

LINK UP

TE WHAKAHONONGA
CONNECTING
TE KURA STUDENTS

 Te Kura

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



ISSUE NO. 54 | MAHURU 2023

KO TĀ TE RINA KŌRERO



My name is Te Rina Leonard and it is a real privilege to write my first kōrero for *Link Up Te Whakahononga*.

For 17 years, readers of *Link Up* and previous school magazines have become very used to seeing Mike Hollings, the previous Chief Executive of Te Kura, in this spot.

And now it falls to me as the new Chief Executive to fill that role.

Leading this amazing school may be new for me, but as Deputy Chief Executive for the past five years, I am very familiar with Te Kura, and I can tell you that my mind and heart are very set on continuing this journey where our guiding light is doing our absolute best to enable our ākonga (students) to succeed, not just in their learning but in their lives.

In the past year we enrolled more than 30,000 ākonga. When you think about it, that is the equivalent of about 60 schools! Those of you who are part of Te Kura should consider yourself to be part of something special.

The theme of this edition is Te Wiki o te Reo Māori. This is always a special time for Te Kura because one of our key strategic goals is to become a bilingual organisation. We are also the school with the largest number of ākonga Māori.

I love it that with every Te Wiki I can see we are taking yet more steps on our bilingual journey. From hangi, to waka ama, to coffee dates in te reo, to waiata, and of course good old morning teas and being able to ask for a scone in Māori!

And it's wonderful to see that with each Te Wiki, Aotearoa also becomes a little more bold, a little more adventurous, and a little more familiar with this beautiful language. I do think that more of us are increasingly realising that not only is te reo unique to us in this country, it is something we all, Māori and Pākehā, can share, enjoy and be proud of.

For me personally, there is a whakataukī that grounds me in my learning of te reo Māori:

Tōku reo, tōku ohoho,

Tōku reo, tōku māpihi maurea,

My language is my awakening,

My language is the window to my soul.

Let's make every week Te Wiki o te Reo Māori!
Kia kaha te reo Māori!

Ngā manaakitanga

Te Rina Leonard, Chief Executive

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*Cover: Te Kura Chief Executive Te Rina Leonard during
her pōwhiri in Te Whanganui-a-Tara*

A photograph of a group of people at an indoor event. In the center, a woman with her back to the camera is wearing a dark dress with a wide, multi-colored feathered collar. A man in a tan jacket is adjusting the feathers on her shoulder. Other people are visible in the background, some looking towards the camera and others engaged in conversation.

**NGĀ KŌRERO
MOTUHAKE**

**FEATURE
STORIES**

A WARM WELCOME TO OUR NEW CHIEF EXECUTIVE

Te Kura kaimahi (staff) and special guests gathered at the end of July to welcome our new Chief Executive, Te Rina Leonard, with a pōwhiri at our office in Te Whanganui-a-Tara.

Previously Deputy Chief Executive Learning Delivery, Te Rina's in-depth knowledge of and commitment to Te Ara Pounamu, our local curriculum, will ensure that Te Kura is able to build on its success and continue supporting ākonga (students) across Aotearoa to reach their goals.

At the pōwhiri, Te Rina spoke of her admiration for our Te Kura whānau, and of our shared vision for our ākonga. She encouraged kaimahi to think about how we create greater equity for and with our ākonga, how we work together to follow our strategic direction, and how we celebrate our unique role within the education eco-system.

Te Rina also acknowledged the mahi and support of her predecessor, Mike Hollings. Handing over to Te Rina, Mike acknowledged their long-term working relationship and shared a whakataukī that he felt best described the change in leadership after 17 years.

Ka pū te ruha – ka hao te rangatahi.

When the old net is cast aside, the new net goes fishing.

This proverb refers to the younger generation taking up the reigns left by their elders.

Te Rina is the first wahine Māori to lead Te Kura, and the 11th head of Te Kura in its 101 years.



Left: Whaimutu Marino, Te Mātanga o Te Marau mō Te Mātauranga Māori, ties Te Rina's korowai as former Chief Executive Mike Hollings looks on



Te Rina with Te Kura kaiawhina Hōhepa Horlock and Patrick Sefo-Cloughey at a blessing for the opening of our new tari (office) in Ōtepoti in July



L-R: Te Kura Senior Leadership Team – Anne Coster (Deputy Chief Executive Curriculum), Te Rina Leonard (Chief Executive), Michael Tompson (Deputy Chief Executive Systems and Support), Ella Tavernor (Acting Deputy Chief Executive Learning Delivery) and Regan Dooley (Chief Advisor Strategy)



KIA KAHA TE REO MĀORI – MAKING THE LANGUAGE STRONGER

These stories from ākonga (students) and whānau have been shared in celebration of Te Wiki o te Reo Māori. They demonstrate a commitment to the revitalisation of te reo, and the importance of whakawhanaungatanga – connectedness to identity, language, culture and whānau.

Ehara taku toa i te toa takitahi engari he toa takitini.

I come not with my own strengths but bring with me the gifts, talents, and strengths of my family, tribe, and ancestors.

Te Ruru Hiakai

Kaia has been enjoying *Te Ruru Hiakai*, a Te Kura learning resource which tells the story of a little mouse hiding from a hungry owl. Using whakarongo/listening skills, Kaia intently follows the storyline, moving the cut-out mouse to different places to hide from the hungry ruru. Narrated with te reo Māori woven through the story, Kaia is developing listening and comprehension strategies, and building on her bilingual vocabulary, with her whānau encouraging and guiding her on her learning journey.



Whānau voice:

'Kaia loves the story, Te Ruru Hiakai, with the little stand-up pictures to act out the story.

As whānau, we try to include little bits of te reo Māori into Kaia's learning, and her dad and grandmother (mama) often communicate with Cook Islands Māori, which is similar.'

– Tanya Rota (Te Māmā o Kaia Rota, age 2)

Celebrating Matariki

Tihei mauri ora
Ko Mamari toku waka
Ko Rotokakahi toku awa
Ko Hinerakei toku maunga
Ko Ohaki toku Marae
Ko Te Uri O Tai toku hapu
Ko Te Rarawa toku iwi

Ākonga voice:

'Kia ora koutou, we have been learning te reo Māori in our whare with basic kupu, learning to count, naming colours, and including karakia before kai. For Matariki we all learned the waiata, Matariki, and spent time together enjoying fishing with our whānau.'

– Hayden rāua ko Martha Whittaker



ECO-WARRIOR ĀKONGA

Within Te Ara Kōhungahunga, the Early Childhood programme, we receive inspirational stories from ākonga sharing how they are kaitiaki – carers of their planet. In this issue, we celebrate our Sustainability Stars who are making a difference.

It's a lovely planet – we need to look after it

In our family we try to reduce, reuse, and recycle all that we can in our household, and on the farm. We talk about not wasting the things we have and finding other ways to repurpose them.

We make our own beeswax wraps with the beeswax we get from the beehives on the farm, we have a large vegetable garden that we grow lots of fruit and vegetables in, and we use the dags and woolshed waste to put on the garden as mulch and fertiliser. We have chickens and a pig that we feed our food scraps to that we collect eggs and meat from.



'We picked up rubbish on the roadside near our house. We talked about recycling and reusing, and making sure we look after our planet.'

Ākonga voice:

'We need to look after our world because it's a lovely planet. If the animals get out and eat the rubbish, they will get sick and die. I feel sad when I am picking up so much rubbish off the roadside because it's bad for the animals. The beach will be dirty with rubbish if we don't put it in the bin! Our planet is special – when we dig and plant trees it makes the world happy. I feel happy when I am looking after my environment.'

– Ruby, age 4

'We like to keep the planet good. I feel fun when we pick up the rubbish off our road.'

– Hamish, age 2

Ruby and Hamish's top tips for keeping a healthy planet:

1. Grow your own food in a vegetable garden, or buckets if you don't have a large area.
2. Some things say they are disposable, but you can wash and reuse a lot of things lots of times before they need to be disposed of.

Our DIY beeswax wraps:



1. 2:1 ratio beeswax to coconut oil. Melt together.
2. Brush over 100% cotton squares and hang to dry!

Whānau voice:

'As farmers, looking after the planet is at the forefront of our minds. We want to make sure that our land is fit and healthy for our children to take over and have the same lifestyle that we are lucky enough to have, with their children. If we can do our little bit, we can help others to enjoy our beautiful planet too!'

Foraging for our food

Ākonga Voice:

'We grow lots of fruit, vegetables and flowers in our garden. I enjoy foraging for and harvesting them when they are ready to be picked. Earlier in the year, I went out every day and collected hazelnuts and then we made yummy homemade Nutella!'

– Indie Soeters, age 4



Through this connectedness with nature, Indie is learning care and respect for the living world around her, along with an appreciation for the enjoyment in sustainable habits and routines.

Tino pai rawa atu!



'The homemade Nutella tastes so good!'



'We use the hammer to get the shells off the hazelnuts.'

Ingredients:

2 cups hazelnuts (240g)
 1 1/2 tbsp. pure vanilla extract
 1/4 cup cocoa powder
 1/3 cup sweetener of choice (sugar, date, maple or honey syrup)
 1/4 tsp salt
 1/2 cup milk of choice OR 2 tbsp oil (optional)

Indie's Homemade Nutella

Recipe inspired by <https://chocolatecoveredkatie.com/>

'This is the recipe we use if you want to make some too – it's yummy!'

Directions:

Preheat oven to 200 degrees celsius.
 Line a tray with baking paper and spread shelled, raw hazelnuts on it. We used a hammer to shell ours.
 Roast in the centre of the oven for about 6 to 8 minutes.
 Rub the roasted nuts together in a cloth or paper towel to remove the skins. It's okay if they don't all come off.
 In a food processor, blend the hazelnuts until they turn into a smooth butter.
 Add all remaining ingredients, and blend on high for a few minutes until the texture resembles real Nutella.

If using milk, it's best to store the Nutella in the refrigerator. It should stay good for two to three weeks. After this time, to stop the nuts from going rancid, you can freeze it.





Creative repurposing

Margaux’s whānau has inspired us with their passion for sustainability. Their engagement with the early childhood programme and their way of living includes reusing, repurposing, and upcycling several resources to give them new life and provide creative, valuable, and meaningful learning opportunities.

They used magnetic blackboard paint to upcycle an old, unwanted framed painting. It’s now a home to magnetic letters, an interactive daily routine, and images of the human body. The recycling of a human body book has created personalised magnets to respond to Margaux’s interest in the body. This is another example of Margaux and mum Alexa’s commitment to sustainability.



A popular book *Not a Box* by Antoinette Portis illustrates the many ways boxes can be creatively enjoyed.

Margaux repurposed a box to create a Pup Castle, transforming her bedroom and play, and creating opportunities for creativity and imagination.

It's amazing the endless possibilities an object can provide after it has been used for its original purpose. Margaux has shown us the enjoyment, value, and benefits to her learning and the planet through these examples of sustainability that we hope will inspire our Te Kura whānau.



LEAVING TO LEARN – HE WHAI TAUMARU

A big thank you to our wonderful businesses in Kirikiriroa that support Te Kura ākonga to experience authentic learning in the community – whether it be retail at The Base, or genetic research at LIC laboratories.



Hazel and Lilly



Liam and Sarah



NGĀ KŌRERO
Ā NGĀ ĀKONGA

STUDENT
STORIES

NORTHERN

RARANGA TOI MĀORI

To honour Matariki, ākonga (student) Eden Read and kaiako (teacher) Andrea Selwood collaborated to produce a resolved artwork in the Raranga Toi Māori tradition, which is now exhibited at Te Kura.

Their artwork was created as part of the Te Kura NCEA Level 2 Art course.

Quite a bit of research was involved, from learning about the cultural significance of Matariki and tikanga associated with harakeke harvesting, to testing different raranga techniques, dyes, and grid structures, to deciding the best location and method for installing the final piece.

Eden was happy with the result.

‘I like the overall look of the artwork and how all the stars work together to make the constellation. In the future, if we prepare the flax better, we could use normal dye so it could be colourful.’



Close up of the intricate raranga pattern



Preparing ngā whetū for dyeing



Ngā whetū ready for assembly



Eden and Andrea designing the grid structure



The constellation starting to take shape



Fun with the hot glue gun!



The artists experimented with a couple of locations before selecting the perfect spot



The installation can be seen by visitors as they enter the office foyer



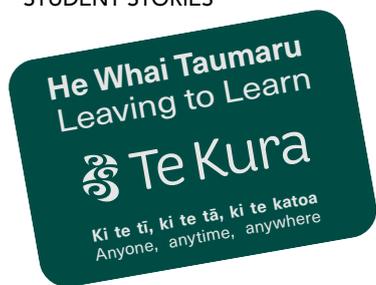
Weave the Whetū Skynet, 2023

by Eden Read (ākonga) and Andrea Selwood (kaiako)

Flax, indian ink, cotton, glue and fish hooks

1750mm by 950mm

Located in the Te Kura office foyer in Te Whanganui-a-Tara



THE POWER OF SPEECH

Te Kura ākonga (student) Niki Pewhairangi-Papuni, had enough to think about as she took the stage at the Ngā Manu Kōrero speech competition held in Ōtepoti this month, without having to deal with an earthquake as well.



Niki, from Gisborne, is a Year 11 ākonga and it was her first time competing at the prestigious national competition. She was in the midst of her prepared speech when what seismologists described as one of the strongest earthquakes to hit Aotearoa this year struck the South Island, near Geraldine.

While Ōtepoti isn't exactly known for having earthquakes, it certainly felt the Wednesday shake. The magnitude 6.0 quake had most of those at the competition venue holding a collective breath, but Niki took it in her stride.

Kaiako Kiri Dickinson says she and Niki's other supporters couldn't believe how focused Niki remained when the place became 'pretty rocky'.

Niki says she felt quite calm and didn't even realise there was an earthquake.

'I did hear a bit of a noise – I thought it was a train or some trucks nearby!'

Back in June, Niki came first in Prepared Speech – senior Māori, first in Impromptu – senior Māori and first in the overall Pei Te Hurinui Jones award at the Ngā Manu Kōrero regionals in Tairāwhiti.

At the recent nationals in Ōtepoti, Niki came fourth in the Prepared Speech section – a great effort having come up against some of the most experienced speakers in the country. Kiri says Niki did Te Kura proud and the team was so pleased for her that they even joked that maybe the earthquake included 'some spirits from Tairāwhiti'.

Niki says she really enjoyed her first nationals and would love to compete in the finals again.

And hopefully next time, it will be an earthquake-free zone!



Niki speaking at the Tairāwhiti poroaki for former Chief Executive Mike Hollings in July



A HISTORY-MAKING MOMENT IN FARMING

Te Kura ākonga (student)
Jessica Quinlan shares her experience at the national grand finals for the FMG Young Farmer of the Year 2023.

In April, my teammate Jonny and I competed in the Northland regional finals of the Junior Young Farmer competition. We competed in a mix of practical and theoretical tasks, ranging from fencing skills to wool classing, to knowledge about wheat production and biosecurity. From there the top five teams had to compete in a quiz round. Much to our surprise we came second! This meant we could travel down to Timaru in July for the national grand final competition. Straight away we got into fundraising for our trip, with many generous people helping us out.

The national finals kicked off with a parade through Timaru alongside the Young Farmer and AgriKidsNZ competitors. Our first task was an hour-long written exam with multi-choice and short-answer questions. We also had to write an essay.

The next morning, we started our practical day while the ground was still frozen solid – although people were walking around in shorts! We started with seven 15-minute modules which were hosted by the sponsors of the competition. Here, we had to do a range of tasks like assembling a wooden gate, driving a tractor simulation, mapping farm biosecurity risks, identifying parts of the ruminant digestive system, taking a soil sample and more. After this, we had our ‘Farmler’ module, which we came third in. This involved building a three-wire fence, planning a firebreak, and building a planter box. Our last task – and my least-favourite – was a five-minute speech in front of three judges.





A highlight of the trip for me, however, was getting to watch the 'race-off' for the Young Farmer of the Year competition. Here, we watched the finalists race tractors, throw a fleece, build a letterbox, and assemble a sprayer and milking machine. We listened to their inspiring speeches and witnessed Emma

Poole win the Young Farmer of the Year title – the first woman ever in 55 years!

I enjoyed the whole experience because we were surrounded by interesting, positive, and passionate people, doing what I love – farming!





**NGĀ MAHI Ā
NGĀ ĀKONGA**

**STUDENT
WORK**

NZQA RINGA TOI ART EXHIBITION 2023



Kōrari Taiao
Estelle Johnston

A SHORT STORY

By Quinn Ashby

This is a retelling of my experience at a local high school. I wrote this to share how consuming the impact of bullying can be. It interferes with every thought and with being able to learn. It is paralysing in many ways. Sometimes it isn't visible to others that it is happening, and it can be difficult to talk about.

It's 8:30am and she's dragging herself along the path. The air has a cool feeling to it that she likes, and the day feels full of potential. She's keen to learn, wants to learn, needs to learn. She's going to set goals for herself today; to stay focused, to not get distracted, to learn something new. However, as the school gates loom closer and closer, that familiar feeling in her body settles in. The awful gut-wrenching anxiety. Passing through the gates, keeping her head down avoiding eye contact, knowing that this is where they stand in the morning. No matter how hard she tries, or which path she takes, there is no avoiding them.

She knows what they talk about, what they are laughing at, who they are laughing at. She was one of them once, but now she is the outcast, the topic of their conversation. Her head stays down and still she feels their cruel eyes pierce her skin; the pain is almost physical. She makes it to class and takes a deep breath. Relief. She made it. Now there is only the rest of the day to get through. All she has to do is focus, study, and learn – which is what she came here to do. She doesn't make eye contact with anyone in case it causes some sort of problem, creating more unnecessary drama. The rumours about her were already flying and there was no need to add to them. It was a game that she was learning to play very carefully. She wanted to engage with

new people. People she had never spoken to before. People she hadn't heard of, the ones sitting at tables around her who seemed like they kept to themselves. But this school isn't safe. Everyone is connected and it isn't worth the risk.

The bell rings for break. A noise that most kids appreciate and a noise that she has learnt to dread. A battle call. Again, that gut wrenching anxiety. Walking out the door she feels the hot sun on her face. The weather has completely changed while she has been inside the classroom. The cool feeling has evaporated and now it is a hot sunny day. Too hot. As she walks around she observes the other students laughing together, getting out their food to eat without a worry at all. None of them look uncomfortable, none of them look like they don't belong, none of them look scared. They look exactly like students should look. She thinks about this as she walks to the group who let her sit with them. They wouldn't notice if she was there or not, but they never question her hanging around. If they get up and walk away without her, there are always the bathrooms to go and wait in. Staying with this group is the safest option, the next were the bathrooms. Being in either of these places meant that they wouldn't come up to her. It meant that they couldn't get to her.

The bell rings again, signalling the end of break, so she pulls out her phone to check what class is next. A text pops up from her mum asking how her day is going. A deep sense of sadness takes over her body. Her mum. If she had just listened to her advice.

'I'll be fine, Mum,' she had said when her mum had protested the idea of going to school.

'It's just high school and I'll be fine with my friends.'

The friends that cast her out the second they got the chance. The friends that stabbed her so hard in the back she can still feel the knife twisting inside of her. The friends who she now does everything possible to avoid. She ignores the text from her mum. Her pride is too strong to let either of her parents know what is going on.

The next class is Science, in a classroom on the other side of the school. She looks up to see if anyone she knows is walking in that direction so she can at least pretend to be talking to them as she trails behind. A feeling of fear overwhelms her when the realisation hits that every single person she had been sitting with has disappeared. They had left her without even a second thought. There is nothing else to do except risk it and walk alone. She slowly gathers up her things and walks reluctantly along to class. As she gets closer to her destination she looks up and sees that they are walking straight towards her. The very people, in this school filled literally with a thousand others, who she has actively been avoiding. The friends who she had spoken so highly of to her parents.

'No, no, no!' She panics as they advance towards her. She can't back away now, even though every inch of her body is screaming, 'Run!'

'They don't get to win,' she decides. Pride takes over, she marches forward, chin up and a smile plastered onto her face, pretending things are fine. Her smile doesn't falter, even as they brush past her making gagging sounds and holding their noses while taking photos of her with their phones. She hears voices yelling at her as she continues to class and works at tuning them out. It is easier that way. They stop their verbal abuse once they are satisfied with their remarks. She is relieved once she can no longer hear any noise. Her face hasn't changed expression the whole time, but behind that smile plastered onto her

face she is dying inside.

As class starts, she tries her best to focus, to study, to learn, but her head is full of confusion. There is no confusion about the topic they are studying. She understands all of that just fine. The confusion is about why they treat her the way they do. Why do they hate her so much? What had she done? She must have done something. Could she fix it?

As soon as the bell rings, indicating that school is over for the day, she is out of the classroom door before anyone else. Down the ugly concrete path. Across the dry, dusty field. Out the gate. Safe.

As she rushes home, she thinks of nothing but getting as far away from the school as possible. Once she reaches her driveway, she finds she can breathe normally again. The feeling of safety engulfs her like a warm hug, and she pushes away the thought that she will have to go back tomorrow. Return to the place she chose to go to. An institution of learning and the place where her spirit is dying. She has tried everything. Standing at the end of the driveway, clutching her mailbox to keep her steady, tears streaming from her eyes, the realisation hits her. She can't stay at this school, no matter how unfair it is. They won't stop. The fact is, there is simply no room for her there.

Mind made up, and with a budding sense of exhilaration, she makes her way up the driveway to her house. Unlike the other days where she would wait outside the front door, making sure the tears that had been running down her cheeks had dried up, she doesn't make an effort to hide them today. Her parents are sitting on the couch as she enters the living room. Their smiles falter as they register the pain on her face. They look at their daughter and realise that her sparkle for life has truly disappeared and has been replaced with a steely resolve. She stares them straight in the eyes and whispers, 'It's never going to stop. There is no reason. No sense.'

Her voice gains strength. 'I'm never going back.'



It's a Tree
Jezreel Marshall

NAU MAI KI TOKU KAINGA

By Quinn Ashby

Cyclone Gabrielle's fury lies in the stirred-up waters at the mouth of the river where it meets the sea. From my favourite place on the mole, I observe the awa, muddier brown than usual, mixing with saltwater as the waves crash and surge against the rocks. Forestry debris litters the beach waiting for locals to come down with their trailers and chainsaws to make the most of the bounty of firewood.

The grey structure of the mole leads out into the sea and disappointed fisher people gather at the starting point. It's too rough for fishing today, too rough to even walk down the mole's rocky pathway out to their usual spots. The children, ruddy cheeks, and wind-blown hair, watch the waves then scream and shout as they get caught in the occasional spray. They are competing with the sounds of the seagulls venturing back to the coast after sheltering inland for the last two days. Children, seagulls, and delighted dogs, happy to be back outside, add to the soundscape of the wind and waves crashing onto the shore.

On a sunny day the river mud has a distinct earthy odour, but today the wind whips away the smell. It whips away everything. The intensity of the storm has diminished but the lingering gusts and occasional rain squalls continue to play havoc, sand, and salt spray thick in the air.

The washed-up logs I usually sit on to watch the waves are sodden, but even if they were dry the wind wouldn't let me sit on the beach for long. I can feel the sand that has been blown everywhere settle over my clothes and work its way into the creases. It stings my face and even though I am standing far back from the ocean, the salt spray doesn't fail to reach me.

I briefly ponder the warm sunny days. The sound of the children running into the ocean, squeals of joy when the waves reach them.

Parents chat with each other, keeping a close eye on the children. Sometimes, when there's plenty of large dry pieces of driftwood, groups of people make magnificent huts. The seagulls' loud cries are a consistent part of the soundscape as they scavenge for scraps.

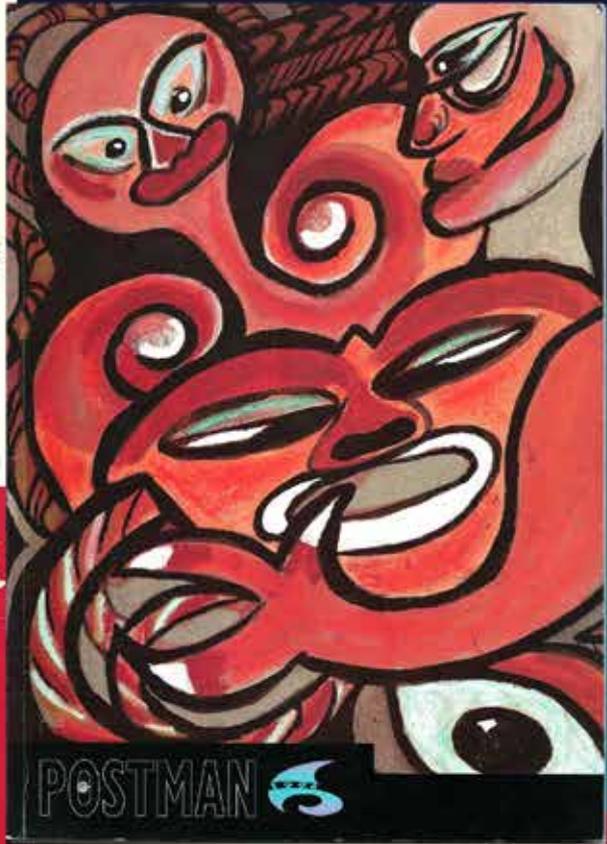
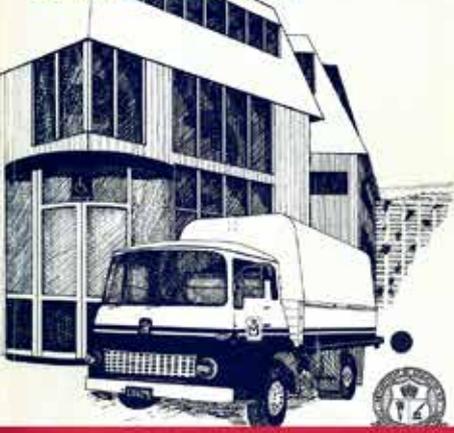
There is no chance for the seagulls to find any scraps today. The beach is sparsely populated and definitely no one is braving a picnic.

Everyone will be back soon enough. In a week the sun will be back out. There will be a few new pieces of driftwood added to the landscape, perhaps the only sign of Cyclone Gabrielle's visit in this area. The impact in Hawke's Bay is much more severe, and the topic of climate change has been at the top of the news stories again this week. I wonder briefly about another favourite spot and how it has fared through this event. The changes over the last seven years in the landscape at that spot in Kai Iwi are testament to the increasing severity of these weather episodes.

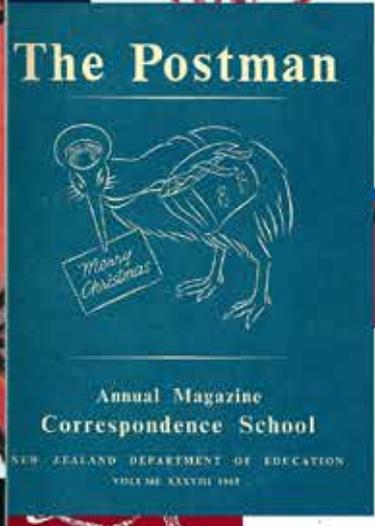
I push those serious thoughts away, not wanting to dwell too long on how this area will be altered eventually too. Rising sea levels and coastal erosion are a depressing reality that threaten too many favourite places. Instead, I look ahead only to next week when families will once again spend their evenings sitting on the beach, children will be playing in the waves, building sandcastles, and digging holes. Brand new huts will be made for me to sit in, and I will watch the clear sky light up in beautiful pinks and oranges as the sun sets over the ocean. I will once again watch as the fisher people pack up their fishing gear and containers full of fresh fish to bring home to feed their families for dinner. I will watch as the seagulls compete with each other to scrounge for leftover sandwich crusts or bait that has slipped between the rocks.

It's time to leave. Thoughts of a hot drink and buttered toast are a welcome prospect. I farewell the wind, the wet sand, the waves still crashing against the rocks and the seagulls. I say, 'E noho rā. Ka hoki ahau apopo.'

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Correspondence School



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The Postman

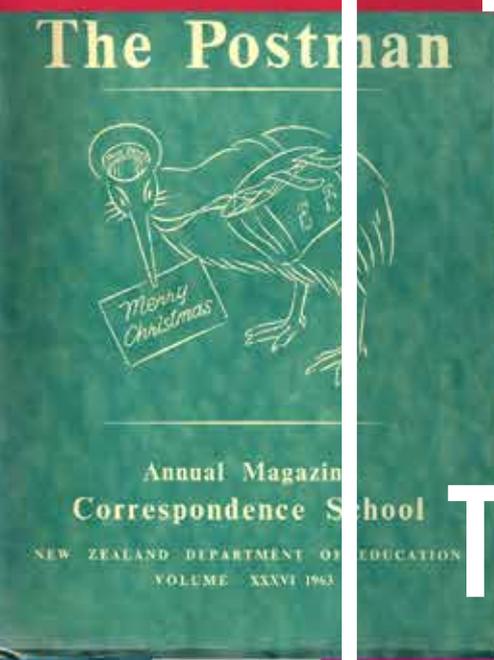


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Annual Magazine
Correspondence School
NEW ZEALAND DEPARTMENT OF EDUCATION
VOLUME XXVIII

**NGĀ PITOPITO
KŌRERO Ā
TE KURA**



TE KURA NEWS

MAN

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ANNUAL MAGAZINE
CORRESPONDENCE SCHOOL





TE TAURA WHIRI
I TE REO MĀORI
MĀORI LANGUAGE COMMISSION

ReoMāori.CO.NZ



KIA KAHA TE REO MĀORI

Te Wiki o te Reo Māori
11-17 o Hepetema 2023

Māori Language Week
11-17 September 2023

A MESSAGE FOR NCEA ĀKONGA

If you intend sitting end-of-year exams and/or submitting an externally assessed portfolio, you should have already submitted your NCEA registration. If you haven't registered but should have, please immediately go to www.tekura.school.nz/ncea-registration or call our Qualifications team on 0800 65 99 88 option 3.

If you have successfully registered, you will have received an email from our Qualifications team confirming your registration.

NZQA end-of-year exams

Please remember you will need to take both **photo ID** and your **exam admission slip** to each exam session.

- If you don't already have a photo ID (e.g., student ID card, passport, driver's licence), please organise this now by applying on our website: www.tekura.school.nz/student-id
- Your exam admission slip will be posted to you at the end of October by our Qualifications team. If you don't receive it by early November, please give them a call on 0800 65 99 88 option 3 to receive a signed replacement.

We wish you all the very best for your exams.

CHANGES TO NCEA LEVEL 1 STANDARDS IN 2024

Due to changes to NCEA, current Level 1 achievement standards will no longer be offered in 2024. Those available during Te Kura Summer School will be offered until 9 February 2024, but there will be no extensions granted once Summer School closes.

Registrations for Te Kura Summer School open from 6 November:

www.tekura.school.nz/summerschool

New NCEA Level 1 achievement standards will be implemented in 2024. There will still be exams at the end of the year, but you might also complete external assessments during the year, for example submitting reports and portfolios, or attempting Common Assessment Activities.

Find out more on the NZQA website:

www2.nzqa.govt.nz/ncea/about-ncea/ncea-changes-for-2024-and-2025/

SPECIAL ASSESSMENT CONDITIONS

If you have a physical, medical, sensory or learning disorder you may be eligible for assistance with your NCEA assessments. This is known as Special Assessment Conditions (SAC), which exists to make sure all ākonga (students) can demonstrate their learning to their full potential.



SAC includes things like:

- being allowed to have someone read or write for you if you have dyslexia
- sitting your exams in a separate room if you have attention problems or severe anxiety
- extra time to complete a timed assessment (such as an exam or test)
- rest breaks for ākonga who need to practise calming techniques if they have anxiety or panic attacks. They can also be used for ākonga with diabetes who need to manage their blood sugars.

These are only a few examples of possible SACs. For more information, check out our website:

www.tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/

If any Special Assessment Conditions apply to you, please email our SAC team at **sac@tekura.school.nz** as soon as possible.

Exams are coming up!

As exam time draws near, it is important for ākonga to ensure that they are fully prepared. This is especially true for ākonga needing Special Assessment Conditions (SACs). If you have registered for end-of-year exams and think you might need Special Assessment Conditions, please ensure you contact our SAC team.

Transfer of SACs

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

SUMMER SCHOOL

Tāpiri ki ō whiwhinga NCEA i te raumati
Top up your NCEA credits

Kia tuihono tō ako ki te Kura Raumati.

Kauā e tuku mā te iti ō ō whiwhinga ako NCEA koe e whai ai i te mātauranga, whakangungu me te whai mahi hoki a tēra tau.

Ka tuwhera ngā rēhitatanga a te Whiringa ā- Rangi.

Study online with Te Kura Summer School.

Don't let a few NCEA credits stop you from going on to further study, training or employment next year.

Registrations open in November.

Te Aho o Te Kura Pounamu

0800 65 99 88 | summerschool@tekura.school.nz

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