



**TE AROHA COLLEGE**

*A purpose joyful; A courage blameless*

## SMART DAY COURSE BOOKLET

### ROTATION THREE 2022



# Student Selection—Rotation Three 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 Matai).**
- If students are selecting a full day option, they may require two reserve Half Day options.
- **NOTE: 9 MATAI 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.

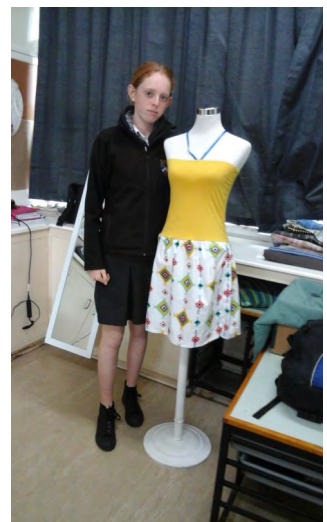


## Timetable Structure For 2022

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 3**  
**9 Matai**

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

### 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](mailto:krowe@tacol.nz)

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



## 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](mailto: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@tacol.nz](mailto:jbaylis@tacol.nz)

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



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
<input checked="" type="checkbox"/>	<input type="checkbox"/>



This course consists of a number of stand-alone Drama/Dance workshops for **all 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 (eg Epic Theatre, Dance Performance)
- To be GREAT - Globally Connected, Respectful, Responsible, Effective Communicators

### Creative Pathway

This course could lead to participation in the school’s 2022 ShowQuest entry as student’s will gain confidence in the performing arts . It could also lead to courses at NCEA Level One, Two and Three in Dance, Drama and Performing Arts Technology in 2022. There are many “Performing Arts” tertiary courses, careers and jobs which a Drama student could transition into 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@taacol.nz](mailto:ahagan@taacol.nz)

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



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](mailto:djager@tacol.nz)

HALF DAY	FULL DAY



## Learning Outcomes:

In jewellery making students will be creating an individually designed piece of Jewellery using pewter casting techniques. It will also be possible to look at other techniques such as piercing, soldering and inlaying.

No previous experience in this field is required but students will be expected to undergo safety training prior to using machines.

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

## Vocational Pathways

Primary Industries  
Manufacturing and Technology  
Creative Industries.

## Costs/Logistics

**There will be a cost for materials, this will be advised before the start of this course.**

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

Contact: Mr Rowe: [krowe@tacol.nz](mailto:krowe@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](mailto:amclaren@tacol.nz)

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



This topic is a 8 week block course that aligns with the Level 2 assessment standard 90157: Demonstrate practical skills used in agricultural or horticultural production.

## Achievement Objectives

Understand how management practises affect the life processes of plants and or animals in primary production

Demonstrate practical skills used in agricultural or horticultural production.

### Learning outcomes:

- Demonstrate how to perform a selection of plant cuttings.
- Demonstrate ability to maintain and grow cuttings.
- Describe conditions required for propagation health.
- Demonstrate a selection of plant divisions.
- Demonstrate ability to maintain and grow plants that have been divided.

### Learning experiences:

- Instruction video and demonstration of all procedures.
- Examples of different plant materials and planting mediums.
- Taking cuttings and treating them appropriately.
- Different plant materials for division.
- Making humidity chambers.
- Potting up various plant materials.
- Caring for and maintaining healthy plants.

### Vocational Pathway/s:

Agriculture, farming

### Costs/Other Logistics:

Any costs to be advised prior to the start of the course..

Various instructional videos and handouts.

Plant material. Potting medium. Secateurs (cutting devices), rooting hormones, plastic bottles for humidity chambers. Plant pots/trays.

**Contact:** Mrs Catherine Spindler: [cspindler@tacol.nz](mailto: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](mailto:sdarby@tacol.nz)

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





### 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
<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](mailto:traubenheimer@taacol.nz)

HALF DAY	FULL DAY
✓	



This programme offers students the opportunity to gain skills and knowledge related to entering and maintaining meaningful employment. Students will gain an understanding of the expectations and key competencies required by an employer, for example punctuality, presentation, following instructions, personable and communication skills.

Depending on year level students will complete 3 unit standards at level 2 or 3 related to work readiness. They will also complete 2 workshops about employment rights and complaints processes. Students will have the chance to meet with local business people to learn about rental and property agreements.

Level 2 Unit Standards - 9 credits

US 62 - Personal presentation and positive attitude in a workplace

US 4252 - Produce a personal targeted CV

US 10781 - Produce a plan for own future directions

Level 3 Unit Standards - 8 credits

US 4251 - Plan a career pathway

US 1296 - Conduct informal interviews

US 7127 - Exercise informed choice in deciding on a major goods or service purchase

Students will be entered for these Unit Standards at the appropriate level. They will only achieve these standards on the completion of all book work and assessment requirements.

There is no cost to students for completing this programme.

For more information contact

Mr Rowe [krowe@tacol.nz](mailto:krowe@tacol.nz)

or

Mrs Verran-Tye [sverran-tye@tacol.nz](mailto:sverran-tye@tacol.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](mailto: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](mailto:adaroux@tacol.nz)

HALF DAY	FULL DAY
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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:**

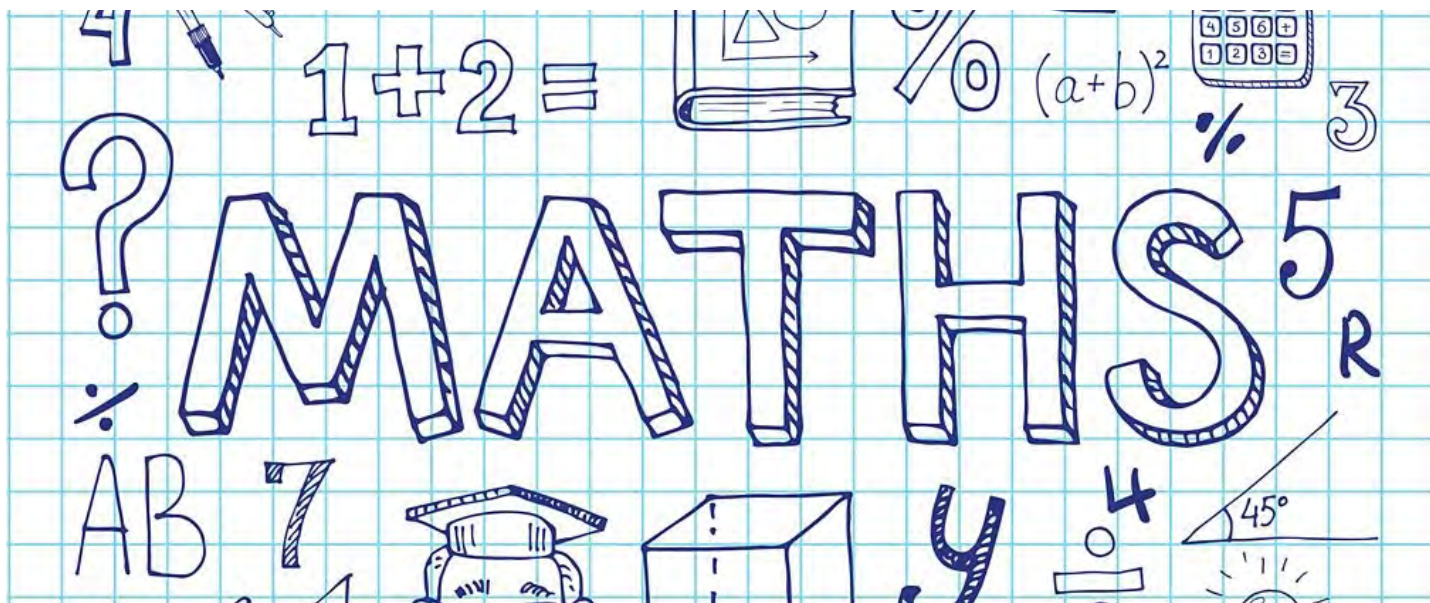
Skills and knowledge learnt in this programme will be useful in the following industries or careers. Food service, Manufacturing, Hospitality- such as cafe work, kitchen or restaurant work.

**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](mailto: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](mailto:wstringer@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:

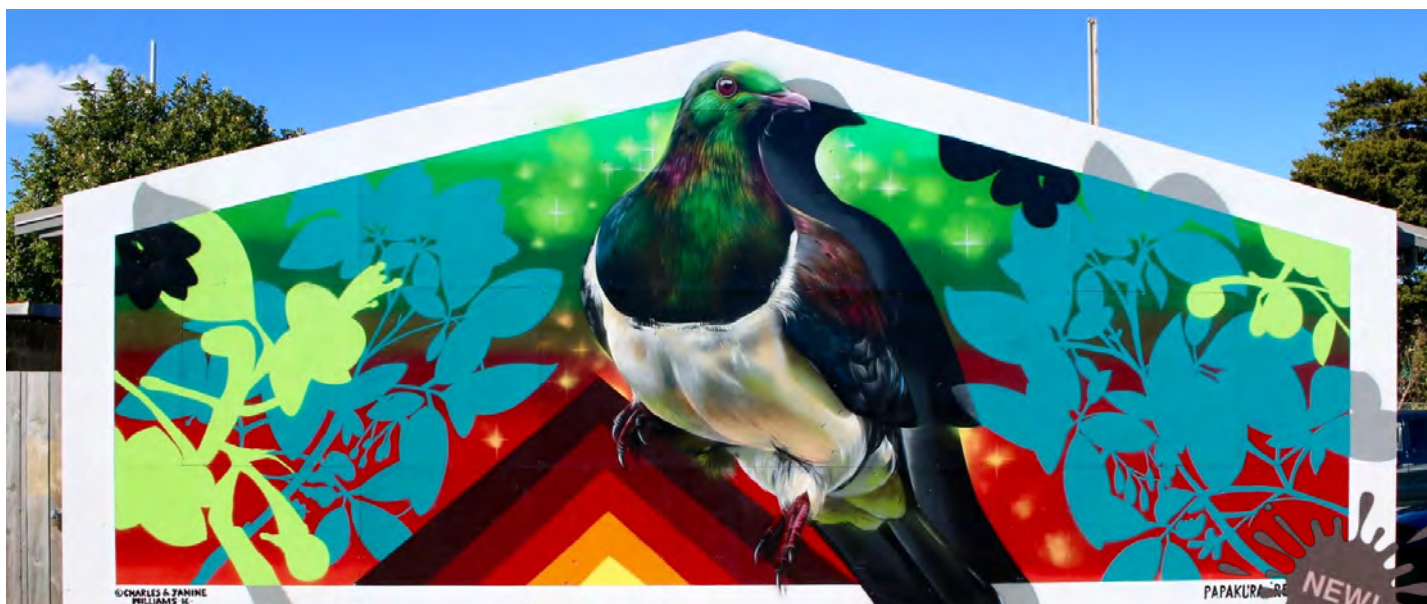
None

## Contact:

Miss Torina Halford thalford@taacol.nz

HALF DAY	FULL DAY
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Murals are a form of Art which can bring life, beauty and creativity into built city environments. For this option students will analyse the styles of mural painters and work together to design and paint a mural for our community. We will practise making stencils, drawing patterns, and controlled painting skills. We will also need to consider the needs of the client who has asked us to create a mural.

## Vocational Pathways

Social and Community Service, Creative Industries

## Constraints/costs/logistics:

Costs: \$25 for materials

## Contact:

Ms Baylis: [jbaylis@tacol.nz](mailto:jbaylis@tacol.nz)

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



**ESCAPIST**  
Escape Room | Board Games | Ectery

**CONFINEMENT**  
ESCAPE ROOMS OR

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](mailto: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](mailto:gaitken@tacol.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:**

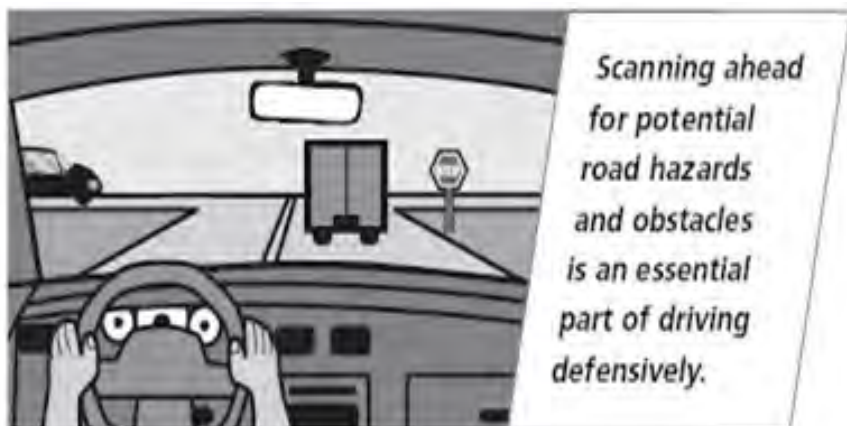
Students are encouraged to bring their own device to support them in their study. Computers can be made available for those without their own devices but may not be in a study-focused environment.

**Vocational Pathway**

ALL

**Contact:** Mr Ken Rowe: [krowe@tacol.nz](mailto:krowe@tacol.nz)

HALF DAY	FULL DAY



**Please Note: Defensive Driving will run during Rotation Three. Fees need to be paid before the start of this course.**

**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](mailto:sverran-tye@tacol.nz), Mr Rowe

HALF DAY	FULL DAY
	✓