Children and Mapping Place Group

Newsletter          August 2005

Since our workshop and visits in July each school has been developing their own projects to carry out in their community. We have included summaries of these for you all to get a sense of their different approaches. As we go along we will continue to inform you of the kinds of activities and reflections that are happening in each school. You are very welcome to send any stories or photos through for everyone in our cluster to share.

Reports From Our Schools

Nyindamurra Family School- Writing and Performing Place

Fynn Mueller from Nyindamurra Family School sent us the following summary:

We will be carrying out the Values Mapping Project with the Year 6/7 class in Term 4.
Students will be interviewing people in the local area and mapping hot spots. We would be using a map of Margaret River from the school and to the coast.

Leading on from this will be a play that incorporates the information the students have gathered. Each student will be involved in writing the play.

Kerry Street Community School-Researching Our Local Neighbourhood and Developing Wetland Knowledge

Kath Sugars told us of Kerry Street Community School’s plans:

We plan to carry out most of the project in Term 4 with activities for the whole school.

We will carry out a research and mapping walks or bike ride of our local area in the last two weeks of Term 3. The children will be encouraged to note down places, businesses, sites of interest on their way between our school and the local neighbourhood. We will be using this as a basis for our mapping exercises in Term 4.

We are aiming to work with Nyungar elders to develop our school community’s understanding of indigenous relationships to the place that we live in.

We will also work with wetlands educators to learn more about the environmental aspects of our place in relation to Manning Lake and how we fit with this.

We will also be looking at our relationships with business and industry and this may include visits and interviews.

We also are looking forward to a staff member becoming more proficient with web site construction in order to teach the kids and other staff.
Moerlina Community School- From Herdsman Lake to the Subiaco Markets: Investigating the Layers of Land Use in Our Region

Denise Reynolds from Moerlina sent us this summary:

Early Learners
Teachers – Helen James and Avryl Cohen
Study - a comparison of how people and animals use the environment with particular emphasis on the Dog’s refuge and bushland
Timeline – Term 4 2005

Upper Primary
Teacher - Sally Cloake
Study - To discover the origins and development of the site known as the Claremont Showgrounds and the impact the development of the land has had on the community.

Middle Primary
Teacher – Denise Reynolds

Study – To map the life of the area now known as the Subiaco Station St Markets Track the ecological, economical, social and cultural development/changes over time and its impact on different members of the community.
Timeline

- **Term 3**
  - Wk10 Intro
  - Holidays Private research during holiday time/ interviews personal. Log personal interaction with Subi Markets

- **Term 4**
  - Wk 1-2 Research history of land >
  - Wk 3-4 Gathering and collating data ≥
  - Wk 5-6 Summarising facts making predictions about the future
Week 7 Present research to Local Council for reference material/interest to local public and write a column for the local newspaper.
> 4 visits to interview public and workers, map layout of grounds, markets, make creative impressions of the location.

Student Council

Facilitators – Jenny Hill, Alix Grice, Mike Gilmore

Study: - To research the cultural and environmental development and changes over time of the area now known as Herdsman Lake.
Session 1 Plan Program (look at maps, gather written data, book outings etc
Session 2 Full day excursion with Aboriginal leader*
Session 3 Half day visit to Herdsman Lake*
Session 4 Half day visit to Herdsman Lake*
Session 5 Night stalk
Sessions 6 & 7 Two half day planning sessions to collate information and plan activities to present to the school for a school tabloid day to inform other students of study findings.

* Collect data and information, make recordings, notes from guided tours and planned activities with Aboriginal leader.

Lance Holt School Walking With And Learning From Nyungar Elders

Here is a summary of events that have occurred and that are planned for the rest of the month. All of the activities and visits are part of our school community thinking about the kinds of values that different people attach and hold for the places that we live in. This set of activities focus on Nyungar relationships with Fremantle and the surrounding areas.

Topics of importance like family, language, land use, and culture will be explored.

Kindy Class Moort- Family

On Wednesday 24th August 2005 Marie Taylor and her niece will visit Samantha's class. They will spend the morning teaching our kindy kids about Nyungar family relationships and language. The morning should be great fun with art activities and stories.
Year PP/One Class  
*Nidja Nyungar Boodjar- This is Nyungar Country*

On Wednesday 24th August 2005 in the afternoon Marie will work with Wendy's class about Nyungar stories about place and belonging. The class will go for a walk with Marie and learn about how places have a story that runs through them from the past and still has meaning for today. Marie will also teach the kids some Nyungar words for space and place.

Year 2/3 Class Bush Foods- Bush Walk and Activities

On Thursday 25th August 2005 at 10am Kathryn and Debra's class will be going to Piney Lakes to meet up with an Indigenous Heritage Officer from CALM. They will go for a walk and learn about how Nyungar people use the bush for food, medicine and other things. Nyungar words for place and food will be part of the activities.

Year 4/5 Class Walyalup Moort Visit on Monday 15th August 2005

We have had a great visit from Darryl Miller and Jenny Dempster from Walyalup Moort- the Nyungar Patrol on Monday. The year 4/5 class had invited them to come and talk about the work they do in Fremantle. Every child had a list of questions to ask and Darryl and Jenny were able to answer a whole range of questions about their work, family and place. Darryl explained that in Nyungar, Walyalup is the name for people from Fremantle and Moort means family.

Jenny told us how they take care of people who need some help or and who might need a lift back home. They showed the kids their 'bus', which is a groovy little white van with the name of Walyalup Moort, and pictures of little footprints down the side. Darryl said they represent the footprints of kids and the role of Walyalup Moort in helping them get home.  It was the first time a school had asked them to come and talk about what they do and they were very pleased to be able to come and have a visit. They will keep an eye out for our kids in Freo now they know them!

Indigenous Footy Players

On Monday the 29th of August 2005 Christine's class will be going to Fremantle Oval to meet up with two local South Fremantle footy players. They will talk about their special places and connections to Fremantle as well as answer questions developed by our fantastic year 4/5 kids!

Year 6/7 Class-Swan River Stories

On Thursday 1st September 2005 Seth's class will be taking a look at the Swan River landscape with the guidance of Greg Nannup. They will go on a bus tour and walk. Greg is a Nyungar man who will be able to inform the class about Nyungar ways of seeing the land and using the river in the past and today. How Nyungar people value the river and land around it will form part of the way the year 6/7s can consider their own relationship with the river and how it is used today.

At our daily morning meeting this week a student put his hand up to tell the whole school:

“On Thursday we visited Piney Lakes and it expired (inspired) me to go again on Sunday.”
Eli, Grade 2 LHS student, told our whole school meeting that he took his family for a tour of the Lakes and they spotted many froglets ... (Kooyar is the Nyungar name). His enthusiasm for the place was ignited by his class tour with Marissa Maher from the CALM Indigenous Heritage Unit. He has passed on some of his learning to his little brother and Mum and Dad.

We love to see how the things that we do at school are inspiring our children and their families- this moment demonstrates the value of what happens in and outside of the classroom!

**Strelley Community School – Emphasising the Importance of Community and our Connections With Adjoining Areas**

Chris Walkley from Strelley School has said that they are very keen to carry out part of their activities in this term. Term 4 becomes very, very hot which makes outside activities a bit of a challenge! Their school staff team have been meeting to discuss the project and one of the ideas at this stage is for the school to take a look at Strelley community and its relationships with towns, service providers and other pastoral leases. We are looking forward to hearing further details from them soon.

Chris and the rest of the staff have again said how pleased they are to be part of the project and hope to be able to speak and meet with each of us too.
Values and the Children Mapping Place Group

Our shared project addresses the following values:

- Sustainability
- Stewardship and care for country
- Going Along Together- working collaboratively and respectfully.
- Care and compassion
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

We will focus on the values of care and stewardship of the local environment, social and ecological responsibility, respect for the diverse traditions and cultures of others and the value of comparing their own experiences with those of others in different regions and ecological areas.

Involvement in the project will help students learn the value of balancing the rights and responsibilities humans have with their local environment and appreciating how different cultural contexts shape how people conceptualise the use of place.

The Sustainability Values Mapping Activities

The objectives of this project are to involve students, teachers and members of the parent community at five schools in developing a series of sustainability values maps showing the areas they share and care for; and to exchange these maps and ideas among the cluster of schools. Each school will develop a range of activities and experience as a source for these maps and to supplement the activity.
Schools will be able to do the mapping in a format, which best suits, their community.

The Base and Layered Map

This can consist of a base map and four overlay maps showing the four dimensions of sustainability: ecological, social, economic and cultural values.

The base map will be a topographic map, street map or a traditional painting of the area.

The four overlay maps showing cultural, social, economic and ecological values of each place will be developed and laid on top of the base map. These can be done on clear sheets of plastic or laminate.

The resultant compilation will show the ‘hot-spots’ or extra-special places where sustainable values and practices are most intense.

The children will identify the sustainability values for each of the four overlays primarily from their own experience.

Additional depth will be gained through the children’s collecting oral history and interviews with relevant people such as elders, Indigenous people, public library staff, fishing families, environmental managers, shop-keepers and artists. Excursions and walks will also be important. Thus the maps will be backed up by age-appropriate stories.

Maps can be constructed on paper/cardboard using plastic overlays. Maps can then be transferred to computer and assembled using the image mapping capability within standard web page software. The digital technologies will also allow students to link into the maps additional features such as artworks, photographs, video recordings, oral histories and sound installations.
Sharing our work:

- Maps, stories, art works and experiences can be shared on websites, weblog facilities, through emails and video-phone links as well as in special meetings and events.

- We may use videos, recordings and photos as a means for children to share their work across the schools in our group.

- Professional development will be a learning process for all the school and gatherings throughout the project will be encouraged.

- Our newsletter will regularly be sent out to all schools and we encourage each school to send in their stories, ideas and photos to share.
Keeping in Touch

Web Logging
The Curriculum Corporation has just got their weblog up and running. We will be in touch soon about how we may best use this site.

Teleconferencing
We are investigating the best way of every cluster keeping in touch with each other, and apart from email, phone and meetings, teleconferencing may be a great opportunity for a group discussion.

Maps for the Base Layered Mapping Exercise
Kathryn has been arranging these maps for all schools that have requested them. They should be ready in the next two weeks. If you need a map of a particular region or area please let us know and we will endeavour to get it for you.

Remember we can assist you if you require consultants or resources. Let us know how we can help you.

Enjoy your projects- we are looking forward to hearing from you!
Photo Gallery

Strelley School Principal Chris Walkley, Bronwyn and Darren Smith (teachers at Strelley annexe) made Jennie Buchanan and Dave Palmer very welcome at Strelley Community School, 1870 km north of Perth. June 2005

Values Workshop for Lance Holt School staff

Christine Kennedy and Seth Yeoman, teachers at Lance Holt School ‘workshop’ the values project. June 2005
Cluster Workshop 1 July 2005

Dr Laura Stocker presented a talk on sustainability and developing a Sustainable Values Map.

Participants
Fynn Mueller
(Nyindamurra)
Alix Grice
(Moerlina)
Denise Reynolds (Moerlina)
Fran Ryce
Kath Sugas
(Kerry Street)
Dr Laura Stocker
Kathryn Netherwood
(Lance Holt School)
Not pictured:
Dave Palmer
Jennie Buchanan
(Lance Holt School)

Kathryn Netherwood
Photo Gallery

Workshop 1

Lance Holt School shares their place with the members of the Children and Place Mapping Group. Participants were led on a walk through the streets of Fremantle to the Esplanade Park and to Fisherman’s Harbour for lunch at the oldest fish and chip establishment in Fremantle.

Morning tea with Lance Holt School Staff