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Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL

Ko Tā Mike Kōrero



THIS TERM WE WILL BEGIN CONSULTING WITH YOU, OUR SCHOOL COMMUNITY, ON A NEW STRATEGIC PLAN FOR TE KURA.

The Education Act 1989 requires every school to have a three to five year plan setting out the Board of Trustees' aims, objectives and priorities for intended student outcomes, the school's performance and use of resources.

The Ministry of Education and the Government have set some specific goals for the education sector that will influence our strategic plan. These include the identification of priority learners – Māori learners, Pasifika learners, learners with special education needs and learners from low socio-economic backgrounds – and the Better Public Service targets, which are:

- In 2016, 98% of children starting school will have participated in quality early childhood education.
- In 2017, 85% of young people will have achieved NCEA Level 2 or an equivalent qualification.
- In 2017, 55% of 25-34 year olds will have a qualification at Level 4 or above.

Bearing these goals in mind, and with input from Te Kura staff and the Board, we will prepare a draft strategic plan for you to read and comment on during July. Some of you will already have had opportunities to contribute to the draft plan through

regional reference group meetings in your area in May and June; meetings will be held in other areas after the draft plan becomes available in July.

The draft plan is likely to build on our regionalisation and authentic learning strategies, which have shown benefits in improved results for students entered in NCEA in 2012. There is still a significant number of students who don't enter for NCEA standards, so a focus for the remainder of 2013 and for 2014 will be on working alongside students and whānau so we can get more of our students entering for standards and achieving them. At the same time we will continue the push for improvements in literacy and numeracy for students at all levels, particularly in years 1 to 8.

At the time of writing we have received a draft report following the Education Review Office (ERO) team's visit to Te Kura in March. After ERO has finalised the report it will be available to view on the ERO website at www.ero.govt.nz.

We will publish a notice on our website at www.tekura.school.nz to let you know when it is available.

Mike Hollings
Chief Executive

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Feature Story: Authentic Learning at Te Kura

TE KURA'S FIRST AUTHENTIC LEARNING ADVISORY WAS SET UP IN TAURANGA IN 2010, LED BY KAITAUTOKO STEFAN NOGAJ. STEFAN'S ROLE IS TO WORK ALONGSIDE STUDENTS AND ENSURE THEY'RE PARTICIPATING IN AUTHENTIC LEARNING OPPORTUNITIES TO HELP THEM REACH THEIR PERSONAL GOALS, AND ASSIST THEM TO BUILD STRONG SELF-BELIEF, DETERMINATION AND STABLE RELATIONSHIPS SO THEY ARE IN A BETTER POSITION TO ACHIEVE THEIR GOALS. IN THIS FEATURE WE LOOK AT SOME OF STEFAN'S FORMER STUDENTS AND FIND OUT WHAT THEY'RE DOING NOW.

FIRE FIGHTER JOSH BISHOP



Josh Bishop

Since leaving Te Kura and becoming New Zealand's youngest paid fire-fighter at 18, Josh has continued his learning journey.

Working as a full-time fire-fighter in Onehunga, he has recently trained as an Army Reserve – where he finished top of the class – and also gained his heavy transport licence through the Fire Service. He's been gaining qualifications within the Fire Service, where training and the need to up-skill is always required, and will be sitting the Institute of Fire Engineers exams, which will open up opportunities within the fire force around the world.

Josh had been in trouble with the Police and was in the care of Child, Youth and Family when he enrolled with Te Kura.

'We always wish things were different, but if I hadn't had have those fights and struggles I wouldn't

have learnt how to get through things, becoming strong, confident and getting to the other side,' says Josh. 'Hardship makes a warrior. I look at life as [if] the finish line is the beginning of your next race.'

Josh now has a steady income, no debts and a world of opportunities opening up. 'What I realise now is that the more willing or available I am to learn means more money and, while this isn't all important, it does help to give me a good start in life.'

Josh's advice to Te Kura students is to do what you love, but make sure there's a market for it. Get as much experience as possible. Start with volunteering as the experience will help you stand out.'

Never content to just sit back and relax, Josh has set up a challenge called the 'Warrior Dash!'

'It's about getting others together for a full-on fitness competition – doing crazy events to push our bodies to the extreme. At the end of the day it's about bringing people with common interests in fitness together and to support each other.'

TAMATI THOMPSON, MARINE ENGINEERING AT MIT

TAMATI ENROLLED WITH TE KURA AFTER BEING PICKED UP BY YOUTH JUSTICE.

'I HAD NOTHING GOING FOR ME AND IN THE END JUST GOT BORED AND STARTED LOOKING FOR TROUBLE, DRUGS AND ALCOHOL. THAT'S WHEN I MET STEFAN AND RECEIVED A BIT OF A SHAKE UP.'

'Even though I wasn't strong academically, authentic learning enabled me to start planning for a future and provided me with an internship and booklets that supported my goals. I remember journaling what I was learning through my internship and how this then helped with my initial enrolment into polytechnic.'

Tamati is working towards a Diploma in Marine Engineering through the Manukau Institute of Technology (MIT). He recently spent five months at sea on a cargo ship, which was hard work but had a few perks.

'It's long hard hours – normally 10 hours plus per day, dependant on the issues with the engines. For some reason container ships tend to have plenty of engine issues.

'People probably think that I sleep in some little room with other engineers on a little bunk-bed, but I actually have my own room which has a large bed with an ensuite, couch, desk, TV etc. – it's great. And I guess it's one of the perks of moving up in the world, studying hard, applying yourself – the rewards come and on ships the engineers are well accommodated because we keep everything in check. I wake up at about 7 am, breakfast is made for me – normally bacon and eggs – and then at about 8 am we start to perform the maintenance checks.'

Tamati recalls something Stefan said to him a while back: 'It seems hard at first but if you are passionate about something then persevere because it does become easier as you learn to handle the challenges.

'This is so true – I still have to work hard but I'm better equipped for handling the tough times. I know it's worth hanging in there and keeping my eyes on the end goals.'

Tamati's goal is to become a qualified Watch Keeper Engineer. 'The plan is to complete my Diploma and then do an exam called Mec 3 which qualifies me as a Watch Keeper Engineer, basically

the lead engineer on a ship. It means that straight after this and a short internship I'll be paid around \$100,000 a year.

'I can tell you now – if it wasn't for Te Kura, God knows where I'd be – probably not here, and probably not this far ahead. Doing what I'm doing now has strengthened my relationship with mum and there is a mutual respect between us now. Authentic learning is the best – it helped me so I know it can help others.'

Tamati's advice for other Te Kura students is to hang in there. 'It's worth waiting, taking the time and getting it right. Be patient. And for those with troubled pasts – it becomes a blur. Even now I can't even recall all that nonsense because I'm so focused on my future. Trust me, things do change but you have to put in the work – it'll be worth it!'

NEESHA PATEL, SOUTH SEAS FILM AND TELEVISION SCHOOL



Neesha Patel

NEESHA IS FOLLOWING HER DREAMS BY STUDYING TOWARDS A DIPLOMA IN POST PRODUCTION EDITING WITH SOUTH SEAS FILM AND TELEVISION SCHOOL IN AUCKLAND.

'In term 1 we get to try everything – all specialisations. I passed the first term and have chosen to work towards a Diploma in Post Production Editing. It's very intensive and the exams are hard but I'm up for the challenge.'

Neesha is hopeful of landing a job in editing, where she could be editing movies, sitcoms or advertisements.

‘At the moment we’re in a live studio working on our own so that we can record, view it and learn from what we’ve done. This course has really opened my eyes though – it’s harder than [I] thought!’

Neesha says her authentic learning programme at Te Kura helped her to get where she is today. ‘It made me realise it wasn’t going to be easy. The advisory group helped me decide what I really wanted to do, especially after the first internship. It made me realise [being a journalist] wasn’t for me, although I still learnt from the experience.

‘The discussion groups and interacting with other students were positive because we would support each other.’

When Neesha lost interest in her studies, Stefan helped get her back on track. ‘I’m glad things were said because it prepared me; I just didn’t want to hear it. I remember what [Stefan] said about sticking it out and persevering plus numerous other skills – they all make sense when you get into the big world!’

Her advice to Te Kura students is to stick it out, even if you don’t want to. ‘Try things you don’t normally do because it could lead to something else. Do something you’re passionate about.’

COREY DAWBER, DIPLOMA IN APPLIED COMPUTING WITH DISTINCTION



Corey Dawber

COREY IS ANOTHER OF STEFAN'S STUDENTS ENJOYING SUCCESS WITH HIS TERTIARY STUDIES.

After passing all his papers and gaining a Diploma in Applied Computing with distinction, Corey is now working on a Degree in Applied Computing at Bay of Plenty Polytechnic, which will take another two years to complete. He says he might consider doing a Masters degree after that.

Corey left mainstream schooling and enrolled with Te Kura because he was being bullied. ‘I have Asperger’s and kids would constantly pick on me because I was different. When I started with Te Kura it was ok, but I didn’t have any direction. It wasn’t until I started with authentic learning that things started to change and make sense. It started to define what I wanted to do and how to do it.

‘It was very challenging and I did struggle with not having control over some things and learning how to trust somebody else to help me. But [Stefan and I] had a good working relationship and this was important for me. Eventually I started a project to work on building a free web page. I was taught about journaling my research and the applications I was learning as I built the page. I didn’t understand journaling at first and was quite reluctant, but it would prove to be essential later down the line – and this is where trusting my tutor came in. I couldn’t see the end result at the start but as things progressed it became clearer.’

‘Eventually I overcame numerous obstacles and won a special award with Te Kura, which meant I got to fly to Wellington and spend a day with my learning advisor, Anne Mahn.’

Corey’s goal was to go to polytech but he didn’t have enough Level 2 credits to get in. ‘At the interview the tutor said to go away and complete these credits and maybe look at it again next year. Stefan told me to show the tutor my journal. He must have spent 10 or so minutes looking at it and discussing with me what I had learnt. Eventually he looked up and said ‘this is better quality work and at a higher level than the other candidates. Corey – you’re accepted’.

‘It shows how, if you can stick with a programme, choose a career and work on projects to support these interests, doors can open up.

‘Thanks Te Kura – the experience has changed my life.’

IN SHORT

MARCUS CULLEN, LEVEL 3 CERTIFICATE IN HOSPITALITY

'I'm really enjoying Polytechnic. It's great to be in a learning environment where all the students are passionate about and learning the same thing (being a chef). I'm working on Level 3 at the moment and then will probably go to work for a while before coming back to complete Level 4.

'What I remember from the advisory group and Big Picture are the talks that motivated me and the positive challenges that allowed me to think realistically. It brought out confidence and helped me to communicate.

'What I would say to Te Kura students now is this – If you have a purpose for what you're doing then it makes it more worthwhile. Focus on one thing in life and don't get distracted.'



Marcus Cullen

KAHA MCLEOD, LEVEL 3 CERTIFICATE IN CARPENTRY

'Polytechnic is awesome. The classes are good, the work is easy and the tutors are cool. The programme is flexible as the tutors understand the students' needs.

'After my course is finished I'll probably try to find employment. If I can't find work then I'll continue studying.

'Big Picture really helped prepare me. I learnt how to study, to concentrate on realistic goals and the project [I did] helped define exactly what I wanted to do in life.'

His advice for other students: 'Stay focused, do what needs to be done then get to polytechnic.'

REAL LIFE, AUTHENTIC LEARNING AT TE KURA

AUTHENTIC LEARNING FOCUSES ON STUDENTS' PASSIONS, INTERESTS AND GOALS FOR LIFE BEYOND SCHOOL.

Authentic learning students each have a learning plan unique to them, developed to support their interests and goals. They have the chance to work towards an internship, and build knowledge and skills in an area that interests them, as well as work towards a relevant qualification.

Authentic learning also involves real life learning experiences, from job shadowing through to an internship or Gateway placement. Learning this way helps students gain the knowledge and skills to go on to further study or employment.

If you're interested in having an authentic learning programme, talk to your Te Kura learning advisor. We'll help you to identify your interests and any opportunities in your community where you could get involved in real life learning. These could be in a local business, voluntary or community organisation, sports club or marae. You might also be able to enrol with our trades academy, Huarahi, which would enable you to gain NCEA credits and work towards a National Certificate. Check www.tekura.school.nz for more information.

THE SPIRIT OF ADVENTURE

VOYAGE 635



So you like sailing? Dolphins? Working and socialising with 39 other teenagers from all around NZ? An awesome night sail? Or maybe you would simply like to experience the strange excitement of propelling a roughly 150 tonne Three-Masted Barquentine with nothing but 54 manpower? You name it, they got it!

Wellington was windy, but pleasantly so. In Nelson I met two other kids going on the Spirit and in Welly we met three more guys. Queen's Wharf was not too hard to find from Courtenay Place, and we found the ship on time easily. She was beautiful to say the least, I always loved sailing ships and imagined being on one to be great, but this was my first time seeing one live and guess what... it was a lot better!

The next day we sailed out of Wellington at 0900. The weather was quite rough so, seeing as this was our first day, we refrained from using any sails and chugged across the Cook Strait with the motor.

The Marlborough Sounds were better though, we spent the next two days hiding from the weather all the way back in Grove Arm, getting to know each other better, playing games and doing activities and watching dolphins.

Early morning swims... sound bad? Well, they aren't really! Before we did it on the first day it seemed like torture to think about the next ten days, but once we got in... it turned into a quite contentable routine over the next few days. In fact, most of us tried to stay in as long as possible!

Next day we sailed a little further out, went tramping a little way along the Queen Charlotte track and ended up in Ship Cove where we spent the evening ashore, playing games and eating dinner.

On day five we set all sails and powered almost all the way back across the Cook Strait and back with nothing but coordination and wind power, it was fantastic! And dolphins everywhere! Then there was the mast climb. From 30 metres straight up, the boat looked tiny and the view was stunning!



After that we were allowed in the small sailing boats, 10 people in each, and we sailed quite a way, past Tory Channel and into a bay nearby.

Then it was time for the night sail! Exciting, but ours turned out to be a little bit extreme for my taste... It started out quite nice, but then we became acquainted with the Pacific swells. I'm not looking forward to reunion with them any time soon! My fellow crew members and I spent the night sleeping and getting rocked about violently, however the bunks did a good job of keeping us all in place.

We didn't stop for long in Kaikoura, just for the morning swim and breakfast, and then sailed/motored on down to Banks Peninsula, where we stayed for the night.

Next day was day nine. It was almost over! Sighs and grumbles were common, but everyone was excited too, today we'd be sailing the ship... alone! We elected Michael 'Fitz' Fitzgerald as our Captain and couldn't have made a better choice! Everything commenced as planned; we sailed out north for a little while and then turned 90 degrees towards Christchurch. The victorious sailors were escorted into Lyttelton harbour by a group of Hector's dolphins!

One more night aboard and it was time for goodbyes, farewells, and 'we-gotta-organise-a-reunion-soon's. The friendship we had built up during the past 10 days crumbled away slowly. Most of us went to the airport, but at around midday there were only five of us left... then the two other teenagers from Nelson and I boarded our flight and the Fellowship had ended.

But all in all we didn't take it too badly and we now have a Facebook group and are planning our next get-together already!

Arthur Hertwich

Year 13

Abridged



PETER MARK STEVENSON, YEAR 12 (2013)



SELF-PORTRAIT – ELESHA MCHUGH, YEAR 9



WILLIAM SIMPSON, AGE 4



SELF-PORTRAIT – SAM NOVELLH, YEAR 9



NATHAN FLEMING-MCMULLANS'S CHAINSAW WOOD CARVING, YEAR 10



JACK WILLIAMS'S ANT, YEAR 8

SOCCER IN THE DUST

As the ball lazily rolled across the field, a trail of dust rose out behind it.

It was just before sunset on a spring day in Kuwait and my mum was still at work. My father, older brother and I were bored so we decided to get out of the house and play football for once, which I thought was an awesome idea. And do you think that there was any REAL grass there? Of course not (we live in a desert). Instead of fresh green grass, there was dusty plastic pretend grass.

What was also funny, was the fact that every step brought out a cloud of dust behind my shoe.

Finally, after a seemingly long time of teaching Rosie (my baby sister) the basics of soccer, mum came. But sadly, a few minutes after she arrived, we had to leave because the sun was setting in the sandy sky.

I wonder what the grass will be like next time we play soccer: will the grass be real or fake?

Zinedeen Otari

Year 5



SOCCER MATCH – ZINEDEEN OTARI



REBECCA MEYER

In my static image I used blues and greens to represent the fact that our beautiful country is full of natural land and bush. The Sky tower in the centre of the image stands for how we stand tall and strong as a nation. The green koru curling around the Sky tower represents the fact that we are a new and growing country and nation. I used Richie McCaw and the trophy to show the idea that we are a country of champions and winners. The Maori man looking over the ocean stands for our culture and how proud we are of our land and country. A white feather represents our freedom, peace and liberality.

Rebecca Meyer

Year 13

I love stories. I like to look at people and places and wonder what their stories are. Because of this, my home is my story to me – a book full of memories and blank pages to fill with more memories. I tried to picture myself telling my story: my memories, and I could see myself sitting on the grass in-between two garden plots late in the summer when the tomato plants shade my face and the sun feels like gold between my toes.

With this picture in mind, I got out my watercolour paints and started to form shapes and ideas and colours. I find my home a comfortable place, so I used warm, comforting sleepy colours. Once I had finished the watercolour, I printed some of my thoughts on top. I saw that the watercolour was "dreamy", so I made the writing "down to earth" and "concrete" so that there would be a good balance.

Christy Brown

Year 12



CHRISTY BROWN



DANIEL HILL, YEAR 10

Daniel Hill completed a self-directed inquiry based on developing a pillion platform for his dog on the back of his farm bike. This work successfully combined his interest in woodwork and his love of being outside.



JULIANN SMITH, YEAR 11

Student Stories

ADVANCED SCIENCE IN DUNEDIN

By Joel and Siska Falconer



Doing genetics at OUASSA.

WE WERE NOMINATED BY TE KURA – JULIA LEIFTING, OUR FANTASTIC BIOLOGY TEACHER – TO ATTEND THE OTAGO UNIVERSITY ADVANCED SCIENCE SCHOOL ACADEMY (OUASSA), AN AMAZING CAMP AT OTAGO UNI, WHERE WE WERE GIVEN THE FABULOUS EXPERIENCE OF DOING UNIVERSITY-LEVEL PROJECTS.

We met 50 other like-minded, inspiring students and teachers who introduced us to the world of research science through a range of practical projects that excited, challenged and motivated us to excel in our final year's schooling on our way to a career in science.

Right now we are using an online program called Knowledge Forum where once a week (at least) we take part in a 'virtual' academy where the lecturers provide interesting and stimulating projects and discussion groups so we can widen our knowledge and network with fellow OUASSA students.

Day 1: Physics. We did theory – two ducks on the same wave, one is going down the wave, the other is going up the wave. How far apart are they? Our team used percentages and the team next to us used geometry – neither team passed. Maybe we should have used physics!

Then we did practical – we filmed in slow motion a spring with a weight attached and then put it onto an Apple computer and used a tracker video from the internet to track its path. After lunch

we went into a special cold room – well named at -30 degrees Celsius – and observed polarisation of Antarctic ice crystals, which was gorgeous, with heaps of colours. That night Steve Broni gave an awesome lecture on communicating science.

Day 2: More physics – we measured the fundamental frequency of a guitar string, then went to the atomic room and actually got to photograph a Rubidium 85 atom – Otago being the only university in the world which can do this! The inventor was inspired to achieve this feat because his teacher told him it was impossible – amazing! That night we had an interactive philosophy lecture with Professor James McLaurin. Each team had six students, two teachers, and had to present an argument on science to the rest of OUASSA.

Day 3: Pharmacology – we demonstrated the effect of beta blockers on the course of adrenalin to our hearts – half our team took the tablet, the other half were controls. That afternoon we went on the Monarch (boat) around Otago Harbour Peninsula, where we saw Albatrosses, seals, and heaps of birds. After this excursion, we went to Portobello Park and had heaps of games and a fabulous BBQ!

Day 4: Genetics – we cut a plasmid in half using a restriction enzyme and then spread it using electrophoresis and photographed it with UV light. We used amazing high-quality equipment, e.g. scientific pipettes (accurate to microliters!), a centrifuge, extremely expensive DNA ligase, a spectrometer, etc. We then cloned E-coli using gel electrophoresis to measure the size of DNA fragments, using DNA ligase to 'glue' different pieces of DNA together and inserting that DNA into a bacterial cell before leaving them overnight to develop. That night we had a valuable lecture by John Tagg on 'A Scientific Approach to the Discovery of BLIS'.

Day 5: Our E-coli had grown so we analysed them. We used dissecting microscopes to examine mutated (by radiation) fruit flies (*Drosophila*), after using ether to put them to sleep and then had a competition to see who could find all the different kinds of mutations each different *Drosophila* had. Joel and I won (a box of chocolates each) thanks to Te Kura's biology genetics books! That night we had 'OUASSA's Got Science Communication Talent', where each group from project A gave a presentation on what their group did.

OUASSA was an absolutely wonderful, enlightening, inspiring camp to go to! It is an

Continued over page

unquestionably inspirational achievement to strive for year 12s in science! You have to do your utmost best this year and see for yourself – I am completely at a loss to how to give OUASSA high enough praise. OUASSA will inspire you to get into university, to appreciate and LOVE science in a new, fascinating way, and, ultimately, to become world leading scientists in astounding careers that can change the world.

KAYAKING SUCCESS FOR BAY OF PLENTY DUO



Zack and Rivey's Secondary Schools Slalom Kayaking Championship trophies

KAYAKING IS A SERIOUS COMMITMENT FOR BAY OF PLENTY SIBLINGS ZACK AND RIVEY MUTTON. THE DUO REPRESENTED TE KURA AT THE NZ SECONDARY SCHOOL SLALOM KAYAKING CHAMPIONSHIPS IN MARCH ON THE TARAWERA RIVER, KAWERAU, AND DID US PROUD.

Zack (13) walked off with the men's under 14 K1, C1 (Canadian singles), down river classic and freestyle titles. Although only 11, Rivey won silver in the under 14 category for ladies' K1. She and Zack joined forces to take gold in the men's under 14 teams race and C2 (Canadian doubles). Where a team is mixed, they have to compete in the men's category. With only a few days between competitions, Zack and Rivey also did very well in the New Zealand Nationals. Zack won the K1 men's title for under 14, while Rivey took second place in her under 14 category for K1 ladies.

Slalom is a demanding sport requiring skill, stamina and courage. Living on the Kaituna River



Mutton Kayaking, Jesse Kaituna Slalom



Mutton Kayaking, Rivey Kawerau River

means that the Muttons can almost step out their back door and be on the water. With the slalom course right next door and the lake within easy reach, they can take full advantage of training opportunities. Zack is up at 6:30 every morning to train before he starts his school work and the family goes out to train at lunchtime and again after school. Their training includes all aspects of kayaking, such as endurance, sprints, resistance and technique.

They spend most of Saturday on the water, participating in races on Saturday afternoons. Martin Hammer comes in to coach Zack and Rivey three days a week.

With Zack in year 9 and Rivey in year 7, school work can be a challenge with such a busy schedule. The advantage of being enrolled with Te Kura is that the Muttons still have the opportunity to fit in a lot of time on the water.

Congratulations to Zack and Rivey on a triumphant kayaking season. Some of you may also remember a recent article on the Muttons' skiing achievement, so as the weather gets cooler, we wish them a successful transition from the water to the ski fields.

BEAUTIFUL, BRILLIANT BUGS



Mitchell doesn't mind this vagrant spider crawling over his face.

FOR MOST OF US, THE SIGN OF A SPIDER OR INSECT CAN SEND SHIVERS UP OUR SPINES. BUT CENTRAL SOUTH REGION STUDENT MITCHELL WEAVER (14) HAS A PARTICULAR FASCINATION WITH THEM AND OTHER CREEPY-CRAWLIES.

He has no fear of taking a hands-on approach and is as likely to pick up a huntsman spider as he is to let an ichneumon wasp land on the back of his hand.

Mitchell says he is not afraid of spiders and bugs because he spends a lot of time around them and is used to them. In fact, he thinks of them as his friends. Although he does not keep pet spiders, he would like to. Living in rural Palmerston North, Mitchell often finds spiders in the garden and in places like wood piles. Nursery web spiders are common in the area and there are heaps of orb web spiders around. Orb web spiders, particularly the rare green ones, are Mitchell's favourite, as they come in so many different sizes, shapes and colours. Mitchell says he found the spider in the photograph in a pile of wood. It is a large brown vagrant spider, which is rare in the area.

Mitchell hopes to become New Zealand's Bugman one day and would love to have a television show. He is interested in all kinds of insects because they are so different and he can even touch wasps without being stung.

He advises those who are scared of insects not to approach them, because they can sense fear. This is when they have the advantage over you and will bite or sting. If you are not scared of them, you still need to be careful as they will see you as a threat. Find out more about them first if you are not sure whether they are poisonous. Generally though, the bigger the bug, the less dangerous it is. Try to overcome your fear and have fun!

Daddy longlegs are the most poisonous spiders, but like many smaller spiders, their fangs are not developed well enough to harm humans. Mitchell is trying to find out more about our own white-tails and how poisonous they really are.

Apart from being so interesting, Mitchell likes spiders because they scare his Mum! While some of his friends think his interest is weird, most of them think it's pretty cool. And now we all know who to call if we find a big white-tail in our kitchen!

TE KURA STUDENT SELECTED FOR INTERNATIONAL BIOLOGY OLYMPIAD

I feel very lucky to have been selected for the New Zealand Biology Olympiad 2013. There are four of us, and we go to Switzerland in July to compete at the International Biology Olympiad. We had a 10-day residential training camp in the term 1 school holidays at Waikato, Auckland and Massey Universities. It was brilliant; lots of inspiring lectures, field trips and challenging (and enjoyable) practical laboratory work!

Looking back I've always loved biology. I was lucky to grow up in rural New Zealand so I raised lambs and calves, incubated eggs, and was always out exploring the stream and the bush; my microscope and fish tank were on the kitchen bench. We also lived for three years in the jungle of Assam, India where I saw lots of amazing tropical wildlife up close, and helped do malaria/tuberculosis microbiology screening.

If you want to know more about this competition check out the Biology Olympiad website.

Gillian McNaughton

HUNTING STORY IN PRINT



TE KURA YEAR 10 STUDENT LAURA MCINTYRE HAS HAD A STORY PUBLISHED IN NEW ZEALAND HUNTING AND WILDLIFE MAGAZINE.

'Families who hunt together' appears in the autumn 2013 issue of the magazine, which is published by the New Zealand Deerstalkers' Association. In it, Laura tells the story of a family hunting trip. Here are some short excerpts from her story.

'Walking over logs and under bushes we managed to get to a point that we walked down to find our vision blurred by fog and you could hear the munching of grass, an occasional bark of a hind and a neigh of a nanny goat nearby which sends tingles up your back. The fog would lift, only to fall over us again like a blanket in the night. It took half an hour for the fog to lift and we finally saw a mob of Fallow deer grazing on the hillside. There was a big stag amongst them. "I hope I get that one," I thought ...

'To my luck there were three stags up on the hill side grazing, so it all started again; the quietness, sliding on your belly and adrenalin then all silence is broken by a single shot and the stag runs into a patch of scrub. "Did I get him?" I asked. "We'll see," replied Paul.'

'We scrambled over a creek and up the hill to see the big black stags peering at us. We are not sure if I killed him so Paul tried to find his head in the scope.

'It was not clear so we crept up behind the deer. Paul gives his tail a tweak. No movement. We found his head was wedged in a Manuka branch. The shot went in at the shoulder and the bullet went through his lungs. A clean kill; I was pleased.'

HANDS ON SCIENCE

Mikayla Beets, Year 13



IN JANUARY THIS YEAR I ATTENDED HANDS ON SCIENCE IN DUNEDIN ALONGSIDE 250 OTHER STUDENTS MY AGE FROM AROUND THE COUNTRY.

I was surprised to be the only Te Kura student there. Nevertheless, I blended in very well! At first the thought of the trip was quite daunting and exciting all at the same time. It was my first time to the South Island, so I wasn't sure what to expect!

There are many different 'projects' at HoS, all in varying regions of science. I was allocated to Food Science. It was a small group of only eight students but we all got along like a house on fire. At first we weren't sure what to expect, as none of us had considered dealing with food as a science before. But we were very keen to get a look in, as it turned out, we were extremely surprised! While in Food Science we did a range of things to do with food.

We were put into pairs on the first day and each got to make a different type of cheese. We learnt about bacteria cultures that make cheese and the importance of pH levels and temperatures in cheese making. Also we grew the cheese bacteria culture on petri dishes. After a few days we examined them under a microscope in the lab, a very cool experience!

In our pairs we made ice cream. We came up with our own flavours and performed the entire procedure ourselves under the watchful eyes of

the helpful food scientists and PhD students. The ice cream I helped make was called Cherry Marshmallow. A vanilla ice cream with real fruit ripple made from cherries with marshmallow chunks.

During the week we did many taste and sensory tests. We tried different cheeses and ice creams, while in the sensory tests we tasted or smelt flavours and had to guess what they were. Each day there was also a mystery drink where we had to figure out the flavour/s. After the week I decided that my sensory abilities were lacking, as I could not guess one mystery drink flavour, among other things! Our group was lucky enough to visit the local Gourmet Ice Cream factory, where we learnt all about a special probiotic used to prevent strep throat. This is in some of their ice cream called Bliss. The microbiologist there was a previous HoS student, and he discovered microbiology there! To the disgust of our peers, we got to try heaps of ice cream at the factory, and even brought some back to eat in front of them!

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‘One of the biggest things we learnt was the misconceptions that eyes create. Eighty percent of the time our eyes judge food on appearance.’

.....

We decide this way whether we want to eat something or not, which is often a badly judged assumption. This is why taste testing booths have a red light inside them, so that we cannot see the colour or condition of the food. That way more accurate decisions are made on the actual flavour.

On the last day all of the project groups had to give a presentation on their week. It was only able to be three minutes long, but we managed to give what we thought was an interesting presentation to the other students and HoS crew. I considered that my first public speaking experience went quite well!

While at HoS there were many other things we got to do. These included afternoon ‘snacks’ where we visited other science areas. For me this was psychology, marine science and music. Psychology was my favourite one, where we learnt about brain function and ways the mind works. In marine science we each got to dissect a shark! Snacks were really cool because they gave you a different group of people to mix with, so we all got a chance to have different friends from different areas.

There were many other things we all got to do. We went to a public lecture on Nano Science, there was a Top Team Challenge, a quiz night, a dance on the last

night and I also went with a group to Baldwin St (the steepest street in the world!).

It was a really incredible experience and it has opened my eyes to other areas of science I’d never considered before. Now my choices for university have grown dramatically, and I’m hoping to start next year.

I think the best part of being at HoS was meeting all the people. I’ve made some lifelong friends there. I would happily suggest other students to take the opportunity to attend HoS if it arises. It’s worth it!

Abridged

KEEP MOVING KEEPS GROWING

Te Kura’s collaborative music project, Keep Moving, just keeps growing, with 40 recordings received from students to date. Keep Moving was composed by Te Kura students Jae Herekiuha and Bryony Greene, who we featured in the last issue of *Link Up*.

Arts Curriculum Leader Jan Bolton has received video and audio recordings from students as young as seven, and from students living across New Zealand as well as overseas. The recordings will be used in a chorus of the song. Jan is hoping that former students of Te Kura will lend their voice to another chorus. ‘We really want to hear from former students so this production is truly representative of Te Kura and our school community.’ Instructions for submitting recordings are on our website at www.tekura.school.nz.

Two more Te Kura students are set to join Jae and Bry to make their fantastic song into an amazing commercial-quality audio recording and music video. Henry Leckie-Hodge from Tauranga will lead the filming and editing of the video, which will feature Jae and Bry as well as all the students who have submitted recordings. Palmerston North student Tehimana Pokaia will assist with the arrangement of the music. Isobel Mebus, a second year Master of Theatre Arts student at Toi Whakaari (the New Zealand Drama School), will also be involved with the project as a mentor.

Jan has been invited to give a presentation on the project at the National Arts Conference in Auckland later this month, where she, Jae, Bry, Henry and Isobel will meet for the first time. We’ll update you on progress in the next issue of *Link Up*.

Te Kura News

DIGITAL CITIZENSHIP: KEEPING SAFE ONLINE

Nathaniel Louwrens, Senior Teacher e-Learning



If you use the internet, mobile phones and other devices, you are responsible for how you conduct yourself online. You are a digital citizen. A digital citizen needs to:

- use technology appropriately
- respect and protect themselves
- respect and protect others
- respect and protect intellectual property.

How can I keep my children safe online?

Children and teenagers need support and guidance to keep safe online and act responsibly.

Communication is key. Children need to feel comfortable that they can talk to you about what is happening online without being judged. Monitoring what your children are doing online is important, but it is not about spying on them.

These simple suggestions might help you and your children feel more comfortable:

- Make sure your children have access to the computer or devices in an open space—not behind the closed door of their bedroom.
- Sit down regularly with your children and discuss what they have been doing online.
- Let your children know that they can talk to you if something happens online that they feel uncomfortable about.
- Discuss with your children how they can protect themselves and feel safe online.

- Talk to your children about the importance of privacy, dignity and their identity. Discuss how what they post now could impact on their future.

How can I keep myself safe online?

It's not just children who need to keep safe online.

Adults also need to conduct themselves in a safe and responsible manner online.

So what can an adult do to stay safe online?

- Think carefully about what you post online. Remember that your children also have to live with the consequences of what you post – that cute photo of your toddler in the bath may not be what they want shared with the world in the future.
- Remember to regularly check your privacy settings on the websites you visit (e.g. Facebook, Twitter, Google accounts etc.).

We need to work together to keep ourselves and our children safe online. For more information about keeping safe online, check out:

www.netbasics.org.nz

www.hectorsworld.com (this is a very good website for younger children)

www.netsafe.org.nz

SUPERVISOR TIPS

During term time schoolwork is a priority for your student. Here are some ideas for helping your student keep up with their work.

- Encourage your student to be persistent. If they really are struggling, try to guide them. If this doesn't work, you or your student should contact their learning advisor or subject teacher.
- It is good to establish routines for completing schoolwork, with clear expectations. 'Procrastination is the enemy of distance education.'
- Communicating with the teacher and returning work regularly will help to support achievement.

- Have a set place to study which is quiet, airy and well-lit.
- Short breaks for fresh air and exercise are recommended, especially during these winter months.

For NCEA students, the Studyit website has tips on studying and preparing for exams: www.studyit.org.nz.

The work you do as a supervisor is extremely important, as you will realise when reading further.

Supervisor awards

As a supervisor you already understand your obligation to support your student or students to ensure the best learning opportunities for them. Supervisors often go above and beyond these obligations with no formal recognition.

Te Kura regional managers are preparing to introduce a Supervisor Award Certificate. This is an exciting move and will recognise supervisors who demonstrate excellence when helping their student/s to achieve their potential. More information will be available on the Te Kura website later this term.

Supervisor newsletter

While you are on the website be sure to check out the Supervisor Newsletter. This newsletter is full of ideas and articles and is written by supervisors, for supervisors.

Dianne is the editor and welcomes contributions from other supervisors. If you would like to share your tips or knowledge with others please contact me by phone or email and I will pass on your details to Dianne.

Ko ngā tamariki o ēnei rā hei rangatira mō āpōpō

The children of today are the leaders of tomorrow.

Adele Harris

Supervisor Support Advisor

Telephone 0800 65 99 88 ext. 8244 or email

adele.harris@tekura.school.nz

DYSLEXIA – A USER’S PERSPECTIVE HINTS; AND TIPS

My son is dyslexic. I am after anonymous stories of what dyslexic kids and their parents have found work and whether there are any stories of kids ‘overcoming’ dyslexia and what that might look like. I am also after stories of useful coping mechanisms and or ‘work-arounds’ that have proven useful.

The easiest way to contact me anonymously is to make a new throw-away Gmail account, write your information there (or attach documents) and email it to me at allophanic@yahoo.com before the end of 2013. I will collate the information and report back to the group of contributors. I will also seek permission of the contributors to make the report available as a resource tool for Te Kura.

The aim is to revise this document every five years to obtain new stories and relate them to resourcing and usefulness of those resources to people who have dyslexia or are closely associated with dyslexic people. This will hopefully provide a ‘User Perspective on Dyslexia’ containing resources that are helpful.

Please be specific about how I may or may not use the information you supply. For example:

1. Grouping data:
‘15/25 respondents were between the ages of 10 and 18 and of these, 11 said that they were home educated with the remainder attending traditional schools.’
2. Identifying individuals:
‘Male001 (18 years old) found numerical skills such as times tables were easier to learn when playing cards were used as a learning medium.’
3. Other
Defined by contributor.

Grant Upchurch

BECOME A FRIEND OF TE KURA

IN RESPONSE TO REQUESTS FROM FORMER STUDENTS, WE ARE SETTING UP A DATABASE FOR FRIENDS OF TE KURA AS A WAY FOR FORMER STUDENTS, SUPERVISORS AND STAFF TO KEEP IN TOUCH WITH THE SCHOOL AND WITH EACH OTHER.

To become a Friend of Te Kura, just fill in the online form on our website at www.tekura.school.nz/about-us/friends-of-te-kura. We will send emails to keep you up to date with what is happening at the school and to share information about former students who have given us permission to do so. If you'd like more information, please contact Nikki Douglas on 0800 65 99 88 extension 8335.

We're also keen for our former students who like to sing to lend their voice to our Keep Moving project – check our website for details or telephone Jan Bolton on 0800 65 99 88 extension 8111.

2013 NCEA FEE

If you are a student studying NCEA courses with us, you'll be receiving a 2013 NCEA Payment and Registration pack through the post this month.

Payment of your 2013 NCEA fee means your 2013 NCEA credits can be officially recorded in your NZQA Record of Achievement so they count towards your qualifications.

The 2013 NCEA fee pays for all credits you gain this year (internally assessed and externally assessed). Your 2013 credits must be paid for in the year they are gained to avoid an additional late payment fee.



MICROWAVE CHOCOLATE BROWNIE

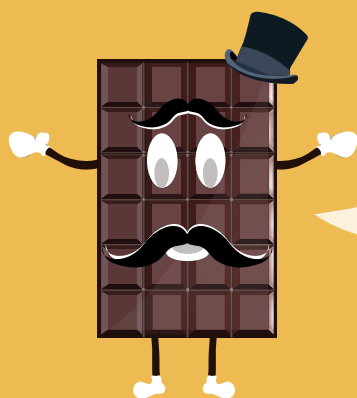
Make these easy chocolate brownies in under two minutes!

Ingredients:

2 tablespoons butter, melted
2 tablespoons water
1/4 teaspoon vanilla extract
1 dash salt
4 tablespoons granulated sugar
2 tablespoons unsweetened cocoa powder
4 tablespoons all-purpose flour

Directions:

1. In a mug, add water, butter, vanilla and dash of salt. Whisk well.
2. Add cocoa powder, whisk well. Add sugar, whisk well. Add flour, whisk well.
3. Microwave for 60 to 90 seconds. Center should be slightly molten. Be careful not to overcook!
4. Enjoy with a scoop of vanilla ice cream. Be careful, the brownie will be hot.



DID YOU KNOW?

The biggest bar of chocolate ever made was created in 2000 and weighed 5,000 pounds. Turin is the city in Italy that can be proud of this accomplishment.