

CONNECTING
TE KURA STUDENTS

link up.

E WHAKAHONO ANA I NGĀ
ĀKONGA O TE KURA ME Ō
RĀTOU WHĀNAU, HAPORI HOKI

SEPT 16 | ISSUE 29



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL



- TE KURA'S FIRST APP
- OUR CONTEST WINNERS
- YOUTH LEADERSHIP GROUP

Ko Tā Mike Kōrero



Mike Hollings, Chief Executive

I HOPE THE AUGUST COLD SNAP DIDN'T CATCH TOO MANY OF YOU OFF GUARD, ESPECIALLY RURAL FAMILIES WHO WERE HIT HARD BY THE STORMY WEATHER AND THE LOSS OF ELECTRICITY TO SOME PARTS OF THE CENTRAL NORTH ISLAND. IT CAN BE HARD TO KEEP STUDENTS WARM, DRY AND MOTIVATED TO LEARN DURING THE WINTER MONTHS.

Staff at Te Kura have been working hard adapting NCEA Level 1 booklets into interactive online modules which students can access through our Online Teaching and Learning Environment (OTLE). We've started work on NCEA Level 2 and Te Ara Hou, which will be moved online progressively in 2017 (you can read more about that on page 8).

I know that some of you are finding the change to online resources difficult to get used to, especially if you haven't had much exposure to learning online before. So why are we making the change to online learning?

Te Kura must keep pace with the increasing use of technology in face-to-face schools. Our students must have the same access to information technology and the benefits of using it in their learning as every other student in New Zealand. Being able to use technology effectively is a critical skill if students are going to be successful in the modern world.

I feel very strongly that being a student of Te Kura shouldn't mean missing out on learning skills that every other New Zealand child is learning every day in their classroom.

Learning by distance can be isolating, particularly for students who don't have siblings or friends nearby. There are not the same opportunities to share ideas, collaborate and get feedback. Online learning gives our students these opportunities. Students from primary years through to year 13 are enjoying the chance to work together on projects, comment on each other's work, share their opinions and learn from one another. They can quickly get feedback from their teacher, ask questions, and check whether they're on the right track. Our latest online music collaboration project, Echoes of the Sun, is a great example of what's possible when students are able to use technology to connect with one another, work together and express themselves creatively. In this project, we provided the online space and support from teachers, and the students did the rest. You can watch the video on our Facebook page at www.facebook.com/tekuranz

We want to improve the support we give to students and supervisors, to help make the shift to online learning easier. This will involve ensuring we have a responsive helpdesk for students and teachers, continuing professional development and technical support for staff, making it easier to find help resources on our website and within OTLE (such as in the OTLEHUB course), and providing more comprehensive information to students who receive a laptop through our laptop and connectivity assistance programme.

Just before going to print, the Government tabled new legislation in Parliament that affects Te Kura. You can read our response to the legislation on the back page. There will be much discussion about the proposed communities of online learning (COOL) over the next few months, and we will keep you updated on how Te Kura is impacted.

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Cover: Illustration from Te Kura's first app, which tells the story of Ngake and Whātaimai.

Feature Stories

OUR CONTEST WINNERS

WE WERE DELIGHTED WITH THE EFFORT STUDENTS WENT TO FOR OUR 'WHAT I LOVE BEST ABOUT TE KURA' CONTEST! THE WINNING ENTRY WAS A 'NEWS BROADCAST' STYLE VIDEO BY GEORGIA AND DANIEL ANDERTON.

Below are the five entries that made it to the finals. To watch the videos, as well as see entries by other students, check out the Noticeboard section of our website.



Georgia (Year 6) and Daniel (Year 5) Anderton's video received the most 'likes' on Facebook.

Monday is early morning yawning, Shakespeare with a side of tea and toast.

Tuesday is algebra and calculus, dressed in pyjamas – not to boast.

Wednesday is laying outside in nature while I study, it's science.

Thursday is talking to my teacher whom I offer my reliance.

Friday is winter-evening-fire-sitting, reading of Caesar's death.

Saturday is sleeping in and catching up – on that final bit of Macbeth.

Sunday is learning of the land I call my own – even if right now it's not my home!

So, I say, let's make a toast! For these are the things about Te Kura that I love the most.

Abigail Petersen, Year 12



Sufyan Qadir (Year 14) made a funny video, explaining the three reasons he loves Te Kura.

'WHAT I LOVE ABOUT TE KURA'

I love to be part of Te Kura, as I'm never on the run.
 The teachers never chase me, but for my one and only mum.
 This means you can work alone, or with a group of friends,
 You have so many options, lots, it never ends.
 Friendships kindle at tutorials, and friends reunite,
 Some are academic, others not so bright.
 Books fly open, laptops liven, pencils scribble a word,
 Students slump and loll at the desk, their thoughts
 somewhat absurd.
 Frustration turns the teachers stern, as you sit staring at
 the wall,
 But smiles brighten when at last, "I've done it" comes your
 elated call.
 If you are stumped by a booklet or confused by a test,
 Your teacher stands encouraging, "Just do your best".
 I know this poem is strange, but no one seems to care,
 Because it's only to remind you, Correspondence school
 is here.

Samuel Lomas, Year 12



Alyssa Feau, Year 12

NEW YOUTH LEADERSHIP GROUP

AN AMAZING RACE AROUND HAMILTON GARDENS AND A TOUGH GUY/GIRL PHYSICAL CHALLENGE ARE JUST SOME OF THE FUN EVENTS THE CENTRAL NORTH REGION'S NEW YOUNG LEADERS GROUP (YLG) HAS GOT PLANNED THIS YEAR.

The group is aimed at helping students throughout the region to connect.

'There was a need for the students in our region to link with others, so they don't feel so isolated and feel connected to the school and other students,' says Senior Health and PE teacher Jasen Nielsen, who is coordinating the group with the support of Regional Manager Anil Singh.

The group members, who were nominated by their learning advisors for their leadership potential and academic success, meet on Mondays to discuss issues and ideas for connecting to other students, teachers and the community. They also meet up at weekly tutorials in Hamilton and Hastings, where students come to get help from Te Kura teachers. They encourage other students to come to the tutorials and help them feel at ease and welcomed.

Volunteering is part of the group's mandate as well. Group members currently volunteer at a rest home in Hamilton once a week.

To contact the group about events or activities, email tekuraylg@gmail.com.

If you live around Hamilton or Hastings and are interested in joining the group contact your learning advisor.

LEADERSHIP CAMP REVIEW

THE YLG PROMOTES STUDENT LEADERSHIP WITH THE AIM OF HELPING STUDENTS FIND THEIR PASSIONS. HERE ARE SOME EXCERPTS FROM A REPORT WRITTEN BY A GROUP OF SEVEN STUDENTS WHO ATTENDED A LEADERSHIP CAMP AT MICAMP TAUPO.

Nervous beginnings

We were all nervous upon arriving and meeting people we had never met before was intimidating for some. With a few awkward introductions and a little bit of chill time we set out on our first activity. A Top Team challenge was our first test as a new group. This was our first initial interaction with each other which involved working as a team. Some of us easily stepped up and let our personalities shine, while others took a little longer, although it didn't take long for us to start communicating and encouraging each other. At this point we all started to realise that we were like-minded people, which helped us become more comfortable around each other.

Contemplating leadership

It was on the first night that we had our initial group discussion, a time where we could learn about leadership with a MiCamp staff member. This was our chance to ask those burning questions and understand fully what it really takes to be a leader. This discussion taught us how to recognise the different styles and roles of a leader. The group also learnt how different leaders operate in situations either by taking full control or by working collectively with those they are leading. There isn't a set job description of a leader; it is up to you to decide what style works best for yourself and your team. We collectively came up with the attributes we thought a leader should have in order to be a successful, empowering role model. We discovered how one act or decision can affect or benefit both the team and the leader.

Activity day

Tuesday we took on many activities and battled ourselves and the elements. The rain came down but we weren't discouraged – we powered through kayaking, rifle shooting, archery, team building, high and low ropes. Throughout the day many of us students faced challenges, experienced new things and took a step out of our comfort zones. The chance was there for many to face their fears and with the encouragement of their peers, overcome the obstacle that was before them and then realise they could do it.

Team building

Team building was an activity that challenged us all. Some took charge while others held back and followed along. After a while of not succeeding we decided to take a step back and regroup. We started working as a team and applied what we had learnt, completing the task together.

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This camp gave us a first-hand experience of how to engage as a team and work together though the challenges and tasks put in front of us.

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We know we can then apply these skills to all things we do as a group in the future.

Goal setting

Tuesday night, Jasen, Sarah and Meg gave us the task to set ourselves each a goal to complete in the next month. We learnt about different techniques and methods that we could adapt in our own way to help us in achieving our goals. We each designed a learning map and planned out how we were going to tackle our goal and what steps it would take to be successful in achieving them. From this task we gained an ability to make informed decisions for ourselves, a skill that we're sure will be developed as the year progresses.

Stepping up to leadership

If we can apply the skills that we have gained from camp, we can then help, encourage and mentor others not only at Te Kura but in our daily lives, doing this will not only benefit others but also ourselves. We are now the ones who set an example for others, we have become role models that other students can look up to and go to for guidance. With our new found knowledge and skills acquired at camp we can now comfortably step in to our new role as leaders at Te Kura.



Having fun kayaking up the Tauranga Taupo River. Front to back: Tyla McBride, Jasen Nielsen (Hamilton-based Te Kura Kaiako), Maisie Bryenton.



Attacking the low ropes course by using communication skills, cooperation, trust, support and camaraderie, all important components of a successful team. From left: Esther Hiscock, Michaela Edwards, Ashley-Emiko Puriri, Maisie Bryenton.



Corbyn tackles the high ropes with the support of her peers. From left: Corbyn Heu, Waimahana Te Wai Aahuru, MiCamp Instructor, Meg Masterton (Hastings-based Te Kura Kaiako), Maisie Bryenton.

MORE COURSES MOVE ONLINE

TE ARA HOU STUDENTS AND STUDENTS DOING NCEA LEVEL 2 COURSES WILL BE LEARNING ONLINE IN 2017.

Te Kura is progressively developing or adapting Year 7-13 courses into interactive online modules, with the aim that all students enrolled in these courses will be learning online by the end of 2018.

The Te Ara Hou integrated programme is based on a series of thematic units of work organised around a key concept through which students explore real-life problems and concepts. The units are being adapted into interactive, online modules. Many Te Ara Hou students are already doing at least some of their learning online through Te Kura's Online Teaching and Learning Environment (OTLE), or in virtual classroom spaces like Google Classroom.

In 2017, Te Ara Hou students will use a mix of online content and print-based resources – unless they are already doing most of their school work online, like

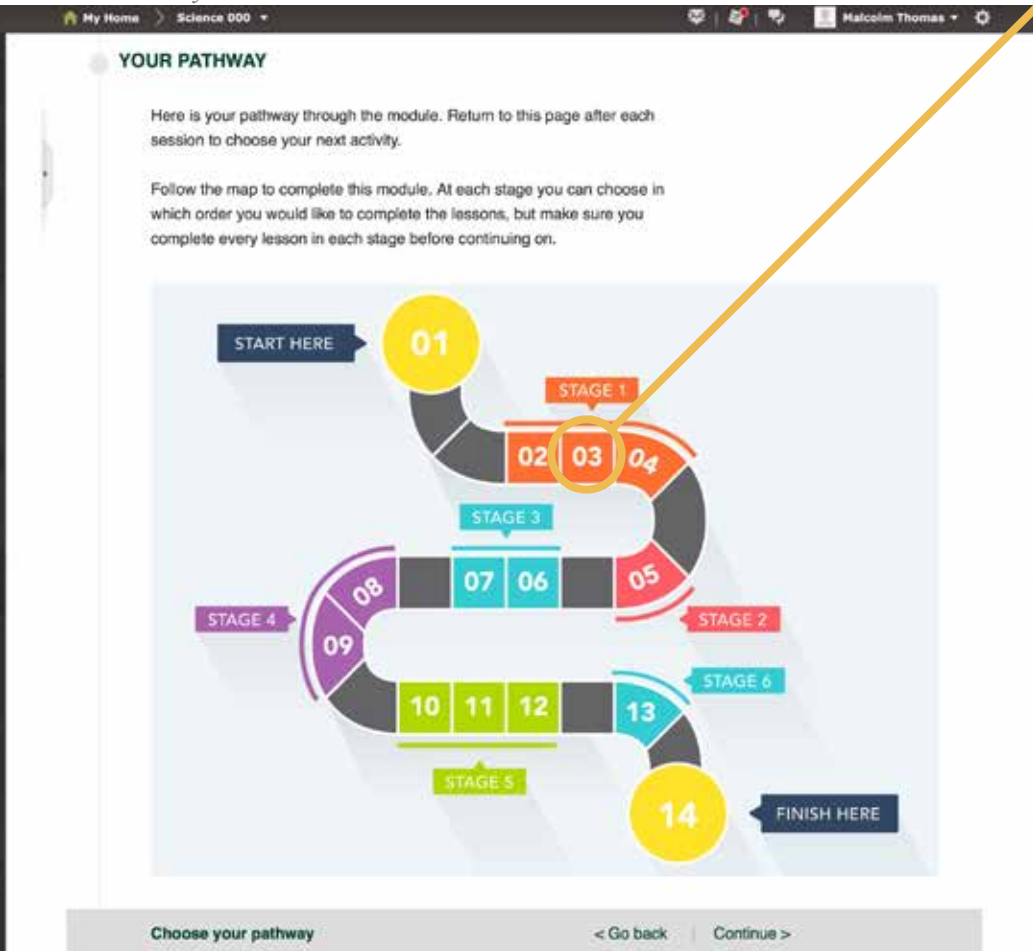
An example of how the interactivity in OTLE works.

the students of Central South teachers Toby Durney and Melissa Secker. Toby and Melissa use Google Classroom, which provides teachers and students with access to a wide range of educational applications (called 'apps') as well as a safe environment to communicate with each other and keep track of assignments.

By working in Google Classroom, Toby and Melissa can keep an eye on what each of their students is working on. 'I can see exactly what the student is doing, give feedback, or work collaboratively with the student on their assignment' says Toby.

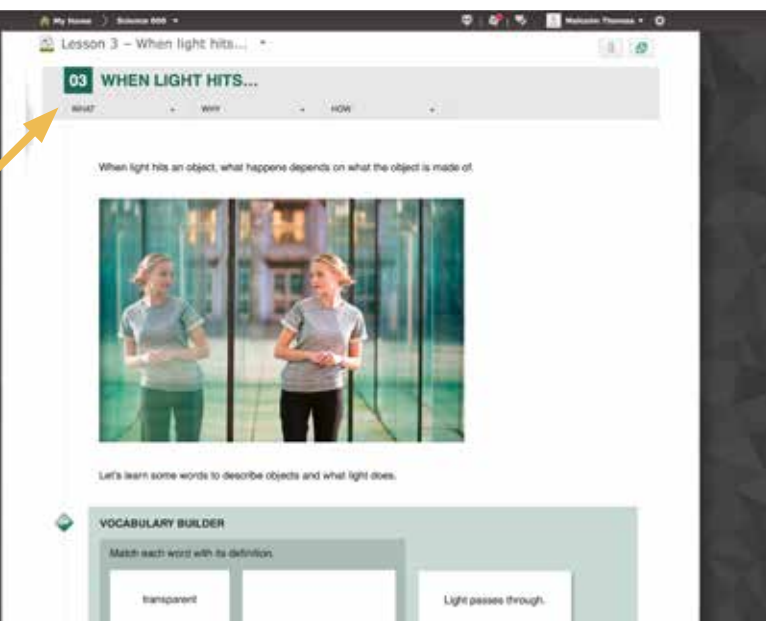
There are lots of different tools for communicating, so students can choose to communicate with their teacher and other students in the way that feels most comfortable to them – including video chat, instant messaging, class discussions on specific topics, or leaving audio messages for each other.

Toby and Melissa make use of educational apps they find online, which can be easily integrated into Google Classroom. Among the apps they've been using lately is an interactive learning tool for teaching students financial literacy. Another is an online tool for composing and recording music, which enables students to work collaboratively.



Students have also been learning how to do coding, and a recent optional topic some students have been doing is learning how to create online animations.

Seven NCEA Level 2 courses are already available online-only. In 2017, all NCEA Level 2 courses will be accessed this way. Rather than using printed booklets, students will work through interactive online modules which have been adapted from the current booklets. We expect that most of the NCEA Level 2 booklets will be available as interactive online modules at the beginning of the year, with the remainder becoming available during terms 1 and 2.



DIGITAL TECHNOLOGY – THE WAY OF THE FUTURE

In July the Minister of Education announced that digital technology would become an official part of the New Zealand Curriculum in 2018. She said: ‘To participate successfully in society and get the jobs and careers they want, our children and young people will need to be confident using a broad range of digital technologies in a variety of settings.

‘Explicitly strengthening digital technology in the New Zealand Curriculum and Te Marautanga o Aotearoa will ensure children in primary school and kura gain an understanding of the concepts and skills of digital technologies. With this change, by Year 10 every young person will have a core understanding of digital technology and how to use it in life and work.’

WE WANT TO KNOW WHAT YOU THINK!

Students using the new interactive online modules are being asked to fill in a short survey about each module once they’ve finished it.

The surveys are your chance to tell us what you like, or don’t like about the new modules. Being online, the modules can easily be updated if something isn’t working properly. The modules are being put together by a team of teachers, graphic designers and developers, and your feedback is vital in making sure they get it right. If you receive an email from us asking you to fill in a survey, please take the time to tell us what you think.

LAPTOP AND CONNECTIVITY ASSISTANCE

Te Kura offers support for low to middle income families who cannot afford a device or internet connectivity.

Almost 500 students have already received support since Te Kura’s assistance programme was launched last year.

In 2017, families of students enrolled in Te Ara Hou and NCEA Level 2 courses will be eligible to apply for a laptop and/or a monthly subsidy of \$30 towards the cost of internet connectivity. The assistance programme is available to New Zealand-based full-time students and to young adult students who are enrolled in three or more courses, where the

family has a Community Services Card or is receiving a benefit from the Ministry of Social Development.

Te Kura recognises that families living in rural areas face much higher internet connectivity costs than families in towns and cities, so they can apply for a \$30 top-up to the monthly internet connectivity subsidy.

Students living in locations without internet access, or in other exceptional circumstances, can apply to be sent print-based resources.

Families will be sent more information about online learning during term 4, including details of what sort of device and internet connectivity students require.

Student Stories

GYMNASTICS EVENT DAY

IT WAS THE GYMNASTICS SCHOOL DAY IN BLENHEIM AND I WASN'T SURE WHAT TO EXPECT.

There were about 18 kids attending. I looked around and noticed there wasn't anybody I knew. We were put into three groups. The group I was in consisted of the four oldest kids.

We started off with cartwheels and handstands which I wasn't very good at. I would always fall and not be able to hold myself up – although I had a lot of fun trying. Next we were balancing on the beams. This I enjoyed, I think it was my favourite. I was surprised at how easy it was for me to balance. We also did some bar work and jumping on the trampoline. On the bars we had to hold ourselves off the floor by our arms and walk along the bars like that. Since I don't have a lot of upper body strength it was a bit hard for me. I had a good time getting to know a few new people.

After lunch we all headed to the new ASB theatre to watch the ballet dancers from the Royal New Zealand Ballet do their warm ups before their Wizard of Oz performance which they are touring around New Zealand. It was awesome to see how flexible they were. I was amazed by how much time they spent warming up before performing.

I personally had a good time and can't wait for the next event day.

By Chyanne Busby-Gray, Year 9



ABBY ABROAD

HELLO! I'M ABBY, I'M A STUDENT AT TE KURA AND I HAVEN'T BEEN IN NEW ZEALAND FOR THREE YEARS!



My family and I first lived in London for just under three years and just recently we moved to a little country called Macedonia (Home of Alexander the Great). If you have done the Julius Caesar work in Classical studies you will have heard a bit about it. Here in Macedonia our family is working in relief and development – we will be working with local farmers. We have also been doing a bit of work with refugees on the border of Macedonia and Serbia.

Macedonia is very different from New Zealand in so many ways. It's split between Macedonians and Albanians. So depending on where you are in the country they speak Macedonian or Albanian. I am currently learning Macedonian which is similar to Bulgarian and uses Cyrillic script. The Macedonians are mostly orthodox Christian and the Albanians are mainly Muslims. It has just been Ramadan so there were lots of celebrations and parades in the street. One day we were even invited into someone's home to see what happens when the fast is broken – they gave us a huge feast! One of my favourite things here is that when you walk down the streets all of the trees have hundreds of rusted thumb tacks in them. This is because they don't announce deaths in newspapers so when someone dies they pin their picture on a tree instead. The temperature is very hot here compared to NZ! It's over 40°C during August. (It's often so hot here that I tend to work in the early morning or in the evening instead of during the day.)

Living overseas can sometimes be challenging but there are some amazing things about it too. Like when I

was in London I had the opportunity to enter a writing contest for young girls and I was a finalist! The theme was 'friendship' and I wrote a story about a young couple meeting in a park and their relationship over years from the point of view of an anonymous character viewing them from a flat above the park. The prize was getting my short story published by HarperCollins and getting to go to a day in London where I met the famous author Barbara Taylor Bradford (her book 'A Woman of Substance' is one of the bestselling novels of all time) and some publishers and editors in The Sunday Times and HarperCollins. Everyone who won also got signed books. It was such an amazing experience. We were given a writing class and advice on publishing and the future – we were even called 'The writers of the future'.

By Abby Petersen (Writer of the Future), Year 12

AIMING FOR THE TOP

ASPIRING EQUESTRIAN RIDER BETH WILSON HAS BEEN WORKING AS A GROOM FOR SOME OF NEW ZEALAND'S TOP EVENTING SUPERSTARS.

Earlier this year, the 16-year-old travelled to the UK to do work experience with New Zealand Olympic bronze medallists Jonelle and Tim Price. Whilst there, she managed a second placement at the yards of champion Jock Paget.

Back home she is working in the yard of Equestrian Sports New Zealand Performance Coach and rider Angela Lloyd, who she trains with.

Beth started studying with Te Kura in order to focus more on her eventing.

"Now I can work with my horse during the day and fit my school work around it," she says.

Her ultimate dream is to compete overseas and represent New Zealand.



PAPER MAKING

THE FOLLOWING PIECE WAS WRITTEN AS PART OF AN ASSIGNMENT AFTER YEAR 5 STUDENT SOPHIE JOHNSTONE VISITED THE PAPERMILL GALLERY IN AMBERLEY.

You can make paper with everything from cotton and linen rags to all the botanical plant fibres that you can harvest from your garden and out there in the wild.

Paper is made from plants; because plants are different you can design your own unique types and styles. Thick, thin, smooth, rough, big and small, handmade paper is awesome, from the finest letter writing materials to massive stage sets ... if you can dream it up ... you can make it!

There are nine steps to making paper. When I visited the Papermill Gallery I made my own paper. This is how I did it.

- I cut some tussock grass into small lengths and put it into a stainless steel pot.
- Mark added half a cup of caustic soda and filled the cup with cold water then the pot was put on the stove for an hour.
- After cooking the tussock grass it was put into a blender to make pulp.
- Then Mark added the pulp into a vat of water.
- I took my paper mould and dipped it into the vat.
- After the water drained out I rolled it onto a piece of felt.
- Once I had made my paper into a stack I put it into a 20 tonne press and jacked it and squeezed it until the water came out.
- I took the paper out of the press and lay it on the ground to dry.
- Once it was dry I stacked it up and let it flatten so I could use it.

By Sophie Johnstone, Year 5

GETTING CRAFTY

A NOTICE IN TYLER COLEY'S WELCOME PACK WHEN HE JOINED TE KURA HAS LED TO A NEW PASSION – CREATING COMICS.



The 12-year-old student from Palmerston North, who enrolled with the school earlier this year, was attracted to a message about Te Kura's craft club. 'I called up [the coordinator] Joy Penney, and told her I was keen to make something,' he says.

Initially, he played around with graphic lettering. A few months later, he decided to give making kids' comics a go. 'Joy gave me lots of ideas and sent me some stuff to get me inspired,' says Tyler. 'I really like reading and writing stories so I like the idea of drawing a story I've written.'

Tyler says his biggest challenge is finding a good story. 'I'm thinking it might be centred around an argument in the park or some kind of fight.'

Following Joy's advice, he is trying to keep it simple. 'The characters I'm creating are pretty basic with lines and circles, so they're pretty easy to draw.'

In the future Tyler hopes to sell his comics at the local market.

If you have a craft project you'd like help with, call Joy Penney on 0800 65 99 88 ext 8607 or email her on joy.penney@tekura.school.nz.

CHEMISTRY AND BIOLOGY PRACTICAL DAYS

EACH YEAR TE KURA RUNS PRACTICAL SCIENCE SESSIONS IN MAIN CENTRES AND IN SOME SMALLER CENTRES.

Canterbury-based adult student (and aspiring vet) Germaine Srboy reports on the three days of workshops she took part in during June.

On Wednesday 22nd, we had lab assistant Dr Nathan Alexander and teacher Alison Hill lead the chemistry workshop at the University of Canterbury, which involved learning about the equipment used in titration before doing one ourselves. We had to don white lab coats and wear safety glasses at all times while in the lab, which added a feeling of authenticity to proceedings.

While we had read about burettes and pipettes in our course work, it was another ball game when it came to actually using them. We were reminded that it was expensive and delicate equipment, and then shown how to use them without breaking them!

As far as I know, everyone managed to get through the day without any catastrophic breakages and we all had fun. While it was a little tricky (and somewhat ambiguous) figuring out if we were reading both the pipette and burettes correctly, it was eventually mastered, and after a few practise goes using the gear, and a demonstration titration, we were on our way.

The chemistry lab was a short and enjoyable day, before heading into Thursday and Friday at Lincoln University for our Biology Microscope workshop. This was a two full days which ended with an assessment in which we had to complete biological drawings of an epidermal leaf tear, a leaf cross section and a paramecium. Using the microscopes was relatively easily mastered, the tricky part was cutting a good cross section of leaf for examination or nailing down a paramecium so that it was still enough to examine and draw!

While most of the students were home schooled or learning only certain subjects via distance learning (meaning they were mid to late teens), I went through the standard school system just over a decade ago – but I don't remember having as much fun as I did on these workshops. It was great to be able to put faces to the names of tutors and spend a few days hanging out with a group of such enthusiastic young people, some of whom shared my aspirations.

With the workshops being held on campus at the University of Canterbury and Lincoln University, it gave us aspiring uni students a taste of campus life in the coming years. All in all, we had a great time, and gained some valuable experience and credits.

By Germaine Srboy



Some of the students involved in the Chemistry and Biology Practical Days. Germaine Srboy pictured bottom, second from right.

STAR COURSES REVIEW

THE TWO MOST EDUCATIONAL AND ENJOYABLE COURSES I HAVE COMPLETED THIS YEAR WOULD HAVE TO BE THE FIRST AID COURSE AND THE RED SHIRTS IN SCHOOLS PROGRAMME.

Both were excellent and provided invaluable experience and insight into their specific topics.

The First Aid course provides knowledge and skills so you know what to do in an emergency, teaching everything from recognising signs of illness and strokes, to performing CPR on an unconscious patient. It lasts for an intensive one and a half days but is totally worth the effort. You come out with a Comprehensive First Aid certificate and you achieve two credits at Level 3, one credit at level 2 and one credit at level 1. Te Kura pays for it and these courses are running throughout the year. Just ask your learning advisor about the next one in your area!

The Warehouse course on the other hand, lasts for 10 days, but gives you a massive 27 credits at the end of it (most of which are level 2). I would highly recommend this course for people who are doing Business Studies, as the course gives you a great deal of insight into how a large and successful business is operated. That's not to say that you should only do the course if you are doing Business Studies, as the course would be very beneficial to anyone seeking some work experience.

It is also great for confidence building and learning to get along with other people. Let's face it, talking with people you've never met before isn't the most enjoyable thing in the world, but by the end of the course, you won't have any problems whatsoever.

By Jason Gilchrist, Year 12



From left: Jason Gilchrist, First Aid tutor Janna Benson and Deon Ekotone.

LEARNING HORSE RIDING

MY NAME'S CALEB VARCOE. YOU MAY REMEMBER ME FROM THE ARTICLE FEATURING ME IN THE LAST ISSUE OF LINK UP. RECENTLY, I'VE BUILT ON MY EXPERIENCE WITH HORSES, BY LEARNING HOW TO RIDE ONE.



Despite the cold, wet, and windy weather on the day, the ride turned out to be an absolutely awesome experience!

Although the rain was persisting throughout the morning, as well as the wind blowing across the hills, I arrived at the farm of my friend Caitlyn, a fellow Te Kura student from Taupo, and was introduced to her horses, named Trev and Ash. As I got onto Trev's back and picked up his reins, the motion of him walking felt uncomfortable for a while, though I got used to it reasonably quickly. We were led out into the larger paddock, and started to walk our horses along the fence line, with Caitlyn leading the way, and me just trying to get the hang of it. As we were wandering through the long grass, my noble steed, Trev, seemed to be interested in nothing more than stopping to munch on some grass every few steps... I must say, he's a good, gentle horse, but he can be quite stubborn!

After I managed to get Trev walking again, we decided to head up the hill along the limestone road. That had its own batch of problems – even though my steed had no grass to be distracted by, the wind up higher was absolutely howling! We rode to the top of the track, took some photos, and then came back home without wasting much time. After we got back and took the saddles off the horses, I was sure happy to be treated to a hot coffee and some biscuits!

I had an amazing time riding – I can't wait to do it again next time I'm in Taupo!

Caleb Varcoe and Caitlyn Thompson, Years 10 and 11

LIVING THE DREAM

FROM A YOUNG AGE, DAKOTA EDWARDS WANTED TO BE A NURSE. NOW, AFTER WORKING HARD AT HER STUDIES, SHE'S BEEN ACCEPTED INTO A NURSING COURSE AT NORTHTEC IN WHANGAREI.

There've been a few rough patches along the way, admits Dakota, who joined Te Kura in 2013, but her teachers and learning advisor were always there to help 'push her along'.

'It didn't bother me too much changing from a face-to-face school, although I found it hard to begin with, having to do everything myself,' says Dakota. 'But my learning advisor, Mary, was great and if I had any trouble she'd sort me out.'

'The exams were the hardest part – trying to motivate myself, especially when there were other things I'd rather be doing.'

Her dream of becoming a nurse kept her on track. 'I made sure I did everything I could to get there.'

Dakota's mother enrolled her with Te Kura because the family lived so far from the nearest school. Towards the end of her studies Dakota moved in with her grandmother, away from the distractions of her three siblings.

'I think you learn a lot more at Te Kura than you would at school,' says Dakota. 'You have to be self-motivated and go out and look for answers rather than have someone sit down and tell you. By not being at school I've had a lot of other life experiences as well. I got to do some paid work and I'd also go away camping and take my books along – I could keep up with my studies anywhere, as long as there was a post box nearby.'

The staff at Te Kura were especially helpful, says Dakota. 'Some days I'd get really down and feel like I couldn't do it any more, so I'd ring my teacher or learning advisor and within 15 minutes of talking to them I knew I could do it.'



ARMAGEDDON EXPERIENCE

A GROUP OF STUDENTS FROM THE HASTINGS ADVISORY MET UP EVERY THURSDAY FOR SEVERAL WEEKS TO MAKE COSTUMES FOR THE WELLINGTON 2016 ARMAGEDDON EXPO, A COMMERCIAL SCIENCE FICTION AND COMICS CONVENTION HELD IN CITIES AROUND NEW ZEALAND.

They finished their costumes the day before the event. Ben Johnston shares his impressions of the day.

On the Saturday we got in line outside Westpac Stadium at around 9.20 am, 40 minutes before Armageddon began. Because we arrived 40 minutes before opening, we beat most of the people who were coming so we were reasonably close to the front of the line.

[When we were let in] I decided to start shopping. Mainly there were comic books/graphic novels, Manga, statues, sword replicas, anime DVDs, posters, stuffed animals, trading cards, games and more. Overall I think there was a very good selection and I found myself wanting a bit of everything. It was quite expensive, though. For example, there was a sword replica that I wanted (the Elucidator from Sword Art Online). I had thought it was \$60 because there was a sign with that price next to the sword. But it turns out it was for the smaller sword below it and it was really \$110. Though it was expensive, I was willing to pay the price because it is extremely difficult to get swords and other collectables like that in New Zealand.

There was also no shortage of entertainment at Armageddon. They had panels of celebrities such as voice actors and writers. There was also an event called Fight a Knight where you were given a sword and someone dressed in knight's armour would teach you how to fight with it. Though I never did this (because by the time I thought I would try it, there was quite a line) it looked very fun and engaging. I would have loved to try it.

There was also a costuming group there called the 501st Legion that I have been a big fan of ever since the last time I went to Armageddon. They are a worldwide non-profit costuming organisation who dress in movie-accurate costumes of villains from the Star Wars franchise. They do charity work at events or children's hospitals to raise money for charity. I met with them, got my picture taken with them and donated some money. I think their being there made Armageddon all the more amazing. In fact they even inspired me to join the Galactic Academy (the under 18 version of the 501st).



Is it a takeover? In front of the Te Kura office in Wellington. From left: Marley O'Sullivan, Ben Johnston, Jarred Lister, Caleb Varcoe.

There were many people dressed in cosplay at Armageddon (though admittedly not as many as I was expecting). There were many different costumes such as Batman from DC comics, Deadpool from Marvel comics, Darth Vader from Star Wars and characters from Anime like Kirito from Sword Art Online. There was also a cosplay lounge where people dressed up could go and meet each other. I didn't get to go there because I was with my friends and didn't want to leave them. I will definitely be making going to the cosplay lounge a top priority if I go next year. To me it seems like a great way to meet other people who love the same things as I do, especially since I have never met anyone else in my age group who likes Star Wars or Comic books half as much as I do.

My friends and I left Armageddon at around 2pm buzzing. We all had a great time and cannot wait to go back next year.

By Ben Johnston, Year 12



Exploring one of Wellington's icons.

ENVIROSKILLS – LEARNING THE FUN WAY

IT ALL BEGAN WITH THE FIRST AID COURSE ...

It's my first outing while being with Te Kura and my anxiety begins to take over as I pull into the Red Cross carpark. As I walk up the ramp and approach the door, I can feel my heart begin to race. All the faces in the room turn to me but surprisingly I am greeted with warm soothing smiles. Maybe this isn't going to be as bad as I thought it would.



Kya Ladbrook (right) with Jessica Whitehead

We are divided into two groups, girls on one side and boys on the other so that we can introduce ourselves and get over the awkward 'Hello' stage. We are then given instructions and watch a few slide shows that teach us about the doctors ABCs, how to give CPR, stop someone from choking and how to bandage cuts. Finally, with the bookwork and the slide shows out of the way, we put what we've learnt to the test. Each of us pick a partner and grab a dummy to practice on. We all share jokes and giggles while making up fake scenarios and generally get to know each other. I remember thinking to myself, 'These people are actually not that bad'. With help and encouragement from the teachers, everyone completes both practical and booklets and each of us are anxious to see if we passed.

Trefoil Park

This is where the first overnight camp takes place. As I pull up into the drive, I can see familiar smiling faces that I met at the First Aid course. After introductions and rules are out of the way, we knuckle down and get on with the paper work so that by the afternoon we can go for a walk through the forest and set some possum traps.

Making our way across the bridge, some girls stop and begin to jump and sway, laughing out loud and bringing their inner child out. I chuckle to myself and carry on. Our traps are soon set and the boys are dying to go for a swim. With Margaret's permission, they start to run and jump through the long grass making their way to the water holes. The river isn't very deep so Pehi decides to try and build a dam to trap the water. Knowing their plan wouldn't work, I keep quiet and encourage them.

They all work together as a team, building a wall out of rocks and sand to make a pool big enough for a child to play in. Even though they don't achieve their goal of being able to make some bombs, they make friends and learn that 'if you work as a team, you get things done faster'.

Dinner is served and once again we feast on the meal prepared and then go off to do our own thing. We disperse and mingle, playing card games, listening to music, watching movies, playing ball games and chatting.

The next day we check our traps and learn how to pluck a possum by hand and using a machine. At first the girls are iffy about it, but we all get in there and give it a go. With the day finished it's time to say our goodbyes and I set off for the long journey home.



Kya Ladbrook (left) with Shady Davidson

Camp 3 ... Motor bikes and ATVs, now this should be fun ...

Once again we nail the massive piles of paperwork set for us, so that we can go out and play on the quad bikes. We learn the basics of how to steer, what to do and what not to do, and with that down pat everyone races for the helmets, eager as anything to take them for a spin. As we go alone and get used to driving everyone starts to gain

speed, getting faster and faster but still being safe and mindful of their surroundings. With the bikes put away we wash up and get ready for the meals that were prepped by Sister Catherine and Brother Martin, who did a great job in the kitchen. Once again we go off and mingle, play board games, joke around and enjoy the company before hitting the hay. With a 9 o'clock start we were up on the balcony completing some paperwork that teaches us about the ATVs [all-terrain vehicle or quad bike]. Once that is complete we go out and the kids that completed the course last year show us the tricks behind reversing and all the essential things required to drive them. Tutorial is complete and it's my turn to jump into the driver's seat, start the engine and put it into gear. I take my foot off the brake and I'm off, zig zagging around the course both

forwards and backward, exchanging knowledge with the other students in order to better my driving. Once everyone had a turn it was time to head into the warm and comfort of inside.

It's not every day you see people at a school camp having this much fun and it wasn't just the students but the teachers as well. I am very lucky to have been accepted into this course and I encourage anyone that has a love for the outdoors to sign up for next year because you'll have a blast, make new friends and learn new skills. The teachers are great, you're treated with respect, they encourage and give help when it's needed, and all around there were happy teachers and happy students.

By Kya Ladbrook, NCEA Level 2 student

AWARD-WINNING COMPOSER

LIAM FUREY BECAME INTERESTED IN BEETHOVEN AT AGE 11. SEVEN YEARS ON, HE'S WRITING HIS OWN CLASSICAL PIECES, WITH HIS LATEST COMPOSITION WINNING THE SENIOR COMPETITION SECTION OF THE 2016 NZCT CHAMBER MUSIC CONTEST.

'It was pretty exciting when I found out the news – it's the first time I've won a top prize like this,' says Liam.

The Lower Hutt student says he received advice from a number of different people for his composition 'Piano Trio No 1 in G minor', written for piano, cello and violin.

'I learnt so much throughout the process. My piano teacher, Gillian, was my main mentor. She suggested I enter the contest and provided a lot of support.

'My music teacher at Te Kura, Joan, also listened to some of my composition and gave me feedback. The violinist and cellist who accompanied my piano playing helped me learn about string instruments. Chamber Music New Zealand also put me in touch with composer Craig Hutting who acted as mentor during the writing process.'

Liam has been home schooled most of his life, and enrolled with Te Kura three years ago so he could earn NCEA credits to get into university.

'My learning was a lot more flexible before I started at Te Kura. I've had to be a lot more organised and ordered in what I do so that I can achieve my credits.'

'It's given me a whole new idea of the kind of self-motivation I'll need at university.'



From left: Cassandra Bahr, Liam Furey and Emily Paterson.

Liam is participating in the Young Musicians Programme for secondary school students, based at Victoria University. 'It's another step to expanding my knowledge,' he says. Ultimately he wants to study composition and performance at tertiary level.

Besides studying for NCEA Level 2, Liam is kept busy volunteering each week at a local op shop. He's also worked with Hutt City Musical Theatre, first as pianist, then as musical director and most recently as orchestrator, which involved arranging music from various decades.

'My main aspiration is to become a concert pianist as well as a composer.'

Student Work Showcase

MĀORI THEMED ARTWORK

These artworks, inspired by traditional Māori art, were created by students studying Level One Visual Arts (AR1000).



Andre Abplanalp, painting



Danisha Stegeman, mixed media drawing



Zion Heemi, mixed media piece



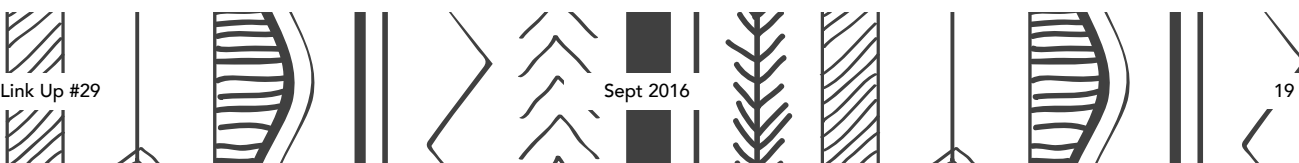
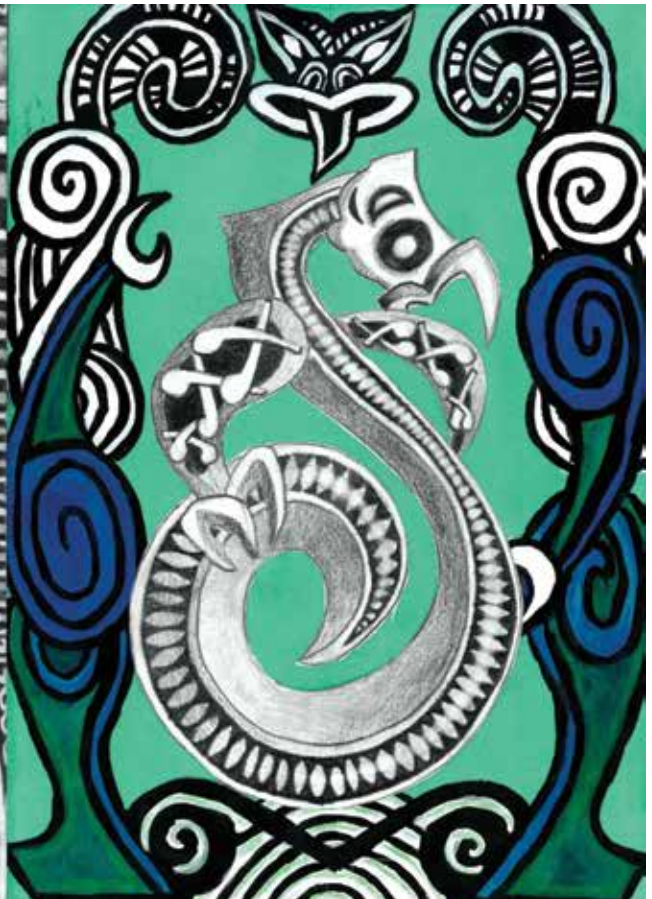
Bowdyn Green, Whakairo drawing



Caitlin Aston

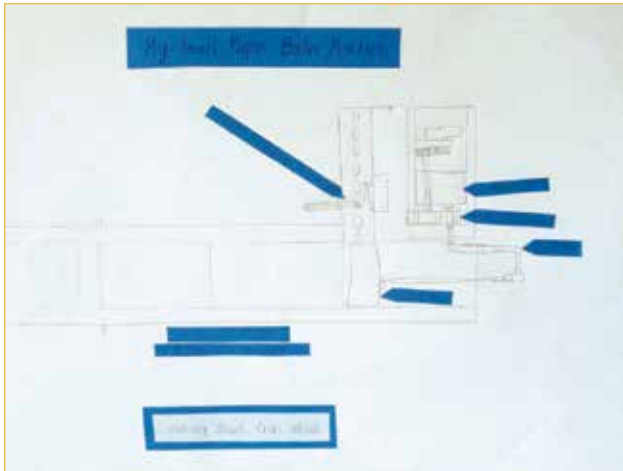


Marcus Elliott



MY SMALL PAPER BALER MACHINE

I have designed a small paper baler machine for baling scrap paper. I came up with the design when I was thinking about actual baling machines. Here is the design.

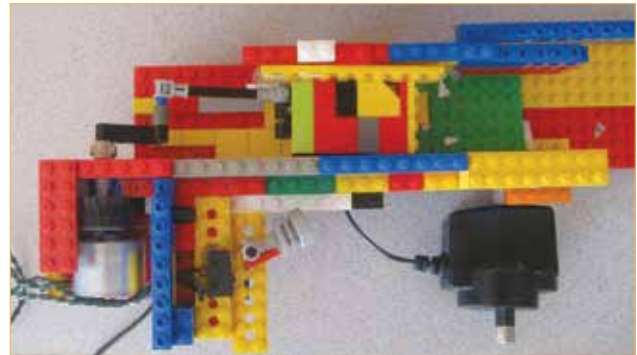


I thought it would be a good idea to make a machine that recycles the scrap paper from my classroom into small paper bales to light the fire with.



This is how my machine works. A small electric motor turns the wheel and makes the crank shaft go around. The crank shaft makes the plunger move backwards and forwards forcing the paper down the chamber against a lego

board and a rubber band. You take the lego board out and finish putting the rubber band around the bale. You pull it out and you have a finished bale.



I am going to improve my design by putting a fan on the motor to cool it down and putting a paper mulcher on it so I don't have to rip the paper up.

Warning: Please get someone older than you and who knows about electronics to help you with the electric parts. My older brother and I got the electric motor out of an old tape deck and he helped me wire it up.

By Anthony Partridge, Year 11

HAIKU POEMS

A blanket of ice
White frilly frosty fingers
Crunch under my feet

Light on the water
Flickers In the morning mist
Clear sparking river

Three little birdies
Snuggling in a woven nest
Chirping for a worm

Golden leaf clinging
To a twisted old oak branch
Poised waiting to fall

By Amy Nilsson, Year 6



Oil painting by Amy Nilsson, Year 6

ILLEGAL AND WRONG!!

Dog brawling is illegal and wrong, but is still a worldwide problem. It's reported in the media that there are many dog fighting rings, even in New Zealand. It is an horrific form of animal abuse. We could compare it to the gladiators of Roman days, who were slaves to their masters and forced to fight to the death for human entertainment.

You may ask, 'Where do all these dogs come from?' The fact of the matter is that dog owners are followed home to see if they have suitable dogs. If they have good looking, strong dogs for fighting such as Pit Bulls, Staffordshire Bull Terriers, German Shepherds, Rottweilers or Great Danes these are later stolen. This is a serious problem because tens of thousands of family pets around the world are stolen, and used as dog bait for fighting dogs to practice on. They are often starved and have their mouths taped shut to prevent them from harming the actual fighting dogs, so the fighting dog builds its confidence and skills. It is very cruel to force animals to fight and even

more so to kill each other. It is heinous to think that animals lose their lives so people can bet and make money.

There are many examples of dog fighting in New Zealand. One is about a Staffordshire terrier called Polly, who was taken from the SPCA on a Friday night and returned on Sunday rattled, mauled and fighting for her life. Others have been reported in Blenheim and Wairarapa. Dog fighting now even takes place in trucks, under cameras, allowing gamblers from all around the world to place money on the fight-to-the-death outcome.

We can all work together to stop this! Be awake to what is going on in your neighbourhood. Report any suspicious behaviour. We need to fight for these dogs. Dogs are known as man's best friend not man's murdering machines. Dogs need our love and attention. We should treat them like friends not foes. What will you do about it? Let us all remember Mahatma Gandhi's important quote: "The greatness of a nation can be judged by the way its animals are treated."

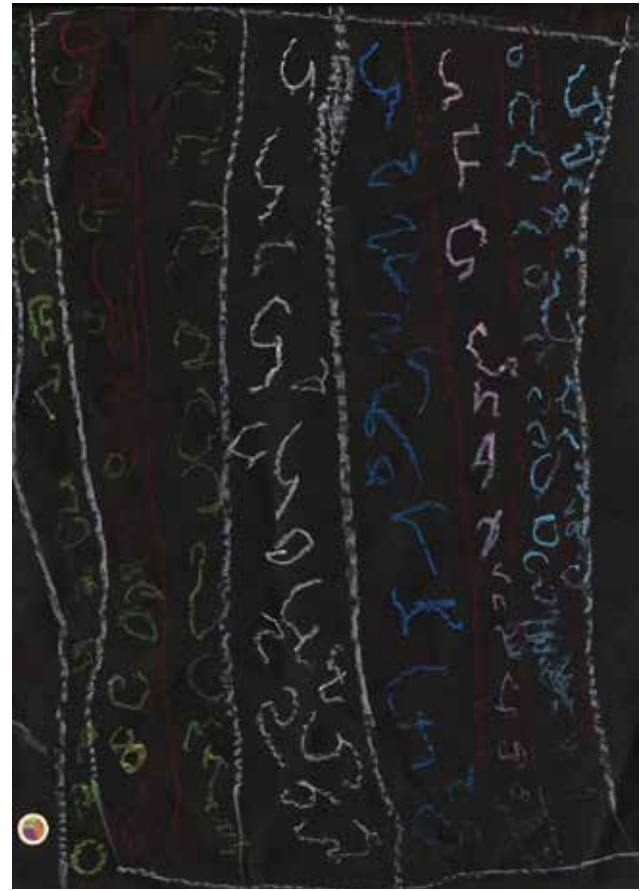
By Esther van Booma



EARLY CHILDHOOD ARTWORK



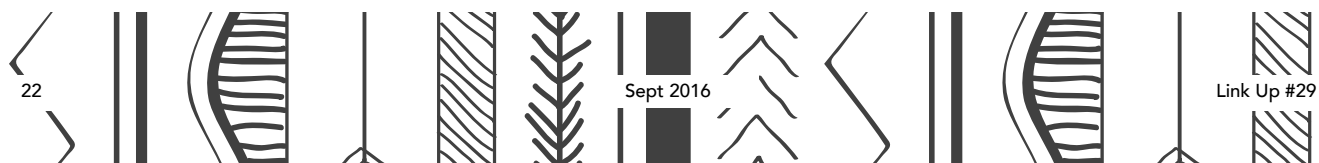
Carson Creswell, Age 4



Hope Meyer, Age 4



Shaleah Raroa, Age 3



TE KURA'S FIRST APP

**HAVE YOU CHECKED OUT OUR APP YET?
DESIGNED FOR CHILDREN AGED 3+, IT TELLS
THE STORY OF THE TANIWHA NGAKE AND
WHĀTAITAI IN BOTH TE REO MĀORI AND
ENGLISH.**



The interactive educational app tells the story of the creation of Wellington Harbour, a well-known legend told by the people of Te Atiawa and Whanganui-ā-Tara.

Developed in partnership with Kiwa Digital and Te Atiawa ki Taranaki Whānui, it features stunning illustrations, character animation, swipe-to-read, touch-to-hear and touch-to-spell functions that encourage children to engage with the images and text of the story. Children can also colour in the illustrations and record their own narration.

Te Kura Chief Executive Mike Hollings says enabling children to develop an understanding of their culture through waiata, myths and legends is an important learning outcome of Te Whāriki, the early childhood curriculum.

‘One of the ways we do this at Te Kura is by providing resources which nurture children’s wairua and connectedness to the wider world and land.

‘This app enables us to share legends like the story of Ngage and Whātaimai with children and whānau who may not otherwise be able to access them within their own community, or who might not be aware of Māori myths and legends.’

This is the first app of its kind created by Te Kura staff for its students. Although initially designed for Te Kura’s early childhood and primary students, Te Kura has opted to make the app freely available to everyone through the App Store and Google Play.

For a demo go to Vimeo: <https://vimeo.com/173549414>.

ECHOES OF THE SUN LAUNCHED

**WE ARE DELIGHTED TO ANNOUNCE THE
LAUNCH OF OUR ONLINE MUSIC VIDEO
COLLABORATION ‘ECHOES OF THE SUN’.**

The video is the result of a collaborative project that began last October, with more than 50 Te Kura students taking part. The lyrics and music were written collaboratively online through Te Kura’s Online Teaching and Learning Environment (OTLE), and students of all ages contributed to the production in different ways, including through dance, song and even horse riding.

Well done to everyone who got involved – what an amazing team effort!

The video is featured on Te Kura’s Facebook page – check it out!



Bayley Milne, who arranged and produced ‘Echoes of the Sun’.

LEADING LANGUAGE EDUCATOR

FOR THREE YEARS, FROM AGE SIX, ADÈLE SCOTT LIVED IN JAPAN WITH HER PARENTS. IT'S THERE THAT HER LOVE AFFAIR WITH LANGUAGES BEGAN. A FEW DECADES ON, SHE HAS BEEN AWARDED ONE OF NEW ZEALAND'S TOP LANGUAGE AWARDS BY HER PEERS.



The passionate educator, who heads Te Kura's languages department as Kaihautū Mātauranga: Ngā Reo, recently received the 2016 Peter and Eunice Beveridge Awards for Outstanding Leadership in Languages from the New Zealand Association of Language Teachers (NZALT) – an accolade she says was a 'big surprise'.

Adèle's leadership roles over the years have included languages teacher education at Massey University as a senior lecturer, acting as an advisor to schools in languages through Massey University School Support Services, working alongside teachers in the classroom and directing workshops. She was a key writer of the Learning Languages area of the revised New Zealand Curriculum. She also served on NZALT's executive committee for eight years and as president for four years.

'It's taken more than 40 years for languages to have a place in the New Zealand Curriculum,' says Adèle.

'Even now, schools don't have to offer languages, so we've still got a long way to go.'

'NCEA has been good for language learning as it allows for the different components of language learning to be assessed in the most appropriate way [speaking and writing components are internally assessed] and of course students can get credits for each separate component.'

'Since languages became part of the curriculum there's been increased activity at pre-secondary level, especially Years 7 and 8, although at that level teachers aren't usually specialists in any of the areas they teach. There are some great initiatives such as the Asian Language Learning in Schools fund but overall there is limited targeted funding for languages so learning depends on the willingness of principals and boards to support languages programmes.'

Te Kura is currently rolling out its 000 languages courses for students in years 9 and 10, which are delivered completely online. 'We're starting at the beginning, so everybody is on a level playing field. There are online quizzes to help students learn vocabulary, as well as video clips and cartoons to help students with listening and understanding. Above all, the emphasis is on communication.'

The main focus is on creating a community of learners. 'Teachers are using Adobe Connect or Skype to get students talking to each other and we encourage students at senior level to find opportunities within their own communities to practise their language. They are able to record those conversations as authentic conversations and use them as part of an assessment.'

'One of the advantages of studying languages online is the instant feedback students get.'

Even if a teacher isn't available on the phone, a student can record something and upload it quite quickly, and the teacher can give them feedback in a timely manner.'

Adèle emphasises the importance of risk-taking in language learning. 'The scariest part is just giving it a go. You need to accept that you're not going to get things right all the time, but you need to be willing and wanting to communicate.'

Learning a language also teaches open-mindedness, she says. 'By understanding another language, you realise that we're not all the same – there are different ways of looking at the world.'

BUDDING CHEF

ZACH MEADS STUDIED WITH TE KURA AS A YOUNG ADULT STUDENT FOR TWO YEARS, COMPLETING A STAR COURSE AND A U-SKILLS PROGRAMME IN HOSPITALITY, AMONG OTHERS.



Since then he hasn't looked back – he's completed qualifications with Distinction in professional cookery from UCOL and has even won awards for his skills.

Coming from a family where food is a major part of daily life, Zach Meads always had an interest in cooking. When he enrolled at UCOL, this interest turned into his career choice.

With a scholarship, determination to succeed and the support from lecturers, Zach thrived at UCOL and never looked back.

While still at school, Zach took on all the opportunities available at UCOL with U-Skills and STAR programmes.



'These programmes and the amazing lecturer support helped kick-start my career in hospitality,' he says.

From there, armed with fundamental skills he was able to move onto other UCOL programmes – with great results.

Zach gained a Youth Guarantee Scholarship to start off his first full-time semester fees-free in a Certificate in Professional Cookery Level 3.

He says the scholarship solidified his choice to study at UCOL as the best thing to do for his career. 'From my first-hand experience I can vouch that UCOL's teaching style and all the support they give makes it the perfect place to study.'

During Zach's time at UCOL as a Youth Guarantee student he competed in two culinary competitions in the Team event class. 'Winning two gold medals at Hawke's Bay Regional Salon and Nestle Toque d'Or culinary competitions was a major highlight.'

At the end of 2015 Zach was rewarded for all his hard work. He came away from UCOL with both Level 3 and 4 Professional Cookery qualifications with Distinction as well as the City and Guilds Diploma in Cookery Level 4.

At his graduation ceremony Zach was also awarded the Sharon Mann Memorial Award for excellence.

Continuing to further his skills in 2016, Zach has gone on to study the New Zealand Certificate in Baking and Pastry Level 3 at UCOL while working part time at one of Manawatu's best restaurants, Amayjen.

'I've learnt from the best so I want to keep studying at UCOL to help further my knowledge and continue learning new skills.'

In the near future Zach would love to travel, learn and experience other countries cuisines. 'I want to experience the industry and work hard but ultimately I dream of starting my own restaurant.'

Article and photo provided by UCOL.

GROUND-BREAKING RESEARCH

SPINAL INJURIES ARE ALARMINGLY COMMON AMONG COAST GUARDS WHO OPERATE HIGH SPEED PATROL BOATS IN ROUGH SEAS. THE RESEARCH OF A FORMER TE KURA STUDENT AIMS TO PREVENT THIS.

James Ward, who graduated from the University of Canterbury's four-year Engineering Honours programme this year, was part of a team that worked on this issue. Together with company Shark Seating, they developed seats for high speed patrol boats that could reduce spinal stress in rough sea conditions.

James' team developed a way of simulating the shock and force of ocean waves in the lab. They then took shock systems like those used in high end sports cars and tested their effectiveness for a prototype speed boat seat.

Great work, James!

From left: James Ward with team members Cameron Parker and Jack McAuley.



WAHAROA CHALLENGE

TO MARK TE WIKI O TE REO MĀORI (MĀORI LANGUAGE WEEK), TE KURA'S WELLINGTON OFFICE SET A NUMBER OF CHALLENGES FOR STAFF.

This included making our own waharoa (gateways), taking part in Te Reihi Mīharo/The Amazing Race with clues in Māori around the office, and making short videos in te reo. Pictured is the winning waharoa, designed by our early childhood team. You can see a video of our staff's efforts on Facebook.



READING FOR SUCCESS

AS CHILDREN
DEVELOP THE SKILLS
TO READ IT IS
IMPORTANT TO
SUPPORT THEM IN A
RANGE OF DIFFERENT
WAYS.



*Adele Harris, Supervisor
Support Advisor.*

Ask a teacher

Your student's teacher is the best person to discuss your child's reading progress and how to support your child's individual needs. If your child is having difficulties try to pinpoint the problem and ask the teacher for help. It is better to 'plug the gap' rather than let it get wider. If your student is finding their work too easy ask their teacher for a challenge.

Listen to your student reading every day

Give your full attention when your student is reading. Allow time for your student to self-correct. Praise your child's efforts and show genuine interest in the story.

Read together

Take turns to read a line or a paragraph, a page or a chapter. This helps children to become an active listener as well as a reader. Children can see the words as they are being read and hear how the words sound.

Read to your student

Children enjoy listening to stories even when they have mastered the skill of reading. When you read to children you are also teaching them to listen to the expression, rhythm and flow of your voice. Are there any repetitive words or phrases in the story, do they have a pattern, rhythm or sound, can your student guess what might happen next?

Good websites and reading apps

The Reading Eggs, Sunshine Online and Sunshine Classics websites are great resources. There are also a lot of good apps available to help with reading, such as Bude Reading Club, Eggy Words and Tap the Cat, as well as Te Kura's very own bilingual app, Ngake and Whātaītai.

Poems, rhyme and repetition

These, as well as nonsense stories, are often fun and help to develop working memory.

Interests

Children are naturally curious. Help your student to seek information about things that interest them. Encourage your student to use their own ideas. Extend on what they are saying.

Help your student to read and listen to a range of stories, both fiction and non-fiction

The more books children are exposed to the easier it is to find the style and author that appeals to them.

Include the whole family

Who else can help support your student at home? Why not try a family book club? Everyone can read a paragraph of their own book and talk about why they are enjoying the book, why they chose it, what they think might happen. This puts a value on reading and encourages children to listen.

Your actions and words are important

Children pick up clues from your words and actions. Here are some examples of how reading is part of everyday life: 'I just need to read these instructions.' 'I'm reading a funny/sad/weird book.' 'I read about this online.' 'I'll just read what ingredients I need first.'

Finally

The website www.education.govt.nz has plenty of useful ways to help your Year 1-8 students with more reading ideas (go to: <http://parents.education.govt.nz/primary-school/learning-and-development-at-home/ideas-to-help-with-reading-writing-and-maths/>)

You can contact Adele during term time on 0800 65 99 88 ext 8244 or email adele.harris@tekura.school.nz.



Join us on Facebook!

Have you joined our Te Kura Facebook community yet? It's your place to share successes, top schoolwork, burning thoughts, latest news and more.

If you would like to share amazing photos or videos related to your studies or successes outside of school, please contact us at comms@tekura.school.nz.

To like our Facebook page, find us at www.facebook.com/tekuranz/.

SCHOOL REPORTS MOVE ONLINE

THIS YEAR, END-OF-YEAR SCHOOL REPORTS WILL BE AVAILABLE THROUGH A NEW REPORTS PORTAL ON OUR WEBSITE AT WWW.TEKURA.SCHOOL.NZ.

Supervisors of full-time and fee-paying students will be able to view their student's end-of-year report by logging into the portal using their student's Te Kura ID number. They will be able to see comments from their student's learning advisor and any subject teachers, along with NCEA results for students who have entered for NCEA.

Young adult and adult students can also use the portal to view their work return history and NCEA results.

The portal link will be on the website homepage, along with information on how to login. When the portal goes live in December we will email instructions for logging in to supervisors at the supervisor email address nominated on the student's enrolment form. Reports will be available in mid-December, when the school year ends. Young adult and adult students will be able to view their work return history and NCEA results then too.

Most families have been receiving their student's school reports via email in recent years, although some families without any access to the internet have received reports through the post. These students and supervisors will continue to receive their reports this way until they can access them online.

SPECIAL ASSESSMENT CONDITIONS (SAC)

Students with physical, medical, sensory or learning disabilities may be approved to have SAC for NCEA assessments. For more information, visit www.tekura.school.nz/student-toolkit/special-assessment-conditions.

If it applies to you, contact Jennifer Hardiman on 0800 65 99 88 ext 8127 or email jennifer.hardiman@tekura.school.nz.

SAC deadlines:

Applications for learning disabilities have closed for 2016, unless you are a student with existing SAC from another school. If this is the case, contact Jennifer urgently to have your SACs transferred from your old school to Te Kura.

Applications for medical, physical and sensory conditions are open until 14 October 2016. After this date, applications are considered on a case-by-case basis.

EDUCATION CHANGES WELCOMED

THE EDUCATION (UPDATE) AMENDMENT BILL, WHICH WAS TABLED IN PARLIAMENT LAST MONTH, WILL MODERNISE THE WAY EDUCATION IS DELIVERED AND ENABLE STUDENTS TO HAVE MORE FLEXIBILITY IN HOW AND WHERE THEY LEARN.

If enacted, the proposed changes would see 'correspondence' education replaced in legislation with 'online learning'. Te Kura would become a Community of Online Learning (COOL), and other providers would be able to seek accreditation to become COOL as well.

Chair of the school's Board of Trustees, Dame Karen Sewell, welcomes the changes. 'Te Kura has been talking with the Ministry for some time about the need for a more future-oriented view of correspondence education that reflects the way in which we deliver learning.

'We have also discussed the possibility of broadening access to Te Kura so that young people throughout New Zealand have the opportunity to enrol with us if they wish. These changes will give young people and their whanau the right to choose the education that best suits their needs. Students could choose to learn online or face-to-face, or a mix of both, and have access to a much broader range of subjects regardless of the size and type of school they are attending.'

The Education and Science Select Committee will announce the timing and process for its consideration of the Bill. Further information can be found at www.parliament.govt.nz. There will be a transition year in 2017 before the changes come into effect in 2018.