

TE WHAKAHONONGA

LINK UP

CONNECTING
TE KURA STUDENTS

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



KO TĀ MIKE KŌRERO

Na te mea ko te Mahuru te wiki o te reo Māori, e hiahia ana au te whakapuaki ki a koutou i taku huarahi ako i te reo.

I pakeke ake au i te Wairarapa, i tētahi whānau kore kōrero Māori, i tētahi hāpori i waho atu i tō mātou ake iwi. Kāore hoki mātou i whakapā atu ki to mātou ake iwi ko Ngāti Raukawa me Te Ati Haunui-a Pāpārangi, a, ki nga iwi o te Wairarapa rānei, i a Ngāti Kahungunu me Rangitane. Heoi ano, i a au e tamariki ana i tino poho kereru au ki taku whakapapa Māori me taku kaha koingo kia whakahokia mai te reo kua ngaro, ki tō mātou whānau. He maha ngā pukapuka i panuihia e au mō te iwi Māori o nehera me te kaha whai i ngā wāhi e taea ai te kapa haka te matakitaki, te whai hoki. I taku taiohitanga, kāore au i tino rongō i te reo Māori e kōrerotia ana, tae noa ki ngā kaumatua. E mohio ana au inaianei i ngā kura maha i tae atu au kaore tetahi o aku hoa kura i mohio ki te kōrero i te reo Māori.

I a au i te kura, ko te mea anake e pā ana ki te iwi Māori i ako ai au, ko nga "Pakanga Māori". I māharahara au ki enei kōrero, no te mea ehara na te iwi Māori ēnei pakanga i timata.



Kāore hoki he paku whakaaro kia rau atu te reo Māori ki te marautanga o te kura.

No taku taenga atu ki te Whare wananga, kātahi ano au ka whai wāhi ki te ako i te reo. I ako au i te reo tae noa ki te taumata paerua. Ka haere hoki au ki ngā karaihe i te po, me te uru atu ki ngā huihuinga e rangona ai te reo Māori e korerotia ana. Atu i tērā i haere atu au, i noho hoki ki nga wāhi o Aotearoa, i reira te reo e ora tonu ana e taea ai au te whakauru atu ki nga taiao reo Māori tuturu. I noho ahau hei mema o Te Reo Māori Society me Ngā Tama Toa, ko nga kaiakiaki nei e kaha ana ki te tautoko i te whakaoranga o Te Reo.

Ka mutu taku tohu i te Whare Wānanga, ka haere au hei Kaiako ki tētahi kura tuatahi kura tuarua hoki i te Wairarapa Whai muri atu ka hunuku au ki Te Whare Wānanga o Waikato i reira whakatu ai i tētahi tohu paetahi whakangungu matauranga reo rua mō ngā kaiako kua riro kē i a ratou te tohu kaiwhakaako.

Ko aku tamariki tokowha i tipu ake i te reo Māori. I haere hoki rātou ki te Kohanga Reo me te Kura Kaupapa Maori. Tokotoru i whai mahi i ngā umanga me te matatau ki te reo, ara, te ao mātauranga, te ao pāpāho hoki. He mahi whakapau kaha ki te ako i tēnei taonga. Heoi anō he tino angitu kua whaiwāhi au ki tēnei āheinga. He whakareinga ki a matou ko taku whanau.

With Te Wiki o Te Reo Māori in September I wanted to share my story of learning the language with you.

I grew up in the Wairarapa in a non-Māori speaking home and in a community away from our own tribal area. I had virtually no contact with our iwi Ngāti Raukawa and Te Ati Haunui-a-Pāpārangi or with the local iwi Ngāti Kahungunu and Rangitane. However, as a young boy I was very proud of my Māori whakapapa and had a strong urge to gain back the language that our immediate whānau had lost. I read a lot about traditional Māori society and relished the rare opportunities where I could watch or participate in kapa haka.

In my youth I rarely heard Māori spoken even by kaumatua and I now know that there were no Māori students in any of the many schools I attended in the Wairarapa who had even an elementary knowledge of Māori.

At school the closest we got to studying anything associated with Māori was the “Māori Wars”. The terminology amused me given that it wasn’t Māori who instigated the wars. There was no suggestion that Māori language would be offered in the school curriculum.

It wasn’t until I got to university that I had the opportunity to really get immersed in learning Te Reo. I studied Te Reo up to Masters level as well as attending night classes and involving myself in any hui or event where Te Reo Māori featured.

I visited and stayed in areas of New Zealand where Māori was still a living language so that I could involve myself in authentic Māori language environments. I became a member of Te Reo Māori Society and Ngā Tama Toa. Both organisations were strong advocates of the revitalisation of Te Reo.

After graduating from University and Teachers’ College, I went on to teach in primary and secondary schools in the Wairarapa and then on to The University of Waikato where I established a graduate diploma in Bilingual Education training already qualified teachers to teach in total immersion schools.

My four children were all raised speaking Māori and attended Kohanga Reo and Kura Kaupapa Māori. Three of them have gone on to have careers in education and broadcasting where fluency in Māori has been a requirement.

It took a lot of commitment to learn Te Reo Māori. I am forever grateful that I did. It has greatly enriched me and my whānau.

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Cover:

Stone Smith on an Enviroskills course
in Taupo.

A young girl with dark hair, wearing a bright pink short-sleeved shirt, a colorful floral skirt, teal leggings, and pink sneakers, is standing on a concrete sidewalk. She is looking down at the ground, where she has drawn hopscotch patterns with purple chalk. The background is a lush garden with various green plants and a wooden structure, possibly a playhouse or shed, partially visible. The scene is brightly lit, suggesting a sunny day.

**KŌRERO
MATUA
FEATURE
STORIES**

ENVIRO- SKILLS IN TAUPO

In June this year, Te Kura students attended a three-day Huarahi EnviroSkills course in Taupo to learn chainsaw and two-wheel motorbike skills. "It was an awesome experience," says Jessica Moody, one of the students on the course. "We learned how to chop up wood, and safety and maintenance. I love learning new skills, especially ones that will come in handy for my future. My family live on farms so it's great to be able to help out".

For the recent course, students stayed in accommodation at the Blue Light Camp at Wairakei Village, near Taupo. Jessica says it was a great opportunity to spend time with other Te Kura students, "It was awesome, we all got along really well and I got to know some more people." EnviroSkills is run through Te Kura's Huarahi Trades Academy to deliver a relevant and environmentally based course that leads to further education or employment for young people. Te Kura teachers also support the students to engage in other subject areas with the goal of achieving NCEA Level 2.

EnviroSkills began in Northland four years ago. Te Kura Liaison Teacher Margaret Sullivan was a key person in getting the initiative started and she remains very involved today. The initiative was established in response to our school and community recognising a lot of our young people had valuable skills, knowledge and experience in environmental activities.

"I love learning new skills, especially ones that will come in handy for my future. My family live on farms so it's great to be able to help out."



Tutor Geoff overseeing a student on the chainsaw.

For example, many were already involved in farming and hunting. However, their skills and knowledge were not always being recognised through their education.

This is the third year that Te Kura's Central Northern Region have run a course, the first two were at Waiotapu, south of Rotorua and the most recent was at Wairakei, Taupo. Approximately 38 students from across the central North Island have been through these courses.

Warren Beard is one of the Te Kura Liaison Teachers who arranged the recent EnviroSkills course. He says, "One of the really special things for me about this Taupo course was that we had Ngawai Riki, a former EnviroSkills student now working on the farm that hosted us.

Ngawai helped to mentor this next group coming through.

Overall, the EnviroSkills programme has a lot of our community involved. There's been a lot of goodwill to support our young people to succeed.

"It's also great for our local community to be able to retain young people and see them get into local employment. I also have many rural students who may go off to work elsewhere but are working in rural jobs. This course gives them good skills and knowledge to be safe in those rural settings. They gain qualifications for skills that they already have".

Their Liaison Teachers and Learning Advisors also work hard to ensure that all the students have achieved their Literacy and Numeracy credits during the school year, plus they attend a First Aid course.

The 2018 group are all on target to achieve the completion of all aspects of the course. Students interested in EnviroSkills 2019 should talk to their Learning Advisor or email huarahi@tekura.school.nz



Tutor Tristan gives instruction on riding a two-wheel motorbike.



Students under the supervision of Tutor Tristan learning to prepare and check their chainsaws at a maintenance session in Wairakei, Taupo.



Tutors Geoff and Tristan with some of the students on the EnviroSkills course. The three-day course in Taupo taught chainsaw and two-wheel motorbike skills.

Ngawai Riki

Ngawai Riki lived in Kaingaroa Forest Village, she was not enjoying her school work and wanted to work outdoors with the goal to work on a farm. In 2016, she was invited to join an EnviroSkills course. She was an excellent participant and particularly enjoyed learning possuming, chainsaw and motorbike skills.

Ngawai now works on the farm just north of Taupo that hosted the 2018 EnviroSkills programme. Her manager says Ngawai is a very good worker, she came with good skills and this milking season she will be promoted to be in charge of the milking shed. Ngawai thoroughly enjoys her work and was delighted to see the Te Kura students arrive on her farm.

TE WIKI O TE REO MĀORI

**Māori Language Week
10 – 16 September**

My Te Reo journey

I wanted to have a deeper understanding of Māori culture and connect better with the Māori students in my class. I also wanted to help all my students to value and appreciate our indigenous culture and language. Learning Te Reo I felt was an important step in this journey.

Having taught for 25 plus years, I had trained when we were only expected to use the most basic language. But I felt that having a better command and confidence with the language would help me, and therefore my students, in other understandings of Māori culture.

Enrolling in Te Kura became a major part of my personal teaching inquiry this year. I set goals around personal improvement and then further steps to help me use my learning with the students in my class. Because my class knew about my course work, they not only saw me as someone who was trying to improve themselves, and as a student as well as a teacher, but also as someone who valued the Māori culture and language.

It was scary to start with and I felt clumsy in my pronunciations. But over time, and with the feedback from the Te Kura tutors, my confidence

My decision to enrol in Te Kura to improve my knowledge and use of the Māori language, came about as a desire to be a better and more effective classroom teacher.

grew and my listening, speaking, reading and writing of Māori language improved greatly. I have just completed the introductory course and feel incredibly satisfied and proud of my improvements.

I love sharing my lessons with my class of Year 6 students. I still have to remind myself to use Te Reo in as many parts of my class as possible but it gets easier and more natural all of the time. Rather than not speak the language for fear of saying something wrong, I decided to just do it, and the more I use it, the more confident I become and the more I am enjoying it. I write new words I plan to use each week on the board to remind myself, and my class will even remind me when I use the English word when I could have used the Māori word. We have a modelling book for our lessons and charts with the language on display in the room.

I love to see the children referring to these during the day. I even heard children a few weeks ago, teaching Māori words to visiting children from China. I just thought to myself "how awesome is that!"

To anyone in my situation who wants to learn but might be a bit scared, I really encourage you to enrol in Te Kura or any other Te Reo course. Take the leap and be proud of yourself for stepping out of your comfort zone. The fact that you want to learn is the first important step. Good luck with your own journeys.

By Linda Compton (nee Fargher)



Linda teaching her class at Waihopai School in Invercargill.

LEARNING TE REO — INSPIRED TO TAKE ACTION

I've always been interested in the language and studied Māori culture at college. I went on a business trip last year and a lot of the people on the trip were fluent speakers, this inspired me to take action and enrol at Te Kura.

I have really enjoyed the course so far and am pleased by the surprised faces I get when I practise what I have learnt on people. I love the support and friendship this course has brought me.

Kia ora, my name is Sue Huddleston. I started learning Te Reo Māori this year as an older student.



THE ROCK OF POLYNESIA

Two Te Kura staff recently travelled to the Pacific island of Niue to strengthen ties with the education community and see how Te Kura can further its provision of education there.

As part of the New Zealand realm, which also includes the Cook Islands and Tokelau, Niueans are New Zealand citizens and have the same rights as people born in New Zealand. Known in the Pacific as the “Rock of Polynesia”, the coral atoll of Niue has a population of roughly 1,700 people, 450 of whom are children in Niue's education system. Many young Niueans leave the island, and there are around 24,000 Niueans living in New Zealand.

“Niue is really focused right now on retaining its young people to help the country's development,” says Te Kura Overseas Manager Wendy Talbot-Aspin “That's an area Te Kura can assist, as we support students who wish to study economics or business studies, and local businesses who work with young people.”

Niue has one primary school and one secondary school, Niue High School in Alofi the capital city. Te Kura currently has eleven dual-enrolled students in Niue, studying Economics, Business Studies, Music, History and Physics.



Fiona and Wendy with Niue High School Principal Charles Ioane.

“Students are well-resourced in terms of IT equipment and most have their own devices, however the main barrier is internet connectivity,” says Te Kura Programme Manager Fiona Macfarlane.

Fiona says students were positive about online learning and navigation of My Te Kura but were looking forward to the completion of the Manatua Cable, which is expected to provide high-speed internet connection to Niue in the next 18 months.

“When the internet speed and access is improved, and with a renewed interest in attracting young people to remain on the island, Te Kura has a great opportunity to support education in Niue,” says Wendy. Plans include expanding the range of programmes available, and the adaptation of Te Kura resources for the unique Niue context. “A highlight for us was talking with secondary students who are learning with Te Kura about their interests and plans for the future.” says Wendy.

“The trip was a really good chance for us to increase our understanding about Niue learners, and the wider education system in Niue”.

Fiona and Wendy worked with the Ministry of Foreign Affairs and Trade and the Principal of Niue High School, who developed a programme for the visit. They met with a number of stakeholders including the Education Manager at the Chamber of Commerce, Director of Education, Director General Ministry of Social Services Development, the National Training and Development Unit and members of the New Zealand High Commission in Niue.

“The trip was a really good chance for us to increase our understanding about Niue learners, and the wider education system in Niue.”w



Wendy with some of Te Kura’s dual-enrolled students in Niue.

THE MEETING OF BIOLOGY AND ART

Sylvia Ruarus is a Biology teacher with a passion for art. Jo Corlett is an Art teacher who is inspired by the natural world.

The two kaiako (teachers) work together at our Te Kura office for the Central South region in Wellington. They talk often about the connections between their subjects. Sylvia says drawing, particularly in the past, has always had an important role in science, capturing observations at both large and small scale.

Jo studied Biology and Art at school. She's often drawing inspiration from the natural world and enjoys doing exercises in the observation of nature with her students. "Close observation is an excellent skill for an artist to have," says Jo. "In the study of drawing, I enjoy taking my students through exercises in observation. For example, we will look at an object closely and discuss what we see, such as the way the light falls, before we even pick up a pencil."

When our school purchased microscopes, Jo and Sylvia had an idea for a collaboration. The two-day microscope event for Biology students relates to a curriculum learning objective in the strand of the Nature of Science: Communicating in Science, and an achievement standard in



Sylvia and Jo.

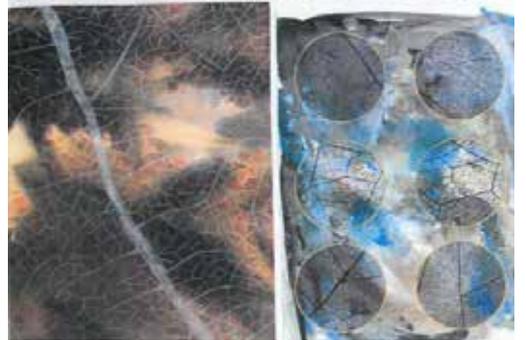
Biology of investigating biological material at the microscopic level.

Students prepare slides of natural materials, such as leaves, and single-celled organisms. They then observe what they see and make scientific drawings. This means they learn how to use a microscope and prepare biological material. This may include using stains to increase visualisation of cells and tissues. This close study encourages students to better understand specialised features of plants and single-celled organisms and how form and function are intimately connected.

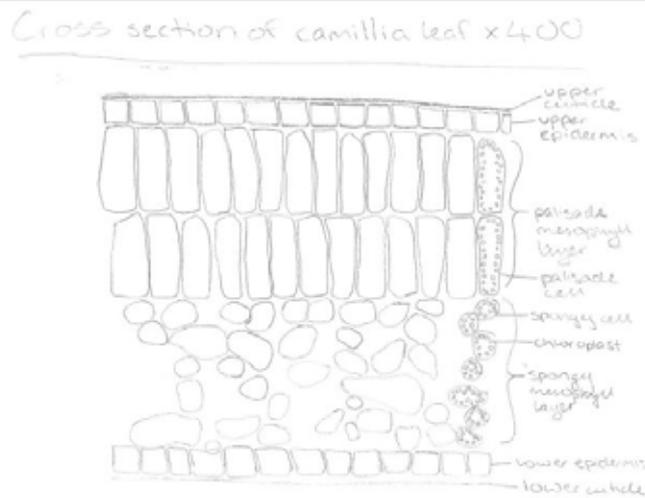
Drawing techniques include following accepted conventions, such as using a descriptive title that tells a viewer what the diagram is about. In a recent survey, two Biology students have expressed interest for more information on Visual Art and Photography standards. "It's been really stimulating and satisfying to collaborate across the curriculum," Sylvia says. "It's great to support students to explore beyond the subject and realise how interrelated Biology and Art are."



A student attends the microscope event.



Art inspired by microscope observations.



Drawing of the cross section of a camillia leaf.



Students attend the microscope event.



**NGĀ KŌRERO
Ā NGĀ
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STUDENT
STORIES**

SILVER MEDAL FOR FOOD TECHNOLOGY STUDENT

If Food Technology sounds like something you might be interested in, then get in touch with your learning advisor – you don't know just where it might lead you.

Last year I completed NCEA Level 3 through Te Kura. As well as doing subjects such as English, Home Economics, History and Food Technology, I also attended the Wellington Trades Academy Hospitality course run by Weltec. The Level 2 course is designed to fit in with school and allows you to earn NCEA credits while learning lots of practical skills. I enjoyed the course so much that after finishing with Te Kura I wanted to continue studying at WelTec and pursue a career in hospitality.

This year I have been studying a Level 3 Bakery course at WelTec. Earlier this year, I was given the opportunity to participate in the Wellington Culinary Fare 2018, a cooking competition run by the New Zealand Chefs Association. This was both an exciting and slightly nerve-wracking experience because it was my first time competing in front of professional judges and an audience.

My tutor and I agreed it would be best for me to enter the Trainee Pasta Class section. The class requirements were to produce four servings of a pasta main course in one hour. Our plan was to create a dish using a stuffed pasta, such as ravioli or tortellini, but as I



Debbie in action.

began training I realised more components were needed to complete the dish and as it turned out, the whole dish didn't come together until a week before the competition!

In the weeks leading up to the competition, I did trainings after my bakery class. The trainings involved preparing and weighing up the ingredients, then practicing cooking all the different elements of the dish. After a full day of class, the additional training was quite exhausting and some days I didn't get home until 6pm. However, the long hours were worth it because I had valuable one-on-one tutoring and learned many new culinary skills.

The competition took place on 20th May at WelTec's campus in Wellington. It was still dark and cold when I arrived early, so I had plenty of time to get ready. Four other trainee chefs were competing in the pasta class with me. We had to wear our full chef whites and set up all our equipment in the kitchen. The day before I had done a final weigh of the ingredients and they had been transported to the Wellington campus. The judges gave a quick class briefing, and then the competition began!



One of Debbie's delicious creations.

It felt very real when the competition started. Everyone was racing around the kitchen, grabbing ingredients from the fridge, boiling huge pots of water, slicing vegetables and mixing elements together. I tried to stay calm and focus on the tasks one at a time. I had to make the pasta and filling from scratch, carefully assemble the ravioli and then cook it to perfection. There were also other components such as toasted walnuts and a dressing that I had to put together. The 60 minutes ticked down fast as I prepared each part of my dish, trying to remember all the techniques I had learned, while working as quickly as possible. It was quite daunting having the judges patrol around the kitchen and watch every move I made. They weren't judging us just on flavour but also food hygiene and efficiency. I plated up all the elements and with about 5 minutes to go, presented my dishes to the judging table. My final dish was a beetroot ricotta ravioli with baby braised beetroots, candy beetroot, toasted walnuts, edible flowers, micro cress and a chive dressing. I felt a huge relief as I walked out of the kitchen, knowing the weeks of long trainings and stress were over.

Later that day I attended the prize giving and was awarded a silver medal for my dish. The judges commended me on "working exceptionally clean and tidy" as well as having "very sound cooking skills". I felt privileged to be part of the competition and found the whole experience really rewarding. It was great to learn new skills, have the chance to compete in a pressured environment and receive feedback on my dish from professional chefs. I would recommend it to anyone who has a strong interest in cooking and is eager to learn from some fantastic chefs.

During this time, I was reminded of the things I learned from Food Technology at Te Kura. Although it was sometimes challenging, the practical aspect broadened my culinary skills and taught me to think creatively and critically about food. From hamburgers and desserts to healthy lunchbox snacks and finally a refined sugar-free mini cheesecake, the possibilities for projects were almost endless. If Food Technology sounds like something you might be interested in, then get in touch with your learning advisor – you don't know just where it might lead you.

By Debbie Martin



Debbie (in denim jacket) with other medalists.

SHARING OUR LOVE OF SCIENCE

Participating in OUASSA 2018 has been an amazing experience. One that we know will definitely have a profound impact on our future in science.



Te Kura Year 13 students Jonathan Bronn and Paul Burrell recently participated in the Otago University Advanced Schools Sciences Academy (OUASSA). Jonathan shares their experience in this article.

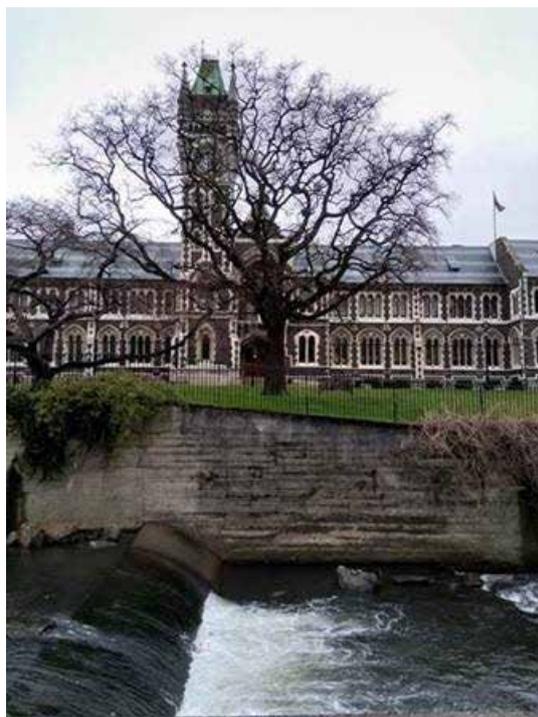
The OUASSA camp, held between 8–13 July, was the second and last camp of OUASSA 2018. The first was held in January, where all 60 of us OUASSA students from around the country had made our way down to Dunedin for the purpose of experiencing science at Otago University. Now, in July, we were heading back down to Dunedin to further this experience and to learn some valuable tips about the transition from high school to university.

Arriving back in Dunedin on Sunday 8th July and reuniting with all the other students we had met earlier in the year was awesome, and for that first day we all just caught up with each other and chilled. The rest of the week, however, was a lot busier. We were split up between different projects as well as talks and free time options. My first project was maths and statistics, while Paul's was geography.

We both had physics and geophysics as well. Each of these projects lasted two days. In them we were introduced to different aspects of maths and physics we would not normally work on in our normal school curriculum. We also had a short elective that was only one day. For both of us this was agriculture. As well as the projects we were working on throughout the week we also had several talks. Two were given by Sian Cleaver, a physicist working for the European Space Agency, who talked to us about modern space missions and about our place in STEM (Science, Technology, Engineering and Mathematics). We were also given talks about the transition from high school to university. I found these particularly interesting and useful.

During the week we worked on science presentations, which we gave at the University Auditorium on Friday evening. These could be talks, blogs, short films or shows (I did a film, and Paul was part of a show).

Overall, the July OUASSA camp was a great experience. Being able to hang out with like-minded fellow students who also have a love for science was awesome, and increased my interest and love for science. It also provided great insight into student life at university and the opportunities available at Otago. If you ever get the opportunity to participate in OUASSA we thoroughly encourage you to go for it. It will certainly increase your enthusiasm for science and let you know what opportunities are available to you, while forming friendships I'm confident will last a lifetime.



Some photos from Jonathan and Paul's time at the OUASSA camp in Dunedin

CONQUERING MT FUJI

Here are some photos of my Dad and I conquering Mt Fuji together.

The climb was really hard. I got altitude sickness and spewed up a couple of times but in the end we eventually made it to the top in time to see the beautiful sunrise.

The best part was surviving, and the worst part was getting altitude sickness.

We started the climb at 10am Monday morning, walked for five hours to our cabin for the night where we woke up at 2am, and it took us 2.5 hours to get to the top and see that unreal sunrise. The walk back down took us four hours.

I am very proud of myself and know that I can achieve anything I set my mind to now!

Enjoy the photos and have a great week!

By Vini Ellison, age 9



Reaching the summit.



Vini on the big climb.



Vini and his dad Tamati.

DINE ACADEMY INTERNS PUT TO TEST AT AMI STADIUM

“Most amazing experience I have ever had.”

“I’m actually at AMI, I can’t believe it... and in the flash suites... and the CEO of the stadium took time to come and say hi! Can you hear my heart pumping?”

We are four of 13 ākonga (students) from throughout Waitaha (Canterbury) who spent the first week of term one break at the DINE Academy bootcamp at AMI stadium in Christchurch.

This was a five-day intensive training in hospitality, finishing on day six with a ‘live event’ to put our learnings into practice – which just happened to be the Crusaders vs Sunwolves game.

We braved the stormy weather and got our first taster of the hospitality industry and loved every second of it. Can’t wait for the next event. Thank you to everyone who supported us, and especially to DINE Academy for the opportunity.

“Friends for life, even though we had never met, we clicked just like that, it’s amazing.”

“I can’t wait for the next one.”

“Most amazing experience I have ever had.”

“I had no idea about DINE ... so thankful.”



Introducing future DINE Ambassadors left to right: Rachel, Ataahua, Georgia and Hannah.

YES! THE YOUNG ENTERPRISE SCHEME

Hi! My name is Patrick Deane, I am a Year 13 student and have been taking part in the Lion Foundation Young Enterprise Scheme or 'YES' this year.

The scheme itself challenges 3900 students to create a business model and then test its viability. Students can either pair up as a group or simply go at it as a sole trader (like I am). To make this interesting the whole programme is run as a competition divided into four challenges.

1. Creating your service/product, generating sales and developing a market strategy.
2. Pitching your idea to a panel of four industry professionals.
3. Writing an annual review reflecting on your venture and how it went.

The top 6–10 companies from each region then pitch again at regional finals where a regional winner will be chosen – this is the 4th challenge. Once a winner is selected, they are then invited down to Wellington to attend the national awards dinner, where winners are announced. As well as the ability to make actual money through your company, YES offers a \$25,000 prize pool for the national awards. Each member of the winning company is also offered a \$5,000 Massey Business School Scholarship as well as a \$3,000 cash prize. Not to mention there is a large range of regional cash prizes also to be won.

Every year YES also holds an event called EIA or Entrepreneurs in Action. It is quite literally an action-packed weekend where 80 students are selected from throughout the country and are randomly sorted into groups of eight. They are then mentored for the weekend by local and national businesses.

Our mentors were BizDojo, a company focussed at bringing businesses together through the use of a shared space. Each group was set two challenges over the weekend, the first a product and marketing challenge for Genesis, the second a market entry challenge into the Latin America market for a fictional New Zealand fencing firm. The winners of each challenge would get a \$3,000 Massey Business School scholarship on top of a standard \$1,000 scholarship for every attendant.

EIA also saw 24 students selected to attend similar events overseas. Eight students to Brazil, selected as a group. Eight students individually selected to go to Columbia and eight students individually selected to go to Chile. All trips are fully funded by the Latin CAPE and offer endless opportunities to learn and get hands-on experience about international business. I was selected to attend the Chile trip in early October. If that wasn't enough, YES also offers amazing

workshops and talks that students are selected for. Last week I attended a talk with 11 other students where Josh Dahn discussed his and Elon Musk's school Ad Astra. I also attended a workshop run by Nick Mowbray, CEO of Zuru toys, one of the largest and fastest growing companies on the planet. We went to his Coatesville mansion (Kim Dotcom's old residence) and spent the day going through secret underground tunnels and discussing with Nick how we could take our own businesses national, and then international.

All of this simply sprung from a conversation with Leigh Morris at the beginning of the year. YES is open to all students from Years 11–13. I would highly encourage you to discuss with Te Kura about joining YES next year.





NGĀ MAHI Ā
NGĀ ĀKONGA
STUDENT
WORK

Silent City

The sun was hiding behind a blanket of clouds. Occasionally it peaked through, warming the earth for a moment. Not long enough though, to warm the cold remains of the dead sleeping deep within the ground. A cool wind gently blew around the cemetery, rustling the trees. It was here, nature and architecture collided. From cracks in stone, trees and bushes grew up, shrouding graves in an embrace, hiding them often from complete view.

Mausoleums rose up from a vast bed of graves. These ornate eye-catching houses of the dead seemed to be styled to the owner's favourite historical time period. Some mausoleums featured door knockers, which belied the phrase – rest in peace. Expensive looking, almost life-sized stone angels stood the night watch, protecting the mausoleums from unseen dangers.

The graveyard was a rabbit's warren. Paths ran madly around graves, up hills, looping back and diving down curious tunnels made of trees and bush. These paths lead to mysterious magician graves, dungeon like mausoleums, and vampire graves cracked open by a superhuman force. It was easy to let imagination run wild in this cemetery. Any slight noise or movement in the graveyard was a vengeful ghost, a weeping angel or a masked madman.

Birds startled people and people startled birds in an endless cycle.

Around the cemetery wild flowers blossomed and thrived, adding a splash of yellow sunshine to their dull surroundings. Withered lifeless remains of these flowers, plucked from the bush, laid on graves and mausoleum steps.

Carved headstones resting on graves, offered a name and sometimes an occupation.

The imagination had to fill in the rest. Who they were? What they looked like? How they died? Some gravestones gnawed by years and eaten by weather, however, would yield not even a name. Identities were lost ... consumed by time.

Veterans' graves, that stretched on as far as the eye could see, were decorated with both vibrant and faded artificial poppies that seemed to portray life's decay. These graves were a reminder of how many New Zealand soldiers served throughout the wars.

Next to the cemetery, the city of Wellington thrived, full of life. The cemetery with its endless bed of graves was also a city, a silent dead city, a city of eternal sleep.

Grace McTaggart, Level 1 creative writing

Student artwork



Mixed Media Garden, Anna Gault, Year 12.



Pointelism Garden, Anna Gault, Year 12.



Point and Line, Anna Gault, Year 12.

Fynn's Storm Haiku

*Cloud to cloud combat
Raining bullets hit the sea
Thundering canons*

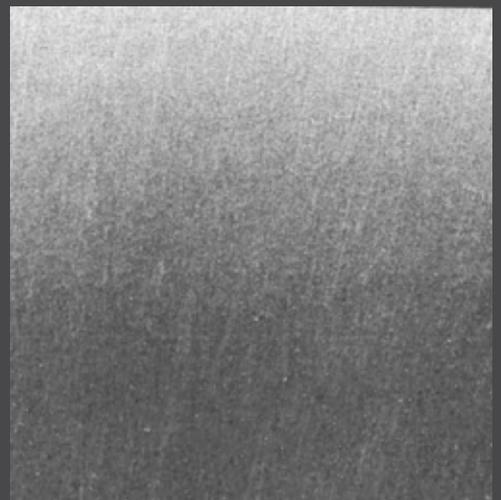
Haiku by Fynn Culverwell, Year 6.



Briar's Storm Haiku

*Lightning flashes down
Thunder rumbles, land vibrates
Torrential rain falls*

Haiku by Briar Culverwell, Year 6.



The Perils of Social Media

We should be worried about the increased amount of time millennials are spending on social media and the effects social media can have on our mental health. Social media is a relatively new phenomenon that in the past decade has taken the world by storm. With the latest celebrity gossip, births, engagements, holidays, and even breakups, it is easy to understand why the world is so addicted. However, while there are benefits to living in a digital world, like many other new technologies, there are also risks. You can unknowingly get sucked into a vortex filled with jealousy, loneliness, anxiety and depression.

Social media is very much like a drug. It is not easy to inject yourself with all of the joys social media has to offer without getting addicted afterwards. I don't know about you, but the first thing I do when I wake up is check my phone, and according to statistics, I'm not the only one. Studies have found that 61 percent of people check their phones within five minutes of waking up. Millennials, in particular, can't seem to get enough of this virtual world. Studies also show that millennials are spending more than one-third of their days using media and check their phones over 200 times a day. That is around eight hours a day wasted on being unproductive online. Millennials are also well known for multi-screening which means they are using multiple digital devices at once. For example they can be watching television and checking their phone at the same time. As a result, some experts claim that when it comes to media consumption, there is now more than 24 hours in the day – there is actually 31 hours, simply because millennials are

on so many different devices all at the same time. When millennials are spending so much of their free time on social media it can cause them to be unproductive and extremely inactive. Millennials are starting to spend so much time in the world within their screens, they're also beginning to compare experiences online to the ones made in real life.

The irony is, in an age where social media has become the ultimate connector, millennials have never felt so isolated. Many millennials are beginning to feel more and more alone as they peruse social media posts where others seem to 'have it all' and 'do it all'. Constantly scrolling through screens filled with photoshop and the highlights of others' lives can strongly affect how some value their own. As a result, anxiety, depression and even suicide rates are skyrocketing. Loneliness appears to have a reciprocal relationship with social anxiety. Social anxiety is an anxiety problem where a person has an excessive and unreasonable fear of social situations. Social anxiety is known to facilitate loneliness; but loneliness also increases social anxiety and feelings of paranoia, and this may represent a cyclical process that is especially active in the young and in our modern times may be aggravated by the use of social media. Social media has dramatically changed the way we communicate, socialise, and make and maintain friendships. Today's youth miss out on critical social skills development when they spend the majority of their free time connected to and interacting through a screen.

They can sometimes get lost in a world of unrealistic comparisons and cyberbullying.

Due to the development of our technology, cyberbullying has become one of the most difficult issues to resolve in our society. Bullying has always been a huge problem worldwide. But now with the help of social media and online sites, the local school yard bully can not only terrorise the victim at school but can continue to do so while in the comfort of their own home. Cyberbullying has become an increasingly common way for bullies to easily and anonymously harass victims online. Some even say it is easier and more convenient to say something online while hiding behind a screen because they are not having that face-to-face interaction anymore. Statistics show that in 2016, 43 percent of teenagers between the age of 13–17 reported that they have been victims of cyberbullying in one form or another. Cyberbullying can appear in many forms such as private messages, posting hurtful comments and circulating unflattering pictures. Word spreads but words posted online spread faster. Spreading rumours online can be one of the worst forms of cyberbullying and can also facilitate other forms of bullying. With just one text everyone that is active online can be notified about the latest scandal within seconds, true or not. I guess the question we should be asking is, should young teens have this much access to the online world when it results in this type of behaviour?

In conclusion, I think we need to start prying ourselves away from our screens in favour of real life experiences. Technology can be useful at times but can also be the source of many problems. Millennials in particular, need to start limiting their time on social media. The younger the individual is, the less time they should be spending on social media. Some may argue that if we prevent young teens from owning an online account they may begin to feel excluded from the activities occurring on the online world. However, it is proven that social media can also exacerbate loneliness along with many other negative things. As a teen myself I personally think one of my biggest regrets is going along with the crowd and entering the online world at a young age. If I could go back in time to tell my younger self whether to open an online account or not I would explain that while both options have their ups and downs, choosing not to open the door to social media just yet would have been in my mind, the lesser of two evils. Now I know myself too well, I would not have understood it at the time and would have thrown the biggest tantrum known to man. However later on I would come to understand that it was by far the best decision I had ever made.

By Hayley Verbeet, Level 1 English.



NGĀ PITO
PITO KŌRERO
Ā TE KURA
TE KURA
NEWS

NCEA STUDENTS

If you're studying NCEA level courses with Te Kura, you should have submitted your NCEA registration online through our website and paid your 2018 NCEA fee. If you haven't done this yet, please organise it now by going to www.tekura.school.nz/ncea-registration.

Although it's too late to register for end of year exams (unless you're recently enrolled in our school), you must still submit a registration and pay for your internal results.

End of year exam students

Photo ID – if you've received an email from our Qualifications team confirming you have successfully registered for end of year exams, remember you'll need to take a photo ID to each of your end of year exam sessions, e.g. student ID card, passport, driver's licence.

If you don't have a photo ID, you can apply for a photo student ID card on our website www.tekura.school.nz/student-id.

Exam admission slip – watch out for your exam admission slip, which is due to be posted to you at the end of October. You'll also need to take this with you to each of your end of year exam sessions.

If you have any queries, please call our Qualifications team on 0800 65 99 88 option 3.

TE KURA'S WEBSITE GOES TE REO!

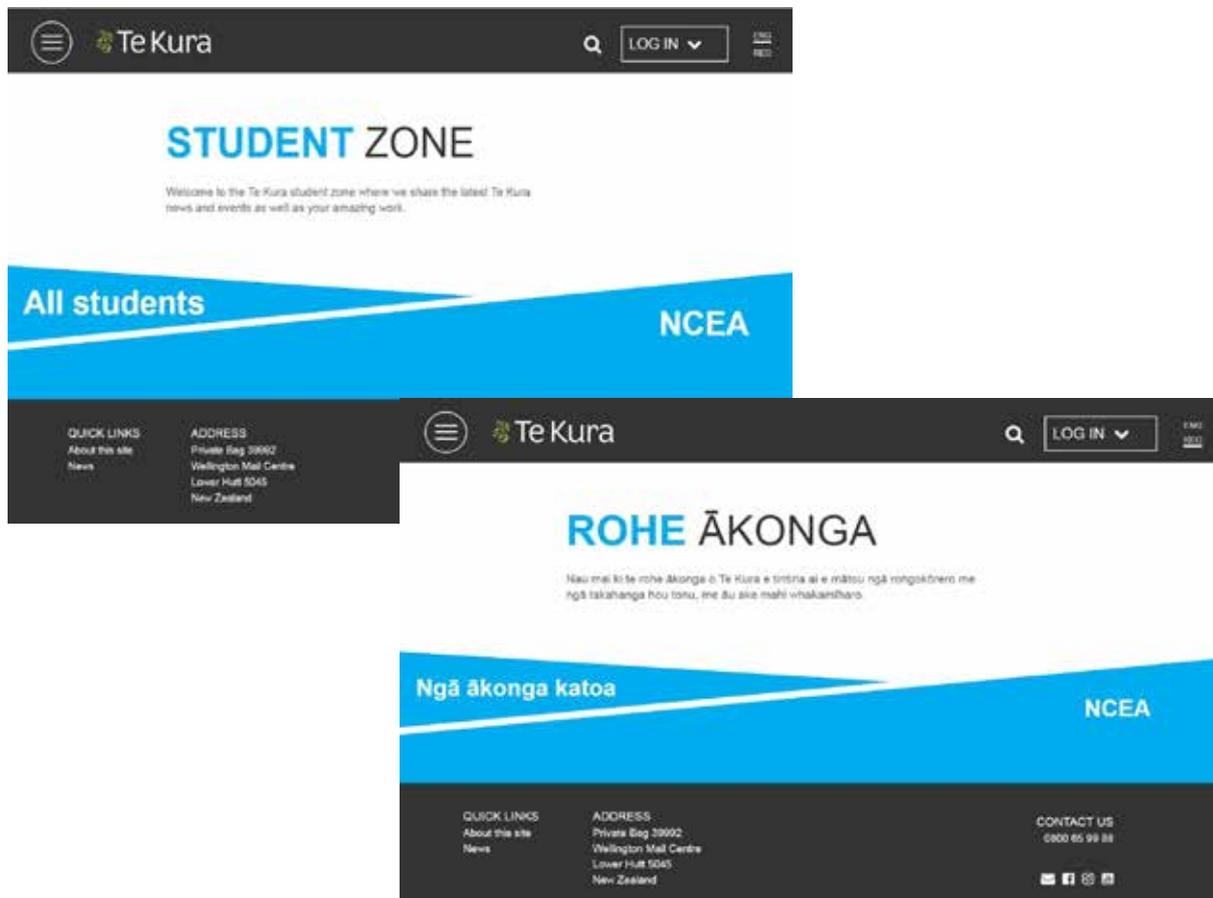
Just in time for Te Wiki o te Reo Māori – Māori Language Week (10–16 September), many pages of the Te Kura website can now be viewed in Te Reo Māori.

For the pages on our website that are translated, there is a button at the top right to select either English or Te Reo. You can see below for an example of how a page will look in both English and Te Reo.

The website sections of News, Events, and Subjects and Courses have not been translated at this stage.

We will keep you updated as Te Kura continues its commitment to support the development and revitalisation of Te Reo Māori.

Kore rawa e rawaka te reo Kotahi – One language is never enough.



THALIA HENRY WINS AN INDEPENDENT PUBLISHERS BOOK AWARD

Thalia is an English teacher in our Northern region. The Award was in recognition of her debut novel *Beneath Pale Waters*.

Thalia attended an event in New York, where she was presented with an Independent Publishers Book Awards gold medal, Australia/ New Zealand region.

The Awards were conceived as a broad-based, unaffiliated programme open to all members of the independent publishing industry, defined as:

- Independently owned and operated
- Operated by a foundation or university
- Long-time independents that became incorporated but operate autonomously and publish fewer than 50 titles a year.

Beneath Pale Waters was initially written for Thalia's MA in Creative Writing and is published by Cloud Ink Press.

Congratulations Thalia!



SPECIAL ASSESSMENT CONDITIONS

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).

These exist to make sure all NCEA students can have the opportunity to demonstrate their learning and fulfil their potential.

SAC includes things like:

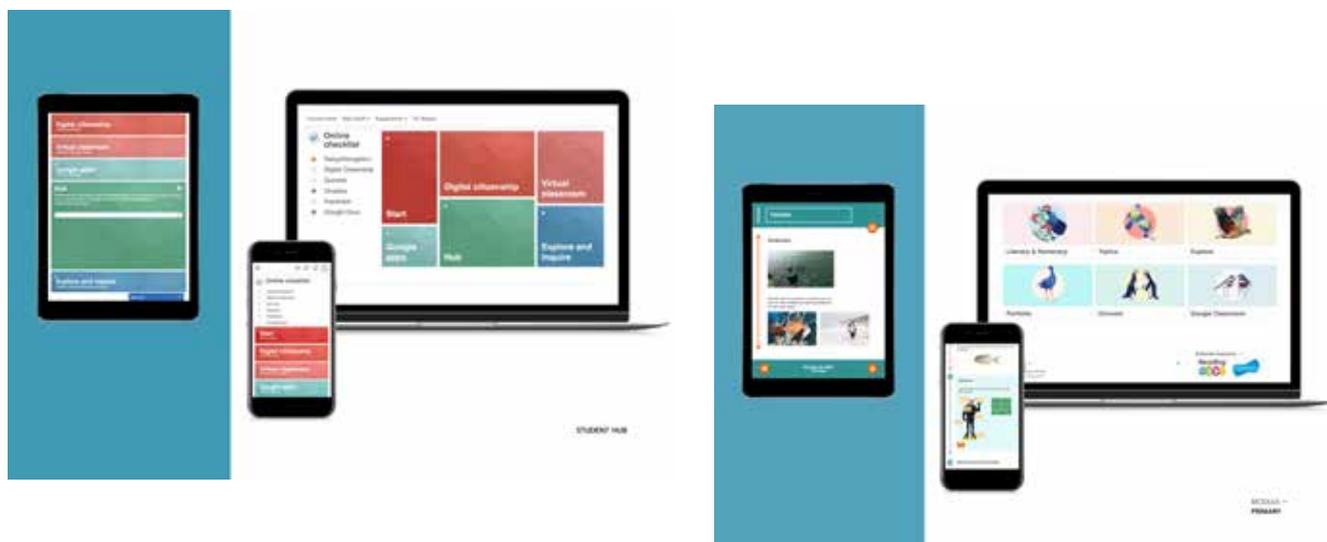
- Being allowed to have someone read or write the assessment for you if you have dyslexia.
- Sitting your exams in a separate room if you have attention problems or severe anxiety.
- Extra time to complete a timed assessment if you have difficulties processing information.

These are only a few examples of possible SAC. For more information, check out our website at www.tekura.school.nz search keyword: Special Assessment Conditions.



If you're a student with SAC who has recently transferred to Te Kura from another school, it's important you contact us as soon as possible to have these transferred from your old school to Te Kura.

If you're eligible for SAC please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or email jennifer.hardiman@tekura.school.nz as soon as possible.



TE KURA FINALIST IN BEST DESIGN AWARDS 2018



**Best Design Awards
Finalist 2018**

Te Kura's online learning environment My Te Kura, which has transformed the way our students learn, is a finalist in the 2018 Best Design Awards.

The awards, by the Designers Institute of New Zealand, showcase excellence in graphic, spatial, product, interactive and motion design. My Te Kura has been recognised for two awards in User Experience categories of Optimising and Empowering.

"We needed to modernise from postal, paper-based delivery, to provide the best delivery for our teaching and learning and equip our learners as citizens of the 21st century," says Te Kura Chief Executive Mike Hollings.

The design and creation of My Te Kura was led by Te Kura's Creative Services team. They used three principles to ensure My Te Kura provided students with the tools they need to be successful – it would be design-led; it would be clear, clean and concise; it would be simple.

The result is over 1,200 interactive online modules of learning built to deliver the New Zealand curriculum. The modules are currently unique in the New Zealand education sector.

"We relied heavily on student voice to understand our users' diverse needs, and complemented this with user experience trends to create an innovative and unique personalised design," says Creative Services Manager Chris Lawrence.

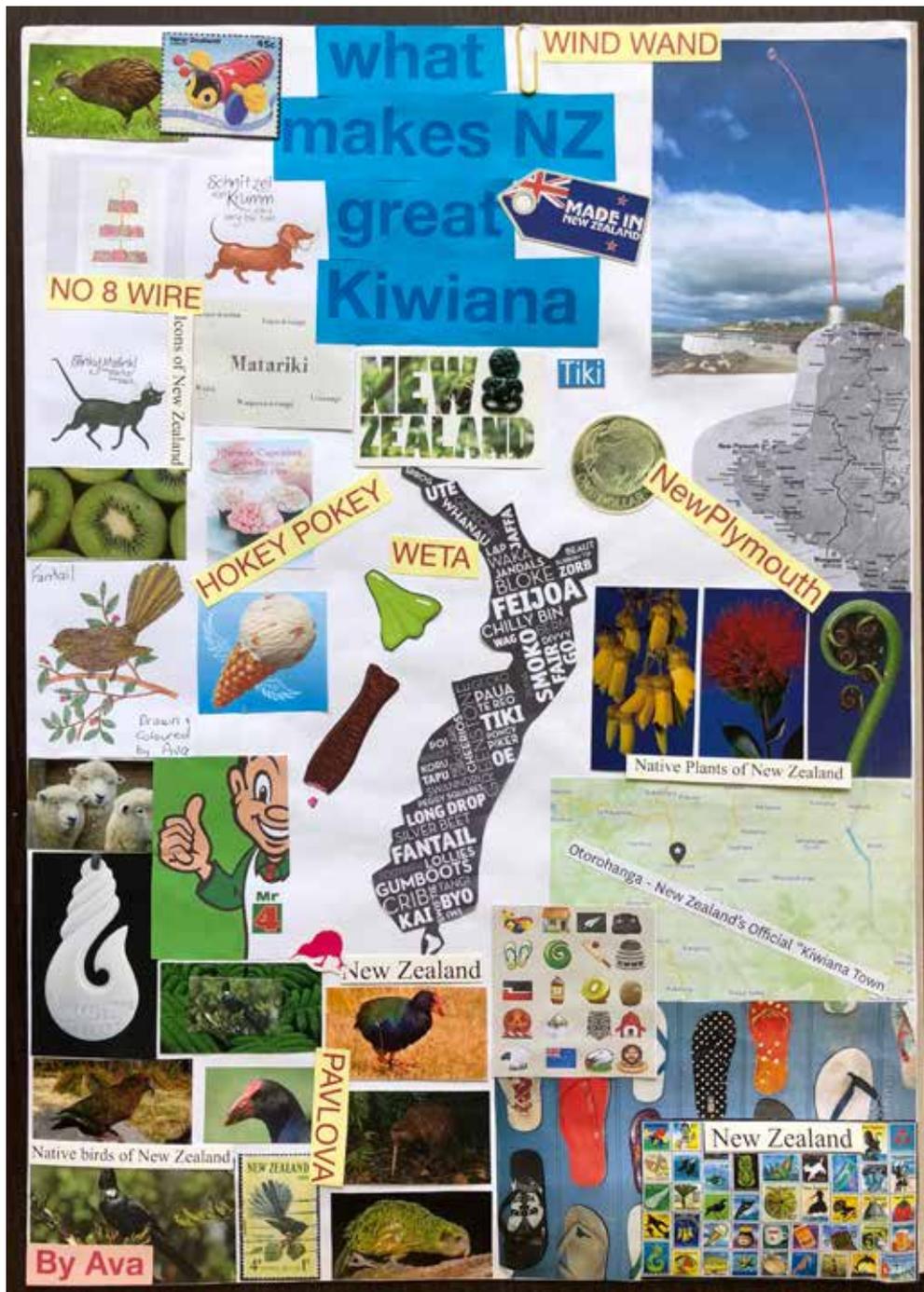
"Now, Te Kura students can learn when and where it suits them. Instant online access means no delay for learners in accessing courses, as well as the speedy return of work," says Chris.

Te Kura Deputy Chief Executive Ako Marg McLeod says the success of My Te Kura comes down to collaboration. "We've listened to students and teachers and come up with a learning environment that is educationally sound, beautifully designed and user-friendly."

Mike Hollings says that along with the increased flexibility, "Technology can really enhance the vital student – teacher relationship. There's a huge amount of potential still to realise and Te Kura will continue to innovate to provide learners with access to the quality education they deserve."

The winners of the Best Design Awards were due to be announced on 22 September.





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

Visit us at:
www.tekura.school.nz