



## The Art Of Speech Formation As Therapy And A path To Well-Being

When the Steiner Schools first began the Art of Speech Formation was created by Steiner for the teachers and to help with children in their growth and development. In my favourite Shakespeare Play, Paulina an older woman and a friend to the King and Queen of the land, comes to Leontes, the King - who is deeply straying from his true task. She says to him, "Not only as your Counsellor do I come, but as your Physician, with words as medicinal as true."

Here Shakespeare shares with us his deep knowledge, that words and spoken words have huge power both to heal - and of course - to hurt.

When I work in Speech Formation with students I use my training on the speaking instrument as foundation for help. We speak with the same "instrument" with which we eat. We use lips, tongue, teeth and both hard and soft palate to make the sounds of all the languages we speak. In this amazing place we make feeling sounds - formed on the lips with sounds like M B P Wh W - - - these sounds made by the way the lips meet and interact with the sound of our own voice. For some this is a place where a block begins or a stutter. We also use the hard palate just behind the teeth where the sounds of real clarity are formed: N D T L Rrrr - these sounds are made with the tip of the tongue pressing in clear pressure on the hard palate and also using the sound of our own voice. These sounds are the "thinking" sounds. Then at the back of the mouth, where the soft palate presses into the back of the tongue, we make the strongest sounds of NG G K H - and these sounds have the power of the will. All our words of "Get up and Go" are formed here.

In classes of therapeutic speech we work consciously with different sounds as they arise in words of beauty and power and humour. Rhythm and rhyme, images and characters all are used to help. Words, words, words. . .

Speaking uses over 200 muscles and to speak well we need head and heart and hand to help. Stance, gesture, breath, form and movement are all a part of the lessons.

Good speaking - and especially public speaking - before a group has been a part of class work since the beginning of Waldorf Education. I help both teachers and students work more easily in this realm. Poetry, story, drama, debate, play all are part of this therapeutic work. Working helps improve the way we listen, deeply helps us remember what is said, and engages us in the creativity of speaking and listening. Students gain confidence, clarity, ability in use of language and are more able to take in what is said to them, and to express themselves. They become more alive and enthusiastic about life.

*This term Taikura are lucky to have been able to provide Dynamic Speech Sessions. This work is largely supported by our fabulous H3 Group.*

Robyn Hewetson "WellSpoken" [robyn@wellspoken.co.nz](mailto:robyn@wellspoken.co.nz)

### Mark Your Calendar

August 28	8:45 am - 9:00 am Start	Parent Group - George W Carver Benefactor to Humanity - David Urieli
September 1	6:00 pm - 7:00 pm	CL6TM Parent Evening
September 11	8:45 am - 9:00 am Start	Parent Group - Herman Veluwenkamp - What is Biodynamics?
September 15	6:00 pm - 7:30 pm	Class 7 Parent Evening
September 16	7:00 pm	HS Elective Information Evening - <b>Specific Class Emails Have Been Sent</b>

**VENUE CHANGE for the Parent Group Meeting** to the Anthroposophical Society rooms (directly across the street from the school) while the Kindergarten space is closed during Level 2.

**TERM 3:** Monday 20 July – Friday 25 September **TERM 4:** Monday 12 October – Wednesday 16 December

# SCHOOL NOTICES

## COL or Kāhui Ako

Communities of Learning | Kāhui Ako are a part of Government's Investing in Educational Success (IES) initiative to help raise the learning and achievement of all children and young people, particularly students at most risk of underachieving.

### Analyse and Decide Cycle, Tātari ka whakatau

This is a key function of the Kāhui Ako. A decision is made on the achievement challenges yearly and a plan on how the community will address them. Developing the achievement challenges plan enables clarity in exactly what it is that the Kāhui Ako is wanting to achieve and how it is going to do so.

Identifying Achievement Challenges will involve gathering, collating, analysing and sharing the previous year's student achievement data to identify trends. Once the Achievement Challenges have been developed the next step will be to understand why they have arisen. Once this is understood they can develop a plan to mobilise key actions and resources. The indicator of success will be to achieve more effective results as a Kāhui Ako than each school could achieve on its own.

Achievement challenges are agreed goals for raising student achievement across the Kāhui Ako.

### Implement and monitor, Whakatinana ka aroturuki

At this phase of the process the key objective is to implement the Achievement Challenge Plan exploring:

- support around sharing achievement data effectively
- how to develop shared expectations among members of a Community of Learning | Kāhui Ako at key transition points to enable learners to move more seamlessly through their education journey
- how to recognize and spread great teaching practice across their communities so that students learn in better and more powerful ways.

### Evaluate and improve, Aromātai ka whakapai ake

- At this phase of the process, the key objective is to evaluate progress towards attainment of the achievement challenge and identify next steps for future development.

### How does this work in a Steiner/Waldorf Kāhui Ako?

The Lead Principal of the Kāhui Ako, works with the Fellowship (Principals of Steiner Schools in Aotearoa) and MOE to set the Achievement Challenges. The Achievement Challenges are derived from the individual school annual goals. These Achievement Challenges, once decided upon from the data and by the Fellowship, are then related to the AST (Across Schools Teacher) who work with the WST (Within Schools teacher) in the sections i.e. High school, Literacy and Numeracy. This helps to assess the student body in the Kāhui Ako schools and during the hui a targeted group of students are identified.

Examples of how each school approaches this work is shared and new ideas created during forums such as hui and Zoom meetings.

Where funding is obtained for PLD (Professional Learning and Development) consultants are employed to assist, such as with maths in the Lower School at present.

During the year simple testing of the targetted students is undertaken to see that the work of the WST is making an improvement and allowing time to adjust while there is still some school year to work with.

In the Lower School the focus has been on improving punctuation and numeracy.

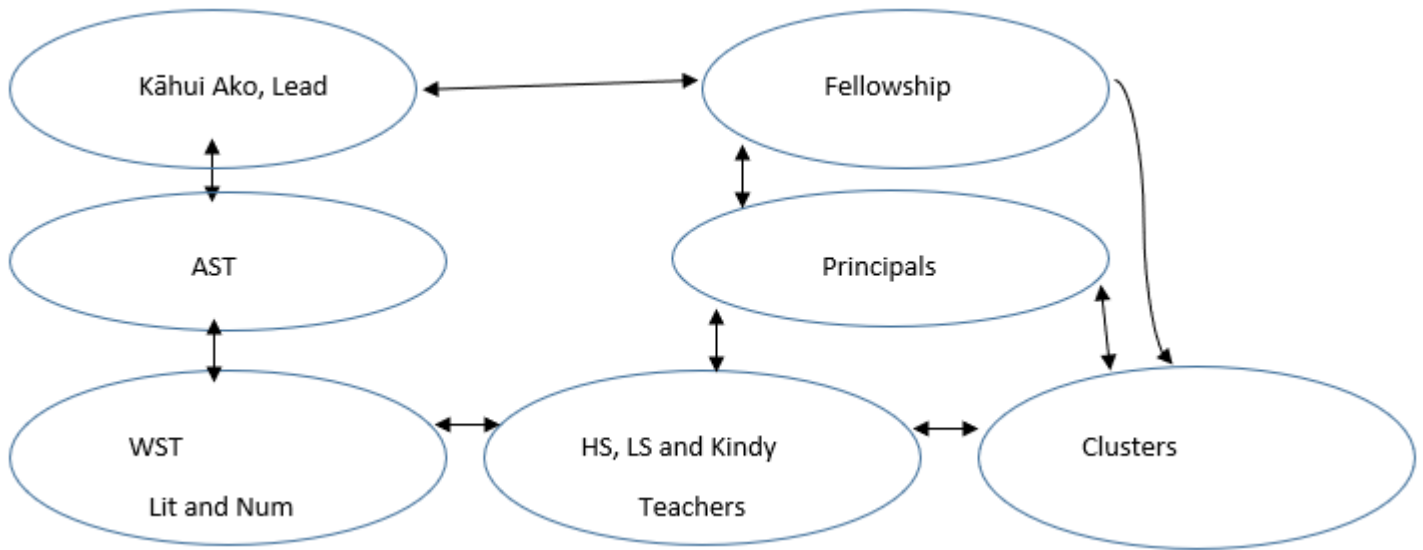
End of year testing is completed to see if the **targeted students** have made progress.

This data is collected and analyzed for the Kāhui Ako. This data is then fed through to the MOE as a journal, to the Fellowship at the Principals Hui, to the Kāhui through pānui and hui. After two years the Achievement Challenges are looked at again to see if they are relevant and if necessary an application for variance is completed and sent to the MOE to alter the challenges.

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# SCHOOL NOTICES

Within all four High Schools the results for Classes 10, 11 & 12 are collected and analyzed to see if the students are passing literacy and numeracy and gaining UE (University Entrance). This is a longitudinal study to identify trends that the College of Teachers need to be aware of.



Anne Hilton  
Lead Principal of Steiner/Waldorf Kāhui Ako



## He pito kōrero!

“Kua rongō kōrero koe...? Did you hear...?”

Kia ora e kare mā...have you heard that as part of this year's Te Wiki o Te Reo Māori, Te Taura Whiri i te Reo (the Māori language Commission) wants to get one million people speaking, singing and celebrating te reo at the same time in an unprecedented Māori Language Moment for Māori Language Week 2020! This will be on at 12:00 pm on 14 Hepetema (September). It can be a waiata, a simple conversation, an exchange of kupu, whatever is possible! Here is a link to more information to participate in this awesome event and other ideas that can support you to celebrate te reo Māori! <https://www.tewikiotereomaori.co.nz/>

### Kīwaha o te wiki ... phrase of the week!

Inē?! (ee neeh)  
Is that right?! (surprise reaction)

Rangi: E hoa, I'm going to take the Sciences next year as part of my subjects!

Hemi: Inē?!

Rangi: Āe! I need those with good marks, to get into Med School!

***He pito kōrero is a space dedicated to celebrating and promoting Te Reo me ōna Tikanga***

## Kia Ora Kindergarten And School Whānau!

In the light of the uncertainty and developments around COVID-19 being at level 2, we would like to clarify with the wider whānau, that our Whānau Room at Taikura kindergarten remains closed (under level 2) for parent gatherings due to heightened need to clean and sanitize. Meetings with ngā kaiako and staff employed by Taikura kindergartens and school can go ahead if the room was booked.

Booking is possible via emailing Erika Potter at [erika.potter@taikura.school.nz](mailto:erika.potter@taikura.school.nz) or Danica Hensel Ondrusova at [danica.henselondrusova@taikura.school.nz](mailto:danica.henselondrusova@taikura.school.nz) or directly in a booking diary in the Whānau room.

Please ensure you have signed in & out of the visitor book (this is used in the event of an emergency). The Contact Tracer QR code is available by the main entrance. Please make sure the room is left as found.

Thank you for your understanding.  
Danica Hensel Ondrusova

# SCHOOL NOTICES

## PB4L School-wide At Taikura

PB4L School-Wide is an evidence based Ministry of Education initiative. It looks at behaviour and learning from a whole-of-school as well as an individual child perspective. The Positive Behaviour for Learning School-Wide framework, otherwise known as PB4L School-Wide, helps schools build a culture where positive behaviour and learning is a way of life. It's not about changing our learners; it's about changing the environment, systems and practices we have in place to support them to make positive behaviour choices.

For the rest of the school year the work undertaken in previous months by the PB4L team and staff will become more visible in daily school life. At Taikura we are putting energy into having this framework align with our Special Character and cultural needs, to make it relevant and meaningful to our place. Central to the framework that we are establishing are our three values, carefully and thoroughly considered over the last few months. These have then been used to develop expectations of behaviour and become touch stones for how we recognise, acknowledge and promote positive behaviour for learning.

Each value has been aligned with whakatauki to provide deeper meaning, understanding and cultural context.

### Kindness

Mā te ngākau aroha koe e ārahi.  
Let a loving heart guide your decisions.

### Perseverance

Whaia te iti kahurangi, ki te tūohu, me he maunga teitei.  
Seek the treasure you value most dearly. If you bow your head, let it be to a lofty mountain.

### Respect

Kia mau ki ngā kupu o ōu tūpuna.  
Hold fast to the words of your ancestors.

Going forward you will hear and see these values and whakatauki with increasing frequency as we use them to support a culture where positive behaviour for learning is a way of life. We look forward to your support in acknowledging these values and working with them alongside us, strengthening whanaungatanga at Taikura.

The PB4L team.

## BoT by-election

We have had a resignation from our Board of Trustees and the decision has been made to hold a by-election to ensure the whole community can have their say as to who the new member of the Board should be.

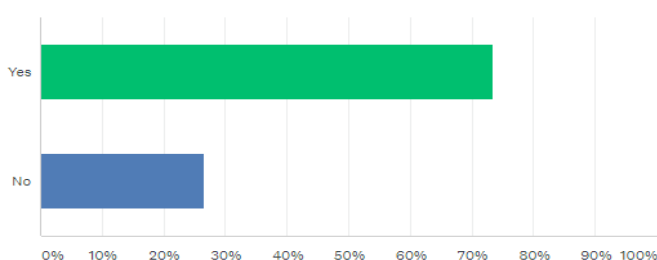
If you or anyone you know would like to put their name forward for nomination please email Suzan on [suzan.bart@taikura.school.nz](mailto:suzan.bart@taikura.school.nz)

## Congratulations

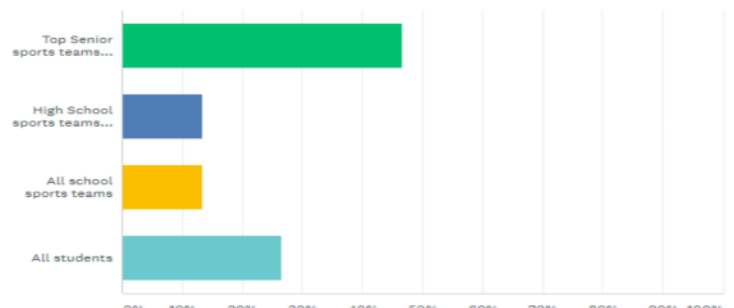
It is with pleasure that we congratulate a former Taikura student, Maia Boonen who has gained a BA - Bachelor of Arts, LLB - Bachelor of Laws, Major 1 Development Studies and Major 2 Political Science at the Victoria University Wellington. Well done Maia.

## Hoodie Survey Update

Do you think hoodies should be available at Taikura



If yes who should they be available to:



Click this link if you would like to have your say: <https://www.surveymonkey.com/r/J85X2RP>

# SCHOOL NOTICES

## Taikura Parents Group

Welcoming everyone in the community to these free talks and gatherings (including parents, grandparents, past parents, those on the waiting list). Join us in the warm and relaxed space of the **Library of the Anthroposophical Centre** (whilst in Level 2). We aim to create a parent supportive environment and all our gatherings are baby/toddler friendly. You are welcome to arrive and leave as meets your needs.

Our guest speakers begin at 9:00 am and usually finish about 10:30am. Tea & coffee is freely available from 8:45 am. Donations of food for the morning tea are appreciated.

For questions, suggestions, offerings please contact Filipa Hope - 0274513445 or Melanie Sims - 0274 555 300

**Friday 28 August:** David Urieli - Taikura High School teacher. Looking at George W Carver benefactor to humanity.

**Friday 11 September:** Herman Veluwenkamp -What is Biodynamics? Looking at ideas behind this method of agriculture.

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## Thank you

A massive thank you to Dominic Busck for dedicating a weekend to joinery work for the school library. We are so lucky to have members of our school whānau who put their hand up to share their skills with us like this.

Tēnā rawa atu koe, ehara koe i a ia!  
Many thanks, we are lucky to have you!

Liam Wyley  
Property Manager

## Fete Notice

Bekkie the logistics coordinator for the fete is looking for someone to join her team with the idea they will take over her role within the fete committee in the future. The role looks like this:

- Ordering signs that advertise the fete and organising their distribution in Hastings/Napier/Havelock
- Liaising with class 2 to ensure all the set-up roles are covered
- Organising waste/recycling
- Set up of the fete must be available Friday/Saturday/Sunday of the fete weekend
- Set up includes facilitating a team to; mark out sites, seating, put up/take down gazebos, moving tables, chairs, trestles - ensuring fete is set up and then the school is returned to original state
- Includes heavy lifting and a mountain of walking throughout the fete weekend alongside being able to facilitate a team of people
  - This role could be taken over in its entirety or could be distributed between multiple people if a particular aspect speaks to you

The fete needs a person available the morning of Saturday the 21st November with access to a trailer and vehicle with a tow bar to collect seating for the fete from the Hastings area and deliver it to the school

The fete advertises the event within the community and are looking for people to distribute signs in the weeks leading up to the fete. If you are available to do this at the end of October / early November in either the Napier, Hastings or Havelock North area this would be greatly appreciated. You will need access to a drill and a vehicle to complete this.

To take up any of these roles or enquire for more information don't hesitate to contact Bekkie Taylor on 0273016637 via text/call

## The Hastings Choral - POSTPONED UNTIL FURTHER NOTICE

### Due to COVID 19 restrictions:

The Hastings Choral presents our first concert following Lockdown.

The choir along with Soloists Dianne Abraham (Soprano) and Lili Junior Crichton, (Tenor) will bring you Perfect Nostalgia in a selection of light opera favourites from;

The Merry Widow, The Bartered Bride, The Desert song and many more!

Joe Christensen, conductor, Anna Hansen Pianist. Tickets; \$28.00 (\$22.00 from choir member), Students \$5.00