

Academic Information Evening 2025

Elim Christian College Mount Albert

Welcome & Prayer

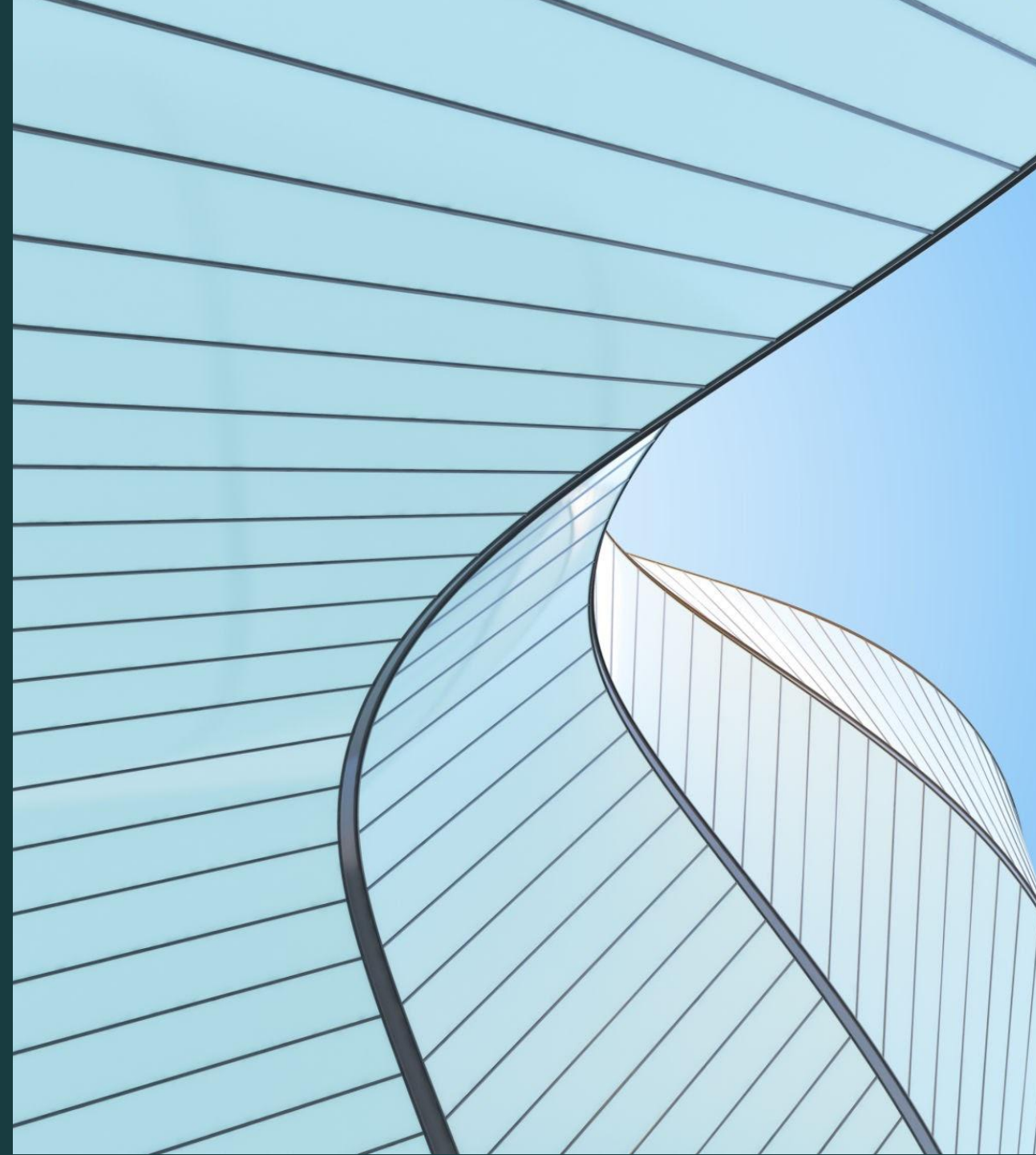
Marvin Anderson

marvin.anderson@elimmtalbert.school.nz

Programme

- Welcome - Marvin Anderson
- NCEA Update - Julie Nola
- Overview of NCEA and NZQCF - Nigel Cato
- Literacy & Numeracy Requirements - Julie Nola & Charlie Ahn
- Subject Information evening - Subject Teachers
- Correspondence / Te Kura - Marvin Anderson
- Gateway & Careers - Amanda Ray
- Q and A - Marvin Anderson
- Adjournment - Tania Calvert

NCEA Update



The MOE has proposed to change the current NCEA system and bring in three new qualifications:

1. Year 11 Foundational Skills Award - literacy and numeracy (2028)
2. Year 12 New Zealand Certificate of Education (NZCE) (2029)
3. Year 13 New Zealand Advanced Certificate of Education (NZCAE) (2030)

Year 12 and 13 - students must pass at least four out of five subjects to achieve their certificate.

There will be a balancing of assessments with internal and external components. There will be a greater focus on examinations as all assessments work towards a final grade. Grading - students will be marked out of 100. Grades - A, B, C, D, E.

The MOE has proposed to change the current NCEA system and bring in three new qualifications:

Moving away from standards - working towards a coherent subject approach.

Phase 5 of the curriculum has been pushed back to 2028-2030

They are also looking at creating new industry aligned standards and consistent packages of learning to support stronger vocational pathways, co-designed with industry experts in areas like construction, automotive engineering and hospitality that can be integrated into the secondary qualification.

We are in a good place now and for any future changes:

We introduced Year 9 and 10 exams in 2024 after following a Mastery system.

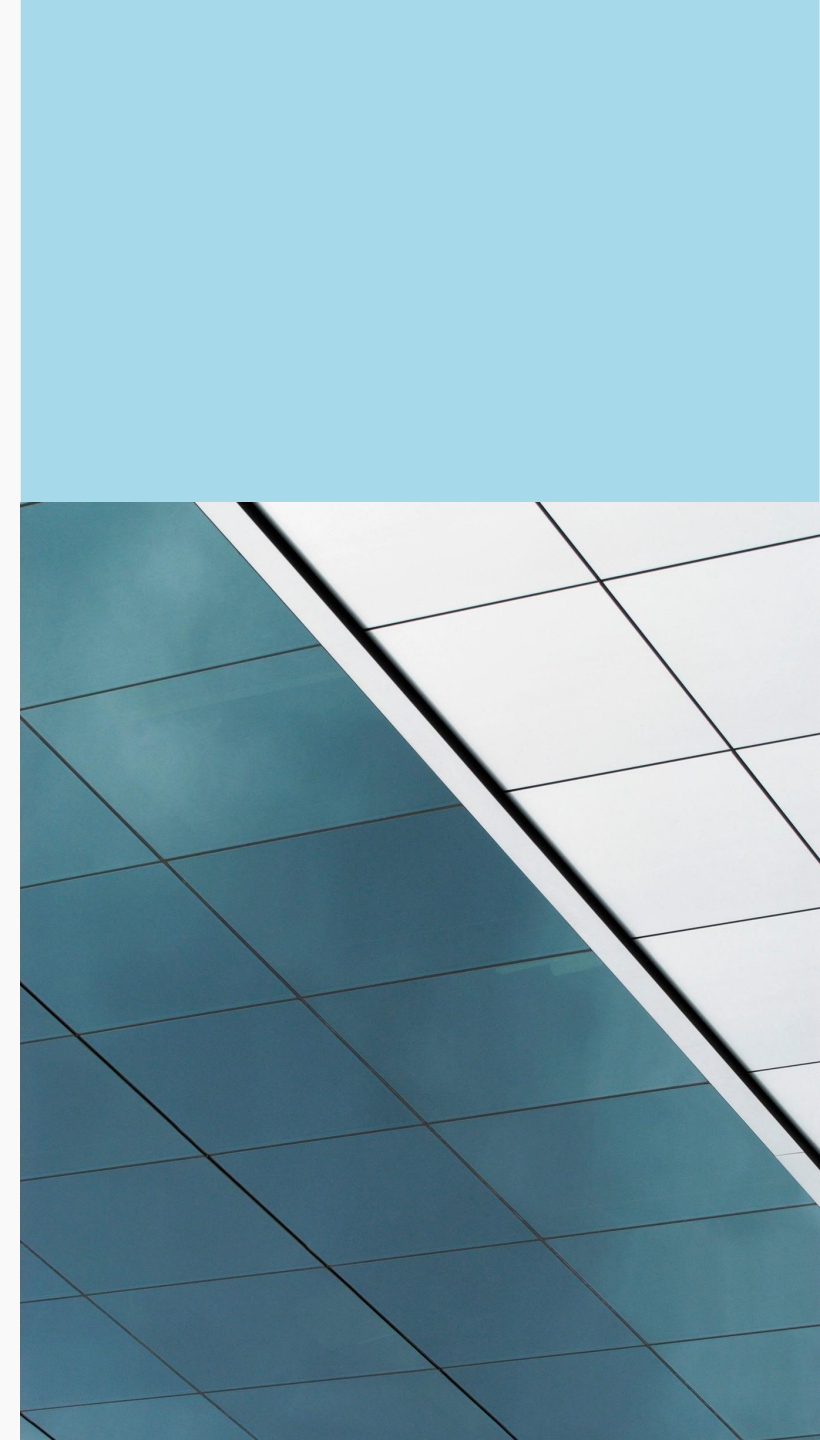
We have high achievement in the numeracy and literacy co-requisites at Year 10 and Year 11.

High results across L1-3 and University Entrance.

Our students are succeeding and achieving well at university.

We are using the standards well and achieving high outcomes in the current system. **Our Elim curriculum is robust.**

With the new curriculum, there is a move to full internal and external marking being done externally by 2029 for consistency and to reduce teacher workload with the changes.



NCEA Overview

Nigel Cato

nigel.cato@elimmtalbert.school.nz

- We will give a complete overview of NCEA in Term 1 next year.
- The following slides cover some key points regarding NCEA L1 as it stands.

National Certificate of Educational Achievement

NCEA is New Zealand's national qualification for senior secondary students

It is part of the the New Zealand Qualifications and Credentials Framework (NZQCF)

NCEA is recognised by all tertiary providers in New Zealand and overseas

NCEA Certificates 2025

NCEA Level	Credits required	Literacy & Numeracy credits required	As from 2024
Level 1 (L1)	80 credits At L1 or above	L1 Literacy (10 credits) L1 Numeracy (10 credits)	60 credits Literacy co-requisite Numeracy co-requisite
Level 2 (L2)	80 credits 20 at L1 or above and 60 at L2 or above	↓	↓
Level 3 (L3)	80 credits 20 at L2 or above and 60 at L3 or above		
University Entrance (UE)	NCEA L3 and 14+ credits in 3 approved subjects	UE Literacy (5 credits L2 reading + 5 credits L2 writing) AND L1 Numeracy	UE Literacy (5 credits L2 reading + 5 credits L2 writing) AND Numeracy co-requisite

NCEA is a Standards-based Qualification

- Standards set in each area of learning within a subject
- Standards have different credit values
- Schools can offer courses combining standards at different levels
- Provides a comprehensive profile of student achievement

Level 1 Numeracy and Literacy Requirements 2025

To be awarded NCEA Level 1, students also must also gain **Level 1 Literacy and Numeracy**.

For most students, this will be achieved through the **Level 1 Numeracy and Literacy Co-requisites**. These are digital exams that are sat during class time and are on offer twice a year to our Year 10 and Year 11 students. There will be a second opportunity in Term 4 this year. To prepare for these tests, it is recommended that students read for 30 minutes each night and complete all tasks and homework in Mathematics class.

Elim Y10 Reading May 25	National Y10/11 Reading May 24	Elim Year 10 Writing May 2025	National Y10/11 Writing May 24	Elim Year 10 Numeracy May 25	National Y10/11 Numeracy 24
89.3%	58.7	82%	55.7%	80.4%	45.6%

Level 1 Numeracy and Literacy Requirements 2025

The standards are:

- **Literacy Reading** - [US32403](#): Read written texts to understand ideas and information (5 credits)
- **Literacy Writing** - [US32405](#): Write texts to communicate ideas and information (5 credits)
- **Numeracy** - [US32406](#): Use mathematics and statistics to meet the numeracy demands of a range of situations (10 credits)

Note: Alongside the five dedicated standards, additional standards can be used to achieve the NCEA co-requisite until the end of 2027.

NZQA Website



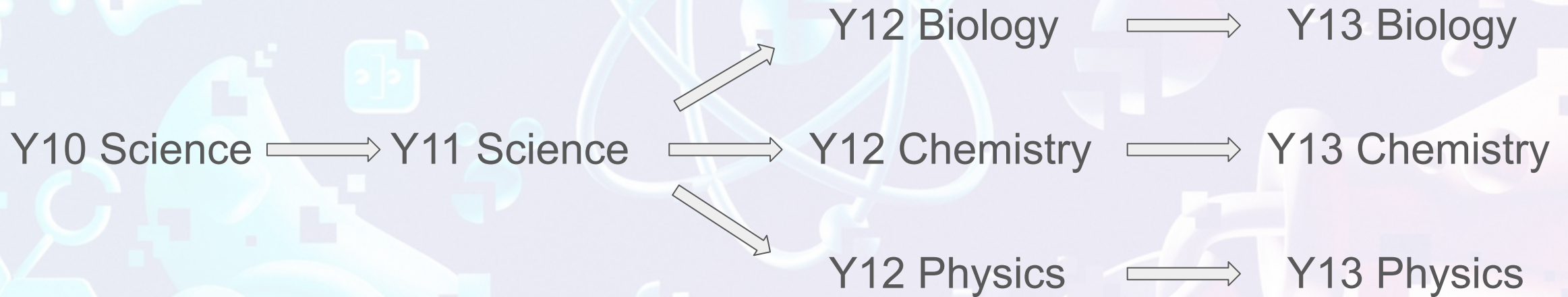
Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Elim Mt Albert student/parent portal





Science - Biology, Chemistry and Physics



Science

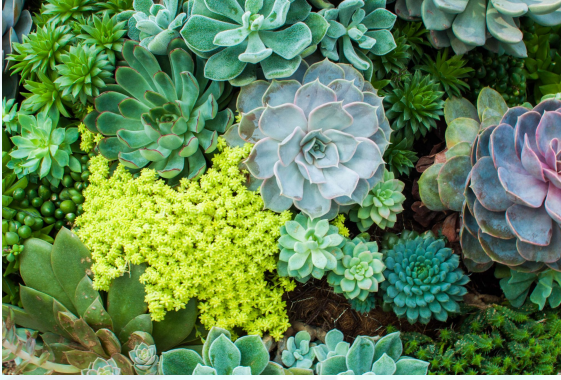
Y11 Science Topics:

Biology - Genetic Variation

Chemistry - Chemical Reactions

Physics - Energy





Biology



Y12 Biology Topics:

- Biology Investigation
- Adaptation
- Cells
- Genetic Variation
- Gene Expression

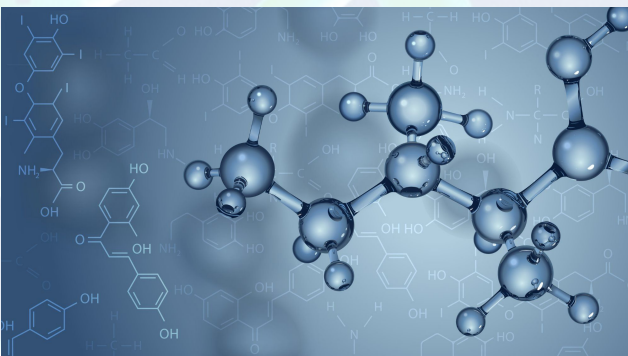
Y13 Biology Topics:

- Plant and Animal Responses
- Speciation
- Human Evolution
- Socio-Scientific Issues
- Homeostasis
- Biotechnology

Career Opportunities:

- Biologist
- Forensic Scientist
- Research Scientist
- Physiotherapist
- Registered Nurse
- Genetic Counselling
- Dentist
- Marine Biologist
- Agriculture
- Biochemist
- Zoologist
- Environmental Health Officer
- Physician Associate
- Biomedical Engineer





Chemistry



Y12 Chemistry Topics:

- Quantitative analysis
- Redox chemistry
- Chemistry in technology
- Structure and bonding
- Organic chemistry

Y13 Chemistry Topics:

- Electrochemistry
- Spectroscopy
- Chemical processes
- Thermochemistry
- Organic chemistry



Career Opportunities:

- Chemical engineer
- Chemist
- Materials scientist
- Geochemist
- Food science
- Biotechnology
- Forensic scientist
- Laboratory technician
- Pharmacologist
- Nanotechnology
- Toxicologist
- Environmental scientist
- Biochemist
- Pharmaceuticals

Physics

Y12 Physics Topics:

- Nuclear Physics
- Mechanics
- Practical Physics investigation
- Electricity
- Waves

Y13 Physics Topics:

- Modern Physics
- Mechanics
- Electricity
- Waves
- Socio-scientific issues

Career Opportunities:

- Electrical Engineer
- Civil Engineer
- Architecture
- Astronomy
- Robotics
- Aerospace Engineer
- Renewable energy research
- Bioengineering
- Nanotechnologist
- Research Scientist
- Optical Engineer
- Nuclear Engineer

PHYSICAL EDUCATION



Y9 Core PE → Y10 Core PE → Y11 Core PE

→ Y10 Sports Science → **Y11 Physical Education** → **Y12 Physical Education** → **Y13 Physical Education**



PHYSICAL EDUCATION



Level 1

1.1 - Apply movement strategies in an applied setting (**Internal**)

1.2 - Demonstrate understanding of how kotahitanga is promoted in movement (**Internal**)

1.3 - Demonstrate understanding of the influence of a personal movement experience on hauora (**External**)

1.4 - Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific (**External**)



PHYSICAL EDUCATION

Level 2 - All Internal

2.2 - Learning a Skill - Theory and Implementation 1 (5 crd)

2.3 - My Training Programme 1 (4 crd)

2.4 - Perform a physical activity in an applied setting (4 crd)

2.8 - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity (3 crd - optional)

2.9 - Plan, deliver and evaluate a Lunchtime Sport competition (3 crd)



PHYSICAL EDUCATION

Level 3 - All Internal

3.1 - My Active Lifestyle - understanding influences on my sporting background (4 crd)

3.2 - Learning a Skill - Theory and Implementation 2 (3 crd - optional)

3.3 - My Training Programme 2 (4 crd)

3.4 - Demonstrate quality performance in sport (4 crd)

3.8 - Apply leadership principles through coaching primary students (4 crd)



PHYSICAL EDUCATION



Career Opportunities:

Health Science (Physiotherapy, Occupational Therapist etc)

Coaching

Elite athlete development

Sports Marketing & Business

PE teaching

Outdoor Instructor

Community Sport Development

Exercise Physiology

Dietitian/Nutrition

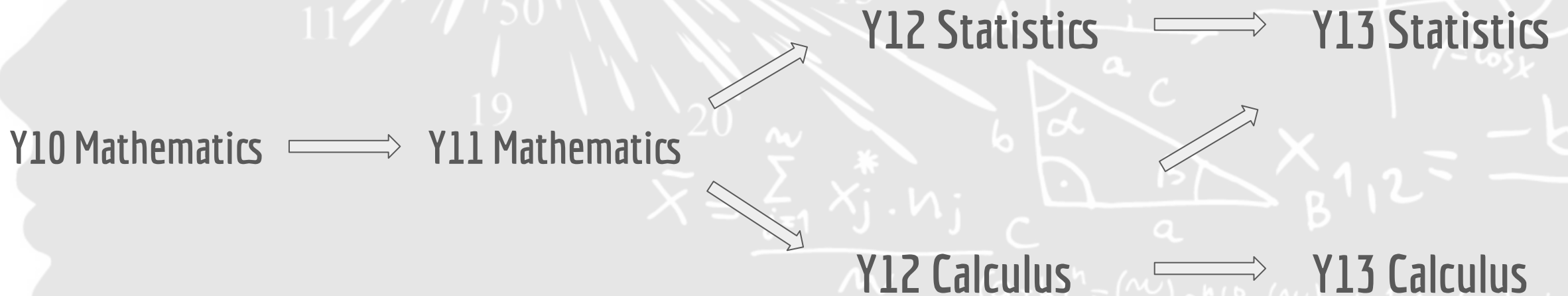
Sports science/data analyst

Social Work/Youth Wellbeing

Fitness Instructor / Personal Trainer



Mathematics and Statistics



Mathematics for Y11

4 Achievement Standards:

- 1.1 - Exploring Data (Internal assessment) 5 credits
- 1.2 - Mathematical Methods (Internal assessment) 5 credits
- 1.3 - Statistical and Mathematical Interpretation (External assessment) 5 credits
- 1.4 - Mathematical Reasoning (External assessment) 5 credits

Mathematics for Y12

Achievement Standards for both statistics and calculus:

2.1 - Coordinate Geometry (Internal)

2.2 - Graphs (Internal)

2.4 - Trigonometry (Internal)

Statistics

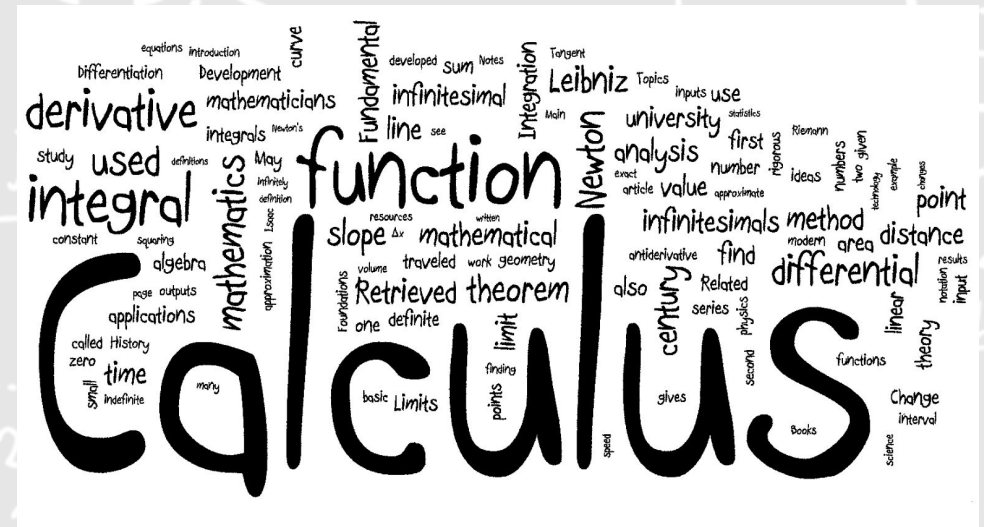
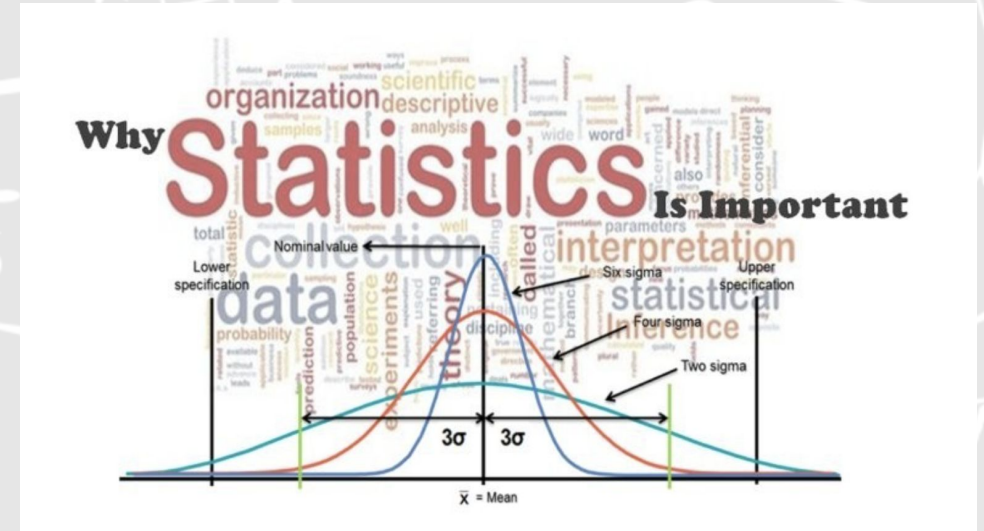
2.9 - Inference (Internal)

2.12 - Probability (External)

Calculus

2.6 - Algebra (External)

2.7 - Calculus (External)



Statistics for Y13

Achievement Standards offered:

3.9 - Bivariate Data(Internal)

3.8 - Time Series (Internal)

3.11 - Statistical Experimental Design (Internal)

3.12 - Statistically Based Reports (External)

3.13 - Probability Concepts (External)

1. Statistics Pathway

Year Level	Topics / Standards Covered
Year 10	Introduction to data handling, averages, probability
Year 11 (NCEA Level 1)	Investigating data, exploring chance and data, introductory probability
Year 12 (NCEA Level 2)	Inference (confidence intervals), experimental design, simulations
Year 13 (NCEA Level 3)	Bivariate data, time series, formal inference, probability distributions
Tertiary	Statistics, data science, business analytics, social science research

Careers: Data analyst, economist, marketing analyst, policy advisor, psychologist, medical research, actuarial science

Calculus for Y13

Achievement standard offered:

3.3 - Trigonometric Methods (**Internal**)

3.5 - Complex Numbers (**External**)

3.6 - Differentiation (**External**)

3.7 - Integration (**External**)

2. Calculus Pathway

Year Level	Topics / Standards Covered
Year 10	Algebra, linear/quadratic equations, basic graphs
Year 11 (NCEA Level 1)	Algebra, graphing, patterns, introductory trigonometry
Year 12 (NCEA Level 2)	Quadratics, exponentials, trigonometry, calculus introduction
Year 13 (NCEA Level 3)	Advanced calculus (derivatives, integrals), complex algebra
Tertiary	Engineering, physics, pure maths, computer science, economics (math-heavy fields)

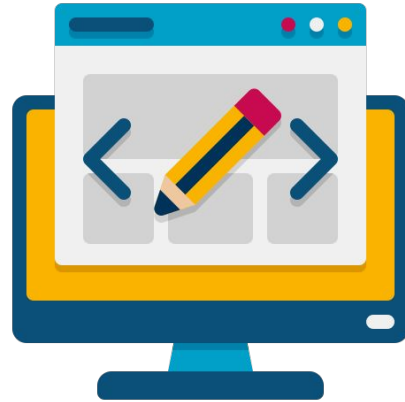
Careers: Engineer, physicist, software developer, architect, mathematician, data scientist, pilot

Note: Many students choose to take both pathways in Year 12 or 13, especially if they are pursuing careers in science, economics, or data science.

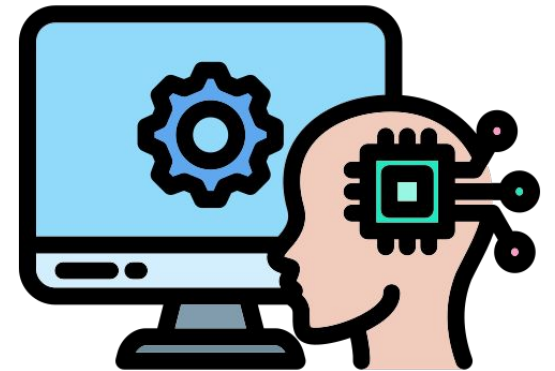
Digital Technology - Year 11



Computer programming



Website design
& development



Human-computer
interfaces

Digital Technology - Year 12/13



Game design

Skill development



Inquiry



Design



Development



Summary

Digital Technologies career pathways



Software development

- Software developer
- Mobile app developer
- Game developer



Web & user experience

- Web developer
- UI/UX designer
- Front/Back-end developer



Cybersecurity & IT support

- Cybersecurity analyst
- IT support specialist
- Network administrator



Data and AI

- Data analyst / scientist
- Machine learning engineer
- AI developer



Digital Design & Media

- Digital designer
- Animator / 3D Modeller
- Multimedia specialist



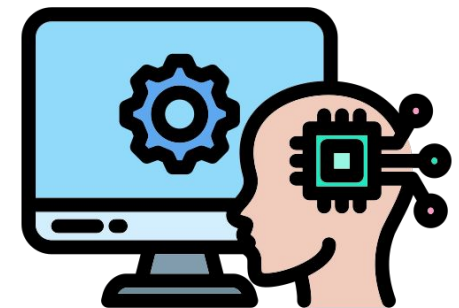
Technology & business

- Business analyst
- Tech project manager
- Product owner

Even if students don't pursue a tech-specific job, skills learned in digital technologies — like problem-solving, logical thinking, project management, and digital literacy — are valuable in nearly every industry.

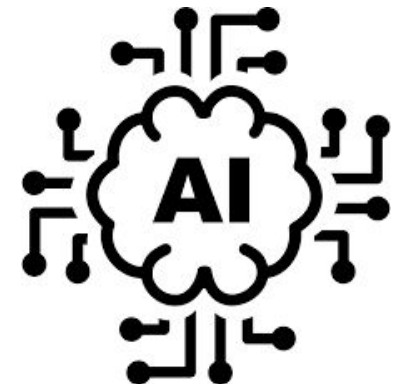
Digital Technology - Year 11

- 1.1 - Create a computer program (5 credit internal)
- 1.4 - Design a digital technologies outcome (5 credit external)
- 1.2 - Develop a digital technologies outcome (5 credit internal)
- 1.3 - Demonstrate understanding of usability in human-computer interfaces (5 credit external)



Digital Technology - Year 12

- 2.7 - Use advanced programming techniques to develop a computer program (6 cr int)
- 2.8 - Use advanced processes to develop a digital technologies outcome (6 cr int)
- 2.2 - Apply conventions to develop a design for a digital technologies outcome (3 cr int)
- 2.5 - Use advanced techniques to develop a digital media outcome (4 cr int)
- 2.10 - Present a summary of developing a digital outcome (3 cr ext)
- 2.9 - Demonstrate understanding of a computer science concept (3 cr ext)



Digital Technology - Year 13

- 3.7 - Use complex programming techniques to develop a computer program (6 cr int)
- 3.8 - Use complex processes to develop a digital technologies outcome (6 cr int)
- 3.2 - Apply user experience methodologies to develop a design for a digital technologies outcome (3 cr int)
- 3.4 - Use complex techniques to develop a digital media outcome (4 cr int)
- 3.10 - Present a reflective analysis of developing a digital outcome (3 cr ext)
- 3.9 - Analyse an area of computer science (3 cr ext)



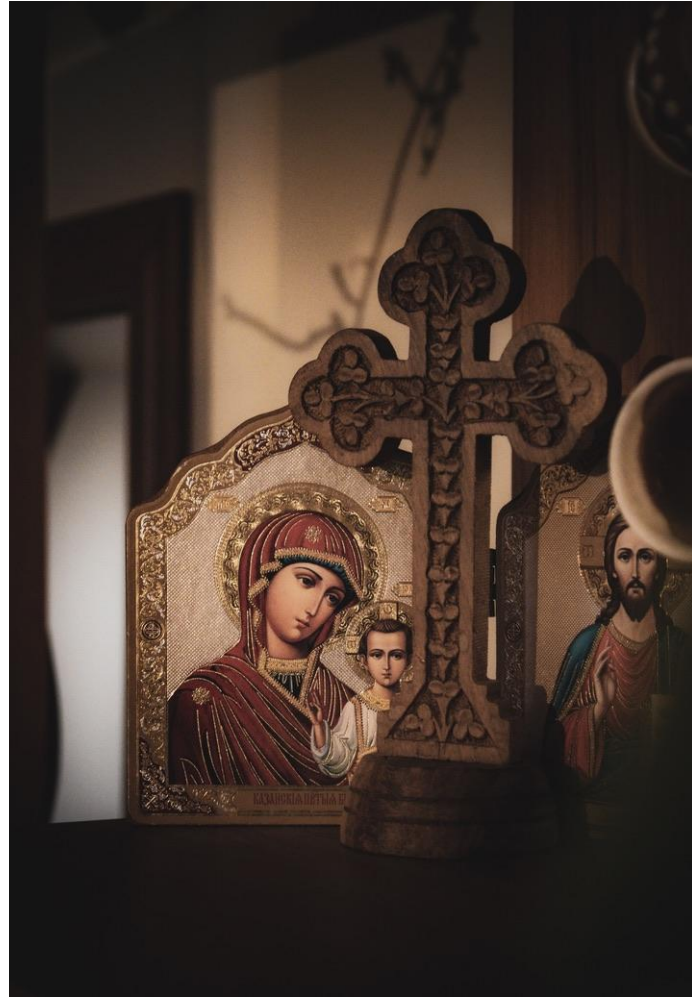
VISUAL ARTS



CREATIVE INDUSTRIES



CREATIVE THINKING



SKILLS AND TALENTS



Y11 VISUAL ARTS

3 Assessments (1 internal / 2 external)
15 Credits

- A practical course with a diverse range of art activities.
- Developing skills: drawing, painting, design and photography.
(student can elect Design, Painting or Photography in Year 12)
- Gain understanding of New Zealand and Polynesian Art.



5 Credits



Painting



Photography



Mixed Media: Painting and Photography

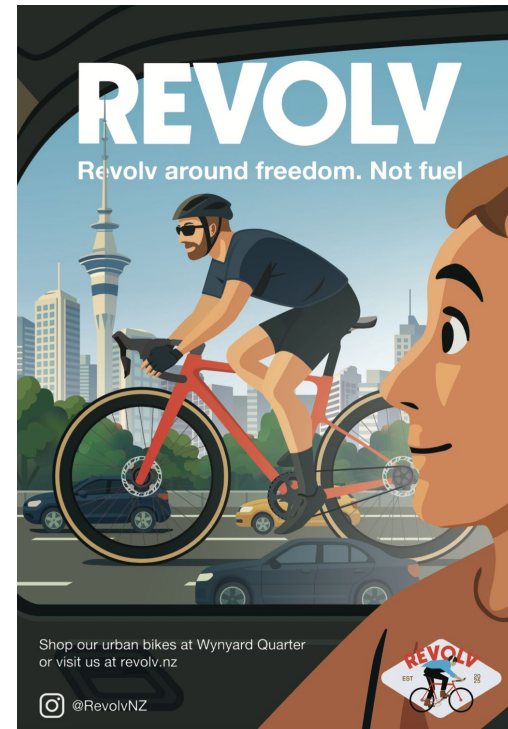
Y12 & 13 DESIGN

3 Assessments

(2 internals/ 1 external- folio submission)

Y12: 20 Credits / Y13: 22 Credits

- Provide a strong foundation for tertiary study in Design field.
- Largely digital outcomes using Adobe programme.
- Brand design. Product and business promotional graphics.



Y12 & 13 PAINTING

3 Assessments

(2 internals/ 1 external- folio submission)

Y12: 20 Credits / Y13: 22 Credits

- Provide a strong foundation for tertiary study in Art.
- Engaging in research and practical works including analytical drawing, composition drawings, colour media and painting.



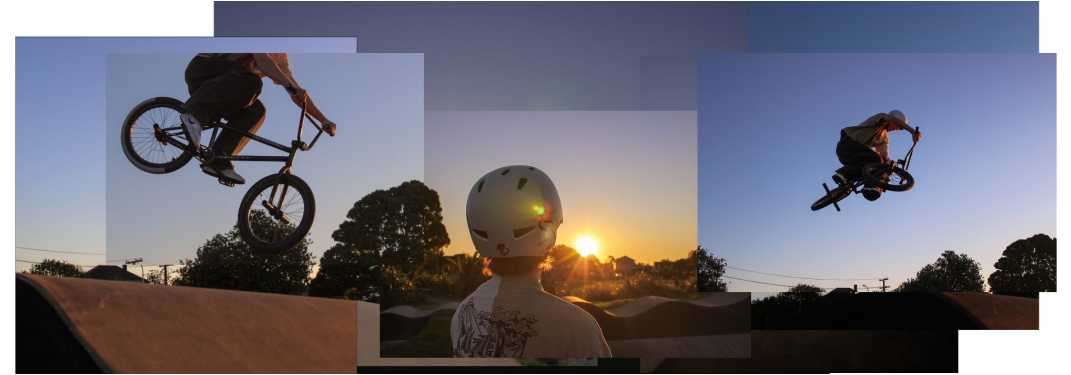
Y12 & 13 PHOTOGRAPHY

3 Assessments

(2 internals/ 1 external- folio submission)

Y12: 20 Credits / Y13: 22 Credits

- Learn to use DSLR Camera.
*required to have access to a DSLR camera for this course.
- Largely digital outcomes using Adobe programme.
- Focus on the skill of Photography as Fine Art.



PATHWAYS

Digital and Multi-media

2D or 3D modeller or artist
Game artist
Animator
Digital designer
Marketing and social media designer
Product designer
TV and film producer

Education

Secondary art teacher
Tertiary lecturer or tutor

Fashion and Textiles

Dressmaker
Fashion designer
Pattern/ Textile maker and grader
Production manager
Stylist

Fine Art

Graphic illustrator
Commercial artist
Special effects
Painter

Graphic Design

Advertising
Branding and marketing advisor
Graphic designer
Signwriter
Typographer

Photography

Photographer- Advertising,
events, fashion etc
Videographer
Content Creator

Product Design

Ceramics/ pottery
Industrial designer
Jeweller
Transport designer

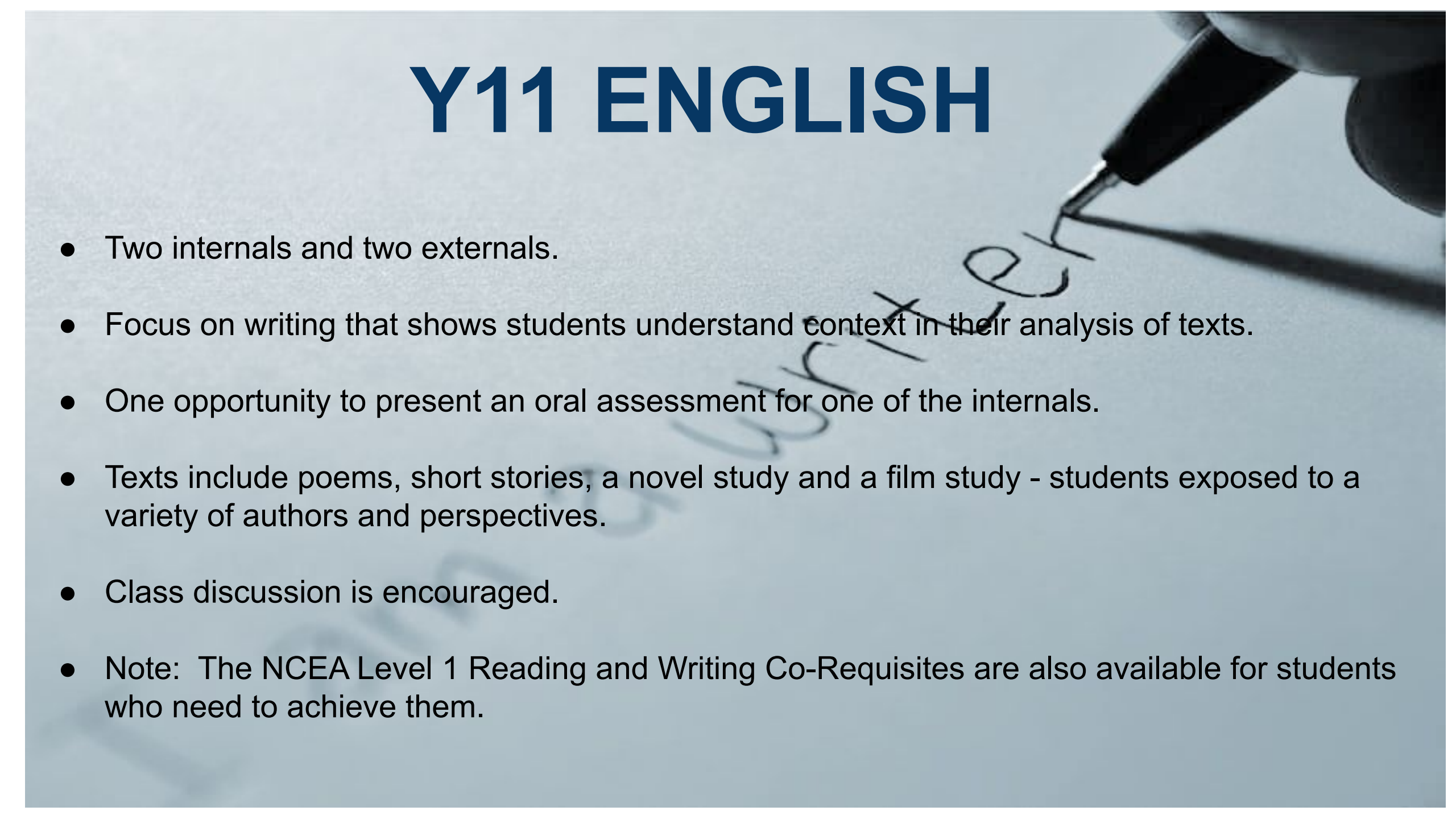
Spatial Design

Architect
Interior designer
Landscape architect and designer
Urban planner

Writing and Analytical

Art historian
Art critic
Curator
Curriculum designer
graphic novelist

Y11 ENGLISH



- Two internals and two externals.
- Focus on writing that shows students understand context in their analysis of texts.
- One opportunity to present an oral assessment for one of the internals.
- Texts include poems, short stories, a novel study and a film study - students exposed to a variety of authors and perspectives.
- Class discussion is encouraged.
- Note: The NCEA Level 1 Reading and Writing Co-Requisites are also available for students who need to achieve them.

Y12 &13 ENGLISH

Literature and Communication

- University Entrance Literacy/University entrance (14cr)
- Critical analysis of studied and unfamiliar written and visual texts.
- Articulate written and verbal communication.

Internal

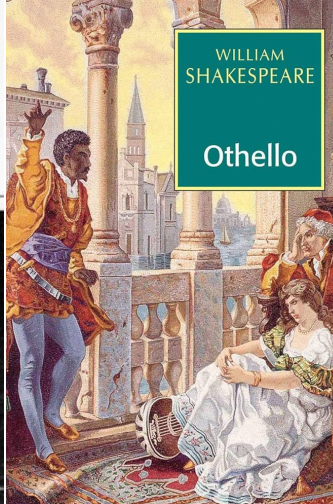
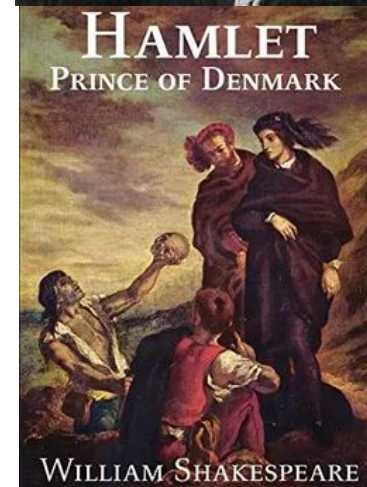
2.4/3.4	Writing Portfolios (6 UE W Credits)
2.8	Research (4 R Credits)
3.7	Connections (4 Credits)
2.10/3.9	Close Viewing (3 Credits)

External

2.1 and 3.1	Written Texts Essay (4 R OR W Credits)
2.2 and 3.2	Visual Texts (4 W Credits)
2.3 and 3.3	Unfamiliar Texts (4 R OR W Credits)

Both courses have a total of 25 possible credits.

ARTHUR
MILLER
THE CRUCIBLE



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Gump

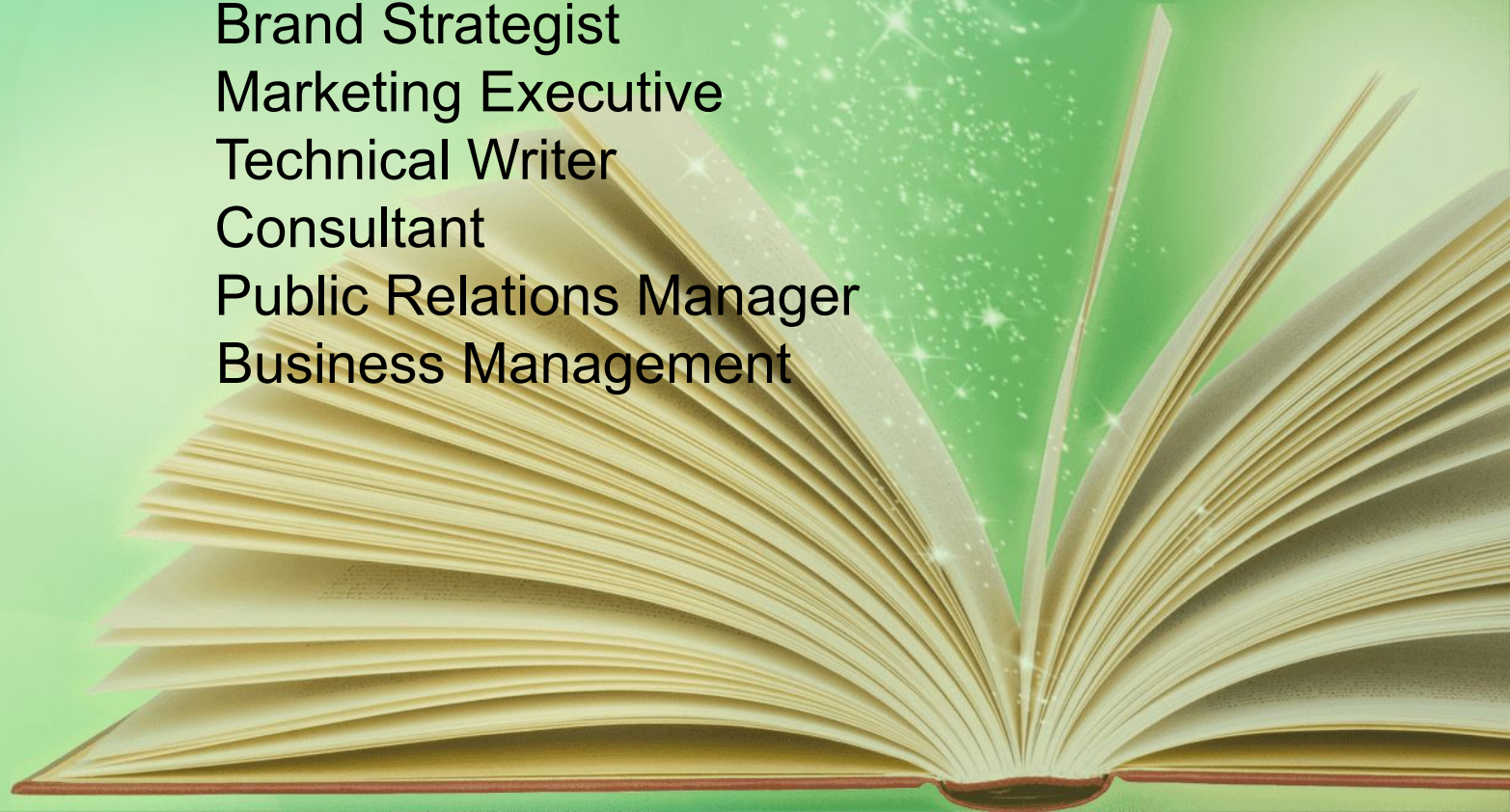


ENGLISH PATHWAYS

Note: Clear and effective written and verbal communication is highly valued and sort after by employers and universities.

Publisher
Communications Manager
Human Resource Manager
Editor
Social Media Manager
Content Manager
Journalist
Politician
Lawyer

Brand Strategist
Marketing Executive
Technical Writer
Consultant
Public Relations Manager
Business Management



Year 11

Compulsory - Optional

All of...

English

Maths

Science

Two of...

Geography

History

PE

Digital Tech

Art

Music

Y11 -13 Geography



Geography is about...



People

INTERACTION



Places and
Environments

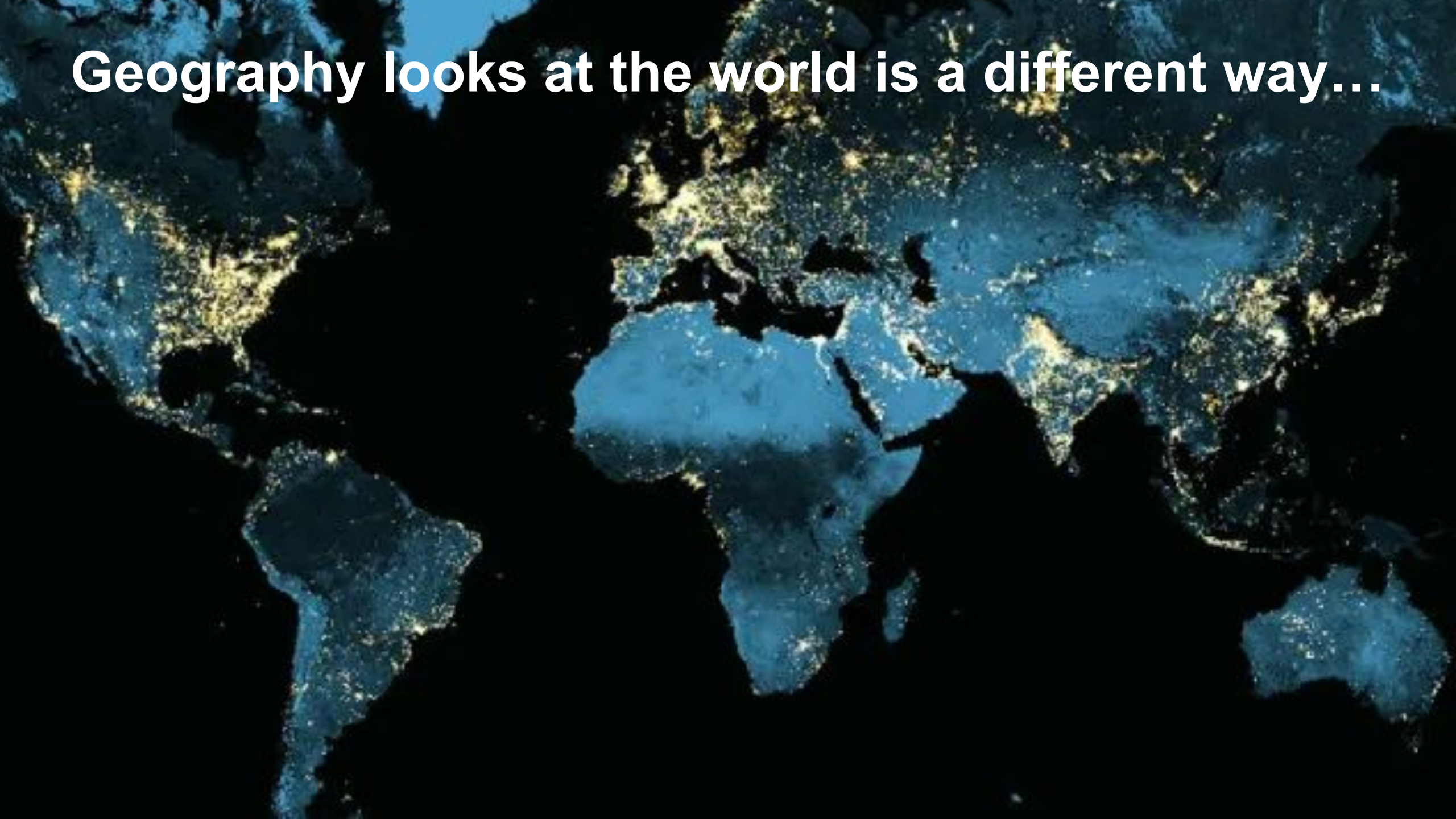


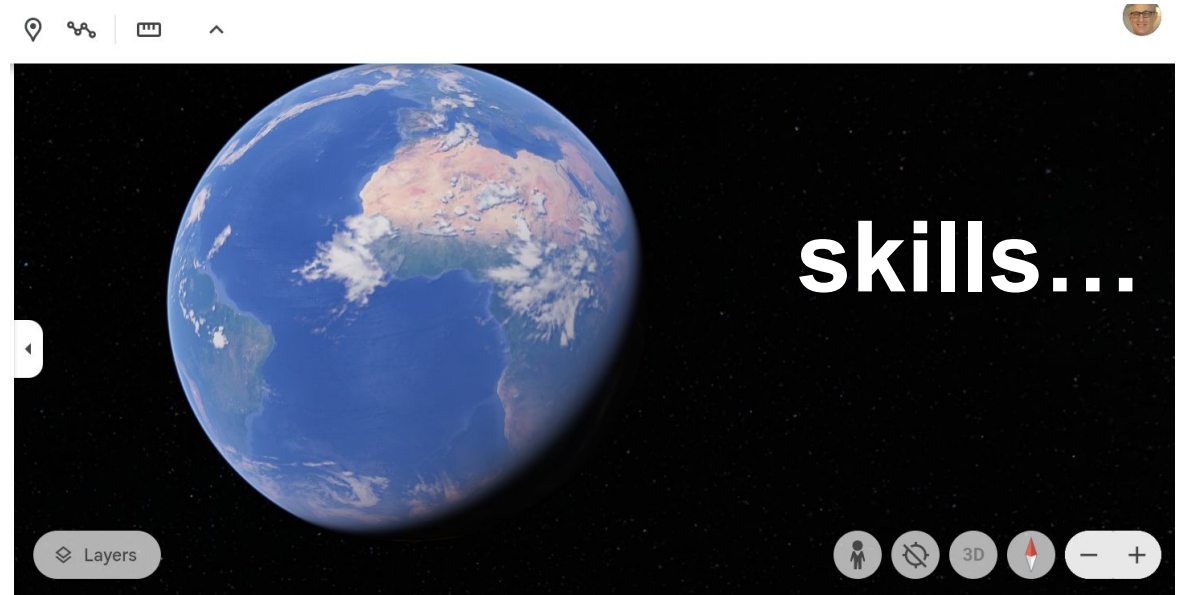
**... and not always in
a good way!**

Geography asks...

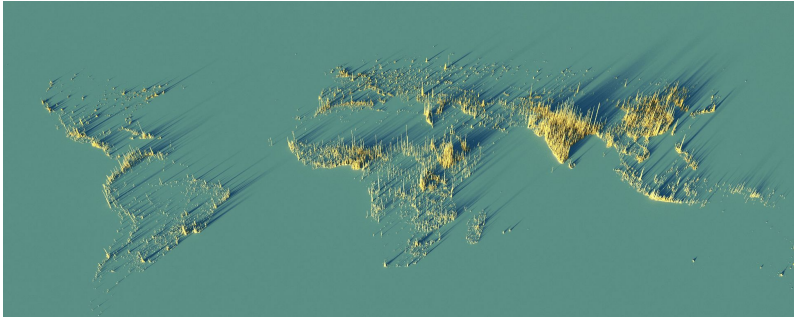


Geography looks at the world is a different way...





11 Geography



Global Population Patterns

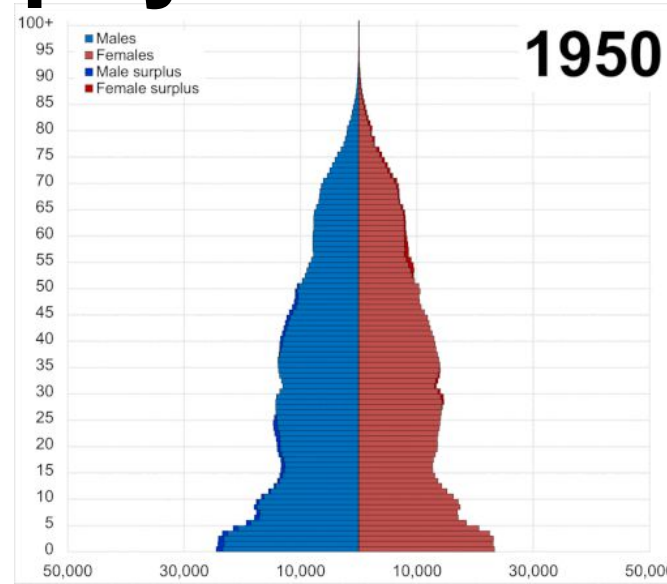


Chart of the Week

THE WORLD'S 20 MOST POPULOUS MEGACITIES (2010 - 2100)

A total of 13 African cities will surpass New York in size over the next 80 years

2010 TOP 20 CITIES BY POPULATION



SOURCE: Global Cities Institute

visualcapitalist.com



Weather and Climate

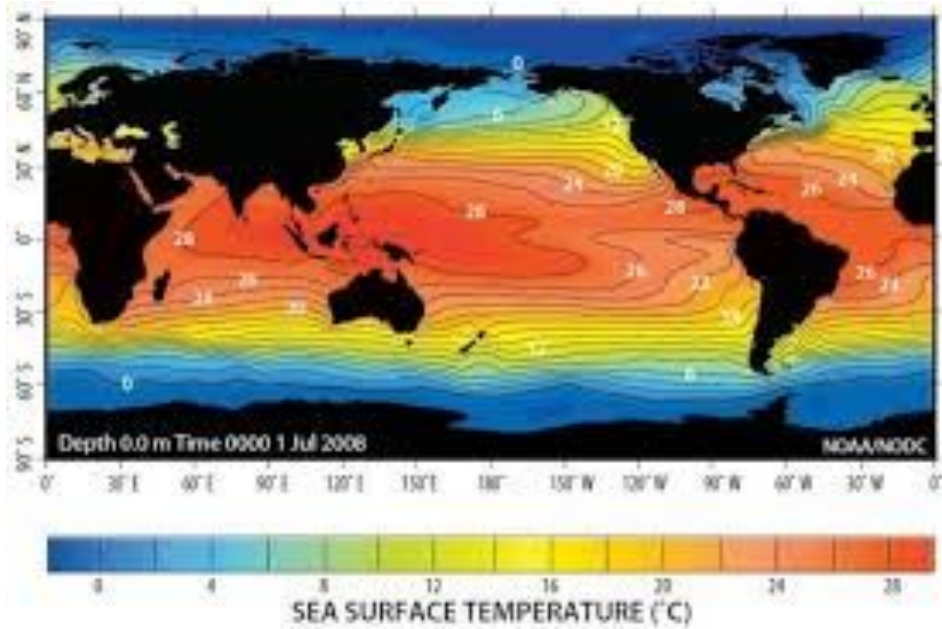


Coastal Environments



12/13 Geography

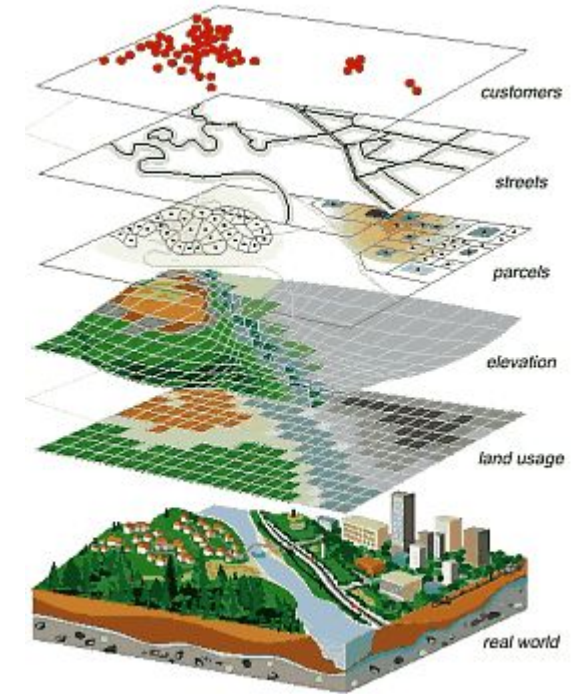
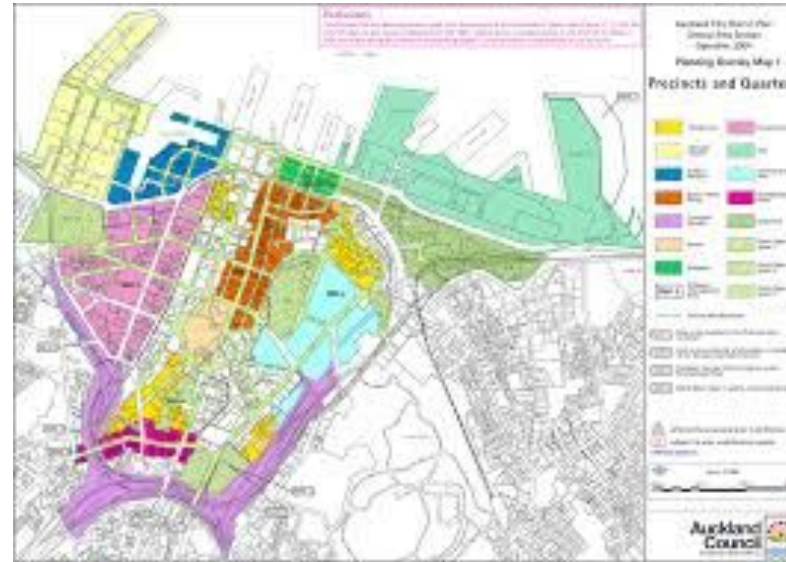
Global Patterns



Geographic Issues



Geographic Information Systems



Geographic Fieldwork Research

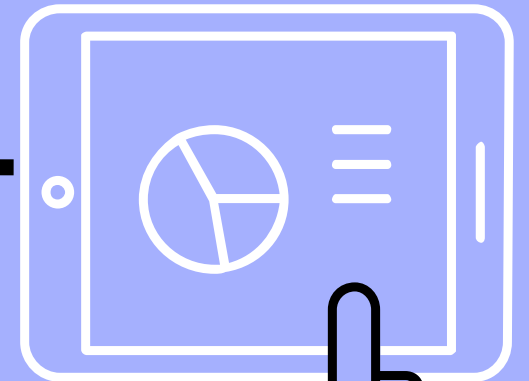
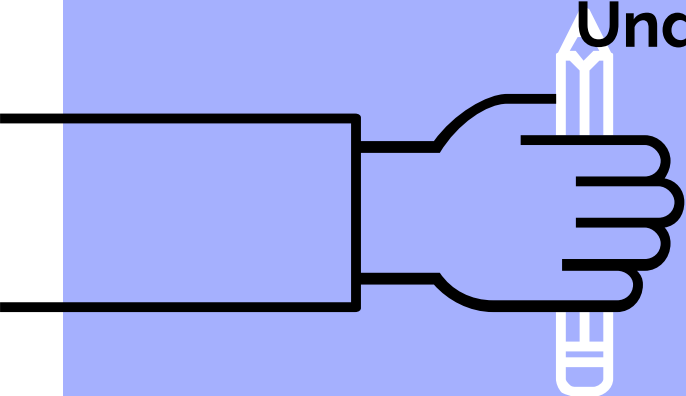
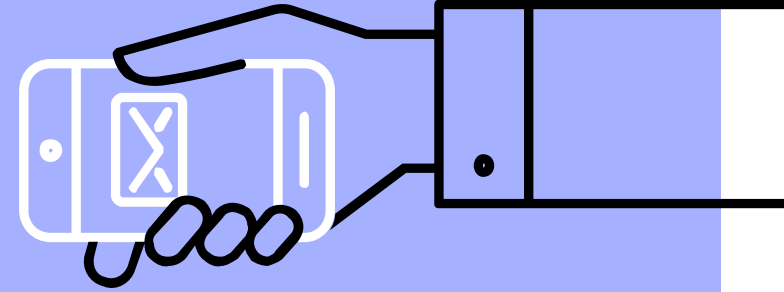
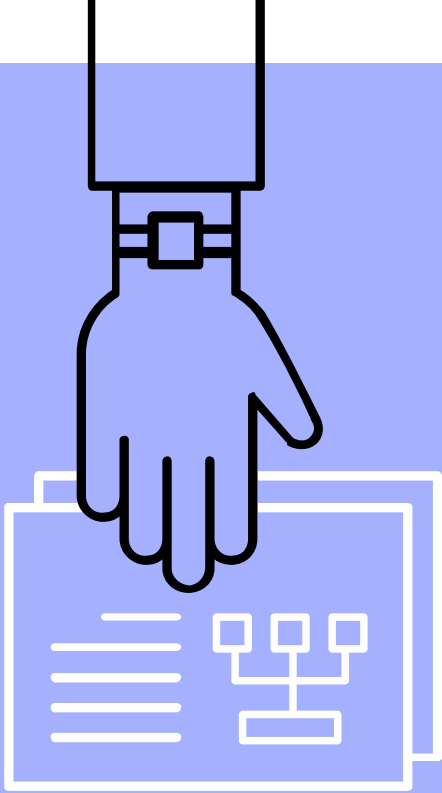
Energy Biosphere
Population Ecosystem
Land Agent Conservation Climatologist
Epidemiology Dendrochronology GIS
Conservationist Meteorologist
National Parks Archivists
Remote Sensing Human Development
Cartographer Community Developer
Market Researcher Environmental Engineer
Transportation Environmental Consultant
Logistics Recycle Aerial Photography Maps
Hazardous-Waste Demographic Location Expert
Urban-Regional
Culture Urbanization Surveyor Atmosphere
Ethnicity Geopolitics Travel
Distribution

Geography

Tourism

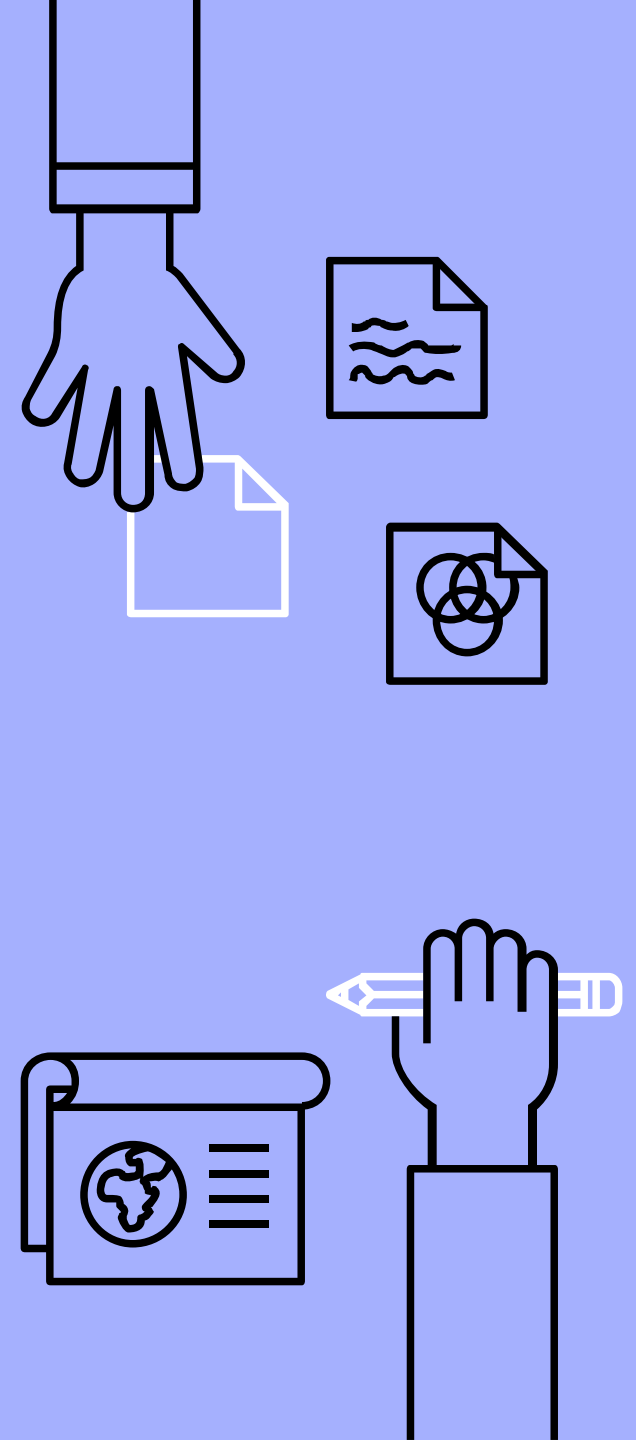
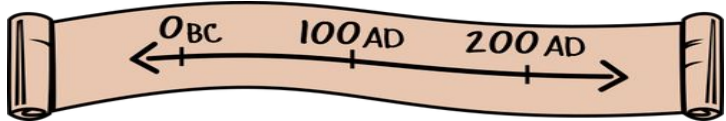
YEAR 11 - 13 HISTORY

Understanding the Past, Shaping the future



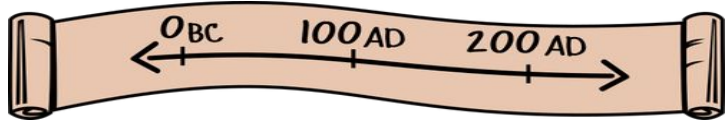
WHAT IS HISTORY?

- Studying past events, people, and societies
- Exploring how they have shaped the world we live in today
- Analyzing evidence and understanding different perspectives
- Uncovering the connection between the past and present



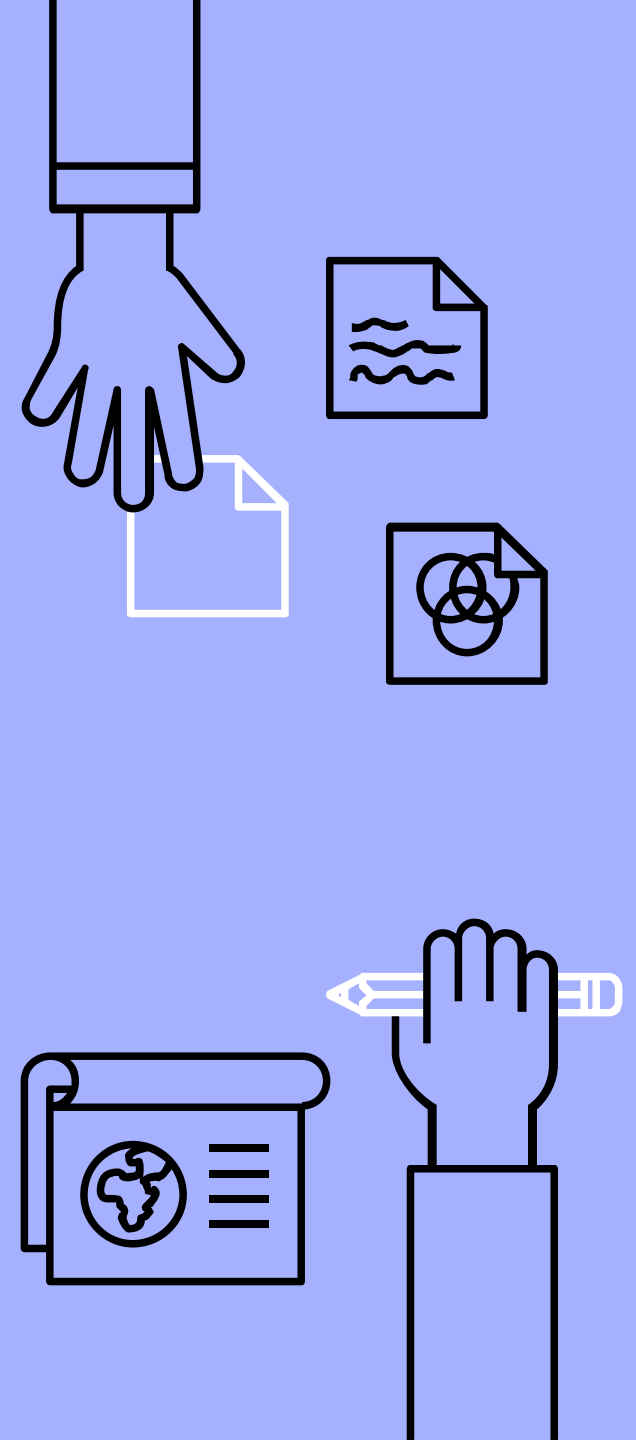
WHY HISTORY MATTERS

- By studying history you gain ... insights into the forces that have influenced cultures, governments, and ideas, helping us to better understand our own identity and complexities of the world.



SKILLS

- **Analytical Thinking:** Evaluating evidence and interpreting complex information.
- **Research:** Conducting thorough investigations and synthesizing data.
- **Communication:** Crafting persuasive arguments and effective presentations.
- **Cultural Competence:** Understanding and appreciating diverse historical contexts and perspectives.





Y11 - 13 History Assessments

Assessments

Internals

L1 → 1.1 | 1.2

L2 → 2.1 | 2.2 | 2.4

L3 → 3.1 | 3.2 | 3.4

Externals

L1 → 1.3 | 1.4

L2 → 2.3 | 2.5

L3 → 3.3 | 3.5

Overall Credits

Level 1: 20

Level 2: 23

Level 3: 25

Topics this year

World history: *Origins of World War II, Cambodian Genocide*

New Zealand history: *1981 Springbok Tour, New Zealand Land Wars*

PATHWAYS

Law: Legal research, advocacy, and policy analysis.

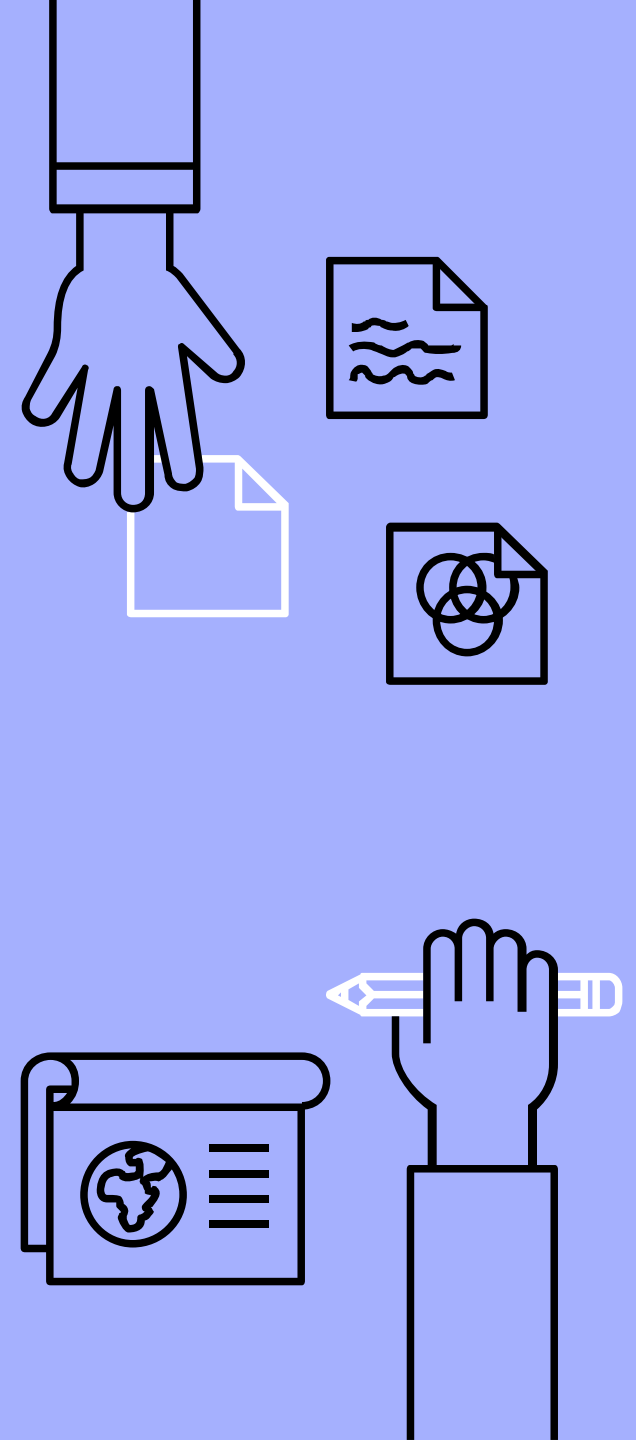
Media & Journalism: Research, writing, and reporting on historical and current events.

Education: Teaching at various levels, curriculum development.

Public History & Museums: Curation, archival work, and heritage management.

Government & Public Policy: Informing decisions with historical insight and analysis.

Non-Profit & Advocacy: Working with organizations focused on history, culture, and education.





Music

*Use guitars to reinforce your
Hallelujahs!*

*Play His praise on a
grand piano!*

*Compose your own new
song to Him; give Him a
trumpet fanfare.*

Psalm 33:2-3 (MSG)

Solo Performance

1.2 Demonstrate music **performance** skills (5)

- *One solo and one group performance OR two solo pieces.*
- **Internal**

Composition

1.4 Shape music ideas to create an original **composition** (5)

- *Compose one substantial piece of music using a score, recording and written description to present your ideas.*
- **External**

Theory + Aural

1.1 Use **music skills** in a music style (5)

- *Use a range of music skills to recreate a song.*
- *Demonstrate your ability to hear music and represent it.*
- **Internal**



Performance

2.1 **Perform** two substantial pieces of music as a featured soloist (6) **Internal Compulsory**

Additional options:

2.2 **Perform** a substantial piece of music as a featured soloist on a second instrument (3) **Internal**

2.3 Demonstrate ensemble skills by **performing** a substantial piece of music as a member of a group (4) **Internal**

Composition

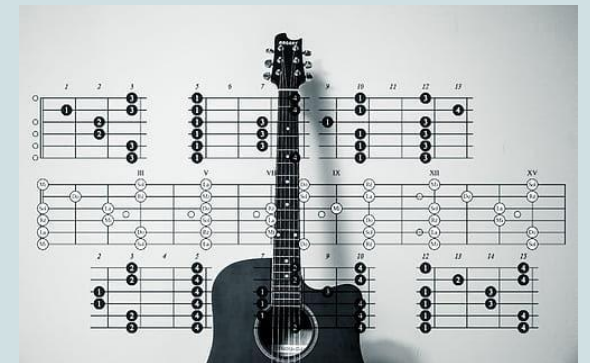
2.4 **Compose two** substantial pieces of music (6) **Internal Compulsory**

Additional option:

2.8 Devise an **instrumentation** for an ensemble (4) **External**

Theory + Aural

2.6 Demonstrate knowledge of conventions in a range of **music scores** (4) **External Compulsory**



Performance

- 3.1 **Perform** two programmes of music as a featured soloist (8) **Internal**
- 3.2 **Perform** a programme of music as a featured soloist on a second instrument (4) **Internal**

Composition

- 3.4 Communicate musical intention by **composing** three original pieces of music
- 3.11 **Compose** three original songs that express imaginative thinking. (4) **Internal**
- 3.9 Create **two arrangements** for an ensemble (4) **Internal**

Musicology/Research

- 3.10 **Research** a music topic (6) **Internal**

Theory + Aural

- 3.5 Integrate **aural skills** into written representation (4) **External**
- 3.6 Demonstrate understanding of **harmonic and tonal conventions** in a range of music scores (4) **External**



Why study music?

Studying Music can...

Boost overall school improvement
Builds imagination and intellectual curiosity
Enhances memorisation skills
Boosts reading and language skills
Develops spatial intelligence
Integrates many different subjects

Achieve higher scores
Teaches discipline
Improves concentration
Develops creative thinking
Builds confidence
Relieves stress:)



*Te toi whakairo,
ka ihiihi, ka wehiwehi,
ka aweawe te ao katoa.*

Artistic excellence
makes the world
sit up in wonder.

Te Kura / Correspondence



 Te Kura



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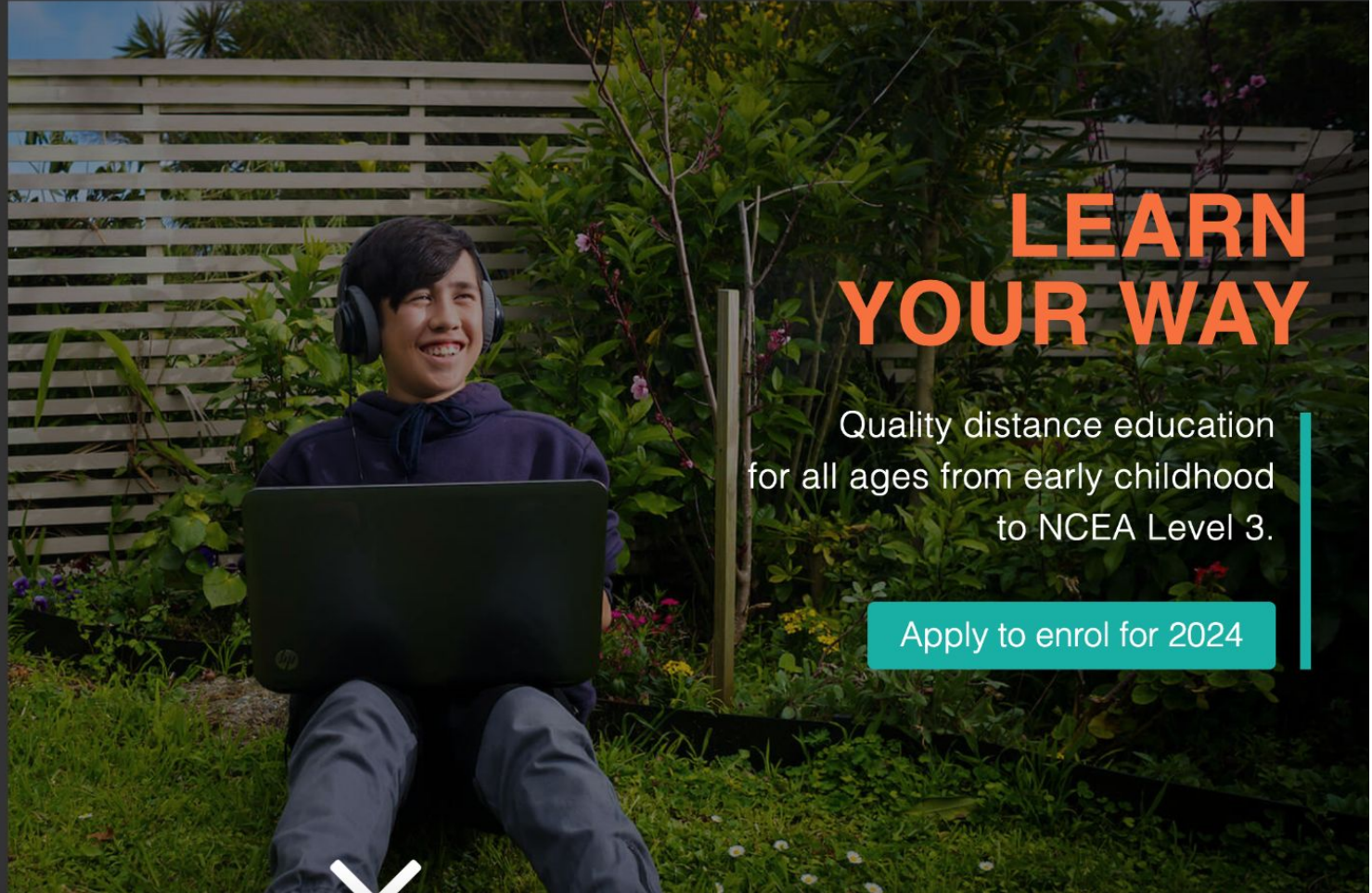
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The majority of Te Kura's courses are delivered online. Learning online allows students to:

- interact with each other and their teacher in a password-protected online classroom
- collaborate with other students
- communicate with their teacher online
- access and participate in online learning activities
- record their learning in digital formats
- learn digital literacy skills in a safe and supportive environment.



Careers



AUT University	University of Auckland	University of Canterbury	Lincoln University
Massey University	University of Otago	Victoria University of Wellington	The University of Waikato

The background image shows two female students in school uniforms (dark blazers, white shirts, and red scarves) standing behind a counter. On the counter is a box filled with colorful, individually wrapped snacks. Behind them are several travel brochures and a sign that says "TRAVEL AGENCY". The students are smiling and appear to be presenting the counter.

Gateway/Pathways

Gateway

- **access to structured workplace learning integrated with school-based learning**
- **at least 20 unit standards credits**
- **we currently have 10 students**



Supports students to undertake learning and assessment in the workplace.

Schools are funded to coordinate this activity to ensure students' educational and employment needs are met.

Programme provides broader educational options and strengthens pathways for secondary school students to further education and training or employment.

Pathways

- Pathways Education provides learning opportunities to develop the foundation skills required to move successfully between school and work, be prepared for further education and move into paid employment or work in the voluntary sector.
- NCEA L1 & L2
- Done through Te Kura
- Examples: Health & Safety, CV, Interviews, Employment rights, Incident reports, Anger management, Customer service, Personal presentation, Forward planning, Time management etc.



Q & A

Adjournment

