



2020

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ADVISORY

Rototuna Senior High School

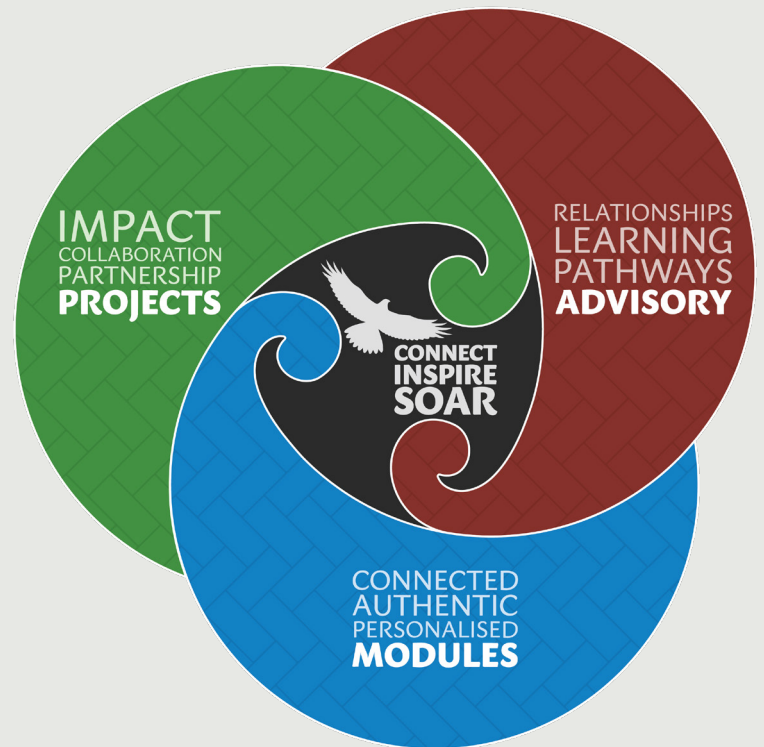


CURRICULUM DOCUMENT





Our Curriculum



Learning is designed to empower you to be connected, collaborative and community minded. This is achieved through collaboration, whanaungatanga, personalised authentic learning experiences, creativity and innovation.



COLLABORATION



STUDENT CENTERED
CULTURALLY SUSTAINING

INQUIRY
AGENCY



COMMUNITY CONNECTED
AUTHENTIC & INCLUSIVE

LEARNING
PATHWAYS
ADVISORY

Advisory Curriculum

Advisory is founded on the principles of Whanaungatanga, Ako, Manaakitanga and Tangata Whenuatanga.

- Relationships
- Communication
- Interpersonal Skills
- Goal Setting
- Pathways
- Hauora
- Citizenship

IMPACT
COLLABORATION
PARTNERSHIP
PROJECTS

Projects Curriculum

Projects target collaboration, communication, innovation, problem solving and encompasses the ethos of 'learning while doing'.

- Creativity
- Collaboration
- Community Connected
- Making a Difference
- Partnership
- Authentic
- Real Life

CONNECTED
AUTHENTIC
PERSONALISED
MODULES

Modules Curriculum

Learning Modules connect 'subjects' to authentic 'real-world' contexts. Learning is designed to be powerful and transformational.

- Inquiry
- Critical Thinking
- Complexity & Progression
- Problem-Solving
- Agency
- Culturally Sustaining
- Deep Learning

Future Focused Learning

One of our primary responsibilities is to prepare students for future careers, a task that is increasingly complex in the current changing landscape. Not only is the workplace changing, but the nature of innovation—and human nature—means that most students can expect to change jobs several times in the course of their work history.

Preparing students for specific careers, therefore, is becoming of decreasing value. Instead, students must be prepared to walk on shifting sands, equipped with skills that will help them land on their feet no matter what befalls them. Teaching skills such as creativity, critical thinking, and collaboration is especially important as these translate to most jobs. These skills can be taught through a variety of means including project-based learning.

Because the demands of the workplace are continually changing, students also must become lifelong learners and teachers work to cultivate that desire in them. The future is challenging, exciting and rewarding, and we are working for all students to find success.




**“Our job is not to prepare students for something.
Our job is to prepare students for anything.”**

A.J. Juliani




Pastoral Care



IWI

The iwi (tribe) is the largest of the groups that form Māori society.


The students and staff at RSHS are divided into three (3) iwi: Karu Atua; Parata; Taurapa



HAPŪ

Each iwi is made up of various hapū (clans or descent groups)

Each iwi consists of five (5) Hapū made up of approximately three (3) to four (4) whānau groups.



WHĀNAU

Each hapū is made up of whānau (extended families).

Each whānau group consists of approximately fifteen (15) students and a Kaiārahi to serve as a coach and mentor.

KAIHAUTŪ	<p>In essence the role of the Kaihautū is as a ‘guide on the side’, which includes them being both mentor and coach for Kaiārahi and ākonga (students) of their iwi. It is expected that Kaihautū will develop strong, positive relationships with their Kaiārahi and become their mentor/coach.</p> <p>Responsibilities of the Kaihautū include:</p> <ul style="list-style-type: none">■ Provide support and guidance for Kaiārahi and their ākonga (students) to form strong positive learning partnerships and work together to improve learning and achievement.■ Ensure that all Whānau groups of their iwi are focussed on improving learning and achievement through the Guiding Principles of RHS.■ Contribute to the development of tools and systems to enable members of each Whānau group to work together as a team to support and guide each other to empower members to make socially responsible choices and actions.■ Encourage students and staff to participate in iwi competitions.
KAIĀRAHI	<p>The role of the Kaiārahi includes being both mentor and coach for members of their Whānau group. It is expected that Kaiārahi will develop strong, positive relationships with their students and become their ‘significant adult’ at RHS. Kaiārahi will work alongside Kaihautū and Kaitohutohu to support ākonga (students) to improve their attendance and engagement, thus improving their learning and achievement.</p> <p>Responsibilities of the Kaiārahi include:</p> <ul style="list-style-type: none">■ Develop and maintain clear and consistent communication with whānau■ Develop strong positive relationships with their students.■ Maintain and enhance the mana of their students, other staff and the learning environment.■ Monitor attendance, engagement and achievement. Identify support and implement early interventions if necessary.■ Co-plan in Hapū to design and collaboratively deliver learning based on the Advisory Curriculum @ RSHS■ Engage with Kaihautū and Kaitohutohu to support both students and themselves.■ Pathways
KAITOHUTOHU	<p>The Kaitohutohu/Academic Advisors play a crucial role in leading the development of academic coaching and mentoring systems and strategies within RSHS. This includes the leading both kaiako and kaiārahi to be capable and confident of collaboratively implementing strategies to effectively support ākonga to goal set, track progress and plan their pathway.</p> <p>Responsibilities of the Kaitohutohu include:</p> <ul style="list-style-type: none">■ Effectively support ākonga to goal set, track progress and plan their pathway.■ Supporting Ākonga, Kaiārahi and Kaihautū in building capacity for academic coaching & mentoring.■ Promote and improve the engagement of student learning and achievement.■ Implement effective student profiles and progress tracking underpinned by narratives, pathways and data.



Advisory @ RSHS

Advisory is designed to foster the holistic development of our learners / ākonga to empower them to be connected, collaborative, community minded citizens inspired to soar.

Rationale / Learning Outcomes

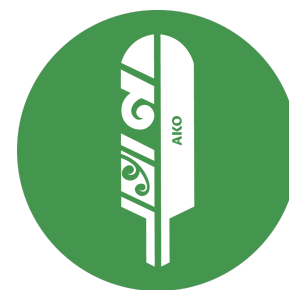
- To foster a strong sense of belonging amongst ākonga / learners and staff.
- To develop meaningful relationships for our learners with a 'significant adult'.
- To nurture distributive leadership amongst learners and staff.
- To improve learning and achievement.
- To facilitate RHS to become a robust community of learning.
- To make a significant difference to our learners' sense of identity, belonging, and the culture of our school



WHANAUNGATANGA

Relationships / Perspectives

Building meaningful relationships and connections within Whānau Groups alongside creating positive partnerships between ākonga, kaiārahi, whānau and wider community.



AKO

Personal learning / Social learning

Encouraging all ākonga to "own" and reflect on the learning process while developing the necessary skills to be critical, collaborative and creative in their learning.



HUARAHİ AKO

Pathways / Transitions

Identifying and supporting personal current and future pathways for our learners to realise their potential through academic coaching & mentoring.



MANAAKITANGA

Kaitiakitanga / Community

Connecting ākonga to themselves and the community around them in order to be active citizens and kaitiaki (guardians) of people, places and culture.

RELATIONSHIPS

Whanaungatanga



Relationships are incredibly important at any age. Healthy and stable relationships with friends, whānau and partners are especially important for young people as they can influence physical and mental health and well-being. It can also promote self-esteem, a sense of belonging, assist in the development of emotional intelligence, problem solving and interpersonal skills.

He aha te mea nui o te ao. He tāngata, he tāngata, he tāngata.
What is the most important thing in the world? It is people, it is people, it is people.

THRESHOLD CONCEPT(S)

■ Relationships shape me and who I am.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that my relationships will impact my experiences and influence my identity.	I use a range of strategies to foster relationships that positively enhance my experiences and contribute to my identity.	I create strategies to help make quality decisions about the relationships I have and support those that positively influence my behaviour, beliefs, decisions, and sense of self-worth.

K/U

KNOWLEDGE /
UNDERSTANDINGS

Defining / Understanding Relationships

- Identifying different types of relationships.
 - Personal (objects and abstract concepts/ideas), Interpersonal, Societal, and Spiritual
 - Knowing yourself through whakapapa and pepeha
- What defines a healthy relationship?
 - Reciprocal nature of relationships.
 - Relationships are defined by boundaries
- The concept of whānau

Pepeha

- Culture
- Connection
- Whakapapa

Emotional intelligence

- Identify emotional intelligence skills
- Create and awareness and understanding of your moods, emotions, motivations as well as their effect on others.

Changing Relationships

- Relationships change over time based on your identity and life experiences.
- Relationships need work and are interdependent.
- Change, loss & grief - handling emotions
- Recognise healthy & unhealthy relationships and their power dynamics

Promoting Positive Sexuality

- The difference between sex and sexuality
- Sexual identity, orientation and relationships
- Personal, interpersonal, school and community strategies for promoting positive sexuality
- Consent

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EXPERIENCES

Ākonga / learners will:

- Building meaningful learning relationships.
- Mentoring and supporting others to develop meaningful relationships.
- Evaluate relationships in your life to build, maintain and strengthen connections with self and others
- Deliver my pepeha to my whānau group.

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SKILLS

Interpersonal skills

- Communication, Active listening, Teamwork, Patience, Body language, Cooperation
- Respond to challenging situations appropriately
- Demonstrate empathy by treating people according to their emotional reactions.
- Negotiation / Conflict Resolution -Discussion aimed at reaching an agreement.

Emotional Intelligence

- Self-awareness & Expression - the ability to accurately recognise your: emotions, strengths, limitations, actions and understand how these affect others around you.
- Self-regulation.
- Empathy.
- Motivation.

PERSPECTIVES

Whanaungatanga



Perspective is the way individuals see the world. It comes from their personal point of view and is shaped by life experiences, values, their current state of mind, and assumptions brought to a situation. There is great value in recognising and understanding different perspectives as these enable us to hear and react to things very differently. "Change how a situation occurs to you, change how you will respond to the situation."

Kia whakatōmuri te haere whakamua.

The person with a narrow vision sees a narrow horizon, the person with a wide vision sees a wide horizon.

THRESHOLD CONCEPT(S)

■ The beliefs I hold influence my view of the world.

PASSIVE	PERFORMATIVE	PROACTIVE
I recognise the beliefs I hold and understand that the way I view something may not be the way others view it.	I am able to reach out to others to better understand their perspective and how these can influence my view of the world	I enjoy seeking out and understanding new perspectives in an effort to challenge my own.

■ Diversity thrives from inclusion.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that diversity values and recognises the contributions of all students, their whānau, whakapapa and communities.	I encourage collaborative, supportive, and respectful environments that increase the participation and contribution of all.	I enjoy discovering new ways of advocating and celebrating individuality and affirming diversity.

K/U

KNOWLEDGE /
UNDERSTANDINGS

Defining / Understanding Perspectives

- Perspectives, within the context of Advisory, are defined as the way people ‘see’ the world
- Our experiences and environment shape our perspectives of the world
 - Our perspective influence our relationships
- Fact vs Opinion
- Source and intent.

Empathy - Understanding Others [Perspectives](#)

- Showing empathy with others by examining their perspective and relating to their experiences

Diversity

- Understanding diversity is more than just acknowledging and/or tolerating differences, it is a set of conscious practices.
- Understanding and appreciating the interdependence of humanity, cultures, and the natural environment.
- Recognising that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others

Understanding Equity and Equality

- What is Privilege?
- Building inclusive communities
- Unconscious bias basics
- Discrimination
- Stereotyping

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EXPERIENCES

Ākonga / learners will:

- Experience a diverse range of perspectives that challenge our thinking
- Engage in a practice mutual respect for qualities and experiences that are different from our own.
- Applying a range of communication skills
- Critically explore ideas and information we see everyday, where they come from and why.

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SKILLS

Meta-perception

- Recognising the beliefs you hold and the lens this creates for how you see the world

Perspective Taking

- The capability to take a different perspective.

Perspective Seeking

- This skill is about reaching out to people and better understanding their point of view on a specific topic or situation.
- Seek to understand before being understood.

Perspective Coordinating

- What can you do with all the information you received?

PERSONAL LEARNING

Ako



Personal learning is centred around knowing and understanding ourselves as learners. We develop the capability to understand how we learn best, which enables us to inquire, drive context, gather evidence, and engage with new opportunities to develop potential. These skills allow for more time to focus our interactions on learning, rather than assessment. Two key questions are relevant for us to own our learning; “where am I at in my learning?” and “what are my next steps?”.

*Whāia te mātauranga hei oranga mō koutou.
Seek after learning for the sake of your wellbeing*

THRESHOLD CONCEPT(S)

■ We have a limitless capacity for learning.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that learning skills, like muscles, can be trained.	I use a range of strategies to develop effective ‘learning muscles’.	I think critically about my learning and actively seek to extend my capabilities.

K/U

KNOWLEDGE /
UNDERSTANDINGS

Defining / Understanding Meta-cognition

- Growth Mindset
 - Explore and understand that abilities and intelligence can be developed
- Learning Pit

Knowing Yourself as a Learner

- How you learn best
- How to talk about the learning process

Learning-power Muscles

- Resilience - the disposition to attend to learning and persist under difficulties
- Resourcefulness - the disposition to deploy a variety of learning strategies
- Reflectiveness - the disposition to think about oneself as a developing learner

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EXPERIENCES

Ākonga / learners will:

- Analyse how I learn best and make informed decisions about my learning.
- Assess personal learning needs, identify next steps and communicate them.
- Apply processes to think critically when exploring a range of diverse problems and contexts
- Apply risk-taking in a range of contexts to build the confidence to try new approaches, innovate and enhance creative capacity.
- Collect evidence of their own personal learning.
- Actively seeking opportunities to engage in further learning.

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SKILLS

Resilience (Feeling) - The emotional aspects of learning

- Absorption
- Managing distractions
- Noticing
- Perseverance

Resourcefulness (Thinking) - Cognitive aspects of learning

- Questioning
- Making Links
- Imagining
- Reasoning
- Capitalising

Reflectiveness (Managing) - The strategic aspects of learning

- Planning
- Revising
- Distilling
- Meta-learning

SOCIAL LEARNING

Ako



For almost everyone, learning is social. It requires watching and interacting with others before it is individual. People learn through observation, imitation, and modeling. Social learning is being ready, willing and able to learn alone and with others. Collaboration and empathy are essential.

Ehara taku toa e te toa takitahi engari he toa takimano.
My strength is not that of an individual but that of the collective.

THRESHOLD CONCEPT

■ We are all learners and teachers.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that I can be both student and teacher and that we all have expertise to contribute to help others to learn.	I actively contribute to the learning of others and engage in opportunities to learn from them.	I like to explore new ways of teaching and learning. I share my knowledge to support others and develop a deeper understanding of my own capabilities.

K/U

KNOWLEDGE / UNDERSTANDINGS

Defining / Understanding Reciprocity

- Being ready, willing and able to learn alone and with others
- For almost everyone, learning is social
 - It requires watching and interacting with others—before it is individual.
- Others offer value in my learning
- We learn together

Learning-power Muscles

- Reciprocity - The disposition to learn with and from others.

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EXPERIENCES

Ākonga / learners will:

- Share learning with others
- Actively engage in and contribute to the growth of others.
- Contribute positively to the learning community at RHS.
- Work collaboratively to discuss ongoing personal and academic development.
- Actively perform roles as a tuakana and teina

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SKILLS

Reciprocity (Relating) - The social aspect of learning

- Interdependence
- Collaboration
- Empathy and listening
- Imitation

PATHWAYS

Huarahi Ako



Pathway opportunities provide young people with the vision, experience and skills they need to be successful in life. Forming effective partnerships with businesses, tertiary providers, and community groups provide authentic learning experiences, are essential for making informed decisions and allow us to develop a greater understanding of the opportunities available now and in the future.

Tē tōia, tē haumatia

Nothing can be achieved without a plan, workforce and way of doing things.

THRESHOLD CONCEPT(S)

I determine my pathway.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that my pathway in life is not predetermined, set or limited to what is in front of me.	I identify potential future pathways and actively take steps to engage in purposeful experiences to explore those opportunities.	I create my own opportunities and make decisions to actively support my pathway to create my future.

K/U

KNOWLEDGE / UNDERSTANDINGS

Defining / Understanding Pathways

- Students can design and articulate individualised pathways to support their goals and keep open a range of options for future work and study.

Goal / Fear Setting

- Goal Setting involves the development of an action plan designed to motivate and guide a person or group toward a goal.
 - Goal setting can be guided by goal-setting criteria (or rules) such as SMART criteria
- Fear Setting is a checklist of your fears, and the possible results of action or inaction.
 - It's a way to visualize all the bad things that could happen to you, so you become less afraid of taking action.

Academic / Pathway Tracking

- Tracking /tools to use to monitor progress
- Understand vocational pathways
- How to access pathway options & opportunities
- How to track personal academic progress and next steps toward goals

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EXPERIENCES

Ākonga / learners will:

- Create appropriate goals and strategies
- Evaluate academic progress
- Evaluate future pathways with a wide range of potential authentic partners
- Evaluate own capabilities and potential future pathways
- Co-construct personalised opportunities to gain experience in an identified pathway. E.g. Work experience, Gateway, STP's.
- Make informed decisions and take action in relation to their pathways education.
- Open communication with whanau about decision making and tracking of choices related to pathway education.

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SKILLS

Self Awareness

- Students have a strong awareness of self, their identity, language and culture, how they relate to others and their potential for development.
- They can identify their special and distinctive capabilities, and their social and cultural influences.
- Students are able to consider, analyse and apply these to the lives they have and aspire to have.

Exploring Opportunities

- Students can identify the many future possibilities and opportunities available to them in life, learning and work.
- They understand the role of lifelong learning and the influence of shifts in regional, national and global economies on their life, learning and work.

Deciding and Acting

- Students understand the consequences of their choices and decisions, and the impact they have on themselves and others.
- They recognise the importance of creating chance opportunities to assist them in identifying all the options available so they can make informed choices about their next step when they transition from school.

TRANSITIONS

Huarahi Ako



Learning is an ongoing process which happens continuously. Knowledge, experiences and skill-sets can and will be acquired and developed anywhere, at any time. The kete of skills we develop build our capability to be adaptable and resilient across our lives. Transitions allow for the effective planning and facilitation of periods of change within and beyond the schooling experience.

Ko ia kāhore nei i rapu, tē kitea
He who does not seek will not find.

THRESHOLD CONCEPT

■ We are all lifelong learners.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that learning happens all the time. School is only one place to learn, knowledge will be acquired and skill-sets developed anywhere.	I know how I learn best and can use a range of strategies to identify learning opportunities anytime, anywhere.	I actively seek out new information and ways of learning to develop a habit of continual improvement.

K/U

KNOWLEDGE / UNDERSTANDINGS

Understanding Skill sets

- Personal
 - These skills encompass all aspects of an individual's personal hauora / well-being including; the physical (taha tinana); mental & emotional (taha hinengaro); spiritual (taha wairua); and social (taha whānau) dimensions of themselves.
- Professional / Work
 - These skills and professional attributes are also important for successful professional networking, and for managing your own career growth.
- Dispositional
 - A person's inherent qualities of mind and character / the way we interact with complex problems

Understanding Micro-credentials

- Small, stand-alone credentials that certify the achievement of specific skills, experience or knowledge.

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EXPERIENCES

Ākonga / learners will:

- Apply lens of hauora to maintain balance across different skill sets.
- Opportunity to develop a range of micro-credentials.
- Engaging in future skills to build a kete of resilience.

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SKILLS

Transitions

- Able to make a flexible life, learning and work plans.
- Have the capabilities to seek and secure opportunities and are adaptable and responsive to change.
- Can find alternatives when faced with obstacles and have the resilience and the ability to adjust as their life, learning and work

Skills

- E.g. Interview and negotiation skills, emotional first aid, time management, basic cooking & hygiene skills, CPR & first aid, principles of advertising, legal 101, how to do your taxes, politics / local council, housing - finding, setting up, and property market basics environments change, financial awareness, voting.

KAITIAKITANGA

Manaakitanga



Kaitiakitanga means guardianship, protection and preservation. It is a way of managing our environment based on the traditional Māori world view. We have a collective responsibility to take action to look after and enhance the people, places and culture in our care.

*Manaaki whenua, manaaki tangata, haere whakamua.
Care for the land, care for the people, go forward.*

THRESHOLD CONCEPT(S)

■ My contribution matters.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that we all have a responsibility to preserve and enhance the people, places and culture in our care.	I demonstrate personal responsibility by taking action to preserve and enhance the people, places and culture in our care.	I support others to be active taniwha/kaitiaki in protecting the collective mauri (life force) of our world.

K/U
KNOWLEDGE /
UNDERSTANDINGS

Understanding [Kaitiakitanga](#) - Guardianship / Protection / Action

- Māori world view
- Key concepts
 - Mana: spiritual power
 - Tapu: spiritual restriction or protection
 - Mauri: life force
- Kaitiaki – guardians
 - Tiaki
 - Role of kaitiaki
 - Other kaitiaki
- Environmental impact (Connected to nature)
 - Tangata whenua
 - Landscape and body: taunaha whenua

Traditional kaitiakitanga

- People and environment
- Keeping the balance

Kaitiakitanga today

- Rediscovery
- Kaitiakitanga in action (Local / Global Communities)
 - [Putātara](#) - a call to action (*Success does not come from the work of one, but the work of many*)
- Challenges

Understanding / Protecting Culture

- People
- Customs
- Language

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EXPERIENCES

Ākonga / learners will:

- Apply interpersonal skills to effectively collaborate with others
- Take on the role of a guardian / kaitiaki
- Take active measures to minimise the impact we create
- Make simple environmental changes to become kaitiaki of the land
- Explore ways we have nurtured People, Places, Customs, and/or Language
- Experience the role of kaitiaki by sharing/passing on knowledge of People, Places, Customs, and/or Language
- Be involved in the Plan & Act model

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SKILLS

Collaborative practice

- Communicate, active listening, work with others, patience, body language, cooperation

Empower

- Demonstrate empathy toward People, Places, Customs, and/or Language

COMMUNITY

Manaakitanga



Communities are grown by its members becoming involved in taking positive action. Commitment to helping others provides us with the opportunity to become active and compassionate members in our communities and has a lasting, positive impact on society at large. Engaging in community service enables us to acquire life skills and knowledge, as well as provide a service to those who need it most. These actions allow us to have a voice, develop a sense of belonging and make a difference.

Me mahi tahi tātou mo te oranga o te katoa.
We should work together for the wellbeing of everyone.

THRESHOLD CONCEPT

■ We all have a role in a community.

PASSIVE	PERFORMATIVE	PROACTIVE
I understand that we live and learn in vast communities and my actions matter.	I take up opportunities to engage within my communities and learn from the experience.	I like to find new ways to positively take action in the communities I am a part of.

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KNOWLEDGE / UNDERSTANDINGS

Where do I belong?

- Identify what groups we belong to and to understand what it means to be a good citizen in those groups.
 - What are the dispositions of a quality citizen?
 - Individual responsibility
 - Participation
 - Courageous behaviours
- What is a community? Where can these be found? (local / national / global)
 - Global citizen – *think globally, act locally*

I have a voice

- You have a right to:
 - be there; do things; express your thoughts and feelings; make a difference there
- You have a responsibility to:
 - respect others; participate; contribute
- A person exercising citizenship can be defined as someone who contributes to make the group, community, country, planet a better place to be.

How can I make a difference?

- Understand that working collectively together is an effective way to make a difference in our communities and for the planet.
- Taking Action
- Civic engagement
- Service
 - Commitment to helping others. Through volunteering our time and talents, make ongoing contributions to the school and wider community.

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EXPERIENCES

Ākonga / learners will:

- Participate in taking action through service to the school or community to enhance well-being of others.
- Influence others to make positive contributions to our community.
- Apply leadership, kotahitanga and interpersonal skills to confront and resolve problems through the collective talents of the group.
- Evaluate individual responsibilities.
- Apply a high level of social responsibility to be an informed and contributing individual connected to the community.

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SKILLS

Networking

- Making connections and communicating within the school and community

Social Responsibility

- Participation
- Leadership

Critical Thinking

- Challenge assumption and suspend bias
- Inquiry and problem solving

THRESHOLD CONCEPTS

Powerful Learning in Advisory



THRESHOLD CONCEPT		PASSIVE	PERFORMATIVE	PROACTIVE
ADV1	Relationships shape me and who I am.	I understand that my relationships will impact my experiences and influence my identity.	I use a range of strategies to foster relationships that positively enhance my experiences and contribute to my identity.	I create strategies to help make quality decisions about the relationships I have and support those that positively influence my behaviour, beliefs, decisions, and sense of self-worth.
ADV2	The beliefs I hold influence my view of the world.	I recognise the beliefs I hold and understand that the way I view something may not be the way others view it.	I am able to reach out to others to better understand their perspective and how these can influence my view of the world	I enjoy seeking out and understanding new perspectives in an effort to challenge my own.
ADV3	Diversity thrives from inclusion.	I understand that diversity values and recognises the contributions of all students, their whānau, whakapapa and communities.	I encourage collaborative, supportive, and respectful environments that increase the participation and contribution of all.	I enjoy discovering new ways of advocating and celebrating individuality and affirming diversity.
ADV4	We have a limitless capacity for learning.	I understand that learning skills, like muscles, can be trained.	I use a range of strategies to develop effective 'learning muscles'.	I think critically about my learning and actively seek to extend my capabilities.
ADV5	We are all learners and teachers.	I understand that I can be both student and teacher and that we all have expertise to contribute to help others to learn.	I actively contribute to the learning of others and engage in opportunities to learn from them.	I like to explore new ways of teaching and learning. I share my knowledge to support others and develop a deeper understanding of my own capabilities.
ADV6	I determine my pathway.	I understand that my pathway in life is not predetermined, set or limited to what is in front of me.	I identify potential future pathways and actively take steps to engage in purposeful experiences to explore those opportunities.	I create my own opportunities and make decisions to actively support my pathway to create my future.
ADV7	We are all lifelong learners.	I understand that learning happens all the time. School is only one place to learn, knowledge will be acquired and skill-sets developed anywhere.	I know how I learn best and can use a range of strategies to identify learning opportunities anytime, anywhere.	I actively seek out new information and ways of learning to develop a habit of continual improvement.
ADV8	My contribution matters.	I understand that we all have a responsibility to preserve and enhance the people, places and culture in our care.	I demonstrate personal responsibility by taking action to preserve and enhance the people, places and culture in our care.	I support others to be active taniwha/kaitiaki in protecting the collective mauri (life force) of our world.
ADV9	We all have a role in a community.	I understand that we live and learn in vast communities and my actions matter.	I take up opportunities to engage within my communities and learn from the experience.	I like to find new ways to positively take action in the communities I am a part of.



ROTOTUNA SENIOR HIGH SCHOOL