



## The Grapevine

### Pippa's Pānui

Our School Board and our Proprietors Trust are accountable for the performance of our school and kindergartens respectively. These groups play a vital role in deciding and leading the future direction and performance of our kura. Planning and reporting are important aspects which support our governors to carry out their role. Two of our significant documents are our Strategic Plan and our Annual Plan which together with our Mission, Values and Vision form our Charter. Please see the next page for an overview of Our Mission, Values and Vision.

Our current Strategic Plan was developed in 2017, implemented in 2018 and runs through until the end of this year. The development of our current Strategic Plan involved gathering input and feedback from our parents, students, staff and governors. Our current Strategic Plan consists of goals in five key areas: Our Curriculum, Our Community, Our Staff, Our Culture and Our Organisation. All effective planning needs to ensure that improvements for our students are at the centre of all our aspirations.

Each year school and kindergarten management and staff develop an annual plan in which a small number of elements from our Strategic Plan are identified and prioritised. In developing goals for our annual plan our intention is to identify areas which are applicable for both our school and kindergarten. Time is allocated at our weekly staff meetings to work on these goals and an annual review is completed at their conclusion. The COVID-19 pandemic has significantly impacted the development of both our Annual Plans and our Strategic Plan over the last couple of years. The changing alert levels and lockdowns resulted in staff having to prioritise the changes to learning programmes and the management of these changes over the development of goals. The ongoing restrictions also impacted our regular schedule of governance subcommittee meetings which play a part in the ongoing implementation of the Strategic Plan.

This year our governing boards, staff and management have agreed to continue with our 2021 Annual Goals. The two goals that we are continuing to work with are:

- Students soul and spiritual needs are met through the story curriculum
- Students experience a strengthening of our bicultural heritage in our school environment, relationships and curriculum through the review of the implementation of our He Reo Ora Strategy

These goals relate to the areas of Our Curriculum, Our Culture, Our Staff and Our Community within our Strategic Plan and they have a relevance and connection to the learning experience of our students from Kindergarten to Class 12.

This year a significant priority for our School Board and Proprietors Trust is to review our current Strategic Plan and develop one ready for implementation in 2023. Strategic planning is about picturing where we want our school and kindergarten to be in three years time and then coming up with a plan on how to get there. As in the past, this will be a process which involves input from our students, parents, staff and governors and we look forward to your involvement.

## Our Mission

An education based on spiritual-scientific insight into child development.

Reverence for the uniquely individual nature and pathway of each child.

A commitment to educate and develop the whole child towards balance and roundedness; that they will experience Wellbeing/Hauora – In Body, Soul and Spirit.

A broad curriculum though to graduation that presents the whole panorama of human development up to the present time in a form that is accessible, engaging and imaginative.

A pedagogy that brings content, methods and skills in a creative manner to students at optimal times, based on the understanding that child development happens in stages which reflect developing soul faculties.

An understanding that the relationship between teacher and student is of primary importance.

A recognition of the destiny connection that exists between the teacher and the students in the class, and between the students themselves.

A realisation that the best education of the child requires a close, mutually respectful working together of parents, teachers, staff and others in the community.

A preparedness on the part of teachers to take on their own path of inner development, which includes a willingness to come to grips with Rudolf Steiner's work on child development and education.

## Our Values

Kindness, Perseverance, Respect and Gratitude

## Our Vision

That every student progresses towards becoming a free, responsible and caring individual able to impart purpose and direction in their life, and contribute in manifold as well as unique ways to society.

In working towards this Vision, teachers work with the following inner orientation:

*Receive the child in Reverence. Educate the child in Love. Let each go forth in Freedom.*

(Rudolf Steiner, 1861-1925)



## *He pito kōrero!*

We are very lucky to have Andy Heyward, a local graphic artist, director and curator at the Department of Curiosities in Napier, waka ama paddler, and crew member of the voyaging waka Te Matau a Māui, tell us about his experience as crew on a voyage to Rēkohu (Chatham Islands) recently. Andy is also currently involved in some design work for our kura as part of the PB4L programme, and our school community will be introduced to some of his work later this year.

### ***Here is Andy's account of the trip:***

The purpose of taking the voyaging waka Te Matau a Māui to Rēkohu (Chatham Islands) was to give the crew experience of deep-water sailing away from the view of land. It also gave a chance for the trainee navigators to put their learnings to the test. Most of the crew have been training every Wednesday evening for the past year and a half. The double-hulled waka, based on a Tahitian design, is built for open ocean voyaging and so the journey to the Chathams (an 800 nautical mile round trip) was the perfect distance to get that ocean voyaging experience. The waka is 22 metres long and weighs 13 tonnes, it sleeps eight in each hull with room for storage under the bunks for food and equipment.

On our voyage, each person on the waka had a role. There was the skipper, he was in charge overall and was the only member who knew where we were at all times. Even though we navigated by traditional methods, he had GPS tracking as a backup safety measure but kept this information to himself. We had two navigators, one doing a “graduation” voyage and the other learning the ropes. They had very little sleep on the journey as they were up every hour or two to take notes on sun or star positions. We had three watch captains and their role was to liaise with the skipper and navigators and then guide the crew under their command. The rest of the crew were divided into three watches over the twenty four hours. That meant that one watch was on for four hours and off for eight hours. I was on a ‘2-6 watch’, so that meant I was awake from 2:00 am to 6:00 am and then sleeping till lunchtime and then back on from 2:00 pm till 6:00 pm, sleep and repeat. Each watch was in charge of cooking a meal during their watch. Piripi Smith, a master navigator with many years of ocean experience, was also on board with the role of being a mentor for the trainee navigators and offering wisdom and guidance to all the crew.

My role for this voyage was quartermaster, which meant I was in charge of provisioning the waka with kai and fresh water. We needed to have enough food to feed sixteen people for twelve days, this allowed for the estimated journey time there and back with extra days in case of unexpected delays. The extra challenges to this were not having any refrigeration, a small kitchen with limited utensils, a few vegetarian crew members and cooking large meals to feed everyone. Some calculating beforehand was needed – for example, we allowed for two litres of fresh water per day, per person, for 12 days – so that worked out at about 32 litres a day, 384 litres in total. The same sort of calculations were done for every meal. Luckily we caught fresh albacore tuna on the way over and back and were given lots of seafood in the Chathams for our return.



Because this trip was being used to revitalise traditional voyaging techniques, the skipper had us hand in our cellphones, watches and any devices with GPS on them to begin with. We had to adjust to leaving the land behind and becoming accustomed to the ocean. The navigators prepared for the journey by spending a lot of time at the Ātea Star Compass at the Ngaruroro river mouth. By observing the movement of the sun and stars in relation to the pou on land they could then use those observations at sea. There is a lot more to it, but to simplify, we used the sun during the day, stars at night and when neither were visible, we used the sea swell and wind direction to keep us on course. We looked for signs that we were getting close to land by observing things such as sea birds and land birds heading home on dusk, seaweed and other debris becoming more frequent, clouds forming over land masses etc. Our navigators, using all the techniques learnt from past navigators, managed to guide us directly to the islands.

On the trip, we hit fairly rough weather as soon as we left Napier, the wind and swell picked up straight away and for the first twenty four hours not many people ate much as we were all feeling a little seedy, but once we got over that, the stomach-churning ceased and we were busy with the sailing routines.



When we got to Rēkohu, we learnt of the tropical cyclone heading towards Aotearoa. The decision was made to leave the next day and race it back before it reached land. Strong southerlies were predicted and this would make the return journey quick. The southerlies also made the exit from the bay we were moored in very difficult. We spent a good part of a day tacking back and forth trying to leave the bay, but Tāwhirimātea didn't want us to leave the Chathams so soon. The skipper made the wise decision to head back to land and we had to wait a week before we had another opportunity to leave. This gave us a good chance to explore the island properly and sample all the seafood on offer. It might be hard to imagine, but I actually got a little tired of eating fresh crayfish.





To me the entire experience was epic. I was exhausted mentally and physically but loved the whole journey. I saw some epic sunrises and sunsets, bright stars that shone without any light pollution from horizon to horizon, surfing down five-metre swells while holding the hoe to keep us pointed in the right direction, so many cool moments with my watch crew at 4:00 am, singing songs and drinking hot coffee to keep us going. Having albatross follow us there and back – watching over us. I had never been to the Chathams before so it was great to be able to explore the island and meet some of the locals and learn some of the islands' history. As a non-Māori person, I feel privileged to be a part of this kaupapa – it is a uniquely rich way to get involved in te reo, as you are not only learning the language but putting it into practice in a very practical way. Karakia and waiata are part of waka life and I loved learning the Māori names for the stars and constellations. We have our own haka for the waka and it was great learning and performing this on our journey. I tell people sailing a waka is like being a pirate, it's all hauling on ropes and knot tying, but the treasures discovered when being part of this kaupapa stays with you for life.



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



## High School Hockey Trials

All students from classes 8-12 who are wishing to play hockey this year are invited to attend the trials.

These will be held on Tuesday 8 March and Tuesday 15 March from 3:15 pm to 4:15 pm.

Please talk to Anne or Janet with any queries.

**Venue: Taikura School Hockey Turf**

## Snippets From The Parent Handbook

### Clothing Lower School

- Clothing will fit properly, not to be ripped or torn, not to be transparent. Tops must cover below the midriff, shoulders and chest. No large designs or logos are allowed.
- Footwear must be shoes, gumboots or sandals with a back strap. **NO** heels, jandals or bare feet.
- Nail polish is not permitted. No rings, bracelets or jewellery allowed unless approval has been sought for cultural reasons.

## Curriculum Corner

### Spanish In The Lower School

Not a new concept for most people, but in olden times some of the schooling and life teaching was done through rhymes and songs: "Ring a ring o' roses" showed how to avoid the plague, "Little Bo-Peep" teaches understanding about losing things and learning to just let it go, plus many others with numbers and letters and more.

Spanish in Classes One and Two is rich in this kind of sung stories. In this collage there are many of those sung and told stories depicted by Class One 2021.





**In Classes Six and Seven, the stories are told by the students**

They bring their discoveries about events and tales of the Hispanic culture and share them in class, learning from each other.



**Mark Your Calendar**

March 9

6:00 pm - 7:30 pm

Class 7 Parent Evening - School Hall

# COMMUNITY NOTICES

## Eurythmy For Adults

Two courses of eurythmy have commenced.

All are welcome no matter how much exposure or experience you've had with the art of eurythmy. This is an opportunity to explore movement in a way that refreshes and gives vitality.



Thursdays at 9:00-10:00 am

And

Thursdays at 7:00- 8:00 pm

**Steiner Centre corner Nelson Street and Whitehead Road**

Each course will run for seven weeks. Please contact Sue Simpson [sue.simpson0@gmail.com](mailto:sue.simpson0@gmail.com)

## Ruth Strong Speech and Drama.

***Give your child the gift of Confidence.*** With an overflow of students I would like to open more classes. If you would like your child to explore their creative potential through their voice and their imagination I have places in both Lower School and Upper School students. Please phone 027 35 40 844 for more

## Looking For A Home To Rent

Hello community friends! We're a local family of four (2 adults, 2 children, no pets) looking for a home to rent for twelve months or possibly longer. Would love to hear from you... Call Sharon on 021 1729904