



Saint Michael

The sword-wielder,
the dragon-confronter,
gathering up the true aims,
shielding the purposes of our hearts.
He watches over the conflicts
of the dark time,
sending down iron courage
from shooting stars,
lifting the heart to see ahead
the light that overcomes in darkness.

Evelyn Capel



As autumn begins to settle very gently around us we turn your thoughts towards the Festival which is next week, Thursday 20 March.

After a busy and exciting morning of games followed by a picnic on the field with hopefully lots of whānau attending, we will watch the younger classes perform the play of Saint Michael and the Dragon.



Rudolf Steiner spoke a great deal about Saint Michael as the Archangel and time-spirit of our present world. Steiner also gave a number of pictures regarding this spiritual being and his place in the season of autumn. Like the play, these 'pictures' can be seen and understood on many levels, for the ideas and imaginations they represent are ancient but also very applicable today. Steiner often spoke of the meteoric iron of which Michael's sword is a symbol, with the meteorites that flash through the autumnal night skies like sparks from the blade. Steiner highlighted the importance of the meteoric iron and its work outside of us in the world and also inside of us at this time of year. Iron permeates our daily lives. It has changed our modern world dramatically through the ages, and even the iron contained in our food and our bodies was once made in the stars. Modern scientists tell us that stars, in fact quasars, are the stellar factories of iron production as they blaze their way across our Universe. Just as we see in space during these months a flashing of iron meteorites (a condensed form of this cosmic iron) coursing across our night skies; so too, says Steiner, is our blood filled with

a "million upon million-fold" of meteoric counterparts.

Our blood is indeed full of minuscule meteorites and the iron is the very centre of much of the work it does. The average human adult has around five million red blood cells per cubic millilitre of blood. That's a LOT. It equates to approximately 25 trillion red blood cells in your body! And within every red blood cell there are roughly 280 million haemoglobin proteins and each one of these proteins is made of four 'heme' molecules. These molecules are the tiny secret to our breath of life, at the heart of which is an atom of iron: the core to respiration (and the reason our blood is red). If there are four molecules to every 'heme' and there are 280 million 'heme' proteins in each red blood cell, that means we have on average over a billion iron atoms in every cell which must mean we have at least 5 600 000 000 000 000 000 of them in our bodies!! Over five quintillion iron atoms coursing through our being, and every one of them made in the star-foundry of the Universe...

Beings of the stars we are indeed...

Written by Johnny Ryan

Autumn Festival 2025

Nau mai, haere mai

You are warmly invited to join us for our 2025 Taikura Autumn Festival, Thursday 20 March at 1:00 pm.

The general flow of events at our yearly school festival is as follows:

- students from across the school come together to participate in Autumn games
- at 1:00 pm parents are invited to come to school and join students for a picnic lunch on the big field
- following the picnic lunch the Autumn Play is performed for the community at approximately 2:00 pm

For the festival games, students from Classes 2 to 12 are mixed into their Saint Groups. The Saint Groups are made up of students from all classes across the school. Students generally remain in the same Saint Group for their time at Taikura. At each Autumn Festival, Class One remains in their class group.

During the games the Saint Groups move from one activity to the next, participating and completing various fun activities and games.

Class One students visit the games, travelling from place to place watching. This visit prepares them for next year, when they too will join a Saint Group and participate in the big games with the rest of the school.

At 1:00pm the whole school picnics together on the big field, parents are warmly invited to join their child for a whānau picnic. Class One students picnic either with their whānau or their Class Teacher. Class One children return to the Class One playground after eating their lunch.

Parents are asked to pack children an extra large morning tea on this day as lunchtime is at the later time of 1:00 pm. It is essential students have their sun-hats, and sunscreen is useful too.

Near the end of lunchtime the hand bells will be rung, this signals students from classes 1 - 4 to go directly to their classrooms for costuming.

The bells will ring a second time signalling all other students to return to their class groups to prepare for the remainder of the afternoon.

We look forward to seeing all who are able to attend.

Warm regards, the Taikura Festival Group

Wet Weather Contingency

- No lunchtime picnic
- Play will be performed in the gym



Autumn Festival Parent Evening



The excited chatter among the children as they start to create props and learn lines for our annual Saint Michael play and the morning chill both herald the changing season and our approaching Autumn festival.

For ideas and activities to imbue your whānau festival table - reserve your spot and come along to the Autumn Festival Parent evening.

Tuesday 18 March 6:00 pm in Class One.

For the purposes of materials organisation and to reserve your spot, please email either Kelly Sutton or Sue Hull by 12 noon on Monday 17 March.

kelly.sutton@taikura.school.nz or sue.hull@taikura.school.nz



Nā tō rourou, nā taku rorou ka ora ai iwi

With your food basket and my food basket the people will thrive



Dear Community

The Autumn Festival table will be in the Hall Foyer from Monday 17 March. We welcome any excess produce and preserves for the table prior to the school festival on Thursday 20 March.

Over the time that the table sits in the hall foyer waiting to be filled it is a warming sight to watch the piles of produce and preserves grow. We encourage all students to bring something for the table on Festival day. All produce collected will be given to whānau in our community. We also understand resources are presently stretched and we ask for only what your whānau is able to easily spare.

Warmly, Kelly Sutton

on behalf of the Festival Group.

Pumpkin Growing Competition



Help support the students of Taikura with their annual pumpkin growing competition.

This event will take place on the afternoon of the Autumn Festival.

How to enter:

Please bring your pumpkins into the hall foyer from Monday 17 March onwards where a table will be set up for your pumpkin. Pumpkins will need to be collected and taken home after the competition.

We highly encourage pumpkins that are entered to be homegrown. However, we do understand that if you do not have the space or time to grow your own you can purchase your own pumpkin for the carved or best dressed category.

A gold coin donation is asked per entry.

Categories:

Biggest homegrown pumpkin

Best dressed pumpkin

Most creatively carved pumpkin

Contestants' pumpkins will be grouped and judged based on the following age groups:

Lower school students (Class 3 and up)

High school (Class 8 to 12)

Staff & Community

Fun prizes will be available!



He Pito Kōrero

Ngā taonga o Taikura



Ashley-Rose Cooper, graduate of Class 12, 2024 has kindly donated her large painting, 'Rona and the Moon' to our school as a way of saying thanks to her teachers and the school for her education.

The painting presently is featured on the walls in the foyer of Taikura House. The painting is an impressive addition to our growing art collection donated by our students over the years, the majority of which can be seen on level 2 and 3 of the High School.

Ashley-Rose spent many hours working on this painting, including at least three Saturday afternoon sessions here at school. The painting was featured in last year's Hawke's Bay Year 12 Art

Exhibition at Arts Inc in Hastings, where it received an award for the best artwork in its category.

The painting depicts the story of Rona and Te Marama, in which Rona was fetching water with a hue when the moon went behind a cloud, and she tripped in the dark. She cursed te marama, who then snatched her up. Here Rona holds her hue and a Ngaio tree that she desperately tried to hold on to. Rona can still be seen on the face of the moon, holding her hue and the ngaio.

Ngā mihi aroha ki a koe Ashley Rose, mō te taonga nei, i takoha mai e koe ki te katoa o Taikura!

Nā, Clayton Gibson.



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



Waiata Mai Every Thursday 12:25 - 12:55pm!

Ngā mihi hīkaka ki a koutou ngā manu tioriori o Taikura!

Every Thursday in our whare, Te Manukura, you can learn some of the many waiata that your tamariki sing at kura! Nau mai, haere mai te katoa...all are welcome!

Ngā mihi ki a koutou ngā kōpara e kō!

Nā Troy Gardiner

Reading at Taikura

With all the talk of Structured Literacy in the media, it seemed timely to write about how we approach reading as a subject at Taikura. We are very conscious of the trust that parents put in us with a delayed academic curriculum and while adults might love the theory of the delayed academic start, the reality can be difficult when we have a nine- or ten-year-old not yet reading and their cousins or friends are reading novels by the dozen. I have two dyslexic children of my own; I truly understand that sense of rising worry.

Overall, in all subjects at Taikura, we build from the whole to the parts. We start with the big picture, and we move into more detail as is developmentally appropriate. We use a bottom-up brain approach rather than a top-down one. Steiner may have put it all into esoteric terms, but he understood what neurologists are only now discovering to be true.

https://cdn.shopify.com/s/files/1/0270/5958/5121/files/FT_Winter_2019_Let_Children_Playcompressed.pdf?569

Our students have longer in the kindergartens, a lot of playtime in Class One, morning circle activities, eurythmy, Extra Lesson, and the Listening Programme. These all support appropriate development as Nathan Wallis outlines in the article above.

In literacy, we build from oral language into writing. The children's writing is the first text that they read. As part of this picture, Mrs Hull introduces basic phonics, as she always has, in Class One and the other teachers build on her foundation. There is specialised teacher aide support specifically in phonics in Class Two and, where needed, Class Three. Last Year both Class Two and Class Three had a ten-week intensive in Structured Literacy, which is a phonics-based programme, as directed by the government. More about this later.



As students move through the Lower School, there tends to be a group in each class who learn to read by osmosis: just being exposed to words and stories (and being part of conversations) is enough for them to understand how text works. There is another group that needs about 18 months of specific reading instruction, and then they self-extend, that is, the more they read the more sophisticated their ability to manage text becomes without any further adult input. There is always a group of students who need more dedicated support, some for six-months, some for a few years, and there has always been (amongst some educators and tutors) a tendency to focus on phonics-only approaches with these students. This can improve a child's ability to sound out words, but it is rarely, if ever, successful for their overall reading.

All of the students, bar none, I see who are in the habit of using phonics as their only or main strategy lose their ability to understand text. They might have improved ability to sound words out, but they are just saying the words on the page (like us reading a poem in Latin). If instruction with a phonics-only or phonics-heavy strategy continues beyond a few months, these students fall behind their equal-ability peers, some of them quite dramatically.

Continued next page

Reading is a complex process, and I use the analogy of driving a manual car to explain the degree of complexity because most of us can remember learning to drive a car and few of us can remember learning to read. Suppose we use one of the skills involved in isolation. In that case, using phonics alone or as the main strategy is similar to sitting in the driveway changing gears. We ain't driving.

The government-directed Structured Literacy block for Class Two and Three was hard to make workable with our complex and holistic curriculum. It was repetitive and at times very dry, and the teachers worked extremely hard to keep it alive for the students. The results of this work thus far are showing some positive outcomes in spelling and writing.

Of course at Taikura, phonics continues, as it always has been, to be taught within the complexity of skills that make up the reading process. Phonics are important. And they are not the only skill needed to effectively access text. Without the ability to fully coordinate all of the skills we teach, and re-teach, and reinforce, and re-visit, students will never properly master reading. We need to be able to leave the driveway and drive on a road with other traffic.

Since 2017 we have seen steadily increasing improvements in reading levels across the Lower School. That is, from the time our current Class Ten entered High School, 100% of those who have had access to support for four years, (from the end of Class Three) have been able to read at a level where they are able to manage the High School curriculum with most being highly competent at managing text.

The slower academic start is developmentally healthier, as proven by the success of the Scandinavian schooling systems, than the high-pressured factory-style approaches seen elsewhere. And we are aware of the trust you place in us to deliver timely and appropriate support. While there are no guarantees (about 1% of students with specific learning disabilities may never read as well as everyone else eventually does) we are very thorough in our checks, in our support, and in tweaking programmes for individuals as and when they need them. Alongside one-on-one support, we are seeing very positive results from running a specific Main Lesson in reading in Class Three.

It is difficult when it is our children who are the ones who are slower to learn to read than others. And grandparents comment. Or cousins are rude. Or the neighbours look down their noses. You do put a lot of trust in us. And we appreciate your support and understanding of the philosophy.

Karyn Wills

Upcoming Events

Tu Mai Taikura Hui-a-whānau - Wednesday 19 March at 6:00pm

Autumn Festival - Thursday 20 March

Kererū Kindergarten Harvest Festival - Thursday 20 March at 11:00am

Taikura Kindergarten Harvest Festival - Friday 21 March at 11:00am

School Board meeting - Monday 24 March at 5:00pm in Te Manukura (whare)

Class 10 Marae week - 24 to 28 March

Waka Ama under 19 sprint nationals - 24 to 28 March

Class 6 camp - 24 to 28 March

Taikura Fete - Sunday 16 November

Stories from the Library

Last week we celebrated Sea Week in the Library. During our Library sessions we discussed why the seas and oceans are so important, what fun activities we can do at the beach and how we can all play a part in protecting our seas and oceans. At lunchtime we made bookmarks, played sea themed board and card games, had a sea themed story time and did a look and find sea quiz. Hope to sea you soon my Library Friends.

Paula, Librarian



Congratulations

To Mateo de Marco in class 11 who has been selected for the Hawke's Bay under 18 basketball representative team. Massive achievement Mateo!

Medical Updates

If there are changes to your child's medical situation, please complete a Medical Safety Action Plan via the school office and return it to karyn.wills@taikura.school.nz for Lower School students, or to sanne.coulthard@taikura.school.nz for High School students. If staff need to administer medication to your child or young person, please also complete the medical authority form. If there are no changes to your child's medical situation, and you have already filled in these forms, no action is required.

Ngā mihi, nā,

Karyn Wills & Sanne Coulthard, Taikura SENCOs (Special Education Needs Coordinators)

School Drop Offs & Pick Ups

Parking can be at a premium at pick up and drop off times. **Please do not** park in or across driveways, teachers' carparks, grass verges or in the bus stops which are well marked with yellow lines. Although only at the beginning of a new year, we have unfortunately already noticed a marked increase in incidents. Our staff carparks are not to be used by whānau under any circumstances, apart from those needing to use the designated disabled parking. These issues have been raised repeatedly over the years. Please note we now have cameras installed and we will be monitoring number plates, and following up with individuals who we recognise from the footage. A reminder also that all students need to enter and exit our school grounds **via the main gate only**.

If you are finding it challenging to find a park, please could you allow an extra few minutes in your day to park a safe distance from school – this can be an opportunity for some gentle exercise and a pleasant way to start and/or end your child/ren's school day. There are usually plenty of spaces available on Whitehead Road and Fitzroy Avenue. Please be mindful and a good example to students.

Kolisko Conference Billeting

There will be visitors from across the motu and overseas attending the Kolisko conference which is taking place at Taikura in April. If you are able to billet/host conference attendees at your home, please contact Suzan Bart suzan.bart@taikura.school.nz

Class 12 Projects

My name is Imogen Mackenzie Mapel, I am in Class 12. This year we have Class 12 projects. We work on a subject for half the year, then present to the community and the school. I am looking for a mentor to help me with my project, the two projects I'm interested in are making perfume, or making jewellery out of recycled materials. If you have skills in either of these areas and are happy to be a mentor, please can you contact me. My email is: im.mackenziemapel@taikura.school.nz and my phone number is 020 4087 2072.

Community Notices

Board Available

FULL BOARD AVAILABLE. Peaceful location in Havelock North. Please call Martin on 021 183 0862 to view and discuss.

For Sale

2 x kids sleeping bags Kathmandu 'Pipsqueek'. \$50 each. 1 x Choro wooden flute, near new in box with chart. \$50. 027 3349311 text only please.

Anthroposophy in Hawke's Bay

Would you like to receive a weekly newsletter with details of Anthroposophical news and related activities happening locally? If so, please send you name and email address to info@anthrohb.nz and you will receive a weekly link to it.

workshop
Celebrating Balance
23 March 25

The Equinox is the balance
of night and day, of dark and light,
of work and rest - the natural midline.

In this workshop we will focus on everything
that nourishes our sacred masculine and feminine
to help us return to our natural balance.

Join in and celebrate the nature of balance
in all its beauty with ancient knowledge,
yoga, breathing, meditation and
sound and in the company
of beautiful souls.

3pm - 5pm
The Yoga Space Hastings
\$30pp
\$20 students/unwaged
\$40 living in abundance

more info: www.theyogaspac Hastings.com
RSVP
silke@getinbalance.me

Silke
get in balance

Car Pooling

Raukawa family with Class 11 student looking for family/ies to car pool with to school. Please phone Megan on 874 8883 if you are interested.

Coming Soon

Delightful children's stories (ages 3 to 7) podcast starting 18th March.



Join me for an evening of deep vibrational sound - relaxing and nourishing. Fill your cup for the new moon cycle to come and sow some seeds at the start of the astrological new year. Introduction to the lunar cycle and its energies - journaling prompts - all materials taken care of - come, relaxe, let go , listen and feel!

Sunday, 23.03.25

6.00-8.00pm

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Hastings

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Arts therapy offers a healing experience by supporting individuals to work with their experiences through creative expression. It provides a safe space for self-discovery; while fostering personal growth and mental well-being. Whether you're coping with stress & anxiety, trauma, grief, loss, change or simply looking to enhance your well-being; arts therapy helps unlock deeper insights and encourages a healthier, more balanced self. With its non-verbal approach, art therapy is a powerful tool for anyone seeking emotional healing and transformation.

To book an appointment or get in touch, contact me on:
022 561 0344 | tenille@havenartstherapy.co.nz | www.havenartstherapy.co.nz

creates opportunities to engage & reconnect with your wairua | spirit, tinana | body, hinengaro | mind & self-expression

no prior knowledge of the arts is needed

psychotherapeutic principles & practice work alongside the arts; providing a place to reconnect with one's creativity, imagination & sense of play

who is it for? arts therapy is for anyone, of any age or background

individual and group arts therapy sessions available by appointment

practice located in Hastings central

Creative arts therapists are clinically trained mental health professionals who are registered by a professional body (ANZACATA) and guided by ethical standards and practice guidelines.

