

LINK UP

TE WHAKAHONONGA
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



ISSUE NO. 40 | JUNE 2019

KO TĀ MIKE KŌRERO

There is a wealth of meaning behind the name 'Te Aho o Te Kura Pounamu'. It reflects the role we play within the education sector, connecting ākonga with learning, and our vision for each learner's achievement.

'Te aho' is traditionally related to genealogy and connecting back to our ancestors, encouraging us to consider the past, present and future. It can also mean 'radiant bright light' and 'open space', a concept that relates to both our physical surroundings and to our digital environment.

'Kura' most commonly means school. However, kura also means knowledge and the concept of knowledge. We are lighting the path for those on their learning journey.

'Pounamu' is the result of a geological transformative process. We see our ākonga as greenstone: a treasure undergoing transformation through learning. The link to 'te aho' means the pounamu has a whakapapa. Wherever we go we take our story with us.



Pounamu also connects people, and can link us to the past, present and beyond.

'Te Ara Pounamu' – follow the greenstone path of education.

At Te Kura, our learning programmes are tailored to the individual needs, interests and goals of each learner. Ākonga are encouraged to learn their own way – a way that feels authentic and meaningful for them.

The concept of authentic, individualised learning is an important aspect of our Big Picture philosophy. We are offering more and more learning opportunities that connect ākonga to real world knowledge and experiences. Ākonga follow their own learning path, building meaningful connections with other learners, kaimahi, whānau and hāpori along the way.

This is reflected in our new learning area, Kaupapa Māori, which focuses on exploring and understanding te ao Māori through hands-on experiences in the local community. Learners choose their own path through the course, with support and guidance from Te Kura kaimahi. By learning about the history and traditions of local areas, ākonga are encouraged to consider their own understanding of culture and identity in a way that is relevant to them.

"Ākonga are encouraged to learn their own way – a way that feels authentic and meaningful for them."

Our language courses also offer opportunities for learners to strengthen their identity, communicate with whānau, and generally increase their self-confidence. We have offered a variety of languages for many years, and at the start of 2019 we launched our Gagana Sāmoa course at NCEA Level 1. The Sāmoan language is the third most widely spoken language in New Zealand, after English and te reo Māori, and I am excited that we are now able to offer this course at Te Kura.

With Matariki (Māori New Year) celebrations approaching at the end of June, I have been thinking about the meaning of culture and identity, our transformation to Big Picture learning, and the ways in which we connect with our diverse community. This issue of *Link Up* celebrates the stories of ākonga and kaimahi who are also reaching out and making these connections.

Kia hora te marino, kia whakapapa pounamu te moana, kia tere te kārohirohi i mua i tō huarahi. May peace be widespread, may the sea glisten like greenstone, and may the shimmer of light guide you on your way.

Nāku noa, nā Mike Hollings

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Cover: Kohana Williams, photographed by Amber Griffin.
Read more on page 16.



FEATURE
STORIES
KŌRERO MATUA

REAL LIFE EDUCATION

“This is real life education!” Sweating over a hot BBQ, these words resonate. Real life education.



By Kate Hardstaff

This is the aim of four Te Kura ākonga who are aiming for the skies in 2019 – quite literally.

Having connected over an interest in war history, in particular World War II in the Pacific region, these ākonga are heading off to Pearl Harbour, Hawaii, to see, hear and immerse themselves in its World War II history and learn more about the indigenous culture of our Pacific neighbour.

This vision, based on Te Kura’s Big Picture philosophy, has very much been a product of commitment and hard work for all involved. To make this journey accessible to all four ākonga, each has taken ownership and leadership of the planning and preparation, upskilling, and most significantly, raising the funds. No small feat when you have never been involved in a project of such magnitude.

Stemming from a variety of backgrounds and living in two regions of Northland – Whangarei and Kaikohe – the ākonga have overcome the distance learning environment and bonded as a team, discovering passion and strengths that extend beyond their academic learning. For Te Kura teacher Sally McGunnigle-Trail, it has been a pleasure to guide and mentor this group of motivated youth in their academic, practical and soft skill programme of learning in preparation for the journey.

History and English academics aside, these ākonga have also been required to train in First Aid and complete an NCEA Level 3 Communication course, which has resulted in the production of two short news style films about the culture of Hawaii, the bombing of Pearl Harbour by the Imperial Japanese Navy Air Service on 7 December 1941, and the Hawaii that they will visit today. This has been an exciting venture, through which the ākonga have not only been given the platform to express their understandings of the event, which changed the course of World War II, as well as their expectations of the trip, but has also given them the skills to write, present and produce a short film – something which will be needed as they record their experiences when they travel to the island later this year.

They have also discovered a shared talent for photography, and together have chosen 10 images which have been made into gift cards that they are selling as packs of five cards for \$10. Their beautiful images capture different aspects of nature in close up – including birds, bugs, frogs and flowers. This initiative has proved a popular fundraiser. Other fundraising initiatives include a highly successful High Tea, an upcoming garage sale, and a 1930/40s dance on Saturday, 27 July in Whangarei, complete with dance performers and a brass band.

However, it is here, sweating over the BBQ, that Sally really feels the buzzing energy of these committed ākonga, as they chat to customers about their upcoming adventure. She says: "It is their drive and passion that makes such a venture achievable, and serves to remind me that this is why I am a teacher – to assist these students in their Big Picture and to ready them for the world, to engage them in their 'real life education'!"

To assist the four ākonga on their journey, gift card packs are available for \$10. Donations can also be made.

Please email:

sally.mcgunnigle-trail@tekura.school.nz

to place an order, or to find out more about other fundraising initiatives.



By Alina Struneski-Turner



By Alina Struneski-Turner



Alina and Kate working on their NCEA Level 3 Communication course.

KAUPAPA MĀORI

Continuing traditions, acknowledging success as Māori.

An exciting new space in Te Kura has been launched – Kaupapa Māori. This new learning area focuses on continuing traditions and acknowledging success in matauranga Māori. The standards on offer are derived from Field Māori, which explores Māori knowledge, pedagogy and skills. Te Kura design and delivery focuses on building deep connections and exploring interdisciplinary aspects of te ao Māori.

Te Kura successfully trialled Kaupapa Māori towards the end of 2018, with over 50 ākonga (students) enrolling in a range of standards. The kaimahi (staff) and ākonga involved thoroughly enjoyed their experiences and showed high levels of engagement and achievement.

Here we take a small look at the vast range and depth Kaupapa Māori offers, as well as highlighting personal experiences of those who participated in the trial.

Manu Tukutuku

In 2018, 45 students from our Central North region enrolled in Kaupapa Māori, working with Te Kura staff Whaimutu Marino and Christine Te Kiri. The range of learning experiences these students participated in varied from applying and understanding



whakapapa, to preparing and serving kai at marae. The students were also involved in creating manu taratahi (Māori kites) and learning traditional pakiwaitara from their local areas. This rich contextual experience ensured that student engagement was high and resulted in meaningful relationships being established between students, staff, whānau and hāpori (community). In total, more than 60 standards were awarded to this group of students.

Christine attributes the success to offering subjects that are relevant to Māori culture. The learning experiences were based on familiarity and deeply resonating cultural tunes, to which the students responded positively. Whaimutu says, “I truly believe when you can act as yourself in a space where you are accepted as yourself, brilliance is unfurled and released exponentially. I believe this is what happened with the Manu Tukutuku students”.

Whaimutu believes that Kaupapa Māori was good for these students as it is Māori based and most students enrolled have a connection to being Māori or are searching for this. “Kaupapa Māori allowed us to connect students to one another as well as to their hapu or iwi. That really matters.”

Northern Haerenga

Te Kura staff member Sharlene Rogers, based in our office in Whangarei, was able to create a haerenga (hands on experience) that saw 13 students and staff go out and explore their local areas and tourist attractions, making connections to sites of significance and importance to Māori. Students learnt about historic leaders such as Te Ruki Kawiti from the far North and the important role he played in the narratives of his iwi. They identified how innovative he was and how his mana contributed to that role. The students' work resulted in several students being awarded multiple standards.

The work shared by these students showed how important it is to understand our local area and the need to know what the local hapu or iwi experienced, as these views are not often captured in traditional media. These students were predominantly non-Māori, learning about the traditions of the local areas in which they live and have grown up in. This connection creates a deeper sense of self and an awareness of the historic implications between Māori and non-Māori.

What's on offer in 2019

This year we look to scale up enrolments in Kaupapa Māori. We have extended the offerings within four learning areas (Tikanga, Manaaki Marae, Environment Māori and Tourism Māori) and will be looking to develop more in the future, based on student needs and staff capability and capacity.

Kaupapa Māori is not constructed like other Te Kura learning areas. You can enrol in different areas within the Kaupapa Māori space and select standards that are relevant to your interests and needs. All course content can be accessed in My Te Kura, our online learning environment.

You will have many options about what you learn and how you want to present what you find out about. This is a new and innovative space, so check your news items in My Te Kura for updates. If you are keen to know more about this subject, go to www.tekura.school.nz/subjects-and-courses or speak to our friendly Te Kura kaimahi.



Nāu te rourou, nāku te rourou, ka ora ai te iwi.

With your basket and my basket the people will thrive.

BLAKE INSPIRE 2019

By Mahina Walle

Over the holidays I was extremely lucky to attend BLAKE Inspire, a week-long course for 56 young environmental leaders, coordinated by BLAKE (formerly the Sir Peter Blake Trust) and sponsored by the Ministry for the Environment. This year's forum was held in Waikato from April 12–18.

Saturday, April 13 was an action-packed day with the Royal New Zealand Navy that started with physical exercise, meaning we had to get up at 5am! This was followed by life-raft training, a creative cooking competition (using only Navy rations!) and several team-work and leadership exercises. I learnt that a good leader should listen to their team and accept constructive advice.

On the third day we went to Raglan, did a kayak tour of the Raglan Harbour, and undertook experiments on estuary sediment and cockles with NIWA scientists. The kayak tour guides told us that about 30 years ago a group called the Whāingaroa Harbour Care started planting along all of the waterways that run into the Raglan Harbour to reduce nutrient and sediment run-off from farms, which has hugely increased the health of the estuary.



On our fourth day we met with the mayor of Hamilton, Andrew King, visited the Huntly Power Station, learnt about Hamilton's waste management plan and the Waikato River Authority restoration project around Lake Rotokauri, and were welcomed on to the Turangawaewae Marae. It was another really interesting full-on day and we learnt heaps about waste management, restoration projects, renewable energy, and Māori concepts such as kaitiakitanga. While visiting the Huntly Power Station it struck me how all of the parts of the power station were made using energy and resources. Therefore, a massive amount of energy and resources had been used just to make more energy and electricity, whereas our ancestors would have simply used fire for heat and light!



All photographs by, BLAKE/Brendon O'Hagan.

On April 16, we visited the Waiwhakareke Natural Heritage Park, learnt about how Kaivolution 'recycle' unused supermarket food that would otherwise be wasted, had a tour of a Tatuia Shareholders Farm, learnt about dairy farming in Waikato, and had a parliament simulation about climate change and the zero carbon bill. We found out that electric cars are only the 26th most effective way to reduce greenhouse emissions (out of 100), whereas reducing and reusing food waste is third! On our last full day, we went black water rafting in the Waitomo caves and were told about ecotourism. April 18 was set aside for everyone to present their action plans and to travel home.

My action plan is to help create more marine protection around Hauturu o Toi Little Barrier Island (where I live), and I'm currently trying to organise an initial brain-storming meeting with all of the interested parties to exchange ideas.

BLAKE Inspire was one of the most amazing things I've done and we learnt so much! Everyone was lovely and it was really cool meeting other like-minded teenagers. My message to people wanting to make a difference is to start by doing something small and get bigger from there!



**STUDENT
STORIES
NGĀ KŌRERO
Ā NGĀ ĀKONGA**

STUDYING CHINESE AT TE KURA

Lesley McKibbin is an adult student at Te Kura. She started learning Chinese in 2014 and completed NCEA Level 3 Chinese with an overall grade of Merit in 2018.



I really enjoyed my first month-long visit to China in November 2013, yet there were many times I wished I knew more Chinese than just hello, goodbye and thank you! I was inspired to learn Chinese when I was on a 27-hour train journey, and felt I was missing out on chatting to my fellow passengers. Back in New Zealand, I chose to study with Te Kura because I knew that Online Learning would fit around my schedule. I work full-time as an Admin Officer, I'm a volunteer ESOL teacher, and a grandmother of seven, so it was a huge advantage to be able to study from home, and at a time that suited me. Having regular workbooks to complete as well as assessment deadlines gave me the motivation to put in the hours of study and stay on track.

Here is a letter I wrote to my teachers when I received my NCEA Level 3 result:

Dear Ying and Chunrong,

Thought you would like to know that I passed my NCEA Level 3 exam, with Merit for both the Listening and the Reading. Overall the grade was Merit for the entire course. I was very happy with this result!

I started with the Beginner Chinese Course in 2014 and have enjoyed going through each level at Te Kura.

I think the whole course is very well designed, and it is excellent that it starts with characters immediately. I have recommended the course to several friends. In 2019 I will look at doing the CHSK, as I believe having a goal helps me to focus and keep working hard!

I recently went to see my son in Australia. There was a rather long delay at the Gold Coast airport due to a storm. I got talking to about eight retired Chinese ladies (around my age, 55–60ish) who were in a tour group. They didn't speak any English, so I had a good hour or so chatting with them in Chinese, about Australia, New Zealand, China, family, jobs, studying Chinese – it was great! I am certainly not fluent but feel confident that one day I will be – maybe a few more years!

I had intended to email last year to thank you both, so much, for your help! (Things got hectic as I came back from China in early November, then studied and did my exam, and then immediately went to Australia!)

A special thank you to Ying, as you have been there from the start. I have really appreciated your encouragement.

Kindest regards,
Lesley

WHANGANUI BRICK SHOW

Devon Cresswell and his mother, Erina, share a passion for Lego, so when their local Riding for the Disabled Association (RDA) was considering fundraising, hosting a Brick Show was their immediate suggestion.

Leading up to the show, Devon and Erina worked tirelessly, organising the event and working on their own exhibits.

Over the weekend of 16–17 March, about 4000 people packed into Whanganui War Memorial Hall to view the exhibits and create their own masterpieces. A highlight was the special sensory-friendly viewing on Sunday morning for visitors on the Autism spectrum or with sensory sensitivity.

Devon shares his thoughts on the exhibition:



"All the lego on this corner is ours."



Devon's exhibit



"This was Garadom's volcano if you have watched the Ninjago Movie. It smoked real smoke because it had a smoke machine hidden inside."



"This was the best one for me, because I like modulars and trains."



"This has got a working water wheel and windmill. I liked the windmill. It was pretty cool."

CONGRATULATIONS KOHANA WILLIAMS

Congratulations to Kohana Williams, who won the Supreme A section at the biannual Alana Haines Australasian Awards for ballet. Kohana was awarded a four-week scholarship to Munich, Germany, along with free entry to the Youth America Grand Prix, a prestigious scholarship amateur ballet competition, in 2020.



Kohana Williams, photographed by Amber Griffin.

WINDSURFING

Te Kura student Veerle ten Have represented New Zealand at the Youth Olympic Games in Buenos Aires, Argentina.



Before I started windsurfing, I played many other sports. I was involved with some longer than others, but I tried out a lot of different stuff – water polo, hockey, tennis, volleyball, horse riding, judo the list goes on.

I started windsurfing at the age of 13. My older brother and a family friend signed up for what they thought was a three-day sailing course in the summer holidays. Last minute I decided to join, I was keen to do something active and I thought why not? It ended up being a basic water sports course which included stand up paddle boarding, sailing and windsurfing. All of us were fascinated by windsurfing as we had never heard of it or seen it before. After the course, my brother and friends continued whereas I had the responsibility of looking after my horse. Besides I enjoyed horse riding much, much more! My horse broke her pelvis around eight months later and we had to sell her as I was unable to ride. Being restless, and with my brother pestering me to come windsurfing again, I did. From then on, I never stopped.

My training days vary with mostly windsurfing but also lots of cross-training such as biking, running, strength work, rowing and yoga. I usually train twice a day, six days a week.

Being able to study at Te Kura has given me so much opportunity to focus more on windsurfing and pursue it. Travelling overseas for long periods of time to compete and train made it pretty hard to keep up with work my old school was giving me. I decided to study at Te Kura in 2018. It was a big step to make since it was going to change my entire life. But so far, I have loved every bit of it. Being able to work whilst overseas, making my own programme, choosing what I learn and how. I am learning so much more and am much more productive. I'm currently working towards my endorsement for NCEA Level 3.

In 2018, I went overseas training and competing for around four months. It was a full on and busy year, but so much fun. I started my journey in Holland. There I trained with the Dutch youth team (all boys) before competing at my first ever senior event. Having mostly light winds it was a good fitness build-up, preparing me for another light wind event in France. Fighting against the top woman in the world was a big challenge but super fun. I finished at the bottom of the seniors there but was awarded third youth girl.

At the end of June, we drove to Penmarch, France. We stayed at a beautiful campground with all of the competitors.



There, our days consisted of; eat, windsurf, eat, swim, windsurf, eat, sleep, repeat. A great life. In July 2018, the RSX Youth World Championships started. Five days of racing with three races a day. The races are around 30 minutes each. It was a very tough competition for me since the wind was light, with light winds being my weakest point. However, I managed to keep pushing and finished 16th overall.

I was still happy since I did better than the previous year and was improving big time. I couldn't wait for the next event. After two weeks in France, I flew straight out to Texas for the Youth Sailing World Championships. This event has lots of different boats, however only one boy and one girl from each country get to represent their country in their class. Texas was very hot, with an average of 30 degrees Celsius every day. All the athletes stayed in one big hotel right next to the sailing venue. There was wind every day. Sailing consistently the whole week, I managed to finish in second place, two points behind first place.

This made me Vice Youth World Champion, opening up many doors for my future as an athlete.

Flying back to the Netherlands, I then went to Denmark for the last event of my trip. This event for me was more based on learning and experience rather than a results-based goal. It was another senior event and for most the biggest event of the year, as it was the first chance to qualify for the Tokyo 2020 Olympics. A very tough regatta and lots of learning.

At the end of 2018, I went to the Youth Olympic Games with the New Zealand Youth Olympic team. This was an amazing opportunity and experience, being able to connect and learn from such great athletes, not only from our country but from all over the world.

Hopefully, windsurfing will take me to awesome places around the world. My parents have probably played the biggest role in my life. They do so much planning, supporting, encouraging and helping that without them or their support, I would not be windsurfing or competing around the world at this level.

My advice to other Te Kura students would be to wake up ready. Have something to look forward to, even if it is something small. Like being able to have breakfast outside or cuddling your cat or hanging out with your friends. Something that makes you excited to start the day. And if something is preventing you from doing that, I'd say, do something about it!



Te Kura

TE AHO O TE KURA P

THE CORRESPONDEN

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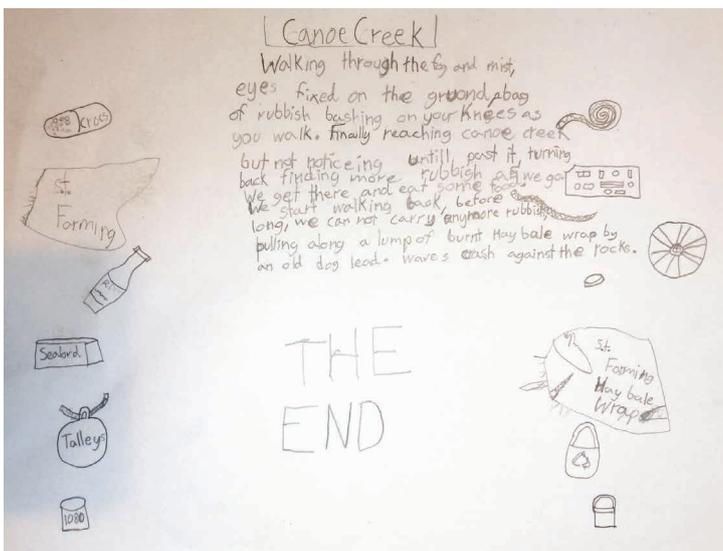
STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA

Canoe Creek

Walking through the fog and mist,
 eyes fixed on the ground, a bag
 of rubbish bashing on your knees as
 you walk. Finally reaching canoe creek
 but not noticing until past it, turning
 back finding more rubbish as we go.
 We get there and eat some food.
 We start walking back, before
 long, we cannot carry anymore rubbish,
 pulling along a lump of burnt hay bale wrap by
 an old dog lead. Waves crash against the rocks.

By Reef Barltrop, age 9



Unfinished Artwork

I am an unfinished artwork.
A sitter whose mind wanders
To the edge of the frame.
And beyond.
A background full of faces and places
That I'm yet to know.

My artist is just finding her style.
Shaky lines abound
Yet still she puts them to paper.
All in search of what can be found.

By Madeleine Brooks Gillespie



The Cheeky Little Fairy

Once upon a time there was a cheeky little fairy. She had two white fluffy wings and two pointy ears, and she wore a sparkling pink dress. This little fairy was very cheeky. One day she flew into a house and used her magic wand to swap things around. She put the beds in the lounge and the couch in the kitchen. She swished all the stuff from the wardrobes into the bathroom then crashed the plates and cutlery into the washing machine. After half an hour the house was a total mess and the fairy quietly flew away with a cheeky smile on her face. When the family got home, they could not find anything. It took them a few weeks to figure out where everything was and put things back.

The fairy thought it was so funny that next month she came back to do it again. But this time the family was at home. The fairy started moving things around when suddenly one of the family members caught the fairy and put her in a cage. The family crowded around the little fairy and she felt scared. Her cheeky smile was gone and she cried "Please let me out". The family weren't sure they could trust her and they sat down to decide what to do. When they weren't looking the little fairy used her magic wand to make the cage disappear, then she flew away as fast as she could and never went back to that house again.



After such a fright the little fairy was good for a few weeks. But soon she felt like being cheeky again. In the middle of the night she flew to the swimming pool and turned the water sparkling pink (her favourite colour). Then she flew to the library and mixed up all the books. She was just about to go to the supermarket when she heard somebody call her name. Turning around quickly she saw her mother staring at her with her wings flapping and her hands on her hips. Her mother looked angry and said "What do you think you are doing? You should be at home". She took the little fairy's magic wand away and dragged her home to bed. The little fairy had learned her lesson and never did any cheeky tricks again. After the little fairy had been good for three months her mother gave back her magic wand and she only used it for helping people.

By Emma Hetherington, Year 5

The Messy Garage

One day my Dad and I went outside to fix the fence that had been damaged in the storm the previous week. The wind had been so strong that the big tree on the roadside had fallen, landing on our fence, smashing part of it and making the rest lean over. The council had come and taken the tree away leaving a big mess for us to clean up.

We started by picking up the broken pieces of wood and throwing them into the back of the garage. "They could be useful for something," my Dad said. We used a rope and wrapped it around a few of the fence posts. Dad and I pulled on each end of the rope to straighten the fence while my Mum shovelled stones around the fence posts. It felt like playing a tug of war against the fence.

"Hurry up!" I shouted to my Mum, "I can't hold on for much longer". I was so exhausted. The rope slipped out of my hands.

"Ahhh !" my Mum shouted as her shovel got stuck under the fencepost. I turned around and my Dad was lying on the grass with the rope still in his hands.

He got to his feet and slowly walked around the fence. With a big tug he pulled the shovel out. "That's good enough," Dad told us.

"OK. What's next then?" I asked. We worked together fixing all the rails. I would hold the pieces of wood in place while my Dad screwed it together.

We were about to start putting the panels on when we ran out of screws.

"Go and have a look in the bottom drawer in the garage, I'm sure I've got more in there," my Dad said. I opened the drawer and found it packed full of hundreds of screws, nuts, bolts, nails, bits of plastic, and other stuff that I didn't recognise. I had no idea what screws my Dad wanted so I called him over. My Dad said "Oh no, what a mess. We need stainless steel screws, because we are using them outside, but I can't see any." We tipped the entire drawer out onto the workbench and started to sort them into piles.

We found about five screws when Dad said, "Keep looking, I will be back in a minute." We will never get the fence finished, I thought to myself. Then I turned around and saw that my Dad has brought something from the house. "I think I have an idea," he said. He moved his hand over the pile of screws. Whoosh! Suddenly the nails and screws were jumping off the table and sticking to his hand. That was because my Dad was holding a super strong magnet and the nails were sticking to the magnet. The bits of plastic were left on the bench as well as the stainless-steel screws that we needed. "These stainless screws are not magnetic," my Dad explained.

What a relief. We found all the screws we needed in just a few minutes and managed to finish fixing the fence in time for dinner. "You are the hero Dad!"

We planned to paint the fence the next day. "I think we have paintbrushes somewhere in the garage," my Dad said. I really hope we do!

By Renee Hetherington, Year 7

Home Sweet Home-school

I'm awake, but my eyes are still closed. I can hear my mum making coffee in the kitchen. I want to go to her, but I like the warmth of my bedsheets.

I can hear the cicadas outside, it must be around 9am because our neighbour, Jim, is mowing his lawn. He's a busy man and likes to get things done before 10 o'clock. I hear my brother's office chair rolling around on the wooden floor in his bedroom next door to mine. My cat is lying next to me, purring. She doesn't want to leave the warm bed either.

My bedroom is small and cozy; it's decorated in white, black and grey, minimalist and simple, and I like it that way, without any distractions. Get up lazy bones! I instantly regret listening to my own command, because it's colder than I expected. I walk to my closet and get a warm hoodie. I am happy that I'm home-schooled because most of my friends wake up really early to go to school and I get to sleep in and start at my own time. I'm not sure if it is like this for all home-schoolers, but my mum is pretty relaxed about when I start, as long as I get my work done, and this way of life suits my family. My mum's very upfront about our love of sleeping and I hear her say this at least once a day: "We are not morning people."

I go to the kitchen and I smell eggs and sausages cooking, I greet my mum and she responds: "Good morning my precious boy." That's how she always responds, and I can tell that she's in a good mood. I need a cup of coffee so I boil the kettle. There's a window to the left that looks out over the neighbourhood so I daydream for a while. Hurry up and boil, kettle, I don't have all day!

I make myself a cup of coffee and I sit down at our four-seater dining table. I love to breathe in the hot flavoured air as it rises off the coffee cup. I talk to Mum and sip at my coffee in between our conversation. I love my home, it's familiar and feels safe. I walk down the corridor and I can hear my own footsteps on the wooden floor. Some of the floorboards creak and they remind me that many feet have walked this hallway. In my room I grab my laptop and check the timetable pasted on my wall. Today is Tuesday, so I am concentrating on Digital Technology and Science. I know that it's going to be a long day because Science is not my most favourite subject.

I walk back to the dining room table to start my schoolwork. I sit down, I open my laptop and the clickety clack of the keyboard is the only sound I hear for a while as I work through my lessons.

I know that this might seem like a walk in the park to some people; getting up when I want, doing schoolwork when I want to, but this is all on me, and I need to take full responsibility about doing schoolwork and getting an education. I don't have school bells or teachers telling me when to do things, so I have to manage my time really well.

Woof! Woof! Woof! I'm startled by Basil, our 'daycare dog'. He was curled up quietly under my chair, until my tortie kitten, Tess, smugly walked across the room and jumped up onto my table. I tell mum that I might like to work with animals one day. "You'll need Science if you're going to study to be a vet" she says. I hate that she's almost always right, about everything.

I've lost my concentration, so I close my laptop, lean back in my chair, stretch my arms above my head and then check my mobile phone. The lack of Tweets and Facebook posts assures me that I'm not missing out on much, so I get back to my schoolwork. My laptop solo is interrupted by the screeching of our front gate opening. From my dining room window, facing north toward the hills, I see that it's my dad returning home from work. I run down the corridor and open the door for him and take the groceries from him.

I start unpacking, sorting and rearranging the fridge. Suddenly our kitchen is a hive of activity. Mum starts to cook, my brother Jason wants to know when the food will be ready, Dad is mumbling about his bad day at work and my brain is just about bursting when I hear mum announce: "Food is ready!!!" This is the only time that our house is noisy, chairs roll back, the floorboards creak as we make our way to the dining table. I get plates and cutlery for the family, glasses and crockery clatter, and someone manages to eventually pass the salt! It's delicious, all of it.

In the lounge the fire has been lit, and it is warm and inviting. The chair closest to the fire isn't taken, so I claim it before anyone else does. My overweight tomcat, Ash, plops down next to me and settles in for the night. I turn on the TV and decide to see what's on Netflix and we settle in and watch a family favourite called 'The Goonies'. As the movie finishes, Dad turns on the light and we all growl at him at the lack of warning and sudden shock of the bright light.

I yawn and make my way to my bedroom. Along the way, I grumble about the fact that my bedroom is far from the fireplace and FREEZING. I jump into bed, I close my eyes, and very soon, I'm asleep.

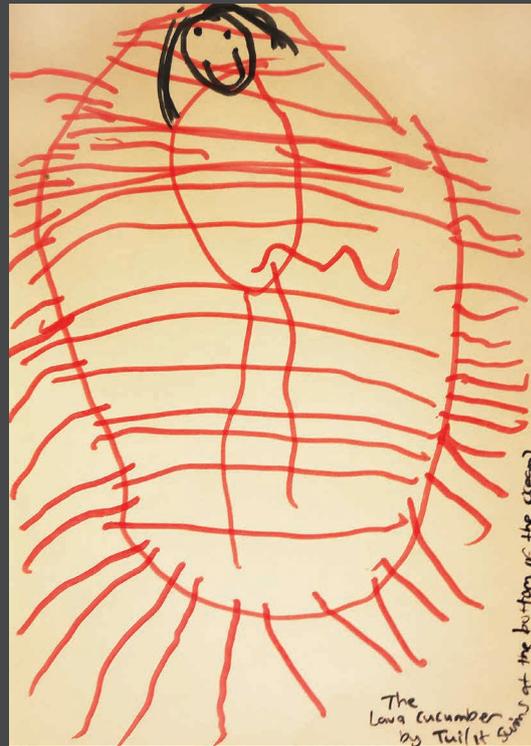
By Owen De Does, Year 12

Student Artwork

Early Childhood



Tui Stuves

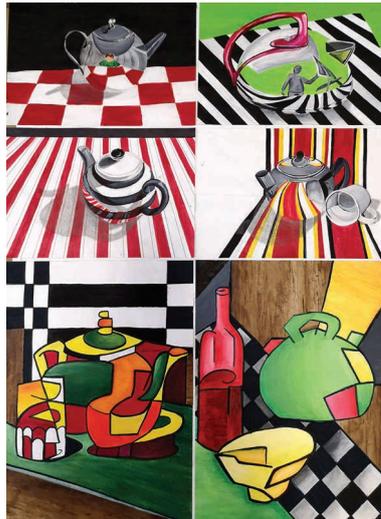


Tui Stuves

NCEA Levels 1 & 2



Elyse Pryor, Level 2



Jessica Evans, Level 1



Hannah Ireson, Level 1



Kayla Ganley, Level 2

NCEA Level 3



Annalise Blair, Level 3



Danisha Stegman, Level 3



TE KURA
NEWS
NGĀ PITO PITO
KŌRERO Ā TE KURA

CHRISTCHURCH TERM ONE EVENT DAY REPORT

Friday, 8 March turned out to be our wettest, windiest and coldest day of 2019 to date, so it was great to see that 17 of our students and their whānau braved the elements and arrived at Ferrymead Heritage Park for our first Year 1–10 Event Day of the year.

It was fabulous to meet all of our students and their whānau face to face – some students and even one teacher were brave enough to dress in traditional 1890s clothes! We weren't very good at walking around the village in straight lines and the boys were a bit shocked to have to wait for the girls to enter the room before they did! We explored energy usage in the past, while doing household tasks before the advent of electricity.

We looked at other renewable energy sources that were used in the countryside and enjoyed a ride on an electric tram. It was great and we all learnt so much about our past.

Of course the best part was getting the chance to meet other Te Kura students and making new friendships. We would like to thank all of the supervisors who went out of their way to transport our students to this Event Day and join us in the activities.

A special thank you goes out to Cindy and Robert as well as the other fabulous staff at Ferrymead Heritage Park, who helped to make this an exciting and educational day, despite the cold weather. Look forward to seeing you all at our Term Two Event Day – look out for details.

Ngā mihi nui

Gail, Yvonne, Janey, Sue, Mary, Jan, Helena, Mike and Gill



NCEA CHANGES

The Minister of Education announced changes to NCEA on 13 May 2019.

There are seven key changes:

1. Make NCEA more accessible
2. Mana ōrite mo te mātauranga Māori
3. Strengthen literacy and numeracy requirements
4. Have fewer, larger standards
5. Simplify NCEA's structure
6. Show clearer pathways to further education and employment
7. Keep NCEA Level 1 as an optional level.

The immediate change is that families of students studying NCEA courses will no longer have to pay fees to enter NCEA and New Zealand Scholarship. NZQA will waive fees retrospectively and will be working to award credits and qualifications earned in previous years where fees were not paid.

Students will need to submit an online NCEA registration for 2019 only if they wish to register for externally assessed standards.

Other changes will be more gradual, with further detail to follow. The final change package and implementation plan will go to Cabinet in November 2019.

There will be further conversations about these changes and what they mean for students.

In the meantime, if you have any questions about NCEA fees or registrations, please contact our Qualifications Team:

qualifications@tekura.school.nz

For further information about NCEA changes, please visit the Kōrero Mātauranga/Conversation Education website: <https://conversation.education.govt.nz/conversations/ncea-review/change-package>.

STUDENTS STUDYING NCEA COURSES

If you're studying NCEA level courses this year, you'll need to submit an online NCEA registration only if you wish to register for externally assessed standards. We'll tell you what you need to do when our 2019 NCEA registration facility opens in June. Your internally assessed results will be regularly reported to NZQA.

Externally assessed standards include:

- NCEA exams sat during November /December
- NZ Scholarship exams sat during November/December
- Digital Technologies Assessment Task (DCAT) for Level 1 standards 91886 and/ or 91887 sat on 17 September
- Maths Common Assessment Task (MCAT) for Level 1 standard 91027 sat on 17 September
- Portfolio submissions for:
 - o Digital Technologies – levels 2 and 3
 - o Design and Visual Communication – all levels
 - o Technology – all levels
 - o Visual Arts – all levels

As announced by the Minister of Education on 13 May 2019, NCEA fees are no longer payable.

STUDENT AND WHĀNAU SUPPORT

The Hub

Our team is available around the year to support students in their online learning and to provide advice and guidance around enrolment and qualifications.

We have a team of dedicated advisors who are available by phone, email and chat to help with general queries and technical issues.

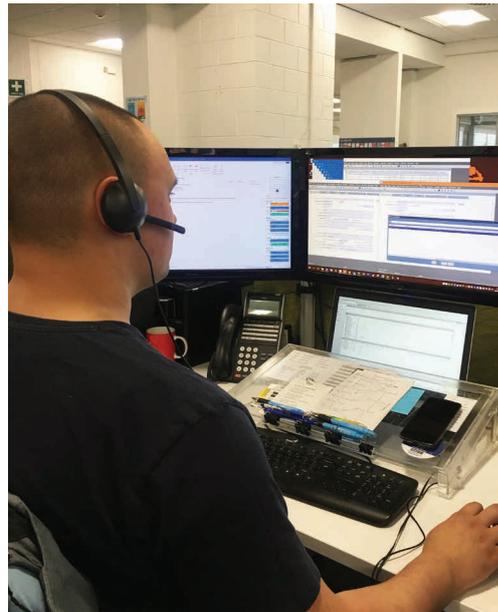
Our team can assist with:

- accessing My Te Kura
- applications for enrolment with Te Kura
- payment and registration for NCEA qualifications
- applications for Special Assessment Conditions for qualifications level students.

We also manage reception at our main office in Wellington.

We are always happy to hear from our students and anyone else who needs assistance or advice, so please get in touch with us!

Our hours are 8am – 5pm Monday to Friday, excluding public holidays, and you can reach us on 0800 65 99 88 option 1, or by email at hub@tekura.school.nz.



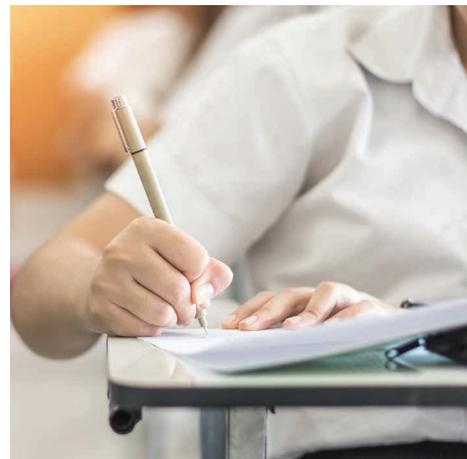
2018 TE KURA ANNUAL REPORT

**Te Pūrongo ā-Tau 2018
is available online.**

Our annual report for 2018 is available on the publications page of our website:
www.tekura.school.nz/about-us/publications.

SPECIAL ASSESSMENT CONDITIONS

Enabling students to achieve at their full potential with Special Assessment Conditions.



Everyone has challenges in life. We might have a headache, or we might have a cold. Sometimes we have an 'off' day. Our parents might be unfair, or we might not be very good at maths. But for some people, challenges are all-encompassing and overpowering. Their challenges may get in the way of learning. Even worse, some people have barriers which don't allow them to express their learning and this may mean they don't get credit for what they know.

Special Assessment Conditions (SAC) exists to provide support for students with medical, physical and learning challenges. SAC may help remove barriers enabling students to be fairly assessed for their learning at NCEA level. Here are some examples of where support is needed and the SACs that might enable them to overcome barriers to learning and achievement.

READING

Some students find reading a huge barrier to learning or attempting NCEA assessments, for example:

- they might be able to 'read' words but not fully comprehend the meaning
- they may take a lot longer to read text than other students
- they may not be able to see the text in the same way as other students.

A student with these reading challenges may benefit from a **reader**.

WRITING

For some students, expressing themselves in writing could mean they cannot show what they have learned or receive credit for their learning, for example:

- their writing may not be easily read
- their poor spelling prevents people understanding their writing
- there may be a disconnect between their thoughts and what they can write down
- writing might cause them physical pain
- their writing might take much longer than the average student, so they do not finish timed assessments.

A student with these reading challenges may benefit from a **writer** or **computer use**.

Some students might need both supports – a **reader/writer** or **computer use**.

MEDICAL CHALLENGES

Some students face the challenges of anxiety, depression, ADHD or Autism Spectrum Disorder etc. which impacts their ability to sit exams, for example:

- they can't sit in an exam room with a crowd of other students due to social anxiety
- if a student has ADHD they may have trouble focussing



- a student might have a panic attack if faced with a large group of other students
- a student who has autism may be adversely affected by the noise made by other students in an exam room.

A student with any of these challenges would possibly be more able to sit exams if they had **separate accommodation and/or rest breaks.**

These are only some examples of barriers to learning and assessment where SAC could enable students to perform nearer to their full potential. There are many other examples of challenges faced by students and the way SAC can help them. For more information, check out our website at www.tekura.school.nz and enter "SAC" in the search box. If SAC applies to you, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or by email sac@tekura.school.nz as soon as possible.

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

CONGRATULATIONS KA MAU TE WEHI!

A group of Te Kura students has been named the overall winner in the Tycoon Games.

The Tycoon Games, is a national competition in which players face the challenges involved in operating a business in fast moving industries, such as technology, hospitality and construction.

As well as receiving the opportunity to intern with organisations such as Xero, Microsoft, BDO and JBA – including the opportunity to continue the internship with JBA for the rest of the year to help in the creation of the next Tycoon Games – the winning school also receives three Surface Go laptops and accessory packs.

This is an outstanding achievement by a group of students who have participated largely due to their own interest and passion.

The Tycoon Games series was created to immerse learners of all ages and backgrounds in the act of building their own business. The challenge of running a business in each of the Tycoon Games starts at ideation and leads learners all the way through to seeing their business concept in action. The games have been designed around the 10 core “Employability skills required for the Future of Jobs”, as identified by the World Economic Forum. Such skills include complex problem solving, critical thinking, creativity, people management and decision making.



MATARIKI 2019

*Matariki hunga nui.
Matariki of many people.*

**JOIN TE KURA ON
FACEBOOK!**

You can find us at:
www.facebook.com/tekuranz

Visit us at:
www.tekura.school.nz