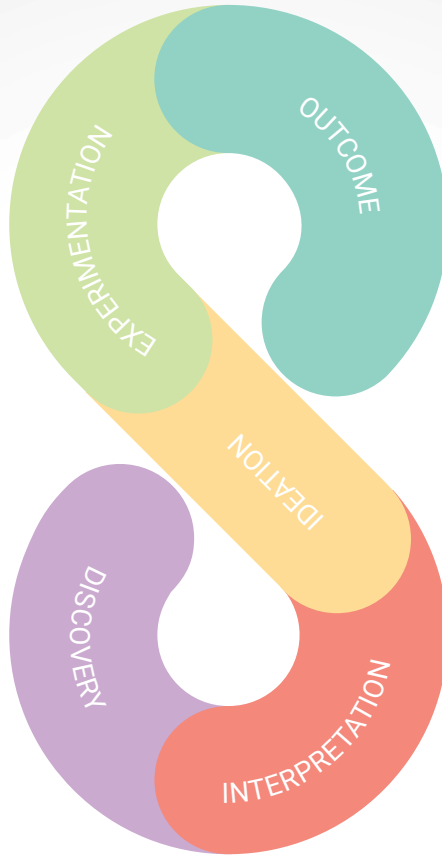




New Plymouth Girls' High School
Te Kura Taitamawāhine o Puke Ariki

Shape Your Future | Tāraia Tāu Wāheke



SHAPE YOUR FUTURE

"All students can learn and succeed,
but not on the same day in the same way"

William G. Spady

Senior Programmes 2023

Who would benefit from this programme?

The Shape Your Future programme is designed for students who would like to learn in different ways through projects while developing ownership and control of their learning.

"Building our ideas by 'playing' and taking trips to have real life experiences has been awesome". (Student A)

"I have learnt that I can be more independent with my work". (Student B)

"Working on a topic of our choice has been working well for me. I also have been learning more because I am more interested in what I am doing". (Student C)

Description

This programme is a project-based programme for students who wish to work on a series of projects of their own design. Students' individual interests and passions will form the basis for investigations and projects and allow for curiosity and inspiration.

NCEA

Level 2:

Students will select from a range of appropriate Achievement Standards from English, and 'another' Learning Area to achieve approx. 24 credits

Level 3:

Students will select from a range of appropriate Achievement Standards to achieve approx. 20 credits

The inspiration behind the programme

With so much change and innovation occurring, our students are entering a different world with new jobs and learning opportunities taking shape all the time. We want our students to be able to learn, think critically, problem solve, collaborate, be adaptable and have effective oral and written communication to enable the access and analysis of information, while being curious and inspired about the society they live in. Developing Self-efficacy will be a key driver to achieving this.

"In SHAPE, I have control and feel cared for, and I know that success is down to me – I am the one who is in charge of and have responsibility for being motivated. In other classes, where I have no control, success and motivation is all down to feeling cared for by the teacher. It is not my responsibility". (Student D)

"I have thoroughly enjoyed my time having been in the SHAPE classes and wouldn't have been able to get through the rest of high school without it". (Student E)

'Other' subjects

Students will spend 16 hours in the programme on a 10-day timetable. For the remainder of the time, they will be in their selected subjects.

Use of technology

There is an expectation that all students will have an appropriate digital device available to them, preferably a laptop, otherwise a minimum of a 10inch screen.

'Shape Your Future' is designed to embed Bandura's (2008) theory on Self-efficacy and the 6 areas of deep learning designed by Michael Fullen.

1. Mastery Experiences

The first and foremost source of self-efficacy is through mastery experiences. Having a success, for example in mastering a task or controlling an environment, will build self-belief in that area whereas a failure will undermine that efficacy belief. To have a resilient sense of self-efficacy requires experience in overcoming obstacles through effort and perseverance.

2. Vicarious Experiences

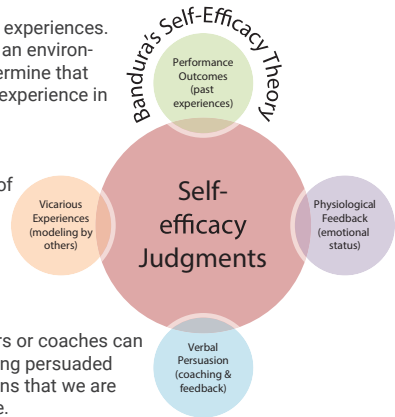
The second source of self-efficacy comes from our observation of people around us, especially people we consider as role models. Seeing people similar to ourselves succeed by their sustained effort raises our beliefs that we too possess the capabilities to master the activities needed for success in that area.

3. Verbal Persuasion

Influential people in our lives such as parents, teachers, managers or coaches can strengthen our beliefs that we have what it takes to succeed. Being persuaded that we possess the capabilities to master certain activities means that we are more likely to put in the effort and sustain it when problems arise.

4. Emotional & Physiological States

The state you're in will influence how you judge your self-efficacy. Depression, for example, can dampen confidence in our capabilities. Stress reactions or tension are interpreted as signs of vulnerability to poor performance whereas positive emotions can boost our confidence in our skills.



Deep Learning Competencies



CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities; asking the right inquiry questions to generate novel ideas; leadership to pursue those ideas and turn them into action.

Communicating effectively with a variety of styles, modes, and tools (including digital tools); tailored for a range of audiences.



CITIZENSHIP

Thinking like global citizens; considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.

CRITICAL THINKING

Critically evaluating information and arguments; seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world that impact human and environmental sustainability.



COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges; making substantive decisions together, and learning from and contributing to the learning of others.

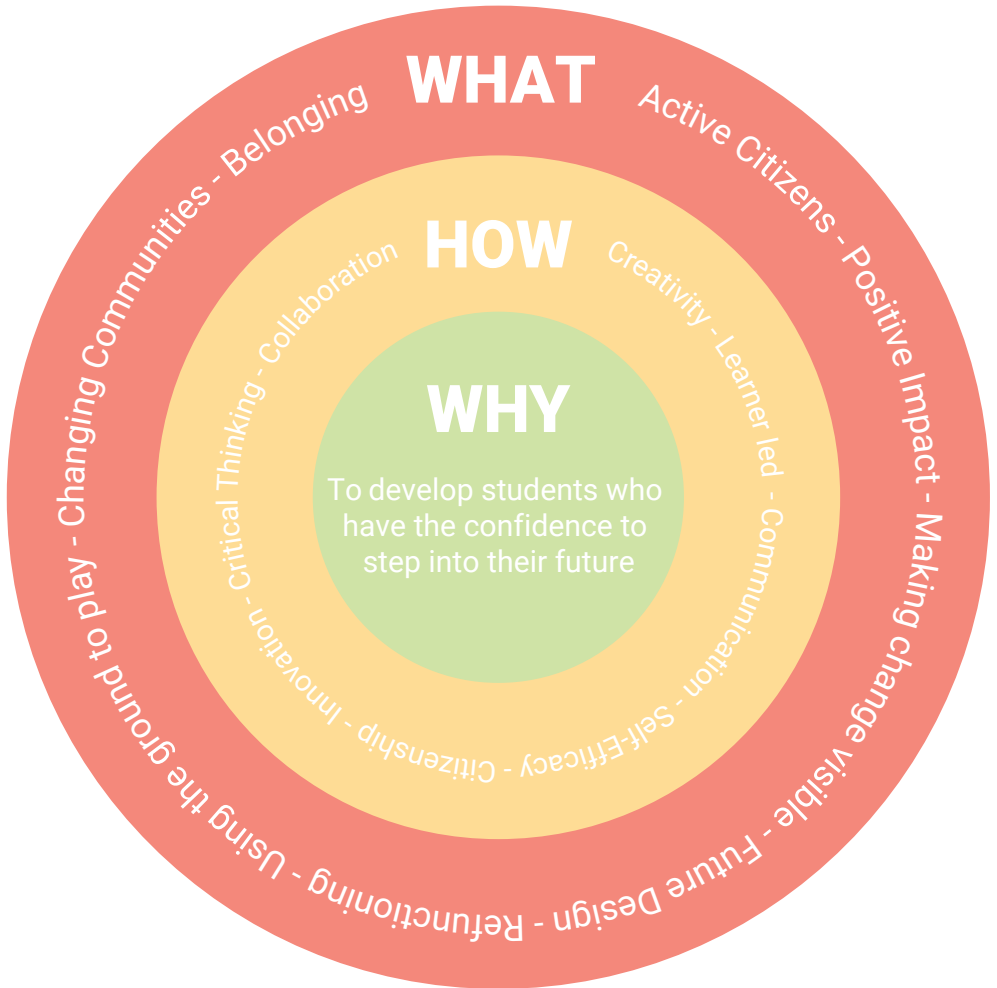
CHARACTER

Learning to deep learn; armed with the essential character traits of grit, tenacity, perseverance, and resilience; the ability to make learning an integral part of living.



A Program to Engage Curiosity and Inspiration

Students undertaking the Shape Your Future programme will have a course that is made up of at least 3 projects



WHY - Our purpose

HOW - Our pedagogical approach

WHAT - The things students will do

This programme is designed for learners of all abilities. Students will take ownership of their learning in innovative ways through a creative environment.

Further information, please contact the programme leader

Kirsty Grieve | kgrieve@npghs.school.nz