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CONNECTING
TE KURA STUDENTS

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

 Te Kura
TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL



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SAYING GOODBYE TO TE KURA

In September Gillian Heald completed six years of service on the Te Kura Board. We asked her to provide some reflections on her time with Te Kura.

Kia ora koutou katoa

When I left high school, I had no idea what I wanted to do. My father said I should do a Science Degree because if I didn't I would probably end up being a teacher. The one thing I knew for sure was that I didn't want to be a teacher.

Well life has a way of taking us down unexpected pathways sometimes. Guess what? I did my Science Degree and then I became a teacher. I loved it and have never regretted my decision.

I have spent more than 30 years in education, mainly in the secondary sector where I was a teacher of Mathematics and IT and then a principal of two very different high schools. I have been lucky since then to be involved in lots of interesting education related work, all of which have taught me a great deal.

None of my experiences, however, have been



like Te Kura. This is a very special and unique school and I have loved my time on the board. Not only is Te Kura New Zealand's biggest school by far, nowhere else has such a diverse range of students, from early childhood to adult, who enrol at Te Kura for a multitude of different reasons.

That makes our role on the Board both challenging and exciting as we oversee the strategic direction Te Kura needs to move in to meet the needs of all our current and future learners. When I joined the Board six years ago, Te Kura was delivering learning modules by posting paper booklets and other resources. It has been very satisfying to see the transition to interactive digital delivery and its power to improve opportunities for our learners.

Just as important as the resources is the pedagogy

– the way teaching and learning happens at Te Kura – that puts the learner at the centre and provides personalised and flexible ways of learning that are not often possible in face-to-face schools. Putting our learners’ needs first has been a priority for the board of Te Kura and as we make decisions for Te Kura’s strategy we are driven by the desire to have the best possible outcome for the students who enrol with us. We are reminded of that constantly by our very wise Board Chair, Dame Karen Sewell. You don’t get to be a Dame for Services to Education without knowing a thing or two.

I have truly valued my time with Te Kura. It has been a privilege. There will be challenges ahead, for Te Kura as for each one of us, and unexpected pathways are likely to occur.

Who knows? Some of our learners may go down the pathway that leads to a career as a teacher. I hope you do!

Ngā mihi o te Kirihimete me Te Tau Hou.

A Merry Christmas and a Happy New Year!

CONTENTS

06

Kōrero Matua

Feature Stories

Taking Ōpōtiki to Parliament

A spirit of amazing adventure

Connecting with the Cook Islands

Te Reo Māori and Aotearoa history

should be taught in all New Zealand schools

Hillary Outdoor Camp

17

Ngā Kōrero ā ngā Ākonga

Student Stories

My Te Reo Journey

STAR Hairdressing Course

Getting a taste for business

Swimming to success

Empower me

Don't give up on your dreams

The Mayfair

Poetry in motion

Doing the Charleston

28

Ngā mahi ā ngā Ākonga

Student Work

The art of rainbow looming

Welcome baby Lux

On the Avon

The Chair

Paris for a weekend

A Small French Market

The Big Bite

How the Kiwis lost their wings

The Sea

Student artwork

39

Ngā Pito Pito Kōrero ā Te Kura

Te Kura News

2018 NCEA Results

Summer School open for enrolment

Special Assessment Conditions

Making dreams happen

Draft Charter and Annual Plan for 2019

Te Matatini Kapa Haka Festival

Kapa haka and te roopu waiata at Te Kura

Cover: Te Kura students on The Spirit of New Zealand.



FEATURE
STORIES
KŌRERO MATUA

TAKING ŌPŌTIKI TO PARLIAMENT

Te Kura student Tame Cole (TC) Koroheke Satele has been selected by Government MP David Parker to be a representative at next year's Youth Parliament.



The opportunity to be a Youth MP was something TC couldn't pass up, and he says he was "ecstatic" and "shocked" to get the call from Hon David Parker – who is Minister for Economic Development, Environment, and Trade and Export Growth.

Every three years about 140 young New Zealanders experience Parliament as Youth MPs and Youth Press Gallery Members. The Youth Parliament programme provides an opportunity for young people to be heard, and for Youth MPs to actively work on topics and issues they are passionate about.

TC was chosen from a strong set of candidates, with his video application on New Zealand democracy standing out.

"I view New Zealand not just as a home – but as a role model. New Zealand strives for greatness in everything it does – and considering its size, its managed to make some remarkable achievements."

"A big inspiration for my application was my community here in Ōpōtiki, a small, close-knit community.

I want to be able to help bring the ideas of my town to a national stage, and I was inspired by my people to have the chance to represent us at Parliament."

TC says one of the big issues facing Ōpōtiki is unemployment. "We need more job opportunities for young people – actually for all people. There's a real lack of jobs here.

He says language education is his greatest passion.

"When it comes to education I'm a really avid supporter of mandatory second language programmes – I want to see a more linguistically diverse New Zealand in the future."

TC, who is of Māori and Samoan descent, is studying Chinese and Japanese at Te Kura, along with Digital Technology, English and Maths. He would eventually like to study Computer Science at University.

"Language gives us the ability to bridge gaps between cultures, and with the rising global climate of second language speakers, I want to pioneer New Zealand's pursuit for bilingualism."

"I view New Zealand not just as a home – but as a role model."

"One of the reasons I'm learning Chinese is because it's the most widely spoken language in the world, and I feel like it will help me the most in the future."

Before beginning study at Te Kura last year, TC was enrolled at Whakatane High School.

But he felt his opportunities at the mainstream school were too limited.

"There also isn't really a nurturing environment for students who are different. Whereas at Te Kura, I think there is a lot of acceptance."

That theme of acceptance is something TC feels strongly about. In his application he noted that despite New Zealand's achievements in freedom and equality, there was still room for improvement.

"Years of institutionalised discrimination still manage to plague the public's view of Māori and other minority groups."

He says New Zealanders are a people of many different ethnic groups, cultures and sexualities, and more needed to be done to ensure genuine social equality.

TC's Learning Advisor Whaimutu Marino says TC will relish the opportunity to be a Youth MP. "He has shown a strong interest in New Zealand politics and expressed an interest in a career that produces positive change to Aotearoa, New Zealand."

TC will join New Zealand's other Youth MPs when he comes to Parliament in Wellington on 16 and 17 July 2019, where he will learn about the Government decision-making process. The unique opportunity involves stepping into the shoes of an MP while they debate legislation, sit on select committees and ask oral questions of ministers.

In the meantime, he will be talking to people in Ōpōtiki to get a stronger idea of what his community wants.

A SPIRIT OF AMAZING ADVENTURE

Forty Te Kura students from around New Zealand were chosen to travel on the tall ship *The Spirit of New Zealand* on 15–20 September. Here is what some had to say about their adventure.



“Without a doubt, I can say that it was the best week of my life!” says one student. “Before the voyage, I was so excited to go. But at the same time, I was really nervous. I wasn’t a person to openly socialise with new people. And because I was going to spend the week on a boat in the middle of the sea, I was a little out of my comfort zone. But as the week went by, I began to get to know everyone around me.

“I met 50 awesome, amazing people who, over that week, became my family. Every day was different and always exciting! One day I was driving the ship on my own, another day I was learning how to navigate the sea, and the next I was running screaming my head off along the beach of Motuihe Island with my new friends. There wasn’t a day where I wished that I hadn’t gone.”

Another student says it was an experience they would never forget. “I was extremely nervous before coming on the voyage, but I am so glad

I went as I have made some amazing friendships that will last me a lifetime. The voyage gave me not only sailing skills but also social and team skills. I thoroughly enjoyed every moment but especially the 6:30am swims and the beautiful sunrises and sunsets that we were lucky enough to be able to see.”

The third student spoken to says that the voyage helped them come out of their shell. “Not only this, I had the opportunity of a lifetime to participate in activities that I have not done before such as rafting and jumping off the side of the ship. I even got the chance to have a feel of what it is like to steer a big ship through the ocean.”

These themes were echoed by another student, whose hopes for the trip were exceeded. “I had so much fun and was surprised at how engaged and willing I was to take part in every exercise. The experience is one that I will cherish forever and that’s because of the incredible people who made that journey a happy, comfortable and supportive

environment to be myself in. I was able to embrace confidence within myself and really step into my full potential while I was on board.”

This student also says “I don’t think this experience was overly difficult and that’s because it takes the whole team, it wasn’t dependent on one person. My team grew together and bonded quickly and because of this when something difficult did occur whether that be physically, mentally, emotionally and sometimes even spiritually we knew we could openly discuss it and would be listened to and respected. It was great learning to work with different people and I am amazed that I was able to feel so welcomed by strangers.”



Final word goes to this student, who says their “nerves were running rampant” in the days leading up to the trip. “But were all quickly diminished once I entered the supportive, accepting and encouraging environment on board the ship. All the days of the voyage really blended into one big day. It was an exhausting yet exhilarating experience that pushed my boundaries and taught me a lot about myself as well as about life in general. The Spirit of Adventure trip was a phenomenal, once-in-a-lifetime opportunity that I’m incredibly thankful to be able to say that I participated in alongside the wonderful people that I met on board.”



CONNECTING WITH THE COOK ISLANDS

Kia orana – in our September issue we looked at Te Kura’s growing relationship with Niue. In this issue the spotlight is on the Cook Islands, another Pacific Island country that is part of the realm of New Zealand.

Tereora College is the national secondary school of the Cook Islands, located in Nikao on the main island of Rarotonga. It has a roll of over 700 Year 9–13 students, with students from smaller islands often moving to Rarotonga on scholarships to attend the school.

Earlier this year Tereora College enrolled 60 students with Te Kura in Digital Technology courses, after staffing shortages at Tereora left the students without a teacher.

“Working with these students has been a great experience,” says Te Kura Digital Technology teacher Sandy Roundill. “It has been wonderful to be able to offer students from the Cook Islands the opportunity to continue with their Digital Technology courses.”

Sandy says the students worked hard and achieved some good results. “Considering the challenge of shifting from a classroom teacher to an online one – these students have managed well.”

Sandy and fellow teacher Amanda O’Connell say they also faced some challenges.

“We had to get our heads around the time-zone difference (the Cook Islands is a day behind New Zealand), internet connectivity issues, timing with end of term holidays, and the impact all of this had on both communication and course planning,” says Amanda.

“Our first point of contact in the classroom was a wonderful man, Phil Ave, who was both helpful and supportive with course planning,” says Sandy.

“We leave this group in the capable hands of their new Digital Technology teacher, Jana Robertson. Meitaki ma’ata. We have enjoyed working with you. Kia Manuia!” say Sandy and Amanda.

Te Kura has enrolled students from the Cook Islands for many years. “We have had over 100 students in the Cook Islands enrol in over 20 different subjects. Popular subjects include Economics, Maths, Geography and Pathways,” says Te Kura Overseas Manager Wendy Talbot-Aspin.



Some of the Year 11 Tereora students that studied Digital Technology through Te Kura.

“Until Te Kura went online, the resources were sent in large packages by boat,” explains Wendy. “Getting the resources to the students, and then getting the work returned to the teachers at Te Kura took an incredibly long time.”

Things have changed with the teaching materials now online, giving schools faster access to the broad curriculum available.

“Unfortunately, one of the biggest barriers for the students is still the speed of the internet. Work is currently happening to improve internet access and connection speeds with the Manatua Polynesian cable.”

Stretching over 4,500 km, the Manatua cable will link Samoa and French Polynesia, with branching units to Niue and the Cook Islands.

At the end of 2017, Wendy and Te Kura Deputy Chief Executive, Research, Evaluation and Design, Te Rina Leonard visited the Cook Islands to work alongside and strengthen relationships with key education contacts.

“We wanted to find out what was working, what could change and what more we could do,” says Wendy.

Included in the trip was a visit to a couple of schools, Titikaveka College in Rarotonga and Araura College on the beautiful island of Aitutaki. Araura College has enrolled up to 50 students in Te Kura, and is led by a New Zealander, Principal Tracy Spiers.

“The trip helped enable us to identify where we can provide support. What we found was we needed to work hard on improving our relationships and communication between the students, supervisors and Te Kura staff”, says Wendy. “Now that we are more aware of the challenges involved, we are committed to finding ways to increase our engagement with our Cook Island students.”



The grounds of Araura College located on Aitutaki. One of the challenges is the lack of air conditioning in the classrooms. The average temperature is 27 degrees.

TE REO MĀORI AND AOTEAROA HISTORY SHOULD BE TAUGHT IN ALL NEW ZEALAND SCHOOLS

Kaanihi Butler-Hare is a student at the Māori immersion kura, Te Kura Kaupapa Māori o Te Ara Whānui in Lower Hutt. He is studying English through Te Kura and wrote this persuasive piece about Te Reo Māori for his level 2 Writing folio.



Tōku Reo, tōku ohooho – My language, my awakening

Tōku Reo, tōku Māpihi Maurea – My language, my cherished possession

Tōku Reo, tōku Whakakai Mārihi – My language, my precious adornment

The few words my ancestors used, the most well-known words which are said today.

Those exact words remain in my life forever, which makes me the person I am today. In the heart of Te Urewera forest, I am surrounded by my elders, speaking an ancient language passed down from generation to generation; the history of what our people have seen and heard has impacted on what our land has felt. These experiences make it natural for me to speak my language, recite my genealogical ties to the land and acknowledge those who have come before us.

As I leave Te Urewera, into an urbanised culture, a culture which does not acknowledge the nation who once occupied the land we now know as New Zealand, this brings me to the question I constantly ask myself:

“Should Te Reo Māori and Aotearoa history be taught in all schools?”

August 1, 1987 was the day Te Reo Māori was recognised as an official language of New Zealand. From that day to the present day, Māori strive to uphold customs, traditions, history and the language of our people. There has been a tremendous decline in Māori speaking pupils throughout New Zealand due to colonisation.

Te Reo Māori has close ties to languages from all Polynesian Islands. When Captain Cook first sailed to Aotearoa, he brought along a man named Tupaia from Tahiti who was able

to understand and communicate with Māori people. This was the first time Māori had been identified as Māori.

An uncle of mine, Hohepa Tamehana once said; "Culture is the essence of our being, it is the voice of our ancestors, the cries of our grandfathers, the anger of our fathers and the strength of our children."

Which I understand the meaning to be: in ancient times, our culture was not something that was taught, it was something that was embedded from generation to generation. When colonisation began our elders would cry and become remorseful due to the deterioration of our cultural practices and our language within the education system. Through times of remorse, anger would arise and be the foundational drive for the revival of our cultural identity for generations to come.

On the arrival of early settlers, Māori taught their own language to enable them to communicate and trade with each other. At the signing of Te Tiriti o Waitangi and the Treaty of Waitangi, the English Government did not allow Māori to speak their own language which forced the decline of Te Reo Māori speakers.

However, Māori were able to retain their language for the future. As far as I can remember, I have been immersed in Te Reo Māori, Māori history, Aotearoa history, Māori rituals, and protocols. Kura Kaupapa Māori has enabled me to connect with these values and knowledge.

Kura Kaupapa Māori has allowed me to experience new things, and to achieve my goals and learn life skills.

Through Māoritanga and my culture, I have been able to succeed in my educational pathway. There are many avenues Māoridom can take you through, from having knowledge of Te Reo Māori to understanding the natural history of Aotearoa.

Since the establishment of initiatives to integrate Te Reo Māori in New Zealand, secondary schools such as Wellington Girls' College, Christchurch Boys' High, and Shirley Boys' High, Te Reo Māori has been a thriving language within classrooms. However, within the wider community, Te Reo lacks the encouragement of media, with only a minority of media promoting Te Reo Māori. There is a majority that discourages the use of Te Reo Māori.

Māori culture has received enough discrimination. People who discriminate Māori have not had a sense of belonging and cultural identity within themselves, which is unfortunate due to the fact that Te Reo Māori and Māori culture has prestige and essential power. I believe Te Reo Māori should be embedded in all Aotearoa Citizens as well as the natural history of Aotearoa because it will definitely enhance the partnership between both parties and also ensure we adhere to the Te Tiriti o Waitangi.

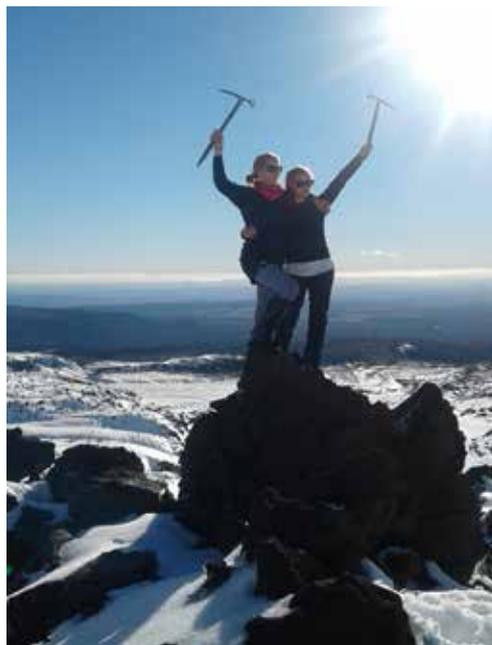
Ko Te Reo te Mauri o te Mana Māori

The Language is the Life Force of Mana Māori.

By Kaanihi Butler-Hare

HILLARY OUTDOOR CAMP

Every year Te Kura offers two outdoor camps for full-time Te Kura students. Our North Island camp is held at Hillary Outdoors Tongariro, near Mt Ruapehu, and the South Island camp is held at Boyle River in the Lewis Pass.



Students in Year 11 or above are welcome to apply to attend these camps. There are 20 places available, which are funded by Te Kura. The course is designed to improve social and environmental skills, as well as strengthening self-esteem and building confidence. Here's some reflections on our 2018 North Island camp.

Year 12 student Alatana Whanau says she had mixed feelings about going on camp. "I was excited to try new outdoor activities and meet new people. However, at the same time I was scared that I wouldn't be able to find the courage to complete the challenges."

Alatana says the one-week course included activities such as rock climbing, caving, high ropes, tramping, flying fox and team building exercises – all of which were her first time.

"One of the activities we did was outdoor rock climbing. When we first arrived at the wall,

I was excited because it looked easy from afar. However, as soon as I got closer, my nerves started to build up and I started doubting myself. Once I was about half way up the wall my confidence began to waver. My upper arms were sore, and my right foot was stuck in one of the climbing holes! I was about to give up but with the encouragement of my teammates, I found the confidence to keep going."

She also enjoyed the experience of caving.

"When we first entered the caves, we were introduced to beautiful glow-worms on the roof of the cave – it was amazing seeing them up close. As we ventured further into the cave there was a lot of climbing and sliding in between both big and small spaces. Having to slide in between small spaces was scary, especially when I thought I couldn't fit through some! But, with the support from everyone in my team I was able to keep going and have fun!"



Alatana says she gained a lot from the course.

"I learnt how to work in a team and how to deal with problems on the spot. Additionally, I strengthened my self-confidence by getting out of my comfort zone. I now have more self-belief because I stopped doubting myself and instead started believing in myself. I have changed my mindset completely."

Year 12 student Hannah Powick says the camp was a fantastic experience.

"My highlight was staying the night in tents on Mt Ruapehu, in the snow! I also loved learning how to use an ice axe and building snow caves. This camp gave me an even stronger desire for adventure and allowed me to experience the outdoors in ways that I hadn't before. I am really glad that I went!"

Yasmine Boyd, Year 13, says "It was really fun and worth it – I learnt lots of new things."

Te Kura teacher Sally Harte says Hillary Outdoors Tongariro offers a spectacular environment, and "a wonderful place to encourage and give students the opportunities to see how awesome New Zealand is and what they can achieve and do even when it is COLD!"

She says the 20 students from all over the North Island reached personal goals.

"For some it may have been the first time they had left home and stayed away, for some it was the first time being in the snow and on a mountain. For others, it was sleeping in a tent at minus eight degrees, learning new skills or attempting challenges like the high ropes and caving."

We will let Paris King Year 13, finish this story for us, she expressed her time at the Hillary Camp in poem.

Hillary Camp

A once in a lifetime opportunity,
 Some time to explore,
 Both outdoors and within ourselves.
 Wellbeing for the body and for
 the mind,
 This experience was truly one of a kind.
 Adventures to enjoy and obstacles
 to overcome,
 I was incredibly lucky to be one of the
 chosen ones.
 From dishes, to rock climbs and everything
 in-between,
 Working as a team made going through
 challenges a dream,
 We worked hard day in and day out,
 As a result, accomplishment we felt.
 From sun to snow – temperature was all
 over the place – as a result a sleepless night
 we faced.
 With this experience though such beautiful
 memories were created, and to top it off we
 became extremely motivated!
 Challenged to a point where we all became
 stronger – we could have stuck it out for
 even longer!
 Views galore – like never seen before,
 We were told that the sunrises and sunsets
 we watched were better than most – I couldn't
 wait to see the photos and make them a
 Facebook post!
 Though it all had to come to an end, we were
 all so incredibly thankful that we had the chance
 to attend!
 The Hillary outdoors camp experience I without
 a doubt highly recommend!



**STUDENT
STORIES**
NGĀ KŌRERO
Ā NGĀ ĀKONGA

MY TE REO MĀORI JOURNEY

Te Kura is encouraging students to share their Te Reo Māori journeys. Here is an amazing one from adult student May Loh, of Christchurch.

May Loh is Malaysian Chinese but has lived in Christchurch for 10 years with her kiwi husband. Her Te Reo journey started when her late mother asked her to find her long lost friend Mary Hing, who left Malaysia to be with her Māori husband in the 1960s. Through this, May Loh made contact with Mary's oldest son Julian. May Loh was inspired by this process of reconnection to begin her own Te Reo Māori journey and is now learning through Te Kura.

"In 2014, I enrolled in the community course at Hagley to learn beginners Te Reo but it only lasted for three months because I found it a struggle to make it to class so I dropped out of the course.

"It was earlier this year, around February, that I decided to enrol with Te Kura because I discovered that Te Reo is a beautiful language and Te Kura offers the flexibility to study online. I decided to take up this challenge and to start from the basics and slowly develop my competency in Te Reo. Te Reo has taught me the good values of the language, the culture, the tikanga and the aroha of the Māori people.



The tapu of the marae, the hongi and the kapahaka group certainly thrills me and made me want to learn the language and to discover the language and the culture in a deeper way.

I wish that Te Reo will become the official language of New Zealand and that the people of New Zealand will learn and master the language as their mother-tongue.

To quote this whakataukī 'Toku Reo, Toku Oho Oho'. Te Reo Māori is indeed the language of everyone's awakening."

STAR HAIRDRESSING COURSE

In term 2, four other Te Kura students and I started a STAR hairdressing course at UCOL Palmerston North Campus. The course ran for five Fridays, 9am to 3pm.

Over the duration of this course we learnt about different hair types, the Matrix product range and the effects certain things have on different hair types.

After this course we decided that we wanted to carry on and do another hairdressing course that went more into the technical and artistic side of hairdressing. After a few weeks we were able to get a class together to do a longer course. This course is a Dual Pathway course in Salon Skills.

We started the new course in Term 3. We attend two days a week; one day we are in the training salon learning techniques and the theory side of things and on the other day we are in the UCOL salon with the second-year students helping them with client services and the running of the salon with real clients. This is real hands-on learning experience which I enjoy. I learn something new every day.

Due to being given these amazing learning opportunities many of us are now going on to do a full-time course heading into a career in hairdressing.

By Erin Patterson



Future hairdressers Erin Patterson and Ashleigh Sharpe.

GETTING A TASTE FOR BUSINESS

In terms 2 and 3, Te Kura student Moelani Ngaata got a taste of a career in business by completing a GET Business Internship.

These internships provide employment training to young people through NZQA based programmes and short courses, with the aim of building confident, work-ready young people.

“It has given me an insight into the business world, from writing formal minutes to negotiating with partners, and learning how to negotiate deals,” says Moelani. “It has given me the first steps on my career path.”

The internship allows students to choose to work on a product, event or service. Moelani chose to focus on developing a service – a community centre for her local community called Te Rūnanga Rangatahi.

“I am in the process of developing a service to help parents feel at ease when young people need a solid foundation of support and guidance. It is a safe place for young people to go and develop skills and gain an education. It is something needed in my community, and it meets the needs of both our young people and adults.”

Moelani says she also learnt about taglines – with hers being ‘Change Starts with You’.



GET tutor Kiri Hewitt says Moelani successfully completed the internship with flying colours. “I was blown away with her service idea of Te Rūnanga Rangatahi. With her determination of wanting to help the community and others, Moelani will go far.”

“GET Business Internships allow students to really narrow down what they are passionate about in life. With our 10-week timeline, easy to follow work booklet and our online learning tools which are all TEC approved, students are able to complete the course with success.”

If you want more Information on GET, talk to Kathryn Smith at Te Kura at kathryn.smith@tekura.school.nz and visit www.thegetgroup.co.nz.

SWIMMING TO SUCCESS

Many of our students balance their studies with their sporting passions. Here's the story of talented swimmer Hannah Moore, Year 12.

Sport has always been a big part of my life, it's just something I have always enjoyed. When I was younger I played soccer and ran. As I have gotten older, I have gravitated towards swimming.

I started swimming competitively in early 2017, and earlier this year I won three gold medals and two bronze at a Division 2 national swim meet. I also qualified for the Division 1 National Age Groups in four events. Thanks to Te Kura I also went to the NZ Secondary School Championships a couple of months ago. Before Te Kura I'd been home-schooled my entire life, so hadn't been able to attend.

I also participate to a lesser extent in running. I participated in the Round the Bays this year and finished third in my age group. My favorite running event though is the Tough Guy & Gal Mud Run challenge. They are really hard and super fun. I was lucky enough to finish second in the Wellington Secondary Schools 12 km Tough Guy & Gal Mud Run and got a silver medal. It's like this giant obstacle course with tunnels and hill climbs. By the way when they say the wires you have to crawl under are electric, they're not kidding! Trust me!



In 2019 I want to branch out more. I would love to do some more ocean swims and I really want to try some more Triathlons. But probably the thing I most want to do next year is to qualify for NZ Open Championships, which is the biggest swim meet in New Zealand. This is going to be my main goal next year, but I would of course like to do well in my school work. My aim once I finish school is to go to Otago University, and hopefully get into Medical School, as my lifetime dream is to become a doctor.

By Hannah Moore

EMPOWER ME

On Wednesday 26 September iSport Foundation hosted their second “Empower Me” student leadership conference at the Vodafone Events Centre, Auckland.

iSport, the charity founded by former All Blacks Richie McCaw and Dan Carter with the goal of empowering young people through sport, delivered a conference to over 800 high school students from all over New Zealand with the tagline #FIRSTLEADYOURSELF.

Our students enjoyed inspiring presentations and interviews from leading New Zealand role models such as Rugby World Cup winning captains Richie McCaw and Fiao’o Faamausili, as well as MP Louisa Wall, also a former Black Fern and Silver Fern, among others.

“Every one of the speakers were amazing and have given me great advice on leadership such as pushing myself to reach my goals and to always think with the right attitude,” says Te Kura student Helen-Mary Healey-Pratt.

Students were encouraged to consider strategies to develop their own management and leadership qualities to help focus and motivate themselves as well as their peers. There were also opportunities to mingle, engage and debate these aims and concepts with students from other schools.

“I really enjoyed it as I got to see how different people used their leadership skills in different ways.

I loved how they were all unique about how they went about leading others but all having the same message behind it,” says Lydia Herr.

Yasmine Boyd says she was inspired by seeing examples of “how other people use their leadership skills.”



Left to right: Helen-Mary Healey-Pratt, Yasmine Boyd, Charlotte Loan, Lydia Herr.

DON'T GIVE UP ON YOUR DREAMS

Do you remember at college when the teachers asked you what you wanted to be when you were older? I do. It was to become a police officer.

There was just something about wanting to help people and never knowing what the day would bring, which really appealed to me. There was just one problem. I was what the teachers would call the "class clown". If I didn't understand something, instead of speaking up and asking for help I just went into a shell. I didn't want to seem dumb in front of my mates, so instead I would crack a joke and make everyone laugh (then I would get kicked out of class). This seemed to make everyone laugh except my teachers. However, it really created a major low point for me and I found myself thinking how stupid I was to have a dream like being a cop.

And so, life went on. I travelled, I got a job (that I enjoyed) and I just assumed this was my life now. Then my partner had our baby girl and life changed. I remember holding her one day and I swear it was like I saw a future conversation we were having. My daughter was saying she was dumb and that she didn't feel like she was worth anything. And a tear ran down my face because that's what I had already lived through. That's when I knew I didn't want to have that future conversation and I decided to follow my dream to become a cop.

Going and asking for help was one of the hardest things I have done. I remember meeting my tutor who was going to help me prepare for the police tests that I had to take. I still remember

holding back the tears telling her that I was dumb, so I didn't know if she could teach me. I felt like I was back in that classroom all those years ago. Luckily my tutor told me I wasn't dumb, and she would prove me wrong. It turns out I was wrong. I tell you, the smile on my face when I passed those police tests could not be wiped for days.

I thought I had passed all the hurdles I needed to until the police informed me that I hadn't passed my NCEA so I needed to get my UE Literacy to continue on my path. That led me to Te Kura and this is when I realised that after such a massive high from passing my police test, that my demons were still very strong within me. As soon as I received what I needed to do that feeling of helplessness reared its ugly head and made me feel inferior once again. Suddenly it all seemed too much.

I guess I needed to reach that low point again to see just how far I had come, and that I wasn't going to go back to being that helpless person I once was. I picked up the phone, called my Te Kura teacher, and we sat down to devise a plan and get to work. She helped me regain that confidence I needed and helped me understand everything and all of a sudden, this Mount Everest that I thought I had to climb turned into a little hill. I now had a different mindset. I'm so thankful for my teacher at Te Kura.



“Even if at first a dream seems unachievable, if you stay focused and committed, it can come true.”

She kept my head above ground and made sure I didn't panic at the tasks ahead of me. This helped me slowly grind away the workload and made me find new strength in myself.

It made me see that at 31 years old I'm still able to learn and grow. I know I will still have more challenges along this path, but I now hold my head high and have a new drive in me.

When I look at my daughter now, I see us having a far different talk. I can now tell her that I had a dream and I followed it; and that even if at first a dream seems unachievable, if you stay focused and committed, it can come true.

Now my time at Te Kura is coming to a close and I leave with a new backbone and a new mindset. I cannot wait to see what the police have in store for me.

By Luke Taylor

THE MAYFAIR

In my eyes, one of the major benefits of studying through Te Kura is the freedom to manage my own time, and the ability to become involved with things that I love and find joy in – one of which is theatre.

Over the course of the last few years, I have been lucky enough to have the opportunity to volunteer with a few of the local theatres in Dunedin. I'm very thankful to be able to spend time and learn in this fashion, alongside my normal schoolwork.

This September, events involved with The Dunedin Arts Festival were hosted at several venues around the city, one of these being the Mayfair Theatre; a very intimate space with only one permanent staff member, which runs largely on the goodwill of volunteers – one of which I was fortunate to be for the two-week duration of the festival.

Becky Clinch, the theatre's manager, introduced me to my fellow volunteers responsible for keeping things ticking over behind the scenes, and to the subcontractors responsible for large-scale lighting and set up, all working under the guidance of John Collier, the technical manager, who was a veritable bank of knowledge. From there on, it was a matter of mucking in, listening to what needed to be done, and asking questions. The team kindly allowed me to do odd jobs and to be a spare part, and, hopefully, a spare pair of hands (though, I was acutely aware that, as an inexperienced volunteer, sometimes the most helpful thing I could do was to stay the heck out of the way).

Though I found fascination in every aspect of my time at The Mayfair, I will say that something I very much enjoyed helping with was the packing in and out of equipment before and after shows



Grace (far left) helping out at Mayfair Theatre.

– during which time I had a realisation as to just how much the performers themselves are involved in the process.

I had always just assumed they were summoned through blood ritual a couple of hours before a show began, but they were present and actively involved throughout the whole process, and it was wonderful to meet them. They were kind, welcoming and energetic, and gave the theatre a real atmosphere of enthusiasm and creative joy, even when offstage.

Another thing that very much interested me was that in turning up to help with cleaning so early in the morning that it was still dark, I saw another side of society – the cleaners. In the windows of restaurants, cafes, offices, theatres, all but unseen by customers, often even by their employers, as they prepare the foundations for everything that comes next. I gained a real appreciation and awareness of this unsung work, and of just how stuffed we'd be without it.

I hope to keep volunteering and learning outside school time and making the most of the freedom that Te Kura affords me to connect with my community.

www.mayfairtheatre.co.nz

By Grace Cope-Wafford

POETRY IN MOTION

In September a workshop was held for Whanganui Te Kura students, presented by Māori performer, poet and author, Apirana Taylor.

This workshop was aimed at improving skills for students studying NCEA English. Te Kura students Hope Mauchline and Querida Dew share their experiences of the workshop.

“During the workshop, Apirana showcased some of his poetry and Māori music, along with giving students activities to encourage creative thinking. He involved students in a visual poem, consisting of the words ‘manu rōreka’ (sweet songbird) and musical notes on a whiteboard. Apirana accompanied the students with his wooden flute and another student used a whirring instrument called a poi āwhiwhio creating a very unique tune,” says Hope.

“In the next activity Apirana wrote a list of words on the whiteboard and students were asked to write down whatever word first came to mind as he read out each on the list. The students were then instructed to write a poem using these words. Following this, Apirana used the word ‘ocean’, and students had to think of every word associated with it. This showed students how there is no limit to words that can be used to describe things.”

Querida Dew enjoyed this process, saying “Apirana taught us how words can be music. Whether we say it out loud, or in our head – it has a beat and rhythm.”

“I thought it was a great experience and everyone seemed to enjoy it,” says Querida.

The day concluded with Apirana and the students sharing their poems with the rest of the group. Here is a poem written on the day by Hope Mauchline (Year 13).

To the stream

Branches laying desolate
Under trees covered in snow
A famine of colour,

Not a place of peace
where mayflies flutter,
Not warm by a bright burning fire.

Fly little bird
Like the wind
Up to the rippling stream
Cascading the mountain slope.



Apirana Taylor.

DOING THE CHARLESTON

After receiving an email regarding a dance advisory course, I was immediately interested.

Having done a bit of dance before, I was keen to learn more. The dance was the Charleston, which I had never done before – meaning this was an opportunity to learn something new and experience a different style of dancing.

Walking into the Salvation Army Hall in Palmerston North, I felt quite apprehensive and a bit nervous. There seemed to be quite a few Te Kura students there and I wasn't sure how many were there to learn the Charleston. But soon enough I was able to go into the hall where I met the dance teacher Margaret Roche who was very friendly and charming, and I instantly felt more at ease.

Over the course of the next few weeks, learning the Charleston turned out to be very fun indeed! Margaret was a good teacher who both explained and demonstrated the various dance steps clearly, so it was easier for us to understand. Everyone seemed to enjoy themselves which helped us get along better and made everything go smoothly.

One of the things I learnt about the Charleston is that, unlike other ballroom dances, it is not always necessary to have a dance partner. Which was, in fact, quite lucky for us because there was only one boy there and the rest of us were girls. I felt quite sorry for poor Harrison!



When it came to the choreography of the dance, Margaret had given us a routine that we ended up changing and rearranging as we went until we finally had everything ready for our assessment. We each had a pose that we were to be in at the end of the dance. Harrison and I were in the middle and our pose was a dip. A dip being that I held onto Harrison's shoulders, while he held onto me and "dipped" me backwards. Abby was in front of us doing her pose and Hailie did the splits in front of her. All the others were on each side of us doing their finishing poses.

For our assessment, Margaret took two videos of us all performing the dance. I was quite nervous because after the videos were all done, we had to perform the dance again for our families and the teachers and students who were also there. But it went well, and I think they all enjoyed our performance.

All in all, the dance advisory course was very enjoyable for me and I would love to do something like it again.

By Juliette Billington, Year 12



Te Kura

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STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA

The Art of Rainbow Looming



My name Olivia Rowe, and I have been a student of Te Kura since 2016.

I started being interested in Rainbow Looming in 2015. You're probably wondering, "What is a Rainbow Loom?" A Rainbow Loom is like a knitting loom except it's not an oval shape; instead it has three lots of columns made up of pins that are held together with baseplates, which allow you to move the columns into different configurations. When you are a beginner you start off making bracelets as they help you to learn the basics of looming. Once you have mastered that you can go on to bigger projects. Of course, you need rubber bands to do this. They sell a Rainbow Loom starter kit which you can purchase at Spotlight. You can buy lots of different colour loom bands that come in refill packs of 300 to 600.

To start looming you place the bands on the loom vertically and horizontally to make different shapes. When you are making shapes, it is crucial that you make them come to a singular peg otherwise you won't be able to cap off your shape (capping off your shape is very important because you need a cap band to be able to loom). You also need to place horizontal bands across the length of your shape. If you don't do this your project will have holes and gaps. Then you need to loom it. Looming is where you take your hook and use it to go underneath the horizontal bands and grab the vertical bands underneath them.

The things I like to make are dragons, Loomigurumi animals and dolls (Loomigurumi is like Amigurumi, which is the Japanese art of crocheting animals or dolls). I make them using tutorials off YouTube. My favourite channel is Cortney Nicole. She has made some amazing things and done tutorials for them. She made a life size poodle for the Rainbow Loom fashion show. It took her 35,000 bands and nine looms! She is a very talented person and is my inspiration. One of my goals is to make everything on her channel and hopefully be able to design my own creations one day. I have already adapted some Amigurumi designs to make them my own.

Looming has helped me through anorexia, severe anxiety and depression. It was like my escape, it was where I could just sit down and follow tutorials, being able to just forget everything for a moment and loom. I feel that it has helped me through a lot and I don't know what I would have done without looming. It made all my fears and worries go away. It has made me the person I am today. I honestly don't know what I would have done without looming. It means so much to me and I feel very lucky to have it in my life!



Welcome baby Lux

... to the world and our family

Welcome Baby Lux to the world and our family. You are the newest member in the family. You were born on 17 April at 3.35am at New Plymouth Base Hospital.

I am your big cousin Ava and I am going to tell you a bit about the family.

Your Mum and Dad are Becca and Ben. They are my Auntie and Uncle. You have a brother called Xavier and he is seven years old. Until you were born he was an only child and he always asked his mum if he could have a baby sister. You are the answer to his request.

Until you were born, I was the only girl grandchild for Grandma and Granddad. I am really happy that you are here with the family and I look forward to watching you grow.

Lux, you have a cat called Narla and she lies beside you often. Narla is protective of you as is your brother Xavier. They show how much they love you by being with you and Xavier likes to hold you and get your clothes for you. Lux, you have even had a cat nap in his bed.

You have made your Mum and Dad and Xavier very happy. You have made me happy and my Mum and Dad and brother Malachi. Grandma and Granddad are very proud of you.

Let me tell you about the age differences, between us. I am nearly 11 years old, so am 11 years older than you.

When I am 14 and can babysit, you will be three years old. I would like to be your babysitter and have fun playing with you or if it is night time, making sure you are safe in bed. When you start school at five years of age, I will be 16 years and learning to drive.

Malachi will be 14 and can babysit and Xavier will be 13. Both boys will be at High School when you start Primary School.

I am looking forward to finding out what you like and what you don't like. My favourite colour is yellow. I wonder what yours will be! You may have a favourite food, mine is watermelon and sushi. Malachi's is chicken nuggets and your brother loves candy.

I like swimming, Malachi goes to Sea Scouts and Xavier plays rugby, soccer and cricket. Xavier also goes to swimming lessons and already you are riding in the car with him to go and watch his lesson. Lux, you seem to be very happy riding in the car and watching the swimming lessons from your pram.

You may like to play a musical instrument. I play the ukelele and Xavier has piano lessons at school.

It will be fun having outings with you and it will be fun seeing how you like to walk on the sand, splash in the sea, and or swing on a swing or go down a slide.

Whatever you like to do Lux, I will be there to help you and read you stories and when you are old enough you can come to the play areas with me and I will swing you on a swing.

Maybe as a family we will go to the zoo. It is a great place to visit.

So welcome Lux to the family, we all love you so very much.

Your cousin and future babysitter Ava.

By Ava Douds-Napanoy, Year 7

On The Avon

I stared nervously at the glittering green water. I had been looking forward to this for a long time.

I watched all the other people get into the kayaks until it was my turn. I got into a colossal orange kayak and my mum got in behind me. I had been very excited because I hadn't been in a kayak before.

The kayak was drifting sideways on the rushing water. I paddled and paddled with some help from my mum, but we had paddled too much and Bang! The kayak hit the river bank. I paddled again and again until I finally got back to the middle of the river.

After I got back to the middle of the river I looked up and saw a punting boat. Whoosh! The kayak swerved towards the punting boat. One lucky paddle saved the kayak from crashing into the punting boat. I paddled to get back to the middle of the river and Crash! The kayak hit a flax bush on the river bank. Once again, I paddled to get back to the middle of the river.



Smelly but graceful ducklings got in my way. I paddled with care to avoid hitting them only to find myself under a bridge and to see another one beyond.

To my great disappointment it was time to go back to the boatshed.

What an outstanding day it had been.

By Lilliana Davis

The Chair

An empty chair, full of sorrow and despair, casts a long late afternoon shadow through the living room. Darker shades of brown, grey and black remind me of the day that passed and the old memories of the dim, musty house. The quiet weeping of my grandmother echoes through the hallway sounding faint and muffled as distant family members gather outside like a flock of birds. Planning for the coming days will be a haze in everyone's minds. A foggy blur with mixed memories and emotions that confused brains will attempt to process.

My brother, too young to understand the situation, closes the old wood door behind him. Revealing the life sized, yet lifeless statue of a woman watching over the room with a dead fixed gaze. She stands as an owl peering into your soul with eyes as black as night.

Shadows are cast longer and longer as the sun crawls down the sky like spiders leaving home. Slow weeping of relatives seems to multiply as reality sinks in. Eerie darkness brings a cold and heavier sadness than the sun, weighing down on my back like heavy rocks of burden. A long sleepless night, seemingly stopping time, passes and our grandfather returns home. Not hobbling in slowly this time but laying peacefully. Home for a final few days, including Christmas.

A constant flow of people enter like waves lapping on the shore, bearing food and condolences. Fresh baking lingers and crawls in my nostrils. Memories and adventures are scattered across the hollow walls, telling a whole lifetime. A lifetime of hard work, travel, family and red wine after dinner. The now marae-styled living room is never left vacant, giving off a warm sense of comfort and safety in such a time. The chair. The chair that sits in the same place as always before. Old, tatty and clearly well used and loved remains empty. Although he will not physically be there sipping red wine and sharply gazing at the flashing lights and boom of the TV, he will always be right there. Forever in his favourite chair.

By Skye Sisley

Paris for the weekend

Have you ever visited “Paris for the weekend”? If someone invites you to go with them, jump at the opportunity. It will be a surprising and unforgettable experience to delight your senses and make you wish to return in the near future.

“Paris for the weekend” is a wonderful café and going there is hassle-free, it’s always sunny and there is no language barrier.

You walk up the long ramp to a smart, dark red door. Your ice-cold hand reaches out and turns the shiny silver handle. Many years ago, the building was the Kaiapoi train station. When you enter you are in the place where tickets used to be sold. As the door opens, a wave of warmth hits you on this cold, wet winter day.

Sitting in a comfortable booth you hear the usual noises of a café such as: the faint humming of fridges and the gentle clinking of teaspoons. The sound of the cheerful voices describing the many delicious foods makes your mouth water. The floor is made of cool, patterned wood and produces a soft “clip clop” as warm boots and black shiny high heels walk on it.

Gazing around you notice many delicate ornaments: old clocks; fragile, antique dolls with curly blonde hair; twinkling glass chandeliers; intricate metal-framed mirrors and detailed paintings of Paris. All colours are very soothing, its walls are exactly the colour of the rich cream that flows onto your hot porridge in the morning.

As rain buckets down, freezing winds try to slither under the tightly sealed door, but inside the rooms are deliciously warm. Hot air from the ovens rises out into the main dining rooms of the café creating the much-appreciated warmth.

Engrossed with all the wonderful things around you, you nearly forget about the food you ordered. Then, a cheerful waitress arrives with your treats, a hot chocolate and cute dark chocolate duck with a yellow beak. The hot chocolate is thick and creamy and goes down brilliantly on this wet, wild winter day. The chocolate duck has a rich bitter taste, but the beak is as sweet as caramel. You think about all the times you drove past here and never came in, and how this place is now your favourite café ever!

Suddenly it’s time to go. After one final longing gaze, you walk out the smart dark red door. As soon as you get home, you excitedly start to plan your next trip.

By Eleanor Begley

A Small French Market

The market was busy enough,
A crowded train of people walking with
the flow.

An orderly train of people hurriedly
walking slowly.

Stallholders bound on you when you pass
near their stalls:

"Try for yourself if it's good or not!"

"Have a taste", "Best salami in the market"

"Buy three, get one free!"

All these local products are delicious
So many temptations...

When you walk past the fish shop,
You get a nice fish smell.

Not the revolting odor of old fish,
But a nice salty aroma.

Whole fish stare at you with their big jelly eye.

Which one will I buy?

Small sardines still alive and wriggling,
Live crabs crawling.

The veggie stall is enough to seize your
attention;

Full of bright and colourful summer fruits
and vegetables.

Radishes and watermelons,

Lettuces and courgettes,

Melons and young carrots,

Bright strawberries and tomatoes,

And lots of delighting fresh herbs...

When you walk past the cheese stall,
There are so many varieties to choose from.
Certainly smelly!

Do you need to be French to enjoy it?

Certainly delicious to me!

But you can't have cheese without a good
baguette!

When you walk past the bakery,
You get a sudden temptation to bite into the
crisp breads.

And when you do;

The flavour and smell is slightly sour, and the
inside borderline chewy.

Hard to resist coming out of here without a
French cake 100% pure butter.

That's when you know you're in Brittany!

By Noah Malport

The Big Bite

I was awoken by the sun beaming on my face.

Feeling warm, I thought yes, this is a good day to go fishing.

I shovelled down a bowl of coco pops and guzzled a glass of milk.

Koro helped me to check my rod and reel, and all the things I needed to go fishing.

Koro and Nan bought me a fishing rod for my Christmas, and now it's time to try it out. Koro gave me some tips on how to bait my hook. Off I go to try my luck.

I casted out my line and waited and waited. Koro said, sometimes you have to play the waiting game. I think it means to be patient.

Nek minit I felt a tug, then another tug, I pulled my rod to hook that fish to the shore. But it was too small, so I gave it back to Tangaroa. I rebaited my hook and casted it out.

Nan said, a karakia sometimes helps, but I only knew a kai karakia. I hope it works?

Then finally I felt another pull. This time, it yanked my line harder and harder.

Man! It was fighting and I was getting really tired, my arms felt like they're going to drop off.

I got it to the shore, it was the biggest fish ever. My first big fish, I was really happy, jumping and yahoing out loud.

I had a big smile on my face. This was the best day ever. It was my biggest bite.

By Anaru Tata, Age 9

How the Kiwis Lost their Wings

Everyone knows that Kiwis can't fly and Tuis can. That's just the way it is.

But do you know why? When animals were first created, the situation was reversed, Kiwis could fly but Tuis could not. The Kiwis would fly above the Tuis where they could not be reached and they would relentlessly taunt the Tuis. They would say nasty things and make horrible jokes like, "Winged birds rule! Tuis drool!" This happened without fail, day in and day out.

The Tuis were extremely jealous of the Kiwis and dreamt every night that they could fly just like them. All they hoped for was that they would have wings as magnificent as them.

Finally, they decided that enough was enough. They plotted night and day, gathering supplies, researching the proper way to cut wings off (surprisingly, there are none), collecting all the rags possible from every laundry basket, and of course some knives.

Next, they had to spread the word to the rest of the Tuis and keep it a secret from every Kiwi. Definitely not as easy as it sounds, but the Tui were so desperate for their wings that they were willing to try anything. So, one by one, the plan was told to all willing Tui, and soon there was enough of them to carry out their plan.

One night when they decided they were ready, they waited until the Kiwis were asleep to put their plan into action. Once the Tuis were gathered together, they went ahead with their plan.

First, they were to cut off the Kiwis' wings without waking them. This was no easy task and was the only reason they needed any 'supplies.' Dirty rags to stuff into the Kiwis mouths and knives to cut their wings off.

Then, when they finally had the wings in their possession, they attached them to themselves with mud and sap. It took from about 11am until the Kiwis woke when darkness arrived, yet they were so pleased with how they looked. The Tuis remained pleased as when the Kiwis finally woke, they saw the Tuis flying above them, all with new wings. They were furious, all stuck on the ground, completely wingless, while above them the Tuis flew high in the air.

Now you know the (very true) legend of the Kiwis and the Tuis.

By Aneliese Kay

The Sea

The water looked as if a smooth hand
had brushed over it and stuck it up in all
directions.

It glistened, like a precious jewel in the
morning sunlight.

The shadows twinkled and danced over the
cool liquid as if the sea was land.

Further out of the bay the dark gusts of wind
chased the shadows and enveloped them.



A Lonely Cinder

The stars are set and moon is high,
A lonely cinder hurtles by.
The shifty sea is black as ink,
But the dancing waves sparkle and wink.
I close my eyes but the image is still there.
A lonely orange cinder in the cold night air.

Poems by Xyra Stannard, Age 8

Student Artwork



Digital art, Kit Harlan, Age 15.



Wet medium, Emily Frater, Age 14.



Wet and dry medium, Lathan Zahnd, Age 14.



TE KURA
NEWS
NGĀ PITO PITO
KŌRERO Ā TE KURA

2018 NCEA RESULTS

To view the NCEA results you gained in 2018 (including any exam results and award of any qualifications) take a look at your Record of Achievement in your NZQA student login page from mid-January.

Go to www.nzqa.govt.nz/login and then click the Students & Learners login. If you'd like a paper copy of an awarded qualification and/or an official copy of your Record of Achievement, click the 'Order Documents' link (the first copy of each document is free).

SUMMER SCHOOL OPEN FOR ENROLMENT

Enrolments are now open for Te Kura's annual Summer School – which is great for students who are a few credits short of completing NCEA.

Summer School offers a range of internal standards across subjects including Science, English and Maths, and has helped hundreds of students gain qualifications.

"Missing NCEA by a few credits can be stressful" says Summer School Facilitator Anna Macdonald. "It can set back plans for further study, training or employment. Summer School gives students another chance to get back on track."

Summer School is delivered through our online learning environment My Te Kura. Students from secondary schools across New Zealand enrol for Te Kura Summer School.

It's also an option for our own Te Kura NCEA students, but it is a little different from the rest of our school year.

You'll have qualified subject teachers to answer questions and assess work. However, your subject teacher is likely to change from the one you had during the year. You also won't have a learning advisor to oversee your programme of learning, so you'll need to be motivated and know what you want to achieve.

Summer School starts on 17 December, and enrolments are now open. Te Kura students also need to enrol for Summer School. We will accept enrolments up until 5 February – however students must have final work submitted by Friday 12 February 2019 for credits achieved to be counted towards their 2018 Record of Achievement.

To enrol now visit www.tekura.school.nz/summerschool. For more information phone 0800 65 99 88 or email summerschool@tekura.school.nz.

SPECIAL ASSESSMENT CONDITIONS

Applications now open for 2019

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

SAC exists to make sure ALL students can demonstrate their full potential.

SAC includes things like:

- Being allowed to have someone read or write for you if you have dyslexia.
- Sitting your exams in a separate room if you have attention problems or severe anxiety.
- Extra time to complete a timed assessment if you have a slow writing speed.

For more information about SAC, check out our website at www.tekura.school.nz search keyword: Special Assessment Conditions.

If you are eligible, please contact Jennifer Hardiman, phone 0800 65 99 88 extension 8127 or email jennifer.hardiman@tekura.school.nz as soon as possible.

MAKING DREAMS HAPPEN

Te Kura English teacher Phobie Howarth shares a story about supporting a student's dream.

Sometimes in life, if you are really lucky, you get to help make student's dreams come true. Here at Te Kura, we want to share your dreams and your passion. On 19 September, we were blessed to share Aneliese Kay's dream.

Aneliese wishes to become a writer. While the Central North Region English Ropu know a thing or two about writing, we are not writers. So, our amazing teachers thought and thought about how we could scaffold this dream.

Te Kura belongs to an organisation that has access to real live writers and we invited three into our office to meet Aneliese and other online students. The three New Zealand authors were (picture left to right): Sarah Johnson (Prose writer from Raglan), David Elliot (Illustrator from Port Chalmers) and Vaughan Rapatahana (Poet from Morrinsville). Each author gave advice and inspired us all to dream a little more."

To read some of Aneliese's witty writing, check out 'How the Kiwis Lost their Wings' on page 35.

FEEDBACK WANTED ON DRAFT CHARTER AND ANNUAL PLAN FOR 2019

Our Charter and Annual Plan sets out the overall mission of Te Kura and how we will provide services to students. It also sets out the contributions we make to the education sector in New Zealand.

The draft Charter and Annual Plan for 2019 includes some new initiatives and some which continue from 2018. We are interested in hearing from our community about your views on the course we have set for Te Kura.

Our focus in 2019 will be on five new strategic priorities:

- Implement Big Picture Learning
- Focus on young adults and young people not in education, employment or training
- Tell our story
- Build systems capability
- Become a bilingual organisation

Our draft Charter and Annual Plan will be available to view or download on our website at www.tekura.school.nz/about-us/publications from mid-December.

You can request a printed copy to be sent to you by emailing our Chief Advisor Strategy regan.dooley@tekura.school.nz

Please submit your feedback to Regan by Monday 14 January 2019.

TE MATATINI KAPA HAKA FESTIVAL

20 - 24 February, Wellington.

Te Kura will have a stand at this amazing event, so if you're coming to Te Matatini make sure you call in for a korero.

Te Matatini Kapa Haka Festival is an opportunity to experience and celebrate Kapa Haka excellence and connect with friends and whānau. The four-day festival is held in a different location across Aotearoa every two years. 2019 is Wellington's turn to host, at the Westpac Stadium. It's estimated that 60,000 performers, whānau and supporters will attend this festival. It's a huge event with amazing energy.

If you can come along, make sure you visit us at our Te Kura tent for some fun activities, giveaways and to say hello to some of our team. If you or your whānau are performing at Te Matatini, let us know so we can come and cheer you on.

Mā tini, mā mano ka rangatira a kapa haka. Kapa haka flourishes through the efforts of many.

KAPA HAKA AND TE ROOPU WAIATA AT TE KURA

In 2007, after Mike Hollings arrived as our Chief Executive, he initiated waiata practice every Friday morning. In 2015, our waiata group became more structured with the intention to perform at the annual Te Konohete public service celebration.

I joined the group in 2017 and felt honoured to perform in last year's Te Konohete performance. I have great admiration and aroha for my kapa haka whanau. Singing on a Friday morning lifts my spirits and puts me in a positive frame of mind.

Our group is led by Tauwhiri Mihaere-Nicholls, Daniel Nelmes-Love and Spencer Jonathan. We have three guitarists and 52 singers. Our leaders are my inspiration and I feel gratitude for what they have taught me. Our group includes students from He Huarahi Tamariki and their teacher, Kohini Balejko. It is a joy to have these young women in our group with their enthusiasm for kapa haka.

We usually start and end our practices with our school song written by Zack Bishara.



Te Kura Waiata group practising.

Here are the words of our school song:

Te Aho o Te Kura Pounamu

Tākiri mai tēnei ao mārama
Ka tuhi rā tēnei ao tūroa
ā Toi o ngā rangi e
He kahurangi mō Te Aho o Te Kura Pounamu

Kōrihi mai tēnei manu tīori
Toiere rā tēnei wai tuitui
ā Toi o ngā rangi e
He kahurangi mō Te Aho o Te Kura Pounamu

Ngā rangatira e ngā mana
ngā hau e whā
Hākari mai ēnei hua mātauranga

Pae tāwhiti e te kāinga ō mā tiro
Ngā pae tata e whakamaua kia tina
ā Toi o ngā rangi e
He kahurangi mō Te Aho o Te Kura Pounamu

English translation

Dawn – the world of enlightenment
appears
Painting the sky with light
The beauty of our world manifests

A compelling urge from highest potential
A prized gift emanating forth
Like the treasured aspirations
Of radiant greenstone.

Dawn chorus
The herald sings
A welcoming melody
This binding song

A compelling urge from highest potential
A prized gift emanating forth
Like the treasured aspirations
Of radiant greenstone.

Auspicious leaders of the future,
respected dignitaries,
guests from the four winds
Come partake of the fruits of knowledge.

'Tis the far horizon
The home of aspirations yet to be
accomplished
While the goals of today
Let them be pursued and achieved

A compelling urge from highest potential
A prized gift emanating forth
Like the treasured aspirations
Of radiant greenstone.

The pathway is energised
A green path for you
The treasured gift.

 Te Kura

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