throughout the whole year, you will achieve a **National Certificate in Diving**. The National Certificate in Diving is recognised by universities and will get your foot in the door for careers such as marine biology or underwater welding and construction.

Learning Outcomes

1. Knowledge development to understand principles of scuba diving
2. Confined water dives to learn basic scuba skills
3. Open water dives to review your skills and explore!

Proposed Activities

1. In class lessons on diving safety and skills.
2. E-learning activities as part of the PADI program.
3. Pool day—dive
4. Beach Day—dive

Vocational Pathways

Diving instructor, marine biology, underwater construction (commercial diving).

Constraints/Costings/Logistics

This course will take place both at Te Aroha College and at Dive Zone Whitianga training facility. This will involve at least three road trips which have been included in the cost.

- Note Training facility requires participants to have a Vaccine Pass
- Student will need to get a medical certificate from a doctor within the next couple of months.

Cost

Approximately \$650

Contact: Mr Patrick Aislabie: paislabie@taacol.nz

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:

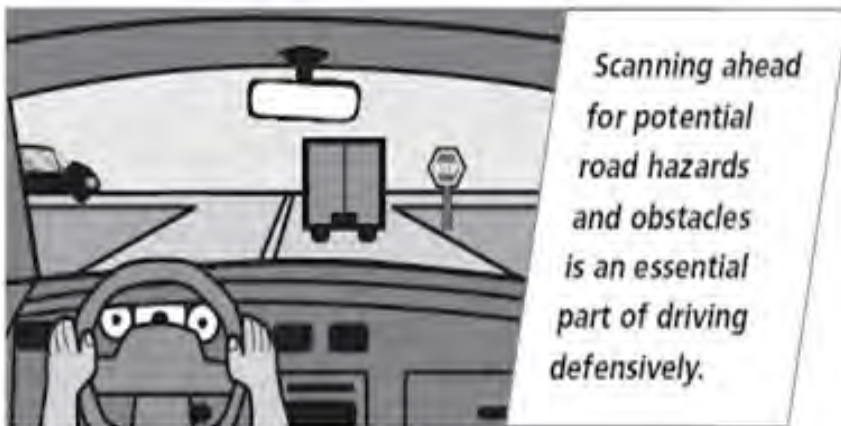
Students are encouraged to bring their own device to support them in their study. Computers can be made available for those without their own devices but may not be in a study-focused environment.

Vocational Pathway

ALL

Contact: Mr Ken Rowe: krowe@tacol.nz

HALF DAY	FULL DAY



Please Note: Defensive Driving will run during Rotation Three. Please indicate your interest to Mr Rowe

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:

Dependent 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 workplace 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 the Vulnerable Children’s Act students 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: Mrs Sarah Verran-Tye: sverran-tye@tacol.nz

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