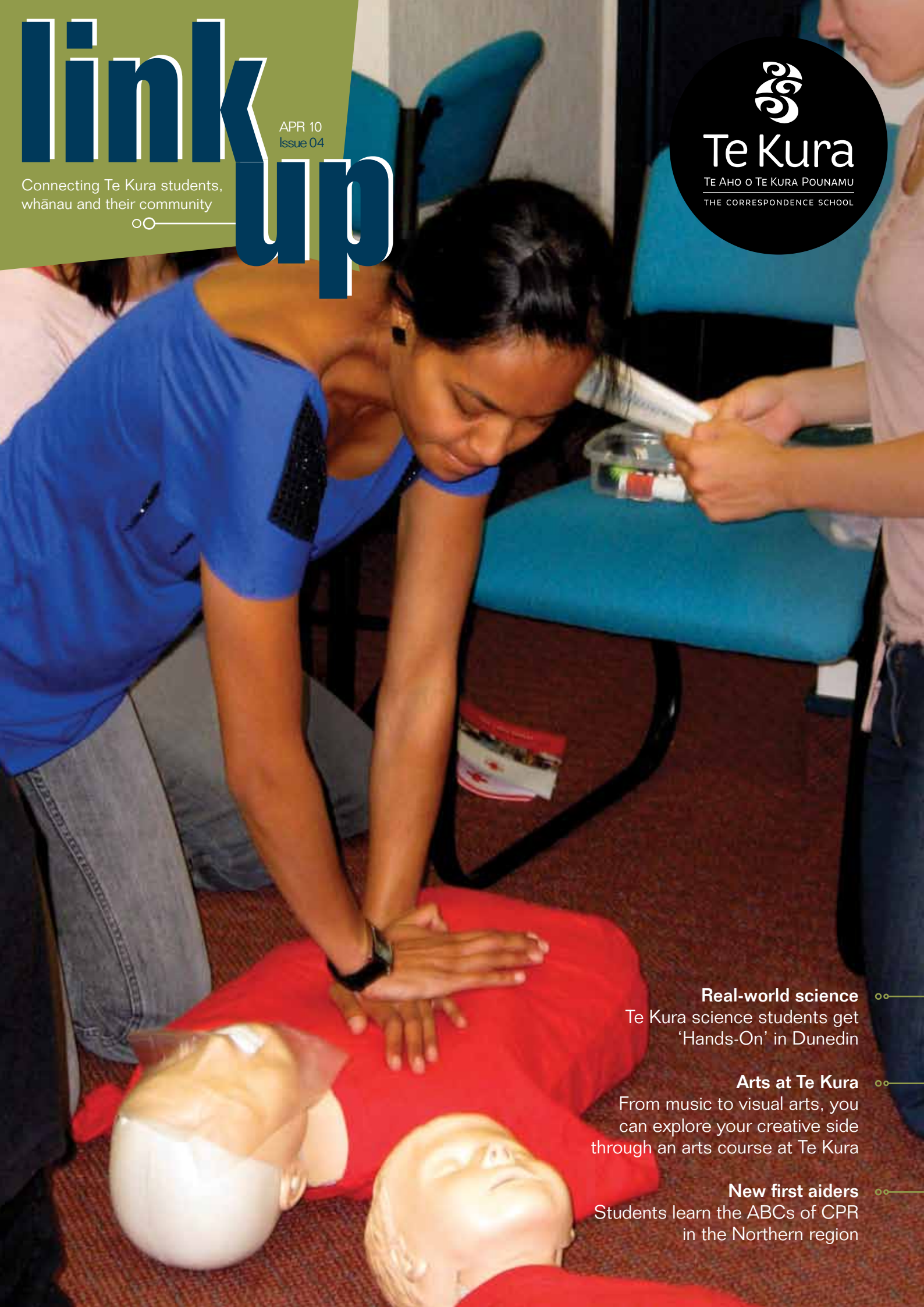


# link up

APR 10  
Issue 04

Connecting Te Kura students,  
whānau and their community



### Real-world science

Te Kura science students get 'Hands-On' in Dunedin

### Arts at Te Kura

From music to visual arts, you can explore your creative side through an arts course at Te Kura

### New first aiders

Students learn the ABCs of CPR in the Northern region



# Message from Mike

Paetāwhiti e  
Te kāinga ō mātiro  
Ngā pae tata e  
Whakamaua kia tina TINA!

'Tis the far horizon  
The home of aspirations  
yet to be accomplished  
While the goals of today  
Let them be pursued  
and achieved.

From *Te Aho o Te Kura Pounamu*, a waiata  
composed for Te Kura by Zack Bishara

TE KURA IS GIVING THE SCHOOL'S COMMUNITY – STAFF, STUDENTS AND WHĀNAU – A CHANCE TO HAVE THEIR SAY BEFORE WE ADOPT OUR NEW MĀORI NAME AS THE LEGAL NAME OF THE SCHOOL, TE AHO O TE KURA POUNAMU BOARD OF TRUSTEES.

Although we have been using the 'Te Kura' name extensively already, updating the legal name will help to reinforce this change and simplify the school's administrative and communication processes.

The Correspondence School name would continue to remain as a key part of the school's logo for the foreseeable future.

The new Māori name builds on the history of The Correspondence School and the very vital role it has played in the lives of many students over the years. With almost 25,000 students on our roll during 2009, our students are extremely diverse and come from all walks of life, so it is important that our name and logo reflect that diversity in all its forms.

Although our roll has changed, the role Te Kura plays within the New Zealand education system has not. As always, we are here to provide

access to education for students who, for a wide variety of reasons, cannot attend a local school.

Check our website ([www.tekura.school.nz](http://www.tekura.school.nz)) for a detailed explanation of the new name, or the February issue of *Link Up*.

If you'd like make a submission about the proposed change to the school's legal name, please email your feedback to [comms@tekura.school.nz](mailto:comms@tekura.school.nz) or write to us before 30 May 2010 at:

FREEPOST No.10010  
Te Aho o Te Kura Pounamu  
Private Bag 39992  
Wellington Mail Centre  
Lower Hutt 5045  
Attention: CE's Office

Thank you to everyone who provided feedback on our draft Charter and Annual Plan for 2010. All the feedback will be considered before the Board gives final approval of the plan at its meeting in May.

Naku noa, na  
Mike Hollings  
Chief Executive



# CONTENTS

## Pages 4-5

Build your maths muscles with Mathletics

Learn more about the online program that's helping Te Kura students boost their maths skills

## Page 6

Real-world science

Te Kura science students get 'Hands-On' in Dunedin

## Page 10

Arts at Te Kura

From music to visual arts, you can explore your creative side through an arts course at Te Kura

## Page 12

New first aiders

Students learn the ABCs of CPR in the Northern region



David enjoys directing his own learning using the Mathletics program.

# Mathletics at Te Kura

## WHETHER YOU ARE A 'RAGING ROOKIE' OR 'ALMOST EINSTEIN', MATHLETICS HAS SOMETHING FOR YOU

Over 800 Te Kura students are registered Mathletics users, and have fun while improving their mathematical skills. The web-based program is available to Te Kura students, and supports their regular maths studies with additional activities they can access online 24-hours a day.

## WHAT IS MATHLETICS?

Mathletics provides 750 maths activities for students Years 1 to 13 to enhance their regular maths study.

It's easy to sign up. Once registered, students can log into the program, create their own Mathletics avatar, and can start seeing their progress as they work through activities.

Activities are grouped into two main sections - 'Live! Mathletics' and 'Curriculum Area' activities.

## LIVE! MATHLETICS

Live! Mathletics allows students to take part in real-time challenges in basic

addition, subtraction, multiplication, and division to test their speed and accuracy. Students can choose whether to race against the computer or other players of similar skill level from around the world.

The personalised program helps keep students motivated and engaged, and provides instant feedback on their performance. Students especially enjoy earning rewards and certificates, which they can print out and display.



In the Live! Mathletics competition, Te Kura students can compete in real-time maths races against up to three other players at a time from around the world.

### CURRICULUM AREA PRACTICE

Mathletics Curriculum Area practice offers more complex interactive maths activities. While the curriculum level is set by the student's Te Kura maths teacher, students get to choose from a list of activities to work on. If students need help with a problem, they can view solutions to similar maths problems to help them. The program tracks their performance, which is useful for both students and teachers.

'Mathletics gives me a very clear way of identifying student strengths and weaknesses, so I can choose work for them that is necessary and timely,' says Te Kura Mathletics Coordinator, Barbara Aires.

'Students enjoy monitoring their own progress, having success, and accumulating certificates; they get a real buzz when they get listed on the Mathletics Hall of Fame.

'Some of my students really love this program, and find it motivating, fun, and rewarding,' says Barbara. 'I'm delighted to see them enjoying maths.'

### INTERESTED IN MATHLETICS?

Check out the Mathletics program at [www.mathletics.co.nz](http://www.mathletics.co.nz). If you're interested in registering, contact your maths teacher or learning advisor to sign up.

### YOUR MATHLETICS TRAINING SCHEDULE

- Aim for three 20 to 30-minute sessions of Mathletics a week.
- Repeat topics until you can answer all questions correctly.
- Use the Support Centre in each activity to show you how to solve a particular problem if you need help.
- Choose activities that challenge you to boost your skills and knowledge.

### MATHLETICS TECH TIP

Are you signed up for Mathletics but are having trouble accessing it? Pop-ups need to be enabled to use the Mathletics program, so check that they are not being blocked.

If you receive a message saying 'pop-ups are being blocked', right click on the message and choose 'always allow pop-ups from this site'. You may also adjust your pop-up settings from the 'Tools' menu. Contact your Te Kura learning advisor or maths teacher if you need more assistance.

### FEATURED MATHLETES: DAVID RUST AND MEG SISSON

#### DAVID RUST

One Te Kura student who is realising the benefits of Mathletics is Year 9 student, David Rust. David started using the Mathletics program two years ago, and finds it suits his learning style.

'I think the program would suit a lot of students who like to work at their own pace, but especially David who has Autism. Mathletics helps him work independently,' says David's mother, Manami.

'The program is colourful and visually stimulating, which keeps him engaged,' says Manami. 'And if he doesn't get 100% correct, he can go back and check his own work. He's determined to get a perfect score.'

This determination has paid off as last year David achieved one of the highest Te Kura scores – Mastery level on Mathletics – a great effort.

#### MEG SISSON

Year 12 student, Meg Sisson, is putting her maths talent to the test with the Mathletics program. In addition to completing the basic Mathletics activities, Meg took part in the Mathletics World Maths Day 2010 challenge online and achieved an outstanding result. As a top performing participant, Meg was invited to compete in a live play off as part of the National Schools Challenge at the Planet 2010 conference held in Auckland in March. Congratulations, Meg!

# Hands-On Science 2010:

## student report



Emily Hansen dissecting a squid. 'I was surprised to find that my squid had the biggest brain,' says Emily.

LAST SUMMER, 230 SENIOR STUDENTS FROM AROUND THE COUNTRY SPENT A WEEK AT THE UNIVERSITY OF OTAGO GETTING PRACTICAL EXPERIENCE IN RESEARCH SCIENCE. THREE TE KURA STUDENTS ATTENDED: ROBIN LONG, WILLIAM FITZGERALD, AND EMILY HANSEN. YEAR 11 STUDENT, EMILY, GIVES A FIRST-HAND REPORT ON HER TIME IN THE LAB AND ON CAMPUS.

Thanks to the generosity of Te Kura, in January 2010, I found myself on a plane flying down to Dunedin to attend the Hands-On Science camp.

Everyone chose science topic groups. I chose marine science, and throughout the week our group did a range of exciting and interesting activities, such as dissecting a shark and squid each, and examining plankton specimens. I loved every second.

We named the animals we dissected, and then weighed their reproductive organs and brains. There were also some interesting plankton to look at, and an isopod tried to bite me!

As well as our main projects, we did 'Science Snacks'. These were small

activities in other science fields. My snacks were biochemistry and science communication.

In biochemistry, we separated samples of different DNA, including bacterial, viral and human. In science communication, we split into pairs and made short scientific movies.

We stayed in the Halls of Residence of Arana College, close to the university. Everyone had a room each, and the beds were nice and comfy to sleep in after a hard day's scientific work.

At the end of each day, everyone went back to Arana for games and activities. Sometimes there were different activities to choose from, such as the Cadbury's tour or ice skating.

On the last night, there was a disco, with the theme '2010: A Space Odyssey'. People from each floor of the college had to perform a lip-sync at the disco. My floor did the song *Barbie Girl*, and had a lot of fun.

The camp was a wonderful experience, and I learnt some amazing new things!

### ARE YOU INTERESTED IN HANDS-ON SCIENCE IN 2011?

If you are in Years 10 to 12, and you enjoy studying science, the Hands-On Science summer camp may be for you.

First, find out more about Hands-On Science at the University of Otago by checking their website:

[www.otago.ac.nz/handsonscience/](http://www.otago.ac.nz/handsonscience/)

If you are keen, contact your science teacher at Te Kura. The 2011 programme is being held on 16–21 January, but applications close in October 2010. Te Kura can nominate four students, but the University of Otago makes the final selection.

Te Kura thanks the University of Otago for their ongoing support in giving our students access to Hands-On Science.

# Real-world biology at Zealandia



A Zealandia educator tells Te Kura students about the predator-proof fence.

IN LATE FEBRUARY, NCEA LEVEL 1 BIOLOGY STUDENTS HAD THE CHANCE TO VISIT ZEALANDIA, THE URBAN WILDLIFE SANCTUARY NEAR WELLINGTON. THE FOCUS OF THE TRIP WAS TO LEARN ABOUT THE IMPACT OF INTRODUCED SPECIES ON NEW ZEALAND'S NATIVE FLORA AND FAUNA.

'Science fieldtrips have many advantages for our students,' says biology teacher Sylvia Ruarus who led the trip. 'There are real benefits for science students to get hands-on experience, to interact with other students, and to be able to ask questions of people who work in science every day.'

The visit to Zealandia will help the students complete Achievement Standard 1.5: 'Describe the control of an introduced species that affects native species.'

'The Zealandia educator gave the students data on mouse control – a real-

life case study,' says Sylvia. 'For the standard you need to be specific about how effective the population control measures have been, so through their visit they have actual data and photos to support their reports, which is invaluable for them.'

Students were enthusiastic about their Zealandia experience as well. One student commented, 'The Zealandia excursion was extremely insightful, stimulating and informative. The highlights of the trip were reviewing collated pest data and observing the endemic animals, such as tuataras.'

'All of the gained knowledge and offered help will definitely assist me with completing the assessment. I am now ensuring it will be a breeze and look forward to starting my project.'

## PERSONAL EXPERIENCE

### WRITING:

# Most Legendary Goal Scored Ever

By Stephen Jones, Year 6

I thought I could hear thunder rolling in, and then realised it's actually my heart thumping like a drum. Today is the final match of the Tenth Grade Southland Football competition. I never dreamt our team would be opposing the number one team in this year's final playoff.

I feel the adrenalin rushing through my veins like lava spilling out of an erupting volcano. My nerves set in as it's my turn to be subbed off soon. Will the coach leave his best player on the field or not? This is my last opportunity to prove a defender can rise to the challenge of scoring a winning goal.

The clock tower says the score is 4-all with five minutes to go.

The blustery weather is causing the crowd to stand at a 45-degree angle to the ground. Today I feel like Rambo as my towering and hefty physique is favourable in these conditions.

The crowd is roaring with excitement. Their eyes are focused on my every move, like vultures watching their prey with total concentration.

Wait a minute. There's a shuffle by the opposing team. My legs take off like a rocket. Swoop and kick. I'm winning the chase. Left kick, right kick, and down the line I go. I shoot and it's in and out of the goal as quick as a boomerang thrown on a hot summer's day.

But hold on. Everyone knows it's a goal except the ref. Quick. Where's the ball? It's abandoned on the goal line. I sprint, jump, and drive it hard into the back of the net. It's officially a goal and everyone cheers.

The ref is blowing the whistle with two hands up. The score is five-four to us and the game is over.

Bryan Powell, Year 10, on his BMX bike



## Rap

By Atiria Riwai, Year 11

There's pollution here we can't see.

Earth care's what we need.

War comes and goes like a fever.

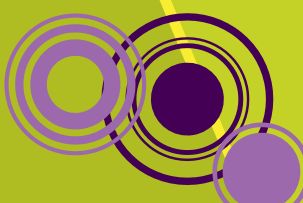
Alcohol and drugs on the streets, we don't need either.

Racism and gangsters teaching our youth the wrong ways.

Kids' parents, worried about their kids' safety,  
cause gangs just want pay.

Help the generations learn, stay and play.

W  
E  
A  
R  
Y  
O  
U  
R  
S  
E  
L  
F  
S  
A  
N  
D  
O  
T  
H  
E  
R  
S



'A View from Ewan's Window'  
A painting by Ewan McCartie, Year 1



Te Hurihangi student

Christina Floka, Year 8



Lydia Timmins, Year 9



# Curriculum profile: Arts



Arts Curriculum Leader,  
Dr Jan Bolton.

IN EACH EDITION OF *LINK UP*, WE PROFILE THE CURRICULUM AREAS AVAILABLE TO STUDENTS AT TE KURA. IN THIS EDITION WE SPOKE TO CURRICULUM LEADER ARTS, DR JAN BOLTON.

## What subjects are currently included in the Arts curriculum at Te Kura?

- Visual Arts such as painting, design and sculpture
- Art History (NCEA Levels 2 and 3)
- Music
- Dance for Years 1–8

## Is arts compulsory?

Arts is compulsory for full-time students up to, and including, Year 10.

## How do students know if studying an art is right for them?

I have a very clear message for students right across the arts – believe in your ability to create and to say something about yourself through art whether it's visual arts, music or dance. Start wherever you are because you can only go further.

## How does taking an arts subject help students develop their art?

Studying any art is a journey, and engaging in a course in the arts can be an important part of that journey.

Good arts teaching opens up possibilities and directions that a student might not be fully aware of. Teachers can provide encouragement but also quality feedback – it's not just a feel good thing.

Students want to know there are aspects of their work that are going well but also seek constructive comment that might take them in new directions.

## What can students learn at each level?

At the primary level, we are developing some of the best dance resources yet. We are trialling the use of instructional dance videos, where students are encouraged to send back videos showing their best work. Dance lends itself to working with students at a distance.

We are also enhancing the Te Ara Hou (Years 7–10) resources to include not only visual arts and music, but the possibility of including dance. We are hoping to advance NCEA standards to include Māori performing arts.

## What are some of the possible careers for students interested in using their arts skills?

Students who develop skills in the visual arts could become designers, art conservators, curators, or artistic directors, to name a few. With skills in the performing arts, students could go on to work as music producers, teachers, composers, or musicians.

Working in the arts requires a lot of personal discipline and commitment, but it's also rewarding. You need to be open to getting feedback on your work and then you can run with it and go further.

## What are some helpful links?

To make sure you meet the requirements for all NCEA qualifications check out NZQA's website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz) and look under NCEA.

The Career Services website at [www.careers.govt.nz](http://www.careers.govt.nz) is a good place to learn more about careers in the visual and performing arts.

## How can students get more information?

Call our toll free number 0800 65 99 88 and ask to speak to an arts teacher or visit our website at [www.tekura.school.nz](http://www.tekura.school.nz)

## Te Kura presents ...

### your new Arts Curriculum Leader, Dr Jan Bolton

Dr Jan Bolton came to her love of music education at an early age. 'Right back in primary school, I adored putting on shows,' says Jan.

'I would arrange the music, direct and even take the leading role. I loved working with others through shows – that steered me into music education.'

After completing an arts education degree at Canterbury University and teacher training at Christchurch Teachers' College, Jan spent 16 years in the classroom, mostly as the head of music at secondary schools. She then took a job at Victoria University working with tertiary students studying to become music teachers.

In addition to arts education, Jan also composes music and has worked on many special projects along the way.

'I was the composer and musical director of the Hairy Maclary shows and that has been a treasure in my life. It's been a privilege to take excellent material

and then be given a free run on how I might work with it from a music point of view,' says Jan.

'I've been really inspired by Lynley Dodd (author) – the perfectionist nature of her work as a young people's writer and illustrator, and the way she fine tunes her material has been a real lesson.'

Now Jan has come full circle – back to the classroom, albeit a virtual one – putting her PhD research to the test as Arts Curriculum Leader at Te Kura.

'My research was in Year 8 classrooms around e-learning and composition, and developing a model that enabled us to share student creativity at a distance online,' says Jan.

'I'm back to being a practitioner because I saw that there was a really neat possibility at Te Kura to develop online e-learning in the arts. It can be a way into everything else, and I'm excited for the opportunities it will offer our students.'

## Year 10 student, Jae Herekiuha,

### says producing your own music is easier than you think

Music has always been an interest of mine, so around mid-2009, I started making my own music. In trying to further my career, I thought signing up for the MC450 music course would open me up to a load of opportunities for my future in the music industry.

The type of music I like is mostly hip hop and R&B, but through the course I've started listening to a variety of music, composed my own music, and produced MP3s.

I downloaded free Audacity software to record my vocals. It lets you record over beats. I then saved my vocals, and used an editor called Adobe Audition 3.0 that I used to mix and master my vocals.

I'd like to pursue my music to the point where I have to go the extra mile to succeed – I want to be heard.



Jae creating his own digital music using open-source software.

Listen to some of Jae's music on our website at [www.tekura.school.nz](http://www.tekura.school.nz). Go to 'News' and click on the story, 'Te Kura student creates digital music'.

# Northern Te Kura students put their life-saving skills to the test



Young adult student, Pita Tuvuki, gets advice about baby resuscitation from first-aid tutor, Chris.

Are you confident you would have the skills to cope in an emergency situation? Fifteen Te Kura students now have that confidence, having completed a two-day free STAR course to gain a first-aid certificate.

When the full-time and young adult students met at the central Auckland venue, most did not know anyone else in the group. By lunchtime on the first day they were fully involved in group work to develop their practical first-aid skills.

When asked what stood out most about the course, student Sarah Bennett replied, 'I enjoyed working together with other kids and practising things that could save someone's life.'

A major focus of the course was getting students to work together to problem solve. For student, Henry Bicknell, a highlight was discussing the situation cards, as the group then had to work out what was best to do in that situation.

Henry summed up the value of the course when he commented, 'You always hope that you will never have to use it, but if you do need it, you will regret not having these skills.'

As well as gaining practical skills and a certificate, students also had the opportunity to gain credits in three NCEA Unit Standards.

The students greatly appreciated the skilful teaching of their tutor, with a big 'thank you' voiced by Hayley Fary. 'Chris, thank you so much, you made it an enjoyable experience for all of us.'

## FIRST-AID COURSES NEAR YOU

Two-day first-aid courses organised by Te Kura are held annually in most towns and twice a year in some larger centres.

To find out about first-aid courses in your region, check the STAR courses section on Blackboard or contact your learning advisor.



For general enquiries please call 0800 65 99 88.  
Address: Level 6, 124 Vincent Street, Auckland 1010.

## Structures & mechanisms: Central South event day



A Cable Car Museum guide explains how cable car mechanisms work to a group of Central South students.

YEAR 8 STUDENT, CLAUDE TARRANT MATTHEWS, TALKS ABOUT ATTENDING HER FIRST EVENT DAY.

On 10 March I went on a field trip for my Te Ara Hou structures and mechanisms unit with other people around my age. This day was an excellent experience.

I was able to meet new people and got to do very exciting things. I now understand the unit a lot better than before I went to the event day. I also got to meet my teacher, which was very nice.

We visited Pipitea Marae, the Beehive, the Supreme Court, the Cable Car Museum and then spent some time at Te Kura.

At the Cable Car Museum I learned about private cable cars and how they work. I also learned how the Lampton Quay cable car that goes up to the university works, why they don't crash, and about the old system of the cable cars as well.

At the Supreme Court I learned about how the building was made and what it is used for. We saw the room that was designed to look like a Kauri cone.

At the end of the day we went to Te Kura and worked on the computers to write and print out the structures work sheet. I hope everyone enjoyed the day as much as I did.



For general enquiries please call 0800 65 99 88.  
Address: 11 Portland Crescent, Thorndon, Wellington 6011.

## ‘Happy busyness’ in the Central North region



TJ Stevens shared his expertise with guitar and beatbox demonstrations.

OVER 20 STUDENTS AND SUPERVISORS TOOK PART IN MUSIC, KAPA HAKA, ART, AND OTHER ACTIVITIES AT THEIR TE ARA HOU EVENT DAY IN HAMILTON IN MARCH. TE ARA HOU TEAM LEADER, CAROLYN HANSEN, GIVES THE HIGHLIGHTS OF THE DAY’S EVENTS.

Teachers and staff from Hamilton and Wellington worked hard to ensure students and supervisors, grandparents and friends had an enjoyable and productive time.

TJ Stevens, a tertiary student who studies music, volunteered his time to inspire the young students with his musical talent and focus on working as a producer in the music industry.

Students were then introduced to the EJay computer program. EJay introduces students to all the elements of music, allowing them to compose using music samples.

Students also learned about urban art. It was great to see students responding by creating art and music together, but they also allowed for their own individual talents to shine through.

Adele Harris, Supervisor Support Advisor for Te Kura, ran a workshop for supervisors tackling issues to help young people such as stress management and communication skills. Supervisors had the opportunity to discuss strategies for personalising timetables such as having later start and finishing times, and making them more visual.



Te Ara Hou students displaying their art works.

For general enquiries please call 0800 65 99 88.  
Address: 169 London Street, Hamilton 3204.



## Southern Region event days



Karen Boyes demonstrating one of her study tools, the ‘Fast Recall’ method.

From Nelson to Invercargill, over 130 students and supervisors took part in Southern event days during Term 1.

Motivational speaker Karen Boyes kept students and supervisors alike engaged and entertained with her witty approach to study tips and memory techniques in both Nelson and Christchurch.

Karen tours New Zealand presenting to students. She uses 15 key study tips to motivate students and help them achieve better results, not just with their school work but in all areas of learning.

Karen demonstrated a study tool called ‘Fast Recall’ that can be used to learn spelling, science and maths equations, and can even help students speed read whole pages of information.

Another of Karen’s key study tips is to eat ‘Brain Food’ at least once every hour. Students and supervisors learned a fun way to remember brain food through movement and actions. The 10 brain foods are: blueberries, nuts, broccoli, bananas, fresh fish, yoghurt, olive oil, whole grain bread, spinach and tomatoes.

The Year 11–13 students in Timaru and Invercargill took part in an NCEA quiz as well as creative writing and maths games. In the afternoon, they used the polytechnics’ facilities for physical activities.

The next round of events is being planned for Week 7 of Term 2.



Primary students preparing to do some painting at the Nelson Event Day.

For general enquiries please call 0800 65 99 88.  
Address: Suite 4C, 193 Cashel Street, Christchurch 8011.



## Five tips for supervisors of teens

ADELE HARRIS IS THE SUPERVISOR SUPPORT ADVISOR FOR TE KURA. IN HER ROLE, SHE ADVISES SUPERVISORS OF FULL-TIME STUDENTS, FROM EARLY CHILDHOOD AGE TO YEAR 13, ON ANY ISSUES THAT ARE NOT SPECIFICALLY TEACHING RELATED, SUCH AS HELPING TO MOTIVATE STUDENTS.

In this issue of *Link Up*, Adele provides practical advice on how to deal with five situations supervisors may face when working with teenagers.

**1. YOUR TEENAGER SAYS THEY DON'T NEED YOU ANYMORE.**

Your teenager needs you just as much as when they were younger. You are their role model and guide but they won't tell you that. They will watch what you say and do.

**2. YOU AREN'T SURE HOW TO ASSIST WITH THE SCHOOL WORK YOUR TEENAGER HAS BEEN SENT.**

Even if you struggle with the work sent to your teenager, be positive and give them ideas to work it out.

- Don't say 'I don't know, I wasn't good at school.'
- Do say 'Let's read the instructions together. If we both can't work it out, we'll contact your teacher.'

**3. YOUR TEENAGER WANTS TO CONTACT THEIR TEACHER, BUT FEELS TOO SHY TO DO SO.**

Remember, some students need to get to know their teachers well before feeling comfortable to ring them. As a supervisor, you can:

- Phone the teacher yourself.

- If you leave a message on the teacher's phone, always say your teenager's full name or ID number. For example, 'I am calling on behalf of John Smith' or 'I am calling on behalf of John. His ID number is 01234567.' Read out the name and code of the booklet your teenager is working on. This means the teacher can be prepared when they return your call.

**4. YOUR TEENAGER DOESN'T GET OUT OF BED UNTIL 10AM, AND THEY WON'T DO THEIR SCHOOL WORK UNTIL AFTER LUNCH.**

As long as they are completing and returning all their work regularly and are available in the afternoons to talk to the teachers, then they can choose to start and finish their school work later in the day.

**5. MY TEENAGER IS ANXIOUS, HAS BEEN BULLIED, IS STRESSED, HAS ANGER PROBLEMS, DOESN'T COMMUNICATE AND I NEED MORE SUPPORT TO HELP THEM.**

- Phone/email Adele and she can send you a range of pamphlets written for young people. Phone 0800 65 99 88, ext 8244 or email [adele.harris@tekura.school.nz](mailto:adele.harris@tekura.school.nz).
- Contact our library and ask for some books on these topics for you or your student. Phone 0800 65 99 88, ext 8783, email [library@tekura.school.nz](mailto:library@tekura.school.nz), or visit our website at [www.tekura.school.nz](http://www.tekura.school.nz) and click on the 'Using the library' link.

## Te Kura scholarship winners

Congratulations to the winners of last year's scholarship exams. Throughout New Zealand, only a small number of students attained such a high level of academic performance in their scholarship subjects.

Te Kura students who achieved scholarships were:

- Joel Sutton – scholarship in Mathematics with Calculus
- Pooja Pate – scholarship in Economics
- Samuel Millerick – scholarship in Physics
- Grace Abbott – outstanding scholarship in German.

## Te Kura on Facebook

Te Kura students, supervisors, and whānau now have an online space to connect with others through the school's new Facebook page.

Over 100 people have joined the school's Facebook page as fans since the page was set up in February. It's a great way to meet people in the school community, keep up-to-date with Te Kura events in your region, and learn about new Te Kura programmes and courses.

Students who are age 13 and older can sign up for a Facebook personal profile, and then can become fans of the school's page.

Go to [www.tekura.school.nz](http://www.tekura.school.nz) and click on 'Find us on Facebook' to see our Facebook page.



## NCEA students

If you are a Year 11, 12, or 13 student enrolled in an NCEA course, you must pay a yearly NCEA fee to have your results count towards your qualifications.

If you are enrolled in an NCEA course, you will receive a 2010 Financial Assistance application in mid-April. Please make sure you complete and return this 'purple' form if you are eligible.

Please watch out for your personalised 2010 NCEA Payment and Registration form from early June.

## Te Kura students are making the most of a new community centre in Gonville

A pilot project in the Central South region is helping Te Kura students connect with staff and other students to boost their learning and engagement. Since 2009, 27 students have been meeting regularly at a local health centre and library complex in Gonville to do their school work and receive guidance from Te Kura learning advisor, Jill Scott.

'The students who come to meet with me at the Gonville Centre say that they find the contact valuable,' says Jill. 'For many, meeting face-to-face has built their confidence so they see themselves as learners.'

Jill says some of the students just require time to talk about what they are doing and need some encouragement, but she does more intensive teaching with others. 'One of the biggest issues some students have is getting organised, so I teach them to "chunk" the time they spend on a subject rather than trying to "eat the elephant".'

Jill takes it as a good sign that many parents chat with her and clarify any problems that have arisen when they drop their students at the Centre. 'They are very appreciative of what the project has done for their child and the wider way it also supports them.'

She is also encouraged that students are taking more ownership of their learning. 'The kids have taken on the responsibility for letting me know if they need to cancel or change appointment times. Initially there was a lot of not showing, but now most text me if they are unable to make it.'

'Some students get put out if "their" time has been taken! They are quite enthusiastic about this way of learning,' says Jill.

The Gonville project wound up at the end of Term 1 and will be evaluated for future development.

# More Kiwisport funding

to support greater student participation in sport



Te Kura student, Mikayla Nielsen, received Kiwisport funding through the Central North region for entry to the Contact National Schools Triathlon Championship. The Year 12 student placed second in the main race of the U19 competition at Karapiro on 25 March.

There have been some exciting changes to the school's Kiwisport funding this year, which are creating new sporting opportunities for our students.

Te Kura has received \$60,000 from Kiwisport in 2010 for our full-time students, Years 1 to 13. This will be allocated initially as \$10,000 per region, with \$20,000 held centrally. The central funds are for items such as supporting students who represent Te Kura at national events.

Full-time Te Kura students who are currently enrolled, their families, and whānau can apply for Kiwisport funding to support student sporting activities, such as:

- joining local sport clubs to take part in regional events and camps
- sponsoring student-use sporting facilities for individual students or groups of students
- assisting individuals and groups of students to participate in local

secondary school sporting events such as those organised by ASB College Sport

- supporting individuals to join a gym or local pool to work on their fitness
- supporting groups of students to form their own local teams with a venue to practice in.

Kiwisport funds do not cover:

- travel
- accommodation
- food.

Contact the following staff members on the school's toll-free phone (0800 65 99 88) for details on eligibility criteria and funding applications:

Central North Region, Sue Dinnison at [sue.dinnison@tekura.school.nz](mailto:sue.dinnison@tekura.school.nz).

Southern Region, Sally Harte at [sally.harte@tekura.school.nz](mailto:sally.harte@tekura.school.nz).

For all other enquiries, contact Leon Goldsmith at [leon.goldsmith@tekura.school.nz](mailto:leon.goldsmith@tekura.school.nz).