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TE KURA STUDENTS

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

NOVEMBER 13 | ISSUE 18



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL

- PROJECT POSSUM
- CLASSROOM FOR TWO IN ROTORUA
- TE KURA'S "EXCEPTIONAL EDUCATOR"
- LYDIA'S CUPCAKES ARE "WORKS OF ART"

Ko Tā Mike Kōrero.



Mike Hollings

EARLIER THIS MONTH OUR BOARD OF TRUSTEES APPROVED A NEW STRATEGIC PLAN FOR TE KURA THAT WILL GUIDE OUR ACTIVITIES THROUGH TO 2018. THANK YOU TO THOSE OF YOU WHO GAVE FEEDBACK ON THE PLAN, INCLUDING MANY TE KURA STAFF.

The strategic plan summarises our key goals and priorities, as well as the steps we will take to realise our vision that *students achieve their educational and personal goals, enabling them to participate effectively as members of their communities.*

A key theme of our strategic plan is what is being referred to as 'Education 3.0', a term which comes from the way we have come to describe the evolution of the internet. It is now widely believed that our current educational systems, structures and practices are not meeting the needs of our 21st century students. Education 3.0 refers to the transformation that needs to occur to move from our current education system, which was developed in the industrial age and hasn't really changed all that much since, to an education system for the knowledge age.

Some key characteristics of Education 3.0 are:

- Technology is everywhere.
- Teaching is done teacher-to-student, student-to-student, and people-technology-people.
- Schools are located everywhere, and parents view schools as a place for them to learn, too.
- Teachers are everybody, everywhere.
- Hardware and software in schools is available at low cost and is used (strategically).
- Industry views graduates as co-workers or entrepreneurs.

Research in New Zealand and overseas tells us that learning is much more than gaining new knowledge and concepts. It involves thinking, but learners need knowledge and experiences to think with. Learners need to be actively engaged in ways that allow them to process, interpret and adapt their experiences. They have to see a purpose to learning, feel in charge of their own learning, and receive the right amount of challenge and feedback along the way.

Te Kura's emphasis on personalised, authentic learning is aimed at making sure our students are engaged in their learning, that it is meaningful and relevant, and that it will help them to achieve their goals. We are also committed to achieving the Government's Better Public Services goals, in particular, increasing participation in early learning and increasing achievement in NCEA Level 2.

I encourage you to read our Strategic Plan 2013-2018, which is available on our website at www.tekura.school.nz. If you are interested in finding out more about Education 3.0 and current thinking about education, you will also find links to other research, publications and videos on our website under Useful links in the Supervisor Toolkit.

Mike Hollings
Chief Executive

Contents

04 FEATURE STORIES

- *Project Possum*
- *Classroom for two in Rotorua*
- *Lydia's cupcakes are 'works of art' (back page)*

08 STUDENT STORIES

- *Red Shirts programme boosts achievement*
- *Maths student takes top honours*
- *Daughters of Christchurch*
- *Aurelian wins Portugal scholarship*
- *Science video wins first place*
- *Get your Te Kura jersey!*
- *The Tip Top tour*
- *Poets make the top ten*

13 STUDENT WORK

- *My Queen's birthday weekend crutching*
- *7 dark facts and secrets revealed*
- *Cool Technology – The Falkirk Wheel*
- *Cat in the hat*
- *Beautiful creations for those in need*
- *Weta Cave or man cave?*
- *My personal challenge*
- *I'm the rain*
- *Calf rearing*
- *Artwork from Mika McMillan, Maxine McEwan*

17 TE KURA NEWS

- *Te Kura's 'exceptional educator'*
- *Scholarships*
- *Supervisor support at Te Kura*
- *NCEA results*
- *End of year reports*

Feature Stories

PROJECT POSSUM



Michael adding the lure to the high set



Marty showing Eternity where to from here

TE KURA STUDENTS IN NORTHLAND HAD THE OPPORTUNITY TO BE TRAINED IN HANDS-ON POSSUM CONTROL AND EARN NCEA CREDITS AS PART OF A PROGRAMME CALLED 'PROJECT POSSUM'.

Project Possum involves senior secondary students learning, practising and being assessed on skills and knowledge related to possum trapping, skinning, fur and pelt recovery, possum biology and their environmental impact. The programme offers level 2 and 3 NCEA credits, and there is also the opportunity for students to set up related small businesses.

While this might not sound too appealing to city folk, possum eradication is essential for the protection of our environment and is a lucrative business. Possums are considered a pest in New Zealand because they cause extensive damage to native forests and threaten habitats of native birds. In some areas they have eaten whole canopies of rata, totara, titoki, kowhai and kohekohe.

Possums compete with native birds for habitat and for food such as insects and berries. They also disturb nesting birds, eat their eggs and chicks and may impact on native land snails.

Possum fur is very fine and can trap air like an air pocket. This makes it very attractive for retaining heat while still being light to wear. The possum fur industry in New Zealand is worth about \$100 million a year, with about 60% of the fur being used in high-end fashion garments and the rest exported overseas.

Day one of Project Possum started with a health and safety briefing before students were shown different types of possum traps. There was talk about which traps are most appropriate for different situations and an introduction to lures.



Aiden, Tobunga, Eternity, Timoti, Lesta and Richard – thinking and listening

Trainers Marty, Geoff and Carl emphasised the importance of humanely dispatching the possums, and this was stressed frequently during the course.

The students were divided into three groups and taken to set a line of five traps each, three raised sets and two ground sets. The students were taught how to secure the traps with a staple and how to set traps off the ground. It was emphasised that by law each line is required to be cleared within 24 hours – so the lines they set were to be cleared the next morning (day two) and the possums hand plucked.

On day two the traps were cleared and there was a session on skinning, where different techniques were demonstrated and each tutor showed the technique they prefer. The students met Ricky, a former Te Kura student who is now a successful professional possum hunter. Ricky showed students how machine plucking works.

The students were able to keep their five traps and asked to keep a learning journal documenting their activities, which could also earn them extra

credits. At a call back day in October, eight of the students brought their learning journals and earned extra credits. All 10 students gained NCEA credits at level 2 and 3.

Liaison Teacher Margaret Sullivan, who attended each of the three days along with some of the parents, said the tutors were really impressed with the students and it was great to see the kids' enthusiasm. 'The course has given them the chance to see what they are capable of. They now have a set of skills they can use to support themselves and help their whānau and whenua.

.....
'For some of them it means they will gain NCEA level 2 this year. It has made possible something that might have seemed impossible.'

CLASSROOM FOR TWO IN ROTORUA



Rupene making a Rourou



*Azariah and Rupene at Whakarewarewa
- The Living Māori Village*

TWELVE-YEAR OLD TE KURA STUDENTS AZARIAH PATU AND RUPENE HIRST LOVE GOING TO SCHOOL, BUT IT HASN'T ALWAYS BEEN THAT WAY.

Before enrolling with Te Kura, Azariah and Rupene went to face-to-face schools in Rotorua. Azariah has cerebral palsy and Rupene is deaf. Both children live with their grandmothers. Before enrolling with Te Kura, the children's families had tried lots of different options for their schooling.

The children struggled in the face-to-face special schools the families tried in Rotorua, says Donna, Azariah's grandmother and supervisor of Azariah and Rupene. Rupene found it difficult to concentrate in class and became frustrated when no-one would sign with him, meaning he couldn't easily communicate what he needed or felt. Then Donna approached Special Education, part of the Ministry of Education, and asked about enrolling them both with Te Kura. The Ministry was very supportive, and when Donna suggested to Azariah and Rupene's teacher aide Penny Gatenby that they work together with the children, Donna became Rupene's supervisor as well as Azariah's.

'Rupene's Nan would have real trouble getting him to go to school, but now he can't wait to get here,' she says.

'Here' is a classroom built for two at Penny's home, where she and Donna work one-on-one with the children, supported by their Te Kura special education teacher Sally Fortescue. Most teacher aides work with students in their own homes, but Penny had room in her house and was keen to create a safe learning space for both children that would really foster their development. The classroom is filled with the bright, colourful and tactile resources which they and the children have made.

Donna says, 'it took us all of last year to get them motivated, especially Rupene. Now he loves coming to school and his grandmother is very proud of how he is doing.'

'The joy on both their faces when they're working at school – we just can't describe it.'

Azariah is confined to a wheelchair and has only limited ability to move and communicate. Penny is encouraging Azariah to write guiding her by the elbow (or guiding her hand under hand) as she holds a pencil and learns to write the first letter

of her name. Penny tries to do the same activities with Azariah that Rupene is doing. 'It's really the contact she enjoys and doing the same things as him,' says Penny.



Butterfly mobile

Azariah loves lots of colour – pink and purple are her favourites – and to touch different things. An aim is to get her to stretch out to touch things. She also loves music, so Penny keeps the classroom radio on during school time.

Although the first year was a steep learning curve, they both agree that the arrangement works well.

'This year we've been on a roll, building on what we learnt last year,' says Donna. 'The kids have both developed really well. Rupene's Nan is now able to take him into town and he can go to the toilet on his own – his family can't believe the improvement.'

'Being at school really stimulates my brain too. I've learnt so much from Penny, she has real compassion and love for these children, we are very lucky to have her.' Penny's husband (aka 'Grandpa') is also a keen supporter of the classroom and happy to have the children there.

School starts at 9 am, just like a normal school day. Penny and Donna spend time during the holidays planning each term's work. 'Sally tells us what the topics are for the term, then Donna and I sit down for a day or so to work out what we're going to do,' says Penny. Sally sends a range of learning resources which Penny then adapts to the needs of the children. Both children are Māori, so reflecting their culture through their learning is important – a recent topic was Māori myths and legends, which included a visit to the buried village in Rotorua. Donna is a fluent speaker of te reo

Māori meaning the classroom is a multi-lingual environment with English, Māori and sign language.

Excursions out of the classroom give the children opportunities for authentic learning. As part of this term's topic, Penny and Donna took the children to a local garden centre where they could buy supplies for growing flowers. For a recent topic on animals, the group went to see farm animals at the Agrodome. 'We don't just stay in class. If the weather's good we're out and about, but it's all based around the programme. It's also good for the community to be aware of these children.'

Learning by making is also a key part of the children's programme – for a topic on music, they made a range of instruments including a tambourine, trombone and didgeridoo.

'They really enjoy making things. Rupene is very proud of what he has made and gets really hoha if anyone touches his stuff,' says Donna.

Sally says she has been privileged to work with Rupene, Azariah, Donna and Penny in recent years. 'Opening Azariah and Rupene's parcels and folders of work always brings a smile to my face. Theirs is a journey of discovery, progress and fun. Rupene and Azariah's academic programme has been authentic both in the way that it centres on their learning needs and also in the way that it reflects their heritage and cultural identity. A highlight of my teaching at Te Kura has been to work with this whānau and to meet them all at an Events Day in Rotorua earlier this year. I congratulate them in sharing their story and hope that everyone who reads this will be inspired to engage with their learning programme and have fun while they are doing it.'

Learning together means the children are getting the social interaction they need. Rupene also goes horse riding, and the group hosts Christmas and Easter parties for all the people who are involved in the children's care and well-being.

.....

Donna: If it wasn't for Te Kura we don't know where we would be. It has been a blessing to teach the kids like this.'

.....

Student Stories

RED SHIRTS PROGRAMME BOOSTS ACHIEVEMENT



Janice and Josiah

Te Kura students are gaining credits through the Red Shirts in Schools programme run by The Warehouse.

The aim of the programme is to offer students work experience and help them transition from school into the workplace.

Year 13 student Emma Watson felt that she became a better communicator while working one day a week over 10 weeks at The Warehouse in Te Awamutu. She pushed herself to overcome her shyness and talk with customers and staff. She feels better equipped to meet new people. Her CV now shows that she has covered all aspects of retail training from working on the till through to helping customers and doing stock inventories.

The 27 level 2 credits gained during his time on Red Shirts in Schools programme has made a big difference to Josiah Johnston's achievement record for this year. He is now more motivated and keen to finish his level 2 studies by the end of the year. Josiah, who is also in year 13, felt that help from Red Shirts Coordinator Janice made a big difference because of her ability to relate the learning to the real on-the-floor happenings at The Warehouse.

Red Shirts in Schools is a programme based on the Customer Service Award and contextualised to The Warehouse environment. Students participating in the programme are supported by a coordinator. This coordinator works with store management to ensure students get a good understanding of working in retail. They also set clear development plans,

provide inductions to students, assess students' work and keep in touch with schools in their region.

The Red Shirts programme covers the essentials in customer service, identified by the industry as essential for the retail workplace, including:

- communication skills
- personal presentation
- product knowledge
- team work.

This programme is currently only available in the Auckland, Waikato, Manawatu, Wairarapa, Wellington and Christchurch regions. For more information about the Red Shirts in School programme please contact Kathryn Smith on 0800 65 99 88 ext 8552 or email kathryn.smith@tekura.school.nz

MATHS STUDENT TAKES TOP HONOURS

Northern region student Matthew Beardsworth made his parents and teachers proud when he came first in Year 9 in the Otago Junior Mathematics Competition earlier this year, then topped it off with a Prize Award in the Australian Mathematics Competition in August.

Prize Awards were given to the top 0.3% of the 800 students who participated in this year's Australian Mathematics Competition. Matthew and his mum Terrie were flown to Wellington for the day so Matthew could receive his Award. They also took the opportunity to sample the sights of Wellington including the Cable Car and a visit to Te Papa Tongarewa, the Museum of New Zealand.

Matthew is no slouch in his other subjects, either. Although he is only a Year 9 student, he has been taking NCEA level 1 courses this year, gaining 'excellence' in his English, mathematics, Japanese, science and geography courses.

Terrie says Te Kura has been great for Matthew, allowing him to work at his pace at a level which challenges his learning. Matthew is also a talented musician (piano, violin and viola) who plays in two orchestras which, combined with karate classes and sailing, give him plenty of opportunities to get away from his books and socialise with other young people.

DAUGHTERS OF CHRISTCHURCH

TE KURA STUDENTS GEORGIA, NICOLE AND RACHEL CHAPPELL WON THE AUGUST MIX AND MASH SHOWCASE FOR THEIR JOINT EFFORT IN THE MIXED MEDIA STORY CALLED 'DAUGHTERS OF CHRISTCHURCH'.

This poignant tale about the Christchurch earthquake and the realities of life in present day Christchurch snapped up the \$500 prize by combining clever storytelling, animation and video.

Mix & Mash 2013 is themed the 'New Storytelling' and involves three 'showcases' across the year with the Supreme Awards at the end. The best open and student submissions each receive a Showcase Award of \$500 and are in the running for the Supreme Awards.

The judges' comments about 'Daughters of Christchurch' included:

'Smart use of publicly-available creative work.'

.....

'Absolutely lovely clip. I loved the mixture of personal narrative and a major national event. Really clever integration of a whole lot of CC resources and a stunning range of media techniques used to tell a heartfelt personal perspective of a major event.'

.....

You can see 'Daughters of Christchurch' for yourself at <http://mixandmash.org.nz/showcase/august-showcase-award>

AURELIAN WINS PORTUGAL SCHOLARSHIP



*Aurelian Child-de Brocas
Photograph by Lianna Day*

Sydney-based Te Kura student Aurelian Child-de Brocas has been awarded a full scholarship to study in Portugal at the Nacional Conservatorio du Portugal (National Ballet School), which is the company school of Portugal.

The scholarship tops off a successful year that began with winning the Gold Medal at the 2012 Royal Academy of Dance Genee International Ballet Competition last December.

Aurelian's supervisor Pamela Baxter says the Genee award is particularly significant because it is given only at the judges' discretion and had not been awarded for several years.

In May he won first prize at the Australian Institute of Classical Dance's annual scholarship competition, earning a place on a six-week training course at the Houston Ballet Academy Intensive Summer Program in the United States.

In July he won another gold medal, this time at the National Lucie Saronova Memorial Awards, held by Cecchetti Ballet Victoria.

Aurelian is from Whangarei and has been studying at Alegria Dance Studios in Sydney.

SCIENCE VIDEO WINS FIRST PLACE



Zach Mutton wins first place

Zack Mutton recently produced and entered a video in the 2013 Comvita Science Challenge. Little did he know that his hard work would pay off, winning him first place in the secondary schools category.

Zack, a full-time year 9 student at Te Kura, had a big surprise when he was contacted and asked to attend the award ceremony in September as one of five secondary school finalists. 'They only told me that I had made it through to the finals. I got flown to Auckland for the awards and that was really exciting. All the finalists' videos were shown at the ceremony and I thought the others were better than mine. I had no idea that I was going to win.'

.....
'I thought the others were better than mine. I had no idea that I was going to win.'
.....

Zack's health and PE teacher encouraged him to enter the challenge. Students had to choose one aspect of human health and explain how physical activity can actively influence it. Zack chose osteoporosis as his subject, because there is a lot of research available on it. It took him about five full days to complete the project.

'I first wrote the script and matched it with footage I already had. I ran out, so had to go and shoot extra footage. Then the video was nearly four minutes long, so I had to cut a lot because it had to be less than three. That was very difficult.'

Part of Zack's video uses a Crunchie bar and animated play dough models to represent the way cells repair broken bones. Zack and his sister, Rivey, made the models. He shot each cell movement separately and then combined all the clips to make the animated sequence. It took a long time and a lot of patience.

Zack encourages other students to enter the Comvita Science Challenge next year. 'It is a good project and real fun,' he says. You can view Zack's video on www.comvitasciencechallenge.co.nz.

GET YOUR 2013 TE KURA JERSEY!

Te Kura student Rachel Hope has taken her idea of creating a leavers' jersey for Te Kura students and put it into action, but you don't have to be leaving at the end of 2013 to order one of these jerseys.

The jerseys come in black or grey and are \$55 each. All of the jerseys feature this unique design on the back. You can choose from four sizes: small, medium, large and extra large. To order a jersey, download an order form from our website or check out the Te Kura Student Voice page on Facebook, set up by Rachel. You'll need a Facebook account to view this page. Alternatively, call Nikki at Te Kura on 0800 65 99 88 to ask for an order form.



THE TIP TOP TOUR

ON 5 SEPTEMBER 2013, A VERY LUCKY GROUP OF TE KURA STUDENTS PASSED THROUGH THE GATES OF THE TIP TOP FACTORY IN AUCKLAND.



Tip Top tour

When they came out again, laughing and smiling, their brains and their stomachs were much fuller. They had just had a spectacular and sweet insight on how New Zealand's favourite ice cream is made.

We started our tour of the Tip Top factory at the cozy reception room in the factory grounds. Nearly 50 students, parents and teachers were crammed shoulder to shoulder into the bungalow, jostling for space on squishy sofas. Then, with the guidance of our kind, helpful tour guides, we entered the labyrinth of the factory.

Split into two groups, we set off on different paths. One group entered the maze of corridors and viewing galleries overlooking the factory floor, while the other entered a small cinema room decorated with mouth-wateringly colourful (but unfortunately not edible) sweet-shaped seats. Inside we were treated to a delicious ice cream from the freezer bins and a 12 minute movie that taught us how Tip Top makes its signature, completely natural ice cream.

Then we were off on the actual tour of the factory. We entered viewing galleries overlooking vast buildings chock full with shiny steel vats, and learnt that only four ingredients – milk, cream, sugar, and glucose – go into the base mixture for ice cream, with all the yummy bits or inclusions added in later. We saw pasteurisation machinery that could heat and cool ice cream from 4°C to 90°C and back down again in under 20 seconds. We watched plastic cartons being automatically filled with ice cream then whizzed down a conveyer belt to the loading bays. And we even got to smell the overpowering odours of ice cream flavours wafting from scented tubes.

All too soon, though, it was time to leave. After a group photo in the playground we boarded our cars and drove out the gates of the factory. Every last one of us was heading home, and every last one of us was sure to re-stock our freezers with New Zealand's only naturally made ice cream: Tip Top.

Matthew Beardsworth
Year 9

POETS MAKE THE TOP 10

TE KURA STUDENTS DIDI HUGHES AND ABIGAIL MOSSMAN WERE AMONG THE 10 FINALISTS IN THE NATIONAL SCHOOLS POETRY AWARDS 2013.

This annual competition for Year 12 and 13 secondary school students is organised by Victoria University's International Institute of Modern Letters.

Entries for the Award came from senior secondary students all over New Zealand. Judge Anna Jackson says she read a tremendous range of work, all of it showing some promise, some energy or some element of successful resolution.

The winner and finalists will attend a poetry masterclass at the International Institute of Modern Letters and receive a package of literary prizes and subscriptions from the New Zealand Book Council, New Zealand Society of Authors, Victoria University Press, New Zealand literary journals Sport and Landfall, and Booksellers New Zealand.

Please go to www.schoolspoetryaward.co.nz

MY QUEEN'S BIRTHDAY WEEKEND CRUTCHING

My Mum, Dad, my big sister Sam and my Dad's brother Uncle Mike had a busy Queen's Birthday weekend crutching sheep. The weather was terrible all week because it was so wet and cold.

Our first muster was the Ruapehu paddock, where wild cattle live. We stay as far away from them as we can in case they charge at us. We started our slipping and sliding in the sloppy mud; there was lots of mud. It was cold and wet but fun, 'weeeeeeeeeee'.

We mustered the sheep from the far side and pushed them onto the track. The mob split in two. Some took the top track and some took the bottom track. Dad, Uncle and I followed the top while Sam took the bottom track.

Eventually we got the two mobs together and took them home, sweet home.

Mum was waiting at home, and had the fires roaring so it was nice and warm when we got there. She also cooked lunch. We had fish and chips and coleslaw. We were refuelled and ready for our next muster.

Dad decided that he and Sam would go and do the next muster while Mum, Uncle Mike and I carried on and worked on the first mob of sheep we brought in earlier. That made me happy as it was still raining and the track Dad and Sam had to drive up was a steep and dangerous one.

I watched my Uncle crutch the ewes. Mum rousied and when Uncle's pen was nearly empty I got his next pen ready for him. When it was nearly time to have a break I started to make the hot drinks and plated the cakes. The night before Mum made fudge and lolly cake, bubble cake and blueberry muffins and choc/caramel muffins. My mum is such a brilliant cook, I said she should be on Master Chef NZ. Mum laughed with me. Time to go back to work. I penned up more sheep for Uncle and helped Mum with the wool. We had the stereo blasting and were listening to some cool music I put on. Dad and Sam were still away mustering.

Mum thought she could hear a helicopter coming, so she went to have a look and sure enough there was a helicopter. He circled round the woolshed, gave us a wave and then landed on our front lawn. Our friend Mike Everly was in the chopper. The pilot's name is Allan Beck and he has done lots of flying for our neighbour Merle in the past. He asked where his old girlfriend was and when Mum said she was at the woolshed he decided to shut down the chopper and come in and have a coffee and a catch up chat with everybody. Mum had just finished making a cuppa when we heard a motorbike come over the hill. It was Dad and Sam. They were surprised to see the chopper on the lawn. They came in to see the house was full of people.

Mum said she better go back and help Uncle at the woolshed but Becky said she'd take us for a fly. That would be cool, Mum said. Dad told her to go and get Uncle Mike. Because he was that excited he nearly let his sheep out of the porthole and he hadn't finished crutching it. I had a giggle, he he ha ha. He finished it off, shut down the shearing plant and got out of his greasy clothes, went back to the house and waited for Becky.

'Right,' said Becky. 'Is everyone ready?' 'We sure are,' we replied. 'Let's go.'

Becky's brother helped us strap in and put the headphones on. I was excited and nervous. 'Ready?' said Becky as he started his chopper. We all gave the thumbs up. As he lifted off my tummy was full of butterflies. It was so cool listening to Becky through the headphones.

We flew over acres and acres of solid bush. Mum was taking photos on Sam's camera and Sam had her cell phone to take photos. Finally my tummy caught up with me. Mum took a good photo of our woolshed and house as we banked around to come in for landing.

This has got to be one of the most exciting weekends I have had.

By Taylah Anne Lemm
Year 3

7 DARK FACTS AND SECRETS: REVEALED

SEALS:

BLOOD ON THE ICE

The season starts when the Canadian sealers are escorted into the ice floes by the Canadian Coastguard. There, they are legally allowed to club any baby harp seal to death, up to 90,000 of them. Virtually all the seals they kill are under 3 months old. In fact, the sealers are even protected by the Canadian government. The government has a law saying that no person is allowed to come within 1 nautical mile of a seal, unless he has a permit to kill it. The clubbing process is very painful and barbaric. The sealers have clubs with hooks on the ends and continually beat the harp seals until they crush the skull. Then they stab the seal with their hooks and drag them into a pile, while the others skin them. Sound barbaric to you?



BLOOD ON THE SAND

This crime towards nature is similar to the Canadian slaughter, just in a different environment, with bigger numbers. In fact, this is the largest marine mammal hunt in the world. Namibia, Africa. Along the pristine desert coast, you will find a beautiful point called Cape Cross. This is a popular tourist destination. However, it holds a dark secret. Every morning at 6am, a band of trucks make their way to the beach. Upon arrival, they club almost every seal in sight. They fill their trucks up with the dead corpses and head off to the factory. Soon after, another band of trucks arrives. These guys have a different mission, to cover over the blood with sand. Watching all of this and guarding Namibia's dirty secret is the armed Police, and the Namibian Navy a couple miles offshore. At 9am the beaches are opened for tourists to come through and admire.

COOL TECHNOLOGY – THE FALKIRK WHEEL



THE FALKIRK WHEEL

When I lived in Scotland one of my favourite places to visit was the Falkirk Wheel. (It was my brother's favourite too). In fact we visited it 6 times in the 4 years before moving here, and when I finally went back for a visit to the UK last year I went to see the wheel again – it is really cool. The Falkirk Wheel is the world's only rotating boat lift. It was opened in 2002 and joins the Forth and Clyde canals in Scotland. These canals were built in the 19th century and were meant to let boats travel right across the middle of Scotland – except for one problem: the two canals were built at different heights. They had to build 11 canal locks to get boats between them.

In the 1990s the canals were fixed up and they decided to come up with a new way to get boats up or down the 30 metre drop. The solution was The Falkirk Wheel!

The Falkirk Wheel is 35 metres high and 30 metres long. It was built to last 120 years and is very clever and environmentally friendly. It uses gravity and Archimedes' principle to transfer boats between the two canals using very little energy.

It is really just two huge water tanks balanced on arms. Each lift arm can take up to 4 canal boats at one time and holds 250,000 litres of water. They scoop the boats out of the water and lift them up or down. Gravity does most of the work in dropping the top lift down and the bottom one

up to take its place. Each rotation takes around 4 minutes and the most amazing thing is how little energy it uses – about the same as heating 8 jugs of water.

When you visit the wheel you can go up in a boat – the top is really high up and you see mountains far in the distance. As you come back down it feels a bit like falling - very slowly. You can also have a meal at The Falkirk Wheel.

I loved to go to The Falkirk Wheel because it reminded me of the Thunderbirds: a bit like the pods on Thunderbird 2. So I've been there, I've done that (7 times) and I did buy the teeshirts! ... And magnets and tea towels and torches and...

A speech by Seb Nowell, Year 8

CAT IN THE HAT

My kitten Mokai likes to eat food and play with my feet. He plays with the other dogs around and likes to sleep. Sometimes he sleeps in my hat and other times he sleeps by Nan.

His fur is smoky grey around his neck and on his feet. His body is black. He is cuddly and cute.

He rubs his face against my face as though he is kissing me.

Kaitapapa White
Year 4



ELEPHANT BY MIKA MCMILLAN, YEAR 2

BEAUTIFUL CREATIONS FOR THOSE IN NEED

Sewing. It's a craft passed down from generation to generation, bringing colour to our bed sheets and a better fit to our clothes. But sewing can also bring comfort to those in need, too. It can bring warmth to the homeless, comfort to a child waiting for surgery or an African girl her first doll. My name is Annie, and I sew for charity.

A lot of the things I make go to either small children or preemie babies. I enjoy sewing for countries like Africa as well as sick and less fortunate kids and babies in New Zealand. I have made sock monkeys, dolls, hospital gowns, incubator covers, preemie gowns, drawstring bags, soft toys, dresses, shorts and arm restraints for kids receiving cleft lip and palette surgery.

A few surprising things have happened too. One day, I was in a Spotlight store buying some fabric and Velcro. A lady was behind my mum and I, and as we were waiting, she asked me, 'What are you going to make with that?'. 'Oh, I make preemie smocks and hospital gowns.' I replied. The lady stood back, considering this. The Spotlight employee told us how much the fabric was, and it was more than we expected, but mum said she would buy it and then I could pay it off. Suddenly, the lady behind us said, 'Let me pay for it!' I was quite taken aback as this had never happened to me before.

It's like every creation I make is a little ray of sunshine, streaming out to a person in need. Sometimes I get really exhausted from heaps of sewing and when a parcel full of goods is all done I love to throw it all in the washing machine to get it nice and clean for its impending journey. It feels so good to see the machine doing the work for you after a busy week's worth of sewing.

I had a bit of a struggle finding a hospital to sew for. After ringing, emailing and searching, I finally found some hospitals that wanted my sewing.

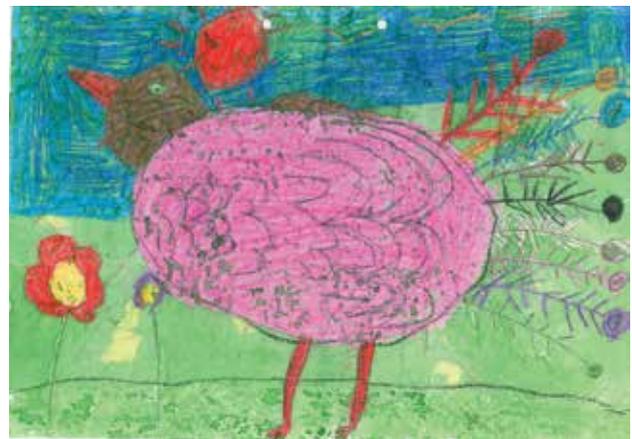
I have also been asked to make some unusual items – shorts with Velcro in the sides for kids with hip plaster and bassinet covers!! Some of these things are unusual items, but I love a challenge!!!

All in all, I am just glad to be making a difference. My advice to any girls (or guys!!) out there who want to do this as well is to look for charities locally as well as in other regions of New Zealand. Just remember to have fun and take your time to make each thing you make super special. Even if your local hospital does not say on their website that they want sewn items, give them a ring or email and you might be surprised.

Annie Cox
Year 10



CLOTHING BY ANNIE COX



THE PEACOCK'S FEATHERS BY MAXINE MCEWAN YEAR 2

WETA CAVE OR MAN CAVE?

Now when I say Weta Cave what comes to mind? A cave full of wetas maybe? When I say man cave what comes to mind? Dads building a car from scratch in a shed? When you put them both together in Miramar Wellington, you get a workshop full of people who work together building incredible movie creations. From models to weapons, armour and vehicles and that's only a fraction of the incredible things they create at the Weta Cave.

If you are planning on going to the Weta Cave then please put down my story, as I don't want to spoil anything. If you don't think you will pay them a visit then I recommend you continue reading. I'm sure by the time you finish you will have changed your mind. Grab a drink and sit down because you might be here for a while reading about my visit to the 8th wonder of the world, Weta Workshop.

Let me think where I will start! That's it, I'll start at the point when I leave the car. Actually I think I was out of the car faster than lightning. But then I got turned right back around because I had to get a photo next to the sign that said 'Weta'. Flanked by three giant trolls from The Hobbit. I got stuck with the one that had a very very wet handkerchief. Maddy then pretended to be squashed by another troll with his foot in the air. Mum's troll had a nice look about it, like he was smiling (creepy).

At last we head into the Weta Cave. 'It's so beautiful' quoted Connor's creative side. My legs (not obeying orders from my brain) instantly raced over to movie props and in a glass cabinet there they were, the movie props from HALO 4. There was the 4WD jeep called the Warthog and the Crystalar Alien Pistol. There were hundreds of props from The Lord of the Rings, Avatar, Eragon and Tintin. Ranging from large to small, props to models made in soft and bulletproof materials.

We watched the free Weta Movie that told the story of Peter Jackson and Richard Taylor. Before Weta Workshop got really big it was a backyard hobby, where Richard made models. Then a small movie director known by the name of Peter (DIY) Jackson

heard about Richard and asked him to make some props for his latest movie.

As time went on he became famous for his work and started making props for thousands of big blockbuster Hollywood movies. All of the sculptures he created could show how an actor could look in the movie on a vehicle or in action. From a small tricycle to a fighter jet, there is always more behind the scenes than what we see.

Believe me there really is more to Weta Workshop than I first thought. They have many different ways of building props from making machines to cast iron smelting and armour making, which is a little more complicated. Nothing beats the old heat'n'hammer 16th century technique.

There is a display in the foyer with loads of model miniatures, like Bilbo Baggins from The Lord of the Rings. Then there are large life-like ones such as the trolls guarding the Weta Cave and Gandalf the Wizard.

Many have watched 'The Lord of the Rings' over and over. Weta made the armour, swords, trolls and all the props and costumes. It was while watching this DVD that I started to wonder what qualifications I might need, it was ticking over for a while.

But not all of Richard's skills go into making movies. He also created the displays at the Omaka Aviation Heritage Centre, a museum in Blenheim. Who in the world could build planes so real and make everything so life like? Well the people at Weta Workshop can.

I hope from reading my story you can see how great the work at Weta Workshop is and now you know that they have worked in some way, shape or form on most of the big movies you have seen.

I hope my visit will help you understand the fact that Weta is big, bold and well known for its crafters, engineers and sculptures. To me Weta Workshop really is the 8th wonder of the world.

Connor Watts-Smith
Year 9

MY PERSONAL CHALLENGE

My personal challenge is to share my testimony on Sunday to the Youth Group at my church. Now for those of you who don't know what a testimony is, it is a story or a speech about your life and your walk with God and how he has impacted your life.

This is a personal challenge for me because I have to step out of my comfort zone and speak in front of a lot of people and it makes it even more of a challenge because I am talking about my life and personal things.

Things that I am going to do to make this challenge less of a challenge and more enjoyable is talk with my parents and youth leader about the challenge and practice my speech every day till Sunday.

Now today is Monday and I shared my testimony yesterday. I have to say when I was sitting there waiting to get up and speak I was really nervous. But I'm telling you now, as soon as I opened my mouth and started, I felt like all the nerves disappeared. By the time I came to the end of my speech I was quite sad, I didn't want it to end. And after I had shared my testimony I had a lot of people come up to me and tell me how great I was.

What I have learnt from this challenge or experience is public speaking isn't as hard as I thought it was.

Kiriataahua Te Maapi Pene
Year 9

I'M THE RAIN

I am cold as ice.
I make the grass soggy.
I can be gentle as mist.
I can be soft as a pillow falling from the sky.

Emma Bain
Year 4

CALF REARING

Each morning I go to the farm with mum and help with calf rearing.

We start by feeding all the newborn calves with colostrum milk out of the buckets. We warm it up so it is nice and warm for them with buckets of hot water.

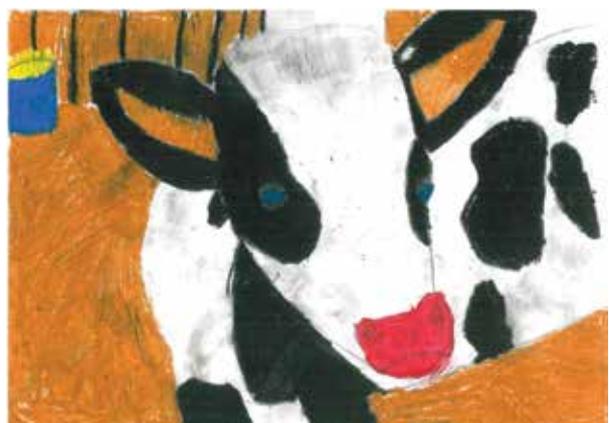
When we have finished we spray the pens so that the calves don't get sick and die. Then I top up their hay and grain and water. I do this while mum feeds all the big calves. We have over 200 calves at the moment. We have had about 500 come in so far.

When the new newborns come in for the day we tube feed all those ones and sort out which calves are Bobbys. I walk them down and put them in the shute where they wait for the bobby truck to pick them up.

When all the calves are fed we sometimes put some more bark in the pens and then we do all the dishes. Mum does all the paperwork. She writes all the numbers down of the cows and calves and what sex they are and what happens to them so we can put them on the computer. It is really busy and there is always lots to do.

I love calf rearing and wish I could keep all the calves. They are so cute especially when they suck your fingers. I have to do my schoolwork after and sometimes at night so that I can come to the farm. It is so cool.

By Brittany Ekenasio
Year 8



TE KURA'S 'EXCEPTIONAL EDUCATOR'

TE KURA KAITAUTOKU STEFAN NOGAJ RECEIVED AN EXCEPTIONAL EDUCATOR AWARD AS PART OF A RECENT CELEBRATION OF LIFE-LONG LEARNING IN TAURANGA.

Tauranga's annual Adult Learner Week Awards recognised the efforts of top students, educators and providers, with Exceptional Adult Educator Awards going to three nominees. Stefan was singled out for an award for his success in helping students to turn their lives around, with many students describing Stefan as a life mentor.

Stefan has encouraged and inspired his students to achieve. In our June issue of *Link Up* we featured six such students who have left Te Kura to pursue their dream jobs. As Kaitautoku, Stefan's role is to work alongside the students in his advisory and help them to get the most of their authentic learning programme with Te Kura.

Central North Regional Manager Anil Singh describes Stefan as a highly effective mentor who is able to help students to re-engage in learning. While Stefan has been working with students in a face-to-face manner he has been backed by the students' subject teachers and Wellington-based team leader Anne Mahn.

On receiving the award, Stefan says it was great to be recognised for his years of hard work and the personal sacrifices he has made working with high-needs learners. The Tauranga advisory has now moved into a permanent base and Anil says he expects that this will allow students to make greater use of technology in their learning.

SCHOLARSHIPS

A NUMBER OF SCHOLARSHIPS ARE AVAILABLE FOR STUDENTS WISHING TO ENROL IN UNIVERSITY FOR STUDY IN 2014.

Check the website of the university you are thinking of attending or visit our website at www.tekura.school.nz/student-toolkit/scholarships to see details of some national and international scholarships.

Undergraduate scholarships to study in New Zealand

Kauri Museum Mervyn Sterling Memorial Scholarship, closing Date – 1 December

This scholarship is offered by the Otamatea Kauri and Pioneer Museum Trust Board for study in the fields of environmental conservation, ecology, natural heritage and Northland history (especially Otamatea County). Candidates wishing to apply should be able to demonstrate strong affiliations with the old Otamatea county area. There is one scholarship each year, valued at \$2,000, tenable for one year.

Kitchener Memorial Scholarship, closing date – 1 December

This scholarship is available to members of the armed forces and children of past or present members of the armed forces taking an agricultural course at university. There is one scholarship each year, valued at \$500, tenable for one year.

KiwiRail Group Undergraduate Scholarship, closing Date – 1 December

These scholarships are to enable children of staff of KiwiRail Group to attend a university, polytechnic, college of education (or other tertiary institution approved by the selection committee) to undertake a full-time degree or diploma course. There will be up to ten awards available each year, valued at \$2,000 each and tenable for one year.

Sullivan Scholarship, closing Date – 1 December

This scholarship is open to members of the Roman Catholic Church who will attend medical school at either the University of Auckland or the University of Otago. There is one scholarship each year, valued at \$600 per annum for tenure of up to five years.

SUPERVISOR SUPPORT AT TE KURA

As the end of the school year approaches most supervisors will be turning their thoughts towards the Christmas/New Year period and the joys and stresses that arrive during our summer break period. If possible, try to take some time near the end of this term to reflect on the things that worked for you as a supervisor, the things that challenged you and things that you can do differently next year.

What worked

It's really important to pat yourself on the back for a job well done and to think about and celebrate your strengths as a supervisor. Your role in supporting your student is an essential one and helps to build positive learning attitudes and good outcomes for you student.

Challenges

Everyone is different and has a unique set of challenges going on at home and during the year that impact on how you do your job as a supervisor. Is there something you can put in place to make some of these challenges easier next year?

Changes, changes

Now is a great time to think about any changes you can make to build on your strengths and to minimise any challenges. Try to revisit these thoughts during the summer break and remember to share your thoughts with others. It may be your student, another family member or friend who could hold the key to your growth as a supervisor.

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Things do not change; we change.
Henry David Thoreau

Adele Harris
 Supervisor Support Advisor

NCEA RESULTS

IN MID-JANUARY 2014, YOUR FULL YEAR'S RESULTS WILL BECOME AVAILABLE VIA THE NZQA WEBSITE STUDENT LOGIN.

Go to www.nzqa.govt.nz/login and click 'login' under 'Students & Learners'. To view your results, including the award of any qualifications, click 'My Record of Achievement'.

If you require a paper copy of an awarded qualification and/or an official copy of your Record of Achievement, click 'Order Documents'. The first copy of any document will be free.

END OF YEAR REPORTS

If you're the supervisor of a full-time or fee-paying student and you have supplied us with an email address, you will receive your student's end of year report via email. If we don't have an email address for you, we will send your student's report through the post.

If you didn't supply an email address but would like to receive your student's report that way, you can submit your email address via our website at www.tekura.school.nz/enrol-with-us/tell-us-your-email-address

LYDIA'S CUPCAKES ARE 'WORKS OF ART'



Lydia Timmins' CWA Cake Stall, with Clunes CWA members Anastasia Jones (left) and Margaret Pettigrew (centre) ready to sell at Cupcake Central!

TE KURA YEAR 12 STUDENT LYDIA TIMMINS SET HERSELF A CHALLENGE TO SUPPORT THE LOCAL YOUTH GROUP, AND FOUND HER HOME ECONOMICS SKILLS AND KNOWLEDGE HELPED RAISE NEARLY \$1000.

Based in the Central Highlands of Victoria in Australia, Lydia lives on a 6000 acre sheep and cattle station, near the historic gold mining town of Clunes. Lydia typically starts her school day around 9 am and has a part time job after school at the station's Pony Stud where she feeds horses and cleans up yards and stables.

In her spare time, Lydia loves reading recipes and creating occasional sweet treats for family and workers on the station. So when she heard the local Country Women's Association (CWA) was holding a cake stall to raise funds for the new Clunes Youth Group, she volunteered to help.

The CWA Cake Stall was to be held during Clunes Booktown weekend. Booktown is an annual event, attracting 15000 people to the small country town every May. Lydia could see the almost limitless fund raising possibilities, and when she heard the cake stall would sell only cup cakes, she decided to bake bulk!

She used her knowledge of food hygiene, food handling, correct food storage and presentation to

research recipes she could bake in advance and freeze, and ways to keep the cupcakes moist and fresh even after being frozen. She also researched icing recipes which would be safe at room temperature and safe methods of packaging. She also involved her family in the project, and together they produced hundreds of cupcake decorations using coloured icing fondant.

There may not have been too many healthy ingredients involved, but Lydia managed to deliver 300 decorated and packaged cupcakes to the CWA Cake Stall! And although she stayed up very late to meet her deadline, she volunteered to help sell the cupcakes all day!

The CWA Ballarat District Group Publicity/ Membership Convenor Fiona Darby said in an email to Lydia, 'you are so creative and you should be so proud of your work today. Works of art! Keep smiling and hope you join Clunes branch as a junior member. Your enthusiasm and creativity is invaluable!'

Lydia says she really enjoyed the challenge of baking and decorating hundreds of cupcakes and as a result has enrolled in another NCEA subject – food technology.



Lydia Timmins' Cupcakes Round: Cupcakes Galore – a sample of Lydia's creations.

'I did really enjoy the planning, organisation and especially the decorating part,' she says. 'But I really enjoy working with animals too, so I am not sure which way to go for my career. I just want to keep on doing my school work and maybe I will bake for the next Booktown.'

Meantime, rumour has it one of the Pony Stud workers has commissioned Lydia to bake and decorate her 21st birthday cake in 2014.