

link up

JULY 12
Issue 13

E whakahono ana i ngā ākonga o Te Kura me ō rātou whānau, hapori hoki



Connecting Te Kura students, whānau and their community



Acting Chief Executive for Te Kura

KiwiMars 2012

Changes to Board of Trustees

Outdoor Pursuits Camp

Chief Executive's message



IT WILL BE AN INTERESTING TIME FOR ME AS YOUR ACTING CHIEF EXECUTIVE FOR THE NEXT FEW MONTHS. I LOOK FORWARD TO THE CHALLENGE AND TO WORKING TO ENSURE TE KURA IS FOCUSED ON SERVING THE NEEDS OF OUR STUDENTS AND TO IMPROVING OUR STUDENTS' ENGAGEMENT IN LEARNING AND THEIR ACHIEVEMENT.

With the mid-year and shortest day now behind us, we are looking forward to 'business as usual' as we settle into using our new student management system. Unfortunately it has taken longer than we anticipated to bed in the new system and there were further unexpected issues that affected students and staff during term 2. On behalf of the Board of Trustees and the school's senior leadership team, I offer my sincere apologies for the impact this has had on our students and your families. We appreciate your patience and your support of our staff through this period and in the months ahead as we continue to become confident in the use of our new system.

Two new Board members joined Te Kura during term 2. You can read more about John Sproat and Maxine Moana-Tuwahangai on page 7.

Te Kura's Board and senior leadership team have been working with the Ministry of Education on an initiative aimed at improving the achievement

of students who are currently underserved by the education sector, many of whom enrol with Te Kura after struggling to achieve in their local school.

Ministry of Education staff have spoken with members of our Board and wider management team, as well as representatives from organisations we work with to support these students. Feedback from these discussions was used to inform a report that went to the Minister of Education Hekia Parata in June. The main focus of the report is on enabling schools – including Te Kura – to work collaboratively to support students' needs and raise student achievement.

We are excited about being involved in this programme of work with the Ministry, and real improvements in student achievement, across the education network.

*Acting Chief Executive
Robert Blucher*

[Link Up cover photo](#)
Lejahn Uttinger looks down from on high at this year's OPC.

Awesome opportunity for CNR students



Young adult student Nazarene Te Kira and Year 12 student Victor Anderson try out the helicopter for size.

SEVEN TE KURA STUDENTS FROM THE CENTRAL NORTH REGION RECENTLY TOOK PART IN A PROGRAMME INCUBATOR SESSION IN HASTINGS, RUN BY HAWKE'S BAY REGIONAL HOSPITAL AS PART OF ITS EFFORTS TO ENCOURAGE STUDENTS TO EXPLORE A CAREER IN HEALTH.

Te Kura has been involved with Programme Incubator for around three years, as part of our authentic learning programme.

Alongside students from two local schools, our students had the chance to meet four health professionals: hospital physiotherapists Pivi Bandra and Jessica Jeffries, registered nurse (flight team and intensive care unit) Carl Allen, and Hawke's Bay Helicopter Rescue Trust pilot Jeremy Bruce.

Pivi and Jess spoke about physiotherapy in the hospital setting and the different areas physios can work in: musculoskeletal, cardio-respiratory and neuro-rehabilitation. They took along some 'tools of the trade', which the students were able to use to experience what it feels like to be a patient receiving physiotherapy.

Carl talked about his nursing career, his role in the Intensive Care Unit and flight nursing, which he is also involved in. Both the rescue helicopter and fixed wing aircrafts are used in missions and patient transfers.

Patients are transferred to larger hospitals when more advanced surgery or specialist care is needed. He spoke about some of the specific training the flight team completes, including Helicopter Underwater Escape Training.

The students then headed over to the helicopter hangar, onsite at the hospital. Jeremy spoke about his role as a pilot. The Hawke's Bay flight team is involved in 340 rescue missions and 140 hospital transfers each year.

Feedback from the students who attended was really positive. 'It was an awesome session, especially getting up close to the helicopter and seeing what was inside. Also the physios that came had fun toys we could try out. Just overall an interesting and fun session.'

New enrolment gateway opens doors for early childhood students

A NEW INITIATIVE WITH THE MINISTRY OF EDUCATION MEANS TE KURA LEARNING RESOURCES ARE NOW AVAILABLE TO QUALIFYING PLAYGROUPS IN AUCKLAND, SO MORE YOUNG CHILDREN CAN BENEFIT FROM EARLY LEARNING.

Funded by the Ministry, Te Kura teachers are providing approved playgroups with learning resources, supported by a visit each term from a trained Te Kura teacher and ongoing phone contact to back up Kaimanaaki (usually untrained community teachers) at each playgroup.

Te Kura Early Childhood (ECH) Education Manager, Jenny Hayes, describes the initiative as a great way to broaden the availability of resources to groups not previously targeted by Te Kura.

‘This is a different direction for Te Kura. We’ve mostly worked with rural groups rather than urban groups and the main audience in the urban groups seems to be Pasifika students, so our resources are being adapted to reflect this,’ says Jenny.

Playgroups involved in the initiative will receive art materials, puzzles, games and other resources through the post.

With a roll capacity of 870 students (set by the Ministry) and growth in the number of early childhood providers in rural areas, Te Kura has about 300 spaces available for new students, some of which have now been taken up by Auckland playgroups.

‘Thirty playgroups have already started under this initiative, with the potential for others from

different parts of New Zealand to join too,’ says Jenny.

While the playgroup initiative provides another option for ECH students to learn through Te Kura, the existing enrolment categories still apply to families wanting to enrol with Te Kura.

These categories are:

- itinerancy
- geographic isolation
- special development needs
- high health needs
- special circumstances
- Ministry of Education referral.

Children over three years old who meet the access/referral criteria, are permanent New Zealand citizens or a permanent resident can enrol with Te Kura. Those under three years old are generally put on a waiting list for entry. Priority is usually given to children based on their rural location and geographic isolation.

For more information about early childhood learning through Te Kura, visit the ECH pages online at www.tekura.school.nz.

Acting Chief Executive

TE KURA CHIEF EXECUTIVE MIKE HOLLINGS HAS BEEN SECONDED TO THE OFFICE OF THE MINISTER OF EDUCATION, HON HEKIA PARATA, FOR THE DURATION OF THE CURRENT PARLIAMENTARY TERM – LIKELY TO BE AROUND TWO YEARS OR SO.

Board of Trustees Chair Trish McKelvey says this is a wonderful opportunity for Mike and Te Kura. ‘We consider it an honour that Te Kura’s Chief Executive has been chosen for this role.’

‘Mike’s previous experience in the public sector and his involvement in a range of cross-sector initiatives make him the ideal person for this position in the Minister’s office.’

Northern Regional Manager Robert Blucher will hold the role of acting Chief Executive for the next few months while the Board recruits a chief executive on a fixed term contract for the remainder of Mike’s secondment.



HI, MY NAME IS BRUCE NGATAIERUA. I AM A SCIENCE TEACHER AT TE KURA. I WAS RECENTLY INVOLVED IN AN ANALOGUE SIMULATION MISSION CALLED KIWIMARS 2012; A SPACE MISSION THAT SIMULATED WHAT IT WOULD BE LIKE FOR SIX PEOPLE TO LIVE ON MARS.

From 23 April to 5 May we stayed at the Mars Desert Research Station (MDRS) in the middle of the Utah desert in the USA and carried out many activities that simulated what it would be like to actually live on Mars; eating the foods astronauts eat like dried packaged food, walking around in simulated spacesuits and conserving resources like water.

The landscape was an awesome sight and it was like nothing I had experienced before. It was a strange 'alien' world of hills and rocks. Walking around in a spacesuit was a bit strange and made me aware of all my senses; I could hear my breath and could only communicate with others through my radio link.

The mission had two objectives; education and outreach. Students from New Zealand would interact with the crew on how they found their experiences during the mission. We also had to produce resources in the Planet Earth and Beyond (PEB) strand of the science curriculum to help teachers and students in the teaching, learning and engagement of space sciences in New Zealand.

Lesson plans were created under a range of topics including geology (where we classified rocks), astronomy (where we created a solar garden to tell the time), art (where we got students to design their own habitats and mission patches) and geography (where students had to navigate our mission support website www.kiwispace.org/display/MDRSMS/Dashboard).

We communicated with mission control in New Zealand at Carter Observatory every day and I spoke with over 500 students either at mission control or online inquiring about the how the mission was going. Students usually asked questions, including what the environment and living conditions were like, how the food tasted and what we did and saw for the day.

Resources are still being developed post-mission as is the possibility of being involved with another project called 'Spaceward Bound'. This is a possible 'Space Camp' idea here in New Zealand with the help of NASA personnel to train our students.

Overall the mission was a great success and we had an awesome time. It was certainly a unique experience that could have far reaching possibilities for future generations and for space exploration in our future.

Young Māori carver tackles Marae DIY

AN EMERGING MĀORI CARVER AND MUSICIAN, TE KURA STUDENT TAUTAHANGA RAMEKA HAS RECENTLY ENTERED THE REALM OF STARDOM WITH HIS 3D RELIEF WORK (LAYERING OF CUT WOOD TO CREATE A 3D EFFECT) APPEARING ON MĀORI TV'S MARAE DIY.

At just 16 years old and a member of the Tuwharetoa tribe in Taupo, Tautahanga put his skills to work to help create five 3D relief work art panels for the Whare Moe inside the Rauhoto marae, which became one of the main projects in the Marae DIY programme.

'The whole experience was really awesome. The energy I felt from working together with family, some I hadn't seen in ages, was really cool,' describes Tautahanga.

'The TV cameras made me shy sometimes but the camera people were really cool and made us all feel more comfortable because they'd tell us when they were filming us,' says Tautahanga.

Working alongside well-known display and exhibition curator, Eleazar Bramley, from the Taupo Museum as well as about 15–20 young people, Tautahanga spent three weeks working on the conservation of the wharepuni carvings with family prior to filming Marae DIY, as well as three full days working on the art panels.

Eleazar describes the opportunity as a privilege for Tautahanga and the other kids.

'Tautahanga was the leader of the art panel group and worked on the project from the start. He has a

real talent for art and this was a neat opportunity to provide a practical application to his talent. It's great for his education.'

'We worked on the concept sketches together and had them approved by the kaumatua to make sure they were culturally safe and reflected our ancestry properly.'

Tautahanga has a long held interest in Māori carving and became seriously involved in the art about three years ago when family friend and well-known Taupo carver, Delani Brown, asked if Tautahanga wanted to carve with him. Delani was also involved in the Marae DIY programme assisting with the conservation work of the older marae carvings.

'I'd always wanted to get more into carving so I was really excited when Delani asked if I wanted to carve with him,' says Tautahanga.

Pushing ahead, Tautahanga is currently working with Eleazar again on a carved artwork for Māori New Year, Matariki, which will be exhibited at the Taupo Museum from 23 June – 31 July 2012.

'Our piece is called Waipunarangī and is a moko kauae depicting one of the female stars of the Matariki constellation.'

Young swimming star aims for Special Olympics

YOUNG CHRISTCHURCH SWIMMING CHAMPION, DOMINIQUE BARRETT, HAS HER SIGHTS SET ON TRAINING FOR THE LOCAL SPECIAL OLYMPICS AFTER RECENTLY WINNING THE FREESTYLE SECTION OF THE PRIMARY INTER-SCHOOL SWIMMING SPORTS HELD AT WHARENUI POOL.



Awarded a certificate to celebrate her achievement, Dominique knew straight away that she'd won after the time keepers told her 'well done – proud of you'.

The race was an easy win for the 12 year old who has been having swimming lessons since she was four and describes her swimming schedule as regular.

'I go for my swimming lesson weekly and sometimes have another swim too,' says Dominique.

A passionate swimmer who says the sport is her 'favourite activity', Dominique supplements her training with a weekly gymnastics class called Big Fun Gym for children with special needs and horse riding.

'My other most favourite activity is camping and tramping with my family,' she says.

Dominique hopes to one day qualify to compete for New Zealand.

Golden nest egg for SPCA hens

AVID LINK UP READERS WILL REMEMBER YOUNG ANIMAL ENTHUSIAST, ALEX STEPHENS, WHO WROTE A BOOK ABOUT HIS DOG BUTCH TO RAISE MONEY FOR THE NEW PLYMOUTH SPCA.

Two years on from the release of his book and having raised \$243.40 for the SPCA, Alex's money has been used to buy a chicken coop to house rescued battery hens.

Part of the bi-annual rescue of 'end-of-lay' battery hens (hens that are usually about 18 months old and are retired from laying despite the fact they continue to lay eggs for many years), the chicken coop will play home to around 40 hens each year before they are re-homed to people who take them on as pets.

'I already have 16 animals to look after, so we won't be getting any of the hens, but I do want to raise more money to help the SPCA,' says Alex.

SPCA spokesperson, Jackie Poles-Smith, believes Alex's initiative is extraordinary.

'For someone of Alex's age to be supportive of something like the SPCA is astounding. He's such an entrepreneur and a neat kid. We really enjoy his visits to the SPCA.'



Now eight years old, Alex wrote the story about his farm dog Butch when he was six as part of his Te Kura school work. Butch worked on Mt Damper Station with Alex's dad.

The experience of writing a book inspired Alex, who wants to write a story about the farm when he's older. But for now he's keen to continue his dream of becoming a vet.

Changes to Te Kura Board of Trustees

THE MINISTER OF EDUCATION HAS APPOINTED TWO NEW MEMBERS TO TE KURA'S BOARD OF TRUSTEES. JOHN SPROAT AND MAXINE MOANA-TUWHANGAI HAVE BEEN APPOINTED FOR A TERM OF THREE YEARS, STARTING ON 1 JUNE 2012.

John Sproat is a corporate finance lawyer for Chapman Tripp in Wellington, where he has been a partner for 20 years. In the early 1990s he was closely involved in the establishment of Wellington's first kura kaupapa Māori and following its establishment he was on the Board for 12 years as Treasurer. John is currently on the Board of Trustees for Teach First NZ.

Maxine Moana-Tuwhangai is a self-employed consultant with extensive management and accounting experience in both the public and private sector. Maxine is currently a member and Chair of Taharoa C Block Incorporated, member of the Board of Waikato Institute of Technology, Chair of the Board of Northern Region Health School and Executive Board member of Waikato Tainui.

Nori Parata, appointed to the Board in 2008, resigned earlier this year and, with the exception of Te Kura staff member John Nisbet, the terms of

the current Board members expire in September 2012. The decision to appoint two new members now allows an overlap of existing and new Board members to ensure some stability and continuity of governance for Te Kura.

The Ministry has already begun the process of seeking replacements for the Board members whose term expires in September. The constitution of Te Kura's Board of Trustees was last updated in October 2011 by then Minister of Education Anne Tolley, to allow for six members and a Chair, all appointed by the Minister. This change means the current staff representative will not be replaced when his term expires in 2013.

Central South Get-A-Head Experience Days



Brayden Jones practising artificial insemination.



Kirsten, Kimberley, Brayden, Jo and Rhett concentrating hard on getting more points for their group.

IN THE FIRST WEEK OF MAY THIS YEAR TE KURA STUDENTS ATTENDED THE GET-A-HEAD AGRICULTURE CAREER EXPERIENCE DAYS IN BOTH HAWERA AND PALMERSTON NORTH.

These event days are organised by an enthusiastic team of young agriculturalists from New Zealand Young Farmers with sponsorship from Beef + Lamb New Zealand and DairyNZ. All participants enjoyed a gourmet hamburger for lunch. This year, hands-on activities for year 11–13 students were used to illustrate 12 different career options from 'Pasture to Plate'. The careers that were promoted included rural banking, marketing, packaging design, seed and fertiliser representative, land management advisor, vet and stock agent.

Several Te Kura students won prizes for participation and some students are going to apply to be part of the 'In2 the Field' mentor programme' where they are set up with a young mentor from the sector of agriculture they are interested in. Get-A-Head days are held each year so look out for the schedule and programme for the Get-A-Head days in your region later this year or next year.

For more information about Get-A-Head and the 'In2 the Field' mentor programme go to www.getahead.co.nz. For TeenAg membership details visit www.youngfarmers.co.nz.

Studying French a means to a dream for young cyclist

AT 14 YEARS OLD ETHAN BATT IS A RISING STAR IN THE LOCAL NELSON CYCLING SCENE, BUT HE HAS HIS SIGHTS SET ON SOMETHING MUCH BIGGER!



It wasn't just a random request from this year 10 student, when he asked if he could study entry level French. This young cyclist has a goal; to be a part of a French pro-tour cycling team and the professional cycling scene in Europe.

Ethan recently represented Te Kura at the Tasman Secondary Schools Road Cycling Championships and won the time trials and overall road race in the Under 15 section. He now heads off to represent the school at the South Island Secondary Road Cycling Championships in Christchurch in July.

Road cycling is in the family genes. Ethan's father and mother, both competitive road cyclists, and his two sisters, Sophie and Katie, also Te Kura students, are all involved in road cycling. Ethan acknowledges his father Nick as playing an important role as coach and mentor in his successes since he first started riding at seven years old.

In his early years, Ethan won the Nelson/Marlborough Trackies Championships three times and he was third in the Cuddon South Island Secondary Schools two day tour in 2011. He also won the local club championships for his age group in 2012 and recently won the Nelson 40 road cycle race.

Learning French is just one of the many disciplines and skills that Ethan will need to get where he wants to go with his cycling dream.

We can only wish him well with his French and the journey his road cycling takes him on.

Research project on Cats

The Cat (or felus cattus) is a carnivorous mammal. It is valued by humans for its ability to hunt vermin (and household pests) and for its companionship. The Cat has been with humans for at least 9500 years and they are found everywhere in the world. They have strong, flexible bodies and quick reflexes. A cat has sharp, retractable claws and pointy teeth adapted to killing small prey. They have acute hearing and a great ability to see in near darkness but they are a social species. They use lots of body language and vocalisations such as meowing, purring, trilling, hissing, growling and grunting. Cats can be bred and shown as registered pedigree pets, known as "cat fancy". There are a huge number of ferral cats in the world with 60 million in the USA alone.

My main question:

Who are the most famous cats in the world?

I found out that:

Baby was the oldest cat in history (born in 1970 and died the 30 of March 2008)

Blackie was the richest cat, he inherited 75 million British Pounds.

Mike guarded the entrance to the British Museum.

Other questions:

How long can a domestic cat live?

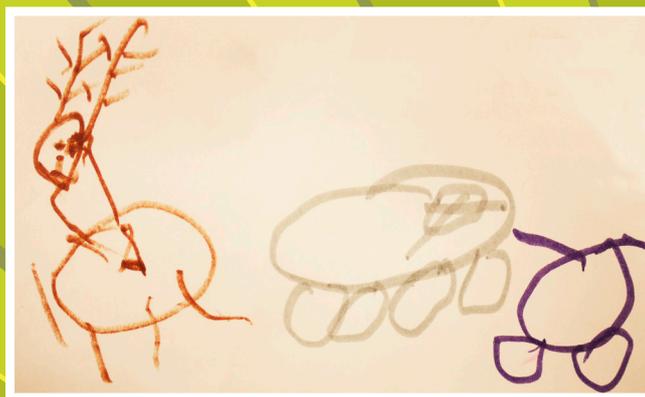
A domestic cat will typically live for about 14 to 20 years (with exceptions).

What did the cat evolve from?

The cat evolved from a few different ancient ancestors such as Dinicitis and Smilodon about tens to hundreds of years ago. More recently they have descended from strains of Asian, African and European Wild Cats which look very much like modern cats.

by Margot Inglis, year 6

Two year old Natalie Russell's drawing of a reindeer and tractor on her parents' farm.



This photo of Jazmin Paget-Knebel and her new cat Smoochy was published in the local newspaper, the *Opotiki News*, after Jazmin and her brother Tuhi adopted Smoochy and another cat, JR, from the SPCA.

Smoochy had been at the SPCA shelter since September last year, and JR since November. SPCA Centre Manager Kathleen Young said she was delighted that the two cats had found a new home after being at the shelter for so long.

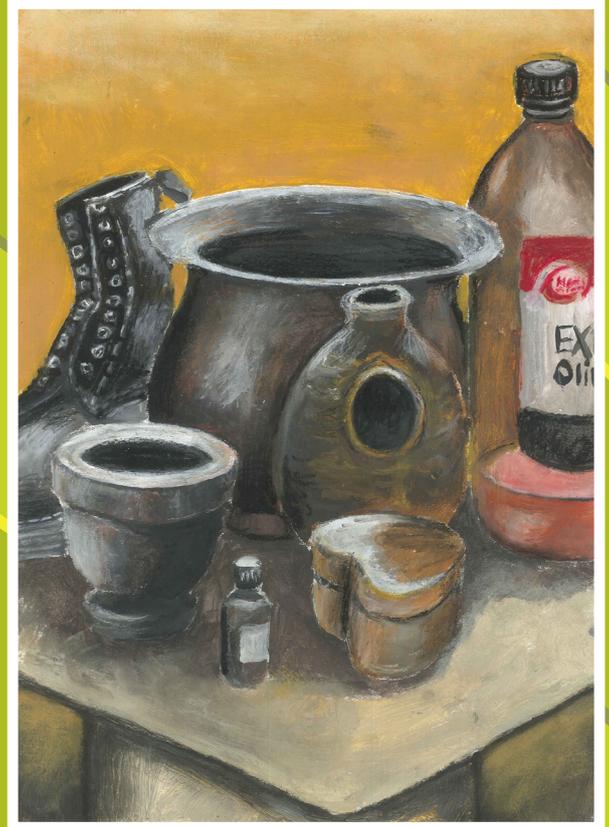
The Happy Mat

(as published in the April/May issue of *Upstart* magazine)

The lazy dog, the fat cat, and the thin rat
They all sat on the mat.
The dog looked sad
The rat looked sad
... and the cat looked just a tad...
Happy.

By Samantha Jackson

Still Life—Acrylic Paint on paper
By Kirsten Allison, Year 10



A Special Room

This is one of my favorite rooms in the house. It has a huge queen bed that sits up against the far wall. It looks so inviting that I can jump onto it, spread myself out into a huge starfish and relax.

When I'm lying down, now and then the room gives a contented creak like it's just woken up from a million year sleep.

When the curtains get shaken or a gust of wind blows in the window, the wind chimes go ding-a-ling like an ice cream truck driving down the road to meet the happy children.

Beside the bed there's a plate of luscious Easter Eggs. When I go near them the smell wafts up my nose and makes me think 'have a piece'.

The walls are quite dull colored but well and truly welcoming.

In this room there is a bedside cabinet and a bedside table. On the bedside table there is also a lamp, which is a touch lamp; you touch it and it lights up, you touch it again and it turns off. The touch lamp feels dusty, really dusty.

This room is bigger than mine at home but smaller than a classroom. This room is very spacious. The room is upstairs. From the window you can see a long way. I can see the windmill farm on a hill in the distance.

The room feels cold but a nice cold. It's one of those colds that say 'come in here'. The walls and door feel like they had a quick trip to the North Pole. The walls and doors are special because the door lets me enter and the walls keep the heat in.

The curtains feel like my Dad's face after a shave, slightly prickly. This room is special to me because I rarely get to come to this special place.

By Jem Anderson-Gardner
Year 5

Josephine

The sound of the old kettle whistling away in the dead of night was a regular tell-tale sign of Josephine's restless heart. A cup of steaming milk tea was all that could drown out the sorrows left behind by troubled dreams of a past full of regrets.

She awkwardly ambled out of bed and donned a moth-eaten shawl to ease the cold night chill then headed to the kitchen and fumbled about the cupboards in the half darkness looking for the sugar pot. The water heated noisily on the glowing red element.

She sat sipping her tea in a worn and tattered rocking chair that no longer rocked. A mahogany table with elaborate designs carved into the legs which had once been quite beautiful stood next to it like an ancient relic, sturdy yet faded with time. On top of it sat a small lamp, the only light in the room, with a large tear in its faded pink floral shade. It cast strange, eerie shadows on the now aging woman's face. Her high cheek bones, once a mark of beauty now made her cheeks seem sunken and hollow, and the only sign of her youth the fiery shock of auburn hair that was determined never to go grey.

This particular night it was memories of a privileged childhood that filled her heart with nostalgia. Sunny afternoons spent in the valley tending the flowers with her father, the sound of seven small pairs of feet racing over the polished wooden floors of the largest one storied house in the city and well tailored dresses looked upon with jealous eyes by other little girls. It was all gone now.

The only flowers she drew comfort in these days were the lavender purple roses that her daughter had planted in the garden some years ago. Though they bloomed faithfully still, they seemed tired and weak after so long struggling against the weeds all on their own with no one to sprinkle water over their delicate petals or prune their withered branches. The watering can lay rusting away somewhere among the weeds, forgotten by Josephine who had not a green finger to speak of. She would sit on the porch of her little rundown house each morning in a rotting wicker chair and gaze at those faded purple roses, remembering her daughter. 'Perhaps' she would think 'when those roses give up I will too.'

A Russian Blue Burmese suddenly appeared from beneath the mahogany table and sprang onto the arm of the chair breaking her reverie. It stopped for a moment to caress its owner's shoulder before settling down in her lap. 'All parked up are ya puss?' She said to it quietly, lovingly petting its fluffy head and scratching behind its soft, furry ears, causing more purrs to emit from somewhere beneath the warm grey fur.

A single silent tear rolled down her withered cheek, then two, then three as she stared down at the little being that found such comfort in her warmth, her last friend in all the world save the neighbours who occasionally brightened her days with a cake that was filled with more thoughtfulness than good taste for they were usually dry and crumbly. Slowly her tears began to die away with the knowledge of the present, and her damp lashes began to droop lower and lower. Once again she returned to the haunted dreams of her former days.

By Jarrah Jessett
Year 11

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Curriculum profile: Social sciences (part two)

AS PART OF OUR SERIES PROFILING CURRICULUM SUBJECTS AVAILABLE TO STUDENTS AT TE KURA, WE CONTINUE OUR COVERAGE OF THE SOCIAL SCIENCES SUBJECTS SPEAKING TO CURRICULUM CO-ORDINATOR, DIANA YOUNG. THE FEBRUARY 2012 ISSUE OF *LINK UP* COVERED THE COMMERCE SUBJECTS INCLUDED IN THE SOCIAL SCIENCES CURRICULUM. IN THIS ISSUE WE'LL BE LOOKING AT THE OTHER SOCIAL SCIENCE SUBJECTS.

What subjects are included in the social sciences learning area?

Social sciences subjects are available to students at curriculum levels 3, 6, 7 and 9. Geography and history students have the opportunity to gain NCEA levels 1–3, with a combination of both internal and external assessments.

Are social sciences subjects compulsory?

While social studies is compulsory for students up to year 10, geography and history are optional subjects.

What can students learn?

Geography

While each subject level in geography has a different focus, this area generally explores the environment as the home of people and looks at the relationships and connections between people and both natural and cultural environments. Geography investigates the ways in which features are arranged on the earth's surface and it describes and explains the patterns and processes that create them.

Students learn to think spatially and use maps, visual images and new technologies to work with information. Geography students are better able to make sense of a complex and changing world and their place in it.

Students will explore contemporary contexts, undertake fieldwork investigations and relate them to geographic issues that affect them. By studying geography students are able to recognise the responsibilities they have in relation to other people, the environment, and the long-term sustainability of the planet. Students also examine different perspectives on a range of issues.

History

History gives students an insight into current world problems and an awareness of what it means to be a New Zealander by looking at historical situations. It explores people and events and how they have influenced the world both historically and currently. It is not just about presenting the facts, but observing and questioning values and attitudes.

Courses focus on:

- significant and at times horrific events during the twentieth century – for NCEA level 1
- the impact of historical forces such as nationalism, feminism and imperialism – for NCEA level 2
- a choice of studies on either sixteenth or seventeenth century English history, or changes and developments in nineteenth century New Zealand – for NCEA level 3.

By studying history students will gain a wider awareness of the world and develop their communication and writing skills, to enable them to express clear, convincing and well thought out arguments.

Social studies

In social studies students learn about people, places, cultures, histories and the economic world within and beyond New Zealand. Social studies helps students to understand people by exploring different points of view and beliefs.

Students are given opportunities to develop communication, critical thinking and decision-making skills which can help them become responsible and informed citizens with the ability to analyse the world that surrounds them. Student programmes are developed in consultation with the teacher to meet particular needs and interests.

What are some helpful links?

www.tekura.school.nz – provides further detailed information about the subjects available in Social Sciences

www.nzhistory.net.nz – gives profiles and summaries of key developments in history topics

www.kiwicareers.govt.nz/

www.victoria.ac.nz/st_services/careers/resources/degree_options/

What are some possible careers for students interested in using the knowledge and skills they gain through their social sciences education?

Social science subjects prepare you for a range of future careers, including in:

- politics and law
- communications, broadcasting or advertising
- journalism
- library, museums or archive management
- business administration
- publicity, public relations or in museums

- writing, publishing and book selling
- education, teaching – all levels
- community services, psychiatry, sociology
- local government or central government departments such as Statistics, Foreign Affairs, Waitangi Tribunal, Office of Treaty Settlements, Culture and Heritage.

How can students get more information?

Call our toll free number 0800 65 99 88 and ask to speak to a social sciences teacher or visit our website www.tekura.school.nz

How to spot and manage delaying tactics

THE ROLE OF THE SUPERVISOR IS ONE OF GREAT RESPONSIBILITY; SETTING ROUTINES, ENSURING YOUR STUDENT HAS A GOOD SPACE TO STUDY, AND MAKING SURE THEIR WORK IS RETURNED BY THE CORRECT DATE.

All students are individuals and so are their study habits. When the student's work is going well supervisors feel confident and in control. When it doesn't go well they often contact me to see how they can help their student.

One of the many issues supervisors come up against is their student's delaying tactics. Younger students might slow their movements down, taking longer to do each task. Older students might just stay in their room or use excuses such as 'I'll do it later...'. Both of these examples can lead to a supervisor feeling powerless and frustrated.

There may be many reasons for a student using delaying tactics. Ask yourself whether the student feels overwhelmed? Is the work too difficult for them? Do they know where to begin? Trying to define the problem is a good place to start. Once you have established the reason your student is using delaying tactics, you could try some of these ideas.

- Set expectations: confirm with your student's teacher their expectation of how much and how often work is to be returned. Highlight the days that work needs to be returned on a calendar or diary.
- Timetable it: help younger students to make a timetable. Ask older students to supply you with

their timetable. Make it visible by hanging it on a wall or fridge. Timetables should be specific with lots of short breaks.

- Set routines: set the times your student will be working and ensure that you are available to supervise. Do not make allowances for excuses.
- Make a start: acknowledge progress and praise effort.
- Communicate: contact the teacher immediately when you or the student cannot understand the learning materials or what to do next.
- Be a good role model: use positive language and be flexible but remain on task.

Finally, take time to reflect on the things you do well and enjoy this quote from American author Denis Waitley:

'Winners take time to relish their work, knowing that scaling the mountain is what makes the view from the top so exhilarating.'

Adele Harris
Te Kura Supervisor Support Advisor

Unicyclist peddles at World Champs

CHAMPION UNICYCLIST AND TE KURA STUDENT SAM LAHOOD IS BACK ON HER UNICYCLE READY TO TACKLE THE WORLD CHAMPIONSHIPS IN ITALY THIS MONTH.

The 15 year old Dargaville student will enter four competitive sections: street unicycling (like skateboarding at a skatepark), flatland (tricks on flat land), long jump and high jump.

'There are two main competitors in my sections and I won't know how I will stack up until the day,' says an excited but nervous Sam, whose main goal is to get a placing.

Sam is passionate about the challenge unicycling presents and strives to constantly improve her ability.

'No matter how good you get, you can always push yourself further.'

Funded by her family as well as Unicycle TV (through unicycle parts), Sam began unicycling after trying it two years ago at a Circus Kumarani Festival in Dargaville.

She is mentored by friend and fellow champion Chris Huriwai, and has become so good that she recently won the Australian National Unicycling Championships in Melbourne.

Sam studies English and physical education at Dargaville High School and maths, accounting and business through Te Kura. The workload is hard going but she believes it helps her focus on her unicycling training more easily.

The World Championships is just the start of a series of competitions for this aficionado who has her sights set on placings at the 2014 Unicon Canada World Championships as well as New Zealand national events.

Statement on Te Kura's delivery of the health curriculum

THE EDUCATION ACT 1989 REQUIRES THAT AT LEAST ONCE EVERY TWO YEARS, SCHOOL BOARDS OF TRUSTEES MUST PRODUCE A WRITTEN STATEMENT ABOUT HOW THE SCHOOL WILL IMPLEMENT HEALTH EDUCATION FOR STUDENTS IN YEARS 1 TO 10.

As required by the Act, Te Kura has prepared a draft statement for consultation that describes how Te Kura will implement the health education components of the relevant national curriculum statements.

We'd like your feedback on the draft statement. Once we have considered comments received from our school community, the statement will be adopted by Te Kura's Board of Trustees.

To view the draft statement, go to our website at www.tekura.school.nz and click on the link Draft health statement in the Noticeboard on the homepage. To ask for a copy of the statement to be posted to you, telephone us on 0800 65 99 88 extension 8756.



A slow computer can be an enormous problem but there are a few tricks that can be used to ease the pain.

COMPUTERS CAN BE SLOW FOR LOTS OF REASONS BUT USUALLY BECAUSE OF BACKLOGS OF OLD INFORMATION, A VIRUS, OR OUTDATED SOFTWARE THAT CAN'T KEEP UP WITH THE NEWER SOFTWARE INSTALLED.

If your computer seems slow, here are some things you can try:

1. Google search 'disk clean' and 'disk defragmenter' (for Microsoft Windows-based systems). These are inbuilt pieces of software made by Microsoft and they estimate the amount of junk in the computer that you can safely get rid of. After the program makes this estimate, it can then remove those items from your computer.
2. Upgrade your RAM. This is a component the computer requires to run properly. The more RAM you have the faster your computer will be able process information. There are lots of videos available online about how to do this.
3. Use a 'registry cleaner'. These are advertised all over the Internet, but be careful because they can be dangerous if you don't know what you're doing! If you are unsure about this please send me an email or hand the computer over to a technician.

If you need any more help with fixing your slow computer or any other computer-related issues, please send an email to nztechguy@live.com.

Mike
Te Kura Techguy



Use of student information

TE KURA IS REQUIRED TO COLLECT PERSONAL INFORMATION FROM STUDENTS TO COMPLY WITH OBLIGATIONS LAID DOWN BY THE MINISTRY OF EDUCATION AND THE EDUCATION ACT 1989.

This information is used to provide for the educational and general advancement of the student and for the purpose of carrying out the activities of the school.

The school may also provide this information to other third parties, including the New Zealand Qualifications Authority, the Ministry of Social Development and other relevant agencies, where it relates to the education, health, welfare or safety of the student, both during and after enrolment at Te Kura.

Te Kura students enrolled in NCEA subjects

2012 NCEA FEES ARE DUE.

If you haven't yet received notification of how to complete your NCEA registration and pay your fee, please contact your learning advisor or subject teacher.

2012 NCEA registration and payment information can be found on our website at www.tekura.school.nz. Click on 'student toolkit' then on 'NCEA and registration'.

Outdoor Pursuits Camp



IN MID MAY THIS YEAR EIGHTEEN NORTH ISLAND STUDENTS AND TWO TE KURA TEACHERS MET IN THE MIDDLE OF TONGARIRO NATIONAL PARK FOR THREE AND A HALF DAYS OF ADVENTURES AT THE OUTDOOR PURSUITS CAMP (OPC). EVERY STUDENT HAD A POSITIVE ATTITUDE, SHOWN FIRST IN HOW RAPIDLY THEY LEARNED EACH OTHER'S NAMES (THANKS, NAT) AND TOOK ON THE INTERMINABLE TABLE TENNIS CHALLENGE.

But it wasn't only about making friends. Instructors Simon and Jimmy had a range of fiendish activities organised to challenge bodies and minds and to encourage team building. Students learnt basic orienteering skills with map and compass, squirmed through an underground labyrinth with passages known as 'the teapot' and 'birth canal' merging with the dark, the mud and an underground stream.

A highlight for all was the long traverse of Meads Wall on Whakapapa skifield. Its slopes looked like shark's teeth with huge boulders to climb and negotiate and stunning views from the top (if you could ignore the 30 metre drop off the front and 50 metre drop off the back of the wall). Everyone came off the wall grinning broadly with a sense of achievement and a special feeling of trust with their climbing 'buddy'.

The students acted like circus performers on the high and low ropes courses, helping each other to ascend and perform to new heights.

Amidst the backdrop of nature we left our comfort zone for a while to enter into the adventure zone, shedding our usual day to day skins to experience ourselves anew by meeting new challenges and people.

'I had an awesome time at OPC doing all the activities, meeting interesting people and making new friends. I learnt a lot of wilderness and navigation skills but most of all I had fun!' Cierra

'The best part was that, although no one knew each other, by the end of the week we had all made such a strong bond that nobody wanted the week to end.' Tim

'I really enjoyed how Simon ... forced us to act as a team ... he left us in the middle of the caves and forced us to come to a decision about how we would get out.' Andrew

'The experience has made me think more about leadership, teamwork and trust'. Tim

A huge success for everyone involved!