

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

Kua haehae ngā hihi o Matariki.

The rays of Matariki are spread.

This whakataukī, or proverb, reminds us that Matariki is a time of manaakitanga, a time of togetherness, a time of remembrance. The rays of the stars spread messages and knowledge from the past, much like the ways we share our stories and wisdom with loved ones.

In this issue of *Link Up Te Whakahononga*, we continue sharing the story of Te Kura as we celebrate our centenary year. On 24 June 2022 we also celebrate the first Matariki public holiday, which is the first holiday that recognises Te Ao Māori in Aotearoa.

To mark this special long weekend, I encourage you to connect with friends and whānau, or attend Matariki celebrations in your area. Just this month, I was delighted to present the Young Achievers Award at the annual Matariki Awards.

During our centenary research, I was pleased to discover that our blended approach towards face-to-face and distance learning has been a strong feature of Te Kura as far back as the 1930s. Te Kura kaiako (teachers) have visited ākonga (students) in their homes from as early as 1938,



and by the 1950s, were arranging event days in local communities. These connections were very popular with families, especially those living in isolated parts of the country.

I've also learned that the COVID-19 pandemic was not the first public health crisis where Te Kura offered significant support to schools and ākonga. We were Aotearoa's only distance education provider during the polio epidemic in 1948, when tamariki were required to learn from home under even stricter lockdown conditions than those we have experienced under COVID. Instead of learning online, ākonga across Aotearoa received their schoolwork through the post and listened to daily radio broadcasts.

Many former ākonga have fond memories of our iconic green bags arriving in their mailboxes. As a tribute to our longstanding association with mail delivery day, NZ Post has issued a stamp series celebrating our Te Kura Centenary.

Te Kura – the Correspondence School – has a rich and wonderful history, and the stamp series is a great opportunity to share that story.

Ngā manaakitanga

Mike Hollings

Chief Executive, Te Aho o Te Kura Pounamu

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Cover: Te Kura ākonga Edward and Ethan Stichbury share their passion for archery

A young girl with long dark hair, wearing a bright pink short-sleeved shirt and a colorful floral skirt, is playing hopscotch on a concrete sidewalk. She is wearing pink sneakers. The sidewalk has chalk drawings of hopscotch grids. The background is a lush garden with various green plants and a wooden structure, possibly a shed or playhouse, with a blue window. The scene is brightly lit, suggesting a sunny day.

NGĀ KŌRERO
MOTUHAKE

FEATURE
STORIES

TE KURA CONTINUES CENTENARY CELEBRATIONS

In the April issue of Link Up Te Whakahononga, we celebrated the launch of our centenary, and told the story of our first 25 years. In this issue, we look at the rapid expansion of Te Kura that took place over the next 30 years.

After the exhilaration of the end of war in 1945, followed by the school's successful 25th anniversary celebrations in 1947, the summer of that year brought worrying times, as the country faced a public health crisis.

Shortly before the 1948 first school term was to begin, the Government announced that schools would not be opening due to an outbreak of poliomyelitis, or infantile paralysis as it was known then.

Parents were familiar with polio and feared it, with good cause. Seemingly fit and healthy children could suddenly succumb to polio and die within days. Others would spend months, even years, in hospital. Of those patients who survived, many were left with lifelong disabilities.

Patients were often treated by being put into an iron lung, a coffin-like machine which did their breathing for them.

The Minister of Education broadcast to the nation just before schools were due to go back after the holidays.

'The 1948 school year is beginning but as you know it is under unusual circumstances. The Government's decision to postpone the opening of the schools until after Easter to prevent the spread of poliomyelitis means that the schools will remain empty but that every home where there are children of school age will become a miniature school.'

The following day, the country's ākonga (students) all found themselves pupils of the Correspondence School. Green canvas bags of school lessons and a 15-minute radio broadcast every day were to replace classroom kaiako (teachers).

Many years later, teachers at Te Kura recalled those days when they themselves had become Correspondence School ākonga:

'The polio epidemic was very scary, but it was an extra holiday, and I was nonplussed when all the Correspondence School work arrived.'

'At the time of the polio epidemic, I think I was eight. I just remember missing my friends, having to sit inside and work at these books ... No Saturday afternoon pictures, no swimming ... all the things we really liked doing we weren't able to do.'

'I actually had polio when I was a teenager. It was very painful. It was like having a big knife stuck into your brain. It seemed like weeks that I was lying in bed ...'

'I really remember my great holiday. I was six and we must have travelled before they stopped children travelling on the ferries or public transport, so we crossed to Picton and found our lovely little bach in the Sounds for our two week holiday and of course, much to our delight, ended up spending at least six weeks there because they didn't let children travel on public transport.'

In the 1948 outbreak, there were 963 cases of polio with 52 deaths. At Easter, schools went back. There was a strong sense that the Correspondence School had played a vital role.

Resident Teachers

Going into the 1950s the school was flying high. The Visiting Teacher Scheme, introduced in 1938, had gone a long way in providing close, personal and regular links between ākongā and the school. In the 1950s it was absorbed into a new scheme, whereby rather than having kaiako from Wellington visit, so-called 'resident teachers' would remain in the district permanently.

As well as visiting homes, they would organise gatherings in the various local centres in their district so tamariki would be able to take part in social activities or attend a school for a few days.

The first resident teacher, Sylvia Whitta, had been a visiting teacher for several years, having taken up a role at the school in 1945, and discovered that personal contact with ākongā was far from lost in a correspondence setting.

She also discovered that access to more isolated areas was at times varied and novel.

'On occasions, for example, I reached the home by sheep or pig truck or a railway jigger which whizzed along in the chilly winds of the bushy Catlins area,' she said.



Miss Whitta in yet another mode of transport

'Fortunately I had been advised to wear additional gloves, jersey, scarf and coat.'

'Then there was the occasional horse ride when, as the animal was lined up beside the fence or box, the whole family waited to see the teacher (presumably from the city) mount the animal and set off for the neighbouring farm. When I returned home from these visiting tours the usual query was: Would you like your breakfast off the mantelpiece?'

School days

As well as visiting homes, the resident teachers would organise gatherings in the various local centres in their district so tamariki would be able to take part in social activities or attend a school for a few days. These were very popular events, and some whānau went the extra mile, literally, to attend.



Headmaster Eric Le Petit joins a School Day in Timaru. Also in the photo is a long time President of the Parents' Association, and Member of Parliament, Alan Dick (back right) and the intrepid resident teacher, Miss Whitta



Northland ākonga at a traffic lesson in Dargaville...



... while other ākonga are put through their paces in Blenheim



Marlborough ākonga get together for a picnic



Trying on the mayoral hat on a visit to Wellington mayor, Frank Kitts



For some families getting to School Days wasn't always easy. Here, the Webb whānau from Kenepuru Head meet Headmaster Bert O'Reilly in Picton. The day had started at 5am with a five kilometre trip by landrover, one hour by launch to Portage, a truck to Queen Charlotte Sound and three quarters of an hour by launch to Picton.



Minister of Education, Hon. A. E. Kincaid, meets children arriving at Humeval for a School Day. HONSWOOD 1965

Pelorus Sound was for many decades a popular School Days destination – and sometimes included a visit from a Minister of Education. Suddenly, the various school publications were full of photos and stories of school visits, which managed to take in a lot of extracurricular activities: a meeting with the Hamilton assistant city clerk, a train control operator; tours of museums, libraries, ships, railway marshalling yards; observations of agricultural, engineering and plumbing classes at technical schools; and visits to fire stations, woollen mills and flower shows. Visits to council chambers appear to have invariably ended up with a nice afternoon tea enjoyed by all and in one instance the Mayor of Whangarei treated everyone to an ice cream – ‘adults excluded’!



Lesson time at the Chief Post Office in Invercargill for six-year-old Nancy and five-year-old Stuart Cameron from a remote area of the Otago district. It was the first time they had seen an automatic telephone.
—by courtesy, Southland News

A visit to the Invercargill Post Office – new experiences were a feature of School Days



Decked out in their uniforms, these Marlborough ākonga were on their way to Wellington

Residential Schools

The war had put a stop to the ‘vacation’ schools, but in 1949, newly named ‘residential’ schools were held, first at the Otaki Health Camp, and a few months later, at Massey Agricultural College (now Massey University) near Palmerston North, where 60 boys gathered for a month.

The gatherings then alternated each year between girls and boys, who were able to experience being part of a ‘real’ school with a focus on subjects and activities that were difficult to do through correspondence.

Throughout the 1950s, the Massey experience was a real highlight for students.

In 1975, the residential schools became co-ed, with the last gathering held in 1994.



A Head Prefect with the interhouse Challenge Trophy



A 'Skiffle Group' performed in 1958, while a girls musical gathering presented items on the recorder

Interest from Ministry of Education

A sign of the prestige of the school during the 1950s was a decision by the National Film Unit to make a film of the Correspondence School.

It was shown in many cities and towns around the country – having it nominated for inclusion in the Berlin Film Festival was the icing on the cake.

An auspicious start to the 1960s for the new Headmaster, Bert O'Reilly, was a visit by the Minister of Education, Philip Skoglund, to some of the ākonga living in the Mackenzie Country in the summer of 1960.

It was a sign of the keen interest in the school by the Government. Sixty years later, it's hard to imagine a Minister of the Crown taking four days out of their schedule to visit the homes of tamariki, look over their lessons, and talk to their parents.

It's tempting to wonder what these tamariki thought of having the Minister hovering over their work.



Minister Skoglund – taking a very close interest

The roll and role of the school were also growing, with more and more courses being developed. Rapid industrial and technical developments in Aotearoa and around the world required a broader education and more workers with school qualifications.

In line with that need, the Public Service Commission, as the country's largest employer, had developed its own education policy. In addition to its many on-the-job training schemes in various departments, the Commission wanted to see a broad general education for those in the lower grades of the public service. These ākonga were enrolled in the Correspondence School to take lessons for School Certificate exams.

It was a period of rapid change, and going into the 1970s would bring even more developments, but also some unsettling times.



As well as public service employees, Defence personnel were also on the roll.

NZ POST STAMP ISSUE PAYS HOMAGE TO THE EARLY DECADES OF TE KURA

We are delighted at the release of the latest NZ Post stamp series celebrating 100 years of Te Kura. NZ Post says it decided to release a stamp series to pay homage to its close affiliation with Te Kura, over more than 70 years, when all lessons were sent out in the mail.

In congratulating Te Kura on its centenary, NZ Post said it was proud of its connection with Te Kura, noting the school has helped educate an estimated two million students, aged from two to 90, since 1922.

Find out more about the Te Kura Centenary stamp series on the NZ Post website:

<https://collectables.nzpost.co.nz/shop-collectables/stamps/stamp-issues/te-kura-100/>



A young person with short dark hair, wearing a green t-shirt and a black protective chest guard, is shown in profile aiming a wooden bow. The bow is light-colored wood with silver-colored metal fittings. The person's right hand is on the bow's grip, and their left hand is pulling the string back. The background is a grassy field with trees in the distance. A white rectangular box is overlaid on the image, containing text.

NGĀ KŌRERO
Ā NGĀ ĀKONGA

STUDENT
STORIES

BROTHERS SPARK FRIENDLY RIVALRY ON THE ARCHERY RANGE



Te Kura ākonga (students) Edward and Ethan Stichbury are skilled archers who enjoy sharing their interests and achievements with their whānau. Recently the brothers wrote letters to their grandparents, highlighting details of their training routines and making fun of their sibling rivalry!

Edward's Letter:

Dear Grandpa and Grandma

I have decided to go back to archery after a 6-month retirement break. The truth is, before my break, Ethan was being a real pain in the bottom. He was always being really competitive and gave me the sibling rivalry drama. I felt like I needed a break from that guy. Still, I am glad I had the break because I was able to do more cooking with mum. I really enjoyed the Italian cooking classes with Bev too.

I am shooting with a compound bow this time. It is more mechanical, using a pulley system (or cams), and easier to aim because of all the aiming gadgets on the bow. I think it is better looking than the recurve bow we see in the Olympics, in my professional opinion. Whenever we practise at the Manawatu Archery Club range, Ethan gets a bit (maybe by a bit I mean a lot) jealous and keeps wanting to try my bow.

We have decided to take archery seriously and compete around the country. I saw Ethan winning medals at the Dunedin Archery Club last year and thought it looked fun. We have also shot at other archery clubs like Whanganui, Randwick, and inside this cool forest at Trentham. We plan to go to Kapiti Coast and Auckland later this year. I really like how we get to make friends from different clubs around New Zealand.

I am starting to realise that to be good at archery, it is not only about training hard. Preparation is just as important, as it is in cooking. Dad usually only gives us 10 minutes to load all our gear in the car. If I don't have everything ready the night before, there is no way we can get it done in time. Ethan and I need to be really organised and work together. If we don't get it done in time, then we cannot bring our snack box with us, just our bananas and water. If I don't have my snacks, I could feel low in morale.

Lastly, I want to say thank you for getting us some nice warm clothes. They have been helpful on cold mornings and windy late afternoons. Thank you too for supporting our home schooling schedules. Mrs Buhler and Te Kura have been really cool to allow us to learn at our own time and in our own styles.

Love from
Edward xxoo



Ethan completes his Te Kura schoolwork with help from Hello, the family cat.



Ethan and Edward Stichbury

Ethan's Letter:

Dear Grandpa and Grandma
Edward has returned to his former archery glory. When he was not shooting, he always helped mum to have meals ready early. Now that we train together, it takes longer to prepare meals. I think I could have been more grateful for his help in the kitchen back then. Still, it is great to have his company again.

He is already shooting as good as, or even better, than me. That is expected because he is shooting a compound bow this time, which supposedly shoots more accurately than my recurve bow. We both have an adjustable sight on our bows, which is a ring that we look through to judge distance and aim at the target. Unlike his bow (rolling my eyes), my sight does not have magnification or a level to see if the bow is tilting. On some days I can still shoot better than him, because I think I am more patient and pay attention to my form.

As you know, before we started at Te Kura with Mrs Buhler, I was never the strongest or fastest in sports at school. After Mum and Dad had enough of me and Edward shooting chopsticks around the house with our handmade coat hanger and string bow, we got to try the real thing at our local Manawatu Archery Club. As I become a better archer, expectations increased. Mum and Dad expect me to aim better in the bathroom. I expect myself to shoot better at competitions. I don't always shoot as well as I plan, but I try to be patient. I don't rush my shots or let the bad shots distract me from the good shots I could make next. Mum and Dad are happy that I have put my stubbornness to good use.

One good thing about archery is that I don't have to be super athletic to be good at it. I managed to land some strong spots on the national ranking a couple of times and won medals at events. I think anyone can achieve good results in archery if they can focus, be patient, and don't mind a lot of practice.

Everyone from the South and North Island archery clubs and shops have been really kind to us. They are all a bit like coaches, giving us advice on improving our skills and ways to save money.

We hope to visit you soon.

Love from
Ethan xxoo



PINK SHIRT DAY 2022

*On Friday, 20 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.
Ka mau te wehi!*



Meet Te Kura kaimahi (staff) Alex, Ella, Melissa and Helen, the Pink Ladies of Portland Crescent.

The Law whānau also celebrated Pink Shirt Day with some wonderful pink accessories.

TE KURA WORKING IN PARTNERSHIP WITH ARA POUTAMA AOTEAROA

Te Kura is one of 22 education providers that can be accessed across Ara Poutama Aotearoa (Department of Corrections) facilities. Participation in a range of education, training and volunteer programmes is strongly encouraged, as these opportunities can contribute to rehabilitation and transition after release.

Education tutors at each facility support Ara Poutama ākonga (students) to identify their learning goals and enrol in suitable courses.

Despite the restrictions these ākonga face, they are often very committed to their learning, and enjoy achieving their goals and receiving positive feedback from their kaiako (teachers).

In 2021, Ara Poutama enrolled close to 600 ākonga with Te Kura, with approximately 850 individual subject enrolments. We are a small but significant part of their continuing education.

Ara Poutama ākonga usually join Te Kura's roll to gain their core numeracy and literacy credits for NCEA. Another popular subject area is Commerce, including Accounting and Business, to help with self-employment on release, and Legal Studies to help understand the law. There are a few other popular subjects such as Pathways, Health and Physical Education, and History, with a handful of enrolments in other subjects.

Most Ara Poutama ākonga work through internal assessments to gain NCEA credits. However, there are a few who sit external assessments, or examinations, in special exam centres set up in their facilities. Of the three ākonga who sat externals in 2021, two passed all their papers, with one ākonga achieving two Excellence grades.

Due to possible security breaches, learning is currently not available through My Te Kura, our online learning environment. However, Ara Poutama is working towards offering Secure Online Learning (SOL) programmes to their ākonga. In July 2022, Te Kura will be participating in a SOL trial at Christchurch Women's Prison, where ākonga will be trialling Chromebooks that can be used in cells. Through their Chromebooks, ākonga will be able to access our Beginners' Te Reo Māori course content and gain experience with digital learning.

In Term 4 2021, the paper-based Te Pōkaitahi Reo course, worth 60 unit standards, was made available to Ara Poutama ākonga. The course covers several mātāpono (principles): Mana Reo; Mana Ao Tūroa; Mana Tangata; and Mana Whenua. Credits are obtained by completing tasks in reading, writing and research, listening and answering questions, compiling and gathering information, and presenting research with a speech to an audience.

STUDENT STORIES

Two Ara Poutama youth unit ākonga achieved all 60 credits within that first term, and their mahi was of a high standard. This year, there have been 12 enrolments from the youth units so far, with one ākonga already achieving all 60 credits and others well on their way.

We also recently introduced Ngā Atua Māori He Pūrākau, a booklet for ākonga to learn about the creation story from a Māori perspective, including the roles and characteristics of some of the atua (gods) described in well-known legends.

With approximately half of the current prison population identifying as Māori, we are pleased to provide access to a learning area focusing on Te Ao Māori skills, knowledge, and topics.



A young child wearing a teal and white unicorn hoodie is riding a white pony. The pony has a purple halter and a purple saddle. The child is smiling and looking towards the camera. The background shows a green field with a fence and some farm buildings under a cloudy sky. The text is overlaid on a white rectangular box in the center of the image.

NGĀ MAHI Ā
NGĀ ĀKONGA

STUDENT
WORK



KI TE TĪ, KI TE TĀ, KI TE KATOA ANYONE, ANYTIME, ANYWHERE

Ākonga (students) enrolled with Te Kura's Te Ara Kōhungahunga (Early Childhood Education) programme truly reflect our philosophy that learning happens everywhere.

Building on whitake and curiosity, they create meaningful learning opportunities through engagement in the world around them, supported by their whānau and kaiako.

Here is a celebration of their learning.

Te Ruru Hiakai – The Hungry Owl

I'm the ruru hiakai,
and I am trying to look for the kiore.
The kiore was hiding behind the whareniui
and now he is behind the kete.
Ooh, ruru is getting close!
– Victor Ngahehu (age 4)

Hemi the Hetiheti and Amiria the Anuhe (Hemi the Hedgedog and Amiria the Caterpillar)

Kia ora whānau! I have been learning about our taiao. I learned about hetiheti and anuhe.

I hunted in the ngahere for all my pieces to make my anuhe called Amiria. She has putiputi for eyes, and leaves for her legs and antennas.

My hetiheti is green like our grass.
I think 'hedgedogs' are rawe!

– Ngaira Walford (age 3)



Victor Ngahehu



Ngaira Walford

*I love hoolicorn*s

I love unicorns ('hoolicorn')! I got the horse catalogue and used it as a recipe book as there was a unicorn in there. Using my imagination, I tried to use magic, but my pony didn't turn into a unicorn!

So, instead with the chalk and the card from Te Kura I turned my pony, Storm, into a unicorn. Dad came out to help as well. We coloured the pony's mane and Mum attached the horn. I was happy that Storm looked so magical, and off I went for a ride in my unicorn onesie.

– Keira Cowdell (age 3)



Keira Cowdell



Rock art by Kiana Paul

ON THE HARD DAYS

By Leela Woolf

I want to slip my skin off my body,
feel it glide over the gentle curve of my hips,
and watch it come to rest on the wooden floor.

I want to step into a bathtub
made of autumn leaves,
and bathe myself in moonlight and
shadows and sweet honey.

I want to braid wild roses into my hair,
feel their thorns press into the soft skin of my
palm.

I want to paint my lips with the bittersweet juice
of blackberries,
and coat my eyelids in the morning mist.

I want to listen to the whispers of the
weeping willows that line the riverbank,
hear their tales of love and loss.

I want to decorate my back in
honeysuckle,
and feel it twist over my shoulder blades
watch it curl,
soft and sweet,
along the swoop of my collarbone.

I want to tear out my spine,
replace it with books in every language,
and build myself on the knowledge of the
past and the dreams of the future.

I want to sip tea made of rainstorms and
cricket song.

I want to run through a summer field with
the wind combing her fingers through my
hair,
like a mother does to her child.

I want to curl up at night
under a quilt made up of the love of my
family,
and the smell of wild ginger.

I want to lay my mind down in a coffin made
of cedar and laughter and the chill air on
a winters day,
and watch it drift upwards to the stars,
leaving a trail of morning birdsong behind
It.

I want to escape this body, escape this
mind.

I want to be the smell of the earth after it
rains.

I want to be an old book.

I want to be free.



NGĀ PITOPITO
KŌRERO Ā
TE KURA

TE KURA NEWS

Wondering how to register for your externally assessed standards?

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. Instructions on how to register and due dates were emailed to ākonga (students) from the beginning of June. If you are enrolled with us as a full time ākonga with a supervisor, the instructions were emailed to your supervisor.

Externally assessed standards include:

- NCEA and NZ Scholarship exams from 7 November to 2 December
- MCAT (Level 1 Maths Common Assessment Task) for AS91027 on 13 September
- DCAT (Digital Technologies Common Assessment Tasks) on 27 October

Portfolio submissions for:

- Design & Visual Communication
- Technology
- Visual Arts
- NZ Scholarship for Music, Physical Education

We regularly report your internal results to NZQA. You can check these through your NZQA student login: www.nzqa.govt.nz/login
Any queries can be directed to our Qualifications Team. Please phone 0800 65 99 88 option 3 or email: ncea.registration@tekura.school.nz

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:

www.tekura.school.nz/learn-with-us/assistance-for-students/special-assessment-conditions/

Focus on mental health concerns

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

TE KURA TO RECEIVE FUNDING FOR AT RISK ĀKONGA

Te Kura is delighted with the government's pre-Budget announcement – more than \$15 million for our Big Picture (Te Ara Pounamu) programme, a significant investment in the support we can provide for our ākonga most at risk of disengaging from education.

Announcing the new money, Education Minister Chris Hipkins described Te Kura's work with these rangatahi as one of the great untold stories of the education system over a long period of time.

Common SACs for mental health concerns

Examinations can be daunting for any ākonga, however for those with mental health concerns, sitting in an exam room with many unfamiliar ākonga can present a significant barrier to achievement, or even lead to non-attendance on exam day. For this reason, most SACs relating to mental health concerns are designed to focus on reducing stress and providing privacy. Here are some examples:

- Separate accommodation to provide privacy, calmness, reduced noise, reduced distraction. There are two types of separate accommodation:
 1. A separate room with just a supervisor
 2. A separate space with a small group of ākonga, usually less than 10, and a supervisor.
- Rest breaks can be used to manage anxiety through breathing exercises, meditation, and other mindfulness techniques, and can total up to 30 minutes in a three-hour exam. Rest is key so there is no writing, dictating, or typing during rest breaks.
- Extra writing time can be useful in the situation where ākonga with OCD focus on perfecting a piece of writing or re-reading text.
- Eliminating potential triggers is not officially a SAC, but if there is something in the school environment that could trigger a stressful or negative reaction in a phobic ākonga, it would be noted in the SAC application and communicated to the exam centre. For example, a ticking clock could be distracting and trigger anxiety.



A note about exam centres

Te Kura is not an exam centre, which means that ākonga must sit their exams at local schools within their own community. The SAC team at Te Kura liaises with your chosen exam centre to ensure they:

1. Know about your SAC entitlement; and
2. Can provide your choice of SACs.

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

Condition	Separate accomodation	Rest breaks	Extra time
Anxiety, depression, panic attacks, PTSD	✓	✓	
OCD	✓	✓	✓
Phobias	✓	✓	

 Te Kura **100** 1922 2022
TE AHO O TE KURA POUNAMU THE CORRESPONDENCE SCHOOL



CELEBRATING **1922 = 2022** A CENTURY

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