

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. 46 | SEPTEMBER 2021

KO TĀ MIKE KŌRERO

Kia kaha te reo Māori!
Let's make the Māori language strong!

This month, we celebrate two awareness weeks that closely align with our school's culture and values.

At Te Kura, we support and value the wellbeing, identity, language, and culture of every ākonga (student). We appreciate that building strong support networks and connecting with our communities encourages us to show care for ourselves and others.

Many dedicated kaimahi (staff) shared their knowledge and resources during Te Wiki o te Reo Māori, putting renewed focus on our commitment to becoming a bilingual school. Kaimahi are supporting each other to start or continue their te reo journeys and are increasingly using te reo Māori with ākonga and whānau.

You can find out more about our free te reo Māori courses on page 24 of this issue.

Whether you decide to kōrero (speak), pānui (read) or whakarongo (listen), we can all take part in the movement to strengthen te reo Māori.



Mental Health Awareness Week provides an opportunity to focus on our own wellbeing, and that of our whānau, friends and colleagues. Run by the Mental Health Foundation, this year's theme is 'take time to kōrero/mā te kōrero, ka ora' – a little chat can go a long way.

This is particularly poignant after Aotearoa recently spent time at COVID Alert Levels 4 and 3. We all found ways to take care of ourselves while living within our bubbles. I found that daily walks became an important part of my routine, along with regular video chats with my mokopuna (grandchildren).

My thoughts are with ākonga and kaimahi in Tāmaki Makaurau, who are still facing disruptions due to lockdown restrictions. I am proud of our entire Te Kura community, and of the kindness and understanding you have shown each other during these challenging times.

He waka eke noa – we are all in this together.

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

Ngā manaakitanga

Mike Hollings

Chief Executive, Te Aho o Te Kura Pounamu

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Cover: *Te Kura ākonga Jimmy Vosseler surfing at Fitzroy Beach.*

Photo Credit: *Daisy Day*



FEATURE
STORIES
NGĀ KŌRERO
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MAKING YOUR DREAMS TAKE FLIGHT

Imagine gaining work experience in an industry you are passionate about? Te Kura ākonga (student) Will Waters found a way to make this happen.



Will has always had a passion for aviation, but the interest in software development began when he was nine years old. One day he was sick at home and had an idea about sharing files between computers without the need for USB drives. After watching and following many YouTube tutorials, he managed to build his first Windows app. Over the next few years, he built more and more complex creations by taking bits and pieces from different tutorials and putting the ideas together into something completely new.

Recently, while working on his NCEA Level 2 Programming project, Will demonstrated an excellent knowledge of computer programming by raising some interesting questions. Will shared his passion for developing software for the travel industry and creating a travel software portfolio. His kaiako (teachers) also discovered that Will's online chatbot called Lifeboat, which he developed to help people deal with anxiety, won an award at the Skills Bright Sparks technology competition in 2019.

It just so happened that Philip Marsh, Will's kaimanaaki (learning advisor) at Te Kura, had a contact in the airline software industry. Philip supported Will to connect with Jason Hopkins, founder and Chief Commercial Officer at Takeflite, an airline enterprise software company based in New Zealand, the USA and Kenya. This led to Will meeting with members of the Takeflite leadership team. The rest, as they say, is history.

Will is now gaining valuable experience as a junior developer on a paid internship with Takeflite, while studying for NCEA Level 2 through Te Kura and working part-time for Air New Zealand as a member of the ground crew.

"I have known about Takeflite for a few years, and they are doing exactly the programming and systems development I have wanted to do, being the backbone and management of an airline, running reservations, scheduling, dispatch, etcetera.

It's really exciting to be working on real-world projects in a team, and it's been great that they have embraced what I have to offer so they are not only supporting me, but I can help them too."

Jason is impressed with Will's knowledge and progress.

"We're excited to have him on board and to see what we can do together."

Will is also eager to see what doors might open in the future.

"I'm really excited that I have been welcomed on to the team as an intern, which could lead to further employment."

WORKING WITH MY TEACHER AIDE

Te Kura ākonga (student) Lindsay Christiansen is from Taumarunui. Due to learning differences, he receives in-school support through the Ministry of Education's Ongoing Resourcing Scheme (ORS).



Lindsay Christiansen and Berlin Roache

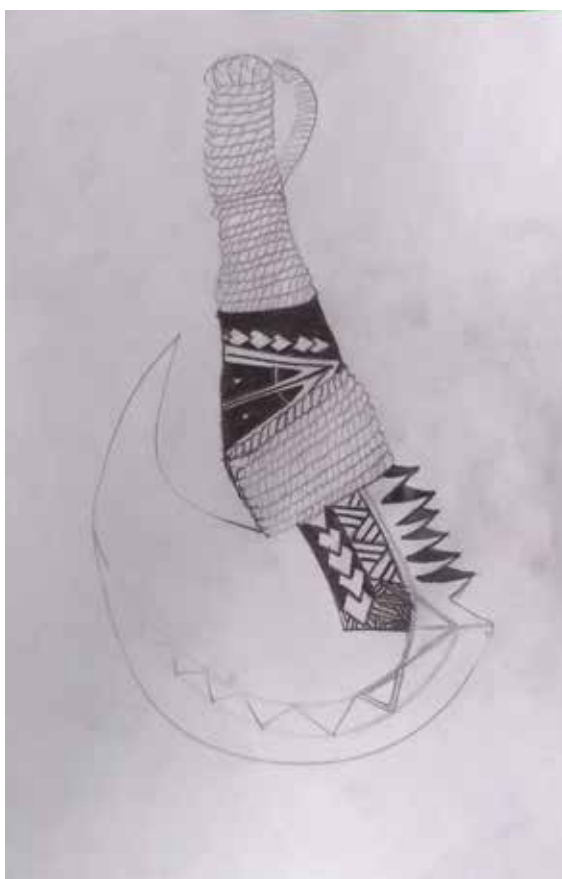
When Lindsay moved to Levin to live with his mother, face-to-face school didn't work for him. Fortunately, Lindsay was able to enrol at Te Kura and receive one-to-one learning support from a team of additional teachers and his teacher aide, Berlin Roache.

Lindsay enjoys attending huinga ako (advisories) on Wednesdays. At a recent session, Berlin encouraged Lindsay to draw a patu inspired by his growing interest in Māori martial arts, with an infusion of ideas from

his own Samoan culture. Lindsay's artwork was featured in the Te Kura Learning Support newsletter for the Central South Region.

Distance learning has enabled Lindsay to learn at his own pace. He is no longer overwhelmed by the busyness of face-to-face school, which has had a positive effect on his wellbeing and allowed him to focus on his learning.

The flexibility allows him to travel with his mentor to taiaha practice, something he would like to pursue when he leaves school.



Lindsay Christiansen patu design

When Lindsay was younger he wanted to be a truck driver, but he likes fixing things and being outdoors so is currently investigating forestry as a career choice.

Lindsay knows that he needs to work on his literacy and numeracy skills so he will be able to move on to further training. He also knows that these skills will be useful when he starts working and will need to budget and be responsible for himself.

Lindsay is grateful for the support his mum, Kaye, provides when he feels discouraged.

“She is the most important person to me. She helps me when I go off-track and get angry.”

To find out more about learning support at Te Kura, talk to your kaimanaaki (learning advisor) or contact your regional representative:

www.tekura.school.nz/learning-support

FINDING INTEGRATED LEARNING OPPORTUNITIES

At Te Kura, all teaching and learning is guided by Te Ara Pounamu, our local curriculum statement and framework for learning.



Te Kura ākonga Jade Murray

A key element of Te Ara Pounamu is providing a range of learning contexts for ākonga (students) to explore. ConnectED is our integrated learning space, where ākonga connect big ideas and concepts from two or more learning areas to deepen their understanding of complex topics and transfer knowledge across disciplines.

Te Kura English kaiako (teacher) Gilda Chance caught up with Shirley-Anne Thornbury, English kaiako, and Sandy Roundill, Digital Technology Kaiako Matua, to discuss how finding a connection between their subjects may provide an alternative pathway for ākonga to gain 10 NCEA literacy credits.

Jade Murray was the first ākonga to trial the NCEA Level 1 English and Digital Technology collaboration.

How did the idea of connecting English with Digital Technology come about?

Shirley-Anne: Over a cuppa between colleagues. Sandy and I were chatting about visual text, using digital images and manipulation of graphics. I knew she had access to Photoshop licenses. As we talked, we realised the Digital Technology standards offered literacy credits, so we began to seriously explore how we might work together within our subjects to create a package of connected learning.

Why did you think Digital Technology could work well with English?

Sandy: Digital Technology is a great subject for the creation and presentation of 'stuff'. We have a kōwae ako (module) that supports ākonga to develop a design, and another that introduces Adobe Photoshop as a tool to turn that design into a digital media outcome. It was exciting to realise that if we crashed English into Digital Technology, we had a connected learning project that supported our English ākonga to experiment with tools that they may never have considered using before.

Jade, how did you find collaborating between two subjects?

Jade: I found collaborating between two subjects completely fine. My teachers helped guide me through the work and told me when to move between subjects.

What was it like to be the 'guinea pig' for this project?

Jade: I found it quite fun. I didn't really feel like I was a 'guinea pig' because my teachers knew exactly what I needed to do, and they communicated the requirements to me very clearly. For me it was pretty much just like doing a new subject.

Did you find any aspects of the project challenging?

Jade: Yes. One aspect that particularly challenged me was the research part of developing a design. One thing that helped was communicating with my teachers and asking lots of questions. My teachers were very helpful and answered all my questions.

Do you have any advice or tips for ākonga choosing to work on this type of project?

Jade: The best advice I could give to other students would be to communicate with your teachers if you have any questions at all. It is important to communicate with your teachers if you don't understand something or if you have any questions.


Do you have any advice for ākonga who have little Digital Technology experience?

Sandy: To support our ākonga through the process of designing and creating, we have developed a series of online video tutorials that our ākonga can engage with. This caters to a range of learning styles (visual, reading, listening, doing). Once you've had a sneak peek at what you can achieve in Photoshop, you'll be experimenting and 'Googling' to create all sorts of cool effects in no time! It'll be the start of a new journey.

To find out more about integrated learning opportunities at Te Kura, contact your kaimanaaki (learning advisor) or subject teacher.



Poster by Jade Murray



**STUDENT
STORIES
NGĀ KŌRERO
Ā NGĀ ĀKONGA**



SURFING AT FITZROY

By Jimmy Vosseler

These photos are from a recent morning at Fitzroy Beach, which is the place I usually surf. It was high tide with a perfect offshore wind, which for us in New Plymouth is a straight southerly or a south-easterly. The water is still warm for wintertime.

I usually go out with Dad, but sometimes he doesn't want to go out because it's too small. We sometimes get periods when there is no surf and it's just blowing onshore for weeks, so when it is good I do not like to miss having a surf.

The photos were taken by Daisy Day, who is a good surf photographer. She is also a very good surfer who runs a surf school.





TAHA HINENGARO

Congratulations to Te Kura ākonga (student) Sophie Crispe, who was one of 12 artists selected to exhibit their artwork at the Taha Hinengaro – Mental Health Matters exhibition in New Plymouth.

Sophie strongly supports mental health awareness. She used gumboots and barbed wire in her piece to symbolise the challenges of depression, as well as the strength, courage and resilience required on what she says can be a difficult journey.

“Gumboots are a classic kiwi icon and are used to symbolise and support people experiencing depression. Depression can feel like walking through mud every day. The gumboots signify walking in the shoes of someone experiencing depression.”



Mental Health Awareness Week is run annually by the Mental Health Foundation and will be held on 27 September – 3 October 2021.

This year's theme is: Take time to kōrero/mā te kōrero, ka ora – a little chat can go a long way.





FINDING MY PATH

By James Prendergast–Parris



Kia ora everyone.

I have been asked to write and share some of my story and my journey with Te Kura, where I began studying in October 2017. I left my old school due to having troublesome experiences with other students when I struggled, because of my anxiety, to walk into classrooms where there were other students. I was locking myself in the car and refusing to leave, or I would end up in the health centre with severe panic attacks.

It got to the point where attending face-to-face school was no longer working for me, and I needed another option. When I started Te Kura, I attended the huinga ako (advisories). At first, I couldn't stay at the sessions alone. I would sit at my laptop and mumble when the teachers spoke to me, and I would play with my fingers and pick at my fingernails.

My teachers were lovely every time I attended, guiding me in a way I hadn't received from teachers at my previous schools. I had never had teachers check up on me the way that they did at Te Kura. They did their best to cater my learning to my interests and listened with interest when I spoke about my hobbies.

I talked to my teachers about musicals and my love for rats, mice, and marine life. I continued to attend huinga ako and I got to know my teachers as friends. It was because they were so welcoming and understanding that I was able to be calm and grow in confidence. Hence me being able to do so much more with my life now.

My teachers, Susan and Mike, encouraged me and helped me overcome insecurities that had held me back. They never gave up on me, even though I could be difficult to deal with at times. They made me feel as if the huinga ako was a place where I could be myself – a feeling I had not previously experienced at a school.

Since joining Te Kura, I have had many amazing opportunities. We have gone white water rafting, rock climbing, and mountain biking and all the time I was given the opportunity to meet other students. Te Kura funded a first aid course, and we've done mini golf, baking competitions and pottery workshops all of which helped me gain new skills. My confidence just grew and grew.

Because of all these amazing chances, opportunities, and endless support from staff, I've been able to begin pursuing a career and go so much further in my life. I have been able to gain experience volunteering at schools and within the wider community. Te Kura has helped me realise the path I want to take. I had a chance to help in a classroom as a teacher aide with younger students, spending my time there and getting to know all these amazing kids who now bombard me every time I see them. I would not change that experience for the world and will forever be grateful for it.

I want to become as an amazing teacher as I can and be like the ones who I've been so lucky to have at Te Kura.



SHEILAH WINN SHAKESPEARE FESTIVAL

By Charli-Ann Windley



Being someone who is into performing, especially dance, I thought that doing drama could be interesting. After finding out what Sheilah Winn was all about, I was really nervous about it because I've always had stage fright. When we started practising, my nerves started to go away, and I started to believe in myself and thought that I could do this. With this new motivation, I decided to take the next step and create costumes for the performers.

Vicky Nogaj, my Te Kura kaiako (teacher), informed me about a costume competition, as well as a poster competition. After finding out that I could win \$500 I was extremely motivated to do well.

I spent weeks researching vintage and medieval clothing, sketching costume designs,

and playing around with different materials until I was happy with the final product.

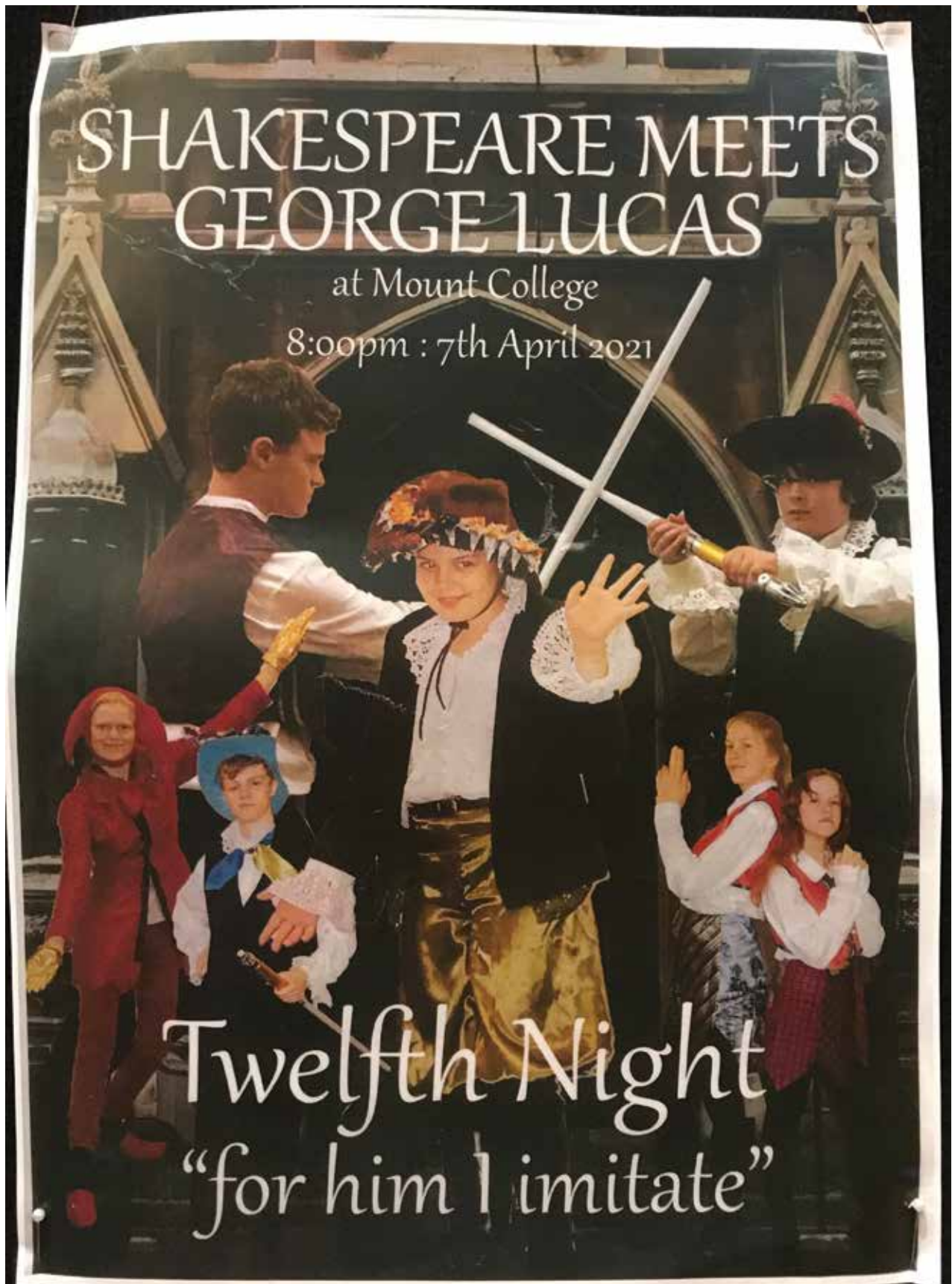
Next, I had to work on the poster. I found this fairly easy, as I had an image in my head of what I wanted it to look like. After taking photos of everyone in their costumes, my dad taught me how to use Photoshop so that I could create my poster.

One afternoon I received a call from a random number. At first, I ignored it. After getting a text message I realised who it was, so picked up the second time. I was told that my costume and poster had been entered into the finals. I flew to Wellington to attend the prizegiving with no idea what to expect.

The Sheilah Winn Shakespeare Festival started on a Friday morning. I went to Wellington Girls' College to attend some workshops. The first workshop I attended was an improvisation class. I felt awkward and decided it was not for me. However, the second workshop was amazing. I worked with the director from Shortland Street, acting out Shakespeare scenes. I learned a lot about not overacting and making scenes more realistic.

Later in the weekend, I attended the prizegiving, where I got second place for my poster and commended for my costume design. I got a special mention for being the first Te Kura student to make it to the finals, and an extra congratulations from the Deputy Prime Minister Hon Grant Robertson, who was giving out the awards.

This whole experience has given me the confidence to pursue my creativity and to not let my stage fright hold me back.



Poster by Charli-Ann Windley



Te Kura

TE AHO O TE KURA

THE CORRESPONDENCE

WWW.TEKURA.SCH

0800 15 0000

STUDENT WORK

NGĀ MAHI Ā
NGĀ ĀKONGA



Matariki art advisory –
Annaliese James, Year 10

Matariki art advisory –
Tahlia Vainu, Year 11



Matariki art advisory –
Toia Marsh, Year 11

Graphic novel excerpt – Ashton Dalziell



1.



2.



3.



4.

The Muster

By Jodie Laurie

Saddled up ready to go
Cantering up the steep and slippery hills
Cattle heading for the bush
Bolting up the hill I go
My heart racing so fast
Blaze cuts them off
Back on the track
He's quick and sharp on his feet
Turned the cattle for home
Dripping with sweat under the saddle
A cool hose down
An apple for a treat



Jodie Laurie and Blaze

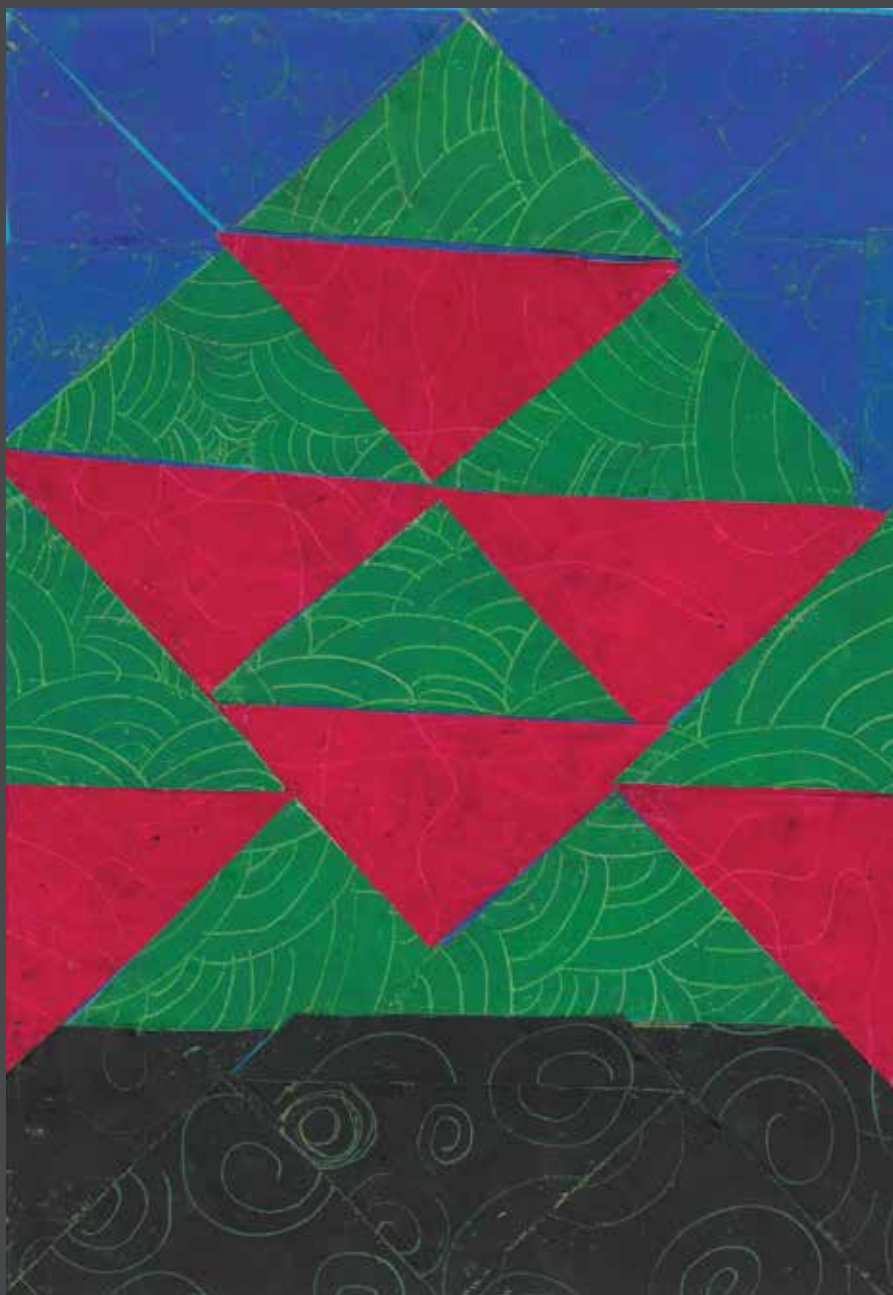
The Beach

By Mamaeroa Marshall

As I walk along the beach with my two dogs, the smell of the trees and ocean breeze relaxes my mind of all negative thoughts, leaving me thinking of the moments I have with the dogs. Every step I take, the sound of the waves crashing together like hands of the sea pounding on the seashore.

The sun setting on the water warms my heart. The sound of the dogs splashing in the white wash, barking at each other in full happiness. Salt water soaking the dogs' fur, resulting in an unpleasant smell. Hearing the dogs huffing and puffing as if they just ran across the oceans and back. As I'm drying the dogs, they shake off the drops of water left.

Walking along the beach makes me feel relaxed and as if nothing can stop me. The freedom and space to move around is just addicting. Thinking of all the memories you had with the people you loved. That's why I love going to the beach with my two best friends.



Ngā Toi collage – Mamaeroa Marshall

Impossibly Thin: A student's perspective of the world of dance

By Felicity Dear

Dance is an art form that I have always loved and appreciated. But as I have grown older, my passion for dance has been tainted by the way I perceive my body.

This sad truth is shared among many of the 80,000 young people learning to dance in New Zealand as expectations, stereotypes and comparisons create negative mindsets when it comes to dancers' bodies.

The dance world has always favoured a slim figure and not much has changed.

One dance teacher explained to me: "Young dancers look up to professionals, and unfortunately directors and choreographers are still putting a certain 'look' on stage. This look is generally very slim, toned, flexible and petite."

By only showing skinny dancers as an example for younger children, they begin to believe that being thin is the only way to succeed in dance.

But why has it always been skinny people who are dancers? Sometimes, audiences and directors believe that lines and shapes made with your body while dancing look better with longer, skinnier limbs. Issues begin to arise when dancers compare their bodies to what they see onstage and make unhealthy choices to change the way they look.

Dancer Sara*, 16, feels that the comparison among dancers has a detrimental effect on her self-image.

"Basically, all of dance is comparison. You start comparing yourself to others, and then you compare yourself to yourself, and it just gives me really bad body dysmorphia," she says.

The competitive nature of the dance industry impacts dancers hugely and can create disordered eating and thinking.

It is hard for people who aren't dancers to understand how important it feels to be skinny and how constant the pressure is to be thin.

Every dancer understands the struggle of trying to have the "perfect" dancer body, and nobody wants future dancers to go through the same thing.

The dance teacher says: "I believe the focus of the dance community needs to be working with our younger generation on working towards shaping their bodies in a healthy way to allow them to feel good in themselves."

The dance world is one that looks glamorous from the outside, but the dark issues that dancers have dealt with for years have the power to taint the gorgeous art form.

Hopefully one day the dance world will be a safe environment, where nobody will feel like they have to be impossibly thin.

**Name changed for privacy
Essay originally published on www.stuff.co.nz*



TE KURA
NEWS
NGĀ PITOPITO
KŌRERO Ā TE KURA

TE KURA OFFERS FREE TE REO MĀORI AND KAUPAPA MĀORI COURSES

With Te Wiki o te Reo Māori celebrations occurring this month, Te Kura Chief Executive Mike Hollings says it's a good time to let people know that Te Kura is a great option for those wanting to learn the language.

"Learning online means you can do it anywhere and anytime."

Mike says Te Kura is delighted to be able to offer free courses at a time when a growing number of New Zealanders are showing a keen interest in learning te reo Māori, with reports that many courses are so popular they have waitlists.

"It is one of the official languages of Aotearoa and an integral part of the country's culture. Whatever the reason may be, learning te reo Māori provides great satisfaction, a greater connection with Aotearoa and an enhanced understanding of our culture and society."

Te Kura offers te reo Māori classes for beginners up to NCEA Level 3. Most ākongā

(students) can enrol in Te Reo Māori and Kaupapa Māori courses for free, including adult learners.

Kaupapa Māori is a learning area rich in Te Ao Māori skills, knowledge, and topics. There is a wide variety of kaupapa to explore and engage in, and ample opportunity to connect learning from a Māori context to other subjects offered at Te Kura.

To find out more about Te Kura courses, please visit our website:

www.tekura.school.nz/subjects-and-courses/

*Nāu te rourou, nāku te rourou, ka ora ai te iwi.
With your basket and my basket, the people will thrive.*





TE REO O NGĀ ĀKONGA – VOICE OF THE STUDENTS

Te Reo o ngā Ākonga is a fortnightly online study initiative that runs from 9pm to 11pm on Wednesday evenings.

The initiative was started by Northern Region kaiāwhina Leilani Kake, to foster whakawhanaungatanga (relationships) through sharing and listening to music. The music themes are influenced by Ngā Matāpono, Te Kura's guiding principles for learning. For example, the recent theme of 'Whaitake' looked at songs that follow global issues.

Ākonga (students) register their chosen songs by sending Leilani a YouTube link and a sentence explaining why they feel their chosen song aligns with the theme.

Leilani enjoys the discussions, and feels the sessions have a positive impact on ākonga wellbeing.

"We share kōrero on varying issues, from politics to poetry to anime to acapella. I learn so much from my ākonga and other kaiāwhina, and I introduce some old skool music or genres that ākonga may never have listened to."

"Music is a powerful form of expression, and we utilise it to improve and maintain the physical, psychological, and social wellbeing of our ākonga."

Te Kura Ngā Mātāpono – Guiding Principles

Kotahitanga – Wellbeing

Uniting all aspects of wellbeing through balanced holistic development.

Whaitake – Relevance

Connecting ākonga with relevant pathways as determined by their aspirations and interests.

Māramatonutanga – Rigour

The ongoing pursuit of knowledge and understanding.

Whakamana – Agency

Empowering and enabling the mana of ākonga by respecting their voice and giving them choice.

Whakawhanaungatanga – Relationships

Honouring mutually respectful relationships that strengthen everyone.

TE REO O NGĀ ĀKONGA | THE VOICE OF THE STUDENTS

Whaitake
SONGS THAT FOLLOW ISSUES

Rāapa a te pō nei/Wednesday Night,
28th Hōngonoi/July 9-11pm

FEEL FREE TO SHOW YOUR FACE ON CAMERA OR AN IMAGE THAT REFLECTS YOUR DJ NAME

Step 1: Register your song by sending an email with :

- 1 sentence why your chosen song follows a global issue like climate change, anti-war,covid, poverty, violence , anti bullying, etc. (Theme changes every fortnight)
- Youtube link of song.
- name of artist and title of song.
- Your student name and AKA (also known as) DJ Name, (example Leilani Kake, DJ-KakzDelux)

EMAIL: LEILANI.KAKE@TEKURA.SCHOOL.NZ

Step 2: Wait for E-invite and Jump online to the Te Reo o Ngā Ākonga Zoom and study while:

- Making new friends while sharing your taste in music.
- catch up with any school pānui/notices.
- Open safe space to be yourself and discuss ideas.

Te Kura ICG
Te Kura Intermediate College

TE KURA KAIAKO MATUA RECEIVES NZALT AWARD

It is with great pleasure we can announce that Ying Li, Kaiako Matua of Chinese at Te Kura, is the 2021 recipient of the NZALT award for excellence in teaching languages.

Ying has been the Kaiako Matua of Chinese for over two decades and is the founding developer of distance learning materials for Mandarin. She also provides mentor support to Mandarin Language Assistants at Te Kura.

Ying's leadership in Chinese extends beyond Te Kura to numerous contracts with the Ministry of Education and NZQA, where she has been a curriculum writer, examination writer and marker, as well as mentor to other teachers of Chinese. Ying has also worked closely with the Confucius Institute at Victoria University, serving on the Advisory Board between 2014 and 2018.

Ying is held in high regard within the languages teaching community, and by her colleagues and ākongā (students) at Te Kura.

Felicity Walker, Kaiako Matua Coordinator for the Arts and Languages, notes Ying's significant contribution to teaching Chinese in New Zealand.

"Her passion for the Chinese language has meant that thousands of learners, who would not have the opportunity to learn Chinese otherwise, have had the benefit of learning from relevant, interesting course material Ying has created. Ying's support of other teachers of Chinese at Te Kura has always been much appreciated, as has her contribution to the wider Languages learning area. I hold Ying in high esteem as a colleague."



Ying Li and Annabelle Sinclair

A MESSAGE FOR NCEA ĀKONGA

If you intend sitting end-of-year exams and/or submitting an externally assessed portfolio, you should have already submitted your NCEA registration. If you haven't registered but should have, please immediately go to www.tekura.school.nz/ncea-registration or call our Qualifications team on 0800 65 99 88 option 3.

If you have successfully registered, you will have received an email from our Qualifications team confirming your registration.

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.

SAC 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 (such as an exam or test).
- Rest breaks for ākonga who need to practise calming techniques if they have anxiety or panic attacks. They can also be used for ākonga with diabetes who need to manage their blood sugars.

These are a few examples of possible SACs.

For more information, check out our website at www.tekura.school.nz and enter 'SAC' in the search box.

If any Special Assessment Conditions apply to you, please email our SAC coordinator Jennifer Hardiman at sac@tekura.school.nz as soon as possible.

Exams are coming up!

As exam time draws near, it is important for ākonga to ensure they are fully prepared. This is especially true for ākonga needing Special Assessment Conditions (SACs). If you have registered for end-of-year exams and think you might need Special Assessment Conditions, please ensure you contact Jennifer if you haven't already.

Transfer of SACs

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

END-OF-YEAR EXAMS

Please remember you will need to take both **photo ID** and your **exam admission slip** to each exam session. If you don't already have a photo ID (e.g., student ID card passport, driver's licence), please organise this now by applying on our website:

www.tekura.school.nz/student-id

Your exam admission slip will be posted to you at the end of October by our Qualifications team. If you don't receive it by early November, please give them a call on 0800 65 99 88 option 3 to receive a signed replacement.

We wish you all the very best for your exams.

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

“The teachers were so supportive and dedicated to helping me reach my goals. Summer School at Te Kura was by far the best decision I ever made.” – Summer School ākonga

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