

CONNECTING
TE KURA STUDENTS

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

SEP 17 | ISSUE 33



- REPRESENTING NEW ZEALAND AT THE BATTLE OF PASSCHENDAELE CENTENARY
- ECHOES OF THE SUN
- STUDENT STORIES, ARTWORK AND MORE

Ko Tā Mike Kōrero



Mike Hollings, Chief Executive

“The only thing that is constant is change.”

Heraclitus, Greek philosopher 535-475 BC.

As educators, we are focussed on how to best equip our young people for lifelong success, which requires us to predict and speculate on the future.

It's increasingly apparent that success is not in what you know but how you come to know it and how you can apply what you know.

You are going to need to be able to continue to learn throughout your lives. In an ever-shifting job market, you'll need to be able to shift along with it.

Our teaching and our education system is becoming more flexible to support learning across multiple subjects and disciplines, and impart an ability for and an awareness of learning.

For example, we were recently discussing that the way computer coding is written will become outmoded very soon. While this current form of writing may become redundant, a learner's skills in understanding what is required and then applying a mixture of creative thinking and a methodical system to deliver to those requirements are valuable and transferable skills.

The life skills that are often called 'soft skills' are rapidly becoming more appreciated. Things like effective communication, creativity, entrepreneurship, complex decision making and problem-solving abilities, good system management and being able to build and maintain good relationships are all essential for both professional and personal success.

Authentic Learning is an overarching philosophy for

Te Kura, it's based on the Big Picture Learning model, and it's all about learning in the real world. It means we strive to place you and your interests and passions at the centre. Then together we build steps to achieving your goals and aspirations. This approach is relevant to our teaching and learning school-wide and we aim to increase this practice. Currently, our Authentic Learning is most apparent in our teaching and learning of older students, for example students work alongside adults in their field of interest to build knowledge, understanding and skills in that area, as well as work towards a relevant qualification.

Our move to online learning is an essential component of Te Kura students' future success; you're getting those technical skills, and we're also able to use technology to capture the individualised learning plans that our students develop with their learning advisors.

In equipping you to be lifelong learners we discuss your learning with you and we expect you to develop an understanding of and responsibility for it yourself.

Many of our learners have been disengaged from education for some time before they come to Te Kura. We have some students facing great challenges, and to engage them in learning we need to be innovative and flexible. We need to deliver personalised learning that really engages everyone's interests, and learning styles. If it works for those most disengaged it also brilliantly serves those who are present and prepared.

When we talk about learning at your own pace we mean both faster and slower, taking longer if you need it because of another commitment, perhaps you're a young parent or an international sportsperson. Learning also needs to be able to be faster-paced for those who are ready. At Te Kura we have students completing NCEA well ahead of the traditional academic year, and moving on to the next opportunity. Our Summer School was initially established for students who need to top-up their NCEA credits to get into a tertiary course or institution, but we are increasingly seeing Te Kura students enrol because they want to continue to learn through what has traditionally been a holiday period.

Just like our learners, we at Te Kura need to know our strengths and our areas for improvement, know what we are passionate about and the steps we need to take to achieve our goals with the success of our students at the forefront.

Ngā mihi, Mike Hollings, Chief Executive

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Feature Stories



REPRESENTING NEW ZEALAND AT THE BATTLE OF PASSCHENDAELE CENTENARY

SOPHIA WELLS WRITES ABOUT HOW SHE CAME TO BE SELECTED TO REPRESENT NEW ZEALAND AT THE CENTENARY OF ONE OF OUR COUNTRY'S MOST SIGNIFICANT BATTLES.

Three weeks locked in a staring contest with my laptop wasn't quite the way I was expecting to spend the school holidays. I'd applied for the opportunity to travel to Belgium as a Youth Ambassador with Veteran Affairs and Defence Force Public Affairs. I couldn't believe my luck when I found out that I'd made it to the shortlist along with 19 other 17-19 year old New Zealanders. Now the real work began as we battled it out in a three week social media campaign to determine which two of us would represent New Zealand at the Battle of Passchendaele Centenary in Belgium, in October.

Pretty much the goal was to create content to engage people and inform them on what was New Zealand's worst day in military history – by using a combination of Facebook, Instagram, YouTube, Twitter and blogs. I've always been intensely interested in media, journalism, public relations and communications, so this was the perfect opportunity to challenge myself as well as delving into a topic that I was finding increasingly interesting. The only problem? I'd never used any of those social media platforms before other than the odd post on Facebook. So I locked myself away and, fuelled by coffee, started what would become my sole focus for the next three weeks.

I never knew that something that happened 100 years ago could actually be so interesting and inspiring. Finding stories of those who fought there, diaries, photos, verbal accounts and even old, grainy videos was a real insight into the life of soldiers, medics and others serving – some even at the age of only 17. To see the difference between how the life of a 17 year old serving at Passchendaele was so different to the life I lead today was probably the most impactful part for me of this entire project.

Growing up, I've always been taught to look for opportunities, and a massive chunk of my education has been focused around projects like these. Completing my schooling through Te Kura has given me the chance to delve into opportunities like these and really give them my all. I believe it's doing projects that you're passionate about that make learning most fun. It gets to the stage where you find yourself researching or planning something for way longer than you thought you'd want to, or even being able to, because you're so immersed in wanting to find out more. The biggest hurdle is never the project itself in my opinion, it's being too scared to try. Seeing something open to everyone in NZ, all you can think about is, 'surely there are so many other people going for this, who have a heaps better chance at winning than I do'. You're scared to try because of the risk of falling short – what if you put in weeks of work all for nothing? These thoughts buzzing around inside your head are a far bigger obstacle than anything else. Sometimes it's about pushing these aside. So what if you don't win? What if you do? No matter the outcome, you're experiencing something that's shaping your education and you as an individual, and if you're lucky enough it might even lead to better opportunities than you could ever have hoped for.

If I could dare offer one piece of advice, it's to just GO FOR IT! Live outside your comfort zone and always strive to push the boundaries and limitations you put on your ability. If you get knocked down, or don't achieve what you thought you could (trust me, I've been there), then try again with the new knowledge on what you can do differently next time. There are so many chances for young people today to take on. What's something you enjoy or have a passion about? Look around for a chance to expand on it and a chance to take it further. You never know what might come of it ...

So it turns out that I've been selected to travel to Belgium with one other person for three weeks. I'm excited, nervous, thrilled, and can't wait to see where this chance takes me.

All the best,
Sophia

Sophia Wells, Year 12

HILLARY OUTDOORS EDUCATION CENTRE

BLAIR WHITING REFLECTS ON HIS EXPERIENCE ON THE HILLARY OUTDOORS EDUCATION CENTRE CAMP AS PART OF A GROUP OF TE KURA STUDENTS AND TEACHERS.

Going to the Outdoor Centre was a nervous thought at first but that quickly melted away after the first night socializing with the other kids. It was a very unique thing I have never done before; meeting 20 other kids making friends and going straight into activities the next day. It was exciting thinking of the week ahead and great to spend it with the other kids on the camp. I expected it to be hard out and I wasn't wrong. Bush bashing, navigating a stream through heavy bush, climbing cliff faces and then making our way back to the lodge only using a map.

I learnt how to work in a team of people efficiently, we had tons of fun on all the activities we did. Even the jobs around the lodge were made better by being in each other's company. My favourite part of the time away was playing mafia and spotlight with everyone after a long hard day in the outdoors. I made many great friends while on the camp, by the end of it I felt like I'd known them for years.

I personally gained a lot out of the camp. Self-management was a big one. We were all responsible for each other in group activities. We had to use teamwork in some of the dense bush to help part of the team to make it over fallen trees and large boulders. Our thinking skills were put to the test when solving problems in many areas including getting the correct bearings on our map and balancing a platform with our whole team.

Overall I thought the camp was an excellent experience, I connected with every other student in some way. I was pushed past my limit in a range of activities. I highly recommend it to anyone who wants to make some friends and have a challenge while doing it.

Blair Whiting, Year 14



Blair Whiting, about to do a ropes course.



A team river crossing.

ECHOES OF THE SUN

THE SONG *ECHOES OF THE SUN* IS THE RESULT OF A COLLABORATION BY MANY TE KURA STUDENTS.

We were thrilled when *Echoes of the Sun* won the music section of the Create1 World Creative Activism competition in both Wellington and Auckland. This conference for high school students has a range of competition categories across the arts.

Cassie Henderson, a Create1World Wellington competition judge and X Factor finalist said in her comments on *Echoes of the Sun*, “This one really caught my attention. The song is not only a powerful and relevant message but its construction and melody also sound like something that belongs on the radio today, however, in saying that the song still holds very unique and original sounds ... you should all be extremely proud of this awesome song. I loved it from the beginning. Congratulations and all the best for the future.”

Te Kura student Bayley Milne says he got involved in the project because, “My goal in my music career is to produce and write music that is a counter to the negative messages that today’s music sends out, and I believe *Echoes of the Sun* does just that, so I enjoyed being part of it.”

Echoes of the Sun has involved a wide range of students contributing in a variety of ways. This included 56 students involved in the song development; writing lyrics, the composition of music that’s both electronic and instrumental, and instrumental and vocal performances. This song was also recorded and mastered by students. Another stage of the project was the production of a music video that again represents the contribution and talents of many students and continues themes from the song, such as the celebration of diversity.

The song was developed in discussions between students in Te Kura’s Online Teaching and Learning Environment (OTLE). Te Kura’s Kaihautū Mātauranga for the Arts Jan Bolton explains, “Google Docs was used to write the lyrics, so students could contribute, edit or make comments on the lyrics online in real time. Students also collaborated online to compose the music.”

A number of Te Kura staff encouraged student participation at different stages of the project, including being present at the Create1World Finals (in Auckland Hayley Yoon and Robert Blucher and in Wellington Joan Aitken and Jan Bolton).

However, Jan says it’s really all about the work of the students. “They have had a strong unified drive and vision- this is such deep and rich learning, and it’s making the best of student talents. It’s been really inspiring and enjoyable for Te Kura staff to watch this unfold.”



Bayley Milne and the song’s lead vocalists Renee Plumpton, Taylor Taraare, and Ada Wong at the recording studio.



Te Kura students Matthew Beardsworth and Bayley Milne, with Northern Regional Manager Robert Blucher accepting the music prize at the Create1World conference

Bayley was one of the lead students on this project. He's been playing piano and drums from the age of 9 and started writing and producing music when he was 13. Now in year 13 he aims to study music next year, most likely at Auckland University. Bayley had a central role in taking everyone's ideas and putting them all together, adding what needed to be added and then mixing and mastering everything. Bayley and his father Doug set up a recording studio at Te Kura's Auckland office to record vocals and some of the instrumentals.

Among many other talented students, Seth Austin provided a seminal guitar track for the song, and Matthew Beardsworth – another great talent in music – also contributed orchestration sections. Renee Plumpton, Taylor Taraare, and Ada Wong are lead vocalists and joined the Auckland recording sessions.

The resulting song is a beautiful representation of Te Kura's students.

Jan Bolton says that involvement in Create1World has allowed our students to continue to be proud of their effort, and the students who attended said they appreciated the chance to think further about opportunities. Jan says the prize money rewarded to the school can go towards another collaborative project.

Here's an excerpt of lyrics;

Pre-chorus

You don't have to be afraid now, we are all together, nothing will split us apart, we are one

We don't have to be afraid now, we are all together, nothing will split us apart, we are one

Chorus

We gotta' be echoes of the sun, echoes of the sun

We gotta' be echoes of the sun to everyone

Gotta' be the song in their hearts, act out our part

Gotta' be echoes of the sun to everyone

To everyone

You can listen to the song and watch the video on Te Kura's Facebook page: www.facebook.com/tekuranz

JAN BOLTON RECEIVES TEACHING EXCELLENCE AWARD

JAN BOLTON'S OUTSTANDING WORK HAS BEEN RECOGNISED WITH THE TEACHING EXCELLENCE AWARD FROM THE AUSTRALASIAN ASSOCIATION OF DISTANCE EDUCATION SCHOOLS (AADES).

When it was presented to Jan at the AADES conference in August, her award citation noted her contribution to the *Echoes of the Sun* project and said she has shown 'Outstanding innovation and approach to teaching and learning' and that, 'Jan has pioneered the way for others to work in authentic learning contexts.'

Te Kura Chief Executive Mike Hollings says,

"As New Zealand's only state distance education provider Te Kura has much to learn from and share with the larger Australasian distance learning community and it's great to have a Te Kura teacher recognised for her incredible leadership and talent."

Jan says she was keen to challenge some of the perceptions around distance education and show what is possible, she says,

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

We are so pleased to celebrate another success linked to this *Echoes of the Sun* project.



Jan Bolton
Te Kura Kaibautū
Mātauranga.

EXPLORING – BEING AN ACTIVE INVESTIGATOR

AIDEN AGE 2 FROM GRETA VALLEY.



Aiden shared with his early childhood teachers Jane and Marilyn that he enjoyed looking for insects in the garden. To support this learning they sent activities which encouraged him to explore the natural world in his environment, and share his discoveries with others, this learning relates to Te Whāriki Mana Aotūroa Goal 4 – children develop working theories for making sense of the natural world.

This is his story, which was shared with his teachers via Storypark.



We have been doing lots of exploring with our magnifying sheets and looking in dirt for worms, slugs and bugs. Aiden enjoyed lifting up lots of rocks and wood to look and see what he would find under them, we tried to predict what we might find when we lifted it up.

We have had a fair bit of rain here over the last month so we have done lots of listening to the rain and playing in puddles and mud which Aiden really enjoys.

We picked lots of leaves and grasses and looked at the differences between things and we stuck them on to the poster.

Aiden also noticed after a few days that they had changed and we talked about how they would die once we had picked them from the plant and the paddocks.

Aiden drew some bugs on his poster and we stuck some of the photos of him finding the creatures on there too.

We looked at the worms and snails books, and then we went and found worms and snails to look at and remembered what the book had told us about them.



THE EAGLES NEST

BY JOSHUA CRUZAT.

“Eagles Nest will go where the students want to take it.”
Sue Ryan

Eagles Nest is the brainchild of the Te Aho o Te Kura Pounamu (Te Kura) teacher Sue Ryan. It is an event held a couple of times every term aimed at bringing distance learning students in the Franklin area together. As I myself am an attendant of Eagles Nest, it was not surprising when I was asked to write an article on the extraordinary event that was taking place under the wings of Sue Ryan. To properly tell this story I must go to where it started. I interviewed Sue and asked her what the idea was behind Eagles Nest.

Sue talked about how, as the Learning Advisor for some students in that area, “I thought – wouldn’t it be nice to get students together as a group. Even at my work people belong to teams. If students did this, hopefully they could also make some friendships along the way.”

With the support from fellow colleagues - Janey Nolan and Cecilia Young in particular – Sue put the idea in motion, first choosing a name. “I didn’t want something babyish and I was also thinking that eagles soar and that’s what I wanted the students to do as well.” Second was booking the room and third was inviting students.

“What was the hardest part in making this happen?” I asked.

“Actually, communicating with all the students was really hard because students don’t readily communicate back,” Sue said to me as I tried to look as innocent as I could. “They don’t think about how important it is for me to get that feedback – so the hardest part was working on communication.”



An Eagles Nest Outing to ‘Jump’

Now one of the many focal points of Eagles Nest is career options. I remember that being the main point of the first session and still the focus on the latest one.

“That’s the whole learning idea at Te Kura” Sue explains, “If you’ve got passions – then we help you work out what career you might like to do. That makes study more meaningful and that would mean you study the subjects you really want to because they are leading somewhere.” Careers NZ even came and talked to students offering help and talking about the services out there aimed at the undecided student.

For me the most valuable part of Eagles Nest is the input from other students. Experiences such as ‘how certain STAR courses went’ are shared openly. From talking to different students I’ve found that Eagles Nest creates an atmosphere where they are very comfortable, and they have no problem interacting with others. The band Secondary Soundz was formed after a discussion about skills and interests at Eagles Nest. A group of us recently had a fun trip to a local trampoline park, thanks to KiwiSport funding. Because Eagles Nest encourages interaction between students, I have developed friendships with people who have similar goals and interests.

“I didn’t want Eagles Nest to be a teacher dominated event, even though it has to be to a certain extent where we share and present ideas. I really wanted to get students talking rather than us (teachers) talking.” says Sue.

The future for Eagles Nest looks positive with ideas and inspiration pushing forward. There is talk of having a theatre group and other such activities in the near future which will help build expression and confidence.

Eagles Nest is going to continue helping students grow and achieve their goals while they study with Te Kura. Students are becoming bolder and are steering Eagles Nest into its own future.

In conclusion, “Eagles Nest will go where the students want to take it.”

Joshua Cruzat, Year 13



A workshop with Careers NZ

SECONDARY SOUNDZ: NEW BAND GETS 'REAL'

LEARNING CAME ALIVE ON MONDAY WHEN STUDENTS FROM PUKEKOHE AND WAIUKU PLAYED IN PUBLIC AFTER MEETING JUST THREE MONTHS AGO.



The band, Secondary Soundz, was taking part in a new venture by Te Kura's Auckland office to make school more personal for distance learning students.

The five members – Joshua Cruzat, Madel de la Cruz, Meg Hedges, Siyanna Yarr and Sonja Leigh – met at 'Eagle's Nest', an initiative organised in March to bring distance students together and consider career options.

They found they were all musicians, and decided to form a band.

Their arts teachers approached the café Esquires about hosting the band and other music students in a special event – Monday Live.

Café manager Sharon Lynch said it was a good call, "There was a lovely atmosphere, a good buzz – the band did really well and we got a great crowd."

Band member, guitarist Joshua Cruzat, enjoyed having a stage to perform on and says, "There aren't many opportunities for younger people to perform in public, so we were really pleased we could do this – and earn performance standard credits at the same time."

The band is now thinking about future gigs.

AN AUTHENTIC ART EVENT

Te Kura Arts were centre stage on Monday 26 June, when student work was exhibited and musical items performed in Esquires Café in Central Auckland.



Te Kura students exhibit and perform at Monday Live, a Te Kura art event at Esquires Café, Auckland.

Student Stories

MY HULUSI

I'VE BEEN LEARNING THE HULUSI FOR NEARLY ONE YEAR IN KUNMING, CHINA.

The Hulusi is a traditional Chinese gourd instrument.

My teacher 张老师 (Zhang Iaoshi) always said "Micah, you have to go to the hulusi competition!" so I was encouraged by my mum and I went to the hulusi competition.

When we got to the hulusi competition I was a bit nervous but when I was on stage playing my song called 清清玉湖水 (Green Jade Lake) I wasn't that nervous.



After the hulusi competition my mum said I could choose where we eat.

A few days later we heard that I got first in the preliminary competition and so I got to go to the semi-finals for the whole province (Yunnan). When I went to the semi-finals, I was even more nervous than the preliminaries because this was the semi-finals and you could get a prize – which was bronze, silver and gold. A few days later I found out that I got gold in the semi-finals! I got a gold medal for the prize!

The hulusi is a free reed wind instrument. 'Hulu' means gourd (the big round shape at the top that's made from a gourd vegetable) and 'Si' means silk because of the smooth sound. Its sound is a beautiful silky relaxing sound that sounds a bit like a clarinet. It also has drones on the side and when you open them, it sounds a bit like a bagpipe. There are lots of different types of hulusis that can make different sounds. The ones that I know and can play are C, Bb, and F. C makes the highest notes I know. F makes the lowest sound.

You find the hulusi in Yunnan province most (in the southwest of China). It is mainly played by the Dai minority people group but is also played by other minority groups in Yunnan. The costume I'm wearing and the song I played is from the Dai minority group. That gold thing on my shirt is the medal that I earned for the semi-finals I played in.

Micah Ennion, Year 4

FIRST AID

ETHAN STEWART TELLS US MORE ABOUT THIS COURSE, AND RECOMMENDS IT AS A GREAT WAY TO EARN EXTRA CREDITS, MEET NEW PEOPLE AND GET EXCELLENT KNOWLEDGE THAT COULD HELP TO SAVE A LIFE.

Over the 20th and 21st of June I attended a Red Cross Comprehensive First Aid course with a group of other Te Kura students. I had been going to a fortnightly advisory in Naenae where it was mentioned that the course was happening and Te Kura would support us in going. I decided to take up the opportunity as I would be completing the course with other students of a similar age and be able to gain a well sought-after qualification along with four extra credits.

Throughout the two days we learnt how to apply first aid in a range of scenarios. We ran through situations in groups and got to practice the correct methods of applying first aid. It was cool to be able to use the defibrillator and

know that by having access to one I would have a much greater chance of saving someone's life if their heart was to stop beating. I learnt CPR, bandaging and information about common medical conditions such as diabetes. By the end of the two days I felt that I had gained considerable knowledge and could be of help should first aid be required.

There were about 20 Te Kura students that completed this course. Going into the course I knew several students that I had had the chance to meet at the Naenae Advisory. It was great to get to know these students better as well as meet many other students from Wellington.

This course was really beneficial because it was practical learning that was really relevant in the real world. It was good to take part in a learning situation away from schoolbooks and work cooperatively with other Te Kura students. I would definitely recommend courses like this to other students as it is a great way to earn extra credits, meet new people and get a productive break from your school books and study.

Ethan Stewart, Year 12

RAMBERT SCHOOL OF BALLET AND CONTEMPORARY DANCE

ZOE WHITE IS ACHIEVING INCREDIBLE SUCCESS IN DANCE. SHE SHARES HER LATEST EXCITING NEWS WITH US.



I've been doing ballet since I was four and began training at the Devonport School of Dance. I've always loved the thrill of performing on stage and I knew when I was three and dancing around my lounge to Tchaikovsky's Nutcracker Suite that I wanted to be a ballerina. I did all the RAD exams from Grade 1 to Advanced 2, and started contemporary as well, which I really enjoy as a freer alternative to ballet.

My classes became more intense from age 11, I started competing in local competitions as well and it soon became really difficult to juggle ballet and schoolwork, especially by the end of year 10. So the following year I started looking and auditioning for full time dance schools in NZ and Australia, and after 3 unsuccessful auditions it was either moving to Sydney to dance at a

small full-time school there, or staying in Auckland and getting similar training at the new KMS Dance Studio Dancer in Development full time programme. I chose to stay in Auckland and left school at the end of year 11 to start training.

I'm now in my second year in this ballet programme and it's been so beneficial to have the comforts of home but still get quality full-time dance training, and I've learned so much more about professional technique, performance and myself as a dancer. The hours are similar to school, from 9am until about 3pm Monday to Friday, involving a daily ballet technique class, pointe classes, contemporary, repertoire, pilates, stretch, and private lessons for competitions when needed. While training here, I've been able to carry on with my schoolwork, studying NCEA Level 2 and 3 by correspondence through Te Kura, which I have found really helpful to keep on top of academics.

In February this year, my ballet teacher helped us to make audition videos to send to ballet schools overseas. This was a great way to audition without having to physically visit the schools. I sent applications to 8 different schools in Germany and the UK (which was really exciting but an exhausting process!), then did a lot of waiting to hear back. I was expecting no offers, but after a few anticipated rejections I found out I got into the Northern Ballet School (Manchester) and the Royal Conservatoire of Scotland. I also took part in a live audition for Canada's Alberta Ballet School when the director came for their international audition tour, and got invited to their summer school as the next stage to apply for their professional training programme.

After some deliberation I had to decide between the Royal Conservatoire and Alberta, but when I heard back from the last school I'd sent a video to; Rambert School of Ballet and Contemporary Dance in Twickenham, London. My teacher was so excited and keen for me to take this opportunity, so I have accepted my place and am moving to Twickenham in September, which I still can't believe! The programme is a 3 year BA/Honours in ballet and contemporary, and students also get to choreograph their own dance pieces to perform at the end of each term. I can't wait to see what happens next! I think following dance as a career is definitely a long rollercoaster ride but though there is so much hard work and dedication involved, the rewarding moments and exciting opportunities along the way make it all worth it.

Zoe White, Year 13

AUCKLAND GIRLS CHESS CHAMPIONSHIPS

ON FRIDAY, WE DROVE A 5-HOUR LONG JOURNEY TO PARTICIPATE IN AN ALL-GIRLS CHESS TOURNAMENT WHICH WAS BEING HELD AT AUCKLAND.

Even though that was my second time playing at the event (my first time playing was 2 years ago, when I was 11), I was still quite nervous but excited at the same time.

The tournament was founded back in 2001 with the main goal being – to get more girls playing chess. Since then the tournament takes place each year with girls from all over Auckland playing to represent themselves and their schools. This year's turnout was a huge success with the tournament gathering more than 166 participants to play at the event – more than last year's results.

When we finally got there the place was crowded with parents, teachers and players challenging each other to friendly matches before the tournament began. The room was buzzing with excitement from all the players.

A player's meeting was held before we started in which all the rules for the tournament were explained such as what to do when your opponent accidentally plays an

illegal move or what to do when a player runs out of time. They also explained the proper use of the clock and the 'touch a piece, move a piece' rule.

Once all that was said, everyone was told to wait as they sorted us into three different age groups, the Under 10 section, the under 12 and the over 12 (the one I played in). There were at least 50 players in each age group. The first round began at exactly 10 o'clock and the last round began around 2 o'clock. We played a total of 6 rounds and each player was given a time control of 15 minutes plus an increment of 5 seconds per move.

After an exhausting day of calculating and planning I managed to win all my games and come out on top scoring a total of 6/6, therefore winning the Over 12 section and the tournament itself. I was awarded a trophy with the title 'Auckland Girls Champion of 2017.' Overall the tournament was a great experience with some upsets and a lot of victories from the players.

*Vyanla Mariam Punsalan,
Year 8*



Above: Vyanla Mariam Punsalan, Year 8, playing in North Island Rapid Championship held at Auckland Chess Centre.

Student Work Showcase

FAMILY TREASURE

One of our family treasures is a bronze memorial plaque given to my great, great, great grandparents when their son, Peter Connolley, died in the Great War.

He joined the Royal Navy in 1908 aged 24 years old and he served on HMS Forward.

Then he was called to war by proclamation and served on HMS Formidable C, HMS Superb and HMS Tyne during the war until he died in the Royal Navy Hospital, Granton, England on the 1st February 1919 from a perforated gastric ulcer and double pneumonia.

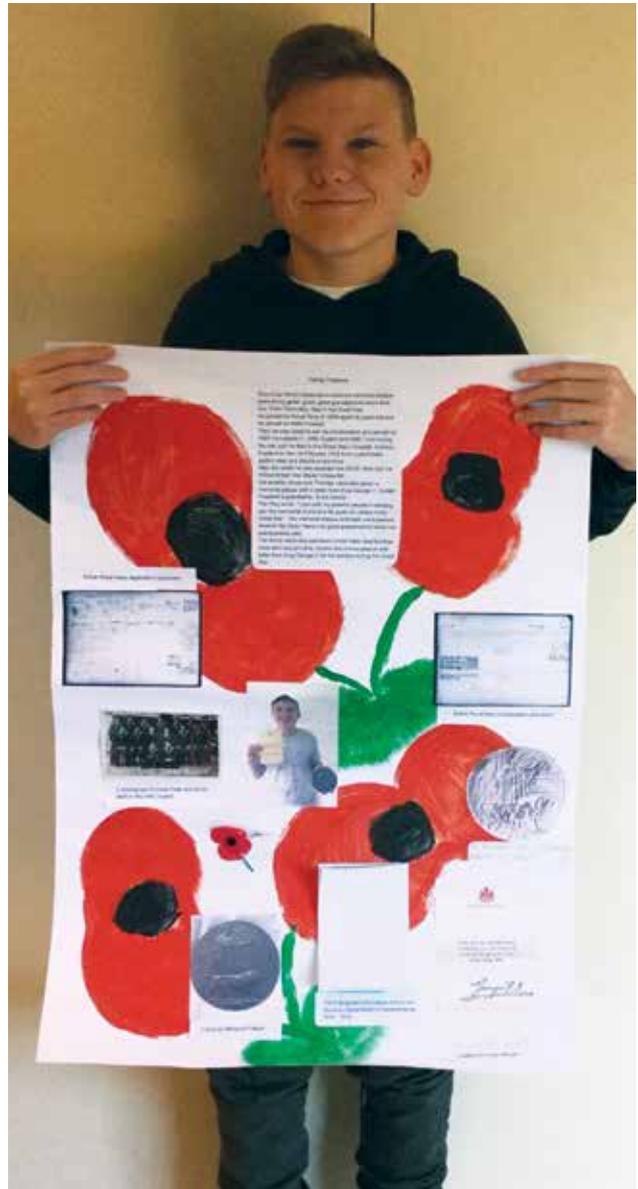
After his death he was awarded the ISU'D 1914 Star, 14-15 Star, British War Medal, Victory ML.

His parents, Annie and Thomas, were also given a memorial plaque with a letter from King George V, Queen Elizabeth's grandfather, in his honour.

The King wrote, "I join with my grateful people in sending you this memorial of a brave life given for others in the Great War." The memorial plaque and letter were passed down to my dad's nana (my great grandmother) when her grandparents died.

The family were very sad when Uncle Peter died but they were also very proud to receive this bronze plaque and letter from King George V for his bravery during the Great War.

Owen Taylor, Year 13



SHAG

*Your feathers are black as the night,
and you can swim so fast
and so far, ...
like a whirlwind.
We see you only sometimes,
and you fly through our thoughts.*

Xyra Stannard, 7 years old

LUCKY ESCAPE FOR A BIRD

One day I saw a bird in my cat's mouth. Luckily it was still alive. It was terrified. I approached as fast as I could to rescue the bird. I took it to my parents and Dad asked to free it. The moment I released, it flew and sat on a tree. I feel proud to save its life.

Alesiana Mason-McDonald, Year 3

MY COUSIN HAMISH

When it's time to go to the skatepark, Hamish is ready. Hair slicked into a smooth curve, he glides along on his shiny purple scooter, squinting to spot his mates. Nike shorts, ninety dollar shoes and a benign, joyful scowl plastered across his face. He is in heaven. But he can't show it. Slinging his flashy red backpack over his shoulder, he nods at his friends and strolls up to meet them. He flies down the first ramp, grim and focused, wishing his mother didn't force him to wear his helmet. Helmets aren't cool.

His baggy singlet flutters in the wind, as he twists and turns in front of the others. He is silent as he stares at the concrete, earbuds blasting rap music into his ears. Occasionally, he will stage a well-practiced fall. He can be good, but too good is just dry. And everyone knows that dry is for losers.

Bradley strolls up the hill, his iphone and skateboard in hand. Grinning, but not too eagerly, Hamish gives his bro a quick nod. They skate some more, sliding and gliding, up and down and up again. Silently, side by side. Finally Bradley speaks. "You wanna go grab a coke bro?" Hamish nods passively and holds up a ten dollar note. "My sister's," he explains. "She won't mind." Happily, the dudes amble into Mc Donalds. Hamish is in rapture. But he won't show it.

The sun is low over the concrete when Mum comes to pick him up. He pretends not to notice her. He thought they had agreed that he would walk home. Walking home is sick. Losers get picked up. But Mum is not in the mood to be ignored, and a loud honk sounds from the muddy silver car. A couple of the boys smirk and point. "Who's ride is that?" someone asks. Hamish feels his face turn a deep red. Bradley laughs. "Shame!"

So, with a pink face and tufty helmet hair, Hamish slinks back to the car. He checks his hair in the mirror. Ugh. Mum is asking why he is late. Joy is asking where her money disappeared to.

Faith is asking why he smells like perfume. His bag is scuffed and his skate shoes are muddy. But Hamish refuses to feel glum. Glaring out the window, he imagines the skatepark. The lynx aroma tickling his nose. The feeling of flying. His brothers. His mates. Tomorrow is a new day, a new day to go skating. He feels his heart leap again, and he smiles widely.

Not too widely though. That wouldn't be cool.

Aimee Knudsen, Year 11

THE SEASONS

When the trees are dropping their leaves to the ground

Autumn has taken his throne.

The days seem colder, almost like a smoulder

A storming rage inside, like a bumpy ride

High and happy, then low and sappy.

Each day has a different scent. Don't you think it does?

It will come in a buzz, it does

And soon it will come to your tent.

Time goes fast and it will soon be past

So enjoy it while its going to last.

Soon will come Winter, always like a splinter, all through the cold days

All in a flurry, like a graceful hurry Spring arrives the queen.

But that is not all

Summer comes gliding down the hall and battles for the throne.

She then wins and sits proudly on the seat

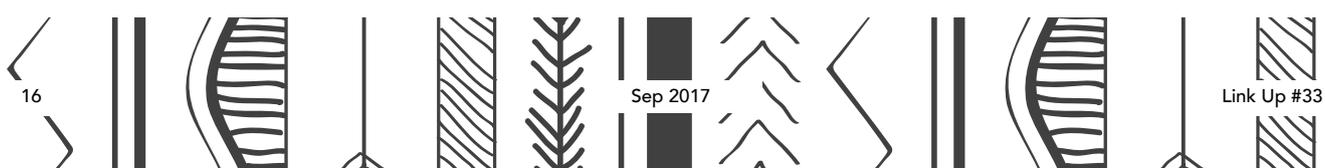
And all the people say she's nine or ten feet.

That's all and that's how the seasons go by.

Xyra Stannard, 7 years old



All artworks by Kyra, Early Childhood



TERIYAKI FIGS AND VEGETABLE WATER

Picture a man. Short, wiry, about thirty five. Walking down the footpath with a bow-legged gait.

He's wearing checked shirt, pork pie hat, jacket with handkerchief, trousers that look a size too big in some places and a size too small in others, and slip on leather shoes with ankle socks. Overall he looks like an exceptionally self-conscious elf that grew unexpectedly and hasn't had time to find new clothes, but he is not that.

This man is a hipster.

His name is Jonno, and he is walking through Newtown, Wellington.

Jonno is new in Wellington. He just moved here from Portland, Oregon. This means he is unaware that he is about to stumble upon the hippest joint in Wellington.

He is obviously striding down the footpath, hands stuffed into his pockets, when he chances upon a dingy right-of-way. Curious, he alters course to explore this new discovery (hipsters have a natural affinity for all forgotten and marginal urban landscapes).

At the end of this right-of-way, Jonno finds there is a small door down into a basement room with the sign 'Unct!on – craft beer and food bar' painted above it.

Jonno walks over to the door and down a flight of stairs. His hipster radar has affirmed that this place is frequented by many other people like him.

Inside, the room is dimly lit by naked bulbs hanging from wires. Jonno walks over to the bar and surveys the menu. His eyes lazily drift over the remarkable dishes presented there – sautéed sprouts, grilled artichoke hearts with wild horopito jus; bruised salmon fillets with macadamia milk, roasted duck skin with caramel jelly – but Jonno chooses the teriyaki figs in vegetable water. Having ordered his meal, he walks over to the room's communal table – a large plank of wood supported by rusting

metal drums – and waits. He amuses himself by not reading the selection of underground magazines tossed carefully over the table.

Eventually the food arrives, placed on the table in a large recyclable cardboard carton. Picking up his chopsticks (a knife and fork would be too bourgeoisie for Unct!on's clientele) he begins to eat.

But something remarkable begins to happen when he first bites into his fig ...

In the 60s many people had begun the search for an expanded state of consciousness known as Total Hip. It was believed that any person attaining this state would be freed from time and space for all eternity, floating on a stream of pure moment. In a place as hip as Unct!on, when a man as hip as Jonno from Portland eats a meal as hip as teriyaki figs in vegetable water, it was bound to have consequences.

Little by little, the 2 other people at Unct!on at 11:45 on Sunday the 21st of May (Alfonse the chef and a waiter named Reuben) become aware that Jonno is no longer eating his figs. His eyes are glowing, and a strange hum is emanating from somewhere within him. Amazed, they watch as he begins levitating half a metre above his stool.

Soon they too are partaking of the vibes in this, the first attainment of the revelation of Total Hipster – the Consummation of the Eternal Mystery of Cool.

Ever so slowly, little by little, the entire building begins to rise up. This is the ascent of the heavenly craft food bar, Unct!on. Slowly, it spirals up, up towards the clouds as they open to receive it on a beam of blacklight.

The only witness said they even heard the faint strains of an angelic indie band as the clouds closed around Unct!on.

The trio within were completely unaware of any of this. Having reached the inner seal of hipsterism, they were now so completely in the moment that none were aware of anything other than the smell of teriyaki figs in vegetable water.

Shamus Baker, Year 13

POEMS BY QUINTUS BLUNDELL

Dedicated to Private Michael Collins – a 19 year old Irish lad, died 24th/25th March 1918.

'The Old Monsieur'

*There was an old man in the Maquis,
Who owned a small café.
He asked the Germans but a small fee,
But he found others ways for them to pay!*

*He thought and planned, day and night,
Of ways to cause the boche great woe;
Sometimes he'd get into a fight,
But he stamped hard on the Third Reich's toe.*

*He was always in good spirit,
His eyes continually sparkled.
The only time he ever did sigh,
Was when Oradour was charcoaled.*

*Then one day outside his shop,
The Germans came and got him shot.
The Old Man croaked at last,
'You'll never win for I am France!'*

'Sweetheart.'

*Rain falling fast, they stood
Beside the train, locked in embrace.
'Forget me not, Sweetheart.'
'Mister, I won't forgot your face!'
'Wait for me.'
'I promise.'*

*A thousand miles away, next to a ship,
Two people kissed farewell.
'Wait for me laddie.'
'You know full well that I shall.'
'Wait up for me.'
'I will.'*



The author, in the church of Oradour-sur-Glane where some 400 people were killed in WW2.

*Down south, next to a plane,
Two youngsters hugged and smiled.
'I won't be long dear,
War's end is near.
Wait a while for me.'
'I shall.'*

*Off to War the lovers went.
Long letters home they sent.
After a while they ceased writing,
And the Sweethearts are still waiting.*

'Whistle's gone.'

*The Game of War is an odd affair;
Of whizz-bangs and stench.
I'm not sure how long I can bear,
To lie, shaking in this never-ending trench.*

*Heck – that was a close one!
The opposing team's got a new captain,
He's rallying his chaps on:
Come on you lot, party starts soon.*

*Dearest, the match starts in a minute.
I wish you were here to give us a cheer,
I shall have to make do with your picture –
With that in my pocket I've nowt to fear.*

*Whistle's gone, the game is on!
The opposing sides got first run.
He's making good use of it,
But we've definitely got the best guns.*

*My turn now – enjoy the rest of it.
Arnold, Dick, and Harry all out for the count.
Damn it – oppositions scored a lucky hit.
Sorry love – I'm out.*

Quintus Blundell, Year 13

IT WILL BE FUN

The sounds of the Korean market hit my ears and my nostrils burned at the sweet acrid smell of gurgling, bubbling cauldrons of an undefinable goo. Briefly peeking out from under the multiple layers of hat, wrap, ear muffs and scarf, the cold bit us. Yes, it was still indescribably cold.

Hawkers, their hands stretched out over hot ancient oil drums, searching for warmth, screeched into the melee of locals and tourists, keen to draw buyers into their midst.

Mum thought it would be a great cultural experience to try the local cuisine.

"Nah" said the boys and me.

"Come on," said Mum. "It will be fun." How often have I heard those words, and regretted it?

A toothless wizened old woman popped into our midst and with a bony finger, beckoned us to her pot. Engorged caterpillar bugs, floating in a honey mixture, swam before our eyes.

"Bendegi," the woman said: "You try", she cackled. Her eyes sparkled as she roared with laughter at the 'brave' Westerners.

Never one to pass a challenge when the gauntlet has been thrown down, I bravely accepted the cup of steaming silkworm pupae, and challenged the family to do the same.

A circle of onlookers had gathered to watch the spectacle, some to clap supportively, others with hands over their own mouths in horror.

The smell; nauseating, sweet, sickly, assailing my senses. I raised the fork with bug attached. Biting down, the warm nutty insides splattered against the sides of my mouth. Fighting down the nausea from the psychological trauma of a bug in my mouth, I chewed on.

Mum was still sniffing her bowl, and not being so brave.

"It will be fun," I reminded her as I swallowed the first bite with a gulp.

A collective cheer arose from the watching crowd with muffled clapping from the gloved hands, amid shouts of "well done".

My brothers, cowards that they are, had piked from the challenge and were bravely posturing that they could have done it.

Striding around them, I made loud clucking noises and flapped my arms.

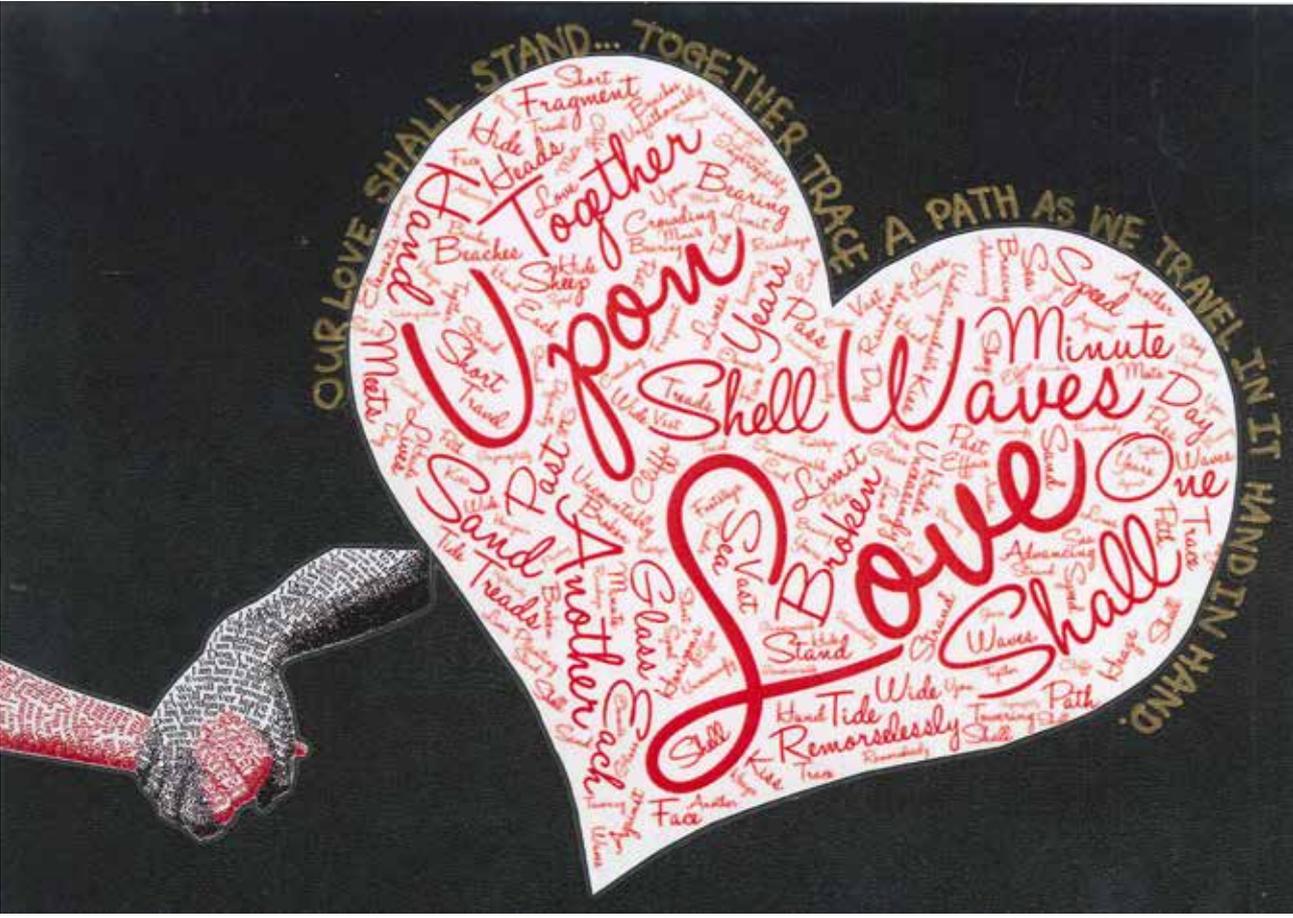
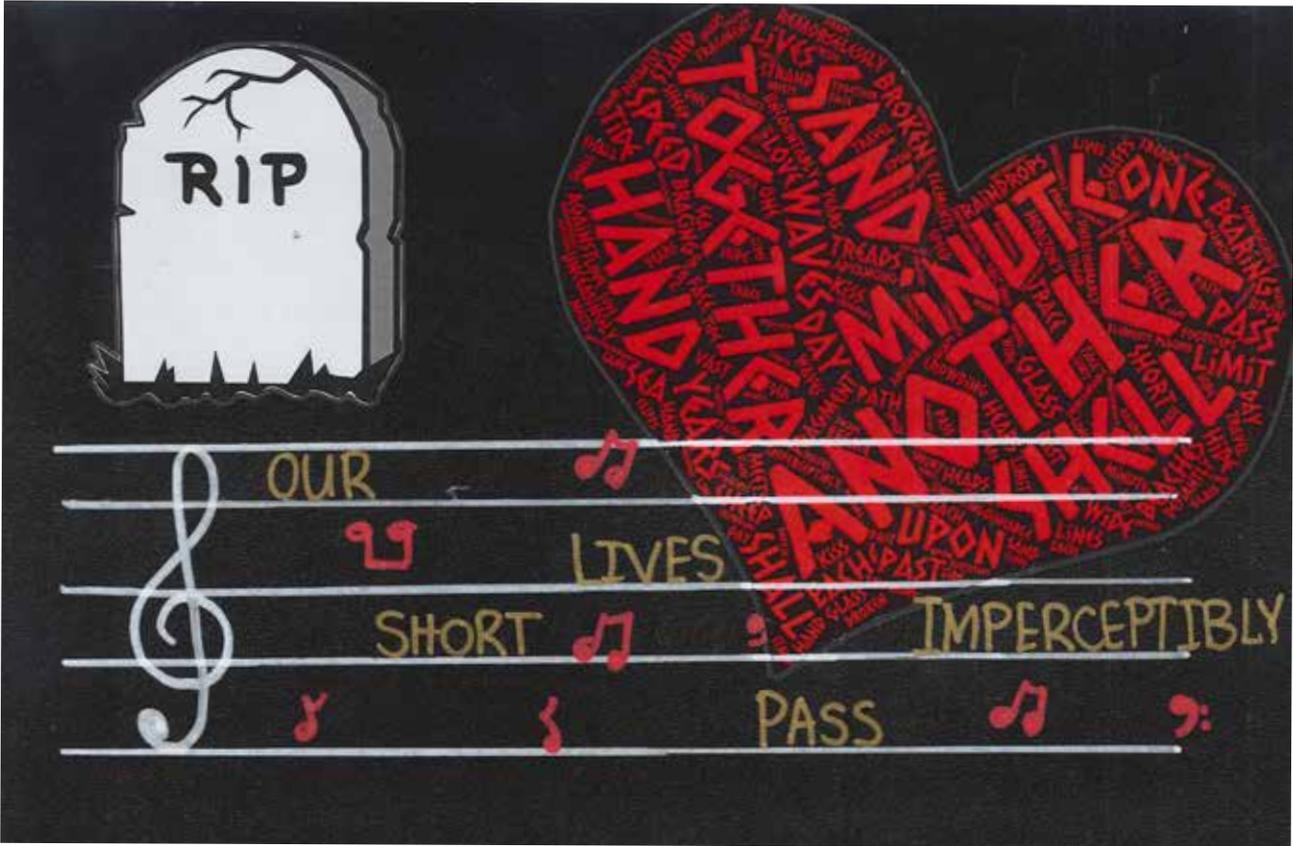
"Cluck cluck yellow chicken," I taunted with the surrounding stall owners following me. We made a merry band of stragglers in our mix and match winter wear doing the chicken dance.

I was not letting Mum off the hook though. This was HER fault I had torturously eaten these squishy woody tasting specimens of yuk.

Circling Mum, the boys and I chanted "eat," "eat" "eat". Backed into a corner there wasn't any escape, and she slurped a handful into a very reluctant mouth. With every swallow, there was an accompanying heave.

We didn't hear, "this will be fun", too many more times.

Maddie Rees-Williams, Year 11



Two visual text artworks from a four piece series. Michael Howey, Year 12



OUR BOARD

TE KURA HAS A BOARD OF TRUSTEES RESPONSIBLE FOR ENSURING THE SCHOOL IS GOVERNED AND MANAGED ACCORDING TO THE RELEVANT LEGISLATION AND THE NATIONAL EDUCATION GUIDELINES. WE'VE BEEN FORTUNATE TO RECENTLY WELCOME MELE WENDT AND RUMA KARAITIANA TO OUR BOARD.

Our Board members are:

Karen Sewell (Chair)

Gillian Heald

Mele Wendt

Ruma Karaitiana

John Chemis

Maxine Moana-Tuwahangai

Stuart Middleton

Karen Sewell, DNZM, QSO, is the former Chief Executive of the Ministry of Education and Secretary for Education. She has also been the Chief Executive and Chief Review Officer for the Education Review Office and Acting Chief Executive of NZQA. Karen has taught at schools in the UK and in New Zealand, including Onslow College in Wellington and Green Bay High School in Auckland, where she was Principal. She has been the recipient of a teaching fellowship at Victoria University Wellington, a Nuffield Bursary at the University of London and has also been an Inspector of Secondary Schools in NZ. Karen has a strong commitment to improving educational outcomes for Māori and Pasifika students.



Gillian Heald has had extensive experience in secondary and tertiary teaching as the former Principal of both Rangi Ruru Girls' School and Unlimited Paenga Tawhiti. She is currently an education consultant and holds a number of Board directorships including Chairperson of the NZ Olympic Education Commission. In 2010, Gillian was awarded the MNZM for Services to Education.

Mele Wendt has spent a total of 24 years in the education sector, as a secondary school teacher and then at Victoria University of Wellington where she established the recruitment services/activities for Pacific students and families. Mele has also served as Executive Director of Fulbright New Zealand. In the last two and a half years Mele has been doing consultancies that include scholarships, governance, Pacific peoples' development, and organisational capacity building.

She also has a governance career spanning 20 years, and is currently the Chair of the Pasifika Education Centre board. Mele is a long-time member of the Institute of Directors and is also an active member of PACIFICA, Wellington Pasifika Business Network, Wellington Women Leaders, and SuperDiverse Women, and provides mentoring to a number of younger women. She is Samoan (Malie, Lefaga, Vaiala) and palagi (NZ, Britain) and grew up in Samoa and Fiji.





Ruma Karaitiana is an experienced company director with a long career in management, consultancy and business. He has recently retired after over ten years as Chief Executive of the Building and Construction Industry Training Organisation. Although most of his working life has been in commercial management Ruma has maintained an active involvement in education through governance roles and part-time teaching. He has held governance and teaching roles in both the tertiary and compulsory education sectors and has a particular interest in pedagogy in a digital and distance learning environment.

Ruma currently chairs the commercial arm of his Iwi post-settlement as well as serving on the boards of Education Services Ltd and The Central Energy Trust. He also represents Iwi interests on the Lead Group of the economic development initiative, Accelerate25.

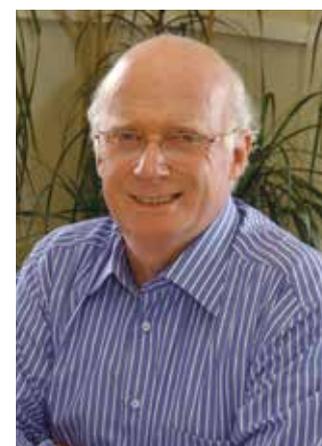
John Chemis is the current Chief Executive Officer of Eastbay REAP, covering the Eastern Bay of Plenty region. REAPs work across all sectors and age groups, supporting educational opportunities in our rural communities. Their prime focus is to meet need and make a difference. With a teaching and senior management background in primary, secondary and tertiary, coupled with more than 20 years' active governance in all those sectors including kohanga reo, John brings a grassroots approach. John's particular areas of focus are rurality, community development and working alongside Maori community/learner aspiration.



Maxine Moana-Tuwahangai is a qualified Chartered Accountant with a background in the dairy, telecommunications, health, justice, education and local government sectors. She chairs Te Kura's Risk Assurance Committee.

Maxine is an accredited Environmental Commissioner and has sat on a number of resource consent hearing panels. She is currently the Chair of Waikato Tainui's iwi authority, Te Whakakitenga o Waikato, Chair of the Upper Central Zone Board for New Zealand Rugby League, Chair of the Central Waikato Catchment Committee for Waikato Regional Council and Trustee for the Duke of Edinburgh Hillary Awards Trust. In the past, Maxine has sat on the boards of the Waikato Institute of Technology, Chaired the Proprietors of Taharoa C Block Inc and is a past member of the Maritime Authority.

Stuart Middleton is the Director of External Relations at the Manukau Institute of Technology, where he has responsibility for educational pathways/transitions and Pasifika development. Stuart is a member of the Ministerial Cross Sector Forum on Raising Achievement and the Youth Guarantee Advisory Group. He has worked as a consultant throughout the Pacific and taught at many South Auckland schools, including as Principal of Aorere College, as well as at the Auckland College of Education. In 2010 Stuart was made an Officer of the New Zealand Order of Merit for services to education.



NCEA STUDENTS

NCEA REGISTRATION IS CLOSING SOON, YOU MUST REGISTER NOW.

If you are studying NCEA level courses with Te Kura, you should have submitted your NCEA registration online through our website and paid your 2017 NCEA fee.

If you haven't done this yet, please go to www.tekura.school.nz/ncea-registration. The NCEA registration facility is due to close soon so you must do this now.

Although it is now too late to register for end of year exams (unless you have recently enrolled with our school), you must still submit an online registration and pay for your internal credits.

Remember to take photo id. to exams

If you have received an email from our Qualifications Team confirming you have successfully registered for end of year exams, remember you'll need to take photo id. to each end of year exam session.

If you don't currently have some kind of photo id. (e.g. student id. card, passport, drivers licence), you can apply for a photo student id. card on our website – www.tekura.school.nz/student-id.

Also, watch out for your end of year Exam Admission slip due to be posted to you at the end of October.

If you have any queries, please contact the Qualifications Team on 0800 65 99 88 Option 3.

TE KURA SUPERVISOR NEWSLETTER

THIS MONTH MARKS THE SIXTH YEAR OF PUBLISHING OUR TE KURA SUPERVISOR NEWSLETTER. IT IS WRITTEN BY SUPERVISORS, FOR SUPERVISORS.

This newsletter was first created in August 2011 by Dianne Stephens, she says it was set up to be “a forum to contribute ideas that may be of use to other supervisors or to simply ask questions.”

Each publication is full of ideas, links to useful websites, art activities and physical education tips.

Previous issues are kept on our website as some of the suggestions are timeless. If you are wanting ideas for craft or art activities just check out some of our previous issues.

SUPERVISOR NEWSLETTER CONTRIBUTORS

Dianne Stephens

Dianne Stephens has been a parent and supervisor at Te Kura since her son began on our Te Kura early childhood programme. He is currently a year nine student who began his primary programme using booklets. Over time Te Kura has moved to an online programme delivery with Dianne learning many new computer skills alongside her son.

Dianne, during her time as a supervisor has completed her Certificate in Teacher Aiding which gave Dianne a broader understanding of how to support children's learning.

You can read more about teacher aide certificates on Te Kura's website, www.tekura.school.nz/supervisor-toolkit/certificate-in-teacher-aiding

Once Dianne completed her Certificate in Teacher Aiding she volunteered to share her knowledge with other supervisors through support and encouragement.

While supervising her son's schoolwork Dianne also enrolled as an adult student at Te Kura. She studied digital technology, upskilling her publishing skills which in turn challenged her to create a new template for the newsletter.

Dianne says, “If any other supervisors would like to contribute to this newsletter please contact me. I welcome fresh ideas.” Dianne can be contacted by email: diannestephens11@gmail.com

Carl Paddick

Carl is a health and fitness consultant, personal trainer and coach and has been sharing his vast knowledge of physical education skills and useful health tips with supervisors in the newsletter. Carl is also an experienced supervisor who has taken time out of a very busy schedule to successfully study for his Certificate in Teacher Aiding, which he says has been very valuable. Because of the knowledge Carl has gained through his own study he now supports a member of the local community with English language skills.

Please check out the latest supervisor on Te Kura's website – www.tekura.school.nz/supervisor-toolkit/newsletters



TE KURA TEACHERS TO HAVE LITERARY WORKS PUBLISHED

THALIA HENRY AND KERRY HARRISON ARE BOTH HAVING LITERARY WORK PUBLISHED THIS YEAR.

The Secondary Kaiako English teachers at our Auckland office are both alumni of the Auckland University of Technology Masters of Creative Writing Programme and will be published by Cloud Ink Press – a company that has emerged from an initiative of the AUT writers' alumni.

Cloud Ink Press has received a grant from Creative New Zealand which will be used to publish Thalia's book *Beneath Pale Water*. The novel is set amidst the physical and psychological landscapes of New Zealand's southern hills and grasslands and follows a triangle a triangle of three damaged individuals; a sculptor, a vagrant and a model.

The book is set to launch in October, with an event in Dunedin where Thalia grew up and where the novel is partially set. A second launch will be held in Auckland where she now lives. Thalia also has a short story in *Fresh Ink – a collection of voices from Aotearoa New Zealand* due to be published by Cloud Ink this month.

Kerry published her first novel in 2009, *Wahine*, based



on the Wahine disaster of 1968 and its aftermath. This year, she too has an extract in *Fresh Ink*, a novel extract from her second novel in progress, *That Other Boy*.

Fresh Ink was launched on 18 August, Q Theatre, 305 Queen Street, Auckland.

Beneath Pale Water will have launches at the Otago University Bookshop in Dunedin on the 10th of October at 4pm and at the Women's Bookshop in Auckland on the 17th of October at 6pm. All welcome!

A NEW FRESH LOOK FOR MY TE KURA

THE COUNTDOWN HAS BEGUN!

Scheduled for release at the start of Term 4, your learning environment is getting an upgrade.

We will be introducing a new visual design and enhancing the look and feel. The upgrade will provide a cleaner interface, new fonts and updated icons. The major benefit of the upgrade will be a responsive design which will mean that our online courses will function across multiple devices (laptops, tablets and smartphones).

We will continue to keep you updated but check out our showcase course which will give you an early look at the changes you will see.

Login to <https://tekuratest.desire2learn.com>

Username: showcase

Password: showcase

