

CONNECTING
TE KURA STUDENTS

link up.

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

MARCH 15 | ISSUE 23



- NEW COURSES OFFER RICH LEARNING EXPERIENCES
- 2014 STUDENT PRIZE WINNERS
- FREE SOFTWARE FOR TE KURA STUDENTS
- HUARAHĪ TRADES ACADEMY

Ko Tā Mike Kōrero



Mike Hollings

AT ITS MEETING IN FEBRUARY, THE BOARD OF TRUSTEES APPROVED THE 2015 CHARTER AND ANNUAL PLAN.

It describes the school and how it operates, our vision and goals, plus key initiatives or focus areas for the school and performance targets for the year.

A major focus for Te Kura in 2015 is the implementation of our online learning strategy. Alongside the completion of our new online courses at curriculum levels 3–5, the integrated programme Te Ara Hou will be converted for online delivery and work will begin on redeveloping NCEA course materials as interactive online courses.

A key element of our strategy is ensuring our full-time students have access to a suitable device and connectivity. During 2015 we will explore opportunities to increase access to connectivity among those students, including philanthropic support and community-based initiatives. To date, we have provided laptop computers or connectivity subsidies to 28 families of students who are enrolled in Te Ara Hou (years 9 and 10) and/or one of our new online courses. You can read more about the new courses and our assistance programme on pages 9–11.

The online learning strategy sits alongside our commitment to develop teaching practice in line with the principles of future-oriented teaching and learning and Education 3.0. We will continue our focus on personalised, authentic learning programmes by consolidating our authentic learning practices and further increasing the number of teaching staff located closer to their students. At the end of 2014, 66% of staff from our teaching wāhanga, Learner Services, were located in their region. In line with this increased presence in our students' communities, we held four regional prize giving ceremonies last year, instead of one ceremony in Wellington. You can see a list of prize winners and photos from those ceremonies on pages 4 to 8.

2015 will be year two of our four-year authentic learning pilot, set up to determine the impact of our Big Picture-based authentic learning approach and face to face support for students who are at risk of not achieving at school. We will update you on the pilot throughout the year, beginning with the Hastings advisory Tika Tonu, which you can read about on page 22.

The Charter and Annual Plan 2015 is available to view or download from our website at www.tekura.school.nz

Congratulations to our eight Scholarship recipients for 2014. Two of these students received an Outstanding Scholarship (in Japanese and economics) and one student was awarded Scholarship in two of her subjects (history and classical studies). We wish you all the very best for your future endeavours.

Mike Hollings
Chief Executive

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Front cover photo: Tika Tonu students Page Toki, Arama Puriri-Lim and Caitlin Thornton explore opportunities

Feature Stories

PRIZE GIVING 2014

TE KURA'S STUDENT PRIZE WINNERS HAD THE CHANCE TO ATTEND A PRIZE GIVING CEREMONY IN THEIR OWN REGION LAST DECEMBER.

Instead of one main prize giving ceremony in Wellington, ceremonies were held in Auckland, Hamilton, Wellington and Christchurch – meaning more students and their whānau could attend their school prize giving. The regional prize giving ceremonies also gave local Board members the opportunity to participate in addition to attending the Central South region prize giving in Wellington.

Chief Executive Mike Hollings says the shift away from one national prize giving ceremony in Wellington reflects the significant change that has occurred in the way Te Kura delivers teaching and learning.

‘With the majority of our teaching staff now located in the regions where they are closer to students, we have created opportunities for students to receive face to face support and build strong relationships with their teachers. So it is fitting that they are able to celebrate their successes with those teachers and with other students in their area.’

Mike says he was lucky enough to attend both the Wellington and Auckland prize giving ceremonies. ‘Each ceremony was different and it was great to see so many students and whānau taking the opportunity to come together, meet their teachers and celebrate what they achieved over the course of the year.’

Te Kura awards cross school prizes for determination and effort, prizes for the top performing student in each subject and regional certificates for effort or achievements during the year. The Dux Award for overall excellence is based on academic achievement, and in 2014 it went to Northern region student Laila Alkamil. Central South region student Sam Powick was awarded the Chief Executive Officer’s Prize for meritorious work, runner up to the Dux Award.

The Te Kura Achiever Award was a new award in 2014 which recognised students who had shown outstanding determination and commitment. It was awarded to six students, including brother and sister Joel and Siska Falconer.

Congratulations to all of our prize winners!

CROSS-SCHOOL PRIZE WINNERS

TCSPSA Dux Award for overall excellence in year 13
Laila Alkamil

CE Officer’s Prize for meritorious work
Sam Powick

Te Kura achiever for outstanding determination and commitment
Hannah McGill, Joel Falconer, Siska Falconer, Jack Yeoman, Matthew Beardsworth, Courtenay McGregor

Ex-pupils Association Prize for outstanding determination
Cameron Thomson, Rhiannon Harris

Award for a Māori student who has made the most improvement in their studies
Brooke Tupaea, Leon Teraki

Rural Women New Zealand Golden Jubilee Prize for general excellence and attitude to schoolwork for any students living in a remote area
Samuel Abbott, John Wyllie

Elizabeth Boraman Memorial Prizes for students who has made good progress in their studies
William Nesdale, Jordan Ellender, Cameron Henderson, Emily Johnson, Mitchell Weaver

Ruby Harris Prize for the Special Education student who has raised the standard of his or her education by courage and perseverance
Jean-Paul Roberson

The Special Education Prize for significant achievement in Life Skills in years 11 to 13
Te Mataa McGuire

Adult Language Prize for achievement, progress and enthusiasm in Languages
Dawn Hendry

SUBJECT PRIZE WINNERS

Award for outstanding effort in any or all of the Arts in years 7 to 10

Matthew Beardsworth

70th Jubilee Prize for excellence in Art by a senior student

Ji Young Yoo

Prize for excellence in Art History by a senior student

Hannah O'Byrne

Ruth Crisp Prize for original work

Fiona Rangi-Isaako

The Janet McKenzie Memorial Prize for excellence in English in year 6

David Levy

Kathleen Evans Memorial Prize for outstanding effort in English in years 1 to 6

Charlotte Ferguson

Prize for excellence in English in years 7 to 10

Hope Mauchline

Award for outstanding effort in English in years 7 to 10

Pei-Lin Lee

Millicent Mason Prize for high literary ability in year 11

Kaydia Owsley

Prize for outstanding effort and achievement in the Gateway programme

Ryan Hawes

Health Prize for excellence in Health and Physical Education by a senior student

Edward Vos

Award for outstanding effort in e-Learning in years 1 to 6

Alex Stephens

Award for outstanding effort in years 7 to 10 in Spanish

Tassilo Abbott

Judith Waugh Prize for excellence in Latin

Aiden Pons

Prize for excellence in Spanish by a senior student

Chloe Bainbridge

Prize for excellence in German by a senior student

Nina Bowley

Prize for excellence in Japanese by a senior student

Sang-Ho Kim

Prize for excellence in French by a senior student

Joy Britten

Prize for excellence in Te Reo Māori by a senior student

Phadray Brown

Award for outstanding effort in Mathematics and Statistics in years 1 to 6

Frank Stedman

Prize for excellence in Mathematics and Statistics in years 7 to 10

Matthew Beardsworth

Award for outstanding effort in Mathematics and Statistics in years 7 to 10

Brian Lee

Prize for excellence in Mathematics with Calculus

Elinor Tsen

Prize for excellence in Mathematics and Statistics

Johanna Basevi

Prize for excellence in Science in years 7 to 10

Jack Williams

Award for outstanding effort in the Sciences in years 7 to 10

Jonathan Mauchline

Prize for excellence in Agriculture by a senior student

Andrew McIlroy

Prize for excellence in Biology by a senior student

Laila Alkamil

Prize for excellence in Chemistry by a senior student

Laila Alkamil, Liam Baker

Prize for excellence in Physics by a senior student

Laila Alkamil

Award for outstanding effort in Social Studies in years 7 to 10

Ella Wilson, Zac Rayward

Prize for excellence in Economics by a senior student
Sam Powick

*Jenny Armstrong Memorial Accounting Prize
for outstanding work in Accounting*
Irene Anderson

Prize for excellence in Geography by a senior student
Isaac Martin

Prize for excellence in History by a senior student
Bella Cameron

*Betty Guard Memorial Prize for outstanding work in NCEA
Level 1 History*
Wirihana Eriepa

Award for outstanding effort in the Te Ara Hou programme
Hope Mauchline

Reta Watson Prize for excellence in Graphics in years 7 to 10
Taran Kern

*Vic Watson Memorial Prize for excellence in Technology in
years 7 to 10*
Jessica Allen

*The Willsher/Wood Prize for outstanding effort in Text and
Information Management*
Brooke McClure

*Joyce Cooper Memorial Prize for effort and achievement in the
study of textiles*
Lilliano Blake

Prize for excellence in Graphics by a senior student
Liam Baker

Prize for excellence in Technology by a senior student
Sasha Smith, Morgan Diprose

Prize for excellence in Computing by a senior student
Fiona Rangi-Isaako

Prize for excellence in Pathways by a senior student
Casey-Lee Hurley

*The Huarahi Trades Academy Award for outstanding effort
and achievement in Huarahi Trades Academy*
Bryce Allen

DUX AND CHIEF EXECUTIVE OFFICER'S PRIZE WINNERS



Laila Alkamil, pictured with Board Chair Karen Sewell
Self-motivation has been key to Laila's success since enrolling at Te Kura midway through 2013. At that stage she focused on NCEA Level 2 externals, but then spent her summer holidays completing Level 2 internals. This dedication has underscored Laila's approach to Level 3 this year. Her teachers praise her logic, her ability to process feedback constructively, her initiative and her critical thinking skills. Four top subject awards – in Physics, Chemistry, Biology and English – reflect both her intelligence and her determination to achieve at a high level.

Laila balances her academic work with playing the piano and has a keen interest in handcrafts. All of her teachers have enjoyed her responsiveness and friendly communication. Next year Laila is intending to study urban planning at Auckland University.



Sam Powick

Sam is a strongly self-motivated student who has achieved excellence grades across many of his internally assessed topics and in our practice examinations. He has a clear sense of purpose and the ability to act upon advice and feedback to improve his performance. Sam displays exceptional

talent in writing, employing language and thinking beyond his years. His teachers hold him in high regard and are unanimous in their praise for his work.

Sam intends to study at Massey University in 2015.

We wish Laila and Sam the very best for their tertiary studies in 2015.

Ryan Hawes

Ryan was awarded the prize for outstanding effort and achievement in the Gateway programme and was the guest speaker at the prize giving, where he shared advice about making the most of one's time at Te Kura.

Ryan gained NCEA level 1 in 2013, after joining Te Kura full-time at the end of term 1. He completed NCEA level 2 by the end of term 3 in 2014 and used the Gateway programme to experience practical work and earn credits towards his NCEA qualifications.



Leon Teraki

Leon was awarded the prize for most improvement in his studies. Leon has attended a number of schools before enrolling with Te Kura. In 2014 he returned over 30 booklets, attended an Invercargill tutorial and spoke with his learning advisor every week. He hopes to gain NCEA level 1 and undertake an apprenticeship in building.



Courtney McGregor

Courtney received the Te Kura Achiever Award for all-round achievement, dedication and commitment. Courtney returns all her school work to a high standard. This has seen her gain most of her credits at an Excellence or Merit level. Although Courtney is in Year 11 she is already taking some NCEA level 2 subjects. Her goal for 2014 was to gain NCEA and represent NZ in gymnastics at the Commonwealth Games. She was selected for the team but was injured during training so was unable to compete. Courtney trains six days per week for her gymnastics and is incredibly well-organised, so fits in all schoolwork as well.



Leon and Courtney pictured with Te Kura Board member Gillian Heald.

William Nesdale

William was awarded the Elizabeth Boraman Memorial Prize. He started the year working on a mix of 000 courses and NCEA Level 1, but showed such commitment and effort that by the end of term 1 his teachers were ready to promote him to Level 1. Throughout the year he has shown great dedication to his schoolwork. He attends weekly tutorials for maths, English, music and PE, as well as weekly advisories. He has grown enormously in confidence after starting the year as a very shy young man and is now an active participant in group discussions. He also performed a guitar solo in his music tutorial.



Matthew Beardsworth

Northern region student Matthew Beardsworth won three prizes: Outstanding effort in Arts in Years 7 to 10, Excellence in Mathematics and Statistics in Years 7 to 10, and the Te Kura Achiever Award for outstanding determination and commitment.

A year 10 student in 2014, Matthew enrolled in six NCEA subjects and by the end of the year had gained 104 credits in Level 1 and eight in Level 2, achieving Excellence in all but two standards. He won a prize award in the Australian Mathematics competition and came second in New Zealand for the Otago Mathematics Competition.

Matthew is an outstanding musician with a gift for writing music. He plays the violin, viola, arranges music, composes, conducts and is a member of the North Shore Junior and Youth Orchestra. Matthew is also on the way to gaining his black belt in karate, is involved in 'Sailability', as well as being a 'puppy walker' for biosecurity dogs.



THE RURAL WOMEN NEW ZEALAND GOLDEN JUBILEE PRIZE FOR GENERAL EXCELLENCE AND ATTITUDE TO SCHOOLWORK FOR A STUDENT LIVING IN A REMOTE AREA

AWARDED TO TWO SOUTHERN REGION STUDENTS, SAMUEL ABBOTT AND JOHN WYLLIE.

Samuel is a keen student who completes work very regularly, even in holiday time. He is an able and keen reader and making good progress with his writing. Samuel has also worked online despite having only limited internet access. He has excellent practical skills and is in the process of building a boat to hold two people, supported by his father and Te Kura resources.

John is a hardworking young man who has taken up all the opportunities offered by Te Kura. He has attended tutorials whenever possible, even though it involves hours of travel, as he lives on the far side of Golden Bay. Through his regular return of work and attending courses, including Gateway, John gained level 1 and 2 NCEA in one year. His passion is to work in the agricultural industry, in particular shearing and shepherding, and he is well on his way to achieving this goal.



Samuel (top) and John with Board member Gillian Heald.

NEW COURSES OFFER RICH LEARNING EXPERIENCES

TE KURA STUDENTS ARE WORKING THROUGH THEIR FIRST MODULES IN A RANGE OF NEW ONLINE COURSES AVAILABLE THROUGH OUR ONLINE TEACHING AND LEARNING ENVIRONMENT (OTLE).

The new online '000' courses (so-called because the course codes all contain three zeros) replace 13 year 9 and 10 courses that were developed in the 1990s. The new courses include a mix of text and other online resources – such as quizzes, games, audio and video files – as well as practical activities students can complete offline.

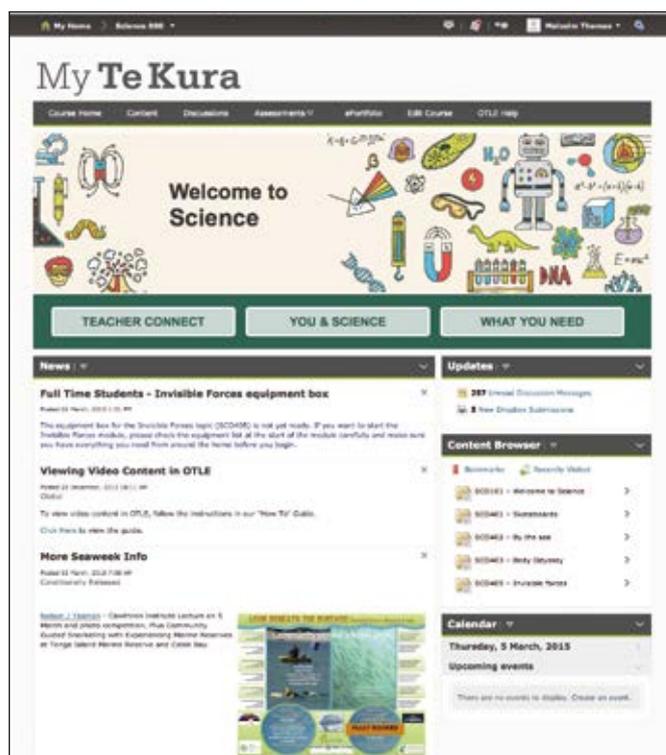
The OTLE is a password-protected area which is accessible through our website and offers students a wide range of online tools and resources to use in their learning.



To introduce students and their supervisors to online learning we have created an introductory course called OTLEHUB, which explains how to navigate OTLE and upload assessments to the OTLE dropbox, as well as some of the tools and resources students will come across, such as discussions, Thinglink, Padlet, Popplet and lots more.

Students won't be spending all their time online as there are plenty of practical, offline activities as part of each course that will stimulate students' thinking and allow them to practise their skills.

Senior Teacher Lyndsey Bass, who has written some of the new 000 science modules, says online learning provides richer experiences for students. 'Students can connect with others who have common interests, and we can link students directly to the science community, virtual labs (where students can manipulate variables and get instant results) and virtual field trips.'



Online learning is particularly useful for science as many of the concepts are abstract. 'So with the use of digital media, animations and videos we can now illustrate these abstract concepts,' she says, 'such as the movement of particles.' Online resources can also be more responsive and updated much more regularly to keep in line with current curriculum and current scientific theory.

Lyndsey has used a range of online tools in the science modules, and all have their own advantages – for example, quizzes in OTLE can provide instant feedback, and the use of Google Docs allows for real time collaboration: teacher-student and student-student. 'Of all, I think the discussion tool has the potential to be the most powerful. For a subject like science, discussion with peers and teachers is a key way to facilitate students moving from an everyday view to a scientific view of phenomena. When a student shares a comment in the discussion, teachers and fellow learners can respond instantly, questioning and guiding the student. Discussions often also bring up further areas of interest, providing opportunities for learning that is authentic to the needs of each student.'

Another advantage of online learning is that students can get feedback on their learning much sooner. When work is submitted online, the teacher can see it straight away and respond to the student much sooner.

Sharee Chapman, who has written modules for the new social studies course, says learning online enables students to explore and experiment, think critically and work creatively.

‘The topics come alive, and students become more active and reflective learners.’

Sharee says online learning gives students more control over their learning and the direction it might take.

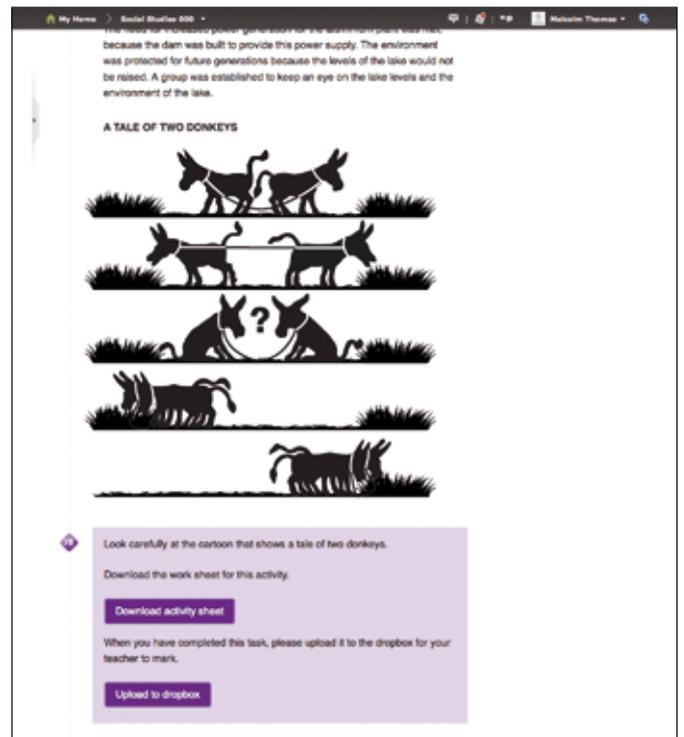
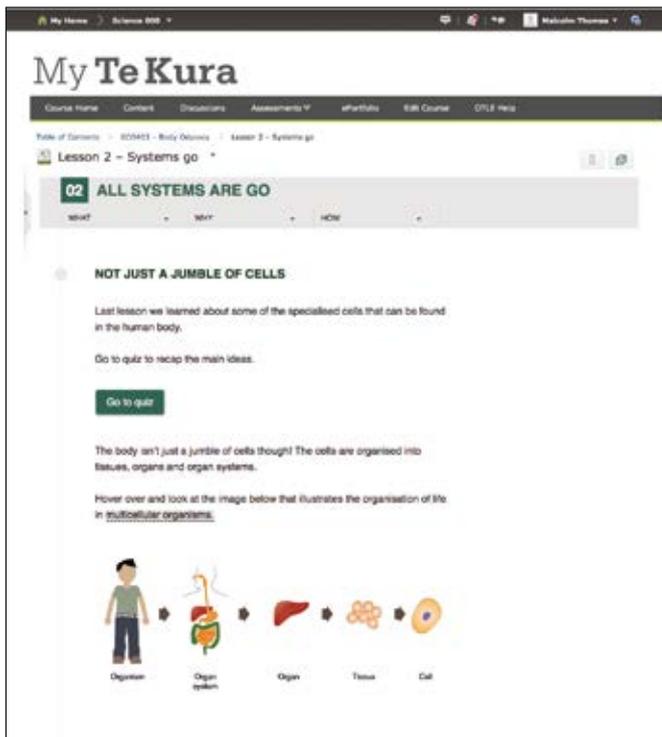
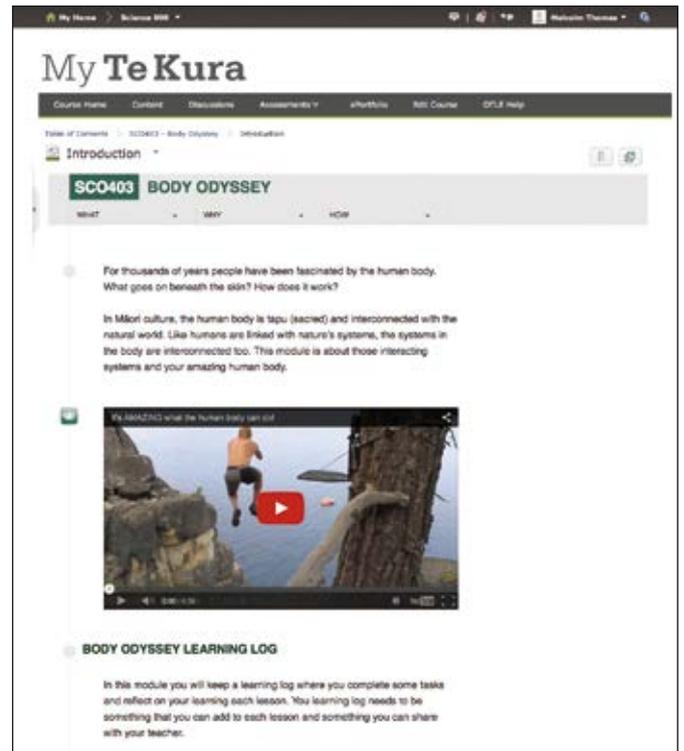
‘There is more flexibility and scope to investigate things that they might be passionate about and interested in.’

Webquests, videos, Padlet, Google Docs and Google Earth are some of the online tools she is excited to be using in the modules she’s writing. ‘Webquests promote inquiry learning and give students the opportunity to drive their own learning and engage in problem solving activities. Videos help to support the learning and make ideas come alive.’

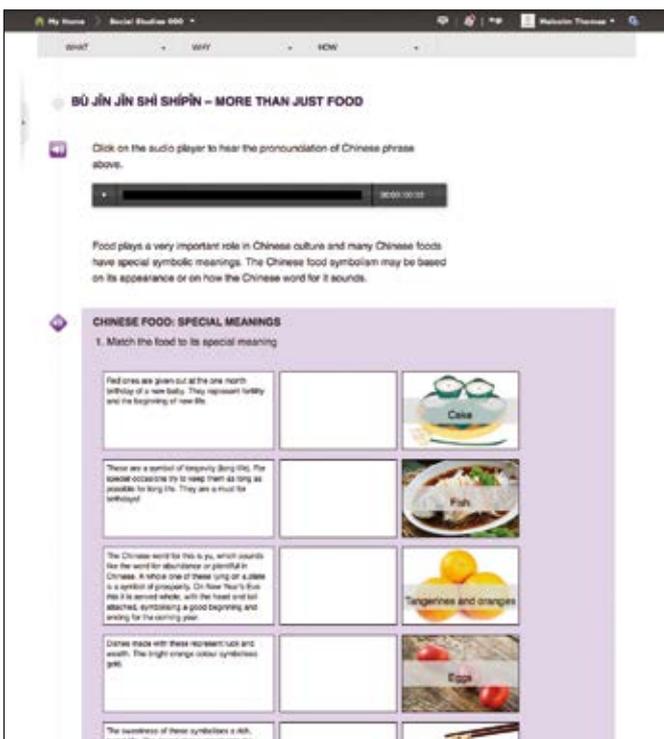
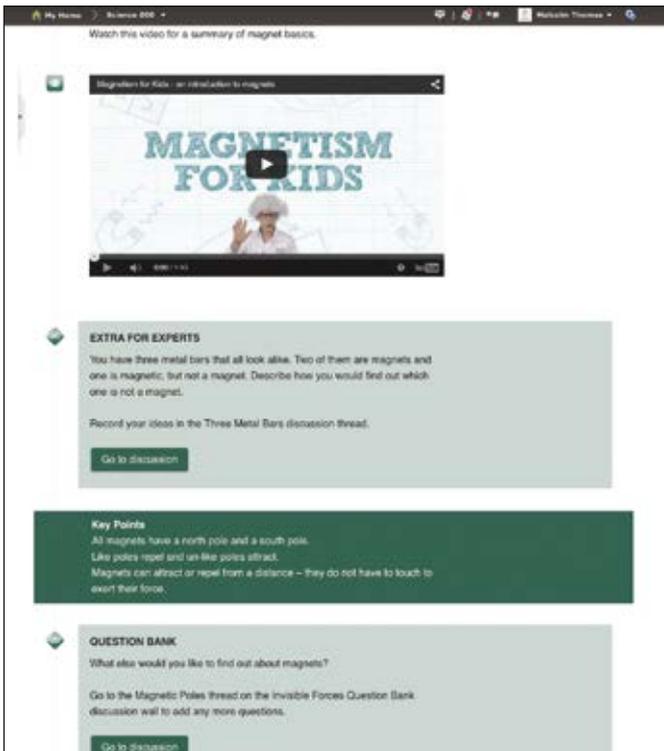
OTLE allows students’ learning to be personalised and responsive. For some of the new courses (including maths and English) the first activity students complete is a diagnostic that enables their teacher to determine the level the student is working at and choose the most appropriate modules for them to focus on. The teacher can then use functionality built into the OTLE (called release conditions) to make the next appropriate modules available to the student. In other courses – such as technology and social studies – students can choose from any of the modules which teachers have released to them.

Typically, once a student has submitted an item for assessment through the OTLE dropbox, their teacher releases the next module for the student to work through.

In addition to the assessment items students upload to the OTLE dropboxes, the online self-assessed activities they complete – such as quizzes, surveys, drag and drop exercises, etc. – are accessible to the teacher, so they can see how each student is progressing.



There is also functionality within the OTLE for each full-time student's supervisor to monitor their student's learning activities. We are testing the functionality before making it available to supervisors, which we hope to do within the next few weeks. In the meantime, we encourage parents and supervisors to sit down at the computer with their students to get an understanding of what they're doing and how the OTLE works.



LAPTOP AND INTERNET ASSISTANCE

Students enrolling in the new courses or in years 9 and 10 of the integrated programme Te Ara Hou need access to a computer with internet connectivity.

Te Kura is able to offer assistance to eligible families whose full-time year 9 and 10 students are enrolling in Te Ara Hou and/or one of the new 000 courses. Eligible families can apply for access to a device (a re-conditioned laptop computer) and/or a subsidy towards the cost of internet connectivity. The subsidy is a \$30 monthly payment deposited into the applicant's bank account during the school year.

To be eligible for assistance, applicants must be the person who is primarily responsible for the education of the student. Applications must also meet the following criteria:

- The application is made on behalf of a full-time year 9 or 10 student enrolled in Te Ara Hou and/or an online 000 course.
- The applicant is a beneficiary or Community Services Card holder.
- The applicant and student are residents in New Zealand.

Families can apply to Te Kura's Chief Executive for special consideration if they don't meet the first two eligibility criteria above but their student is enrolled in Te Ara Hou (year 9 or 10) and/or an online 000 course.

For example, if their student is enrolled in a 000 course but is at a different year level (such as year 8 or year 11), or the applicant is not a beneficiary or Community Services Card holder.

Call us on 0800 65 99 88 or visit our website at www.tekura.school.nz for more information.

Student Stories.

MY NAME IS FIONA RANGI-ISAAGO

OF NEW ZEALAND MĀORI DESCENT, LAST YEAR I WAS A 19 YEAR-OLD TE KURA STUDENT AND I'VE JUST BEEN AWARDED AN ART SCHOLARSHIP FOR MY LEVEL 3 ART FOLIO.

My journey to this point started at 15 when I ceased being able to cope and subsequently fell off New Zealand's mainstream education grid. Medication designed to help just made things worse by rendering focus and concentration useless, which meant that socialisation ceased as did any ability to absorb and learn. I was unable to walk and lost my confidence to communicate even by telephone.

Coming back has not been easy and if it wasn't for the peace and solitude on offer at Nan's place in Benneydale (located, for those who don't know, in the Northern King Country), the efforts expended by talented Northern Regional Health School teachers alongside the wonderful Te Kura network (and a forceful backup by Nan) I would never have made it.

Throughout the four-year journey since, art has proved a constant (as has my Te Kura art tutor Sue Ryan), allowing me to look deeper and helping me move on. And so I've gone from initially transcribing emotions in pencil, to being able to understand more about what lies beneath, thereby helping me to extend works through the use of colour, paint and other media. It's a process which has required every creative bent I have because with money at a premium, and normal painting supplies out of reach for the likes of me, I've had to expend considerable time in thinking up, sourcing and developing suitable alternatives.

To compound matters further, last year a young cousin lay dying, and as is usual in such matters, family members (including us) are expected to help, and much travelling, waiting and an even lesser portion of time for study eventuates. So as a natural follow-on, work for my folio boards began to evolve to incorporate the experience in the context of things Māori, (i.e. Whakamā, Wairua, Whakapapa and lore); and because such knowledge is designed to strengthen and prepare, much about who I am and where I'm from (Tainui, Maniapoto, and Ngata Ruanui) became part of my journey and subsequently formed a foundation for folio work and direction.



So at the year's end, when I subsequently attained an excellence endorsement for the completed folio work, I was simply 'over the moon'.

So in conclusion I'd have to say that while isolation, due to distance, disability or circumstance, can (and does) create an added stress to the normal learning process, this is more than compensated by a system which also permits students some say in how to incorporate the volume and content of their learning. For it wasn't until I'd completed all aspects of the additional Scholarship process, that I realised just how competent I'd become at self-management and working to deadlines. (A whole world away from where I'd been when I first embarked on the Te Kura art journey some four years ago.)

Being awarded a Scholarship in Art simply validates all the belief instilled in me by Sue Ryan (Te Kura). So to Sue I'd like to say that achieving this I feels like I've conquered Mt Everest but I will never ever forget that it was you who initially encouraged me to take the first tentative step on this awesome journey.

Am I happy? Yes.

Am I thankful? You bet.

OUASSA 2015

SCIENCE CAMP ...

The first idea that pops into your head after such a statement is that you have achieved ultimate geek level. Especially if you attend the aforementioned camp during the last week of the holidays! However the Otago University Advanced Schools Science Camp or OUASSA is so much more than that.

For a week in January and July, you have an opportunity to meet lots of fantastic people interested in similar things to you, you have access to high tech labs and equipment, the chance to work with PhD students and professors who are full of fascinating information, and an opportunity to explore Dunedin and Otago University and all they have to offer. For a week last month, I had the opportunity to be a part of this camp and I thoroughly enjoyed my time.

A typical day for me during the week involved gym before breakfast, a morning lecture about a certain field of science that could be studied at the university, then you would go to learn about an area of science you had chosen earlier until mid-afternoon. After your elective, there was an opportunity to further explore Dunedin with free time until dinner. The electives I chose were marine science, psychology and genetics.

For marine science we investigated many types of sea creatures through trawling off a boat, taking samples from a sandy beach and performing experiments in behaviour with a variety of creatures. I guarantee that you have no idea of the number of creatures you have swallowed with that small amount of sea water when swimming at the beach. Genetics was also fascinating as we mutated E.Coli bacteria by adding a section of DNA to the bacteria through a number of processes including using enzymes to cut the DNA. Psychology was a single day elective. The group investigated the behaviour of rats, and also looked at how the brain works and responds to different situations. None of these projects were particularly hard to grasp, but were incredibly interesting as they are not subjects you often get to explore. As well as plenty of science, there were adventures to the top of Signal Hill, a cruise around Taiaroa Head to see the albatross colony, and laser tag. I was incredibly excited about being given this opportunity to take science a little bit further this year. I look forward to July when we all return for

the second camp with plenty more to discover and explore. I am a proud geek if it means the chance to uncover so many different intriguing things within a single subject.

Hannah McGill
Year 13

STUDENT'S ART ON DISPLAY IN LIBRARY

CHRISTCHURCH SPECIAL EDUCATION
STUDENT HARINI WEERATUNGA HAD
AN EXHIBITION OF HER ART AT THE
RICCARTON COMMUNITY LIBRARY IN
CHRISTCHURCH LAST NOVEMBER.

Harini likes to use water colours for her art works and takes her inspiration from people and pictures.

'I like to make things look good by using colour and by getting the shape and size just right.'

Harini has been creating art works since she was a little child, and is keen to exhibit again.

'I felt so happy when I knew my art was going to be exhibited in the Community Library. I liked to be able to ask people which painting they liked and why.'



Harini alongside one of her art works at the Riccarton Community Library.

THE WAREHOUSE RED SHIRTS IN SCHOOLS

SERVICEIQ AND THE WAREHOUSE HAVE PARTNERED TO OFFER STUDENTS A GLIMPSE OF WHAT IT IS LIKE TO WORK IN RETAIL.

The Warehouse Red Shirts in Schools is a Gateway programme based on the Customer Service Award. The programme provides students with a 10 day in-store experience at The Warehouse. Credits gained by students participating on the programme can be used towards the National Certificate in Retail (Level 2).

Students participating in the programme are supported by a coordinator who works with store management to ensure they get a good understanding of the rewards and challenges of a retail career. Coordinators set clear development plans, provide inductions for students, assess students' work and keep in touch with schools in their region.

Forty-seven Te Kura students took part in the Red Shirts programme last year. The Warehouse Red Shirts in Schools programme is available in nationwide. Student placements are limited so contact your learning advisor or Te Kura's Gateway Coordinator Kathryn Smith for more information.



Whanganui student Lexie Bailey, who participated in the Warehouse Red Shirts programme last year.

LEST WE FORGET

YEAR 6 STUDENT OTIRA JACKSON-RUHE ATTENDED A PARADE LAST YEAR COMMEMORATING WORLD WAR I AND DOCUMENTED ALL OF THE THINGS HE LEARNED IN A PROJECT FEATURING PHOTOS HE TOOK AT THE PARADE.

World War I, also known as the Great War, began in July 1914 and lasted until 11 November 1918. The war was centred in Europe, involving many countries from all over the world.

Just over 100,000 New Zealanders served overseas during World War I, and more than 18,000 of them died. New Zealand soldiers fought at Gallipoli (in modern-day Turkey), in Western Europe and in the Middle East.

More than nine million soldiers and seven million civilians died, making the war one of the deadliest conflicts in history. The war was fought between two opposing alliances: the Allies (the United Kingdom, France and the Russian Empire) and the Central Powers of Germany and Austria-Hungary. More nations joined as the war went on: Italy, Japan and the United States joined the Allies, and the Ottoman Empire and Bulgaria joined the Central Powers. More than 70 million military personnel, including 60 million Europeans, were mobilised during the war.

This April, the country will mark the centenary of the ANZAC (Australian and New Zealand Army Corps) landings on the Gallipoli Peninsula in modern Turkey. The forces from New Zealand and Australia played an important part in the Gallipoli campaign. At its beginning, people welcomed the news that our soldiers were taking part in the war. New Zealand soldiers established a long-lasting bond with the Australians they fought alongside, and distinguished themselves with their courage and skill.

However, the Gallipoli campaign was abandoned after nine months. A costly failure, around 56,000 Allied soldiers were killed (approximately a third of the New Zealanders taking part had been killed) and the sacrifice seemed to have been in vain; as the campaign did not have any major influence on the outcome of the war.

The Gallipoli campaign showcased attitudes and attributes – bravery, tenacity, practicality, ingenuity, loyalty to King and comrades – that helped New Zealand define itself as a nation.

After World War I, New Zealand had a greater confidence in its distinct identity, and more pride knowing the international contribution it could make. As well as this, the mutual respect defined during the war formed the basis of the close ties with Australia that continue today.

Here are some excerpts from Otira's project.



They used 80,000 motorbikes in WWI. Motorbikes were used to move lots of soldiers at once. Also the medical crew used them to carry the medical supplies on the side carts. The motorbikes were dangerous because they could easily be seen, had no weapons and were easily damaged. They were fast though.



This was Lord Kitchener's car. He was a British military leader and led more soldiers to war than any other general. Not everyone liked the way he treated the soldiers and prisoners. But I like his car.



The cars had a passenger seat and they were armoured. Wheels had wooden spokes and the cars carried an extra set of wheels. I got to stand by one of the cars.



All the soldier units had bands so the soldiers would have some music to march to. The tunes had meaning for the soldiers and the people watching them. The music was sometimes very sad and also made the soldiers proud.

Student Work Showcase

BURGLER!

Have you ever been burgled? Well I have been!

It all started about a year ago, it was a cold winter's night when I heard a knock on the door. Wondering who on earth it would be, I opened the door. Snow drifted about and in the door. The next thing I knew, there was a revolver pointed at my head. A large thug of a man stood in the doorway. He growled "one false move and I pull the trigger!" With that another bandit came in, carrying a large sack. Just then my brave border collie Jack pounced on the gunman, which gave me time to jump on my beautiful chestnut horse Molly. As I thundered off into the darkness I called for my dog "Jack, Jack, Jaaaack" then I heard him panting along behind. I kept riding on through the night which was as cold as an arctic snowstorm.

When dawn broke, I realised I was completely lost. Wherever I looked it was white. I had nothing with me expect for what I was wearing. I was cold and hungry and had nowhere to go back to. The snow had covered all my prints. I felt in my pocket and I could feel my trusty Swiss army knife. Just then I felt a glimmer of hope coming back. Then I remembered the fire lighter and paper I always carry with me. I looked about for my companions. They were not there. Then I heard a bark from over the ridge. "That's Jack, maybe he's found something!" I thought. I ran up the top of the steep, slippery ridge and when I reached the top, I looked down the other side. I saw Jack and Molly at the entrance of a cave. At the sight of that, a big smile spread across my face. I thanked them again and again as I ran down to join them. It was cold and wet in the cave and there was a hole in the roof in one spot. I went outside to look for twigs and shrubs to make bedding and larger bits of wood to make a fire. I thought "I'll use the hole in the roof as a chimney".

I went back inside to build my bed, then I lit a fire and went to bed, hungry but warm. I was worn out from last night's events. I woke to the sounds of a

chicken clucking. "Where the heck does that thing come from? Or at least it will be able to lay me an egg for breakfast." Then I called out to it "here chook, chook, chook, here chook, chook!" To my surprise it waddled over, sat down on my bed and laid an egg. Unfortunately for me it was a golden egg and I couldn't eat it! Fortunately Jack, my clever companion, picked up my scent and I rode home with a very special chook tucked under my arm.

When I got home I cooked up a meal and thought "good thing the burglars are gone, they haven't even taken that much!" And never forget, there is always light at the end of the tunnel!

Samuel Abbott, Year 6 (2014)

ODE TO MURDS



You're so young and pure.
There's nothing ill to your name or nature.
You're not buried under the weight of society's flaws.

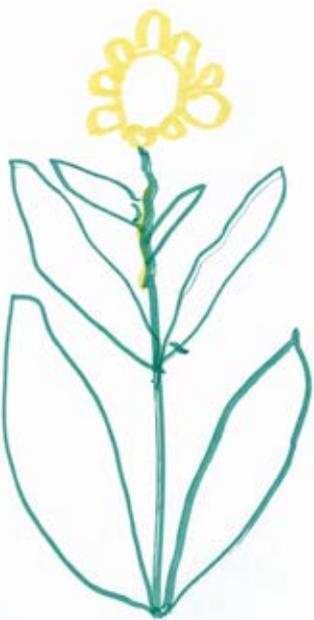
You look up at me.
Your eyes drive straight through my soul,
They're deep pools of light and knowledge; it's
as though you have all the answers and no way of
communicating them, except for that knowing look
of yours.

You smile, I smile.
Your smile is wide and alive, it twinkles in your eyes.
It would brighten the darkest of rooms, warm the
coldest of nights and light a sparkle in the most vile
of hearts.

Simone Sail, Year 12 (2014)



Zoe Richardson,
Year 10



Gus Hutchinson, ECH



Edan Dove, ECH

MORE WEARABLE ART



Ashley Covich, Year 7 (2014)



William Tunglux, Year 6 (2014)



Pei-Lin Lee, Year 7 (2014)



Rylee Covich, Year 7 (2014)

MICROSOFT IT ACADEMY

TE KURA CHIEF EXECUTIVE MIKE HOLLINGS IS PLEASED TO SAY TE KURA WILL CONTINUE TO OFFER STUDENTS, WHĀNAU AND SUPERVISORS THE OPPORTUNITY TO ENROL IN THE MICROSOFT IT ACADEMY PROGRAMME FOR STUDY IN 2015.

The Microsoft IT Academy programme provides industry-leading technology lessons to help bridge the skills gap so students can be successful in today's technology-driven world.

The Microsoft IT Academy e-learning modules offer training courses in much of the software that Microsoft produces as well as computing topics. For students in years 8–10, the Digital Literacy programme offers introductory topics that include computer basics, computer security and privacy and an introduction to the internet.

The Microsoft Office Specialist is a comprehensive learning and assessment course approved by Microsoft that evaluates desktop computer skills for Te Kura students and supervisors using Microsoft Office 2010 or 2013. Microsoft Office Specialist certification is an entry level qualification recognised by employers around the world.

It takes 10 to 15 hours to complete the work required to gain a certificate, including a 50 minute supervised test. In 2014, Te Kura students achieved Specialist certifications in Microsoft Word, Excel and PowerPoint.

If you want to consider Microsoft training, get in touch with Microsoft IT Administrator Michael King at Te Kura on 0800 65 99 88 extn 8879 or email itacademy@tekura.school.nz

TE KURA TEACHER WINS AWARD

TE KURA TEACHER KELLY MARTIN HAS RECEIVED AN AWARD IN RECOGNITION OF HER WORK SUPPORTING YOUTH IN SOUTH TARANAKI.



Kelly was among a number of young achievers, education and training providers, employers and inspiring people who were recognised in the second annual Youth to Work awards. Community Development Youth Advisor for South Taranaki District Council, Peter Heard, said education and training provided an essential bridge between learning and employment for youth in the area. Educators like Kelly go 'above and beyond the call of duty' to provide learners with stability and direction.

'I was very honoured to have been nominated and awarded the Employer's Youth to Work Award,' says Kelly. 'It reflects the positive networks Te Kura has established here in Taranaki. Networking to increase opportunities and support for Te Kura students has been a clear goal of mine.'

During 2014 Kelly ran a number of advisories with students in the Taranaki region, including in Hawera and New Plymouth on a weekly basis as well as Stratford, Opunake, Manaia and Waitara on a less frequent basis.

Students who regularly attended the advisories gained significantly more credits than those who attended less frequently. Kelly says that these students were more likely to attain NCEA Level 1 literacy and numeracy credits and to have the confidence and skills required to attend authentic learning opportunities. 'That confidence can also have a direct impact on their academic achievement.'

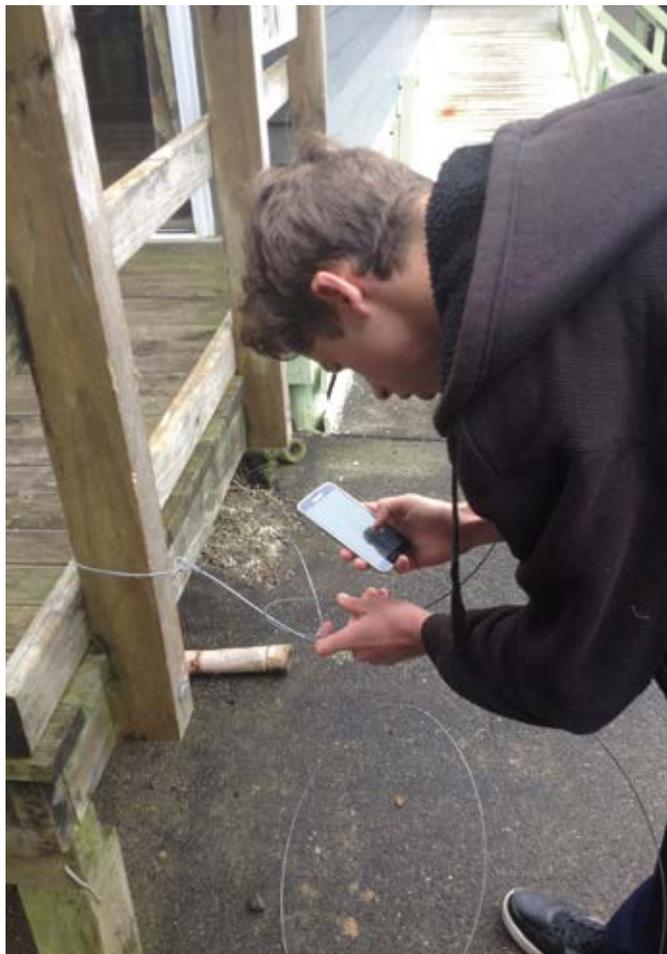
Talk to your learning advisor if you are interested in finding out about advisories or authentic learning opportunities in your area.

STUDENTS BUILD SKILLS IN FENCING

DURING TERM 4 LAST YEAR, 10 TE KURA STUDENTS PARTICIPATED IN A HANDS-ON COURSE OFFERING UP TO 27 LEVEL 2 CREDITS FROM EIGHT UNIT STANDARDS.

In the latest of our authentic learning courses held at Trefoil Park in Northland, students learned how to install wooden battens for fencing, replace a broken post and repair broken fence wires, identify and maintain fencing tools and equipment, as well as to install, dismantle and store a temporary electric fence. The students put their mobile phones to good use by taking photos of the tutors' work and using the photos as exemplars when doing their own.

Many of the students who took part in the course planned to use their new fencing skills as part of holiday jobs over the summer.



Nic Ponomarev uses the exemplar on his mobile phone to perfect his own work.

FREE SOFTWARE FOR TE KURA STUDENTS

TE KURA HAS TEAMED UP WITH MICROSOFT TO OFFER OFFICE 365 PRO PLUS TO EVERY STUDENT FREE OF CHARGE.



With Office 365 Pro Plus, Te Kura students have access to the latest version of Word, for writing; Excel, for spreadsheets; PowerPoint, for presentations; OneNote, for organisation and note taking; and more.

You can install it on up to five compatible PCs and Macs, plus five tablets (including iPad).

To enable our students to take up this offer, we have allocated every student a 'My Te Kura' email address which you must use to sign in and download the software or access it through the Cloud. The format for this email address is firstname.lastname@mytekura.school.nz and the password is your student ID number. You may also nominate to use this email account as your primary account for emails to and from Te Kura. If you wish to use it, fill in the online form on our website, giving your full 'MyTeKura' email address as your preferred address.

You'll find more information on our website. For instructions to download Office 365 Pro Plus go to <http://www.microsoft.com/education/ww/StudentAdvantage/Pages/hed-install.aspx>

SUPERVISOR SUPPORT AT TE KURA

THE ROLE OF THE SUPERVISOR OF A TE KURA STUDENT IS EXTREMELY IMPORTANT. WHETHER YOU ARE A NEW SUPERVISOR OR AN EXPERIENCED SUPERVISOR, THE TIME AND COMMITMENT YOU PUT INTO THIS ROLE IS VALUED AND SUPPORTED AT TE KURA.

Te Kura learning advisors and teachers are available to answer questions and provide guidance throughout the term. We also have a dedicated Student Support Advisor, Adele Harris, who you can contact by telephone or email with any queries or concerns you may have.

To help you as new supervisor to best support your student, try these tips:

- Contact your student's learning advisor to introduce yourself, and then keep in regular contact throughout the term.
- If your student is not returning or submitting work because of unexpected circumstances, let the learning advisor or teacher know as soon as possible.
- Provide a study space for your student. This can be a permanent area set aside for study or a flexible space that can be set up and tidied away efficiently. If your student is studying at more than one venue, ensure learning materials can be easily transported.
- Provide routine. Students working to a regular timetable are more likely to return or submit work consistently.
- Provide regular short breaks and opportunities for physical activity for your student throughout the day.
- Whether your student is returning work through the post or submitting it online through our Online Teaching and Learning Environment, they are expected to return or submit school work at least once a fortnight. That way, teachers can provide regular feedback about their progress.
- Your student may be invited to attend tutorials, advisories or event days. These are a great opportunity for students to meet Te Kura staff and further develop their learning, ask questions and get to know other Te Kura students.
- Where possible, make contact with other supervisors for extra support and ideas.



- Keep an eye on our website at www.tekura.school.nz – there is a lot of useful information and resources in the Supervisor Toolkit and we also publish a quarterly newsletter for supervisors, written by a supervisor.
- If your student is working online, have a look at the Introduction to OTLE course (OTLEHUB), which has been developed specifically for students and supervisors. It provides a good overview of how OTLE works and the online tools your student will use in their course.

Finally, learning is ongoing. As a supervisor you will also learn new strategies and skills alongside your student as you work to support and guide them.

Contact Adele during term time by email to adele.harris@tekura.school.nz
or
telephone 0800 65 99 88 extension 8244.

RE-ENGAGING YOUTH IN LEARNING

AN INITIATIVE BETWEEN THE MINISTRY OF EDUCATION, TE WAIARIKI PUREA TRUST AND TE KURA IS HELPING TO RE-ENGAGE ROTORUA YOUTH WHO HAVE BEEN OUT OF SCHOOL.

Called Maui Tū, the project was set up in mid-2014 in response to the number of youth in Rotorua who were disengaged from mainstream schooling, either because they had simply stopped attending school or they had been expelled. The aim is to re-engage these students in education so they can gain the qualifications and skills they need to be successful lifelong learners.

All of the students are enrolled with Te Kura, which employs Kelvin Tapuke and also funds a teacher aide to support the students. Each student has a personalised, authentic learning programme based around their interests and potential. Every week they take part in three days of formal learning and two days where they are involved in shadow days/internships to further their own passions and interests.

Central North Regional Manager Anil Singh says funding from the Rotorua Trust helps with the hire of a van, a necessity in transporting students to and from the marae and a camp near the Buried Village, where they are taught life skills and encouraged to meet the goals they set for themselves.

Maui Tū is an example of the partnerships we are developing across the country where there are clusters of students who are already enrolled with Te Kura or who have been identified by the community as needing support to re-engage in education.

Anil says most of the students who participated in 2014 are now re-engaged in education or training. 'Two are on learning internships – one of these has been on a dairy farm and the student will be attending the Taratahi agricultural training centre this year – and the other internship was at a local gym. One of the students now aims to gain his level 1, 2 and 3 NCEA so he can go to university.'

TIKA TONU STUDENTS EXPLORE OPPORTUNITIES

STUDENTS IN THE HASTINGS ADVISORY TIKA TONU HAVE MADE THE MOST OF OPPORTUNITIES TO EXPLORE DIFFERENT CAREER OPTIONS AS PART OF THEIR AUTHENTIC LEARNING PROGRAMME.

The advisory, based at the Atomic Centre in Hastings, is part of a four-year initiative launched last year to test a blended approach of distance learning with face-to-face support based on our authentic learning approach.

Twenty students in each region are participating in the initiative, supported by Te Kura staff in their region and in Wellington. Community partnerships are a key element of the approach and in Hastings those partnerships have enabled students to explore different fields, including adventure tourism, hospitality, financial services and working in the equine industry.



From left, Page Toki, Arama Puriri-Lim and Caitlin Thornton.

HUARAHI TRADES ACADEMY

HUARAHI TRADES ACADEMY IS NOW IN ITS THIRD YEAR AND EACH YEAR HAS GONE FROM STRENGTH TO STRENGTH, PROVIDING REAL OPPORTUNITIES FOR OUR SENIOR SECONDARY STUDENTS AT TE KURA (YEARS 11 AND ABOVE).

From starting with one tertiary partner, we now have 16 partners all around the country as we try to meet the needs of students in their own location with a local tertiary partner.

Huarahi provides an opportunity for senior secondary students to experience a hands-on, practical approach to prepare you for work or further tertiary study, and to complete NCEA Level 2. You'll have an individual learning plan based on your interests and passions, and the chance to put theory into practice through a polytechnic or Private Training Establishment (PTE) or other partner one or two days a week working towards a National Certificate/Vocational Pathway at Level 2.

Learning through Huarahi is an opportunity to develop your confidence, self-esteem and work readiness. There is also potential for accelerated entry into the workforce and/or trade training.

Our partners include:

- Top of the South Trades Academy (NMIT)
- Bay of Plenty Trades Academy (BOP Polytech)
- Waikato Trades Academy (Wintec)
- Taranaki Trades Academy (WITT)
- U-Skills (UCOL)
- PITA (Taratahi) – North Island
- G and H Trade Training – North Island wide
- Land Based Trade Academy (National Trades Academy)
- Canterbury Tertiary College (CPIT)
- Central Lakes Trades Academy (Otago Polytechnic)
- Northtec

- Eastern Bay of Plenty Trades Academy (Waiariki)
- Hawkes Bay Schools Trades Academy (EIT)
- West Coast Trades Academy (Tai Poutini)
- C-Me Trust – South Auckland.
- CanTrain.

Courses are also available by distance through:

- Porse.

To be eligible to apply for a place on a Huarahi Trades Academy programme, you must be a secondary school aged student and enrolled with Te Kura in at least four subjects at a minimum of NCEA Level 1.

This is a full-time commitment over a one to two year period, although some students may achieve their goals over a longer or shorter period. There are no tuition fees.

If you're interested in being part of the Huarahi Trades Academy please talk to your learning advisor or contact:

Kathryn Smith on 0800 65 99 88 extension 8552
or
Jen McCutcheon on 0800 65 99 88 extension 8326.

You can also email us at huarahi@tekura.school.nz



Huarahi Trades Academy students Amylee and Gemma Matthews-Hodder at the Taratahi Polytechnic prize giving at Putaruru in December.

SUPPORTING PASIFIKA LEARNERS TO ACHIEVE

THE MINISTRY OF EDUCATION HAS IDENTIFIED PASIFIKA LEARNERS AS ONE OF FOUR PRIORITY GROUPS WHO CONTINUE TO BE MOST AT RISK OF NOT SUCCEEDING IN NEW ZEALAND SCHOOLS.

The Pasifika Education Plan 2013–2017 is the Government’s response to accelerating the progress of Pasifika learners.

As the largest school in New Zealand, Te Kura has a significant role to play in reaching Pasifika learners, their families and communities to help deliver better learning outcomes. Our Pasifika Strategy has a focus on building relationships with Pasifika families and communities, as well as building the capacity of Te Kura staff to meet the needs of these learners. To achieve these goals, we have appointed a Kaiako Matua (senior teacher) Pasifika Education, Glen Tuala, based in Auckland.

Glen is a trained teacher who is passionate about lifting the achievement of Pasifika learners enrolled with Te Kura.

‘Our education system is working well for most learners, but we need to ensure that our priority groups are also able to achieve educational success.

‘Schools need to take into account the cultural differences that Pasifika learners bring with them. We should aim to be self-reflective about our own professional practice and look for ways to facilitate the ako (teaching and learning) process. The reality is that there is no one size fits all model for any group, so we should be aware of



Glen Tuala (left) with Minister of Pacific Island affairs Hon Peseta Sam Lotu-Iinga.

both similarities and differences in how Pasifika learners think compared to our own experiences and world-view. The ako process is reciprocal – so two-way engagement with our learners and their families is important.’

Glen is focusing on developing relationships with Pasifika groups so that we work in partnership wherever possible, and developing professional learning modules for staff.

Te Kura is also developing a Samoan language course as part of a revamp of language courses at pre-NCEA level. It will be one of eight new online language courses offered in 2016.

Have you visited our website recently?



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL



You’ll find it at www.tekura.school.nz. You can also follow us on Facebook.