



# KEY NOTES

## Queensland DRANZSEN Forum

**Date:** Tuesday 30 May, 2017  
**Time:** 9:00am-2:00pm  
**Location:** Australian Red Cross  
 49 Park Road, Milton QLD  
**Chair:** Dr Liz Tomazic, AIDR  
**Meeting Contact:** AIDR Event, Ph: 03 9418 5274, E: [events@aidr.org.au](mailto:events@aidr.org.au)

<b>Participants:</b>	Liz Tomazic (Chair)	AIDR
	Carol O’Gorman	SES Metro
	Faye Gibson	Brisbane City Council
	Colin Alley	SES
	Helen MacRonald	SES
	Jacky Dawson	Association of Independent Schools Qld
	Jade Pilgrim	Rural Fire Service Queensland
	Jenene Rosser	Association of Independent Schools Qld
	John Smith	Queensland Fire & Emergency Services (QFES)
	John Percy	Queensland Catholic Education Commission
	Kenneth Cook	Qld SES
	Leisa Thomas	QFES
	Liane Henderson	QFES
	Martin Brooker	QFES
	Mel Ashby	Department of Education (Teacher)
	Peta Miller-Rose	QFES
	Shannan Cullen	SES
	Sharon Henry	Brisbane City Council
	Sioux Campbell	Cairns Regional Council
	Susan Trappett	Moreton Bay Regional Council
	Dave Newman	QFES
	Janine Taylor	QFES
	Brett McDermott	James Cook University
	John Rolfe	QFES
	Sabina Konicanin	Dept of Communities, Child Safety & Disability Services
<b>Observers:</b>	Greg Taylor (Minutes)	AIDR

### 1. Welcome

Liz Tomazic, AIDR

#### Key points:

- Liz Tomazic, AIDR Project Officer, opened the forum by welcoming everyone and acknowledging the traditional owners of the land in which the forum was held.



- Participants introduced themselves.

## 2. How the Australian Institute for Disaster Resilience (AIDR) can help foster disaster resilience in schools and communities Liz Tomazic, AIDR

### Key points:

- Liz provided a presentation to introduce AIDR and the work AIDR is contracted to deliver
- Spoke of the Australian Disaster Resilience Knowledge Hub, which is a useful tool for schools when learning about disasters in Australia. The revised Knowledge Hub was on 12 May 2017 – [www.knowledge.aidr.org.au](http://www.knowledge.aidr.org.au)
- The presentation provided by Liz is Appendix A to these minutes

## 3. Queensland Emergency Risk Management Framework John Rolfe

### Key points:

- John Rolfe, QFES presented on the need to make risk information more accessible, especially to children and young people through the education system, to enable a better understanding of 'what might happen, what it can do to us and what we should do'.
- He observed that there is enormous potential to engage children and young people in inquiry-based learning activities at a local level as they develop innovative ways of assessing risk and developing their own resilience to natural disasters.
- John pointed out that, for informed decisions to be made, it's essential to understand how the landscape and weather interact through the earth sciences
- Education today is well placed to utilise technology to teach children and young people creatively about DRR
- John referred to the QERMF (Queensland Emergency Risk Management Framework) methodology which is structured around:
  1. Context
  2. Hazard analysis
  3. Risk analysis
  4. Risk based planning
- He showed a video that illustrated the process of geospatial mapping of the Rockhampton area and how this assisted with planning for water movement after TC Debbie.
- This generated great interest in and discussion of the potential benefits of using geospatial technology in the classroom.
- Presentation from John is attached to these minutes as Appendix B

## 4. Resilience aspects of a post Tropical Cyclone Debbie recovery program Brett McDermott

### Key points:

- Brett McDermott, Professor of Psychiatry at James Cook University, joined the group to discuss his post-event intervention program with young people.
- Brett referred to the stepped care approach to mental health and explained how this was applied in individuals' recovery programs

### Some statistics:

- Sometimes it can take over a year after an event before a young person is assessed by Brett.
- Three months after an event, approximately 10% of young people meet the criteria for mental health intervention.



- After 18 months, 30% of the original 10% are still affected.
- Most common effect is depression, with decreased quality of life and learning capacity.
- Social class is the strongest predictor of post-disaster trauma.

## 5. Video: Building best practice in Child-Centred Disaster Risk Reduction Dr Kevin Ronan

Key points:

- Dr Kevin Ronan, CQU, provided a short video to discuss Child Centred Disaster Risk Reduction
- Kevin acknowledged that there needs to be a balance of protection and participation when preparing children and young people for disasters
- He stated that research over the past 20 years indicates that DRE programs for children and young people make a difference in their knowledge and preparedness and reduce their fears, whereby a threat is turned into a challenge to be solved, effectively disempowering the “monster in the closet”.
- Additionally, children and young people were “an untapped community motivational reservoir”, their active participation in DRE enabling households to “move from belief to action”
- ‘Transfer effects’ of DRE include children and young people bringing home tasks, with their parents more likely to be involved in more preparation and mitigation activities at home.

## 6. Where to from here? All

Key points:

- To help in identifying the QLD DRANZSEN Group’s priorities for future directions for the promotion of DRE and to identify how AIDR can assist, the group considered the following questions:
  - A. What are the barriers to the education sector engaging with Disaster Resilience Education (DRE)?
  - B. What are the barriers to agencies/services engaging with Disaster Resilience Education (DRE)?
  - C. What information/other resources does the education sector require to engage further with DRE?
  - D. What information/other resources do agencies/services require to engage further with DRE?
  - E. Who would be the main conduits of information into the sectors and what methods of communication would be most successful?
  - F. What do you want to see AIDR doing, through the DRANZSEN initiative, to assist with DRE in Queensland?
  - G. Where to from here? How do you want to remain engaged in QLD DRANZSEN and how can AIDR make that happen?

Responses to these questions are attached to these notes as Appendix C.

In addition, participants contributed their ideas, questions and comments to a “Post It” chart and these are attached to these notes as Appendix D.

## 7. Inclusion and Diversity Janine Taylor

Key points:



- Janine Taylor, Principal Inclusion and Diversity Advisor, QFES presented on the work that is currently underway regarding inclusion and diversity, and gender stereotypes and led a brief discussion on these topics.
- Janine is currently undertaking research into gender profiling, and the language used in resources.

For more information about the work that Janine and QFES are engaged in, please contact Janine directly at:

Janine Taylor  
Principal Inclusion and Diversity Advisor  
Human Capital Strategy  
Queensland Fire and Emergency Services  
P: 07 3635 3771  
E: [janine.taylor@qfes.qld.gov.au](mailto:janine.taylor@qfes.qld.gov.au)

## 8. Next Meeting and Close

Liz Tomazic, AIDR

Key points:

- DRANZSEN is currently undertaking a series of forums around Australia
  1. Friday 12 May – Sydney, NSW and ACT *(Completed)*
  2. Thursday 18 May – Hobart, TAS *(Completed)*
  3. Monday 22 May – Perth, WA *(Completed)*
  4. Thursday 25 May – Darwin, NT *(Completed)*
  5. Wednesday 31 May – Adelaide, SA
- The 2017 National DRANZSEN Forum will be held as part of the AFAC17 Conference in Sydney
  1. The forum will be held as part of the Professional Development Program on Thursday 7 September 2017.
  2. Forum will also include an ‘introduction to disaster resilience education’ session.
  3. Registration for the 2017 National DRANZSEN Forum is free, and is done as part of the AFAC17 registration process – you do not need to attend the AFAC Conference to participate in the 2017 National DRANZSEN Forum.
  4. Numbers are limited, so please register early!
  5. Registrations are open online: [www.afaconference.com.au/register](http://www.afaconference.com.au/register)

## Attachments

Appendix A: Presentation by Liz Tomazic, AIDR  
Appendix B: Presentation by John Rolfe, QFES  
Appendix C: Responses to Item 6, ‘Where to from here?’  
Appendix D: “Post It” chart  
Appendix E: QLD DRANZSEN draft Terms of Reference

Australian Institute for  
**Disaster Resilience**



**Welcome to the Queensland  
DRANZSEN Group Forum**  
Tuesday 30 May 2017, Brisbane

Providing the opportunity to meet and interact,  
commence conversations about DRE and identify  
future directions and actions.

# Today's Program

10.00am **Assessing and viewing natural hazard risk: how this influences disaster resilience education**

Guest speaker: John Rolfe, Executive Manager, Queensland Fire & Emergency Services (QFES)

10.40am **How AIDR can help foster disaster resilience**

Dr Liz Tomazic, AIDR

11.10am **Resilience aspects of a post-TC Debbie recovery program**

Guest speaker: Brett McDermott, Professor of Psychiatry, James Cook University

12.10pm ***Lunch***

12.50pm **Workshop: Building disaster resilience and how AIDR can support this**

Incorporating Prof Kevin Ronan's video and workshop activity

Facilitator: Dr Liz Tomazic, AIDR

1.40pm **Closing remarks**

2.00pm **Conclusion of event**

Australian Institute for  
Disaster Resilience



## **Assessing and viewing natural hazard risk: how this influences disaster resilience education**

Guest speaker: John Rolfe, Executive Manager,  
Queensland Fire & Emergency Services (QFES)

Australian Institute for  
**Disaster Resilience**



## **How AIDR can help foster disaster resilience**

Dr Liz Tomazic, AIDR, Project Officer



# What's Disaster Resilience?

## The United Nations International Strategy for Disaster Reduction (UNISDR)

defines it as .....

the ability of a system, community or society exposed to hazards to resist, absorb, accommodate to and recover from the effects of a hazard in a timely and efficient manner, including through the preservation and restoration of its essential basic structures and functions.

There are many definitions.

AIDR refers to the [Australian National Strategy for Disaster Resilience](#) which describes the *attributes* of disaster resilience within communities as individuals' ability to:

- function well under stress
- successfully adapt to change
- be self-reliant, and
- have social capacity and support systems.

We will be exploring these further throughout the day.

## But first, a bit about AIDR ...

- AIDR is a disaster resilience knowledge centre
- Established in 2015
- Partnering with:

AFAC

Australian Red Cross

Bushfire & Natural Hazards CRC

Australian Attorney-General's Department



# AIDR products and services

- **NEW! Knowledge Hub website** – extensive collection of resources grouped into collections <https://knowledge.aidr.org.au/>
- Re-developed **Education for Schools website** – links to Knowledge Hub, providing resources for educators and students (launched soon; feedback invited)
- **Australian Journal of Emergency Management (AJEM)** published quarterly (free digital subscription)
- **Australian National Disaster Resilience Handbook Collection** (incl. Manuals), several currently under review (available free online)

- **Professional Development Program** – providing learning opportunities for volunteers through to leadership teams in response agencies and humanitarian organisations
- **Volunteer Leadership Program** – training events to enhance volunteers’ skills in leadership and organisational management
- **Resilience Ambassadors Program** – providing opportunities for several young people aged under 30 from across Australia each year
- **Resilient Australia Awards** – sponsored by Attorney-General’s Department (nominations now open until 30 June 2017)
- **Disaster Resilient Schools Program**

For more information on any of the above, go to  
the AIDR website

[www.aidr.org.au](http://www.aidr.org.au)





# What is Disaster Resilience Education?

*Disaster Resilience is the ability to anticipate, prevent or mitigate, prepare for, respond to and recover from the impact of hazards.*

*Disaster Resilience Education builds knowledge, skills and confidence to problem solve and take action before, during and after a disaster.*

*Disaster Resilience Education supports the development of a culture of safety and preparedness and thus disaster resilient communities.*

*The features of effective Disaster Resilience Education include (but are not limited to):*

- it is appropriately pitched to the audience – including pre-school, primary, secondary and post-secondary students;*
- It considers inclusivity and student diversity;*
- It utilises contemporary communications and delivery modes and tools;*
- It builds incremental understanding and milestones;*
- It is relevant to the learner (local and global contexts);*
- It is dynamic and reflects current and emerging research;*
- It uses a common/consistent language;*
- It is action oriented (participatory, experiential, volunteerism, production of learning artefacts);*
- It is embedded / integrated in the Australian Curriculum;*
- It links with school strategic plans and initiatives;*
- It empowers students – sense of purpose and usefulness;*
- It builds on / supports home/school/community connectedness;*
- It is interactive, fun and engaging;*
- It can be evaluated (Is it working? Does it help prepare students physically and emotionally?).*



# Why is it important?

## A number of reasons ....

- It's a life skill
- Children and young people are citizens now, in their own right, as well as on their way to becoming adults and need to keep developing this knowledge
- Children are experts in their own lives and have much knowledge to contribute

- As the climate changes, our populations will need skills that might not have needed to be developed in the past
- Evidence shows that children are ‘influencers’ of their families and communities
- Children enjoy being involved in decision-making and learning how to be resilient through inquiry-based approaches, practising drills, etc.
- Resilient communities save governments money (i.e. prevention saves money)!

# Sendai Framework for Action on Disaster Risk Reduction 2015-2030 states that:

It's necessary to have an 'inclusive and all-of-society disaster risk management which strengthens the synergies across groups'

in order to create ....

'a culture of prevention and education on disaster risk ... and advocate for resilient communities' (p20).



Groups noted in particular include children and youth.

Emphasising their roles as ‘agents of change’, children and young people ‘should be given the space and modalities to contribute to disaster risk reduction’ that are aligned with ‘legislation, national practice and educational curricula’ (SFDRR 2015, p20).

# National Strategy for Disaster Resilience, COAG 2011:

This revolves around the organising theme of disaster risk reduction being a 'shared responsibility' between government and the community; one that promotes a 'culture of disaster resilience'.

Providing information and warnings is important but educating people how to act on their knowledge is equally important (p10).

## NSDR notes that:

Existing community structures and networks are used to promote and enhance disaster resilience (p10).

Schools, are existing and vital community hubs that link children, young people, households and other community networks, are therefore well placed to embed and promote this notion of shared responsibility.

# United Nations Convention on the Rights of the Child ....

Children and young people simultaneously have the rights of protection *and* participation.

The current work of researchers such as Prof Kevin Ronan indicates that parents and teachers have a preference for programs based on an interactive problem-solving approach where children actively lead their learning according to what they want to know.



# What is AIDR's role ?

# AIDR's support for DRE

## *Disaster Resilient Schools Program*

- Program Manager: Dr John Bates
- Project Officer: Dr Liz Tomazic

Re-designed *EM Schools website*: links to Knowledge Hub, providing resources for educators and students, dedicated state/territory DRANZSEN pages, links to agency/services resources, contributions/suggestions invited

Links to *current research* via BNHCRC and others, as well as affiliations, for example, with ARACY, GADRRRES, etc.)

# AIDR's 3-tiered structure for disaster resilience education (DRE)

1. *National Disaster Resilience Education Strategy Group (DRESG)* – linking practice, policy and research
2. *Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN)* – a national networking initiative to encourage teaching of DRE
3. *Educators' Forums* (under development).





## National Disaster Resilience Education Strategy Group (DRESG)

Provides leadership for the Disaster Resilience Education program; develops strategies; plays significant role in evaluation of new evidence; advocates for collaborative approach towards practice, funding and policy; works closely with DRANZSEN.



## State and territory Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN)

DRANZSEN groups meet in central and accessible locations around Australia. An annual national forum also takes place, featuring a spokesperson from DRESG providing updates on outcomes of the disaster resilience education strategy. DRANZSEN groups develop implementation plans at national and regional levels; guide engagement with schools to encourage active teaching of DRE through PD activities, and link to teaching materials/other resources. DRANZSEN groups work closely with DRESG.



## Educators' Forums

Provide educational opportunities for pre-service and experienced teachers to build skills and provide support in teaching disaster resilience education. The forums also provided information to the state/territory DRANZSEN groups about this group's needs.



# DRANZSEN – Disaster Resilient Australia-New Zealand School Education Network

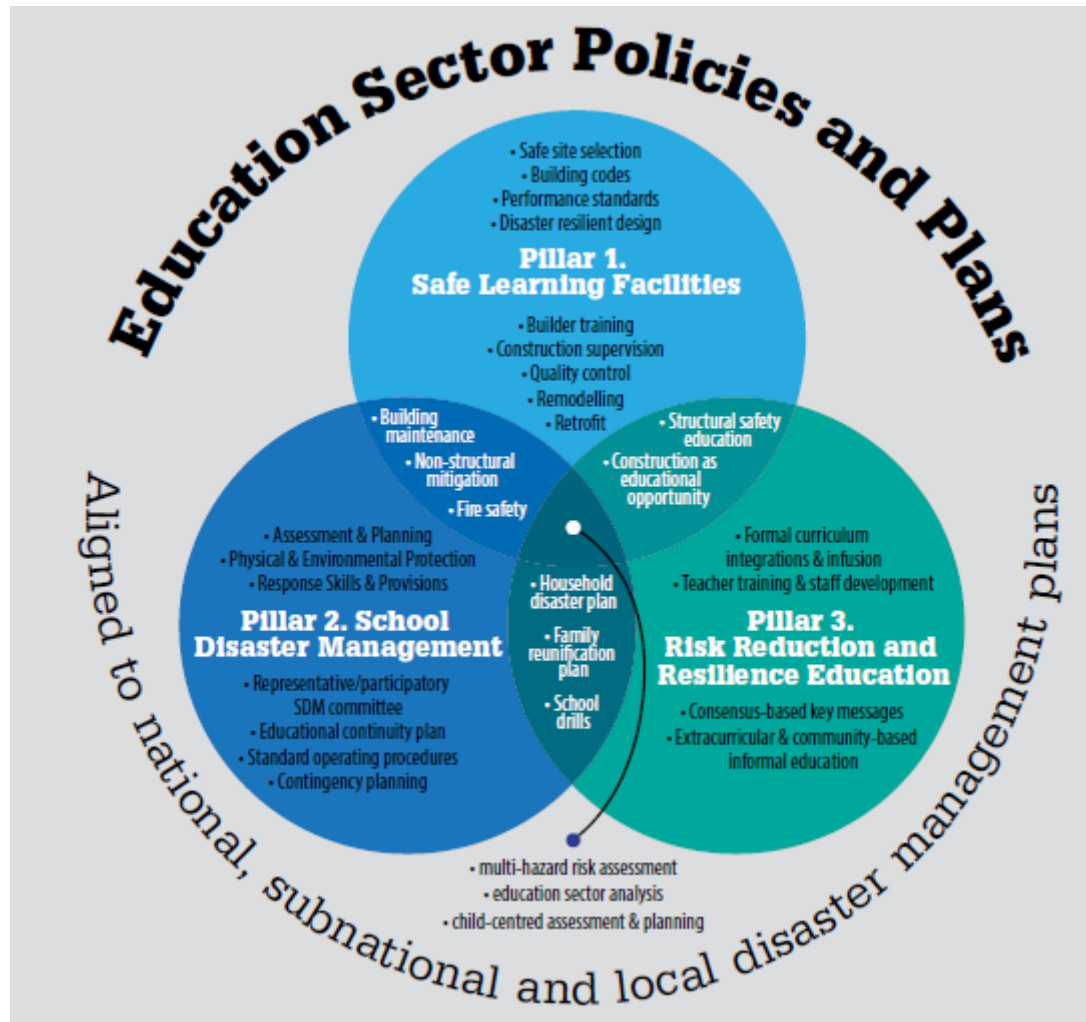
*Some purposes include:*

- Facilitating a national initiative that enables sharing of DRE information, research, resources and practices
- Supporting collaborative DRE activities and efforts of EM/other agencies and the education sector
- Encouraging evaluation of Australian DRE programs in order to build an evidence base reflective of Australian practices



# Useful frameworks

1. Comprehensive Schools Safety (CSS) framework –  
**UNISDR** (United Nations), **GADRRRES** (Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector)



# Purposes of CSS

- Promote risk reduction and resilience in the education sector
- Strengthen coordination and networks for resilience, from local to national, regional, and international levels
- Strengthen education governance and local participation ... to **prevent and reduce** hazard exposure and vulnerability to all hazards and risks, and to **increase preparedness** for response and recovery, and **strengthen resilience**.







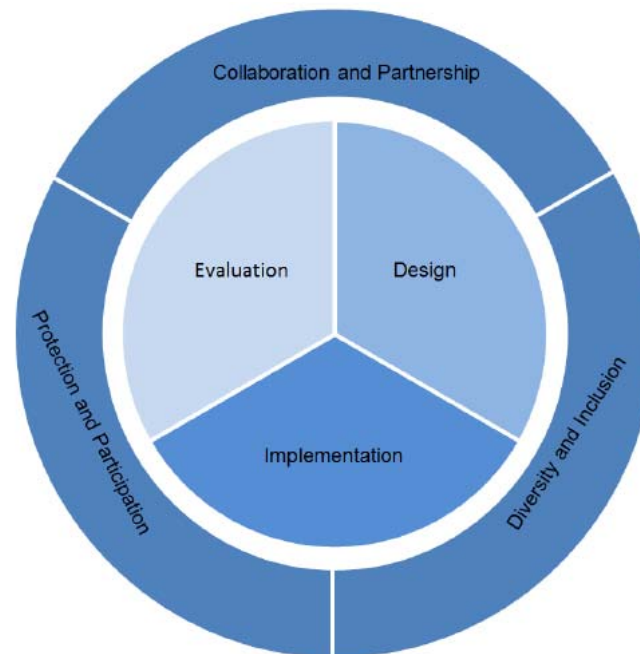
- The Comprehensive School Safety Framework is aligned with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

- DRESG currently exploring Australia's potential affiliation with GADRRRES → DRANZSEN and DRESG could be directly associated in future research and actions.



# DRE Practice Framework

- Framework developed by Dr Briony Towers, Prof Kevin Ronan et al
- 3-year BNHCRC project - *Building best practice in child-centred disaster risk reduction*
- To provide Australian EM agencies with a strategic, evidence-based approach for designing quality DRE programs that reduce risk, increase resilience and can be implemented at scale.



# State/territory DRANZSEN network activity update

- Other state and territory DRANZSEN Groups:  
May 2017 Forums –

12<sup>th</sup> NSW & ACT

22<sup>nd</sup> Western Australia

25<sup>th</sup> Northern Territory

30<sup>th</sup> Queensland

31<sup>st</sup> South Australia, while

Victoria Group met Nov 2016 and March 2017.

A report on all states' and territories' Forum outcomes will be provided to all DRANZSEN members next month.



The **2<sup>nd</sup> National DRANZSEN Forum** takes place in Sydney on Thursday 7 September. It is **FREE** to attend.

Please think about what you would like to see on the day's Program and add your ideas to 'the wall' during the day.

Registrations now open via the AFAC17 Conference registration page. [You don't have to attend the AFAC Conference to come to the DRANZSEN Forum.](#)

**Any questions, comments,  
etc.?**



APPENDIX B

# Queensland Emergency Risk Management Framework

*A Clear line of sight to risk based planning  
Dr John Rolfe*



- ❖ Drivers
- ❖ Underpinning fundamentals
- ❖ 2016 Proof of concept
- ❖ QERMF model
- ❖ Broad area assessment (GIS)
- ❖ Risk assessment & disruption related risk
- ❖ Risk based planning
- ❖ Nexus







www.preventionweb.net/go/sdrr  
www.unisdr.org  
isdr@un.org

## Chart of the Sendai Framework for Disaster Risk Reduction 2015-2030

### Scope and purpose

The present framework will apply to the risk of small-scale and large-scale, frequent and infrequent, sudden and slow-onset disasters, caused by natural or manmade hazards as well as related environmental, technological and biological hazards and risks. It aims to guide the multi-hazard management of disaster risk in development at all levels as well as within and across all sectors.

### Expected outcome

The substantial reduction of disaster risk and losses in lives, livelihoods and health and in the economic, physical, social, cultural and environmental assets of persons, businesses, communities and countries

### Goal

Prevent new and reduce existing disaster risk through the implementation of integrated and inclusive economic, structural, legal, social, health, cultural, educational, environmental, technological, political and institutional measures that prevent and reduce hazard exposure and vulnerability to disaster, increase preparedness for response and recovery, and thus strengthen resilience

### Targets

Substantially reduce global disaster mortality by 2030, aiming to lower average per 100,000 global mortality between 2020-2030 compared to 2005-2015	Substantially reduce the number of affected people globally by 2030, aiming to lower the average global figure per 100,000 between 2020-2030 compared to 2005-2015	Reduce direct disaster economic loss in relation to global gross domestic product (GDP) by 2030	Substantially reduce disaster damage to critical infrastructure and disruption of basic services, among them health and educational facilities, including through developing their resilience by 2030	Substantially increase the number of countries with national and local disaster risk reduction strategies by 2020	Substantially enhance international cooperation to develop countries through adequate and sustainable support to complement their national actions for implementation of this framework by 2030	Substantially increase the availability of and access to multi-hazard early warning systems and disaster risk information and assessments to people by 2030
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### Priorities for Action

There is a need for focused action within and across sectors by States at local, national, regional and global levels in the following four priority areas.

<b>Priority 1</b> Understanding disaster risk	<b>Priority 2</b> Strengthening disaster risk governance to manage disaster risk	<b>Priority 3</b> Investing in disaster risk reduction for resilience	<b>Priority 4</b> Enhancing disaster preparedness for effective response, and to 'Build Back Better' in recovery, rehabilitation and reconstruction
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## National Climate Resilience and Adaptation Strategy

### NATIONAL STRATEGY FOR DISASTER RESILIENCE



## Queensland State Disaster Management Plan

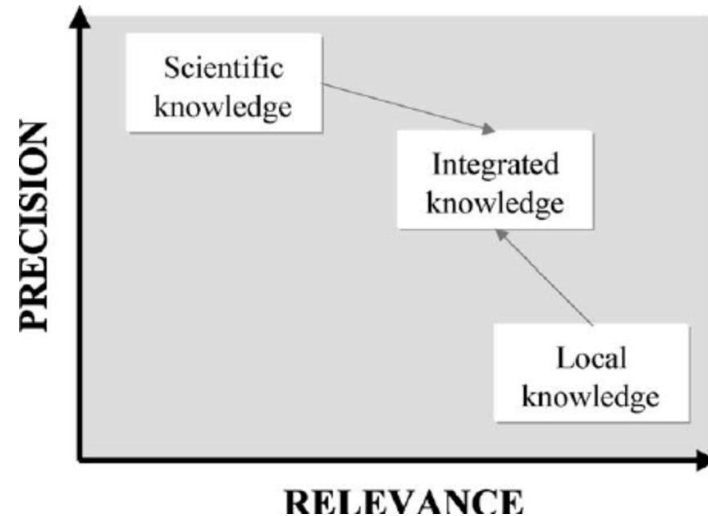
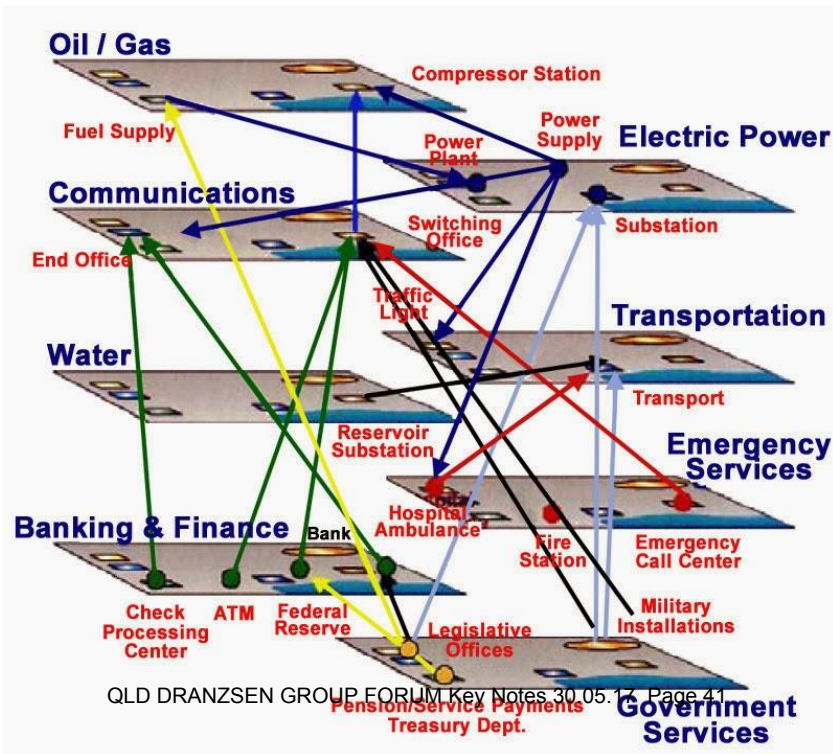
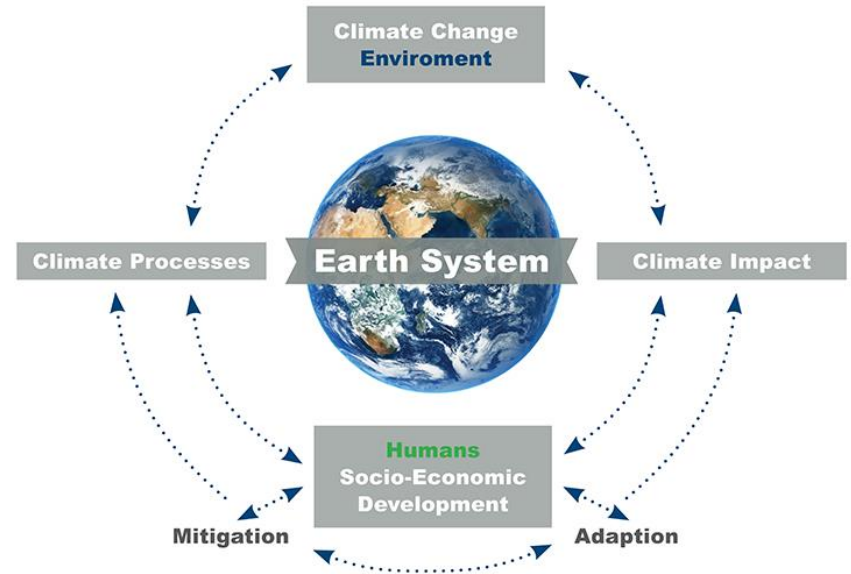
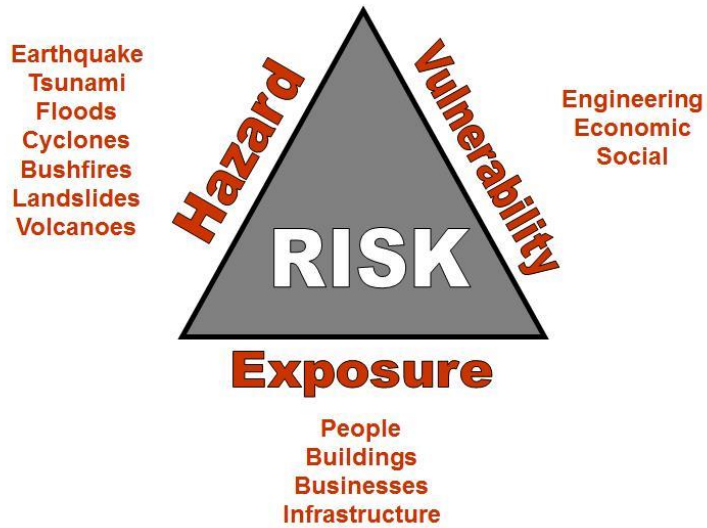
Revised September 2016

### Emergency Management Assurance Framework

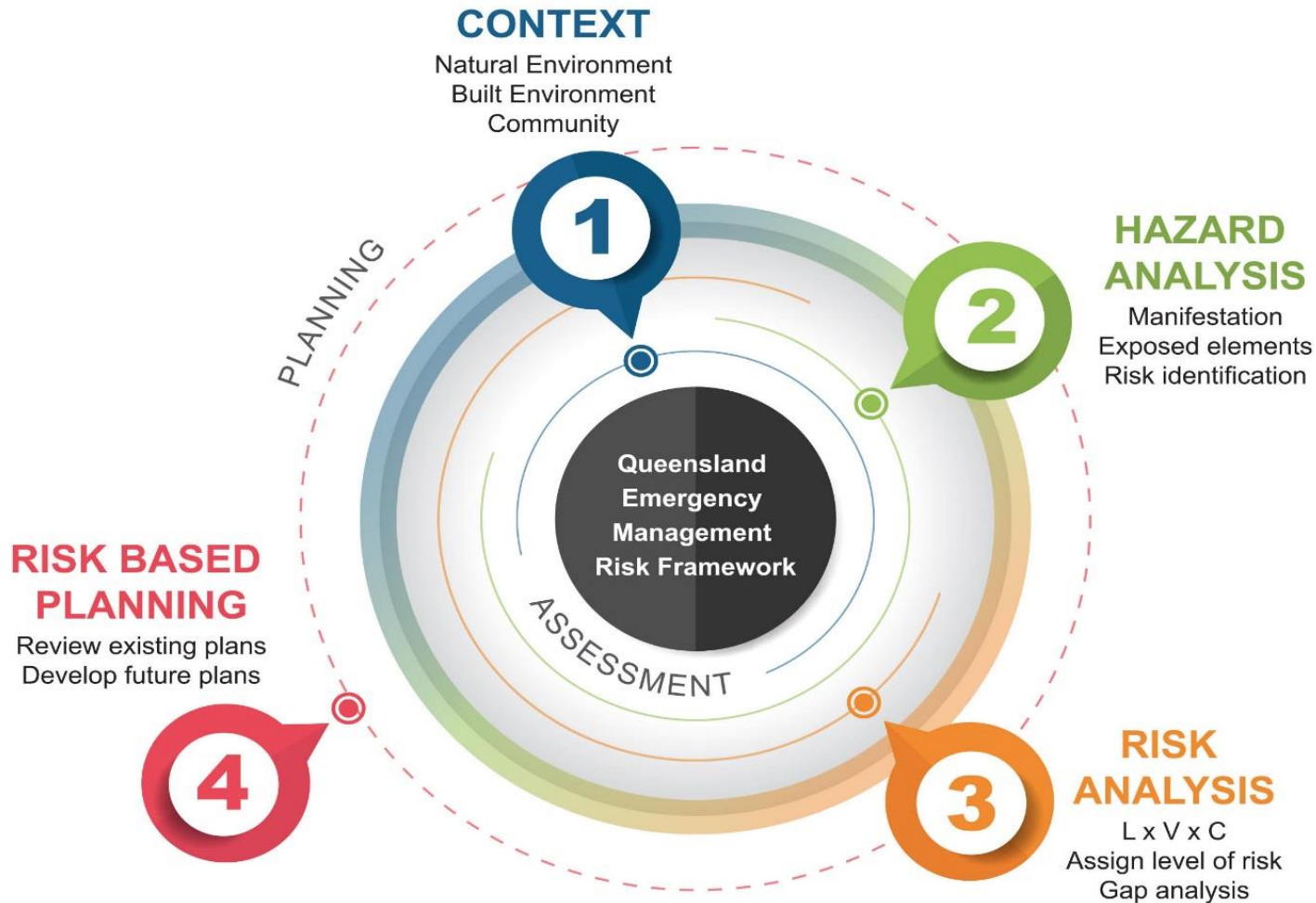


## Queensland Disaster Management 2016 Strategic Policy Statement

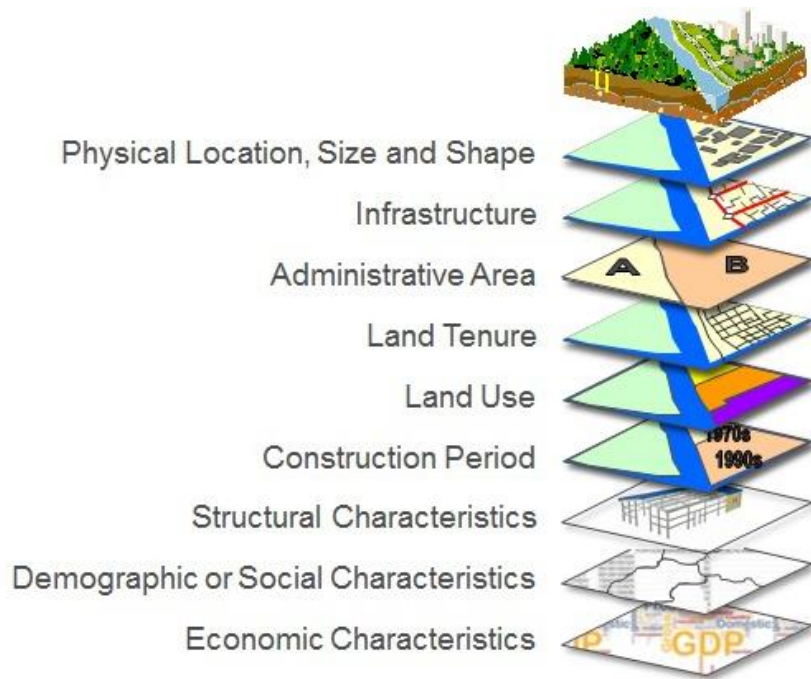




# QERMF approach



# Data integration and consumption



## Geospatial information



### Earthquake



### Severe Weather



### Tropical Cyclone







**Legend**

- Rv (automatic)
- Rv (manual)

Data rate 0 kbps - from net 0.00%  
Net. qps 0.00, rate 0 kbps, avg latency 0.00 ms, min 0.00 ms, max 0.00 ms  
Net response size: gr avg size 0.00 kB, max size 0.00 kB, - q 0.00 kB - 10.00 kB - l 0.00 kB - d 0.00 kB  
Rock latency averages - net 0.00 ms disk 0.00 ms deserialize 0.00 ms overall 0.00 ms



# Risk Assessment Process

## PROCESS 1



Assessment of the hazard against probability of occurrence (AEP).

+



Detailed list of 'elements at risk' with geospatial referencing (mature product).

+



Assessment of vulnerability of exposed elements from 'Very low' to 'Extreme'.

=



Risk Statement.

## PROCESS 2



Assessment of likelihood of occurrence based on scenario modelling from the past 50 years of historical data.

+



Derived from the assessment at Step 3, Process 1.

+



Assessment of the projected or anticipated impact of the hazard occurring rated from 'Insignificant' to 'Catastrophic'.

=



Assigning overall level of risk through the risk matrix (based on the outputs of the two processes).

# Complementary Relationship between Natural Hazard Risk Assessment & Disruption Related Risk

AS/NZS 5050: 2010 - analysis of business disruption risk is best approached in two stages.

1<sup>st</sup> Risk assessment 2<sup>nd</sup> Business Impact assessment (BIA).

The natural hazard risk assessment process can assist in defining and prioritising:

- vulnerabilities of the **systems, structures, locations** in which business activity occurs;
- organisations **capability and capacity** to manage any vulnerabilities;
- **dependencies/interdependencies**; and
- knock on effects of 'consequences' including **cascade and cumulative effects**.

Overall the BIA should reveal:

- processes, capabilities, infrastructure and other resources which if disrupted would prevent the achievement of Critical Business Objectives and impact communities;
- the level of vulnerability of processes and capabilities; and
- **priorities for action**.

# Complementary Relationship (cont'd)

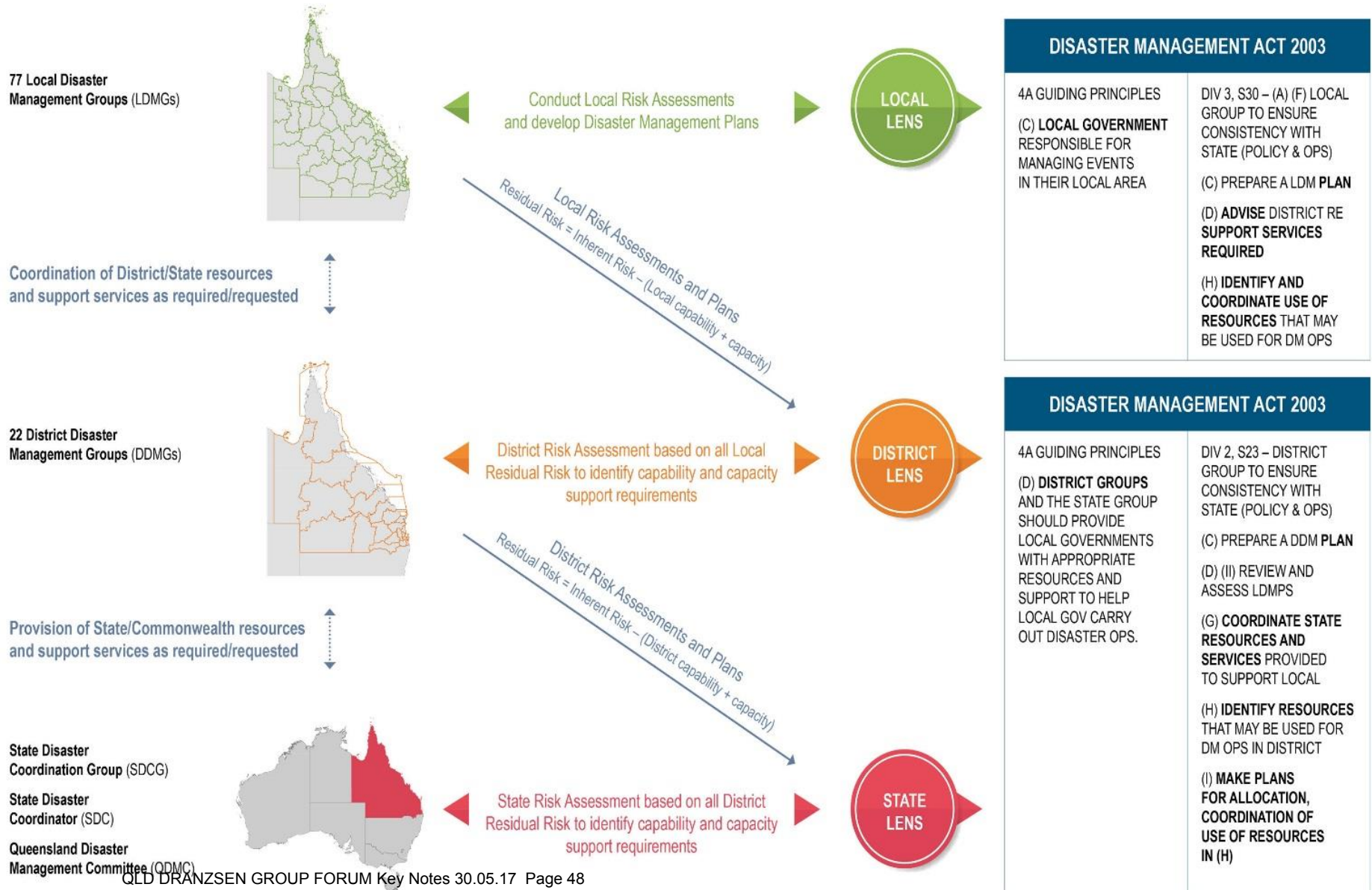
For both Risk Assessment (Natural Hazard) and Disruption related risk, treatment options fall into two broad categories:

1. Proactive approaches involving **Prevention** and Protection (**Preparedness**) measures which may influence the likelihood and/or scale of disruptive events; and
2. If a potentially disruptive event occurs, impact on critical objectives is minimised by Contingency Plans and Contingent Capability (**Response**).

Development of Contingency Plans and Contingent Capability can assist to eliminate, reduce and/or stabilise the impacts of events, restore or continue critical business functions (objectives) and expedite restoration of normalcy (**Recovery**).

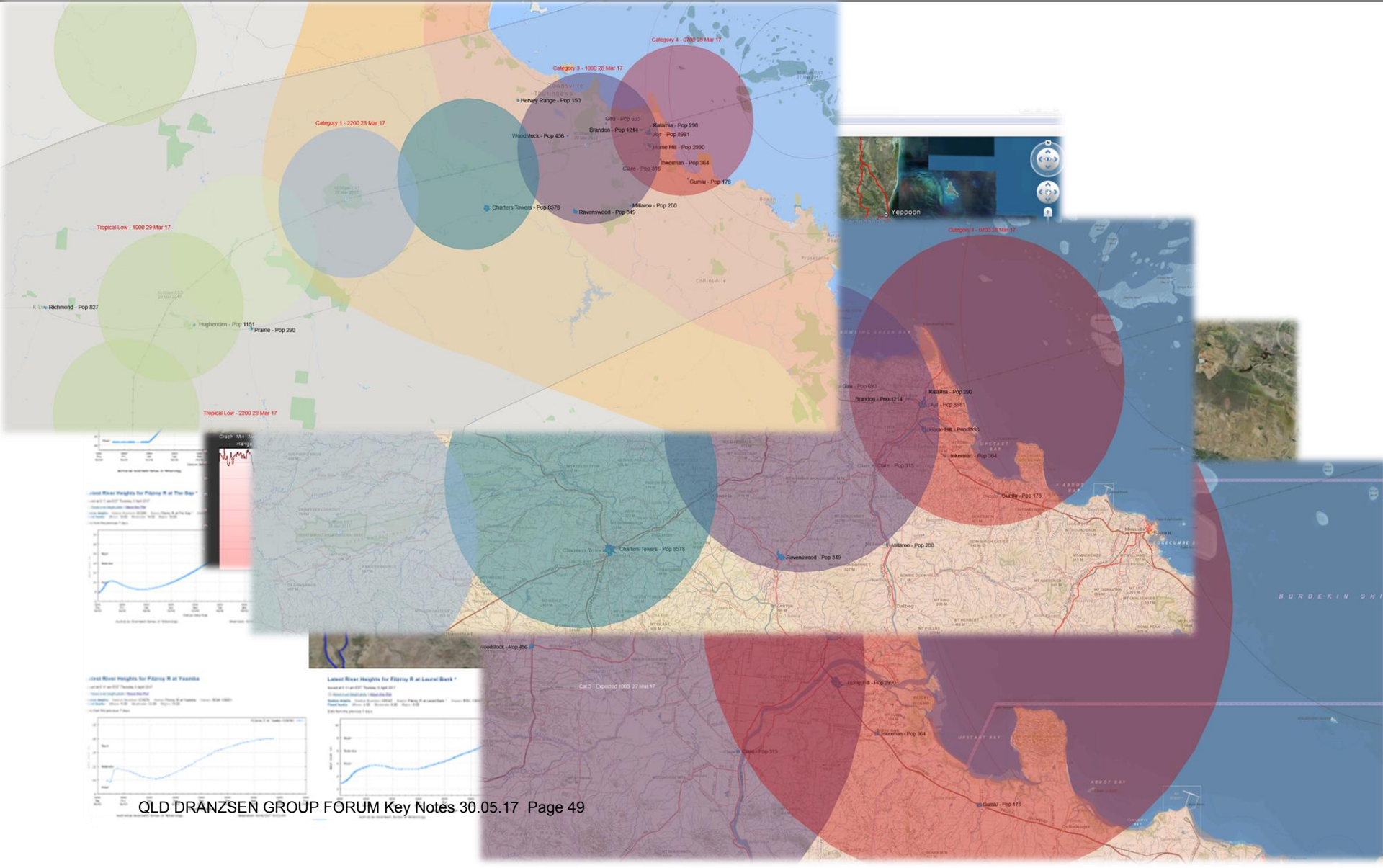
Identification and communication of **Residual Risk** is key to the development of plans to provide support/assistance.

# The RISK BASED PLANNING Equation





# Nexus between risk assessment, planning and disaster operations







# Queensland Emergency Risk Management Framework

*A Clear line of sight to risk based planning  
Dr John Rolfe*





## QUEENSLAND DRANZSEN GROUP FORUM 30 MAY 2017

### Workshop activity: Where to from here?

Led by Liz Tomazic, AIDR

Participants worked in small groups representing multi-agencies and sectors.

Questions posed were:

- A. What are the barriers to the education sector engaging with Disaster Resilience Education (DRE)?
- B. What are the barriers to agencies/services engaging with Disaster Resilience Education (DRE)?
- C. What information/other resources does the education sector require to engage further with DRE?
- D. What information/other resources do agencies/services require to engage further with DRE?
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- F. What do you want to see AIDR doing, through the DRANZSEN initiative, to assist with DRE in Queensland?
- G. Where to from here? How do you want to remain engaged in QLD DRANZSEN and how can AIDR make that happen?

### GROUP RESPONSES

#### A. What are the barriers to the education sector engaging with Disaster Resilience Education (DRE)?

- What is the role of schools?
- Not being judged on improved community preparedness
- Time, awareness, priority
- Schools are incredibly busy places (right now, foremost in their minds are: high schools→SATE, all schools→NCCD)
- Incomplete networks
- Lack of PD/PL accreditation for teachers involved in DRANZSEN events
- Commitment at the state government level, i.e. need to be reminded of their role as part of their involvement in the State Disaster Management Committee
- Pre-service teacher training
- In Qld, rural service requirements, therefore if championed/willingness to deliver DRE bonus points???

**Key idea: Lack of PD/PL accreditation for teachers involved in DRANZSEN events**

#### B. What are the barriers to agencies/services engaging with Disaster Resilience Education (DRE)?

- Time and human resources: internal struggles for limited resources – P vs P vs R vs R for \$
- Clarity of direction
- Communicating relevance/importance
- Consistency in schools/teachers



- Communities and their perceptions → stereotypes
- Many agencies, many levels of government and NGO and corporate; many activities = septuplication of effort and resources
- Difference of opinion regarding priorities

**Key idea: Many agencies ... many activities**

**C. What information/other resources does the education sector require to engage further with DRE?**

- Resources that schools can access when they want/need them
- Online, able to be accessed from anywhere and not reliant on agencies to deliver
- Peer-led forums/shared learning experiences (both student and teacher)
- Engaging, student-developed input
- A proposal that talks about the introduction of EM-related VET courses [in schools] (in addition to the existing one offered) that provide relevant pathways to tertiary education

**Key idea: Resources that schools can access when they want/need them**

**D. What information/other resources do agencies/services require to engage further with DRE?**

- Better understanding of curriculum links and overlap with agency key messages, skills, outcomes
- More dedicated funding to resource program development and evaluation
- Remove duplication of printed resources where a national version could exist
- Format of resources as per school requirements

**Key idea: Better understanding of curriculum links**

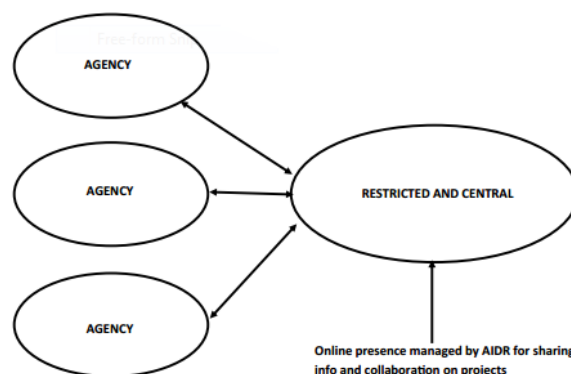
**E. Who would be the main conduits of information into the sectors and what methods of communication would be most successful?**

- Relevant state school reps across Queensland
- Links to Education for Sustainability (EFS)/environmental education (EE) groups and organisations, e.g. Australian Association for Environmental Education (AAEE)
- Communications to local government via Local Government Association Queensland (LGAQ)
- Independent Schools Associations, e.g. Independent Schools Queensland (ISQ) – 900+ on email list

**Key idea: Links to EFS/EE groups and organisations**

**F. What do you want to see AIDR doing, through the DRANZSEN initiative, to assist with DRE in Queensland?**

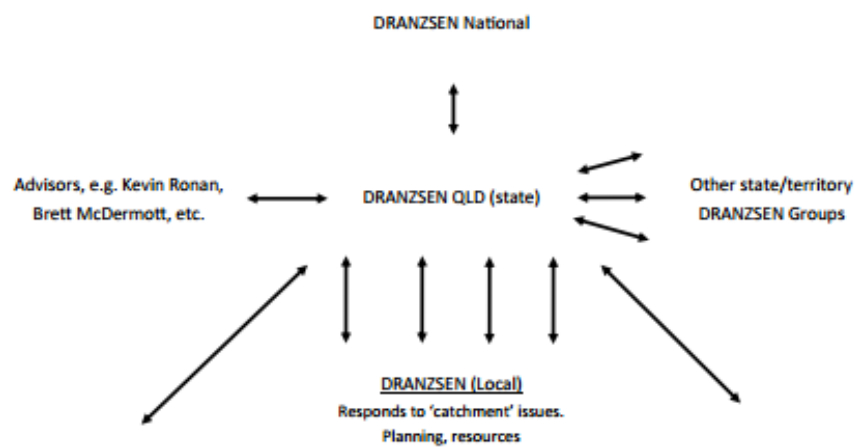
- Lobby to introduce/prioritise standard disaster policy direction in all state and territory curriculum (NB: 'The educators in the room do not agree with this statement.')
- Assist in the development of a community-led approach (supported by education services providers in disaster management)
- Share best practice and resource development across agencies
- Online communication – inability to communicate between agency systems due to security



**Key idea: Lobby to introduce/prioritise standard disaster policy direction in all state and territory curriculum**

**G. Where to from here? How do you want to remain engaged in QLD DRANZSEN and how can AIDR make that happen? E.g. videoconferences, monthly (other?) e-news, 6-monthly (other?) Forums, etc.**

- Engagement strategy needs to translate talk to coordinated and practical actions and outcomes
- Videoconferences – especially for the regions
- Ongoing reminders, updates re new or useful initiatives or info., etc.
- Regional Forums if possible
- Forums
- E-News
- Chatrooms
- Mix of local face-to-face as opportunities arise and electronic networking, e.g. online forums
- Proposed structure:



**Key idea: Engagement strategy needs to translate talk to coordinated and practical actions and outcomes**



## QUEENSLAND DRANZSEN GROUP FORUM 30 MAY 2017

### “Post It” chart

#### Questions

- Are there any Queensland projects which should be featured at the national level, e.g. DRANZSEN National Forum?
- How do we achieve greater representation of other agencies, e.g. Queensland Reconstruction Authority (QRA), Department of Infrastructure, Local Government and Planning (DILGP), Department of Education Queensland?
- Where are the old resources from the EM Schools website (e.g. action guides)?
- Students participate in fire drills as part of government’s obligation under Work Health and Safety Act 2011, so why can’t disaster management education (DME) be organised the same way → as part of the State/Territory Disaster Management Plan?
- Are we liaising with Education for Sustainability/Environmental Education organisations? (Sioux Campbell could help with this.)
- How can DRE be rolled out effectively across the state given the highly variable disaster management resources (i.e. people) in local government?
- How do we formulate an evaluation of [a] primary school-based DRE program?

#### Resources

- “Who is looking after us during a disaster?” – video of State Disaster Coordination Centre in action showing interagency coordination and how calm it is
- Social media to share ideas/resources

#### Suggestions

- National Forum: session on strength-based and solution-focused approaches
- Invite young people to be involved in DRANZSEN
- Opportunities to use Queensland Globe (mapping and data online interactive tool), etc. in school activities in DRE → leverage the many free systems
- Formalise the STEPPED care model for disaster mental health as a nationally endorsed program (per Prof Brett McDermott’s presentation)
- Incorporate message around mental health in QFES trauma cards and similar tools
- School-based program with:
  - Bushfire – weather
  - Ecology – science, preparedness, to burning /history
  - Storm
  - Flood
  - Cyclone

In collaboration with Local Governments, SES, RFS in line with the Queensland Disaster Management Arrangements (QDMA)

## Observations

- As a teacher, the curriculum is so intensive and overcrowded that whatever is introduced or worked on with the resilient schools (DRE) needs to be concise and incorporated into the multi aspects of the curriculum and adopt common language.
- STEPPED Care Model is to focus on PP\_R versus \_\_R\_



# Australian Institute for Disaster Resilience

QLD Disaster Resilient Australia-New Zealand  
School Education Network (DRANZSEN) Group

DRAFT Terms of Reference



Australian Institute for  
Disaster Resilience

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# TERMS OF REFERENCE

This Terms of Reference document is informed by the AIDR Disaster Resilience Education for Schools Strategy.

## Context

In 2012 the Disaster Resilient Australia School Education Network (DRASEN) was formed with the support of the Australian Government Attorney-General's Department and the former Australian Emergency Management Institute (AEMI) to encourage the development of disaster resilience education in school programs nationally. In 2014, DRASEN was extended to include New Zealand emergency service agencies and DRANZSEN was formed.

Following the Attorney-General's decision in 2014 to close AEMI in June 2015, the Australian Institute for Disaster Resilience (AIDR), a partnership between the Australasian Fire and Emergency Service Authorities Council (AFAC), the Australian Red Cross and the Bushfire and Natural Hazards Cooperative Research Centre (CRC) was successful in its proposal to deliver a range of products and services previously delivered by AEMI and is working closely with the Attorney-General's Department to deliver those programs. Launched in November 2015, AIDR is delivering a range of disaster resilience-related products and services including professional development, schools education and knowledge management to professionals and volunteers in the education sector.

The major objectives of AIDR for the Disaster Resilient School Education program are:

- To develop a common context and framework for the delivery of disaster resilience education in Australian schools
- To strengthen the capacity of the education sector to deliver disaster resilience education to young people.

AIDR has begun establishing a three-tier structure to support the School Education program, as follows:

- National disaster resilience educational strategy group (DRESG)
- State and territory Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN) forums, and
- Educators' forums.

## National Disaster Resilience Educational Strategy Group (DRESG)

The strategic reference group will develop strategies and explore options that will broaden the understanding of disaster resilience in primary and secondary schools and the embedding of that understanding into school curriculum alongside capabilities in specific disasters. DRESG will provide leadership for the School Education program and will work closely with DRASEN forums in the implementation of the strategies that are developed. The reference group will also play a significant role in the evaluation of new evidence as it is developed.

## State and territory forums (DRANZSEN)

The DRANZSEN state and territory forums are the central element of the schools education strategy. The forums will provide feedback on the strategies developed by DRESG and develop implementation plans for those strategies at national and regional levels – understanding that whilst much of the implementation may be common, there may be regional nuances that need to be understood and incorporated into planning.

The core objective of the DRANZSEN forums is to foster and strengthen the ability of the education sector to deliver disaster resilience education with confidence and consistency.

Membership of this group is open to each state/territory's representatives drawn from the education faculties of universities; federal, state and local governments; educational institutions; professional associations; community agencies; and other organisations with an interest and ability to contribute to the implementation of the disaster resilient schools education program.

The forums will guide engagement with schools to encourage them to more actively teach disaster resilience education as a fundamental life skill by translating strategies into professional development activities, links to relevant teaching materials and other initiatives that the DRANZSEN forums identify. Open communication between the three elements of the program will ensure consistency in the objectives of the program and the sharing of any initiatives that are developed by an individual or state/territory.

The forums will:

- 1 Occur five times a year in locations across Australia (in some cases, there may be joint state/territory events to ensure annual coverage). One of those will be a national forum to share and discuss the work of the state/territory forums and the progress of the program.
- 2 Include an annual national teleconference or webinar featuring a spokesperson from the DRESG speaking about and providing updates on development and progress with the implementation of the disaster resilience education strategy and updates on recent research.
- 3 Take place in central and accessible locations across Australia.

It is anticipated that at least five forums will take place during the 2016 calendar year and every year thereafter. Delegates are expected to fund their own travel and incidental expenses although the budget will allow for assistance with transport costs for up to two remote delegates to each forum.

## Educators' forums

These forums will provide educational opportunities for pre-service teachers and professional development opportunities for experienced teachers to bring disaster resilience into their teaching repertoire and to provide them with guidance and teaching materials that will support the consistent and confident delivery of disaster resilience education. These opportunities may include, for example, training, professional development programs, one-off professional development sessions and teaching resources.

Participants in these forums will be university teaching course coordinators, subject teachers/associations, school principals, teachers and pre-service teachers.

The network will leverage on other existing networks rather than developing a completely new structure.

## Aims, objectives and outcomes

The aim of the Disaster Resilient Australia-New Zealand School Education Network (DRANZSEN) is to foster and strengthen the ability of teachers and other educators to deliver disaster resilience education to young people with confidence and consistency.

The objectives and outcomes required to achieve this aim form the basis of the DRANZSEN Work Plan, constructed collaboratively by the members of DRANZSEN and contained in a separate document.

## Review

This Terms of Reference is effective from June 2016 and continues until the cessation of funding of AIDR by the Attorney-General's Department. Subsequent to annual reviews, it will be ongoing until terminated by agreement between the parties.

## Membership

- DRANZSEN membership reflects education departments/authorities, community engagement/school program officers from state and territory emergency service agencies, academics, non-government agencies and co-opted specialists, ensuring a balance across jurisdictions and sectors. For example: Australian state/territory Departments of Education, state/territory Catholic Education Commissions, Independent Schools' Associations, subject teachers' associations, researchers and/or other academics, local government authorities, fire and emergency services, etc. Membership of DRANZSEN is not limited. DRANZSEN members are free to propose additional ongoing or ad hoc members from other relevant and interested agencies and specialists whose involvement might be necessary in order to achieve the aims of the group.
- Membership of the group will be geographically inclusive.
- AIDR will provide a secretariat for the group.

## Membership term

Membership of DRANZSEN is ongoing, but will be reviewed every two (2) years to ensure the membership list remains current.

## Organisation

- DRANZSEN state/territory groups will aim to meet face-to-face at least once a year.
- DRANZSEN will maintain out-of-session contact through agreed communication channels.
- Through the Annual National Forum, DRANZSEN will establish a three-year strategic plan that is refreshed annually.
- DRANZSEN can form working groups if and as required.

## Responsibilities

- The AIDR Secretariat is responsible for convening meetings and/or other events as required.
- DRANZSEN will report to the AIDR DRANZSEN Project Officer.
- Jurisdictional delegates are responsible for briefing their own organisational networks.

## Resourcing

Any costs involved in participating in the forums and/or other events will be borne by participants or their organisations unless otherwise agreed in advance with the AIDR Director.

## Quorum

A quorum for any national DRANZSEN Forum will be twenty (20) members.

For any state / territory Forum, the quorum will be influenced by the size of the state or territory. A quorum will be the larger of either 10 members or 50% of the number of members registered to attend the Forum.

## Voting

Decisions will be made by consensus (i.e. members are satisfied with the decision even though it may not be their first choice).

## Submission of new business

All correspondence will be submitted to the AIDR Secretariat – [liz.tomazic@aidr.org.au](mailto:liz.tomazic@aidr.org.au).

## Distribution of documentation

- Members will be supplied with complete, accurate and meaningful information in a timely manner.
- Meeting Agendas and Minutes, including the preparation of agendas, supporting papers, meeting notes and information, will be provided by the AIDR Secretariat.
- Minutes will be distributed within one (1) week of meetings.

## Reporting

- Individuals will be responsible for reporting to the agencies or organisations they represent and for communicating views and opinions of those agencies and organisations to the group.
- AIDR will develop and maintain an information sharing capability for the network.
- Public sharing of group documents will be with the agreement of the group.

## Amendment, modification or variation

This Terms of Reference may be amended, varied or modified in writing after consultation and agreement by DRANZSEN members and ratification by AIDR.

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