

CONNECTING  
TE KURA STUDENTS

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

AUGUST 13 | ISSUE 17



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# Ko Tā Mike Kōrero



**AS ADULTS WE ARE ALL AWARE OF HOW DIFFERENT 'TODAY'S GENERATION' IS FROM OUR OWN. THE WAY STUDENTS LEARN IS ALREADY QUITE DIFFERENT FROM OUR OWN EXPERIENCES OF SCHOOL AND THE PACE OF CHANGE WILL ONLY INCREASE.**

Our draft strategic plan reflects the current thinking about education and the changes we need to make in order to meet the learning needs of today's students. In developing the draft plan we have referred extensively to research on education here and overseas, including a report called 'Supporting future-oriented learning and teaching' by the New Zealand Council of Education Research (an independent organisation dedicated to education research), as well as to the findings of an inquiry into 21st century education by the Education and Science Select Committee.

The plan outlines our strategic direction and key priorities for the next five years. It is based on our vision that students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.

We want your feedback on the draft strategic plan to help us make sure that we are on the right track. You can read the full draft plan on our website or call us on 0800 65 99 88 to request a copy. Submissions close on 6 September to enable a final draft to be approved by the Board at its meeting in October. The strategic plan will then become the basis of our annual plan and charter for 2014.

Some of you will have heard on National Radio last month comments about Te Kura and the recently released Education Review Office (ERO) report. I was very disappointed with some of the comments, which suggested Te Kura is failing many of our students.

The ERO review focused on 'at risk' students enrolled with Te Kura. These are students who are deemed to be at risk of not achieving in their local school or because they have been out of school for a while. Around 60% of our full-time students are regarded as 'at risk', and a large proportion of these students are Māori. Joyce Gebbie of the Education Review Office said that we cannot show in any of our data that these students are achieving. That is simply not correct. For example, NCEA data for 2012 shows that students entered for standards, including those 'at risk', achieved 90% of the standards they entered for. Māori students achieved 91% of the standards they entered for. ERO's report even acknowledges 'the school's final analysis [of 2012 NCEA results] shows that overall pass rates for participating students, particularly full-time and young adult students, are continuing to improve'.

Joyce also said that Te Kura's increased use of electronic methods for delivering courses will further disadvantage Māori students because they do not have access to technology. Of course there are some students, Māori and non-Māori, who don't currently have access to all the modern technology which is available in face-to-face schools. But most do. It is my strong belief that we need to focus on improving access to technology so every student can benefit from it. Over the next three years we will implement a new online learning strategy, which will include ensuring that Te Kura students have access to the technology they need.

**Mike Hollings**  
Chief Executive

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**Cover:** Drawing of New Zealand by Kimberley Peihopa, year 12.

# Feature Story:

## BIOLOGY TEACHER GOES BUSH



Shelley measuring the temperature inside a little spotted kiwi nest burrow. (Photo by Helen Taylor.)

CENTRAL SOUTH SCIENCE TEACHER, SHELLEY JEFFERIES, HAS BEEN AWAY FROM HER DESK AND OUT IN THE FIELD DOING SOME AUTHENTIC LEARNING OF HER OWN THIS YEAR. THANKS TO THE ROYAL SOCIETY OF NEW ZEALAND ENDEAVOUR TEACHER FELLOWSHIP SCHEME, SHELLEY HAS BEEN ABLE TO TAKE TIME AWAY FROM TEACHING TO LEARN ABOUT ONE OF NEW ZEALAND'S RAREST BIRDS, THE LITTLE SPOTTED KIWI.

With guidance from her mentors at Victoria University of Wellington (similar to a Learning Advisor or teacher at Te Kura), Shelley developed a set of nest characteristics to measure. The nest characteristics she chose were characteristics she thought might affect the kiwi eggs.

.....

*‘Sometimes eggs don't hatch. The work I've been doing will help us find out if nest characteristics like temperature, moisture, and nest burrow length have anything to do with whether the eggs hatch or not.’*

.....

‘It took a while to come up with my final list of nest characteristics. I had to do some research about the reasons why eggs don't hatch, and about little spotted kiwi to make sure that what I was going to measure would be useful and relevant.’

Shelley recommends getting as much help as possible when starting an investigation. ‘Getting started can be the hardest part, but if you have someone to talk to about what you're doing, and how to solve any problems, it can help a lot.’

Check out Shelley's profile on the Royal Society of New Zealand website which shows her holding a week old little spotted kiwi chick from Zealandia [www.royalsociety.org.nz/teaching-learning/teacher-fellowships/profiles/2013-recipients/Shelley-jefferies/](http://www.royalsociety.org.nz/teaching-learning/teacher-fellowships/profiles/2013-recipients/Shelley-jefferies/)

If you would like to ask Shelley a question please email her at [shelley.jefferies@tekura.school.nz](mailto:shelley.jefferies@tekura.school.nz)

## PARTNERS IN AUTHENTIC LEARNING

TE KURA IS WORKING WITH TWO SCHOOLS IN THE CENTRAL NORTH REGION WHO SHARE OUR PASSION FOR AUTHENTIC LEARNING.

Like Te Kura, Te Aute College and Tai Wānanga have embraced authentic learning, an approach pioneered by Big Picture Learning in the United States that focuses on using each student's passions and goals as the basis of a unique learning programme with real life learning experiences.

As small, integrated schools, both Te Aute and Tai Wānanga are able to enrol their students with Te Kura for up to four subjects. This gives their students access to a much broader curriculum than the schools can offer themselves, enabling them to develop a deeply personalised learning programme for each student. Learning advisors act as facilitators of learning, but also provide support to the students with their Te Kura course work.

The two schools can use other education providers for specific courses, depending on the students' areas of interest. Tai Wānanga's parent body is Te Wānanga O Aotearoa, giving students access to tertiary level courses. Its location at the Raukura Research Centre and relationship with Waikato University mean students can use these facilities as part of their learning.

Established in 1854, Te Aute College has adapted the Big Picture learning model to suit the school's special character as a Māori boarding school with a Christian ethos. The College aims to send out from the school young leaders who have achieved in all areas of learning, and who are strong in the practice and knowledge of te reo Māori me ona tikanga. It runs three advisories (learning groups led by an advisor), each with students from across the year levels, and has modified its classrooms to suit this approach. Te Kura has provided professional development in authentic learning and ongoing support from staff in Hamilton and Wellington to help the College get the most from its authentic learning programme and dual enrolment with Te Kura.

Tai Wānanga opened the doors of its Hamilton site at Raukura in 2012, where a lease agreement between AgResearch and the Ministry of Education enabled the renovation and upgrade of a block of labs and conference facilities to fit the needs of the new school. Te Kura subjects have been an integral part of Tai Wānanga's

personalised programmes and our staff were involved in aspects of planning for Tai Wānanga long before the school opened. When Principal Toby Westrupp and senior staff held information evenings around the Waikato in late 2011, interested Waikato whānau were able to meet acting Central North Regional Manager Anil Singh, Kaiārahi Jade Stevens and Relationship Coordinator Janet Leggett to hear how dual enrolment would work and what Te Kura offered. Tai Wānanga prides itself on an academic, sporting and cultural curriculum based on discovery, technology and innovation. High achievement is at the core of all Tai Wānanga kaupapa and learning experiences, with the expectation that every taiohi will succeed.

Tai Wānanga Principal Toby Westrupp acknowledges the service and resources provided by Te Kura as a component of the school's learning framework. 'This provision provides a platform of subject choice and resources enabling students to pursue knowledge and skills relevant to their career aspiration. It has the potential to engage students into meaningful and purposeful learning. He mihi maioha tenei ki te whānau whanui o Te Aho o Te Kura Pounamu.'



## THE MARSHMALLOW GUN

On Monday 13 April I had the best idea EVER! Before I explain further I need to go back a few years and tell you how my quest began.

The year was 2011. In that year, I was constantly getting picked on by my big brother, so I began searching on YouTube for easy weapons to make. Two years later (in 2013) I finally found a solution that was simple and actually EASY to make. Unlike other models of weapons where you need an air compressor and about 20 pipes, the one I found instructions for was simple but effective.

It was called ... The Marshmallow Gun™ (because it shoots marshmallows). I watched a video on YouTube that showed how to make the gun and how it functions. After I'd researched the weapon, my dad and I went to the hard-ware store to get the pipes because the WHOLE gun is made out of plastic plumbing pipes. The hard-ware store was packed to the brim with pipes and valves and stuff like that. When I walked in I felt that I was in the right place because I was surrounded by all kinds of exciting and interesting tools. The hardware store is located right next to the supermarket where we get the milk from and all our yoghurt.

When we got home, my baby sister was STILL sleeping so my dad and I got right to work. I showed him what it was supposed to look like by drawing a picture of the gun. But THEN we realised that we were missing one corner, so when the afternoon arrived, my dad and I went BACK to the hard-ware store to get the missing pipe corner. LUCKILY the shopkeeper and the worker in the shop were very kind and they let us swap the "T" pipe (that we didn't need) for a corner pipe and even cut the pipes for us! Soon after that, Dad, Mum and I joined the pipes. We did the assembling in the kitchen. As soon as we finished, I was anxious to try it but unfortunately there were no marshmallows in the cupboard. Anyway, because it was dark outside, we had to sleep. I went to sleep WISHING the night would end soon, so I could go out and get some marshmallows!

## KAREAREA

Whip, through wind, hark the call  
 With evil eye accomplish come  
 To keep and tilt the chromatic fall  
 In the storm for one and all

Through the wire and manmade wood  
 See what takes away  
 As always strong as ever be could  
 Carry on their replenished blood

Upon eye of age see fire glint  
 Who saw the land become  
 With heart of fire and sword of flint  
 With copper scar and rusted tint

Of others' encircled rising height,  
 Ay, through the time, stayed a-bay  
 Of the vaulted ceilings' fight  
 Propelled by patriotic flight.

**Hannah Ayumi Liyanarachichi**

Year 6

The following day I woke up with a feeling of excitement. The weather was good with a bright blue sky suitable for playing with a marshmallow gun. We had breakfast (I had some tasty Cheerios, my favourite type of cereal). I would like to say that this story has a happy ending. You are probably expecting me to say that I found the right marshmallows and then I tested my marshmallow gun. But the truth is that we couldn't find the right sized marshmallows. We could only buy some white, fluffy, super-sized bonfire marshmallows which were far too big to fit inside the plastic pipes. So, I'm sorry to say that I have not been able to test my marvellous Marshmallow Gun™. But despite that, I still enjoyed the process of making it.

P.S. my brother and I ate the super-sized bonfire marshmallows (so there was a happy ending!)

**Zinedeen Otari**

Year 5

## WAKES

A wake cut the sea in half. It cruised along the surface like the blade of a knife through butter, but the fin that made it was submerged.

By now it had reached the bow of our boat. It cruised slowly like a submarine towards the stern in the shadow of the hull. Was it a fish? Was it an eel?

As it stopped the wake settled, but the water above where the wake stopped was not still, it swirled in gentle spirals. Looking under the surface I saw the spirals were made by gently flapping fins!

The wake was made by several large mullet two feet long!

**Jack Newell**

Year 5

## SHARK

Scary big  
 Sleek eating predator  
 Grey slimy  
 Shark

**Keana Dawson**

Year 3

## BULLSEYE

My dog and I both groaned and moaned up the sheer cliff. We had never really been fit for walks; it was only the harshness of Mum that kept us going. My flip-flops failed to grip the earth so I slipped and slid like a toddler learning how to walk.

When my dog and I reached the summit of the cliff we could barely fit. The path had reduced so much that I couldn't stand at my dog's side. Miniature boulders descended down the rock face, plummeting into the nearby stream. We were both continuing up the narrow path when we heard a noisy thumping sound from the undergrowth. Suddenly a massive, bulky beast stomped out of the leaves, ripping out dozens of thick vines with its sharp horns. Muscular, staunch and agitated in my presence.

I froze with fear; my muscles were padlocked into place. The cow's and my own eyes locked. I could see myself inside them, a puny, slight boy blocking the path. The boy was trembling; he was barely a challenge against the cow's vast mass. I drew out of the cow's fiery eyes like a fortune-teller draws out of a vision. I was very scared of cows, especially irate ones that are preparing to charge. Frantically I looked down upon my companion as if he could help me. Instead my dog, my man's best friend, just sat down and wagged his tail. He seemed to be more interested in the scent of other dogs than the fact that we both could be trampled to death. I caught a glimpse of my bright red t-shirt, bullseye red, a matador's nemesis.

My enemy was now annoyed; it grated its powerful hooves across the earth. I hastily weighed up my bleak options. Leap from the ridge into the unknown with unknown consequences, or wrestle the horned rogue suffering possible impalement. Both alternatives seemed fatalistic. My head was spinning, I struggled to salivate, my vision blurred and my heart drummed a solo on my ribcage. Was this the end?

Suddenly, without warning, my hooped grim reaper turned around and ambled back up the track. Relieved, I exhaled a breath I hadn't realized I was holding. Shocked by what had come and passed so quickly, I stood and stared blankly into space. Glancing at my unaffected dog with slight resentment, I wondered if someone had invented a dog treadmill yet.

**Ezra Phillips**

Year 9

## MODEL AEROPLANES

Well there I was enjoying my day building my own model plane, when Dick the owner of the property we park our house truck on came over to me and said 'I know someone just like you! His name is Ton and he builds model planes from scratch. Would you like to meet him?'

'Wow, yes please,' I said. A week later I was on my way to meet Ton.

I knew we were at the right house because I heard the drills and scroll saw working away. Ton came out from his garage to meet us.

I walked inside and thought to myself 'that's incredible' the big giant Air Force Hercules was hanging from the garage ceiling and it was a beauty.

All the models in Ton's garage are made from foam, mdf wood, fibreglass and Perspex. Ton's large planes like the Hercules have electric motors in the engines, flashing LEDs and landing lights. Just like the real thing: a perfect replica.

Ton had an awesome collection of model planes. There was a Lancaster, Hercules, f-16 Falcon, Spitfire, Hornet, MIG, Fokker F.VII, Messerschmitt 109 and one of the first Air New Zealand planes the Fokker Friendship.



*Connor with Ton.*

He is currently finishing off Hitler's personal plane, a Deutsche Luft Hansa Ju 52.

These planes are priceless as it takes 1500 hours to build the large planes from scratch.

I thought if only I could build something like these. Then Ton told me a story that gave me some hope. When he was 9 years old during the war it was hard to find material to build planes. He really wanted to build his first plane so one day he was looking at his mum's broom stick handle and he thought it looked like the fuselage of a plane. He decided to chop off the end and use it.

So his mum wouldn't notice he rounded off the end with sandpaper. As time went by and he kept on making more models his mum's broom handle got shorter and shorter.

Many years later and with lots of trial and error Ton built a plane for a museum, 'The Obliterator'. It had a wingspan of 3 metres. The Obliterator is now happily hanging in that museum so the public can see it.

Today the mastermind of scale model aircraft is out there quietly building a plane in his garage, moulding, cutting, soldering until his last plane is finished and his garage is full.

There are always more planes to build and Ton is currently deciding on what to tackle next.

Ton is the creator of the best model planes I have ever seen. Thank you Ton for inviting me to view your incredible work, it was a real privilege.

**Connor Watts-Smith**

Year 9

## A LESSON LEARNED

It was a very snowy day. Celia and Poppy were enjoying the start of their holiday. Poppy was tucked comfortably under the covers in bed reading a book. Celia was down in the kitchen cooking pancakes. Outside the snow was falling like sugar piled up. The two sisters were on holiday together at their uncle's farm.

Poppy was reading a book about wild horses. Suddenly she thought that they could go for a ride. She sprang out of bed to tell Celia. Celia had the same idea. It was lucky that they had brought their horses to their uncle's house for the holiday break. They rushed upstairs to get ready for their ride.

They went to the stables, skipping like kangaroos. They quickly saddled up and mounted their horses.

They had a good ride across the hills to the forest. A gate surrounding a forest had a sign on it, which read: DO NOT COME IN. PRIVATE!

'Celia, we could just go through, even though it's locked, we can jump it!' Poppy said.

To their surprise the grumpy farmer, Henry, had mounted one of his horses and had started chasing them. Poppy turned around and saw him. 'Run!' Poppy shouted.

The horses' hooves thundered like a storm. They leaped over rivers and up and down hills. Suddenly they came to a ravine. There was nowhere to go!

They could hear Henry's horse thundering towards them. Celia and Poppy were scared that Henry would catch them. But as the thundering horse approached them Henry was nowhere in sight.

Poppy leaped off and went up to the horse, she took hold of his reins. They ran back along the track wondering where Henry was.

They saw Henry up ahead. He was lying on the ground, covered all over with leaves, like a big bush. Celia and Poppy ran over to him. He was unconscious, he was breathing but he looked like he was dead.

They put a blanket from their saddlebags over him. Poppy jumped up on to Flamingo, her pony. She said to Celia 'I'm going to tell Lilly (Henry's wife) that Henry's here in the forest, unconscious.'

'Hurry up!' replied Celia.

Soon Poppy arrived back in an ambulance. The officers quickly lifted Henry into the vehicle and drove off at full speed.

'We will need to take the ponies back,' said Celia.

Poppy hopped on to Henry's pony and Celia got onto Star. They galloped off back home. They put the ponies into their cosy stables and made sure they were comfortable and then the girls told their uncle what had happened.

Two weeks later, as Henry was recovering in hospital, he asked to talk to the girls about what had happened. Celia and Poppy were nervous about talking to him.

He talked to them about the reason of not going through the gate. It had been closed for a reason. The reason was that a huge ravine was being fenced off to stop accidents and keep people safe. However, Henry appreciated them helping him when he'd had his accident.

He invited the girls for a ride in the hills with him when he got better.

Later that evening, Poppy and Celia were talking about what had happened. They realised that Henry

was not a grumpy farmer after all. He was just trying to warn them about the danger. If they had not jumped the gate, none of these problems would have happened.

They had learnt their lesson.

**Annie Baird**

Year 3

## CROSS COUNTRY NATIONALS

Year 11 student Charlie Richardson combines his love of cross country motocross with his schoolwork in this report of his participation in the national cross country champs earlier this year.

### Round 1

The opening round of the NZXC champs was all the way down in Te Anau so after the long drive we were all rearing to go.

BOOM! The shotgun went and before I knew it I was running to my bike. The KTM 150 fired first kick and I was away, I got to the corner first and got the holeshoot, but a few corners in I missed a gate way and lost a heap of places.

I think I was mid pack and worked my way back to fourth on the first lap. The dust was so bad that I could hardly see anything!

As the race wore on I got into third but second was quite a way in front of me. As the laps clocked up I was slowly gaining on second place.

The last lap came and I just stayed at my speed, but as I came around a corner about half way around the track second place had gone over a bank and was trying to get his bike back on the track. I was in second now and just rode to the finish. I was really happy with my result in Te Anau.

### Round 3

The third race in the series was held down in the South Island again this time in Cheviot, about an hour north of Christchurch.

With heavy rain the night before and on the morning of the race I knew we were in for a very wet and muddy ride.

On the look lap I found the track was very fast and pretty muddy. I had to beat the guy who was running first in points as he had two first place finishes and three wins out of four would give him the championship.

This guy had to win in Cheviot because he would be turning 17 shortly after round three which meant he could no longer ride as a junior and would have to ride as a senior.

The shotgun blasted again and I ran to my bike. When I got to it I kicked it over and it started straight away. I got to the first corner first giving me the third holeshot of the year.

I just put my head down and went for it; I opened up a pretty good lead for the first part of the lap. As lap 1 got closer to the finish the point's leader had closed in behind me.

On lap 2 we were battling pretty hard swapping the lead a few times.

We had this pretty steep hill just after the pits and on lap 3 I got a little bit cross rutted going up it and just clipped a tree and went down handing the lead over.

I lost about one minute trying to get going again. I got going and was in third right behind second.

We were going down a long straight and second all of a sudden just stopped. He is my mate so I slowed and asked if he was ok and he said his bike had blown up so I was back in second again, but a heap of time behind first.

As the race wore on I lost my front brakes – they stopped working. The brake pads had worn down so much that the brake had no grip anymore.

I got passed by another rider so I was in third with no front brake. I came past the pits one more time and Mum put on my pit board that the point's leader's bike had blown up and he was out of the race.

So I was back in second again but I was losing time to the guy who was now in third. As the last lap came around I had just been passed by third place, so I just cruised the last lap and finished third with no front brake.

#### Round 4

The last round was held in Waipukurau and with a bit of rain the night before there would be little dust.

On the look lap I found the track was quite steep and we rode down this big rocky river for about 1km so things should be interesting.

I now had the points lead so I just had to beat one person.

The shot from the shotgun rang out and before I knew it I was on my bike and got the holeshot.

About 1km into the race Ben passed me so I just sat behind him for the first lap. We opened up a pretty good lead over the rest of the pack but going down the river Ben gapped me a bit so I just settled into the race and tried to pull him back in.

The guy I had to beat was in third and I had a good lead over him. I caught back up to Ben but coming downhill I made a slight mistake, washed the front wheel out and hit the ground. I got back on quickly not losing much time. As the race got closer and closer to the end I was slowly pulling Ben back in, but time ran out.

The chequered flag came out, giving Ben the win and I finished second giving me enough to win the overall NZXC Series Championship. I was so happy to finally pull it off and I hadn't even won a race; I was just really consistent while everyone else had trouble.

Now I get to run the number 1 plate on my bike so that's even better!

I'd like to thank you for all your support, without it I could have never have made it happen, so thank you.

# Student Stories

## STUDENTS WIN FULLBRIGHT SCIENCE AND INNOVATION GRADUATE AWARD



*Sunkita Howard.*

**FORMER STUDENTS SUNKITA HOWARD AND CHARLOTTE TILL HAVE EACH RECEIVED A FULLBRIGHT SCIENCE AND INNOVATION GRADUATE AWARD WHICH WILL ENABLE THEM TO PURSUE THEIR PASSIONS THROUGH RESEARCH.**

Sunkita was a Correspondence School student from year 1 through to year 8 during the 1990s. She is now a PhD student at the University of Otago, developing a method of reducing accidental shark catches in commercial fisheries.

‘The Fulbright award will enable me to spend 12 months in 2014 as a visiting student researcher at the Virginia Institute of Marine Science in the United States (US), where I’ll continue my PhD research, working with a US fisheries biologist who is a leading expert in my field,’ says Sunkita.

‘My Correspondence School upbringing has been a huge part of my academic success. It taught

me to be self-motivated and take responsibility for my own independent learning, and this was a big advantage when I got to university. The programme’s flexibility gave my parents the freedom to enrich my education according to my interests and their talents, which meant that I had amazing, inspiring experiences that I might have missed out on if I had been bound by a Monday to Friday, 9 til 3 school schedule.’

Charlotte also enrolled at the University of Otago after she finished her schooling, where she realised that studying genetics and particularly the emerging field of Ancient DNA analysis would enable her to pursue her twin passions: archaeology and science.

‘Being able to extract genetic information from ancient samples is an immense milestone and one that opens up numerous avenues for unlocking the secrets of the past,’ she says.

Charlotte’s Fulbright award means she is able to join the PhD programme at Arizona State University in the US, where she will be a part of the Stone Lab working on a project in Ancient DNA.



*Charlotte Till.*

## LANGUAGE STUDENTS ACHIEVE SUCCESS IN WORLD CHAMPIONSHIPS

TE KURA LANGUAGE STUDENTS RECENTLY PUT THEIR VOCABULARY SKILLS TO THE TEST BY COMPETING AGAINST 225,000 STUDENTS INTERNATIONALLY IN THE LANGUAGE PERFECT WORLD CHAMPIONSHIPS.

Te Kura students earned 52 certificates, including individual awards at Elite (4), Gold (11), Silver (7), Bronze (12) level and 18 Credit Awards. Their combined effort secured the following rankings for Te Kura:

- 18th overall in New Zealand
- 81st overall globally
- 4th in New Zealand for the 501-1000 student category.

Students who won Elite Awards were Handri Janse van Vuuren, Aneisha Noanoa-Salesa, Leon Hook and Liam Chalmers. These students were ranked among the top 0.3% of competitors, a remarkable achievement.

Language Perfect is an online vocabulary learning website with a fun, competitive slant to motivate students. Although it is used world-wide, Language Perfect was developed around the New Zealand Curriculum so is an ideal tool for language students here.

Bryan James, Curriculum Leader for Languages at Te Kura, encourages students who are not currently using Language Perfect to register online and have a go. He says it's a fun way of learning vocabulary compared to the drudgery of learning lists and lists of words. It is particularly good for students who are working through the initial stages of learning a language. Feedback from Te Kura students who are already using the programme is that it's a fun, effective way to revise and memorise vocabulary.

Congratulations to all students who achieved awards. If you are not already registered to use Language Perfect, you can log onto [www.languageperfect.com](http://www.languageperfect.com) or contact your language teacher for more information.

## CADET GRADUATES WITH FLYING COLOURS

WHILE MANY STUDENTS MAKE THE MOST OF THE SCHOOL HOLIDAYS TO RELAX AND HANG OUT WITH FRIENDS, DAVID NEWLAND SPENT HIS HOLIDAYS ON A COURSE FOR SENIOR NON-COMMISSIONED OFFICERS WORKING ON HIS LEADERSHIP, EFFICIENCY AND PROBLEM SOLVING SKILLS.

David, who is a cadet corporal at 9 Squadron in Whanganui, was chosen by his unit to attend the course at RNZAF Base Ohakea in May and graduated as top cadet in his syndicate. His new skills mean that David can now perform the duties of a cadet senior non-commissioned officer at unit level.

David joined cadets five years ago through his interest in aircraft and due to a fellow church member's encouragement. He went along to a few meetings and enjoyed them so much that he joined the unit.

*.....*

*'I like the sense of teamwork, of everyone working together,' he says. David wants to become an aircraft technician and believes that his experience as a cadet will help him adapt to the strict discipline that is expected in the air force.*

*.....*

As a student, David had to decide whether to go to a face-to-face school or enrol with Te Kura when he started NCEA Level 1. David was home-schooled for seven years previously, so enrolling with Te Kura seemed a natural choice. He is currently working towards NCEA Level 3 in physics, accounting and calculus.

David says that he finds the books from Te Kura very thorough and if he doesn't understand something immediately, he keeps working on it at his own pace until it makes sense. Studying through Te Kura has taught David to be patient, because you can't get instant feedback like you would in other schools. He finds that sticking to a work schedule

of five hours a day is important because it's hard to get back into it if he slips out of routine.

'I know it doesn't always work for everybody, but just keeping to a set time per day (e.g. three to five hours) really helps and you'll be surprised at how quickly you can sometimes get through your work. And never hesitate to call or email your teachers. They are there to help and it just makes the work so much easier if you keep your communication lines open with them, especially in subjects you struggle with.'

The discipline that David has learnt through cadets and that he applies to his learning is sure to boost his career in the air force. We wish him success as he works hard towards NCEA 3.

## MMXIII AMERICAN NATIONAL LATIN EXAM

CONGRATULATIONS TO THE 11 TE KURA LATIN STUDENTS WHO RECENTLY SAT THE MMXIII AMERICAN NATIONAL LATIN EXAM.



*Some of the medals won by Te Kura students in the MMXIII American National Latin Exam.*

Nine dual students and two full-time Te Kura students achieved certificates, including the Perfect Score Certificate in the Introduction to Latin exam and five gold medals.

The exam was sat by 19,100 students from countries around the world, including Australia, Canada, China, England, Germany, Iran, Italy, Japan, Turkey, the United States and, of course, New Zealand. Seven New Zealand schools participated.

### Perfect Score Certificate in the Introduction to Latin exam:

Thomas Swinburn, Dilworth School, Auckland.

### Gold Medals and Summa Cum Laude Certificates:

Charlotte Hann, Wellington East Girls' College

Helen Jackson, a full-time Te Kura student

Georgia Martin, Burnside High School, Christchurch

Emily Moore, Wellington East Girls' College

Oliver Ridall-Dawe, Auckland Grammar School.

### Silver Medals and Maxima Cum Laude Certificates:

James Smythe, Burnside High School, Christchurch

Elinor Tsen, Waikato Diocesan School for Girls,

Hamilton

Sharlotte Williams, a full-time Te Kura student.

### Merit Certificates:

Ariana Peters, Hagley Community College, Christchurch

Wilhelmus Hertoghs, Queen Charlotte College, Picton.

For our students to have achieved this level of success through the distance learning medium is something really special.

## INTERNATIONAL OLYMPIAD SUCCESS

CONGRATULATIONS TO LEVEL 3 BIOLOGY STUDENT GILLIAN MCNAUGHTON WHO, AS A MEMBER OF THE NEW ZEALAND TEAM, WON A BRONZE MEDAL AT THE 24TH INTERNATIONAL BIOLOGY OLYMPIAD IN BERN LAST MONTH.

With 241 students from 62 countries competing, team leaders Dr Heather Meikle and Mr Richard Hendra commended the team on their Swiss success in such an academically challenging event. This was the first International Biology Olympiad where students entered their answers on tablets and not on paper. The team enjoyed meeting jurors and students from around the world, visiting Bern, learning to carve wooden cows and to play the Alpenhorn.

This is the very first International Biology Olympiad Bronze medal gained by a Te Kura student. Gillian has done us proud and we also hope that her exceptional achievement will be an inspiration for our Te Kura students.

## VIRTUAL PIZZA AT THE TE ARA HOU EVENT DAY



*Jasmine and Keisha Hanson with their mum Bernice at the Te Ara Hou event day.*

**STUDENTS WHO ATTENDED THE TE ARA HOU EVENT DAY IN ROTORUA WERE ASKED TO WRITE ABOUT THEIR DAY AND WHY THEY WERE THERE – HERE'S WHAT THEY SAID.**

**Jackson Fletcher:** I came because I wanted to meet my teacher. At the day we completed an activity called virtual pizza. In this activity we had to make a pizza. Two foods I chose to place on my pizza were tomato sauce and cheese. First I chose to use tomato sauce because you can't have a pizza without tomato sauce, yummy, scrummy, NZ's favourite (est 1934) delicious tomato sauce. The reason I chose to use cheese was because you have yummy, sticky, stringy cheese.

An interesting point about my pizza was the shape. The shape I chose to use was a circle because life goes round and round. My virtual pizza will be the best because I love everything that is on it.

**Daniel Hourigan:** I came because each month they do a very big feed, a shared lunch with a massive variety of foods. We completed an activity called virtual pizza. In this activity we had to find pictures in Countdown flyers and glue them on to paper.

Two foods I chose to place on my pizza were mushrooms and camembert. First I chose to use mushrooms because they are very nice on pizza and leave a black creamy juice on the pizza. Another reason I chose to use mushrooms was because I like them. The second food item I chose to place on my virtual pizza was camembert cheese. I chose to use this food

because the cheese melts in a nice little puddle. The other point about using camembert was that it leaves a delicious taste on any pizza.

The shape I chose to use was a square because the corners are the best. The shape also relates to me because I love squares, they remind me of a package to something yummy.

My virtual pizza was the best because the corners on it have cheese squeezed into the base. Everyone should love pizza it is the best food.

**Anna Park:** I came because I love all the excitement and the laughs. It is very fun and I always learn something new. We completed an activity called virtual pizza. In this activity we had to cut out food from a magazine and make a pizza. Then with everything I had I glued it on to the paper.

The two foods I chose to place on my pizza was spaghetti and ham. First I chose to use spaghetti because it is very nice on pizza and it makes a great base. I love tomatoes, so does everyone in the family, so I could share it. Another reason I chose to use spaghetti was because it keeps the pizza soft and it is very delicious.

The second food item I chose to place on my virtual pizza was ham. I chose to use this food because ham is great on pizza and gives it a wonderful texture. The other point about ham was that it was on special so it was great value for money. An interesting shape I chose to use was a circle because it is the common shape and it makes it easy to cut. This shape relates to me because it stabilises the continuing love.

We should all love pizza.



*Ricardo Tarwa at the Te Ara Hou event day.*

# Te Kura News

## EDUCATION REVIEW OFFICE REPORT

**THE EDUCATION REVIEW OFFICE (ERO) HAS  
RELEASED ITS REPORT ON TE KURA, WHICH  
YOU CAN READ ON THE ERO WEBSITE AT  
WWW.ERO.GOV.TZ.**

Although it is not clear in the report, of the school's almost 27,000 students, the review focused on full-time students (3,734 or 14% of our total roll in 2012), particularly those who have been less well served by the education system, and our early childhood service.

Chief Executive Mike Hollings says the review found that our strategic initiatives – including regionalisation and authentic learning – have led to improvements for some students. 'The increased accessibility of staff in the regions has had a positive impact on the engagement and learning of some students through more opportunities for face-to-face contact, improved relationships with other education and social service providers, and opportunities for greater engagement with iwi and whānau.

'ERO agreed with us that distance learning on its own is not the best approach for students who are at risk of dis-engaging with learning. We know that when we are working in partnership with schools and communities, we can achieve better outcomes for our students.'

The report acknowledges that the school has started using achievement information more effectively to improve outcomes, but notes that the complex nature of the roll and the fact many students may not be attempting a full course make it difficult to form an overall judgement about student progress and achievement. It says that as the country's largest and most diverse school, Te Kura faces a number of challenges in providing a curriculum that effectively promotes and supports learning for every student.

However, the report acknowledges that analysis of 2012 NCEA results shows that overall pass rates for participating students, particularly full time and young adult students, are continuing to improve. 'In fact our NCEA results also show that the Māori students who entered for standards achieved 91% of those standards, compared with 90% for Māori and non-Māori students combined.'

'ERO found that our early childhood service continues to be well placed to promote positive outcomes for children and families,' says Mike. It noted four factors that contribute to the success of the service, including collaborative leadership and effective mentoring of staff, development of the Māori dimension within the curriculum, and well developed self-review.

Under the heading 'Curriculum', the report notes two areas for review and improvement: self-review and e-learning. Mike accepts that the school's e-learning strategy is not well understood by staff. 'We need to do more to ensure there is a cohesive strategy for developing our e-learning capability which is clearly communicated to staff and the wider school community.' Self-review processes in the curriculum area will be looked at to ensure they promote improved outcomes for all students.

The report concludes with three recommendations to the Ministry of Education, recognising that the issues relating to students who have been under-served by the education system are the responsibility of the whole sector, not just Te Kura. Te Kura is keen to be part of any discussions on how the system can better meet the needs of these students.

## FOLLOW US ON FACEBOOK!

Our early childhood service now has its own Facebook page.

To find it, login to Facebook and search for 'Te Kura early childhood service'. You'll find photos from event days and other posts from our teachers. We hope the page will become a place where families with children enrolled at Te Kura can share comments and ideas, and families considering enrolling their children can get a sense of how the service works.

## TE KURA CHOSEN FOR IT ACADEMY PROGRAMME

**TE KURA HAS BEEN SELECTED AS ONE OF 10 SCHOOLS NATIONWIDE TO IMPLEMENT THE MICROSOFT IT ACADEMY PROGRAMME.**

Microsoft IT Academy is a global programme of over 10,000 academic institutions in more than 160 countries. It provides resources and curriculum for schools to offer ICT courses to students and the local community.

Te Kura Chief Executive Mike Hollings says the programme is a great opportunity for Te Kura students, who will have the chance to develop skills in Microsoft software such as Windows, Word, Excel, PowerPoint, SQL Server, Visual Studio, and more, before sitting official Microsoft certification exams to verify their abilities.

The course is based online and is designed as a self-paced programme. It takes 10 to 15 hours to complete the work required to gain a certificate, including a 50 minute supervised test.

Te Kura has 1000 places available this year, with more to come next year. Year 10 students enrolled in Te Ara Hou will be offered the first chance to take part in the IT Academy, along with supervisors and some Te Kura staff. If you are interested in finding out more, contact Senior Teacher for e-learning Nathaniel Louwrens on 0800 6 99 88 extension 8100.

## 2013 NCEA PAYMENT AND REGISTRATION

**IF YOU ARE A STUDENT STUDYING NCEA COURSES WITH TE KURA, YOU SHOULD HAVE RECEIVED A 2013 NCEA PAYMENT AND REGISTRATION INFORMATION PACK IN YOUR LETTERBOX.**

This information pack details how to complete an online NCEA registration via our website and pay your 2013 NCEA fee.

Please note that the 2013 NCEA fee pays for all credits you gain in 2013 so they can be officially recorded in your Record of Achievement and count towards your qualifications (it is not an exam fee).

Credits must also be paid for in the year they are gained to avoid an additional late payment fee.

If you haven't yet completed your online NCEA registration and paid your 2013 NCEA fee, go to [www.tekura.school.nz/student-toolkit/ncea-registration](http://www.tekura.school.nz/student-toolkit/ncea-registration).

It is now too late to register for end of year exams but you can still complete an online registration and pay for your internal credits.

## INSPIRATIONAL TE KURA TEACHERS

**TWO TEACHERS FROM TE KURA ARE AMONG THE FIRST TEACHERS TO BE NOMINATED IN THE ASG TEACHING AWARDS AND COGNITION EDUCATION LEADERSHIP AWARDS, RECOGNISING TEACHERS AND LEADERS WHO INSPIRE THROUGH LEARNING.**

Felicity Walker, who teaches Japanese, and Erik Merkens, a mathematics teacher, were nominated by the parents of a gifted student with Asperger Syndrome. The parents say that both teachers quickly understood and embraced the complexities of working with their child, adapting school work to suit the student's high level of learning, and providing thoughtful and encouraging feedback on the student's work.

Teachers who are nominated for the awards receive a NEiTA Certificate of Nomination, before 20 area representatives are selected to go forward to receive Regional Awards in Wellington next year. From these, ten will receive National Awards and professional development grants of up to \$5000 later in the year.

## ARE YOU A NEW SUPERVISOR?

**IF THIS IS YOUR FIRST TERM AS A SUPERVISOR THERE ARE MANY THINGS YOU CAN DO TO SUPPORT YOUR STUDENT.**

### Preparation

Introduce yourself to your student's learning advisor and discuss the most appropriate time and method for you or your student to make regular contact with them.

Sort and store your student's learning materials as they arrive. If you have any questions about the materials that have been sent, contact your student's learning advisor straight away.

Try to provide an area where your student can study, spread out their learning materials and have somewhere to store things at the end of the day.

Use labels for easy storage and timetables to keep your student and yourself on task.

Maintain a list of when and what resources your student receives and when returned work is posted. Remember your student needs to be returning work regularly and if work isn't returned for two months your student can be withdrawn from the roll.

### Phone/email

If you or your student leaves a phone message or sends an email, include either the student's ID number or their first name and surname. This makes it easier for the teacher to identify the student quickly and respond to requests. Teachers will always attempt to return your call or email promptly. Te Kura follows the same term structure as other schools so teachers are generally away from school during the holidays.

### Keep up to date

Our website [www.tekura.school.nz](http://www.tekura.school.nz) provides useful information for new supervisors.

### Events/activities

If your student is invited to attend any events, tutorials or advisories provided by Te Kura in your area please do encourage them to attend. These are great opportunities for your student to meet others and to work alongside them.

### Supervisor Newsletter

Check out the Supervisor newsletter on our website at [www.tekura.school.nz/supervisor-toolkit/newsletters](http://www.tekura.school.nz/supervisor-toolkit/newsletters). This newsletter is written by supervisors and is a great read with some good common sense ideas to try.

### Are you an experienced supervisor?

#### Certificate in Teacher Aiding OP4100

Te Kura has a partnership with the Open Polytechnic which allows supervisors of full-time students at Te Kura to study towards OP4100 Certificate in Teacher Aiding for a significantly reduced fee.

This is an excellent opportunity for experienced supervisors to upskill on the job and to receive a qualification that is relevant to your role as a supervisor. If you are a supervisor of a full-time Te Kura student in years 1-8, and would like to discuss this offer please contact Adele Harris on 0800 65 99 88 extension 8244.

#### Save time and trees!

To speed up our communication processes and cut down on the amount of paper work we send to students and whanau, we are planning to send our end of year student reports and some other documentation by email.

If we don't have an email address for you, we will send reports and other documents to you through the post this year. If you have changed your postal address recently, please let us know so we can update our records.

#### Updating your email address details

If you are a student, or the parent or primary caregiver of a Te Kura full-time or fee-paying student, and haven't provided us with an email address, please fill in the online form on our website: [www.tekura.school.nz](http://www.tekura.school.nz).

You can also use the online form to update your email address if it has changed since you enrolled.

## EXAM TUTORIALS FOR NORTHERN STUDENTS



*Te Kura teacher Catherine Anthony with Reuben Wood.*

### IF YOU ARE A STUDENT IN THE NORTHERN REGION AND YOU INTEND SITTING NCEA EXTERNAL EXAMS AT THE END OF THE YEAR, THIS IS FOR YOU!

Do you need help with:

- understanding your learning style
- using a range of study strategies
- handling exam stress
- knowing where to find exam preparation resources
- what type of exam questions to expect in your subjects
- how to analyse exam questions
- what is expected for Achieved/Merit/Excellence
- answers to other questions you have about exams?

If the answer to any of these questions is 'yes', be sure to register for a free exam tutorial.

Tutorials will be offered in the Northern Region in the final two weeks of term three in preparation for the NCEA exams, which start on 10 November. These one-day tutorials are essential for Level 1 students who are sitting exams for the first time, but will also benefit Level 2 and 3 students. Tutorials will be held in Whangarei, Orewa, Wairau Park, Henderson, Botany and Pukekohe.

Students who attended these tutorials last year said they came to the tutorials because they wanted:

- to be more confident about exams
- new methods of study
- to be with a teacher so they could ask questions
- to know how to excel at exams.

Their comments about things they found especially useful included:

- working with encouraging, friendly teachers and with other students
- learning how to study more effectively
- finding out how to get Merit/Excellence
- advice on what the markers are looking for
- exam resources for their subjects.

So keep an eye out in August for emails giving details about tutorial dates and venues, or contact your learning advisor about how to register.

If you're not in the Northern region, check the events link on our website to see what your region offers or call your learning advisor or teacher on 0800 65 99 88.

## OPC, TONGARIRO MAY 2013

IT WAS WITH GREAT TREPIDATION THAT I HOPPED OFF THE BUS AT TURANGI. I HAD NO IDEA WHAT TO EXPECT, I ONLY KNEW I WAS NERVOUS AND APPREHENSIVE OF THE CHALLENGES THAT LAY AHEAD. MY FIRST EXPERIENCE OF OPC WAS BEING GREETED WARMLY BY A LUMBERJACK OF A MAN, TIM, WHO STOOD OUTSIDE A BIG WHITE VAN EMBLAZONED WITH OPC, LIFE STARTS HERE. HOW APPROPRIATE THIS WAS TO BECOME!

On the first night, because we didn't know each other, we were all pretty quiet. Although it didn't take long for us to establish why we were all there – we wanted to make friends and be challenged. The making friends part happened really quickly. The other students were really cool and all wanted to get to know each other. We played table tennis (with a sellotaped ball cos we couldn't find the real one – the first indication we were problem solvers), and a few 'ice-breaking' games.

By the morning, we no longer needed encouragement to mingle – the instructors of the two groups and the teachers were amazed at how quickly we had bonded. I think having a group of people who didn't know anyone else and were hanging out for friends made us feel like family really early on.

As each day progressed, the physical and mental challenges become harder, but in reality became easier as our confidence in ourselves and each other grew. I knew that no matter what, my team mates had my back (proven in the trust fall)! If I was scared, they encouraged me and convinced me that I could do it, and when I did, they celebrated with me. It was the same for everyone in our group. No one was left excluded or felt unwanted. Very, very quickly, my new mates felt like family.

When I look back over the five days I spent at OPC, I am totally amazed at what I achieved. I'm a shy person who doesn't make friends easily, but within that short time I had 18 new friends – most of whom I still contact regularly and even visit. I don't do much sports or physical activity, but I managed to push myself past what I thought were my physical limits – I made it up the Jenny Craig



*Through the spider web.*

stairs, did an overnight tramp and hauled myself to the top of a really big cargo net. My biggest achievement was overcoming my fears – I hate heights, but completed all of the activities on the high ropes, and even went on the flying fox (which was over a 60 metre gorge)!

I never would or could have done any of this without the awesome teachers, instructors and members of my group.

Three months on, I am still feeling the positive effects from OPC. I am more confident when meeting new people, I give things a go (even if I'm scared) and I am motivated to pursue a career helping others. OPC was a life changing event for me – I was in a rut, and now I've got a purpose.



*OPC 2013.*