

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



KO TĀ MIKE KŌRERO

Mā te whetūrangī o Matariki, e tiaki mai, e manaaki mai i a koe, i a koutou rānei mō te tau e taka mai ana.

May the gentle light of Matariki guide and inspire you all this year.

The rise of Matariki is an important time in the Māori calendar, as it signifies the start of the Māori new year. It is a time of reflection, storytelling, and celebration.

Matariki celebrations traditionally follow three stages, which align with the movements of the star cluster:

Matariki whanaunga kore – remembering those who have passed as Matariki begins to set for the year.

Ngā tikanga me ngā whakahaere – observing the rise of Matariki and acknowledging each whetū (star).

Te whāngai i te hautapu – a ceremony guided by tohunga (community experts), with karakia (incantations), waiata (songs), and feasting.

To mark this year's public holiday, I encourage you to connect with friends and whānau, or attend Matariki events in your area.

This year is the second in which we are celebrating Matariki as a public holiday. Matariki has always traditionally been an important time for Māori, and now it is important for all New Zealanders. I know there are many who never thought they would live



to see this special time actually become a government-recognised public holiday. That is quite a feat, and definitely worth celebrating.

For me, this is certainly a time of reflection and celebration for another significant reason. My time as Chief Executive is coming to an end after 17 years, and I have recently travelled across the motu to say farewell to my Te Kura whānau. Te Kura has been so much a part of me for so long and it is with some sadness that I have said goodbye to kaimahi, ākonga and whānau. But it has also been a reminder of our dedicated and wonderful kaimahi and I am so grateful to all of those who have helped Te Kura become the place it is today. I know that the school is in great hands, and under the leadership of my successor, Te Rina Leonard, I am very confident of Te Kura's future.

I have spent almost all my working life in education, and it is clear to me that if ākonga are able to study the things that interest and inspire them – those things that they have a passion for – they will be successful in their learning. I remember from my own experience as a rangatahi in school that it wasn't until I found what really sparked my interest that I was able to achieve.

Te Kura is 101 years old with a quite remarkable history. As I move on to the next adventure in my life, I am so proud to have been part of this unique and very special school. I wish all of you the very best.

Ngā manaakitanga

Mike Hollings

Chief Executive, Te Aho o Te Kura Pounamu

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Cover: Te Kura Chief Executive Mike Hollings with current and former ākonga in Hastings



**NGĀ KŌRERO
MOTUHAKE**

**FEATURE
STORIES**

FAREWELL TO MIKE HOLLINGS

Past and present kaimahi (staff) and ākonga (students) turned out in force across the motu as our Te Kura community bade farewell to Chief Executive Mike Hollings, with all keen to pay tribute to Mike's 17 years leading Te Kura.

There were many moving moments during the farewell ceremonies, and Mike particularly enjoyed meeting past ākonga, who spoke about all the opportunities Te Kura has given them. The Hastings team also unveiled a new award for ākonga, the *Mike Hollings He Whai Taumarū – Internships Award*.

We are pleased to share some wonderful memories from Mike's time at Te Kura.



Mike during his first year at Te Kura, 2006

Left: With Meg Masterson and Ray Edwards in Hastings, 2023



Singing alongside Jen McCutcheon and Dame Karen Sewell, 2019



Mike and ākonga Alatana Whanau filming a campaign for Māori TV, 2019



With Dante Martin, Te Kura Dux for 2022



With Barbara Ala'alatoa attending a Select Committee meeting at Parliament, 2020



Prizegiving with ākonga Mahina Sekona, 2018



Delivering the opening address at the Empowering Leaders of Learning hui, 2018



Paying homage to Miss Janet Mackenzie, Te Kura's first kaiako, 2023



Enjoying the sunshine with ākonga Emily and Vanessa Baker, 2023



With Te Kura kapa haka group, 2017



With Tuakau Whiu and Leilani Kake in Auckland, 2023



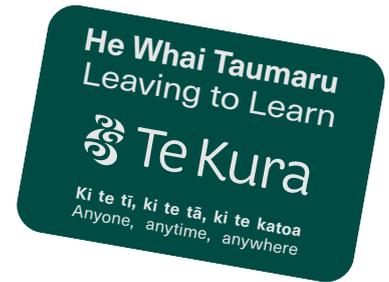
With Sharlene Rogers in Whangarei, 2023



Celebrating Mike's 10-year anniversary at Te Kura, 2016



Catching up with former ākonga Nasa, 2023



CONNECTING WITH YOUR HAPORI OPENS DOORS FOR REAL-WORLD LEARNING

He maurea kai whiria! Ignore small matters and direct effort toward important projects.

At Te Kura, we believe that learning can happen anywhere – at school, at home, at your part-time job, or out in the community. We recognise the importance of encouraging ākonga to identify Leaving to Learn opportunities in everyday life, including careers exploration, shadowing, volunteering, participating in sports and cultural events, or spending time with whānau.

Over the past year, our Leaving to Learn competitions each term have been met with amazing engagement from ākonga (students) and whānau. The purpose of these competitions is to motivate ākonga to do their best work, foster innovation, and to motivate ākonga to improve and achieve, whether individually or as a group.

The idea is for ākonga and whānau to send in entries that showcase their learning in shadowing and/or internship activities, alongside their chosen mentor or expert that guides them through the process. These competitive events offer a unique way for ākonga to apply their knowledge, collaborate with others, and develop essential skills, while showing what they have learned.

Leaving to Learn activities offer many benefits for ākonga, and the competitions are a great forum to share and celebrate their progress. Competitions are fun challenges where an ākonga can show what they are good at, learn new skills, build confidence, and sometimes even win a prize!

Fostering real-world learning

Leaving to Learn activities are designed for ākonga to learn in real-world scenarios, where their community becomes their classroom. Through hands-on experiences, ākonga gain a deeper understanding of concepts, sharpen their problem-solving abilities, and find ways to put theory into practice.

Igniting passion and curiosity

These competitions aim to encourage and motivate learning, and by making them competitive helps instill a sense of excitement while pushing ākonga to showcase their skills in creative ways. This type of learning not only enhances subject-specific knowledge, but also cultivates a lifelong love for learning.



Zemirah and Neriah Foua achieved third place with their submission on the markets in Ulualoa, Samoa.



Millie Adams achieved second place in Secondary with her submission on horses.

Skill development

Beyond academic achievements, Leaving to Learn activities prioritise the development of well-rounded skills essential for future success. Key transferable skills, such as communication, collaboration, critical thinking, creativity, and adaptability, equip ākonga to navigate current challenges within our society, and prepare them with the tools necessary for future success.

Nurturing leadership and confidence

Internships and shadowing help ākonga to step into a role where they learn alongside an expert in their area of interest, absorbing knowledge and leadership skills through observation and practical experience. Team sports and community projects also allow ākonga to develop leadership qualities. When ākonga are recognised for their accomplishments, their self-confidence grows, empowering them to tackle future challenges with a sense of fun and enthusiasm.



Mary Whitley achieved first place in Learning Support with her submission on crafts.



Otukapuarangi and Mio Bluegum achieved Highly Commended in Te Ara Tipu with their submission on the ngahere (forest).

Encouraging collaboration

In today's world, collaboration is crucial. Our Leaving to Learn competitions promote cross-pollination of ideas among ākonga from diverse backgrounds, encouraging a spirit of cooperation and appreciation for the strengths of others while inspiring new approaches to problem-solving.



Zyah Maclennan achieved first place in Secondary with his submission on exploring Leaving to Learn opportunities.

Trudy Harrison, National Leader of Leaving to Learn, says that the competitions offer a dynamic educational experience.

'What our ākonga showcase about their learning is so inspiring and applicable to the real world. These competitions play a vital role in empowering ākonga to share their learning stories and celebrate their achievements.'

Here's what ākonga have said about the Leaving to Learn competitions:

'It is so cool I get to show others what I have learned on my family farm.'

'Competitions are so easy to enter and there is so much other amazing stuff ākonga share too.'

'I love my t-shirt – I feel so proud of what I have done in the competition.'

Find out more!

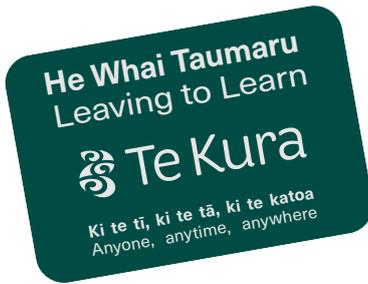
To explore Leaving to Learn opportunities in your region, or to find out how to enter our Leaving to Learn competitions held each term, please contact your kaimanaaki (learning advisor).

You can also keep an eye out in My Korowai, our online platform to help ākonga with goal setting and career planning.

A young boy with dark hair, wearing a dark blue t-shirt with a tiger pattern, is climbing a rope structure on a playground. He is smiling and looking towards the camera. The structure consists of thick blue ropes and metal poles. The background is a clear blue sky with some light clouds.

**NGĀ KŌRERO
Ā NGĀ ĀKONGA**

**STUDENT
STORIES**



HE RITE TE PĀHARAKEKE KI TE WHĀNAU – WHĀNAU IS LIKE A HARAKEKE BUSH WITH TAMARIKI AT THE CENTRE

The wider world of whānau tangata – family and community – is at the heart of the delivery of our Te Ara Kōhungahunga (early childhood) programme.

Kaiako (teachers) and whānau co-create personalised learning opportunities that respond to the holistic way tamariki (children) learn. This happens within the context of cultural diversity, interests, and whānau aspirations and values for each ākonga (student).

These whānau stories have been shared in celebration of *whakamana* – agency. Whānau empower their tamariki to learn and grow, and our Te Ara Kōhungahunga programme empowers whānau as educators. These relationships highlight the importance of *whakawhanaungatanga* – connections at the centre of ākonga learning.



O'Rion exploring te taiao (nature) and recognising his connections to it.

He aha te mea nui? He tangata

*Ko Ngatokimatawhaorua te waka
Ko Hokianga-Whakapou-Karakia te Moana
Ko Whakarongorua te Maunga
Ko Utatewhanga te Whenua
Ko Utakura te Awa
Ko Mokonui-a-Rangi te Marae
Ko Meagan Muriwai tōku māmā
Ko Jordan Muriwai tōku tungāne
Ko O’Rion Muriwai ahau*

Whānau voice:

The Te Ara Kōhungahunga programme supports me in being a more deliberate parent, taking a purposeful, engaged role in O’Rion’s learning. It empowers me – it’s like I’ve just upgraded, with so many benefits to our whānau!

We love the ‘Explore’ tab on the My Te Kura online resources. It helps us plan for the week of learning opportunities ahead. We look at the different focusses and choose what is going to suit us. These learning experiences are captured and shared on Storypark with our kaiako. Our mahi is affirmed and memories are stored as keepsakes for the future.

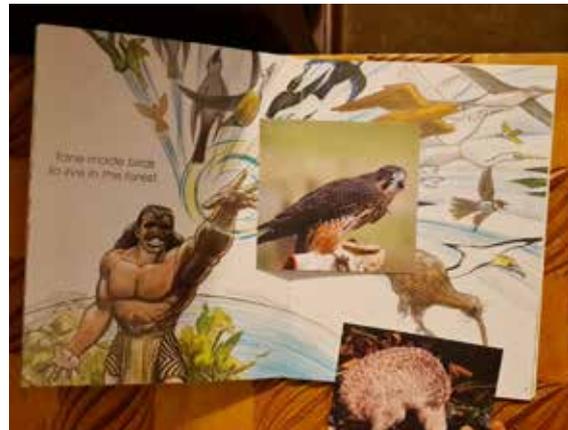


I aspire for O’Rion to become a strong, independent person who understands his impact on other people, and to take responsibility for the way we engage with others. *He aha te mea nui? He tangata.*

Te Ara Kōhungahunga helps both O’Rion and I positively all round! As a solo parent it’s always a good feeling knowing that somebody else has our best interests in mind. The support is really heartfelt. There are so many benefits. Ngā mihi nui.

Meagan Muriwai
(Te Māmā o O’Rion Muriwai, age 4)

Nāu te rourou, nāku te rourou, ka ora ai te iwi – With your food basket and my food basket all will be well



We read the book *Tane and his Children* and then opened the bird matching game. We looked at all the pictures together, and then individually. We noted which birds we have seen before. Taiao pointed out the fantail which we see in our backyard, and also recognised the owl and the kiwi. After getting more familiar with the different pictures, Taiao was able to match the cards easily. We then read the book again and found cards that matched some of the illustrations. Taiao wanted to match the bugs too, so we decided to draw them ourselves. He drew some spiders and ants, and I drew a butterfly for him to colour in.





As whānau we are dedicated to staying healthy and active. Dedicated to outdoor play and physical activity, Taiao and his pāpā have developed a strong connection by training together. They believe that the time they spend together training has brought them closer, and they hope to inspire others to do the same.



Tini whetū ki te rangi ko Rangitāne ki te whenua.

E rere kau mai te Kāhui maunga ki Tangaroa ko au te awa ko te awa ko au.

Ko Taiao Luke Mason ahau.

Whānau voice:

The Te Ara Kōhungahunga programme supports our whānau with information about the different kinds of learning opportunities that are available in our daily life. Each of us has our own strengths, interests, and culture which we incorporate into our activities, and our kaiako may respond with follow up ideas of how we can build on the concepts Taiao is engaged with. Our home learning environment empowers Taiao to learn practical skills, try new things, and pursue topics that are important and relevant to him.

Hannah and Amos Mason
(Ngā Mātua o Taiao Mason, age 3)



Taiao has been expressing interest in the exercises that Māmā and Pāpā do, so we created a yoga routine just for him. We started off with some deep breathing and wiggling different parts of our bodies, then pretended to be different animals for each pose like a frog and a cat. Taiao decided he wanted to be an orange, so I peeled him, planted a seed, and then he grew into a big orange tree.

Ko au tēnei – This is me



Jean and Olive with their family tree

Whānau voice:

Jean has been showing a curiosity about the wider world around her and her connection to it. Using the Te Ara Kōhungahunga resource, *Ko au tēnei*, Jean created her family tree.

She cut up some old photos and then drew some extra people that we didn't have photos of. There was so much thought put into it. It was a special opportunity to talk with her about who is special to her and to just take a moment to reflect on all those that love her and that she has around her, building her awareness of *whakawhanaungatanga* – relationships and their connection to the world around her.

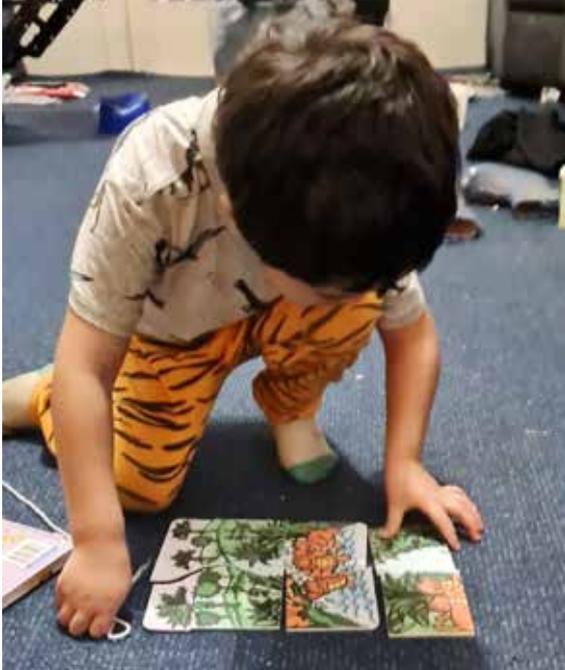
I so appreciate the support that the Te Kura early childhood programme offers, especially how they show such interest in the girls and respond amazingly to Jean and Olive's interests and learning.

Hannah McSweeney, Arthurs Pass
(Te Māmā o Jean McSweeney, age 4)



Jean's family tree – a visual record of the people and places special to her

Te ako ngātahi – Learning together



My kaiako sends me resources that support my curiosity about Māoritanga. This is the *He aha te wā taniwha?* game. I placed all the puzzle pieces together and listened to the story of the tiny taniwha.

Austin enjoys watching and practicing kapa haka and learning about te reo and tikanga Māori. Through his natural curiosity he is developing *whaitake* – a growing awareness of who he is, acknowledging his cultural identity and heritage.

Austin’s interest in learning more about Māoritanga has become a shared aspiration, with the whole whānau now learning te reo together. This demonstration of *kotahitanga* is strengthening and empowering Austin’s learning and sense of identity.

Whānau voice:

We are walking alongside Austin on this journey to explore his whakapapa and learn te reo with him.

Rachel Otto
(Te Māmā o Austin Blackett, age 4)

NGĀ MANU KŌRERO

Congratulations to Niki-Maire Pewhairangi-Papuni on her achievements at Ngā Manu Kōrero Tairāwhiti regionals, held at Lytton High School.

Rangatahi from different kura across Tairāwhiti (Gisborne) competed to be the best orator in either te reo Māori or English.

During the competition, Niki achieved:

- First in Prepared Speech senior Māori
- First in Impromptu senior Māori
- First Overall – Pei Te Hurinui Jones.

Niki attributes the significant time and effort she put into her speeches to her very good outcome at the regionals, and looks forward to representing Te Kura at the 2023 National Ngā Manu Kōrero competition in Ōtepoti (Dunedin) over 19–20 September.



TURNING DREAMS INTO REALITY – LEAVING TO LEARN IN ACTION



At Te Kura, we encourage ākonga and whānau to discover opportunities for learning outside of the classroom. Ākonga (students) can have great learning experiences while out in the community, connecting with experts and attending local events or attractions. Kaimanaaki Melissa Secker saw this first-hand on a recent day trip.

It was a surprisingly warm and sunny winter's day when ākonga, whānau and kaimanaaki (learning advisors) from Central South Region visited Steam Inc., a heritage train depot located in Paekakariki on Wellington's Kapiti Coast.

The group experienced a fascinating tour through the engine and carriage sheds, including the action-filled machine workshop. Endless hours of meticulous work by many volunteers and some paid employees go towards the preservation of a working fleet.

The purpose of the visit was to explore the history of the heritage trains (steam and diesel locomotives) and learn how the development of train travel has impacted New Zealanders over time.

Ākonga were also inspired by Tommy Secker's story of finding his dream job at just 23 years

of age. His experience is Leaving to Learn in action – learning outside of the classroom.

Ākonga Millie Adams appreciated the learning experience.

'I originally wanted to come to this event to explore and become more familiar with trains; I came home with a bunch of newfound knowledge.

'Tommy has an impressive amount of knowledge. He answered questions effortlessly and explained clearly what his job is like. Personally, I've never found trains that interesting, but he has the capability to make them interesting. He's really talented, and the event felt like it went by so quickly.

'We all got the opportunity to investigate the trains and even had a brief ride in one of the carriages. That was actually my first time riding a train, and I would without a doubt do it again.'



Karyn Ammundsen and Millie Adams seated in a heritage train carriage



The 'Passchendaele' name plate on **ab608**

Tommy's story: From volunteer to full-time employee at Steam Inc.

Tommy volunteered at Steam Inc. from the age of 17, when he was in Year 13 at Tawa College. His voluntary work continued during a gap year, while studying for a degree in creative media production at Massey University, then working as a coffee roaster for Immigrant Son. Steam Inc. was a constant part of his life throughout this time.

When Tommy was offered the role of Assistant Operations Manager in July 2022, he was so excited and amazed to think he would be paid for something he just loves doing. His role has been to lift the profile of Steam Inc., develop a wider range of heritage train excursions, and promote these on social media. He is living out his dream and using all the skills he's learned along the way.

At the end of our visit, Tommy spoke to our ākongā about how important it is to follow your dreams and passions. He said he had found his dream job at 23 because of the strong relationships he'd developed over the years – a great example of *whakawhanaungatanga*.

The visitors loved hearing Tommy's story and were inspired by the idea that if you work hard, relate well to people from all walks of life, and are determined to succeed, having a job that doesn't feel like 'work' is a real possibility.

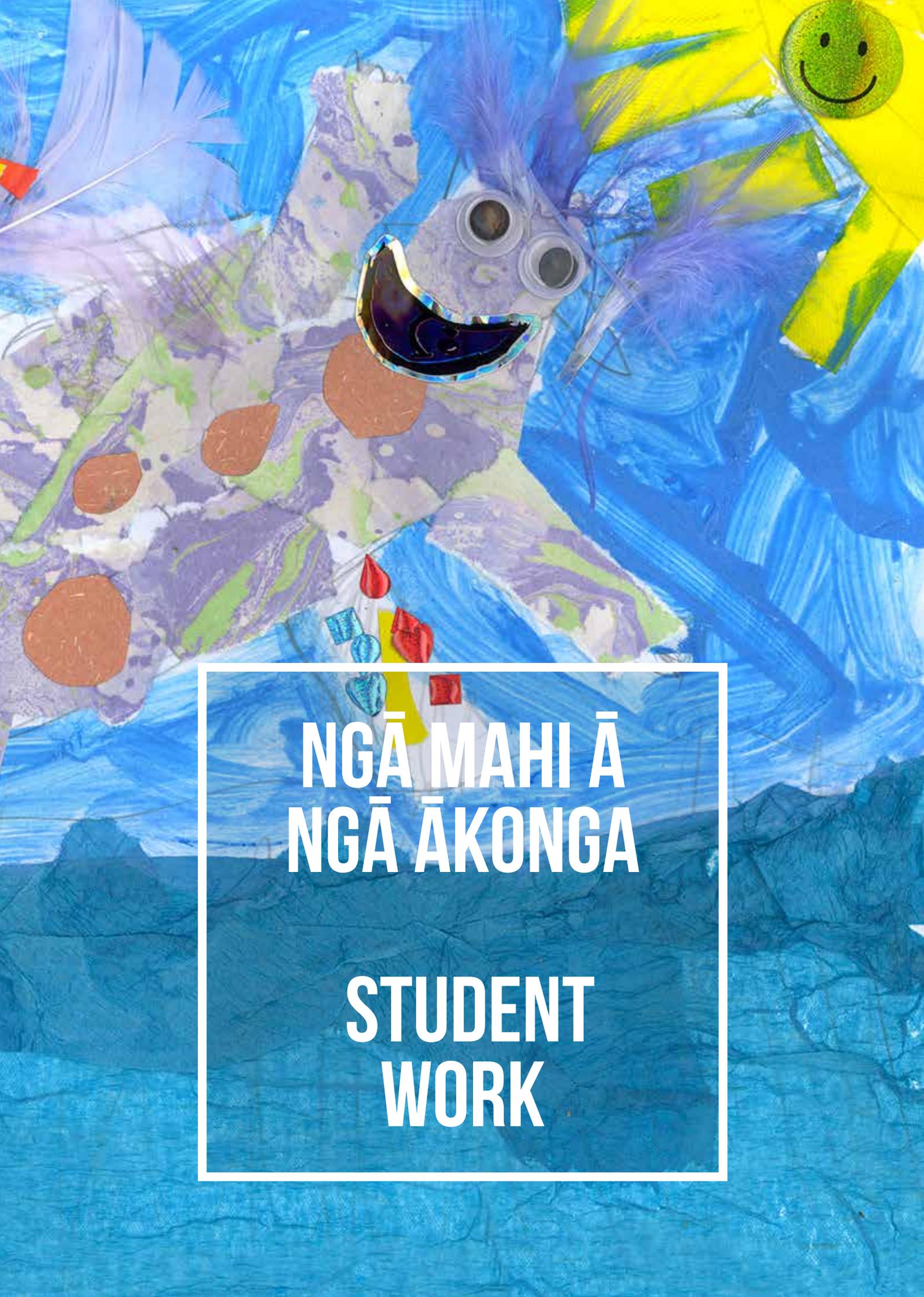
Tommy has a great message for rangatahi (young people) across Aotearoa.

'Keep following your passions and you never know – it may lead to your dream job!'



Left to right: Millie Adams, Asher Harley, Mikaera Harley, Jade Macquet, Liam Arahanga, Gypsy Ellis, OceanJade Arahanga, Rio Ellis, Tristshean Messenger and Frankee Montgomery, with Tommy Secker from Steam Inc.

The group is standing in front of **ab608**, also known as Passchendaele, in memory of the members of the New Zealand Railways who fell during World War I. Nowadays, Passchendaele is used over the summer months, providing unique steam train experiences around the top of the South Island for cruise ship passengers docking in Picton.



**NGĀ MAHI Ā
NGĀ ĀKONGA**

**STUDENT
WORK**

COLLAGRAPHS – A CELEBRATION OF ART AND NATURE

Te Kura ākonga Jezreel Marshall (7) enjoys experimenting with a range of Te Kura art resources, and has recently created some amazing collagraph prints and collages.

How to create your own collagraph print

Stage 1 – Make your base plate

1. Use thick cardboard in your selected shape – a bit smaller than A4 size.
2. Collect a variety of textured materials from around the house such as feathers, leaves, cloth, sandpaper, lace, corrugated card, string etc.
3. Arrange your selected materials on the cardboard base and glue them down.
4. Seal the whole collage by brushing PVA glue over the whole plate, then leave to dry for several hours.

Stage 2 – Ink up your base plate

5. Prepare the ink on the inking plate. Pour the ink at the top of the inking plate, then roll in four directions – down, left, right, then diagonally.
6. Spread the ink evenly, as you want an even coating for the roller to pick up the ink. You will know it is ready when the ink gets ‘goose bumps’ like an orange, and makes a sticky sound. The air caught in the ink will make it dry faster.
7. Gently roll your roller across the inking plate to pick up enough ink. Again, roll in four directions to cover the roller – down, left, right, then diagonally. Only roll in one direction at a time, not backwards and forwards, as this takes the ink off again.

Stage 3 – Make your print

8. Use your inked roller to coat the raised areas of your base plate, rolling in the same four directions as for inking up.
9. Place a piece of A4 art paper over the top. Press it all over with your hand, then with the back of a spoon.
10. Gently peel off the paper and hang the print to dry. Try a few more until you have a ‘best one’.
11. Finally, write the print number clearly in each lower right-hand corner, e.g. 1/4 means the first of four prints, 3/5 means the third of five prints. This is something professional printmakers do.

Good luck and have fun!

Left: Pokemon collage by Jezreel Marshall

Collagraphs by Jezreel



Collagraph 1, first colour



Collagraph 2, second colour



Collagraph 3, third colour



Collagraph base plate after printing three colours



**NGĀ PITOPITO
KŌRERO Ā
TE KURA**

TE KURA NEWS

CONGRATULATIONS TO TE RINA LEONARD, NEW CHIEF EXECUTIVE OF TE AHO O TE KURA POUNAMU

We are delighted to announce that Te Rina Leonard has been appointed as our new Chief Executive.



Te Rina (Ngāi Te Rangī, Ngāti Ranginui, Ngāti Rangiwewehi, Ngāti Whakaue, Ngāti Raukawa) will take over from Mike Hollings on 31 July 2023.

As the current Deputy Chief Executive Learning Delivery, Te Rina has shown a strong ability to build high performing teams and work across organisations to lead innovation and system improvements. Her in-depth knowledge of and commitment to Te Kura's curriculum, Te Ara Pounamu, will ensure Te Kura is able to build on its success and will not lose any momentum in its strategic direction. Te Kura is in a strong place, both strategically and operationally, and the Board of Trustees has great confidence that Te Rina has the knowledge, experience, skills, and the heart to lead Te Kura on the school's continuing journey.

IA MANUIA LE VAIASO O LE GAGANA SAMOA! HAPPY SAMOA LANGUAGE WEEK!



This year's theme was 'Mitamita i lau gagana, mau'a lou fa'asinomaga' which means 'Be proud of your language and grounded in your identity'.

This theme encourages Samoan language pride in four key areas:

- Be proud of your ancestral language.
- Be proud of your spiritual language.
- Be proud of your language in your families.
- Be proud of your written language.

Whatever stage you are at on your language journey, it is important to continue to use it daily so that the language thrives.

Find out more about learning Gagana Samoa with Te Kura:

www.tekura.school.nz/subjects-and-courses/samoan

PINK SHIRT DAY 2023

Join the Pink Ladies of Kirikiriroa (Hamilton) to help stamp out bullying by celebrating diversity and promoting kindness and inclusion!

Te Kura kaimahi (staff) Diana Rout, Lou Irwin, Kaye Kinney, Fiona Moore and Karen Pohio attended a pink-themed morning tea at our office in Kirikiriroa to raise awareness for Pink Shirt Day.

Meanwhile, Ella Tavernor, Anne Coster, Karen Mooney and Te Rina Leonard – the Pink Ladies of Te Whanganui-a-Tara – created a sea of māwhero (pink) at our head office in Wellington.

Kōrero Mai, Kōrero Atu, Mauri Tū, Mauri Ora!
Speak Up, Stand Together, Stop Bullying!



The Pink Ladies of Te Whanganui-a-Tara



The Pink Ladies of Kirikiriroa

REGISTRATIONS NOW OPEN FOR NCEA EXTERNALLY ASSESSED STANDARDS

2023 NCEA registrations are now open

If you wish to register for any **externally assessed standards**, you will need to submit an online NCEA registration through our website: www.tekura.school.nz/ncea-registration

This registration process is not just for end-of-year exams, it is also to register for any externally assessed standards attached to your subjects, MCAT, DCAT, Portfolio and Scholarship.

If you have any queries about NCEA registrations, please email: ncea.registration@tekura.school.nz

Key Dates

- **25 July 2023** – final registration date for MCAT/DCAT (MCAT to be sat on 12 September and DCAT on 18 October)
- **5 August 2023** – final registration date for end-of-year exams
- **22 August 2023** – final registration date for Te Kura practice exams (28 August – 1 September)

If you have any queries about Te Kura practice exams, please email: practiceexam@tekura.school.nz

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).

SAC exists to make sure all ākonga (students) can demonstrate their learning to their full potential.

For general SAC information, please check out our website:

www.tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/

Focus on mental health concerns

What are mental health concerns in relation to SAC?

NZQA uses the collective term Mental Health Concerns in the SAC application process to encompass several conditions or challenges. Some examples are listed below:

- Anxiety and panic attacks
- Bipolar Disorder
- Depression
- Eating Disorders

- Obsessive Compulsive Disorder (OCD)
- Phobias
- Post-traumatic stress disorder (PTSD)
- Schizophrenia
- Self-harm.

Common SACs for mental health concerns

Examinations can be daunting for any ākonga, however for those with mental health concerns, sitting in an exam room with many unfamiliar ākonga can present a significant barrier to achievement, or even lead to non-attendance on exam day. For this reason, most SACs relating to mental health concerns are designed to focus on reducing stress and providing privacy. Here are some examples:

- Separate accommodation to provide privacy, calmness, reduced noise, reduced distraction. There are two types of separate accommodation:
 - A separate room with just a supervisor
 - A separate space with a small group of ākonga, usually less than 10, and a supervisor.
- Rest breaks can be used to manage anxiety through breathing exercises, meditation, and other mindfulness techniques, and can total up to 30 minutes in a three-hour exam. Rest is key so there is no writing, dictating, or typing during rest breaks.
- Extra writing time can be useful in the situation where ākonga with OCD focus on perfecting a piece of writing or re-reading text.
- Eliminating potential triggers is not officially a SAC, but if there is something in the school environment that could trigger a stressful or negative reaction in a phobic ākonga, it would be noted in the SAC application and communicated to the exam centre. For example, a ticking clock could be distracting and trigger anxiety.

A note about exam centres

Te Kura is not an exam centre, which means that ākonga must sit their exams at local schools within their own community. The SAC team at Te Kura liaises with your chosen exam centre to ensure they:

1. Know about your SAC entitlement; and
2. Can provide your choice of SACs.

Matching mental health concerns with SACs

Condition	Separate accommodation	Rest breaks	Extra time
Anxiety, depression, panic attacks, PTSD	✓	✓	
OCD	✓	✓	✓
Phobias	✓	✓	

To apply for SAC due to mental health concerns, please provide a recent report or letter from a psychologist, psychiatrist, or medical professional with the following points included:

- a full diagnosis
- a brief description of treatment
- a recommendation for NCEA exams.

Please email your SAC documentation or any queries about the application process to: sac@tekura.school.nz



Te Kura Chief Executive Mike Hollings celebrating Vaiaso o le Gagana Samoa with kaimahi in Ōtautahi (Christchurch), 2023



Mike Hollings presenting at the Matariki Awards, 2022

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