

LINK UP

CONNECTING
TE KURA STUDENTS

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



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KO TĀ MIKE KŌRERO

Matariki hunga nui. The Pleiades have many people.

Matariki signals the Māori New Year. This is the time to gather with whānau and friends to reflect on the past, celebrate the present, and plan for the future.

I am thrilled that Te Kura is a finalist in the Prime Minister's Education Excellence Awards for the Education Focus Prize - Takatū Prize. This Award celebrates outstanding inclusive practices that enable all children and young people to succeed. The nomination is for our Big Picture Pilots. These Pilots have seen us focus on and develop our Big Picture authentic learning practice. I am so proud of the commitment and passion of the students, their whānau, the members of Te Kura staff and the wider community who are involved in these Pilots and it is wonderful to see that recognised with this nomination. The Big Picture Pilots are in their fourth year and have done a lot to develop our knowledge and capability in Big Picture learning, which is to the benefit of all our learners.

The Education Conversation – Kōrero Mātauranga is giving New Zealanders an opportunity to reflect and plan for the future of education for all young people. The online survey and summits in Christchurch and Auckland have allowed thousands of people to share their thoughts on how New Zealand can support learning in the future.



Te Kura was represented at both summits by members of our Board of Trustees, Senior Leadership Team and staff. We contributed to the discussion on the future of education in New Zealand along with representatives of our many communities and education sector partners. Each summit had over 700 attendees. It was clear from the discussions that New Zealand is ready for a change and open to using innovative thinking to ensure all young people are respected and engaged in their learning.

Te Kura is well suited to new ways of supporting young people to learn. This year we are continuing to embed Big Picture Learning as we support students with individual learning plans into opportunities that engage their interests and take learning in to real life. Te Kura continues to demonstrate through our commitment to real-life learning how programmes personalised to the student can support engagement and achievement.

We are listening to our students, supervisors and whānau to understand what works best for our learners as online learning through My Te Kura is expanded to all ages. I encourage all students and whānau to log into My Te Kura and explore the learning opportunities that are available through this environment.

You will also notice improvements to The Hub space in My Te Kura as we have listened to feedback to make changes to help new students get familiar with the space, improve search functionality and support students to be responsible digital citizens.

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Artwork by Taharangi Smith-Gray

Taharangi is featured in a story on page 6.



FEATURE STORIES

CHECK OUT MY EARLY CHILDHOOD

Learning goals are set, weaving the principles and strands of Te Whāriki into each child's programme of learning.

At the start of the year our 'My Early Childhood' online learning environment was launched to all early childhood students and whānau. With the introduction of 'My Early Childhood' children and whānau are encouraged to contribute to their learning as they work through the new online resources, sharing their 'student voice' including photos and videos using the portfolio, uploading examples of their discoveries through Dropbox and introducing themselves to their teachers using video assignments and the 'Ko Wai Au' activity.

Questions teachers ask tamariki are:

- Tell us your name and what's special about your name and you.
- Tell us about the special people in your life, and the special places or things that are important to you.
- Tell us about your whānau, family.
- What special activities or celebrations do you and your family take part in?
- What are your favourite things and what activities do you enjoy?

The video assignments shared through the 'Ko Wai Au' module give teachers an introduction to begin supporting each child's learning journey, forming partnerships and enhancing the relationships with whānau and students, beginning with sending back a recorded video. From a teacher's viewpoint this is a valuable learning tool and the response from children has been one of joy as they recognise their Te Kura teachers.

While online is a new delivery method for many, it is an important part of our early childhood education. As children develop their skills and confidence to explore and interact with others safely, they develop inquiry and investigation skills and skills for communication. These are all key principles within the curriculum that guide the teachers as they prepare and send out each child's individual learning programme.

Learning goals are set, weaving the principles and strands of Te Whāriki into each individual child's programme of learning. Teachers identify online resources to support a learning goal and build on children's interests. Each module includes opportunities for children to head off, explore and discover with check in points along the way to share discoveries and 'wow' moments using the online tools. At no time do we want children sitting at a screen all day.

The discoveries shared have amazed teachers at Te Kura and the enthusiasm for which whānau have jumped into the online environment is exciting for all!

If you are the whānau of an early childhood student and haven't yet logged into your My Early Childhood course you can check it out at <https://tekura.desire2learn.com>

Use your child's student ID as your login and password.

PRIME MINISTER'S AWARDS

We are so excited and honoured to be a finalist in the Prime Minister's Education Excellence Awards/ Te Pirimia ngā Tohu Kairangai Mātauranga.

Our Big Picture Learning Pilots are a finalist in the Prime Minister's Education Excellence Awards for the Education Focus Prize – Takatū. The Prize celebrates outstanding inclusive practices that enable all children and young people to succeed.

Our Pilots were established in 2014 at six sites across New Zealand. Eighty of our students and their whānau were invited to join the initiative, which delivers personalised and authentic learning programmes. The Pilots were requested and supported by the Ministry of Education.

The Big Picture Learning programme has the motto 'one student at a time in a community of learners'. Our Chief Executive Mike Hollings says, "Big Picture Learning originates in America, as a response to students increasingly becoming disengaged from school because they couldn't see the relevance or purpose of their learning. This model is a way to fully personalise learning for each student with plans that focus on each student's interests and passions and, importantly, their potential."

The participating students' wellbeing, engagement in learning and achievement have improved over the four years of the Pilot. Their individual learning programmes include setting goals, pursuing their passions and exploring career options through internships. Members of the wider community have been an important part of these Pilots, mentoring students and connecting their learning goals to the world beyond school.



Rhiannon Treadway and Veterinarian Michael Lintott. Rhiannon is a former Te Kura Big Picture Pilot student. Her interest in animals led to a placement with Carlyle Veterinarians, where she's now working and training to be a veterinary nurse.

"Everything I learnt through Te Kura has supported me and helped me get to where I am, so I am pursuing all of my passions. It's so rewarding to work in this industry because everything I do I see results for." says former Pilot student Rhiannon. Her interest in animals led to a placement with Carlyle Veterinary Clinic in Napier. Now she's working for the Clinic and training to be a veterinary nurse.

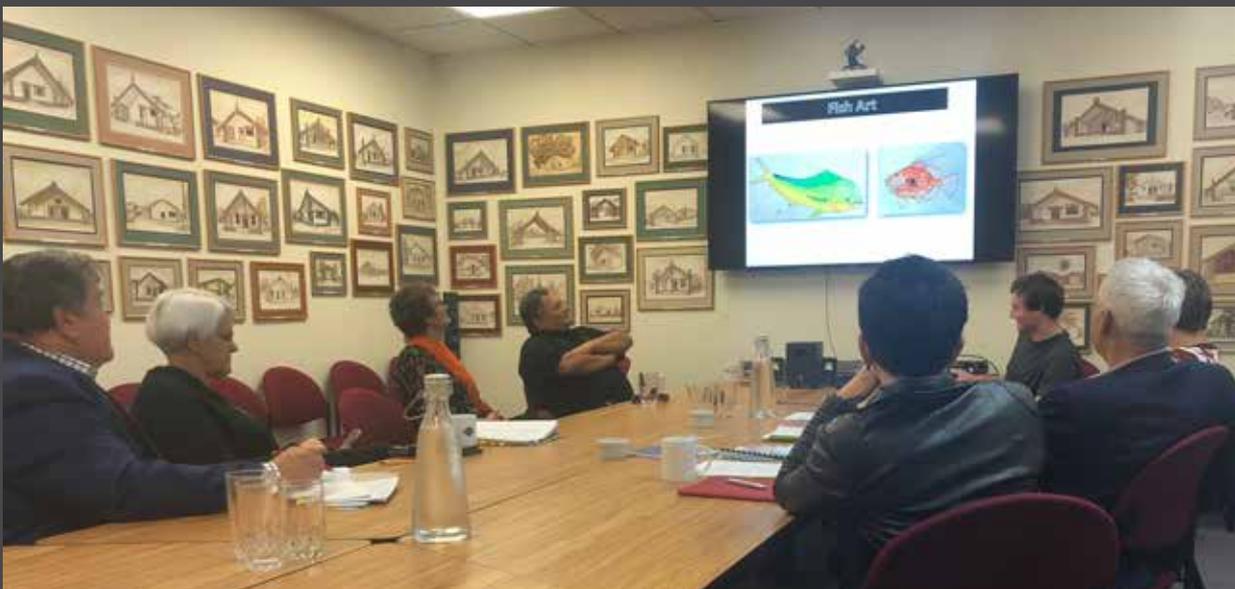
Mike Hollings says Big Picture Learning also offers opportunities for the wider school, "Before we became engaged with Big Picture Learning, we were already teaching one student at a time rather than classes or cohorts. We need to make our students' education relevant and personalised, celebrate their strengths and provide them with the support to reach their potential. Big Picture Learning enhances this approach."

Te Kura is one of three finalists for the Prime Minister's Education Focus Prize – Takatū. Mike Hollings says, "It's great to have this recognition for the students, their whānau, the educators and the wider community who have participated in these Pilots. They have shown real commitment and passion."

The winner of the Award is announced at an event on Tuesday 3 July.



Top: Rhiannon Treadway continues to work at Carlyle Veterinarians that began as an internship.
Middle and bottom: Hastings students showcase a Big Picture advisory for judges.



Top: Liaison Teacher Ray Edwards works with students and whānau.
 Middle: Judges listen to Blair Whiting present his exhibition of learning.
 Bottom: Judges visiting the Hastings Big Picture advisory.

TAHARANGI SMITH-GRAY WINS OUTSTANDING ILLUSTRATOR AWARD

& sets sights on further learning.

Taharangi Smith-Gray says, "Everything I do revolves around music and art". He's been a student of Te Kura for over seven years and says he's had great encouragement from his kaiako/teachers and learning advisors to pursue his passions. A painting by Taharangi is featured on the cover of this issue of Link Up.

Taharangi's talent and work was recently recognised with an Outstanding Illustrator Award for his development of a digital character. The character was created on a taster course at YooBee, a private training provider of art and design. Taharangi attended the two-day Digital Character Sculpting course in Wellington over the school holidays. In approaching the task of creating a digital character he went for an alien inspiration.

He says "It was quite weird at the start of the course to learn to navigate the tablet. The work was on an Acon tablet. The designer starts with a sphere and pulls it and manipulates it on the screen. It's quite a sculptural experience.

The technology is used on a lot of digital animations in creating characters, including the recent Disney film Moana".

Taharangi is considering applying for the YooBee course next year.

Rihari Madams has been Taharangi's Learning Advisor for just over two years and says, "Taharangi clearly has a passion for graphic design and art. He's an awesome kid. Everybody enjoys meeting him, He's polite, pleasant and easy to talk to".

Taharangi's Art kaiako Jo Corlett says his amazing illustration work came to light for her at a face-to-face advisory, she says, "Taharangi has amazing ability and he's gone from strength-to-strength with his art work".

The YooBee course Taharangi attended was arranged by Te Kura's youth transitions co-ordinator Chris Berentson. Part of Chris' role is to manage the relationship between Te Kura and tertiary providers, to give our students the opportunities to explore their interests and passions, linking their learning to goals beyond school.

Te Kura has arrangements with about 80 tertiary providers across New Zealand at any one time, in areas including hospitality, manufacturing, the trades and digital technologies. Chris says moments like Taharangi's Award is the 'icing on the cake' for him.

Any Te Kura student interested in a similar experience should have a look at our school's website. There's a section that tells you more about Secondary Tertiary Alignment Resource (STAR), Gateway, which is a work-experience programme for senior secondary students, Huarahi Trades Academy programmes, tertiary links and careers options.

The section is www.tekura.school.nz/learn-with-us/learn-with-us/secondary-tertiary-pathways. Students can also talk with your learning advisor about these opportunities.





STUDENT STORIES

I GOT MY PHOTOS PUBLISHED!

I said, "YES! Please use them!"

My brother gave me this cute little beetle to photograph. I took about a dozen photos straight away, as it was too adorable not to! I then selected my three favourite shots and made a collage to post on Instagram and Facebook.

My friend saw my description underneath the photo where I said I didn't know what its name was. She then posted it on NatureWatch.org.nz for someone to identify it. One of the contributors to terrain.net.nz (Taranaki Educational Resource: Research Analysis and Information Network aka T.E.R.R.A.I.N) saw my pictures and then asked if they could be used in their online resource.

I did not expect that my photographs would be something that the website could use, so I was very surprised and delighted when I was asked to give my permission for them to be used! I said, "YES! Please use them!".

I have used their website many times before to identify insects that I have photographed but never thought other people would benefit from my photos – and now I am a contributor to T.E.R.R.A.I.N's database, one of the biggest nature resources in New Zealand! I'm so happy!

By Ivan Steenkamp, Year 13



MEETING ED

It was always my ambition to get noticed by Ed one day!

The last three years I've studied all Ed Sheeran's songs, and learned how to perform them with a loop pedal, just as he does. I couldn't quite believe Ed spotted my song on Instagram and said it was 'brilliant'!

It was always my ambition to get noticed by Ed one day! But to achieve that so soon was a big surprise. Then a week before his concert in Auckland, I got an invite from Ed to come meet him before the show!

This was amazing, and I still can't believe it happened. I feel so lucky, and we had a good chat about playing shows and writing songs. He said, if I keep at it, in 10 years' time I will be just where he is now!

My next ambition is to write songs, and hopefully get signed by Ed's record label!
Thanks Ed, and fingers crossed.

By Ben Glanfield, Year 8



Check out Ben's music at: www.youtube.com/benglanfield
www.facebook.com/benglanfield1972

WHAT YOU NEED TO KNOW ABOUT UN YOUTH NZ

Hey there! My name is Patrick Deane, I am a year 13 student currently completing my studies through Te Kura.



I fill my time by doing multiple sports including lacrosse, squash and show jumping (equestrian). I have a business focused curriculum with a plan for completing a law degree at the University of Waikato.

This year I have been selected to be Te Kura's High School Ambassador for UN Youth New Zealand. Essentially this means I am a point of contact for anyone from 13–25 who wants to get involved with UN Youth at any level.

What is UN Youth?

UN Youth is a Youth-run New Zealand charity focussed on providing as many opportunities to both high school and tertiary students as possible. Our aim is to provide as much education material as possible so that students like us can make smart decisions when it comes to our leaders, economy and general society.

Yes, it may sound hard and intimidating but, you never know, you may be wrong about it, give it a go. Everything about the programme is designed to make it easy for everyone. As everything is run by students, with teachers to simply provide

experience, it is easy to get involved and can in turn provide many opportunities to not only improve your understanding of the world but to make new friends from around the country!

How do I get involved?

There are plenty of different ways to get involved with us. Throughout the year there are many different events that students just attend or even participate in. There are National and Regional events that last multiple days and are filled with events and activities to engage and encourage participation. Anyone can apply, and anyone can be selected. We will also hopefully be setting up a Facebook page for those that are interested and will be running our own in school events, including a Model UN!

If you are interested in participating at any level or simply want to know a bit more about UN Youth in New Zealand don't hesitate to send an email to the following address: patrick@deane.net.nz



Te Kura

TEANGŌ TE KURA

THE CORRESPONDENCE

WWW.TEKURA.SCH

0800 81

STUDENT WORKS

Memory

Wild stallion

The wind whips through his mane
As he gallops across the ranges
Struggling to keep up with his Mum
Time ticks muscles grow from strength to strength
Now he's strong & brave
Looking after a band of his own.
From peace and safety came flying beasts
Then yards, gates and fences
His family's gone
He's pushed in small cramped, noisy places
Until in a yard alone, but not really alone
Peeking through the wooden panels is a face
Kind, caring & understanding
Seasons merge & bonds grow
A girl and a stallion free but not free
As they gallop down the beach
"I hear the rhythm of your hoof beats
And the sound of your breath
As we gallop down the beach
I feel as free as a bird
You and me can still be wild & free
In our hearts although no one else can see it
We will be with each other for as long as we live
Because we are one galloping down the beach
The rhythm of your hoof beats are left in my
heart".

By Sienna Hansen, Year 10



Black ink on tanned skin. A labyrinth of twists and swirls. A story written across your forearm. Is it ours? In my mind light still ricochets off glittering water, piercing your eye and bouncing back at me that much warmer. Tell me, is it warm where you've gone? Is there light? I hope you're dancing with the gods in the way you were always meant to. Sing my name or forget me. I will remember enough for the both of us.

By Jana Heise, Year 9

Seasalt

Silence. The sun is gone now, hiding behind the shallow clouds that hang like curtains above our heads, offering us the illusion of belief, the religion of Infinity. Rest in the safety of the night-time dark, the shade beneath the evergreens, their leaves heavy with the snow that we have never seen. There is rhythm here; you can feel the moon's pulse quicken and slow as it dilates against the dawn, as it pulls, gently, evocatively, at the swelling tides, its touch soothing their urge to break with the sky when morning comes. This is the breath of the earth, when the wind brushes across the sifting sands, bone-dry, sure and inconstant, and we cannot understand its meaning, running deeper than our marrow, faster than our hearts can even beat our burning blood, but still, we try, because we can do nothing else but try. And we think about this, together in our disparate individuality, your hand wrapped tightly around mine, the stars limited as they fade above us, the rain pure as it starts to fall, washing the soft kiss of seasalt from your skin.

By Lola Elvy, Year 12

I'm Sorry.

Honourable mention at the Young NZ Writers Competition.

I lay on the couch, exhausted. The lounge was neat; books were stacked in alphabetical order on shelves; a television sat on a table in one corner playing some reality TV show on mute. Everything was as it should be. The calm before the storm. The feeling had started up again a few days ago. It had started in my forearms, but now it was everywhere. Delusional parasitosis is the technical term for my particular brand of bat-___-crazy. If only. These Worms aren't imaginary like the doctors and psychologists and therapists say. They're real. Don't worry, I don't expect you to believe me. After all isn't real how most nutters describe their paranoia or delusions?

Some days it seems like they aren't there, even though they are. They go still underneath my skin, and if I didn't know they were there it would be like they weren't. Today wasn't one of those days. Nor had the past several days been. My skin itched and I could see their long, thin bodies shifting and bulging just beneath the surface. I knew it was no use, but I scratched anyway leaving my arms covered in oozing red sores and scabs. Every so often I would manage to get a hold of a worm and pull it out. Watching it leave my body made me want to throw up. Its long, thin body was a deep blood-red that made me think of a piece of dyed wool. This made me think about weaving it into a 'friendship' bracelet for my doctor – I giggled like a school girl at that thought. Morbid? Your call.

If only the doctors believed me when I said the Worms were real. Then they would be able to get rid of them, but they don't. Instead it's meds and doctors and then more meds and more doctors. It gets boring after a while. I still have to "get help". Dad makes me.

He says he'll cut me off otherwise. I never had much luck at finding work. People would take one look at me and my arms and put my name at the bottom of the list. If the damn doctors would just believe me then bad things wouldn't happen. It's their fault, not mine. I can't help it because if I did I'd end up like Mummy.

"The Worms will do it," I recall her telling me. "They'll eat you from the inside out. Unless you feed them." Mummy hadn't fed them enough. I saw her wasting away on a hospital bed, her slender frame being eaten away by the Worms. I'd told Dad what Mummy had said about the Worms. He hadn't let me come back to see her after that. He told me she was crazy and I believed him, until the Worms started to grow inside me.

Anyway, back in the now someone had rung the doorbell. It echoed inside my skull. For a while now I'd suspected that the Worms had eaten out my brain. To make more room? To leave me an empty puppet that they could control? I called out telling them to come in. I knew who it was anyway. Dr. Diane Whitfield, my newest expert on nutbaggery. Don't get me wrong – I like her. She's nice and really wants to "help me." Unfortunately, there is only one way she can help me now.

"Hello Robert," she says. I don't look up at her, I don't want to. "How are you feeling?"

I don't say anything. She takes a seat across from me, on the chair that matches the couch. I finally look at her. She's looking at me, more specifically, at the sores that cover every part of my visible skin.

"It's not my fault," I say, "The Worms make me do it." She nods in what I think is understanding. She probably thinks I'm referring to the scratching, but I'm not.

I continue like I would at any other session
"I didn't mean to hurt them."

This gets her attention and she sits up straight.
"Them?" she asks. I think I hear a trace of fear in her voice. I thought back to all that had come before Dr. Diane Whitfield. Mummy had taught me that. "The Worms will do it. They'll eat you from the inside out. Unless you feed them." I didn't know then what she meant. It didn't take me long after the Worms had started growing to find out. She hadn't fed them and so they had eaten her instead.

Dr Whitfield went to run, but I was faster – the Worms made me faster – and I blocked her way to the door. I could feel them pushing their way out of my skin. And she could see them now. The look of horror that appeared on her face was harrowing.

"I'm sorry," I said softly, and I meant it. But the Worms were hungry, and I needed to feed them or else I'd end up like Mummy. Diane screamed. It was pointless; my house was too far away from anyone for her to be heard. The Worms burst free; pouring from my mouth and crawling out of my skin. Hundreds of them – I don't know how I survived with all of them living under my skin – and they headed straight for my doomed doctor.

I didn't like to watch the Worms feed – it reminded me of Mummy – so I went into my bedroom, put on some classical music and opened up a book. I had an hour or so to kill.

By Henry Nash, year 12

Creative writing, Sophie Hutchinson

I woke up suddenly to the horrible sound of a dog howling. It was dark in my room, which made the eerie noise even scarier than it would have been in the day time. I drew my thin, slightly scratchy blanket around my head and curled up into a defensive ball. I tensed, waiting for the 'Demon Dog' to stop his horrific, mechanical sounding howl. Although the neighbour's dog did this every night, it never ceased to chill my bones to hear the unearthly sound.

After a few more minutes of the noise, I groaned when I heard the other dogs in the area take up the wail like a Mexican wave. I anticipated the 'music' to start playing any moment, and I wasn't disappointed. The monks (who lived in the Wat a few streets over from our house) believed that when the dogs started howling as they did now, they were barking at the ghosts wandering the streets. When they played the music (which was a loud wailing noise) it calmed the dogs down and dispelled the ghosts from the community.

Ten minutes later, the monks turned their loud music off. The only noise now were the sounds of the stray motorbikes driving out on the streets; the wind hitting the window against its frame; the rustling of the trees; and the annoying, whirring sound my fan made, cooling me in the humid night. I was glad for the noise, however, as I could never sleep during a deathly still and silent night. It only lasted a few seconds as I heard another wailing noise, slightly different to the music the monks played. It cut off after a few seconds, and I soon found myself asleep.

I woke up the next morning to the soft ring of my alarm clock. I quickly switched it off, so as not to disturb others (though I doubted they would hear the ring through the cement walls). I stretched, rubbed my gooey eyes and fumbled for my cold, metal glasses. Once the smudged lenses were placed on my nose, I forced myself to sit up in bed. After quickly getting dressed, I pulled open the yellow patterned curtains that decorated my bedroom and opened the windows. I gazed through the cold, metal bars in front of my windows, watching the people below get ready for a new, hot day.

The sounds of the trucks rumbling by; the cars backing out of the yards; and the screech of motorbike tires on the streets welcomed me to the new morning. Birds twittered in the air, swooping to catch the many annoying flies and mosquitos, twisting just in time to avoid the razor wire that covered the cement fences blocking people in from the street. I watched as the people across the street opened their small stores, selling drinks, oil, rice and sweets. The smell of rice and pork breakfasts being sold by passing vendors seeped through the windows and to my welcoming nose.

I opened my bedroom door and took the stairs two at a time from the second-floor landing and into the living room and ground level, my feet slapping on the cool tile that decorated the house floor. Only Mum was downstairs when I arrived, and after doing the few chores of the morning, she called for me to help pick some of the mangos growing on our tree outside.

As we stepped outside, I was greeted with a humid, cloudy day. Although mangos were yummy, it was a sign that meant that the hot season was well and truly setting in now, and that the price of electricity for aircons would go up for the next few months, but it was dispelled from my mind as I stared at the luscious green and yellow fruit that the branches of our mango tree were laden with, visions of sticky mango for morning tea, cold mango sorbet and smoothies for dessert in my head.

I didn't even need to walk down the steps to pick the mangos. All I had to do was reach out and pluck them from the nearby branches, reaching out invitingly to me. Soon the bag was full to the brim of mangos, my shirt was drenched with sweat, and my fingers were glued together by the sticky, sweet smelling sap of the mangos.

On the other side of the cement fence, I could see men working to set up a large, white tent. The men laughed and argued in their own language, Khmer, as they set up the metal supports and chairs. I tried to pick up pieces of what they were saying, but they spoke quickly, and I never stood a chance at deciphering what they were saying to each other.

The white tent wasn't unusual, though very annoying. The white tents were set up for a celebration, which meant the whole street would be closed off. The white tent was usually set up for two specific celebrations. A wedding or a funeral. You could tell the difference between the two by the different colours used to decorate the bland, white fabric of the tent.

Black frills were used only for a funeral, where as a wedding would use brightly coloured frills, from pinks, to blues, to yellows, and sometimes a light green!

The white tent was being decorated black. "There was a wailing noise last night, after the monks turned their music off.

Whenever someone has just died, the family will turn the music on to let the community know. I guess the person who died was someone who lived on this street." Mum informed me, bending down to count how many mangos we had picked.

A funeral here was an interesting thing, I thought, as I picked the last few mangos on the branch. The funeral would last three days, where the family members and friends would listen to the traditional music and eat. On the seventh day of the person's death, another ceremony would take place. On the one hundredth day, there would be yet another ceremony.

Tonight, I knew, we would hear the talking and the loud music that would last long into the night. The smell of rice, pork, chicken and smelly fish that would be cooked would filter through and stink up our house. And with that happy thought, I wrinkled my slightly freckled nose, grabbed the heavy recycled plastic bag filled with mangos, and brought them inside.

By Sophie Hutchinson, Year 11

Student artwork

Works by Soren Stannard, age 5





TE KURA NEWS

MEET TE KURA'S LEARNING SUPPORT TEAM

What is Learning Support?

Learning Support is any additional support required by students to engage with and enjoy their learning. This includes a wide range of support, for example it might be specialised education support for literacy, or speech language therapy, occupational therapy, or specialist equipment.

The duration, intensity and type of Learning Support is considered in relation to each student. Some Learning Support will require additional funding while other support can be provided as part of Te Kura's personalised learning programmes.

Each of our regional offices has a person leading the provision of Learning Support for students in their region. These roles were established at the start of this term and we are pleased to have the team introduce themselves.



Sara Quirk



Gina Talafasi



Megan Booker



Hayley Bregman

NORTHERN

Sara Quirk

Team Leader, Learning Support (acting)

My background in Learning Support comes from a wide range of experiences in both primary and secondary schools. In addition, I've established a Literacy Centre and worked as a Resource Teacher Learning and Behaviour. I enjoy travelling as well as watching and participating in sporting activities.

Gina Talafasi

Learning Support Administrator

Before working at Te Kura, I knew there were organisations that taught communities of learners with one common factor; the willingness to achieve. I have now been with Te Kura for just under a year, and in this short time have not only realised, but have come to appreciate the many layers of education that Te Kura offers. The newly restructured layer of Learning Support has given me the opportunity to work alongside, and learn from, some of the most intelligent and giving teachers within this organisation. It is great to be a part of a team that supports the development and engagement of students towards their success. I look forward to this new chapter.

CENTRAL NORTH

Megan Booker

Team Leader, Learning Support

I have been teaching for 17 years with most of that time spent working with Learning Support students. My passion outside teaching is for Ballroom dancing which I have been learning and competing in for the last 10 years.

Hayley Bregman

Learning Support Administrator

Ko Hayley Bregmen toku ingoa. I have been with Te Kura for nine months working in both administration and primary / learning support kaiako roles. I value the sense of belonging for every student and focus on fostering respectful relationships with our families, our communities and environment. No reira teena koutou katoa.

CENTRAL SOUTH

Anne Russell

Team Leader, Learning Support

My previous role was as a Special Education Advisor for the Ministry of Education: Learning Support. I am looking forward to working alongside the students, their whānau and educators to achieve successful outcomes. My passions outside of work include spending time with my two daughters and three grandsons. My partner and I love to travel and are always planning where to go to next.

Ngaperahurihuri Ulutuki

Learning Support Administrator

He piko, he taniwha
He piko, He Taniwharau
Tihei Mauri ora

My name is Ngaperahurihuri and I am a Team Administrator for Central South and for the Learning support team based in Wellington office. That is my daughter Te Wairemana who loves Kapa Haka like me.

SOUTHERN

Annie Guerin

Region Lead Diverse Learners and Specialist Support

Kia ora koutou,

I am part of an awesome family that comes from the West Coast on the South Island. My family has taught me that everyone is a learner. We have different strengths and challenges in our learning. What is important is that we find a place where we feel we belong. I hope Te Kura can be that place for you. I love spending time with my children, learning karate, and having adventures tramping, mountain biking and travelling to remote places.

Mickey Mehrtens

Learning Support Administrator

I am from a big family. Learning is a big thing for me. I have grown up watching kids struggle to fit in and it can impact on their education. Te Kura is a place where we welcome all shapes and sizes with open arms.



Anne Russell



Ngaperahurihuri Ulutuki



Annie Guerin



Mickey Mehrtens

BRINGING THE KIDS TO THE MARAE

Connecting and joining culture and learning.

Central North Region have been challenging themselves to do better by their students. Two teachers Christine Te Kiri and Whaimutu Marino have taken this challenge on and are determined to make the experience better for students in their teams.

Manu Tukutuku is an initiative aimed at transforming teacher practice to gain high engagement and achievement for learners and in particular for Te Kiri and Marino, Māori learners. The aim of this roopu is to realise 100% of student plans and ambitions for 2018, lofty aspirations indeed!

To achieve this aspiration, they are challenging the status quo and formulating old avenues into new experiences for our learners. The first being a noho marae every term for students to wananga and learn. The first noho marae held in Omaio at Otuwhare Marae was attended by 15 students.

Each of these students learnt about the whakapapa connections to this marae, experienced a powhiri and traditional customs associated with marae living, which has started them on a pathway to gaining rich cultural experiences as well as NCEA credits.

The noho marae is about reconnecting and giving our students a sense of identity and self-awareness. "Students are at times disconnected from their marae, their turangawaewae for a variety of reasons. Noho marae gives them a link, a tie to a place where they are respected, valued and culturally safe", Te Kiri said. Otuwhare allowed 15 disengaged and adrift students to reconnect back to their culture, their identity and their curiosity for learning.

"Aunty Kaks (name given to Te Kiri from students) always asks how we are, what do we need help with and what can she do for us. It is the first time that an adult who isn't whānau has shown they care about us" says a student involved in Ngā Manu. She goes on further to state that this noho marae has given her a chance to meet others who have similar experiences to herself. "I thought I was the only one who went through what I went through, it was cool to meet others like me".

Marino is a firm believer that if students know who they are and where they come from then success will spring from this self-awareness. "Māori are connected to the earth, to each other and to the world. It is our job to ensure we acknowledge and recognise this in our learners and noho marae is one way to achieve this".

Marino went on further to say that each noho marae would have a kaupapa or content-based approach. Term one focused on getting to know who they were and who we were. Term two noho focuses on nga toi or the arts. "Maori are very connected through song, movement and visual representations; we want our moko to walk away with a taonga that is made by them, for them which they can gift to those they value".

The second noho for the year was held at Kirikiriroa Marae in May. The National Māori Staff hui dovetailed with this noho and was the first time for Te Kura this has happened. "We wanted the students to welcome our staff and to see that this is who they are working with, these are our future leaders and we need to meet their aspirations however we can."

STUDENTS STUDYING NCEA COURSES

If you are enrolled in NCEA courses this year, you'll need to complete an online registration, so you can pay your 2018 NCEA fee. Paying your NCEA fee means all results (both internal and external) awarded to you this year will be included in your NZQA Record of Achievement.

Watch out for instructions in June advising what you'll need to do and by when (including how to apply for financial assistance to reduce this year's fee, and how to register for any external standards).

SPECIAL ASSESSMENT CONDITIONS FOR ANXIETY

Everyone experiences anxiety as part of everyday life. We may worry about money, feel nervous about public speaking, or fret about going to the doctor. But for some people anxiety can become a condition that interferes with daily life – going to school, relationships, leaving the house or even experiencing fun activities.

If you have been diagnosed with anxiety, going to a school to sit exams may be a significant barrier to achieving your goals. Some students may not perform at their best and others may not even want to enter school grounds.

If this sounds like you, it is possible to apply for Special Assessment Conditions (SAC) to help you feel more comfortable in a school environment and achieve to your full potential.

Common SACs that help students with anxiety are:

- separate accommodation – a room away from other students, and/or
- rest breaks – time to practice calming techniques such as controlled breathing, mindfulness, meditation.



To apply for SAC due to anxiety you will need a recent report or letter from a psychologist, psychiatrist or medical professional including:

- a full diagnosis
- a brief description of treatment
- a recommendation for NCEA exams.

Check out the SAC page on our website for more information at www.tekura.school.nz/sac. If you would like to talk confidentially to someone about this, give Jennifer Hardiman a call on 0800 65 99 88 extension 8127.

Matariki hunga nui.

The Pleiades have many people.



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