

FROM THE WST

Kia ora Whānau

The first of our kindergarteners arrived at work just after 7am yesterday morning to find a reasonable sized flood in the kindergarten grounds. On further investigation, it turned out that it was actually very serious, with an underground water leak having created subsidence to a waist deep level, as one plucky staff member experienced.

As more and more of the teachers arrived it became apparent that the problem was not localized and in fact there was no water available on the site. This is because, as our contractor identified, we had burst a main. Rather disappointing and very inconvenient for everyone, especially as we were told that the problem could not be fixed quickly.

One positive, arising from the diagnosis is that the problem did not relate to any of the new work finished last year. A corresponding negative is that this now means that we will have to bring forward plans to continue to replace some of the remaining older infrastructure. We had hoped for a longer period of grace, as the Trust is very aware that the water and sewerage developments of the last years, while vital to our future development as a school are not as obviously beneficial in promoting and enriching children's learning as a building or a new teacher or curriculum program would be.

Another really positive part of this experience though is the grace and flexibility of our parent community, many of whom will have been inconvenienced by the campus closure. Staff report that this was managed very efficiently and good naturedly by the parent group and that our new school app and text alerts appear to have operated effectively to get the news to whoever needed it. On behalf of the trust I wanted to thank you all for this and not least Cathy in the office who managed to think of many things that needed attention to make the evacuation happen.

And as a very last point, I heard at the end of the day yesterday that the repair including all the labour and machinery used, have been gifted to us by Higgins. I wanted to let you all know this, as a way of thanking them publically.

Louise Gawn



Next minute...

Sam stepped into a puddle right up to her middle but was thankfully seen again!

FROM THE SCHOOL

As we go into the next season of sport it seems a wise time to revisit just what we're aiming for in this part of our learning journey. When I first came to the school, like many, I was unfamiliar with the Waldorf approach to sport and I found it challenging. I like to win at least as much as the next person so it has been a real development to come to see for myself, the treasures for the children in this different approach.

A big idea that sits behind the Waldorf approach is providing a learning journey that develops not just the intellect, but the body and soul of each child too. To achieve this we focus on integrating

all the learning, rather than teaching single subjects and skills. In terms of sport, this also means using it as a positive moral and social education as well as a development for the body. Sport in our school starts in class 3, earlier than Waldorf schools in other countries and reflecting one of the 'place and culture' adaptations you can expect to see in all Waldorf schools internationally. We don't however jump straight into the fine NZ legacy of competition, but instead focus our attention on allowing the children to discover the joys of cooperation through positive contributing and belonging.

It can be hard for we adults on the side -line when the score hangs in the balance and what we might consider to be less able children are subbed on as per the schedule. It can be challenging too when a coach decides to put a child into a developing team rather than the one that is 'deemed' to be better, but I can assure you, having been party to some of these decisions, the welfare and ultimate potential of your child is the highest consideration in these decisions. This is also why we have our class teachers working in with coaches and the sports coordinator. We want the most we can get for your children 'over time' and we also want all that learning and development to flow back into and extend classroom culture. It is so fine when we see children developing new profiles, as kind, supportive or especially gifted in some sporting code and class learning communities building positive belonging as a result.

I know I've mentioned it before, but I am still carrying a picture of the final Class 5 basketball game in 2016. This final was a practical display of just what this education you have chosen offers the children, and what quality it is able to bring to children presenting themselves with incomparable sportsmanship and grace. For me, it definitely ticked all the boxes of a learning journey, which has the impetus of change for all parties - students, parents, teachers and coaches. We need to treasure this and I urge you to get on board and to the best of your abilities allow your children the full Waldorf sporting experience. "Over time" as the saying goes, I don't believe you will be disappointed.

Michael Rall



Some of our class 3 children starting their sporting journey.

KINDERGARTEN INSPIRATIONS

Childhood is the time when the foundations are formed for the creativity and sensitivity we are able to unfold and demonstrate in adulthood. Children are deeply sensitive and extremely vulnerable to all they encounter, absorbing stimuli with their whole beings. We know that if a child has to deal with too much stimulus, they will, in defense, shut down the more sensitive parts of their being, leading to the development of a hardened adult, cut off from the springs of sensitivity, compassion, imagination, and inspiration—a condition to be avoided and all too prevalent in today's world and increasing tremendously as our culture rushes headlong into ever advancing technology.

We can offer our children a great gift by surrounding the children with warmth, rhythm, and simplicity, allowing them to develop a healthy yet sensitive center from which to meet the onrushing times. And with the weather rapidly cooling now, it seems like a great idea to concentrate on the first of these- Warmth.

Physical warmth is of course vital to the healthy development of the organism. If a child is cold, they must draw heat and energy away from their developing organs to warm other parts of the body, thus weakening the vital organs. Those of us who have ever been really, really, cold, know how hard it is to make good decisions under these circumstances. It is especially critical for the infant to be dressed warmly, in natural fibers that breathe. Babies and small children just do not have the ability to adjust their body temperature.



That is why many children when asked if they are cold, will reply no. They just don't know!! In the kindergarten, we are very consciously trying to work with warmth which is why we are so tiresome about hats and layer, coats, socks and slippers. However, we are not just interested in physical warmth. We focus too on offering opportunities for the children to experience 'inner warmth.'

Children flourish when they are surrounded by inner or soul warmth, which arises from heart connections with other human beings and from a shared reverence for nature. In our busy lives it can be hard to remember this, but singing the children a song, reading or telling a story, walking with them in nature or even just being close by is something only we adults can do for them. In this clever technological world we live in, its good to remind ourselves that very simple things can make all the difference.

FROM THE OFFICE

Well that was a fun Wednesday morning wasn't it? It was great to see our parents dealing with the school closure graciously despite the short notice and huge inconvenience. It was also lovely to see our community spirit kick into action with parents helping each other out with childcare. Have I told you, you're the best?

Hopefully you received messages from the office about the school closure, but a situation like this often identifies the need to update records. Please get in touch with the office if you have changed numbers so that if the need were to arise in the future we can get hold of you, fast! Our procedure is to text one parent per family (and in the case of dual households we will text both parents), usually it is mum that is top of the list, but if you need it to be dad, grandparents or someone else, please let us know.

Also on this point, please be sure to share with us information that would restrict communication, any court orders or legal documentation can be stored confidentially in our school records and we can alter our communication accordingly.

Please remember to text or call in absences or alternatively download our school app! Team work and good communication is the key here and as demonstrated yesterday, I believe we are all on the right track! Thanks everyone!

FROM THE CRAFTY PUKEKO

We still need volunteers to open the shop each morning and after school. Have you got half an hour a week to spare? Particularly looking for someone to do Friday afternoons once a fortnight on a roster basis. Please get in touch with the office or Wendy 021808452 if you think you can help.

DATES FOR TERM ONE

Friday 19 th May	C3 Harvest Feast
Tuesday 23 rd May	C6 Parents Evening 7pm
Thursday 25 th – Friday 26 th May	C4/5 Marae Trip
Monday 29 th May	BOT meeting 5:30pm in Staffroom
Thursday 1 st June	Medieval Feast
Monday 5 th June	Queens Birthday
Tuesday 6 th June	Whitsun Assembly (school only)
Friday 9 th June	Lantern Festival – Time TBA
Monday 12 th June	C4/5 Kids Cycle Week
Friday 23 rd June	School Photos
Friday 7 th July	Last Day Term 2 – Finish 1pm