

# 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. 57 | PIPIRI 2024

# KO TĀ TE RINA KŌRERO

*Mā te whetūrangi o Matariki, e tiaki mai, e manaaki mai i a koe, i a koutou rānei, mō te tau e taka mai ana.*

May the gentle light of Matariki guide and inspire you all this year.

This issue of *Link Up Te Whakahononga* celebrates Matariki. As I write this, many kaimahi (staff) at Te Kura are gearing up for our celebrations. As you can imagine, there are a lot of creatively produced stars appearing around our tari (office) in Te Whanganui-a-Tara!

Matariki occurs when the star cluster – otherwise known as Pleiades – rises in mid-winter and is the most significant celebration in the traditional Māori calendar.

The dates for Matariki change each year, moving around June and July. What doesn't change is what this special season is all about – a time to celebrate new life, remember those who are no longer with us, and to plan for the future.

One of our kaimahi in the Far North was talking about what Matariki means to her and her whānau. She says they make sure they get together for kai and for sharing memories. They also spend some time looking up into the night sky and attaching the name to a star of a loved one no longer with them. I love the idea of that.

This year is the third year we have celebrated Matariki as a public holiday. Even though it's



been a point of celebration for a very long time among iwi and whānau, 2022 was the first instance where it had been formally marked as a national holiday in Aotearoa.

It is increasingly becoming a time that is important to all New Zealanders, which is really fitting because Matariki is also a time for making connections with others.

You will see that connections are celebrated and showcased in this issue of *Link Up Te Whakahononga*.

*Whakawhanaungatanga* – or relationships – are one of Ngā Mātāpono, the guiding principles of our local curriculum, Te Ara Pounamu.

Our ākonga (students) are supported to collaborate and build social connections in a range of online and face-to-face contexts, such as huinga ako (learning advisories). You can also read in this issue about how our youngest ākonga connect with their kaiako (teachers) while travelling.

Being connected is also about the importance of experiencing supportive relationships and knowing there are people to connect with for guidance and support. You can reach out to our Te Kura community whenever you need to!

**Ngā manaakitanga**

**Te Rina Leonard, Chief Executive**

# RĀRANGI TAKE

04

## **Ngā Kōrero Motuhake**

### **Feature Stories**

Volunteering at Lake Opouahi Kiwi Crèche

Adam Portraiture Award finalist

Te Kura Scurries

09

## **Ngā Kōrero ā ngā Ākonga**

### **Student Stories**

Whakawhanaungatanga – creating connections

Youth America Grand Prix

Representing Te Kura at Rockquest

18

## **Ngā Mahi ā ngā Ākonga**

### **Student Work**

Photographic work by Lydia Tumarū

Photographic work by Lexie Hughes

Farmland looking out to sea – Opunake

by Reece Jimmieson

Blooming Maiden by Poppy Alberino

The Night Time Beauty – Aurora Borealis

by Brandon Marcus Blair

24

## **Ngā Pitopito Kōrero ā Te Kura**

### **Te Kura News**

Congratulations to Anne Coster, DCE Curriculum

Former Chief Executive Mike Hollings awarded KSO

Celebrating 2024 Languages Week

2024 registrations now open for NCEA externally assessed standards

Special Assessment Conditions

*Cover: Youth is Fleeting like the Flower Fades by Gloria Salter, Adam Portraiture Award 2024 finalist*



**NGĀ KŌRERO  
MOTUHAKA**

**FEATURE  
STORIES**



# VOLUNTEERING AT LAKE OPOUAHI KIWI CRÈCHE

by Ayla and Isaac Moore

During Cyclone Gabrielle, the Lake Opouahi Kiwi Crèche fence was destroyed and pests got into the area. One month after the cyclone, after all the remaining kiwis were removed from the crèche, Save the Kaweka Kiwi organisation called for volunteers from the community.

Around April 2023, we started helping out at the kiwi crèche and doing jobs to start the process of killing out the pests (rats, stoats, ferrets) from their habitat.

The kiwi is endemic to Aotearoa, and is an important part of our wildlife. Kiwis are often one of the first things people think about when hearing 'New Zealand'. They are the icon of our country. Kiwis are already endangered birds, one of the many species that without human intervention would not be alive.

Hearing that the crèche needed help and was only a 15-minute drive from the farm, we decided to go up and help out. Throughout the last year, we have been going up at least once every two weeks to make sure that the crèche maintains its status as pest-free. This year our involvement has evolved into supporting kiwi release and health checks.

During the first few weeks we did chew cards. Chew cards are put on trees, intended for pests (mostly rats and mice) to chew on so that we can determine what pests are in the crèche. The cards were collected after a week



and examined – we only found that mice had chewed on them. The next step was cameras. The cameras were placed around the entire outside of the crèche fence, as well as along all the lake tracks. They are intended to catch the pests on camera so that we can see what is still inside the crèche. Around Week 3, we caught the first stoat on camera. From then on, we monitored the cameras every week and set up twice the number of traps. Thankfully the stoat was caught within a few weeks and no more pests were caught on camera or in traps, apart from the traps on the outside of the fence.

It has been nearly one year since we first started, and in that time we have released five kiwi chicks into the crèche. At the moment, two of the original chicks are still in the crèche. We go up every two weeks to health check each kiwi, give them their vaccinations, new trackers/transmitters and new bands. Most of the time it takes around four hours to

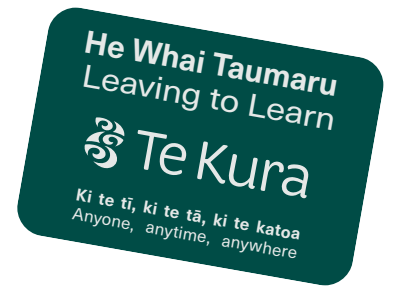


find and health check the kiwis, bashing through blackberry and bush to find them and make sure that they are healthy and adapting well.

The best part about being up there and seeing the kiwis is being able to see their growth, and how healthy they are. To have the opportunity to go up with a group of four to health check the kiwis, give immunisations and hold them is an experience that not every New Zealander will get to do. Seeing them grow and get stronger is the best opportunity that we could ever have. After months of hiking in the pouring rain and 35-degree days to help the kiwis, it is such a great feeling of achievement. Kiwis are such incredible birds that have the cutest little faces, and to know that they might have a chance in the future brings great hope.

It is so inspiring to see the birds that have such a hard time surviving in nature, thriving in a safe environment. Seeing the kiwi experts that handle the birds with so much care and love is inspiring. The whole experience is amazing, and it is incredible to be up there every week even if it means we finish covered in mud and sweat. To know that we are helping these birds is all we need.





# ADAM PORTRAITURE AWARD FINALIST

## Congratulations to Te Kura ākonga Gloria Salter!

Gloria’s artwork was selected as a finalist for the biennial Adam Portraiture Award, a competition for painted portraits of New Zealanders, by New Zealanders. Open to all ages, the entries present a wide range of responses to the theme of identity and representation.

Gloria is one of 37 finalists in the 2024 competition, selected from a record-breaking 451 entries. Former Te Kura ākonga (student) Tyler Wray was also selected as a finalist this year.

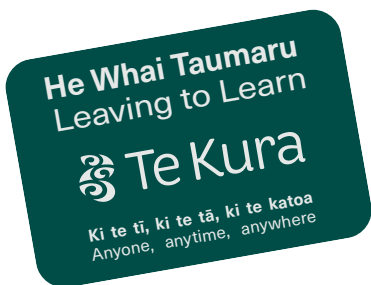
Titled *Youth is Fleeting like the Flower Fades*, Gloria’s self-portrait celebrates the drama and energy of youth, and references the rose positioned behind her ear – her favourite flower.



### See the artworks in person!

The Adam Portraiture Award exhibition can be viewed at the New Zealand Portrait Gallery | Te Pūkenga Whakaata in Te Whanganui-a-Tara until 11 August 2024.

[nzportraitgallery.org.nz/exhibitions/2024/2/23/adam-portraiture-award-2024](https://nzportraitgallery.org.nz/exhibitions/2024/2/23/adam-portraiture-award-2024)



## TE KURA SCURRIES

**An amazing group of ākonga are sharing their experiences of alternative education, living with disabilities, and whatever else comes to mind, in a podcast and radio programme on OAR FM.**

The podcast Te Kura Scurries is hosted by five ākonga (students) based in Dunedin.

The ākonga meet weekly at their local huinga ako (learning advisory), a collaborative space where they connect with their peers and kaiako (teachers), plan and reflect on their personalised learning programmes, and design and carry out community projects.

Kaimanaaki (learning advisor) Kezia Field says she is very proud of what the group has achieved.

'It's been an excellent opportunity for our ākonga to use their own voices to make choices and decisions about the podcasts. They've done a fantastic job, with excellent awareness around whakawhaungatanga [establishing relationships], working with others, and making connections that help you to be a stronger learner.'

Hosted by Ro Lyons, Walt Henderson, Linus Patterson, Damien King and Sarah Daley, the podcast can be accessed via the OAR FM website: [oar.org.nz/te-kura-scurries/](http://oar.org.nz/te-kura-scurries/)

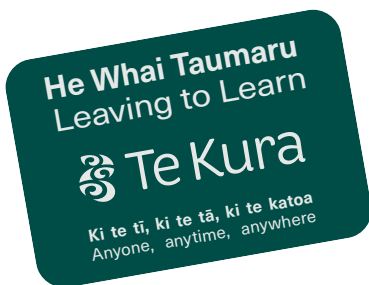






**NGĀ KŌRERO  
Ā NGĀ ĀKONGA**

**STUDENT  
STORIES**



## WHAKAWHANAUNGATANGA — CREATING CONNECTIONS

*Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako.*

Children learn through responsive and reciprocal relationships with people, places and things.

– Te Whāriki, Early Childhood Curriculum

Across the motu and around the globe, ākonga (students) and whānau are connecting with their Te Ara Kōhungahunga early childhood kaiako (teachers), building a sense of belonging and empowerment within the Te Kura whānau as they travel.

### LUCY — EXPRESSING HER EXPERIENCES THROUGH ART

Lucy has been so looking forward to her special Zoom meeting with her Te Kura kaiako. The whānau commented that, 'No one else was allowed to get a word in during the Zoom, this was her time!'

Lucy drew two pictures, one of her three kaiako with huge smiles, the other of her and her brother building sandcastles while Mummy relaxes with a book. Lucy is living on a boat with her whānau and was Zooming in from sunny Fiji.





## LEARNING ON THE MOVE: OUR WHĀNAU ADVENTURE WITH TE KURA

By Chris and Abbie Corradino

**Living full-time in a caravan and travelling around New Zealand, we were concerned about how this change might impact our three-year-old son Jack's education.**

However, enrolling in Te Kura's early childhood programme was a significant step for our family. Jack's learning has thrived in ways we couldn't have imagined. Our experience has been nothing short of transformative, turning our mobile lifestyle into an enriching educational journey. Moreover, our nine-year-old Charlie is also loving his studies with Te Kura, making this educational adventure truly a family affair.

### **Turning New Zealand into our classroom**

Every new place we park our caravan becomes a classroom. We've collected seashells to paint in Hawke's Bay and used magnets to draw iron out of the black sand at beaches in Taranaki. Imagine the excitement on the boys' faces when they first saw the black sand stick to the magnet like magic! We've also learned how to care for farm animals in the Waikato and hiked to stunning waterfalls at various national parks. These real-world experiences have enriched both Jack and Charlie's learning, bringing us closer together as a family.

### **Building stronger bonds and feeling supported**

Te Kura has also strengthened our relationship as a family. The programme encourages us



to get involved in their learning, meaning we spend a lot of quality time together. The kaiako at Te Kura have been incredibly supportive, offering resources tailored to our unique learning journey. This support has been invaluable. Whether we're exploring lush gardens or hiking through caves, every experience becomes a valuable learning opportunity for both tamariki.



The Corradino whānau

*Thank you, Te Kura, for being a steadfast partner in Jack and Charlie's education and our family's adventures. We couldn't have asked for a better companion on this journey.*

### **Fostering a sense of belonging and confidence**

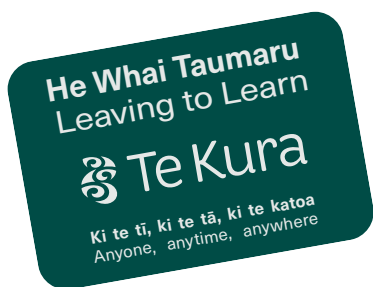
Despite our itinerant lifestyle, Te Kura has helped Jack and Charlie develop a sense of community through regular online interactions with their educators. Personalised learning plans and the encouragement they receive to pursue their passions have made them feel part of something bigger. Jack has grown so confident that he'll quickly introduce himself to new children, share his age, and ask their names. He then eagerly asks if they want to play with his monster trucks, making new friends wherever we go.

### **Documenting our adventures**

We know that parenting and education isn't always a smooth ride. A beautiful aspect of Te Kura is that we're all in this together. If you have any questions or would like to connect you can find us on Facebook and Instagram [\*\*@mindshiftministries\*\*](#).



Jack with his dinosaur!



# YOUTH AMERICA GRAND PRIX

Earlier this year, Te Kura ākonga Benji Groen competed in the Youth America Grand Prix, an international ballet competition in New York.

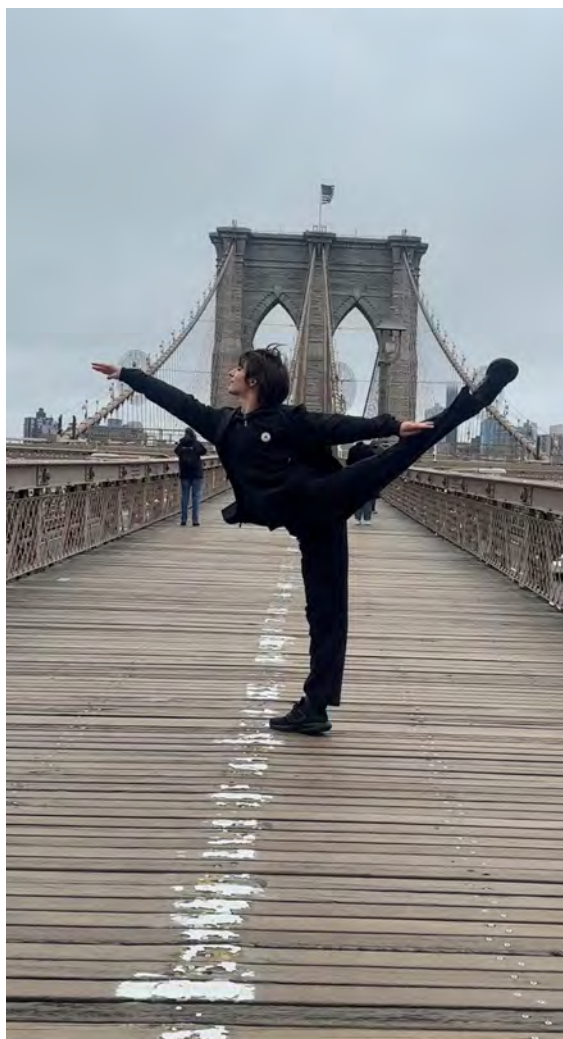


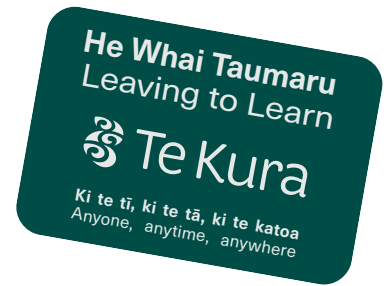
Benji placed first overall in classical ballet at YAGP Sydney and third in contemporary, which qualified him to compete in New York at the world finals – the Youth America Grand Prix. Qualifying for the competition put him in the Top 40 for boys of his age in the world. Benji achieved first and third place awards in the Junior Age Division during the competition.

Benji says that qualifying for the New York finals was a dream come true.

‘Taking masterclasses with some of the best teachers and male dancers of my age in the world was an incredible experience. I was so nervous waiting backstage for my number to be called, but as soon as I got out there the nerves disappeared and I just danced.

‘I’d like to thank my incredible teacher Nicci Theis from Papilio Atelier for always being right by my side to support and encourage me. I couldn’t have done any of this without her.’





# REPRESENTING TE KURA AT ROCKQUEST

Smokefree Rockquest is known as the only nationwide live, original music, youth event in Aotearoa.

This year, we had bands and soloists participating in competitions across the motu, and a few of our ākonga (students) won awards! As music students at Te Kura, our ākonga can also be assessed on these performances for NCEA.

Music kaiako (teacher) Victoria Thompson says the annual competition provides an invaluable opportunity for our young musicians.

‘Sharing is such an important part of music, and it is great to see our Te Kura music ākonga thrive in this real-world context. Rockquest is a vital experience for both the performers and the audience of young people who get to be inspired and entertained by their peers.’



## Auckland – Emma Wagner

**First place in Auckland Central regional final with her solo act Emerson**

Emma is in several Auckland bands, and recently joined Parkdale, who won the national first prize in the Bands section of Rockquest last year. They have been busy this year opening for all the Auckland Rockquests and affiliate competitions. Parkdale’s EP is coming out later this year, and Emma also has a development grant to work on her own solo album.





**Northland – Ani Palmer in band Moberf**

**Third place and Rockshop Electronic Assist Award**

'This is my fourth year at Rockquest, and it's so nice to finally see everything that I've worked for paying off. We came third this year. Hopefully next year we get to the finals!'



**New Plymouth – Ryan Walls, Max Kellor and Isaac Cameron in band Gorillatron**

**Best Song Award**

Gorillatron is made up of dual ākonga from Francis Douglas Memorial College who are studying music through Te Kura. The band won the Best Song Award for *Heartache*.



All photos in this article copyright  
**Smokefree Rockquest**  
[smokefreerockquest.co.nz](http://smokefreerockquest.co.nz)





Gorillatron



**NGĀ MAHI Ā  
NGĀ ĀKONGA**

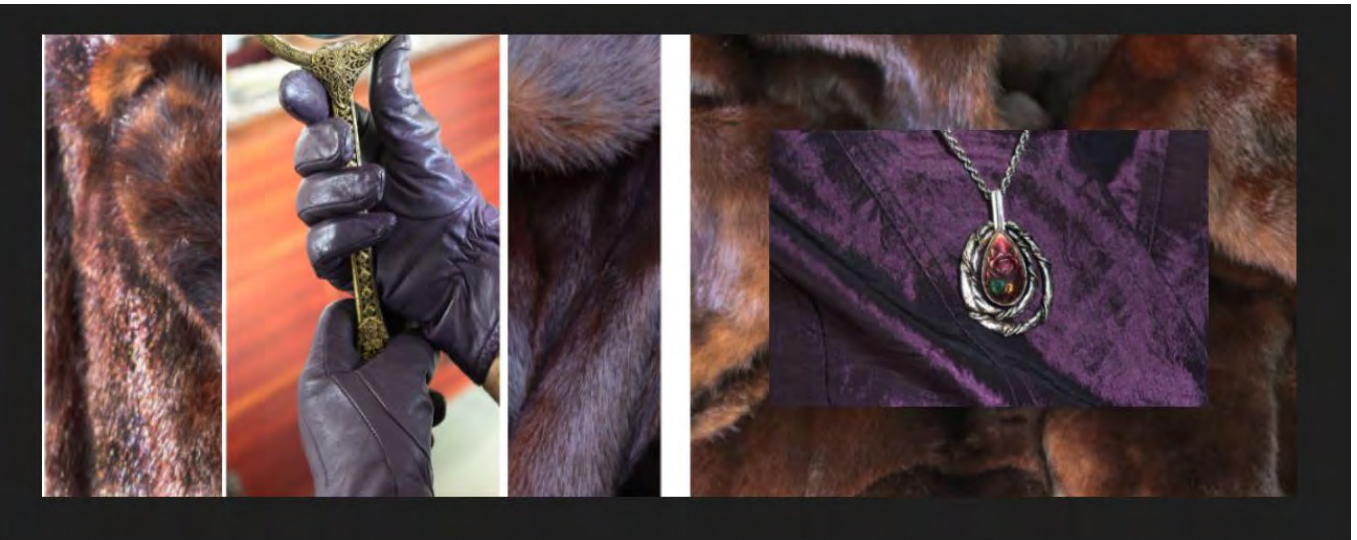
**STUDENT  
WORK**

## PHOTOGRAPHY



Still life photographic work based on the process of getting ta moko from the artist's perspective, including tikanga around the journey

by Lydia Tumarū, NCEA Level 2



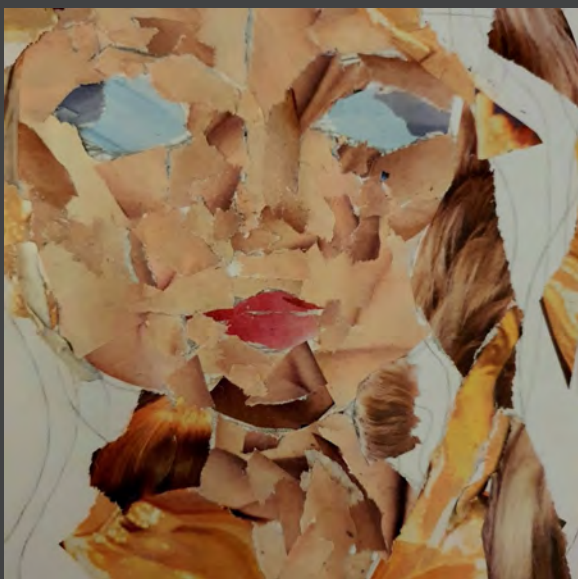
Photographic work with a combination of subject matters based on artist's grandmother

by Lexie Hughes, NCEA Level 3



*Farmland looking out to sea – Opunake*  
by Reece Jimmieson

**Blooming Maiden** by Poppy Alberino





**The Night Time Beauty  
– Aurora Borealis –**

by Brandon Marcus Blair



*Night time beauty,  
In the sky,  
When I look up,  
I wonder why.*

*How is it possible for the sky  
To look down and make you cry?  
Such extravagance,  
Not often seen,  
Is right above us,  
Where only stars had been.*

*Their waving ribbons,  
Their shimmering curtains,  
The night time beauty,  
Is a stress diversion.*

*They sparkle, they glitter,  
They turn, they flitter.*

*Jealous purple rivals angry red,  
While calm green infuriates pink  
instead.*

*These night time beauties,  
Radiant with life,  
Dancing and swaying  
Like an airborne leaf.*

*These night time beauties,  
And how beautiful they are,  
Are more dazzling and mesmerising  
Than the brightest star ...*



**NGĀ PITOPITO  
KŌRERO Ā  
TE KURA**

**TE KURA NEWS**





## CONGRATULATIONS TO ANNE COSTER

**Our Deputy Chief Executive Curriculum, Anne Coster, has won the Australasian Association of Distance Education (AADES) Leadership Excellence Award.**

The award recognises a range of achievements, including consistently high professional standards, innovation in developing teachers and supporting their professional learning, and collaboration with other leaders to address diverse student engagement and learning needs.

Anne was presented with the award during the biennial AADES conference recently held in Perth.

Chief Executive Te Rina Leonard says the award is well deserved and particularly special given Anne is due to finish with Te Kura at the end of this school term.

## FORMER CHIEF EXECUTIVE MIKE HOLLINGS AWARDED KSO

Te Kura extends heartfelt congratulations to our former long-time Chief Executive, Mike Hollings, on his well-deserved recognition in this year's King's Birthday Honours list.

Mike, who led Te Kura for 17 years, has been made a Companion of the King's Service Order for his services to education and for the revitalisation of te reo Māori.

Throughout his career, Mike has passionately supported equitable access to education, transforming distance education in the process. Te Kura continues to honour his legacy through our regionalised offices in 16 centres across the motu, and *Te Rautaki Reorua*, our bilingual strategy.





L-R: Ōtautahi kaimahi Bronwyn, Cynthia, Josie, Sia, Fiona, Fiona, Stephanie

## CELEBRATING 2024 LANGUAGES WEEK

Languages Week is a time when schools are encouraged to celebrate the very rich cultural and linguistic diversity (over 160 languages) we have in Aotearoa.

The team in Ōtautahi took part in a Te Kura cross-school challenge to embrace the spirit of Languages Week with their ākonga (students) and hoamahi (colleagues) – complete with croissants! *C'est fantastique!*

## 2024 REGISTRATIONS NOW OPEN FOR NCEA

If you wish to register for any externally assessed standards this year, you will need to submit an online NCEA registration through our website:

[tekura.school.nz/ncea-registration](https://tekura.school.nz/ncea-registration)

This registration process is not just for end-of-year exams, but for any externally assessed standards attached to your NCEA subjects e.g. Level 1 digital submissions, Levels 2/3 Digital Technologies DCAT, portfolios/reports and NZ Scholarship.

Please follow the instructions and deadlines that have been emailed to you by our Qualifications Team.

# SPECIAL ASSESSMENT CONDITIONS

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

SAC exists to make sure all ākonga (students) can demonstrate their learning to their full potential.

For general SAC information, please check out our website:

[tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/](https://tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/)

## What are mental health concerns in relation to SAC?

NZQA uses the collective term Mental Health Concerns in the SAC application process to encompass several conditions or challenges.

Some examples are listed below:

- Anxiety and panic attacks
- Bipolar disorder
- Depression
- Eating disorders
- Obsessive compulsive disorder (OCD)
- Phobias
- Post-traumatic stress disorder (PTSD)
- Schizophrenia
- Self-harm



Most SACs relating to mental health concerns are designed to focus on reducing stress and providing privacy, such as separate accommodation, rest breaks and extra writing time.

To apply for SAC due to mental health concerns, please provide a recent report or letter from a psychologist, psychiatrist, or medical professional with the following points included:

- a full diagnosis
- a brief description of treatment
- a recommendation for NCEA exams

Please email your SAC documentation or any queries about the application process to: [sac@tekura.school.nz](mailto:sac@tekura.school.nz)

 Te Kura

TE ARA

KŌHUNGAHUNGA

EARLY CHILDHOOD EDUCATION AT TE KURA

Te Kura offers free, individualised early childhood education for tamariki aged two to six years old.

For information about this programme, and the enrolment criteria, please visit [tekura.school.nz/early-childhood](https://tekura.school.nz/early-childhood) or phone 0800 65 99 88.



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