



Te Kura

TE AHO O TE KURA POUNAMU

THE CORRESPONDENCE SCHOOL



TE AHO O TE KURA POUNAMU

NAU MAI, HAERE MAI
KI TE AHO O
TE KURA POUNAMU

PAETĀWHITI E
TE KĀINGA Ō MĀTIRO
NGĀ PAE TATA E
WHAKAMAUA KIA TINA TINA!

Ā TOI O NGĀ RANGI E
HE KAHURANGI MO
TE AHO O TE KURA POUNAMU

'TIS THE FAR HORIZON
THE HOME OF ASPIRATIONS YET TO BE
ACCOMPLISHED
WHILE THE GOALS OF TODAY
LET THEM BE PURSUED AND ACHIEVED
A COMPELLING URGE FROM HIGHEST POTENTIAL

A PRIZED GIFT EMANATING FORTH
LIKE THE TREASURED ASPIRATIONS
OF RADIANT GREENSTONE

Te Aho o Te Kura Pounamu refers to connecting students with learning, but the name also has a wealth of meaning that reflects the role Te Kura plays within the education sector, our students and our vision for their achievement.

Our vision is that all our students achieve their potential. Our philosophy of teaching one student at a time means our learning advisors work closely with students to develop personalised learning programmes that reflect their passions, needs and goals.

For most students, attending school means being in a classroom with a teacher. For our students, it could mean working from the local library, a learning or activity centre, teen parent unit, at their kitchen table or while travelling the world.

Learning at a distance doesn't mean learning alone, as our learning advisors are in regular contact with students and whānau to offer advice and support. There is also a range of opportunities for face-to-face contact at event days, tutorials and drop-in sessions. We work closely with local communities and agencies that support our students, because we know that by working together we can do more to help our students achieve their potential.

Naku noa, na

Mike Hollings
Chief Executive

ABOUT US

We are New Zealand's largest school, and one of the few that serves the entire country. We provide learning programmes for students from early childhood to Year 13, as well as adult learners and those with special education needs.

Our students come from all walks of life, in all parts of New Zealand as well as overseas.

Based in Wellington, we also have regional offices in Auckland, Hamilton and Christchurch, as well as staff working in communities where there are clusters of Te Kura students, such as Whanganui and Tauranga. Our teaching staff are organised into four regional teams – Northern, Central North, Central South and Southern – meaning students have learning advisors and subject teachers who work in their region or as part of a team in Wellington that works almost exclusively with students in that region. This approach enables us to work alongside communities to support students' learning.

"We build strong relationships with families, whānau and communities ... to ensure that we're engaging our students in personalised, authentic learning that excites and motivates them."



HOW WE DELIVER

True learning takes place when each student is an active participant in their education and their learning is personalised by learning advisors, whānau and, for older students, mentors in the community as part of our authentic learning approach.

To help our students achieve, we build strong relationships with whānau, communities and other agencies to ensure we're engaging our students in personalised learning that excites and motivates them.

Our students receive their work through the post, by email, fax or online through our online teaching and learning environment (OTLE). When students have completed their work, they send it to their learning advisor or subject teacher for assessment and feedback.



WHO CAN ENROL?

To be eligible for a funded place with Te Kura, a student must:

- be a New Zealand citizen, permanent resident or domestic student living in New Zealand
- be of early-childhood or school age but unable to attend either an early childhood or school service
- meet all criteria under one of the enrolment categories as set out in the current Ministry of Education enrolment policy.

Potential students can check their eligibility for full-time, fee-paying, part-time or dual enrolment by visiting our website, www.tekura.school.nz or by calling us on 0800 65 99 88 for more information.



LEARNING WITH US

Our students might not be in a conventional classroom, but they are fully supported at all times by learning advisors who work closely with them and their whānau to ensure they are engaged, motivated and achieving their goals.

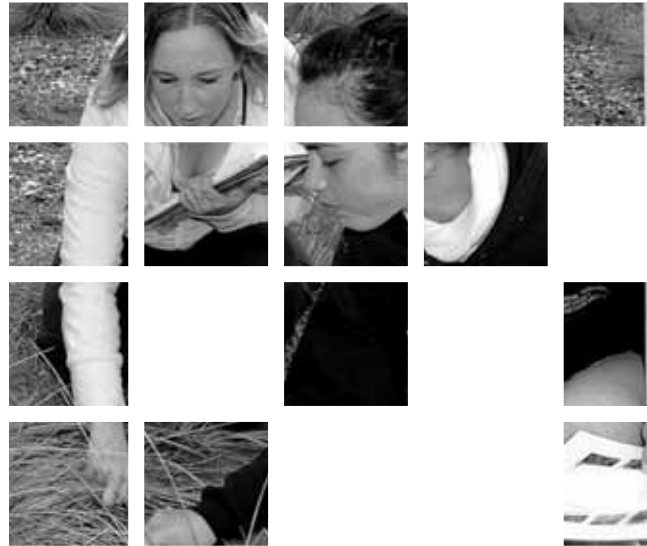
We develop a personalised learning programme for each full-time and fee-paying student, based on their passions, goals and needs.

Our early childhood programme follows the national early childhood curriculum, Te Whariki, while our Year 1–13 programme is based on the New Zealand Curriculum (2007). In Years 11–13 we offer registered, accredited and approved courses in many subjects and at all levels.

Depending on the particular course, students may be taught by a range of learning methods, including using the internet and other electronic media. This could include participating with their teacher and other students in our online teaching and learning environment, using electronic equipment and digital resources, such as CDs and DVDs, and recording their learning in digital formats.

We also provide opportunities for students to have face-to-face contact with staff and other students at regional and community activities throughout the school year.

"We develop a personalised learning programme for students, based on their interests and needs."



AUTHENTIC LEARNING

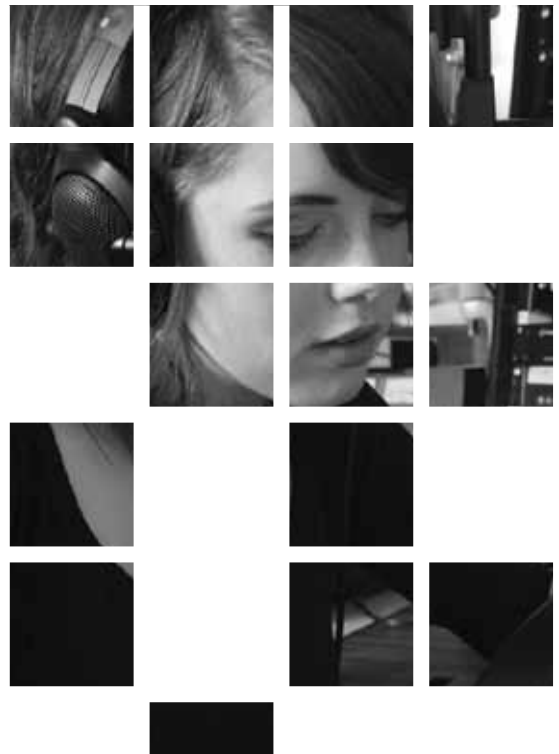
Authentic learning at Te Kura is an approach to learning that focuses on students' passions and goals for life beyond school. It uses these as the basis for developing a learning plan that is unique to each student.

Students with an authentic learning plan have the chance to work alongside adults in their field of interest and to build knowledge, understanding and skills in that area, as well as work towards a relevant qualification.

Authentic learning offers real life learning experiences, for example through an internship or Gateway placement. Te Kura learning advisors and in-region staff work with students to identify their interests and any opportunities in their community. Internships or Gateway placements could be in a local business, voluntary or community organisation, sports club or marae.

Students who have participated in authentic learning through Te Kura have experienced placements with a wide range of employers, including computer repair specialists, libraries, hospitals, motor mechanics, retail outlets, early childhood centres, schools, a radio station, the Department of Conservation and the hospitality industry.

"Students pursue individual learning programmes, which allow them to gain new skills and knowledge in a workplace in their local community."



OUR LEARNER PROFILE

Our students come from all walks of life, in all parts of New Zealand as well as overseas.

- At any one time, we have around 14,000 students on our roll, and more than 26,000 students will enrol with us over the course of a year.
- Our students include full-time students, dual students (who are enrolled with another school for most of their learning programme), as well as young adults and adults studying part-time.
- Māori students make up more than 40 percent of full-time enrolments.
- Around 10 percent of our students are living or travelling overseas.



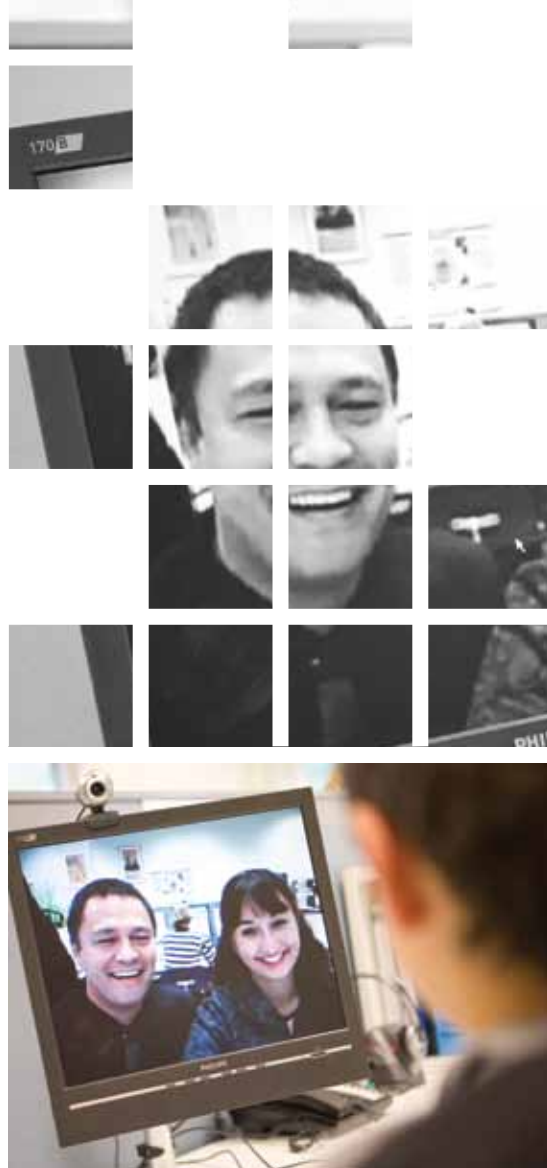
OUR STAFF

We have more than 500 teaching and specialist staff based in Wellington and in offices around the country.

In-region teachers offer support to students, their supervisors and whānau in their own communities, and work in partnership with schools and other agencies to support students' learning.

In addition to teaching and specialist staff, our regional staff include Kāiārahi, who lead the delivery of authentic learning in the regions by working with communities, education providers and employers to identify authentic learning opportunities for students. Kāiārahi are supported by relationship coordinators, who work alongside schools and other providers to ensure the needs of dual-enrolled students are met.

"Our Kāiārahi work with communities, schools, alternative education providers and government agencies."



OUR STUDENTS



thomas mead

EARLY CHILDHOOD

Thomas Mead lives on a sheep and beef farm in Outram, near Dunedin. Since he lives more than six kilometres from an early childhood centre, when he turned three he enrolled with Te Kura with his mum, Jackie, acting as his supervisor.

Jackie says one of Thomas's favourite topics so far has been Exploration.

'He's a real outdoors boy, so I take him to look for bugs. He loves talking about ideas and asking questions. We find out what bugs eat on the internet, and then he makes books about them.'

Jackie says she gets plenty of support as his supervisor.

'You get all the information that you need in your welcome pack, but I can ring Te Kura at any time for help.'

In addition to children like Thomas, there is an increasing number of children who can't attend a face-to-face early childhood centre for health reasons, or because they have a sibling with health issues.





rentia de vries

SPECIAL EDUCATION

Rentia was born in South Africa with Bilateral Anophthalmia, which is a condition of total absence of eyes. Rentia immigrated to New Zealand in January 2004, and proudly became a New Zealand citizen in 2009.

Rentia loves music, art, and cooking, especially Lolly cake. She enrolled with Te Kura in 2009, and simply loves the freedom of choices this has given her. Rentia is now able to work at her own pace and at her choice of subjects, which was not always possible in a mainstream college.

Rentia works closely with her Teacher Aide, Jill Smith, who has a real 'can-do' and creative approach to life. This enables Rentia to explore and experience her learning materials in new, inventive and wonderful ways.

Having an understanding of who our students are, and fostering positive relationships between home, student, and school are important.

In the case of Rentia's success, it has been the ability of our exceptional teacher aide, Jill Smith, to adapt and extend our resources in a creative way.



AWESOME



artea rerekura-pereka

YEAR 12

Artea Rerekura-Pereka is a Year 12 student in Whanganui, in the Central South region. He enrolled with Te Kura in 2009, but found working at home on his own difficult.

A partnership between Te Kura and the Whanganui Regional Primary Health Organisation in Gonville provided Artea with the opportunity to work with Learning Advisor Chris Scott at the local community centre.

Chris works with around 20 students who visit with him regularly, as well as others who are occasional visitors. 'Having someone to encourage them, help them with their course work and set short term goals is helping them to achieve and gain credits.'

Working at Gonville is helping Artea improve his reading and his maths. As his skills grow he has been able to gain NCEA credits and improve his chances of getting a job.



SAY CHEESE!



Jerusha tucker

AUTHENTIC LEARNING (GATEWAY)

Elite snowboarder and Papamoa student, Jerusha Tucker has already mastered the art of slopestyle and 'buttering' on the snow, but after enrolling with Te Kura and taking part in the Gateway programme, another interest – photography – has become part of her learning programme.

'My sister studied fashion design through Gateway and recommended the course to me, so I was excited to find Te Kura offered the programme. I knew I wanted to go further into a subject and get some practical experience,' says Jerusha.

Jerusha is the first student to complete all four modules of The Photo School's online course, Introduction to Digital Photography. A student in the Central North region, Jerusha spent time with Te Puke photographer, Andy Belcher, learning the tricks of the trade. Working alongside Andy gave Jerusha a good introduction to the world of photography.

'That experience has helped me realise I have a passion for photography that I can link to my other passions, so there might be some sports photography in my future,' says Jerusha.

'I love working with the camera, noticing small details, and taking photos of things other people might not notice.'





shalah van de looveren

YOUNG ADULT

'You can't tell your kids they can do anything they want when you're not doing anything yourself,' says 19-year-old Shalah Van De Looveren, a young adult student whose inspiration for going back to study was to build a positive future for herself and her two children.

The Dargaville student says she didn't want to earn the minimum wage when she left school in 2006. Studying with Te Kura means she could get the qualifications she needs to achieve her career goals, all while juggling bringing up her children.

Shalah has already gained NCEA levels 1 and 2 and a national certificate in computing and is working on gaining more credits so she can qualify to study for a diploma in childcare.

'It is really easy to learn with Te Kura and this way I can study at home in my own time and still look after my daughter,' she says.

'It depends where you want to get in life, but you really have to think about what you want to do in the future rather than just thinking about now.

'It feels really good to have got to where I am today, but I want to do more!'

WANT MORE
INFORMATION?

Visit our website – www.tekura.school.nz or call us on 0800 65 99 88 for further information.