

CONNECTING
TE KURA STUDENTS

link up.

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

SEPT 15 | ISSUE 25



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

- NCEA LEVEL 1 ONLINE IN 2016
- KEEPING IT REAL AT TE KURA
- STUDENT WORK SHOWCASE

Ko Tā Mike Kōrero



Mike Hollings

**DURING THE EARLY PART OF TERM 3
TE KURA STAFF WELCOMED A TEAM
FROM THE EDUCATION REVIEW OFFICE
(ERO), WHICH IS CARRYING OUT A
SCHEDULED REVIEW OF TE KURA.**

The review team spent time with staff in our Wellington office as well as visiting regional offices, where reviewers were able to attend advisories and talk with students and whānau.

The focus of the review has been to follow up on the areas of development identified in the 2013 review. The review team has also looked at:

- how effectively the school's curriculum promotes student engagement, progress and achievement
- how well we are supporting students who are disengaged from schooling and Māori students, and
- use of data on students' engagement, progress and achievement for review and improvement.

National Evaluation Topics (NETS) are decided from time to time. ERO gathers information on these topics during its reviews of individual schools and early childhood services, for a specified period. Usually, ERO will collate and analyse the information on these topics from individual reviews

for a national evaluation report, which will be published on its website. The current NETs, which ERO has been looking at during the review of Te Kura, are:

- responding to oral language development capabilities – early childhood and up to year 3
- supporting students to develop future education pathways (Vocational Pathways) for students at secondary level.

We were given the option of participating in the trial of the new School Evaluation Indicators, which I was very happy to agree to.

At the time of writing we are yet to receive the final report from ERO but the feedback we received from the review team during the final weeks of the review has been positive. The reviewers have developed a good understanding of Te Kura and of what makes us different from other schools. We will publish a link to the ERO'S report on our website once it has been released, and publish a summary of ERO's findings in the term 4 issue of *Link Up*.

Review of correspondence education

The Ministry of Education is carrying out a review of the role of correspondence education within the New Zealand education network. Te Kura has had the opportunity to comment on the draft terms of reference and we expect to be involved throughout the period of the review. We see the review as a chance to tidy up inconsistencies within the current legislation as it relates to correspondence schools and to clarify who is able to enrol with a correspondence education provider. We will keep you updated.

Mike Hollings
Chief Executive

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Front cover photo: Early childhood student EJ-Marelise Craig Shultz with one of Te Kura's early childhood education resources.

Feature Stories

NCEA LEVEL 1 ONLINE IN 2016

IN 2016 TE KURA'S NCEA LEVEL 1 COURSES WILL BE ONLINE ONLY, MEANING EVERY STUDENT ENROLLED IN AN NCEA LEVEL 1 COURSE MUST HAVE ACCESS TO A SUITABLE DEVICE – SUCH AS A PC OR LAPTOP – AND INTERNET CONNECTIVITY.

Why is NCEA Level 1 going online?

Having the knowledge, skills, and behaviors to use a broad range of digital devices such as smartphones, tablets, laptops and desktop computers is vital if students are to be successful citizens of the 21st century, says Te Kura Chief Executive Mike Hollings.

'Learning online is one way students can learn these digital literacy skills in a safe and supportive environment, which our online courses provide. Students can communicate with their teachers and peers online, work collaboratively with other students and share ideas.'

Online courses are delivered through our Online Teaching and Learning Environment (OTLE), which is a secure, online space accessed through an internet browser. Students enrolled in an online course use a mix of text and other online resources as part of their learning. Online resources include quizzes, games, surveys, audio and video files. Students can submit their assessments as soon as they are complete by uploading them to the course dropbox. Te Kura teachers then assess the work and provide feedback online. In addition to online resources and activities, most courses also include practical activities for students to complete offline.

By learning online, students can receive feedback from their teacher much sooner and move onto their next piece of work without being reliant on mail deliveries. This is particularly important with changes to postal delivery services which have increased the time it takes to send parcels through the post.

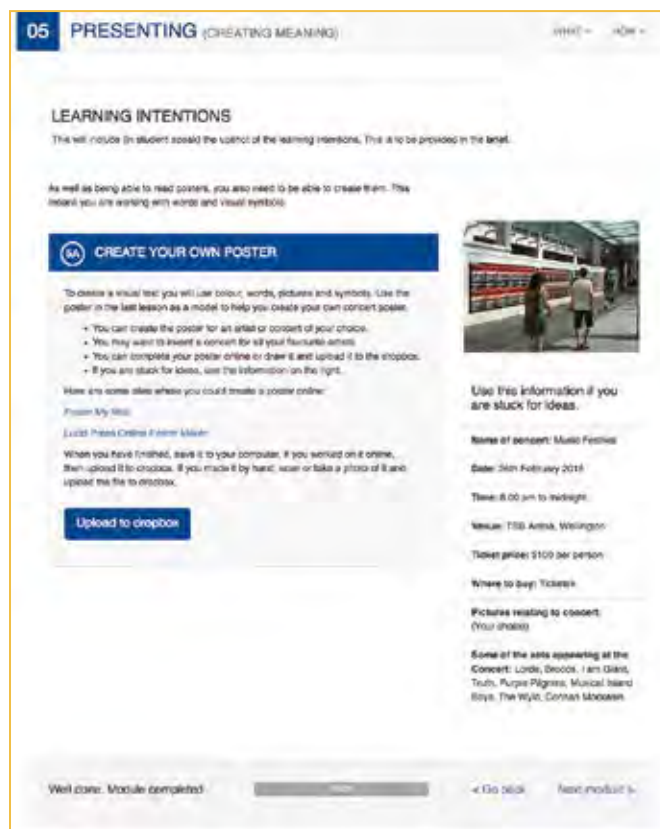
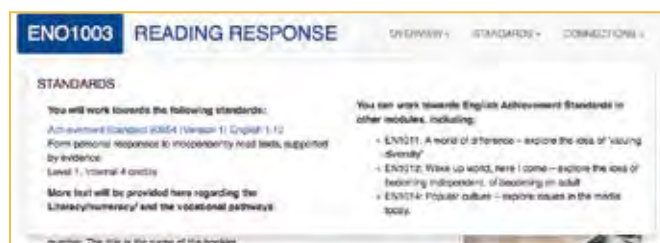
'We also need to ensure Te Kura students keep pace with those in face-to-face schools, where use of technology has become an integral part of learning,' says Mike. Many schools require students to bring their own device and the New Zealand Qualifications Authority recently gave a presentation to Te Kura staff about its plans for more digital assessment, including for NCEA exams.

The current booklet-based NCEA courses will be adapted for online delivery over a three year period, starting with NCEA Level 1 in 2015/16, NCEA Level 2 in 2016 and NCEA Level 3 in 2017 so that all NCEA courses are available online at the beginning of the 2018 school year.

What will the online NCEA Level 1 courses look like?

At the beginning of the 2016 school year there will be at least five interactive online modules (or equivalent) available in each NCEA Level 1 course. The remaining Level 1 course materials will be available as digital copies of the existing booklets in PDF format, until they have been adapted for online delivery. The PDF files can be downloaded and saved to be edited by students online, or printed and written in as if they were a pre-printed booklet. We recommend that any hand-written school work is scanned and uploaded work to the OTLE, but it can also be returned through the post.

As new online modules are added to the OTLE the corresponding PDF file will be removed. By the end of 2016 all of our NCEA Level 1 courses will be available as fully interactive online modules.



Sample content for online NCEA Level 1 courses.

What type of device do students need to learn online?

For families or students providing their own device, we recommend that it be a laptop, desktop computer, netbook, or tablet PC (also known as a Smart PC). These devices offer a greater range of functionality than most standard tablets or iPads. Access to a printer and scanner would also be useful.

The OTLE provides a lot of the online tools students will be using as part of their learning and our partnership with Microsoft means Te Kura students can download the Office 365 Pro Plus suite at no cost. This suite of software includes the latest version of Word, for writing; Excel, for spreadsheets; PowerPoint, for presentations; OneNote, for organisation and note taking; and much more. Most other software students might use is available to download at no cost.

More details about the hardware and software students may need to learn will be sent to families of students in years 8, 9 and 10 within the next month or two, so they can begin planning for next year.

What support is available for students without a computer or internet access?

We want to make sure that all of our students have suitable access to the internet and online tools. Savings gained by not printing and posting materials will support delivery of our online learning strategy, including the provision of devices and internet subsidies for eligible students, who can apply to receive a refurbished laptop computer and/or a subsidy towards internet connectivity. Te Kura is also working with Computers in Homes to support families who are not eligible for assistance through our own programme.

To apply for assistance, applicants must be the person who is primarily responsible for the education of the student, or be a young adult student enrolled in three or more courses with Te Kura who is applying on their own behalf. Applications must meet the following additional criteria:

- the application is made on behalf of a full-time student or young adult student enrolled in Te Ara Hou (years 9 and 10) and/or an online course in years 9 or 10, or NCEA Level 1
- the applicant is a beneficiary or Community Services Card holder
- the applicant and student are resident in New Zealand.

Families with more than one eligible student may apply for a laptop and internet subsidy for each student. Applications for assistance can be made after enrolments

ONLINE COURSES FOR YEARS 9 AND 10 (CURRICULUM LEVELS 3–5)

Thirteen new online courses at curriculum levels 3–5 were launched at the beginning of 2015 as part of a progressive programme to replace booklet-based courses developed in the 1990s with new online resources.

Students enrolled in these courses are using online modules supplemented by booklets from the old courses until all of the new modules have been developed and added to the OTLE. We have also begun developing new language courses at this level, including Chinese, French, German, Japanese, Spanish and te reo Māori. The new language courses will be a mix of online and print-based resources during 2016 and will be fully online from 2017.

Te Ara Hou, our integrated programme for students in years 7–10, will be adapted for online delivery during 2017. In the meantime, Te Ara Hou students in years 9 and 10 are already able to use modules from the new online courses as part of their programme.

Students who have received a device and/or internet connectivity subsidy from Te Kura during 2015 can continue to benefit from it in the 2016 school year providing they meet the eligibility criteria. Te Kura will be in touch with these families later in the year to confirm their plans for 2016 and whether they will be eligible for continued assistance.

for the 2016 school year open on 23 November.

The devices we provide are refurbished laptop computers which have been loaded with the latest version of Microsoft Windows. The internet subsidy is \$30 per month during the school year and is paid directly into the applicant's bank account. Families of full-time students enrolled under the geographical isolation, geographical inaccessibility and itinerancy gateways may be eligible for a top-up of their internet subsidy.

Mike says families whose geographic location means they are unable to access internet connectivity can ask to be exempted from online learning in 2016. 'Unfortunately it is not practical or cost effective to continue to offer print-based resources as well as online resources. This is particularly problematic for NCEA courses due to the number of changes which are made to the achievement and unit standards during and between school years.' For this reason, exemptions will only be given for the 2016 school year.

KEEPING IT REAL AT TE KURA

THERE ARE EXCITING OPPORTUNITIES FOR TE KURA STUDENTS TO BE INVOLVED IN AUTHENTIC LEARNING OPPORTUNITIES IN 2016 THROUGH OUR STAR PROGRAMMES, GATEWAY, TERTIARY LINK, INTERNSHIPS AND OF COURSE HUARAHI, OUR TRADES ACADEMY.

Te Kura staff work with students and whānau to personalise a learning programme around your passions and interests. There are no timetables to worry about and we can link you with a suitable tertiary programme from one of our 18 partners, depending where in the country you live.

HUARAHI TRADES ACADEMY

Now in our third year we offer programmes right around New Zealand for students in year 11 and above. You can experience practical hands-on programmes with our tertiary partners, including polytechnics and private training organisations. The programmes are usually face to face, one or two days a week or in some cases by distance



Terauaroha Edmonds – through the river



Frances Tribble – on the hill



Matthew Rogers and Mitchell Ormsby at Te Tai Tokerau Trades Academy (Northtec)

but supported in local communities. The programmes we access can lead you to NCEA Level 2, an apprenticeship, further training and study towards your goals, or to a career.

You will be working alongside experienced tutors and other students with the same type of interests as you.

To participate in Huarahi you must be a full-time student with Te Kura, studying four subjects at a minimum of NCEA Level 1, and be committed to completing the programme over one or two years. There are no fees.

We will soon be filling places for 2016.

To register your interest please talk to your learning advisor, call us on 0800 65 99 88 to speak to Kathryn Smith (8552) or Jen McCutcheon (8326) or email Huarahi@tekura.school.nz.

FUTURE PILOT NAVIGATES GATEWAY

Tom Thorne's introduction to aviation was through flying model aeroplanes as a 12 year old.

When Tom was 14 years old he progressed to real planes and began flying lessons at South Canterbury Aero Club. His first solo flight was on his sixteenth birthday. Now Tom is completing his Private Pilot's Licence and hopes to achieve a place at Southern Wings Aviation College in Southland.

Tom has been studying through Te Kura and gaining credits towards his long term goal of becoming a full-time pilot. In 2014 Tom signed up for Gateway in Aviation as it offered him the best option for gaining credits through his love of flying. Gateway is a work experience programme for senior full-time students that allow them to learn and work while still at school. 'Gateway allowed me to top up credits through aviation exams to give me a lot of the credits I needed,' says Tom.

Gateway is structured around work-based learning and is individualised for each student. 'What I really like about it is that you can tailor schooling to suit exactly what you need; subjects that help me rather than arbitrary subjects that aren't relevant to what I want to do.'

Tom is studying towards NCEA at Te Kura while gaining practical flying experience and knowledge through the South Canterbury Aero Club. ServiceIQ reports the unit standards associated with each exam and flight test to NZQA.

To get the best out of the Gateway programme students need to maintain focus and persist with their schoolwork. The students are supervised and mentored by staff at Te Kura but they still need to maintain motivation to make the most out of their learning programme. 'The prospect of flying as a full-time career is the biggest motivator for me, as learning by correspondence is challenging,' says Tom. Studying subjects that Tom knows are relevant to him has helped him to keep focused.

Tom continues to fly at the South Canterbury Aero Club as he progresses towards his goal of becoming a commercial pilot. In addition to the Gateway programme and his Te Kura school work Tom is also working at a local service station to contribute to his ongoing flying costs. We wish Tom every success in his future studies and chosen career.

For more information about Gateway, read our Gateway brochure online, talk to your learning advisor or ring Kathryn Smith (Gateway) on 0800 65 99 88 extension 8552, or email kathryn.smith@tekura.school.nz.



Tom flying solo

FIRST AID TRAINING

SARAH HEAD RECENTLY ATTENDED ONE OF THE MANY PRACTICAL TRAINING COURSES ON OFFER TO TE KURA STUDENTS.

The one-and-a-half day first aid course at the Whanganui Red Cross training centre was an opportunity for Sarah to learn valuable skills and achieve 3 credits at NCEA Level 2.

Sarah found the course really useful and something to add to her Curriculum Vitae. Sarah hopes to work with young children, so this course is especially relevant. She recommends it to other students. 'The instructor made the course really fun and easy for everyone to be able to learn first aid.'

Te Kura supports and encourages students to attend first aid training courses throughout the country.

For more information, visit our website at www.tekura.school.nz/subjects-and-courses or call us on 0800 65 99 88.

Student Stories

EJ-MARELISE – A CREATIVE, COMPETENT EARLY CHILDHOOD STUDENT

TE KURA PROVIDES A FREE EARLY CHILDHOOD PROGRAMME AT HOME FOR PRESCHOOL CHILDREN, WHICH SUITS FOUR YEAR-OLD EJ-MARELISE CRAIG SHULTZ AND HER MOTHER CAMILLA SHULTZ.

EJ has been on the Te Kura early childhood programme for over a year. Every month EJ receives a range of games, books, music CDs, puzzles and activities from her teachers Annie Malir and Jill Leighton. Camilla documents EJ's learning through adding photos and comments to EJ's Storypark page.

'After just a few weeks (on the programme), I firmly believe that if the foundation of knowledge begins at home, it can continue at home,' she said.

'Working alongside EJ at home allows me to see her progression, daily.'

Camilla works in partnership with EJ's teachers to support her daughter's learning and development, and says Te Kura provides active learning which has boosted EJ's development skills.

'The resources are relevant and aid in EJ's creative development ... this has extended her imagination.'

EJ did not enjoy puzzles at first and had a lot of reservations when given one, but after three months she gained the confidence to complete them and her accomplishment didn't go unrecognised!

Camilla documents EJ's learning by adding photos and comments to EJ's Storypark page. Storypark is a secure online network where EJ's teachers and Camilla can communicate and share in



EJ's learning journey. Learning goals and resources reflect EJ's current interests, which Camilla can share through Storypark. When Camilla uploads photos on Storypark she adds valuable comments that help the teachers to both assess EJ's learning and plan for future postings. After each Storypark post, Annie and Jill send a new pack of materials personalised to EJ's needs.

'The Storypark platform is easy for me to navigate,' says Camilla. It is user-friendly and for me the biggest pro of Storypark is being able to manage EJ's progress via frequent posts.'

Did you know?

Your child may be eligible to enrol with Te Kura if:

- they are under six years of age
- you live more than 6kms from your nearest licensed early childhood centre and your child attends a licensed early childhood centre for less than 8 hours per week
- your child has high health needs, special educational needs or there are special family circumstances preventing attendance at a face to face early childhood centre.

If you have any queries about the programme and your child's eligibility please contact Jenny Hayes on 0800 659988 ext 8699 or jenny.hayes@tekura.school.nz.



Student Work Showcase

LUXMORE HUT

Dad read in the paper that DoC was looking for volunteer hut wardens for the Luxmore Hut on the Kepler Track so Mum rang up DoC straight away to see if we, Mum, my two brothers and I, could do it. They said: 'What a great idea, of course you can go!'

So on the 12th June Mum, Sam, Oli and I were finally were ready to go. We headed up to Te Anau that morning for a briefing and then, at 1430 hours we were on the helipad ready to go. The weather was cold and blowing. The helicopter had to go really slow and was bumping hard. As we got higher the rain pelting onto the chopper turned to snow. The snow coming towards us looked just like when in a movie a spaceship goes faster than light with the stars coming towards it. When we landed we quickly jumped out and ran towards the hut carrying our packs and keeping well away from the deadly tail rotor. The hut has two bunk rooms for trampers and a living/cooking area with the staff quarters at one end. The staff quarters have a fire place, a double bed, a single bed and lots of spare mattresses. In summer there is a flush toilet and a shower but in winter these are frozen. To flush the toilet you have to tip a bucket of water down it. The trampers have a hybrid toilet that is a cross between a composting toilet and a long drop. It needs to be fed once a week with a bucket of warm water with baking soda in it. Our daily schedule looked something like this:

0815 We received a radio call with the weather, then a call asking us how we were and how many trampers had stayed overnight, then we relayed the weather forecast to the trampers and gave advice on the track conditions.

Then I did my school work ...

After school we shoveled snow off the board walks around the hut and

split firewood and kindling. When we had done that we could go for a walk up or down the track as long as we took the emergency locator beacon and hand held VHF radio along with us.

At 1830 hours we collected the hut tickets from the new lot of trampers.

We were surprised to have at least one tramper every night! On the second day we walked up to a cave that is only a ten minute walk from the hut. When we got there I thought I would get claustrophobic but was pleasantly surprised that I had no problem with venturing into this cavernous hole in the earth!

Wednesday was a fine day and we went for a tramp towards Mt. Luxmore. The snow was over knee deep nearly all the way and it was hard going. Before we came to the ridge that leads to Mt. Luxmore we had to turn around, as it was very slippery under foot.

That made us think of two badly equipped trampers; they walked this way in worse weather and inappropriate gear. We did warn them so!

We had a great time and I would love to do it again next year!

Tassilo Abbot, Year 9



WHAT I DID OVER THE HOLIDAYS

On 4 April I decided to go rabbit hunting. I got my 175 LBS compound crossbow. I tuned the sight in making sure that it was accurate. I walked over to the horse paddock, through the creek and up the grassy bank. I walked around for a couple of hours looking for a rabbit to shoot, but not a single rabbit could be seen so I decided to give up all hope of ever finding a rabbit. Just as I was walking down the bank I noticed something moving in the grass 20 yards away from where I was sitting. I loaded the crossbow hoping that the sound would not frighten away the rabbit. I put the bolt into the bow, this bolt is a 20 inch carbon arrow with a triple bladed broad head. This is a detachable arrow head with razor sharp blades.

I turned the sight on and took aim. I waited for the rabbit to get into a good position and start to eat the grass. I know that the rabbit by eating the grass was relaxed and was not aware of my presence. I waited until he was facing the right way so I have a clean shot to his heart. I aimed the sight at his heart and squeezed the safety into fire position and fired. In an instant the arrow left my bow travelling at an incredible speed, 400 feet per second, going straight in the rabbit's heart and out the other side into the creek bank. The rabbit fell flat on his side, no nerve twitching, he was dead. I could not believe my luck for I had finally shot my first rabbit. Mum and Sandra were shocked. Sandra thought I had found a road kill rabbit. I showed Poppy, she was horrified and said that I had killed the Easter rabbit.

I took it over to my friends Fay and Tony's and they helped me skin and gut it. Fay said what a good shot it was when she saw where the arrow had gone straight through the heart cutting it in two making it a good shot. Fay put it in the freezer and said she would make a casserole when I got another one. I got the skin and nailed it to a board and put a skin cure on it. After a week I scraped it off, it was liked dried toothpaste. I put another layer of cure on it. This has to be left on for two weeks. This is one of



the many activities I did over the holidays.

I hope you enjoyed reading it as much as I did writing it, only one creature was harmed/killed in the making of this story. On our farm rabbits are a terrible pest.

Rupert Young-Davies, Year 12

MY FIRST FISHING TRIP

"Beep! Beep! Beep!" My eyes cleared from being blurry. It was 6.30am and I was so excited. It was my first time ever going on a fishing boat. We were on holiday in Tauranga, staying at the Atrium Apartments. Dad and I were up early and were the only ones going. We got to the supermarket and bought a drink and our lunch for the day. Next up was the Tauranga harbour.

We arrived at the harbour. Boats were everywhere! We had to find the one we were going on. Ahead were about a dozen people standing with rods and chilly bins. They were the people we were going with. We all walked to the boat and got our positions. The rods were put in the rod holders.

We sat down. The boat attempted to start, but all it did was cough and spit. The skipper tried again ... it roared into life, smoke billowing out of it.

We were off, floating through the port. It was like a scenic tour, as Dad was talking to the fisherman guide; he used to work at the port. "Did you know the cargo ships get charged \$67000 to just sit in the port? There are only a dozen people on board the ship who work on it!"

We exited the port and floated into the wavy deep, never ending ocean. We applied the most important thing ... the sunblock.

It was freezing! I didn't want to move my hands, but I wanted my jacket, so I had to. The fisherman guide walked up front. But at that moment a wave smashed into the boat and splashed all over him.

Finally fish appeared on the fish finder. The boat came to a halt then started shaking. I thought it was going to tip over as the anchor was going down.

We were told to put our lines in. We had pipis as bait; the fish loved them! Within 10 seconds I had one hooked, but I thought it got off, so I wound in. But as a surprise, it was still there. It was a little snapper. It was under the legal limit, so we chucked it back. Dad also caught one; his was big enough to keep.

The fish disappeared, so the anchor came up and we were off again, chugging slowly on the surface of the water. We arrived at the third spot, lines were dropped, and the fish were biting instantly. I already had one, so did Dad, as well as the guide and other people. But then all four lines had gone over each other and there was only one fish, which wasn't ours. Dad untangled our lines. We then moved once more and stayed for the rest of the day, as the fish were there all the time. As the day went it was time to go. I had caught around eight fish, all snapper and terakihi.

As we got back to the port, a cargo ship was ahead. It created high waves for us to go over; it was fun! We got back to the car and the next morning we enjoyed some fresh fish for breakfast. I will definitely go again as it was AWESOME!

Jayden Bury, Year 10

GETTING TO THE PEAK

The sun's rays blazed down from a brilliant bright blue sky, making me sweat even more as I strived to pull myself up the straw-covered hill. My bottom foot slipped and I slid onto the ground in a heap. Gritting my teeth determinedly, I yanked myself back onto my feet and continued to drag myself even closer to the top.

After several more endless minutes of hopelessly hauling myself up, I was finally at the peak. Feeling tremendously triumphant, I rested heavily on my elbows and peered around. My head swam as I saw how high I was; really, really high.

The grey road curved around a distant hill like a snake and, squinting, I could see a flash of red as a car raced by. Looking further down, I watched the murky muddy river twist through the trees and drove between dry, dusty hills before disappearing around a grassy bend, the distant rushing told me there were rapids that way.

Hills flattened out to form paddocks of a more fresh shade of green, enclosed with fences of lichen-covered posts. Tiny cotton sheep dotted the grass, their distant bleating lost in the breezy wind dancing in my ears.

Rolling onto my back, I observed a bird soaring overhead, weaving in and out of the clouds, which, I noticed with a twinge of dismay, were becoming darker with rain by the minute. Glumly, I stood up, flooding with disappointment as I realised I couldn't stay any longer. Sighing sadly, I gloomily gazed back the way I had come, resigning myself to a long walk. With a heavy heart, I sat down at the edge of the hill and slid down the slippery grass, ready to start the descent home.

Jenny Thomson, Year 9

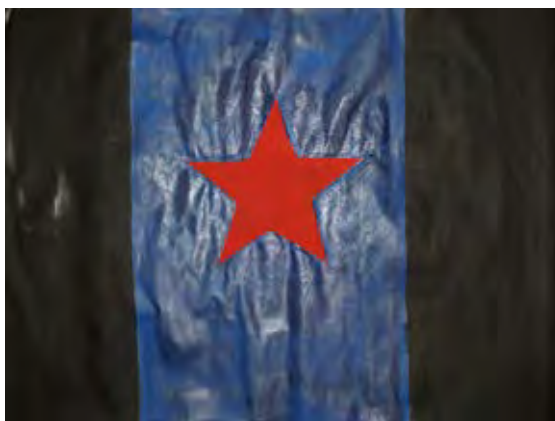


Nadya produced a personal anthology of her own poetry using some of the poetic forms and devices that were introduced in her Te Ara Hou workbook. These pages represent the artistry of linking words and pictures to create meaning.

Nadya Slack, Year 9.



Ryan Hart, Year 10



Bronx Winiata, Year 10



David Macdonald, Year 12

PLEASE DON'T ...

I watched him from afar, which has always seemed to be my place. Unrequited love – he's never known my feelings for him but I know he would never be able to return my growing feelings, not while I was ... like this.

Not while that pretty little figure was close to his side, with her long flowing hair, and curvy, feminine body.

I could never compete ...

I hated her.

I hated how she was so pretty.

I hated how she was so caring and kind.

I hated how she was by his side.

But what I hated most – was the fact that I've never hated her.

I envied her.

He was my first friend, my first best-friend, and my first love. He was part of most of my life and now seeing him starting a new life with his first love made me feel so heartbroken. 'We're getting married' they said in unison, actually, it was more a question, as if they needed my permission to get married. But my jealousy took over, and I stormed out of the apartment, stopping just outside the entrance door, holding back the tears that were trying to force their way out, and clenching my fists which were ready to tear into the closest wall. I crawled back into the apartment and idiotically acted as if I hadn't just created a scene, only to be greeted by the happy couple cuddling on the couch, gazing at the ring that shone on her small hand, my little performance forgotten by them within seconds. Awkwardly, I returned to my room, staring back at the happy couple, feeling the jealousy burn through my skin once more.

Please don't ... Please don't leave me ...

That dreaded day came. The day I would have to finally give up on you.

She walked down the stairs, searching for me it would seem. She approached me, a large smile playing on her lips.

'Do I look okay?' She whispered as she twirled in complete elegance.

'You look great' I replied with a thumbs up and a reassuring smile. She smiled even larger and pranced off.

I sat at the very back of the setting, watching the two of you reveal your vows to each other, placing your wedding rings on each other's fingers and... your first kiss, as a married couple. But I couldn't watch that last part, and looked away as soon as the both of your heads began to lean in. Your eyes fell on me and I had to look away, walk away and turn my back on you.

I travelled to a balcony, where the sun shone down on me and where the breeze slightly swayed my tired body. I was hiding really, from the two of you. But you found me. You stood by my side, saying nothing and staring off into the distance, as was I. There was a smile plastered on your face, it almost made me want to smile, knowing you were happy but it just reminded me of losing you.

'Come with me' you whispered after a while, reaching out for my arm 'I want you to be in one of my wedding pictures.'

'What? No' I said with a chuckle, brushing your hand off my wrist.

'Oh just come' you replied, reclaiming my wrist and pulling me with you. You let go of my wrist as soon as she came into your sights and rushed to her, taking a spot next to her as she groomed you to perfection. I took the empty spot that was left on her other side and stared away from the loving glances you two gave each other. She grabbed both our arms and interlocked them with her own and stared over to the camera, leaning her head closer to you while you did the same to her. Three smiles were captured but only two of them were genuine.

And now I was in my car driving further away from you, and her. But I couldn't escape you; your sweet scent still lingered throughout my car, so it was like you were still there when you were already miles ahead of me. By now the tears were uncontrollable, and it got to the point where I just had to stop the car. I screamed in anger and hit the steering wheel to help let out my frustrated emotions.

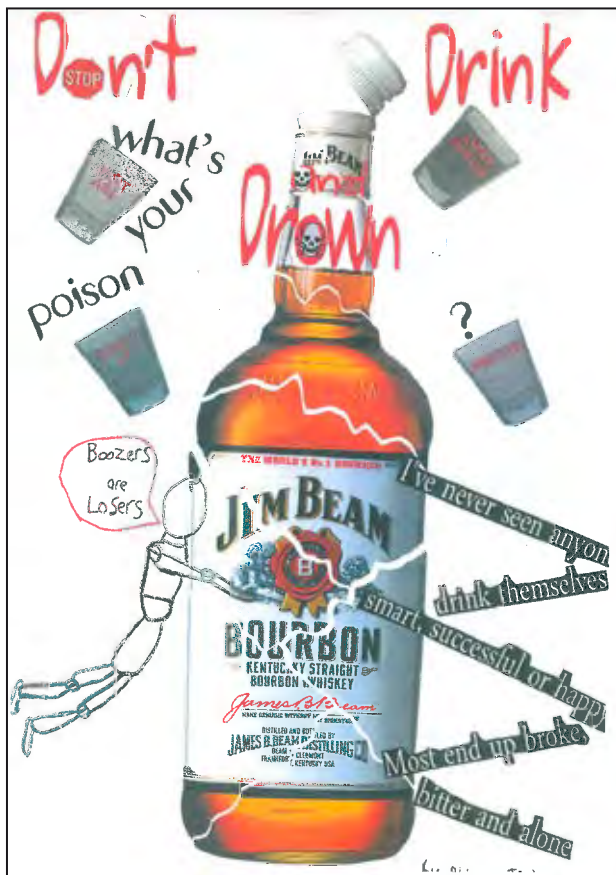
Come Back to Me ...

I grabbed the picture from my jacket's pocket and stared at it, caressing your face. Then I ripped it in half, replacing her figure with yours, making it so that you were next to me.

But no, I can't have you. I can never have you. Not just because you're now a married man, Not just because I'm too afraid to tell you my feelings.

But because, I too ... am a man.

Amber McFarland, Year 11



Rhiannon Tredway, Year 11



Michaela Edwards, Year 11



Joseph Knowles, Year 9



Jezmay Harwood, Year 9

Friend of the Force

DANIEL ALDERSLEY



FRIEND OF THE FORCE #2

The Force was swirling in his mind, dancing, dazzling unseen colour. It filled him with truth and purpose. He could sit for long hours just meditating, waiting for its familiar call. The man sat in a small market square in the city Boloong on the Planet of Naboo. He liked the pots of Bagindii flowers and the look of the creeper vines along the balconies. The tender care of the plants added a certain beauty to the already elegant blue Bagindii blossoms. It was getting late and the sun was just setting atop the distant mountain range in the west. The square was deserted except for the one man sitting on a bench underneath the southern balcony. He had tidy brown hair and kind, matching coloured eyes. He wore plain dark green trousers and a loose red shirt. He was gazing into the sky where the 'three sisters' constellation was now shining just above the steeple of the city tower. It was strange to think that those three softly-twinkling stars were ferocious dwarf novae. It reminded him that some things could appear beautiful if you were looking from a far enough distance. He had come here once before, long before when he had tried to lead a normal life.

Something flashed in his mind—the force had sent him a message. He gazed once more around the quiet city square and breathed in the cool night air. And then simply vanished.

"Run, ad, run!" The words of her Mother echoed in her mind as she ran as fast as her legs allowed her. Tears streaked her face as she recalled her Father's body impaled by the cold merciless blade of a beskad. They had been in hiding for weeks, staying in a small abandoned villa they had found on the outskirts of the Dou'kan forest. Her parents had thought they would not be found there, she didn't understand how they could be so wrong. Their house had been overrun by soldiers of the Death Tribe and had been set on fire in the attack. She had been running for nearly an hour and now they were gaining on her. She tried to put more energy into her staggered run by using the force, but could not muster the strength. She tried to reach out in the force to sense those chasing her but only succeeded in tripping over the root of a large rak'odai tree. She lay there winded by the fall, exhausted emotionally and physically. She had just gathered the strength to get up when she heard them. It was nothing but the rustling of bushes and the cracking of twigs, but to her it was unmistakably the sound of people running; they were close.

Daniel Aldersley, Year 13

(Extract)

MY CAT BOO BOO

*Beneath the stars I see a tabby cat,
Boo Boo is her name,
With tiger stripes all over her
And emerald green eyes reflecting from the moon,
I want to feed her from a spoon,
I call her name
As the neighbourhood tom cat looms,
From bushes he stalks her watching to catch,
A glimpse of his next prey,
I open the door and scare him away.
Boo Boo comes flying in,
'Stay there little girl!' I say.*

Lydia Fisher, Year 3

AR3400 PHOTOGRAPHY



Kirsten Allison, Year 13



Bo Myburgh, Year 13



Taylor Jaques, Year 12





Jadzia Frith, Year 13



Kirsten Allison, Year 13

ARE YOU THE PARENT OR SUPERVISOR OF A STUDENT STUDYING TOWARDS NCEA?

If so you can check out the information for parents on the **NZ Qualifications Authority website** www.nzqa.govt.nz/audience-pages/parents/ NZQA has also launched a mobile app called **NCEA Guide** which is written for parents, whānau and employers. The freephone number to request a copy is **0800 697 296**.

Here are a few key things you can do to support your student's preparation for their NCEA exams:

- Ensure you have completed the NCEA payment and registration process. This involves completing the online registration on our website www.tekura.school.nz/student-toolkit/ncea-registration and paying the fee. This is either \$76.70 or \$20 (with financial assistance).
- Make sure you know the NCEA exam timetable and what exams your student is sitting.
- www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-exams-and-portfolios/external/national-secondary-examinations-timetable/
- Encourage your student to ask their subject teachers for useful study tips, past examination papers to use for revision and other important information about their preparation for each external standard they are sitting.
- Provide a suitable study environment for your student.
- Look after your student's welfare. Make sure they are sleeping well, eating well, taking regular breaks, getting outside for free time and fresh air.
- Once exams have started make sure your student knows where to go for each exam, how they are going to get there, and what they need to take.

You'll find other useful information and links on our website. You can also contact our Supervisor Support Advisor Adele Harris if you have any questions about supporting your NCEA student – call Adele on 0800 65 99 88 extension 8244 or email adele.harris@tekura.school.nz

NEW ROLES TO TAKE THE HELM

TE KURA HAS ESTABLISHED A NEW ROLE CALLED KAIHAUTU MATAURANGA (MEANING HELMSMAN OF KNOWLEDGE) AND APPOINTED THREE KAIHAUTU MATAURANGA TO LEAD LANGUAGES, SCIENCE AND CURRICULUM COORDINATION LEARNING AT TE KURA.

The new role has been developed with a strong focus on development for an online and increasingly cross-curricula environment.

Adele Scott joins us with deep expertise in languages and language learning. She has taught in tertiary, secondary and primary sectors in New Zealand, Australia and Japan and recently completed a PhD in Linguistics.

Jim Law has held several roles at Te Kura since first joining the school in 1999. He holds a PhD in Science Education, a Diploma in Rural Studies and a BSC Hons in Biochemistry. Jim taught at Tawa and Taita Colleges before coming to Te Kura.

Anne Coster is a former Deputy Principal and eDirector of Wellington Girls' College and joined Te Kura in August with particular responsibility for curriculum co-ordination and online learning. Anne has a BA in English and German and an MA in German. Anne is the current Chairperson of the Wellington Loop Trust and has been responsible for ensuring that good pedagogy in online learning is a prime focus of practice across Wellington schools.

RESPONSE TO ASIA

ANDREA SELWOOD, A SENIOR TEACHER OF VISUAL ARTS AT TE KURA, TOOK UP A VALUABLE OPPORTUNITY TO COMPLETE A SHORT STAY ARTIST RESIDENCY AT BAMBOO CURTAIN STUDIOS, TAIPEI (TAIWAN) DURING APRIL AND MAY SUPPORTED BY THE ASIA NEW ZEALAND FOUNDATION.



Art for environment

Her art proposal stemmed from a backyard project working with her neighbourhood community in forming a response to the environment on the South Coast of Wellington.



Andrea transported this idea and the process of 'creative mapping' to recover a feature of Taipei's urban landscape as part of the Plum Tree Creek restoration project, located in Zhuwei, on the coastal outskirts of Taipei city.

The aim was to create artworks which make visible the invisible, activate the community, and connect people to their place. 'Hopefully locals are reminded of the river and important relationship with the natural environment,' she says. 'Awareness of water pollution effects on the stream and marine environment might result in positive longer term changes in future.'



Collaboration and exchange

Thanks to existing networks of the Plum Tree Creek Project and Bamboo Curtain Studios, Andrea was well supported in this project connecting with local Zhuwei community and combining aspects of art and science. Andrea collaborated across disciplines with a specialist science teacher Mr Chen and Tri Budiarto, a chemical engineer (biohacker and DIY electronics expert) from Indonesia.

'Physically walking and tracing the river helped trigger a personal response to the environmental issue, whilst accessing information (open source data) about the stream meant I was able to record this visually in artworks.'



Joining in Tri's science workshops with Mr Chen's extension class at the nearby elementary school (primary level) further aligned Andrea's idea of testing the stream water for acid and base content in artworks.



The resulting origami 'Litmus Flowers' were essentially paper forms made to contain, test and visibly record changes to the water pH levels across five samples taken upstream. Multiple peace lilies were produced during weekend workshop trials with public participation and later refined into final artworks. 'Pollution was proven but balance regularly restored due to the extreme wet climate and cleansing rains of Taipei.'



People and place

Conversations provided an extra human component or 'peoples' stories' about Plum Tree Creek, such as a school poem and patriotic song which place a generic river at the centre of a nations' collective memory. 'Adults felt a definite nostalgia remembering a time when as children they played beside and swam in their local stream and estuary, says Andrea.

Culture

Whilst in Taiwan, Andrea researched traditional Asian art and enjoyed the vibrancy of the temple culture and religious festivals. Her final art installation unifies different elements against a backdrop akin with Chinese landscape scroll painting. This open studio exhibition celebrated collaboration and community contribution. It also coincided with the 20th anniversary event of Bamboo Curtain Studios, drawing a diverse audience.



'On arrival, I was alert to Taipei's striking visual contrasts; on departure, I felt an overall connection to the place through shared experience. From a teaching point of view, cross-curriculum teaching is still a rare thing and remains an exciting challenge for us all.

'Watching a typical Taiwanese classroom at work, I now have a better understanding of Taiwanese and Asian culture in general, including the education system which some of our students might come from.'

