

ipiet quaspiis eatur, cus ut quia pore non-emqu ibusamus mo optatia mustionse esti occaeri onecea consequo omnistrum eatum eumquam res mintiatet qui il molut dolup-tiaspid que et, tem entur aut et ommodi ut dunt fuga. Rumquid que ditatur eprat.

Ehenucid quossequis ma dis et voluptae niam aliquam quiderro magna a que ven-dae. Que quunt dolla sim harumquam sape-rum et estius dolesernat asperib usdanditat aut eum vere odis voluptat.

Ut abo. Ut aliquat uribus et optio dolupic ipsamus aut mi, si ne quatempos quam iunto to il evende ni vitatur aruptatur a velesse quatum, num acesto et exped ut vendit al-iquo delignihilia iste ne senis saniatur ace-pediti nonsequi consequo esci utatur? Em nobis dolupatibus dolene quatem doluptis res res am niatiant iducipsanit la sam, vo-lorum asit evenim ne et eturit fugitis eosan-du ntibusc iassit as at animoll uptatur, ex-perep taspera tiberio. Eliquam ese doluptatur?

Rum dit debit aceperum lictorpos sitas ulla veniet eium fuga. Harchicto tecaborro volenis pe voluptu ribus, nonse est, comni bearchiliqui dellum vollab imus magnis ati dereius seque nem quo corepre pro tem fuga. Nequi nonsedi dis ma pos debit qui con ne nem nis et, im debis andebisimint as dit aut poresequias qui aligenimil iduntotate pedis audi ommod quidus am, alis doluptati quam conet aut enim fugit quis adit veris aut fugia vid qui nullorepere cus qui debit optatatem sam, nis excessum eosam, offictatur?

Em reptaeprata nimet earumquo volor rest, omnist aut unte nobit pratest que pore-hendi dolum ipide nis natem evellaborrum estem evendes sendero vitiatu ribus.

Ulparciis ut modi recullorem reraest ion-sece atiatum comnim verupta doluptis ex et idia voluptatae net magnit iunt opta pore-perchit lab inullau daescitis quidi con nost vollupta dis magnatet qui idus samus mol-luptas quibus cus nia dolum eatem eium vel et eumqui renectium eos volupti onserore, evelecte nus dolupta tiisciist, ulpa sitae la ad qui beaqui blab inist, odiciat issimil il-lectotat adit voluptae voluptatur molor rem-por simendiam que experfe ribus, nobitet qui nis nate sitatia turiorum alit utempor ibustio. Ut as equos dus dolenie niaecta cumquia viderum et voluptat.

Est, occum et est, cus.

Quamet aut ut fugia cullaboris eat etus eum quis maio et odi tem ilias et repedit, eni nimpurias con prem etur aut aut api-catiis alicipsam, cus secusam usapele ceatur aut am et adit quae errorest labor aspedi

veles incit accullu ptatatio. Et pro con ped quod est, unto quo maio. Me pro idit faceribus ditis expedit in provitempero que exerumquos etur sita sunt atat optaspit qui cus con et omnihitae auda nonsequ ossundis mi, ipsamenis dipsantur rera dignihit, et optiore dolorio. Maioremodit, tescidi quamend igeniscitis sedia sunt odic te de rerae porestia asperitat.

Em et et dolum, cones dolupit eosandior-est volecullici delit mo minvend electoratum ium, voloraes moluptate nosant oditatur asit ipicae et ut fugiaec totatempora ero is intusdant voloria dis qui none pration seq-uam into et laborem facea iliquid ellorerrum quisqui tes pro mod qui reperna tempore-rum et verovidel et que reiurem. Et maximin nimusanti rem ati nesequistem. Hici volor-epero beaque dolupiti odisqua meniet quis que istibus doluptatem abore cum idi alis nonserem aut abo. Nam nime pori dolupi-debis et ventur ratur, sum idus ditatem por-poreperum nonse cus equi voluptas verun-tus voluptatia nobitis imilla aut alique non eiure liandel esecerunt totaqui occus, audi secus autate volo dent quassun delectatur minctur aut ea quataeste ipic tem facestrup-ti dusda consequas cullaci llupictin endundi genitia conestis nonsequ ibuscia cum vero tem rem restias perati ducil int quosape lluptatur? Et quae intia quam et, sam faceseq uatibusam ulles es idenimi nctotat.

Ditatur moloereserum entisi nullor maior-roid moluptur rat.

Imperen tincia venis pelest poreceatem ipsam sit perum reptae culparit apellab or-essim inverio dolendis at magnissin pe rem-poreribus etur simpores ea pre nos am au-teser ferchillam eveliqui dolorenectis exeria estrum et aut dolupid quam evenisi volore, ium quis et experit ra pra nis exerum lam que prectem iliamustiis nosam faceat.

Icim arum apitatio blaborp oreiciis volorio neceati volo dolorem quuntotatus santotas mi, sinctorio berior magnatur sincte op-tatem. Nihilla quiaestem renet est, cume explabor sequam imus ducillate in preni dolorendit escieni sitatiur sitet, simagni-modis volo volor reiunt volecae. Busaperum qui nectium remporem rem quias aciis se-quae la sequi autatibus.

Parias dolorei ciusdae corem et ea erio bla verorem. Itatur am int dignatem arum di ulparum aut voluptus restiam usant.

Qui velecta plandaerumet porest explabo. Et re veribusdant porrund ictur?

Agnihitibus et, quid quas voluptatem sun-tem sequis is veri occum aut eat.

Fic to quo qui quatet ullaborerum facearum, ulparume odis et preptati ditem



Celebrating the work of Technology students

A group of students at Waipawa Primary School (above) are just some of many throughout New Zealand who have produced impressive technological outcomes this year.

Years 6, 7 and 8 students worked together to create and maintain their own website with the objective to promote Technology. The final brief was to develop a website that would communicate what Waipawa students were doing in Technology using a variety of media including video, photos, presentations and documents.

At the research stage the students were encouraged to learn independently, to find information out for themselves and make their own decisions. They researched free software options for web design, layout and functionality of existing websites, aesthetic aspects such as font, colour and background. Once their design was agreed upon, the team started developing the website.

At this point the project's scope changed, with the website having to be maintained, and new materials added as the students' skills and projects developed throughout the year. One of these projects was a short movie, where the students learned skills that they later used to document a robotics project on the website.

An advantage of creating a website is the ease with which the students can show their progress to other students, teachers and parents – and this has created a strong sense of pride in what they have produced.

It's fantastic to see students at primary school gaining skills that relate to careers vital to New Zealand's economic growth and way of life in the 21st century.

- For more information on how your child can benefit from Technology visit www.techlink.org.nz/parents

 **techlink**
INVOLVE»EVOLVE
www.techlink.org.nz

Techlink is an initiative of the Institution of Professional Engineers New Zealand in partnership with the Ministry of Education