

CONNECTING  
TE KURA STUDENTS

# link up.

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

DEC 16 | ISSUE 30



Te Kura

TE AHO O TE KURA POUNAMU  
THE CORRESPONDENCE SCHOOL

- ISLAND LIFE
- DIGITAL PUBLISHING WORKSHOPS
- A WINDOW ON SCIENCE

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# Ko Tā Mike Kōrero



*Mike Hollings, Chief Executive*

**I HOPE YOU HAVE SOME ENJOYABLE HOLIDAY PLANS TO LOOK FORWARD TO AS WE WIND DOWN FOR THE CHRISTMAS BREAK.**

As you may know, the Education (Update) Amendment Bill, which would see Te Kura become a Community of Online Learning (COOL), is now before the Education and Science Select Committee. As expressed in the last issue of *Link Up*, Te Kura supports the Bill because it would give students and their whānau greater flexibility to choose the education that best suits their needs.

The quality of schooling in New Zealand is very high, but some students struggle to achieve success in a traditional school setting. The changes proposed by the Government would enable students, with the support of their whānau or school, to choose a different educational pathway in an environment which may be better suited to them. We know that many students who were referred to Te Kura experienced their first real educational success with us, and we want other students to have the same opportunity.

There has been considerable debate and speculation about how COOLs will operate, and concern that even young children could spend their school day sitting in front of a computer learning through a piece of software, without the input of a teacher. Some opponents to the proposed changes have argued that students must be face-to-face with a teacher and in a classroom with their peers in order to learn and develop social skills. What they're forgetting is that many thousands of students have successfully gained their education at a distance since this school was first established 94 years ago.

Te Kura's aim is to provide high quality online learning facilitated by skilled teachers who work with students to identify their learning needs, provide access to programmes that meet these needs, assess their progress and provide feedback. As you know, Te Kura teachers are actively present online and by email and telephone, working alongside students and guiding their learning.

Providing personalised, authentic learning programmes will continue to be at the heart of what we do. There are opportunities in every online course for offline activities where students are required to explore their natural environment, learn and practise skills (such as in art, music and languages), conduct experiments or make things to reinforce their learning. We will also continue to provide face-to-face support for students through advisories and tutorials.

As this is the last issue of *Link Up* for the year, I want to wish you all a safe and happy holiday season. Congratulations to all students receiving prizes at our prize giving ceremonies throughout the country. We will be publishing a list of cross-school and subject prize winners in the first issue of *Link Up* in 2017.

Meri kirihimete!

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*Cover: Piripiri and Heeni Higgott, who live on Te Pākeka Maud Island.*

**Correction:** In the last issue of *Link Up*, Anthony Partridge (designer of the amazing paper baler machine) was referred to as a Year 11 student – he is in fact 11 years old (Year 6).

# Feature Stories



## ISLAND LIFE

### HEENI (AGE EIGHT) AND PIRIPI (10) HIGGOTT AWAKE EACH MORNING TO LOUD BIRDSONG.

On pest-free Te Pākeka Maud Island in Marlborough's Pelorus Sound, where the brother and sister have lived for the past two years, their only neighbours are the native wildlife. Cook Strait giant weta, carnivorous Powelliphanta snails, jumping cave weta, flax weevils, leaf-vein slugs, Maud Island frogs and lizards are among the creatures that inhabit the surrounding forest.

'It's special living somewhere that has no pests as the wildlife dominates,' says Heeni and Piripi's mum Sue, who shares the job of resident Department of Conservation (DOC) ranger on the island with their dad Frank. 'It is not unusual to spot a gecko running across the kitchen floor or a weta slinking up the curtain!'

'Blue penguins also inhabit the island in large numbers and can be heard most nights scuffling around and squawking out to each other. At the moment we have a seal living on the wharf that Heeni has named Linda.'

Te Pākeka Maud Island is a closed scientific reserve, which means everyone who visits requires an entry permit and a reason for visiting. Everyone and everything that comes to the island must be quarantined to check for pests, both plant and animal, at a DOC facility in Havelock (the closest port) before departing for the island.

It takes an hour by fast boat to get to the island from Havelock.

Heeni and Piripi have been enrolled with Te Kura since the age of three, having lived remotely or on islands their entire lives. While they are still too young to have been fully immersed in the online learning environment, Sue says they have enjoyed the opportunities they've had to connect with other students online so far. 'They had fun contributing to *Echoes of the Sun*, Te Kura's online music video, recently and they loved seeing the finished song.'

.....  
*'The children are thriving on their lifestyle and the education they receive from Te Kura.'*  
.....

We feel that the advantages to us as a family, and our children in particular, far outweigh any negatives. They live an amazing lifestyle and there are loads of authentic learning opportunities. Piripi and Heeni get to experience science and conservation first-hand when accompanying us and those studying the wildlife. They have experienced close-up some of the most amazing species on islands we have lived on, like takahe and tuatara.'

The family tries to stick to a regular school routine. 'If we let it slide, even for a day, it can be tricky to get back on track with the learning as the kids lose momentum a bit. At times this can be challenging, but we try to

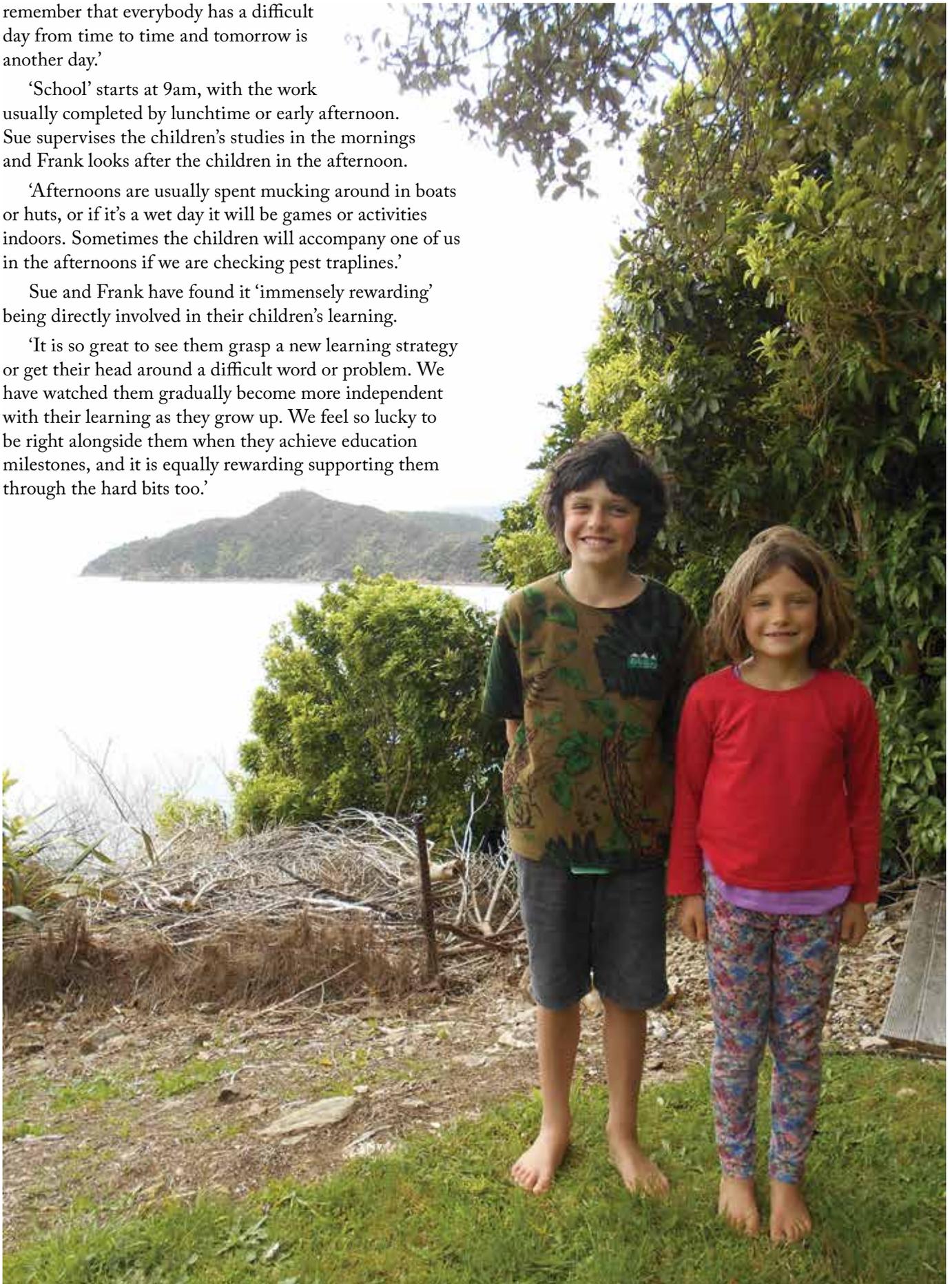
remember that everybody has a difficult day from time to time and tomorrow is another day.'

'School' starts at 9am, with the work usually completed by lunchtime or early afternoon. Sue supervises the children's studies in the mornings and Frank looks after the children in the afternoon.

'Afternoons are usually spent mucking around in boats or huts, or if it's a wet day it will be games or activities indoors. Sometimes the children will accompany one of us in the afternoons if we are checking pest traplines.'

Sue and Frank have found it 'immensely rewarding' being directly involved in their children's learning.

'It is so great to see them grasp a new learning strategy or get their head around a difficult word or problem. We have watched them gradually become more independent with their learning as they grow up. We feel so lucky to be right alongside them when they achieve education milestones, and it is equally rewarding supporting them through the hard bits too.'



## STUDENTS LEARN DIGITAL PUBLISHING

**A SUPER HEROES FANTASY, A POLITICAL SATIRE AND A MORAL TALE BASED AROUND BASKETBALL ARE THE STORIES A GROUP OF TE KURA STUDENTS HAVE CHOSEN TO TELL THROUGH DIGITAL TECHNOLOGY.**

In September, 15 students in the Hawke’s Bay region from Years 8 to 10 were selected to participate in the KIWA SLAM programme. It was run through a partnership with digital publishers KIWA Digital, who also worked with Te Kura on the creation of an interactive educational app which tells the Māori legend about the creation of Wellington Harbour.

The pilot programme involved attending two one-day workshops in Hastings where the students worked in teams to create and design stories, illustration, animation and sound effects, and narration, for the production of three mobile apps. A smaller group then travelled to Auckland in October to bring the stories to life at the KIWA Digital production studio with the help of KIWA staff.

Each app is an interactive, read-along, digital book that combines a narrator’s voice with original picture illustrations and touchable text that is synchronised to highlight and sound when the word is touched.

At the start of the project, many of the students had little or no technical experience. ‘The students learnt a lot of new skills, such as the techniques of audio narration, storyboarding and how to critique their own work,’ says KIWA Digital Chief Executive Steven Renata. ‘They also gained a deeper appreciation of the care and work involved in producing a final professional product.’

KIWA has been developing the SLAM workshop concept for more than two years, working with education agencies and community groups on projects that offer students real world experience of creating and digitally publishing their own stories.

Steven says that KIWA Digital has been impressed by Te Kura’s commitment to new approaches to learning to increase engagement and achievement. ‘The school’s authentic learning approach ensures students have learning programmes that are meaningful and relevant, and based on each student’s passions and goals. We feel the SLAM model is a good fit, and are keen to develop a sustainable model based on the learning from the pilot.’

There is a further workshop planned for students in the Auckland region in the first term of 2017. Ultimately, KIWA Digital hopes to develop the SLAM programme so that Te Kura students across New Zealand are able to participate.

If you have iTunes you can experience the apps our students have created by visiting the global App Store:

Ray Lee days: <http://apple.co/2e3fLkN>

Hillary Trump: <http://apple.co/2f33oHY>

Trevor Basketball: <http://apple.co/2dU4ojS>





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# Student Stories

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## BEEKEEPING ENTHUSIAST

**RUPERT IS AN NCEA LEVEL 2 HORTICULTURE STUDENT WHO HAS BEEN STUDYING BEEKEEPING AT TELFORD CAMPUS OF LINCOLN UNIVERSITY AS A TERTIARY LINK COURSE. HE DESCRIBES HIS NEW PASSION.**

I have had a wonderful time learning about becoming a beekeeper through Telford. It was really interesting and I've learnt a lot. I now have my first beehive and will be splitting it next month and then will have two. I hope to have about 40 or 50 hives in the next two years.

Doing horticulture has also helped me. I grow loads of plants from cuttings and have been growing manuka from seeds and planting them up our hill to add to the manuka already growing on the hill. Our goats don't eat manuka so that's made it easy to plant areas of it.

I'm going to do another year-long beekeeping course in Nelson to learn more about bee diseases. Then I will be able to inspect my own hives and sign them off and not have to pay someone to do it for me.

I'm also going to make my own boxes and equipment where possible to save costs. I enjoyed the Telford bee work so much I'm going back through it again. Now I have my own bees it will be more hands-on. I will also be joining the local bee club. I feel so excited about being a beekeeper. I love my bees and could happily watch them all day long.

*By Rupert Young-Davies, Year 13*



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## DREAM COME TRUE

**EARLIER THIS YEAR SOPHIE ARBUCKLE GOT TO FULFIL A DREAM SHE'D HAD SINCE THE AGE OF SIX – DANCING WITH THE ROYAL NEW ZEALAND BALLET.**

The 18-year-old, who studies at the New Zealand School of Dance, as well as Te Kura, performed in the nationwide tour of Giselle in August.

'I've been watching the Royal New Zealand Ballet perform ever since I can remember, so it was quite unreal to think that I was now dancing alongside those dancers that I'd idolised for so long,' says Sophie.

Because Sophie has to fit her studies around dance commitments it has taken her two years to complete NCEA level 2. 'I figure that chipping away at it in weekends and holidays will surely pay off in the long run, even if I am very tired!'

Ballet is in the blood. Sophie's mum also danced with the Royal New Zealand Ballet when she was younger.

'Dancing is definitely something I've always wanted to do! I started ballet when I was six years old, and have never looked back.'



Photos courtesy of Red Bull NZ.

## BORN TO SKI

**IT ALL STARTED WITH DAD SKIING AROUND WITH ME IN HIS BACKPACK WHILE I WAS FAST ASLEEP. OCCASIONALLY WHEN I OPENED MY EYES I WAS GREETED BY THE SIGHT OF MT HUTT AND THE SNOW GLISTENING IN THE SUNSHINE.**

I'm Nico Porteous and I'm a freestyle skier from Wanaka. I first saw snow when I was six months old so I was practically born in the cold white stuff. My family and I are snow addicts. Everyone in my family has been skiing since they were young. I started skiing up at my local ski field, Mt Hutt on the edge of the Canterbury Plains, when I was four years old. From then on I knew that I would be spending most of my time in the snow.

When I was six my parents put me in the local weekend ski programme, which created a real love for skiing – so much, that I would practice my technique in the living room with my skis and boots on. When Mum and Dad thought I was good enough, they signed me up to the local race team which I trained and competed with until I was 11.

Things started to change. My friends started to take me out freeskiing after race training finished and we would ski until the mountain closed. I kept doing this until I was 10 and then my freeskiing improved so I decided to stop racing and start freeskiing seriously.



My family moved from Christchurch to Perth in Western Australia because my Dad got a new job and because of the earthquakes happening frequently in Christchurch. Since I had never done a big move before I was nervous and when I arrived in Perth I had a hard time settling in since our family knew nobody. I started to

question whether this move away from the snow would affect me being able to ski but really it did the opposite. It made me realise that although we lived away from the snow, I was hungrier for success and we came home each winter so my brother and I could ski at Cardrona and train.

Ever since then I have been training hard so one day I may fulfil my dreams and go to the X-games and the Olympics as well as become a professional skier.

The triple cork 1440, which involves doing three backflips and four full spins, had been on my mind for the last three years. There have been ups and down, which have included me breaking my pelvis and many other failures, but it was all worth it when I landed that trick this year. It was the best day in my life! While I have been skiing seriously I have also been studying at Te Kura. I love it, as it allows me to have the freedom of being able to ski and pursue my dreams.

*By Nico Porteous, Year 10*



## DINOSAUR EXHIBITION

I GO TO ART ON THURSDAY AFTERNOONS. IT IS AT STUDIO 2 IN DUNEDIN. I STARTED AT THE BEGINNING OF LAST YEAR. I DRAW DINOSAURS. THIS YEAR I HAD AN EXHIBITION IN JULY.

I had over fifty dinosaur pictures on display. These are the dinosaurs I drew this year. The dinosaurs are imaginary and I gave them names.

Dale, my teacher and Noni, my teacher aide, came to the opening of my exhibition. My relatives came too. I got lots of compliments on my art work.

This term I am working on putting backgrounds into my work.

*By Reuben Paterson, Year 13*



## MUSICAL EXPERIENCE OF A LIFETIME

MY NAME IS MATTHEW BEARDSWORTH. I'M A YEAR 12 STUDENT AND HAVE BEEN WITH TE KURA FOR OVER EIGHT YEARS. I HAVE A PASSION FOR MUSIC AND HAVE BEEN MUSICALLY ENCOURAGED BY MY PARENTS FROM A YOUNG AGE.

I play piano, violin and viola, and am looking at buying a guitar. I'm a player in the North Shore Youth Orchestra, and compose and arrange music for the orchestra. My role models are composers like Mozart, who wrote music as a young child, and I aspire to be like him.

At the beginning of this year I wrote a rock song, 'Can't Stop Thinkin' About You' for the Level 2 Music Composition assessment, and received an Excellence for it. Around the same time I found out about the Play It Strange Lion Foundation Songwriting Competition, and decided to enter my song. I made it into the 46 finalists (yay!) but not only that – Play It Strange CEO Mike Chunn gave me the opportunity to arrange some strings to back another finalist's song (double yay!).

For the string arrangement I assembled a string quintet of my friends from the Youth Orchestra, and we recorded my arrangement at Neil Finn's Roundhead Studios – an immaculate, professional studio filled with state-of-the-art equipment. I conducted the session, and we got to meet Mike Chunn and the songwriter, Mouse Varcoe from Hamilton! It was very exciting and a huge learning experience for me.



*Matthew (right) with Christopher Bates.*

For my own song I asked Christopher Bates, a friend of mine, to sing vocals for the recording of my song; he was very eager to do so. We recorded at Andrew Buckton's studio on College Hill, which was the polar opposite of Roundhead – a claustrophobic clutter of guitars, computers, and equipment housed in a storage unit. I acted as producer, Andrew mixed individual tracks for the song, and Christopher sung. Both songs will be released on an online album in November.

I can definitely say that my Te Kura music studies have helped me with my musical pursuits. If not for the composition assessments I would not have written 'Can't Stop Thinkin' About You'. My wonderful music teacher Hayley Yoon has always been a great help, giving constructive feedback and encouraging me to enter the competition, and the Te Kura music packs have allowed me to expand and improve my musical scope and skills.

What does the future hold for me? Well, I am always looking to improve on my previous works, and someday I hope to make a career out of my music, whether as a classical composer or a pop music producer!

*By Matthew Beardsworth, Year 12*



*Matthew with Mouse Varcoe.*

## TECHNOLOGY WHIZ

### MAX CAMPBELL IS GIVING HIS BROTHER A HAND ... LITERALLY.

For his Technology project through Te Kura, the Year 13 student is creating a prosthetic hand for his brother Chad, who has cerebral palsy and is paralysed down his left side. The hand will fit over Chad's like a glove.

'I started with the idea of finding a product and making it better,' says Max.

'With the help of my teacher Peter, and my interest in 3D printing, I managed to come up with the idea of using the new technology to help people.'

Max says he has been interested in technology all his life. 'When I was younger I used to pull apart old electronics to see how they worked. Now, as a young adult, I make money by repairing iPhones for customers and selling iPhones I've fixed up.'

Max's project was featured in an article on news website Stuff in September. Since then he has been talking with influential people around the world. As well as connecting with companies in the Netherlands, United States, Australia and New Zealand, he has been talking to 3D printing companies, foundations, lawyers, universities, entrepreneurs, product manufacturing companies and more.

'I've also been contacted by a few parents who have shown their interest in purchasing the finished product.'

Max aims to finish a prototype hand by the end of the year.



*Max with his brother Chad.*

## MUSIC MAKER

WHEN SARAH HUNT PLAYS VIVALDI'S SPRING FROM THE FOUR SEASONS ON THE VIOLIN SHE IMAGINES ALL OF THE BIRDS, TRICKLING SPRINGS AND THUNDERSTORMS THAT VIVALDI WAS DESCRIBING.



The Marton-based Year 13 student recently passed her AMUSNZ Diploma in Violin through the New Zealand Music Examinations Board (NZMEB), in addition to studying Level 3 English, Maths, Chemistry, Biology and Music at Te Kura.

In the first part of this year, Sarah practised the violin about two hours a day but in the last few months leading up to her exam she practised for an extra hour each day. In the month before the exam, she had three violin lessons a week.

In her exam, Sarah played the 2nd and 3rd movement of Beethoven's Violin sonata in Eb major opus 12, Romanza Andaluza by Pablo de Sarasate, and Scott Joplin's Ragtime Dance (arranged by renowned violinist/conductor Itzhak Perlman) and her favourite of the four pieces – Vivaldi's Spring. She was required to play for around 40 minutes and then talk to the examiners for a further 20 minutes about the history of the pieces and composers.

Sarah has been learning the violin for six years, since the age of 11. 'I had always wanted to learn the violin ever since I was little, and I thought it would be really easy – how wrong I was,' she says.

'In the first six months I decided it was too hard, and I didn't like it so I wanted to give up, but my Mum said I had to do it for at least two years since I was the one that wanted to start. After those two years, I was over the hump, and wouldn't have given it up for anything. It has been amazing having the support of my parents (especially my Mum who made sure I did my practice, and has supported and encouraged me all the way through).'

Sarah has performed in a variety of locations, from retirement villages to weddings and funerals, as well as with chamber groups – and often enters competitions.

*'I definitely want to continue with violin and will try to form some chamber groups next year and possibly join the Palmerston North Symphonia.'*

What Sarah really loves about the violin is the incredible range of music that is available for it. 'Everything from Classical to Jazz to Gypsy to Bluegrass to Spanish and many other genres. One piece that really captures people, even those who don't appreciate music much, is the Joplin Ragtime Dance that I played for my exam. This can be found on YouTube and even has Itzhak Perlman playing it. This piece is really fun and upbeat, and incorporates a number of unusual techniques such as sliding down the violin and foot stamping!'

Last year, Sarah was awarded her Diploma in Piano. She plans to study nursing at Massey University in 2017 and then go on to complete the Masters of Music Therapy degree in Wellington.

'I really want to use my music as a way of helping people and not just for my own enjoyment.'

## A WINDOW ON SCIENCE

TE KURA STUDENT JEANLI BOESSENKOOL WAS SELECTED TO PARTICIPATE IN THE OTAGO UNIVERSITY ADVANCED SCHOOLS SCIENCES ACADEMY (OUASSA) IN DUNEDIN FOR ONE WEEK IN BOTH THE JANUARY AND JULY SCHOOL HOLIDAYS.

With assistance from the University of Otago and other sponsors she took part in two projects: Anatomy and Physiology, and Sport and Exercise Science, as well as two electives – Pharmacology and Psychology. She describes her experience.

That first morning of the January holidays I was in the anatomy class. We were given free run of the Anatomy Museum which left me utterly speechless. Seeing inside the human body, and being allowed to touch things like real brains was amazing; while the embryology room created a really deep impression on all of us. The teachers were on hand to answer our questions which certainly rolled thick and fast. The kids in other projects thought we were weird to be so excited, but honestly the experience was like nothing I'd ever imagined.

*During the duration of the project, we dissected a deer's knee, stained slides to look at under microscopes, used ultrasound on ourselves, and painted muscles and bones onto our own knees.'*

Physiology was all about experimenting with ourselves. We gave each other electric shocks and gathered data about how long it takes for an electrical impulse to travel from finger-tip to elbow. Another experiment involved wearing prism glasses while throwing hacky sacks in a bucket and seeing how long it takes for our bodies to readjust to the shift in vision. The readjustment period is so short!

Sport and exercise also involved a lot of experimentation. We were looking at whether it is more energy-efficient to run barefoot or with shoes. I was one of the subjects, and you can see me in the photo dressed in wet-suit-like gear (the technology is effectively the same as what the makers of Gollum in the Lord of the



Rings used). We had to stick little reflective tracking bobs at various locations on me, and then I had to run on a treadmill in a darkened room with UV light cameras following my progress, first barefoot and then with shoes. The computer generated stick figures of me and two other subjects which we then compared. We did have to do quite a lot of calculations, which I am not exactly good at – thankfully some of my classmates were a little more slick with their statistics! The evidence was inconclusive, but we learned a great deal about how you have to run an experiment with the least margin for error. Other experiments included measuring drag while swimming in the flume [an artificial channel conveying water, which is typically used for transporting logs or timber] (the only one in the Southern Hemisphere), and running with oxygen masks to measure our energy consumption. I discovered that I have a really energy-efficient way of running! What do you know; you may see me at the Olympics yet ...

Pharmacology was all about drugs. Those who wished to take drugs and be experimented on had to provide parental consent before they were allowed to be the class guinea pigs!

The psychology elective, despite my initial scepticism, was so interesting and a lot of fun. We were taken in small groups to see how they experimented with a special breed of rat (they were amazingly cute!), seeing how long it takes

them to complete a short maze when they are rewarded with cocoa pops. We had a hilarious time ‘reinforcing positive behaviour’ on one of our classmates too. Along with the questionnaires we completed on the computers to discover things about our own behaviour, the psychology class overall is a stand out memory for me – and a lesson in having a go at everything without prejudice.

The social aspect of being part of a class was also a learning curve for me. Being surrounded by people we don’t know is every teenager’s nightmare, after all, especially one who has never been to school! But we were actually all in the same boat and quickly got over any real or imagined shyness. Although we were kept really busy, time for recreation was part of our schedule too. Whether we were playing rousing games of mafia, going ice-skating, eating hot chips in the cafeteria, or going out to see the albatross, we developed positive relationships through our recreation times as well as when we were working together on our projects. I think this side of OUASSA has been invaluable for me, especially since I am hoping to go to university next year.

.....

*‘All my fear of being the weird home-schooled kid has evaporated as I’ve discovered and developed the ability to interact with people my own age in a mutually up-building way.’*

.....

Throughout the third school term, university teachers have been recording NCEA external tutorials which they send along with other learning material to help us out for our exams. These lessons don’t replace normal schoolwork, but they do give you a handy heads-up about all sorts of things. We have access to a number of online resources too.

I want to encourage anyone who is eligible to apply for OUASSA just to go ahead and do it. I have learned not only about science, but so many other life skills too. It’s been an amazing opportunity and a real privilege to be a part of – so if you get the chance, grab it with both hands and hold on for the most incredibly educational and fun ride of your school years!

*By Jeanli Boessenkool, Year 15*

## RIDING FOR DISABLED SERVICE PROJECT

EARLY IN TERM 3 A GROUP OF UPPER HUTT STUDENTS PARTICIPATED IN A SERVICE PROJECT TO RAISE FUNDS FOR RIDING FOR DISABLED (RDA).

On Thursday 28 July we all met at the VIBE rooms in Upper Hutt and baked hundreds of gingerbread horses. We used Jo Seagar’s recipe and special horse-shaped biscuit cutters provided by the RDA. When the biscuits cooled we decorated and packaged the horses for sale. Each student took a box of decorated biscuits home to sell. We sold them to friends and family, at church, at our parents’ work places, around local shops and our teachers sold some at Te Kura.

Some of the students created posters and flyers which we displayed with our sales – these students gained a desktop publishing standard for their work which was a bonus! Altogether we raised over \$120 which was donated to the Hutt Valley RDA. We really enjoyed participating in this project; it was great fun baking together and felt good to be helping our local community.

*By the Upper Hutt Advisory Group*





# Student Work Showcase

## THE GIRL IN THE PAINTING

'Mum, I really need to go to the bathroom, I'll meet you back here in like five minutes.'

'OK, but you better hurry, Lucy the gallery will be closing soon!'

'OK mum, I'll be quick!'

Lucy started to run. She didn't know if it was just her, but as she ran further she started to hear voices, yelling and screaming and getting louder and louder as she ran.

Walking back from the bathroom everything was quiet, nothing could be heard, not a whisper or a shout, alas not even a mouse! Lucy walked back down the corridor to where her mum was supposed to be waiting for her. Her footsteps echoing the whole way like an empty room of screaming children. When Lucy reached the couch where she left her mother just five minutes ago, she wasn't there and neither was anybody else. The place was empty; deserted. Her own mother had forgotten about her, or so she thought. Lucy fell to the ground and started to cry and cry and cry.

After what seemed like hours of crying she finally came 'partly sane' again. Lucy began to hear small, quiet voices calling out her name, 'Lucy, come be with us!'

'Lucy, join us!'

'Lucy!'

Lucy panicked. She ran to the main entrance of the art gallery and to her dismay, it was locked. Dead shut. No way out until morning. She was trapped. Worried and scared Lucy walked back to the couch, but once again to her dismay, the voices started getting louder and louder, until she looked up from the floor, looked around herself and realised the paintings and sculptures surrounding her were moving. They weren't only moving, they were talking to her; calling out to her.

At the beginning Lucy was scared; frightened even. She froze from fright, and was now

positive that she was dreaming. Lucy tried pinching herself to wake up from this crazed dream, but to no avail. Then she thought that if she couldn't pinch herself awake, she might as well enjoy it. It is a dream anyway, or so she thought!

Walking around the gallery, trying to decide what she should do and where she should start first, Lucy realised that she should just close her eyes turn around, choose a painting and go inside it! And, that is what Lucy did. She travelled all around the world, into different eras and in outer space. She went everywhere imaginable. You name it Lucy's been there!

Lucy was having the time of her life, with not a worry on her mind. She was going in and out of paintings, talking to sculptures, hoping this dream would never end, and it didn't!

All of a sudden, after Lucy had talked to all the sculptures and been in all of the paintings, another painting appeared, amongst the portraits of little children. But this was no ordinary 'painting', it was a blank canvas and underneath it in beautiful cursive writing was her name, 'Lucy Jane Baton' along with the date.

Lucy, as all little kids would be, was curious and scared, looking at her name beneath a blank canvas. She slowly approached the canvas, like with all the other paintings, getting closer and closer, until she was just a metre away from it. VOOM! Lucy vanished into the painting. This time, however it was forever, with no way out!

From that day on, her mum would visit the gallery every Thursday, both of them no longer themselves, always sad and depressed. Each Thursday they would look at each other for hours with no word to each other. Each time Lucy would try to speak to her mum, to say hi, to apologise and to make her stay, to be with her, but to no avail. Each time her mum was getting older by the visit. Every day Lucy would watch other little girls and boys. They were like how she had once been, before becoming a portrait. She would watch all of the little children pass her each day and wished she could just be a real girl again.

*By Mia Vukica Milojevic, Year 9*

## DIARY OF A DYING CHILD'S FATHER

8 May, 1998

Today is Arnold's birthday. He is eight. He is recovering steadily, but the nurses said he wouldn't be able to leave the hospital for at least another week, so we have prepared a small gathering of friends for next weekend to celebrate his birthday with us.

There won't be any kids though, he is still too weak for that. Only adults for now. He must hate us, our son. He must think we are terrible, keeping him away from the other children. I regret moving next door to a park. I thought it would be good, that we could spend time there together, but instead he only gets to listen to the other kids playing.

Sometimes, when he is having a good day, I catch him standing up in his bed, peering over the top of the windowsill to try and get a look at them.

16 June, 1998

Arnold came home last night. He still has to have a drip in his arm, but he is home at last. We never ended up having his little birthday get together, so we sat and ate cake in the hospital. Trying not to get crumbs on the sheets. The nurses don't like that.

Such resolve he shows, in the face of sickness and death. He is much stronger than I am. I wonder though, if he saves his tears for when nobody is around to see them.

I thank God every day, for finding joy in the little things, for giving us the strength and the love to sustain. But this is not something that love can fix.

2 September, 1998

I promised my wife I would keep writing this, and it feels like that is the only promise I have

kept. Often times I would stare down at the paper and not know what to write, and I wish that didn't bother me but it does because I was trying to find something good to write about. Instead, I will have to be honest.

Arnold's appetite improved during July, so we took him to the park next door for the first time. He was in so much pain, even then, sitting in the swing smiling up at me. A real smile. Not false or brave. I could see the pain, as real as his smile was. Sitting right behind his sunken tired eyes. Etched into his sickly, pale skin. His scarecrow frame, holding together the remains of my son.

He asked to go home after a few minutes, fifteen at most. Said he was tired.

I promised to bring him back to play another time, when he was feeling better. He smiled again then, this time one of understanding. As though he knew, as well as I did, that I had no way of knowing if I could keep my promise.

Sixteen hours later and he was back in hospital.

The hospital smell has begun to stop affecting me, it is almost familiar. Almost homely. The cancer is vicious, worse than before. I am afraid. I am so afraid, I cannot even speak. I feel my eyes well up with tears and I cry, right there in front of my son. He just puts his hand on my arm and asks me to stay with him. I think he knows what is happening.

'Please don't leave pa.'

All I can think about is God. I will not be the same father God was. My son will never be left alone on his cross.

29 November, 1998

Arnold opened his eyes and told me that he loved me and not to worry. That others had suffered more than he.

How selfish, that I could only think of myself. I would be the one to suffer, not him, not once he was gone. I don't want to suffer any more.

5 December, 1998

I will bury my son today.

There is a peace in my heart, that Arnold is no longer in pain. Not that this lessens my own suffering, only makes it more bearable. Pain is temporary, death is not. That is, unless you are God's son. God may have watched his son suffer, but he always knew he would never be gone forever.

I had a man tell me at church last Sunday, that he admires me. My strength of faith and my love of God.

'How difficult it must be,' he said. 'Finding God in this mess.'

I just smiled at him and wondered how on earth Arnold had managed to make his smile, that day on the swing, look genuine.

I will bury my son today, and with him I will bury God.

*By Ariana Morrison, Year 12*



*By Shepherd Joice, Year 9*



## LANDFORM TILE SCULPTURES

Students from Years 7 to 10 mixed science with visual arts by creating these plaster of Paris tile sculptures, demonstrating a range of different landform features. The students had been studying landforms in science class.



*Ben Tillick, Year 7*



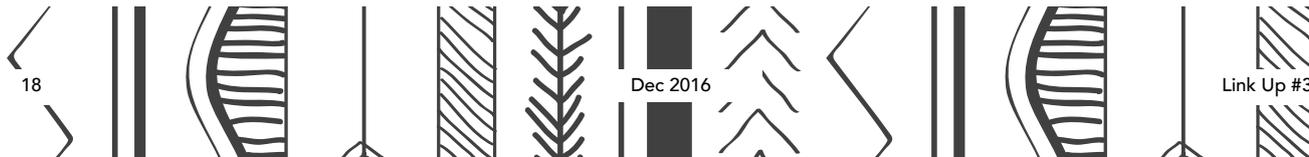
*Alyssa Mowbray, Year 7*



*Sasha Smith-Gray, Year 7*

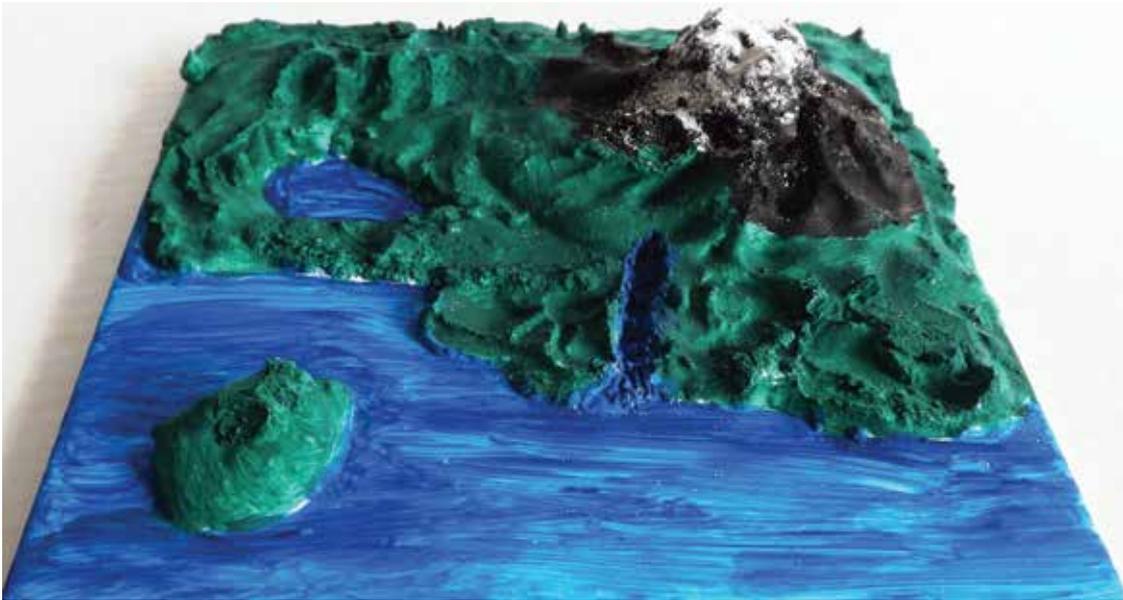


*Isabella Andrews-Cookson, Year 8*





*Susan McKee, Year 10*



*Alex Stephens, Year 8*

## IT WILL BE JULY

It will be July, which no one expected.

August was when we met, new beginnings, new discoveries, hesitation.

September came the infatuation, sweet passion, unexplainable loss of control, a sprint at the beginning of a marathon.

October was beginning to slow, forming a mould to settle in, becoming our dreams, understanding 'love'.

November was different, new beginnings of another side, new discoveries of what had not been discovered before, hesitation before it began, calm before a storm.

December we put on hold, iced a cake made of dirt, its pretty exterior fooling all those except who ate, and we always did have an appetite for cake.

January we began again, plastered smiles and social cues, we no longer loved, we tolerated.

February we grew weary, playing dolls was fun for a while, but we grew tired of the fake plastic we had become.

March we started, a few whispered disagreements, harsh words, we were letting go.

April it really began, a war of our worlds, hot passion, unexplainable loss of control, the beginning of a battle.

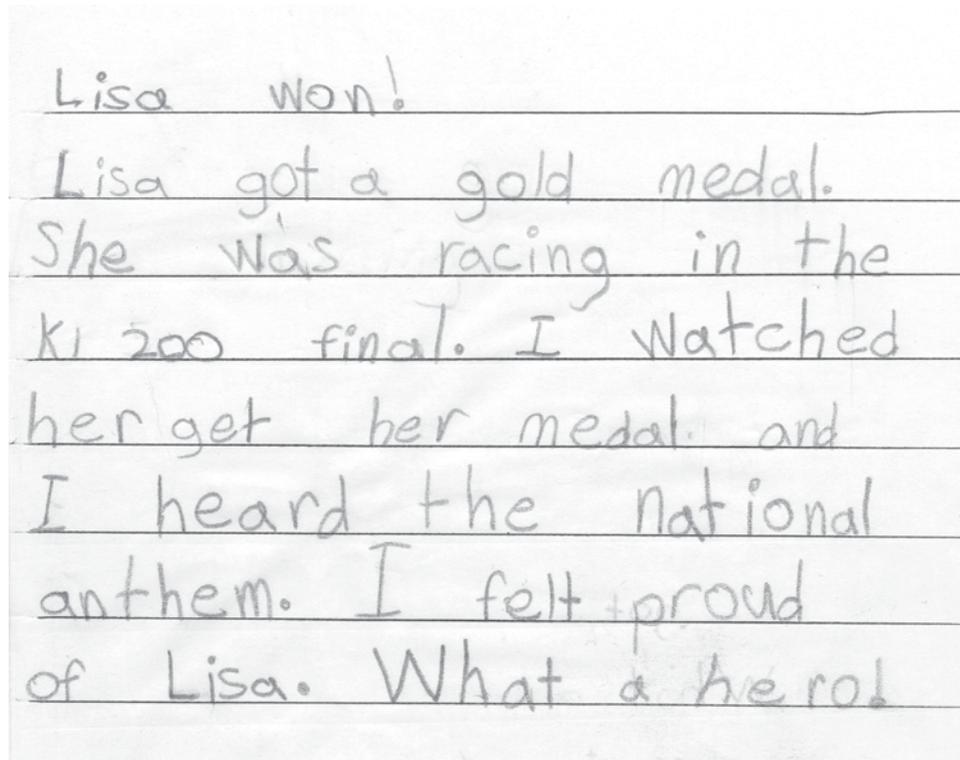
May began the casualties, late nights of shouting, days of restless sleep, the battle raged to climax with no survivors including us.

June was recovering, silence, peace, but not yet love.

It will be July, which no one expected, maybe our love will blossom again.

*By Abby Petersen, Year 12*

## OLYMPICS



*By Jessica Cocks, Year 2*

## MY HIDEAWAY

Snow falls quietly to the ground. A cosy little hut, tucked away in some trees, completely snowed in.

A small chicken coop sits to one side of it, with contented clucking sounds coming from it. In the hut there is a roaring fire in the big fireplace. A little budgie sits twittering in the corner and the table creaks every time I push against it.

The warm smell of baking bread drifts from the oven, mixing with the musty smell of chickens, but then being blown away by a fresh draught through the hut. All the fresh air gets replaced by the delicious smell of the cooking roast in the oven.

Tucked away in a small corner there is a big brown bed. On the ground there is a soft blue carpet, looking like an ocean in Hawaii. In the middle of the hut there is a small table with two

chairs around it. One long candle stands on the middle of the table. In the front of the hut there is a small red and black coal range.

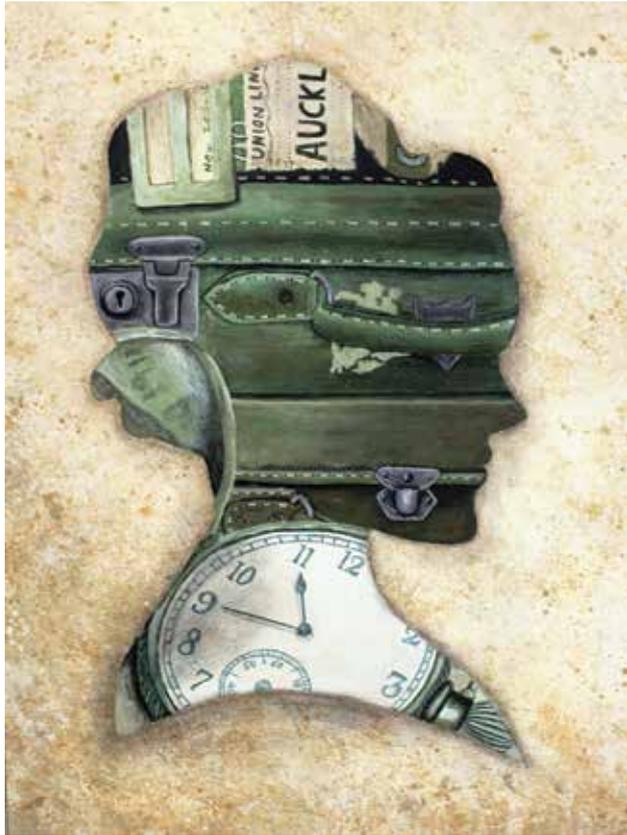
On the top it feels hot and on the sides it feels smooth. The candles feel smooth and waxy on the sides but hot on the top. The room feels warm and cosy with the fire going. The soft, woolly carpet brushes against my bare feet and tickles them.

The delicious taste of fresh bread and baked cake makes the hut welcoming. In a while a juicy roast will be ready to be eaten. The pickled gherkins are waiting in the cellar to go with the roast. I can't wait to eat it all!

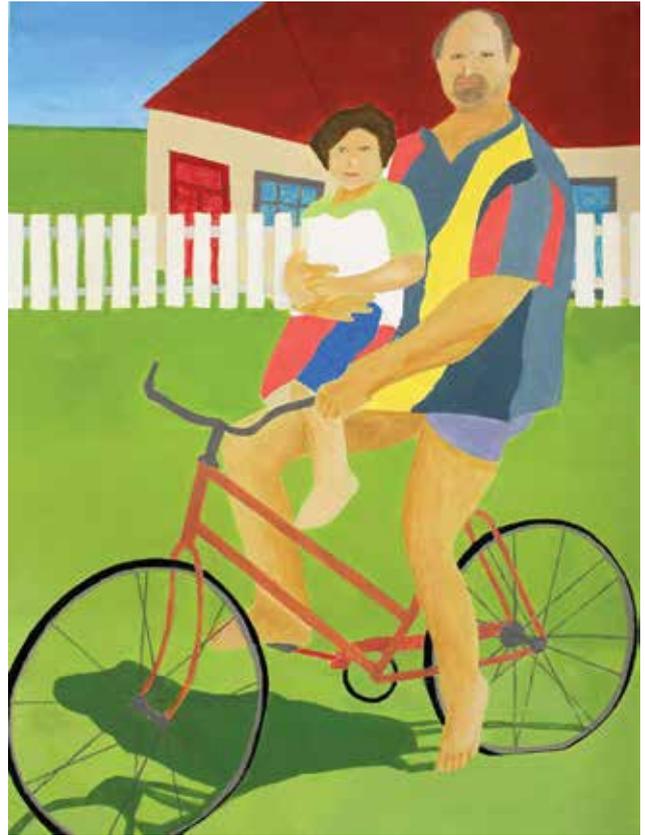
Whenever I go into the hut I feel content, comfortable and cosy. It is the most relaxed place on the whole earth that I know!

*By Oliver Abbott, Year 5*





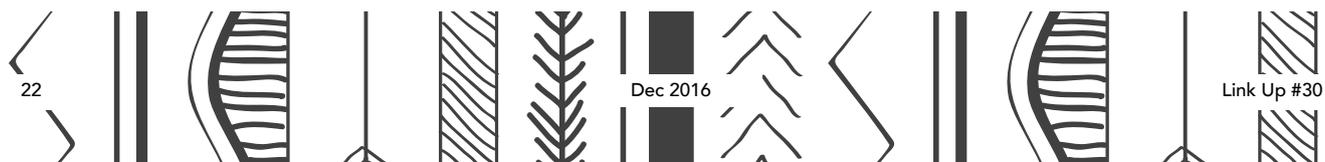
Olivia Simpson, Year 12



Meg Hedges, Year 12



Gabriella Robertson, Year 12



## FEEDBACK WANTED ON DRAFT CHARTER AND ANNUAL PLAN

### WE WANT YOUR FEEDBACK ON THE KEY INITIATIVES IN OUR DRAFT CHARTER AND ANNUAL PLAN FOR 2017.

Under the Education Act 1989, all schools are required to have a charter that sets out the overall mission of the school and how it will provide services to students. Te Kura's charter and annual plan also sets out the contribution we make to the larger education sector in New Zealand.

The draft charter and annual plan for 2017 includes a number of initiatives which continue on from 2016, as well as some new initiatives. Online learning will remain a significant focus for Te Kura, particularly in light of the changes proposed in the Education (Update) Amendment Bill currently before the Education and Science Select Committee, which would see Te Kura become an accredited Community of Online Learning (COOL). At the time of writing, it is anticipated that the Bill will become law during the first half of next year. During 2017 there will be a significant focus on ensuring Te Kura is ready for the change and able to meet the challenges of operating as a different type of organisation in a competitive environment when the changes outlined in the legislation take effect.

This year we have explored the New Zealand Curriculum principle of 'learning to learn' as an assessment focus in its own right, using a survey tool

developed to measure student dispositions for learning and the growth of student learning power over the time of their enrolment.

In 2017 we will analyse and apply the learning that Te Kura's teachers have gained in the use of this tool to identify, prioritise and deliver the specific support that students need.

Personalised learning, authentic learning and ensuring our Māori students achieve educational success as Māori will also continue to be areas of focus for Te Kura in 2017.

The key initiatives from our draft charter and annual plan are available to view or download on our website at [www.tekura.school.nz](http://www.tekura.school.nz). You can request a printed copy by calling us on free phone 0800 65 99 88 ext 8343 or email [stephanie.revell@tekura.school.nz](mailto:stephanie.revell@tekura.school.nz). Please submit your feedback to Stephanie via email or post by 9 January 2017.

Te Aho o Te Kura Pounamu

Private Bag 39992

Wellington Mail Centre

Lower Hutt 5045

Attention: Stephanie Revell, Charter consultation

## NEW OFFICES IN HASTINGS AND WHANGAREI

### TE KURA HAS NEW ADDRESSES IN BOTH HASTINGS AND WHANGAREI AT LOCATIONS THAT WILL ENHANCE STUDENT LEARNING.

The Hastings office in Taikura opened its doors on 10 October. It offers more space than the previous venue and the open learning space enables students attending advisories to work in groups as well as independently.

The Whangarei office is relocating closer to the centre of town, where there is plenty of space for bi-weekly advisories. The office will be refurbished ready for staff to move in at the end of the school year.

## 2016 NCEA RESULTS

All your 2016 results (including exam results) will become available in your Record of Achievement from mid-January 2017.

At this time you'll be able to view all your 2016 results (including exam results) by accessing your NZQA student login page and checking your Record of Achievement (results are only available online).

Go to [www.nzqa.govt.nz/login](http://www.nzqa.govt.nz/login) and then click 'login' under Students and Learners.

If you would like a paper copy of an awarded qualification and/or an official copy of your Record of Achievement, click 'Order Documents'. The first copy of each paper copy is free.

## TOP TRADES ACADEMY STUDENTS

FIVE TE KURA STUDENTS WERE AWARDED TOP OF THEIR TRADES ACADEMY COURSES AT THIS YEAR'S TOP OF THE SOUTH TRADES ACADEMY (TOTSTA) GRADUATION CEREMONIES IN NELSON AND BLENHEIM.



From left: Neave Ellis, Allan Shaw, Shiloh Stokes, Joel Harris.

Congratulations to Neave Ellis (Sport and Fitness), Allan Shaw (Adventure Tourism Leadership), Shiloh Stokes (Mechanical Engineering), Joel Harris (Aquaculture and Maritime) and Ben Murray (Blenheim campus, Mechanical Engineering), who were up against more than 300 students for these awards.



Ben Murray.

A tutor at the ceremony praised Te Kura students for bringing 'a respect for others, strong leadership skills, assisting the other members of the group when help was required and having the inner strength of resilience, as well as a desire to learn with a positive attitude.'

Ten of Te Kura's trades academy students from the top of the South Island will have achieved NCEA Level 1 and commenced Level 2 by the end of 2016.

### SPECIAL ASSESSMENT CONDITIONS (SAC) – CALLING 2017 NCEA STUDENTS!

If you are a Year 10–14 student intending to study at NCEA level with Te Kura in 2017 and you have a physical, medical, sensory or learning disability, check out our website [www.tekura.school.nz/student-toolkit/special-assessment-conditions](http://www.tekura.school.nz/student-toolkit/special-assessment-conditions)

If you think SAC might be for you, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email to [jennifer.hardiman@tekura.school.nz](mailto:jennifer.hardiman@tekura.school.nz)

It might also be a good idea to talk with your learning advisor if you are thinking of applying for SAC in 2017.

SAC applications are now open for 2017.

## HUARAHI TRADES ACADEMY PROGRAMME

**IF YOU'RE INTERESTED IN FINDING OUT MORE ABOUT STUDYING TOWARDS A TRADE, DON'T FORGET THAT TE KURA OFFERS TRADES PROGRAMMES AROUND NEW ZEALAND FOR STUDENTS IN YEAR 11 AND ABOVE.**

These are practical and hands-on programmes with tertiary organisations such as polytechnics and private training organisations, which require a commitment of one or two days a week.

The programmes can lead to NCEA Level 2, further training and study towards your goals, or to a career. To participate you must be a full-time or young adult student with Te Kura, studying at least three subjects at a minimum of NCEA Level 1 and be

committed to completing the programme over one or two years.

To find out more, talk to your learning advisor about local opportunities or contact Kathryn Smith on 0800 65 99 88 ext 8552 or email [huarahi@tekura.school.nz](mailto:huarahi@tekura.school.nz).

**Note:** Popular courses fill up quickly. While the start date of most courses is in February, you are advised to apply as soon as possible.

### GAINING NEW SKILLS

Sarah Head completed a Hair and Beauty course in October through U-Skills Academy at UCOL in Palmerston North, gaining 25 Level 2 credits as well as new skills.

'I liked learning about beauty the most,' says Sarah. 'We did hands on work and I learnt about how the skin works. We also learnt how to apply make-up and facials and got to do eyebrow and eyelash tinting and shaping.'

'The tutors were really friendly and helpful. They do one-on-one work with you to help you through the assignments. It's cool to get those credits and have them under my belt for future job opportunities.'



*Sarah Head with Marie O'Leary, Student Support – Kaiako.*



## OTLE FOR SUPERVISORS

IF YOU REGULARLY LOG IN TO THE ONLINE TEACHING AND LEARNING ENVIRONMENT (OTLE) TO MONITOR YOUR STUDENT'S PROGRESS YOU WILL NOTICE SOME NEW CHANGES TO THE SUPERVISOR COURSE HOMEPAGE.

A short Otle demonstration video has been created specifically to help supervisors navigate their way around their student's online courses. Resources supporting the video have also been updated, so please check them out.



*Adele Harris, Supervisor Support Advisor.*

Once you are logged into Otle as a supervisor you have access to view:

- course content
- teacher's comments on dropbox submissions
- progress summaries
- login history.

This helps you as a supervisor to monitor your student's schoolwork and study times.

If your student is enrolled in an online course and you do not have a user name and password to log in, or you have difficulties logging in as a supervisor, contact the Otle helpdesk at [helpdesk.OTLE@tekura.school.nz](mailto:helpdesk.OTLE@tekura.school.nz), including your student's name and ID number. Or phone 0800 65 99 88 ext 8712 between 8am and 5pm, Monday to Friday.

To contact Adele Harris, Te Kura's Supervisor Support Advisor, email [adele.harris@tekura.school.nz](mailto:adele.harris@tekura.school.nz) or phone 0800 65 99 88 ext 8244 during term time.

## END-OF-YEAR REPORTS MOVING ONLINE

THIS YEAR, END-OF-YEAR SCHOOL REPORTS WILL BE AVAILABLE THROUGH A NEW REPORTS PORTAL ON OUR WEBSITE AT [WWW.TEKURA.SCHOOL.NZ](http://WWW.TEKURA.SCHOOL.NZ).

The portal link will be accessed via the homepage, along with information on how to log in. Reports will be available in mid-December, when the school year ends.

### Full-time and fee-paying students

Reports for full-time and fee-paying students include comments from each student's learning advisor (LA) and any subject teachers. The online portal also shows work returned by the student during the year, along with any NCEA standards the student has entered for and the results.

Reports are traditionally sent to each student's nominated supervisor. With the reports now available online, both students and supervisors will be able to log in to see their report. Students can log in by using their student ID number as the username, selecting 'student' as the user type, and entering their date of birth. Supervisors should log in by entering their email address as the username and selecting 'supervisor' as the user type. If you're a supervisor with multiple students you'll see a list of all your students. Click on each student's name to see their report.

When logging into the reports portal for the first time, you'll be asked to select and confirm a password. Choose something you'll remember but which won't be easy for anyone else to guess.

### Young adult and adult students

Young adult and adult students don't receive comments from their teachers, but the reports will show all work returned during the year and any NCEA standards the student has entered for plus the results. If you're a young adult or adult student, log in using your student ID number as your username, select 'student' as the user type and enter your date of birth.

## TE KURA SUMMER SCHOOL 2016/17

### NEED EXTRA CREDITS OR STANDARDS?

Te Kura is accepting short term enrolments for students who want to use the summer break to achieve additional credits or specific internal standards to get into a tertiary course, training, employment or higher level of NCEA next year.

Students will access their learning materials through Te Kura's online teaching and learning environment (OTLE) from 19 December, so each student needs access to a suitable device and internet connectivity.

Qualified teachers will be available online from 20 December (excluding between 24 December and 4 January) to answer any questions and assess students' work.

Credits for school work submitted for assessment by 7 February can be counted towards students' 2016 Record of Achievement.

### Standards on offer

Internal standards are available in the following subjects:

- Agriculture/horticulture
- Biology
- Chemistry
- Economics
- English
- Health and PE
- History
- Home economics
- Physics
- Science

### Levels 1 and 2 only

Business studies  
Digital technology  
Mathematics and statistics  
Pathways

### Levels 2 and 3 only

Art history

### Level 3 only

Calculus  
Mathematics  
Statistics  
Legal studies

### How to enrol

Students can enrol over the phone by calling us on 0800 65 99 88 and selecting option 1 from the menu.

To qualify for free enrolment with Te Kura, students must be:

- aged 16 to 19 years
- not enrolled full-time at any other school
- New Zealand citizens or permanent residents living in New Zealand.

Older students will be charged an administration fee of \$110 per course.

For more detailed information visit [www.tekura.school.nz](http://www.tekura.school.nz)

## ONLINE LEARNING IN 2017

### TE ARA HOU AND NCEA LEVEL 2 COURSES WILL BE GOING ONLINE IN 2017. HERE'S WHAT YOU NEED TO KNOW.

#### Guide to online learning

To find out what courses will be online next year and what equipment you'll need, see our 2017 guide to online learning at Te Kura. Families of students in Years 6 to 12 and young adult students have been sent the guide or you can find it on our website.

#### Getting assistance

Te Kura has a laptop and connectivity assistance programme for eligible students who don't have access to a suitable device or internet connectivity. Eligibility criteria are explained in the guide to online learning. Applications for assistance open on 28 November – you can apply online if you are able or call us on 0800 65 99 88 to request an application form.

To learn how to navigate our Online Teaching and Learning Environment (OTLE) and use online tools see our OTLEHUB course within OTLE. For technical support email our OTLE helpdesk at [helpdesk.OTLE@tekura.school.nz](mailto:helpdesk.OTLE@tekura.school.nz) or call 0800 65 99 88 ext 8712 during office hours.

#### Course delivery

Some of our courses will be 'mixed mode' until all of the resources are online – meaning they contain a mix of interactive online modules and digital versions of our booklets that can be downloaded and edited online or printed off. In certain circumstances students may be able to request printed copies of the digital booklets – there will be more information about this on our website and in the OTLE.

Continued next page

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### Options for students without internet access

Full-time students and young adults enrolled in three or more courses who live in locations where internet connectivity is unavailable can apply to receive printed resources for Te Ara Hou, NCEA Level 1 and NCEA Level 2. Our focus is very much on facilitating access to online courses so printed resources are a last resort. Ask your learning advisor or teacher for a copy of our application form.

## BOYLE RIVER CAMP

Students had an amazing time at our annual residential STAR camp for South Island senior students in October. Held at Boyle River in the Lewis Pass, many students describe this fully funded camp as a life-changing experience.



## GERMAN RESOURCE IN COMPETITION FINALS

**SENIOR TEACHER OF GERMAN, INKA HELWIG, HAS REACHED THE COMPETITION FINALS FOR AN INNOVATIVE GERMAN LANGUAGE TEACHING RESOURCE THAT SHE CREATED.**

Earlier this year Inka was one of 16 winners in the first part of a world-wide competition for German teachers. Teachers were asked to send in a photo of an unusual ‘found object’ that would be useful for discussing a broader spectrum of cultural aspects within the German classroom. Inka submitted a photo of a German artist’s graffiti – a wild boar.

The prize for the first part was a special course in Berlin which involved creating resources for German language teaching based on their submitted photos. These resources have now been entered for the second part of the competition. The three teachers whose teaching materials get the most votes will be invited to the German Teachers of the World conference in Fribourg, Switzerland.

Inka’s resource deals with the topic ‘Heimat’ (home). ‘This is a very relevant topic in light of the current refugee situation in Europe and worldwide,’ says Inka.

The resource caters for different learning styles and students can practise the four main strands of language learning – listening, reading, writing and speaking.

If you understand German, you might like to help Inka by voting for her resource at

<http://idvnetz.org/dach1/>. Simply click on the wild boar and fill out the short form.



*Cycle sculpture at Berlin minigolf. Photo taken by Inka as part of her resource.*