



*Student Guide*  
Junior College 2021

# YOUR STAFF



**Mike Fowler**  
Principal



**Rowan Milburn**  
Associate Principal



**Marie Stribling**  
Deputy Principal



**Jenni Holden**  
Deputy Principal



**Suzanne Waters**  
Director of Students



**Kathy Constable**  
Director: Learning  
Enhancement & SENCO



**Tracy Murphy**  
Year 9 Adviser



**Anna Williams**  
Year 10 Adviser

# Student Guide

Junior College 2021

## Nau mai, haere mai, ki Te Puna Wai o Waipapa Welcome to Hagley!

Hagley is a great place. It is an all age community college. It is a multi-cultural community with a **strong whānau** and a large number of international students. It is a co-educational community in which equal opportunity is valued. Staff are all addressed by first name. We welcome back students who have been part of our College before and we extend a very warm welcome to our new students. The good news is there are many new students so you don't 'look new' as you might at other schools. People come here from all parts of the city and all sectors of the community. We expect every person on the campus to make sensible use of their time, respect the opinions of others and care for the facilities provided. We aim to provide an adult learning environment.

### *Beginning of the Year*

This can be a difficult time for both students and staff! Please be patient and anything you are unsure of, please ask. **If you are lost or uncertain - go to the main reception area.**

# Hagley Junior Graduating College

## Contract of Learning

Your Contract of Learning was agreed to and signed when you enrolled. Below is a copy of the Contract of Learning which aims to provide you with the best opportunities to be a successful learner.

### College Goals

#### Our goals for you are to:

- Feel safe, happy and supported at school
- Fully engage with your programme of study
- Successfully prepare you for further learning and life beyond school
- Become a motivated and independent learner
- Live out the Hagley values of Respect, Trust, Integrity and Responsibility.

### Parent Goals

#### Our goals for you are to:

- Do your best in your learning programmes
- Feel safe and secure while at the College
- Enjoy your learning at Hagley
- Make the most of opportunities offered
- Be proud of what you achieve.

### Student Goals

#### My broad goals are to:

- Be a successful learner
- Take advantage of the opportunities at Hagley and make a genuine effort in them
- Feel proud of what I achieve.

## Graduation

The Hagley Junior College is a two year college for students at National Curriculum Levels 4 (Year 9) and 5 (Year 10). It is a learning facility that specialises in student-centred learning strategies. Its goal is to make students successful learners and prepare them for advanced study in secondary education and beyond.

Each successful student will be awarded a graduating Te Putanga Certificate to demonstrate that every student graduating will have reached a level of learning to successfully equip them for advanced study in the Senior Secondary College.

### College Responsibilities

#### To support your learning we agree to:

- Provide a safe learning environment
- Provide expert teachers
- Emphasise student-centred learning
- Meet the National Curriculum
- Assess your needs
- Support and extend your learning
- Monitor and report on your progress
- Measure your success.

### Parent Responsibilities

#### To support your learning I/we agree to:

- Create a learning environment at home
- Encourage and supervise homework
- Be positive about your learning
- Be responsive to and supportive of the College.

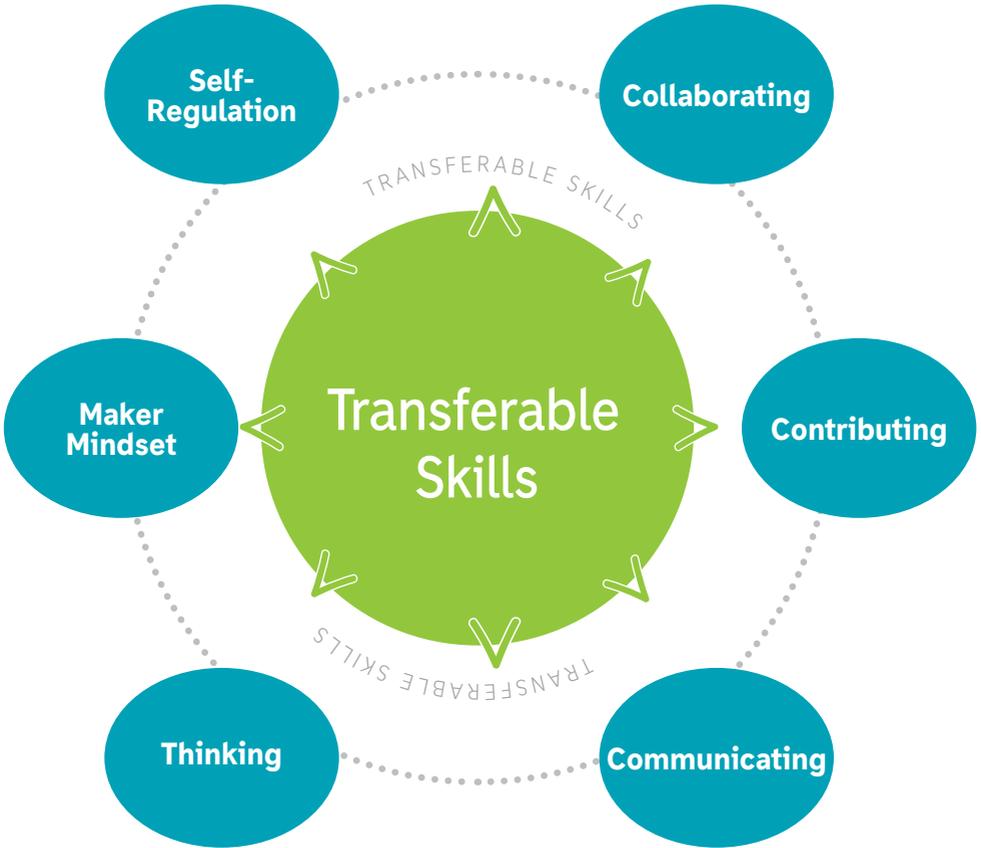
### Student Responsibilities

#### To support my learning I agree to:

- Regularly attend my classes
- Be on time
- Be prepared with the correct materials
- Complete my work
- Positively participate in all my classes
- Live out the Hagley values of Respect, Trust, Integrity and Responsibility.

# Te Putanga ("The Emergence")

This is the system we use in the Junior College to assess and report on your progress in the transferable skills:



# At Hagley We Value



## Mana RESPECT

FOR HAGLEY STUDENTS, THIS MEANS

Accepting others for who they are

Understanding how others feel

Appreciating others

Being polite

Treating others and the environment with care

Treating everyone equally and fairly

Being kind

Showing gratitude

Helping others

Empathy

Acknowledging people

Being open minded

Standing up for others

Caring for others' personal space and property

Accepting people's differences

*Mana is the relationship of mutual respect between the tuakana and taina.  
Whero (red) is the colour of the rangatira (leader), representing mana.*



# Tika

## INTEGRITY

FOR HAGLEY STUDENTS, THIS MEANS

Doing the right thing

Stepping out of your comfort zone

Not mucking around

Honour

Having high standards

Taking care of the moment

Self-belief

Sticking to your morals

Honesty

Doing what is right even when no-one is watching

Sticking up for friends

Being trustworthy

Being responsible

Doing something that benefits  
someone else rather than yourself

Perseverance

*Tika is to be correct; when something is the way it should be.*

*Pango (black) traditionally represents the workers, or in this case the day to day values that keep us grounded.*



# Whakawhirinaki

## TRUST

FOR HAGLEY STUDENTS, THIS MEANS

Someone is there for you

Fulfilling promises

Believing someone will catch you  
when you fall

Knowing that someone will have your back

Respecting people's privacy

Keeping secrets

Being loyal

Communicating

Believing in those around you

Being faithful

Being reliable

Sharing

Friendship



*Whirinaki means 'to lean upon'; the taina relies upon the tuakana to provide support.  
Kākāriki (green) is the colour of the taina (younger) fern's leaves as it grows upwards.*



# Whakamarumarū

## RESPONSIBILITY

FOR HAGLEY STUDENTS, THIS MEANS

Respect for self and others

Looking after your own and others' property

Being ready

Owning up to your actions

Getting things done

Being a role model

Being on time

Being prepared

Self-management

Getting enough sleep

Making your own decisions with respect and integrity

Supporting others

Looking after yourself

Having a positive attitude

*Whakamarumarū means 'to cause shade'; the tuakana protects the taina, helping it grow.*

*Pounamu (dark green) is the colour of the leaves of the tuakana (older) fern as it shelters the taina fern below.*

# Student Activities

## Young Leaders @ Hagley

We run a Senior and a Junior Young leaders group. Students have the opportunity to participate in a range of leadership roles within Hagley and in the wider community. This provides you with skills & experience beyond the classroom and looks great on your CV too!

- Represent the views of students
- Inform students on matters that are of concern to them
- Establish networks to receive advice and evaluation from students via the Council
- Undertake projects that the Council will select each year.

Students interested in participating in the Young Leaders @ Hagley should contact Rowan Milburn or Tina Munro.

## Clubs & Activities

Sign up for clubs & activities in the cafe annex during orientation week.

## Sports and Recreation

Sports teams at Hagley develop in response to student interest as well as staff expertise and availability. All students up to the age of 19 are encouraged to join a sports team.

Athletics and cross-country sport days are held annually.

We have a Sports Co-ordinator who supervises the gymnasium at lunchtimes and intervals for recreation or sporting competitions. Students can also borrow equipment for lunchtime use, e.g. touch rugby balls, volley balls, basketballs.

Adult students can participate in all lunchtime competitions. Check with the Phys Ed staff.

If you are keen to help with coaching or transport for adolescent students let them know that too.

## Student Representative on the Board of Trustees



**Mel Graham**  
Student Rep

In September of each year elections are held for a Board of Trustees student representative. Students on the current roll under 19 and from Year 10 up are eligible to be nominated and to vote.

**Your student representative for 2021 is Mel Graham**

You can read more about Cerwyn at [www.hagley.school.nz/about/board-of-trustees/](http://www.hagley.school.nz/about/board-of-trustees/)

## Clubs & Activities for 2021

This list may change as new clubs & activities are added. Keep an eye on student notices for any changes.

You can sign up for these on orientation.

## Summary of Clubs and Activities

Club/Activity	Teacher in Charge	Day	Time	Venue
Maths Tutoring	Angela	Tuesday	Lunch	403
Juggling Club	Angela	Monday	Lunch	Gym 2
Horticulture Club	Carol	Monday	Lunch	Hort Shed
Chess Club	Tony	Wednesday	Lunch	Rm 306
Junior Young Leaders @ Hagley	Tina	Wednesday	Lunch	Rm 302
Young Leaders @ Hagley	Rowan	Tuesday	Lunch	Rm 302
Creative Writing	Faith	Thursday	3pm	W3
Environment Group	Suhaylah / Dave	Thursday	Lunch	G4
Junior TheatreSports	Ciaran	Tuesday	Lunch	X8
Senior TheatreSports	Brendon	Thursday	3pm	X8
CV help	Kim	Wednesday	Lunch	Careers Room
Learners licence help	Kim	Thursday	Lunch	Careers Room
Anime / Manga Club	Tina	Friday	Lunch	Rm 302
Book Club	Liz	Tuesday	Lunch	Library
Textiles tutorials	Robyn	Friday	Lunch	H2
Rainbow Diversity Safe Space/LGBTQ+	Leanne / Lisa	Monday	Lunch	Simpson House
Sport Summer & Winter	Clint and Mikey	Mon/Wed		
Kapa Haka	Chantelle	Thursday	Lunch	Whare
Organised Recreation	Mikey	Tuesday	Lunch	Gym 1
Debating		Thursday	Lunch	Rm 103
Afghani Womens Biking Club	Sarah	To be confirmed		
Board Riders Club	Kim	Tuesday	Lunch	Careers
Choir	Chantelle	Monday Wednesday	2:45pm 8:30am	X4

Subject to student interest & staff availability

# School Guidelines

**The primary purpose of these guidelines is to provide students and staff with a safe and pleasant learning and teaching environment.**

## Dress

While acknowledging the right of students to dress individually, it is expected that all clothes worn are clean and in good repair. It is expected that clothing worn is suitable to be worn in an educational institution. There is a requirement that clothing is not too exposing and does not have pictures, designs or language displayed that is offensive to others. Students need to be aware that while the College does not have a problem with students with body piercings, some course providers and employers do. If you intend seeking placements on courses or work exploration you need to be mindful of this. **Please note:** the wearing of long studs as worn accessories is not acceptable at Hagley, and students will be asked to remove them. Shoes must be worn at all times.

## Boundaries of the College

The supervision area includes all of the College and the surrounding streets (both sides) as well as the area of Hagley Park immediately opposite the College up to the edge of the hockey/cricket field. The pathway around the park is to be kept clear at all times for joggers etc. We supervise this area for your safety. For the purpose of these rules, the supervision area is considered part of the College. Junior students must not leave the College grounds during the school day unless for a pre-arranged appointment approved by a parent.

## Physical and Verbal Violence

Physical or verbal abuse or intimidation of staff or students will not be tolerated.

## Racial, Gender Orientation and Sexual Harassment

Hagley Community College provides an environment where harassment is neither tolerated nor condoned. Sexual harassment contact people are available to deal with concerns you may have in that area. The College also has a racial harassment officer. See under Student Services for who to contact if you are being harassed.

## Alcohol, Drugs, Solvents

The consumption, possession, supply or being under the influence of such substances is prohibited on the College premises, within the College vicinity, for all students travelling to and from the College, at College functions, and on College trips. The College's Well-being Team have a zero tolerance policy for such substances.

## Theft

The theft of any property belonging to the College or individuals is a serious offence. If you have to bring something valuable to school hand it in to Reception for safe keeping.

# Movement about the College

All movement in the grounds and within buildings is expected to follow common sense rules, e.g. observing "left hand" system in corridors. Cycles should not be ridden so as to endanger or inconvenience pedestrians. This applies particularly near the Pre-School and on blind corners. Cars must observe speed limits set and must not be driven in a way that would endanger others. Skateboards & scooters are not to be ridden on college grounds.

# Emergency Procedures

**You should read the instructions posted on the wall close to the door of each classroom you use. These instructions give details of the evacuation route you have to take and show the area you have to meet in after leaving the building.**

## **Fire:**

**A continuous alarm bell will ring.**

- 1 Follow the directions of your teacher.
- 2 Use the evacuation route for the classroom you are in.
- 3 Move quickly - do not stop or detour to collect personal items.
- 4 Stay in your class group at your assembly area. Sit on the ground at that point.

If the fire alarm rings at interval or lunchtime assemble on the front basketball court and wait for instructions from staff.

## **Earthquake:**

**Do not congregate near buildings where there is a danger of falling debris!**

- 1 Take cover under a desk or reinforced structure.
- 2 Keep your back to any glass.
- 3 Crouch with your hands clasped on your head.
- 4 Stay inside.
- 5 After the earthquake follow the teacher's instructions and/or use the evacuation procedures posted on the wall.
- 6 If you are outside stay at least 30 metres away from the main block and make your way to the nearest assembly area.
- 7 Keep clear of broken or overhead power lines.

## **Lockdown**

Follow the instructions of your teacher this is likely to involve:

1. Move in to the middle of the room and stay on the ground, stay still.
2. You will know the lockdown is over when a member of the college Senior Leadership team visit the room and tell you it is over.

# Attendance

**As part of the acceptance of an enrolment into Hagley, students commit to full attendance in all of their programmes for the complete academic year. We are proud of our high attendance rate at Hagley**

The expectation of our students is that you will be in class at all times, unless illness or other important circumstances prevent this. If you are absent for any reason a phone call must be made to the College on the day the absence occurs, you will also be required to bring a note written by your caregiver on the day you return to school. Your caregiver can then ring your tutor to discuss your attendance if they are concerned.

Incentives and rewards such as Pizza with the Principal, run in Terms 2 & 3 to promote positive attendance within the College. Our Wellbeing Administrator, **Illa Russell** has responsibility for the College's daily attendance. She is located in Simpson House.

## Absence

**Adolescent students:** If you are absent from the College, your parent/caregiver is to ring the College Hotline (379 3090 ext 1) on the morning of the absence and give your name, reason and how long you will be absent.

# Information and Facilities

## Student Cafeteria

The Cafeteria offers a full range of hot and cold food and refreshments.

## Careers Centre

The Careers Centre is a student information and resource centre situated in the Student Centre. Here you will be given information and assistance with:

- career profiles and planning
- careers information
- Gateway
- study skills
- career counselling
- tertiary education information
- QUEST database/CareerQuest
- STAR courses
- computer interest and ability assessment
- curriculum vitae
- NZQA Framework Explorer
- Student Allowance
- work exploration
- job vacancies and applications
- Teachers College and university applications
- scholarships
- Youth Training and TOPs courses.

## Computer Access

You will be issued with a user name and password to enable you to access your own file storage space on the Hagley network. Your teachers will show you how to do this. All students have their own email account. Your email address is: `firstname.lastname@student.hagley.school.nz`.

The Library classroom is available for student use between 8.30am and 4pm Monday to Friday, before school, at interval, lunchtimes and after school.

## Digital Citizenship Agreement

Every user of the College computers, devices or accessing the college network/wifi will need to agree to the terms of Hagley's Digital Citizenship Agreement. This agreement encompasses digital access, literacy, communication, security, etiquette, rights and responsibilities, commerce, health and wellness, and law. Appropriate behaviour is grounded in the values of respectfulness, accountability, positively representing yourself and the College, honesty and fairness. This is available from any College computer at log on.

## CANDO Cards

The CANDO card is a student ID for full-time secondary school students which entitles the user to concessions. Students under 18 can use the card to get reduced fares on Christchurch Metro Public Transport Services. If you leave school or turn 18 the card becomes invalid for bus travel. Bus drivers have the right to confiscate the card if there is reason to believe that it is being misused. A student ID card is available for full-time Adult students.

## Daily Notices

A daily notice is distributed each day. A copy is put on the main notice board and teachers read out the notices to each class. Remind your teacher if they forget! Listen for items of interest, assembly times, meeting times. If you wish to put an item in the daily notices hand it in at the Senior Leadership Team reception by 3.30pm the day before.

## Disability Access and Facilities

The main block and the X-Block both have easy access for disabled people. A lift is available (see reception for access). Disabled toilets are signposted. Prefab classrooms have ramp access.

## Enrolment Centre

Enrolment Centre staff will help you with course changes, timetables, payment of money, leaving certificates and many generalised enquiries where you just need help. Located in the main block, the Centre is open 9am-8.30pm Monday-Thursday, 9am-3pm Fridays. EFTPOS and credit card facilities available.

## Gender Neutral Toilets

These are located in the technology block, ground floor in X-block, at the end of the 300 level corridor in the main building in Simpson House and in the Gym 2 foyer.

## Lost Property

May be claimed from reception. The daily notice system may be used to advertise the loss of an item. Lost property will be held for two months.

## Photocopier

A photocopy service is available in the Library.

## Reports

You will receive a full report at the end of Term 2 and 3. There will a Meet the Teacher evening for parents and caregivers in Term 1 and a Report Evening in Term 3.

## Library

The Library is open from **8:30am to 8pm Monday to Thursday and 8:30am to 4pm on Fridays.**

You can borrow up to four books (books are issued for three weeks). It is important that you return your books by the due date as other students may be waiting for them.

The Library staff are happy to help you locate the information you may need for your course work.

**Liz Jones is the Librarian. If you cannot find what you need, please ask!**

- fiction and non-fiction books
- ebook collection
- easy readers
- information file
- daily newspaper
- scanner
- graphic novel and manga
- email
- access to EPIC databases
- large variety of magazines
- children's books
- colour photocopier and printer.

## Transport

### Bicycles & Scooters:

All bicycles left in stands must be locked (hardened steel D-locks are recommended). Insurance against theft is strongly recommended and we suggest that you record the bicycle frame number so that it may be identified if stolen. Scooters must be locked into the stands provided.

# Learning Enhancement



## **LEARNING ENHANCEMENT AND SENCO DIRECTOR:** [Kathryn Constable](#)

All students need to experience success in their learning. We provide many services for students who benefit from additional learning support, and by having teachers helping to enhance their learning programme to better cater to identified learning needs.

## **ACADEMIC DEAN:** [Tracy Murphy](#)

Helps to identify and support students through extension of the curriculum and enrichment beyond it: stretching them in areas of strength and developing them in areas of weakness. This is coupled with support and guidance of all appropriate school personnel in meeting these students' needs.

## **ADDITIONAL LEARNING SUPPORT :** [Kerrin Dawe](#)

To support students who have been identified as having additional education needs, including those requiring Individual Education Plans. Helping to provide a transition focus; including the development of supported learning standards and links into tertiary pathways.

## **DIAGNOSTIC ASSESSMENT:**

Provides information pertinent to the educational needs of the student, and assessment for Special Assessment Conditions.

## **LITERACY:** [SARAH PARDER](#)

Identifies student's literacy needs, providing appropriate support for students, and teachers of these students. Provides professional development of literacy across curriculum settings.

## **SPECIAL ASSESSMENT CONDITIONS:** [Office Administrator : Michaela Heenan](#)

Candidates with Permanent or long-term conditions or learning difficulties, which will significantly impair their performance in specified external and internal assessments, may apply for Special Assessment Conditions'.

## **TARGETED LEARNING:** [Ian Hegarty](#)

A curriculum and life-skills programme, providing a base as for students' inclusion into programmes delivered throughout the school.

# Student Services



**Anne Farrall**  
Nurse

## Health Centre

The Health Centre provides a service for accidents, injuries or illness while at College. Here you can get information on:

- medical conditions
- doctor and dental appointments
- assistance for students with special medical needs

We can offer financial assistance for further medical consultation in cases of financial hardship.

## Counselling Services



**Michael Gilchrist**  
Counsellor



**Carolyn Heyward-Judd**  
Counsellor



**Leanne Buchan**  
Youth & Whanau  
Outreach



**Illia Russell**  
Wellbeing  
Administrator

Hagley is a diverse community and we support and encourage students to be their authentic selves. If you have worries about any issues facing you, your family or friends, such as anxiety, depression, stress, eating problems, alcohol and drugs, bullying, making friends, sexuality or gender related issues or anything else, we are happy to help you discover ways to resolve these in a safe and confidential environment.

Michael Gilchrist, Leanne Buchan and Carolyn Heyward-Judd are the counsellors this year. If you wish to see a counsellor, go to Simpson House between H2 and O blocks. If a counsellor is available they can see you straight away, or you can make a time with the Wellbeing Administrator who works out of Simpson House. You can also now text the counsellors on the following numbers to make an appointment time:

**Michael: 021 1916 043**

**Leanne: 021 1939 705**



**Donna Steel**  
Year Advisers'  
Administrator

## Year Advisers' Administrator

Students who have concerns with any area of their schooling and wish to see a Year Advisor can make an appointment through Donna Steel in the Student Wellbeing Area in the Main Block.

## Harassment

Hagley College provides an environment where harassment of any kind is neither tolerated nor condoned. If you are being bullied report this to a teacher, your Year Advisor, Director of Students or the Deputy Principal : Student Well-being, and your complaint will be dealt with.

Our Board of Trustees has a policy on Harassment which protects everyone who works or studies at Hagley. This includes all students, teachers and employees. Harassment is unwelcome behaviour which can interfere with the teaching and learning processes or the work of employees.

No person at Hagley has to put up with any bullying, harassment or discrimination because of their sexual orientation. If this is happening to you, contact Rowan Milburn or a Sexual Harassment Officer with responsibility for supporting gay, lesbian or transgendered members of the community.

We have students from all over the world. No student should suffer any form of harassment because of their ethnicity, the colour of their skin, or their religious beliefs.

You do not have to feel unjustly treated at Hagley by another student, or staff member.

You have the right to feel emotionally and physically safe at all times. If you feel you are not being treated fairly we have a complaints procedure that can support you to resolve this. To find out the procedure contact either one of the counsellors, the Deputy Principal : Student Well-being or one of the Year Advisers.

The same applies to cyber bullying if you are receiving threatening or abusive messages on any platform report this to the police if it is from a non Hagley person or in the first instance your Year Adviser.

## Cyber Bullying

We treat this bullying very seriously. If you are receiving abusive or threatening texts, messages on Facebook or any social networking site, you are to report this to Suzanne Waters, Director of Students.

# KETE WANA COURSES ON OFFER FOR 2021

BLOCK 1	BLOCK 2	BLOCK 3
Whiria te Tangata – Weave the People Together How About Art?	Whiria te Tangata – Weave the People Together How About Art?	Whiria te Tangata – Weave the People Together How About Art?
Science Nerd Academy Sign Language 1	Science Nerd Academy Sign Language 1	Science Nerd Academy Sign Language 2
Games – The Future of Storytelling The Actors Voice	Improvisation The Actors Voice	The Newsroom The Actors Voice
Jammin' Juniors – Music Intro Rise and Shine – Food for Life	Jammin' Juniors – Music Intro Rise and Shine – Food for Life	Jammin' Juniors – Music Intro Rise and Shine – Food for Life
Taonga Tech Jewellery Do the Duke! Code ++	Taonga Tech Jewellery Do the Duke! Code ++	Taonga Tech Jewellery Do the Duke! Code ++
Synergy Architecture – Contemporary Design 1 Money Makes the World Go Round Tik Tok Your Dance – Year 9	Synergy Architecture – Team Bridge Building Market Fair Dance Magic Dance – Year 10	Synergy Architecture – Contemporary Design 2 Market Fair Dance Mob & Digital Dance – Year 9 & 10
BLOCK 1	BLOCK 2	BLOCK 3
Hard Out Kapa Haka Kapa Haka Kaupapa Pai Creative Media Magic Stage Action Eat Well, Feel Fantastic Light Works Scaled Up – Music 2 Deconstruct/Reconstruct Junior School Shorts – Film Make It, Move It	Hard Out Kapa Haka Kapa Haka Kaupapa Pai Creative Media Magic Stagecraft Eat Well, Feel Fantastic Light Works Scaled Up – Music 2 Colour It, Print It – Creative Textile Craft Junior School Shorts – Film Robo Mission	Harder Hard Out Kapa Haka Kapa Haka Creative Media Magic Centre Stage Eat Well, Feel Fantastic Light Works Scaled Up – Music 2 Fashion – Make It, Wear It! Junior School Shorts – Film Make It, Market It
Gods, Heroes & Monsters Sports by the Numbers Learn a Language	The Ancient Olympics The Art of Secrets Learn a Language	The Amazons: Female Warriors of the Ancient World Mathematics for Makers Learn a Language

Option 6

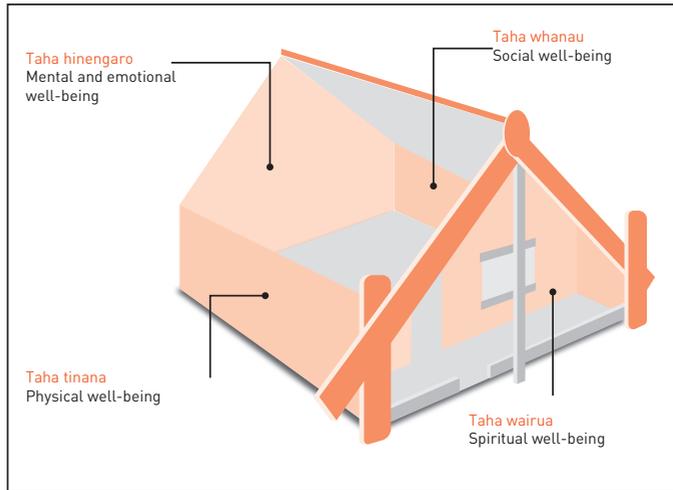
Option 7



## TE WHARE TAPA WHĀ MODEL OF HAUORA

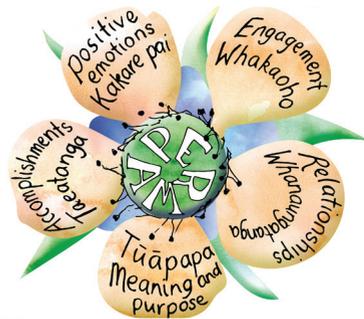
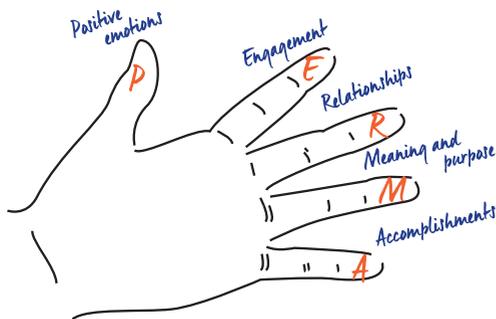
Mason Durie (1994) developed Te Whare Tapa Whā to show the importance of the four aspects of health where each wall is essential to making a sturdy and resilient house, all built on te whenua.

We can use this model to reflect both on individual wellbeing and the hauora of groups and communities we are part of.



## PERMA THEORY OF WELLBEING

Martin Seligman (2011) developed a PERMA model for wellbeing.



We can use this as a way to quick-check the balance of different aspects of our lives, and identify where a shift in focus might be beneficial to our wellbeing. Using the framework of the PERMA model can be useful for reflection and goal-setting.

## WAIARO WHAKATIPU - GROWTH MINDSET

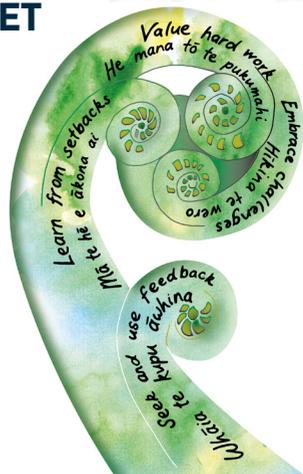
Carol Dweck (2006) identified that adopting a growth mindset can have a significant impact on learning, motivation and achievement. A growth mindset is a belief that skills can be learned and intelligence can be developed.

A growth mindset may seem more familiar on the sports field, but research shows the benefits of transferring this attitude to academic and other areas. We seek to intentionally frame challenges as opportunities to learn rather than seeing them as threats, and to see failures as interesting, informative, and motivating rather than discouraging.

Motivation can be damaged when we have not had experiences of success

and we come to believe that failure at a task is a fixed state. Fixed mindset thinking can also be damaging for people who are used to easy success when they first meet a setback or challenge that requires hard work.

It can be helpful to reframe and embrace feedback, challenge, setbacks, hard work. You can promote a growth mindset by prompting your children to adjust their language:



**RATHER THAN** **TRY**

**I'm great at this.** >> *I'm on the right track here.*

**I can't do this.** >> *I'm going to train my brain to do this.*

**Tē taea.** >> *Ka taea e au tēnei ako.*

## NGĀ PŪKENGĀ O TE TANGATA - CHARACTER STRENGTHS

We look at character strengths according to a framework developed by Christopher Peterson and Martin Seligman (2004). Their work outlines the benefits of focusing our attention on strengths rather than weaknesses. The approach is not about identifying fixed personality traits, but seeing aspects of character as similar to muscles that can be developed and strengthened. Research shows that both knowing and deliberately using character strengths to meet challenges can increase individuals' positive emotions and have a preventive effect on mental illness.

A strengths focus also helps to develop a positive environment and can contribute to feelings of happiness and building relationships, which in turn ties back to different aspects of the PERMA model.

Some of the ways we use character strengths include identifying which strengths are currently our strongest (signature strengths), using signature strengths to gain leverage on meeting a challenge, choosing a lesser strength to develop, and recognising the use of strengths in ourselves and others. For example, being aware of overusing various strengths and reframing unhelpful habits is shown to be a strategy that enhances wellbeing and academic progress for students who struggle with perfectionism.

For a snapshot of your present strengths, you can do a VIA Character Strengths assessment through the [www.allright.org.nz](http://www.allright.org.nz) website.



MĀTAURANGA  
WISDOM &  
KNOWLEDGE

Auahatanga  
Creativity

Mahira  
Curiosity

Rata ki te Ako  
Love of  
learning

Whakataurite  
Perspective

Whakataunga  
Judgement

HAUTOA  
COURAGE

Māia  
Bravery

Pononga  
Honesty

Manawanui  
Perseverance

Wana  
Zest

TIKA  
JUSTICE

Tōkeke  
Fairness

Rangarirātanga  
Leadership

Ohu  
Teamwork

IRA TANGATA  
HUMANITY

Aiawhai  
Kindness

Mohioianga  
ā-pāpori  
Social  
intelligence

Aroha  
Love

MAURUTANGA  
TEMPERANCE

Murunga  
Forgiveness

Whakaifi  
Humility

Tūpato  
Prudence

Mauri tau  
Self-regulation

IHO MATUA  
TRANSCENDENCE

Whakamiha o te rehia  
me te kōunga  
Appreciation of beauty  
& excellence

Whakaahietai  
Gratitude

Tūmanako  
Hope

Whakakata  
Humour

Wairuatanga  
Spirituality

# Ngā Pūkenga o te Tangata Character Strengths

# 2021 KEY DATES



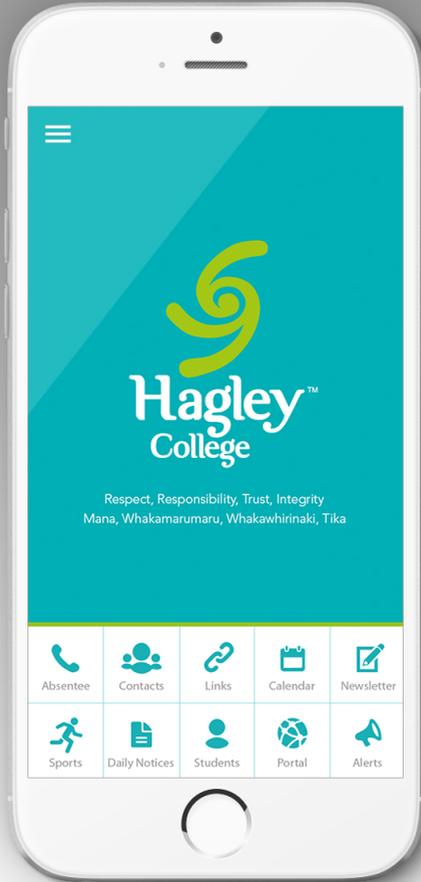
## WHAT'S HAPPENING?

Thursday	<b>28</b> JAN	Teacher Only Day
Friday	<b>29</b> JAN	Course Confirmation Day (Returning Year 12 & 13 Students)
Monday	<b>01</b> FEB	Senior College Enrolment Day
Wednesday	<b>03</b> FEB	Year 12,13 & ELL Welcome & Orientation
Thursday	<b>04</b> FEB	Normal Timetabled Classes Classes start from 08.30am for all students
Monday	<b>08</b> FEB	Waitangi Day (School Closed)
Fri-Tue	<b>2-6</b> APR	Easter (School Closed)
Friday	<b>16</b> APR	End of Term 1



## WHAT'S HAPPENING?

Monday	<b>03</b> MAY	Beginning of Term 2
Monday	<b>07</b> JUN	Queen's Birthday (School Closed)
Friday	<b>09</b> JUL	End of Term 2
Monday	<b>26</b> JUL	Beginning of Term 3
Friday	<b>01</b> OCT	End of Term 3
Monday	<b>18</b> OCT	Beginning of Term 4
Monday	<b>25</b> OCT	Labour Day (School Closed)
Friday	<b>12</b> NOV	Canterbury Show Day (School Closed)
Thursday	<b>9</b> DEC	End of School Year (Last day for students)



## Hagley College now has a School App!

Go to the App Store on your Apple or Android device and **Search 'SchoolAppsNZ'** to download the app onto your device.

Then enter 'Hagley College' to find your school's app.



Inspiring futures | Transforming lives

# Mā te huruuru te manu ka rere ai.

Just as feathers enable the bird to fly,  
with the right preparation any task can be achieved.

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