



**ST EDMUND'S
COLLEGE**

CANBERRA · EST 1954

Celebrating Teaching and Learning 2018

Building Bridges – a trans-Pacific project between St Edmund's College, Canberra and Mercy School, Honiara.

Donella Walker, Matt Calder and Leigh Southwell

How it started

The link between St Edmund's College and Mercy School in Honiara, Solomon Islands started with Leigh's involvement in construction through the Make A Mark Australia project she led in 2014/2015.

- The school is situated in an impoverished area of Honiara
- St Edmund's has contributed funds, resources and established a pen pal exchange with students from Year 6
- There are over 1100 students from Early Childhood to Year 6 with 20 classrooms



Continued growth

the BRIDGE Program – Asia Education Foundation

- 2018 St Edmund's was selected to be part of the first Australia-Pacific BRIDGE partnership (*Building Relationships through Intercultural Dialogue and Growing Engagement*)
- the program aims to connect schools in Australia with schools in the Pacific
- started with the Solomon Islands, Samoa and Papua New Guinea
- the principal of Mercy School, Simon Rilaua, travelled to Canberra to attend 4 days of workshops with the Foundation
- also attended school at St Edmund's for one week to build relationships and develop knowledge of administration and pedagogy

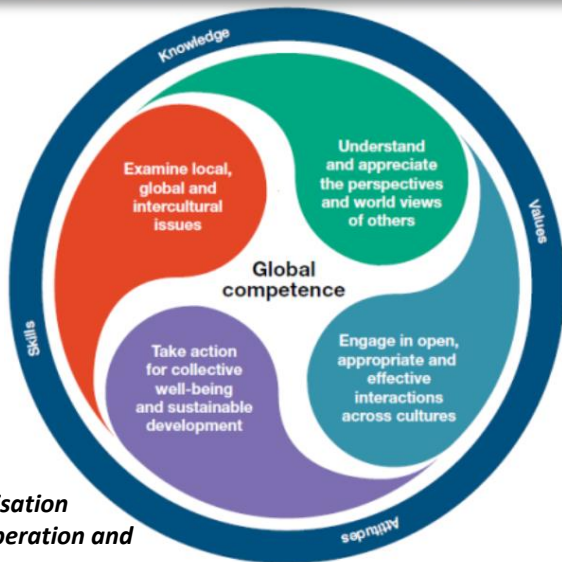


Making it real

Student Engagement and Intercultural Understanding



- some casual conversations led to Simon appearing as guest speaker for Donella's Year 7 Geography class
- their unit - The World We Live In - their depth study - Water in the World
- Simon gave them real world contexts about water issues and availability in Honiara
- this linked perfectly to our SOSE aim to incorporate global competence, student engagement & intercultural understanding into our curriculum



Intercultural understanding involves students learning about and engaging with diverse cultures in ways that:

- ✓ recognise commonalities and differences
- ✓ create connections with others
- ✓ cultivate mutual respect

► which led us to designing a project 😊

Getting down to business

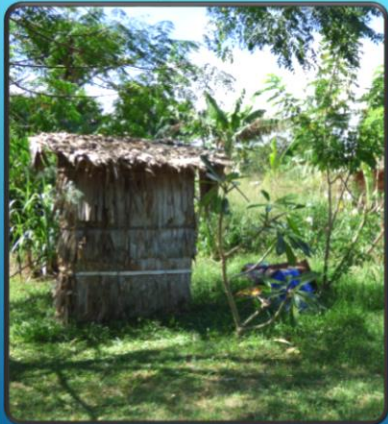
How can we make this great learning opportunity applicable to our curriculum?

Task Instructions	
<u>Task Key</u>	
The issue that we are investigating	
The method used to present the information	
Step 1:	Identify the issue - water scarcity <ul style="list-style-type: none">• Introduction explaining the issues• Analyse the causes of scarcity• Create Special Purpose Map and Tables
Step 2:	The importance of water in a community <ul style="list-style-type: none">• Social impacts of water scarcity• Economic impacts of water scarcity• Environmental impacts of water scarcity• Create a Consequences Chart
Step 3:	Quantity and variability of water resources <ul style="list-style-type: none">• What strategies are in place to manager water problems – government and non-government agencies• Create PMI Chart and Special Purpose Graph
Step 4:	Cultural and spiritual value of water <ul style="list-style-type: none">• exploring the multilayered meanings indigenous peoples associate with rivers, waterways, waterholes, seas, lakes, soaks and springs etc• Create Infograph
Step 5:	Overcoming water scarcity <ul style="list-style-type: none">• Propose an action that responds to scarcity issue in each place• Write up your findings in a report and a set of recommendations based on these findings
Step 6:	Submit your work to your teacher on CANVAS.

Where to begin?

Before beginning the research Leigh gave them:

- some first hand insight from her time in the Solomon Islands
- specific information about Burn's Creek
- awareness of issues regarding pollution, sanitation and the local water source.



The Lungga River runs through Burn's Creek. Many people collect water from here for cooking, washing and occasionally drinking.

They are urged to boil it before use as it is so polluted from logging upstream and personal use.

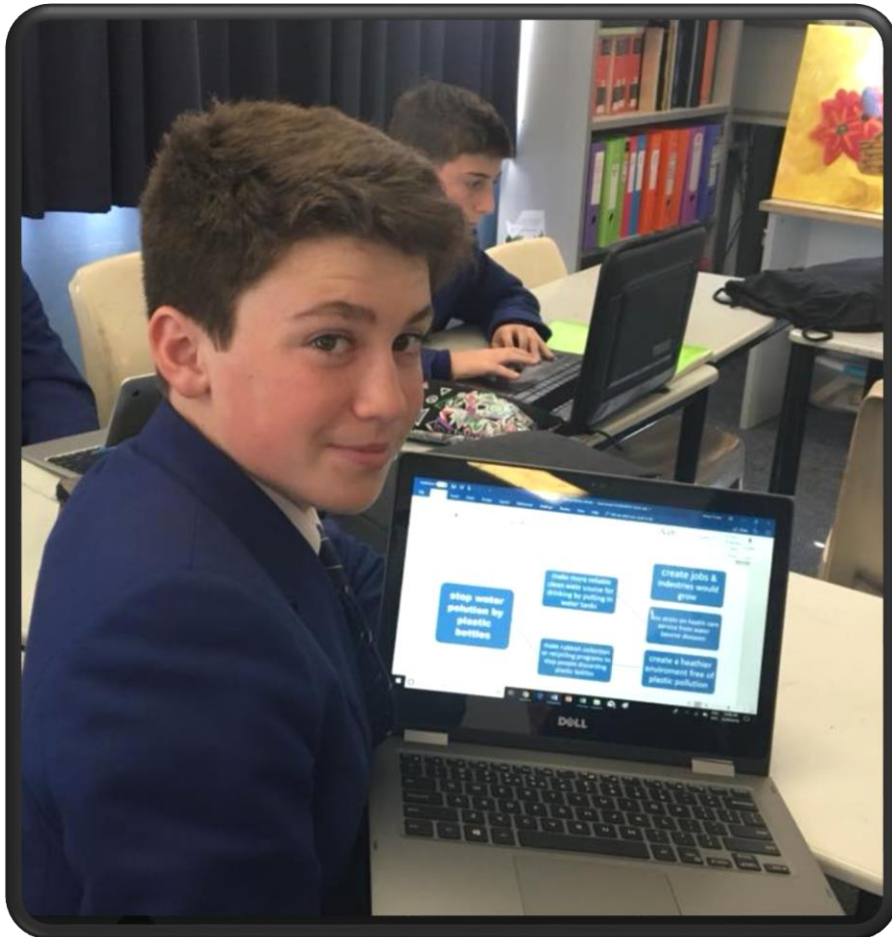


The need to purchase bottled water means that there are issues with rubbish and pollution in the urban areas surrounding Honiara. There are very little resources for rubbish collection and most people burn their rubbish, or throw it into creeks or the ocean.

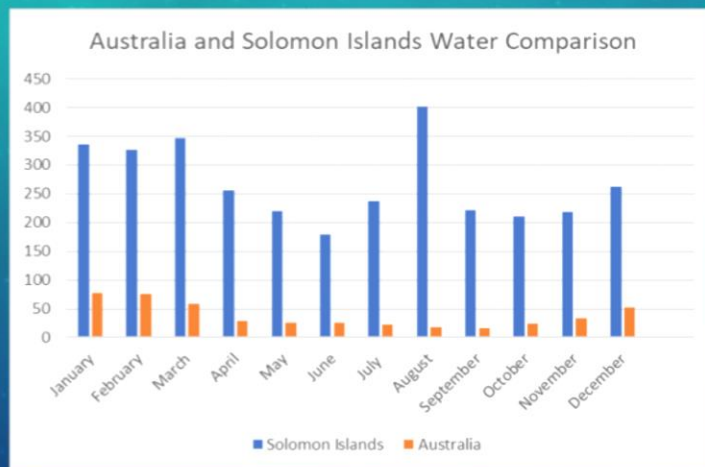
ocean
littering collection and most people burn their rubbish or throw it into creeks or the
beach or the urban areas surrounding Honiara. There are very little resources for
rubbish collection and most people burn their rubbish, or throw it into creeks or the
ocean.

Producing the goods

Using our research to analyse real time data and produce solutions



RAINFALL GRAPH



COMPARING CANBERRA AND HONIARA

Canberra

Environmental	Economic	Social
<ol style="list-style-type: none"> 1. Farming: Farmers know how to prepare for drought and heavy rain. 2. Ecosystem 3. City Facilities: Sewerage Control, Road Accessibility, water availability, Electricity 	<ol style="list-style-type: none"> 1. Dams: Collection of water throughout Canberra for our use. 2. Businesses: Beer, Water, Restaurants 3. Tourism: Recreation Centres, Waterparks and Tours 	<ol style="list-style-type: none"> 1. Community gathering place: Such as Lake Burleigh Griffin and Ginninderra Lake for swimming, canoeing, sailing etc 2. Restaurants: Nandos, Oportos, Rashays, 3. Waterparks: Big Splash, local pools

Honiara

Environmental	Economic	Social
<ol style="list-style-type: none"> 1. Agriculture: Farming can be really wet or really dry during the 2 seasons 2. Ecosystem: Plants and animals know how to combat the wet and dry seasons 3. City Facilities: Poor Sanitation, Poor Quality Roads, Poor Water Availability, Restricted Electricity 	<ol style="list-style-type: none"> 1. Forestry: When people cut down trees, the chemicals that are used pollute waterways 2. Fishing: For industries, restaurants, commercial, competitions and family use 3. Tourism: Recreation Centres, beaches, negative impact on Tourism because somethings are restricted 	<ol style="list-style-type: none"> 1. Recreational Activities: Communal Living, Diving, Boating, Swimming, etc 2. Cleaning: Meeting each other to help clean water to use, cooking etc 3. Education: People learn about water and how to boil it, etc

PMI CHART

CANBERRA		
PLUS <ul style="list-style-type: none"> Higher rainfall from September through to March – provides water to top up local dams 	MINUS <p>Unpredictable storm season from January through to March can lead to flash flooding eg destroyed the library at ANU in 2017</p>	INTERESTING <p>University of Canberra begins a study in how residents experience and deal with extreme weather events to inform ACT government responses</p>
HONIARA		
PLUS <ul style="list-style-type: none"> Wet season from December to April means lots of rain falls over summer 	MINUS <p>Wet season means serious flooding impacts on water supply and sanitation leading to disease outbreaks</p>	INTERESTING <p>Planning committees were formed after the 2014 floods to develop more effective flood warnings systems and response procedures</p>

Proud of our learning

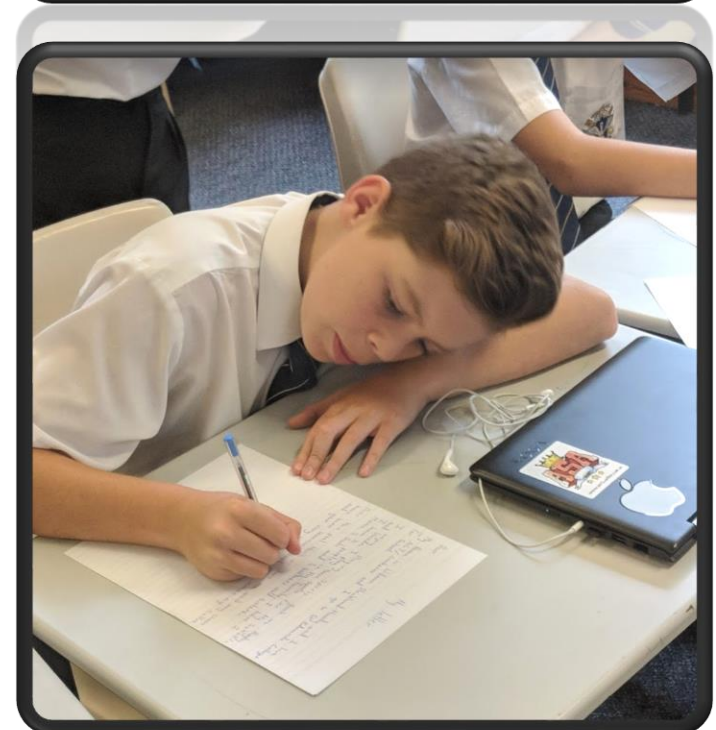
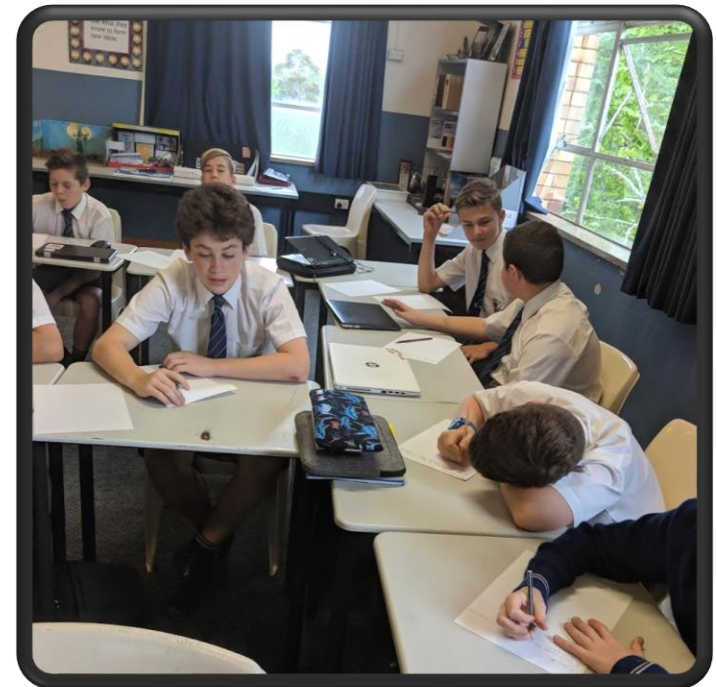
Some of the things we have learned



Making the connections

Now students are corresponding to

- ✓ recognise commonalities and differences
- ✓ create connections with others
- ✓ cultivate mutual respect



National Engagement

the positive power of social media

- The **BRIDGE** program promotes its activities through social media, especially Facebook and Twitter
- This has enabled our school to showcase this collaborative engagement across a number of platforms
- The **Asia Education Foundation (AEF)** go on to promote the activities and successes within our schools to a national and international audience

<http://www.asiaeducation.edu.au/programmes/school-partnerships>





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