

LINK UP

TE WHAKAHONONGA
CONNECTING
TE KURA STUDENTS

 Te Kura

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



ISSUE NO. 50 | MAHURU 2022

KO TĀ MIKE KŌRERO

He kōtuku rerenga tahi.

A white heron flies once.

This whakataukī (proverb) is used on an occasion when something very special and unique takes place. It is often said of a great chief or leader and can be used to celebrate the success of various inspirational leaders in the community.

This term, we celebrated the launch of our centenary book *Going the Distance: 100 years of Te Aho o Te Kura Pounamu*. The book tells the story of Te Kura, from the early days when our first kaiako (teacher), Janet MacKenzie, single-handedly enrolled hundreds of ākonga (students) in 1922, culminating in an ERO Report in 2021 which paid tribute to our ongoing work, particularly among the country's most vulnerable ākonga.

As I was reading the book, I discovered an interesting fact: Te Kura started offering te reo Māori lessons in 1949 and was the first school to broadcast language lessons on the radio. Our first school motto, which was adopted in the 1920s, was also in te reo Māori: *Kimihia te Matauranga – Seek Knowledge*.

I was pleased to be able to share a copy from our first print run with board chair Barbara Ala'alatoa before her term ended in mid-September.



*Mike Hollings, Barbara Ala'alatoa and author Gael Woods, with a copy of *Going the Distance: 100 years of Te Aho o Te Kura Pounamu**

Barbara has helped steer Te Kura through many challenging situations over the past three years, and I have really valued her guidance and support. I know you will join me in wishing Barbara all the best for her next adventure.

We now look forward to meeting our new board chair Nicola Ngarewa who will join us in October.

Another celebration that I look forward to each Mahuru (September) is Te Wiki o te Reo Māori. It is great to see Te Wiki becoming increasingly popular, with many New Zealanders getting behind this initiative, which promotes the use of te reo and raises public awareness of the importance of Māori language revitalisation.

I thank you all for your enthusiasm and commitment to our bilingual journey.

It's been wonderful to see the ongoing centenary celebrations across the regions, with ākonga, whānau and kaimahi (staff) taking the time to connect and share their stories of teaching and learning at Te Kura. Our school continues to support the learning journeys of thousands of ākonga across Aotearoa and beyond – an amazing accomplishment that will hopefully continue for another 100 years.

Ngā manaakitanga

Mike Hollings

Chief Executive, Te Aho o Te Kura Pounamu

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NGĀ KŌRERO MOTUHAKE

FEATURE STORIES



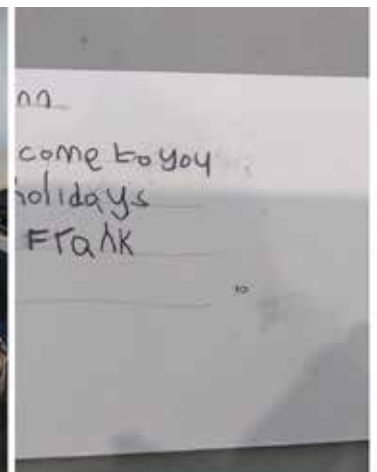
CENTENARY CELEBRATIONS WITH OUR TE KURA WHĀNAU

Centenary postcards

Kaimahi (staff) and ākonga (students) across Northern region have been celebrating the centenary at their local huinga ako (advisories). Ākonga recently gathered in Whangarei to write and send postcards to their friends and whānau. Kaiako (teacher) Vijaya Neelakantan says this was a great opportunity to learn about the history of Te Kura, and to experience writing and posting a message rather than typing and sending an email! Many former ākonga will remember relying on the postal service to send and receive their schoolwork. These days, most of our ākonga complete their schoolwork online.

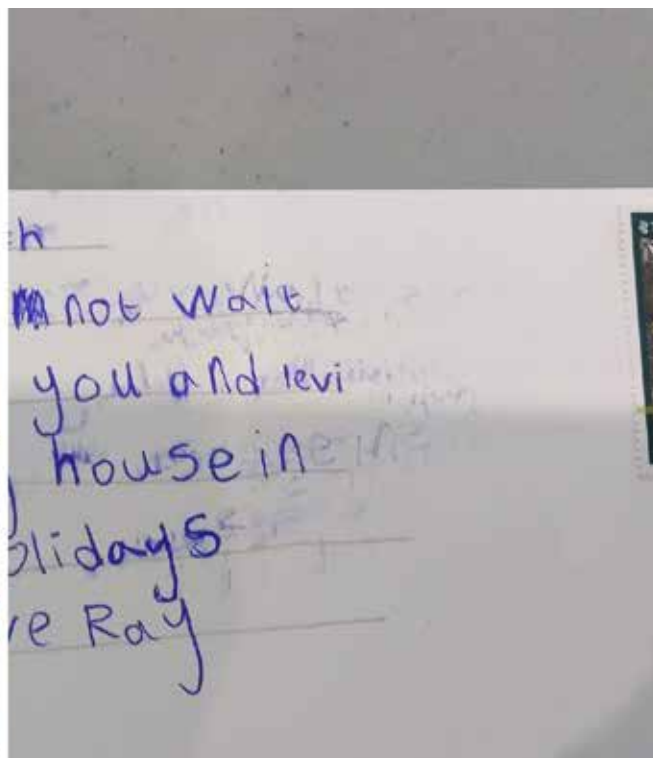
The limited edition Te Kura Centenary postcards were provided by NZ Post as part of its commemorative stamp series:

<https://collectables.nzpost.co.nz/shop-collectables/stamps/stamp-issues/te-kura-100/>



Annabell French, Year 5

Frank Spokes, Year 1



Ray Spokes, Year 3



Ray visiting the mailbox – a reminder of the many ākonga who posted their completed schoolwork to their Te Kura kaiako over the years



Where in the world? Photo project

Overseas-based ākonga and whānau have also participated in our centenary celebrations. This term, kaiako Julie McGillicuddy coordinated a project where ākonga submitted photos of themselves wearing Te Kura Centenary t-shirts, badges and tote bags in different cities around the world. Julie was delighted to receive photos from a range of locations, each representing our international Te Kura community.

Here are some of the photos from the project.



Samah Sayed-Khaiyum in Suva, Fiji, known for its beautiful sunsets



Chunrong Song on holiday in Sydney, Australia – representing Te Kura kaiako!



Joshua Carter overlooking Taebaek-si, the highest city in South Korea



Kama Bradley on Denarau Island, Fiji, where the sands are white, the water's warm, and the tropical rainforest is lush



Neriah Salman on Mount Lavinia beach in Sri Lanka, famed for its Golden Mile of sand



Mihailo Nikolic, in front of the Niš fortress, Serbia. This huge fortress is situated right in the middle of the city, covering an area of 22 hectares.

TITIRO WHAKAMURI KIA ANGA WHAKAMUA

LOOK TO THE PAST IN ORDER TO MOVE FORWARD

Woven through Te Ara Kōhungahunga – the early childhood programme at Te Kura – are opportunities to affirm the identities, languages, and cultures of all, and to encourage developing knowledge of the cultural heritage of Aotearoa and our place in it.

These stories from ākonga (students) and whānau have been shared in celebration of Te Wiki o te Reo Māori.

My Poppa's korowai

*Ko Tainui me Ngātokimatawhaorua nga waka.
Ko Waikato, Rereahu, Ngāpuhi Ngāti Hine oku iwi.
Waikato te awa he piko he taniwha he piko he taniwha.
Ko Kiingi Tuheitia taku kiingi.
Paimarire.*

My name is Te Reo Mauriora. It means 'to speak the language of well-being, balance and truth'.

I played a matching game with the Te Kura native bird pictures. I carefully matched the birds to the feathers on my Poppa's korowai.

The korowai was made by my Nana and Great Nana and given to Poppa in recognition of his lifetime commitment to caring for the Oparure Marae and whānau of Ngāti Kinohaku. The korowai is called Manaaki, which means to 'look after'. My Poppa has been looking after people his entire life. That is why the korowai was given the name Manaaki.

I had to look closely at the pictures. The weka has dark brown/black feathers so I found the dark feathers on the korowai, then I did the same for the kiwi and the kererū, matching the cards and laying them beside the feathers. It was a very special learning game to play with this very special taonga.

– Te Reo Mauriora Taituha, (age 3.3 years)



This korowai has a special history. The preparations were made back in 1951 along with garments/costumes for the Kapa Haka group to wear while performing for the upcoming visit of Queen Elizabeth to Te Kuiti in 1953. The korowai itself was not made until 50 years later. The korowai was fully feathered with a tāniko border. The feathers used were weka, kiwi and kererū.



My special Matariki

We celebrated Matariki in a very special way. We went to the Takapūneke pou unveiling. This is the site of the Brig Elizabeth incident in 1830 that led to the first British resident coming to New Zealand and ultimately to the Treaty of Waitangi.

This is a special place to me, as I am eighth generation from the French settlers and our story is interwoven with the local Māori history and whānau. It is part of my tūrangawaewae, my connection to this place and the stories of who I am.

Afterwards we planted a totara tree, which is special to me because my name is Tara, and then a New Zealand falcon swooped over us which was beautiful to see.

My family and I are learning te reo together. I am also learning Shina, my father's language from the Himalayas.

– Tara Karim, (age 3.5 years)





Exploring Aotearoa

We are travelling around Aotearoa and recently visited the Waitangi Treaty Grounds.

We loved the amazing cultural experience and were enthralled by the performance full of music and singing. I loved the marae, I thought it was beautiful, and have now started drawing houses.

As we travel, we can recognise Māori landmarks and are learning some te reo. In Kororareka (Russell) we also met Sheryl, who took us on a bus ride. She told us all about the Māori history of the area and how she forages and makes traditional Māori medicine.

– Scott and Zac Woodrow
(age 5 and 3 years)



TE ARA KŌHUNGAHUNGA EARLY CHILDHOOD EDUCATION AT TE KURA

A free distance education programme to support learning at home in the early years

We currently have spaces available for eligible tamariki aged between two and six years old.

For further information, please phone 0800 65 99 88 or visit our website: www.tekura.school.nz/



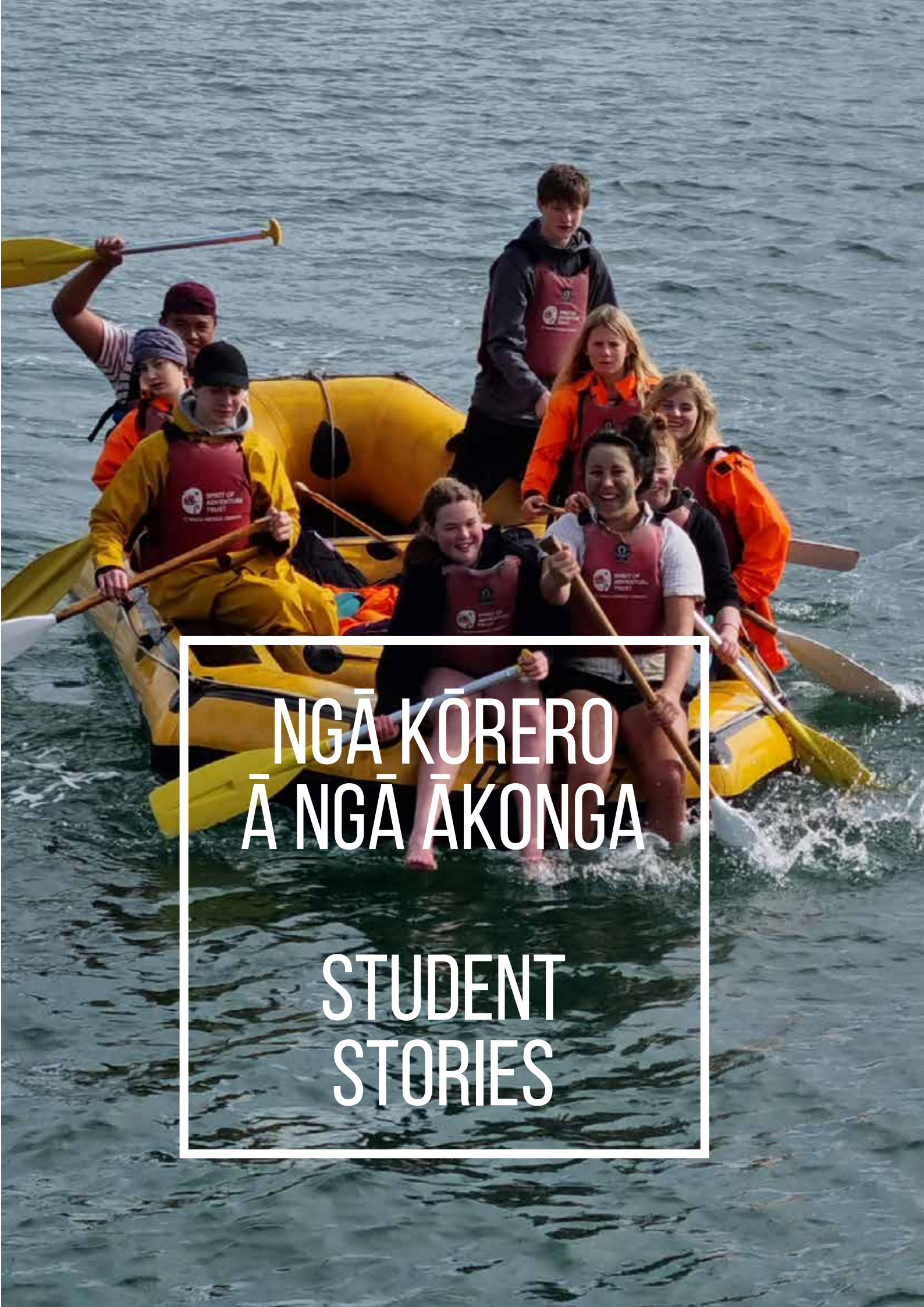
GERMAN CAMP 2022



Team TK at the German Immersion Excursion



The cake competition was a highlight



NGĀ KŌRERO
Ā NGĀ ĀKONGA

STUDENT
STORIES

CENTRAL NORTH ONLINERS



In Central North region, Te Kura kaiako (teachers) offer a variety of He Akoranga Tukutahi (online classes) to primary level ākonga (students) in a space called Central North Onliners. These online classes are each run by different kaiako and are based around a passion or an identified need.

The classes range from curriculum areas such as Mathematics, Literacy and Science, to interest-based topics such as photography, Minecraft, robotics, animals and wildlife, Kahoot quizzes, Dungeons & Dragons and current events.

Kaiako Kim Lester says the success of Central North Onliners has grown and grown since its inception.

'There is a high level of engagement, and the work being produced by ākonga is well worth celebrating.'

Ākonga PJ agrees.

'Every week I do about nine online sessions and I love them. I find it very easy to learn and I get a good amount of work in. I think they should keep doing these and add more in the future.'

Minecraft with Jayde

Minecraft is offered by invitation only to ākonga in Year 4 and above, as spaces are limited. Each week there is a different challenge that needs to be completed.

The minecraft building below, created by Wharekiri, was based on a set task where ākonga were asked to develop an understanding of a key figure in their community. They were encouraged to build a designated building that represents their chosen figure and use this to describe their role in society.

'I decided to do my mum and dad because they both take care of everyone. Mum also helps us with school. Dad does bee work and he also does marae work, and Mum organises everything.'

– Wharekiri (age 12)



Photography with Kerry

Through the online photography sessions, ākonga of all ages explore and observe their world from different viewpoints. Ākonga also learn how to edit and present their work. Each week they are given a challenge or theme, then upload their photos for viewing and feedback. Some of the challenges this year have been 'hot and cold', 'macro', 'black and white', and 'up close in nature'.

Kerry says these kōrero sessions offer a safe place for ākonga to observe until they feel comfortable contributing their own ideas and photos.

'It is wonderful to see how encouraging the ākonga are of one another - giving feedback and feed-forward throughout the week as they upload their photos to the slides. If there are technical queries posted, an ākonga will have often answered these before I have had the chance!'

Within this online kōrero group, we get to see the principle of ako at work, where participants build mutually respectful and productive relationships.

'I have really enjoyed my classes with Kerry, in fact they don't even seem like classes, they are such fun! Kerry has shown me that I don't have to think in the box like everyone else and to be creative in my own ways.'

– Bree Martin (age 14)

'I enjoy having a different subject every week and thinking how I will tell a story within the topic. I have learned that people respond to a group of photos if they can see a link between every photo. I enjoy visual storytelling and always have my camera with me. Having an interest in photography makes you see the world differently. You know you might only have seconds to take the perfect photo of a bird or a light reflection. It makes life exciting. You never know what your next photo will be.'

– Millie Murray (age 10)

'Kerry's lessons have definitely helped me improve. I have learned many tips and tricks for taking photos: Make sure the lighting is correct and the sun is behind you; look for different angles and shapes when taking photos; you can also add props into your photos.'

– Ella Mandeno (age 11)

'I really like going to Kerry's classes on a Thursday and seeing everyone's awesome photos. My favourite task from these photography classes has been taking photos of pets because, I mean, they're the best!'

– Azalea Keenan (age 13)

'I like photography because I get to take pictures of different things each week. I have learned how to take pictures from different angles and in colour and no colour. This photo I took in black and white. Taking photos in black and white gave me a different perspective of photography.'

– Hayley Ellis (age 14)

'I like doing photography with Kerry because it gets you going to different places to see things in a different perspective. It gets you outside, exploring the world around us. I particularly like to learn about the different types of photography such as forced perspective, macro, black and white and many more. I love taking photos of pets, nature and I am the selfie queen who likes adding myself into photos. I also really like Kerry who does the classes, she is very nice. If you don't already do this class, you should give it a go and you will enjoy it.'

– Saria Darlington (age 10)

'Doing photography has been loads of fun. I like that we do lots of different themes for our photos. Thank you for holding this amazing class.'

– Sophie Mandeno (age 9)



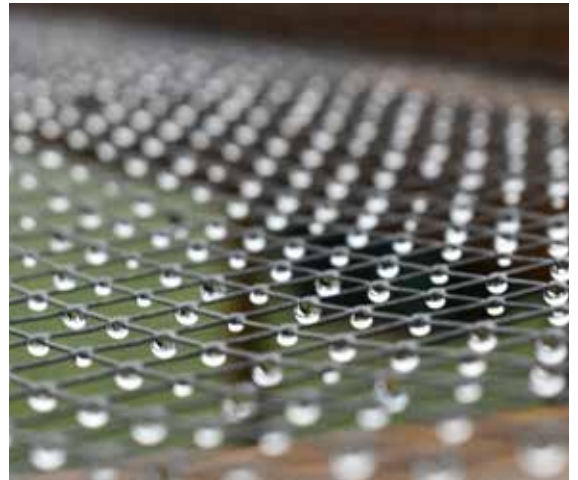
Bree Martin



Millie Murray



Sophie Mandeno



Saria Darlington



Azalea Keenan



Hayley Ellis

Science with Brett

Weekly science classes are offered to Year 6–10 ākonga who are wishing to investigate a variety of science topics. These sessions are also designed to bridge the gap between primary and secondary science skills needed to achieve at NCEA Level 1. Ākonga are taught how to conduct fair and robust investigations, as well as collecting and displaying relevant data.

Ākonga Noah says, 'There are many different things I like learning about in Brett's online class. Whether it's the speed of light, force, or different types of waves, there are always fun little experiments that we do with him.'

Animals and Wildlife with Hayley

Ākonga learn about a different animal each week, then present their work and any related research and activities into a Google Slide presentation.

Abbey says, 'I love learning about animals and nature. I look forward to Hayley's animal online classes every week. It is fun being part of an online class and seeing what other children have learnt. I enjoy learning animal facts and being creative.'

Business and Economics with Anne

Last term, ākonga learned about creativity, ideas and how to become a sole trader in New Zealand, which is very easy to do. In one of the activities, ākonga had to grab two or three objects and attempt to make a new product. They were encouraged to make a poster and market their product, then plan and deliver an 'elevator pitch' to sell their product to a potential investor.

Key questions:

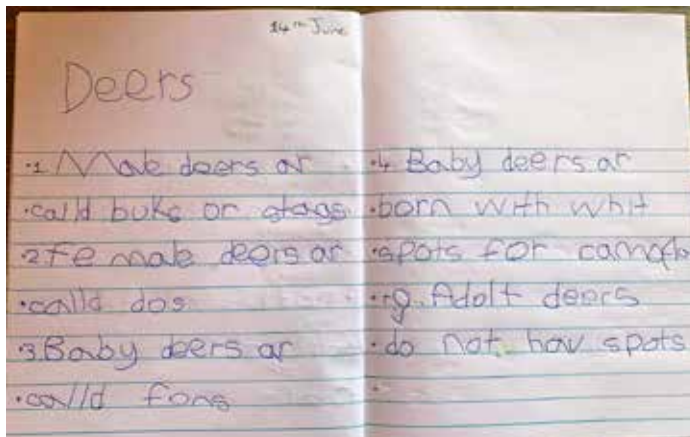
- What did you do to show curiosity and creativity?
- How do entrepreneurs come up with new ideas?
- Do you think you did any of those things today when you were coming up with wacky inventions?
- Did you like using existing products and coming up with new ways to use them?
- How might that help you as an entrepreneur?

Harry says, 'I really liked the online business and economics class. It was fun to learn facts and skills. We learned about the red meat industry, and entrepreneurs and how to become one. That topic really interested me.'



DEER

Abbey Byrnes



Robotics with Johanna

Robotics is the designing and making of a robot and then programming (coding) the robot to move. Ākonga are learning the following skills: Design skills; problem solving skills; and critical thinking skills. Every week, we have an online lesson to teach ākonga certain aspects of the robots, mainly components and coding. Ākonga meet face-to-face at fortnightly huinga ako to practice what they have learned online with the robots.

We have two types of robots:

- Artie 3000
- LEGO Spike Prime.

Artie 3000 is a drawing robot that helps ākonga learn to code. Vincent created an art piece with different shapes, and Arabella created a hangman game. We all enjoyed the game together.

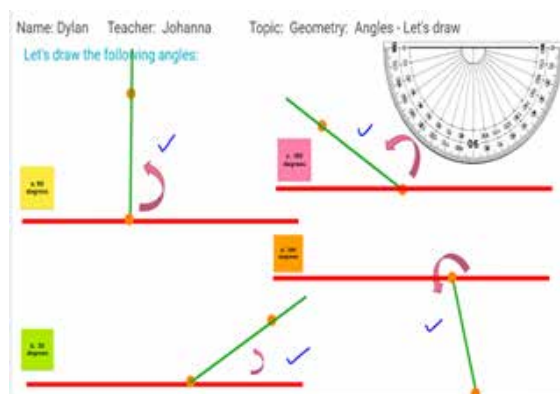
LEGO Spike Prime is a programmable Hub that allows ākonga to design and build fun robots. A spy mission was created and Hawaikirangi coded the robot to find the secret agent. He then had to measure the length of each road on the map, figure out the degrees that the robot needed to turn, and then the robot to reach its destination.



Hawaikirangi

Mathematics with Johanna

There are a variety of online mathematics classes available on a weekly basis. These lessons are targeted at different levels of the mathematics curriculum. Here is an example of work from Dylan Thessman (Curriculum Level 2) after learning how to draw an angle using a protractor:



History and Geography with Anita

History and Geography are based around what our world is made of, and what has happened in our world to shape its existence today. We look at the two subjects on alternate weeks and try to connect each lesson to offer a deeper understanding of our world.

Mt St Helens Eruption



- When Mount St Helens erupted, 57 people died and thousands of animals died.
- On March 27 a minor eruption occurred.
- Did you know that most of Mt St Helens is younger than 3,000 years old?
- The volcano has had numerous eruptions.
- There was no warning of Mt St Helens erupting.
- This person johnston had only a few seconds to say a message: Vancouver! Vancouver!



Arii Walker

For example, we focus on mountains in Geography, then follow up with the 1953 conquering of Mt Everest in History. Another example is studying the geographical concept of natural disasters, then following up with a natural disaster event that marked and shaped history. The objectives are taken from the Social Sciences curriculum and cater to many different curriculum levels. The learning intention throughout the lessons is to identify the topic and discuss these as a group using prior knowledge and new learning.

'I learned all about the history of eruptions and what can happen when they explode. I really enjoyed writing and creating a story about Mt St Helens Volcano. I hope you enjoy it too.'

- Arii (age 9)

Health and Physical Education with Shelley

Health and Physical Education is all based around finding tau (finding balance). We look at holistic approaches to ensure all areas of our life are in balance, from physical activities, to mindfulness, to learning how to diaphragmatically breathe.

Health and Physical Education welcomes ākonga from all backgrounds and at any level, and we ensure all activities can take place in the home. We encourage those with high levels of anxiety to attend, as the art of diaphragmatic breathing through Tai Chi is known to assist the nervous system, send messages to our body that we are safe, and no equipment is needed to learn such techniques!

A highlight this year has been having the Magic Netball Team run an online fitness session with our ākonga. Sam Sinclair, Erena Mikaere, Claire Kersten, and Bailey Mes ran the session from their own homes. Our ākonga enjoyed being able to ask questions about having sport as a career at the end of the fitness section.

Another popular activity is our towel and sock challenge, which *Link Up Te Whakahononga* readers can try at home:



NAVIGATING THE SPIRIT OF NEW ZEALAND

By Nikita Cargill

My name is Nikita, and I am a 14-year-old ākonga (student) at Te Aho o Te Kura Pounamu. In August 2022, a group from our kura spent five days at sea aboard the grand sailing boat, Spirit of New Zealand. I will always hold this trip close to my heart, for all the new things I learned, the friendships I made and the breath-taking and spectacular memories I now have. Not only were the experiences some of the best I've had in my life, but they also gave my fellow trainees and me a chance to participate in activities and adventures we would never have been able to experience otherwise. This is a short glimpse of what my friends and I got the chance to enjoy.

To begin with, I was not quite sure what we were going to be doing, or where we were even headed to. Nevertheless, I packed my bags and bravely boarded the Spirit of New Zealand. Calling the first few hours aboard the boat awkward would be an understatement. We were all strangers, but rather than this being a vexatious thing, it was more of an amazing one. This was a chance to make friends, form bonds and learn from each other. Over the next five days, we learned skills like knot tying, sailing and teamwork. We also challenged ourselves, helped along by an amazing, supportive crew who pushed us further than we thought we could go.

We woke up every day at 6:30am slipping on our cold, and most of the time wet, togs. With towels and exercise, we tried to get as warm as possible, all while preparing to jump off the boat into the numbingly cold water below. Since our days were always action

packed, there was no trouble sleeping at night. The soft sound of the boat bobbing up and down in the water was like a nursery rhyme to my ears, making me drift slowly off to sleep. Unless I was on night watch, of course. Each night, one of the three teams – assigned at the start of the trip – was on night watch. This was a huge responsibility, as it was our job to make sure the boat, and the people on it, were never in any danger.

From Princes Wharf, in Auckland, we sailed to Motukaha Island and from there, to Bon Accord Harbour. Our days were packed full of fun, lively adventures, both on land and boat. When we were anchored at Bon Accord Harbour, we paddled over in our orange, inflatable rafts to a beach where we did a one-hour scenic walk. We chased each other around with mud, climbed up old structures and even got to see a male peacock boast his colourful fan of feathers.

On the third day, we left Bon Accord Harbour and sailed to Waiheke Island. There we had the amazing experience of sailing our own dinghy with our team. We raced each other in the dinghies around the boat and near the shore. We even had the privilege of helping the environment with a beach clean. One of the teams came up with 97 pieces of rubbish, most of which, of course, was plastic! Although it disheartened us to see this beautiful beach scattered with rubbish, it also motivated us to do a good job. After our beach clean, the crew gave us some hard-hitting facts about what plastic is doing to our environment. We learned that the plastic we put into the world is now coming into our bodies so doing a proactive thing, like the



beach clean, made us all feel just that little bit more hopeful towards the future.

On our last night, we all packed our bags and had our one and only shower of the whole trip. We all prepared to leave by signing shirts and exchanging phone numbers, but by morning, as we sailed under the Auckland Harbour Bridge, none of us wanted to go home. Some of us even cried. As we all collected our phones and bags, we said goodbye to our fantastic crew and the amazing teachers that made this all happen.

As I left the wharf, I looked around and this time I no longer saw a group of strangers. This time, it was a group of new close friends, the kind of people I wouldn't mind spending the rest of my life knowing.



MASTERCHEF WAIROA



On 21 June 2022, Wairoa ākonga (students) participated in their very own MasterChef challenge while whānau worked with kaiako (teacher) Mandy Priest to learn more about Te Ara Pounamu, our local curriculum at Te Kura. The challenge was intense!

The brief:

- Use any of the available ingredients to create a unique dish for our judges to try.
- There is to be no heat involved in cooking, other than the use of a microwave if required.

A trolley of staple pantry items – with a few extras to keep things interesting – were provided, along with basic mixing, slicing and stirring equipment.

Ākonga worked in pairs to plan their dish before taking one minute to grab their desired ingredients. Following that, they had 30 minutes to get cooking!

A final five minutes saw plating occur before our brave judges, Meg Masterson and Sharn Down, discussed and tasted each dish. Marks were given out of 20, and feedback on presentation, taste, teamwork and uniqueness of dish were considered before winners were announced and medals/trophies awarded.

Teamwork, thinking on your feet, tidying a mess, working to a set timeframe and problem solving in a challenging situation were all skills embraced by each attendee.

It was a wonderful day, complete with whānau audience and some promising new friendships formed.

“I hope we do that again,” kaiako overheard ākonga saying as they left the venue, hearts and bellies full.

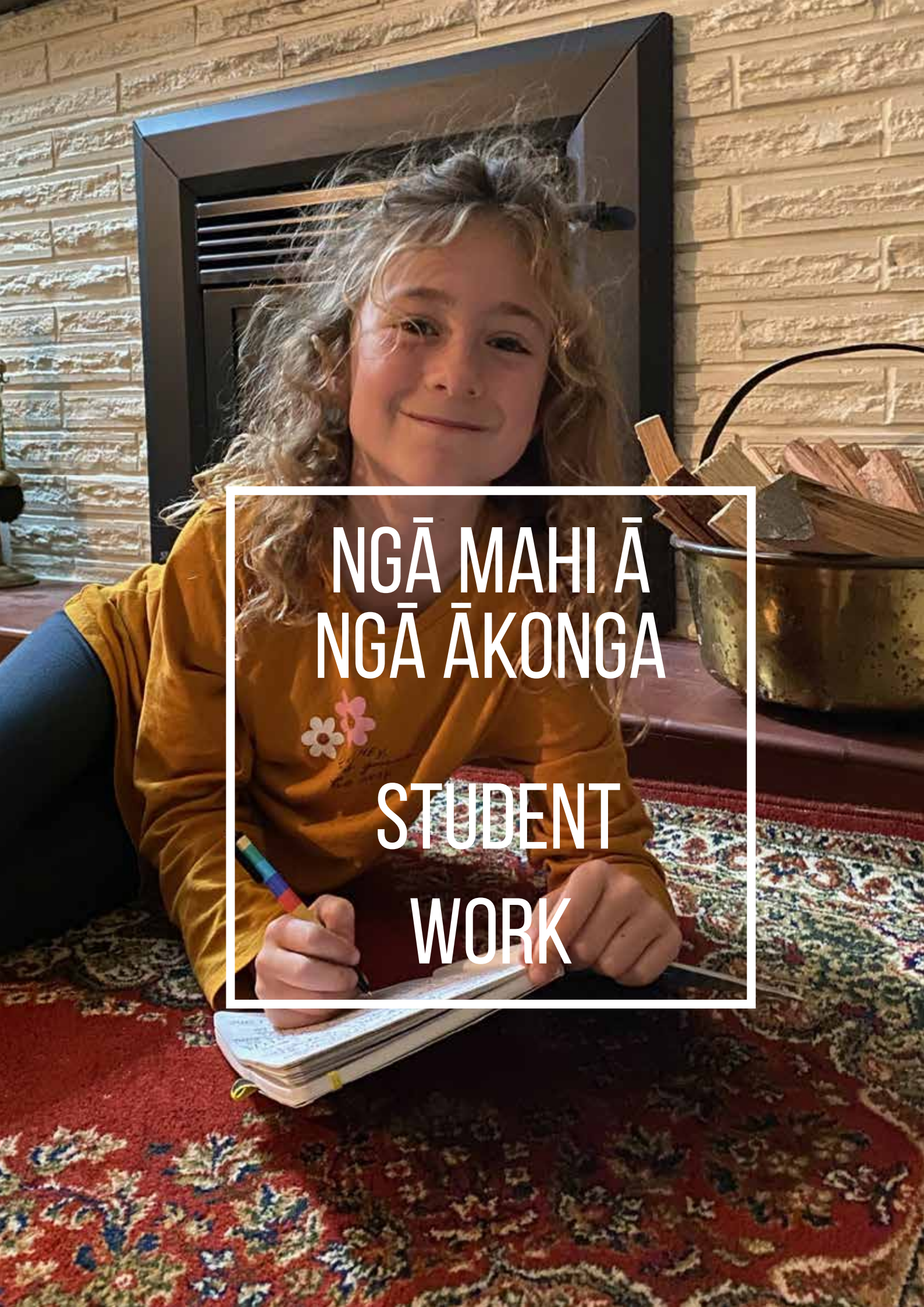
Wairoa huinga ako (advisory) takes place weekly on a Tuesday at the War Memorial Hall. We have been blessed with this wonderful space and it is proving to be the perfect area to host workshops, huinga ako, whānau days and Lego challenges! Ākonga based around Wairoa, Mahia, Nuhaka, Frasertown, Lake Waikeremoana or the surrounding area are welcome to attend.

Te Kura offers online and face-to-face huinga ako at a range of locations across each region. Please contact your kaimanaaki (learning advisor) to find out more about opportunities in your area.



MasterChef – Wairoa





NGĀ MAHI Ā
NGĀ ĀKONGA

STUDENT
WORK

MY ARTWORK DESIGNS

Annie Hartland



My Art work designs

Here is a couple of examples of my art work I did over the school holidays. I started with a blank piece of paper, my ruler and a sharpie pen. I just started making shapes with my ruler and the designs just popped into my head. I really enjoyed making these, the coloring in was very time consuming.

Thanks Annie.

STELLA'S DREAM

Stella Bunny

Part 1

My brother, my cousins and I were walking to the butcher's store when we found ourselves talking to a young woman called Zelda.

Zelda said, 'Come with me my dears.'

We said, 'No sorry, we are not allowed to talk to strangers.'

'Well, if you don't come, I will have to take you.'

Before we could even take another breath, she had already put us in a bag and was off...

'AAHHH!' everyone screamed.

When she let us out of the bag, we were in a cold damp room with stone walls. It seemed that it had been there one hundred years.

'Let us out now.' I said in a calm voice.

'No!' said Zelda. Then the most amazing thing happened... I felt my body transform into metal. It felt indescribable. I felt powerful and strong. I felt like nothing could beat me.

I roared: 'RROOAARR!!!'

Then Zelda said, 'Admire yourselves.'

We looked down at ourselves. We looked like dinosaurs and robots mixed together.

We were huge! Then Zelda said something weird and suspicious.

'I am your master. Go fetch some children,' and she flickered her eyes.

So off we went, and were out of there faster than Zeus could shoot you with a lightning bolt...



Stella Bunny

Part 2

In the kitchen, Zelda sliced up the children and put them in an old metal pot. Smells filled the air. Delicious smells, not gross smells as you would think, delicious smells: 'Mmmmmm...'

'Snap out of it!' said Charlotte, the oldest cousin.

When Zelda came out of the kitchen, she had five bowls of children stew. She put them on the table and said, 'Eat up, my dinosaurs.'

I frowned and took a bite. My frown changed into a big smile. 'Yum!' I said.

'Guys, you have to try this, it's delicious.'

'Yum!' said everyone.

'Now that's what you call yum!' Charlotte said. 'Who would have thought children stew was so delicious?'

And we all gobbled it up.

Then Zelda said, 'Time to do the dishes.'

This made me extremely furious. I pointed my finger at her and... BOOM! She exploded.

Oh! I didn't know I had that power. Oh well, she'll just be in 20 pieces then. I never really cared about her anyway.

'Okay let's go now, come on everyone,' and we all shuffled off.

'Bye, 20 pieces.'



READING IN THE SUN WITH THE LAMBS



Sterling Purdie



Riley Purdie

ROAD TO PEACE

Noor Elgelend

I wrote this speech for a peace opening ceremony. I was chosen to represent my community and talk about peace. I spoke about my vision of a peaceful world and created a practical guide to a peaceful life which is different to talking about wars and bombs. We all had fun and our speeches impressed the Wellington mayor, Andy Foster.

My name is Noor, and I am a 13-year-old Egyptian girl who came to New Zealand in 2019, looking for a peaceful life in the breathtaking nature of New Zealand after living in Dubai for seven years. My experience in New Zealand could be described as a bumpy ride because although the people here are very kind and supportive, my experience at school wasn't the best as I got bullied both physically and verbally for who I am. But I got through this and joined Te Kura, where I managed to jump a few years ahead with the help of my teachers, whānau and community.

We all have different perspectives on what a peaceful world looks like, and I would like you to close your eyes and think about the word 'peace,' what it means to you or what you imagine or see when you hear it.

Do you see a no-war world?

Or a community where black and white people are equal?

Perhaps you see the smile of a well-fed and housed child?

Maybe you imagine running in a green field dotted with flowers?

Or see a pair of white pigeons flying freely in the sky?

For me, peace is a mother's big hug or a parent's love, because it makes me feel safe and loved. Whatever it is that you saw, it reflects peace and shows that peace can begin with a smile. Peace could be the moment you don't let others control your emotions. Most importantly, peace is always beautiful.

My vision of a peaceful world lies in a world with no violence and injustice. A place where we are all equal and human rights are valued. A place where the word 'peace' is the primary right or interest of everyone.

Peace is the system of life just like the systems in our body, meaning peace is needed for us to keep working like a whole. What would happen if the brain refused white blood cells and only accepted red ones because they differ in colour? We wouldn't be able to fight infection. And so, for us, male or female, black or white, we complete each other, and we cannot think as individuals but rather as a whole because we are all living in the system of peace.

But the question now is: How do we create a peaceful life and be the change you want to see in this world?

You may expect me to offer big solutions for a peaceful life, but I believe a big change only happens with lots of small steps. This helps to avoid procrastination and for us to be more realistic. So here is my guide to becoming a peaceful person:

1. Start with putting a principle for yourself that you most follow.
For example, everyone is equal regardless of their colour, race, or religion.
2. Try to always live in joy and remember this time will pass.
3. In your way of treating others, remember to:
 - Seek to love/care for others, not control them or have power over them
 - Seek to forgive, not take revenge
 - Speak with gentleness and rarely scold
 - Have mercy for the young while respecting the older
 - Treat family with love
 - Be kind to your parents, especially your mother
 - Treat others well and serve one another
 - Make everyone feel special and/or better when they are sad
 - Finally, smile!

As you can see, all those things are simple and easy to apply to our daily lives, but they do have a big impact. And in fact, in sociology and human development, these are some of the most important and effective things to do to have a better social life and not get bullied, but instead liked and accepted in the community.

I would also like to mention that everything I have shared is part of Islam's teaching, either in the holy Quran or narrated by prophet Mohammad.

In conclusion, we should all know that peace is not the highest goal in life, but it is the most fundamental requirement, that peace is everywhere, and it can begin with a smile, and that the day the power of love overrules the love of power, the world will then know peace.



NGĀ PITOPITO
KŌRERO Ā
TE KURA

TE KURA NEWS



NATIONAL LEAD FOR LEAVING TO LEARN WINS AUSTRALASIAN LEADERSHIP EXCELLENCE AWARD

Trudy Harrison, National Lead for Leaving to Learn, has won a Leadership Excellence Award from the Australasian Association of Distance Education Schools (AADES) for outstanding innovation and engagement with Te Kura's school community.

Trudy was nominated for her inclusive and visionary approach to a range of initiatives, including leading the design and development of My Korowai, a custom-built online platform that supports ākonga (students) to share, develop and reflect on their goals and their learning, and her implementation of Inspiring the Future events at Te Kura, where our ākonga have been able to hear about and be inspired by volunteer role models, learn about different jobs and why people love doing them, as well as their pathways and challenges they faced along the way.

Chief Executive Mike Hollings says that the platform has been a game-changer for Te Kura. 'My Korowai enables us to develop dynamic, personalised learning programmes, which are relevant to a wide range of ākonga. Working alongside kaimahi (staff) from across the school, Trudy has provided exemplary leadership through all aspects and iterations of the platform, with the overall goal of putting ākonga and whānau at the centre of their learning.'

Trudy also works closely with kaimanaaki (learning advisors) to implement Te Kura's Leaving to Learn programme, which embodies our belief that ākonga can have valuable learning experiences anytime, anywhere. Learning happens when ākonga are in the classroom, but also when they are spending time with whānau or out in the community.

Mike says that Leaving to Learn is an integral element of Te Ara Pounamu, Te Kura's local curriculum. 'We encourage all ākonga to learn through their interests and through their local community. These experiences provide an important foundation for ākonga to extend their learning, pick up new skills and explore their future pathways.'

This year, Te Kura has designated 2022 as the Year of the Internship, with a focus on placing ākonga in shadowing roles and internships where they can continue their learning, gain experience and qualifications, and explore their career options.

Trudy was presented her award in August at the biennial AADES conference in Adelaide, where she also facilitated a workshop on making connections with learners and inspiring future pathways.



L–R: Kirsten Anderson, Catherine Anthony, Robert Blucher, Trudy Harrison and Belinda Madden-Al Fahl represented Te Kura at the 2022 AADES awards in Adelaide

A message for NCEA ākongā

If you intend sitting end-of-year exams and/or submitting an externally assessed portfolio, you should have already submitted your NCEA registration. If you haven't registered but should have, please immediately go to www.tekura.school.nz/ncea-registration or call our Qualifications team on 0800 65 99 88 option 3.

If you have successfully registered, you will have received an email from our Qualifications team confirming your registration.

NZQA end-of-year exams

- Please remember you will need to take both photo ID and your exam admission slip to each exam session.
- If you don't already have a photo ID (e.g., student ID card, passport, driver's licence), please organise this now by applying on our website:
www.tekura.school.nz/student-id
- Your exam admission slip will be posted to you at the end of October by our Qualifications team. If you don't receive it by early November, please give them a call on 0800 65 99 88 option 3 to receive a signed replacement.

We wish you all the very best for your exams.

Special Assessment Conditions

If you have a physical, medical, sensory or learning disorder you may be eligible for assistance with your NCEA assessments. This is known as Special Assessment Conditions (SAC), which exists to make sure all ākonga (students) can demonstrate their learning to their full potential.

SAC includes things like:

- Being allowed to have someone read or write for you if you have dyslexia
- Sitting your exams in a separate room if you have attention problems or severe anxiety
- Extra time to complete a timed assessment (such as an exam or test)
- Rest breaks for ākonga who need to practise calming techniques if they have anxiety or panic attacks. They can also be used for ākonga with diabetes who need to manage their blood sugars.

These are only a few examples of possible SACs. For more information, check out our website:

www.tekura.school.nz/special-assessment-conditions

If any Special Assessment Conditions apply to you, please email our SAC team at sac@tekura.school.nz as soon as possible.

Exams are coming up!

As exam time draws near, it is important for ākonga to ensure that they are fully prepared. This is especially true for ākonga needing Special Assessment Conditions (SACs). If you have registered for end-of-year exams and think you might need Special Assessment Conditions, please ensure you contact our SAC team.

Transfer of SACs

If you are a SAC ākonga who has recently moved to Te Kura from another school, it is important that you contact the SAC team as soon as possible to have your SACs transferred to Te Kura.



SUMMER SCHOOL

 Te Kura

Tāpiri ki ō whiwhinga NCEA i te raumati
Top up your NCEA credits

Kia tuihono tō ako ki te Kura Raumati.
Study online with Te Kura Summer School.

Don't let a few NCEA credits stop you from going on to
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Registrations open November 2022.

We warmly invite schools to work in partnership with us.
Please email summerschool@tekura.school.nz to enquire.

Te Aho o Te Kura Pounamu

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