



24 March 2022



## Michaelmas Thoughts

Michael is the leading Archangel of our time. He is sometimes referred to as the face of God. In the prologue to the Gospel of St John the evangelist writes 'No man hath seen God at any time, the only begotten Son (Christ) which is in the bosom of the Father. He hath declared Him.'

The way that I imagine this is that it is impossible to see the face of God because it encompasses all truth and we can only grasp a few grains of the truth at any time. Therefore we benefit from the Archangel Michael as an intermediary in his role as the face of God.



For a number of countries, regions and cities their patron saint is St George who can be seen as a human representative of the Archangel Michael. One legend from the 15<sup>th</sup> Century tells of a dragon besieging a city. The people feed their sheep to the dragon but when they run out of sheep they are driven to sacrificing their own individual people to the dragon. St George appears and captures the dragon and converts the city to Christianity.



According to tradition the Archangel Michael also defeats the dragon but here the dragon can be seen as the devil. Steiner talks of the dragon sometimes as materialism in our time but at others as being thoughts and words that are not true.



The principle of Steiner Education in the High School is to Think the Truth. This feels like Steiner threw down a challenge to us in our time. We live in an age where not only is there a spectacular activity of lies but where even many if not most people consider there to be no such thing as the Truth but only our own individual truth which is something I was brought up to consider to be our opinion.

This does not mean that we can claim to know the Truth but not being there is no excuse not to spend much of our life trying to find it. And this activity of striving to find the Truth can be seen as trying to transform the dragon.

Over the years many things have led me to think of thoughts and words as things that are not mere symbols but as something with astonishing force both for good and evil. Increasingly I become certain that everything that we think has an effect on the world, on those around us and most of all on ourselves.

Before I came to New Zealand I lived in Northern Ireland, a country of astonishing beauty with people who I learned to love dearly. When I first arrived there in 1974 they were at the peak of what was known locally as 'the troubles'. I saw it more as a sort of civil war. In 1996 while I was there teaching in a Steiner School near Belfast, the troubles ended officially with what was called the "Good Friday Agreement". The politicians claimed that they brought it about with their negotiations. Given the sort of people they were, one could be forgiven for using the Scottish phrase 'a hae ma doots'. The fact that they got anywhere in their negotiations was a miracle as seen from the ground in Northern Ireland.

The English claimed that an agreement was forced because so many members of the IRA and other terrorist groups had been killed or imprisoned. Again 'A hae ma doots' as a civil war may be starved of supplies and equipment but sees no shortage of fighters.

To me what was most striking was that ordinary people again, and again and again; particularly the mothers of those murdered in the conflict, spoke out in public and said:

'My family and I reject any revenge, we do not support anything which leads others to suffer as we are suffering now with the deaths of our innocent loved ones.'

It is my firm belief that the power of the sacrifice made by so many innocent people caught in the storm of the civil war who rejected any further action to retaliate or get even was what stopped the troubles.

In their sacrifice those people turned away from the lies or half truths which fueled the war to focus on the truth of their suffering, and the humanity of others who they wanted to spare the pain they were suffering.

We live in a time when many of us can feel impotent in the face of the horrendous evil done in the war in the Ukraine, but I believe that every good thought that we send towards those involved, which focuses on their humanity rather than their inhumane deeds helps to bring this war to an end.

*Written by David Urieli - Class 8DU Sponsor*





## ***He pito kōrero!***

*He pito kōrero!*

**Taonga o te wiki**



This patu made by ex-student Juan Obers lives in our whare pukapuka

### **Kīwaha o te wiki – Kīwaha of the week**

E rua, e rua (eh du ah, eh du ah)  
Same as you, both are the same, both of you.

Rangi: Mōrena e hoa, I've just brought a new pīkau (backpack) for kura.

Hema: E rua, e rua e hoa! That's the same as mine!

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



## **Directory**

We are planning to publish our annual school directory very soon. This contains the email addresses and cellphone numbers of all our parents, and is designed to be used for school related communications **ONLY**. If you do not wish for your details to be included, please email [suzan.bart@taikura.school.nz](mailto:suzan.bart@taikura.school.nz) to let us know.



## Curriculum Corner



Inspired by Autumn, last week Class Two wove these beautiful God's Eyes.



## Summer Sports

This term there was a need to be creative and come up with some different summer sports for our High School students to keep things, positive, inclusive and most of all keep our students active! It's actually been really interesting to come up with some new ideas that we can carry on with in the future.

### Disc Golf

Leon Crellin who recently placed 5<sup>th</sup> at the "National Disc Golf championships" has introduced Disc Golf to some students which looks enjoyable and we now have some students entering a competition this weekend. A great new up and coming sport for the region.



### Waka Ama

Another fast growing sport in NZ we have had on offer is Waka Ama. Troy Gardiner and other Heretaunga Waka Ama club members have been training a dozen students from throughout our High School classes on Mondays after school. The students have loved it, with all of them being first time waka paddlers. It is very rewarding offering new experiences to our youth.

### Tennis

Ben Throp has been coaching tennis to a keen bunch of students on Fridays with his enthusiastic manner.

All our options this term have not involved any competition. Although competition is positive and healthy it has been great to see other students take up these options who don't normally participate in main stream sports offered at school.

### School Sport Update from Sport NZ

Changes to school sport came about on March 12 2022

All children and young people, regardless of their vaccination status, can participate in school organised teams and groups or as an individual representing the school in a competition or an event. This applies whether on or off site and to registered schools only.

### Winter Sports

We are currently taking names of students who are interested to participate in winter sport.

#### High School Options:

Basketball  
Hockey  
Netball  
Badminton  
Football

#### Lower School Options:

Hockey  
Netball

### Current High School Coaching Positions Vacant

Boys basketball coach and a Netball coach

All teams can only go ahead with a coach and manager for each team, so we will be asking for parent help in these areas. Please contact me asap if you can help and look out for registration forms from your child/ children of sports they wish to be involved in. **All entries need to be in by the end of term**, so please respond to emails and forms sent home or your child may miss out if we don't have parent confirmation.



## Surf and Dive

Also on a Monday we have been running the surf and dive program for some of our High School girls. A couple of the girls participating in the Surf and Dive program were asked a couple of questions about “What they have done so far?”

- “When me and my friends signed up for this we weren’t really expecting much but when we got out to the beaches we were warmly welcomed by all the instructors and had a lot of fun”
- “I love it, it’s so good”
- “The first Monday we jumped into the minivan that was waiting for us, there was a chilly bin filled with chocolate milk, fruit smoothies, nuts, apples, bananas,9 crackers and hummus”
- “When we got to Waimarama and were all changed into wetsuits Holly and Orla taught us the basics of surfing on the sand, we then all headed in to the sea with a surf board to practise our skills, it was fun learning and a lot of laughs were had. After the surf we had hot chocolate and snacks”
- “The next Monday we went snorkeling. We saw schools of fish, huge sea slugs, kina and starfish, afterwards we had hot chips and some of us tried kina”
- “We are looking forward to the next sessions. Thank you to Janet for organising this, Kaydy for driving, afternoon teas and helping out in the water and the sea sisters for surfboards, wetsuits and helping to improve our surfing skills”

Next on the program is more surf sessions at Waimarama and a trip to the CHB beaches for more diving experiences. I have a passion for both these activities, especially encouraging young women into these sports.

Janet Osborne - Sports Coordinator





## Disc Golf Event

**Saturday 26 and Sunday 27 March     Anderson Park Greenmeadows**

This Saturday 26 and Sunday 27 March Discshop, in association with the Hawke's Bay Disc Golf Club, is running a special temporary Disc Golf course at Anderson Park, Greenmeadows.

The course is designed to be played by beginners and experienced players alike.

\$10 gets you unlimited play for the day. But **mention that you are from Taikura School** and you will get 50% off and free disc hire! So grab your family and get down to Anderson Park on Saturday and Sunday for a fun introduction to disc golf, a sport the whole family can play!

Ngā mihi

Leon Crellin - Class 6 Teacher





## Wi-Fi Update From The School Board

In 2020 Taikura developed a Digital Technology Planning Action Guide which included six goals. The first goal was to implement Wi-Fi access across our school and kindergartens for staff, students and visitor use. The School Board agreed to a trial for a term with a focus on assistive technology availability before making a decision around further implementation of the Digital Technology Planning Action Guide. The rationale was that students using assistive technology would not be disadvantaged by being limited in where they can use their devices within the school. The intention had been to hold the trial in Term 4 of 2020 however due to delays in the delivery of products we were not able to make this happen until the start of 2021. To evaluate this trial, we asked teachers to complete a survey and all students who use assistive technology were interviewed. The results of the survey showed that students and staff were in favour of keeping and extending Wi-Fi provision and that improved access would empower teachers and students in regard to providing increased resources for learning opportunities as well as improve efficiency of systems. These improvements align with the other strategic goals in the Digital Technology Action Plan.

At the School Board meeting 28 June 2021 the Board agreed to end the Wi-Fi trial and retain the existing infrastructure. In response to questions raised by the community in 2020 the School Board felt it appropriate to draw up a list of FAQs that would address questions raised by the community and communicate the consideration made by the School Board in coming to its decision. Please find the FAQs below.

### ***FAQs about Wi-Fi provision at Taikura Rudolf Steiner School***

#### **1. What were the main results of the Wi-Fi trial?**

The trial resulted in improved support for learners in need of assistive technologies within their classroom environment. There was also widespread support for continued use of Wi-Fi from students, staff and school management.

#### **2. How many Wi-Fi routers are, or will there be, in the school?**

During the trial, and at the adoption of Wi-Fi use, the school had 7 routers installed. As coverage is extended that will increase to no more than 27 routers across the school. A staircased approach to the provision is being followed so that no more routers than are required for optimal coverage are installed.

#### **3. How far away from students will the Wi-Fi routers be?**

Where possible all routers will be installed outside the classrooms in office or storage spaces at a height sufficient to extend range. The aim is to install routers no closer than 4m from any student seat.

#### **4. Can the routers be turned off if not being used?**

The power switch for all routers will be accessible for teaching staff to turn routers on and off as required.

#### **5. Why have Wi-Fi instead of hardwiring?**

As technology advances, hardwiring is less compatible with the resources required to support learners. It also puts pressure on hardware, isolates locations for computer use, and becomes increasingly expensive to maintain. The use of assistive technology by students within their classrooms was the primary aim of trialling Wi-Fi, hardwiring would not be able to achieve comparable integration of learners and learning.

#### **6. Will the use of Wi-Fi vary across the Kindergartens, Lower School & High School?**

Yes, there will be no use of Wi-Fi in Kindergartens outside of the administration offices.

Lower School students will only access Wi-Fi in Class 4 or above when assistive technology is recommended. High School students currently only have access to Wi-Fi to support assistive technologies. Staff have access to Wi-Fi on-demand outside of teaching time but are currently required to bring their own device if they wish to use Wi-Fi.

#### **7. What are the positive impacts of having Wi-Fi in the school?**

Students who require assistive technology are able to integrate their learning into the class environment rather than be isolated in a room away from their peers. Pressure on access to the Digital Technology room is reduced, along with the need for updating hardware technology. Staff benefit from improved access to teaching resources, and also to simple safety resources such as attendance registers and emergency alerts.



#### **8. What are the negative impacts of having Wi-Fi in the school?**

The health impacts of Wi-Fi have been raised as a concern from the community. Whilst international evidence is still equivocal on this topic, all care is being taken to follow best practices and minimise the negative impacts of Wi-Fi. Wi-Fi is not being used in the Kindergartens or Lower School classes for any purpose outside the offices. Access & use will be carefully monitored in the High School, and as with other risks at the school, the use of Wi-Fi will be overseen by the school's management, Taikura School Board and Ministry of Education guidelines.

#### **9. How are potential negative impacts of Wi-Fi being mitigated?**

Routers are being installed outside of classrooms with the provision to turn Wi-Fi transmitters off as required.

#### **10. Will having Wi-Fi mean a change in the way students are taught and engaged with?**

No, having Wi-Fi will not change the ethos of the school's teaching and learning approach. The vision is that Wi-Fi will enhance the opportunity for learning and provide teachers with greater efficiency to focus on the Steiner curriculum. As with any additional resource we trust that the teachers will use it wisely, with the students' learning journey at the centre of their experience.

#### **11. Will having Wi-Fi change the policy of students not having cell phones at school?**

No.

#### **12. What is the digital plan for the school and how does Wi-Fi fit into that?**

Trialling Wi-Fi was the first stage in a digital plan designed to support the future needs of learners; it underpins future provisions and ministry expectations. More details on the progress of the digital plan will be shared as the development continues, but the plan will not change the Steiner principles which underpin the schools' commitment to learning.

#### **13. Do other Rudolf Steiner schools have Wi-Fi?**

Yes, Taikura Rudolf Steiner is the only Steiner High school without Wi-Fi provision, furthermore, other Steiner Schools moved to the provision of Wi-Fi in Lower Schools some years ago without impact on the teaching & learning experience.

#### **14. Why did the School Board allow Wi-Fi in the school without consulting the community?**

The provision of Wi-Fi was carefully considered by the School Board in the context of historic decisions by previous school boards, the development of technology, but primarily the needs of the learners and staff. The School Board recognises that communication of this decision to the community could have been better, and that some may still be uncomfortable with the provision of Wi-Fi in the school, but the decision was made in the best interests of all the learners and staff within our community. Providing barrier-free access to learning for all our students is the primary role of the School Board, and not something upon which it was felt community consultation was required.

#### **15. What information was used to make this decision?**

In making the decision to continue with the use of Wi-Fi at Taikura Rudolf Steiner the School Board commissioned feedback from the learners who used Wi-Fi as part of the trial, learners who had not used Wi-Fi as part of the trial, teaching staff and school management. The decision to invest in Wi-Fi for the school has been vexing for some in the community and the concerns shared were taken into consideration. Furthermore, the School Board obtained evidence from other Steiner schools, from international literature, and advice from the independent advisor to the Ministry of Education. The collated information was sufficient to support the School Board position that removal of the Wi-Fi resource trailed would be to the detriment of student learning, and extending existing provision has the potential to improve student outcomes, without significant risk to health.

#### **16. How does Wi-Fi fit into the Rudolf Steiner Special Character of the school?**

Steiner spoke of the importance of remaining current in our time and making use of evolving tools. Before adopting new technology, the pros and cons are investigated, along with the age appropriateness and perceived benefits. In making this decision, the teachers and the board have the students' best interests at heart. Since the school opened in 1950, the staff and boards have striven to retain the school's special character. Over the years, technology has evolved and the school has responded to the changes, taking on what was appropriate, while continuing to retain good practices. Time will tell whether Wi-Fi is one technology that will stay or go, but our goal remains to help each and every student progress towards becoming free, responsible and caring individuals, able to impart purpose and direction to their own lives and as citizens are able to contribute in manifold as well as unique ways to human society.

*"Today we must learn to let people participate in life, and if we organize education so that people are able to participate in life, you will find that we are really able to help human beings to a living culture."*

Rudolf Steiner, Social Basis for Education, Lecture 1.



Tēnā koe

## **Highest Needs Review**

The Government is committed to ensuring all children and young people can access high-quality education and receive the support they need to succeed in education. It is important that education supports are designed so that the potential of all our children can be fully realised, which is at the heart of what whānau and kaiako strive for every day.

In October 2021, I announced a review of the services provided to learners with the highest learning needs. The Review's online portal is now live and will remain open until 31 March 2022.

The purpose of the review is to ensure that these children and young people, and their families, whānau and aiga, receive the right learning support they need, when they need it, and for as long as they need it. The education journey of children and young people, from early learning to leaving secondary school, falls within the scope of the Review.

Children and young people are our taonga, and it is essential we include their opinions and those of their families, whānau and aiga, as well as teachers, support staff, education leaders and school boards. We want as many people as possible to know about the Highest Needs Review so they can engage and share their opinions on how we can improve and change the services provided to children and young people, within scope of the review.

Having been an educator for 30 years, I know how difficult it can be to navigate the system. This is why I am really keen to hear from you as school leaders, teachers and support staff, and I strongly encourage you to have your say at [conversation.education.govt.nz/conversations/highest-needs-review/](https://conversation.education.govt.nz/conversations/highest-needs-review/).

Please also share this information, and how to be involved, with your staff and school community.

Nāku noa, nā

Hon Jan Tinetti  
**Associate Minister of Education**



## Photograph Ordering

Your child should have received their instruction card with the Key Code for ordering their photographs. Please note that final day for free delivery expires **midnight Sunday 2 April 2022**

**Taikura Rudolf Steiner School**  
*2022 School Photos ONLINE NOW for rest of this year*

Sorry!  
No Portrait Photo  
has been taken  
of this student



**SAMPLE PHOTOS ONLY**

To see all of photos online:  
[www.photolife.co.nz](http://www.photolife.co.nz)  
Access KeyCode:

**IMPORTANT**  
FREE DELIVERY FOR A LIMITED TIME  
Go Online to check the Free Delivery Expiry Date for your School  
(free delivery means your photo order will be sent to the school for your child to bring home after expiry date)  
ONCE FREE DELIVERY HAS ENDED ALL ORDERS  
WILL BE CHARGED FOR POSTAGE & PACKING  
(your photo order will be sent to your home)

**PhotoLife**

## 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**

### Bike To Giveaway

Fairly old but still roadworthy, man's bike free to a loving home. Brand - "Giant" Please contact David Urieli on 022 623 4127