

CONNECTING
TE KURA STUDENTS

link up.

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

DEC 17 | ISSUE 34



Te Kura

TE AHO O TE KURA POUNAMU
THE CORRESPONDENCE SCHOOL

- HORTICULTURE – GROWING A CAREER
- TE KURA CAMP SKI AND SNOWBOARD OPPORTUNITY
- FEEDBACK WANTED ON ANNUAL PLAN

Ko Tā Mike Kōrero



Mike Hollings, Chief Executive

We are approaching the end of the 2017 school year. Te Kura staff, students and whānau from around the country will be gathering together to reflect and celebrate the achievements of our students at the prize giving ceremonies in Auckland, Hamilton, Hastings, Whanganui, Wellington, Nelson and Christchurch.

Many milestones have been achieved this year in our continued transition from paper-based to online learning. Utilising technology has enabled Te Kura students to benefit from individualised learning plans to achieve their personal goals. Te Kura has embraced a model of continuous improvement for our online learning environment *My Te Kura*. This continued innovation allows us to evolve to support the achievement of Te Kura's diverse mix of learners.

Before the end of the year we will release the one thousandth module in *My Te Kura* and complete all modules for NCEA Level 1. We have also made major advances in completing the transition from digitised PDFs to interactive modules for NCEA Level 2 with the majority to be completed before the start of 2018. Te Ara Hou and NCEA Level 3 are also underway, and will be next to be completed.

Staff at Te Kura collaborate to develop these modules, to ensure we provide high quality online learning for our students. You can read more about what goes into the production on page 27.

The continuous improvement to our online learning environment *My Te Kura* meant an upgrade in 2017 to the look and feel of the learning environment to deliver a more intuitive and user-friendly experience. The decluttering of pages and updating the fonts and icons have made it easier for our students to learn online.

The major benefit of the upgrade has been the responsive design which means our online courses function across multiple devices (laptop, tables and smartphones). This makes it easier for students studying online with *My Te Kura* to access their learning anytime and anywhere they have an internet connection.

We have also introduced *YouSeeU*, the virtual online meeting tool allows teachers and students to better communicate and learn digital literacy skills in a safe and supportive environment. Utilising technology throughout students learning will prepare them with the skills needed to succeed in the future.

Looking forward to next year, Te Kura will continue to expand online learning to allow every student to use *My Te Kura* as part of their learning. This transition will be a change for our Early Childhood and Year 1–6 learners. As we transition online we will work with students, supervisor, whānau and teachers to understand what works best for these age groups. Just as with other levels of learning there will be a mix of online and offline activities for the students including opportunities to meet face-to-face with our staff based in our regional offices across New Zealand, including event days and learning advisories.

Our Big Picture pilots are an example of the success of intensive face-to-face advisories being used to provide support to students who have previously experienced challenges learning in a traditional classroom. We are looking how we can build on the learnings and success from these pilots to benefit all our students. I will share more with you on the success of these pilots in a future *Link Up*.

As we near the end of the year many teachers and staff are just gearing up for the third year of Summer School. Te Kura Summer School is helping students from around New Zealand to top-up their NCEA credits to get their plans for 2018 back on track.

All Summer School courses will be offered online, which allows students to benefit from the flexible learning options. Te Kura students studying with us in 2018 will also be able to login to *My Te Kura* from 18 December. This is a chance for you to familiarise yourself with *My Te Kura* and the upcoming online modules. If you have any questions on your learning teachers will be back for Term 1 on 31 January.

Ngā mihi mo te Kirihimete me te Tau Hou –
Season's greetings for Christmas and the New Year.

Mike Hollings, Chief Executive

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Cover: Bethany Mehrtens looking after 'Chocolate' her pet lamb.

Feature Stories

HORTICULTURE – A GROWING CAREER

IN A TIME WHEN THE NEW ZEALAND HORTICULTURE INDUSTRY IS BOOMING, HORTICULTURALISTS ARE CONCERNED ABOUT THE LACK OF STUDENTS OPTING TO TRAIN FOR THIS VITAL INDUSTRY.

As land prices soar, nursery growers are finding that fewer young people have the financial resources to own and develop their own nurseries. Fewer secondary/tertiary students are opting to study horticulture as a subject. The kiwifruit industry is trying to encourage new members into the various sectors in the kiwifruit industry, as there are shortages in many areas – researchers, propagators, grafters, managers, marketers, growers and financial experts.

That's good news for people like me studying horticulture with Te Kura, and it could be good news for you if you are interested in plants but unsure if there are career openings at the end of your training.

Horticulture is a great subject to study. Personally, I've been very interested in horticulture since 2013 (Year 9), especially in the field of propagation. It gives me great satisfaction to see plants growing, particularly when I have grown them from the start. It's amazing to take seeds, germinate them and bring them to maturity. Recently I've started my own business of growing vegetable seeds and selling the seedlings to people wanting to establish their own gardens. But growing plants from seeds is only one aspect of horticulture, and I know I have so much to learn about soils, grafting, cuttings, ideal growing conditions, specialised mechanised equipment, shade houses, misting houses and other aspects of the subject.

Propagation particularly interests me because it's different and satisfying when you are successful. Imagine my delight in discovering a whole paper at Level 2 is about researching different forms of propagation for commercial growers. The assignment included different types of reproduction and looking at different techniques growers use. I chose to research lavender cuttings, kiwifruit grafting and kowhai seeds. Much of the topic included research, but the highlight for me was visiting a local commercial nursery (Kereru Gardens) and an innovative kiwifruit propagation enterprise (Southern Cross Horticulture), which is propagating commercial plants on a colossal scale. This was a chance to interview people who are on the leading edge of kiwifruit innovation.

After the setbacks of PSA infesting kiwifruit crops, the kiwifruit industry has bounced back amazingly.

What impressed me was the scale of growth and the sheer numbers of new kiwifruit plants being produced. Growers can't get enough of them, so it showed me just how much the industry is growing. The buildings at Southern Cross Horticulture are really high-tech, with automatic watering systems, humidity fans, shade walls and ceiling covers set on timers. Research is going on all the time to improve the plants and growing conditions.

I found all growers were keen to encourage young people to learn more about the horticultural process and I even had an invitation to return to Southern Cross Horticulture in November to observe highly specialised grafters at work.

I got really inspired to follow my dreams in this growing industry.

I would encourage others to seriously think about taking horticulture as a subject – you don't know where it could lead – management, research, or hands-on growing – the opportunities are endless.

Misha Watson, Year 13



Andrew Dunstan on the right (co-owner of Southern Cross Horticulture) and me at the propagation shed.

JO-JO: MEHR ALS AUF UND AB

FIONA AND ALISTAIR GLENNIE WIN SPECIAL PRIZE IN SHORTFILMFEST COMPETITION FOR STUDENTS OF GERMAN.

The competition was supported by ILEP, the Goethe-Institut and the German Embassy and proved to be a great task-based activity for students to use the German language creatively.

Students were asked to submit a 3–4-minute-long film on the topic Jo-Jo – Mehr als Auf und Ab (Yo-Yo – more than up and down) and the two Te Kura students won the special prize in the documentary category. Their film was about fishing with a Yo-Yo fishing rod.

While the Yo-Yo rod is cast to catch a fish by itself, the happy anglers learn more about survival in the wilderness.

10 minutes later they return and collect their bounty.

Even some advertising was built into their film.

The jury commended them for their high language proficiency, their great idea and the creative and professional execution (not of the fish – the film of course ...).

Their short film will be shown during the prize giving at Nga Taonga Sound & Vision in Wellington and will also be included in the Best-Of DVD that will be made available to all participating schools.

Herzlichen Glückwunsch! (Congratulations).

Behind the scenes with Fiona and Alistair

How did you come up with the idea?

Our dad and Alistair are keen fisherman and dad bought a yo-yo reel a few years ago to try (didn't work very well). When the topic of yo-yo for the short film competition came up we thought of the yo-yo reel straight away. Alistair also loves watching YouTube survival clips, that's how we came up with the YouTube format.

What was most fun?

Making the film was incredibly good fun. From writing the script, shooting it, editing it to choosing music, settings, clothes, font was all fun. Fiona has made a few films for school homework over the years, so she had some previous experience, which helped. Alistair has great knowledge of all survival stuff, so his expertise was awesome for the content of the film.



TE KURA CAMP SKI AND SNOWBOARDING OPPORTUNITY

WHAT?! SURELY TOO GOOD TO BE TRUE ... IT'S ONLY MOMENTS AFTER THE TITLE CATCHES MY EYE THAT I'M CLICKED IN AND READING.

While this sort of thing is right up my alley and I usually dive at anything hands on, authentic learning based and physical ... In all honesty, I very nearly missed out on this awesome experience.

Why?

Three days of hitting the slopes and being assessed on skills and technique despite never having touched a snowboard? And being housed with a bunch of students I'd never met? With teachers I had only ever spoken to on the phone?

No way.

I spent three months with the printed-out forms under my bed, in my various bags and even to Canada and back ... tossing up my love for sport with my painful shyness.

Eventually it was my teacher Sally Harte giving me the final boot out the door to get me to decide, hey why not? If I hate it, I never have to go again, but there is nothing gained from never trying.

What could possibly go wrong, right?

A lot, apparently!

Just kidding.

Gaining snowboarding skills (techniques and skills that have inspired an addiction I might add!) usually DOES go hand in hand with coming away with an impressive collection of bruising, but overall there really weren't too many hiccups. Loss of watches, balance, the odd glove, and reservations about personal boundaries ... yes. But hiccups? No! What there was, however, in vast unending quantities, was a lot of laughter.

Swearing, bruising, groaning and more falling than I've done in my entire life combined – and always coated with a blanket of laughter.

The Te Kura snow camp was only three days in length – but what happened over the course of those three days will stay with me forever.

A totally relaxed and easy, inviting environment from the get-go made it easy for us as students to let down our walls and personal boundaries to just be ourselves and come out of our shells.

The students had plenty of opportunities to get to know one another (and not because of the four-to-a-room bunk beds that were comically close together but through shared experience). Some of my favorite times were spent doing kitchen and clean-up duties where the simple act of sharing a task let us work together, talk about our plans and hopes for the future, share interests and swap contacts.

This was also always an opportunity to share our music tastes and turn the kitchen into a karaoke bar! (Sorry about the amp control guys). The lodge was never quiet before 10 pm for all the singing going on, and being able to blast music at any time of the evening was an added bonus.

The days spent on the slopes were packed with activity – and we managed to be out of the house with breakfast and clean-up done by 8.30 every day.

The progress we made in three days was incredible – from not being able to stand for longer than 10 seconds to smashing the courses in Rock Garden and Top Mountain. The lesson provided was extremely helpful as well – we thought at first that the incessant stopping being thrown at us was unnecessary but it turned out that that was the most important part!

I think the main thing that really made a huge difference in my progress learning to snowboard was honestly the amazing support from the teachers and students. We helped each other and pushed each other to do our best and didn't let each other give up.

It was a fantastic opportunity, and one that has not only inspired lifelong friendships, skills and love for snowboarding, gained credits for school, but also a hard keenness for the next trip! When can we go?!

Jamie Rae MacGregor, Year 12





Jamie Rae McGregor, Grady Thompson, Mikayla Mead

MY TRADES ACADEMY EXPERIENCE

DAY ONE: I WAS SO NERVOUS!

Day two: my nerves had calmed down slightly but I remember leaving class that day thinking to myself, “What am I even doing here?”

But here I am, nine months down the track and absolutely loving my Level 2 Hospitality course at the Trades Academy, WelTec.



My liaison teacher and learning advisor had both encouraged me to apply at the end of last year. I was a little apprehensive because it was NCEA Level 2 credits, and I knew I was going to be doing NCEA Level 3 this year. However, the opportunity was too great to let it pass so I applied and later found out I was accepted. I now attend my Hospitality Trades Academy class every Thursday and Friday from 9:00am–2:30pm, during the school term.

Throughout my time in the course, I have learned many new skills, made new dishes and expanded my knowledge of different cooking methods, such as frying, grilling, poaching and baking. I have also gained skills in the food and beverage aspect of hospitality, such as hot and cold beverage preparation, waitressing, and overall confidence in customer service.

Highlights for me have been going on field trips to the Wellington Food Show and to local food businesses, being part of a competition team for the New Zealand Secondary Schools Culinary Challenge and making new friends. I've also developed great relationships with my tutors, who are always willing to help and have had many years of experience in the hospitality industry!

Overall, the Hospitality Course at the Trades Academy has been a wonderful experience and I would highly recommend it to anyone who has an interest in cooking and hospitality. If this sounds like you, get in contact with your learning adviser ASAP!

Debbie Martin, Year 13



Congratulations to Debbie on winning the City and & Guilds Scholarship to WelTec to continue her Hospitality studies! Debbie was awarded \$1000 which enables her to study on one of WelTec's City & Guilds International approved courses.

ARE THERE DOCTORS IN THE HOUSE?

THREE TE KURA STUDENTS WERE PART OF A GROUP OF YEAR 13 SCHOOL STUDENTS WHO ATTENDED AN NZIRH SPONSORED MEDICAL DAY TO GET A BEHIND-THE-SCENES VIEW OF LIFE AS A DOCTOR AT WAIKATO HOSPITAL.

After the formalities, students were set the task of suturing slabs of pork bellies and inserting a medical apparatus into the mouths of sophisticated medical dummy heads that could be programmed to display disease symptoms and react to the medical treatments. Although it was lots of laughs, it was difficult not to feel sorry for the dummies that were way worse off after the treatment.

The doctors talked openly about their background and struggles as junior doctors and University students. It was clear that their lives revolved around medicine; one doctor confessed to having a hobby of being a better doctor. They were doctors because they were passionate about helping others get well; they didn't do it for the money or prestige, or for the dramatic lifestyle depicted on the latest doctor TV series. The reality was that it was hard work, long hours, hectic but extremely rewarding.

It was surprising to find out that new medical students' previous occupations and ages varied significantly from 19 to 30 years, from high school dropouts, to school teachers and ski instructors. A couple of doctors played down the idea of needing to be brainy, but the reality is somewhat more sobering. Entry into medicine at Auckland or Otago University is highly competitive and generally requires an A average in the science-type subjects. But don't be discouraged, being a GP or Surgeon is not all that there is: there's dentistry, pharmacy, physiotherapy, and sports sciences, which have less demanding entry requirements. One doctor described the academic requirements simply: be an efficient learner. Be able to learn material in the shortest period of time. But it still sounds like being brainy, just said another way.

Believe it or not, doctors also don't need to be the bubbly life of the party extraverts depicted on your favourite TV series. They can be the quiet, reserved introverts. However, it was generally accepted by all the extrovert doctors that the introverts would be better Surgeons than GPs.

It was an insightful day well worth attending. Further information on the Bachelor of Medicine/Bachelor

Surgery (MChB) can be found on the Otago and Auckland University websites. The NZ Institute of Rural Health website gives a helpful overview including the pros and cons, and personal qualities required.

Aburoa Leach, Year 13

TRIP TO WELLINGTON FOR ARMAGEDDON EXPO

FOR THE PAST THREE MONTHS, A NUMBER OF STUDENTS FROM THE HASTINGS ADVISORY HAD BEEN PLANNING A TRIP TO WELLINGTON TO ATTEND THE ARMAGEDDON EXPO.

Armageddon is a New Zealand-owned commercial science fiction and comics convention held in New Zealand in various cities, including: Auckland, Wellington, Christchurch and Dunedin. The company has been running for 20 years. Ben Johnston was originally the one who came up with the idea that we go on a trip to Wellington and make costumes for the expo, so a few more of us became interested in this idea and eventually it became possible.

Every Monday over the past couple of months we came together to organise accommodation, costumes, travel and food but all things come with a price so we came up with an idea for fundraising. We planned sausage sizzles at the Warehouse, car washes and baking sales but due to too little time we could only do bake sales every Friday at the advisory. Everyone would bring a delicious homemade treat (I brought cheesecake) and a donation of any type of gold coin for the trip. We made around \$70 to \$80 at each bake sale.





the rest of us wake up extra early to get in line first. We waited around 45 minutes in line for the gates to open. Once we got inside everything I had expected it would be like wasn't, I thought it would be full of obsessive, socially awkward spotty males but it was full of a wide range of people from teenagers, adults, even young families, and the number of people who had dressed up was almost everyone (reminded me of Halloween). There was a vast range of stuff to do there, such as ice skating, wrestling, shopping, actor's panels, meet and greets, Cosplay competitions and food. We all spent lots on movie replicas and mystery boxes.

The reason why the school helped us with the trip was because there was a chance to gain technology and formal writing credits (I'm using this for my formal writing paper). Peter Renwick, the Senior Technology teacher from Wellington came up to the Bay to give us a plan for the credit side of making the costumes, He was a great help. We had to journal everything; take photographs; and do sewing, molding, and painting. We wouldn't be able to gain credits without him, for sure. Thanks, Peter.

The Expo was coming closer and we were beginning to have everything planned. We had booked the hotel (Waterloo Hotel), bought the tickets, organised transport and the costumes were finished. So far everything was going to plan until the day we left. About twenty minutes into the drive Bruce's car started to break down. His car would no longer make it to Wellington so, luckily, we had another van following us. The trip down started out terribly with Bruce's car but became a lot better with travelling in the van and what goes on the trip stays on the trip!

Once everyone had finally arrived at the hotel, we checked in and put some warmer clothes on as it was windy, which wasn't surprising. The group left to go out for dinner while I went and caught up with my older brothers in Wellington for the night. The hotel was great, nothing to complain about in my opinion, there were quite a few people staying who were also attending the expo. The next day came and the expo was on; Ben eagerly made

After the expo we went to Te Papa, which was a first time for most of us, but I had been before. There was a new exhibition there called Gallipoli, which was a tribute to the fallen Anzacs in the First World War. I thought it was great, and it told the story of the Gallipoli campaign in World War I through the eyes and words of eight ordinary New Zealanders who found themselves in extraordinary circumstances. When night came the group went out to the night market for dinner and to do some shopping. Town was packed with people, music and most importantly food. I ran into a few of my relatives through town too, which is always great. We had money left to spare so we thought why not go to the movies to watch the new DC comic's film, 'Wonder Woman'.

In conclusion, the trip has been so much fun to plan and I always love travelling to new places and see new things. It has been great to work on a costume as I hadn't tried much sewing before, and I'm sure everyone else who went had a fantastic time. Without the help from Te Kura this experience wouldn't have been possible.

Grady Thompson, Year 12

DON'T JUST WISH FOR IT ... WORK FOR IT!

**STUDYING WITH TE KURA HAS HELPED
ME ACHIEVE BIG GOALS AND MAKE HUGE
PROGRESS IN DANCING.**

I decided to start correspondence school because I wanted to be like the students I had seen in Australia who can do school and concentrate on becoming a professional dancer.

I train in Ballet, Jazz, Contemporary, Tap, Musical Theatre and Lyrical. I kicked off the year with a big bang! I attended a competition in Australia called 'Hollywood Bound' and came home with 7 Australian national titles and highest points overall in the junior age category.

When I returned I had to set a new goal for the year, which is to audition for a place as a scholar at the New Zealand School of Dance. I attended Winter School at the New Zealand School of Dance in the July school holidays. I really enjoyed it and made new friends that were from different places.

Dance has given me amazing opportunities like dancing at the Abby Lee Dance Company in LA, the studio where the 'Dance Moms' reality TV show is based.

The competition season for me has finished for the year with lots of highlights including, winning the jazz



scholarship at the New Zealand Dance Awards and winning the Jazz, Tap and Ballet championships at the last competition of the year.

While trophies and titles are amazing, every time I dance my goal is to be my BEST 'better every single time'. Training in different styles is a challenge but makes me a more versatile dancer. I dance because I have a huge passion for dance, it makes me feel so happy and makes me want to work harder and get better.

I want to inspire people to work hard and that hard work will pay off.

Sophie Johnstone, Year 6



YOUTH SPACE COLLABORATIVE COOKING

Te Kura students worked together to put on a fabulous morning tea at Youth Space in Palmerston North.

The students collaboratively cooked their way to achieving the working together pathways assessment with the help of teacher Virginia Nees.

*Hannah Hainsworth, Abbie Pratt and
Crystal Herbert.*



NZ CADET CORPS COMPETITION 2017

**HI, MY NAME IS MEGAN COWLEY-DAY,
KNOWN HERE TODAY AS CORPORAL MARTIN.**

I am 17 years old, and I live in Feilding. For the past year and a half I have been a part of the Feilding cadet unit. It has been a big change for me because it has given me a big boost in my confidence and has shown that I am capable of what I love doing.

On the 6th to the 10th of October 2017, myself and nine other cadets were chosen to compete in the Cadet Skills Competition, which was held in Waiouru.

The part I enjoyed the most was meeting new friends, gaining more confidence in myself and working as a team. It was a really big thing for me to be a part of the skills team; I have worked so hard throughout the year to be a part of the team for my second time. The 2017 skills competition has been really exciting for the Feilding cadet unit, because we have won the skills competition for our very first time ever. This means that my team will be going to nationals on the 27–29 October 2017.

My strongest skill would have to be equipment carry.

For equipment carry we worked to the best of our abilities and carried five jerry cans, a tractor tyre and a big log for 4 km and had 60 minutes to complete the equipment track.

Everybody had a turn at carrying a bit of everything too.

The other skills included CASEVAC (rescuing injured patients), Flotation (treading water for 3 minutes and building a raft), TOET (how to strip the rifle), range shooting with a .22 rifle at a target, Navigation with a compass out in the bush, RFL 5 km run and push ups and curl ups and many more other skill stands.

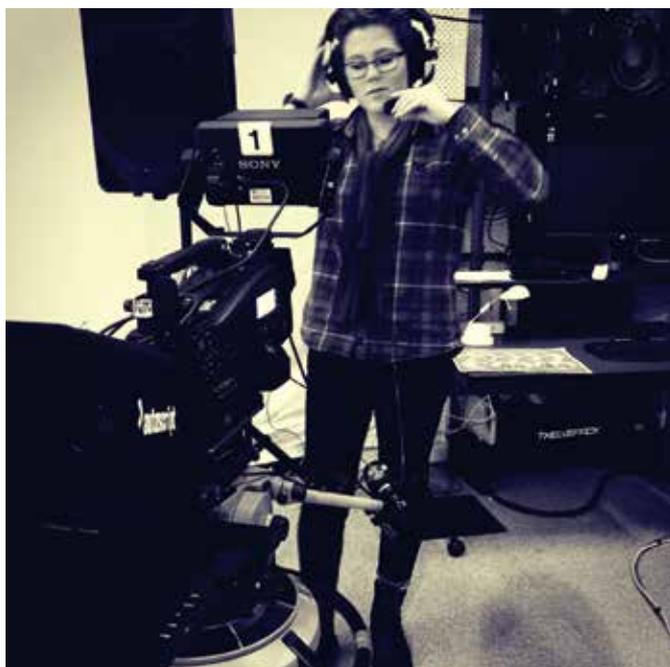
Our team did really well. My mother strongly encouraged me to do cadets because she wanted me to communicate more with other people outside of Te Kura. I wouldn't have had an interest in going into the army if I didn't join cadets.

My plan for the future is to be a chef in the army. Being a chef in the army combines two of my passions and being in the army would allow me to travel a lot, which I love doing. I would highly recommend young teenagers between 15–18 years old to join cadets if you love the outdoors, fitness and the discipline and also want to gain more self-confidence and to meet new friends all over New Zealand and Australia.

Megan Cowley-Day, Year 12

ON AIR BROADCASTING 2017!

THE 10TH OF JULY WAS A VERY EXCITING DATE THIS YEAR. WHY? BECAUSE I HAD BEEN OFFERED A PLACE AT THE ANNUAL ON AIR BROADCASTING COURSE AT ARA (THE NEW ZEALAND SCHOOL OF BROADCASTING DIVISION) THANKS TO MY MEDIA STUDIES TEACHER MIRIAM.



The 10th was the first day of the four-day immersion course and the day that I met the other pupils who were attending the course as well as starting the week with journalism. We were taught about the wonderfully complex world of broadcast journalism and what makes a good story. Not only that, we learned about the impact of social media on news and how news sites are mediated in accordance with the number of views and other statistics. We then practiced our question-asking skills through a mock press conference and then wrote a “grab” sentence regarding the information we had.

The second day saw us enter the TV studio. This was amazing! We learned the basic ropes in the studio and how we were going to tackle producing a mock live show. Everything from directing to floor managing was given to us and I had a ball! To be honest, we were all a bit intimidated by the sheer amount of stuff that goes on behind the scenes!

Our third day had us a bit nervous because we had one shot at each role in a “live” show. I interviewed, got interviewed, directed and did everything under the sun. I was in my element here because I just love the world of television.

The final day of the course saw us enter the radio booth and record a thirty-second advertisement we had written in pairs. This was a lot of fun as we got to play around with sounds. We also learned a bit about how a live radio show works.

The course was a real eye opener because now I intend on studying at ARA after high school! It was a very valuable experience and I am so grateful to Te Kura and Miriam especially for offering the course to me. It has rapidly become a brilliant career choice for me.

If you're interested in the world of media, I highly recommend this course and all that it offers. You have the chance to meet like-minded people, learn some of the intricacies of the job and find a passion you didn't know existed!

Timmi Aplin-Barrett, Year 13

WHISPERING WOODS

When the wind flutters,
trees are remodelled into messengers.
They announce secrets beyond our wildest dreams.

Some can be as dark as charcoal,
some as light as the wind they are drifting on.
Others tell tales of far-away places,
and of ones that lie closer to home.

They are reported in code,
to be deciphered only by those who are true.
And even to that minority,
the words are hard to discern.
Like attempting to detect a voice in a crowd of many.

Tales shared in song.
A private song
that can only be understood
by those who are genuinely seeking.

Shepherd Joice, Year 10

WHOLEGRAIN ORGANICS INTERNSHIP

WHEN I FOUND OUT THAT THERE WAS A NEW PLANT-BASED CAFÉ THAT RUNS HOSPITALITY AND FOOD TECH COURSES I WAS ECSTATIC.

Finally, a course that is exactly what I am interested in; good, wholesome plant-based food! I no longer have to settle for one that teaches me to bake differently to how I want to.

I told my in-region advisor, Marie, about the opportunity, and she and Chris set it up for me. At the beginning of term 3, I started studying Food Technology and doing work experience at Wholegrain Organics.

While I loved being in the kitchen preparing vegetables and cabinet items, I didn't enjoy waitressing. Luckily, the Wholegrain team are lovely and let me just do work experience in the kitchen as they could see that's where my passion lies.

I spent the term making three flavours of vegan cheesecake. Strawberry, peanut butter & maple, and passionfruit & mango. Yes, vegan cheesecake! It's made with cashews, coconut cream and cocoa butter, which makes for an absolutely luxurious cake! This term I am going on to do a Level 3 module where I get to play around with a more complicated recipe and learn how to calculate its cost.

I am so thankful for Te Kura for setting me up with like-minded individuals to teach me and refine my skills that will come in very handy for my dream career. I am doing what I love and loving what I do!

Update from Lane

Two months after writing this article, I got a job opportunity from Wholegrain Organics! If you have a job you're interested in doing you should definitely ask Te Kura to set up work experience for you, you never know your work experience could turn into paid work!

Lane Lewis, Year 13



Lane decorating her cheesecake. Inset – Lane's assessment passionfruit and mango cheesecake.

Student Work Showcase



Model Dinosaur, Ajaya Gabriel. Year 3



*Harry uses his homemade pizza to learn about fractions,
Harry Mather. Year 4*



Jacob Webster. Year 11



Erin Clarke. Year 12



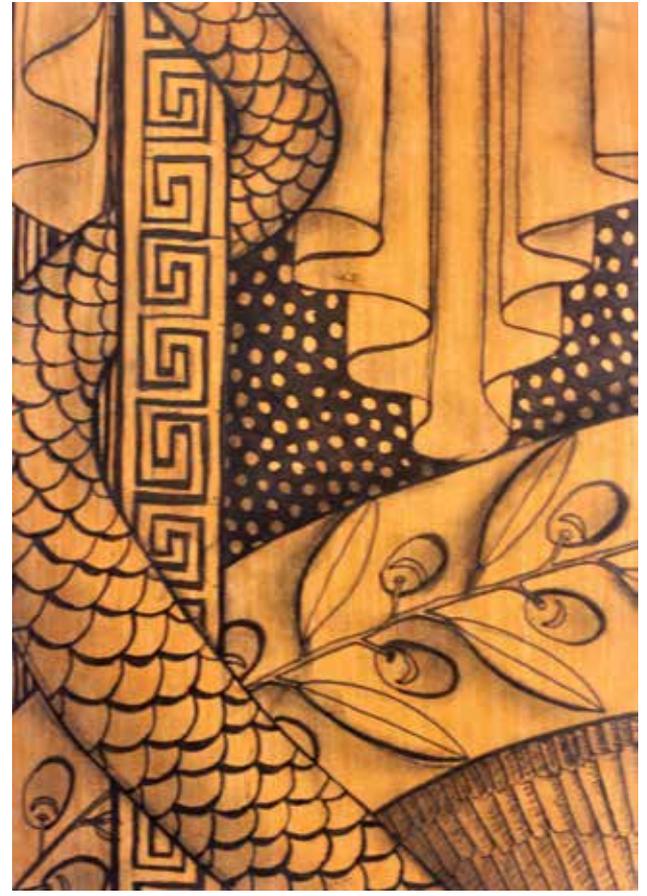
Student Work Showcase



Abbeigail Dolan. Year 11



Elyse Pryor. Year 11



Pen with charcoal, Kayla Ganley. Year 12

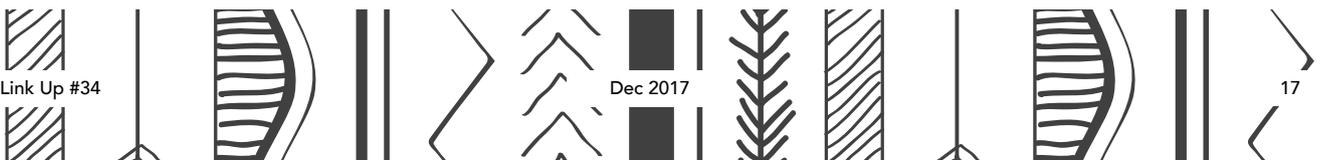




Elyse Pryor. Year 11



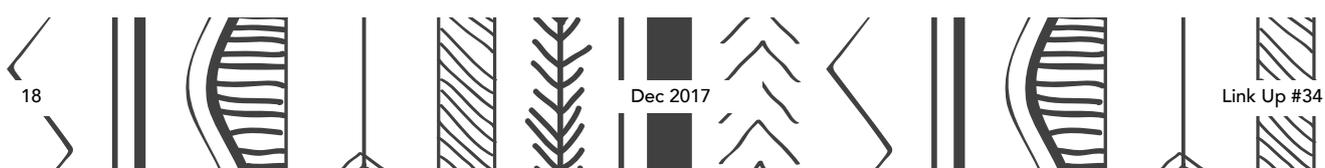
Mixed media collage, Kayla Ganley. Year 12





Above: Mixed media collage, Kayla Ganley. Year 12

Right: Paint collage, Joshua Del Rosario. Year 11



MY HUNTING WEEKEND

Beep Beep ... Went the alarm clock. It was time to start hunting for the hunting competition. I was entered in the main event so you had to try to get a stag, a boar and a billy over a weekend. It was Thursday morning. Dad and I woke up at 5.30 am and were out the door quietly by 6 when it was just light enough to see. We sneaked out of the farm. We stopped and got the gun all set up as we were trying to draw a stag out of the bush near us with Dad's hand-held roarer. It imitates a deer's roar. It didn't come out, so we continued giving a roar every now and again. We were just walking along one of the back paddocks when a stag came from nowhere and started running towards us with cutty grass all tangled up in his antlers. He looked angry. Maybe he had heard our roars? It was awesome to watch, but we needed to act quickly.

We lay down and "BANG", I'd just shot my first stag! We walked up and counted his points on his antlers. There were 14! After many photos, we walked home and had breakfast before going to pick him up on the motorbike. We put him in the neighbour's chiller as it was only Thursday and the weigh-in was on Sunday.

On Friday we didn't do any hunting. We were getting up early to go pig hunting on Saturday with Graham, who is the pest control guy in the forest next to us. Graham has a good pack of pig dogs. But back to Friday. Dad and I had to shoot up to our hut, which we were building, and grab the ladder and guess what was standing in the middle of the track? ... Yes, it was a BIG billy goat. It was safe as we had no gun! Mum gave us some stick about it: "You're in the middle of a hunting competition, you should have taken a gun with you."

On Saturday morning, we had another 5.30 am start. After something to eat it was time to jump in the ute as we were meeting Graham at a forestry gateway. Following him up the road, we reached a block where he had permission to hunt. Quickly Dad and I got out and discussed our game plan as there was a



group of us. There was Graham and his wife Glenda, their son-in-law and grandchildren. We walked around the track and crossed over a big flooded stream with old rail way pillars to walk over. Dad gave me a piggy back across to save me from getting wet boots. Finally, we came to a fork in the track and Glenda went one way on her own to try to shoot another billy. We continued and soon caught two little pigs, which we let go as they had to be at least 25 kg to be able to weigh in.

As we walked up a big steep hill, the dogs took off. We raced down the side of the ridge trying to run but there was more slipping and sliding. Reaching the gully, we could hear the dogs bailing a pig. I stayed out of the gully while Dad and Graham tried to find a way in. After three tries they succeeded and then killed the pig and called us down to have a look. It was a nice 100-pound sow (female pig) but not what we could weigh in.

We climbed up the other side of the gorge as there was a track we could walk along. After waving to the others who were still on top of the hill, we shouted to them to go and get the bike and bring it around. Again, we continued and walked up another steep hill. My legs were starting to get tired and a little bit sore but I pushed on. At last we got to the top of the hill with all the dogs still in tow. I had sweat dripping off my forehead. The dogs took off a



few times but soon came back. Heading back down through thick Manuka it was slow going. Finally, we made it back to the ute. If it was a walking competition, I think we would have won!

Sunday – We rode out and moved the cows and just looked out the back for the goat that we’d seen on Wednesday, but it wasn’t there. At lunchtime we went and picked up my stag from Richard’s chiller, but the hard lid on the ute wouldn’t close as the stag’s antlers were too big! We reached the weigh-in at about 1.20 pm. You had to be inside the gates by 2 pm to weigh in your animal/s. It took about forty minutes for

it to finally be our turn to weigh in my stag. It weighed 54.5 kg. We then went and parked the ute and went to see my brother who had been up the Paraparas for the holidays at his mentor’s place. His mentor’s two sons were entered and Tyler kept telling us that their stag was going to be heavier than ours. It wasn’t. It was about 7kg lighter, weighing 47.7 kg.

We didn’t get a prize for the stag, but I got a spot prize so that was cool!

Jaime Reid, Year 10

EQUESTRIAN AT HEART

A dressage series is held every winter at Tielcey Park in New Zealand. Dressage is something I’ve always enjoyed when it comes to horses.

Two years ago my horse had a tragic accident that caused him to lose his life, leaving me with no horse. I contemplated giving up riding as I thought I couldn’t possibly have a connection with a horse like I had with this horse (Charlie).

Horses have always been my escape, my freedom and my place to think. I soon realised I needed a horse as I was starting to change and definitely not for the better!

My parents purchased me a pony from the South Island and he was shipped up to us. This pony was a blank canvas; he had never had a human on his back. I started him under saddle and was the first person to ride this new pony called Rupert.

I trained him and taught him the ropes of dressage. The dressage series at Tielcey Park was soon approaching and I was dead set on competing there! I decided I needed a BIG challenge, something to push us further.

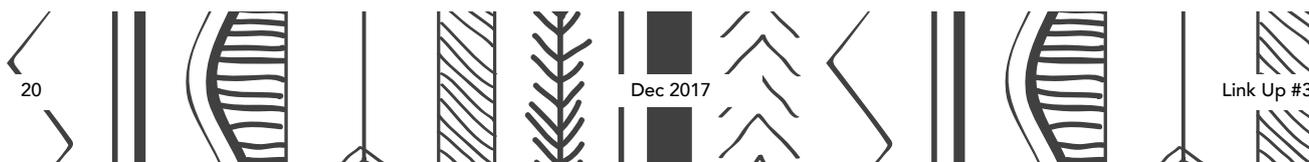
I told mum I wanted to compete level two dressage, which is getting up the levels as that is the fourth level out of nine.



She said to me, “How about we start with the little stuff.” Not happy with this, I talked her around to letting me compete level two.

Two Sundays a month for four months I rode level two dressage on Rupert and came away with placings: at the end of the series the points were added up and we had won overall level two dressage by one point!

Georgia Bremner, Year 11



THE HIDE-AWAY

When I walk in to my hide-away it makes me feel happy and excited. It fills me up with joy. It's my happy place where I can do whatever I want. I can walk in and not have a worry in the world. I let everything go and look up, even though I can't see the sky through the scruffy Manuka bushes. My hide-away is in the Manuka forest by our house. It is about an acre in size. When I go there I build stuff like my wooden pallet hut, then I chill out and relax.

The sound of the birds chirping delights me and make me feel at home. The bees buzzing around are louder to me when I'm relaxing. Then as I stand up the bark that fell off the trees crunches beneath my feet. I walk around for a bit so my pins and needles go away from sitting for so long go away. I wobble a bit as my feet move. My feet move faster and faster, and then I realise I'm running backwards down the hill. Then I trip and hit the twiggy floor of the forest with a crash as the twigs break under me. The pain rushes out of my body then I start to get annoyed that I have to walk back up the steep hill I've fallen down.

As I struggle to climb up the slippery hill I can smell the earth and the Manuka trees above me. The musty scent runs into my nose and make it hard to breathe. The rotten plants have a bad and unusual smell that makes me not want to fall even more.

As I look around I notice nearly every plant is brown and rotting away. As I look up I can see the sun just peeking through the spiky dark-green leaves of the Manuka. The trees are almost three times as tall as me. As I finally see the top of the hill, a small fantail swoops in on me, blowing a light breeze on my face. Its tweeting sound gives me a burst of excitement and makes me run up the last bit of the hill, even though my back stings from my fall.

I finally get back to my hide-away and feel pleased to be back in my special place. Mum calls me in for lunch and I think to myself, that was my adventure for the day. I can't wait until my next adventure in my hide-away haven.

Rocco Jamieson, Year 6

THE SEWING COMPETITION

Once there were two princesses. Their names were Ella and Rose. They were having a sewing competition. Rose was a good sewer.

"I will win," declared Rose. "I won't even need to practice."

Ella said "I can't sew. I will practice every day".

While Ella was practicing, Rose was riding horses and playing. Rose and Ella were allowed to sew anything they wanted at the competition. Ella practiced sewing bunnies and other animals.

At last the day of the sewing competition arrived.

"I will win," whispered Rose to Ella.

"I can sew very well now," said Ella.

Then the judge arrived.

"Start sewing now!" shouted the judge.

They both had coloured wool and a thread. Rose sewed a flower and Ella sewed a pink rabbit.

"The winner is Ella," announced the judge. "I like your pink rabbit. I can tell you've put a lot of work into it."

"And I came second," said Rose in a little voice.

Now Ella is known as the best sewer in the village.

Shalina Lal, Year 3

RHINOS DON'T LIKE TOYOTA HILUX

Khama Rhino Sanctuary is one of the last places you can go and be almost 100% certain to see a rhino. The sanctuary was established in 1992: approximately 8585 hectares of sandveld for the rhinos, both white and black, as well as many other animal species to have safe haven.

The park is regularly defended by armed soldiers and there are guard posts, where the soldiers are ready at all times to be called to action to defend the rhinos from poachers. On our previous trip to Khama Rhino Sanctuary we got to see one of the Land Rovers, dark green, packed with the rhinos' personal security detail.

We arrived at KRS in the afternoon on Wednesday. We were tired after the long drive from Main and so spent the first hour unpacking into the small house and sitting by the pool and bar.

It turned out this was the best place to be for our first close encounter with a rhino. As I sat using the free wifi to update my Instagram, the family sitting facing me across the pool suddenly rose from their seats and pointed behind me.

I quickly turned around and scanned the dead bushes for whatever could have drawn their attention. Then out from the bush the big black rhino starts walking towards the bar area. At first I didn't move; I didn't think the rhino would come all the way up to us, but it did. Now my reason to not move was fear I would irritate it. But as it grew closer, I broke and quickly slipped into the bar. There are worse places to be.

The rhino walked right up to the pool and started to drink from the water. I stood next to a safari guide who was taking photos. I asked him if the rhino was dangerous, to which he laughed and said it was the most friendly rhino ever, and that they had named him Nobby. The safari guide then gave his friend the camera and walked within a metre of the rhino to take photos. I got some courage from this and walked out to take some better photos.



The rhino must have stayed at the pool all afternoon, and lay in the shade digging a large hole in the bar's perfect grass. It was covered in dirt and frolicking like a kitten when I left to go on a game drive with the family.

The game drive was good, but there were no close encounters with the rhinos. The rhinos all kept their distance at the water hole, and they had a young one with them and were protective of it. We saw mostly white rhinos, or so we think; it was hard to tell for some rhinos at a distance. The white rhinos carry their heads quite low, which is the best sign.

When we returned to the house, it was quite late and dad went to start a fire. Joel and Lara were running around screaming out the front, playing a game, when Joel suddenly screamed, "It's a rhino! Lara don't move!"

Mum and I walked to the door of the house to see if there really was a rhino, and as we did the giant animal walked right past the door and to the car. Dad shouted for Joel to climb onto the car roof, but instead he ran around the car getting a peak at the rhino.

Lara was within a metre or two of the rhino, and mum instructed her to slowly back away towards the house. She did very well for her age and didn't panic but kept very still and walked very slowly.

Meanwhile dad was sitting with his phone filming the whole thing, quite entertained. But then the rhino started to rub its horns against the car, and dad became less amused.

The rhino started by poking his horn under the car, and dad was afraid he would pop a tyre or break something. But it moved its horn to the bumper and started to push the car gently, denting the bumper nicely. It didn't do too much damage to the paint; just a few scrapes to remember the rhino by.

The rhino got bored, not very entertained by our antics, and walked away, passing our towel hanging in a tree to give it a flick. It was as close as I think I will ever get, or would want to ever get, to a wild rhino with no fence between us. We are still unsure if the rhino did come to put out the fire, as it is said they do, as nature's fire fighters.

I would most definitely recommend the Khama Rhino Sanctuary. We stayed only one night but had multiple encounters and great experiences for life. It is a must go for anyone visiting Botswana.

Daniel Minter, Year 10

WHY THE BLANKET HAS HOLES

At night a dark blanket covers the wide sky.
 The day-time animals can now fall asleep.
 But it's dark and some night-time animals can't see.
 A brave, clever morepork flies up high into the black sky.
 He pecks and pulls at the blanket.
 He makes some holes.
 Some are bigger than others.
 Light shines through.
 Now the moths can flutter and fly up to the light.
 The moon can shine through.
 It can dance on the water of the sea.
 It can make shadows on the ground.
 Morepork is very pleased.

Emma Shaw, Year 13

THE HARBOUR

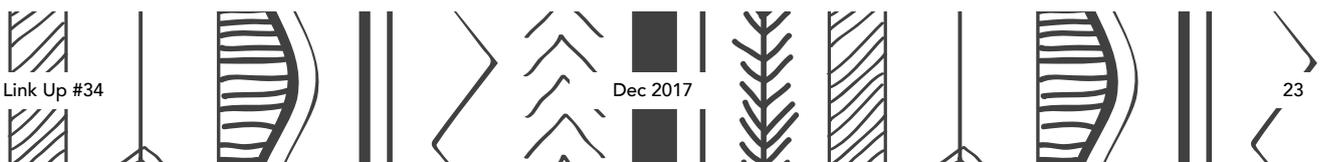
There it unfolds at the end of an unobtrusive rural road; an oasis concealed from the highway, undiscovered by the masses. The harbour vivid blue, like the sky reflected onto a mirror, the glow of the sun scattering across the tranquil water triggering silver sparkles to dance on its surface. The slight aroma of salt mingled with fresh, unspoilt air tingling your senses. Sea birds dive for fish temporarily shattering the mirror with gentle ripples. Here, in this oasis, flourishing wild green bush cascades over colossal ancient rocks down to converge with the water below.

Further up, the harbour arms reach protectively, like a giant oak tree providing safety and shelter to homeward-bound sea travellers and fisherman weary from their adventures. Down these arms lie secret places where giant rocks rise as sentinels from the forest floor, silently guarding their paradise. Some mammoth ancient incident having hurled these rocks to this resting place; a seemingly impossible task. There are no roads here, nothing to break the serenity bar the occasional boat, the motor buzzing like a swarm of angry bees as it passes.

Near the entrance leading to the Pacific Ocean, World War II bunkers can still be observed, their concrete barricades weathered yet nonetheless vigilant. A reminder of less peaceful eras when dread and defense was on people's minds. Some are hidden from view, engulfed by the forest vegetation meandering up their walls, reclaiming them as part of the landscape. The gentle breeze caressing these fortifications whispers of the spirit of human nature.

There is an immense sense of calm here, yet awe at nature's amazing creative skills, like an artist portraying their thoughts on a canvas. Beyond the harbour, the beauty of the mighty Pacific Ocean stretches to the horizon, but when the wind howls in anger and the waves pound and thunder in sympathy, the harbour's arms beckon to those seeking refuge and harmony.

Linda Cox, Year 11



FEEDBACK WANTED ON DRAFT CHARTER AND ANNUAL PLAN FOR 2018

OUR CHARTER AND ANNUAL PLAN SETS OUT THE OVERALL MISSION OF TE KURA AND HOW WE WILL PROVIDE SERVICES TO STUDENTS. IT ALSO SETS OUT THE CONTRIBUTIONS WE MAKE TO THE EDUCATION SECTOR IN NEW ZEALAND.

The draft charter and annual plan for 2018 includes some new initiatives and some which continue from 2017. We are interested in hearing from our community about your views on the course we have set for Te Kura.

Online learning will remain a significant focus for us, including ensuring Te Kura is ready to meet the challenges of operating as a Community of Online Learning.

Personalised learning, authentic learning and ensuring our Māori and Pasifika students achieve educational success will also be continuing areas of focus for us in 2018.

The key initiatives from our draft charter and annual plan are available to view or download on our website at www.tekura.school.nz/about-us/publications

You can request a printed copy to be sent to you by calling us on free phone 0800 65 99 88 (ext 8494) or emailing vidya.singh@tekura.school.nz

Please submit your feedback to Vidya via email or phone by 15th January 2018.

END-OF-YEAR REPORTS FOR STUDENTS CAN BE ACCESSED ONLINE

End-of-year school reports will be available through the reports portal on our website at www.tekura.school.nz/student-toolkit/student-reports

The portal link can also be accessed via the homepage, along with information on how to log in. Reports will be available in mid-December, when the school year ends.

Full-time and fee-paying students

Reports for full-time and fee-paying students include comments from each student's learning advisor and any subject teachers. The online portal also shows work returned by the student during the year, along with any NCEA standards the student has entered for and the results.

With the reports being available online, both students and supervisors are able to log in to see their report. Students can log in by using their student ID number as the username, selecting 'student' as the user type, and entering their date of birth. Supervisors should log in by entering their email address as the username and selecting 'supervisor' as the user type. If you're a supervisor with

multiple students, you'll see a list of all your students to choose from. Click on each student's name to see their individual report.

When logging into the reports portal for the first time, you'll be asked to select and confirm a password. Choose something you'll remember but which won't be easy for anyone else to guess.

Young adult and adult students

Young adult and adult students don't receive comments from their teachers, but the reports will show all work returned during the year and any NCEA standards the student has entered for plus the results. If you're a young adult or adult student, log in using your student ID number as your username, select 'student' as the user type and enter your date of birth.

SPECIAL ASSESSMENT CONDITIONS (SAC):

APPLICATIONS ARE NOW OPEN FOR 2018!

If you are a Year 10-14 student intending to study at NCEA level with Te Kura in 2018 and you have a physical, medical, sensory or learning disability, check out our website

www.tekura.school.nz/student-toolkit/special-assessment-conditions

If you think SAC might be for you, please contact Jennifer Hardiman on 0800 65 99 88 extension 8127 or email jennifer.hardiman@tekura.school.nz



Join us on Facebook!

Have you joined our Te Kura Facebook community yet? It's your place to share successes, top schoolwork, burning thoughts, latest news and more.

If you would like to share amazing photos or videos related to your studies or successes outside of school, please contact us at comms@tekura.school.nz.

To like our Facebook page, find us at www.facebook.com/tekuranz

MY TE KURA OPENS FOR 2018 ON 18 DECEMBER

Te Kura students studying with us in 2018 can login to My Te Kura from 18 December. Take the opportunity to familiarise yourself with how My Te Kura works so you're ready to start Term 1.

2017 NCEA RESULTS

To view the NCEA results you gained in 2017 (including any exam results and award of any qualifications), take a look at your Record of Achievement in your NZQA student login page from mid-January.

Go to www.nzqa.govt.nz/login and then click the Students & Learners login.

If you'd like like a paper copy of an awarded qualification and/or an official copy of your Record of Achievement, click the 'Order Documents' link (the first copy of each document is free).

TELL US WHAT YOU THINK OF LINK UP!



We would love to hear your feedback on how we can improve Link Up for 2018.

You can access the survey link from our website, Facebook page or directly at

<http://bit.ly/2zFfhkC>

Complete the survey by 5pm on 12 January and be in the draw to win a \$25 Prezzy card.

Terms and conditions apply, full details are available on our website.

TE KURA EVENT DAY IN PICTON

**WE HAD A FABULOUS TIME AT OUR
'IMAGINATION TO FABRICATION' EVENT
DAY AT PICTON SCHOOL ON FRIDAY 15
SEPTEMBER.**

Due to the terrible weather forecast and gale force winds in the Marlborough Sounds, several of our families were unable to make their way through the heavy seas. Nevertheless, we had 19 students and their supervisors attend, which was a marvellous turn out.

Our event day involved textile art activities lead by Caroline della Porta, with students using a range of materials and techniques to create textural pieces to wear or display.



Sarach with her handmade wearable art



Lochy with his hand made wearable art

We learnt how to progress paper ideas to fabric, how to use thread and needlework with a variety of different stitches and how to follow instructions to create our fabric designs.

The staff and students of Picton School were very generous to welcome the Te Kura students, supervisors and teachers into their school for the day, opening their staffroom, playground, library and art room for our use. We would like to extend our gratitude for the warm reception that we received there.

The Te Kura students enjoyed the experience of being in a face-to-face classroom for the day, following the routines of bells and playing in the playground during break times with the other students.

It was a great day with lots of art skills learnt and lots of time spent relating to others, participating and contributing to the learning during the day.

Both Caroline della Porta and the staff from Picton School commented on the wonderful self-management skills that our Te Kura students displayed and Caroline described them as a pleasure to teach. We couldn't agree with her more!

There are similar event days run each term in the region. All Te Kura Year 1–10 students and their supervisors are invited events. Talk to your learning advisor if you'd like to know more about participating in event days.

Marie, Helena, Catriana and Gill



Fabric art work by Theo

TE KURA ONLINE DEVELOPMENT



2017 PROGRESS FACTS

Our online team has now completed:

- 1000 online learning modules
- over 100+ courses for Year 7 to 13 students.

DAYLIGHT UPDATE COMPLETED

This development involved updating all modules to a new responsive platform. This enables our online courses to function across multiple devices (laptops, tablets and smartphones).



MY TE KURA NAME

Online Learning Environment renamed from OTLE to My Te Kura to reflect our personalised approach to teaching and learning.



VIRTUAL CLASSROOM

Standard platform within My Te Kura called YouSeeU which teachers can communicate with students in a online class environment.



HUB TEAM CREATED

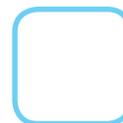
To provide a dedicated service to respond to student and supervisors enquiries quickly to enable successful online learning experiences.



2018

Our development focus includes:

- Early Childhood
- Primary (Years 1-6)
- Special Education Learning Support
- Ongoing NCEA Level 3 development.





Top-up your NCEA credits.
Study online with
Te Kura Summer School

www.tekura.school.nz/summerschool

NEED ADDITIONAL CREDITS IN NCEA?

TE KURA SUMMER SCHOOL CAN HELP.

Te Kura is accepting short term enrolments for students who want to use the summer break to earn additional credits or specific internal standards in NCEA, this may be to get into a tertiary course, training, or employment in 2018.

Courses are delivered online through our online learning environment My Te Kura so, provided you have access to a computer and the internet, you can study anywhere and anytime from 18 December.

Te Kura's qualified teachers will be available online to answer any questions and assess your work. However, you won't have a learning advisor, so you'll need to be motivated and in charge of your learning.

Credits for school work submitted for assessment by 14 February can be counted towards your 2017 Record of Achievement.

How to enrol

Te Kura students should talk to their learning advisor about whether Summer School is a good option. Anyone can discuss Summer School with our enrolment team on 0800 65 99 88 and select option 6 from the menu.

To enrol with Te Kura Summer School:

- You must be a New Zealand citizen, permanent resident or other verified domestic student living in New Zealand.
- You can't be enrolled full-time at any other school during the Summer School period.
- If you're aged 16-19 years, enrolment is free.
- Students turning 20 or older in 2018 will be charged an administration fee of \$111 per subject.

If you are unsure about whether you are eligible, please contact us as soon as possible.

For more detailed information visit www.tekura.school.nz/summerschool.