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# 2023 DRANZSEN Forum

## When

Friday 25 August  
8.30am–3pm (AEST)

## Where

Brisbane Convention &  
Exhibition Centre

## Cost

FREE

## Register

[AIDR.ORG.AU/EVENTS](https://aidr.org.au/events)

# 2023 National DRANZSEN Forum



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## Welcome to Country

AIDR acknowledges the Traditional Custodians of the various lands on which you all join us from today and the Aboriginal and Torres Strait Islander people participating in this event.

We pay our respects to Elders past, present and emerging and celebrate the diversity of Aboriginal peoples and their ongoing cultures and connections to the lands and waters across Australia.



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# Welcome

**Margaret Moreton**

Executive Director, AIDR



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## Check - in

Turn to the person next to you.

Take turns introducing yourselves and exploring the question:

**Why is it important for you to be here today?**



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## In conversation: Young peoples' perspectives on disaster resilience

**Ella Cheeseman, Youth Peer Worker, Indigo Shire Council**

Ella is currently in the role of Youth Resilience Peer Worker, helping facilitate the Future Proof Project in the Indigo Shire. Future Proof is being rolled out across Victoria as a result of the bushfires of 2019/2020. The program focuses on human infrastructure and building resilient rural communities with a focus on young people.

**Sereena Zanuso, member of the headspace Lismore Young People's Advisory Committee and School Support Worker from Northern Rivers region of NSW**

Lived in the Northern Rivers all her life, Sereena has first-hand experience of growing up and growing through disasters. Working as a Student Support Worker across two local Primary Schools, the 24-year-old works directly with wellbeing, implementing a variety of initiatives to help her students thrive. Sereena is also an active member of her local headspace young peoples' advisory committee, the 2022/2023 NSW Youth Advisory Council and a newly appointed member of the headspace Youth National Reference Group. Sereena is a youth advocate who is passionate about using her voice as a young person to make a difference in the lives of other young people on a local, state and national level.



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## Morning Tea

We will return at 11:00am



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## Cairns in Your Hands

*Dan Keggalis, Head of Department Humanities & Sustainability, Smithfield State High School*



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## Supporting the leaders to lead: Why support for school leaders is critical for community recovery

### *Kristen Douglas, Head of Headspace Schools and Communities*

Kristen Douglas has over 27 years' experience in the education, health, mental health, suicide, not-for-profit, and government sectors. She has held positions such as educator, Principal, Adolescent Forensic Health Manager (Royal Children's Hospital), National Mental Health Manager, and roles within state government.

Kristen has authored several national resources and frameworks and specialises in the impact of suicide, complex events, trauma, and disasters in schools and communities and how they respond and recover.

As Head of Headspace Schools and Communities, Kristen continues to lead a large multi-disciplinary national team of mental health and education professionals to support schools across Australia from promotion, prevention, early intervention, intervention, to postvention.



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## DFES WA Strategy for Disaster Resilience Education for Children and Young People

*Liz Addison, Youth Strategy Research & Development Coordinator, Community Preparedness / Children & Youth Education, DFES*

Liz has a strong background in earth and social sciences coupled with a profound passion for education. With over 15 years at the WA Department of Fire and Emergency Services (DFES), she's a dedicated advocate for Disaster Resilience Education. As an inaugural DRANZSEN member and current participant in the national Disaster Resilience Education Strategy Group, Liz offers vital input to integrate disaster risk reduction and resilience education in both Australian and Western Australian Curricula. She's also contributed to the AIDR Disaster Resilience for Young People handbook.

Recently, Liz devised the DFES Strategy for Disaster Resilience Education for children and young people. Her goal is to integrate this education into schools, connecting climate change adaptation and engaging youth beyond classrooms.



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# Strategy for Disaster Resilience Education (Children and Young People) 2022-2026

Shifting focus



FOR A SAFER STATE



# WA Snapshot – Children and Young People

Of the 634,000 children and young people in WA aged 0-17 years (23% of the population):

- 14.5% were born overseas (92,000)
- 17% live in poverty (105,000)
- 9.2% of children aged 5-14 years report having a disability
- <25% of children and young people live in regional and remote areas (154,000)
- 7.3% (50,000) of children and young people in WA aged 0-19 years are Aboriginal

Source: The 2023 Profile of Children and Young People in WA, Office of the Commissioner for Children and Young People WA)

# OUR FOCUS AREAS

Meeting our challenges head on



## CHALLENGE 01

A learner-centred, place-based focus

## SOLUTION 01

Support DRE from 3-24 years through formal, informal and incidental education



## CHALLENGE 02

The safety and wellbeing of WA children and young people

## SOLUTION 02

Start with advocating for children and young people within our organisation



## CHALLENGE 03

Finding a place for DRE and Climate Change Adaptation in the Curriculum

## SOLUTION 03

Build stronger relationships within and outside of our organisation.



## CHALLENGE 04

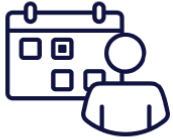
Supporting our people

## SOLUTION 04

Supporting emergency services personnel and volunteers, education sector, families, our own team, our partners, and young people







## CHALLENGE 01

A learner-centred, place-based focus

- Were we really learner-centred, place-based?
- Expanding our audience requires marketing
- Change takes time
  - Career firefighters and volunteers aren't teachers
- Being flexible and seeking opportunities

## SOLUTION 01

Support DRE from 3-24 years through formal, informal and incidental education





FOR A SAFER STATE

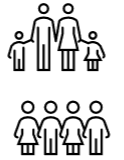


## CHALLENGE 02

The safety and wellbeing of WA children and young people

## SOLUTION 02

Start with advocating for children and young people within our organisation



DFES Vision: All Western Australians working together for a safer State

DFES Purpose: To achieve a safer Western Australia by enabling and protecting the community before, during and after emergencies

DFES Strategy: WA Communities – Our People – Emergency Management

DFES Values: Teamwork – Leadership – Trust – Commitment





FOR A SAFER STATE

# “Put your plan into place now”

The fear you have when you don't have a plan



Source: ABC News, <https://www.abc.net.au/news/2006-12-12/man-charged-for-starting-kalamunda-fire/2152356>, accessed 15/08/2023





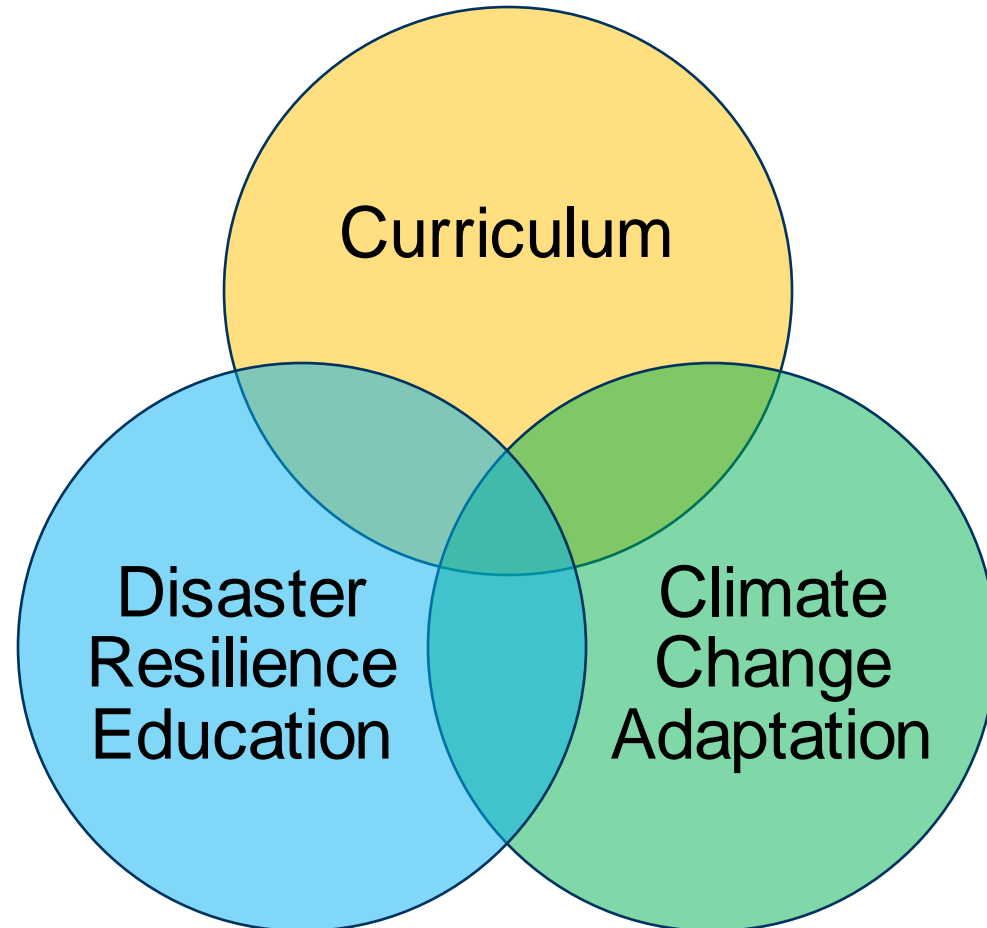


### CHALLENGE 03

Finding a place for DRE and Climate Change Adaptation in the Curriculum

### SOLUTION 03

Build stronger relationships within and outside of our organisation.





## CHALLENGE 04

Supporting our people

## SOLUTION 04

Supporting emergency services personnel and volunteers, education sector, families, our own team, our partners, and young people



## Liz Addison

### Youth Strategy Research & Development Coordinator

Government of Western Australia

Department of Fire and Emergency Services (DFES)

Community Preparedness | Children & Youth Education

20 Stockton Bend Cockburn Central WA 6164

**T:** +61 8 9395 9864 | **M:** 0417 185 689

**E:** [liz.addison@dfes.wa.gov.au](mailto:liz.addison@dfes.wa.gov.au)





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## Activity – Group Reflection Session

Part 1, 10 minutes

Discuss: What is your experience of what has worked or is working well in disaster resilience education? And/or – in engaging children and young people in disaster resilience and recovery?



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## Activity – Group Reflection Session

Part 2, 10 minutes

Discuss and write:

1. What do you need for your organisation to effectively engage with children and young people?
2. What are your priorities for the next 12 months?



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## Activity – Group Reflection Session

Part 3, 5-10 minutes

Have a walk around to see what other tables have identified.

If you feel strongly about one of their priorities pick up a marker and add a tick



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## Lunch

We will be back at 1:15pm



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## Birdie and the Northern Rivers Floods: Collaborating for resilience in early childhood

*Sharleen Keleher, Project Officer, QLD Centre For Perinatal and Infant Mental Health*

*Jessica Grissell, Debra Mitchell, Salina Mclvor, Goodstart Early Learning*



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# Birdie and the Northern Rivers Floods: Collaborating for resilience in early childhood

**DRANZSEN Forum August 2023**

Sharleen Keleher

Project Officer, Queensland Centre for Perinatal and Infant Mental Health

Jessica Grissell, Debra Mitchell, Salina McIvor

Goodstart Early Learning





# Acknowledgement of Country

The Queensland Centre for Perinatal and Infant Mental Health (QCPIMH) would like to acknowledge the Traditional Owners of all land and sea countries throughout Australia, and pay respects to Elders past, present and emerging.

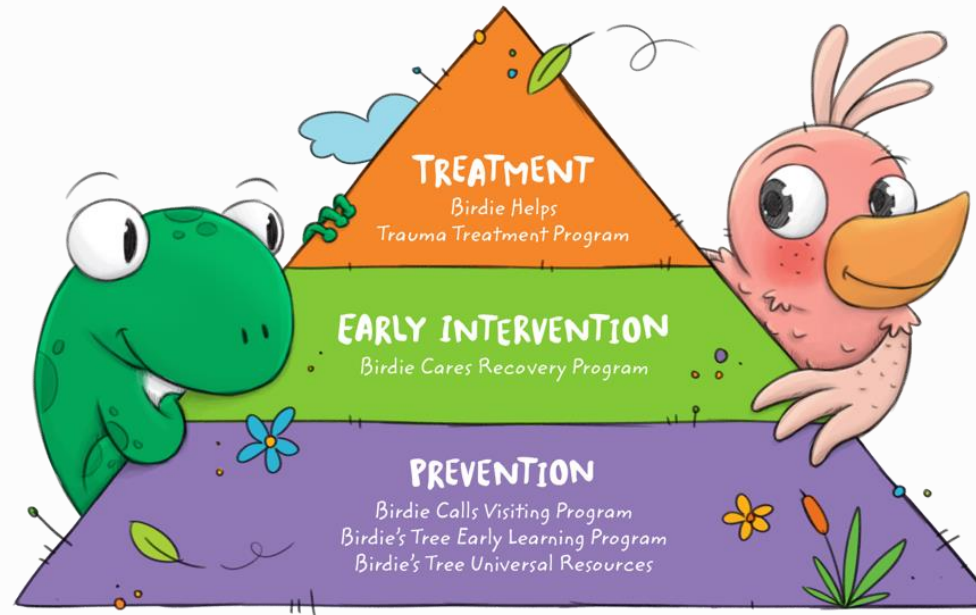
We acknowledge past and current sorry business, and the losses suffered by Aboriginal and Torres Strait Islander peoples.

We also acknowledge that connection to land, wind and water, and culture and traditions are central to the social emotional wellbeing of Aboriginal and Torres Strait Islander peoples.





# What we did



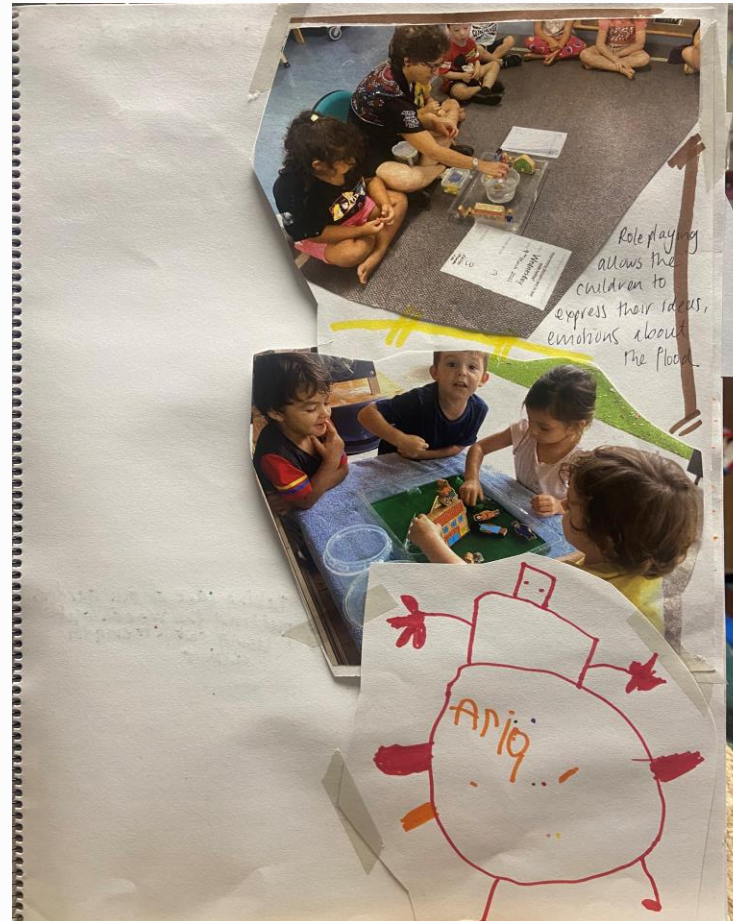
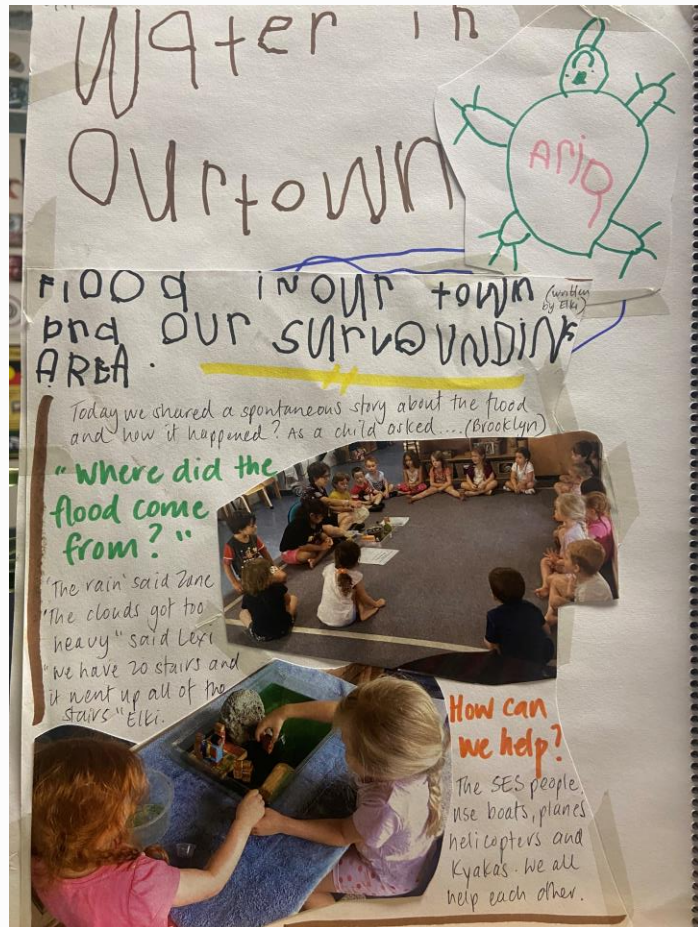


# Working together



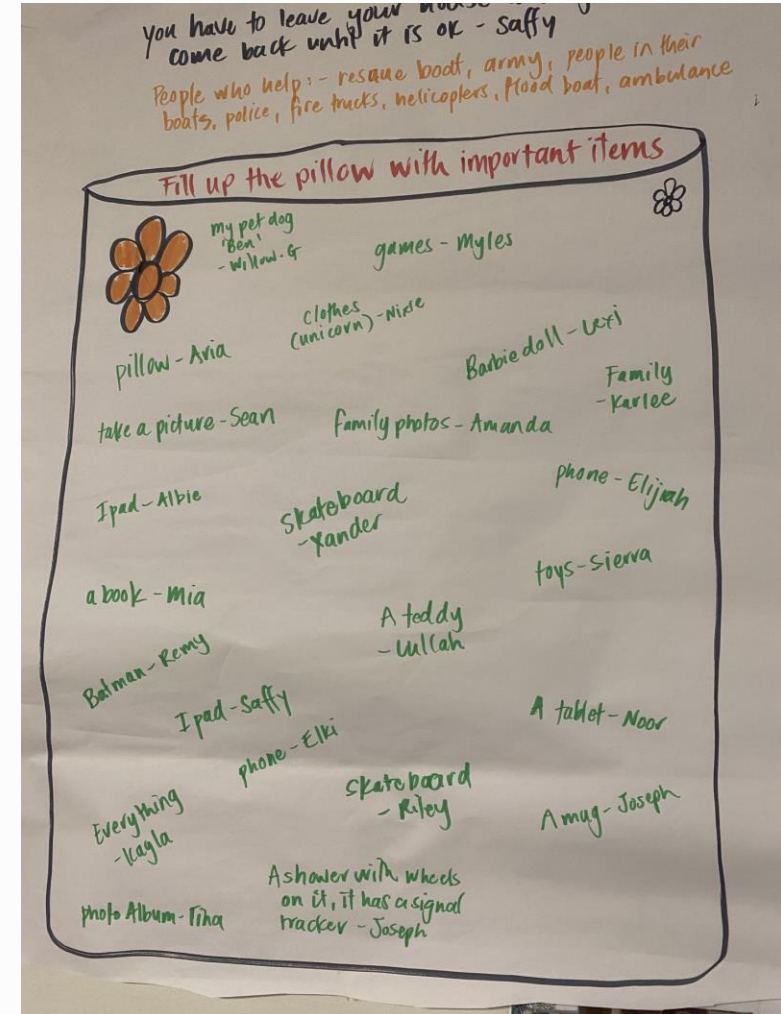


# Observing children's responses

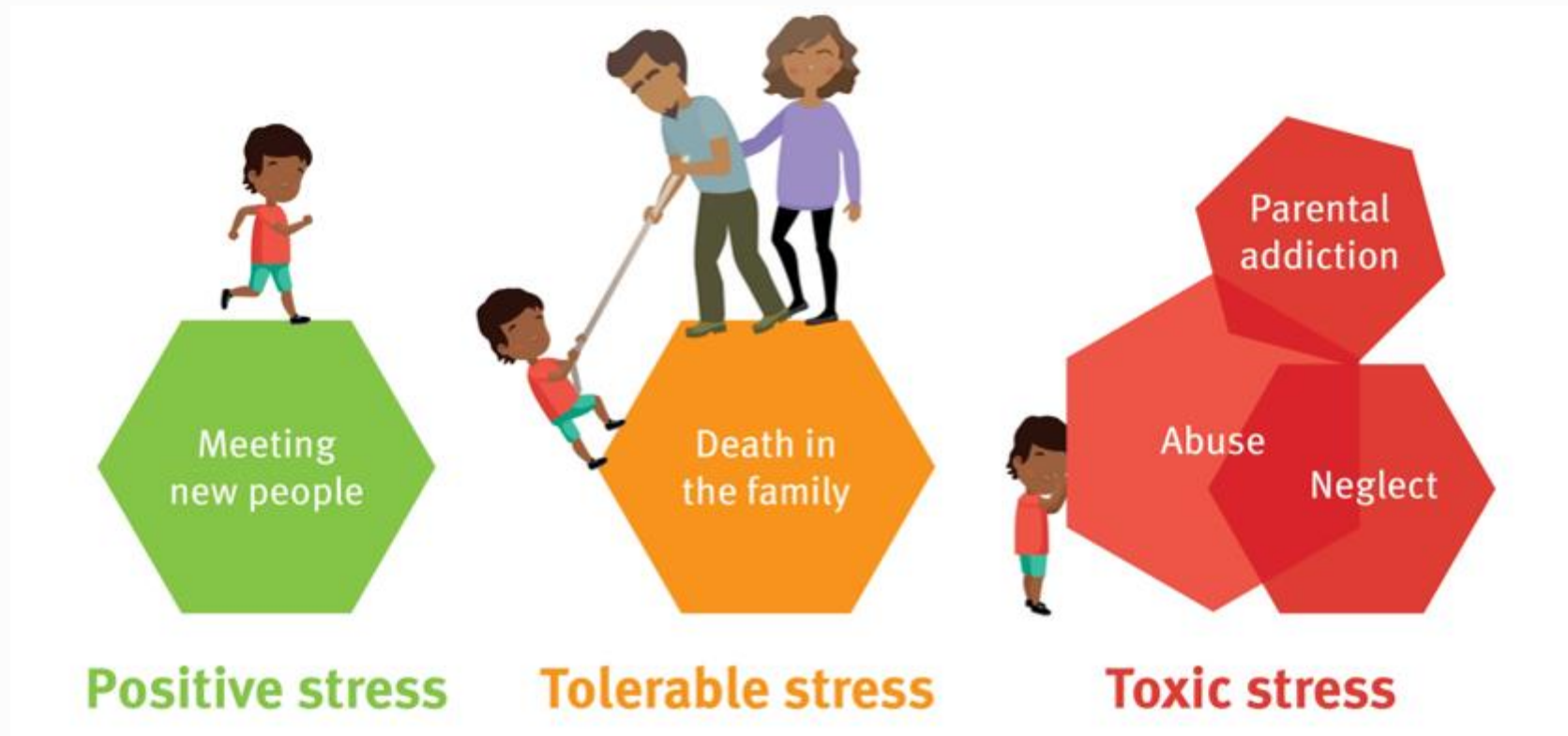




# Supporting children's understanding of severe weather and disasters in responsive ways



# Disasters don't happen in isolation



## Key take-aways



## Contact details

### Queensland Health

Queensland Centre for Perinatal and Infant Mental Health

W: [www.childrens.health.qld.gov.au/qcpimh](http://www.childrens.health.qld.gov.au/qcpimh)

### Birdie's Tree

W: <https://www.childrens.health.qld.gov.au/natural-disaster-recovery/>

E: [Birdies-Tree@health.qld.gov.au](mailto:Birdies-Tree@health.qld.gov.au)





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## Panel: Understanding the role of families in supporting children following a disaster

Moderator: Ben Rogers, Emerging Minds

Panellists:

- Bron Sparks, Lived experience
- Sarah Eagland, Head of Community Recovery, Royal Far West
- Ruby Awram, Emerging Minds
- Andrea Baldwin, QLD Centre For Perinatal And Infant Mental Health



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**Birdie's Tree** – <https://www.childrens.health.qld.gov.au/natural-disaster-recovery-bit.ly/birdiestree> or browse 'Birdie's Tree'



**Conversational Reading** – access video via Birdie's Tree website or browse 'Conversational Reading Birdie's Tree'

**Be You Therapeutic Storytelling** – <https://beyou.edu.au/resources/sessions-and-events/therapeutic-storytelling---using-stories-to-support-children-through-challenging-times>

**Educator wellbeing** – <https://beyou.edu.au/resources/educator-wellbeing>



# Learn more about supporting children and families

Community Trauma Toolkit

<https://emergingminds.com.au/resources/toolkits/community-trauma-toolkit/>

Emerging Minds Families Disaster Resources

<https://emergingminds.com.au/families/natural-disasters/>

Partnering with Children and Families

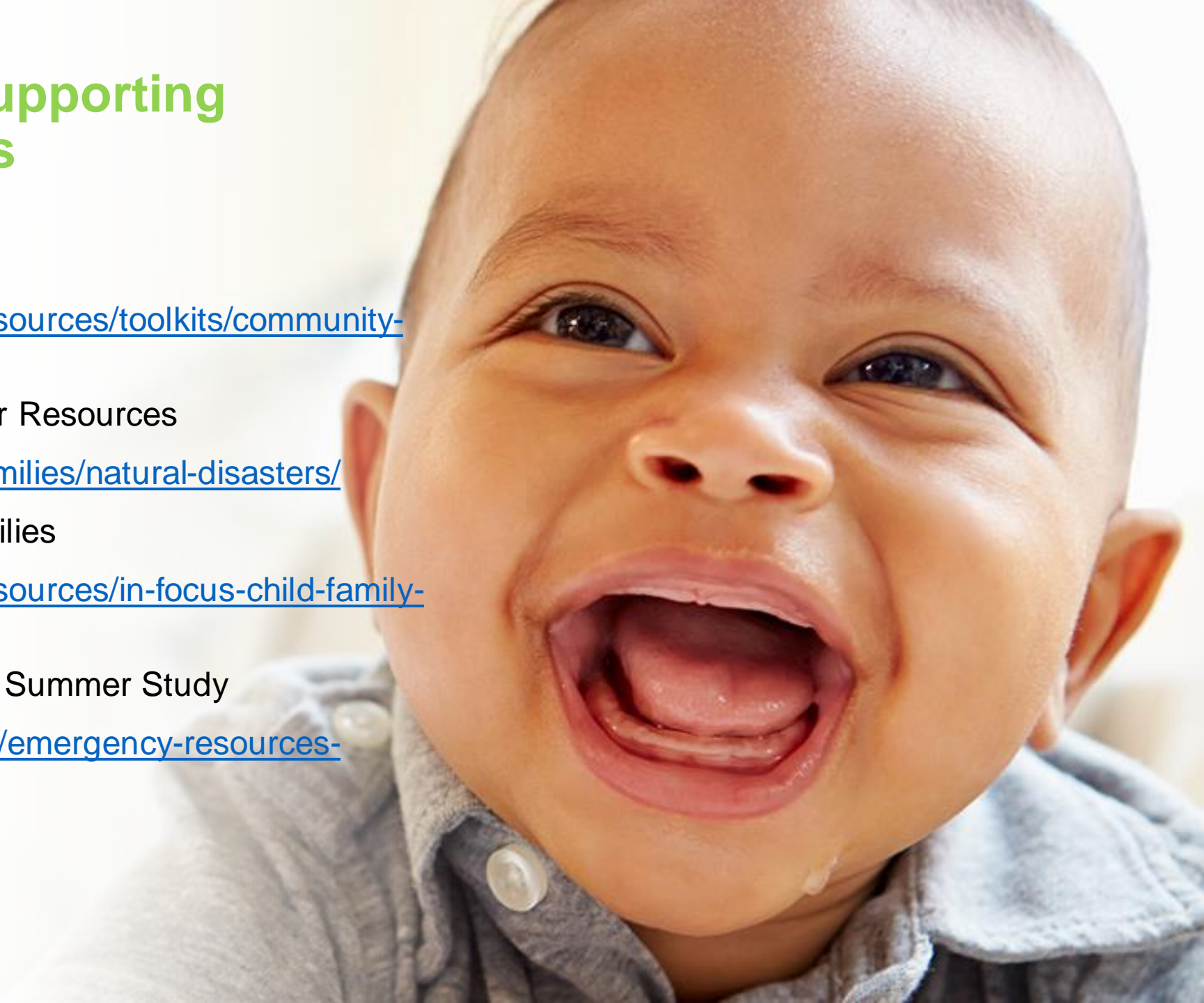
<https://emergingminds.com.au/resources/in-focus-child-family-and-practitioner-voice/>

Babies and Young Children Black Summer Study

<https://www.breastfeeding.asn.au/emergency-resources-babies-and-toddlers>

**Emerging  
Minds.**

National  
Workforce  
Centre for Child  
Mental Health



# National Workforce Survey for Child, Parent, and Family Mental Health

**Have your say! Help shape child mental health policy and workforce development**

- Tell us about your work with children, parents and/or families – your approaches, awareness and challenges
- Enter the draw to win **1 of 5 iPads**
- Anonymous and takes about **25 mins**
- Data will be used to: support sectors/professions; develop research reports; inform Emerging Minds work; feedback to sectors and professions to help them design and fund workforce development and support; help inform child mental health policy.

**Emerging  
Minds.**

National  
Workforce  
Centre for Child  
Mental Health

**Scan here to take  
the survey today!**



OR VISIT

**[https://survey.zohopublic.com.  
au/zs/MBBtNU](https://survey.zohopublic.com.au/zs/MBBtNU)**



**Birdie's Tree** – <https://www.childrens.health.qld.gov.au/natural-disaster-recovery-bit.ly/birdiestree> or browse 'Birdie's Tree'



**Conversational Reading** – access video via Birdie's Tree website or browse 'Conversational Reading Birdie's Tree'

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## Climate Superpowers: a strengths-based website for and by children and young people

*Phoebe Quinn, Research Fellow & PhD candidate, University of Melbourne*

Phoebe Quinn is a Research Fellow and PhD candidate at the Melbourne School of Population and Global Health and holds a Master of Public Health from the University of Melbourne. Her disaster recovery and climate resilience research includes attention to social justice, young people's wellbeing, and democratic innovations to support communities to find consensus on contentious issues.



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# YOUNG PEOPLE'S CLIMATE SUPERPOWERS

**Project leads:** Phoebe Quinn, Dr Katitza Marinkovic

**Artwork:** Thu Huong Nguyen

<https://www.instagram.com/lonnuong.1980/>

**Co-Investigators:** Dr Karen Block, Prof Lisa Gibbs, Dr Claire Leppold,  
A/Prof Janet Stanley, Prof Dianne Vella-Brodrick, April Harrison.





*Artwork by Frances Belle Parker*



[climatesuperpowers.org](http://climatesuperpowers.org)



# PROBLEM

Children and young people are increasingly **anxious, powerless, sad and angry** about climate change...

They are among the **most affected** and are at the forefront of **climate action...**

Challenges **making adults listen...**

There are few resources made **for** and **with them** on how to navigate climate change.







# AIMS

Supporting children and young people in **sharing their wisdom and creativity** in dealing with climate change.

**Connecting** children and young people with researchers and each other.



# APPROACH

Applying a **participatory approach...**  
and **strengths-based framework...**  
to co-develop a resource **with and for**  
children and young people in Victoria.

# THE PROCESS

5 workshops.

Thirty-one children and young people aged 12-25 in Victoria.

Another 50 young people shared their ideas through a Forum and online.

Discussed:

- strengths & resources young people draw on
- resource content & design.





# WHAT WE HEARD

## 7 Principles

SUSTAINABLE

EMPOWERING

INCLUSIVE

YOUTH-CENTRED

PARTICIPATORY

TRANSPARENT

ENGAGING



# WHAT WE HEARD

**Strengths** children and young people have, and how these can be drawn on.

**Stories and tips** from their own **experiences** and those of friends, siblings, others.





**HUMAN  
SUPERPOWERS**



**SOCIAL  
SUPERPOWER**



**NATURAL  
SUPERPOWER**



**POLITICAL  
SUPERPOWER**



**BUILT  
SUPERPOWER**



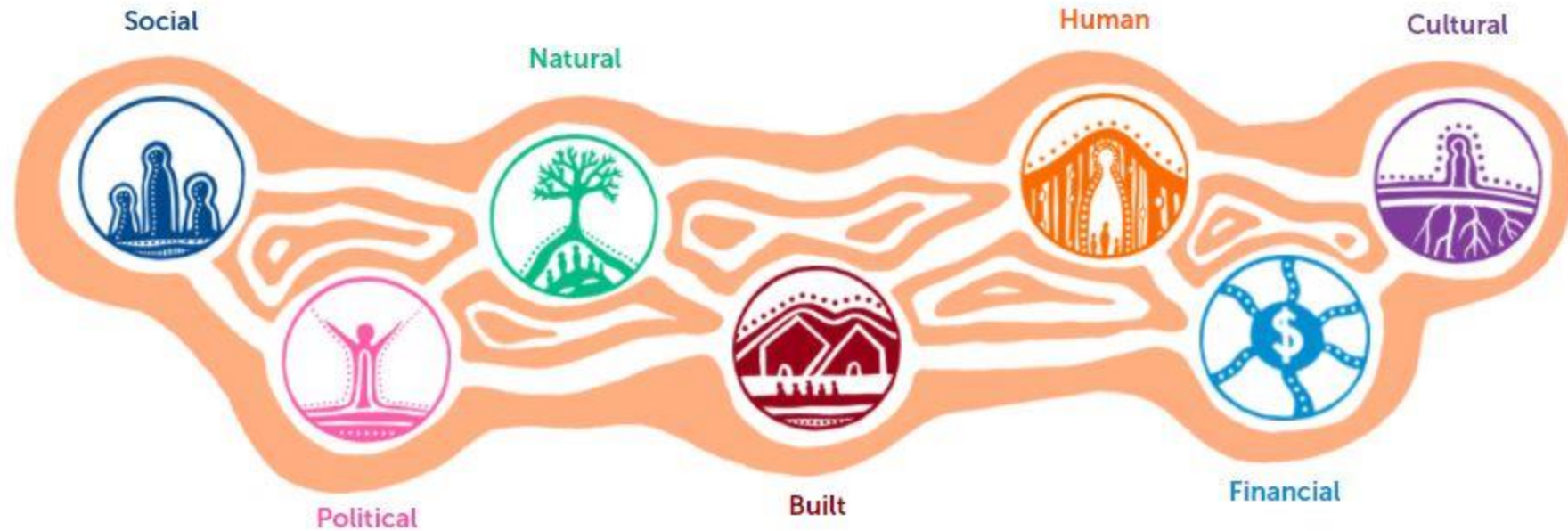
**CULTURAL  
SUPERPOWER**



**FINANCIAL  
SUPERPOWER**



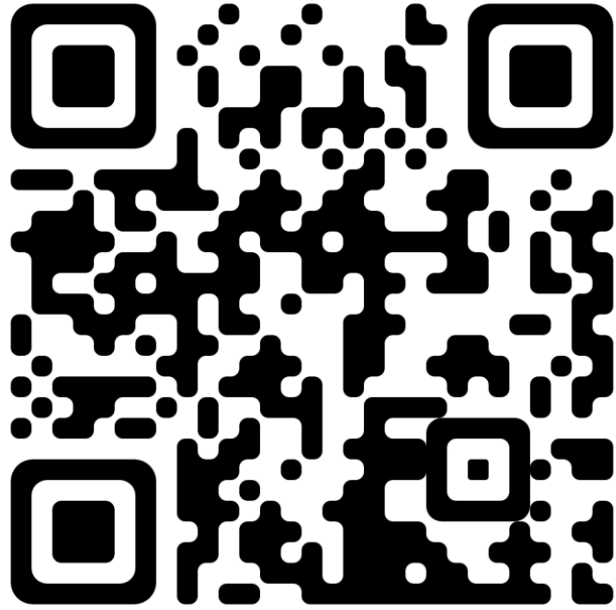
# Recovery Capitals



# Artwork & web design



[climatesuperpowers.org](https://climatesuperpowers.org)







# CLIMATE CHANGE SUPERPOWER QUIZ

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quis congue dui amet purus sapien morbi libero quis lacus. Rutrum ut leo quisque fermentum, ut et. Curabitur.

Question 1 of 12. Visual bar of completion.



HOW WOULD YOU PREFER TO LEARN ABOUT  
CLIMATE CHANGE AND CLIMATE ACTION?

Observing and listening to other people's lived experiences.

From scientists and other experts.

Listening to the speakers at the Schools Strikes 4 Climate.

## YOU HAVE CULTURAL SUPERPOWERS!

CLICK BELOW TO EXPLORE HOW YOU CAN PUT YOUR CULTURAL SUPERPOWERS TO USE BY TAKING ON SECRET MISSIONS TO TACKLE CLIMATE CHANGE!



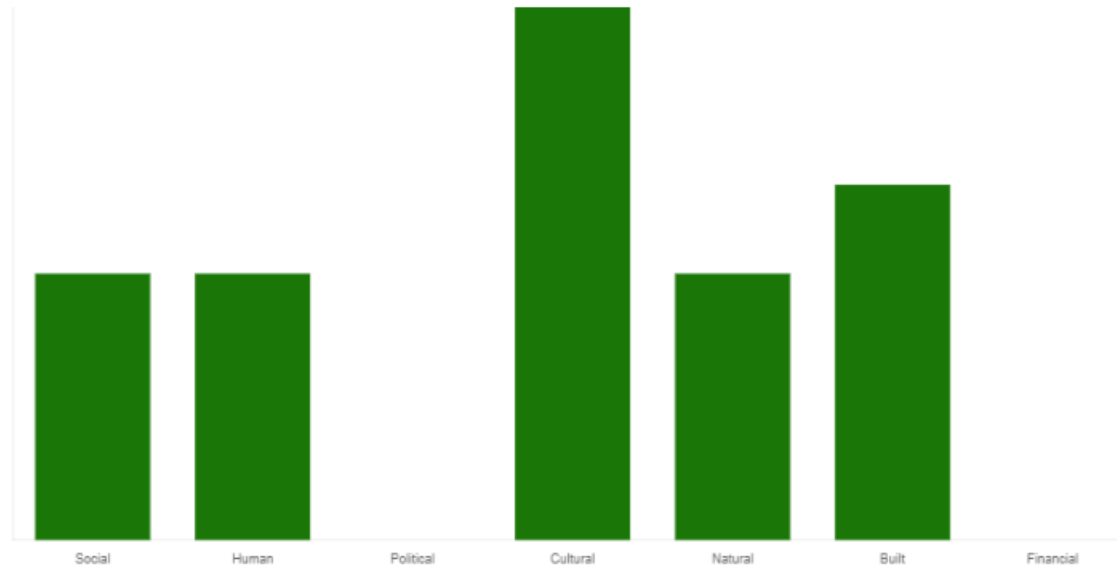
Cultural Superpowers

BUT YOUR TALENTS DON'T END THERE!  
YOU ACTUALLY HAVE A WHOLE BUNCH OF DIFFERENT SUPERPOWERS



Cultural Superpowers

BUT YOUR TALENTS DON'T END THERE!  
YOU ACTUALLY HAVE A WHOLE BUNCH OF DIFFERENT SUPERPOWERS





EXPLORE HOW YOU CAN USE YOUR CLIMATE SUPERPOWERS BY TAKING ON SECRET MISSIONS



Cultural Superpowers



Built Superpowers



Social Superpowers



Human Superpowers



Natural Superpowers



Political Superpowers



Financial Superpowers

# ACTIONS

EVERYDAY LIFE



SELF CARE



LEARNING



TRANSFORMING SOCIETY

# Instagram



@climatesuperpowers

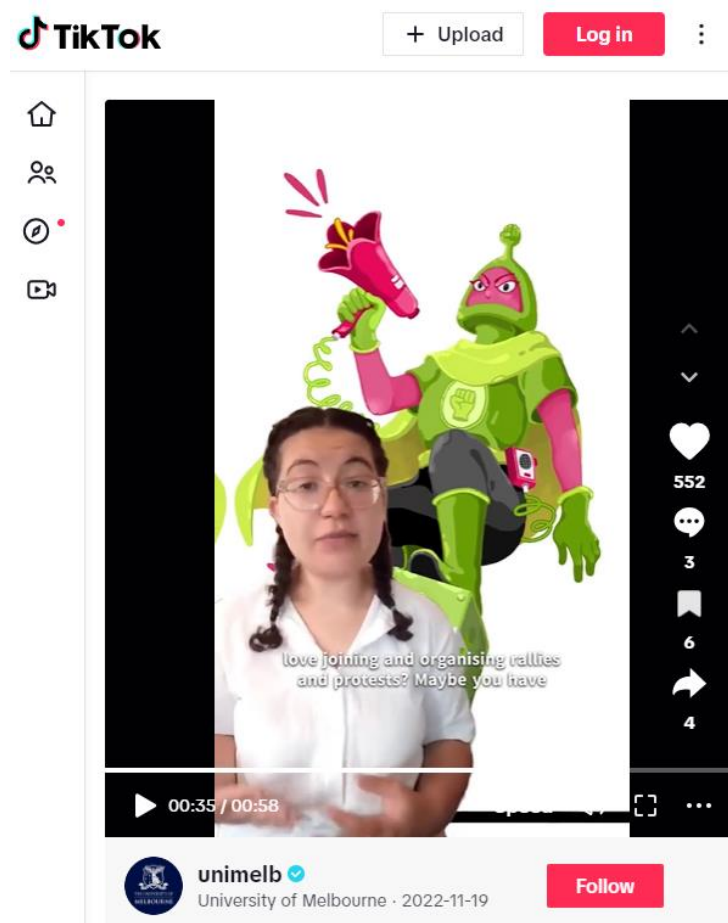


# Dissemination

Launch  
October 2022



# Dissemination



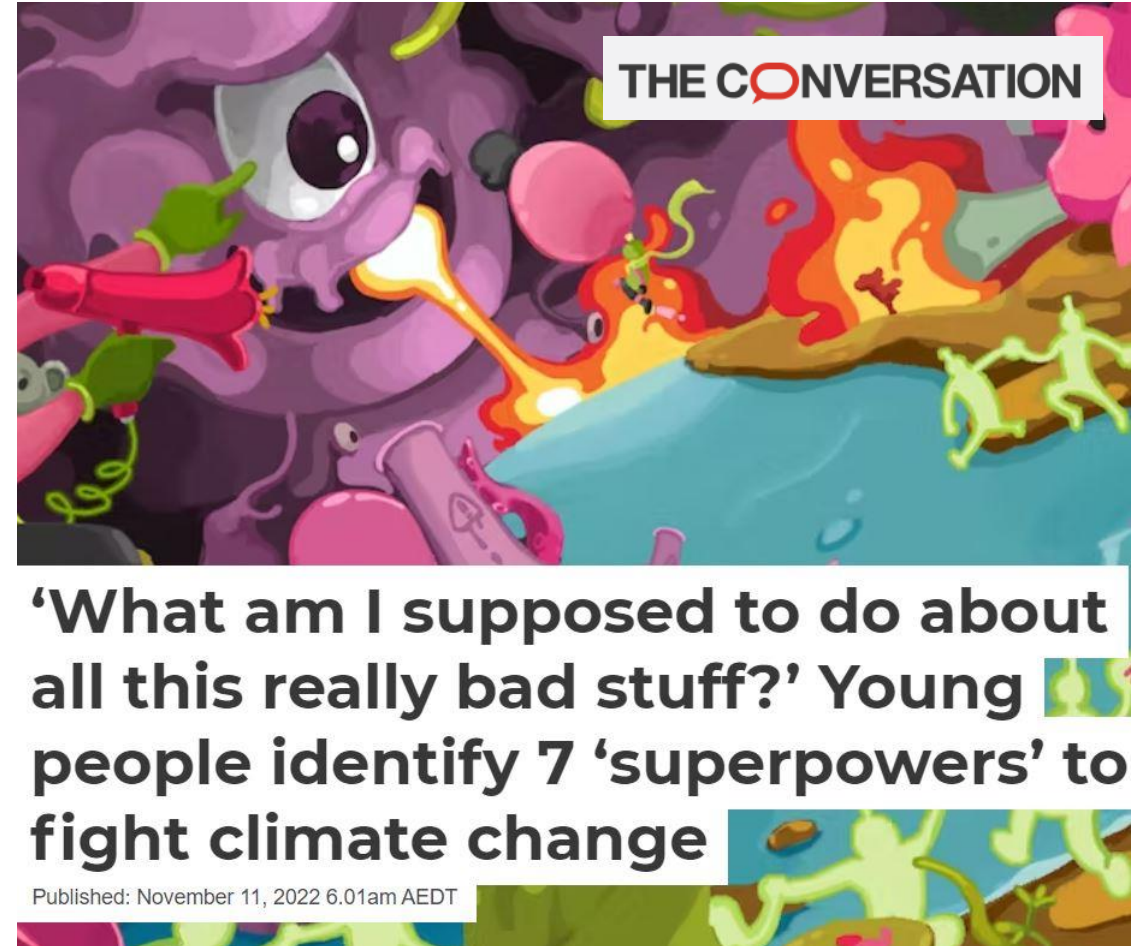
# Dissemination

5000 website visits, quiz x 2000

Conversation article

Sustainability in Schools policy (Vic DET)

Journal article





# Next steps



Continuing to **adapt and grow the website**

- Feedback
- Linking with other resources
- New sections

Climate Superpowers **in the Classroom**

- Curriculum alignment
- Lesson plans
- Schools and tertiary

**Teachers'** climate superpowers

Hopeful **wildfires** futures - **storytelling**





**climatesuperpowers.org**

Instagram: @climatesuperpowers



**Thank you!**



Phoebe Quinn

University of Melbourne

[phoebeq@unimelb.edu.au](mailto:phoebeq@unimelb.edu.au)



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## Final thoughts



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## Keep in contact

**Ella Wilkinson**

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p: 03 9418 5239



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## Event concludes

Thank you all and safe journey home!



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