

FROM THE PRINCIPAL'S DESK



*A liquid moon
moves gently among
the long branches.
Thus, having prepared their buds
against a sure winter
the wise trees
stand sleeping in the cold.*

- William Carlos Williams

Kia ora e te whānau

With so many warnings from educationalists about the detrimental effects of digital technology on our children, and some countries like Sweden moving back to traditional teaching methods, including reduced screen time and a return to physical textbooks, I am delighted to see how happily our children play with each other at break times. Prospective parents, when taken on a tour of the classrooms, often comment on how engaged our tamariki are in their lessons and are delighted that we have no screens in the classrooms. Dr. Brad Johnson recently commented that children learn valuable social skills when learning and playing with other children, skills which they will not learn from engagement with digital technology, e.g. how to read emotions and faces, how to handle conflict, how to lose, how to make friends, how to sit with frustration, and how to just be a child. Whilst there is a place for digital technology when students go to high school, I am grateful that Steiner education values and

protects the sacred time of childhood and enables our children to acquire these valuable social skills in a natural and healthy setting.

A reminder of our combined parents evening on Wednesday 20 May at 5:00 for a presentation of next year's possible changes in class structures. Many of you have already realised that our current class structures are not sustainable moving forward. We have a number of options which I would like to present to you. I will also clarify the funding background and roll restrictions that necessitates these changes. We have made predictions for 2027, 2028, and 2029 in order to give us all a clear picture of which options would be best for the future of the school. This parents' meeting will be followed up with a survey to assist us in understanding your preferences. We will include all the options in the survey to enable you to offer an informed response. Early in term three, the School Board will discuss this further and will set a date for a final decision.

Please join us for this Sunday's Working Bee, from 9:00 – 1:00. This is an opportunity for you to connect with the land, and to connect with each other. The school will provide morning tea, and the Weavers will provide lunch; so do join the other families for lunch and a catch-up.

He toka tū moana

Ngā mihi,
Elizabeth



TERM DATES

Sunday 17 May	Working Bee	9:00am to 1:00pm
Wednesday 20 May	Combined Parents Mtg	5:00pm
Friday 29 May	MSS Cross Country	TBC
Monday 1 June	King's Birthday	No School
Tuesday 2 June	Teacher Only Day	No School
	Board Meeting	5:00pm
Friday 5 June	School Concert	3:15pm



CLASSROOM CORNER

MOANA

Onetahua Noho Marae

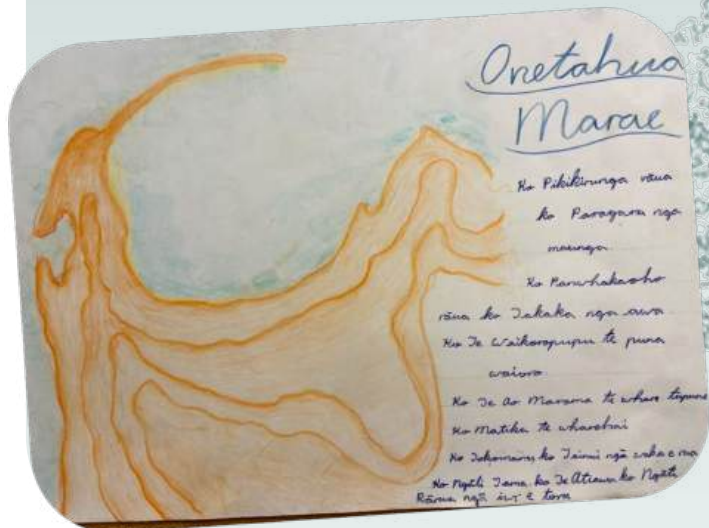


Class Four and Five went to Onetahua Marae in Golden Bay on April 29th-30th. We arrived at the marae and had a powhiri, then we sang some songs and went on a wonderful walk. It was so nice to get some fresh air at Wainui Bay! Once we got to our destination, everyone got into groups and made waka in the sand; some drew them and others made them 3D. When we got back to the marae, we made dinner and set up the beds altogether in the wharenuī. For dinner we had tacos! After dinner we went to bed. The next day, we went for a walk at The Grove scenic reserve. The lookout was amazing for me; I don't know why, but it looked like an oil painting! Our last destination was the Takaka Museum. There were so many interesting things there, like old model ships, pianos, clothing, and so much more. Then we returned to school. It was a great camp!

By Tiana Walterfang-Sefo



Family Tree



Willowbank Heritage Village

**WILLOW
BANK** EST. 2002
WAKEFIELD
HERITAGE
VILLAGE

Willowbank Heritage Village

On Wednesday 1st of April, Moana went to Willowbank Heritage Village in Wakefield. The reason we went was there was because we were studying local history at school. We had a great time dressing up in old fashioned clothes and had an old school lesson with a very "mean" teacher who made you put your nose to the blackboard if you did something wrong! After that we did printing with a printing press and printed our names. Then we had lunch. After lunch we went to an old fashioned wash house and learned how to wash clothing like in the olden days. Then we got to beat rugs with rug beaters and vacuum with old vacuum cleaners. Then we went to see a Monarch butterfly house. There were lots of caterpillars that would soon hatch into butterflies. Then we got to call each other on old telephones. Then we said goodbye and went back to school.

Writing by Remy Mullings



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OUTDOOR CLASSROOM WITH LINDSEY

In the Outdoor Classroom this term we have been exploring working with leather. Ahi class will be creating some pieces that I hope they can keep for many years. With this in mind a lot of attention has been paid to spending time and energy getting process steps in place. After some small projects like key chains, hair clips and bookmarks we have moved into creating belts. Each student has an individual design concept, colour ideas and a vision of how they want this to be if it will serve them for years to come. Once this project is completed they will be working on something to go onto their belt like a knife sheath, a foraging bag or something they choose. It has been a pleasure to watch the students' enthusiasm when working with this precious resource and turn it into something they can use and treasure.

Lindsey



NATIVE TREE NURSERY

Another planting season has come! This year the following plants are available for sale:

Five fingers (200)
Akeake - red (100)
Akeake - green (64)
Swamp flax (26)
Geminata (160)
Harakeke (160)
Lemonwood (40)
Coprosma (50)
and more!



Plants are \$2 each and available to purchase from the school. Please contact us via email to arrange the details.

tree.nursery.group@motuekasteiner.school.nz

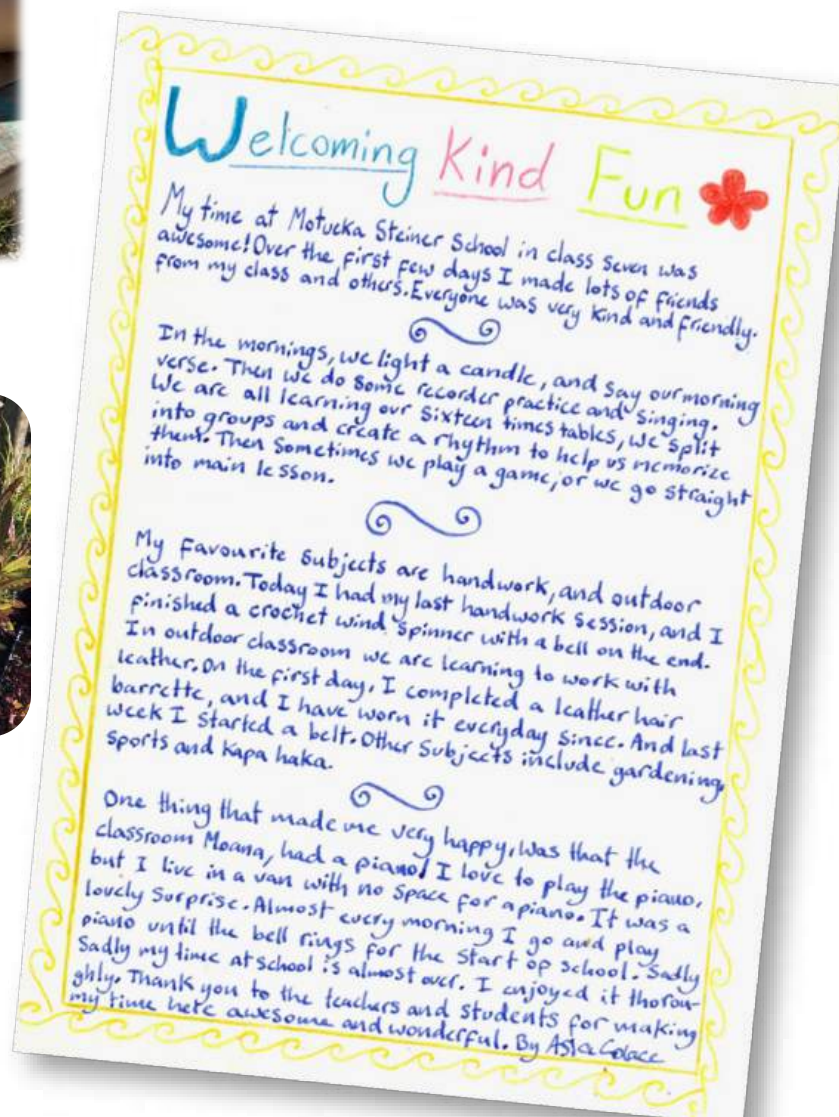
All the funds raised from the school tree nursery this year will go to Ahi end of year graduation camp. Thank you so much for your continuous support for our rangatahi!

AHI'S MAIN LESSON AND FAREWELL ASIA

Medival Times



On May 8 Ahi took part in a Jousting Competition. Students and their designated horses had a lot of fun trying to knock each other off their horses and just as the knights were knighted Ahi students each pledged their oath and were knighted as brave, fearsome and loyal warriors.



SCHOOL NOTICES

WORKING BEE

Term 2 Working Bee—Sunday 17 May

Let's foster Kaitiakitanga. Sign up here:

<https://signup.zone/signup/efc9ac78-27ae-4bf5-9093-5d205b9a19e2>

THE WEAVERS

Kia ora whānau!

The Weavers invite you to the upcoming fortnightly Coffee Connection Catch Ups at the Outdoor Kitchen this current term 2 on the following Thursdays from 2.30pm:

14th & 28th May

11th & 25th June

Come and connect with other families and share some scrumptious treats together. Everyone welcome.

We will also provide lunch again for all the awesome humans attending this term's working bee on Sunday 17th May! Many hands make light work and will be rewarded by yummy food

Dunja is going to be extra busy over the upcoming months, being part of the Spring Fair Committee, so we could use another pair of hands. If you would like to join Karuna and Anna for some Weaver shenanigans, please sing out.

Arohanui from Anna, Karuna & Dunja

VOLUNTEERING POSITIONS

WANTED: After-School Sports Coordinator

We're looking for someone to organise our after-school sports programme for the rest of the year. Not sure if you can commit long-term? You're welcome to give it a go for the current term and decide from there!

The role involves sharing term sports options via email, managing enrolments, entering teams with the appropriate coordinators, and posting weekly draws on the office door.

If sports is your thing, you enjoy organising, or you're keen to support our wonderful school community, we'd love to hear from you!

MATCHBOX CASTLE



The Matchbox Castle is one of our Spring Fair activities dear to many of our children. We have already started making the little soft animals in preparation for the fair. Collect a kit from the school office with

ready cut pieces that only need to be sewed and decorated. These are projects that can be done by beginner sewers. For more information please contact: davina.clarke@motuekasteiner.school.nz

Knowing if your child is well enough to go to school

Going to school every day is important for all school aged tamariki (children). It helps build their confidence and social skills, and will help them to achieve their education and life ambitions. This information helps you decide when it is okay to send your child to school, when you should keep your child at home and when you should contact a health professional for advice.



Send me to school if...

If your child has any mild symptoms but is well enough to go to school, support them to go and let their teacher know.

Examples include:

- A happy energised child who has mild respiratory symptoms (cough, headache or runny nose), with no fever.
- Their usual hay fever and allergy symptoms (sneezing, stuffy nose or an itchy face), or skin problems that are not infectious, such as eczema or insect bites.
- They test negative for COVID-19 and they do not have any of the symptoms of concern.

What if my child is feeling anxious?

Anxiety is a normal response to situations that are new or stressful. Children can feel anxious about school for many different reasons relating to their learning, relationships or things happening outside of school.

Try and find out what is worrying your child and work together with your child's school to understand and support them to attend school.



Keep me home if...

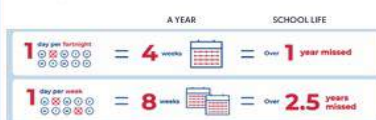
You should keep your child home from school if they are:

- Too sick to learn and need time to rest and recover.
- Have symptoms of concern including fever, vomiting, diarrhoea, sore throat, skin infections such as school sores, a new rash or difficulty breathing.
- Have tested positive for COVID-19. More information on symptoms, testing and when it is safe to return to school can be found by **scanning the QR code**.
- Have an infectious illness and have been advised to stay home by their local public health team or their healthcare provider.

Remember to let the school know.

DAYS MISSED = YEARS LOST

A day here and there doesn't seem like much, but...



Call the Doctor if...

If you ever feel worried about your child's health, contact your doctor or healthcare provider.

You can also call Healthline on 0800 611 116 anytime, 24 hours a day, 7 days a week, for free health advice, treatment and information on what to do next. Interpreter support is available.

The guidance provided on the **Health NZ website** also contains information and links to other urgent and non-urgent healthcare providers or services that can offer health advice and care that you need.



Learn more from the guidance provided by **Health New Zealand | Te Whatu Ora** by scanning the QR code.



Tāpitomata
To reach out to the potential of our ākonga

SCIENCE CONFIRMS CHILDREN WHO DRAW FREQUENTLY BUILD POWERFUL MEMORY STRENGTH AND LEARNING SKILLS

By [Arezki Amiri](#)

Research reveals how drawing engages working memory and executive functions to build stronger recall, language skills, and school readiness in young children.

A child picks up a crayon and begins to sketch a scene from a story, not knowing that this simple act is strengthening the neural pathways responsible for memory. New research shows that **children who draw** with purpose develop better recall abilities and foundational learning skills compared to peers who rely only on verbal or passive study methods.

A study tracking 125 **preschoolers** aged 3 to 6 found that drawing ability and language development move together, with both linked to working memory capacity and executive functions like inhibition and cognitive flexibility.

The benefit comes from what the brain must do during drawing. Creating an image forces a child to select key details, organize them spatially, and translate abstract ideas into visible form. This process activates visual, motor, and semantic networks at once, creating a richer memory trace than reading or listening alone. This multi-pathway engagement helps explain why children often remember concepts they have drawn better than those they have only heard.

Working Memory Shapes How Children Organize Drawings

Research published in *Cognitive Development* examined how cognitive resources support drawing in early childhood. Children with greater **working memory** capacity could hold more visual and spatial details in mind while planning a drawing. A child able to activate only one mental representation at a time, typical between ages 3 and 4½, tends to produce scattered marks that suggest an object but lack spatial order. By contrast, a child with capacity for two representations, common from 4½ to 7 years, can arrange graphic elements along a baseline to show a foreground scene.

Inhibitory control also plays a key role. This executive function helps children suppress a default scribbling style to adopt a more representational approach. Studies show that preschoolers with stronger inhibition skills produce more recognizable human figure drawings.

The findings suggest that drawing development reflects broader cognitive growth, not just artistic practice. [The research in Cognitive Development](#) concludes that working memory and executive functions jointly support the transition from random marks to intentional representation.

Drawing Strengthens Memory Through Multiple Cognitive Pathways

A separate line of research tested why drawing boosts recall across age groups. Scientists broke drawing down into component parts: elaborative thinking, motor action, and pictorial representation. In controlled experiments, they found that adding active motor engagement significantly improved long-term retention compared to passive encoding methods. The benefit persisted across different materials, testing formats, and participant groups. This work indicates that drawing is effective not because it is artistic, but because it combines distinct cognitive

operations during learning. When a child draws to learn, they engage semantic processing to understand the content, motor planning to execute the image, and **visual-spatial processing** to arrange elements on the page. [The study in Cognition](#) notes that this multi-modal encoding creates more retrieval cues, making the information easier to access later.

Purposeful Drawing Matters More than Artistic Quality

Not all drawing activities deliver the same cognitive benefit. Research emphasizes that the learning gain depends on what the child draws and why. Copying decorative patterns or filling pages without connection to content shows limited impact. The strongest effects appear when **meaningful drawing** serves to reconstruct an explanation, visualize a process, or clarify an idea the child is trying to understand.

Educators and parents can support this by giving clear, meaningful prompts. Asking a child to illustrate the steps of a science experiment, map a story sequence, or sketch a historical event turns drawing into a thinking tool. The goal is not a polished image but a representation that requires the child to recall, decide, and organize. When the focus shifts to aesthetic perfection, the cognitive work that drives learning can diminish.

Drawing Connects to Broader Learning Readiness

The correlation between drawing and language in preschoolers points to shared underlying resources. Both skills rely on working memory to hold information online, inhibitory control to manage competing responses, and cognitive flexibility to shift between perspectives. This means that activities strengthening **executive functions** can support multiple learning domains at once.

Drawing also builds a bridge between concrete experience and abstract symbol systems. As children practice translating ideas into images, they develop habits of selection and organization that transfer to reading comprehension and written expression. The activity does not replace literacy instruction, but it can prepare the cognitive ground for it.

Practical Integration Supports Everyday Learning

The most effective use of drawing in education ties the activity directly to learning objectives. Teachers might ask students to sketch a concept before discussing it, or to create a visual summary after a lesson. At home, parents can invite children to draw what they remember from a book or to explain a family event through pictures. These approaches keep the focus on meaning rather than artistry.

Observing a child who draws frequently may reveal more than a hobby. That child could be practicing the mental translation of thought into visible form, a skill that underpins many academic tasks. The research does not claim that every child who draws will excel in school, but it does show that purposeful drawing engages cognitive systems central to learning.

Children who draw with intention activate working memory, executive control, and multi-sensory encoding in ways that support lasting recall and **cognitive development**.



Motueka Steiner Kindergarten

The Kindergarten would like to express their gratitude to Fred Robertson, who has created the most beautiful signs for us. Bringing even more joy to our already joy-filled kindergarten space!

For those of you who don't know Fred, he is one of our special kaumātua at the Motueka Steiner Kindergarten and School. Fred was a co-founder of the Dunedin Steiner School, taught at Taikura Steiner School Hastings, and here at the Motueka Steiner School. A much loved teacher, who brought a lot of fun to his interactions with the children. Fred is a gifted artist, and we are very lucky to have some of his artwork in the kindergarten. Pop into the kindy office, and check out Fred's wonderful depiction of nature's magic hanging on the wall there. Fred currently has two grandchildren at the kindergarten and school. Thank you Fred!



COMMUNITY NOTICEBOARD

Property for Sale

Upper Moutere, Neudorf Rd property with 2 dwellings (older 5 bedroom and eco 2 bedroom) and 7 acres of beauty, awaits a new owner, or possible land share ownership arrangement. Suitable to those interested in land work, as it has a few thousand trees, fruit, nut, firewood, amenity, timber, screening. From flats to mostly gentle slopes, rural views over Neudorf Valley. Managed for 25-35 years organically. 15km from Steiner school. Please contact Peter @ hazelnuss24@gmail.com

Looking for a studio

We are looking for a small studio/pod to work from in the Tasman area. Miksch.jennifer@gmail.com

House for rent

Newly renovated 3-bedroom house on a certified organic farm in the beautiful Motueka valley for rent from 1 May. School bus pick up outside the gate. The rent is \$500/week plus gas and electricity. Please email or call Rebecca at rebeccasmith@live.com/ 021 1816 989 for more info.

Cottage for Rent

Newly refurbished cottage in Motueka
1 bed, 1 bath, lounge + kitchenette
\$360 / week includes fiber internet, gas, rubbish removal.
Available from April 15
Contact Ange on 021 02518729

Looking for a house to rent for term 1 and 2 in 2027

We are a family of four from Mannheim, Germany. Our children, Linda and David, are seven and nine years old. Linda loves crafts and track and field, and David enjoys playing soccer and is a big lover of farming animals. Enrolling our children at the Steiner School in Motueka is a dream come true. J

For the duration of our stay we are looking for a house to rent starting in January 2027 (sometime between 8th and 29th of January) for a period of minimum 4 up to 8 months.

With kind regards from Germany Diana, Johannes, Linda and David

Diana.Brunnenkant@web.de



2 DAY POTTERY WORKSHOP

HOSTED BY AKANE @ STUDIO A

1st session: 16th MAY

Hand-built mini planter pot
& dish decorated with
plant imprint + stamping

2nd session: 30th MAY

Underglaze painting +
Brush on glazing



SELECT EITHER:

AM GROUP: 9:00 - 11:30

PM GROUP: 12:30 - 3:00

\$80 PER SESSION

INCLUDES ALL MATERIALS,
2 KILN FIRINGS & HOMEMADE
REFRESHMENTS



Contact Akane for inquiry or registration
akaneceramics@gmail.com

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Katy Hart

Mob: 027 723 5409

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OPEN DAY

MAY 17

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ENTRY FEE:
\$7 PER ADULT (AGES 18+)
\$3 PER CHILD

APPLE HARVEST

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SUNDAY 10AM - 3PM

MAY 17

Kids Suitcase Market

APPLE + PEAR HARVEST OPEN DAY. BRING YOUR FRUIT TO JUICE. JUICE BAGS AVAILABLE TO PURCHASE.

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Mat Pilates.

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with intention*

Term 2

Tue & Thurs

9:30 - 10:30am (max 6 per class)

- Intro class \$15 / Casual \$20
- 5 & 10 class cards available

Booking: 0272448778

Instagram: @layerpilates

Alissia McPherson

Studio: 19 Teece Drive - Motueka

Equipment provided

