



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL

CONNECTING  
TE KURA STUDENTS

# link up.

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

- TE KURA PRIZE WINNERS FOR 2013
- SCHOOL PRODUCTION A 'FIRST' FOR TE KURA
- SEA KAYAKING ADVENTURE
- STUDENT SUPPORTS GIRLS' EDUCATION

MARCH 14 | ISSUE 19

# Ko Tā Mike Kōrero.



*Mike Hollings*

**LAST DECEMBER TE KURA HOSTED STUDENTS FROM ACROSS NEW ZEALAND WHO HAD COME TO WELLINGTON TO BE RECOGNISED FOR THEIR ACHIEVEMENTS DURING THE YEAR.**

They were among nearly 80 students to receive prizes, and it was a great pleasure for myself and the Board Chair to present the awards. You can read the full list of prize winners and see photos from the day on pages 4 – 6.

In announcing their plans for education earlier this year, the Government and opposition parties emphasised the importance of education in ensuring that young New Zealanders grow up to be successful citizens of the 21st century.

Of course quality teaching, along with ensuring students are well-nourished and ready to learn, are crucial. But we also need to make sure that students' learning programmes are relevant, engaging and give them the skills they need to succeed. At Te Kura, we are extending our focus on authentic learning, with more student advisories and new partnerships with trades academies and tertiary providers so we can offer more opportunities for students to gain real world skills and qualifications.

In this issue of *Link Up* you can read about three Te Kura students in the Taranaki region whose authentic learning programmes have helped them to achieve their goals. We will share more student stories with you through *Link Up* and our website over the coming months.

This month we are hosting delegates of the 'Innovation in Education' conference for educators to be held in Wellington. The conference will enable teachers from throughout New Zealand to learn more about the Big Picture approach to authentic learning and how it is working in New Zealand and Australia.

Also in March, we are involved in the Festivals of Education being held in Auckland, Wellington and Christchurch. If you get the opportunity, I encourage you to attend one of the festivals – go to [www.festivalofeducation.co.nz](http://www.festivalofeducation.co.nz) for more information.

I wish every Te Kura student the best for the new school year ahead. Please remember to contact your learning advisor or subject teacher if you have questions about your programme or any aspect of your school work. Our Supervisor Support Advisor Adele Harris is available during term time to offer advice and guidance to supervisors – have a look at her article on page 18 for helpful tips for new supervisors.

**Mike Hollings**  
Chief Executive

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*Front cover photo: Jae Herekiuha, Jan Bolton, Tehimana Pokaia, Wellington musician Konflikt, and Bry Greene.*

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# Feature Stories

## TE KURA PRIZE WINNERS FOR 2013

THE ACHIEVEMENTS OF STUDENTS AT NEW ZEALAND'S LARGEST SCHOOL WERE CELEBRATED THROUGHOUT THE COUNTRY IN DECEMBER.

EIGHTY THREE PRIZES WERE AWARDED FOR ACHIEVEMENT ACROSS A RANGE OF CATEGORIES.

Chief Executive Mike Hollings says the school prize giving is an opportunity to recognise the success of students who have achieved academically as well as those who have responded to challenges and made good progress in their studies.

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*'Learning at a distance can be challenging, but it allows us to offer highly personalised programmes based on students' passions, goals and educational needs. We can see the benefit of that approach in the achievements of our prize winners.'*

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Around 3500 full-time students enrolled with Te Kura in 2013, along with almost 6000 young adult students (students aged 16 to 19 who returned to schooling on a full-time or part-time basis) and 3500 adult students. The school's roll also included more than 12,000 students who were attending a regular school but studied one or more subjects with Te Kura.

The prize giving ceremony in Wellington doubled as the premiere of the school's first musical production, a music video based on *Keep Moving*, a song composed online by music students Jae Herekiuha and Bryony Greene. Their song became the basis of a project involving Te Kura students from throughout New Zealand and across the world. Arts Curriculum Leader Jan Bolton, who oversaw the project, was keen to show how some of the challenges of learning by

distance can be overcome through the use of easily-accessed technology, and to give Te Kura students the chance to be part of something which students in other schools take for granted.

The 2013 Dux Award went to Alexandra Manson, who enrolled with Te Kura in 2011 when her family left Christchurch and moved to France. In addition to her Dux Award, Alexandra received prizes for classical studies and art history. She intends to study languages at Lille University in France.

Wellington student Gillian McNaughton received the Chief Executive's Prize for Meritorious Work, runner-up to the Dux Award. Earlier this year, Gillian won a bronze medal as part of the New Zealand team which competed at the International Biology Olympiad in Switzerland.

Gillian sat scholarship exams in biology, chemistry and music as well as NCEA exams in eight subjects. She excels in music and has played the viola in the New Zealand Symphony Orchestra Youth Orchestra, as well as sung in the New Zealand Secondary Schools choir.



*Gillian McNaughton*

## CROSS-SCHOOL PRIZE WINNERS

TCSPSA Dux Award for overall excellence in year 13

**Alexandra Manson**

CE Officer's Prize for meritorious work

**Gillian McNaughton**

Ex-pupils Association Prize for outstanding determination in overcoming difficulties

**Casey-Lee Hurley, Ethan Ramsay**

Award for a Māori student who has made the most improvement in their studies

**Scarlett Nisbett, Hikurangi Mills**

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

**Didi Hughes, Jack Williams**

Parents' Association 75th Jubilee Prize for dedication and commitment to schoolwork

**Joshua Bury, Emily Fanning, Maddy Gillard, Grace Maddox, Pelatia Schwartfeger, Kaya Tobin, Vince Wilkinson**

Mansfield (Fuchsia Trust) Prize awarded to a teen parent who has made the most of the opportunity to continue their education

**Leah Rewita**

Elizabeth Boraman Memorial Prizes for students who have responded to challenges and made good progress in their studies

**Joseph George, William Hendry, Deanna Herbert, Vanessa Miller**

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

**Jeremy Te Haki**

The Special Education Prize for significant achievement in supported learning of Life Skills in years 11 to 13

**Iesha Wanoa Parsons**

## SUBJECT PRIZE WINNERS

The Ruth Crisp Prize for original work

**Charlotte Williams**

Award for outstanding effort in any or all of the Arts: Music, Visual Art or Dance in years 7 to 10

**Lucas Gacitua Del Valle**

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

**Vince Wilkinson**

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

**Amy Nilsson**

Millicent Mason Prize for high literary ability in year 11

**Tessa Hafoka**

Prize for outstanding effort and achievement in the Gateway programme

**Madisyn Gray**

Health Award for outstanding effort in Health and Physical Education in years 7 to 10

**Zack Mutton**

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

**Emily Fanning**

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

**Alex Stephens**

Judith Waugh Prize for excellence in Latin

**Charlotte Hann**

Prize for outstanding effort in years 7 to 10 Spanish

**Alexander Hertwich**

Prize for excellence in Spanish as a second language by a senior student

**Daniel Mahoney**

Prize for excellence in Japanese as a second language by a senior student

**Oliver Bailey**

Prize for excellence in French as a second language by a senior student

**Joshua Cloke**



*Te Kura prize winners in Wellington*

Prize for excellence in Classical Studies by a senior student

**Alexandra Manson**

Prize for excellence in Te Reo Māori for a senior student

**Zion Whanga-Otimi**

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

**Baylee Verzyde**

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

**Koby Taylor**

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

**Jack Williams**

Prize for excellence in Mathematics with Calculus

**Aaron Gordon Keesing**

Prize for excellence in Mathematics and Statistics

**Christopher Codlin**

Prize for excellence in Statistics and Modelling

**Liam Baker**

Award for the student who has made an outstanding effort in the Sciences in years 7 to 10

**Luke Smallman-Kitto**

Prize for excellence in Chemistry by a senior student

**Vince Wilkinson**

Prize for excellence in Horticulture by a senior student

**Didi Hughes**

Prize for excellence in Physics by a senior student

**Sean Sumich**

Prize for excellence in Economics by a senior student

**Thomas Bird**

Jenny Armstrong Memorial Accounting Prize for outstanding work in Accounting

**Damian Tilley**

Lyn Davey Memorial Prize for excellence in Legal Studies

**Paige Eden Kaye**

Prize for excellence in History by a senior student

**Sara Yacoub**

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

**Mary Reynolds**

Award for outstanding effort in the Te Ara Hou programme

**Connor Watts-Smith**

Prize for excellence in Computing by a senior student

**Justine Bilton**

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

**Lorrielle Ashcroft**

Prize for excellence in Pathways by a senior student

**Seddon Floyd**

The New Zealand Federation of Women's Institute Prize for excellence in NCEA level 1 Food and Nutrition

**Cate Denner**

# Student Stories

## TARANAKI STUDENTS MAKE THE MOST OF AUTHENTIC LEARNING

DAVID BURROUGHS IS A YOUNG ADULT STUDENT AIMING TO GAIN THE ENTRY REQUIREMENTS TO GET INTO A JOURNALISM COURSE AT THE WESTERN INSTITUTE FOR TECHNOLOGY AT TARANAKI (WITT) IN 2014. DURING 2013 HE HAD A WORK PLACEMENT WITH A LOCAL PAPER AND COMPLETED SEVERAL INDUSTRY-BASED JOURNALISM UNITS. HE WISHES TO COMPLETE NCEA LEVEL 2 IN 2014 AS WELL AS ATTEND WITT.

I love journalism. That's why I'm loving my work experience at the *Stratford Press*, our local newspaper. It was supposed to only be a 10 week placement, but I kept on turning up, and five months later, I'm still there.

While working at the *Press* I have had the opportunity to cover a range of stories in Stratford and the greater Taranaki region. These include meeting two All Blacks, finding out about the water quality in the streams around Stratford, and talking to a marching group heading to Dunedin, and a range of others.

It has also been encouraging seeing my stories go to print. Not all of them make it into the paper, but most do, and the feedback I have got back from family, friends, and even members of the public has been amazing.

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*My placement at the Press came around as part of Te Kura's authentic learning program, where the school recognises the skills that you gain in the workplace and matches them to NCEA assessments.*

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I first found out about it through the mail, and then contacted Kelly Martin, the local learning advisor. At first, she helped to sort out what subjects I needed to do. Now that I know exactly what I need to do, I only need to touch base now and again, but it is still very helpful.

One of the aspects of journalism that grabbed my attention was the fact that almost every day is different. I've had the opportunity to experience this first hand now. Every Thursday, driving into the *Press*, I usually have no idea what stories will come up that day, or where they will take me.

It's not only the experience that has been beneficial. I've been able to use some of the stories I've written for my NCEA subjects. I researched and wrote a story about a bus service between Stratford and New Plymouth, which I'm using for my magazine spread in media studies, and I'm also using some others for English. Because I've been studying through Te Kura, I have been able to pick and choose the subjects and standards that will be most beneficial to me in my future career in journalism. I've also been doing some units through the New Zealand Journalism Training Organisation, and that has been great, as I've been able to take what I learn and use it at the *Press*.

Next year, I'm hoping to go to WITT, the polytechnic in New Plymouth, and study towards a diploma in journalism. The course looks great, as you get to study right beside the newsroom at the Taranaki Daily News, and get your stories published. I've had a few odd stories published in the *Press* and other papers before this placement, but to have this opportunity has been great, as it's cemented my career path, and confirmed that this is the right path for me.

**JESSICA JOHNSON WANTS TO BE A SOCIAL WORKER SPECIFICALLY WITH YOUTH AND CARRIED OUT A WORK PLACEMENT WITH THE YMCA IN NEW PLYMOUTH DURING 2013. SHE ALSO COMPLETED SOME UNITS TOWARDS A NATIONAL CERTIFICATE IN YOUTH WORK AND STARTED A BUSINESS MANAGEMENT COURSE. JESS IS LOOKING TO ENROL AT UNIVERSITY MID-SEMESTER 2014.**



My name is Jessica Johnson and I am an 18 year old student with Te Kura. I was born in Hamilton in 1994 but moved to Taranaki about 12 years ago. I went to a small high school before enrolling with Te Kura – attending school proved to be a challenge for me, because I felt like every student was put into a

box, the same box no matter our skills, strengths or things we found difficult, and in that box we all had to find who we were. We had to discover ourselves as well as get an education, deal with homework and live up to teachers’ expectations and deal with the dramas that came with going to school.

I attended school for three years; those three years that I did go to school were a living nightmare for me. I wasn’t the usual student, I took my learning plan into my own hands and decided to withdraw myself from classes and study in the student support centre because it allowed me to focus on my own personal study plan and work by myself. When I needed help with my work I was assisted one-on-one, so the things I found difficult were addressed as a whole instead of being in class where the different needs of 20 students were addressed.

Everybody is different – our learning needs, strengths and weaknesses are all different, so sometimes being in school with other students in one classroom poses a challenge. I faced a lot of personal challenges during my high school years, from depression to family problems and the death of a close friend. During the challenging times I was

told that ‘I would be nothing and I would not get far in life’. I used this statement to get through as much of my last year of high school as I could, I gained my NCEA level 1 that year and decided to leave school. So in 2011 I enrolled in Te Kura. I decided to do this because I felt that Te Kura would take me further in my schooling. Whilst studying with Te Kura I chose my career path and enrolled in a youth work course. From there I decided that I would move on to adolescent mental health. I chose to venture on this path because I feel that I can use my personal experiences and knowledge to assist youth in making better futures for themselves.

The best thing about working in an advisory is it gives me a chance to witness firsthand what my career choice involves and to gain extra skills that I will need. It also allows me to interact in an environment that is different to my usual environments and there is always someone to support me when I am finding things difficult or need to discuss my work.

Working in this kind of environment has helped my learning a lot. I have learnt different things by being able to witness situations that I may face in my chosen career and I am able to contribute to methods and use my experiences in that workforce within my learning.

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*I would definitely recommend authentic learning to other students because you learn a lot of things about yourself.*

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It gives you the opportunity to figure out whether your chosen career is the right one for you and to gain a lot of skills that would be good within your career, as well as life skills and a better understanding of things we take for granted.

**JORDAN BETTERIDGE IS 18 YEARS OLD AND WANTS TO BE A WRITER. AS PART OF HIS AUTHENTIC LEARNING PROGRAMME LAST YEAR HE HAD A ONE-ON-ONE SESSION WITH NEW ZEALAND AUTHOR DAVID HILL. THIS YEAR JORDAN WILL COMPLETE NCEA LEVEL 2 AND PLANS TO FURTHER DEVELOP HIS WRITING SKILLS BY EXTENDING INTO OTHER AREAS SUCH AS JOURNALISM, BEGINNING WITH A JOURNALISM STAR COURSE AT THE WESTERN INSTITUTE OF TECHNOLOGY.**

Hello. My name is Jordan Betteridge. I'm a homeschool student studying with Te Kura's authentic learning (AL) programme. So here's a little bit about how I got here. I've been homeschooled all my life, starting with a lot of practical study like basic maths and spelling. But I remember clearly my favourite thing about homeschooling was meeting with other kids like myself and going on field trips to the zoo, beach and even to the skating rink. It was great, I was having fun and learning at the same time. There were no worries, I was just enjoying being a kid.

I guess it was intermediate when I started losing my interest in learning. Things got harder, the maths got a lot harder. It was boring and I used every excuse possible to try and get out of doing my work. Then I got to high school and things just got worse. There were a million more responsibilities I had to face up to. Getting credits especially. I found myself lacking the required enthusiasm and motivation to get my work done. I would look out the window and daydream probably more than anything, and my schoolwork was becoming a nightmare simply to think about. I felt lost, like I was feeling my way through the dark without any sense of direction or purpose for what I needed to do. I wanted to give up; and to a certain point I did – at least in my mind.

But then things started to change for the better. Te Kura saw the need for students like me to have some help getting back on track, and that's where AL came in.

One day I got a phone call from one of my teachers about having some one-on-one time to help clarify my situation, which I wasn't too keen on at first. But in the end it turned out to be the best choice I could have made.

Not only has AL and my teacher got me well and truly back on track towards achieving my education goals, but it has given me a sense of purpose towards choosing a possible career option too. Before AL I always felt like I had to be good at maths, or good at science or biology in order to do well. But it showed me I simply don't need to be good at anything other than what I love to do the most. Writing. That little thing that I take pleasure in out of all the other less enjoyable subjects.

To be creative and use an imagination that I had swept under the rug as being 'impractical' all these years has not only given me the passion to pursue my dreams, but has rewarded me with the confidence to do better with schoolwork and also the independent writing I do in my own time.

## JORDAN'S AL Q&A

### **What is the best thing about working in an advisory?**

It gets you focused and allows you to set goals that would otherwise be hindered by a lack of self-motivation and a lot of other homeschooled students may have.

### **How is AL different from the way you learned before joining the advisory?**

It's different because before I had no guidelines and I really was just feeling my way through the dark; whereas now I know what I've achieved so far, and I know what I need to do next.

### **How has working in this way helped your learning?**

I have made much faster progress which not only helps me to gain the required credits quicker but also boosts my confidence knowing I do have the potential to do better when clear goals and plans are made.

### **Would you recommend AL to other students? If so, why?**

I would recommend AL to any student especially if they feel they're getting nowhere and/or finding themselves getting confused about where they're headed.

# Student Work Showcase

## OLIVIA'S BREZELS



Taranaki student Olivia Michel took up the challenge to bake Brezel as part of her advanced beginners' course in German, when she also learned a bit of Brezel history. A baker, sentenced to death, was given a last chance to save his life: 'If you can bake something the sun can shine through threefold, your life shall be spared.' So he baked the Brezel.

## A SHADOW

A shadow creeps slowly round the room.  
A shadow with its blackness, horror and gloom.

A shadow creeps slowly up the wall,  
but yes this shadow is not very tall.

A shadow creeps slowly around my back,  
as though it was waiting to attack.

A shadow creeps slowly around my carpet.

My cat!

**Emily Ash, Year 4**



Spring by Jazmin Paget-Knebel, Year 7

## GREAT BARRIER ISLAND

I live on Great Barrier Island in the Hauraki Gulf near Auckland.

To get to Great Barrier you have to go by plane or boat. It takes about half an hour from Auckland Airport to Claris Airport. If you go on the Barge it takes about five hours across the Hauraki Gulf.

When you get there the roads are gravel and tar sealed. We have shops, not many though, and no fast food places. We have one museum, three libraries and an art gallery.

Great Barrier Island has lots of bush, so some people go pig hunting with their pig dogs.

There are three schools from year 1 to year 8 and they are Mulberry Grove, Kaitoke and Okiwi School.

There are about 35 kids in each school. Once you get to year 8 you have to move to Auckland and go to boarding school, or enrol with Te Kura.

My family has lived here for 5 years.

In my year 8 I attended Okiwi School. While I was there we went on a school trip to Wellington. Okiwi School organises big trips every two years because it's a small school.

After year 8 I went to Salisbury school for two years. I was supposed to leave in 2011 but I didn't because I got an extension.

Now I'm at Te Kura. My younger brother David stayed at Okiwi School and he finished his last year at Okiwi and is now at Dilworth, a boarding school.

On Mondays I go to an art class in Claris with my Aunty and two cousins Ngapera and Te-aniwaniwa. They do correspondence as well. If they weren't here it would be lonely because there are not many people here my age on the Barrier. I'm 16.

I enjoy art because it gets you out of the house and you meet other people in Claris. On Thursdays my cousins and I go to Okiwi School for the day. We do our school work together. My cousins who do correspondence are Te-aniwaniwa, Ngapera and Summerlee.

I live in the Northern end of the Barrier in Katherine Bay, Motairehe. Once you get to Motairehe you park your car on the side of the road, walk around the rocks onto a 10 minute bush track. To get to my house you only walk if the tide is out. And if the tide is in we pick you up in our boat.

Our beach is called Oruawharo Bay. Some people go fishing in their boats. We have nice gardens and lots of bush around us and if you keep walking past our beach you will get to the next bay, Te Kaeo, and my dad's bay, Te Rota Bay. Summerlee lives on Flat Island, the Māori name is Rangiahua.

We do internet shopping. On a Tuesday the Barge comes into Port Fitzroy and unloads our shopping, the cars and people. Our shopping comes in banana boxes.

For power we have to use generators and solar panels, so we have to be careful with our power. Some people on the Island have a T.V. but we don't.

There is cellphone reception in Claris and Port Fitzroy but no reception in our bay.

Now you know what it's like on Great Barrier Island.

### Ayla Ngawaka

Port Fitzroy  
Great Barrier Island

## WAR OF THE WEKAS

Beneath the eye of the huntress the mighty Gahara flowed, silent and silver in the light. Against shadowy fields and forests the river must have appeared to the gods, a silken ribbon adorning their mother's dark tresses. Following the ancient path from the mountains of the north, whose peaks are forever hidden by clouds, through the Western ranges onto the Southern plain before at last joining the boundless sea, the waters of the Gahara arched around a sleeping town named Granik. A pair of sentries patrolled the riverbank along the surrounding stone wall. Had but one cast his eyes below to the waters many an event might never have occurred. But it was the time of the Solstice, and the days before had seen the Bernius, famed priest of Bacchus and his followers flood the town with music and nectar. The festival lasted until the moon was at her peak and during them; good cheer flowed as freely as the river. So though the sentries marched, their eyes weighed heavy and their minds were hazy with thoughts of music and bed. They did not hear the whistle of the bolas until the impact knocked them from their posts.

### Chapter One

Clouds obscured the moon and a shadow fell across the water. This shadow was not one but many. As they drew closer, individual ships could be distinguished. Long and lean with sharp prows and flat bottoms, they were designed to rule the rivers, much as the warships of the northern barbarians ruled the sea. Had the townspeople procured themselves such a vessel it would have taken several of their strongest to coax life from it. Yet each was manned with mute oars by but a single, hulking figure. As one, they disembarked from the ships onto the stone wall, built to protect the village from the dangers of the river. Now it provided a platform from which a danger, more ruthless and devastating than any flood, surveyed its prey. Each was indistinguishable from another, bar in height, for all were hooded and cloaked. The silence of the night magnified their harsh breaths,

the even panting of wolves on the hunt. One by one they jumped from the wall onto the packed dirt below where the sentries lay groaning, until there was but a single figure left holding the mooring lines of the ships.

It was the bleating which awoke Melanion. A young man from hill country, he had journeyed to the town hoping to part with his inherited herd of troublesome goats. The life of a herder was a destiny Melanion did not desire for in his heart there was no love for the mist shrouded plateaus where nought but rugged shrub and rock grew. Thus he left his home, his family, indeed his very people, to seek a life of colour and excitement. Regrettably on Melanion's part, he had come too late to partake in the festival, but too early for the effects to have worn off. Seeking shelter in the riverside home of a friend, Melanion had no choice but to wait for the merchants to recover. His accommodation was but a blanket on the floor, directly above the stable in which his bothersome wares were kept. Unused to such closed quarters the goats had soon begun to voice their complaints. Their protests reached such a pitch that they pierced even Melanion's oblivious rest. Knowing there was little he could do, to help the goats or silence them, Melanion went to the window, praying the fresh air would dispel the confusion of sleep.

Staring out the window, Melanion wondered if he yet slept.

The clouds had ceased caressing the moon and all was once again as clear as day. The figures stood in the moonlight, waiting.

One amongst them stepped forth. From within the depths of their cloak, the figure drew forth a war hammer; similar in size to the head of a goat. Casually, they strode towards a nearby building. With a single, measured blow the figure snapped a supporting column and brought the building down. To Melanion's ears the sound seemed

akin to the roar of a rock fall. At the signal, the raiders for that is what they were, threw off their cloaks and drew their own weapons, swords and spears and axes. Surging forward, their forbidding silence replaced with whoops and yells, the raiders began disappearing into homes and warehouses, reappearing carrying sacks and boxes, others with figures draped across their shoulders, some struggling, some inert.

As they drew closer to the home in which Melanion resided, he decided to take his chances out in the streets. The idea appeared to have occurred to the citizens as well, who poured out onto the main street, some armed. The raiders had prepared for this. While some pillaged, others carrying torches had spread through the streets, setting buildings alight. Between fire and fear the people of Granik had no chance. Blinded by panic and smoke, the townsfolk stampeded, trampling one another in their haste to flee.

Melanion broke away from the crowd, choosing to take refuge behind a stack of barrels and trust on his speed to escape once the mob had better dispersed. It was in this hiding place that he was at last able to clearly see the force which had shattered the peaceful night.

The raiders continued to capture and loot at will, manipulating the confusion to their utmost advantage. Those who tried to fight, to defend their homes were soon overcome. Of them all, it was the one who had first stepped forth who took especial pleasure in sending men flying with powerful blows of her war hammer. It was in the light of the burning town that Melanion saw, in spite of the muscles which proclaimed their immense strength and the destruction with which they wrought, the leader and her companions were undoubtedly women; women of exquisite and exotic beauty. However, it was on the leader alone who Melanion fastened his eyes. For while the others proclaimed their femineity through face alone, their bodies being concealed by dresses of chain-mail, her armour left no room for doubt. It appeared to be in the

nature of an adornment rather than any means of protection, the breast-plate stopping well short of its name sake, closer in truth, to an elaborate necklace than any garment, whilst about her waist was little more than a woven belt, with an ornate centre piece curving high enough to obscure the navel, though not the prodigious musculature above. On both pieces curious designs flickered and danced in the firelight, as they shone with the unmistakable glow of gold. Visible rips suggested that a degree of modesty was preserved through the use of leather breaches, albeit ones that fit like a second skin. And her face. Melanion could not tell whether she smiled or snarled as she tore through the town, eyes alight with a fire brighter than that which followed in her wake. Darkness and smoke distorted half-hidden features until she resembled no woman but a gorgon.

Trapped with fascination Melanion did not realise he had risen from his hiding place until a terrible thrill ran through his very bones, as he realised the wild woman's eyes stared straight into his. Stared with a look all too familiar for a herdsman; the hungry gaze of a she-wolf on the prowl. But this time Melanion was the prey. And like any sane prey, he fled.

**Charlotte Williams**, Year 13 (2013)

## ME AND MY HOBBY, SINGING

I love singing, it's so fun because of the awesome clothing I get to wear and I love the feeling I get when I'm on stage – sometimes I'm excited or nervous.

But it's not all fun and games I also have to practice hard so I practice in front of my family day and night.

When I'm singing I like to have the instruments so it gives my singing a lovely sound and I like that.

It's also fun singing in front of a crowd. It's so amazing because I entertain them with my voice and if the audience is happy it makes me super happy.

So that is my awesome hobby.

**Te Waiohine Tahi**, Year 7



*Te Waiohine participated in the New Zealand Aria competition in November, where she came third in the Māori song section for singers under 14 years, singing Tangaroa Whakamautai by Maisey Rika. Te Waiohine was also highly commended for her performance of Ben by Michael Jackson and He Kakano Abau by Hohepa Tamehana.*



*Women preparing food*



*A friend in a djellabia*

## CHAD

Chad is a country in Africa. People have short, black, curly hair and brown skin. The flag's colours are blue, yellow and red, and the language is Arabic.

Everyday we sweat because it is burning hot. Sometimes it gets to 40 degrees! It does not rain much, it is dry for nine months of the year.

Men wear djellabias, which are like big dresses with trousers underneath. And women wear head – scarves and laffays, which are big veils that cover their whole body. The laffays have beautiful patterns like butterflies, and colourful.

People eat with their hands and share the food on a tray. Sometimes people eat ech and charmuut sauce. Ech is a boiled lump of flour and charmuut is dried meat. If we have left-over ech we dry it and give it to our animals.

I like Chad but I don't like the buzzing, annoying mosquitoes because they bite me!

**Anika Josie Hayes**, Year 3

## NZ ROAD TRIP

### – My Year on the Move

In August 2012 my family and I hit the road in our 10 metre house truck, starting in my home town Auckland and ending up based in middle earth amongst New Zealand's Southern Alps.

We have had some awesome adventures along the way. We traveled down the East Coast of New Zealand through the Bay of Plenty and on to Hastings in the Hawke's Bay for the fruit picking season. When we first arrived in Hastings we parked in an apple orchard. Mum and my sister Maddie started baking up a storm, apple pie, plum pie, muffins, apple bread, pear crumble and fruit smoothies. Yum!

We then moved to a stoney paddock in the Gimblet Gravels wine region, where our truck was sandwiched between Sacred Hill and Craggy Range wineries. The vines were an awesome site of green and gold before harvest. Close by the city of Napier is famous for its Art Deco and mum took us to visit all the amazing buildings constructed following the earthquake in 1931. They are like a piece of art not a building.

Next stop Gisborne, where we parked for three months in the A&P showgrounds. The sheep shed became our gym for fitness in the winter. Captain Cook landed here in 1769 – it was the first time he had set foot on New Zealand soil. Dad drove logging trucks while we were there and he showed us the roads he drove on. Deep in the forest they were very steep and treacherous. It sent shivers down my spine to send a 44 tonne truck down a road that curved like a snake and was only as thin as a slice of bread.

Dad then took a month off work in September and we made our way down the East Coast to Norsewood, a great place to visit and see all the Norse houses and trolls. Founded by Scandinavian Settlers in 1872, it has a rich history and the little museum in town is worth a visit.

On to Ashurst my dad's home town and we parked at the back of the fire station where my dad used to volunteer. It's no fun when you are doing your Te Kura work under the siren and it goes off! My grandad lives in Ashhurst and he has a deer farm in the Ruahine Ranges, it was a long walk up.

We carried onto Wellington, parked at the Trentham Racecourse and visited Te Papa and Te Kura's Wellington headquarters. The Wellington Zoo was another awesome day out as well. But by far my favourite day had to be my visit to Weta workshop.

We crossed over on the ferry just in time for the big 6.6 Seddon earthquake. Parked in the Blenheim Racecourse at the time and happily biking around when my bike started rocking and the ground was moving side to side. It was very scary.

From there our travels took us to Nelson for a few weeks and then over Lewis Pass and onto Canterbury. So far we have visited Arthur's Pass, played with the Keas and climbed rocks at Castle Hill. There is a lot more to do so we plan to stay in the region for the summer, basing ourselves in a small town called Fairlie. It's a fairly long way from anywhere! Ha Ha. Since we are so close to Wanaka mum has promised me I can go to Warbirds over Wanaka so that's where you will find me in April 2014.

Although I live in a very small house I'm glad my house has wheels because it has given me the chance to see so many new places and experience so many new adventures. I sleep in my classroom, I eat in my classroom and I even invent and build in my classroom. I'm always at school and learning about my country as I go. Living on the road is a real authentic learning experience.

**Connor Watts-Smith**, Year 10

## SEA KAYAKING ADVENTURE

On Tuesday Katie, Jessica, Jonah, and I went to Dunedin for a school trip. We met at the museum and then we all drove to Port Chalmers in Transit vans towing kayaks on a trailer. Jessica and Jonah, Emma and Todd (from Wild Earth Tours) and two other guys helped to take the kayaks off the trailer.

Emma showed us how to paddle and steer. We put on splash skirts that were purple or black. We also put on life jackets, they were purple and yellow. The sea kayaks are yellow and take two people. The paddles are an unusual shape. In the back of the kayak there are foot and hand pedals to steer the rudder.

Next we put the kayaks in the water. There were lots of boats and tree stumps in the water. The water was very blue and cold. There were pipes along the bank and they had oil slick shimmers and white frothy water coming out of them. I do not like pollution like that.

Next we went along the side of the shipping lanes and saw war armaments. I didn't like the graffiti. Then we learnt about the Disappearing Gun and the Fur Seal Colony. It was exciting hearing the history of the Disappearing Gun but it was hard work paddling out there.

There were no Albatross or Penguins so we went to a beach for lunch then went back to our launch point. By now I had tired arms but it was great fun paddling with Jonah.

I loved sea kayaking and will do it again.

**Isaac Canning**, Year 9



## AUTUMN WIND

Leaves

Dance past me like ballerinas  
and slowly touch the ground  
The wind whispers a secret of joy then  
scatters into 1000 pieces and flows  
through my heart.

**Emily Ash**, Year 4

## SCHOOL PRODUCTION A 'FIRST' FOR TE KURA

TE KURA'S FIRST SCHOOL PRODUCTION  
HAS BEEN SEEN ON COMPUTER SCREENS  
AROUND THE WORLD, THANKS TO YOU  
TUBE AND THE TALENTS OF MORE THAN  
40 TE KURA STUDENTS.

In 2012, senior music students Jae Herekiuha (Auckland) and Bryony Greene (Waikato) collaboratively composed a powerful song called *Keep Moving*. They did this totally online, without ever meeting.

Last year, their song became the basis of a project involving Te Kura students from throughout New Zealand and across the world. The *Keep Moving* song and music video represent the contributions of 44 Te Kura students, past and present, utilising a wide range of technologies that allowed them to overcome the physical distances between them.

The project culminated in a meeting in Wellington of the two composers and Palmerston North student Tehimana Pokaia, who was responsible for the final musical arrangements. The video was compiled and edited by Tauranga student Henry Leckie-Hodge who was mentored by Theatre Arts Director Isobel Mebus.

Te Kura Arts Curriculum Leader Jan Bolton was the visionary behind the project. She could see the potential of an online musical collaboration, both as an authentic learning experience for the students involved and as a way of overcoming the isolation that inevitably comes from learning at a distance.

'Working at a distance offers both challenges and opportunities. My aim with this project was to show how we can overcome some of the challenges through the use of easily-accessed technology and the benefits of access to technology for today's students.'

It was also important to give Te Kura students of all ages, backgrounds and interests the chance to be part of something which students in other schools take for granted.'

In addition, Jan was keen to challenge some of the perceptions around distance education and show what is possible.

.....  
*'The end result is something that could never have been achieved by just one or two people alone, and which reflects the unique character of Te Kura and its students.'*  
.....

At the same time, every student who has been involved has learnt something from that experience and, in the case of some of the core team members, earned NCEA credits.'

Te Kura Chief Executive Mike Hollings says the project illustrates the direction that learning is heading in. 'Every school in New Zealand and in fact around the world is grappling with the challenge of connecting with students, engaging them in learning and making it authentic and relevant. *Keep Moving* is an example of how that can be achieved.'

'And there is no better way of ensuring our young people are skilled in the use of technology than by making it an integral part of their learning.'

If you haven't seen the video, check it out at [www.youtube.com](http://www.youtube.com) (type 'Te Kura keep moving' into the search bar) or on our website at [www.tekura.school.nz](http://www.tekura.school.nz).

*Front cover photo: Jae Herekiuha, Jan Bolton, Tehimana Pokaia, Wellington musician Konflikt, and Bry Greene.*

## ADVICE FOR NEW SUPERVISORS

**AT TE KURA WE ARE FOCUSED ON OUR STUDENTS ACHIEVING THEIR EDUCATIONAL AND PERSONAL GOALS.**

Supervisors have a very important role to play in providing a positive learning environment for students, encouraging the best learning outcomes, setting workable routines, ensuring their student's learning materials are stored safely and monitoring the regular return of work.

Here are a few tips that might help you.

### Where do I start?

- When your student first begins on our programme you will receive important written information. Try to keep it where it can be easily found and referred to when necessary.
- Check out our website. There is a section for supervisors - [www.tekura.school.nz/supervisor-toolkit](http://www.tekura.school.nz/supervisor-toolkit) and the **Noticeboard** on the homepage has regular updates: [www.tekura.school.nz](http://www.tekura.school.nz)

### Getting to know the teacher

- Your student's teacher is available to guide you in your role as a new supervisor.
- Encourage your student to contact their teacher regularly, online or by phone – the more the teacher gets to know your student, and their interests and abilities, the better able they are to support their learning.
- If your student is working in our online teaching and learning environment, they need to regularly log on, take part in any available discussion groups and submit their work.

### Regular routines

- Younger students and some older students respond well to a structured timetable. If you supervise older students you can be flexible with study time as long as your student is regularly returning the required amount of assessable work.

### How can I be the best supervisor I can?

- Expect your student to do well.
- Encourage independence.
- Praise your student.
- Ensure your student understands their responsibilities and goals for their education.
- Provide regular routines with lots of breaks.
- Ask for help when you need it.
- Encourage your student to attend any Te Kura activities, tutorials or advisories.

## Ko ngā tamariki o ēnei rā hei rangatira mō āpōpō

*The children of today are the leaders of tomorrow*

**Adele Harris** is the Supervisor Support at Te Kura and is available to offer support to supervisors of full-time students during term time. You can contact her by email at [adele.harris@tekura.school.nz](mailto:adele.harris@tekura.school.nz) or telephone **0800 65 99 88 ext 8244**.

## PARTNERSHIP ENHANCES LEARNING

TE KURA'S EARLY CHILDHOOD SERVICE HAS JOINED WITH STORYPARK, AN ONLINE LEARNING COMMUNITY BASED AROUND STUDENTS, FAMILIES AND TEACHERS, TO ENHANCE TEACHING, CONNECT WITH FAMILIES AND EXTEND CHILDREN'S LEARNING.

Storypark enables families and teachers to record the activities of children from a young age through learning stories and ePortfolios. Family members can comment on the child's story or add their own story. Offline, parents and other family members can extend learning by phone or in person in a way that is immediate and intentional.

In 2013 Storypark was successfully piloted with a selection of students and families, and will be rolled out to a much wider group this year. Of the benefits experienced by the families, inclusion of family members who live too far away to be involved in day to day experiences was one of the most helpful.

Te Kura Early Childhood teacher Helen McConnell believes a really important part of Storypark is that it is a private environment with only family-selected people involved.

'We're already getting great feedback from parents and creating results that were impossible to achieve without Storypark.'

Peter Dixon, co-founder of Storypark, says the ability to engage the family around the child's learning builds stronger families and supports the child through their experiences in education. 'For rural families or for families with special circumstances, this sense of closeness is incredibly beneficial.'

The Baker family, part of the Te Kura trial, say the family just love Storypark because they can be involved in the children's learning.

'Storypark is really special for our relatives overseas as there is only so much we have time for in letters or emails. Now Great Nanny and Uncle Tim and Grandma say they are learning so much more about Jazmine and Ilana's life on the other side of the world.'

## CAREERS NEWS AND OPPORTUNITIES NOW ON FACEBOOK

THE NEW CAREER PATHWAYS AT TE KURA FACEBOOK PAGE OFFERS STUDENTS, WHĀNAU AND COMMUNITY ACCESS TO OPPORTUNITIES TO HELP THEM MAKE INFORMED DECISIONS ABOUT THEIR FUTURE.

Every day we are hearing of exciting opportunities for young people to assist them with their planning progress as they move towards the end of their secondary schooling. It is difficult to make such big decisions and we feel it will help if young people have access to plenty of new ideas and information.

Our Facebook page gives us the chance to share exciting news, views and opportunities about what is happening in the education sector, workplaces and the community. This will include:

- courses to gain skills for work
- career expos, career days and Workchoice days
- university and polytechnic news
- apprenticeship and industry opportunities
- scholarship and entry information
- private training opportunities
- Youth Guarantee and Vocational Pathways news and updates
- enrolment and qualification information
- career planning and job search tips.

### CAREER PATHWAYS, TE AHO O TE KURA POUNAMU

Information, advice and contacts about career opportunities. Things that will help you build on your interests and passions, find out what is available out there and make decisions to move towards your goals.



Like us on Facebook!

## STUDENT SUPPORTS GIRLS' EDUCATION

**TE KURA STUDENT HANNAH SIM HAS USED STUNNING PHOTOS OF SUDAN WHICH SHE TOOK DURING HER TIME THERE TO FUND HER UNIVERSITY STUDY AND RAISE MONEY FOR EDUCATING YOUNG GIRLS IN SUDAN.**

Hannah, who finished her final year of schooling with Te Kura last year, moved to Khartoum, Sudan, with her family in early 2007 when her father took up the role of the pastor of the International Church there. Back then, prior to South Sudan becoming an independent country, Sudan was the largest country in Africa and the Arab world.

Hannah got into photography while she was living there. 'It's a pretty unknown country as it doesn't get many tourists or positive publicity, so I wanted to be able to share it with people who don't know it. Despite it being a hard place, there is a lot of beauty when you look for it so I thought I could use the many pictures I had to show off what people don't see.'

'I quite liked the simplicity of life there – there was no materialism or pressure to have things. Relationships were considered more important and I had so many friends there who made my time enjoyable.'

Life in Sudan was very different from Hannah's life in New Zealand. 'The climate was incredibly different, being warm all year round. The land was mostly desert, so grass was a refreshing sight.'

There were no big shopping centres, but many markets where you could buy all sorts of things.'

Hannah will use the proceeds from sales of her calendar to fund her studies at Otago University and to help young girls in Sudan to get an education.

'When it comes to education in Sudan, the girls aren't given priority as it is considered to be more important for the boys to go to school. I saw that I was privileged to be expected to get an education and furthermore to go to university to study what I want.'

'I wanted to be able to give other girls the chance to gain knowledge to break the cycle of poverty by getting a decent education. We had friends in Khartoum who established a trust for educating girls so I knew they would be able to use the money to pay school fees for these girls.'

Hannah has been accepted into the first year health science programme at Otago and hopes to study medicine after that.

Her photography skills have proved lucrative in other ways, too. At the suggestion of her teacher, Hannah entered a science photography competition held by the Waikato Institute of Technology. 'I sent in a photo I had taken a few weeks before of some condensation on my window, but then forgot about it. Much to my surprise, I found out that I had actually won an iPad Mini!'



*Hannah has a small number of calendars and some prints for sale. Check out her Facebook page 'Hannah Sim Creations' or email her at hannahsimcreations@gmail.com.*