

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



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KO TĀ MIKE KŌRERO



Whakanuia te tau hou Māori!

We are currently celebrating Matariki, the Māori New Year. Matariki is a star cluster that appears in the night sky during mid-winter and is a time of renewal; a time to gather with whānau and friends, to reflect on the past and plan for the year ahead.

Earlier this year we published Te Ara Pounamu, our local curriculum statement and framework for learning. This document informs our planning and illustrates curriculum connections to Te Kura Big Picture learning and Ngā Mātāpono, our guiding principles for the engagement and wellbeing of our ākonga (students).

Our Big Picture philosophy focuses on engaging ākonga in learning that is relevant to them, in a highly personalised, flexible and supportive environment.

Ngā Mātāpono provide a specific contextual and cultural foundation for learning. Three of the five principles, Māramatonutanga, Whakawhanaungatanga and Whaitake, are strongly aligned to the 'three Rs of Big Picture learning': Relevance, Relationships and Rigour.

The two additional principles are Kotahitanga and Whakamana. The principle of Kotahitanga (Wellbeing) highlights the importance of the holistic development of our ākonga,

and the value in caring for themselves, their whānau and their community. The principle of Whakamana (Agency) places each ākonga and their whānau at the centre of their learning, honouring and empowering ākonga voice.

A key element of Te Ara Pounamu is providing a range of learning contexts for ākonga to explore. We know that learning occurs both online and in face-to-face settings, as well as outside of the classroom. Learning can happen at home, with friends and whānau, or out in the community. We call this Leaving to Learn, and these experiences are a valuable starting point for future pathways.

There are many inspiring stories related to the design and delivery of our local curriculum, and I look forward to sharing more with you about Te Ara Pounamu and each of the intertwined threads.

If you would like to share your story with our Te Kura community, please email linkup@tekura.school.nz or have a chat with your kaimanaaki (learning advisor).

Tukua kia tū takitahi ngā whetū o te rangi – let each star in the sky shine its own light.

Ngā manaakitanga

Mike Hollings

Chief Executive, Te Aho o Te Kura Pounamu

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*Cover: Te Kura National Leader of Learning Trudy Taukamo
 with ākonga Raumati Piwari.*



FEATURE
STORIES
NGĀ KŌRERO
MOTUHAKE



LEAVING TO LEARN

Ki te tī, ki te tā, ki te katoa – Anyone, anytime, anywhere



Raumati Piwari

Learning happens everywhere – at Te Kura a basic tenet is that learning is not just confined to a classroom or an online lesson.

The Leaving to Learn programme is an important part of Te Ara Pounamu, Te Kura's version of Big Picture learning. Such personalised learning comes with opportunities for ākonga (students) to connect with their community, follow their interests and passions and look ahead to future careers. Through Leaving to Learn activities, they can have great learning experiences spending time with their whānau and in their communities. Those activities include undertaking projects based on their interests, spending time with mentors and experts

in their communities, taking part in cultural events, internships, shadowing whānau members and volunteering.

Gisborne ākonga Raumati Piwari says Te Kura is helping her work towards her goal of a future in forestry. Through the Leaving to Learn programme, Raumati has been able to spend time with workers in the industry, including managers. She says her experiences have reinforced that she's aiming for the right career for her.

"What made me get interested in this industry is that it's a job where you get to be around nature and that makes me happy!"

Raumati says she's also attracted by the variety.

"I could be in the office, the lab, the forest – it's a change of scene all the time. My uncle who works in forestry encouraged me and I have a great kaimanaaki (learning advisor)

who's helped me get in contact with industry people – that's been really helpful in my school project work."

One of her classmates at huinga ako (advisory) in Gisborne is Moana Hoogland, who says the flexibility she enjoys through Te Kura has enabled her to take part in a lot of Leaving to Learn opportunities.

Along with a barista course, Moana has completed a comprehensive first aid course. She's also gained a certificate in sign language, opening the possibility, she says, of a career as a sign language interpreter or a teacher of sign language.

And, as if that wasn't enough, she has formed a construction building business with her sister, Adriana.

Next year she's hoping to get a building apprenticeship with a view to building and selling small houses and beehives.

"I'm also interested in being a teacher, and through a family member I got to spend a day last year in a primary school class."

Other interests include belonging to a number of writing groups, and she and Raumati were recently selected for a Hillary Outdoors programme.

Moana is highly practical when it comes to her work, recently forming a girl band to help with her studies.



Moana Hoogland

"Music is one of my subjects and in order to pass I have to do some performances!" she says.

Te Rina Leonard, Te Kura's Deputy Chief Executive: Learning Delivery, says Leaving to Learn allows ākonga like Raumati and Moana to develop knowledge, understanding and skills in their chosen fields.

"They can do it while working towards a relevant qualification and Te Kura's support network helps them work towards their education and personal goals."



Te Kura kaimanaaki Gail Sharp with Adriana and Moana Hoogland



LEAVING TO LEARN: TE KURA ĀKONGA SHARE THEIR STORIES

Sophie Frew, Year 9:

Hi, my name is Sophie Frew, and I am a dedicated dressage rider. I have recently found out that this is a good example of Leaving to Learn. I am always busy riding and competing with my own horses, but being with Te Kura has enabled me to start a business named Show-N-Tell Equestrian, where I give horseback riding lessons and school (train) young and difficult ponies for people. I started this because, as I'm sure some of you may know, horses are not the cheapest animals in the world! I wanted to be able to contribute to the cost of feed, entry fees, vet bills etc.

I have two horses that people without their own horses can ride, their names are Mezzy and Poppy. Mezzy is quite big, so he is used for older riders, and Poppy is my small, retired show pony. I retired her as I was getting too tall on her and I wanted to shift my focus more on George, my younger, bigger, and very talented pony. Poppy is used for the smaller riders and, although she can be a handful to ride when she has to work hard, she is as

docile as a lamb for the children.

People who are more advanced also bring their own horses to me for lessons. Most of the time they are having a few issues with them, so I often ride them too. I also advise them on what I think they should feed the horse and how much to exercise them. I love to see the change in them and their horse from the very first lesson to where they are now. I started off with just a few clients, but my name got around by word of mouth and now I am super busy with lots of different horses and riders!

I think that this is a really good experience for me, because I am learning some very valuable skills like budgeting, communication, scheduling, lesson planning, time management and much more! I am also very lucky to be able to have a head start in this as when I leave school, I want to be a professional rider, and every one of them says that to make enough money, you have to be able to teach people and school horses.

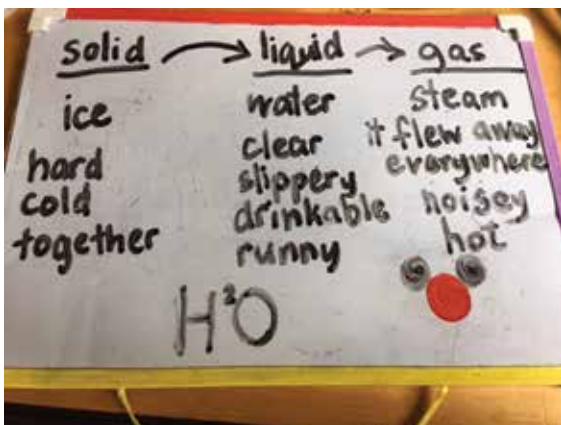


Sophie Frew with George

John Smith, Year 3:

"I'm a scientist. I love science! It's my favourite subject. We went on a science day with Te Kura last term, it was really good to see the different experiments we can try.

I've done lots and lots of different experiments. These ones were with water. I learned which things are soluble and which things are insoluble. I learned about evaporation too! I made a filter and we filtered the water."



"I learned about electricity too, I can build a circuit with a switch and a lamp and a battery."



This term, John has learned about:

- The moons of all the planets in our solar system.
- Acids and bases – how to use indicator paper to test household liquids, and how hydrogen ions interact with hydroxide ions when acids and bases mix.
- Electricity – what it is and how it works in a circuit.
- The cycle of water in our environment – looking at the process of evaporation of different liquids such as tap water, salty water, and dirty water.
- The different states of water – solid ice, liquid water, and gaseous water vapour.
- How to filter water with filter paper and comparing that method with distillation.

Ronan Dillon, Year 10:

Ronan Dillon, Year 10 student at Te Kura and owner of exotic fish breeding business Benny's Aquatics, based in Christchurch, has been fascinated by fish for most of his life. At just eight years old, he was inspired to pursue his interest in fish, after spending time with his great uncle, who had a large fish tank installed in his kitchen wall. Ronan bought his first tank; a small, cold water set-up, containing a few guppies. It wasn't long before Ronan upgraded the size of his tank and his guppies had babies. At 13, Ronan bought his first tropical fish tank and Benny's Aquatics was born.



First tank in 2018, featuring cold water and fake plants.

Over time, Ronan's business skills have developed exponentially. He set up a YouTube channel, Benny's Aquatics, and regularly records and publishes fish breeding support videos. He has a loyal following of over 300 subscribers from around the world. To extend his skills, Ronan volunteers at a local tropical fish shop in town, learning alongside expert owner, Rodney. Rodney discusses aspects of running a business with Ronan, teaching him about costs, ordering, turnover, how to make his own tanks, and of course, techniques for keeping fish.

Ronan demonstrates an innate curiosity and has an inquiring mind. He has researched: how tanks run best; water quality; benefits of various plants and how to grow them; breeds of fish. He willingly shares his knowledge with

others. Currently, Ronan has turned the family garage into a fish room and now has 15 tanks. Some of these are nursery tanks, where his babies are growing, ready for sale. Ronan plans to fund future projects through the sale of his fish stock.



German Blue Rams. The white specks in the tank are their babies, known as fry.

Ronan says, "I am proud of the reputation I am building within the fish keeping community. I have customers who travel from around the South Island to purchase fish I have bred. In the future, my dream is to work within the industry, or to own my own fish keeping business".

With the knowledge and experience he is building as a teen, coupled with the determination and tenacity he already demonstrates, Ronan is sure to make his dream come true.



Ronan Dillon in his nursery.

TK400: AN EXCITING INITIATIVE

In September 2020, Te Kura received additional funding from the Ministry of Education to provide targeted support to Auckland ākonga (students) affected by COVID-19 disruptions.



Te Kura kaiāwhina Zakeiya Nelson with ākonga Clita and Taku Mau

As part of this support, Te Kura worked in partnership with the Ministry to implement a temporary programme called TK400, based on Big Picture learning. Project Lead Catherine Anthony shares her reflections.

TK400 ran throughout Term 4 2020 and Term 1 2021, with 193 ākonga enrolled in the programme. The majority of ākonga were aged 14–16 and in Year 10 or Year 11. After being part of TK400, many ākonga felt confident enough to return to face-to-face schooling, and around 70 ākonga decided to stay on with Te Kura full-time.

The great thing about TK400 is that we were able to provide regular face-to-face support to ākonga and offer fun learning experiences

outside of the classroom. Te Kura employed 11 kaiāwhina, whose roles were to support ākonga with their learning. They worked together with kaimanaaki (learning advisors) and liaison teachers to help remove barriers to engagement and develop personalised learning plans for each ākonga. We had 10 face-to-face huinga ako (advisories) operating throughout Auckland five days a week for 20 weeks. Ākonga also attended a Kaupapa Māori hui, MIT and AUT taster days, Adventure Works high ropes course, Physical Education sessions, He Wero white water rafting and STAR First Aid courses.

TK400 was underpinned by Te Ara Pounamu, Te Kura's version of Big Picture learning, and its five key principles. Relationships (Whakawhanaungatanga) were first and foremost in our TK400 kaupapa. Wellbeing (Kotahitanga) was also a priority, and an



Matthew Ware

initial Education Review Office (ERO) report on TK400 was very encouraging, stating the programme had a positive impact on ākonga wellbeing.

The kaimahi (staff) involved in the programme feel that it was a privilege to be able to work with ākonga and help them gain more confidence. TK400 kaiāwhina Marama Taiwhati noted: "Each ākonga is unique and it's our role to find what hooks them into learning".

There was also positive feedback from parents and supervisors. One mum said: "We were given the Big Picture programme and (my son) enjoys it, loves coming, gets ready and goes.



Ākonga Julius Sica and kaiāwhina Tamara Andina Viera

The teachers are wonderful and patient, and the programme works."

Even though TK400 has now ended, the Manurewa and Albany venues are continuing to operate three days a week. We have also set up a cross-curricular art project in Otahuhu, which some of the TK400 ākonga attend. Most of our kaiāwhina have stayed on to support Māori and Pacific learners and ākonga when they first join Te Kura. Many ākonga have benefitted from TK400, and Te Kura kaimahi certainly learnt a lot as well. We hope that more ākonga will be able to take part in similar Te Kura programmes in the future.



Te Kura kaimahi Marama Taiwhati, Zakeiya Nelson, Kelley McGiff, Catherine Anthony, Tamara Andina Viera, Taqi Amini



**STUDENT
STORIES**
NGĀ KŌRERO
Ā NGĀ ĀKONGA



TE KURA ĀKONGA

TYRESE EPIHA GIVES US THE SCOOP



How did you start your journey with Te Kura?

I started my Te Kura journey through Northern Health School. I've been with Te Kura for almost three years now.

What do you like about your Te Kura learning programme?

The learning programme really suits me, like it was made for me. I found that having to fill out the profile at the start to see what my needs were meant we were able to put a plan together that suited me best. The programme is really simple.

How did you discover your passion for radio?

Well, my main interest has always been media, but I found that radio was best for me because you don't need to be face-to-face with someone as you would in TV interviews. You can just be behind a mic. That's how I discovered my passion.

Tell us more about your radio station.

As I got more interested in radio, I did some research and found out about internet radio.

I was able to choose regular spots, and it was free so I didn't have to pay for anything. Also, I could name it, so I named it The Scoop with Tyrese. Then I started to gain regular followers, and it caused me to upgrade my gear and kit.

The Scoop with Tyrese – I play the biggest and latest hits!

What are the next steps for you? What are your plans and goals for 2021?

Well, my first goal is to finish and pass my Trades Academy course for radio, second is to get as much outside experience as I can with other local radio stations, and one more – get employed by local radio!

What advice do you have for young people out there?

Find your passion and stick with it. Get as much support as you can, you'll need it. Also, stay motivated. Everyone has a chance.

I am thankful for everyone that has supported me throughout my passion.



BIG DREAMS IN “THE BIG APPLE”

I’m Mia Bennett, a 16-year-old correspondence student at Te Kura with big dreams and goals to achieve.

Ever since I was young, I’ve been infatuated with the media and how it worked. Newsrooms and reporters were always interesting to me, and I’ve loved everything that surrounds the journalism field. Due to this, it’s no surprise that I’m dreaming of becoming a journalist. Waking up every day to a new story or angle to write about fascinates me. My ultimate goal is to move out of New Zealand and travel to the core of journalism, “The Big Apple” or as most call it, New York City.

Late last year I began writing for a global online magazine, The Teen Magazine, which is the first online magazine for teenagers to share their voice and build their writing portfolio, which can be shared with potential employers. Focusing on content that other like-minded teenagers would enjoy reading, such as wellness, beauty, lifestyle, relationships, culture as well as social justice issues, the magazine was founded by Mia Johansson, a Harvard University student who wanted young aspiring journalists to have a platform to build their skills and fuel their passion.

The Teen Magazine has allowed me to have as much creative freedom as possible, with every aspect of creating an article entirely up to me. I can pitch articles about anything that interests me or choose from a variety that have been pitched by the editorial team – as long as my article is of a reasonable length and has enough pictures, it’s able to be published within a few hours.

I’m able to connect with writers and editors from all over the world, as well as have the opportunity to interview influencers and work with brands. I focus on writing about fashion, current trends, and wellness.

Working in this community has made me more confident in my work and has allowed me to build up my skills as a writer. My published work has had thousands of reads and often gets sent out weekly to those who have signed up for an email subscription.

I’m grateful to have this opportunity that allows me to gain experience so I can follow my dreams and someday work at a high-profile magazine such as Vogue. You’re never too young to put yourself out there and work for what you want, it’s a matter of reaching out and finding ways to achieve your goals.



Mia Bennett



48HOURS FILM COMPETITION

By Kelsey Reading and Penelope Scarborough



Kelsey and Penelope

It was 9 am, and we were as optimistic as ever. Charged with iced coffees and the lofty possibility of creating a cinematic masterpiece, we began to plan our short film. "Forty-eight hours to create a film is actually a decent amount of time when you think about it. I reckon we actually have a shot of winning this thing," we cheered, totally unaware of the challenges to come.

With a rough storyboard in mind, we marched into little brother Ben's room to get him prepped for his role. The lead character role. The most important role. The role that we absolutely needed to bring our idea to life. We soon came to find that this film competition would take a lot more resilience than we thought. Ben decided that he would never (ever ever) work with us again.

After a fiery argument, we grumbled back to the drawing board – the kitchen table.

Feeling defeated, we decided the best thing to do as teenagers was to take a quick Instagram break. Three hours later, we stumbled upon a cheesy quotes page. "Make light out of a bad situation," stared at us from the screen in big, bold letters. It gave us just enough inspiration to put our phones down and get back to it. Ben chickening out was a bad situation ... but how could we make light of it? By turning our conflict into a comedy, duh! We used our setback as the plot for our short film.

In the film, Kelsey became the main character, where an argument with her brother resulted in winning a film festival that she entered in – original, right?! See, our short film mirrored our reality ... minus the winning part. We fantasised about what we would do with the prize money all weekend, but even when we found out that we didn't win, we weren't one bit disappointed.

This 48-hour film competition was character building, full of fun and a great way to become closer as friends – and these things far outweighed our challenges. If we get the opportunity to enter next year, there is no doubt that we would do it all over again.

48Hours 2022? Bring it on!





CONGRATULATIONS TO DANIEL AND SARAH DU TOIT

Te Kura ākonga (student) Daniel and his younger sister Sarah have achieved some amazing results in New Zealand racewalking this year.

Daniel was selected to participate in a tour of the Gold Coast with High Performance Sport New Zealand. He will be training with Australian racewalkers on the Gold Coast for the first week of the tour, before heading to Canberra, where he will compete in the Oceania Invitational Under 20 10,000m racewalk on 12 June and the Lake Burley Griffen Walking Carnival 10km racewalk on 13 June. Daniel recently won national titles for the 3000m racewalk at the New Zealand Secondary Schools Championships and National Racewalking Championships Under 20 Grade. He also won the 3000m title at the North Island Secondary Schools Championships in April.

Daniel says:

“Training hard is easy when you have a goal.”

This year, Sarah was selected to represent Wellington at the National Racewalking Championships and was awarded the AWJC racewalking trophy for girls. She won the Under 16 Girls one mile race at the Capital Classic, and the Age 14 Girls 2000m at both the North Island Colgate Games and Wellington Junior Championships. She broke the record in the latter by 1 minute 59 seconds – her time was 11:48.51. Sarah also placed 4th in the Open Girls 2000m at the North Island Secondary Schools Championships in April.



Sarah’s advice for young athletes:

“Learn to compete against yourself, keep pushing until you’re over the line. I try to judge the success of a race by the time I did instead of the placing I got.”

Tino pai rawa atu!



Te Kura

TE AHU O TE KURA

THE CORRESPONDENCE

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STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA

Connecting the flow in Visual Arts

Since 2018, Te Kura Art kaiako (teachers) have been offering ConnectED group learning sessions across the regions.

Learning in small groups through a series of short intensive workshops, ākonga (students) receive a 'hand-up through hands-on' experience in a face-to-face setting. Kaiako-artist mentoring can support ākonga to develop practical skills and discover their own strengths in art making, keeping the focus on enjoyment of the creative process.

The art projects are collaborative and ākonga-centred, offering ākonga choice and voice in forming personal responses to big ideas or questions, shaping their cultural perspectives and inspiring curiosity in the world around them:

- Who am I? What is culture? What is my whakapapa?
- Exploring te ao and mātauranga Māori concepts around Matariki
- Investigating connections between environment, wellbeing and renewal.

Ākonga are often able to achieve part, or all, of an Art internal standard, sometimes gaining the confidence to continue a full course in Visual Arts. Options are also available for cross-assessment of the learning material, which can expand into subjects such as Technology, Home Economics, Performing Arts, English, History and Social Studies.

Past workshops include:

- Tōko Whakapapa, Tree of Life painting with oral video presentation (Pukekohe)
- Tie dye and Tivaevae flora and fauna designs (Palmerston North)
- Tā Moko tattoo design (Palmerston North)
- Cyanotype photography, collagraph prints and mixed media painting (Hastings)

To find out about group learning opportunities in your area, please contact your kaimanaaki (learning advisor) or kaiako.



Te Kura kaiako Roanne Heath working with ākonga.



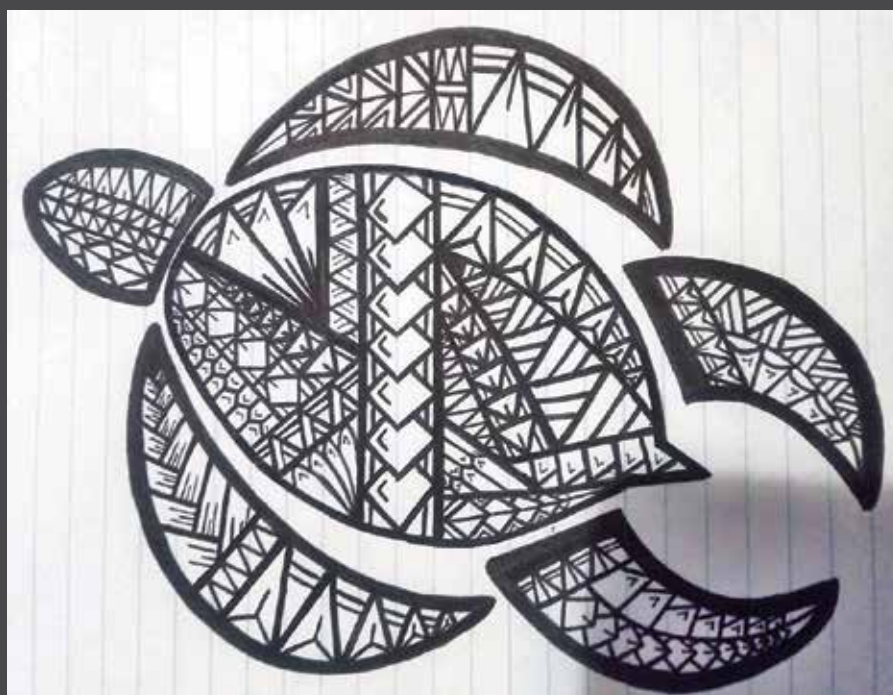
Jacinta Hill – Tivaevae design



Kitty White – Lino cut series



Te Kura Kaiako Matua Ngā Toi Andrea Selwood
with Amirah Barnes – Tā Moko



Talei Buinimasi – Fijian siapo inspired tattoo design



Joshua Cruzat explains his family tree whakapapa inspired artwork.



Kiarn Tonihi – Tie dye fabric



Benji Harris – Lino cut



Benji Harris – Mixed media painting series

Just like us

By Keziah Vai

They were just like us
 Children, tamariki
 Young people, rangatahi
 Teenagers
 Like you and I
 born with the same hearts and minds, hopes
 and dreams. Their dreams
 reaching as high as
 the sky yet that sky
 rained down bombs onto their streets
 Gravel
 Rubble
 Destruction
 A sign of things yet to come
 Europe, WWII
 The war that ripped the world apart
 Every year, we remember the soldiers, our brave
 Kiwi boys
 but when it comes to the children,
 the young victims of the war,
 our memory fades.
 We forget them and forget that
 in the end,
 they were just like us
 They were just like us
 when they were forced to evacuate.
 Packed their childhood in suitcases
 as they boarded the train
 Ripped apart from their parents like a family
 portrait torn in two
 All they have left was each other
 and the memory of what
 once was once upon a time
 A fading moment
 A distant memory
 They were just like us
 when they were persecuted
 Made enemies of the state before they ever
 committed
 a crime. Their crime was
 their faith. Their faith
 became their death sentence
 Forced to wear the Star of David
 It popped bright yellow from their chests
 Made the Nazis see
 red. They were led
 away
 to Auschwitz –
 that notorious camp.

Its very name sends shivers down
 spines. By the time
 you leave there, we can literally see yours.
 Everyone knows that those
 who go there
 do not come back
 They were just like us as they were
 herded along with their mothers
 to the chamber
 Their fathers watching helplessly
 on the other side of the barbed wire
 The gas chamber doors were sealed tight
 yet the screams could be heard from miles away
 Just like us
 even unto their deaths
 They were just like us
 but how easy it is to
 forget. Forge them
 into distant historical figures
 too far to feel
 too far to touch
 too far from us
 Here in Aotearoa
 we lived quite privileged
 Never experienced the terrors
 of war firsthand
 and it's so easy to dismiss
 something you don't
 understand.
 And so we sit in our ignorance
 To forget them
 is to leave their headstones and memorials
 to crumble and rot
 until it is just another unmarked corpse
 But
 this year
 today
 we **will** remember **them**
 Because to remember
 on Anzac
 is to remember them too
 Keep their stories alive striving
 towards the goal
 that what happened
 in WWII
 will never happen again
 To remember on Anzac
 is to remember our brave Kiwi boys
 homegrown
 but also those young victims
 abroad
 who
 in the end
 were just like us





Toni Bixley – Turtles in the Sea

The Wet Wild and Windy Sea

By Spike Newell

The wind roared

The sea churned

The boat bounced about

The sea was rough and the wind was strong yet we did not go back

We shall face the front we shall not turn back we shall sleep today

In fear we will not tonight

We hold the helm and drop the sails but one to keep

the course to sail away and keep us from the storm



Dino Emergency

by Awen Harrop and
Nathan Webber

A cloud of black went across the sky with a loud buzzing sound like a World War Two plane. It looked like lots of giant dragonflies. It was 2021 in Poland, on a Thursday. Mr Muck had created the *Meganeura*. *Meganeura* are dragonflies the length of your forearm and eat lizards. Mr Muck had found some eggs, while digging for fossils in northern Russia. They had been frozen in the permafrost for 360 million years, but when he put them in an incubator, they hatched. Because he thought they were dinosaur eggs, there was nothing to stop the newly hatched *Meganeura* from flying away.

"It's an emergency!" yelled Judge Chubby.

Judge Chubby is the president of Poland and the first snail to lead a country. He is a very intelligent snail the size of a human head with brownish green skin and a large dark brown shell. When Mr Muck called Judge Chubby to tell him the bad news, Judge Chubby freaked out! But because he was smart he knew exactly what to do.

"We should put on a competition for the best scientists in Poland to come up with a solution to save humanity from the *Meganeura*," said Judge Chubby. "The winner will get a thousand diamonds and be a hero."

The newspaper published the competition the next day.

Many people entered the competition, the two finalists selected were Mr Muck and Dr Dino. Dr Dino was a brainy scientist, he knew a lot about dinosaur DNA. He entered the competition because he wanted to save humanity. He didn't think Mr Muck had a

chance because he's Mr Muck and he mucks up everything.

The next day the two finalists got to work on their solution to get rid of the *Meganeura*. Dr Dino's idea was to bring a predator dinosaur back to life to hunt them and rid the planet of *Meganeura*.

A *Compsognathus* (or a Compy) is a small two-legged dinosaur that eats insects and rodents. They are the size of a small dog and have needle-like teeth. They are light and very quick.

"Compys are perfect. I will make a pack of Compy eggs in my science lab and hatch them," said Dr Dino. "Then I will use my special growth formula to get them ready to hunt the *Meganeura* the same day they hatch."

Using fossilised dinosaur blood from the amber he found at a dig site, Dr Dino took the DNA and injected it into a chicken egg. "Dinosaurs are the ancestors of chickens, so they make a good egg choice," he said. He put the eggs in a super hatching incubator he invented and set the timer for 15 minutes. DING!

Here come the baby Compys! Next Dr Dino fed them the special growth liquid. They suddenly grew bigger. "Awesome," said Dr Dino. "These Compys are ready to hunt the *Meganeura*. Release the Compys!"

The Compys ran out of Dr Dino's science lab and began searching for food. There were *Meganeura* everywhere. A Compy jumped on top of a *Meganeura* and attacked its wings and ate them. "It's working," said Dr Dino. "I've got this competition in the bag. The *Meganeura* will be gone by sunrise tomorrow."

But. Over at Mr Muck's old shed, he'd been spying on Dr Dino, and he had an idea too. To win the competition he needed a bigger, better fiercer dinosaur. But Mr Muck didn't



Awen Harrop – Dinosaur Sculpture

have any dino DNA. Or a hatching machine. He'd have to steal it from Dr Dino's lab.

It was a lovely still night, the sound of crickets filled the air as Mr Muck crouched in the bushes watching the entrance to Dr. Dino's lab. Dr. Dino walked out of the door and headed to his car. Once he was sure Dr. Dino was gone, Mr Muck snuck into the lab using a stolen access card. He sabotaged the power supply to turn off the security systems, then headed to the dinosaur DNA storage room. Inside the storage room he looked for T-Rex DNA.

"Yes! I found it!" he said, taking the capsules of T-Rex DNA out of a big freezer.

Taking some growth serum and an incubator, he turned the power back on and escaped.

Back in his shed, he injected the T-Rex DNA into an ostrich egg and used the incubator to hatch it. In 20 minutes, he had a baby T-Rex, and he let it drink the growth serum.

"Hopefully, this eats all the *Meganeura* so I win the competition," he said.

The T-Rex grew quickly, it was soon the size of a full-grown bear standing on two legs. Mr Muck got a fright when it smashed down the shed and ran off.

On Competition Judging Day, Mr Muck claimed victory.

"My T-Rex is the best because it's big and scary, and it ate the *Meganeura*!"

"Not so fast," said Judge Chubby. "Your T-Rex tried to eat the Compys and some of the spectators but not the *Meganeura* – so I am awarding the diamonds to Dr Dino. We captured the T-Rex and sent it to a zoo."

"What? Noooo, this can't be!" said Mr Muck.



TE KURA
NEWS
NGĀ PITOPITO
KŌRERO Ā TE KURA

REPORTING TO ĀKONGA AND WHĀNAU

At Te Kura, reporting on your 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 will provide you with 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 continuous 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/

PINK SHIRT DAY

On Friday, 21 May we celebrated Pink Shirt Day at Te Kura.

Pink Shirt Day is about working together to stop bullying by celebrating diversity and promoting kindness and inclusiveness.

Te Kura kaiako Raquel Roncero and Melissa Secker, from Central South Region, wore their pink t-shirts to show their support.

Ka mau te wehi!



2021 NCEA REGISTRATIONS



If you are studying NCEA courses with us this year and wish to register for any externally assessed standards, you will need to submit an online NCEA registration through our website: www.tekura.school.nz/ncea-registration

Externally assessed standards include:

- NCEA and NZ Scholarship exams sat from 8 November to 2 December
- MCAT (NCEA Level 1 Maths Common Assessment Task) for AS91027 sat on 14 September
- DCAT (Digital Technologies Common Assessment Tasks) sat on 21 October
- Portfolio submissions for:
 - Design & Visual Communications
 - Technology
 - Visual Arts
 - NZ Scholarship – Music, Physical Education

Results from your internal assessments are automatically reported to NZQA on a regular basis.

SPECIAL ASSESSMENT CONDITIONS (SAC)

Enabling ākonga (students) to achieve at their full potential with Special Assessment Conditions

Everyone has challenges in life. We might have a headache, or we might have a cold. Sometimes we have an 'off' day. Our parents might be unfair, or we might not be very good at maths. But for some people, challenges are all-encompassing and overpowering. Their challenges may get in the way of learning. Even worse, some people have barriers which don't allow them to express their learning, and this may mean they don't get credit for what they know.

Special Assessment Conditions (SAC) exists to provide support for ākonga with medical, physical and learning challenges. SAC may help remove barriers enabling ākonga to be fairly assessed for their learning at NCEA level. Here are some examples of where support is needed and the SACs that might enable them to overcome barriers to learning and achievement.



Reading

Some ākonga find reading a huge barrier to learning or attempting NCEA assessments, for example:

- they might be able to 'read' words but not fully comprehend the meaning
- they may take a lot longer to read text than other ākonga
- they may not be able to see the text in the same way as other ākonga.

Ākonga with these reading challenges may benefit from a reader.

Writing

For some ākonga, expressing themselves in writing could mean they cannot show what they have learned or receive credit for their learning, for example:

- their writing may not be easily read
- their poor spelling prevents people understanding their writing
- there may be a disconnect between their thoughts and what they can write down
- writing might cause them physical pain
- their writing might take much longer than the average ākonga, so they do not finish timed assessments.

Ākonga with these reading challenges may benefit from a writer or computer use.

Some ākonga might need both supports – a reader/writer or computer use.

Medical challenges

Some ākonga face the challenges of anxiety, depression, ADHD or Autism Spectrum Disorder etc., which impacts their ability to sit exams, for example the ākonga:

- can't sit in an exam room with a crowd of other ākonga due to social anxiety
- has ADHD and may be easily distracted by others or have difficulty focusing
- might have a panic attack if faced with a large group of ākonga
- who has autism may be adversely affected by the noise made by other ākonga in an exam room.

Ākonga with any of these challenges would possibly be more able to sit exams if they had separate accommodation and/or rest breaks.

These are only some examples of barriers to learning and assessment where SAC could enable ākonga to perform nearer to their full potential. There are many other examples of challenges faced by ākonga and the way SAC can help them. For more information, check out our website at www.tekura.school.nz and enter 'SAC' in the search box.

If SAC applies to you, please phone Jennifer Hardiman on 0800 65 99 88 extension 8127 or email sac@tekura.school.nz as soon as possible.

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

Leaving to Learn

Learning happens everywhere

www.tekura.school.nz



Ki te tī, ki te tā, ki te katoa – Anyone, anytime, anywhere

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