

Rangiora High School

Timetable 2021

Community Update



7 August 2020

Tena koutou katoa,

As you are aware, planning is underway for the new timetable structure to be implemented in 2021. This is the first of a series of newsletters designed to keep you informed of what these changes look like and answer the questions you have. If you have further questions please complete this [feedback form](#) and we will endeavour to answer your question in the next update.

Why are we changing the timetable?

The analysis of last year's Board of Trustees' community consultation told us that:

- We should be building on learner strengths so they can progress and achieve,
- We should continue to develop student wellbeing and pastoral programmes,
- That programmes should focus on developing the competencies young people need for the workplace and as future global citizens,
- That the top five skills that young people would need in the future as global citizens were:
 - Managing Self
 - Wellbeing
 - Literacy
 - Numeracy
 - Resilience

Along with our regular review processes, during COVID-19 lockdown we surveyed students and whānau and following our return to school students and staff were interviewed to understand what worked for them and what didn't work for them.

This consultation has informed the development of Learning Advisory. While it is a new concept to Rangiora High School, Learning Advisory is well established across many schools and is underpinned by research.

Why Learning Advisory?

The New Zealand Curriculum starts with a vision of young people who will develop the competencies they need for study, work and lifelong learning and go on to realise their potential. Therefore, Learning Advisory aims to create the time and space to empower students to fill their kete with tools and strategies for lifelong learning.

The New Zealand Curriculum is in two parts. One part that you will be familiar with includes the learning objectives and assessment information around specific subject areas that help guide and

monitor academic progress. The other key part is ensuring that there is a focus on Key Competencies, Principles and Values. These need to be explicitly taught and understood by learners and development of these needs to be monitored.

While Learning Advisory will have an academic focus, the key focus will be on developing the “dispositions” that we know our learners need to be successful in what is often an unknown future in order:

- To support each student to achieve to their potential,
- To track student achievement and provide individual programmes where needed,
- To provide young people with the thinking tools and strategies they need to be successful in and beyond school.

What will it look like?

Learning Advisory will operate for 4 hours a week in Years 9-12. In Year 13 Learning Advisory will operate for 2 hours per week (as Year 13 students will also have 2 hours per week of independent study time).

The House structure will remain in place, with smaller whānau groups of students being supported by a Learning Advisor. Learning Advisory will be student-centred.

Who will be involved?

Every student will be assigned to a Learning Advisory group. All staff will have a role in working collaboratively to support the ongoing development of Learning Advisory.

What if my child doesn't need Learning Advisory?

Research shows Learning Advisory will benefit all students. Community consultation has requested it. Employers and tertiary providers tell us that they are increasingly interested in students who are skilled in the ‘front end of the curriculum’ (values/dispositions) - this is where Learning Advisory sits. Learning Advisory is a whole school vehicle for learning to support the principles of the NZ Curriculum. It will involve all students.

How is it better than doing Form Time and another semester of work?

The smaller size of Learning Advisory classes will provide the time to better understand, track and monitor each student's progress and have effective learning conversations. The smaller size will also support the development of positive relationships to meet student needs. Whilst there will be tasks that all students will complete, there will also be flexibility for students to undertake investigation and research - with the guidance of their Learning Advisor to either support or extend student capabilities.

In the senior school, the Learning Advisory programme will help prepare students for the world beyond secondary school.

Will there be assessment involved?

Yes. Learning Advisory will be progress-focussed, evaluative, and reported upon. Assessment will occur in a range of ways - self assessment, peer assessment, dispositional tracking. Year 11 and 12

programmes will include NCEA credits in core generic standards such as the Careers Unit recently completed across two days by Year 11 students.

How will students get enough credits for NCEA with 10 (not 12) semesters of subjects?

In Year 12 (NCEA Level 2) students need 60 credits on top of the 20 credits they bring up from Level 1. Year 12 students will choose 10 semesters of between 7 and 10 credits. Year 12 students will be offered more than they need to complete Level 2.

In Year 11 (NCEA Level 1) students will be offered a similar number of credits across their 10 semesters - that is, between 70-100 credits. Additional credits will be offered through the Learning Advisory programme (in areas like careers and goal-setting). Year 11 students require 80 credits to gain Level 1 NCEA.

At **ALL** levels, the Learning Advisor will track and monitor student progress, and identify students who might need further support and intervention.

Can my child gain NCEA endorsement?

Yes. To gain a certificate endorsement, 50 credits across the student's whole programme of learning are required at either Merit or Excellence level (as well as achieving the year level qualification, e.g 80 credits at Level 1, 60 credits at Levels 2 and 3). Universities and other tertiary education providers focus on certificate endorsement when awarding scholarships.

Who will be my child's Learning Advisor?

For many students, their 2020 Form Teachers will become their 2021 Learning Advisor. From 2021 Learning Advisors will follow students through to the end of their Year 11 programme. They may then have a change in Learning Advisor depending on their course selection.

What if my child doesn't like their Learning Advisor?

As now with Form Teacher allocations, talk to the Head of House or Dean. Part of Learning Advisory is that positive relationships are developed and built on through the programme.

Feedback

If you have further questions, please complete this [feedback form](#) and we will endeavour to answer your question in the next update.

Ngā mihi,

Karen Stewart
Principal / Tumuaki