

IN BLACK & WHITE



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CHRIST'S COLLEGE
CANTERBURY

Each boy at his best.



From the Executive Principal

This will be a very busy week at College, with Athletics Day on Friday 23 February and our Old Boys' Reunion weekend.

In many ways, this week also marks the end of the beginning of the new school year, for much has been going on in preparation for high levels of participation at Athletics Day, which serves as an induction process for our new boys and the passions associated with interhouse rivalry and competition.

Our House competitions, which lead to high degrees of participation in sports and activities that may not be the natural choice for many boys, add real value to the College experience. Because the Houses are small, boys must step up to fill the gaps and make teams work effectively and, by doing so, they often have to perform in a state of discomfort. This is not a bad thing, as often the experience itself can create a new perspective – something that should also be considered when we reflect on the compulsory nature of much of what we do at College. Given our intent to develop the “whole character”, it is sometimes necessary to impel a balanced engagement. As our world becomes more specialist and

selective, this is challenging at times, but my approach – and that of the school – aligns with a quote from Confucius: “A lion chased me up a tree, and I greatly enjoyed the view”.

It will be a delight to welcome many Old Boys back to College this weekend. I will have the pleasure of attending the reunion cocktail party on Friday evening and more focused year group gatherings on Saturday, especially for 60 and 70 years on. On Friday 23 February, the CCOBA Annual General Meeting will take place, at which we will farewell as President Mr Jeremy Johnson. I would particularly like to acknowledge and thank Jeremy at this time. We have worked closely together during my first two years at College, and I have greatly valued his contribution and the commitment of the Association as I have come to know the College community. I know the Association will miss Jeremy's good humour and astute leadership as it continues to develop its purposeful engagement with College and its membership.

Interactive Newsletter

Click on the buttons and photos to read the full story.

An impassioned plea

Year 10 student Claude Tellick is a young man with a strong social conscience and his powerful and pertinent speech about Tōrite/Inequality of Māori in New Zealand has just won...



[Click to view](#)

[Assembly Notes >](#)

[Calendar Events >](#)

Follow us



In a school where we value our academic programme as “first amongst equals”, I am very pleased to share our exceptional [NZQA results for 2017](#). Of particular note are our Scholarship results and, in acknowledging these boys, I also pay tribute to our wonderful teaching staff who have guided them to such individual and collective excellence.

As you will be aware, Christ’s College is committed to listening to the views and expectations of key stakeholders and commissions independent surveys to provide performance feedback on a wide range of education related topics. These annual surveys commenced in cooperation with MMG Education in 2015. The feedback we receive greatly assists us with both operational and strategic planning and underlines our determination to continue to improve the College educational experience.

In 2017, 264 parents and 320 students from Years 10, 12 and 13, participated in these surveys and gave their views on areas such as academic performance, pastoral care, spiritual life, co-curricular activities, interschool sport, communications, reputation and facilities.

We are very pleased the results were, again, most affirming and have confidence in sharing these with the wider community here.

Parents

A selection of the parent top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school for their son.

In relation to the top five areas parents noted as most important, expectations met/exceeded are:

- 90% of parents’ expectations were met or exceeded in relation to the quality of teaching
- 91% of parents’ expectations were met or exceeded in relation to the academic standards
- 94% of parents’ expectations were met or exceeded in relation to a balanced challenging education
- 92% of parents’ expectations were met or exceeded in relation to College’s values
- 88% of parents’ expectations were met or exceeded in relation to the focus on pastoral care

Students

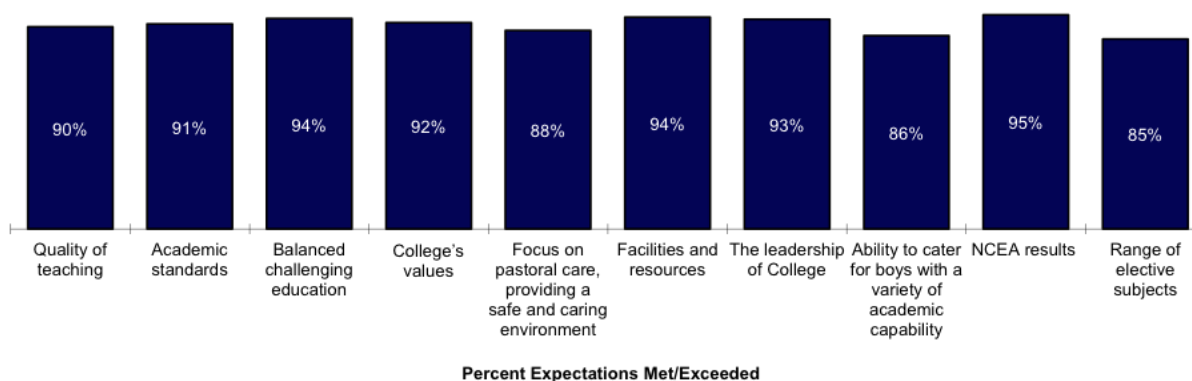
A selection of the student top level findings are detailed below, ranked in order of the importance the parents placed on reasons for choosing a school.

In relation to the top five areas parents noted as most important, expectations met/exceeded for students are:

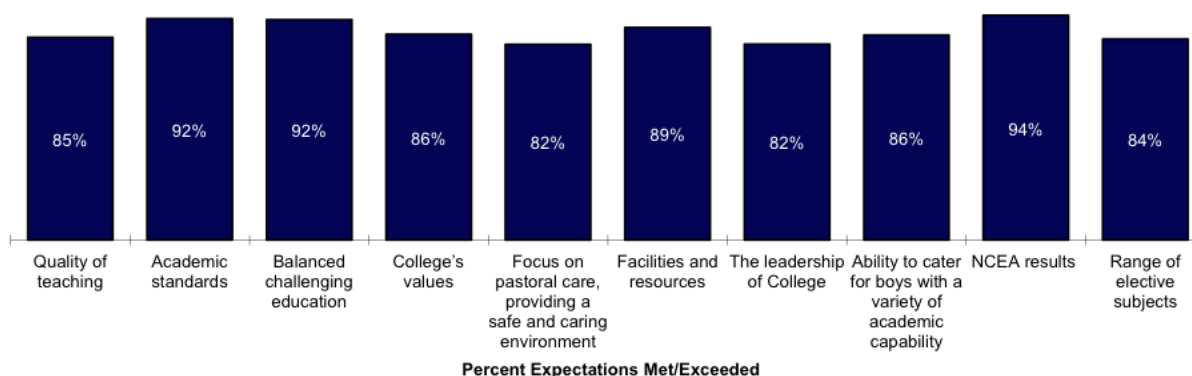
- 85% of students’ expectations were met or exceeded in relation to the quality of teaching
- 92% of students’ expectations were met or exceeded in relation to the academic standards
- 92% of students’ expectations were met or exceeded in relation to a balanced challenging education
- 86% of students’ expectations were met or exceeded in relation to College’s values
- 82% of students’ expectations were met or exceeded in relation to the focus on pastoral care

Garth Wynne, Executive Principal

2017 Christ’s College Years 10/12/13 Parents - Expectations Met/Exceeded - Top 10 (n=264)



2017 Christ’s College Years 10/12/13 Students - Expectations Met/Exceeded - Top 10 (n=320)



From the Chaplain

Lent

We began Lent with a special Ash Wednesday service, at which I was delighted to announce the charities we will support in this year's Lenten Appeal. Our local charity is Aviva Family Violence Services—Christchurch Women's Refuge, and our overseas charity is Cricket Live. Founded by Old Boy Alex Reese, Cricket Live helps underprivileged young people in Sri Lanka and India through the medium of cricket. Both are wonderful organisations, doing very good work.

This year, Ash Wednesday and Valentine's Day coincided for the first time since 1945. We reflected on the idea of love meets dust using the song by Canadian song and chant writer Alana Levandoski, which explores this theme. If you are interested, you can hear Alana's song and read her thoughts [here](#).

Baptism / Christening

On Friday 23 March at 6.45pm, there will be a simple service (with the choir) for anyone seeking to be baptised (or christened – the words "baptism" and "christening" can be used interchangeably). I have spoken to the students about this in Chapel, and we are learning about baptism in all Year 9 classes at the moment. If your son is not baptised, you may also like to speak to him and encourage him to consider it. Anglicans recognise baptism in other denominations – and that is mutual.

Chapel

It was wonderful to have a full Chapel on Sunday 11 February, with so many parents, family members and visitors in attendance. It was an ideal chance to reflect on what we do there and why.

Yours in Christ
Bosco Peters, Chaplain



CENTRE FOR ETHICS & SPIRITUALITY

Israelites in Archaeology and the Bible

At our first event for 2018, College's Director of Finance and Operations Mr Steve Kelsen will discuss what archaeology can tell us about the Bible.

Steve is passionate about archaeology and has first-hand experience in the Middle East, having worked as a volunteer and supervisor of archaeological excavations at Tel Rehov and Tel Zeitah. I hope you will come along and listen to Steve's fascinating insights into the rich history of this part of the world. There will also be time for discussion and refreshments.

Thursday 22 March, the Chapman Room, 7.30pm

CLICK HERE TO BOOK



Christ's College Community Visits

Register Now



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Curriculum News – A brief history of NCEA

Qualifications are often seen as a reflection of the values and aspirations of communities and society. School qualifications, in particular, can provide a lens into the economic and social pressures of the time.

The National Certificate of Educational Achievement (NCEA) was introduced to address some of the challenges New Zealand faced in the early 21st century, including the pressures of engaging in a rapidly changing and competitive global marketplace, the increasingly diverse nature of New Zealand society, and the changing nature of the workforce. NCEA was a move against the norm-referenced model, in which a proportion of students passed or failed, to a standards-specific model. The intention of the NCEA model was to provide a more inclusive manner in which to assess the learning of all students.

Until the 1960s most young people attended secondary school for a few years and school qualifications reflected this situation. Most people worked in the primary sector, and most manufactured commodities were imported from Britain. For school leavers, the most important examination was School Certificate, sat at the end of 5th form. School Certificate was introduced in 1945 for those who did not plan to attend university, and it served as an entry qualification for positions in the public service or business. Until the oil crisis of the 1970s unemployment was almost non-existent.

In the 1970s the national context began to change when the economy experienced a number of significant setbacks, including the loss of the United Kingdom as a major trading partner, when it joined what we now call the European Union. Successive governments addressed this by borrowing, and the 1970s and 1980s were characterised by inflation, growing unemployment, social unrest and financial insecurity. Unemployment for those who were unskilled was to become a serious issue.

The fourth Labour government, which came to power in 1984, addressed these issues by adopting a market-oriented economic approach. Influenced by the neoliberal policies of the United Kingdom and the United States, New Zealand began a process of deregulation and decentralisation. This included the education sector. The response was a major shift from being one of the most centralised and regulated economies in the western world to one of the most deregulated. A consequence of these policies was growing unemployment for unskilled young people and, as a result, many chose to stay longer at school. Pressure began to mount for qualifications to recognise the achievements of a much greater range of students.

The impact of the 1987 sharemarket crash led the then Labour government to a stronger focus on the economy and education. The introduction of Tomorrow's Schools in 1989 abolished education boards and set up schools to be more autonomous and governed by local communities. The Department of Education was replaced by a smaller Ministry, and an autonomous New Zealand Qualifications Authority (NZQA) replaced the Department's examination division. The National government of the 1990s continued this push for market economies

and a move towards developing a more flexible qualifications system. By the turn of the century, many educators were calling for New Zealand to become a "knowledge society", believing a well educated society would become the basis of a successful economy.

The existing assessment and curriculum models came under increasing scrutiny by politicians and public alike. Until this time, students who were not academically inclined were not a high priority, as it was assumed they would leave school and easily enter a strong labour market. The normative assessment system, built on the assumption that a fixed proportion of students would not be retained, was seen to be inadequate for the new workforce. Furthermore, a diverse range of interest groups came to the fore, particularly social conservatives who claimed the education system was failing many students. Critics argued for a qualifications framework that allowed for more flexible models of teaching and learning which could meet the learning needs of all young people.

A core feature of NCEA is that at least half the standards offered in each subject are internal assessment, and many students can achieve a majority of their credits through internally assessed work. At the time NCEA was introduced, many elite schools opposed moves to internal assessment as they felt it would diminish educational standards. Advocates of internal assessment argued that it allowed for more innovative teaching and learning, and would evaluate a broader range of skills and abilities than could be achieved through examinations. It would also allow schools to develop particular contexts for their work. For example, schools in South Auckland could use a more South Pacific context for units of work and subsequent assessment and thus develop better engagement with their students. Under the Labour government NCEA was implemented in stages between 2002 and 2004, while the development of the New Zealand Curriculum was implemented between 2007 and 2010.

NCEA did meet some significant challenges as it was being implemented. Of particular significance, at least politically, was NZQA's inability to manage the variability of assessments – with the perception formed that it was a qualification everyone would pass, irrespective of ability. Stories floated about that students who were cooking scrambled eggs received the same amount of credits as students who had completed a rigorous 6-week historical research assessment. These issues were resolved, to some degree, by the development of Profiles of Expected Performance (PEPs) and the standard alignments. Another hurdle NCEA had to face was the perception that the qualification did not distinguish the students who were excelling academically, however, these concerns were largely alleviated by the introduction of endorsements and the option for these students to sit Scholarship examinations.

The NCEA qualification does not mark a radical shift in another direction, rather it is a compromise that combines elements of previous assessment models with more internal assessment and the splitting of assessments into small components. It is the result of a process of advocacy and evolution, and an important part of the education continuum.

Joe Eccleton
Assistant Principal – Curriculum

Latest News & Events



Powering to success in the pool

The pool was the best place to be on Monday 12 February with Hunter Wilson and James Currie powering to new school records at the annual College Swimming Sports...



Effort brings academic success

The academic successes of students who sat NCEA in 2017 were celebrated by the whole College community at an assembly on Thursday 15 February...



French exchange a winner for Robert

Six weeks near Nice in Provence, France, passed in a flash this summer for Year 13 student Robert Rolleston...



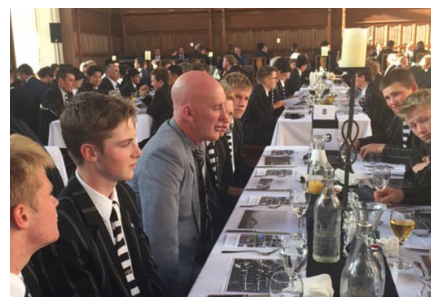
Ash Wednesday and Valentine's Day coincide

For the first time since 1945 Ash Wednesday this year fell on Valentine's Day...



A College taster

A group of 23 young Chinese boys took part in a bespoke training session with College rugby coach Ross Kennedy on Friday 9 February as part of their New Zealand tour...



Fertile ground for future success

The Founders' Dinner marks the beginning of the end for Year 13 students and – in honouring those who had the foresight to establish the school and the generations of...

Careers

Lattitude Global Volunteering

Lattitude Global Volunteering is a youth development organisation, offering young (ages 17–25 years) New Zealanders supported international volunteering opportunities in 14 countries around the world. Applications are now open for departures in 2019.

If you are thinking about a gap year and want to volunteer overseas in 2019, you can find out what Lattitude Global Volunteering offers at their upcoming information evenings on Tuesday 27 February and Tuesday 20 March, at Christchurch Community House, 301 Tuam Street, 6–7.30pm.

For more information and to register to attend these free events, go to www.lattitude.org.nz

Ara Institute of Technology

Ara offers a wide range of courses which may be more suited to certain students than a university programme. Traditionally, classes are much smaller and there is room for different styles of learning. Some students may take a course at Ara and staircase from there to university. School students can get a feel for tertiary study at Ara with hands-on junior and senior tasters through Experience Ara. Juniors would probably be best to do their holiday programme, while seniors, in consultation with teachers, could attend during the school day. For more information about Experience Ara, go to <https://www.ara.ac.nz/explore-ara/experience-ara>

University Entrance requirements

For entry into a New Zealand university, NCEA University Entrance requirements are:

- NCEA Level 3
- Three subjects at Level 3, made up of 14 credits each, in three approved subjects
- Literacy – 10 credits at Level 2 or above, from a specified list of standards, five credits in reading and five credits in writing
- Numeracy – 10 credits at Level 1 or above, made up of achievement standards or unit standards

Go to www.nzqa.govt.nz for more information.

Dunedin tertiary Open Day – Monday 7 May

Monday 7 May is the second Monday back in Term 2. Traditionally, we have taken 20 boys to Dunedin for this event, leaving on Sunday 6 May, staying overnight, and returning to Christchurch on the Monday evening. This trip is for boys who are genuinely keen on Otago Polytechnic or the University of Otago. Anyone interested should let Mr Sellars know as soon as possible. It is acceptable to College if parents wish to take their sons to this event, however, boys are not allowed to drive their own vehicles to Dunedin.

Old Boys as mentors

A new initiative this year is to engage College Old Boys to come back to school and have informal chats with small groups of senior boys, which may also involve one-to-one conversations. This is not so much about giving a presentation – such as university or polytechnic liaison staff would do – but is more a question and answer session. If you are keen to be involved, please contact CCOBA Secretary Justine Nicholl at ccoba@ccoba.com

Upcoming careers dates

27 Feb – Lattitude Global Volunteering information evening, 301 Tuam Street, 6–7.30pm

1 Mar – Your Education High School Exchanges information meeting, 1pm

2 Mar – University of Canterbury, Year 13 General Studies, OBT, 1pm

9 Mar – University of Auckland, Year 13, OBT, 1pm

9 Mar – AUT (Auckland University of Technology), Year 12 General Studies

13 Mar – Massey University liaison visit

20 Mar – Lattitude Global Volunteering information evening, 301 Tuam Street, 6–7.30pm

26–27 Mar – Victoria University liaison visit

6 Apr – University of Otago liaison visit, Year 13 General Studies

10–13 May – Careers Expo, Horncastle Arena

9 June – University of Canterbury (UC) information evening

12 July – UC Open Day www.canterbury.ac.nz/openday

Career interviews – Year 13

I have begun talks with Year 13 students and intend to work through the Houses, using study periods. If your son needs immediate help and wants to discuss things with me, he should contact me directly – I can usually find a time within a couple of days. I will follow-up with parents by telephone after each interview.

The Careers office is now located in the Tower block above the Dining Hall kitchen. Visitors can enter through the door in the Julius/Harper House cloisters.

University of Sydney

I was fortunate to attend the careers advisors and teachers conference at the University of Sydney on Friday 16 February. The magnificent campus is a mixture of beautiful old buildings combined with the very modern, with Colleges or Halls of Residence located on the campus.

The university has undergone a review over the last two years. The world is changing and they believe university education needs to change as well. They have reimagined the way they deliver education and redesigned their undergraduate experience to meet future needs. Students need to study a core discipline with academic rigour, be able to think critically and collaborate productively, develop a multidisciplinary and an international perspective, and be able to take on real world projects and tackle global challenges.

I have further information about study options at the University of Sydney in the Careers office.

Chris Sellars, Careers Advisor

Boarding Matters

One of our new initiatives this year is having all Year 9 boarders complete their prep in the Library – and early signs indicate this is proving a success.

The boys are working in an appropriate environment and are being given a common message in terms of expectations. They are well supported, with either a Housemaster or me supervising, as well as two academic tutors available to offer support, not only in terms of subject content but also with regard to time management and organisation. The academic tutors are also available for boys in other year groups, who can book in time for additional tuition when required. Having supervised prep in the Library also provides opportunities to discuss other issues, such



as study skills or use of social media, with this group. We plan to roll this out next year to include Year 10 students, which means only Years 11–13 students would be completing prep in their Houses. The idea is to instil good habits in the boys in their junior years so that when the time comes they can independently go about their study as seniors.

Another change this term sees boys and parents of Richards House trialling our new electronic leave system “Reach”. Having improved some of our leave guidelines and processes it was time to implement this system, which should be more efficient for all concerned – the boys and parents applying for, as well as House staff administering leave. If all goes to plan, parents and boys in Flower’s House and School House will be using Reach from the beginning of Term 2.

I would like to remind you of expectations in terms of communication with boarding staff. On any weekday evening from 6.30pm and over the weekend you can contact the House staff member on duty via the House Duty Phone. If there are issues you wish to discuss with your son’s Housemaster, this should be done via email or a phone call. If using email, please do not expect an immediate response. As per College email protocols, staff would be expected to respond within 24 hours (but not immediately). If anything is urgent, you should telephone your son’s Housemaster. Medical, dental or physiotherapy appointments should, where possible, take place outside of class time – however, we appreciate this is not always possible. What is essential, is that your son’s Matron is informed, so she and his Housemaster are aware of any appointments and know your son will be away from school. We also expect the boys to take responsibility and communicate with House staff and their parents about what they are doing and where.

College’s Athletics Day will be held on Friday 23 February, when the traditional boarding House lunches will also be happening. Your Housemaster will have been in touch with you about the details for this event, which is a great opportunity for boarding parents across all year groups to meet in a social setting.

There will be several times throughout the year where social functions are hosted in your House or across the entire boarding community. While the Athletics Day lunches are specific House events, prior to House Music, in the last week of term, we will have a whole boarding community drinks and nibbles function. More details to come, but please save the date: Thursday 12 April, from 5.30pm.

Darrell Thatcher, Director of Boarding and the Centre for Character & Leadership

Give a boy a glimpse of the future and he’ll show you vision.



OPEN DAY
20 March
1-5pm

Register now at
christcollege.com



CHRIST'S COLLEGE
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Each boy at his best.

Boarding Programme

The Year 9s had a busy weekend on 10–11 February, with a trip to the movies on the Saturday evening followed by a trip to Hanmer on Sunday, for an action-packed day that included jetboating, a fish and chip lunch and a visit to the Hanmer pools and hydroslide. The same weekend, on Sunday 11 February, Years 10–13 boys enjoyed surfing at Sumner. On Wednesday 14 February, College Year 13s hosted St Margaret's College Year 13 boarders for a Valentine's Day breakfast. Some of our Year 13s also visited St

Margaret's early on Valentine's Day morning to place a billboard on their gate wishing them a happy day. On the weekend 17–18 February, the boys had a lot of fun on the trampolines at Mega Air on Saturday night and went to the movies to see the new Marvel Studios film *Black Panther* on Sunday.

[CLICK TO VIEW THE BOARDING PROGRAMME FOR TERM 1](#)



**Happy
Valentine's Day**
to the girls at
St Margaret's
College



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Congratulations Simon Leese

Congratulations to former Headmaster Simon Leese, whose current school – Prince of Wales Island International School, Penang, Malaysia – has won the TES (Times Educational Supplement) International School of the Year Award. The award acknowledges the success of the introduction of the school's English-style sixth-form flexible study culture, which has encouraged students to stay on for their senior years.



From the Archives: Tables and Chairs

When you are in your classroom or in the Dining Hall, do you actually think about what you are sitting or leaning on?

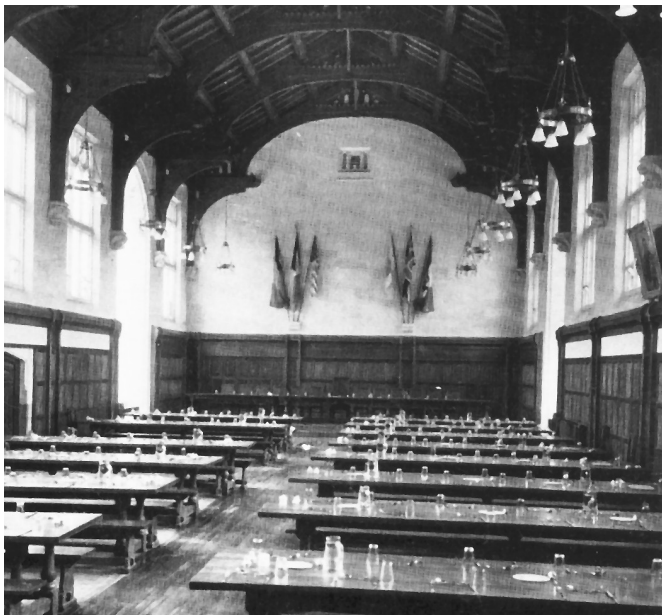
In the past, tables and chairs were not as ergonomic as they are today, but that does not make them inefficient or inappropriate for the purpose for which they were originally designed.

Consider the forms in the Dining Hall. The architect of the Dining Hall, Cecil Wood, designed the tables and forms so they would be an integral part of the overall design. Maintenance and Dining Hall staff will no doubt agree they are heavy items of furniture to deal with, especially when they have to be moved out for a function. However, it is easy enough to slide along a form to take your place in front of the breakfast cereal and flavoured milk, rather than annoying the person beside or behind you by pulling out a chair.

Jane Teal, Archivist



A School House study about 1920 – Older boys sat on captain's chairs in their School House study.



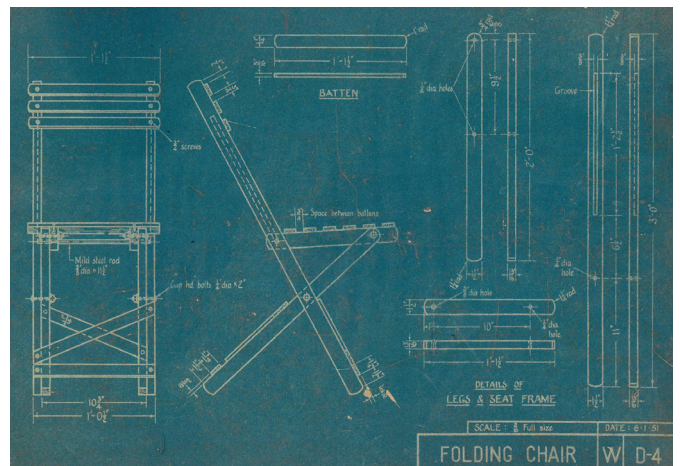
The Dining Hall in the 1920s.



Examinations in the Assembly Hall 1990s.



The Lower School in 1895 – Boys in the Lower School sat and stood on forms to be photographed.



Plan for folding chair, 1951 – In the 1950s those who took Workshop Technology had the opportunity to make their own folding chair.

Parents' Association AGM

Wednesday 14 March, Chapman Room

7pm – Welcome drinks

7.30–8.30pm – AGM

Everyone's welcome



CHRIST'S COLLEGE
CANTERBURY

Kokiri Māori

Many schools now offer Te Reo Māori me ōna tikanga (Māori culture and language) programmes, giving students the opportunity to explore the history, culture, language and traditions of the tangata whenua. Now, parents and caregivers have the opportunity to embrace te ao Māori (the Māori world) as well.

The Kokiri Māori night classes have been designed for anyone who wants to learn more about Māori culture and who would like to know how to pronounce ngā kupu Māori (Māori words) correctly.

Come along and enjoy learning Māori in a supportive and fun environment. Two 90-minute weekly classes, run by Kaiako Māori (Māori teacher) Maaka Kahukuranui, will be held during Term 2. Only 30 places available.

When	Monday 30 April and Wednesday 2 May (for 10 consecutive weeks)
Time	7.30–9pm
Venue	Christ's College, room to be confirmed
Equipment	Laptop or similar device
Cost	\$10 per night

Register your interest by emailing
aorangimk@gmail.com

FROM HAGLEY TO LORDS

BATTLES WITH MOTHER ENGLAND

In support of the 2018
Christ's College UK
Cricket Tour



MC

Garth Gallaway

GUEST SPEAKERS

Jeremy Coney & Peter Fulton

FRIDAY 9 MARCH

Drinks on the Quad from 6pm

Tickets are \$130 or \$1560 for a table of 12
TO PURCHASE TICKETS CONTACT ROB CLARKE
rclarke@christscollege.com 027 494 8809

WHO WILL RULE THE ROOST?

Christ's College
Cricket Tour Fundraiser

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A FLOCKUMENTARY  BY SLAVKO MARTINOV

PECKING ORDER

