

CONNECTING
TE KURA STUDENTS

link up.

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

MARCH 13 | ISSUE 15



- **TE KURA STUDENTS STRIKE A CHORD ONLINE**
- **2012 STUDENT PRIZE WINNERS**
- **TECH SAVVY STUDENTS**
- **HUARAHĪ TRADES ACADEMY**

Ko Tā Mike Kōrero



I WANT TO START BY CONGRATULATING ALL OF OUR STUDENT PRIZE WINNERS FOR 2012. YOUR ACHIEVEMENTS SHOW WHAT'S POSSIBLE WHEN STUDENTS ARE WELL SUPPORTED BY THEIR WHĀNAU, COMMUNITY AND SCHOOL.

Our charter and annual plan for the year has now been approved by the Board and published on our website. I encourage you to read it there or get in touch with us to request a copy. You'll see that we plan to continue our focus on building partnerships with the communities that support our students, and on our authentic learning approach. We will also be renewing our focus on e-learning, and you can see some of the opportunities technology offers Te Kura students in the article about our online music project on page 4. All of our regional offices have opportunities throughout the year for students to participate in advisories or attend event days and tutorials, so check the events listing on our website for details of what is planned in your area. NCEA-level students can also enrol in our new trades academy – you can read more about that on page 17.

The implementation of our student management system was a major focus in 2012. We have made a lot of progress over the past few months,

and most of the core functionality is now in place. More enhancements will be made over the next few months. I am confident the remaining elements of the system will be implemented smoothly and with little disruption to students.

During 2013 the Board will lead the development of a new strategic plan for Te Kura. We want your input on the longer term direction Te Kura should take, so there will be opportunities for you to tell us what you think.

Mike Hollings
Chief Executive

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Feature Stories

TE KURA STUDENTS STRIKE A CHORD ONLINE



Bryony Greene



Jae Herekiuha

TE KURA MUSIC STUDENTS BRYONY GREENE AND JAE HEREKIUHA HAVE COLLABORATED ONLINE, WITHOUT EVER MEETING, TO COMPOSE A POWERFUL SONG CALLED KEEP MOVING.

Their music and lyrics are the basis of a musical enterprise that we hope will feature the voices of Te Kura students of all ages, past and present.

Arts Curriculum Leader Jan Bolton says the project offers Te Kura students the excitement of being part of a collaborative school performance, without leaving home.

'For many of our students, this may be the first time they've had the chance to be involved in what is essentially a school production, but performed and produced online. Doing this online gives us the opportunity to involve students from around New Zealand and overseas.'

'We want to include recordings from as many other past and present Te Kura students as we can in the chorus sections. Each student in his or her own location will record their own singing of the chorus and submit their recording. We will then combine and edit all the recordings to produce an exciting, youthful video of the song and a commercial-quality audio recording.'

Instructions for recording and submitting chorus recording can be found on our website under the title 'Keep Moving'.

**JAE AND BRY SHARE A PASSION FOR
MUSIC AND A TALENT THAT IS OBVIOUS
TO ANYONE WHO HEARS THEIR SONG
KEEP MOVING.**

With very different musical styles, Jae says creating the instrumental and making the song concept relatable to both him and Bry was his biggest challenge. Rap wasn't a genre Bry was very familiar with, so her biggest challenge was coming up with a chorus that would complement Jae's rap-based verses.

Although they come from different backgrounds and musical styles, Jae and Bry share a lot in common. They enjoy studying music at a distance, with Bry saying it gives her the flexibility to do her music when the time is right, not just because it is on a timetable. It also allows her to develop her own sound and style, without comparing herself to other students. Jae says he would definitely recommend studying music through Te Kura. 'As long as your heart's in it, anything is possible.'

They also both enjoyed the experience of working together on the song. 'It was cool to be able to bounce ideas around with another talented musician who has fresh and different thoughts about things from me,' says Bry.

When asked how they came up with the lyrics of Keep Moving, Bry describes music as 'a part of me, like a limb. My lyrics are like the overflow of whatever music is in me at the time, and influenced by the things I am thinking about or going through.'

'I just vibe with the beat, and write how I feel at that moment in time,' says Jae. 'Music to me, has always been a way to vent. I'm an impulsive writer, so the lyrics I tend to come up with, interpret the way I feel.'

Although Bry has been making music from a very young age, and started playing the guitar at age 10, Jae came to music a little later, starting in mid-2009. 'Back then it was all for fun, but lately I've started taking it more seriously,' he says. Both are keen to do something with music after they finish school.

The possibility that their song might evolve to include recordings from scores of Te Kura students and perhaps attract national attention is, in Jae's words, 'surreal'.

'Knowing other students could be involved, makes it all worth it.'

'It is really exciting to think that so many people, both kids and adults, might hear our song and take something from it,' says Bry.

'It has been a very rewarding experience to work as the 'broker' of this song,' says Jan. 'Jae and Bry were each willing to run with this unusual challenge of collaborative composition without meeting, and I was determined we could prove that Te Kura students could achieve this way of working to potentially achieve NCEA composition credits. Their respective talent, integrity and strong personal approaches combined to produce a quality song which moves its listeners and that is a huge tribute to both of them.'

.....
*Through all the drama,
keep believing
nobody can stop you
from living your dreams kid.*

*Cos you've gotta keep moving
gotta keep moving
gotta keep moving on and I
I wished upon a shooting star
had no idea that I would
come this far.*
.....



Back row (left to right): Shasha Tuuta-Thompson, Jonathon MacIntyre, Jasmine Hiku, Cierra Duncan, Axel Holdem, Laura Henderson, Beth Brauchli, Michael Philpott. Middle row: Tabitha Lamont, Amara Khan-Evans, Sasha Smith, Elizabeth Oquist, Haze Joseph-Brown, Liam Dabb, Shannon Tarrant, Grace Christie, Melanie Weal. Front: Reilly Hope, Ewan McCartie.

CONGRATULATIONS

THE SUCCESS OF STUDENTS FROM ACROSS NEW ZEALAND WAS RECOGNISED THROUGH TE KURA'S ANNUAL PRIZE GIVING AT THE END OF 2012.

More than 70 prizes or awards were given out for 2012, including to Dux Laura Henderson, from Te Karaka, who also received prizes for biology, geography and legal studies.

Chief Executive Mike Hollings said the prize winners represented the diverse body of students enrolled with Te Kura.

'As Aotearoa's largest school, our school community is diverse and constantly changing as students come and go from our roll. Our challenge is to build a sense of community and connectedness not just between teacher and student, and teacher and whānau, but between the school and every student's community.'

'This has been our focus for the past few years as we have built up our regional offices. It will

continue to be a focus in 2013 as we work with the Ministry, schools and communities to develop a partnership learning model that will better support students to achieve their potential.'

In addition to cross-school and subject prize winners, deserving students in each region received a Regional Merit Award for their achievements in 2012.

More than 27,000 students were enrolled with Te Kura in 2012, ranging from early childhood students (aged three and older) all the way through to adult learners.

Students who attended the cross-school prize giving ceremony in Wellington also took the opportunity to have a look around the school and meet their teachers.

CROSS-SCHOOL PRIZE WINNERS

TCSPSA Dux Award for overall excellence in year 13

Laura Henderson

CE Officer's Prize for meritorious work

Michael Philpott

Ex-pupils Association Prize for outstanding determination in overcoming difficulties

Elizabeth Oquist

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

Cierra Duncan, Shasha Tuuta-Thompson

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

Shannon Tarrant, Sharlotte Williams

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

Amara Khan-Evans, Beth Brauchli, Grace Christie, Jonathon MacIntyre, Melanie Weal, Sasha Smith

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

Jasmine Hiku

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

Liam Dabb, Tabitha Lamont, Haze Joseph-Brown

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

Reilly Hope

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

Axel Holdem

SUBJECT PRIZE WINNERS

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

Judith Waugh Prize for excellence in Music by a senior student

Jason Lelieveld

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

Sequoia Gavin-McCabe

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

Ewan McCartie

Award for excellence in English in years 7 to 10

Shannon Tarrant

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

Ethan Gurden

Millicent Mason Prize for high literary ability in year 11

Michael Kilkelly

Prize for outstanding effort and achievement in the Gateway programme

Haley Craig

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

Lauren Hazeldine

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

Samuel Rayward

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

Aedan Beisly

Award for outstanding effort in Inquiry Learning in years 1 to 6

Alexander Hertwich

Judith Waugh Prize for excellence in Latin

Elinor Tsen

Prize for excellence in Spanish as a second language by a senior student
Isidora Labre-Odde

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

Prize for excellence in Chinese as a second language by a senior student
Jessica Ling

Prize for excellence in Classical Studies by a senior student
Sasha Beattie

Award for excellence in Te Reo Māori in years 7 to 10
David Gross

Language prize for adults, for achievement progress and enthusiasm in French
Janet Genner

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

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

Prize for excellence in Mathematics with Calculus
Reuben Scowen

Prize for excellence in Statistics and Modelling
Jonathon MacIntyre

Prize for excellence in Mathematics and Statistics
Ethan Hand

Award for excellence in Science in years 7 to 10
Shea Ferguson

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

Prize for excellence in Agriculture by a senior student
Charlotte Hay

Prize for excellence in Chemistry by a senior student
Reuben Scowen

Prize for excellence in Horticulture by a senior student
Ben Lemon

Prize for excellence in Biology by a senior student
Laura Henderson

Prize for excellence in Physics by a senior student
Jonathon MacIntyre

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

Jenny Armstrong Memorial Accounting Prize for outstanding work in Accounting
Michelle Bull

Lyn Davey Memorial Prize for excellence in Legal Studies
Laura Henderson

Prize for excellence in Geography by a senior student
Laura Henderson

Prize for excellence in History by a senior student
Joanna Elaine Smith

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

Award for cooperation and leadership in an online learning environment in years 7 to 10
Te Peehi Waretini

Award for outstanding effort in the Te Ara Hou programme
Casey-Lee Hurley

Vic Watson Memorial Prize for excellence in Technology in years 7 to 10
Isabelle Brooks-Clarke

Prize for excellence in Technology by a senior student
Lydia King

Prize for excellence in Graphics by a senior student
Andrew Fankum

Prize for excellence in Pathways by a senior student
Shasha Tuuta-Thompson

DUX AWARD FOR LAURA



Dux Laura Henderson and fellow award winner Michael Philpott at Government House visit on Waitangi Day

Laura Henderson is the proud recipient of the 2012 Dux award. She was also awarded prizes for excellence in legal studies, geography, biology and a certificate for high achievement in economics, all at NCEA Level 3.

Laura impressed her teachers with her positive attitude and enquiring mind. They commended her ability to take on board suggestions for improvement, and describe her as an enthusiastic, well-organised student who always seeks to do her best.

Laura has appreciated the flexibility and the opportunity to work at her own pace that comes with being a Te Kura student. Although lack of contact with other students can be a drawback, Laura has taken opportunities to meet teachers and other students at camps and other events.

Laura was stunned when she first heard the news of her Dux award, but is now well aware of the honour that goes with it. She enjoyed meeting some of her teachers at the prizegiving and having a photo taken with the other Dux recipients in her family.

As Dux, Laura was invited to the Garden Party at Government House in Auckland on Waitangi Day. Laura says Sir Jerry Mateparae's speech was most memorable, especially the part about the many 'firsts' for women in New Zealand. 'Women have far more rights than they used to and we should appreciate what we do have, not what we don't have.'

She says celebrating the Treaty of Waitangi 'should be a remembrance of where we came from but we need to look at both sides.'

Laura advises other students to 'set goals and stick to them, always going the extra mile. Work on what your teachers say and don't put things off. If you do, you'll never end up doing it.'

WAITANGI DAY AT GOVERNMENT HOUSE

IT ALL STARTED BACK IN NOVEMBER. WHILE I WAS SITTING A LEVEL THREE BIOLOGY EXAM, MY MOTHER RECEIVED A CALL FROM MY LEARNING ADVISOR INFORMING US I WAS DUX.

So early in December we found ourselves travelling down to Wellington for the prize giving. It was there that Northern Regional Manager Robert Blucher informed me I was one of two senior students who had the opportunity to meet Sir Jerry Mateparae, the Governor General of New Zealand.

So on Waitangi Day, I found myself being escorted to Auckland by my wonderful mother. Having got all dressed up at a friend's place, we headed out to Government House to celebrate the 173rd Anniversary of the signing of the Treaty of Waitangi. We arrived a good hour before it was due to start and already parking was scarce. I met Robert and we headed off to find Michael Philpott, the other senior pupil invited.

Two large, open sided marquees had been set up on the lawn. Following several photos, we waited for Sir Jerry to appear. Forty-five minutes later, he was introduced and gave a speech, emphasising that New Zealand was a country of firsts with regards to women, first to have a female as Prime Minister, Governor General, voter, fire fighter or serving in the armed forces, to name a few. Other nations were slower to grant women these privileges. On the whole, it was a very educational speech.

Afterwards, Michael and I had the chance to speak briefly to Sir Jerry, shake his hand and have our photo taken. Robert also arranged for us to be introduced to Auckland Mayor Len Brown and Labour Leader David Shearer. By then it was after 6pm so we headed out, having thoroughly enjoyed ourselves and the weather.

Laura Henderson

Student Stories

TECH SAVVY STUDENTS BOOT-START OWN BUSINESS



David Harrison and Brentin Hunt

TWO ENTERPRISING TE KURA STUDENTS HAVE LAUNCHED THEIR OWN COMPUTER COMPANY, CALLED SIMPLE COMPUTERS.

After meeting at a tutorial in 2011, Blenheim students David Harrison, 18, and Brentin Hunt, 17, became close friends. Brentin had already started a website and with David's ideas, graphic skills and business acumen, they joined forces with Marlborough Boys College student Ben Halba.

Simple Computers is a registered company offering a variety of products and services including building and repairing computers and creating websites. Its website at www.simplecomputers.co.nz features D.I.Y. guides for solving a variety of computer problems. The company even offers an Enterprise Programme to assist small clubs and businesses with startup websites.

David, Brentin and Ben have been interested in computers from a young age. Brentin has been ripping computers apart since he was seven years old and as a student of the Unlimited School in Christchurch, he operated as technician to a network server used by over 400 students and staff. After moving to Blenheim, he felt a strong need to get back into IT operations and technology and enrolled with Te Kura. David is basically self-taught and has further developed his skills through Te Kura's digital technology course. He has now achieved NCEA

Level 2, while Brentin is currently working towards it. Both will continue their studies with the aim of going on to university to further their knowledge and skills for business. It has taken a lot of time outside their school work to set up the company, but they have enjoyed it immensely.

Setting up the business has not been without its challenges. For example, many business systems do not allow people under the age of 18 to use them. But these setbacks have not caused the trio to lose focus; instead they have learnt to work past them. A business mentor has also helped guide and support them through the early stages of development.

Setting up Simple Computers has been a valuable learning experience and during this time, Brentin and David have either completed, or are close to completing, the National Certificate in Computing through Te Kura. We wish them success as they aim to establish a reputation of trustworthiness, quality service and affordability for Simple Computers.

RETAIL JOB EARNS NCEA CREDITS

AT 16, CORAL JOHNSTON JUMPED AT THE CHANCE OF GAINING VALUABLE EXPERIENCE, NCEA CREDITS AND A RETAIL CERTIFICATE ALL IN ONE GO.

Coral is a full-time Te Kura student in Wellington and recently completed training at The Warehouse through the Red Shirts in Schools scheme, a programme designed to motivate students to continue their school education while preparing them for employment. It helps students gain credits towards NCEA Level 2 through training in customer service, communication, personal presentation, product knowledge and teamwork.

The programme runs over a ten week period and consists of six hours of in-store work and a few hours in the classroom each week. It has recently been rolled out from a successful establishment period in Auckland, to Wellington and Christchurch.

Coral was posted to the Porirua store last October, where she successfully attained 27 NCEA credits and the National Certificate in Retail (Level 2). Although Coral has now completed the training, it provided her with the opportunity to

continue working at The Warehouse as a casual employee. The store frequently calls on her to work at the check-out.

'I'm enjoying it heaps and everyone there is really nice', Coral says. Although she would also like to do different work in the store, Coral is happy to wait until she has gained the necessary experience. Although, Coral isn't planning on working at The Warehouse long-term, she loves retail and says that it's a really good feeling 'having something to get up for' in the morning.

A couple of years ago, Coral was attending a mainstream high school and says she didn't have much direction in life. She likes the fact that she is achieving through Te Kura and wants to continue her studies, but also wants to carry on working at The Warehouse. Fortunately, studying through Te Kura allows her the flexibility to do both.

JOSHUA SETS HIS SIGHTS ON NCEA LEVEL 2



Joshua Thompson

Joshua Thompson and his family were delighted when he achieved NCEA Level 1. Joshua has had many challenges to overcome, but with the help of Te Kura teachers, achieving NCEA Level 2 is also on the horizon.

Joshua enrolled with Te Kura two years ago with a severe learning disability. His challenges include slow processing, sequencing tasks, chronic headaches, 'brain fog', and he gets frustrated easily. The biggest challenge came with another head injury during his first year at Te Kura, followed by months of rehab with a psychologist while still studying. Joshua also suffered a wrist fracture that forced him

to change from being right- to left-handed, and he was given a reader/writer to assist him.

Joshua's interest in art helped him to learn to concentrate and going to the local pottery club on Tuesdays was a helpful distraction. Training for Surf Life Saving and working towards becoming a patrol captain helped Joshua with stress, and he gained credits for swimming in the process.

Joshua's mum Julie says they have worked consistently every day, not giving up when they felt like it.

Te Kura's authentic learning approach has played a major role in improving Joshua's attitude and after learning about journal writing, he writes one daily. Meeting other Te Kura students with Liaison Teacher Ray Edwards every Monday has been hugely beneficial not only for Joshua, but also for his family. Julie says that she had doubts about authentic learning at first but rapidly became a convert after hearing Joshua articulate his vision for his life at home.

Joshua's greatest achievements are completing the Outdoor Pursuits Centre and snow-boarding course, and gaining the Vic Watson Memorial Prize for technology. He completed a Level 2 general farming course and gained credits in trade and technology. Technology is Joshua's favorite subject and really suits his quirky interests. He also gained merit credits for playing a solo performance of Led Zeppelin on acoustic guitar at a rest home. Julie says that his teachers have encouraged Joshua to explore his interests and their encouragement has allowed him to find out for himself that he can do anything he sets his mind to.

Joshua is currently at Taratahi/EIT doing a Level 3 work ready farming course and would like to work outdoors. He is considering a number of options for the future including becoming an army territorial, doing a trainee DOC ranger course so that he can do outdoor guiding, and being a sculptor/welder later. He has started writing a book on urban survival in his spare time and remains a leader in a children's camp every school holidays.

Julie says the family is looking forward to a dinner out when Joshua gets his NCEA Level 2 in April. Now that's worth celebrating.

NEW CHALLENGES FOR VIDA



Vida Polakov

FOURTEEN YEAR OLD VIDA POLAKOV STARTS A NEW CHAPTER IN HER LIFE AND A NEW SCHOOL IN 2013, WHILE SHE STUDIES AT THE TANYA PEARSON CLASSICAL COACHING ACADEMY IN SYDNEY AND WORKS TOWARDS GAINING NCEA LEVEL 1 WITH TE KURA.

Vida attended Mercury Bay Area School until 2012 and would spend 12½ hours a week at ballet. The hours at the Sydney academy will be even tougher, demanding 35½ hours, six days a week. Despite such a demanding routine, Vida needs to keep up with her schoolwork.

‘I have heard that the teachers [at Te Kura] are very supportive and they seem to understand the demands around my dancing,’ she says.

2012 was a very successful year for Vida. Earlier in the year, she won a senior scholarship at the New Zealand School of Dance Winter School.

She starred in the Thames Hauraki Ballet Theatre concert, where she performed a series of pieces in *Vesperi* and *Quixote*, and also featured in a video which was runner up in the Wintec National Secondary Schools Competition. Appropriately titled *Dancing Dream*, the video was produced by 17-year-old Ruth Germon. Vida qualified for the Wellington finals of the Genee Regional Dance Challenge and was very proud to perform on this occasion at the St James Theatre, the home of the Royal New Zealand Ballet Company. She says it was both nerve-racking and exciting to perform solo in front of a panel of world-class judges.

Vida hopes to continue studying at the Tanya Pearson academy for two years, after which she wants to move on to a full-time school. This will provide options for her to follow a professional career in ballet. We wish Vida success in her ballet and in her studies through Te Kura.

MIKAYLA NAMED 2012 ALL ROUNDER

Te Kura student and triathlete Mikayla Nielsen has been named Waikato Times Secondary Schools All Rounder of the Year.

Mikayla’s award came just a few weeks after being chosen as flag bearer for the New Zealand team at the Youth Olympic Festival in Sydney, where she came fifth in the individual women’s triathlon event.

Chef de Mission, Chris Arthur said Mikayla was chosen for her exceptional work ethic and embodied what the Festival is all about.

.....
‘This festival’s slogan is ‘seeing tomorrow’s Olympian’s today’, and Mikayla’s results so far make her one to watch for the future.’
.....

Mikayla recently competed in the Australian Junior Elite Sprint distance champs in Tasmania before heading to Wellington for the Oceania Champs, where she aims to qualify for the World Junior Elite Champs held in London later in the year.



BUTTERFLY MOBILE – SAMANTHA JACKSON, YEAR 5



BUTTERFLY POSTER – JAZMIN PAGET-KNEBEL, YEAR 6

'JUST ANOTHER FISH IN THE SEA'

Living in Japan, I find the most convenient way to travel is by train. The train that I catch takes me literally to the front door step of my school, which is great, although I can't help but feel a little out of place on the train. Not just out of place, but in a nightmare! Within those four walls, it is mutual territory. Nothing is your own, but everything is yours. You feel like a sardine in a can when you, plus one thousand other people, ride the train during rush hour. This is the reality of crowded train travel in a crowded Tokyo.

Imagine the average student population in a New Zealand school and shove them into a cramped, crowded can on wheels and seal the doors shut. Being born and bred in a wide, spacious country like New Zealand, with a small population of just over four million people, I've never had the experience of over-crowding. You could say I'm a fish out of water, here in the land of the Rising Sun.

Some might say that Japan is a better place to live in because of technological advances, the above average life span and all around healthy lifestyle, but the over-crowding is a major turn off. One morning, my host sister and I jumped on an Express train to get to school on time. It wasn't that crowded. But at the next station, the tidal wave rushed in. In the space of a minute, I went from treading water to drowning in a current of elbows and bags.

Over-crowding makes living life uncomfortable for many people. An above average lifespan might sound good at first, but when everybody is over fifty years old and not passing on, what are we left with? An abundance of people of all ages, shapes and sizes trying to catch the morning train, and causing pressures on public transport that will continue to grow, eventually becoming unmanageable. The frighteningly high suicide rate, 31 690 for Japan in 2011, which is the highest in the world is evidence of how unmanageable it has become.

There are definitely things to like about Japan: the culture; the people; the beautiful history and the theme parks. But it's a bit hard to experience these things with over one hundred million other people. Already there are streets in Tokyo that you can't walk down, because they are flooded with people.

Over-crowding isn't really a problem if it happens in your day to day life but for me, moving from a small suburb on the outskirts of Wellington City to the outskirts of Tokyo City, it is actually really stressful. I hate the over-crowding because I like having my own space, even only temporarily. I guess that's what I miss the most about home, the way I can just spread out and not have to worry about tripping someone up, or getting weird looks.

Every day, I study the number of people on the train arriving at my station, and even if it seems just a little crowded, my heart jumps and I panic. Only when I'm on the train, curled up in my corner and people don't swarm in like bees do I relax ... but only a little. It isn't until I'm out of the train, off the platform and out the gate that I can actually take a deep breath without choking on the person next to me.

They say the grass is always greener in somebody else's garden; but sorry, in this case, I prefer my own. I put it down to the population size differences. Japan is the Atlantic Ocean and New Zealand is Lake Taupo. Tokyo City's population is three times the size of our entire country's population. So no wonder I almost drowned. I had been totally over my head. Moving to a big city in a foreign country, I can handle. Having to speak an entirely different language is another thing I can handle. But what I can't handle is being on a cramped and crowded train, sealed in like sardines.

Alisha Windsor
Year 13 (2012)

Abridged



A OVERCROWDED TRAIN IN JAPAN



MUMMY MODEL – KAT WALLACE, YEAR 9

WHAT'S BENEATH THE FAÇADE OF LAMU, KENYA

With its sun-bleached sand and clear sky blue waters, Lamu in Kenya makes me feel as if I have escaped into a paradise, a little sanctuary filled with exotic tendencies. Walking down Lamu's picturesque beach gives me the feeling that yes, this is where I can unwind, relax and forget about all the problems of everyday life. The perfect holiday destination. But then I see the natives – the cooks, the maids, the house boys and wonder: What part do they play in my holiday? I am shocked by what I see.

Every country has a façade, a hidden side that only those who've experienced it in its purest, truest form can fully understand or testify to. So many people come here and only see the paradise, but few see the true face of Kenya, and the truth they would rather not see, the loss of customs, the loss of wealth, the breakdown of marriage traditions and the game of slave and master.

Picture yourself walking towards the setting sun, stepping into the sunken remainders of footprints; they lead you further and further down the endless coastline. The northern Kaskazi wind playfully caresses you. It is a Friday, the day of rest; the equivalent to a Sunday in the first world and the beach is packed with Swahili families and tourists. Two little Swahili girls start to walk along side you. They are timid at first, but after a while they start to talk to you. You eventually ask them, "What do you want to be when you grow up?" They answer, "a Mazungu's wife", "a white man's wife". Are you shocked? Can you blame them? The contrast between the blacks and the whites is so huge. The locals of this island look at white people and all they see is money, and how easy the Mazungu's life appears to be. To these little girls marriage to a Mazungu is an escape to a life of perceived riches and ease.

The Swahili culture is compromised on a daily basis by the all-pervading Westerners. Shedding their age old customs and traditions about marriage

and family is a way out, a road to that miraculous Western life where everyone appears to have money and freedom. Their traditional way of life is prostituted for financial dreams. For the Swahili it is but a mirage, a promise that is not real. The wealth is not theirs and now their ideals, customs and culture are disappearing too.

Wealth slips out of their hands and takes the form of selling off all the land in the village to overseas Mazungu buyers who build huge unsustainable houses with swimming pools on an island with limited water resources. For the owners of the houses who perhaps live in them for a month a year, this is not a difficulty but for the locals who see their well water become more brackish every year, it is a major problem.

The Mazungus that do reside fulltime in Kenya live in a bubble. They have their own white society they live within. Like parasites they take what they can from the country and its people, hiring Swahili as maids, cooks, houseboys, gardeners. This does provide jobs and income but also a reliance on Westerners for money. It perpetrates that relationship of masters and servants, those that have everything and those that have nothing.

In Kenya, I watched countless times as the white people I met turn a blind eye to what they did not want to see, to the ugly side of Kenya – the loss of customs, the loss of wealth, the game of slave and master. You, as a tourist want to come here and bask in the golden sun, letting it soak up all your stress and worries. Why swap the paradise you live in for a set of eyes that only shows you the corrupted? But is it really worth being blinded to these things? Are you really seeing Kenya, or are you seeing its façade. Which would you rather see? I know that in my time spent in Lamu, Kenya I saw these truths and in many ways wish I hadn't. For what can I do? What is there to do? I cannot ignore this. I know that at the least by acknowledging the situation perhaps a conversation can be started.

Kezia Korschen

Year 13 (2012)

Abridged

TERROR ON THE CLIFF

It had been a fine, and sunny spring morning when we started off from the Panekiri Hut at the top of the cliffs on our way around Lake Waikaremoana. I am a Venturer Scout, and with three other Venturers and our leader Gary, I was on the last leg of a 50 kilometre tramp circumnavigating the Lake. My back and shoulders ached from the weight of my pack and the blisters on my feet hurt. Little did I know that soon I wouldn't even be noticing these minor annoyances!

An ominous shadow blocked out the sun. I paused and glanced up to see a towering black cloud building on the horizon. "Chris, check it out!" I called to my friend, who came panting up behind me and groaned "It looks like we're going to get a soaking!" The rest of the group gathered around and gulped some water. "We better keep moving" Gary decided. "It's quite exposed out here. Now when that weather hits I want you to be careful of your footing, the rocks could get slippery."

I took the lead, keen to make good time and hopefully get into more shelter. The temperature abruptly dropped and we paused to shrug into our jackets. The wind started to gust up and the sky got darker and darker. I was amazed to see that the lake had been transformed. Gone was the tranquil smoothness of this morning. Now the sheer cliff plunged into heaving, grey water with white spray tearing from its peaks as a vicious squall swept across its surface.

It was a struggle to keep my balance as the powerful gusts first shoved me away from the edge and then seemed to suck me towards it. The wind seemed to suck my breath away. I turned away from the menacing outlook and hurried along the rough path with a sick feeling in my stomach. Next minute, a burst of rain and hail pelted me as the wind's shriek reached a new high. I shielded my eyes, just for a second. Then it happened

Thump! The air whooshed from my lungs as I hit the ground hard. I started sliding on the slippery,

uneven surface, my heart in my mouth. Then the world twisted and spun as I pitched helplessly down a drop. Time seemed to suspend, then tick in tiny pieces. Crunch! Rolling, clawed hands grasping frantically for a hold of anything. Jerk! Stopped at last. My chest heaved, sucking in big gasps of air. I was stranded on my back like a turtle. I tasted grit in my mouth and blood trickled down my cheek and into my ear. I felt dizzy, a funny buzzing sound muffling the shouts from the rest of my group. "Must get up" I whispered grimly to myself, wriggling out of my pack. I carefully and shakily stepped back and pressed against the tall rock I had pitched down. "I'm over here!" I called.

Soon the other Venturers and Gary were gathered on the rock above me giving me encouragement and rigging up a rope harness. I sent my pack up first then stepped into the loop. Everyone heaved as I walked up the rock. "Reach up to your left, Sean," my leader's strong hand hauled me over the top. Our relieved comments and man-hugs helped thaw the cold knot in my stomach and still the trembling in my hands.

The squall blew over as suddenly as it had come. The wind died down and a weak sun made an appearance while we applied dressings to the various cuts and grazes I had that were now stinging like crazy. "Why hadn't I listened to Gary?" I berated myself silently. My mates tried to cheer me up, laughing and joking, suggesting I might want to strap on a hang glider next time. "That's life," said Gary bracingly. "All's well that ends well!"

Sean Phillips,
Year 13

Abridged

NEW TRADES OFFERED THROUGH HUARAHI



A mechanical engineering student in action

TE KURA'S TRADES ACADEMY, HUARAHI, IS ADDING MORE TRADES TO ITS OFFERINGS FOR NCEA STUDENTS LOOKING TO COMPLETE LEVEL 2 NCEA AS WELL AS A NATIONAL CERTIFICATE IN A VOCATIONAL TRADE.

Huarahi Trades Academy (HTA) is now accepting enrolments for a wide range of National Certificates. Places are available with the Open Polytechnic for the following four National Certificates:

- National Certificate in Mechanical Engineering Level 2
- National Certificate in Electrical Engineering Level 2
- National Certificate in Sports Turf Level 2
- National Certificate in early childhood education Level 3.

HTA also has places available for the:

- National Certificate in Building Level 2 through G&H Training, and
- National Certificate in Agriculture Level 2 through Taratahi Agricultural Training Centre.

Both these providers have locations throughout the North Island.

Te Kura Development Manager Jen McCutcheon says there are also opportunities in retail, tourism and travel, depending on demand.

'If students are interested in these courses, we want to hear from them so we can gauge the level of demand. We will be adding more courses during the year, including with South Island providers.'

Studying with Huarahi offers a hands-on, practical approach to prepare students for work or further tertiary study. It enables students to put theory into practice through either a work placement or time spent in a workshop or similar practical environment. Plus students will have an individual learning plan based on their interests and passions.

To be eligible to apply to the new trades academy, you must be enrolled with Te Kura in years 11 to 13 and participating in a Level 1 NCEA course as a minimum.

Programmes will take one to two years to complete – some students may achieve their goals over a longer or shorter period. There are no tuition fees.

For more information, contact Jen McCutcheon or Kathryn Smith at Te Kura by calling 0800 65 99 88, or talk with your learning advisor. Alternatively, you could fill out an expression of interest form on our website at www.tekura.school.nz/subjects-and-courses/huarahi-trades-academy.

CHARTER AND ANNUAL PLAN 2013

TE KURA'S CHARTER AND ANNUAL PLAN 2013 HAS BEEN APPROVED BY THE BOARD OF TRUSTEES.

Under the Education Act 1989, all schools are required to have a charter which sets out a school's overall mission, how it will provide services to its students and the contribution it can make to the larger education sector in New Zealand.

Our charter and annual plan for 2013 outlines the school's key priority areas, enabling strategies and activities. The key priority areas are:

- extending the delivery of early childhood education into rural and isolated areas
- raising achievement levels in National Standards in reading, writing and mathematics
- increasing achievement in NCEA Level 2
- supporting our young adult students and their transition into further study or work
- focusing on improved outcomes for learners with special education needs.

Key activities for the year include completing implementation of the new student management system and the NCEA standards review, as well as continuing curriculum development and looking into international education opportunities for Te Kura.

Chief Executive Mike Hollings says he expects 2013 will bring both opportunities and challenges for Te Kura. 'We are well placed to meet those challenges and to continue our focus on improving student achievement through personalised, authentic learning programmes.'

You can read the full Charter and Annual Plan 2013 on our website.

ERO REVIEW

THE EDUCATION REVIEW OFFICE (ERO) IS SCHEDULED TO CARRY OUT A REVIEW OF TE KURA IN MARCH.

ERO reviews schools regularly, and this is the first review of Te Kura since 2009. The review process is intended to complement each school's own self-review processes and to identify or confirm areas for further development and review. Members of the ERO review team may attend student advisories and event days during the period of the review.

NEW LOOK LINK UP

You'll have noticed that *Link Up* has a new look, courtesy of our design team at Te Kura.

The changes are not just cosmetic. They are part of Te Kura's plan to digitise our publications and learning resources so students can access them through devices like iPads and iPhones, in addition to the increasing number of online courses we offer.

In 2013 we are offering 14 online courses at NCEA level across a range of subjects, including art, digital technology, media studies and te reo Māori. We plan to add more online courses next year.

Chief Executive Mike Hollings says schools need to make sure students have the opportunity to gain the knowledge and skills that the 21st century will demand of them, particularly when it comes to technology.

'So we need to consider how Te Kura students can best gain the digital literacy skills they will need. Using technology as part of their learning is key to that.'

'The challenge for us is to keep pace with the way children and young people are using technology so we can keep our programmes relevant and appealing.'

SUPERVISOR SUPPORT AT TE KURA



Teacher – Adele Harris

ADELE HARRIS IS OUR SUPERVISOR SUPPORT ADVISOR. SHE IS AVAILABLE TO OFFER SUPPORT TO SUPERVISORS OF FULL-TIME STUDENTS. HERE ADELE SHARES A FEW IDEAS ABOUT HELPING TO SUPPORT YOUR STUDENT.

Where to start

If you are a new supervisor and this is your first experience of distance education you may still have some unanswered questions.

- When your student first begins on our programme you will receive important written information. Keep it in a separate place away from your student's work and where you can access it when you need to.
- Check out our website. There is a section for supervisors at www.tekura.school.nz/supervisor-toolkit
- The Noticeboard on the Te Kura home page has regular updates, check it regularly: www.tekura.school.nz
- It is alright to be confused or unsure about your responsibilities as a supervisor! Your student's teacher or learning advisor will be happy to answer any questions or concerns you have.

Common questions

Supervisors often have different expectations from their student. Here are some common questions supervisors have.

Why won't my student contact their teacher?

- It takes time for students and teachers to get to know each other. If your student won't ring their teacher (it's free), you could suggest that they email or etext instead.

How do I get my student to start schoolwork on time?

- 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 completed schoolwork.

How do I stop my student rushing their schoolwork and failing to check for mistakes?

- This is a common issue. If it is happening regularly then you may need to have a conversation with your student's teacher or learning advisor to see if there are other ways to encourage excellence.

How can I be the best supervisor I can?

- Expect your student to do well.
- Praise them when they are doing good things.
- Ensure they understand their responsibilities and goals for their education.
- Provide regular routines with lots of breaks.
- Have some fun. Things seem go better when people feel happy.

Also

- Your student needs to contact their teacher regularly, by phone, email or etext – the more the teacher knows about your student's interests and abilities they better they will be able to support their learning.
- If your student is enrolled in an online course, they need to regularly log on, take part in discussion groups and submit their work.

Adele Harris is available for support and advice during term time – you can email her at adele.harris@tekura.school.nz or call 0800 65 99 88 ext 8244.

Easter fun Zone

DYEING EASTER EGGS



DID YOU KNOW?

Ninety million chocolate Easter bunnies are made for Easter each year.

Sixteen billion jelly beans are made for Easter (that's enough to completely fill an 89 feet high and 60 feet wide plastic Easter egg – about the height of a nine-story office building!)

The first chocolate eggs were made in Europe in the early nineteenth century and remain among the most popular treats associated with Easter.

When taking a bite into a chocolate bunny, 76% of us eat the ears on chocolate bunnies first, 13% eat the feet first, and 10% eat their tails first.

Make fun coloured boiled eggs for Easter!

Materials

White Eggs
Water
White vinegar
Food colouring

Equipment

Measuring cups
Slotted spoon
Spoons
Paper towel
Rubber bands

- 1) Hard boil your eggs then let them cool to room temperature.
- 2) Set aside one medium sized bowl per colour dye you plan to use. In each bowl add 1/3 cup of white vinegar, 6–10 drops of food colouring and 1 cup of hot water.
Note: the amount of food colouring will effect the depth of colour in the final result.
- 3) Before putting the eggs in the dye you can place rubber bands around the eggs (gently) to create a pattern.
- 4) Place the eggs into chosen colour for about 5 minutes.
Note: Don't be afraid to move the egg from one colour to another, see what happens.
- 5) Remove the egg with a slotted spoon. Place the eggs on a paper towel to allow to sit until they are dry.
- 6) You can serve these up for a special Easter lunch.

