



Curriculum

Information



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Welcome

A Selwyn House School education is one of the most precious gifts you can give your daughter.

We focus on putting the foundations in place to ensure the girls receive a remarkable education that will prepare them for the global society they will live and lead in.

Parents want the best for their children and, together with you, our teachers work to ensure we inspire all our girls to love and be committed to learning as they develop their own unique way of being 'remarkable'.

To achieve this we actively encourage the girls to think about what sort of person they want to be, what sort of life they want to lead and what they are prepared to stand up and fight for.

We believe in the strength of tradition, the promise of the future and the power of education and inspiration to equip our young people to face our continually changing world with confidence and enthusiasm.

Our students stand out amongst their peers.

They are confident, articulate and determined young women who have the values, skills and attributes needed to not only achieve their goals but to make a difference in their communities.

IB Primary Years' Programme

Selwyn House School offers the International Baccalaureate (IB) Primary Years' Programme (PYP) from Pre-school to Year 8.

Authorised to deliver the Primary Years Programme (PYP) in 2008, Selwyn House School is committed to providing a continuum of international education to our students.

The focus from Early Childhood to Year 8 is on the total growth of the developing child, encompassing intellectual, social, physical, emotional, spiritual and cultural needs. The International Baccalaureate (IB) PYP is an international, transdisciplinary programme.

The programme is grounded in a deeply held belief about the nature and future of international education and a firm desire to develop students who are international in their outlook.

An international education is dynamic and responds to ever-changing global needs. Through an exploration of concepts such as conflict resolution, communication and understanding relationships, cultural identity, history and responsibility (both environmental

and human) we want to develop in our students an understanding that they can make a difference to their world, at both a local and global level.

The IB offers a continuum of high quality education that encourages international mindedness and a positive attitude to learning. The IB programmes are accessible to students in over 140 countries through the close cooperation with the worldwide community of IB World Schools.

At the heart of the programme's philosophy is a commitment to structured, purposeful inquiry as the vehicle for learning.

The programme of inquiry is based on six transdisciplinary themes of global significance that provide a framework for exploration and study:

1. *Who we are*
2. *Where we are in time and place*
3. *How we express ourselves*

4. *How the world works*
5. *How we organise ourselves*
6. *Sharing the planet*

Teachers are guided by these six transdisciplinary themes as they design units of inquiry that both articulate and transcend conventional subject boundaries.

Subjects covered include:

- Language
- Social Studies
- Mathematics
- The Arts
- Science
- Personal, Social, Spiritual and Physical Education

The primary years curriculum at Selwyn House School draws upon these subject areas to develop a programme to suit our specific learning context.

The Five Essential Elements of Our Curriculum

The five essential elements (concepts, knowledge, skills, attitudes and action) are incorporated into this framework, so that students are given the opportunity to:

- Gain knowledge that is relevant and of global significance
- Develop an understanding of concepts, which allows them to make connections throughout their learning
- Acquire transdisciplinary and disciplinary skills
- Develop attitudes that will lead to international mindedness
- Take action as a consequence of their learning

1. Skills

The construction of meaning and, therefore understanding, is complemented by the students acquiring and applying a range of skills. These include:

- Social skills
- Communication skills
- Research skills
- Self-management skills
- Thinking skills

2. Knowledge

The PYP recognises that it would be inappropriate to define any narrow, fixed body of knowledge as the essential content, which every student should know. Instead, six transdisciplinary themes or areas of

knowledge (as discussed previously), under which units of work are placed, ensure a balanced approach to teaching and learning within and across year levels.

Content is chosen on the basis that it will be: significant, challenging, relevant and engaging.

3. Attitudes

It is important to acknowledge that concepts, skills and knowledge alone do not make an internationally-minded person. It is vital that we also articulate and model positive attitudes towards people, the environment and learning. In demonstrating these attitudes, we are enhancing the development of the attributes outlined in the IB Learner Profile.

Twelve attitudes are defined by the PYP. These are:

- Appreciation
- Empathy
- Commitment
- Enthusiasm
- Confidence
- Independence
- Cooperation
- Integrity
- Creativity
- Respect
- Curiosity
- Tolerance

These attitudes form the basis of what our community values. They are the learner profile in action.

4. Action

In today's world, it is important that our students see and value the importance of thoughtful and appropriate action. We need to provide students with opportunities to reflect, choose and act on issues of importance and relevance to them.

5. Concepts

There are eight key concepts:

- Form: What is it like?
- Connection: How is it connected to other things?
- Function: How does it work?
- Perspective: What are the points of view?
- Causation: Why is it like it is?
- Responsibility: What is our responsibility?
- Change: How is it changing?
- Reflection: How will we know?

Teachers and students use key questions to structure their units of inquiry. Through planning, teaching and assessment, the five essential elements of curriculum come together meaningfully. Through the PYP, the requirements of the New Zealand Curriculum in English, Mathematics and Science can be addressed whilst still maintaining the IB philosophy and learning.

Being an IB School

Selwyn House School is an internationally-minded community, inspiring our girls to be remarkable in their world.

A Profile for Living in the 21st Century

To achieve an international education we work together as teachers and students to embrace and develop in each other the attributes of the IB learner profile. As a community of learners at Selwyn House School, we welcome the challenges of the 21st Century by developing in each of our girls the capacity and ability to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers

Our vision

To be the pre-eminent educational community developing globally-minded learners and leaders

Our mission

We inspire our students to learn through continuous inquiry, empowering them with the skills, knowledge, courage and optimism to become caring, active, lifelong learners who enhance the lives of others.



Our values

Our Values are at the centre of everything we do. The International Baccalaureate Organisation (IB) created the IB Learner Profile as a set of attributes that all IB schools strive to develop in their students, employees and other community members. Selwyn House has embraced the IB Learner Profile and has adopted the attributes as our school's values.



Opportunities Abound

Our goal is to ensure that all the girls learn to be their best within a setting that encourages a high level of engagement, understanding, collaboration and reflection.

We nurture and encourage the girls to be young women of self-worth, along with preparing them for a smooth transition to secondary school.

Our approach is designed to differentiate and enhance the capabilities of each year group. We have specialist teachers in performing arts, music, PE, art and Spanish.

Smaller classes, together with input from our resident psychologist, Gifted and Talented Co-ordinator, Learning Support Teacher and various small group activities, help to cater for the individual needs of our girls.

We provide a comprehensive programme for learning support and extension, depending on the student.

Progress is monitored regularly through a range of assessment tools including testing, and samples of work.

Differentiated class programmes

- Extra teachers for mathematics (Years 3-8)
- Mathematics competitions (Cantamaths, Otago Problem Solving)
- GATE resource teacher (cluster grouping for GATE students)
- Acceleration (year level or subject based)
- Diagnostic literacy assessment for all 6 year-olds
- Reading Recovery for 6 year-olds at risk
- Spelling support (Years 4-8)
- Philosophy for Children
- Peer tutoring
- Challenge and Creativity days (Years 3-4)
- Leadership seminars (Year 8)
- ICAS competitions (Years 5-8)
- Writers' workshops (Years 5-8)
- Kidslit competition (Years 7-8)
- Chess (Years 4-8)
- Robotics, including competitions (Years 1-8)
- Future Problem Solving (Years 5-8)
- Spanish extension and/or support
- Spanish conversation group

- Range of sporting opportunities (netball, hockey, basketball, swimming, waterpolo, triathlon, duathlon, tennis, orienteering, cycling, cross country, athletics, fencing, karate, running club, triathlon club, skiing, gymnastics, summer soccer, touch rugby, summer hockey)
- Ballet lessons
- Hip Hop
- CREST (Creativity in Science and Technology Year 7)
- IB Personal Projects (Year 8)
- IB Exhibition (Year 6)
- Itinerant music lessons (Years 1-8)
- Speech and drama lessons (Years 1-8)
- Singing lessons
- Performing Arts – productions (Years 1-8)
- Junior chamber choir (Years 5-6)
- Senior chamber choir (Years 7-8)
- Rock band
- Musical groups (recorder ensemble, orchestra, chamber music, string ensemble, flute choir)
- Jump Jam – school wide, also as leadership opportunity for Year 6, plus competition team

Junior School

Year 1 to Year 4 at Selwyn House School are years of formative skill development.

Our Junior School reflects our dedication to the individuality of each girl. Selwyn House School is a safe place to learn and mature. Our girls develop a sense of shared purpose and mutual vitality. They are nurtured in an environment that is warm, exciting, challenging and respectful.

Every day, our Junior School is a place of real discovery and sparks a joy and interest in learning that will stay with your daughter for life. We build strong foundations in Literacy and Numeracy, and Spanish enriches our programme. From Year 1 we teach the girls to express themselves as competent communicators and to develop self-reliance.

Our small classes allow for personal attention that helps a young girl to thrive by building confidence, self-esteem and fostering individuality.

We encourage our girls to develop positive relationships with their peers and teachers.

Junior School curriculum

The Junior School curriculum at Selwyn House provides many opportunities for engaging learning, discovery and challenge. All girls are valued and encouraged to pursue personal excellence and to move towards independent learning.

Our curriculum is based on best practice teaching and is carefully planned always with our girls' knowledge, needs, interests and varying abilities in mind.

It is underpinned by both the International Baccalaureate's PYP (Primary Years Programme) and the New Zealand curriculum, and is both rigorous and sequential.

Below is a snapshot of the curriculum in the Junior School.

Years 1 and 2

Art*, Mathematics, Music*, Performing Arts*, Robotics*, Physical Education*, Reading, Spanish*, Writing, Units of Inquiry.

Years 3 and 4

Art*, Mathematics, Music*, Performing Arts*, Robotics*, Physical Education*, Reading, Spanish*, Writing, Units of Inquiry, Nature Diary, Challenge and Creativity Days.

* Denotes taken by specialist teacher.



Years 5 & 6

Selwyn House is a school where challenge and choice create opportunities for every girl to discover who she is meant to be.

Our Years 5 and 6 Programme encompasses a critical phase of personal and intellectual development that varies enormously from girl to girl. Eager to learn, full of energy, curious, ready for adventure, sociable and ready to solve the problems of the world – this age-group can be both a delight and a challenge as they widen their view of the world.

We have purposefully designed learning experiences and wellbeing structures that promote the development of positive, healthy girls who are problem solvers, ready to respond to the pace and complexity of their world. The teaching programme is an exciting, engaging and relevant experience for the diverse young women we educate in Years 5 – 6.

The focus is on encouraging greater independence and taking increased responsibility for their own learning in preparation for a smooth transition to our Years 7 & 8 programme.

Team building, social and cultural awareness, and a strong sense of personal self worth are crucial components of our education at Selwyn House School. We support and nurture the girls, building on their ability to interact with peers, navigate social cues and maintain friendships.

eLearning in Years 5 and 6

Technology pervades all levels of education at Selwyn House and is seen as the tool that can shift the focus from teaching to learning. It is embedded in everything we do. Whilst we want to ensure that our students have access to the latest technology, we are also steadfast in our commitment to ensuring that online learning happens in developmentally appropriate and purposeful ways.

We are proud that at Selwyn House blended learning is an embedded, well-established and accepted pedagogical strategy

Years 5 and 6 curriculum

Academic subjects focus on fundamental knowledge, skills and understanding, and providing students with opportunities to express their ideas, and to follow questions raised by their own intellectual curiosity.

- English (includes reading and writing)
- Mathematics
- Performing Arts*
- Spanish*
- Music*
- Physical education*/health and personal development
- Science
- Art/Technology*
- Unit of Inquiry
- Robotics

* Denotes taken by specialist teacher.

Students also have the opportunity to participate in extra-curricular activities such as aerobics, chess, speech & drama, tennis, swimming, musical groups, choirs.



Senior School

Pre-adolescence is a crucial time for students. It's where many children begin to forge their own personal identity.

Between 11 years-old and 13 years-old is a very special time in a young person's life, as they leave childhood behind this leads to the need for a very special type of school. Puberty has a great impact on the social emotional and intellectual development of teenagers. Thomas Armstrong, in his book *The Best Schools*, argues for "the establishment of a mentor relationship between teacher and student, the creation of small communities of learners, and the implementation of a flexible, interdisciplinary curriculum that encourages active and personalised learning." This is very similar to the aims of the IB programmes.

One of the most important tasks of young teens is to form their own identity. During these years they are working out who they are and what values are important to them.

To encourage this personal growth and development, we have placed an emphasis on the following things:

- Our school climate: characterised by positive interventions, anti-bullying programmes, conflict resolution and character education
- Small learning environments
- Personal adult relationships
- Engaged learning: an emphasis on the quality of the learning environment to counterbalance the dip in motivation that many students experience during this time. Motivation can be fostered by giving this age group an increasing role in determining their own learning experiences
- Positive role models
- Metacognitive strategies: encouraging reflection and thinking about thinking, learning study skills, and setting realistic goals
- Expressive arts activities which provide the girls with opportunities to express themselves in a non-judgemental atmosphere
- A focus on health and wellness
- An emotionally-meaningful curriculum
- Empowering the girls to take on roles in decision-making
- Honouring and respecting student voices
- Fostering special and emotional growth: including interpersonal and intra-personal intelligences and facilitating positive social relationships

Leadership

We are very proud of our leadership programme and the opportunities it provides for all our Year 8 girls. The programme enables all girls to be involved in leadership.

Every girl has leadership qualities and they all benefit from participation in a comprehensive leadership programme and the opportunities to be involved in practical real-life actions to use and further develop these life skills. Many of our Year 8 girls assume leadership roles in their secondary schools and this is an indicator of our successful approach to leadership.

Years 7 & 8 Programmes

Our core curriculum, based on the International Baccalaureate (IB) Primary Years' Programme and the New Zealand curriculum, helps the girls to identify their own strengths and talents, yet still experience an extensive range of subjects intended to tap into each girl's potential. Our programme offers extension and educational support as required. Our approach is designed to personalise and enhance the capabilities of the year group.

An emphasis on community and respect for the needs and views of others, as well as personal and organisational responsibility, is also a strong element of the programme in Year 7 and Year 8.

Future Problem Solving is part of our teaching programme.

In the past the girls have experienced success in the International Problem Solving Competitions. The purpose behind Future Problem Solving is to encourage students to think critically and creatively about problems we may face in the future. Our curriculum ensures students (and in particular those in Year 7 and Year 8) will benefit from a contemporary emphasis on physical, social and mental wellbeing.

Our core subjects give students a strong foundation in the essential learning areas:

- English (includes reading and writing)
- Mathematics
- Performing Arts*
- Art/Technology*
- Spanish*
- Music*
- Physical education*/health and personal development
- Science
- History, geography and technology

* Denotes taken by specialist teacher.

Additional options include violin lessons, speech and drama, Robotics and chess. An extensive range of musical instrumental lessons and sporting opportunities are also offered.

SENIOR SCHOOL DECISION MAKERS

If we want the girls to become effective decision makers and develop a strong internal focus of control, we need to invite them to self-evaluate as often as possible.

Asking them what kind of person they want to be or become helps them consciously focus on the identity they are creating.

It is far more important to be asking our girls to think about the kind of person she wants to be, as opposed to simply asking her what she wants to do. Self-evaluation and identity formation go hand in hand.



Years 7 & 8 Opportunities

A range of opportunities enables our girls to develop their unique talents and strengths and follow their passion.

Sport

Hockey – Saturday sport
Netball – Saturday sport
Waterpolo
Touch
Summer hockey
Orienteering
Basketball
Tennis championships
Duathlon/Triathlon
Cycling
Gymnastics – Canterbury competition
Ski team
Running club
Swim fitness
Motivationz Netball
Fetch Hockey Academy
Triathlon club
Sailing – Optimists

Science and Technology

Robotics club/Programming
RoboCup competition
(dance, rescue and soccer)

Science Fair
Cantamaths

Leadership

All Year 8 students have a leadership role within the school

Year 7 girls are able to be Cybrary Leaders or UNESCO Leaders

Music

Senior Chamber Choir (auditioned)
Orchestra
Recorder Ensemble (extension)
String Ensemble
Chamber Group
Barbershop
Rock Band

Years 7 and 8 In-Curricula activities available

Science curriculum
(stand alone science lessons)

Technology programme covering Robotics, hard and soft materials and electronics

Year 8 IB Personal Projects

CREST Projects
(Year 7 Projects related to Creativity in Science and Technology)

Current Events' competition

KidsLit competition

Chess

Future Problem Solving

Year 7 School Recycling Community



Leading in a Digital Age

Digital technologies impact every aspect of our lives and are vitally important to New Zealand's growth in the 21st century.

Our students are given the opportunities to develop knowledge and skills with digital technologies so that they are equipped to respond to rapid changes in our society.

We expect our students to be leaders in their own lives with digital technologies.

Throughout the school we encourage appropriate use of digital technologies to support and enhance learning. Our wireless network enables our students to use their digital devices throughout the school.

By using our Learning Management System (LMS) our students and parents can access information about their academic programmes and e-portfolios along with day to day organisational information.

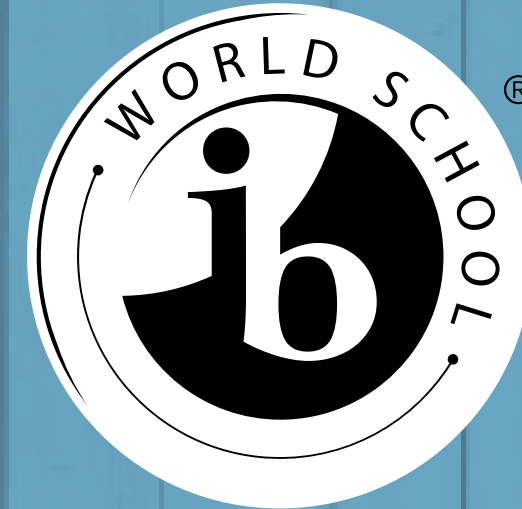
Robotics

Robotics is introduced from Year 1. In education, Robotics is seen as an interdisciplinary, project-based learning activity drawing mostly on mathematics, science, and technology. It offers major new benefits in education at all levels.

Robotics implements 21st century technologies and can foster problem-solving skills, communication skills, teamwork skills, independence, imagination, and creativity.

Taking into consideration that students have a better understanding when they express themselves through invention and creation, Robotics activities are considered to be a valuable learning tool that can contribute to the enhancement of learning and to the development of students' thinking.

Our girls are encouraged to enter RoboCup competitions. The focus of RoboCup is for students to learn from each other, by watching other robots compete and by sharing solutions to the problems presented.



International Baccalaureate World School



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