

MAUNGAWHAU & MAUNGAREI

●●● THE OFFICIAL NEWSLETTER OF ACES AE SCHOOL ●●●

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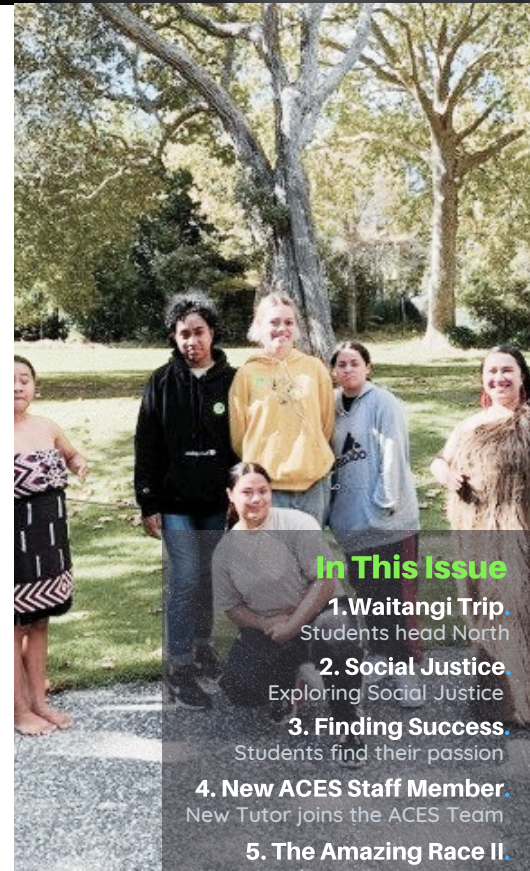
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Kia ora koutou,

Welcome to the second issue of our ACES newsletter for 2021. We were extremely lucky to have such beautiful weather over the break and return to a second term feeling refreshed, energized, and ready for colder days.

Regardless of the start-stop-start of Term One, our students and staff showed exemplary resilience adjusting to the timetable changes. Students came out of Term One with learning centered around fostering ACES Values and Whakawhanaungatanga through identity, history, social justice, how to be enterprising, and the importance of community and camaraderie through teamwork as experienced in our Amazing Race II event.

Additionally, our hearts are full of pride as we tell the successful transition stories of two ACES students who have found their passion, returned to mainstream, and now realizing their amazing full potential and actually shooting for the stars!

We were also delighted to welcome another new staff member to the ACES Team at the start of Term Two. A new tutor who brings a sincere passion for working with young people and will be an invaluable resource for our students throughout the school year.

WAITANGI TRIP

BY LARA FAIR

At the end of Term One we had a brilliant day trip to Waitangi in the Bay of Islands. After a term of learning connected to Identity and Social Justice the opportunity to experience and explore Te Tiriti o Waitangi and Aotearoa's history was a great way to finish off our term. The combined coach trip allowed for some great whakawhanaungatanga between students and staff with lots of singing and laughter on the journey.

While at Waitangi we had a passionate and knowledgeable guide, Whaea Cherie, who guided our group around

the Treaty grounds. First we experienced Te Kōngahu Museum and learned about stories and taonga connected to Te Tiriti. We visited Te Korowai ō Maikuku (waka house) and viewed the amazing Ngātokimatawhaoru waka, built in 1940 to mark the centenary of Te Tiriti's signing.

Next we were welcomed into Te Whare Rūnanga with a powhiri and treated to an amazing cultural performance. We also got to explore and view a number of important historical sights around the Treaty grounds, sign our own Treaty and

experience traditional Ti Rakau games too.

The trip was really successful and enjoyable with lots of positive engagement, discussion and questioning occurring throughout the day. Connecting with and hear about the realities, struggles and history of Te Tiriti o Waitangi was a powerful and eye opening experience for many of our staff and students.



“

Our trip to Waitangi is a learning experience I will hold onto for a lifetime. From the extremely knowledgeable and talkative tour guide to a beautiful and captivating performance there wasn't a time where I wasn't engaged and learning. With the knowledge I have gained from this experience it has driven me deeper into understanding the Tangata Whenua, true roots, and the honest history of the land we all know as Aotearoa.

*By Sione Taufalele
ACES Student*





“

...students focused on some of Aotearoa's most significant historical events including Takaparawhā, or the Bastion Point Protest of 1977...

SOCIAL JUSTICE

BY TE AWEAWE RUAWAI

Social Justice is a project based on raising awareness around issues of injustice, as well as exploring ways to restore justice. Students inquire about these topics through Project-Based Learning (PBL), which is a method of learning that is driven by the student and encouraged by the tutor.

In Term One, students focused on some of Aotearoa's most significant historical events including Takaparawhā, or the Bastion Point Protest (1977) and the Dawn Raids (1973) which impacted the relationship between Māori and Pasifika communities and the Government when acts of racism, discrimination, and prejudice were regularly practiced shamelessly.



Over the term, students inquired into these events by visiting significant locations and art galleries that explained the events and had guest speakers (Bill and Kema Hawke from Bastion Point and Dr. Melani Anae and Reverend Alec Toleafoa from the Polynesian Panthers) come in and recount their personal experiences of injustice. The aim of this project was to inform our students that although these events encouraged forward-thinking and conversations around combating inequality within the system (education, health, justice, etc.), it was also used as a tool to inform students that injustice still occurs to this day, however it is presented in more subtle ways.



Students and tutors make their way to Bastion Point

FINDING SUCCESS

THOR PAUL

WINNING IN

BOXING & IN LIFE.

Successful transition
to Lynfield College

Thor was dressed immaculately at his transition meeting and he spoke with confidence when selecting his electives (Japanese and Dance) for his new school, when talking about his enterprise project presentation and also extracurricular activities goals in boxing. His goal is to compete for New Zealand at the Commonwealth Games in four years time. Thor was also honest about his need for additional tuition support to ease his adjustment back to mainstream school life.



Cameron Todd
Former NZ Olympic Boxing Coach

“

We are so impressed with you Thor and how far you have come in your journey at ACES, we would love to offer you a place at Lynfield College.

With these powerful words from Lynfield College Principal Cath Knell, Thor Paul completed his journey at ACES at the end of Term One, 2021.

Fortune favours the brave, as in attendance was also Thor's Year Dean - Sandy Harris, who also happens to be Head of PE at Lynfield and is keen to support Thor's sporting goals.

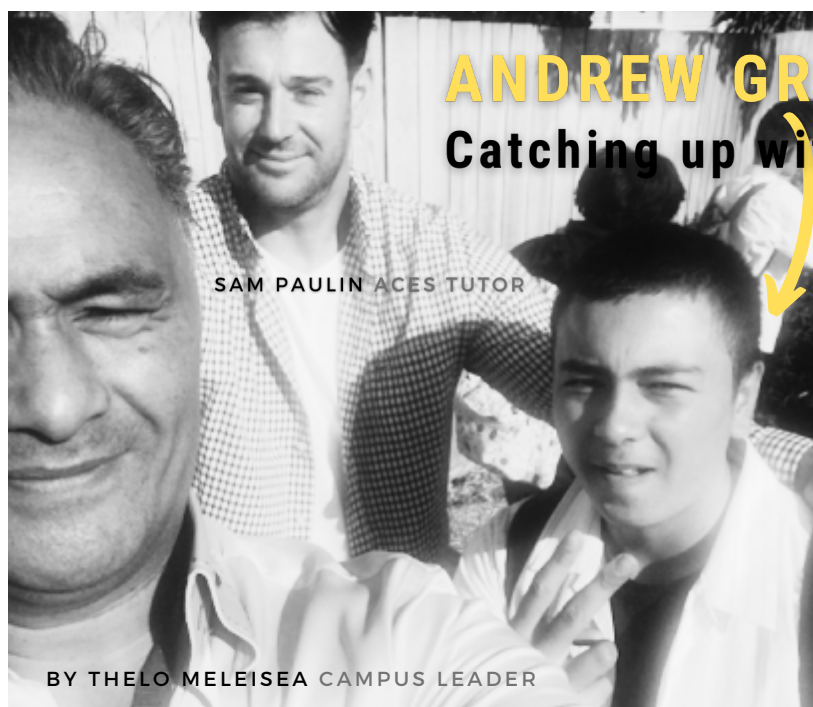
I had the privilege of supporting Thor at his transition meeting, with his Roopu Tutor Sam and our ACES Manager Karyl, along with his mother April. Thor's Breakthrough coach and now Club Coach Cameron Todd (Former NZ Olympic Boxing Coach and Australasia's highest-ranked coach) had also recorded a powerful endorsement video to support Thor. Cam spoke of Thor's improvement in communication skills, commitment and discipline, identity and resilience, as well as potentially becoming a future New Zealand level Champion.

Seeing the pride in Thor's mother's eyes for her son at this meeting is a moment I will never forget. "Thelo I want to thank Karyl for making this happen", April emotionally said to me as I dropped her off with Thor after the meeting. I said to her that it was also a combined effort from our whole awesome Maungawhau Team.

Thor was very grateful and quietly reflective when he jumped out of the van and said to me "Thelo thank you for introducing me to Cam and for believing in me. " I complimented Thor on achieving his goal quietly in his own way and said to him in closing, "Bro when you get to Lynfield make sure you work hard and are a proud ambassador of ACES". Thor smiled, nodded his head and walked off into the sunset,paused for a second turned around and said to me..."Yo Thelo, I got you!"

These are the days I love coming to work.
BY THELO MELEISEA

NEVER
Give up



ANDREW GRAYDON

Catching up with former ACES student

SAM PAULIN ACES TUTOR

BY THELO MELEISEA CAMPUS LEADER

“

Andrew transitioned back to Lynfield College at the end of Term 4 in 2020 and I caught up with him recently with Sam Paulin at his new school late in Term 1. I asked if he would be okay doing an interview for ACES Newsletter and he very kindly said yes.

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...here we go,

hard and fast questions!

1. How is life being back in mainstream school?

It's all good aye Thelo, teachers are really helpful when you ask and seem to always want to help you succeed. I got into mean rhythm before covid hit and then got a bit slack but now we are back at school I'm all good.

2. What did you find the easiest about returning to Lynfield?

It's really relaxing at mainstream and I love being back at school with new goals.

3. What did you find the hardest about returning to mainstream high school?

You have to get used to the homework aye as it's intense but if you do a little bit each day it gets easier. Like you always said to us Thelo, "Think Big, Start small".

4. Which subject are you enjoying the most back at mainstream?

I really like my business studies class but it's really hard sometimes. I'm just gonna stick at it.

5. What's your big goal in 2021?

At school, it's to work hard with my subjects and make my mum proud and outside of school to train hard with Thor at Wreck Room with Cam and hopefully get my first amateur boxing match this year.

6. Any advice to current ACES students in 2021?

Yo! come to school every day, work hard and believe in yourself.

**Andrew Graydon is currently a member of the Cameron Todd Boxing Academy at Wreck Room*

ELIZA PRINSLOO

New Staff Member



“

Aroha ki te tangata, Ahakoa ko wai to tangata" Love PEOPLE in spite of who they are!

NEW ACES TUTOR AT MAUNGAWHAU

Kia Ora Koutou, Ko Hikurangi taku maunga, ko Uawa taku awa iti, ko Takitimu taku waka, Ko Ngati Porou te iwi, Ko Eliza Lepou taku ingoa.

Hi I'm Eliza. Maori, Samoan descent, born and raised in Mangere and Otara, South of Auckland. Like most 'Southies', I LOVE FOOD! Especially kaimoana. I love to travel and have been as far as South Africa, however, there is no place like home. I started adulthood as a manager of Footlocker Henderson back in 2007 but had a real big passion and calling to work with young people. So, through a church I attended and the people I knew I was offered a foot in the door and have not turned back. I've worked with 'at risk' and vulnerable youth for over ten years with the passion and goal to teach/ inspire/support them through their journey.

BY ELIZA PRINSLOO

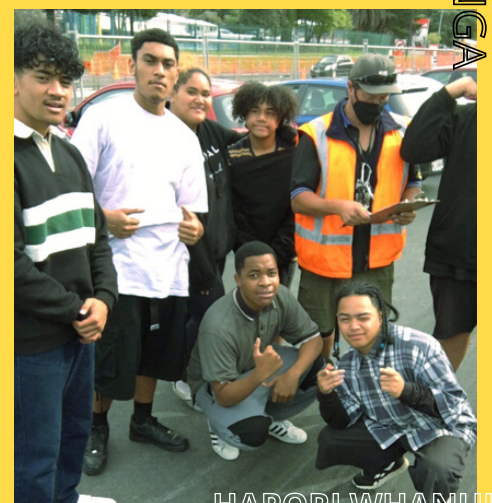
After that massive success of Amazing Race I, we held our second race on the First Friday in Week 1 Term Two, which is our Whakawhanaungatanga (connections) week. ACES Maungarei hosted the race this time around, with the event taking place in and around mysterious destinations in the Eastern Suburbs of Auckland.

The object of the race is to teach nga Taura (students) connection to place and show the beautiful parks, reserves, and locations of Tamaki Makaurau (Auckland). Connection to place is central to a deeper understanding of "Hapori Whanui" or wider community which is our theme for Term Two.

A big part of the success in the first Amazing Race was the participation of our wonderful professionals' team including, Oranga Tamaki, Police Youth Aid, and Community Approach, as well as our wonderful NHC Nurses team. If you are interested in getting involved with any of our future events please contact event organizer, Thelo Meleisea on 021 913 576, thelo@aces.school.nz or Thelo ACES on Facebook messenger.

AMAZING RACE II

HAPORI WHANUI



WHAKAWHANAUNGATANGA

WHAKAWHANAUNGATANGA

HAPORI WHANUI

ACES HUB

Hub for students and staff at
ACES Alternative Education Schools

scroll down for more!



Week 5 Enterprise - Lesson and Assignment

ACES HUB > Announcements

Post new topic

Reply to topic

Share Actions

Week 5 Enterprise - Lesson and Assignment

Tue Mar 02, 2021 5:41 am

Enterprise Lesson 1

Lesson Plan for ACES Enterprise Students (Week 5)

Greetings from Thelo,

Tena koutou katoa ACES Students. As we go into week 5, this week's lesson is focused on creating new ideas for a small business.



thelomeleisea

Posts : 41
Join date : 2020-03-23
Age : 52
Location : Lower hutt hospital, Wellington

ENTERPRISE MAUNGAWHAU

A huge part of the way our students learn is through Project Based Learning. Students come up with a real world problem, which they think they can solve with their project idea. Then work with fellow students and their Tutors to "solve" this problem. In the process of learning in this way, literacy and numeracy skills necessary to solve the problem will be learnt.

Project based learning has the advantage of "group learning" and collaboration, as well as focusing on learning that "students themselves are passionate about."

We have started our Enterprise Journey this year by setting up the ACES Shark Tank programme. In a nutshell students will choose a reward event of their choice in Term Two and set up a Fundraising Idea (Enterprise) to raise money towards this idea.

Students will first present a simple one page business plan outlining "Why they have chosen their specific business idea" to management and receive start up capital of \$250. Their idea must connect to a "real world problem" of a local business or community organisation.

At the end of Term One, students presented their findings to a shark tank panel consisting of actual entrepreneurs and school management.

Each team can earn a further \$10 to \$250 based on their presentation with the best idea receiving \$500 towards their project idea in Term Two, being rolled out at Roskill Markets.

During Level 3 lockdown, students started researching a young entrepreneur called Mikaila Ulmer, (Founder of Me and the Bees Company), who started her business at age four after being stung by a bee. See <https://www.meandthebees.com/pages/about-us> on ACES main online tool called ACES Hub.

Mikaila found out that the bees that stung her were endangered. She used enterprising thinking, to combine the idea of helping the bees by making a very distinct lemonade with their Bee Honey, and launched a uniquely produced lemonade, which is now distributed right across America and is valued at \$5 million dollars.

Students are learning that businesses often start with a young person with a simple idea, solving a problem after getting stung by a bee, who takes action and then learns the enterprising attributes and skills as they develop their business.



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ENTERPRISE MAUNGAREI

A massive highlight at the end of Term One was the presentation of Fonzo's Chop Suey business plan or concept statement for ACES management. The group were successful in securing \$125 in Capital Seed Funding towards progressing product development and speed to market.

Project Leader Zane Harding was confident in leading the session and introduced his star studded team, consisting of

Jodeci - Production Manager

Malia - Head of Marketing

Levi - Head of Advertising

Lovey - introducing the learning intentions and tangible outcomes of the project

Over Term One students learnt about product development, pricing and production and quality control.

The unique selling proposition is to create a Chop Suey made with Fonzo's secret sauce and packaged in sustainable packaging.

In Term Two the Team are working towards their very first Sales run as part of Production week in Week 10.

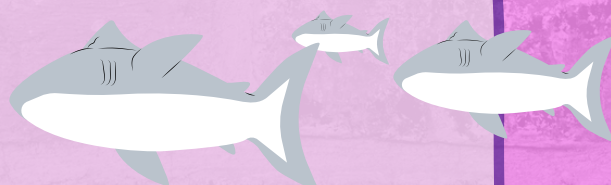
Project Leader Zane believes the reason the team will

succeed is because the product is simple and the secret sauce makes it stand out in the market.

In Term Three Enterprise leader Sam says that the key for creating excitement will be around the hands on eotc (education outside the classroom), where the project group will visit a real food based business and observe, interact and use these opportunities to develop literacy and numeracy skills to progress the project.

Looking forward to Shark Tank in Week 10!

SHARK TANK



NGA URI O PROJECT AT MAUNGAREI

“

Nga Uri O

Nga Uri O captures the different waterways that each and everyone of us descend from. It celebrates our unique cultures but importantly gives oxygen to those differences and similarities so that when we come into a space, we acknowledge and respect each culture.

”

Christina Leef



COMPONENTS TO NGA URI O

KO WAI AU - WHO AM I?

KO WAI KOE - WHO ARE YOU?

KO WAI TATAU - WHO ARE WE?

1. KO WAI AU BY GARY KINGI

Ko Wai Au (Who Am I? What makes me....me?) is but one of the aspects that was covered as part of the 'Nga Uri O' Project in Term One, to help the students reconnect with their heritage in some way or form. There are four sections that I tried to encompass, Taha Wairua (Spiritual), Taha Hinengaro (Mental), Taha Tinana (Physical), and Taha Whanaungatanga (Social). Some of the work that was completed was the Vark Test to do with learning styles (Mental), designing a family Coat of Arms (Social), and a DNA profile (Physical).

2. KO WAI KOE BY JUNE RETI

In Term One students collaborated to produce a definition of Ko Wai Koe (who are you) where they worked in pairs gathering information about one another through questioning then sharing that information with each other. The students also used visual art to produce their pepeha drawing their Maunga (mountain), waka (canoe) Moana (sea), Awa (river) and Whare (house). They verbally presented their pepeha to the class as their assessment. The feedback from the students was that they enjoyed producing their pepeha through art.

3. KO WAI TATAU BY FRANCES PUPUALII

Ko Wai Tatau focuses on who are we? How do we want to work together? And what's our shared agreement at ACES Maungarei?



DNA PROFILE

WHERE DID I GET MY APPEARANCE FROM?

NAME: Malia

HAIR TYPE AND COLOUR: I have thick hair that comes from my mum because my dad has very thin hair and the color, dark brown comes from my dad.

EYE SHAPE AND COLOUR: I have dark brown eyes that comes from both my mum and dad.

NOSE SHAPE: My nose I guess is abit small (not to small but as I'm aware of it doesnt come from my parents or their parents because both of my parents have big noses.

MOUTH SIZE AND LIPS: My lips are not big or small, average I'm guessing it is in the middle of how both my parents lips are. My mum has small lips and my dad has big lips

SKIN COLOUR (FRECKLES OR NONE): I get my brownish skin color from dad, my mum is fair.

HEIGHT: At a young age I grew faster in height and people thought I was tall until recent years I haven't really changed. M dad is very tall and my mum is very short.

BODY TYPE: My dad is quite stocky, muscley, tall, my mum is quite small so I'm guessing it ranges from either one of those.



Nelson Delailomaloma

In Term One ACES Maungarei have also been learning the importance of respecting all people and accepting diversity, difference and opinions through Ko Wai Tatau activities with Nelson Delailomaloma. Nelson is no longer with ACES and was a much-loved tutor and colleague. He is missed by all of the ACES team and we wish him the very best in his new role.

2021 navigating technology in AE.

QUEENSTOWN

In finishing up the second issue of our newsletter, we are very excited to inform you that our 2021 Alternative Education Conference takes place in Queenstown this year.

The Alternative Education (AE) National Body is co-ordinating the AE National Conference "Navigators" with support from the MoE.

Navigator Conferences aim to bring AE people together (the Navigators) to meet and network, celebrate successes and question the issues, share collective ideas and experiences as well as challenge each other's thinking through professional development workshops and conversations.

Navigating Technology is this year's theme and will bring together our experiences with COVID-19 as well as the need for AE to navigate the ocean known as Technology (availability, tools needed and educational resources) to further strengthen AE practices and open students to different pathways and opportunities in Technology.

ALTERNATIVE EDUCATION NATIONAL CONFERENCE



30 SEPT - 1 OCT 2021

NAVIGATING TECHNOLOGY IN AE

CONFERENCE LOCATION: QUEENSTOWN

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