

**What will your
future look like?**



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Zest For Learning Alfriston College Prospectus

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Introduction

Welcome to Alfriston College.

Alfriston College opened in January 2004 with a vision to meet the diverse needs of 21st Century learners.

The buildings have been purpose built to provide the best possible learning opportunities. The learning programmes are designed to ensure learners can make meaning of what they are learning and how it relates to their experiences and the world around them.

The development of a spirit of independent learning is at the core of everything we do at Alfriston College. Learners need to be equipped to face the ever changing world they live in. They need not only to acquire knowledge but gain skills and personal attributes that will prepare them for their future careers – many of which do not even exist yet. They need to be innovative and adaptable, able to solve problems and to communicate – and have the capacity and zest for lifelong learning.

At Alfriston College, we expect every child to succeed. Learners are nurtured, challenged and provided with every opportunity to excel – academically, culturally and in sports. Community is emphasised as learning is a shared experience. We have developed a special character at Alfriston College, designed to respond to the global, national and local needs and trends of the 21st Century. Our unique characteristics include:

- Innovative learning programmes
- Whanau/community facilities
- Cross-age group learning opportunities
- A rich ICT environment emphasising visual and sound resources
- Flexible learning spaces and furniture
- Buildings that emphasise energy efficiency, natural light and fresh air
- Development of the Independent Learner



The Learning Curriculum

Learning is a progression and pathway.

The learning pathway at Alfriston College is a three step process.

1. THE FOUNDATION PROGRAMME

The Year 9 foundation programme begins the learning journey. This programme builds on the Year 8 experience, providing learners with the skills and knowledge required for successful progress at secondary school. Learners at Year 9 experience all the learning areas of the New Zealand Curriculum:

- English
- Mathematics
- Science
- Social Sciences
- Physical Education and Health
- The Arts
(Drama, Music, Dance, Visual Arts)
- Technology
(Multi-materials, Graphics, Food and Enterprise)
- Languages
(Te Reo, Pasifika and International)

The foundation programme is developed around key concepts. Learning Leaders (teachers) work together to plan an integrated curriculum which blends subjects into real-world learning experiences. This allows learners to 'see the point' of what they are learning.

2. THE GRADUATION PROGRAMME

The Year 10 and 11 programmes at Alfriston College lead to 'graduation'. Learners undertake seven programmes of learning that allow them to acquire the knowledge and skills necessary to gain their NCEA level 1 and give them the base and confidence to continue their studies in the senior school. Graduation courses continue with relevant and authentic learning experiences. Where possible they integrate bodies of knowledge together to create opportunities for students to recognise how their learning is connected to the world around them.

Courses available to students include:

Inquiring Minds, Image Speak, People, Places and Events, Enterprise Technology, The Living Planet.

All courses cover the learning objectives of the New Zealand Curriculum.

3. THE QUALIFICATIONS PROGRAMME

Year 12 and 13 courses focus on the acquisition of external qualifications and preparing students for life after school. Learners select a programme from a range of courses designed to lead either to a tertiary academic qualification, tertiary vocational qualification or employment.

Meeting all students' needs

Learning opportunities are student centred. Specific programmes have been designed to meet the needs of all learners. Not all children learn in the same way at the same time. Learning Leaders provide differentiated learning opportunities in their classes to cater for various learning styles and personalities. The school offers programmes to support specific groups of learners:

- Gifted and talented learners are provided with programmes that expand their learning and challenge them to excel.
- Connected Learning classes assist students to access knowledge more readily in a supportive environment.



- ESOL programmes.
- Te Wahi Awhina operates to assist students that need some specific support to enable them to access the curriculum and enhance their learning.
- Modules – Provide literacy, numeracy and opportunities for targeted groups of students to achieve their goals.
- Vocational pathways – Opportunities exist through GATEWAY, STAR and Youth Apprenticeships for students to access tertiary qualifications and attend work placements.

- an environment that is sensitive, flexible, democratic and responsive to the needs of the students.

CREATING INDEPENDENT LEARNERS

One broad definition of Independent Learning or 'autonomy' in learning is: "the ability to take charge of one's learning". Holec (1981: 3)

Independent Learning is part of an ongoing, life-long process of education that stimulates greater personal and academic reflection. This promotes the continuous growth of students' capabilities and powers. More than the rote learning of facts and skills, this approach to learning encourages students to make meaning for themselves, based on their understanding of why and how new knowledge is related to their own experiences, interests and needs.

At Alfriston College Learning Leaders foster Independent Learning through creating the learning environment; having an effective relationship based around learning; and by teaching and modelling the skills needed for Independent Learning.

Alfriston College has at its core ten Independent Learning qualities. Each lesson, every day students are provided with opportunities to develop these qualities and personal attributes:

Caring – Supports and shows consideration for others and the surroundings

Creative – Makes use of existing knowledge in new ways

Collaborative – Works well with others

Curious – Wants to find out more

Enterprising – Sees and acts on opportunities to develop new ideas

Joyful – Enjoys the learning moment

Persevering – Stays focused on learning

Resilient – Has the strength to learn from mistakes and overcome obstacles

Thinking – Identifies, Strategises and Evaluates the learning

Wise – Makes good choices and understands the big picture.

The Learners' Journey

Zest for Learning – Te Ihi Ki te Ako

The motto captures the spirit of learning at Alfriston College.

Learners should be connected to, be challenged by and enjoy their learning.

They should see purpose in what they learn and leave school with the capabilities to be self-reliant, self-motivated and life-long Independent Learners. Alfriston College is dedicated to creating the type of environment that will allow this to happen



The Learning Community

Research shows that learners flourish in schools where they are able to develop a strong sense of belonging and ownership of the learning facilities and their culture.

At Alfriston College, we have created a unique learning community and supportive environment to promote well-being and pride in the school. This enables us to encourage and nurture learner's success. We believe this is particularly important given the cultural diversity of the school and the local community.

Creating a sense of community is central to our philosophy. The Whanau structure or school-within-a-school has been designed to meet this goal. All learners are placed in one of five Whanau where they become part of an extended family of staff and learners during their years at school. Each Whanau is located in a purpose-designed two storey networked building.

The Whanau structure provides learners with the security of place and belonging, enabling them to develop a strong sense of identity. The five Whanau are:

- Auaha
- Kaitoro
- Kaitātaki
- Tirohanga
- Whaingā

Each Whanau is led by a Whanau Leader with ten Whanau Tutors who mentor a cross-age group of learners. This fosters and builds closer positive relationships between learners, Learning Leaders and the school.

Competition between Whanau at Alfriston College is vigorous, tapping into two basic needs: a need to belong and a need to be challenged. Each Whanau has developed a distinctive flavour or culture through their colours, mottos, flags and traditions while sharing core values and beliefs that are common to all.

WHANAU VALUES

These values and beliefs are known as the 4 Cs and they underpin the collective beliefs of each Whanau and are delivered through a Whanau programme that focuses on fostering personal growth and the development of emotional intelligence.

Connection – Whakapapa

Is understanding and respecting: yourself, culture, the environment, people, learning, spirituality

Confidence – Tu Maia

Is gained by: believing in yourself and your own abilities, participating and working with others

Character – Ahuatanga

Is demonstrating: adaptability, care and compassion, honesty and integrity, perseverance, responsibility, service to others

Competence – Maatau

Is being able to: relate to others, communicate and manage self

The Learning Environment

Alfriston College provides students with a 21st Century learning environment.

The school has been purpose-designed to meet the needs of today's and tomorrow's learners. A key feature of the Whanau buildings is their flexibility. Classrooms and learning spaces have 'operable' walls (walls that move) allowing the size of learning spaces to change to accommodate the task and activities being undertaken. All rooms have immediate access to ICT and computers. All spaces have data projectors. Classrooms are bright and airy and use natural light as much as possible. Furniture is designed and used to enhance co-operative learning opportunities.

THE LEARNING PARK

The site serves to maximise learning. Distance, volume and proportions are illustrated on a walkway marked out in ten metre sections and a vertical ruler on one of the Whanau blocks. A three-tonne cubic metre of solid granite and lines of bricks illustrate size and mathematic patterns in the main courtyard. To denote location and position, all paving is orientated along NSEW lines, while door signage includes GPS coordinates.

SPECIALISED FACILITIES

The school has many specialised learning facilities;

- Theatre – complete with gantry, sound booth and retractable seating
- Dance studio
- Drama studio
- Design studio
- Hospitality suites
- Barrista facilities
- Wharenui
- Weights and exercise room
- Gymnasium
- High tech Music laboratories
- Music practice rooms
- Multi material workshops
- Sit down cafeteria
- Photographic processing lab
- Independent learning centre
- Computer pods and labs

STUDENT OPPORTUNITIES

The school offers an extensive range of co-curricular and extra-curricular opportunities to enhance students' enjoyment and provide opportunities for them to excel in cultural, sporting and community activities. Many of these involve students participating in local, regional and national competitions:

- School bands
- School productions
- Cultural groups
- Dance groups
- Drama activities
- Extensive range of sporting codes
- College Herald
- School magazine
- Tramping and outdoor education experiences
- Art exhibitions
- Education for Enterprise Projects

