



## Whitsun Celebration

This week the school enjoyed celebrating Whitsun. In preparation for Whitsun Class 12 explored the theme of 'weaving our individual gifts together to form a conscious community'. Students crafted ideas into poetry and some of the poems were presented at the assembly.

Below is one of the poems shared.

### Whitsun

The strength in an individual  
is powerful, strong,  
but is enhanced together, by one strong bond  
our community is one big working bee  
weaving our gifts for eternity

It takes one to make a statement  
but a village to make a change

As the younger community grows  
they follow only what they know  
stereotypes and foes is what they we have become to know  
we are a product of the people who  
raised us and bathed us

It takes one to make a statement  
but a village to make a change

Our future has been carved like footsteps in the sand  
but as the sun goes down, and the tide bears high  
a new era has arrived, full of mystery as we write  
our own history

It takes one to make a statement  
but a village to make a change

*Lara, Fran and Orla*

Dear Community

Thank you for your wonderful support in the creation of Monday's Whitsun Assembly. Students arrived back to beautifully set up classrooms. Here they shared a biscuit and drink as they chatted with friends from across the school. Thankyou for your generous gifts of biscuits and drink - and time setting up the spaces with white finery.

Warmly, Festival Team.

### Mark Your Calendar

June 2	3:30 pm	Parent Teacher Interviews for High School - School Hall
June 3	7:00 pm - 8:00 pm	Class 8 Play - "The Ancient Mariner" by Samuel Taylor Coleridge
June 7	No School	Queens Birthday
June 9	7:00 pm - 8:00 pm	Liaison Parent Meeting
June 28	6:30 pm - 8:30 pm	BOT Meeting - School Hall
June 30	7:00 pm	Steiner For Beginners - Talk By Jessica Soutar Barron - Whānau Room

# SCHOOL NOTICES



## He pito kōrero!

*Ngā taonga o Taikura...Treasures of Taikura*

*Tinirau*



Kia ora koutou, te whanau whānui o Taikura,

Just before you enter our whare hui (school hall), above the door to the right is the whakairo (carving) that Fran Obers, a parent of past students, carved. This taonga is called 'Tinirau'. In Manganian oral history, he is the kaitiaki (guardian) of all the finned inhabitants within the moana. Tinirau is one of the children of Varima-te-takere, the creation Goddess of Mangaia, who is recognised as the great source of human life.

### **Kīwaha o te wiki...idiom/saying of the week**

Tuhia ki tō rae! (too he ah key tor die – soft 'd' sound)  
Don't forget it/them!

Tai: We've been learning a new waiata-a-ringa. We're being tested on our actions!

Maia: Tuhia ki tō rae, e hoa!

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



### **Waiata Mai Every Thursday, From 12:30 – 1:00 p.m**

Ngā mihi maioha ki a koutou e te whānau whānui o Taikura!

Waiata mai has started again. This will be every Thursday from 12:30 –1:00 pm in the Library. If you want to learn some of the waiata that your children sing at school, nau mai, haere mai te katoa.....all are welcome!

Ngā mihi mahana ki a koutou ngā kōpara e kō!

Nā Troy Gardiner

# SCHOOL NOTICES

## BoT Update

Our Board of Trustees met on Monday 17 May. Our meeting began with a presentation from Taikura's EOTC and health teacher, Gee Reisima, who spoke to the health consultation she recently organised for parents. The Ministry of Education requires every school in Aotearoa/New Zealand to confirm a statement regarding sexuality education, which must be reviewed and consulted on every two years. Gee shared her current curriculum and the delivery of the health programme with the board. Some points covered in Gee's presentation were:

- Sexuality education happens in Classes 6, 7, 8 and 9 in our school (our Proprietors Trust Chairperson Sue Simpson will be drafting an explanation as to why this does not begin at an earlier age in a Steiner school)
- Our health programme is perhaps broader and more in depth than at other schools in Hawkes Bay as they generally engage outside contractors
- Social media and technology have changed the landscape within this subject immensely
- Gee's work aims to encourage students to have open conversations with their parents, it is vitally important that conversations around this topic happen in the home

Together with Gee and the Principal, the board is drafting the statement, which will be shared with the community once finalised. Due to minimal attendance at the specifically designed consultation meetings, consultation going forward will be incorporated into the parent evenings of the relevant classes to ensure parents of the students receiving the curriculum are consulted directly.

Suzan Bart  
BoT Secretary

## Proprietors Trust update

Our new Whare Learning Space has special significance to architect Sol Atkinson, a former student of our school.

"The design of the new space has been a very collaborative process with a lot of discussion about the current learning requirements, the surrounding landscape, the building orientation, how the building connects to the rest of the school (to the east), and the street to the north. Through iterations of the design meetings and site walkovers, the concept provides ample interior and exterior spaces that can be adorned and reflect the building use over time." Sol Atkinson, Architect.

The concept has been presented to the school community and will be moving into detailed design. This stage involves a number of other consultants including Structex's Senior Engineer and former Taikura student, Nicholas Bednarek.

If you would like to have a look at the design, you can find it on our Taikura Rudolf Steiner School Facebook page, or hanging on the notice board in our hall foyer.

Suzan Bart  
PT Secretary

## Music Department

Itinerant instrument lessons are available during the school day. In 2021 we have welcomed our new Cello tutor Jenni Hodgson and Drum tutor Joe Atkins. Instruments include violin, viola, cello, flute, drums, piano, guitar, banjo and ukulele if you would like further details please contact me on [thomas.pearson@taikura.school.nz](mailto:thomas.pearson@taikura.school.nz)

Lower school orchestra and high school orchestra run weekly. If your child would like to join, please get in touch in person or through [thomas.pearson@taikura.school.nz](mailto:thomas.pearson@taikura.school.nz)

## Invitation To All - Parent Talk

I am very pleased to inform you that this term we will be looking forward to an evening talk which will be held in the Taikura Kindergarten whānau room.

**Meeting Date and Time - Wednesday 30 June-7:00 pm** - Steiner for Beginners - talk by Jessica Soutar Barron

Danica Hensel Ondrusova - Kindergarten Senior Teacher

# SCHOOL NOTICES

## Curriculum Corner

Class 2 enjoyed the last of the sunny autumn days making pizza and cooking in the pizza ovens. A big thank you to all those parents who contributed to the successful running of this day.



# NZ MUSIC MENTORSHIP



Each year the New Zealand Music Commission funds music mentoring in schools throughout the country.

This year we have been blessed to have Matthew Faiumu, aka 'anonymouz' visit and mentor for two days.

Matthew started out learning high-level classical piano and composing music on digital audio workstations Auckland Grammar.

Matthew is a professional musician who writes jingles, performs live, produces music for blockbuster movies, and produces music. He has shared how music in New Zealand can be a viable profession through passive income through royalties, teaching, live and recorded work.



One of Matthew's most well-known work was 'Masta' which was used in the movie and soundtrack for Hobbs and Shaw (2019).

He also created three pieces for the Te Oro music and arts centre in Glen Innes, Auckland.

On behalf of Taikura, I would like to publicly thank the commission and Matthew for taking the time and making funding available to inspire our ākonga through this initiative.



Photos:  
Top - Mixed group ranging from class 9 to 12  
Middle - Lower school Orchestra  
Bottom - Class 8

# SCHOOL NOTICES

## Whitsun Sharing From The Kindergartens

*"You are a flower and a child of Mother Earth" said the beautiful white bird, "and you have plenty to do in the world for you have to hold the gift from Father Sun, a golden treasure which you can share with the bees and the butterflies."*

*Whitsun Story For The Young Child*

As the school celebrated Whitsun in a big hall and many attendees, the Kindergartens and Playgroups marked this beautiful festival of understanding and listening to each other in a gentle and yet festive way with our own groups.

Ngā kaikao wore white and the rooms were decorated with white cloth on a table and a branch with a white dove. A special story has been told by the light of a beautiful candlelight.

Let our golden treasure be shared among us all.



## High School Parent Teacher Interviews

We would like to warmly invite High School parents and students to attend Parent Teacher Interviews on Wednesday 2 June 2021 in the School Hall.

Interview times are seven minutes long and will start at 3:30 pm and run until 9:00 pm. Bookings are open now and will close on Monday 31 May at 9:00 am.

How to Book

1. Log onto the following website: [www.schoolinterviews.co.nz](http://www.schoolinterviews.co.nz)
2. Enter the following code into the 'event code': **ywxwz**
3. You will then be guided by the website

We look forward to seeing you.

Pippa Caccioppoli

## Important Notice - Bus Departure Change

Due to recent incidents on King Street involving cars and pedestrians for health and safety reason the following changes have been made.

- From Monday 31 May all school buses will depart from the Nelson Street bus stop. Students will leave via the front gate and line up to enter their respective bus.
- The back gate on King Street will be closed and there is to be no entry or exiting from this gate.

Management Group

## School App

If you have not already done so, please download our SchoolApp into your smart phone. You will find school contacts, newsletters, a link to our website, term dates, absentee notifications and our calendar which is filled with upcoming events, meetings, camps and trips. Subscribe to class alert groups and you will receive notifications such as class camp school arrival times and meeting reminders straight to your phone. So much useful information!



1. Go to the **App Store** or **Google Play Store** on your mobile device
2. Search **SchoolAppsNZ**
3. Download the **App**
4. Open the **App**
5. When it asks to send notifications – click allow.
6. When it asks to search your **School** – type your **School Name** in the search bar
7. Lastly, subscribe to the Alert Groups you would like to receive alerts for.

# SCHOOL NOTICES

## Challenges Of The Moment

I experience the social fabric of my world as solid, predictable and kind. My social experiences and relationships are very much based in and informed by my understanding of the world which was shaped by my childhood in the 1970s and '80s. The majority of my friends are from a generation similar to mine.

My son works in I.T, and while he thrives on the challenge and his love of problem solving, he bemoans the ever changing world of technology and its effect on human behaviour, workflow and process and the environment. Nothing is fixed, new technologies become available monthly if not weekly, the pressure to learn, use and adapt to, is unprecedented. Workers in this industry exist in constant change, nothing is predictable, and everything is possible.

The social landscape for young people largely reflects and exists in a similar way. Their way of being and communication styles are as responsive and fluid as the technologies that they exist in.

A young person's challenges and what they need to navigate socially and emotionally, are in stark contrast to what I experienced in my youth. The normalised expectation of constant connection amongst their peer group must be exhausting for them. Many are possibly unaware of this, as it has become normalised and is their only known way of feeling. Being quite an outspoken youth with a limited filter I am sure many of my peers wanted to give me feedback, however the gruff answering of the landline by my father with 'name and state your business' I am sure acted as a wonderful protector to my young and developing sense of identity.

There is a lot of discussion and forums around the effects of a young person's self esteem and the internet/social media sites. The explosion of pornography viewing and the possible addictions that follow frequently make headlines.

However, the chatting and persistent conversations conducted amongst friends through digital media are often only mentioned as an afterthought. Post Covid this activity has become more challenging for young people, parents and community to monitor and manage healthily. Habits were formed during lock-down, possibly even more so in our community than others, as we experienced many students going online or developing a larger online presence simultaneously. This was in response to the need for connection, delivery of education programmes and to sustain friendships over a challenging and unknown time.

During this time, I was grateful to be able to connect with students, send out work, conduct meetings and remain employed, examples of the gifts offered by today's technologies.

The normalised expectation of constant connection that has developed from these times of concentrated media/digital communication can however be viewed as a burden. On occasions I certainly experience it as a burden for young people when teaching. There are age bands of students more vulnerable than others, where the options available to communicate support the natural age appropriate drive of the young person for connection with their social realm as opposed to their family. These online communities and social chat groups, each with their own online kaupapa, exist across all generations. In many cases the group culture develops in an abyss of the norms and guidelines which usually surround face to face interaction. When groups such as these are active within a classroom, club or workplace the result can be significant to the social and emotional health of the larger group. In a classroom these types of communication activity can undermine the learning environment hugely.

### **Imagine being in the workplace staff room.**

*There is an uncomfortable discussion between 3 colleagues - bordering on an argument. They decide to meet after work and sort it out. Of the remaining 8 people in the staffroom 5 spend that evening discussing the event, possibly creating memes about the incident and sharing. The chat stretches long into the night, the persistent nature of the chat, the tiredness and boredom of the people chatting - all affect the accuracy of the recollections of the incident and the emotions of the moment.*

*The next day at work - the 3 workers in the incident met after work, sorted it out and had a beer together and went home content, the incident forgotten. The 5 who discussed the incident don't recall the incident exactly as the others and have feelings of frustration towards those involved for not taking it seriously, and anger towards the behaviour of one or more of the original 3. The 3 who didn't chat about the incident can see it is sorted but are unsure, bemused and curious why the other 5 workers don't seem to be able to let the original incident go and are preoccupied with issues they don't understand. A lot of korero is needed - the dominant focus in the environment is now social, not task focus.*

*continued over page.....*

As a parent of teens a decade ago I gave little significance to peer texting. I had rules, phones switched off by 8:00pm, I was ready for the nightly argument at 8:00pm and most nights it was over within 5 minutes. If they were on their phone chatting/texting to friends etc I felt a happy relief, believing this connection was harmless and fine, plans were arranged or dungeon and dragon campaigns were planned. I felt quite pleased with myself, they thought they were on devices and I had managed to keep them off social media. Well done me! As adults in their twenties they have given me some ferocious feedback, I so wasn't as onto as I thought, nowhere near! And one son in particular experienced the social media text culture to be unbelievably stressful and anxiety inducing - and this was 10 + years ago. Before instagram, snapchat, tik tok etc

Access to phones, data and their capabilities have grown exponentially since then and with it the impact on interactions and relationships. I can not even begin to imagine the impact to social relationships and norms this rapid change has brought about.

In recent months I have spent a lot of time pondering on the ways our children are social in our time. On occasions I witness when communications become challenged and spill into daily life here at school. How can we work positively with what exists in the world? These technologies are very much a key component of the future and do bring gifts as well as challenges.

Last year I attended an evening talk given by Detective Heath Jones on cyber bullying and crime. He ended his talk with the picture that we teach road rules and awareness of traffic from birth. He posed the question to the audience as to why would we think we can hand over a phone at a designated age and believe it would be alright, why without ongoing and careful support they will be able to navigate the world of social media and the internet successfully?

Asking parents not to provide phones, or asking students to minimise their use, is simply not realistic. I would not wish to say it is wrong or bad or that we need to stop and scrap this mode of communication, I am asking myself whether we have prepared them appropriately, how do we educate them and do we engage in the best way to ensure we are growing healthy digital citizens.

Online communications are here to stay - and to young people they are as real, relevant and significant as face to face ones. I have come to appreciate that I don't fully understand or appreciate this reality and how much stress can be generated. It would seem many students can engage in communications which exist in a vacuum - free from any adult guidance. I am challenged to think of new ways, and to consider what is appropriate to prepare them adequately. We are limited as teachers as to what we can do to help, as the online activity occurs outside school hours.

Our children and young people don't want to get it wrong and ultimately all want good outcomes, however at times they find themselves in situations which they either don't recognise as being unhelpful or they don't have the skills to navigate their way out of it.

Adults play a vital role in ensuring children have clear boundaries and are safe in the online environment. It is imperative that this responsibility is taken seriously, and I urge anyone reading this to engage in open conversations with your whānau, class community and the young people who visit your home, around digital communications, social media and general internet engagement. There are many wonderful monitoring tools available to ensure your children are not in too deep, too soon.

I am looking forward to the upcoming Kolisko conference where these themes will be explored as part of their theme Striving for Identity. I will continue to be challenged by Steiner's words - it must be an education reflective of our time and place in the world and Heath Jones' question, what are we doing as parents and educators to prepare them for the realities of a digital life.

While I am not expecting finite answers, I am hoping for tangible and practical ideas to support appropriately the growing of healthy young people.

Kelly Sutton  
Deputy Principal

Forever grateful that this is how easy it was for me to unplug.





# COMMUNITY NOTICES

## Individual Art Therapy For Adults, Teenagers And Children

Accessing your creativity, art therapy is an effective way to address and overcome grief, depression, anxiety, life crises and trauma and to discover a new relationship to one's biography. No previous experience in or aptitude for art necessary. For more information contact: Eva Steinmetz-Urieli :<[evaurieli@gmail.com](mailto:evaurieli@gmail.com)> 06 878 6028 - mobile: 021 0277 1201 **Eva Steinmetz-Urieli - Art Therapist - 02102771201**

## Let's Talk

Thursday 17 June 1:30 - 3:00 pm Rudolf Steiner Centre, Whitehead Road Hastings

Angela Hair @ Concordia Health is hosting an opportunity for people to discuss options available to build resilience against viruses this winter, including colds and influenzas. A short presentation will be given from 1:30 pm, followed by an opportunity to talk about the decision that we will all make over the next few months - to vaccinate or not. **ALL WELCOME!** PS This is NOT an opportunity to discuss conspiracy theories.

## Hawkes Bay BIODYNAMIC Group

We meet every three to four weeks sharing and learning Biodynamic practices. If you would like to join us you are more than welcome. For more information please contact Florian - 020 4185 7512 or email [roger3009@hotmail.fr](mailto:roger3009@hotmail.fr)

## Organic Persimmons

Local grown and picked fresh. \$4.00 for 1kg. Please contact Tracy on 027 2627014

## Kaiāwhina Co-worker and A Qualified ECE Kaiako/Teacher Required



**We are looking for a kaiāwhina co-worker** to support our centre, working primarily in the kitchen. The role is approximately five hours per day, Monday to Friday. We provide a cooked lunch as well as morning and afternoon tea, using mostly organic and seasonal kai. The ideal applicant will be a good cook, able to multitask and an efficient worker. From time to time you would have tamariki working along side you also, in keeping with our centre philosophy.

We are a strong warm team of kaiako, who support each other in our wonderful homelike environment. If you are interested in applying for this position or would like to discuss it further, please contact Te Kōpere on 06-8707203 or email [office.tekopere@gmail.com](mailto:office.tekopere@gmail.com) for more information.



**We are seeking a qualified ECE kaiako / teacher** to join our wonderful team at Te Kōpere Childcare. This is a permanent, full time position.

Te Kōpere is a community based non-profit organization and follows Rudolf Steiner principles. We are open 51 weeks a year from 7:45 am-5:15 pm and are licensed for up to twenty mixed-age children.

We have a strong focus on creating a nurturing, homelike environment that is peaceful for children to grow and develop at their own pace. We are committed to providing relationship-based care setting as the foundation for children to be secure and free to play and learn

We are looking for:

- A passionate, warm and approachable kaiako who can work happily within our small centre environment and its special features.
- A willingness to embrace the philosophy at the heart of Te Kōpere and experience or interest in Steiner education within Aotearoa NZ
- A commitment to Te Reo and Te Ao Maori

We can offer you:

- A supportive small team that values the gifts of each kaiako
- Opportunities for growth and development
- Competitive remuneration and benefits

If you are seeking a change and would like to work within a team committed to providing holistic quality care and education with the child at the heart. Please contact Te Kōpere on 06-8707203 or email [office.tekopere@gmail.com](mailto:office.tekopere@gmail.com) for more information.

# COMMUNITY NOTICES

## Winter Warmers Craft Workshops

Crafts that foster creativity and connection. Come and learn from master craftspeople. Bring a friend for a day of creativity - two Saturdays June 12th and June 19th 9.00- 1.00pm

**Cost \$90 includes morning tea; materials extra**

For more information and to enrol see our website [www.taruna.ac.nz](http://www.taruna.ac.nz) or call Charmaine (06) 8777174 or contact [info@taruna.ac.nz](mailto:info@taruna.ac.nz)



TARUNA  
COLLEGE



### Flax Weaving: Mahi Raranga

**June 12 or 19 with Te Kaahurangi Maioha**

Te Kaahurangi has been teaching flax weaving to adults for over 20 years. She is a Hawkes Bay artist of Ngapuhi and Tainui descent. In this workshop you will be introduced to mahi raranga/ flax weaving through the tikanga/ protocols pertaining to its application. You will leave the workshop with a completed woven taonga - a kete or creative art piece

### Wool Felting

**June 19 with Sabine Laakman**

Would you like to learn the beautiful art of Needle Felting?

Come along and create your own winter figurines for the season table or puppet shows.

This is a fun and rewarding class for beginners or advanced students.

### Printing beautiful papers, then transforming them

**with Ingrid Schloemer**

Learn how to print beautifully textured and colourful papers without a press then transform them into creative handmade treasures.

**June 12 Print paper then make hanging mobiles with your art paper**

**June 19 Print paper then make beautiful miniature books with your art paper.**

### Meet Calligraphy

**With Rebecca from Panoply Studio**

**June 12 Casual Calligraphy Taster.** Rebecca will introduce three fun and varying Calligraphy styles, using a selection of tools, choose your favourite/s and have a go. No experience necessary.

**June 19 Introduction to Modern Calligraphy.**

If flourishes, swirls and pretty script are your jam, then this is the Intro class for you. Using ink and nibs, Rebecca will teach you the basics of Modern Calligraphy, giving you the tools to try creating your own style. No experience necessary.