

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. 47 | DECEMBER 2021

KO TĀ MIKE KŌRERO



Me ka moemoeā au ko au anake. Me ka moemoeā tātou ka taea e tātou.

If I were to dream alone, only I would benefit. If we were to dream together, we could achieve together.

This whakatauākī (proverb) is attributed to Te Puea Herangi (1883 – 1952), granddaughter of the second Māori King Tāwhiao. It reminds us to appreciate the value of teamwork, and the collective power of our school community.

I'd like to thank all of our kaimahi (staff) for their mahi (work) in supporting our ākonga (students) to engage and achieve in their learning this year. I'd also like to thank our Te Kura community for your kindness and support for one another as we navigated our second year of COVID-related disruptions. Please remember that success comes in many forms, and simply doing our best, particularly in difficult times, is often a great achievement and something we can all be proud of.

As we prepare for our centenary celebrations next year, I've found myself reflecting on Te Kura's unique position as Aotearoa's largest school and state distance education provider. We recently received an encouraging report from the Education Review Office (ERO), which shows that we are helping our country's most vulnerable ākonga to succeed. We've made some remarkable progress over the years, on behalf of tamariki and rangatahi who might otherwise miss out on the opportunity to receive a quality education.

For those of you who have recently completed NCEA exams, well done on your efforts. Please make sure to reward yourselves for your hard work. If you are planning to register for Te Kura Summer School, our trained kaiako (teachers) are gearing up to support you online over the summer break. You can read more about Summer School on page 33 of this issue.

I hope you all have a relaxing summer holiday with friends and whānau, and I look forward to seeing everyone in 2022.

Ngā manaakitanga

Mike Hollings
Chief Executive, Te Aho o Te Kura Pounamu

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Cover: Te Kura ākonga Chloe-Rose Mattson-Closey



FEATURE
STORIES
NGĀ KŌRERO
MOTUHAKE

TE KURA CENTENARY 2022

From a sole kaiako to New Zealand's largest school: The 100-year story of Te Kura

As the first kaiako (teacher) of an educational 'doubtful experiment', Miss Janet MacKenzie could little have imagined she was setting up what would become the country's largest school, and a model of innovative teaching and learning.

From a small office at the Department of Education in Wellington, she enrolled the first ākonga (students) of what would become the Correspondence School.

About 25 or so ākonga were expected, but numbers soon rocketed. By the end of the year, MacKenzie had more than 340 students on the roll.

For many months, this sole kaiako handwrote every word of instruction, explanation, praise, correction, and even letters to whānau.

The means of communication may have changed, but the close relationships MacKenzie built with her ākonga continued, and along the way established a cherished tradition.

Over the past 99 years the school has undergone remarkable transformations. Even its name has changed.

But the profound mission of Te Aho o Te Kura Pounamu (Te Kura) has not deviated since 1922 – to provide education to tamariki and rangatahi who would otherwise miss out on the



1950s: Kathryn Stirling and her mother at Braemar Station

opportunity not just to receive an education, but potentially to transform their lives.

From being a school largely responsible for the education of “lighthouse and high-country children”, Te Kura now enrolls more than 20,000 ākonga a year – a hugely diverse group of learners ranging from early childhood to young adult.

Te Kura teaches New Zealanders who live overseas, young parents, gifted and talented ākonga, prisoners, and dual ākonga who take individual subjects not available in their own schools.

And there are thousands of children and young people referred to Te Kura by the Ministry of Education each year, mainly because face-to-face school has not worked for them.

For the first 80 years, ākonga received their lessons through the post. Today they learn online, but also can attend huinga ako – a



1960s: School Days



1940s: Ākonga from Te Waipounamu Girls' College



1960s: Ākonga living on the volcanic plateau

space where they spend time with fellow ākonga and kaiako several times a week.

Te Ara Pounamu, the school's local curriculum, provides personalised support in a range of contexts; learning based in the real world, flexible learning encompassing ākonga interests, passion and potential, and the ability to learn anywhere, anytime, anyplace.

It also recognises the critical nature of the relationship between kaiako and ākonga, something Janet MacKenzie understood only too well and was at pains to nurture.

If you have memories of Te Kura you would like to share with our school community, please email centenary@tekura.school.nz, or visit our website: www.tekura.school.nz/te-kura-centenary



PROMOTING HEALTH AND WELLBEING DURING LOCKDOWN

Te Kura Health and Physical Education kaiako (teachers) Lou Irwin and Shelley Haua teamed up to promote the importance of ākonga (student) health and wellbeing during this year’s COVID lockdowns.

They came up with several activities for ākonga to participate in, including a video challenge and modifying familiar board games into online fitness games.

Lou and Shelley set up the Lockdown Challenge, where ākonga were encouraged to watch the government's daily COVID announcements and listen out for common words or sentences such as ‘a team of five million’, ‘vaccine’, ‘location of interest’, or ‘be kind’.

Ākonga were given a list of common terms, with a different exercise next to each word or sentence. Exercises included burpees, push-ups, crunches, or star jumps. Each time a specific word or sentence came up during an announcement, ākonga were challenged to complete the exercise listed next to that specific term, then post videos of their exercises on Flipgrid, a social learning platform.

Te Kura ākonga Chloe-Rose Mattson-Closey was announced as the winner of the Lockdown Challenge, with a total of 10 video posts over the two-week challenge. She was followed closely by Noor Elgelend, who finished the challenge with a total of eight video posts. *Tino pai rawa atu!*



Chloe-Rose Mattson-Closey



Trouble by Chloe-Rose



Noor Elgelend

Chloe-Rose and Noor also had great fun with the online fitness game challenge.

Noor developed a modified version of Snakes and Ladders, which required each team member to roll the online dice, move to a square on the board, and complete the required exercise. Just like the board game, players could move up ladders to advance, or slide down snakes to go back.

Chloe-Rose’s game was based on the popular board game Trouble. Players moved around the board completing the various exercises, with the goal of reaching “home” to win.

Noor and Chloe-Rose hosted their games online over a two-week period, where they were played by Te Kura ākonga across Aotearoa.



Snakes and Ladders by Noor

LEARNING SUPPORT ĀKONGA ACHIEVEMENTS IN SL1000

Kaimahi (staff) at Hobsonville Point Secondary School in Tāmaki Makaurau found creative ways to engage online with ākonga (students) receiving Learning Support throughout the COVID lockdown, resulting in five of their dual-enrolled ākonga being among the top six achievers in SL1000 at Te Kura for 2021. These ākonga also received excellent support from Te Kura kaiako (teacher) Tricia Watt, who was assigned to Hobsonville Point this year.

Dual-enrolled Cadence Anderson was the only ākonga to start and complete all 13 NCEA Level 1 Supported Learning Standards (SL1000) modules. She was awarded 55 NCEA Level 1 credits and will receive the New Zealand Certificate in Skills for Living for Supported Learners.

Cadence's classmates, André Norman, Marcus Norman, Cameron Green and Kalais Lowe

received the third, fourth, fifth and sixth highest number of credits for SL1000 this year.

Dakota Palmer was the second highest achiever in SL1000, having achieved 46 NCEA Level 1 credits after completing 11 SL1000 Unit Standards. Thank you to Te Kura kaiako Marie Dawson for supporting Dakota to achieve success in SL1000.

Dakota, André and Marcus are of Māori descent, which is significant as success for ākonga Māori is one of Te Kura's top priorities. Another reason to celebrate is that less than 10 percent of all SL1000 enrolments in 2021 were by ākonga Māori, yet they achieved the second, third and fourth highest number of NCEA credits. Pai rawa atu ngā mahi tane Māori.

Thanks to everyone who has continued to work hard to support Te Kura ākonga, supervisors, and dual providers to succeed in SL1000.



Cameron Green, Marcus Norman, André Norman, Cadence Anderson and Kalais Lowe



André Norman, Kalais Lowe, Marcus Norman, Cadence Anderson



Cadence Anderson



Dakota Palmer



**STUDENT
STORIES**
NGĀ KŌRERO
Ā NGĀ ĀKONGA



TE KURA'S YOUNG MUSICIANS PROGRAMME WINS INDUSTRY APPROVAL

Two songwriting ākonga at Te Aho o Te Kura Pounamu have had their own songs released under a school initiative that has been given the thumbs up by industry heavyweights.

Ākonga (students) Aidan Ripley and Natalie Martin were chosen to take place in Te Kura's inaugural songwriting initiative.

Te Kura Central North kaiako (teacher) Trevor Faville says the goal of the programme has been to take selected ākonga who have been writing and recording their own songs.

"From there we walk them through the process of mastering, promoting, and releasing a song to streaming platforms like Spotify."

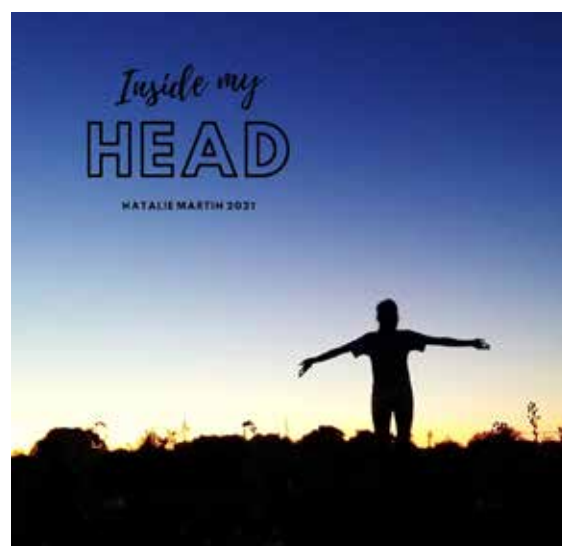
Along the way, the first group of ākonga have been guided through processes such as owning their master recordings, registering for royalty collection, setting up a digital presence, designing their own cover art and promotional material and managing their own digital distribution.

"Essentially each ākonga has become their own record label," Trevor says.

Aidan Ripley says the experience has been an important learning experience for him, both as a musician and content creator. A song by ākonga Sophie Turner will join Aidan and Natalie on the playlist.

Industry heavyweights have given the initiative the thumbs-up.

Mike Chunn from Play it Strange has applauded the project, which he says is



Natalie Martin

taking original songs and, with respect and an understanding of the power and creative energy of recorded music, bringing them to the front line.

"This is excellent. As well, and this is important – this is being carried out with support from Te Kura, which is covering mastering and distribution costs."

Paul Martin from the band Devilskin says the songwriting initiative is a "stroke of absolute genius".



Aidan Ripley photographed by Robert Knight

“This exciting programme will give students an incredible opportunity to learn how to navigate their own path, confidently, in the modern New Zealand music landscape”.

Trevor says with the opportunities of the modern music industry, Aidan, Natalie, and

Sophie are well placed to move into the world of professional music.

“Individually this has meant a great deal of work, which is why this first group is so small, but we are hoping to bring a lot more talented ākonga into the programme.”

Listen to our Te Kura Spotify playlist:

<https://open.spotify.com/playlist/1Qf7RuHMMeCTSqreLHZDKV?si=4679ebc7de274249>

NZQA RINGA TOI 2021 ART EXHIBITION

Congratulations to Te Kura ākonga (students) Jazmin Paget-Knebel, Caleb Hotere, Olive Dean and Tyler Wray. Their artwork has been featured in the NZQA Ringa Toi 2021 online exhibition:

www.nzqa.govt.nz/about-us/events/ringatoi/ringa-toi-2021

Ka mau te wehi!



Jazmin Paget-Knebel – Moko



MARGOT FONTEYN INTERNATIONAL BALLET COMPETITION

Congratulations to Alice McArthur for recently winning the Genée Gold Medal in the Margot Fonteyn International Ballet Competition 2021 (formerly The Genée International Ballet Competition).

The Royal Academy of Dance in London held the competition virtually for the first time this year, and Alice did some of her preparation for the competition in MIQ! Fifteen dancers were selected for the final from 114 dancers globally.

Alice is currently enrolled with Te Kura as an overseas ākonga (student) in Year 12, and is studying at the prestigious John Cranko Ballet School in Stuttgart, Germany. Read more of Alice's ballet story in the April edition of Link Up magazine, where she reflects on the challenges and opportunities she experienced during the COVID lockdown in 2020.



TARANAKI SCHOOLS EXHIBITION

Several Te Kura ākonga (students) displayed their amazing artwork in the Taranaki Schools Exhibition. This exhibition was a great platform for our ākonga to be seen, to share their visions, and to be part of their community.



Chaz Evans-Gulliver



Sophie Crispe



Kitemoana Riches



Tyrese Epiha

AN OPEN LETTER TO ALL EDUCATORS

I am writing to ask you for your help.

My generation is going through a mental health crisis. Although the pressures we face today are many, I believe one of the greatest is the current climate crisis and the relentless pressure for my generation to do something about it.

In September of this year, researchers from the University of Bath published the results of a survey of over 10,000 young people from across the globe. It found that nearly 60 percent of young people interviewed described themselves as either worried or extremely worried about climate change. More than 45 percent said that their feelings about climate change were affecting their daily lives. The researchers concluded that the governments were to blame for the lack of action and for the feeling of helplessness in young people but I would argue the problem is starting closer to home.

I love to bake. I've always enjoyed spending my free time in the kitchen. The fact that I could extend my hobby into study at college was a really exciting prospect for me. One of the main reasons I chose my current high school was because of the amazing facilities offered for the culinary arts. As you can imagine, I was excited to see that I had gotten a place in Food Tech for Year 10. On Day One of class, I couldn't wait to discover what the curriculum would look like for the next two terms.

But I was not in a cooking class. I was in a climate change class.

We watched a video about greenhouse gases and climate change. We had a guest speaker come in and present on the climate crisis. We had to do a project on gas emissions from livestock and how it affects climate change. But the lesson that has stuck with me the most was when the teacher told us, "My generation has had the last of the Golden Age, and it's up to you guys now to fix it".

I am a 15-year-old girl living at the bottom of the world. I don't know how to do that. I don't even know where to start.

And cooking isn't the only class that has been a lesson on how our planet is doomed. Every year throughout primary and intermediate school, we would have a topic covering climate change. My Fashion and Design class has covered climate change, my Social Studies class has covered it. The reminder is daily. And every time it comes with the caveat that I am responsible for fixing it.

I feel an endless sense of dread and guilt. Every time I hear the word "climate", I feel my body tense. I don't need to be convinced that we are facing a crisis. My generation, from the moment we are born, is surrounded by climate information; our families are talking about it, our media is talking about it, our teachers are talking about it. It is a problem so big, and so out of my control, that I feel hopeless and yet simultaneously responsible.

So I am writing to ask for your help in changing the narrative for my generation. Instead of teaching us about climate change, please teach me what I can do to fix it. We need a reason to be hopeful about our futures, and we need to leave school feeling empowered to make change.

Please show me how to make positive change in my school community, in my wider community, in my home country. Show me through all the small and large actions you take at school towards making an impact. Lead me to the solutions through your example. Although there are lessons aplenty given in school about the crisis, none of them give me the tools to do anything about it.

I feel powerless. Help me find my power.

I feel voiceless. Help me find my voice.

I feel hopeless. Help me claw back the feeling of hope that I lost somewhere out in the melting arctic when you showed me those clips of the starving polar bears.

And maybe, sometimes, could we just bake a cake together in Food Tech?

Yours in climate rescue solidarity,

Ava Paterson

Year 10

Nayland College and Te Aho o Te Kura Pounamu



Te Kura

TE AHO O TE KURA

THE CORRESPONDENCE

WWW.TEKURA.SCH

0800 15 0000

STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA

Congratulations to the winners of the Central South Region lockdown photography competition



Connect, me whakawhanaunga

Winner: Dance on the moon,
Cody McNaught

Keep learning, me ako tonu

Winner: See the bright side when
life's upside down, Maisie Taylor





Take notice, me aro tonu

Winner: Dysphoria,
Ransom Raynor

Juniors

Winner: Himalayan lens,
Nikaylah Byrne





Years 11–13

Winner: Take notice of trains, Harlan Summers



Kaimahi (staff)

Winner: Connected to Pōneke, Laura Kernan



Flash Fiction writing competition

The Flash Fiction writing competition is run by the New Zealand Association for the Teaching of English (NZATE).

This year's competition brief was to write a 300-word fiction story. Ākonga (students) were encouraged to delight, inspire, and end with hope!

The competition organisers received nearly 700 entries, and we are proud to announce that three Te Kura ākonga were placed in the Top 10 of their categories.

Congratulations to:

Penelope Scarborough for her poem Today I (My sister's cigarettes) (Years 12–13).

William Coates for his short story Thoughts of the past (Years 7–9).

Prea Lewis for her narrative I love dark chocolate (Years 7–9).

Today I (My sister's cigarettes) by Penelope Scarborough

Today I poured water onto my plate at dinner,
In hopes my sister would notice
Stuck a fork in my hand
and made a drawing for her
out of the soggy bread pieces.

Tonight my sister dropped her cigarettes under the dining table
before our dog wedged them under the rug.
She held me by my throat until I admitted to being a thief,
left bruises where there had been kisses
then dumped the remnants in a flowerpot
and left my tears swimming in the dirt

Today I looked at my sister's pack just a little too long,
graphic photos of murdered lungs
sobbing behind bars of bones, imprisoned in plastic packaging.

Knew tonight I'd have nightmares of them
taking shelter inside my sister's ribcage.
Knew tomorrow she'd happily make a bed for them to stay

Today I watched my sister stir her cereal almost reluctantly,
eyeing the Clorox bottles on the shelf.
Two litres of death measured out in a plastic pot
Knew she wished it wasn't milk
she'd poured into her bowl at breakfast.

Tonight I watched my sister exhale a ghost from her mouth
but it wasn't quite cold enough outside
It filled the room and wrapped around me in a solemn hug
as if to whisper
"We're sorry for what's coming."

Today I would grow quietly
so as not to disturb her,
muscles aching from neglect,
and miss another birthday
for a rehab visit
Only to realise I'd turned 17
before I was 13

Today I'd wear my sister's sweater,
stained with smoke and regrets
Soiled with a permanent nihilism
Ignore how immune it was
to the fruitless attempts of our laundry powder

Tonight I'd sob on the wooden floors
that we found her on
The floor that felt no empathy for me or for her
Let the moon press its face up against the window
and stare down on me with pity

But tomorrow,
I'd spit our memories into the bathroom sink

Bittersweet saliva dripping from my mouth and hands
Watch those days slip through the cracks in the porcelain
before clawing to get them back
So I could press them between the pages of a book,
so I could stomach one more mouthful

And on her last day
I'd fill my sister's room with smoke
Inhale deeply and close my eyes,
taste her laugh on my tongue,
how it lingered raw in the air
Hear the sound of her eyes
blinking quiet tears in the dark.

And though I didn't believe in ghosts,
I knew she'd find a way to haunt me somehow.
Though the smoke slowed my heart
It wrapped around me
in a solemn hug
As if to say,
"We're sorry."
It wasn't quite enough to pretend it was her.



Penelope Scarborough

Thoughts of the past

by William Coates

Icy wind slashed at Captain Murray's face, the rain danced its evil dance upon his helmet. In front of him lay an isolated beach. He feels tense as if he knows death awaits. He should, he has been there before. Murray's right hand man Sergeant Gilmore has been at his side since World War I. They both served at Gallipoli. Gilmore looks over at his old mate and notices he seems off. He reaches over to Murray and puts his hand on his trembling shoulder.

"Pull yourself together!" he yells over the sounds of the boat's roaring engines. "You'll be fine!"

Murray jerks out of his thoughts of the past, he has a look on his face as if he has seen a ghost.

Gilmore passes Murray his canteen and Murray takes a long swig.

"Thank you," he says with an uneasy smile.

As the pilot yells "Two minutes!" Captain Murray remembers what it was like being a second lieutenant in World War I. He was full of anticipation of a great battle – a great adventure ahead of him. But now he knows what's coming. He remembers the rapid hail of gunfire and the "men dropping like flies" around him. He looks into the scared eyes of his men and feels the anguish of what awaits them. He knows that for some of them this will be their last day breathing. The raw numbing water slaps him in the face and awakens him out of his flashback.

"30 seconds!" Murray hears the pilot call out.

"Remember your training and you will make it through. I'm proud of you lads," he says with empathy. The hatch drops. Bullets fly around like a swarm of killer bees. No more time for thoughts of the past ...



William Coates

I love dark chocolate

by Prea Lewis

Granny always said, "It doesn't matter how you look on the outside, but what it's like on the inside."

She said this as she picked up the brown and bruised bananas, peeled them and made loud, funny noises showing how much she loved the taste. Then she'd say, "Sometimes, the blackest ones are the sweetest of them all." I loved my grandma, I'm named after her. I'm Ada Raza Davis. Her name was Mary Raza Davis. We used to do everything together, that is, until she died when I was ten.

It's been two years since she passed, and things aren't great. We've been struggling to pay the bills. My folks' bosses refuse to pay them the right wages just because of the colour of our skin. Our skin is deep brown, just like dark chocolate. I've never tasted dark chocolate, but that's what Granny said.

Our house has two rooms. My little sister Angel and I share a bed. On cold nights I tell her about Granny, she doesn't remember her like I do, she was only four when she died. I love Angel lots and try to protect her as much as I can. But it's hard to protect her when we're being bullied at school.

When she gets bullied, I try to cheer her up as best I can, like yesterday. Nothing I was saying would put a smile on her face, but something came to mind. "You know, Grandma once said to me, it doesn't matter what's on the outside, it's what's inside that matters most. She also told me to love the colour of my skin. It looks like dark chocolate. Granny loved dark chocolate."

I made the funny noises Granny used to make. Angel giggled and yelled to the world,

"I love dark chocolate!"



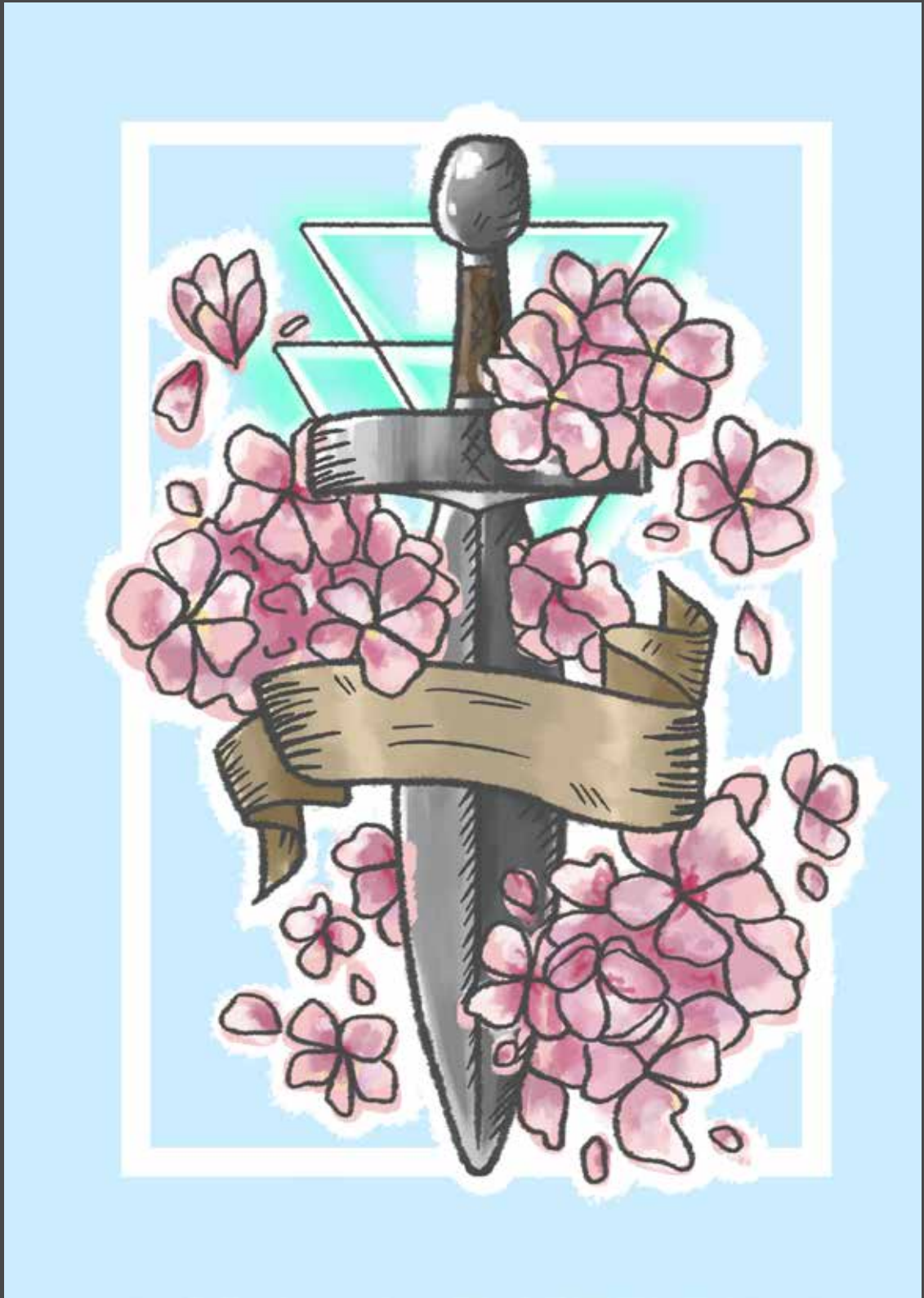
Prea Lewis



India Lindsay – 70s Still Life



India Lindsay – Planet Surface



India Lindsay – Retro T-Shirt Design



My Italian Turkish Delight

by Ethan Navarro

Congratulations to Ethan Navarro, who has won the Year 7–8 section of the Write On competition. The judges commented that his writing “stood out for voice, authenticity and being very well constructed”. *Ka mau te wehi!*

When I first arrived here in Italy, I remember my grandmother asking me if we ate Italian food in New Zealand.

I told her we eat spaghetti and that you can even buy it in a can! She said that she didn’t like the sound of that much. Then I told her that we also have pizza and that we put all sorts of stuff on them like chicken and even pineapple! She said she liked that idea even less than the last one.

That night she took me out to a pizzeria and showed me the menu and said that I could choose whichever one I wanted.

There was the Margherita, here it’s called the Queen of the Pizzas because it’s very simple but extremely tasty. It’s covered in fresh tomato paste, juicy buffalo mozzarella, specially selected olive oil and ripped fresh basil leaves on a thin crust hand-rolled base.

Then there was the Quattro Stagioni (Four Seasons) – thinly sliced ham, wild mushrooms, artichokes, and black olives are divided up and mixed with mozzarella and tomato in their own special quarter on the topping.

Next on the list was my dad’s favourite, the Diavola, which means Devil’s pizza. It’s called this because it’s covered in delicious hot spicy salami. Then there was my mum’s favourite, the Genovese – succulent freshly picked tomatoes, red-onion and a mixture of gorgonzola and mozzarella cheese.

The list went on, and the warm smell of baking dough and scent of countless fresh ingredients filled the air so much that I could almost taste the pizzas before they arrived.

I couldn’t decide which one, and at that time I couldn’t understand Italian, so I began to gaze around the restaurant. There were huge pictures on the wall – a strange ancient building with steep thin towers at each corner, and one of houses stacked like stone Lego on top of each other. I asked my Mum where in Italy these places were. She laughed and explained that they were not Italian but Turkish. This was a pizzeria owned by people from Turkey. It was then that I chose my very first Italian pizza.

I chose the Pizza Kebab Completa (Complete Kebab Pizza) – mozzarella, tomato, heaps of juicy shaved barbecued kebab meat, crunchy salad, fries and a special hot sauce. Everyone laughed when they saw that my very first authentic pizza in Italy was in fact Turkish.



TE KURA
NEWS
NGĀ PITOPITO
KŌRERO Ā TE KURA

TE KURA SUMMER SCHOOL

An option for NCEA ākonga affected by COVID-19 disruptions

Registrations for Te Kura's popular Summer School are now open.

With the continued disruptions caused by COVID-19, Te Kura is anticipating increasing numbers of ākonga (students) looking to top up their credits for NCEA and University Entrance over the summer break.

Chief Executive Mike Hollings acknowledges that ākonga have faced many challenges over the past few months, and may be feeling some uncertainty about their results at the end of the year. Some have already reached out to Te Kura, and have been relieved to discover that there are backup options available.

Mike says that last year, more than 1900 ākonga took advantage of Te Kura Summer School to complete their studies, enabling them to go on to further study, training or employment.

"Registration is free for most ākonga, and we have a range of NCEA internal standards on offer. It's great to see from the feedback we

get that for ākonga, summer study can be life-changing. And our research shows that many ākonga who come to us learn about Summer School from their own schools and kaiako (teachers)."

Te Kura Summer School has benefits for both ākonga and schools. If an ākonga has a 2021 NZQA registration, any credits achieved by the February deadline are transferred to their previous school of enrolment and can count towards their 2021 Record of Achievement. Courses are delivered online, so with access to a device and connectivity, ākonga can learn anywhere, anytime.

"Our qualified kaiako are already gearing up for Summer School, and will be available online to support ākonga with their learning. Our intake team is available to answer any queries from ākonga, whānau and schools."

To learn more about Te Kura Summer School, please phone 0800 65 99 88 option 5, or email summerschool@tekura.school.nz.



SUMMER SCHOOL

Te Kura

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

Kia tuihono tō ako ki Te Kura Raumati.
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 in 2022.

Registrations open November 2021.

We warmly invite schools to work in partnership with us.
Please email summerschool@tekura.school.nz to enquire.

Te Aho o Te Kura Pounamu
0800 65 99 88 | www.tekura.school.nz/summerschool

REPORTING TO ĀKONGA AND WHĀNAU

At Te Kura, reporting on ākonga (student) progress in learning is one of our key responsibilities.

In 2020 we moved to a continuous model of reporting. What this means for you is that we provide feedback on your learning throughout the year. Continuous reporting will help you understand how you are doing, and what your next steps are.

Ongoing reports in each subject are available in My Te Kura all year round. Simply go into each of your courses, click on **My Stuff** in the navigation bar, then click on **My Reporting**. You will receive a notification in My Te Kura every time something is added by your kaiako (teacher) or kaimanaaki (learning advisor). We encourage you to have a look at your reporting often.



You can find further details about the changes to reporting, including information about Te Kura Mātāpono reporting and how to access, save and print your reports, on the Te Kura website:

www.tekura.school.nz/supervisors/student-reports/

VIEWING 2021 NCEA RESULTS

To view the NCEA results you gained in 2021, including any external results and award of any qualifications, take a look at your Record of Achievement (RoA) via your NZQA student login.

Visit www.nzqa.govt.nz/login then click **Students & Learners Login**. Your 2021 RoA will be available to view from mid-late January.

If you'd like a paper copy of an awarded qualification and/or an official copy of your RoA, click the **Order Documents** link.

The first copy of each document is free.

If you sat end-of-year NCEA exams, visit your NZQA student login to access your marked exam papers, as paper-based booklets will no longer be returned via post. The only exception to this will be Scholarship exams. Your marked answers will be available online until June 2022.

SPECIAL ASSESSMENT CONDITIONS – APPLICATIONS NOW OPEN FOR 2022

If you have a physical, medical, or learning disability you may be eligible for assistance with your NCEA assessments. This is known as Special Assessment Conditions (SAC).

SAC exists to ensure all ākonga (students) can demonstrate their full potential, and 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 if you have a slow writing speed.



For more information about SAC, check out our website:

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

If you think you are eligible, please email our SAC team at sac@tekura.school.nz as soon as possible.

TE AHO O TE KURA POUNAMU EDUCATION REVIEW REPORT 2021

Te Kura recently received an encouraging report from the Education Review Office (ERO), which shows that we are helping New Zealand's most vulnerable ākonga (students) to succeed.

You can read the report on the ERO website:

<https://ero.govt.nz/institution/498/te-aho-o-te-kura-pounamu>

SUMMER SCHOOL

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

Kia tuihono tō ako ki Te Kura Raumati.
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
www.tekura.school.nz/summerschool

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