

LINK UP

TE WHAKAHONONGA
CONNECTING
TE KURA STUDENTS

 Te Kura

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



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KO TĀ BARBARA KŌRERO

Mā mua ka kite a muri

Mā muri ka ora a mua

Those who lead give sight to those who follow.

Those who follow give life to those who lead.

Just over a year ago, I was appointed as Te Kura's Board Chair. No one could have predicted that within just a few months we would be confronted with a global pandemic, and an accompanying raft of challenges.

I must say it was wonderful to see how Te Kura management and kaimahi responded, and to see how a range of agencies sought our online and distance education expertise, as schools all around the country struggled with the demands of the realities of a lockdown and having to suddenly teach in virtual classrooms.

This response fitted neatly with what I have observed so far at Te Kura – an organisation that is operating on solid foundations and set on an ambitious, determined, and impressive educational course.

I have also become increasingly aware of the fascinating history of Te Kura and have realised how much we owe to those who have gone before.



Te Kura Chief Executive Mike Hollings with Board Chair Barbara Ala'alatoa.

In that spirit, I would like to pay tribute to my predecessor, Dame Karen Sewell. As a former secondary school teacher and principal, Chief Executive of the Education Review Office, NZQA and a Secretary of Education, Dame Karen is not an easy act to follow.

Stepping into her shoes seemed somewhat daunting at first, but it soon became clear to me that Dame Karen's seven years on the Board eased the way for any successor.

My own working life has been spent in education and my present role as principal of Sylvia Park Primary School in Auckland is something I often describe as the best job in the world.

I also feel very privileged to be a part of Te Kura, where we are guided by the belief that every learner has the right to equitable access to high quality education that enables them to be successful in the future world.

In 2022, Te Kura will celebrate its centenary. We have come a long way in the past 100 years. Many of our students have succeeded against the odds. At times, so has Te Kura. As the country's largest school, and as we were able to show in a year dominated by COVID-19, we are now a model for the delivery of distance education; an exemplar for embracing change, innovative learning and compassion.

There is much to celebrate.

Nāku noa, nā
Barbara Ala'alatoa
Board Chair
Te Aho o Te Kura Pounamu

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FEATURE
STORIES
NGĀ KŌRERO
MOTUHAKE

LEARNING ABOUT TE AO MĀORI AND THE ENVIRONMENT

As part of our celebrations during Te Wiki o te Reo Māori, Te Kura Early Childhood ākonga (students) and their whānau shared stories of learning about te ao Māori and the environment.

Te Maire's story:

"During the COVID-19 lockdown there was a fire that burnt five hectares of scrub on our whenua (land). Te Maire has shown a deep concern for Pataua and has been involved with her whānau to plant over 500 native trees to rejuvenate the whenua, help with bank erosion and learn what the different species can do for the wellbeing of the whenua.

"She spent two days planting with her whānau and has continued to be the kaitiaki (guardian) of the trees by ongoing watering during dry spells and checking their wellbeing after heavy rain and winds. It has been a huge success with a 95 percent survival rate.

"Te Maire is the only child being homeschooled in the whānau, which has given her the advantage of spending a lot of time on the whenua watching and learning as the trees grow. Te Maire did the spacing with a tape measure and spaced plants out for her big brothers to dig the holes. She was then able to be a part of putting the natives in the holes and filling around the base of the plants. This has been a great learning experience for Te Maire."

– Fiona Raymond



Alice's story:

"Alice enjoyed Waipoua forest and talking about the role of Tane Mahuta in the bringing of light to the world in te ao Māori. We also found some tiny mushrooms and spiders.

"In Hokianga we investigated the rocky part of the shore and talked about the different rocks, and also about Kupe and how he came to the harbour many years ago.

"Alice loves Maui's Taonga Tales book."

– Paula Guy Stuve



Jade's story:

"When Jade's first Te Kura pack arrived, she was excited to see the game about some of the taonga (treasures) that can be found at the beach, 'What's in the kete?'

"She was familiar with most of the things already, and we enjoyed learning the te reo names for some that we did not know.

"Starfish – pekapeka," I said to Jade.

"She replied, 'Pekapeka! Mum, pekapeka is bat!', as we have another matching game with native animals and their te reo names, and pekapeka is bat too!

"We like to visit the beach here on Takapourewa, we only have one accessible beach as most of the island is sheer cliff faces.

"Our beach is named Queens Beach, and we have to make our way down a long zig zag track to get there. Jade loves to search for treasures at the beach."

– Brooke Healey



WORLD HIP-HOP DANCE CHAMPION REPRESENTS NEW ZEALAND

Te Kura ākonga (student) Asia Hughes is an international hip-hop dance champion, winning praise for her powerful and high energy style, and for creating her own choreography.

Asia says: "Dance allows me to exceed my own expectations and helps me learn new things about movement and myself. I dance because it makes me happy. When I perform it makes me feel free and confident, it also takes away negativity in life and brings me to a new world, where I can let go, be free and be myself."

Asia began dancing in August 2017, after admiring videos of other artists online. Now aged 12, she has her own impressive gallery of online videos that showcase her amazing talent.

She has achieved huge success in a short time. In 2018, her first year of competitive dance, Asia represented New Zealand in Australia as a soloist and placed forth. In 2019, she represented New Zealand as part of a crew at world championships in the Netherlands and placed 11th.

In 2020, Asia placed sixth in the world in the Hip-Hop Unite Solo Competition – Cadet Division. She competed against dancers from Denmark, Russia, Belgium, United Kingdom and the Netherlands. The judges commented on her results and said she was the only dancer, out of 124 entries, who choreographed her own dance and made all the artistic decisions about the music and video.

You can watch Asia's performance on YouTube: www.youtube.com/watch?v=1dLvfpXHMPs





Asia Hughes with Te Kura kaimanaaki Chitra Parbhu.

Asia's whānau is a huge support to her in pursuing her passions and ensuring that she is making her own choices. Asia's father Simon says, "Asia manages herself. We just provide the opportunities. Her family and her teachers help her with how to set the sails and navigate, but the journey is hers."

Asia herself is very humble and gentle, with a great deal of determination and focus. Simon says that his daughter's kindness is one of her attributes that he is most proud of.

Asia's Te Kura kaimanaaki (learning advisor) Chitra Parbhu says, "I've really enjoyed getting to know Asia. She's a fantastic artist, ākonga and person. I've learned a lot about hip-hop dance from her and she really impresses me with how well she can express her knowledge and a genuine passion for dance. I also enjoy how Asia interacts with other ākonga in her class. She has a busy schedule, but she makes the effort to attend her weekly Google Chat sessions and complete her assignments on time. We are so proud to have Asia as a member of our class."

Asia incorporates her passion for dance in her studies with Te Kura, as part of the school's Big Picture learning approach. For a recent inquiry project, Asia asked, "What are the different styles and feels of hip-hop?"

Here's an excerpt: "Tutting is a form of dance where you mainly are just doing hand movements. Most of the time in tutting you do intricate hand or finger movements while staring someone directly in the eye. I like tutting because it is small but very strong."

Asia finds it helpful to be able to take her Te Kura schoolwork with her when she travels and finds the online learning interesting and easy to use.

She says, "My Korowai was really fun. I liked writing about myself and what I like to do, my family and sharing my goals. My life goal is that I would like to become a well-known choreographer."

Follow Asia on her incredible journey:
www.facebook.com/asiahughesdance

TE KURA PRIZE WINNERS FOR 2020

Te Kura's annual prizegiving celebrated the success of ākonga (students) from across Aotearoa.

Cross-school prizes

TCSPSA Dux Award for overall excellence in Year 13

Ko te taonga kairangi o te TCSPSA mō te kairangi tuatahi Tau 13

Connor Kennedy

Chief Executive Officer's Prize for meritorious work

Ko te taonga kairangi o te Manahautū mō te kairangi tuarua

Ayesha Adnan

Big Picture Huinga Ako Award for outstanding effort and achievement at huinga ako

He tohu aronga kairangi mō āna mahi aronui ki ngā huinga ako o Te Kōmata o Whaitake

Dawid Steenkamp

Jack Newell

James Verhaart

Lee Samuel

Sophia Moore

Big Picture Inquiry Prize for outstanding effort and achievement in Big Picture inquiry

He tohu aronga kairangi mō āna mahi aronui mō te Rapunga o Te Kōmata o Whaitake

Ash Barker-Leach

George Pedley

Larney Whaanga

Liam Sullivan

Maggie Meads

Marino Fischer

Sebastian Carrad

Brian Francis Morrissey Prize for original work in Science or Mathematics

Ko te tohu whakamaharatanga ki ā Brian Francis Morrissey mō āna mahi tūturu mo te Pūtaiao me te Pāngarau

Ben Tetteroo

Brayden Lewellen

Hector McNeilly

Jessica McNeilly

Kaelys Poipoi

Award for excellence in Dance by a senior student

He tohu kairangi mō Te Kanikani

Isabella Jones

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

He tohu aronga kairangi mō te Akonga Rorohiko Tau 1–6

Kian Neilson-Hughes

Ex-pupils Association Prize for outstanding determination in overcoming difficulties

Ko te taonga ā Ngā Taurua Tawhito mō āna mahi Aronganui me te Manawanui

Caitlin Drew

Melissa Johnson

Naomi Lloyd-Jones

Shaelyn Braid

Sophie Griffiths

Prize for outstanding effort and achievement in the Gateway programme

He taonga aronga kairangi mō āna mahi aronui mō Ngā Pokenga Mahi

Sonni Bonner

Award for outstanding effort in inquiry learning in years 1 to 6

He tohu aronga kairangi mō Te Uiuinga Akoranga Tau 1–6

Reef Barltrop

Award for excellence in Kaupapa Māori

He tohu kairangi mō Te Kaupapa Māori

Dara Barton

Language Prize for adult students for achievement, progress and enthusiasm in Languages

Ko te taonga mo ngā ākongā pakeke mō te whakatutuki, mō te whakawhanake, anō hoki ki ngā reo

Alison Halkyard

Learning Support Prize for significant achievement in supported learning of Life Skills in years 11 to 13

Ko te Taonga tautoko Mō tana hiranga ki te tautoko i ngā akoranganui mō te oranga 11–13

Maisy Holder

Mansfield Prize awarded to a teen parent who has made the most opportunity to continue their education

Ko te tohu Mansfield mō te mātua taiohi e whai ana i te pae tāwhiti o mātauranga kia tīna

Jade Tornquist

Shania Graham

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

Ko te tohu kairangi mō tētahi taurua Māori mō āna mahi Whanake

Chanel Tamatahi-Davies

Grace Dixon

Haylee Korostchuk

Jade Ruka

Te Waiora Huiarangi

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

Ko te taonga ā Ruby Harris mō te taurua Akoranga Motuhake e whai ana i te pae tawhiti

Caleb Evans

Hennersy Hamahona

Sam Stedman-Ashford

Sebastien Rappley

Rural Women New Zealand Golden Jubilee Prize for general excellence and attitude to schoolwork for any students living in a remote area Years 1 to 6

He tohu kairangi mō āna āhuratanga kairangi me te aro anō hoki ki āna mahi kura i a ia i tuawhenua Tau 1–6

Jessica Cocks

Jodie Laurie

Jordan Jacobs-Webb

Ranui Trounson

Xyra Stannard

Rural Women New Zealand Golden Jubilee Prize for general excellence and attitude to schoolwork for any students living in a remote area Years 7 to 13

He tohu kairangi mō āna āhuratanga kairangi me te aro anō hoki ki āna mahi kura i a ia i tuawhenua Tau 7–13

Alex Stephens

Ayesha Adnan

Gus Brickell

Liam Walle

Neave Batt

Award for outstanding effort in the Te Ara Hou programme

He tohu aronga kairangi mō Te Ara Hou

Sophie Frew

Te Kura Trades Academy Prize for outstanding effort and achievement in Te Kura Trades Academy

Ko te taonga mō Te Kura mō āna mahi aronui mō Te Kura

Dawid Steenkamp

Georgia Wilson-Taylor

Team Achiever Award for significant achievement in the rohe

Ko te tohu kairangi o te tīma mō āna mahi aronui i te rohe tonu

Aalayah Sturgeon

Addi Sawyer

Alisha Salmon

Annabel McMahon

Charlotte Stewart

Chasca Winstone

Faith O'Hagan

Grace McTaggart

Hannah Mischewski

Holly Andrew

Isaac Rodgers

Kyla-Jade Beer

Logan Boyd

Meg Grace

Miriam Canning

Molly Whittaker

Moritz Mooney

Nikita Tamepo

Nivarn Fasher

Owen De Does

Shayarna Blackler

Tayla-Jane Haywood

William Morrison

Yasmin Chan

Te Kura Achiever Award for dedication and commitment

Ko te tohu kairangi mō tētahi tauira mō āna mahi Manawanui

Amelie van Niekerk

Hannah Mischewski

Jacynta Scurfield

Mahina Walle

Sara Alzaanin

Years 1–10 subject awards

*Award for outstanding effort in the Arts
in years 7 to 10*

He tohu aronga kairangi mō ngā Toi Tau 7–10

Cheyenne Tamatahi-Davies

*Award for outstanding effort in English in
years 1 to 6*

*He tohu aronga kairangi mō āna mahi aronga
kairangi mō Te Reo Ingārihi Tau 1–6*

Xyra Stannard

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

*Ko te tohu whakamaharatanga ki a Janet
McKenzie mō Te Reo Ingārihi Tau 6*

Jessica Cocks

Award for excellence in English in years 7 to 10

He tohu kairangi mō Te Reo Ingārihi Tau 7–10

Cohen Parfitt

Daniel Hackett

Jaelin Wilson

Poppy Curtis

Rusty Delamere

Saelym Nunn

Sophie Smart

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

*He tohu aronga kairangi mō Te Pāngarau me
Te Tatauranga Tau 1–6*

Max McGregor

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

*He tohu kairangi mō Te Pāngarau me Te
Tatauranga Tau 7–10*

Dominic Shepherd

Eve Cowperthwaite

Ezra Odgers

Jacob Cargill

Karusha Nolan

Maddy Honiss

Matthew Wells

Siddhesh Kalyanasundaram

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

*He tohu aronga kairangi mō āna mahi
Hākinakina me te Hauora Tau 7–0*

Ava Fasher

*Award for excellence in the Sciences in years
7 to 10*

He tohu kairangi mō Pūtaiao Tau 7–10

Josh Baker

Robin Stewart

Zyah MacLennan

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

*He tohu aronga kairangi mō Tikanga ā-iwi
Tau 7–10*

Eden Wilkie

*Award for excellence in Technology
in years 7 to 10*

He tohu kairangi mō Hangarau Tau 7–10

Amy Nilsson

Daniel Vernal

Gus Brickell

Jasper White

Matthew Wells

Zan Todd

NCEA Level 1 subject awards

*Award for excellence in NCEA L1 Accounting
He tohu kairangi mō Te Mahi Kaute NCEA L1*

Marina Platt

*Award for excellence in NCEA L1 Agricultural
and Horticultural Science*

*He tohu kairangi mō Te Ahumahi Matua
NCEA L1*

Shiphrah Jongkind

*Award for excellence in NCEA L1 Business
Studies*

He tohu kairangi mō Te Mahi Pakihi NCEA L1

Natasha Egen

Award for excellence in NCEA L1 Chemistry

He tohu kairangi mō Matū NCEA L1

Emma Kearney

*Award for excellence in NCEA L1 Chinese as a
second language*

*He tohu kairangi mō Te Reo Hainamana
NCEA L1*

Narumi Ogawa

*Award for excellence in NCEA L1 Commerce
Studies*

*He tohu kairangi mō Te Mahi Tauhokohoko
NCEA L1*

Olivia McLennan

*Award for excellence in NCEA L1 Design and
Visual Communication*

*He tohu kairangi mō Ngā mahi Hoahoa me te
Whakawhitiwhiti ataata NCEA L1*

Matthew Webster

*Award for excellence in NCEA L1 Digital
Technology*

He tohu kairangi mō Hangarau NCEA L1

Tom Osman

Award for excellence in NCEA L1 Economics

He tohu kairangi mō Ōhanga NCEA L1

Taylor Foster

Award for excellence in NCEA L1 English

He tohu kairangi mō Te Reo Ingārihi NCEA L1

Caleb Hotere

*Award for excellence in NCEA L1 French as a
second language*

He tohu kairangi mō Te Reo Wīwī NCEA L1

Anise Graham

*Award for excellence in NCEA L1 German as a
second language*

He tohu kairangi mō Te Reo Tiamana NCEA L1

Bonnie McConnell

Award for excellence in NCEA L1 Geography

*He tohu kairangi mō Mātai Matawhenua
NCEA L1*

Eloise Krige

*Award for excellence in NCEA L1 Health
Education*

He tohu kairangi mō Te Hauora NCEA L1

Mya Mahuika

Nicole Menezes

*Betty Guard Memorial Prize for excellence in
NCEA L1 History*

*Ko te tohu whakamaharatanga ki a Betty
Guard mō Ngā Kōrero Nehe NCEA L1*

Calan Meechang

Francesca Sigal

Award for excellence in NCEA L1 Home Economics

He tohu kairangi mō Te Ōhanga NCEA L1

Imogen Waters

Award for excellence in NCEA L1 Japanese as a second language

He tohu kairangi mō Te Reo Hapanihi NCEA L1

Neve McCarthy

Award for excellence in NCEA L1 Legal Studies

He tohu kairangi mō Te Akoranga Taha Ture NCEA L1

Alistair Webster

Award for excellence in NCEA L1 Mathematics and Statistics

He tohu kairangi mō Te Pāngarau me Te Tatauranga NCEA L1

Ryan Li

Award for excellence in NCEA L1 Media Studies

He tohu kairangi mō Te Mahi Pāpāho NCEA L1

Ajia Tiplady

Award for excellence in NCEA L1 Music

He tohu kairangi mō Te Pūoro NCEA L1

Aidan Ripley

Award for excellence in NCEA L1 Pathways Education

He tohu kairangi mō Te Rapuara NCEA L1

Jade Tapu

Award for excellence in NCEA L1 Physical Education

He tohu kairangi mō Te Hākinakina NCEA L1

Daniel du Toit

Award for excellence in NCEA L1 Physics

He tohu kairangi mō Ahupūngao NCEA L1

Felix Obele

Award for excellence in NCEA L1 Samoan

He tohu kairangi mō Te Reo Hāmoa NCEA L1

Paul Tovio

Award for excellence in NCEA L1 Science

He tohu kairangi mō Pūtaiao NCEA L1

Amelie van Niekerk

Award for excellence in NCEA L1 Spanish as a second language

He tohu kairangi mō Te Reo Pāniora NCEA L1

Evelyn King

Award for excellence in NCEA L1 Technology

He tohu kairangi mō Hangarau NCEA L1

Liam Walle

Award for excellence in NCEA L1 Te Reo Māori

He tohu kairangi mō Te Reo Māori NCEA L1

Kennedi Box

Award for excellence in NCEA L1 Visual Art

He tohu kairangi mō Toi Ataata NCEA L1

Olive Dean

NCEA Level 2 subject awards

Award for excellence in NCEA L2 Agricultural and Horticultural Science

He tohu kairangi mō Te Ahumahi Matua NCEA L2

Courtney Henderson

Award for excellence in NCEA L2 Accounting

He tohu kairangi mō Te Mahi Kaute NCEA L2

Hannah Johnston

Award for excellence in NCEA L2 Art History

He tohu kairangi mō Toi Hītori NCEA L2

Sophie Masters

Award for excellence in NCEA L2 Business Studies

He tohu kairangi mō Te Mahi Pakihi NCEA L2

Malina Hofmann

Award for excellence in NCEA L2 Chemistry

He tohu kairangi mō Matū NCEA L2

Sara Alzaanin

Award for excellence in NCEA L2 Chinese as a second language

He tohu kairangi mō Te Reo Hainamana NCEA L2

William Bui

Award for excellence in NCEA L2 Classical Studies

He tohu kairangi mō Te Whakaakoranga Puāwaitanga NCEA L2

Cassidy Abbot

Award for excellence in NCEA L2 Commerce Studies

He tohu kairangi mō Te Mahi Tauhokohoko NCEA L2

Margo Dorokhina

Award for excellence in NCEA L2 Design and Visual Communication

He tohu kairangi mō Ngā mahi Hoahoa me te Whakawhitiwhiti ataata NCEA L2

Olivia Rowe

Award for excellence in NCEA L2 English

He tohu kairangi mō Te Reo Ingārihi NCEA L2

Taylor Foster

Award for excellence in NCEA L2 French as a second language

He tohu kairangi mō Te Reo Wīwī NCEA L2

Rowan Wathen

Award for excellence in NCEA L2 Geography

He tohu kairangi mō Mātai Matawhenua NCEA L2

Kaitlyn Lamb

Award for excellence in NCEA L2 German as a second language

He tohu kairangi mō Te Reo Tiamana NCEA L2

Mia Perkins

Award for excellence in NCEA L2 Health Education

He tohu kairangi mō Te Hauora NCEA L2

Sara Alzaanin

Award for excellence in NCEA L2 History

He tohu kairangi mō Ngā Kōrero Nehe NCEA L2

Lily McGrath

Award for excellence in NCEA L2 Home Economics

He tohu kairangi mō Te Ōhanga NCEA L2

Aimee Pratt

Award for excellence in NCEA L2 Japanese as a second language

He tohu kairangi mō Te Reo Hapanihi NCEA L2

Emily Howden

Award for excellence in NCEA L2 Legal Studies

He tohu kairangi mō Te Akoranga Taha Ture NCEA L1

Amy Fisher

Award for excellence in NCEA L2 Mathematics and Statistics

He tohu kairangi mō Te Pāngarau me Te Tatauranga NCEA L2

Sara Alzaanin

Award for excellence in NCEA L2 Media Studies

He tohu kairangi mō Te Mahi Pāpāho NCEA L2

Sean Winch

Award for excellence in NCEA L2 Music

He tohu kairangi mō Te Pūoro NCEA L2

Isabella Jones

Award for excellence in NCEA L2 Pathways Education

He tohu kairangi mō Te Rapuara NCEA L2

Hamish Bowler

Jaidah Smith

Award for excellence in NCEA L2 Physics

He tohu kairangi mō Ahupūngao NCEA L2

Sara Alzaanin

Award for excellence in NCEA L2 Samoan

He tohu kairangi mō Te Reo Hāmoa NCEA L2

Ferina Muavae

Award for excellence in NCEA L2 Science

He tohu kairangi mō Pūtaiao NCEA L2

Roy Skog

Award for excellence in NCEA L2 Spanish as a second language

He tohu kairangi mō Te Reo Pāniora NCEA L2

Erynn Melvin

Award for excellence in NCEA L2 Technology

He tohu kairangi mō Hangarau NCEA L2

Grace McTaggart

Award for excellence in NCEA L2 Te Reo Māori

He tohu kairangi mō Te Reo Māori NCEA L2

Aaria Tana

NCEA Level 3 subject awards

Jenny Armstrong Memorial Accounting Prize for excellence in NCEA L3 Accounting

Ko te tohu whakamaharatanga ki a Jenny Armstrong mō Te Mahi Kaute NCEA L3

Kristina McGill

Prize for excellence in NCEA L3 Agricultural and Horticultural Science

He taonga kairangi mō Te Ahumahi Matua NCEA L3

Ellyse Lendrum

Prize for excellence in NCEA L3 Art History

He taonga kairangi mō Toi Hītori NCEA L3

Maddie Gillespie

Prize for excellence in NCEA L3 Calculus

He taonga kairangi mō Te Tuanaki NCEA L3

Juliet Jefferis

Prize for excellence in NCEA L3 Chemistry

He taonga kairangi mō Matū NCEA L3

Mahina Walle

Prize for excellence in NCEA L3 Chinese as a second language

He taonga kairangi mō Te Reo Hainamana NCEA L3

Danbie Bong

Prize for excellence in NCEA L3 Classical Studies

He taonga kairangi mō Te Whakaakoranga Puāwaitanga NCEA L3

Tessa Seymour

Prize for excellence in NCEA L3 Design and Visual Communication

He taonga kairangi mō Ngā mahi Hoahoa me te Whakawhitiwhiti ataata NCEA L3

Zachary Hooper

Award for excellence in NCEA L3 Digital Technology

He tohu kairangi mō Hangarau NCEA L3

Jared Sewell

Prize for excellence in NCEA L3 Economics

He taonga kairangi mō Ōhanga NCEA L3

Grace Dixon

Prize for excellence in NCEA L3 English

He taonga kairangi mō Te Reo Ingārihi NCEA L3

Ayesha Adnan

Prize for excellence in NCEA L3 French as a second language

He taonga kairangi mō Te Reo Wīwī NCEA L3

Rhona Aran

Prize for excellence in NCEA L3 Geography

He taonga kairangi mō Mātai Matawhenua NCEA L3

Madeline Bilkey

Prize for excellence in NCEA L3 German as a second language

He taonga kairangi mō Te Reo Tiamana NCEA L3

Niklas Best

Prize for excellence in NCEA L3 Health Education

He taonga kairangi mō Te Hauora NCEA L3

Alisha Salmon

*Prize for excellence in NCEA L3 History
(England)*

*He taonga kairangi mō Ngā Kōrero Nehe
(Ingārihi) NCEA L3*

Ayesha Adnan

*Prize for excellence in NCEA L3 Home
Economics*

He taonga kairangi mō Te Ōhanga NCEA L3

Alisha Salmon

*Prize for excellence in NCEA L3 Japanese as a
second language*

*He taonga kairangi mō Te Reo Hapanihi
NCEA L3*

Stella McCarthy

Award for excellence in NCEA L3 Legal Studies

*He tohu kairangi mō Te Akoranga Taha Ture
NCEA L3*

Raven Peachey

Prize for excellence in NCEA L3 Mathematics

He taonga kairangi mō Te Pāngarau NCEA L3

Dominic Loretz

Prize for excellence in NCEA L3 Media Studies

*He taonga kairangi mō Te Mahi Pāpāho
NCEA L3*

Saskia Parker

*Judith Waugh Prize for excellence in NCEA L3
Music*

*Ko te taonga ā Judith Waugh mō Te Pūoro
NCEA L3*

Amelia Ross

Grace de Lautour

Teva Dickinson

*Prize for excellence in NCEA L3 Physical
Education*

He taonga kairangi mō Te Hākinakina NCEA L3

Tayla-Jane Haywood

Prize for excellence in NCEA L3 Physics

He taonga kairangi mō Ahupūngao NCEA L3

Dominic Loretz

*Prize for excellence in NCEA L3 Spanish as a
second language*

*He taonga kairangi mō Te Reo Pāniora
NCEA L3*

Richmond Walker

Prize for excellence in NCEA L3 Statistics

He taonga kairangi mō Te Tatauranga NCEA L3

Nissa Dunn

Prize for excellence in NCEA L3 Technology

He taonga kairangi mō Hangarau NCEA L3

Chloe Small

Prize for excellence in NCEA L3 Te Reo Māori

He taonga kairangi mō Te Reo Māori NCEA L3

Rakairoa Campbell

New Zealand Scholarship

*Economics – **Grace Dixon***

*French – **Naomi Grambin***

*Music – **Lin Mu***

*Painting – **Ebony Wingfield***

2020 DUX AWARD WINNER

CONNOR KENNEDY



When I was 13, I had a soft introduction to Te Kura. My local high school arranged a Japanese language course as a seventh subject. I did my Te Kura subject as homework for the next three and a half years.

Halfway through NCEA Level 2 I moved from New Zealand to live in Japan. My academic performance in New Zealand was promising and it was an easy choice to commit to the NCEA system and start full-time learning with Te Kura. The foundation of my online education was time management; 8am to 3pm, Monday to Friday. By the time I had finished NCEA Level 2 exams, I had ridden on the bullet train, hung out with my international friends at night in the middle of Osaka and done all the other touristy stuff.

2020 was going to be my final NCEA year, I wanted to use every skill I developed because I would never be able to do this again. I was confident enough to get part-time work at McDonalds, finding a natural peer group of students who were also studying and working part-time; I just went to a different school. Last year I used a tourist guidebook to get around, this year I was at the local government office getting a tax number, health insurance and registering my residence.

Everything was perfect until COVID-19. There were two pillars to my life during this time – work and school. I was very worried about my family and friends everywhere – I studied from 8am to 3pm. The news reported terrible events in Spain – I studied from 8am to 3pm. When my McDonalds closed the dine-in – I studied from 8am to 3pm. I was uploading a macroeconomics assessment for marking, wondering if it would still have meaning in one year. There was uncertainty at home, at work, and on the street. But every day, I sat down and studied from 8am to 3pm.

By June, my education was on track and my goals at the start of the year were still live. I had put my education on rails before the pandemic and despite the distraction of an existential threat, discipline had come to my aid. It was only after the panic receded that I realised Te Kura had been the most stable thing in my life. Time management had carried me through the crisis. Work was satisfying and rewarding, academic confidence was high, and my social circle was comforting.

Te Kura did not expire with my final exam; I learnt the value of time. If I did not study, I needed to do something equally important. In Japan, education is less accessible financially than in New Zealand. I was inspired by my peers to be available for full-time work; we were all going to university. My employer recognised my needs and I work 40+ hours every week now. It is incredible that the foundation for my assimilation in a foreign country was a New Zealand distance education.

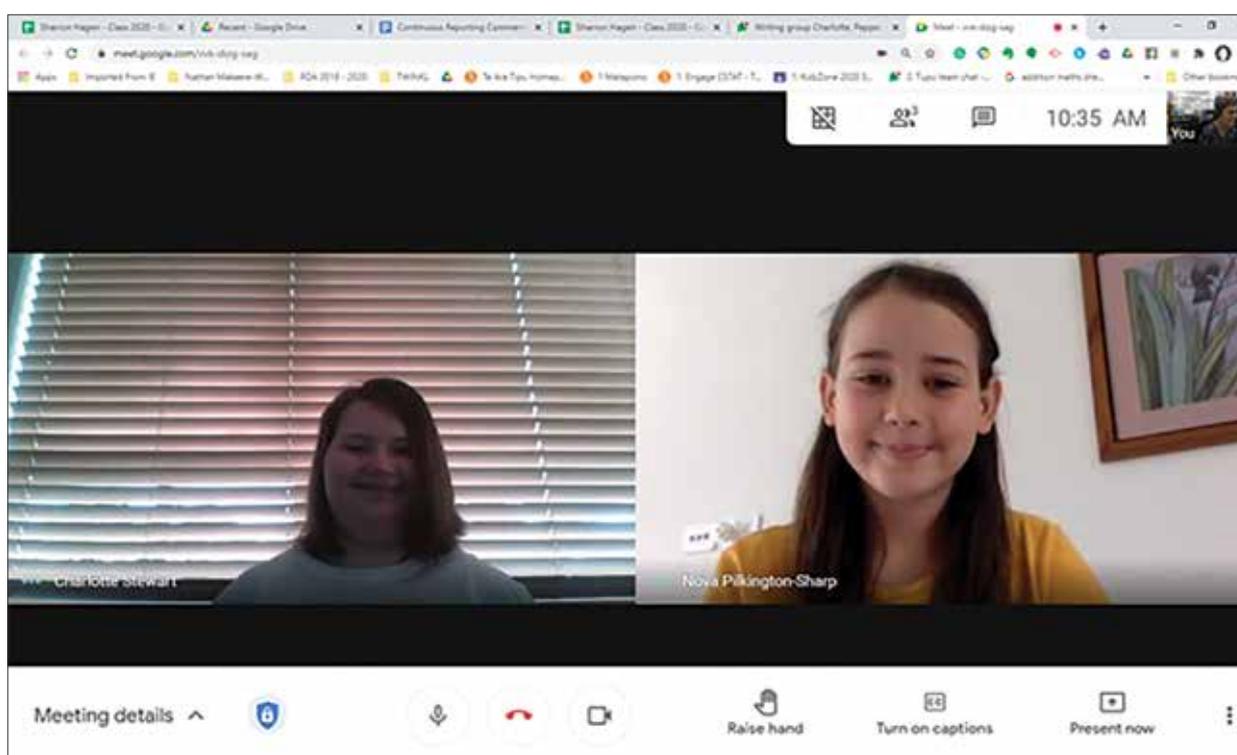
Everything I learnt studying history demonstrates that it is forged by persistence and that fatalism is a footnote. To anyone going into online education, I would urge you to play to your strengths, do the right thing and have faith in yourself.



**STUDENT
STORIES**
NGĀ KŌRERO
Ā NGĀ ĀKONGA

COLLABORATING ONLINE DURING COVID-19

Ākonga (students) and kaiako (teachers) faced many challenges during the COVID-19 lockdown.



Charlotte and Nova

To encourage a sense of community over distance, Te Kura kaiako Sharron Hagen decided to create structured opportunities for her ākonga to collaborate in an online environment.

“The idea came about by watching how the students have developed with their writing. Students would discuss their writing in a group, and I listened to find the common threads of specific topics we needed to focus on, such as strong sentences, descriptive verbs, metaphors, similes and speech.”

Years 5 and 6 ākonga Charlotte, Nova and

Pepper worked together to write a short story titled *The Runaway Princess*. As the girls were located across the North Island, the entire planning and writing process was completed via Google Chat, video meetings and file sharing. This approach allowed Sharron to observe, provide support, and save versions of the story at different points along the journey.

Each ākonga established their own role in the team. Charlotte got everyone motivated during the online meetings, Nova set the scene, and Pepper added details further into the story.

Sharron found that working collaboratively online gave the team the chance to strengthen relationships and gain experience with working remotely in a supportive environment. They embraced having a common goal – completing a story to publish in Link Up.

There were some challenges. Ākonga occasionally swapped between personal and school accounts, so messages went missing. There were connectivity and scheduling issues as well, which were overcome with some negotiation and teamwork.

Sharron would like to acknowledge her colleagues in Tupu team for their support and input throughout the process.

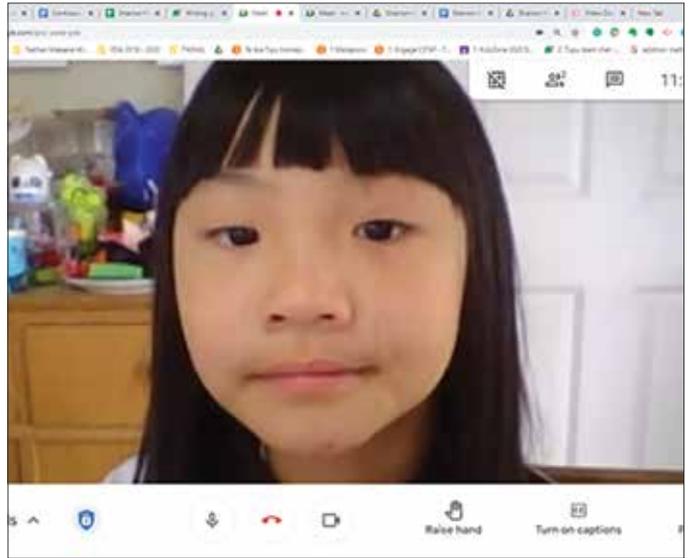
“It’s about finding the teachable moment, observing what they are able to do, looking for the next area where you can stretch the students. They are developing their writing skills and their technology skills.”

Reflections from ākonga:

“I enjoyed getting together with Nova and Pepper online to write our story. We all had great ideas that we contributed to the story and I would love to do this again. It also helped us to get to know each other a lot better too. I’m proud of all the work we did and the story we made.” – Charlotte

“I enjoyed it but sometimes it was hard because we had different ideas and we had to join them together to make a story. It sometimes was hard to organise a time that we could all do a meeting, but when we did it was fun. I would hope to do it again.” – Nova

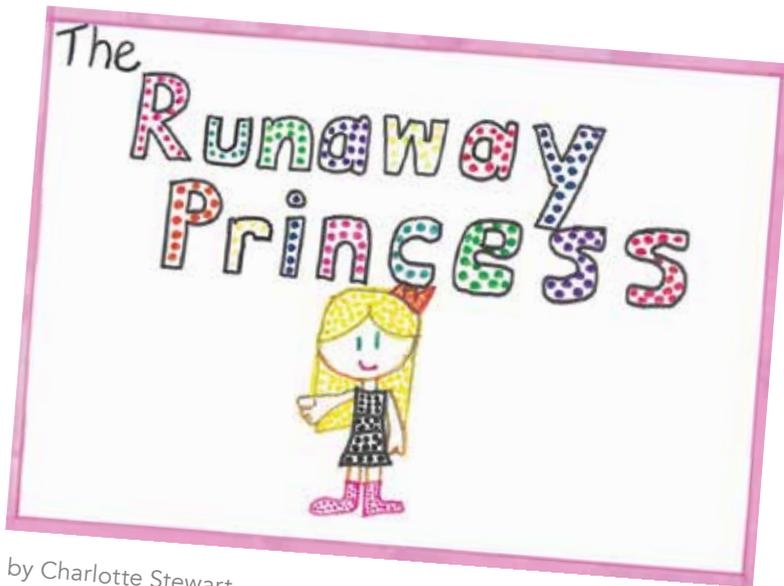
“I think working with others is really great! I kind of wanted to make another type of subject about dragons but it’s fine. I have also learned how to use better words in a story!” – Pepper



Pepper



Te Kura kaiako Sharron Hagen



by Charlotte Stewart

THE RUNAWAY PRINCESS

by Charlotte Stewart, Nova Pilkington-Sharp
and Pepper Zhang

This story begins with Rose, a lost princess. She is 16 and has long blonde hair that sparkles in the sun and wears a smart black dress. She has escaped an orphanage and is trying to find her mother and father. They live in a castle. Her little sister Lizzy paid an orphanage to take her in so she can be the crowned princess before Rose.

Rose was wandering alone, until one day she met a stranger who is an archer called Suki.

"Hello Rose, I live in a treehouse in Lavender Forest with my black cat named Mischief."

Suki was tall with short brown hair and wore a coat with a hood made out of leaves from the forest where she lived. Rose explained her problem to Suki.

"Would you like to come and stay with me Rose? I could help you to find your mother and father."

Rose agreed and they set off on their journey to Lavender Forest.

They saw an odd figure that looked like a woman. They started following her and then she disappeared. They realised that they were lost. They caught up to the woman and Rose saw her face. It looked like an ugly witch with a long nose and warts on her face.

The witch saw them and said in an ugly voice, "Yes! I finally found some humans for the ingredients for my potion!" and then the witch walked towards Rose and Suki and dragged them to her house.

A boy was standing in the house and saw them. When the witch was trying to put Rose and Suki into a big pot with super-hot green liquid, the boy came up behind the witch and kicked the witch into the pot. He untied the girls out of the ropes and made sure that they were ok and helped them get out. Weirdly they couldn't see the witch in the huge pot after the boy kicked the witch in, but they didn't pay much attention.

The boy's name was Max. He stopped working for the witch because he realised how bad it is for the witch to kill innocent people just for ingredients for her potions.

Rose and Suki introduced themselves to Max and they became friends. Max helped them find their way to Suki's treehouse. They eventually arrived and then they had lunch inside. Mischief walked happily around them.

Then, they heard a loud BANG! Monsters were attacking the treehouse! They didn't know what to do and started to panic. Then the monsters broke the window. They had no choice but to attack back. Suki reached for her arrows and fired at the monsters and Mischief scratched one of the monsters. They tried so hard and managed to defeat them all.



by Nova Pilkington-Sharp



by Pepper Zhang

Afterwards, they left the treehouse to go and find the castle. They walked towards the edge of Lavender Forest. They heard footsteps from behind a tree. A girl with blue hair and brown eyes walked out and said, "Hi. My name is Mia".

Mia ran away from home because her parents were very cruel to her. They quickly became friends, but they realised they were far away from the castle. The castle was huge so they could see it from really far away.

But then a thundering noise came up behind them. A large herd of cattle came running

towards them, and if they didn't get away quickly, they would be crunched into pieces. Mischief ran away quickly, and the others got away from the herd by running really fast into another place where the herd couldn't get to.

They kept walking to the castle. It was cold and windy because it was winter. Night came, they lit a campfire and later on, they fell asleep. The next day they moved on. They walked for at least two days until they reached the castle.

Mischief was screeching very loudly because someone was there. It looked like the witch, but didn't she die...?

Suki said, "Hmmm, maybe she teleported out of the pot before she melted! Maybe that's why we didn't see the witch dying in the pot!"

Rose asked, "But, where is everyone else?"

"They're ok," said the witch. "I put them into an unbreakable bubble, but you are not going to be ok!"

Suki, Max and Mia shouted, "If you want to get Rose you have to get us first! We need Rose to get back to her family!"

The witch laughed, "Three people risking their lives just for one person? That's ridiculous! But that just means more fun for me haha!"

Rose said, "No! you're not hurting my friends!" and Rose turned into a half angel and half demon. The witch loudly screamed, "Sh- she's changed and is able to turn into that?! I'll get my revenge!"

Rose killed her with a blast of lightning. The citizens of the castle and Rose's parents got released from their unbreakable bubbles. Rose's parents hugged Rose and said, "We missed you Rose! And thank you for saving us!"

Rose then became a queen. Max confessed to liking Rose and became the king. Suki wanted to be a princess too, so Rose's Mum and Dad made that happen.

Mia has a place to stay now instead of living in the wild.

Mischief got a lot of fancy cat food and toys to play with. Everyone was happy except Lizzy.

Rose said to Lizzy, "It takes responsibility being a queen. But there's still a lot of things you can do without being Queen."

Lizzy smiled, and Rose smiled back.

EXPLORING INTERESTS AND PASSIONS

by Grace McTaggart

I started studying at Te Kura at the beginning of 2018.

I enrolled at a correspondence school as I wanted to be able to remain home-schooled, but still be able to get high school qualifications.

Over the three years I have been at Te Kura, I have studied Music, Maths, English, Art, Technology, Chemistry, and general Science. I really enjoyed having specialised teachers for all my subjects, especially for Music, as my mum wasn't able to help me with that subject.

Te Kura gave me the ability to pursue my interests. For example, I could choose the books I was interested in for connected texts, rather than the rigid options that some schools offer. This enabled me to discuss themes which interested me and express my own opinions on important subjects.

My learning advisor, Sarah Feltham, was good at listening to my interests and suggesting courses which would suit my passions. I started Technology with a basic level of sewing; with the help of my teachers, my Nana, and my mum, I was able to produce a Medieval dress. Technology helped me to improve my skills on pattern drafting and garment construction.

With the help of my encouraging Te Kura teachers, I learnt how to improve my reasoning, critical thinking, and independent voice. These skills have set me up for success. I am now better prepared to navigate the adult world, through university and beyond.

When I started at Te Kura, my art abilities were limited. Jo Corlett, my art teacher, was always very positive about my art, and encouraged me to keep practising and developing my ideas and technique. When I reached Level 3, my new teacher, Andrea, helped me refine my skills even more.

My plan for 2021 is to study towards a Bachelor of Design or Art at Massey, Wellington. The keys to my success at Te Kura and beyond are good communication, resilience, and a passion to pursue your interests and to produce work to the best of your ability.

A special thanks to all of my teachers: Delene Holm, Jo Corlett, Radhika Pande, Andrea Selwood, Dinesh Govind, Sarah Feltham, Shirley-Anne Thornbury, Tish Glasson, Joan Aitken, as well as the many other teachers who have assisted my learning.



Artwork by Grace McTaggart



FREESTYLE LEARNING AT TE KURA

Located throughout Aotearoa and overseas, our ākonga (students) come from a wide range of backgrounds and have diverse learning needs, which we support through personalised learning programmes based on their interests, passions and goals.

Our ākonga and their whānau (families) have been affected in different ways during the COVID-19 disruptions. Many ākonga had to change or cancel plans at short notice, and find ways to adapt their learning programmes to accommodate government restrictions.

Te Kura ākonga Liam Richards shares his story:

“I started skiing when I was two and I really loved all the jumps, even when I was really young. I moved to New Zealand when I was seven and started training at Snowplanet in Freestyle skiing. That was my first time to test out whether I liked jumps or not. In that year I learnt my first 360s and a backflip. I then went to Cardrona in the South Island for the New Zealand Junior Freeski Nationals and I really enjoyed it. At that point I decided that I really wanted to get better at freestyle skiing.

I started training hard at Snowplanet when I was up in the North Island and at Cardrona when I was down in the South Island. It was hard work, but also really fun. When I was 11, I joined the New Zealand National Development Team (aka ND Crew). This crew changes all the time, but it is made up of a group of my good skiing friends.





Even though this is an individual sport, and we compete against each other, we still train and help each other out. Joining the ND Crew meant that I was away a lot, especially in Term 3, and therefore I was unable to attend school in the North Island. This is why I joined Te Kura.

During the summer, the whole ND Crew trained in America as there was no snow here in New Zealand. Due to COVID-19, our trip got cut a bit short and we had to come back to New Zealand. During the lockdown, the only way to keep strong and fit was either some running or some biking. We did some bodyweight gym sessions online with the Snow Sports New Zealand (SSNZ) athletes and coaches to keep strong. Also, in my backyard we set up a little rail to slide down in my socks to practise muscle memory for my rail skiing.

The New Zealand winter started a little bit later due to COVID-19, so we didn't get as much skiing in. This year I have been working on some big tricks. In skiing, we have to be able to spin both ways.

My natural way of spinning is left, so I have to work hard spinning right. When we learn a trick, we start by practising it on the trampoline. If it is a bigger trick, we then take it onto an airbag (a big giant pillow that stops your fall so you can't hurt yourself) and then do it on snow. If it is a smaller trick, we then just take it straight to the normal jump. I have been working on my right cork 720, which is an off-axis right spin for 720°. I have also been practising my left double 1080, which is a cork 720 plus a cork 360 flipping over again.

My next trick to work on is a right double 1080, which is the same but just a right spin."



OPPORTUNITIES: LOST AND FOUND

by Alice McArthur

Kia ora, my name is Alice McArthur, I am 16 and an aspiring ballet dancer. This year I learnt an important lesson about adjusting my expectations and finding opportunity.

By late 2019, I had completed my final dance exam with my highest mark yet, I won the Asian Grand Prix Competition in Hong Kong, I was accepted to the finals of Youth America Grand Prix (YAGP) in New York and won a prestigious New Zealand competition. As part of doing these competitions, I was offered short-term scholarships to three great dance schools, two in America and the Australian Ballet School. I was accepted to a renowned international competition in Helsinki and I received a bursary from the Royal Academy of Dance to compete at the Royal Opera House in London. I also received scholarships to summer schools in Prague, Amsterdam and Hong Kong, and was given short-term internships to the Royal New Zealand Ballet and the Finnish National Ballet.

2020 was going to be so exciting! We planned and booked our mammoth world trip – then COVID-19 hit.

One by one, each event got cancelled and instead of jet-setting around the world I was standing in my lounge looking at Zoom. Like it was for many, it was hard to get my head



around what was happening. Two weeks before we were due to leave for New York, it still seemed possible. One week later, it seemed crazy to contemplate! There was a real sense of loss. I couldn't postpone many of the opportunities, 2021 was not an option.

My amazing dance teachers quickly set up Zoom classes. I found the classes surprisingly effective and as a group, I think we all motivated each other. What was interesting for dance was that in some ways the whole world opened up. I was able to access teachers from all over the world and new types of classes such as dance improvisation, and I formed connections with dancers globally. I was able to develop more of my own choreography and spend more time on my basic technique.

My experiences were different, but not so bad considering. I was just missing out on the exposure of international competitions. However, dance organisations have proven adaptable. The YAGP went partly online and I received a scholarship to Germany. The South African International Ballet Competition went online, with dancers from 28 other countries.



I was awarded two silver medals and a full scholarship to Dutch National Ballet School. In addition, owing to New Zealand's amazing COVID-19 response, I was able to take up my internship with the Royal New Zealand Ballet Company, which was so inspiring. I have also been able to perform on stage again locally, much to the envy of my peers around the world.

Reflecting on this year, I have been very fortunate with how it has gone. I am due to leave New Zealand to attend the John Cranko School in Stuttgart, Germany for three years, but 2020 has taught me that nothing is guaranteed.

Until COVID-19 is under control it will be hard for family to visit and for me to return, but I will no doubt find other interesting opportunities because of this! If COVID-19 has taught me anything, it's that there is truth in the old saying; when one door shuts, another opens.

Te Kura ākonga Sierra Wetzel receives Highly Commended in IWA writing competition

Congratulations to Sierra Wetzel.

A Te Kura Year 7 student, Sierra received a Highly Commended certificate for her Walk Tall essay in the Intermediate Writers Award (IWA), a unique non-fiction essay competition open to New Zealand students in Years 5 to 8.

The competition was entered by thousands of students from every corner of Aotearoa. There were just three placings and 14 Highly Commended awards, so she has done us very proud.

Sierra's essay on New Zealand mountaineer Mark Inglis was selected by judges for its topic relevance, originality, personal voice, clear and cohesive structure, development of key ideas and overall impact.



"The author explores what it means to face adversity and noted that people may experience this differently. Well-researched and presented ... an excellent essay, key ideas well supported. Delivered a powerful comment at the end that made the reader really think. Well done."

Re-Draft winners published in latest anthology

Congratulations to Te Kura ākonga Mahina Walle and Brayden Lewellen.

Mahina and Brayden were winners in the 2020 Re-Draft creative writing competition, and their work has recently been published in the latest Re-Draft anthology.

Death in a Raincoat is the twentieth collection in the acclaimed Re-Draft series, bringing together contributions from 88 amazing young writers from around Aotearoa.

Anō te pai!



Mahina Walle



Brayden Lewellen



Te Kura

TE AHU O TE KURA

THE CORRESPONDENCE

WWW.TEKURA.SCHOOL

0800 85 85 85

STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA





Beach Walk

By Xyra Stannard

Take a walk along the beach,
and see what you can see.

Hear the flax rustling, paper in the wind,
listen to the waves roar angrily as they lash
the shore,
taste the tangy ocean spray.

Smell the seaweed lying scattered, spilt ink
on white paper,
feel the sand trickle between your fingers, so
hard to hold,
like time ticking by.

Watch the gannets plummet like pebbles into
the dark, wild sea,
take a walk along the beach,
and see what you can see.

Kai Iwi Beach

by Jodie Laurie

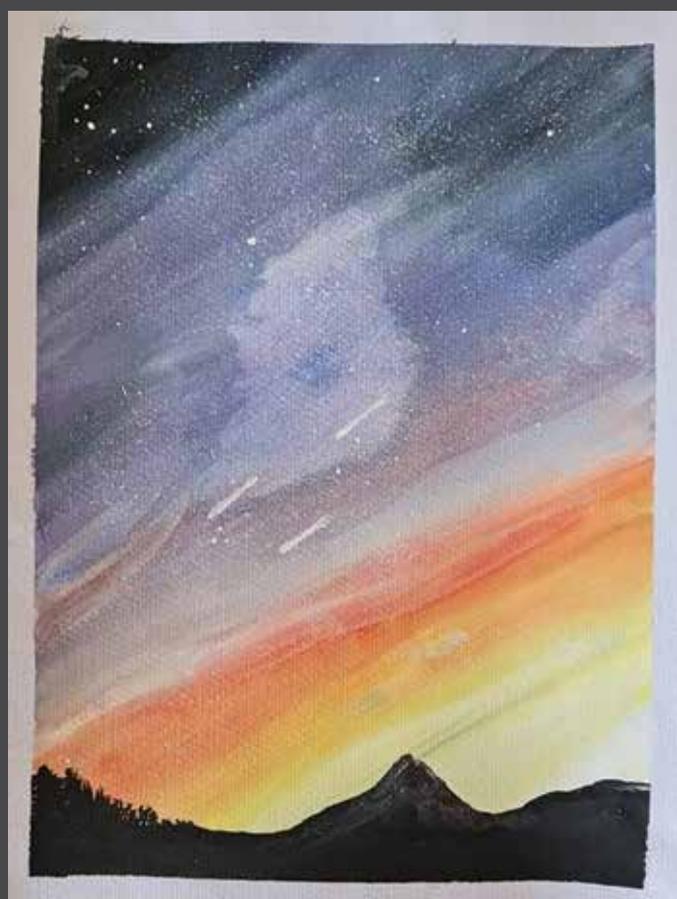
The sun shining bright
The waves building up then
crashing down
Hot sand burying my feet
The water nice and cold
Tall and small sand castles
Wonderful shells scattered all
over the beach
Seagulls scavenging for food
stealing hot chips from me!





Ava Douds-Napanoy

A Warm Night Sky 1 and 2



The Branches of Dyslexia

by Denika Mead

I want to fly. Words circle my head, screaming to be set free. But they are just beyond reach.

I stretch my dull wings, but thorny branches snag my feathers, restraining me in this dark cage of dyslexia. My mind races, but my hand crawls across the page.

My wings are pressed against me as the branches draw closer. I can't breathe. Whichever way I turn, I face a tangled, impenetrable wall fabricated by learning differences. My heart thumps against my chest. I open my mouth, but can't form the words into sentences.

I reach into myself, for the fire smoldering inside. A flame coils within me, fueling me with fierce determination.

The dull sheen coating my wings flakes away. Marveling at the iridescent colours of my feathers, I stretch my wings, straining to be free of the oppressive branches. They creak as I push against them. Then they snap, splinter, and the wall shatters. The words in my mind fall into place, fingers dancing over lettered keys.

A golden ray shoots through the gap, bathing the dark space in warm light. The sun glimmers over my feathers as I gaze up at the sky. Golden clouds hang, lit by the brilliant orb emerging beyond the rolling hills. My hands fly over the keyboard, miniature letters forming my story.

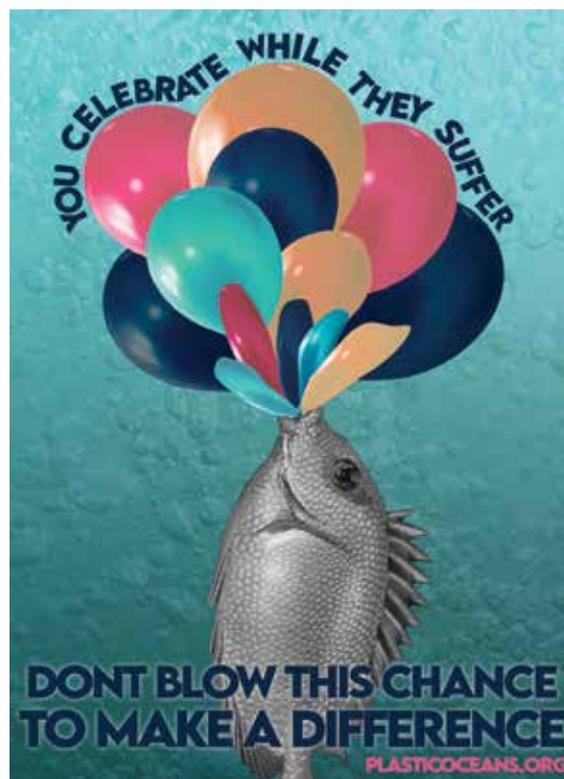
The breeze brings me a myriad of scents, the smell of the whispering wind, the scent of pine in the air, and the distant tang of the ocean.

Extending my radiant wings, I lift off into the sunrise.

And I write.

Choose to Make a Difference

By Lucy McGill



Look around, plastic is everywhere. It has become part of everyday life. At times, utilising plastic is unavoidable. However, single use plastic is causing immeasurable damage to the environment. Plastic bags for example are one of the most common. A typical supermarket bag is used for about 20 minutes before being thrown away, of which 98% end up in our landfills and oceans. Not only do plastic bags take 400 – 1000 years to decompose, but the chemicals left over last for many more years. How do you think this is affecting the marine life?

Monstrous plastic bags and other waste kill a million sea birds and 100,000 marine animals each year. What a painful way to die, starving on plastic. Once these animals rot away, the monsters inside them are released to kill many more victims.

Additionally, single use plastic can be very resistant to breaking down. Consider all the cleaning fluids people use. They all are packaged in plastic with warning labels. But the plastic it is packaged in is unharmed by these chemicals. No wonder it takes thousands of years to naturally break down plastic, it is made to withstand the harshest chemicals. People have to learn to think twice about what they buy to stop the enormous amount of destruction plastic does to our world.

Special occasions like birthday parties use more plastic than we realise. Making a birthday memorable is all people want to do. Balloons, straws, plates, garlands, party poppers and confetti. What happens when the party ends? It all gets thrown away and makes its way to landfills or to the ocean, killing and destroying everything in its path. The mindset of, "It's just one party," is problematic, because it collectively adds up. If we could understand what these plastic items were doing, maybe we would choose not to use them. The world has only got so much space for waste.

It is clear we all need to explore ways to stop classic party waste. Will you even remember that extravagant garland of balloons you had? There are alternative options to explore. Make your own bunting for decoration with bright, colourful fabrics. Find a local hire party set. It will be decked out with plates, cups, straws, and cutlery. Picnics are also a great idea. Use nature as your theme, set up your bunting between trees and organise active, outdoor games. When the party ends you can leave friends with a cheap but eco-friendly paper party bag.

Scrunchies, pens and note pads, something they can eat and maybe a funky pair of socks. You can still have a successful party, without the waste, so future generations can continue to celebrate on this earth.

People need to be aware of how much they are throwing away, otherwise the ecosystem and marine life suffer. But things can change with a slight shift of mindset, it really does not take that much effort. Everyone has the choice to make a difference.

Poems by Kaiha Lussey

Kaiha is 11 years old and is a non-verbal young man with autism. He communicates with letter boards. Poetry is an area of writing he is enjoying.

Autumn Leaves

Above my head
Ultimate beauty in the horizon
Tonnes of startling colours
Unprecedented silhouette
Mother nature has organised
Nothing more majestic
Listening to the rustling
Emotions saturated with pleasure
Anxiety diminished
Vanquished totally from my soul
Energy is quickly restored
Success results in collective normality



Long white clouds

Long white clouds tumbling
across the delightful blue
mesmerising sky.

So much serenity emulating
from above like the
universe is thanking
everyone for the reduction
in pollution transmitting to
the sky.

Nothing horrid in the world
captured in this photo;
nothing has robbed the
universe of its purity.
When will humans learn?



TE KURA
NEWS
NGĀ PITOPITO
KŌRERO Ā TE KURA

TE KURA KAIAKO MATUA COORDINATOR RECEIVES NZALT AWARD

It is with great pleasure we can announce that Felicity Walker, Kaiako Matua Coordinator at Te Kura, is a 2020 recipient of the NZALT award for excellence in teaching languages.

Felicity began her teaching career in 1986, introducing Japanese language as a subject at New Plymouth Boys' High School before moving to Te Kura at the end of 1987. Felicity has been Kaiako Matua (Senior Teacher) of Japanese at Te Kura for the past 20 years, and in 2020 became a pedagogical leader for Languages and The Arts.

John Nisbet, Central South Regional Manager, says Felicity's dedication to teaching and strength in resource writing have been assets to Te Kura, particularly during the school's transition to online delivery.

"Felicity's deep understanding of the Japanese language and culture has enabled her to write resources for both paper-based delivery and online delivery with great success. Her online resources ensure that the learning process is fun, enjoyable and leads to a high degree of student engagement and achievement."

Felicity's kindness, knowledge, and unwavering support of her colleagues and ākonga (students) are highly respected throughout the school.



Felicity Walker with Te Kura Deputy Chief Executive Te Rina Leonard and Central South Regional Manager John Nisbet.

REPORTING TO ĀKONGA AND WHĀNAU

At Te Kura, reporting on your progress in learning is one of our key responsibilities. Up until Term 4, 2020 we have done this in two blocks of reports – once in the middle of the year and once at the end of the year.

We are now moving to a new continuous model of reporting. What this means for you is that we will provide you with feedback on your learning throughout the year. Continuous reporting will help you understand how you are doing, and what your next steps are.

Ongoing reports in each subject are now available in My Te Kura all year round. Simply go into each of your courses, click on 'My Stuff' in the Navigation bar then click on 'My Reporting'. You will receive a notification in My Te Kura every time something is added by your kaiako (teacher) or kaimanaaki (learning advisor). We encourage you to have a look at your reporting often.

You can find further details about the changes to reporting, including information about Te Kura Mātāpono reporting and how to access, save and print your reports, on the Te Kura website:

www.tekura.school.nz/supervisors/student-reports/



TE KURA KAIKO MATUA ANDREA SELWOOD SHORTLISTED FOR PARKIN DRAWING PRIZE 2020



Andrea Selwood's monoprint drawing, *Repository of Touch*, was made during the four weeks of COVID-19 lockdown and nicknamed 'Climbing the Walls'.

The piece was included in the Parkin exhibition with 76 other shortlisted works at New Zealand Academy of Fine Arts in Wellington.

Andrea's latest exhibition, *Home Science – transforming light* completed its Southern tour this summer.

The artworks included three lightboxes and video, and was shown at The Suter Gallery, Nelson from 14 December 2020 to 1 February 2021.

Congratulations, Andrea!

NCEA CERTIFICATES

Congratulations to all Te Kura ākonga (students) who gained a National Certificate in 2020. You can order your free National Certificate and/or updated Record of Achievement through your NZQA student login: www.nzqa.govt.nz/login

NCEA external standards

If you are enrolled in NCEA courses this year and wish to register for any externally assessed standards, watch out for the instructions that will be emailed to you from June 2021.

DO YOU NEED SPECIAL ASSESSMENT CONDITIONS (SAC) FOR 2021?

If you have a physical, medical, or learning disability you may be eligible for assistance with your NCEA assessments. This is known as special assessment conditions (SAC).

SAC exists to make sure all ākonga (students) have the opportunity to demonstrate their full potential.

SAC includes things like:

- being allowed to have someone read or write the assessment for you if you have dyslexia
- sitting your exams in a separate room if you have attention problems or severe anxiety
- extra time to complete a timed assessment (such as an exam or test) if you have a physical disability.

These are only a few examples of possible SACs. For more information, check out our website: www.tekura.school.nz/SAC

If SAC applies to you, please contact Jennifer Hardiman on 0800 65 99 88 extn 8127 or jennifer.hardiman@tekura.school.nz as soon as possible.

Exams

Some ākonga only need SACs for end-of-year exams such as separate accommodation, extra time, or rest breaks. If you only need exam-related SACs, it is far better to have this organised as soon as possible and then you can relax at exam time, knowing everything is in place. Even if you don't think you need SAC now but will need it for exams at the end of the year, please contact Jennifer.

Transfer of SAC from your previous school

If you are an ākonga with SAC who has recently transferred to Te Kura from another school, it is important that you contact Jennifer as soon as possible to have your SACs transferred from your old school to Te Kura.





Isabel Batchelder

COVID-19 artwork

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