

CONNECTING
TE KURA STUDENTS

link up.

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

JUNE 14 | ISSUE 20



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL

- ONLINE LEARNING
AT TE KURA
- SEEING THE BIG
PICTURE
- TE ARA HOU
AUTHENTIC LEARNING
PROJECT
- SPECIAL ASSESSMENT
CONDITIONS

Ko Tā Mike Kōrero.



Mike Hollings

AS IS THE CASE FOR EVERY SCHOOL, TE KURA REPORTS EACH YEAR TO THE MINISTRY OF EDUCATION ON OUR PERFORMANCE IN THE PREVIOUS SCHOOL YEAR. OUR ANNUAL REPORT FOR 2013 IS NOW AVAILABLE TO VIEW ON OUR WEBSITE FOR THOSE WHO WISH TO READ IT.

For parents and whānau, the achievement of students in National Standards and the National Certificate of Educational Achievement (NCEA) probably holds the most interest.

For National Standards, 63% of students who were assessed at both mid-year and end of year were at, above or well above the standard in reading. That figure increases to 71% when special education students are removed. For writing, 56% of students were at, above or well above the standard, increasing to 64% when special education students are removed. For mathematics, 59% of students were at, above or well above the standard, increasing to 67% when special education students are removed. Although there were increases in the percentages of Māori students at above or well above the standard in all three areas, significant differences remain between the success of Māori and non-Māori students.

For NCEA, students who entered for standards achieved 90% of them. Pasifika males had the highest rate of achievement at 93%, which is great to see.

Students entered for standards in languages and the arts had the highest achievement rate compared with other curriculum areas.

In 2013 we focused on increasing the number of students participating in NCEA level 1, 2 and 3 – this means they entered for enough standards to achieve the required number of credits at a single level – and I am pleased to report that there were small increases in participation at all three levels. However, the overall percentage of students achieving level 1 and 2 declined, with 49% achievement for NCEA level 1 (69% for full-time students) and 59% for level 2, a drop of 20% compared with last year. This is likely to be the result of new literacy and numeracy requirements for level 2, so helping students to achieve their literacy and numeracy credits has to be a priority for us this year. At level 3 there was an increase in both participation and achievement, with 73% of participating students achieving NCEA level 3 (79% of full-time students). Unlike many other schools, being enrolled with Te Kura enables students to work across NCEA levels, so a student may be entered for standards and level 1 and level 2 in the same year, depending on their programme. Some students who have been out of school before coming to Te Kura take a while to get back on track, meaning it could take more than a year before they have enough credits to gain level 1 or 2.

While the overall NCEA results are disappointing, there is a lot we can learn from them. As the Education Review Office noted in its review of Te Kura last year, our authentic learning and regionalisation strategies are making a difference for some students, so we are focusing strongly on getting more students involved in advisories and authentic learning opportunities such as Gateway and STAR programmes, and learning internships. If you are at all concerned about your child's achievement at Te Kura, please do not hesitate to contact their learning advisor or our supervisor support advisor Adele Harris, who can give you some ideas about ways you can assist your child with their learning programme.

Mike Hollings
Chief Executive

Contents

04

FEATURE STORIES

- *Online learning at Te Kura*
- *New initiative for Te Kura students*
- *Celebrating education excellence*
- *More hands-on learning in Northland*

07

STUDENT STORIES

- *Seeing the Big Picture*
- *One step closer to dance dream*

11

STUDENT WORK

- *Dwarves*
- *Sunset*
- *Fizzing, foarming and all that fun stuff*
- *Going to the school days is a lot of fun*
- *My Possum story*
- *My trip to an ancient city*

Student art

17

TE KURA NEWS

- *Te Ara Hou authentic learning project*
- *Special Assessment Conditions at Te Kura*
- *Value of routines for students and supervisors*
- *Living Springs camp*

Front cover photo: Nelson school day, March 2014.

Feature Stories

ONLINE LEARNING AT TE KURA

AS MORE SCHOOLS OFFER BETTER ACCESS FOR STUDENTS TO COMPUTERS OR OPTIONS TO 'BRING YOUR OWN DEVICE', IT IS VITAL THAT TE KURA STUDENTS DON'T MISS OUT ON THE OPPORTUNITIES AVAILABLE THROUGH ONLINE LEARNING.

This year we have put all our NCEA course materials onto our Online Teaching and Learning Environment OTLE. We have also started to develop new online courses to replace the existing courses for years 9 and 10 (curriculum levels 3 to 5).

Te Kura Chief Executive Mike Hollings says that to succeed in the 21st century, students need to learn to use technology effectively.

.....

“Working online is one way students can learn these skills in a safe and supportive environment, which Te Kura’s OTLE provides. For students working at a distance, it’s a way to bridge the physical distances between them to learn and make connections with other students.”

.....

Learning online gives students access to the wealth of information and resources available on the web. They can work collaboratively, share ideas and build their knowledge using interactive tools such as quizzes and games, and watch educational videos from websites such as the Kahn Academy, which is helping to revolutionise the way children and adults learn around the world.

‘Our *Keep Moving* music project is an example of how students can use online tools to work together and achieve something that wouldn’t be possible by working alone,’ says Mike.

Learning online also means students have easy access to course materials and teachers can provide feedback quickly, while the learning is still fresh in the student’s mind. Students can move onto their next piece of work without waiting for the next booklet or the teacher’s comments to arrive through the post. This will be particularly important when changes to the postal service affect the frequency of deliveries across the country.

As part of our online learning strategy, we will be surveying full-time and young adult students to find out what access they have to computers and the internet. A key element of the strategy will be identifying ways to assist students who don’t currently have suitable access to the internet and online tools. For those of you who have provided email addresses to Te Kura, we will email the survey details to you. For those without an email address, we’ll contact you by phone. You can read more about online learning on our website at www.tekura.school.nz

NEW INITIATIVE FOR TE KURA STUDENTS

AN ANNOUNCEMENT IN MARCH BY MINISTER OF EDUCATION HEKIA PARATA OF A FOUR-YEAR INITIATIVE TO PROVIDE FACE-TO-FACE SUPPORT FOR AT-RISK STUDENTS WAS WELCOMED BY CHIEF EXECUTIVE MIKE HOLLINGS AND THE SCHOOL’S BOARD OF TRUSTEES.

Te Kura has been working with the Ministry of Education to develop the new initiative, which will involve 80 students who have been referred to Te Kura by the Ministry.

‘Often these students have been disengaged from education for quite some time before they enrol with us, and it can be difficult to re-engage them using distance education alone,’ says Mike.

.....

“We are seeing improved educational outcomes for students when they are well-supported and have a learning programme that engages their interest in an authentic, real life context.”

.....

‘This new initiative enables us to provide face-to-face support for these students in their community, someone with whom they and their whānau can build a continuous relationship – as we have in Tauranga with Stefan Nogaj’s advisory. That person will work in partnership with our subject teachers to ensure each student has an authentic learning programme based on their passions and aspirations.’

Advisories will be set up West Auckland, Hastings, Palmerston North and Christchurch and be overseen by the regional managers of those areas. Eligible students will be selected to take part and it is hoped that all of the students will gain NCEA Level 2 during the lifetime of the four-year initiative. Students in each of the four advisories will be provided with access to computers and software so they can work online through Te Kura’s Online Teaching and Learning Environment (OTLE). As part of their authentic learning programme each student will be expected to complete projects in their areas of interest and give an exhibition of their work to their fellow students, teachers and whānau.

A typical authentic learning programme begins with a discussion between the student, their supervisor and learning advisor to identify the student’s passions, goals and career aspirations. The learning advisor helps the student to identify opportunities in their community for a shadow day, learning internship or Gateway placement. These could be in a local business, voluntary or community organisation, sports club or marae. Students may also attend STAR courses.

Learning this way helps students to gain the knowledge and skills to go on to further study or to a job in their area of interest. Students might also have the opportunity to earn NCEA credits through vocational training courses at a local polytechnic

or trades academy, or through Te Kura’s own trades academy, which offers National Certificates in a number of vocational trades.

CELEBRATING EDUCATION EXCELLENCE



Early Childhood Manager Jenny Hayes at Te Kura’s Festival of Education stand in Wellington.

IN MARCH TE KURA TOOK PART IN THE WELLINGTON FESTIVAL OF EDUCATION, A CELEBRATION OF EXCELLENCE IN THE NEW ZEALAND EDUCATION SYSTEM.

Te Kura was one of a number of central education agencies that participated in the Festival, including the Ministry of Education, New Zealand Qualifications Authority, Education Review Office, Teachers Council and Careers New Zealand. Festivals were also held in Auckland and Christchurch.

The Wellington Festival coincided with the International Summit on the Teaching Profession, jointly organised by our Ministry of Education, the Organisation for Economic Co-operation and Development and Education International. The Summit was attended by education ministers and leaders of national teachers’ federations and teachers’ unions from around the world, along with officials from the New Zealand education system. Te Kura Chief Executive Mike Hollings and Board Chair Karen Sewell were invited to be observers at the Summit.

MORE HANDS-ON LEARNING FOR NORTHLAND STUDENTS

FIFTEEN NORTHLAND STUDENTS TOOK UP THE CHALLENGE TO EARN NCEA CREDITS AT A THREE DAY COURSE BASED AT THE TREFOIL PARK CAMPSITE, SOUTH OF KAIKOHE, IN MARCH.

The course was a follow up to Project Possum, but this time the focus was on mustelids – weasels, stoats and ferrets – mammals which were introduced to New Zealand in the 1870s and 1880s to kill rabbits. Both ferrets and stoats prey on kiwi, and ferrets in particular have been linked with the decline in the number of kiwi. They also prey on small animals and other birds, as well as eating eggs, lizards, frogs and insects.

Students on the course had the opportunity to earn up to 15 credits at NCEA level 3 by learning and demonstrating their knowledge of mustelid biology and the impact of mustelids on New Zealand native ecosystems, and of using traps to control mustelid pests. There were also credits at NCEA level 2 and 3 to be earned for knowledge of the code of practice for chainsaw use and operating a chainsaw.

Several graduates of Project Possum were there to add trapping mustelids to their repertoire, and were happy to share their knowledge of possum trapping with the other students. Ranging in age from 13 to 18, the students enjoyed a mix of practical and classroom-based learning, lots of social interaction and working together to prepare meals.

There are two more courses coming up for students committed to land care and sustaining our forests. They are Wai Fencing and ATV/Motor Bike use. Dates for these courses are being negotiated.



Eternity ready for Action.



Jase doing a raised set.



Jeremy Te Haki – learning to sharpen the saw.

Student Stories

SEEING THE BIG PICTURE

FOUR YEARS AFTER IT WAS SET UP, TE KURA'S FIRST AUTHENTIC LEARNING ADVISORY IS STILL SHOWING THE WAY. THE RECENTLY-ANNOUNCED INITIATIVE THAT WILL SEE THE ESTABLISHMENT OF FOUR NEW ADVISORIES – ONE EACH IN WEST AUCKLAND, HASTINGS, PALMERSTON NORTH AND CHRISTCHURCH – IS MODELLED ON THE TAURANGA ADVISORY AND THE BIG PICTURE-STYLE AUTHENTIC LEARNING THAT HAS MADE IT A SUCCESS.

Two current and two former students spoke about their experiences in the Tauranga advisory for a video presentation shown at the 'Innovation in Education' conference at Te Papa in March.

Tama Ellis is a year 12 student who enrolled with Te Kura after he'd been out of school for a while, having suffered anxiety which eventually led to truanting. He didn't feel very interested or engaged in learning at his previous school, and struggled with maths, but his passion for horticulture and landscaping has seen him flourish at Te Kura. He is now a much more confident young man and in addition to his studies he is doing two internships. His internship with Mangatawa Nurseries in Tauranga has helped him to gain invaluable experience in the fields he wants to work in, as well as earn NCEA credits.

Tamieka Taggart is a year 13 student who enrolled with Te Kura last year, after being bullied at two previous schools. Tamieka is passionate about working with young children and wants to one day run her own early childhood education centre specialising in children with special needs, so Kaitautoko Stefan Nogaj helped her to set up an internship at Riding for the Disabled. She is also enrolled in Te Kura's Huarahi Trades Academy, where she is studying towards an early childhood qualification with PORSE, a private training establishment offering national certificates in early childhood.

Marcus Cullen enrolled at Te Kura after he was excluded from his local school and none of the other schools in his area would take him.



Tama Ellis at his internship with Mangatawa Nursery

He has Asperger's syndrome, ADHD and dyslexia. Before enrolling with Te Kura, Marcus felt he had no potential and would never amount to anything. Being part of the Tauranga advisory gave him the opportunity to learn in a supportive environment and pursue his passion for cooking. An internship in a commercial kitchen gave him invaluable skills and led to a part-time job. After gaining NCEA level 2, Marcus went to Bay of Plenty Polytechnic and completed a level 3 qualification in hospitality. He is now working in one of Tauranga's most popular restaurants.

Neesha Patel found her passion for film and television editing during her time in Stefan's advisory. She enrolled with Te Kura after losing interest in learning, until she eventually stopped going to school. Neesha's authentic learning programme appealed to her in a way that traditional schooling didn't and gave her the opportunity to try different things. After an internship at a local media agency, she realised journalism wasn't for her. A project she completed as part of her work in the advisory helped her to see where her passions lie, and last year she earned a Diploma in Post Production Editing from South Seas Film and Television school.

Check the video on our website to find out more about the Tauranga advisory and how authentic learning is helping these students to follow their dreams: www.tekura.school.nz/subjects-and-courses/authentic-learning

ONE STEP CLOSER TO DANCE DREAM

IN 2012 I WAS AWARDED A FULL TUITION SCHOLARSHIP TO THE QUEENSLAND BALLET'S PRE-PROFESSIONAL PROGRAMME IN BRISBANE, AUSTRALIA. THIS WAS THE BEGINNING OF A HUGE CHANGE IN MY LIFE AND ALSO FOR MY FAMILY.

I am training under Li Cunxin (*Mao's Last Dancer*) and Christian Tacthev. I am so excited to be one step closer to becoming a professional ballet dancer and to be training under such highly acclaimed and knowledgeable teachers. I have already been lucky enough to be selected to dance with the Queensland Ballet Company in Li Cunxin's debut of Ben Stevenson's *Cinderella* and *The Nutcracker* as well as to be selected to guest perform as a principal artist in Sydney, and other various performances around Brisbane last year. I hope that this year will bring me as many wonderful performance opportunities and experiences.

My second year away from home and in full-time training has begun well, I am thoroughly enjoying my training and all the new aspiring dancers I have met. I feel so much more independent and comfortable living away from home. Already in the near future I will be performing with Queensland Ballet in Romeo and Juliet and The Nutcracker, so I am excited to see where the rest of this year takes me.



Ariana Hond.

Before deciding to study dance full-time I had been studying at St Cuthbert's College and balancing my time between ballet, homework and other commitments. I have always enjoyed and done well at school, so the decision to leave school early was a very difficult one for both me and my family. That is why Te Kura has been a perfect solution for me. Time is the most difficult factor at the moment as I train from 9am until 5.30pm every weekday and until 12pm on a Saturday. This doesn't leave me with much spare time, but I enjoy being challenged and continuously encouraged to work harder. At this stage the only thing I can see myself doing in the future is dance – it is hard to look past the biggest passion in my life. But I do have many other areas of interest and talent and you never know what is around the next corner especially as a ballet dancer has a very short career. I am grateful to know that Te Kura has provided me with a sense of security no matter what life throws at me.

Ariana Hond
Year 13

JOSIAH'S LIFE-LONG LOVE OF MOTOCROSS



JOSIAH NATZKE IS NEW TO TE KURA THIS YEAR AND IS COMPLETING NCEA LEVEL 1, HAVING SPENT HIS FIRST TWO YEARS OF SECONDARY SCHOOLING AT HAMILTON BOYS' HIGH SCHOOL.

He is a 'normal' schoolboy apart from the fact that he also competes in the sport of motocross which takes up a lot of his time. This was the reason Josiah chose to make the switch to Te Kura as it enables him to work around his training schedule to gain NCEA as well as compete at a national and international level in his sport.

Josiah has been doing motocross for the majority of his life. He got his first motorcycle at the age of three and started racing at five. This year is the tenth year he has been racing! He got into motocross through his dad who bought him a bike.

It started off as just a hobby, going to local races and just having fun with it, but Josiah turned out to be pretty good – winning some races and getting some good results. Josiah remembers the early racing days as 'lots of battles and fun times'.

As Josiah has gotten older and faster, it gets more expensive and bikes need to be maintained well and replaced often: Air filters after every race; tyres every couple of months, and tyres that need to be changed to suit different tracks; engine rebuilds need to be done every 50 hours to keep the engine fresh, which can be very expensive! As well as keeping the bike in top condition, Josiah needs to stay in peak condition himself to stay at the top of his game. He has to be fit and strong to be able to handle and manoeuvre the bike how he wants it. Training includes a six-days-of-the-week programme. Everyday something will be happening. It differs from TRX strength training to swimming, running, cycling and even, once a week, yoga.

Josiah is fortunate enough to have not had many injuries. There have been some but compared to some of his competitors it is not many. The worst injury Josiah has had was when he came up to a double jump and the bike

malfunctioned on the ramp and hit false neutral, making him lose all momentum and come up short. The impact as he landed snapped his leg and forced him to have time off the bike for three months. This meant that all his fitness was lost. Being in a cast for half that time meant Josiah's knee and ankle stiffened and he had to spend a lot of time at physio trying to recover.

Josiah has just won his first NZ Senior Motocross Championship at the age of 15, having only just moved up to the senior division. It was a four-round series and Josiah won the last three of the four rounds in dominating fashion. It was an amazing and near perfect season and he had fun doing it!

At the moment Josiah is preparing for the Junior World Motocross Championships being held in Belgium on August 9 and 10. This will be a new experience for Josiah, heading to a European country. New foods, language, people, scenery, the list goes on. The competition will be harder with faster riders. Josiah is looking forward to it and – maybe – even coming back with results!



Josiah Natzke

HORSE OF THE YEAR 2014

THE NEW ZEALAND HORSE OF THE YEAR SHOW IS HELD IN MARCH EVERY YEAR. THERE WERE OVER 1800 COMPETITORS FROM ALL OVER NEW ZEALAND, INCLUDING TOP RIDERS FROM AUSTRALIA AND CHINA. THERE WERE SIX DAYS OF COMPETITION WITH THE BEST OF THE BEST BATTLING IT OUT TO TAKE THE HONOURS OF THEIR CHOSEN DISCIPLINE.

In 2012, I won the 13 and under child rider of the year. I missed out last year as my ponies got staggers causing me to scratch them from their classes. But this year had to be the most special. I didn't win any titles, but I couldn't have asked for a better show.

Nobody ever thought that my pony, Sweet Sahara, would compete over 1.05m again after having staggers. We went out in the pony 1.10m class on Wednesday at Horse of the Year to just have one rail down. I was entered in the 1.25m pony championship stakes on one of my other ponies, but was forced to scratch him after he had an injury to his knee the week before. I entered Sahara in it with everyone expecting me to get eliminated.

We came out of the first round of the 1.25m championship also with just having one rail down, making it enough to go through to the second round. This was the first time Sahara had jumped this height. We had a few rails down in the second round but I couldn't be happier with how hard she tried and how far she had come in just two days.

We then went on to come out with seventh place in the 1.20m speed pony of the year. My other pony, Taylorman, just had unlucky rails all week but I couldn't be happier with the effort both ponies put in.

I really can't wait to see what holds for us for next season, having three ponies in the grand prix ring will be very exciting!

Hana Bognuda
Year 11

Student Work Showcase

DWARVES

Living underground,
Deep inside the mountain,
the core of the world.

Mining, hammering, pounding
with heavy iron picks,
Digging for diamonds, silver and gold,
lead, platinum, emeralds.

Ogres, trolls, goblins,
hated enemies of the dwarves.
Greed and jealousy,
Driving them to war.

The final battle begins.
Rage, carnage, loss, destruction,
The once great empire defeated.

As the dwarves flee for their lives
The enemy laughs, and plunders the treasure,
But there is hope,
That the dwarves will come back
and recover their treasure,
Deep inside the mountain.

Paul Pham, Year 7

THE SUNSET

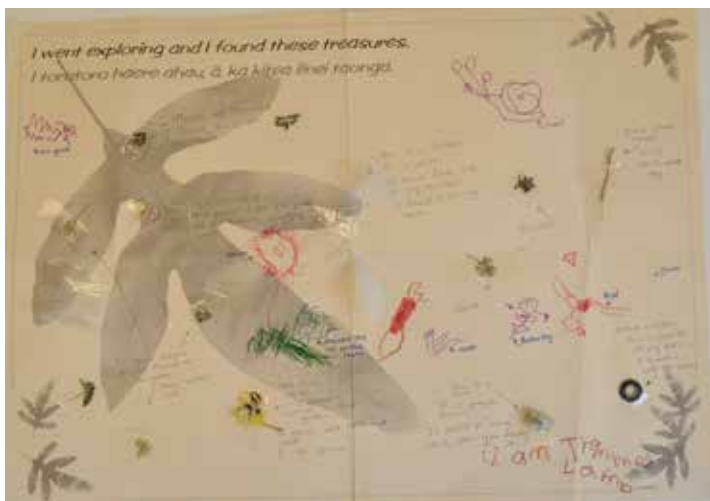


Framed in the light blue velvet sky, the sun dragons were busy setting fire to the clouds. I was sitting on a hill, watching the sun sinking slowly into the sea and gazing at the clouds glowing with magical light – half like flickering flames, half like puffs of smoke, and the mysterious silhouette of the hills, as dark as midnight blue. When I turned and faced the opposite coast, the sea was deep red and above it the clouds were like pink candyfloss making me long to swoop over and land on their fluffy bulk. Moments later I turned and looked over my shoulder.

The flaming clouds had stopped burning and smouldered slowly into a dark smoky grey, while the colours of the sunset faded slowly away.

Lucy Forgan, Year 6

EXPLORING



Thomas Lamb, age 4

FIZZING, FOAMING AND ALL THAT FUN STUFF

Last week on Monday and Tuesday I had school days in Nelson. There were more than 24 children, 28 parents and our teachers Margaret and Kevin were there too. We also had a helper teacher called Mel.

We were learning about Science. It was really fun. We did experiments where we learnt about gases and reactions. We made a gas by adding baking powder to vinegar. It bubbled and fizzed and my friend Lucy's exploded over the top of her jar. We learnt that these reactions don't happen all the time. You have to mix the right things to do it.

We also made rockets that went over the back yard. One even landed on the roof.

On Monday we did some ball skills with big bouncy balls. We had to work together. It was so hard to hold the balls still.

On Tuesday we did an obstacle course with our bikes in the car park. We had to listen to instructions and follow them. It was a wee bit hard.

The last thing that we did was gymnastics with Emily and Julie. This was the best part. We learnt how we could do hand stands and we did roly-polys. We had to put a ball on our head and keep it there. It was a big ball it was hard for me.

School days are so much fun.

Emma Coates, Year 3

GOING TO THE SCHOOL DAYS IS A LOT OF FUN



I got to meet my new teacher. His name is Kevin and he spent time with me. I think he is really nice. He showed us how to make fizzy paint and how to bounce magic putty. We learnt about chemical reactions and rocket science and did lots of fun fizzing and foaming experiments. I made new friends and got to play with my old friends and see Margaret again. There were lots of exciting activities. My favourite was making a hula hoop house.

I wish there were more school days!

By **Annabelle Forgan**, Year 4



Tayla Hamilton and Kadie Simpson
make gloop
at the Nelson
school day.



Nelson group



Jack Daly
and his
hat, Year 2

MY POSSUM STORY



One day Lucas set a possum trap in the trees. I told him that he was not going to catch anything because there was no food in the trap but he did not listen. But one night Nigel shot a possum and put it in Lucas's trap. The next morning Mum told Lucas to look in his trap and when he saw it he got so scared and ran away and woke me up to go kill it.

When I took the first look I knew straight away that he got pranked because I could see the bullet hole in its head.

Marshall Johnston, Year 8



Kimberley Fraser, Year 10

MY TRIP TO AN ANCIENT CITY



*Pyramids
at Giza.*

In July 2012 my family and I travelled halfway across the world to a famous place known mostly for its history. This place was to be our home for a year. A whole year, that at first would take forever then all of a sudden speed up and then pass on by. Egypt. Egypt is at the top of Africa.

As soon as we arrived, the heat landed on us. It was hotter than I expected, at about forty degrees. We left our cold winter in New Zealand to a hot and dry summer of a desert of Egypt. It felt like we had stepped into an oven.

We lived in a city known as Cairo or Al-Qahira in Arabic, meaning victorious. The city contains over 8.5 million people. The total population of Egypt is approximately 85 million people. Cairo was the biggest and busiest city I had ever seen in my life. Everyone was rushing around. There were people travelling on buses. There were markets with many poor people sitting on corners selling things like packets of tissues. Shops were everywhere, as far

as the eye can see. There were people in cars, bikes and even on donkeys. It seemed so lively, colourful and different.

People live in tall concrete buildings, with as many as ten levels. The houses were like flats with tiled floors. In Egyptian houses you would never see carpet but they use rugs that they bring out only in winter. Tiles were everywhere, work, home and school. Most apartments had fans or air conditioners. Their food was wonderful and very different at the same time. Fuul (Fava beans) was mixed with olive oil, parsley and tahina, or they have tamiyya made from crushed broad beans and herbs which are then deep fried. They had plenty of imported food as well as their own food. But most of all their local food was cheaper to buy or even make and always the best.

Going to school was a big worry for me, but it didn't turn out to be that bad. School there teaches you to love what you learn. Not many are big and

flash but their education is. Some of the subjects were Quran, maths, English, French, grammar, computer studies, science and Islamic studies. A van or a bus would usually come to pick up kids and drop them off. They weren't the safest because no one had a seat belt and there were too many children in one van but they did their job.

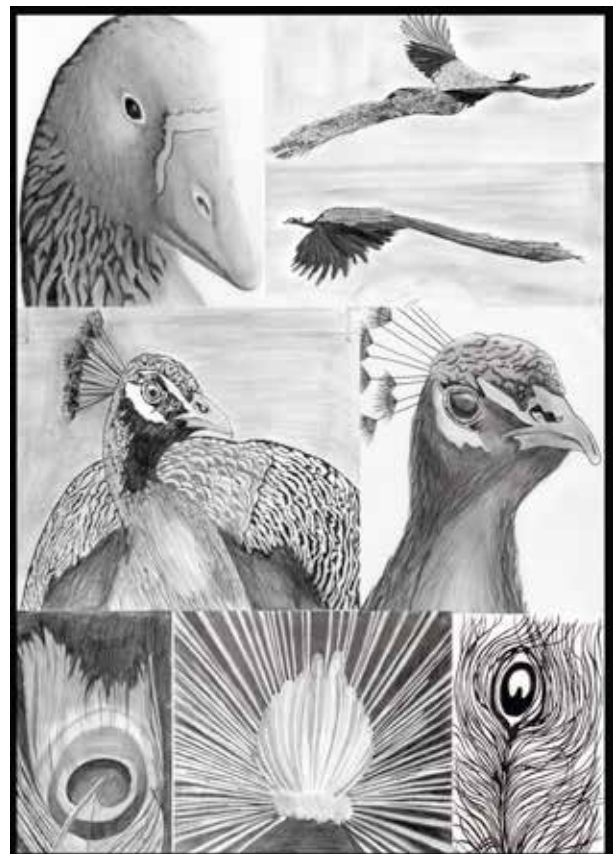
We travelled to Giza to see one of the Seven Wonders of the World. The pyramids are in the middle of a desert, a busy and poor city. We rode camels in Giza. The camels are trained well although they are always moaning and groaning. We went to the citadel, Al-Azhar, the oldest Islamic university which is now a place for tourists as well as a place for locals to pray. We also visited Alexandria where we stayed in a small motel close to the only beach we saw in Egypt. The water looked very blue but there was a little bit of rubbish in it. After exploring the outside, the roads, the markets and the trams and trains, we also got to see some historic places like Qait Bay Castle, Pompeys Pillar (where there was the sphinx of Yellow Diorite from the time of King Ramesses the second) and underground tombs. We rode in a boat on the river Nile at night with hundreds of colourful lights.

Egypt, known for the historic places, markets, and wonderful food, was the best place we could have stayed in. We had a great time exploring and travelling and learning. The city was the biggest and busiest we had ever seen. I learnt a new language, saw many places, learnt a lot of history and visited the historic places.

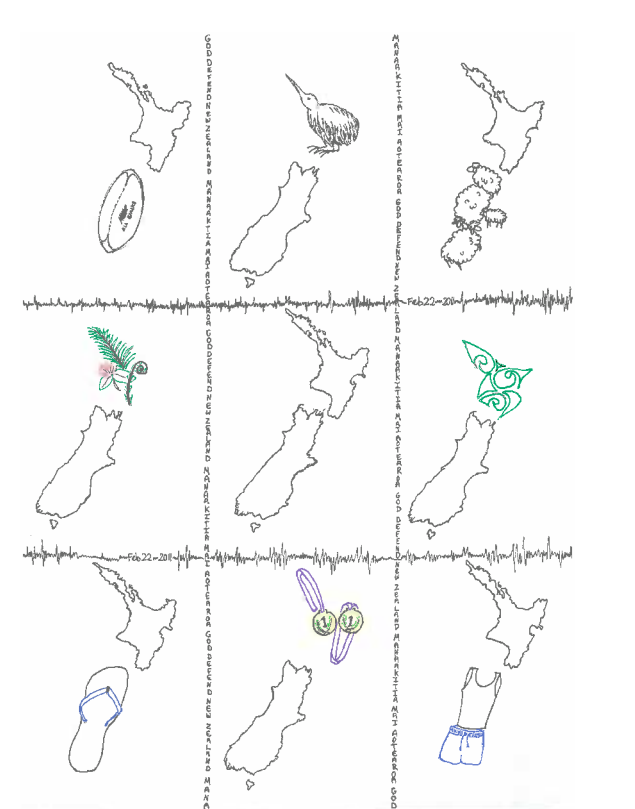
Teana Backhouse-Smith, Year 9



Cshahlym Hill and her art, Year 4



Lexy Hubers, Level 3 Painting



Salome Schwartfeger, drawings of New Zealand, Year 12

TE ARA HOU AUTHENTIC LEARNING PROJECT



Emily Medcalfe (second from left) with her whānau singing a waiata at the mural presentation.

DURING THE LAST TWO TERMS OF 2013 A GROUP OF TE ARA HOU NORTHLAND STUDENTS WORKED WITH MEMBERS OF THEIR WHĀNAU TO EACH PRODUCE A MURAL ENCOMPASSING ASPECTS OF THEIR PERSONAL HISTORY AND/OR LOCAL HISTORY. ALTOGETHER EIGHT OF OUR STUDENTS TOOK PART IN THE PROJECT.

Each participant kept a visual diary for their research, ideas, sketches and plans for their mural. Stretched, framed canvases were used for their final artworks and, if they wished, any combination of painting, weaving, carving, or other three dimensional work could be incorporated into their mural.

An important aim of the project was to develop students' research skills. This included interviews and exchange of ideas with whānau members, and other relevant people living in the district. Some students made photocopies of old family photographs or took their own images of the area under research. Productive use of local facilities for finding facts was also important and some students used local libraries and museums to gather information.

Students recorded their findings into the visual diary. Many found the diary really exciting because they collected such important information, and for some this was the first time that the whānau had

collated it all together. Most students are continuing to add information to it, and realise this is a very valuable possession not just now but for years to come.

After all the research was completed, ideas were explored and developed into the final design for the mural decided by the student and whānau.

At the end of term four all participants were invited to come together at The Hut, which is part of The Pulse in Whangarei. (The Hut is the name given to the whare at The Pulse, which is used for a variety of activities, welcomes and farewells.) They brought with them their own completed mural to put together with the others.

The day began with everybody being welcomed onto the marae. Once inside The Hut, kaumatua Daniel Hauraki talked about the mural project that had brought us all together. Then one at a time students and whānau presented their murals and told us about the meanings behind them.

It was very moving to hear the different histories that had been explored and how some whānau members had travelled a long way to share stories with their loved ones in a place that was special to them. This was a time of celebration and learning.

We are all very proud of the personal learning that these students have participated in through the treasured times they have spent with whānau and the

special places they have learned about and shared with us all.

The end product is a collaborative artwork made up of six murals from eight of our Te Ara Hou students and members of their whānau. Currently this is on display in the reception room at The Pulse in Whangarei. People are very welcome to go and see it there.

Huri rauna i te āhi

Kei raro i te rakau

Kei raro i te maru o te pari

Kei konei nga wahi mo te whakanui me te ako

Around the fire

Under the tree

In the shelter of the cliff

These are the places of celebration and learning

Students who took part in this project were: Brandon Birch, Justin Birch, Desmond Karena, Emily Medcalfe, James Pratt, Thomas Pratt, Tohunga Riwai, Chacone Wati.

The project was instigated and directed by Judy Mitchell, Te Ara Hou and Visual Arts teacher.



Chacone Wati and her whānau.



Desmond Karena and his whānau.

SPECIAL ASSESSMENT CONDITIONS (SAC) AT TE KURA

STUDENTS WITH PHYSICAL, MEDICAL, SENSORY OR LEARNING DISABILITIES MAY BE APPROVED TO HAVE SPECIAL ASSESSMENT CONDITIONS (SAC) FOR NCEA ASSESSMENTS.

SAC includes things like being allowed to have someone (not a family member or friend) read or write the assessment for you if you have dyslexia, or being able to sit your exams in a separate room if you have attention problems.

These are only two examples of SAC. To get more information, check out our website <http://www.tekura.school.nz/student-toolkit/special-assessment-conditions> and if it applies to you, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email jennifer.hardiman@tekura.school.nz



If you are a SAC student who has recently come to Te Kura from another school, it is important that you contact Jennifer as soon as possible.

STUDENTS STUDYING NCEA COURSES

By now you should have received your 2014 NCEA Payment and Registration pack. This pack includes instructions for completing your NCEA registration on our website, as well as payment of your 2014 NCEA fee. Your personalised pack includes:

- 2014 Financial Assistance application (if eligible to apply, your 2014 NCEA fee will be reduced)
- Exam Centre Permission form (for those also registering to sit end of year exams)
- instructions for completing your online NCEA registration, and
- instructions for paying your 2014 NCEA fee.

If you didn't receive a pack, please go to our website www.tekura.school.nz/student-toolkit/ncea-registration and follow the instructions.

VALUE OF ROUTINES FOR STUDENTS AND SUPERVISORS

SUPERVISORS ARE OFTEN BUSY PEOPLE WITH A WIDE RANGE OF RESPONSIBILITIES AND ROLES ON TOP OF THEIR JOB AS A SUPERVISOR.

Good routines, flexibility and a clear understanding of daily/weekly commitments can help both the supervisor and the student to manage their "school time."

It is useful for a supervisor to set workable routines for the school week. Routines help to ensure:

- students have time during the school day to complete their work
- students have time at the end of the day for their own social time or other commitments
- supervisors have time to prepare for their student's school day
- supervisors have time to support their student through the school day.

Visual timetables are useful for all students and can also inform others in the house of the importance of study time. Younger students respond well to familiar routines, lots of breaks and plenty of praise. Older students tend to study independently. They can put routines to good use by chunking their study time in order to make the best use of their free time.

Supervisors can contact Adele Harris, our Supervisor Support Advisor, for advice on supporting their students. Adele can be reached during term time by email to adele.harris@tekura.school.nz or call her on 0800 65 99 88 extension 8244.

INNOVATION IN EDUCATION: TOKU MOEMOE

IN MARCH TE KURA HOSTED EDUCATIONALISTS FROM NEW ZEALAND, AUSTRALIA, USA AND MALAYSIA WHO WERE IN WELLINGTON TO ATTEND THE 'INNOVATION IN EDUCATION' CONFERENCE. OVER 160 PEOPLE REGISTERED TO ATTEND THE THREE-DAY CONFERENCE AT TE PAPA TONGAREWA, THE MUSEUM OF NEW ZEALAND, INCLUDING STUDENTS FROM TE KURA AND TE AUTE COLLEGE WHO SHARED THEIR EXPERIENCES OF BIG PICTURE-STYLE AUTHENTIC LEARNING.

Speakers at the conference included Minister of Education Hekia Parata, co-founder of Big Picture Learning in the USA Elliot Washor, co-founders of Big Picture Australia Viv White and John Hogan, and Rachel Bolstad, Senior Researcher at the New Zealand Council for Educational Research.

Te Kura Chief Executive Mike Hollings, who is also on the Board of Big Picture Education New Zealand which co-hosted the conference with Big Picture Education Australia, says the conference was a great success.

"It was an opportunity for teachers in particular to hear about how authentic learning programmes can increase engagement and achievement, and what other schools, nationally and internationally, are doing to implement this approach with their students.

"The feedback we've received has been very positive, especially in response to the stories our students shared."

LIVING SPRINGS CAMP



TEN STUDENTS, AGED EIGHT TO 14, CAME FROM AS FAR AFIELD AS MARLBOROUGH AND WAIMATE TO ATTEND THE LIVING SPRINGS CAMP IN GOVERNORS BAY LAST TERM.

It was a hot and glorious day (well really it was overcast and looked like it was going to rain) as we waited for everyone to arrive at our meeting point. After a quick round of introductions we headed off on our walk into Living Springs. A nice gentle walk around the edge of Governors Bay lulled us into a false sense of security. Suddenly we were faced with the task of dragging ourselves up snow covered mountains, past raging savage beasts (or maybe just a big hill and the local farm animals at the Living Springs farm) until we arrived at our destination.

After a quick lunch and a little sort out of who was sleeping where, we headed over to the low ropes course. Students broke into small groups and helped each other through the various obstacles. It was great to see the smiles and laughter emerging from the groups as everyone made their way through the course. Without warning, the sky blackened and rain poured down, it was every person for them self as a crazy (but controlled) rush for the safety of our building occurred. Some were greeted with leaky rooms so after a few room changes and a change into dry clothes, we sat down to hot chocolate and afternoon tea.

We then moved on to a series of indoor team building activities. Two activities were particularly entertaining to watch. The first involved stacking 100 cups with no more than 12 touching the ground. The second was a challenge to transport a rolling marble into a bucket using pieces of pipe. We were glad to complete these activities in the comfort of our lounge, in front of a warm fire.



After a dinner of burgers and chips we headed across to the swimming pool, for a crazy netball/ water polo style game (which, for the record, the girls won!) and a wee bit of a challenge to see who could walk on the most foam mats across the pool. After another hot chocolate we wearily made our way to bed to rest up for the next day's adventures.

Day two started with tree climbing. Students on the ground held safety ropes and offered encouragement to the climbers. There were a few monkeys in the group who seemed to be able to shoot to the top and back down in the blink of an eye.

After morning tea, it was the activity we were all waiting for – air rifles and archery. It would be safe to say that Katniss Everdeen was nowhere to be seen in our group.

After lunch we headed out to the trampolines to await our various rides home. It was a great camp and awesome to see the smiles on everyone's faces as they made their way home.

Vanessa Burton
Kaiako, English and Te Ara Hou
Southern region