



Creating a meaningful Easter

10 April 2025

For whānau with a strong Christian orientation Easter will already have a significant place in your family's wheel of the year. For many Easter has become a secular celebration often seen as an opportunity to get away for a few days, a break from work. Despite our individual perspectives on life or our spiritual orientation in the world, Easter provides a lovely opportunity to build a meaningful celebration around the universal values it contains.

The original significance of the Easter story and many of the Easter symbols has been lost in the commercialisation of Easter. Easter in the broadest, most universal sense, is the celebration of new life, of resurrection, of the archetypal loving deed done on behalf of others. It is about seeking for the best part of ourselves, our spirit. For children under the age of Class 6 ideally it is about the joy of Easter Sunday, of the risen Christ in the Easter event, not the darkness of the crucifixion of Easter Friday; for sensitive young children can understand simple death, and burial, but not the torment and agony of the crucifixion picture on Good Friday.

The date of each Easter is set at the first Sunday after the first full moon, after the Autumn equinox, a powerful time for the forces of growth in the earth in the northern hemisphere. Many of the symbols of Easter – in the egg, the chicken and the hare, (which has transformed into the rabbit)— are ancient symbols of spring, of the coming of new life after the hard winter. These are northern hemisphere traditions.

In the southern hemisphere, it is of course autumn at Easter, a very different time when the hens may even stop laying eggs! Nevertheless we can also observe a renewal of life in nature. For with the first autumn rains, the earth really sings, the plants and the insect world come alive again. The plants and the microbial activity in the soil, which have withdrawn from the scorching heat of summer, open up, to grow in the gentler autumn sun again before the cold of winter takes hold; the grasses begin to shoot; winter vegetables are planted, along with the bulbs and seedlings which will flower later in the spring.

Much can be done to make a meaningful beautiful Easter within the sacred religious traditions of course. But we can also bring more meaning to what has become secular, the eggs, the chicks, rabbits, Easter hunt and hot cross buns. Completing your own research about the symbols and traditions will help determine if the symbol or activity feels right for your whānau. Working with the concepts of new life, service to others, and the seeking in the Easter egg hunt. Whatever traditions and activities we seek to embed into our family life will work if we have a relationship to it and it resonates for us the parent who will be carrying the experience for the children.



Traditions like finding a hill to watch the sun go down on Easter Friday in a quiet contemplative mood, and coming up on Easter Sunday, with the experience of the renewal of life in all the joy of increasing light and life and bird song, can provide special moments in the festival. I know many families in our community who go to a local beach and watch the sun rise on Easter Sunday, thermos and warm Easter bread in hand.

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Planting something for the future, into the earth on Easter Friday can be a wonderful thing to do with children—bulbs for later flowering, trees for the good of the earth, flowering plants for the native birds to feed in. Such activities can bring a continuity of awareness from Easter to Easter as the children watch their gifts to the earth grow. In such activities children can experience the joy of the traditional Easter event, of renewal, of unconditional love, of the re-enlivening of the earth and humanity. Easter can be a festival of life and hope in a world which can be depressing at times as we listen daily to stories of violence, poverty, war and environmental degradation.

In many homes the excitement and delight in the seeking of eggs in the garden on Sunday morning is legendary. The bounty gathered placed on the breakfast table for sharing, eating and hanging on the previously bare Easter Tree. If having an Easter egg hunt, it is good if we can encourage the motivation to be as much in the seeking, like the enthusiasm for the living of life, seeking for meaning, for inner riches — rather than just in the munching and eating of chocolate. A collection basket, where all the found eggs are placed for sharing out more equally later, makes it less competitive and also encourages a gesture of giving and sharing.

The possibilities are endless for you to create your own Easter festival, into which you can bring your values, love and appreciation — making it meaningful and relevant for your own family. Ideally here we make our primary motivation to bring meaning and human values to what we do, not just adding more ‘decorations’ or ‘activities’ to our festival.

Easter, depending on which or all of its aspects of the Easter festival and its associated elements are celebrated, covers some weeks. In some cultures and countries the season of Easter can last over seven plus weeks. From the start of lent, or holy week until ascension, and finally pentecost.

Kelly Sutton



On **Good Friday** the Easter tree is bare and stark. Empty, the crucifixion picture.



On **Easter Sunday** the tree has eggs, symbols of new life and of resurrection and transformation. Some families add an egg daily for 40 days, the time Christ stayed on earth after the resurrection. On Ascension Christ leaves the earth and returns to the heavens. The eggs are removed from the tree. Some families leave the branches bare in their home always, other traditions remove the branches until the next year.



In New Zealand you can use bare willow branches, which for the Southern hemisphere, create a wonderful picture of what is happening under our feet. The industrious work of the elementals, the in-breath of the earth, as she gathers her energies for the new year..

The young child observes this in the growing roots of the willow branch over the 40 days of **Easter**. Nothing needs to be said - simply the growing roots in the vase on the dining room table may tell the story.



Whitsun - The Holy Spirit returns to earth.

The bare branch from Easter can be used to hang your child's Whitsun Doves on.



He Pito Kōrero

Tikanga 101: Waiata kīnaki

Waiata is a big part of what and how I begin to teach Te Reo Māori at Taikura. From the Kindergartens to the Lower School, the Lower School Kapa Haka, High School, our teachers, staff and of course 'Waiata mai' on Thursdays for our community.

The classes have learnt, that when there is a school pōwhiri, a mihi whakatau for new students to their respective classes, thanking someone, or for other occasions, that a waiata is needed to embellish the kōrero given by your speaker, which is what waiata kīnaki are. Kīnaki literally means; sauce, relish or embellish. This is a skill that from a te ao Māori lens is very important and one that I observe our ākonga can do well when called upon...ka tau kē rātou!

Ngā kīwaha o te wāhanga tuatahi

E rua, e rua (eh dua, eh dua)	Same as me! (referring to people or situation)
E tama! (Eh tar mar)	Oh boy/Oh gosh!
Kai whea atu! (ka e fair ah ah too)	Legendary...
Te mīharo hoki! (Teh mee ha dor hor key)	Amazing, awesome. A phrase of praise.
Karawhiua! (Car dah few ah)	Give it everything! Go for it! Give it heaps!

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



Lost Property

A reminder to please check the lost property cupboard under the external hall stairs before the end of term. Any items not collected will be donated to charity during the school holidays.

Upcoming Events

First day of Term 2 - Monday 28 April

Lower School Parent Teacher Interviews - 5 May to 16 May
booking details will be emailed directly to whānau next week

High School Parent Teacher Interviews - Wednesday 7 May 3:30pm - 9:00pm

Tū mai Taikura hui-a-whānau - Wednesday 7 May

School Board meeting - Monday 19 May at 5:00pm

Taikura Fete - Sunday 16 November

High School Parent Teacher Interviews

We would like to warmly invite High School parents and students to attend Parent Teacher Interviews on Wednesday 7 May 2025 in the school Hall. These interviews provide you with an opportunity to discuss your student's progress and can be a good time to set clear goals for the second half of the year. If issues arise which require further discussion than time allows, then please follow this up at another time by making an appointment with the appropriate staff member.

An observation made of past interviews, both in the High School and the Lower School is the lack of engagement in the more practical subjects by parents during these events. At Taikura we value the breadth of our curriculum and focus on maintaining that breadth all the way through to Class 12. Outside of the core subjects, the areas of Movement (Gym and Eurythmy), Craft (Handwork and Woodwork), Music and Language (Māori) play a pivotal role in not only the development of physical skills but also in supporting the internal development of our students through the various stages. When we as colleagues have our child and class studies the perceptive observations from these specialist teachers are extremely important and provide valuable insights. How a student moves, both with others and individually, their skills in a practical setting, their reaction and engagement to language, culture and music all provide strong pictures into the child's social, emotional and academic progress and development. The pictures shared of students in these practical subjects support and reflect what is happening in the more academic based subject areas. Often in a formal lesson, where students are sitting at a desk it can be challenging to gain a full picture of a child.

I encourage you all to take the time to meet with as many of the specialist teachers as possible to gain as full a picture of your child's progress and development. Please refer to the sheet below to clarify who the relevant teachers are for your student.

As well as those staff who teach your student you may wish to make a booking to meet with any of the following staff regarding your student's learning:

The Class Sponsor

Anne Hilton – Academic Dean

Sanne Coulthard – Learning Support Coordinator/SENCO

Paula Rose – Careers, Trades Academy, Gateway and STAR

Interview times are seven minutes long and will start at 3.30pm and run until 9:00pm. Bookings are made via our SchoolApp. Please ensure you have our SchoolApp downloaded onto your phone in order to access bookings. Please do not hesitate to reply to this email, call into the office, or phone if you need assistance or are unable to complete your booking this way. Bookings are now open, and will close on Friday 2 May.

Please refer to the email sent on Monday for a comprehensive table of classes and High School Teachers.



Challenges Faced

I experience the social fabric of my world as solid, predictable and kind. My social experiences and relationships are very much based on 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 become more challenging for young people, parents and community to monitor and manage healthily.

Habits were formed during those long ago lock-downs, 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 sustaining 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, this type 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 the 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 or learning focused.

As a parent of teens a decade and a half 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 8:00 pm 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 mid 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 15 + years ago. Before Instagram, Snapchat, Tiktok 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.

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.

Previously I have attended talks given by Detective Heath Jones on cyber bullying and crime. He ended one of his talks with the picture that we teach road rules and awareness of traffic from birth. He posed the question to the audience as to why we would think we can hand over a phone at a designated age and believe it will be alright.

Our young people need the ongoing and careful support of their whānau to ensure they successfully navigate the world of social media and the internet safely. Asking parents not to provide phones, or asking the teenager to minimise or have no use, is simply not realistic.

The question we must ask ourselves is whether we have prepared them appropriately, how do we educate them? Do we engage in the best ways to ensure we are growing healthy digital citizens? Have we engaged with the safest and most efficient protective programmes to keep our children out of those unsafe and dangerous places on the internet?

Did we all attend last year's evening presentation by Rob Cope from the organisation Our Kids Online ?

Online communications are here to stay , and to young people, they are as real, relevant and significant as my face to face ones. I have come to realise that I don't fully understand or appreciate how much stress these unfettered communications , the urgency culture or the persistent knowledge of what they are missing out on can generate.

I am challenged to think of new ways, and to consider what is appropriate support for whānau so they can prepare their children, their precious taonga, adequately. We are limited as teachers as to what we can do to help, as the online activity occurs outside of 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.

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.

A reminder, that last year's in person presentation from Rob Cope and the video presentations made available of the evening presentation has invaluable information. This series of talks and information provides you with everything you need to know about keeping your children safe online. Kids Online web site here The material which is able to be accessed by all parents who attend this talk is one of the best centralised information sites of everything teachers and parents needs to be aware of to support their children

There is to be a re-screening of this presentation after the holiday break - please save the date. Thursday afternoon 1 May from 1:00pm to 2:45pm.

Kelly Sutton
Deputy Principal

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



Kolisko Conference - taking place at Taikura from 11 to 14 April

****5 conference spaces have become available at the early bird price. Please email kolisko2025@gmail.com****

Lemons Wanted

Donations of lemons for the Kolisko conference gratefully received. Please drop to the school office.

Tangihanga

There are limited door sales available for the performance, which is part of the Kolisko Conference. \$30 cash on the door.



Community Notices

Eurythmy for Adults

A new session starting the second week of Term 2. At 9:15 am from Tuesday 6 May for 6 sessions.

Contact: sue.simpson0@gmail.com

Dry Pine Firewood For Sale

My name is Ashton and I am an ex-student of Taikura. I am selling firewood to raise funds for my rowing, and passion of photography.

The price is \$300 per chord delivered, or \$180 for a smaller trailer (a little less than 1/2 a chord). Stacking is included with the smaller trailer load only.

Please call or text me on 028 4605 572


Concrete and Fencing Services

For any concrete work or fencing services needed. Contact Seth at S.N Contracting Ltd on 022 680 4969.

Free quotes.

Wanted

Second hand hockey gear to borrow or buy for one season. Phone 027 326 1926



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WEDNESDAY 6-7.15PM OR THURSDAY 9.30-10.45AM
\$20 PER CLASS OR \$175 FOR 10 CLASSES. THE YOGA SPACE, .
HERETAUNCA STREET, HASTINGS

www.circleofyoga.co.nz

Wairua Paani - A Spiritual Journey

Come along to an Indian Māori dance drama at Toi Toi on April 26 at 6:30pm (last day of the school holidays). Featuring our very own Veni & Rani, as well as Dr Wuts and the Bindaas Bollywood Band!

Tickets: www.toitoivenues.co.nz

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WAIRUA paani
A SPIRITUAL JOURNEY

ON SAT 26TH APRIL 2025 @6:30 PM AT
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WAIRUA paani
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CYBERSECURITY PARTNER **SIMPLE LOGICS**

Children's & Teen Art Classes & Art Alchemy Therapy sessions.
Keirunga Arts Venue
Guided by Amanda Sowersby a local qualified Artist & Artistic Therapist.

Contact Amanda
email: amanda@artandalchemy.co.nz
0211449168

Term 2 2025 Afterschool Art Classes starts Monday 5th May -23rd June 7 weeks (no class Kings bday) 3.30pm & 4.45pm (12 year +) & Wednesday 7th May 3.30pm finishes 18th June 7 week series. Classes are small, spaces are limited. Ages 6 years + One-on-one Art Alchemy sessions available.

Parent & Whānau Programmes

Positive Parenting

This programme provides practical parenting strategies, covering communication, child development, discipline, and age-appropriate behaviors. Sessions include discussions for sharing challenges and successes. Runs weekly for six weeks, with day and evening options available.

Emerge

For tamariki aged 10-12, this activity-based course builds social skills and confidence. Children explore topics like bullying, healthy living, teamwork, and managing emotions. Limited to 10 participants, it runs after school once a week for eight weeks.

Strengthening Your Step Family

Modern families are evolving, with divorce, separation, re-partnering, and step-siblings creating new dynamics. This course helps step-parents navigate challenges, embrace joys, and develop family vision and values. Runs weekly for six weeks.

The Incredible Years

The Incredible Years programme helps parents of 3- to 8-year-olds build positive relationships and manage problem behavior. Sessions include group activities and videos to explore and practice strategies. Free course materials are provided. Runs weekly for 14 weeks, with day and evening options available.

Parenting Teenagers

Improve communication and strengthen your relationship with your teen in this supportive group. Parents appreciate knowing they're not alone as trained facilitators guide discussions on key topics like safety, risk-taking, realistic expectations, and building a strong connection. Runs weekly for five weeks.

Just for Kids

For tamariki aged 7-10, this activity-based course helps children manage strong emotions, build confidence, and develop social skills through teamwork and fun. Limited to 10 participants, it runs after school once a week for six weeks.

Women's Wellbeing

This five-session course provides a safe, supportive space for women to build confidence through goal-setting, self-esteem, assertiveness, boundaries, health, and interview skills. Led by experienced facilitators who have run this popular course for many years, it helps women develop self-care strategies in an environment among those who understand their journey.

The Incredible Years: Autism & Language Delay

This programme is designed for parents of children aged 2-5 on the autism spectrum or with language delay. No diagnosis is required. Over 14 weekly sessions, you'll build parenting skills and confidence through group discussions, videos, and problem-solving. You'll learn to support your child's language development, emotional self-regulation, social skills, and positive relationships.

We're pleased to offer these courses for FREE, but it's essential that you register.

To view dates and register your interest please visit weavehb.org.nz/courses. If you need help, or would like more information, call us on 0508 678 910.

School Holiday
activities

Parent and Child Massage

Come relax with me and
learn a new skill!!!!

Back by popular demand, Relax and Restore is offering Parent & Child massage these coming school holidays.

A nourishing way to relax, connect and bond with your child. Let Row take care of you all for a delicious 90 minutes of learning plus rest. To book your parent & child massage, get in touch with Row today 02102424460

www.relaxandrestore.co.nz

relax &
restore

School Holiday
programme

Massage workshop

Your kids can learn a new skill!!!!

A fun filled day, tailored to the
9-12yr olds!

Row is an experienced in-home child carer & massage therapist, combining these skills to offer a childrens school holiday workshop.

Come learn some introductory hand and foot massage skills whilst making new friends!

For a full layout of the day and to book your child in, get in touch with Row today 02102424460

www.relaxandrestore.co.nz

23rd April

9am-2pm

Hastings CBD

relax &
restore



TUNING IN AND YOGA NIDRA

This fusion of Yoga Nidra and Biofield Tuning can create an experience that is not only deeply restorative and relaxing but also transformational, helping participants access higher states of awareness, energetic balance, and emotional healing.

FRIDAY 11TH APRIL AND 2ND MAY, 6-8PM AT THE YOGA SPACE, HASTINGS. FOR INFORMATION AND BOOKING, WWW.THEYOGASPACEHASTINGS.COM