

# MAC VISION

**‘To be the best possible learning community.’**

Based on:

- **Partnerships**
- **Excellence**
- **Integrity**
- **Innovation**

**‘He aha te mea nui o te ao? He tangata! He tangata! He tangata!’**

What is the greatest thing in the world? It is the people! It is the people! It is the people!

# MAC MISSION STATEMENT

‘Our mission is to provide a unique and exciting learning adventure for individuals. We aim to provide a happy, innovative, sustainable and respectful environment in which to develop lifelong learners. In partnership with our community we will help individuals to develop self-responsibility, confidence and excellence, in order to reach their full potential as citizens of the world.’

# MAC VALUES

- **Excellence**, by aiming high and by persevering in the face of difficulties
- **Innovation, inquiry and curiosity** by thinking critically, creatively and reflectively
- **Diversity**, as found in our different cultures, languages and their heritages
- **Equity**, through fairness and social justice
- **Community and participation** for the common good
- **Ecological sustainability**, which includes care for the environment
- **Integrity**, which involves being honest, responsible and accountable and acting ethically; and to **respect** themselves, others and human rights

# MAC ANNUAL PLAN 2010

- **To foster and develop Community Partnerships**

Expand the mentoring programme to include more students and gaining greater access to members of the community (MEX, Enterprise and SIC are existing models of best practice).

Initial targets are MEX students going into Year 13 and then expanding to include all Year 12 and 13 students.

- **To support innovative learning programmes**

To develop integrated programmes which meet the needs of the revised curriculum and provide a more stable and supportive learning environment.

2010 – Year 9 and targeted Year 11 students.

- **To continue to nurture and recognise the special nature of New Zealand's bi-cultural heritage**

To recognise the importance of regular PD sessions in Maori tanga to increase staff knowledge and awareness.

To raise the awareness around the college through a designation of space and involvement in opportunities for the Kapa Haka group to perform in festivals.

- **To provide a high quality physical learning environment**

To identify strategies to deal with the lack of space for teaching Music and Science.

To investigate the feasibility of creating a MAC outreach campus in the Ahiriri valley.

- **To improve literacy and numeracy skills so that students can fully access the curriculum**

To implement a literacy support programme across the Year 7-10 area of the college with the support of the University of Otago.

To continue to develop literacy and numeracy assessment analysis systems in Years 7-10.

The BOT will request the Friends of the College to undertake a full review of the school uniform and the management thereof.

# PRINCIPLES

The curriculum at Mount Aspiring College as it is developed and implemented will be underpinned by and consistent with the principles set out in The New Zealand Curriculum. Teaching and learning programmes must give effect to these principles.

## High Expectations

At Mount Aspiring College:

- Students are encouraged to accept self and collective responsibility for learning.
- Standards of personal excellence are set which are designed to measure achievement, to extend each student and to widen their appreciation of the boundaries of their capabilities.
- Students will develop the knowledge, understanding and skills needs by New Zealanders to compete successfully in the modern, ever-changing world.
- Students will experience a broad education with a high level of competence in basic literacy and numeracy and across all learning areas.
- Students will gain access to nationally and internationally recognised qualifications to encourage a high level of participation in post-school education in New Zealand.

## Treaty of Waitangi

At Mount Aspiring College:

- Increased participation and success by Maori is encouraged by providing instruction in Tikanga Maori (Maori Culture) and Te Reo Maori (Maori language) consistent with the principles of the Treaty of Waitangi for all students in years 7 - 9. Instruction is offered as part of the option structure in years 10 – 13 either on taught classes or as a correspondence course with support from staff.
- Policies and practices for the college are developed to reflect New Zealand cultural diversity and the unique position of the Maori culture.

## **Cultural Diversity**

At Mount Aspiring College

- There will be respect for the diverse and ethnic cultural heritage of New Zealand people, with acknowledgement of the unique place of Maori, and New Zealand's role in the Pacific, and as a member of the international community of nations.
- International students enrolled in the college will enhance the cultural diversity of the school.

## **Inclusion**

At Mount Aspiring College

- Students will realise their full potential as individuals, and will develop the values needed to become well-rounded citizens of New Zealand's society.
- All students will have their abilities and talents recognised and affirmed.
- All students learning needs will be addressed with special programmes developed for students with special needs and for students involved in extension across a range of learning areas.

## **Learning to learn**

At Mount Aspiring College

- Learning initiatives are developed with a focus on students learning how to learn and reflecting on their own learning.
- Initiatives are implemented and monitored with a focus on student achievement.

## **Community Engagement**

At Mount Aspiring College

- Information about the school and student involvement in activities is communicated weekly in the school newsletter.
- Community involvement and feedback is encouraged in all aspects of school life.
- Parents are encouraged to make contact with staff about their students through parent teacher conferences and communication with deans.
- Consultation with parents by the Board of Trustees is encouraged.
- "Friends of the College" help to improve the communication between home and school.

## Coherence

At Mount Aspiring College

- Students will be involved in a broad range of courses across all learning areas in years 7 to 9.
- Students will be offered a broad range of choices in the option structure in years 10 to 13 across all subject areas.
- The pathways that the students choose will be the result of consultation between students, parents, teachers and the careers department and will focus on the requirements for future learning beyond Mt Aspiring College.

## Sustainability

At Mount Aspiring College

- New courses will be developed and existing course modified to explore sustainability as a major focus of not just the school but the wider community.
- Sustainable practices will be considered within campus development

## Future Focus

At Mount Aspiring College

- Enterprise programmes will be taught as part of Social Studies, Junior Economics and in Year 13 Enterprise. These programmes explore what it is to be innovative and entrepreneurial.
- Citizenship and what it means to students in the school and in the wider community will be developed in classes and whanau.
- Globalisation – the concept of New Zealand’s place in the world and the growing interconnectedness of the world - needs to be a part of student learning in a variety of contexts.

# KEY COMPETENCIES

Key Competencies are the capabilities people need in order to live, learn, work and contribute as active members of their communities.

We must develop a whole school culture where key competencies are talked about and modelled, encouraged and practised.

The competencies should be incorporated into teaching and learning plans and some will be profiled more than others depending on the skills being utilised and the context of learning.

There will need to be some kind of feedback as to how well the relevant Key Competency has been developed and practised by each student. This could include teacher observation of and feedback to, students. It may also include reflection from teachers and students as to progress on the relevant key competency.

Key Competency	Description in a learner
<b>Managing Self</b>	<p>Risking:</p> <ul style="list-style-type: none"> <li>• Giving it a go</li> <li>• Exposing yourself to uncertain outcomes</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Establishing personal goals and strategies to achieve.</li> <li>• Aiming high</li> </ul> <p>Initiative:</p> <ul style="list-style-type: none"> <li>• Self starting, self motivation</li> <li>• Being primed and ready to go.</li> </ul> <p>Reflecting:</p> <ul style="list-style-type: none"> <li>• Learning from experience.</li> <li>• Shifting focus.</li> <li>• Self assessing.</li> </ul>
<b>Relating to Others</b>	<p>Giving:</p> <ul style="list-style-type: none"> <li>• Time, energy, support, care and ideas</li> </ul> <p>Taking:</p> <ul style="list-style-type: none"> <li>• To be able to accept all of the above and put yourself second at times.</li> </ul> <p>Active listening:</p> <ul style="list-style-type: none"> <li>• Showing interest in others and the conversation.</li> <li>• Negotiating with others</li> </ul> <p>Respect:</p> <ul style="list-style-type: none"> <li>• Accepting others without judging.</li> <li>• Showing courtesy</li> <li>• Developing empathy</li> </ul>

<p><b>Thinking</b></p>	<p>Processing:</p> <ul style="list-style-type: none"> <li>• Planning, doing, reviewing and applying.</li> </ul> <p>Creativity:</p> <ul style="list-style-type: none"> <li>• Looking outside the square.</li> </ul> <p>Critical Thinking:</p> <ul style="list-style-type: none"> <li>• Intellectual curiosity.</li> <li>• Finding out for yourself.</li> <li>• Using inquiry and research skills.</li> </ul> <p>Problem Solving:</p> <ul style="list-style-type: none"> <li>• Being presented with a challenge and actively seeking a solution.</li> </ul> <p>Independent Thinking:</p> <ul style="list-style-type: none"> <li>• Produce independent ideas to contribute to a solution and to group ideas.</li> </ul> <p>Reflecting:</p> <ul style="list-style-type: none"> <li>• Reflect on own learning, ask questions and challenge assumptions.</li> </ul>
<p><b>Using Language, Symbols and Texts</b></p>	<p>Literacy:</p> <ul style="list-style-type: none"> <li>• Using words to create meaning in a range of contexts.</li> </ul> <p>Visual:</p> <ul style="list-style-type: none"> <li>• Using and recognising visual language and movement in communication and learning.</li> </ul> <p>ICT:</p> <ul style="list-style-type: none"> <li>• Confidently use ICT and technology to access and provide information and to communicate.</li> </ul> <p>Numeracy:</p> <ul style="list-style-type: none"> <li>• Develop and use number symbols and text.</li> </ul>
<p><b>Participating and Communicating</b></p>	<p>Communities:</p> <ul style="list-style-type: none"> <li>• Be actively involved in family, whanau, school and local community.</li> </ul> <p>Connections:</p> <ul style="list-style-type: none"> <li>• Building positive relationships with others. (with others in class, at school, at home and in the local community)</li> </ul> <p>Groups:</p> <ul style="list-style-type: none"> <li>• Working with others to complete a common goal.</li> <li>• Contributing appropriately</li> <li>• Following rules.</li> <li>• Actively listening to others.</li> </ul>