



KEY NOTES

Tasmania DRANZSEN Forum

Date: Thursday 18 May, 2017
Time: 10:00am-3:30pm
Location: Australian Red Cross, Red Room
 42 Melville Street, Hobart
Chair: Dr Liz Tomazic, AIDR
Meeting Contact: AIDR Event, Ph: 03 9418 5274, E: events@aidr.org.au

Participants:	Andrew Brown	Clarence City Council
	Barry Fleming	Association of Independent Schools of Tasmania
	Belinda Loxley	Kingborough Council
	Bev Allen	Launceston City Council
	Danielle O'Hara	Australian Red Cross
	Elisa Ryan	Glenorchy City Council
	Willie Joseph	Glenorchy City Council
	Nick Atkins	Department of Premier and Cabinet
	Peter Middleton	Tasmania Fire Service
	Robbie Gillespie	Save the Children
	Simon Natoli	Catholic Education Office Tasmania
	Kate Dobson	Department of Education Tasmania
	Liz Tomazic (Chair)	AIDR
Observers:	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 and their organisations.

2. How can the Australian Institute for Disaster Resilience (AIDR) help you foster disaster resilience in your school and community? 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 launched the day of the Forum – www.knowledge.aidr.org.au
- The presentation provided by Liz is Appendix A to these notes



- Question was asked that when DRANZSEN talks about disaster resilience, are the discussions around natural hazards only, or is there scope to expand to other hazards such as self-harm, terrorism or domestic-violence. Primarily AIDR works within the natural hazard space, however there is scope to expand to other hazards if the need is there.
- The group agree that expanding the conversation to talk about resilience to all hazards was important to ensure young people are resilient.
- School refer to other hazards as “critical incidents” and it is important to ensure that DRANZSEN is using similar language to demonstrate cohesiveness.

3. Schools and agencies collaborating for best practice DRE

Danielle O’Hara, Red Cross

Key points:

- Danielle O’Hara led a workshop to pose four questions to the group, asking the participants to break into groups representing multi-agencies and sectors.
- Questions posed were:
 1. What is your/your organisation’s understanding of disaster resilience education?
 2. What roles can/do agencies play regarding assisting schools to implement disaster resilience education?
 3. When is the ‘best’ time and the ‘right’ amount of time to deliver disaster resilience education? And Why?
 4. Imagine it is 2022 ... how is disaster resilience education being delivered in Tasmania? Dream large!
- The groups worked on butcher’s paper around the room, and rotated around to explore each question.
- Results to each question are attached to these notes as Appendix B.
- The group was then asked to consider after reviewing each question and the results:
 - o How is this useful?
 - o Where do we want to go from here?
 - o Are there any actions for follow-up?
- The group was then asked to identify one result from each of the four questions as a priority. These are:
 1. To have something in the curriculum, the ‘how we do it’ needs to be documented.
 2. Coordinate a better transparent training advice/directory to identify gaps.
 3. Planning for recovery.
 4. Advocate for national funding and resources to deliver disaster resilience education.

4. TFS presentation

Peter Middleton, TFS

Key points:

- Peter presented on Tasmania Fire Service’s Bushfire Ready Neighbourhood program.
- This represented a change from the normal top-down approach to a community approach, highlighting shared responsibility.
- Slogan for Bushfire Ready Neighbourhoods is ‘we all play a part’.
- Tools used were adapted for each community as not all communities are the same.



- Bushfire Ready Neighbourhoods was developed using research from the Bushfire CRC and UTAS.
- Program aims to coach community leaders to be proactive and advocate for adoption of tools within their community.
- Peter also presented on the '67 Bushfire Story' project.
- Project was funded through community and business contributions.
- Video brief 'pods' went to 32 different community events, where individuals recorded their own account and memories of the '67 Bushfires.
- Interactive website was developed – www.fire.tas.gov.au/brn/67fires
- The Mercury Newspaper also developed a 1967 Bushfire workbook.
- Schools have been encouraged to use the workbook as a learning resource.
- Workbook is designed for students in Grades 3-10
- Damien Vesta at the Mercury has been contacted with request to obtain a copy of the workbook for distribution with Key Notes; still awaiting response as Damien is on leave
- Peter talked to the group about the Bushfire Ready Schools program, a TFS safety initiative to support education centres.
- Recognises that schools are a vulnerable section of the community and need support, that schools are often central community assets, and recognises that schools have a duty of care to provide a safe environment for both staff and students.
- State-wide risk assessments are being conducted, with around 178 school assessments completed so far.
- Assessments of schools are being done by TFS, and are complimentary for government schools, with a minimal fee for independent schools.
- The group asked if there was a 'maintenance plan' or if, once an assessment is done, that's the end of the process. TFS will audit schools to ensure they maintain their school's classification category, and will support schools to maintain or improve their classifications.
- Peter's presentation is Appendix C to these notes

5. CFA Victoria presentation

Matt Henry, CFA

Key points:

- Matt joined the Tasmania DRANZSEN for the day to discuss work being undertaken by the Victoria Country Fire Authority (CFA).
- CFA worked with schools on the state's bushfire risk register.
 - o Talked with principals about what is delivered.
 - o Identified that only schools that had a CFA Volunteer within their school community were delivering any sort of disaster resilience education.
- Schools and the CFA identified a need and desire to:
 - o Align resources to the curriculum.
 - o Get support for the delivery of programs.
 - o Professional development sessions with teachers to train them on how to deliver programs.
 - o Combine the various resources from all the interested parties into one resource that was not too big.
- CFA and the SES received a grant to develop resources for schools.
- Developed the School Curriculum Natural Hazards Resilience Package.
- Aiming to do a 'train-the-trainer' session to extend the reach of the program.
- Ideal goal is to have programs delivered in schools by teaching staff, with service volunteers on standby to assist if required.



- More information about the School Curriculum Natural Hazards Resilience Package can be found at: www.disasterresilience.com.au
- Matt's presentation is available as Appendix D to these notes.

6. Lockdown response: a collaborative strategy developed by Catholic Education and Tasmania Police Simon Natoli, Catholic Ed Tas

Key points:

- Simon introduced the lockdown strategy developed collaboratively between Catholic Education Tasmania and Tasmania Police. The strategy has been practised more than 100 times, with at least eight real events since 2011. It was awarded a *Highly Commended Worksafe Tasmania Award* in October 2016.
- It is a very simple 3 stage process:
 1. Signal: What are the lockdown start signals?
 2. Go with people into any securable room. If OUTSIDE, & going inside isn't an option, AS A LAST OPTION verbally instruct people to leave the site, with you.
 3. Lockdown List: Get it from near the light switch close to the entry door.
- Simon's presentation is available as Appendix E to these notes.

7. Next Meeting and Close Liz Tomazic, AIDR

Key points:

- DRANZSEN is currently undertaking a series of forums around Australia
 - o Friday 12 May – Sydney, NSW and ACT (*Completed*)
 - o Monday 22 May – Perth, WA
 - o Thursday 25 May – Darwin, NT
 - o Tuesday 30 May – Brisbane, QLD
 - o Wednesday 31 May – Adelaide, SA
- The 2017 National DRANZSEN Forum will be held as part of the AFAC17 Conference in Sydney
 - o The forum will be part of the Professional Development Program on Thursday 7 September 2017.
 - o Forum will also include an 'introduction to disaster resilience education' session.
 - o 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.
 - o Numbers are limited; it is not too soon to register.
 - o Registrations are open online: www.afaconference.com.au/register

Attachments

Appendix A: Presentation by Liz Tomazic, AIDR

Appendix B: Workshop (led by Danielle O'Hara, Australia Red Cross) collaboration results to four questions

Appendix C: Presentation by Peter Middleton, Tasmania Fire Service

Appendix D: Presentation by Matt Henry, Victoria CFA

Appendix E: Presentation by Simon Natoli, Tasmania Catholic Education Office
Appendix F: TAS DRANZSEN Terms of Reference

Australian Institute for
Disaster Resilience



Welcome to the Tasmania DRANZSEN Group Forum

Thursday 18 May 2017, Hobart

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

Today's Program

11.20am **How AIDR can help to foster disaster resilience in your school and community**

Dr Liz Tomazic, AIDR

11.50am **Schools and agencies collaborating for best practice DRE**

Workshop facilitated by Liz Tomazic, AIDR and Danielle O'Hara, Australian Red Cross

12.50pm **Lunch**

1.20pm **Guest speaker: Peter Middleton, Tasmania Fire Service**

Bushfire Ready Neighbourhoods: From informed and aware, to engaged and prepared

The TFS community development approach to working with communities and what this program can teach the disaster resilient schools network.

Including: Digital project on '67 bushfires, TFS Bushfire-Ready Schools overview.

1.50pm **Guest speaker: Matt Henry, Country Fire Authority (Victoria)**

Evaluating disaster resilience (DR) programs

Incorporating workshop.

2.50pm **Lockdown Response: A collaborative strategy developed by Catholic Education and**

Tasmania Police - Simon Natoli, Catholic Education Office Tasmania

This strategy was awarded a *Highly Commended Worksafe Tasmania Award* in October 2016.

3.00pm **Closing remarks**

3.20pm **Conclusion of event**

Australian Institute for
Disaster Resilience



Tasmania DRANZSEN Forum

Thursday 18 May 2017, Hobart

**How AIDR fosters disaster resilience in
schools and communities**

Dr Liz Tomazic, AIDR, Project Officer

What's Disaster Resilience?

While there are many definitions, AIDR refers to the Australian National Strategy for Disaster Resilience which takes an alternative approach and describes the attributes of disaster resilience in communities as:

- functioning well under stress
- successfully adapting to change
- being self-reliant, and
- having social capacity and support systems.

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**
- **Volunteer Leadership Program**
- **Resilience Ambassadors Program** – providing opportunities for 4 young people aged under 30 per year
- **Resilient Australia Awards** sponsored by Attorney-General's Department (nominations now open!)
- **Disaster Resilient Schools Program** (more shortly)
- For more information on any of the above, to register for events, to subscribe to AJEM or find a handbook, go to AIDR's website www.aidr.org.au



Why?

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, then, as 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 have the rights of protection and participation.

Current research findings indicate that parents and teachers have a preference for programs based on an interactive problem-solving approach (Kelly & Ronan 2016).

Again, this notion of ‘shared responsibility’ is reinforced.

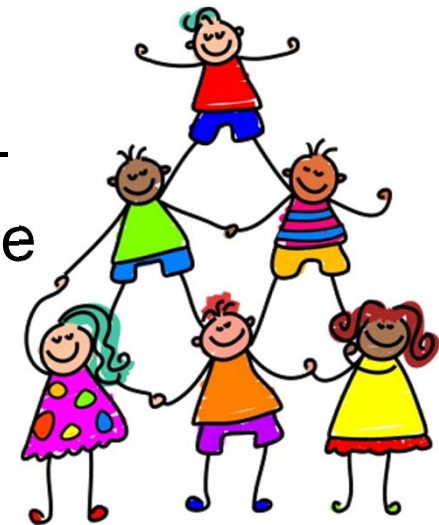
How?

AIDR's support for DRE

- Disaster Resilient Schools Program:
 - Dr John Bates, Program Manager
 - Dr Liz Tomazic, Project Officer
- Re-designed EM Schools website: links to Knowledge Hub, providing resources for educators and students, contributions invited, dedicated state/territory DRANZSEN pages, links to agency/services resources
- Links to current research via BNHCRC and other affiliations

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

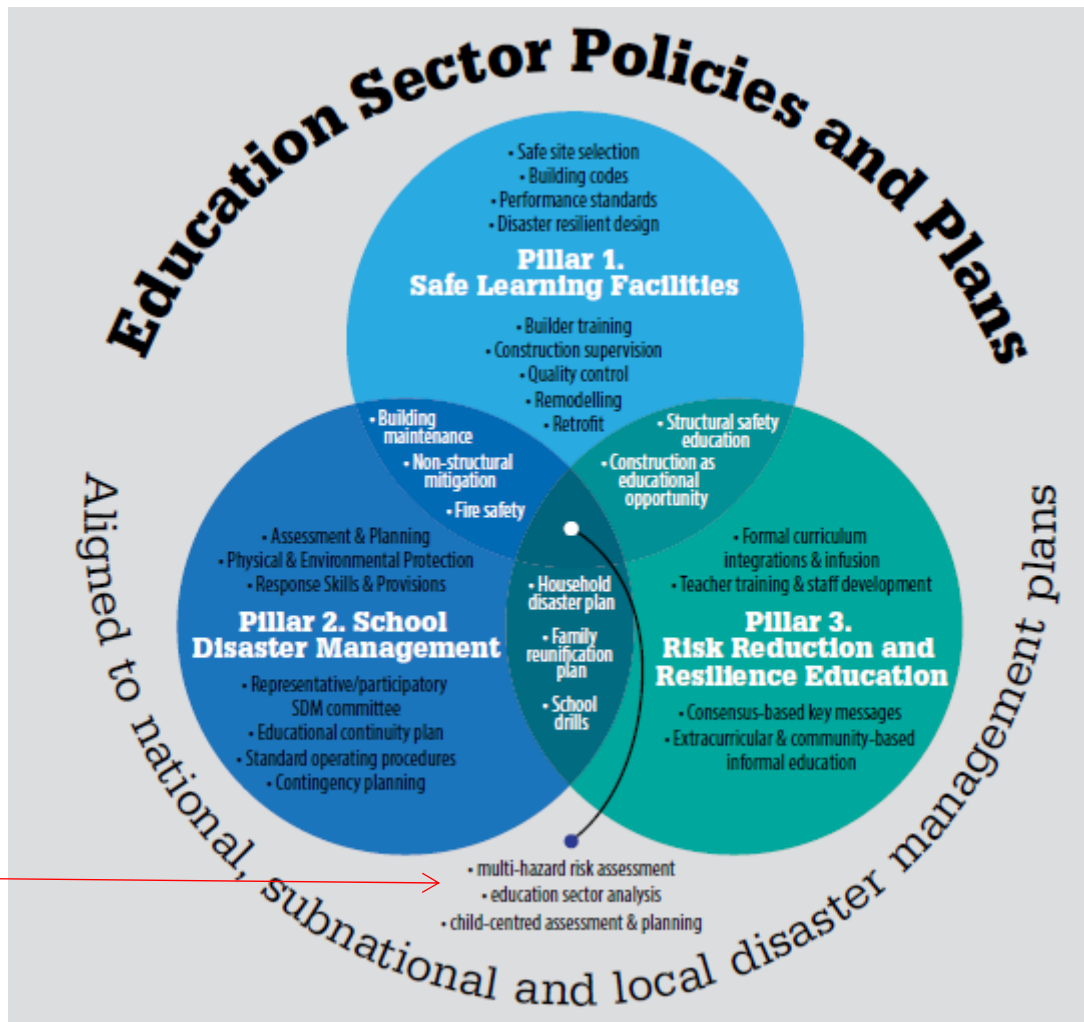
Some of its purposes include:

- To facilitate a national initiative (DRANZSEN) that enables sharing of DRE information, resources and practices
- To support the collaborative DRE activities and efforts of EM/other agencies and the education sector
- To encourage evaluation of DRE programs in order to build an evidence base



Useful frameworks

1. Comprehensive Schools Safety (CSS) framework – UNISDR (United Nations), GADRRRES (Global Alliance for Disaster Risk Reduction 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.



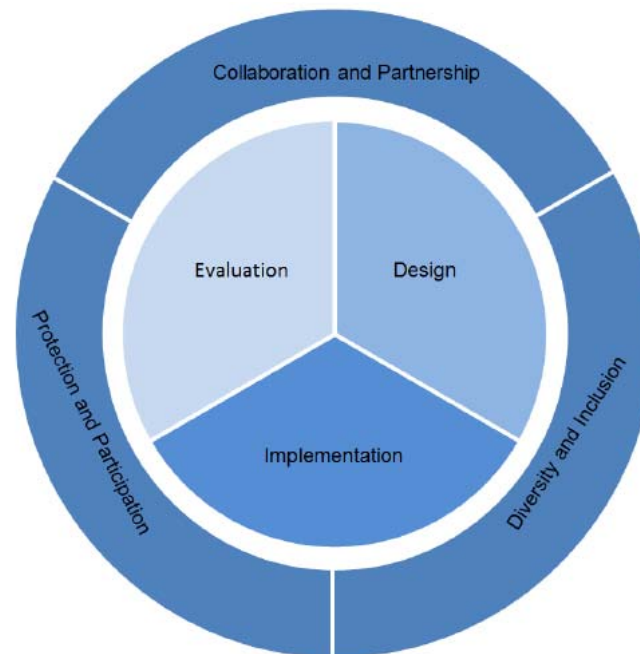


- The Comprehensive School Safety Framework is aligned with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

- DRESG currently exploring Australia's possible 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 –

12th NSW & ACT

22nd Western Australia

25th Northern Territory

30th Queensland

31st South Australia



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

- Victoria Group have met Nov 2016 and March 2017; commenced mapping activity of agencies/programs; planning annual 'Schools Get Ready Day' to celebrate, and also gauge, types and amount of DRR/DRE occurring in Victorian schools; Ambulance Victoria testing Briony Towers' 'DRE Practice Framework'
- NSW & ACT Group met last week – 12 May; currently considering potential actions
- 2nd National DRANZSEN Conference on Thursday 7 September in Sydney

Final points ...

Please visit the Knowledge Hub, the re-designed Schools website,

and

think about what you would like to see on the Program for the National Forum in September – I'll ask for feedback soon.

Any questions?



11.50am *Schools and agencies collaborating for best practice DRE*

Introduction to workshop

You're about to take part in exploring aspects of some of the ideas that have been mentioned – the frameworks and policies, but it's also an opportunity to acknowledge the great work being done by both agencies and schools in Tasmania and to tap into your experience, knowledge and skills.

Some of its aim are to:

- Enable conversations about what schools need and how agencies can help and vice versa
- Stimulate ideas on potential collaborations
- Reinforce the notion of DRE as a ‘shared responsibility’
- Identify ways in which AIDR can support DRE activities in Tasmania.



TASMANIA DRANZSEN GROUP FORUM 18 MAY 2017

Workshop: Schools and agencies collaborating for best practice disaster resilience education

Led by Danielle O'Hara, Australian Red Cross

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

Questions posed were:

1. What is your/your organisation's understanding of disaster resilience education?
2. What roles can/do agencies play regarding assisting schools to implement disaster resilience education?
3. When is the 'best' time and the 'right' amount of time to deliver disaster resilience education? Why?
4. Imagine it is 2022 ... how is disaster resilience education being delivered in Tasmania? Dream large!

GROUPS' RESPONSES

1. What is your/your organisation's understanding of disaster resilience education?

- About the process being collaborative
- Life skill
- Diverse across curriculum
- Not just students in school, but the entire community
- More focus on resilience
- Emergency management training
- All schools, all departments, all agencies, all hazards
- Needs to be part of/connect with the CSS 3 pillars
- Something that can be evaluated, improved on, and responsive to community needs
- PPRR (Prevention, preparation, response, recovery)
- Understanding roles/responsibilities of EM agencies
- Adaptable to audience
- Tools to deal with and recover from disasters
- What is the mandate for schools

Key idea: To emphasise that DRE is a shared responsibility→self, others/community

2. What roles can/do agencies play regarding assisting schools to implement disaster resilience education?

- Advice and technical support about fire evacuation plans/drills
- Advice and support from all agencies for EM planning
- Information about who can provide services, e.g. 'preferred suppliers'; what resources are available online Training (TFS, TasPol), e.g. warden training, fire evacuation plans/drills; lockdown/bomb responses
- Notifications (Local government) about burn offs, vegetation, flood mitigation, evacuation centres
- Psychosocial support – both pre and post disaster
- Establish a mandate for DRE: Department of Education, Catholic Education, Independent

Schools

- Professional development for educators: capacity to deliver is limited
- Practical approach (guidance) to delivering a range of messages
- Provide a range of activities: draw on the expertise across PRR spectrum = all agencies, councils and NFPs
- Provision of resources and where to source information/materials to assist planning
- DRE as an explicit component of all Local Government training and youth programs
- Agencies and schools as partners/Multiple approaches (Education, NFPs, Local Government); blended approach (online, face-to-face)
- Agencies can teach about managing expectations
- Facilitating and advocating for shared responsibility
- A good enough program that schools will use it

Key idea: To coordinate a consistent, transparent and coordinated approach that promotes existing services and addresses gaps

3. When is the 'best' time and the 'right' amount of time to deliver disaster resilience education? Why?

- May to October best time as least amount of pressures; 45 mins initial delivery
- March to June when disasters are front of mind
- After major disasters and even if in another community
- Input into schools' annual plans – 2 emergency practices per year, coincide with drills (practical)
- Embedded, e.g. in geography, health and wellbeing, etc.
- Tuesdays and Thursdays
- Reflective of personal experience
- Need to see preparedness as part of a community's recovery
- All the time!
- Why just in schools? What about communities (and involve volunteers)?
- Is it the school's (community) choice, e.g. Parents & Friends?

Key idea: Post-event – guaranteed audience, best fit with school curriculum in the classroom; blend into recovery planning

4. Imagine it is 2022 ... how is disaster resilience education being delivered in Tasmania? Dream large

- Incorporated into the academic curriculum (legislated)
- Standardised content
- Young people have input/Young people as co-educators/Young people driving
- All teachers are co-educators, DRE not left only to EM
- All hazards
- Incorporated into school's EM planning
- Stronger connections between all (agencies, schools, communities, etc.)
- Ready to teach resources readily available
- Resource to risk approach
- Dedicated DRE office in every Department of Education
- Increased community resilience
- Educators are educated in DRE (also utilise online)
- Interactive technology, e.g. utilise online: pre-populated/designed presentations (visual, engaging); providing appropriate learning opportunities to young people from CALD communities (low literacy levels, visual learners)
- Real-life simulations; excursions; guest speakers with lived experience

Key idea: DRANZSEN advocating for funding/resources nationally

From informed and
aware to engaged and
prepared



Peter Middleton- A/Manager
Community Development & Education Unit



Tasmania Fire Service



Tasmania Fire Service

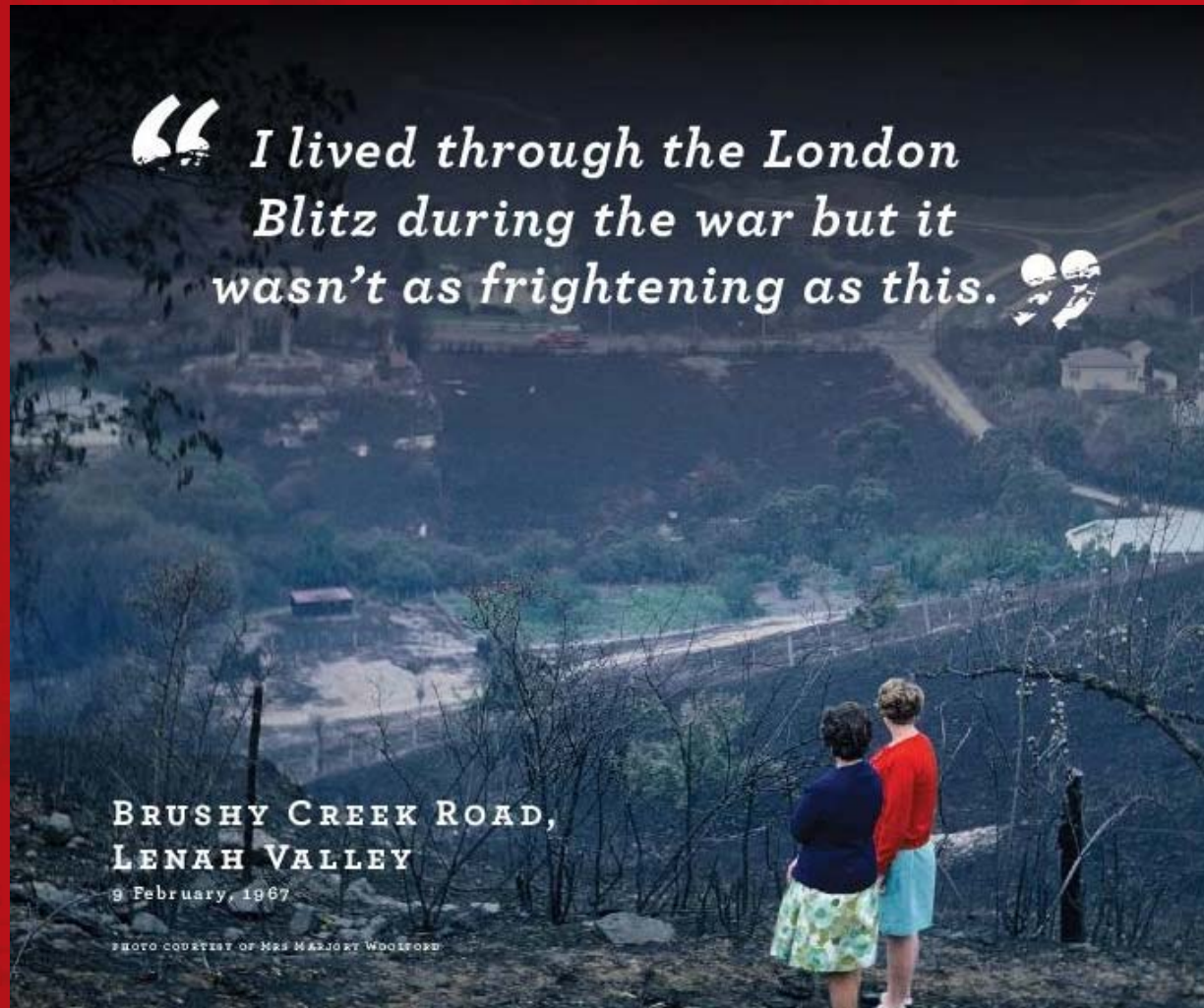
Lachlan Bushfire-Ready Field Day



Bushfire-Ready Workshop



The Power of a Story



Video Booth Tour



'67 Bushfires Storymap



Stories of the '67 Bushfires

BRUSHY CREEK ROAD, LENAH VALLEY
9 February, 1967

PHOTO COURTESY OF MRS MARJORY WOOLFORD

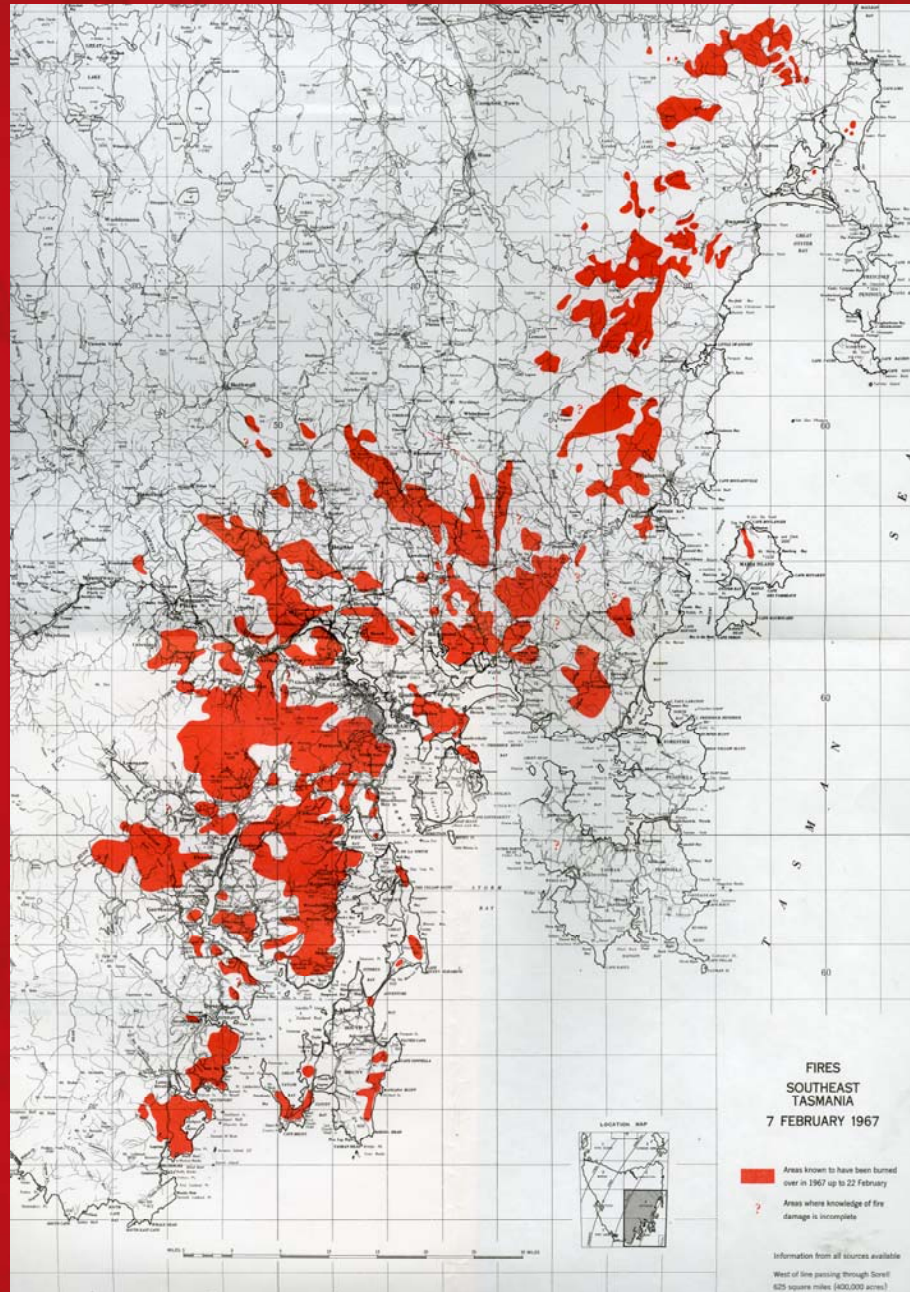
'67 BUSHFIRES
SHARE YOUR STORY

"I lived through the London Blitz during the war but it wasn't as frightening as this."

Stories of the '67 Bushfires

The Black Tuesday bushfires event occurred on 7 February 1967. 110 separate fire fronts burnt through 2,640 square kilometres (652,360 acres) of land in Southern Tasmania within 5 hours. There was extensive damage to agricultural property, parks areas as well as public infrastructure, properties and many small towns. The worst of the fires was the Hobart fire which encroached upon the city of Hobart. The fires claimed 64 lives in a single day and there were 900 injured and thousands of people were homeless as a result of the fires.

- 1 Stories of the '67 Bushfires
- 2 Bread Delivery
- 3 Torch of Flames, Tim Sprod
- 4 Wall of Flame, Elaine Targett
- 5 A Career with a Camera, David Brill
- 6 House on Ten Mile Hill
- 7 A Different Slant on the Fires, Marrión Derrick
- 8

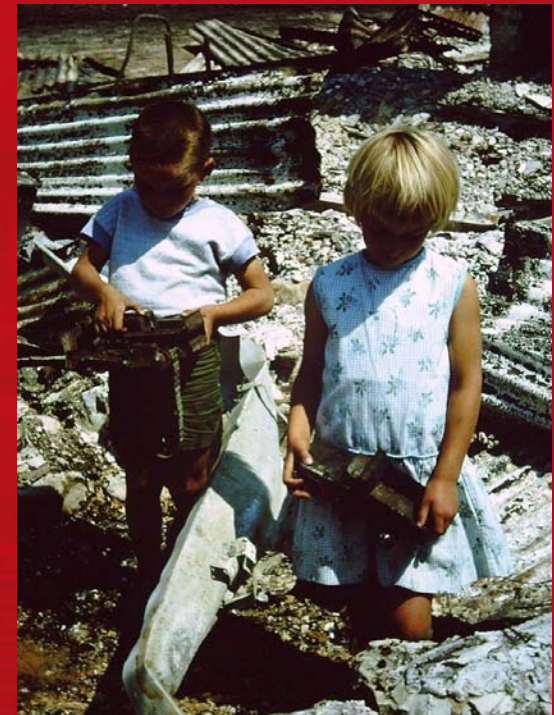




'67

BUSHFIRES

SHARE YOUR STORY

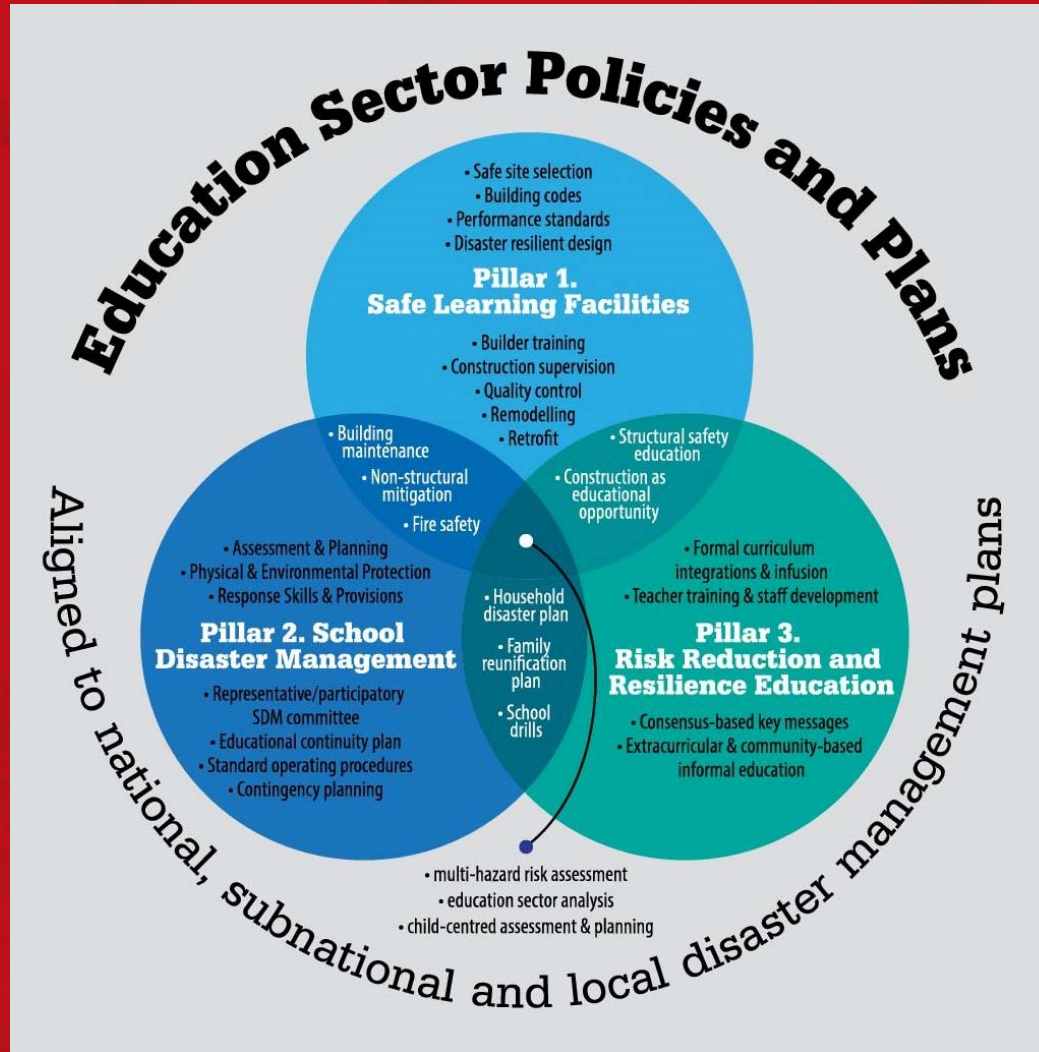


1967 Tasmanian Bushfires Workbook



- **“Select two stories and reflect on the individuals experiences. Write a paragraph on your reactions to the stories.**
- **With reference to the stories of the contributors to the ‘67 Bushfires Storymap and to the Mercury, what are some of their shared emotions?**
- **Construct a diorama of a scene of devastation such as the hotel at Fern Tree or the rows of chimneys at South Hobart.**
- **Select 10 favourite items you would take if faced with an evacuation order.”**

Comprehensive School Safety Framework



“I hear and I forget

I see I may remember

I experience and I understand” *confucius*



WATCH THE '67 BUSHFIRE
STORIES ON THE STORYMAP AT
fire.tas.gov.au/brn/67fires



Keeping our kids safe



TFS safety initiative supporting education centres in bushfire prone areas to manage their bushfire risk and prepare for bushfire emergencies.

TFS Bushfire Policy and Planning Unit

Purpose



- School children are a vulnerable section of our community and need to be supported
- Schools are a key community asset, often central to a community. It is important that protected and remain at its hub
- Schools and education departments and bodies have a duty of care to provide a safe workplace for staff and students

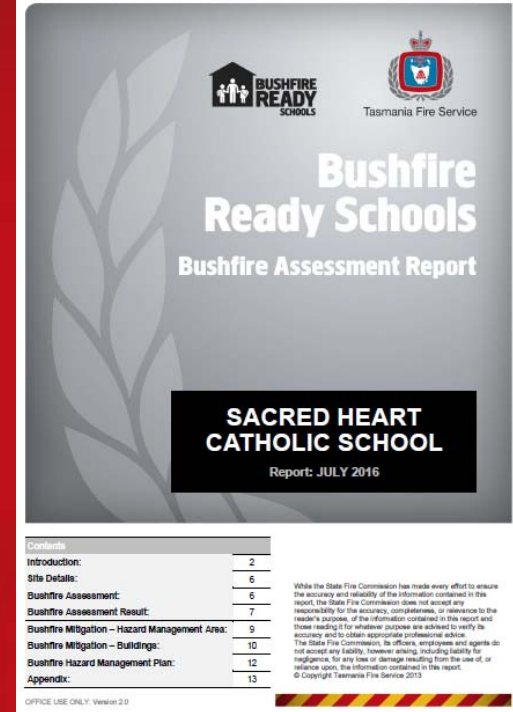
Key outcomes



- School are better informed of their bushfire risk & better prepared to mitigate
- Schools that are cat 2 are supported to upgrading to cat 1
- School children & staff are safer
- The financial, physical & social impacts of bushfire on the school & community is lessened

What has the program achieved to date?

- State-wide risk assessment of schools
- Categorisation of schools
- 178 school assessments completed



Process



Categorisation of Schools



CATEGORY RATING	SITE DESCRIPTION
Category Low	Inherently bushfire safe due to separation distance from nearest bushfire hazard.
Category 1	Buildings will be safe to shelter in during the passage of the main fire front.
Category 2	Buildings may not be safe to shelter in during the passage of the main fire front until remedial works are completed.
Category 3	Inherently bushfire unsafe due to separation distance from nearest bushfire hazard, or other safety factors determined by Tasmania Fire Service. Buildings may not be safe to shelter in during the passage of the main fire front.

Future direction?



- DOE School assessments
- Catholic Education Office schools
- DOE child care facilities
- Independent schools
- TFS currently recruiting a Project Manager-
Disaster Resilient Schools (12mths)



Any questions?



DISASTER RESILIENCE PRACTICE FRAMEWORK

Matthew Henry

CFA Program Design Coordinator





DISASTER RESILIENCE EDUCATION

A practice framework for Australian emergency management agencies

Dr Briony Towers^{1,13}, Prof. Kevin Ronan^{2,13}, Dr Katharine Haynes^{3,13}, Dr Marla Petal^{4,13}, Susan Davie^{5,13}, Liz Addison⁶, Tony Jarrett⁷, Brenda Doren-Higgins⁷, Conrad Walsh⁸, Matthew Henry⁹, Dr Liz Tomazic¹⁰, Peta O'Donohue¹¹, John Richardson¹², Antonia Mackay¹², Ruth Noonan⁶

¹ RMIT University, ² CQUniversity, ³ Macquarie University, ⁴ Save the Children, ⁵ Victoria State Emergency Service, ⁶ Department of Fire and Emergency Services WA, ⁷ NSW Rural Fire Service, ⁸ Fire & Rescue NSW, ⁹ Country Fire Authority, ¹⁰ Australian Institute for Disaster Resilience, ¹¹ Country Fire Service, ¹² Australian Red Cross, ¹³ Bushfire and Natural Hazards CRC



NSW RURAL FIRE SERVICE



Australian Institute for
Disaster Resilience



The Practice Framework

Purpose

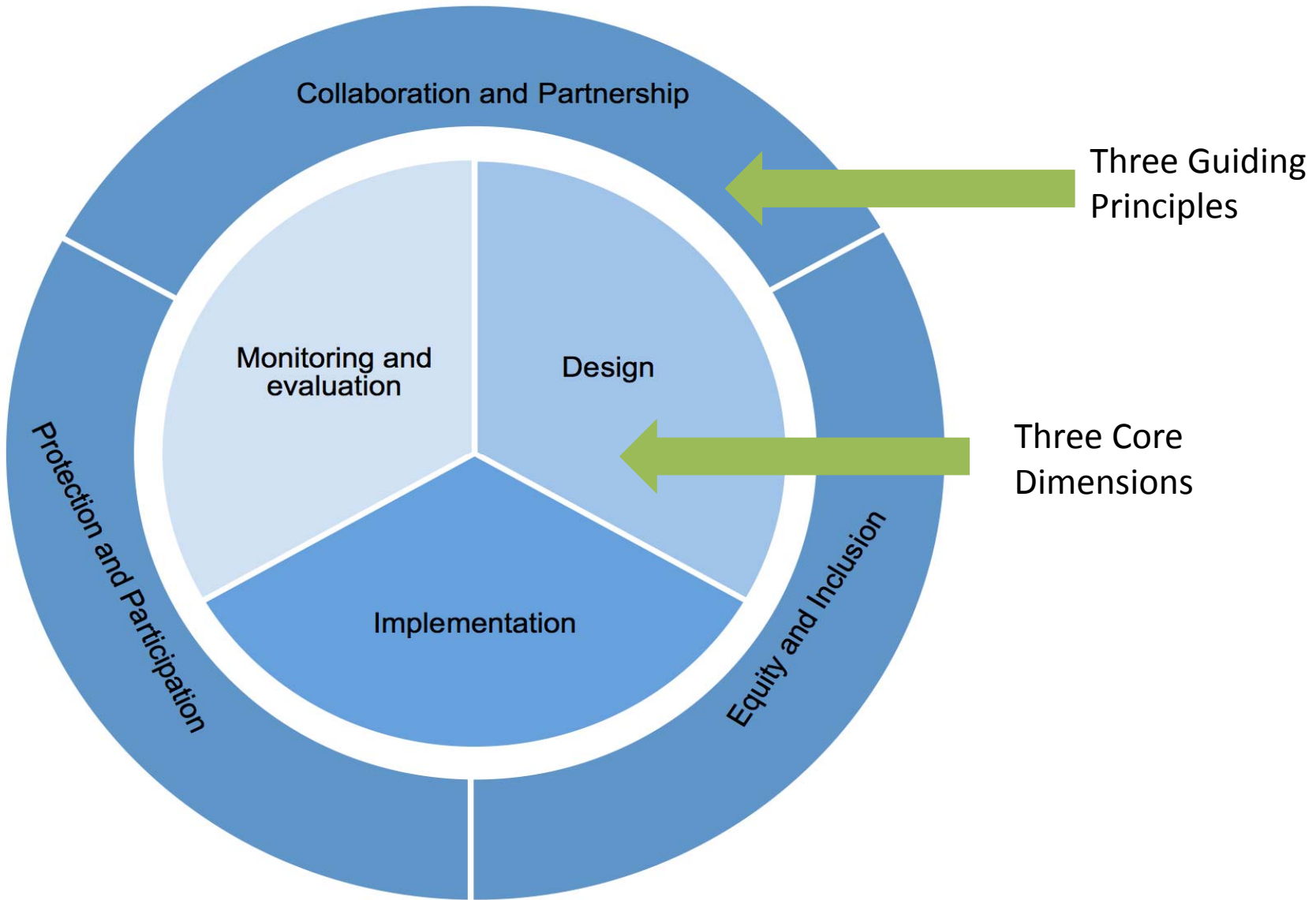
- Bridging policy - research – practice.
- Providing evidence-based guidelines for the emergency management and education sector.
- Moving towards a best-practice model for school-based DRR and resilience education.

Process

- Systematic review of the literature across research, policy and practice - hazards and disasters, school-based hazards education, other education, child rights, child development.
- End-user consultations – Capturing the tacit knowledge and understanding capacities
- Capacity building workshops

Outputs

- Full technical document.
- Truncated version for practitioners (educators and agency staff/volunteers).





Collaboration and Partnership

1. **Emergency Management Sector**
2. **Education Sector**
3. **Government**
4. **Civil society**
5. **Private sector**
6. **NGOs and Not-for-Profits**
7. **Academia**
8. **Children, youth, and families**



Department of
Education & Training



Department of
Health & Human Services



Department of
Environment, Land,
Water & Planning



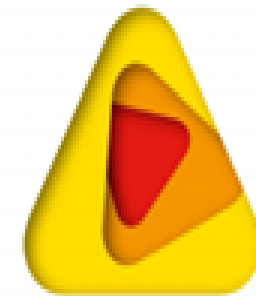


Companion Booklet

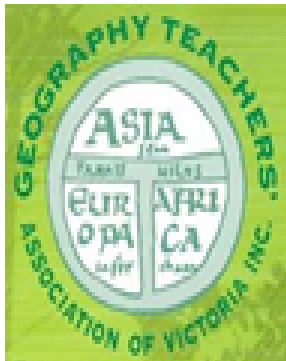
Victorian Emergency Management Strategic Action Plan 2015 – 2018



Australian Institute for
Disaster Resilience



bushfire&natural
HAZARDSCRC





Protection and Participation

United Nations Convention of the Rights of the Child



Article 3: Institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety and health.

- School drills
- Building and grounds maintenance

Article 12: Assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

Article 13: The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.





Equity and inclusion

- **Children are not a homogenous group**
- **Their vulnerabilities and capacities vary according to:**
 - Age
 - Gender
 - Disability
 - Cultural and language diversity
 - Socio-economic status
 - Digital divide

Design-Programs

1. Curriculum

- **Objectives**
 - What is the lesson about?
- **Learning outcomes**
 - What knowledge and skills will students acquire?
 - What attitudes and values will be developed?
- **DRR outcomes:**
 - What will students do with their newly acquired knowledge and skills, attitudes and values?
 - How will risk be reduced and resilience enhanced?
 - Prevention, mitigation, preparedness, recovery
- **Curriculum integration:**
 - Horizontal integration – across subjects
 - Vertical integration – across year levels



Design:Guidelines

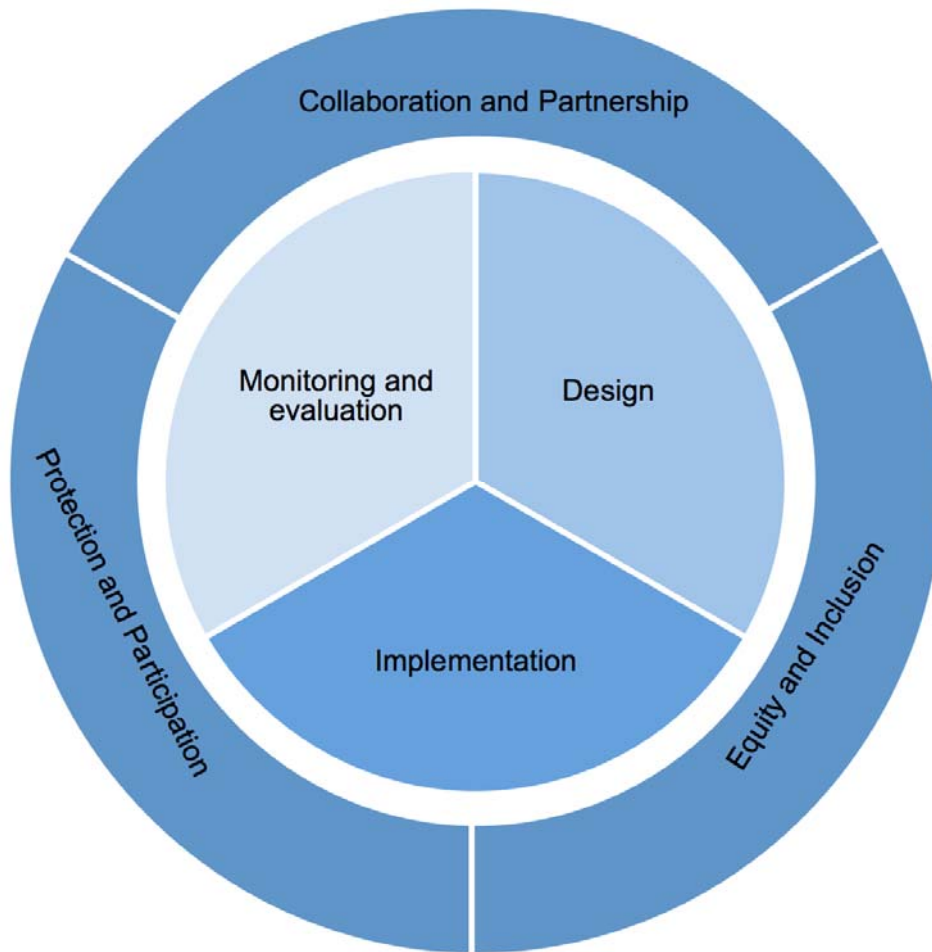
2. Pedagogy



- **Student-centred and participatory**
 - Student voice is central to the learning experience.
 - Teaching is tailored to the needs and capacities of students.
- **Participatory learning approaches**
 - **Interactive Learning:** brainstorming; pair and small group discussion exercises; whole group discussion.
 - **Inquiry Learning:** Case study research and analysis; project work; surveys; interviewing.
 - **Surrogate Experiential Learning:** Film, drama, art, music, simulation gaming
 - **Field Experiential Learning:** field visits; risk assessments; community hazard transects; emergency drill and simulations.
 - **Affective learning:** Opportunities to share feelings, hopes and fears.
 - **Action Learning:** School, household or community DRR initiatives and activities.

Design: Assessment

3. Assessment



Formative assessment

- Student progress during a program
Understanding and accommodating student misconceptions, fears, anxieties, obstacles.

Summative assessment:

- Student outcomes at the conclusion of program.
- Important for addressing students' unresolved issues or concerns.
- Can form the basis of an ongoing monitoring and evaluation strategy.

Approaches to assessment

- Written and oral tests/quizzes
- Journals/diaries
- Case study analysis
- Oral presentation/demonstration;
- Simulations
- Artifacts (e.g. student notebooks)
- Self and peer assessment



Implementation

1. Programme materials and resources

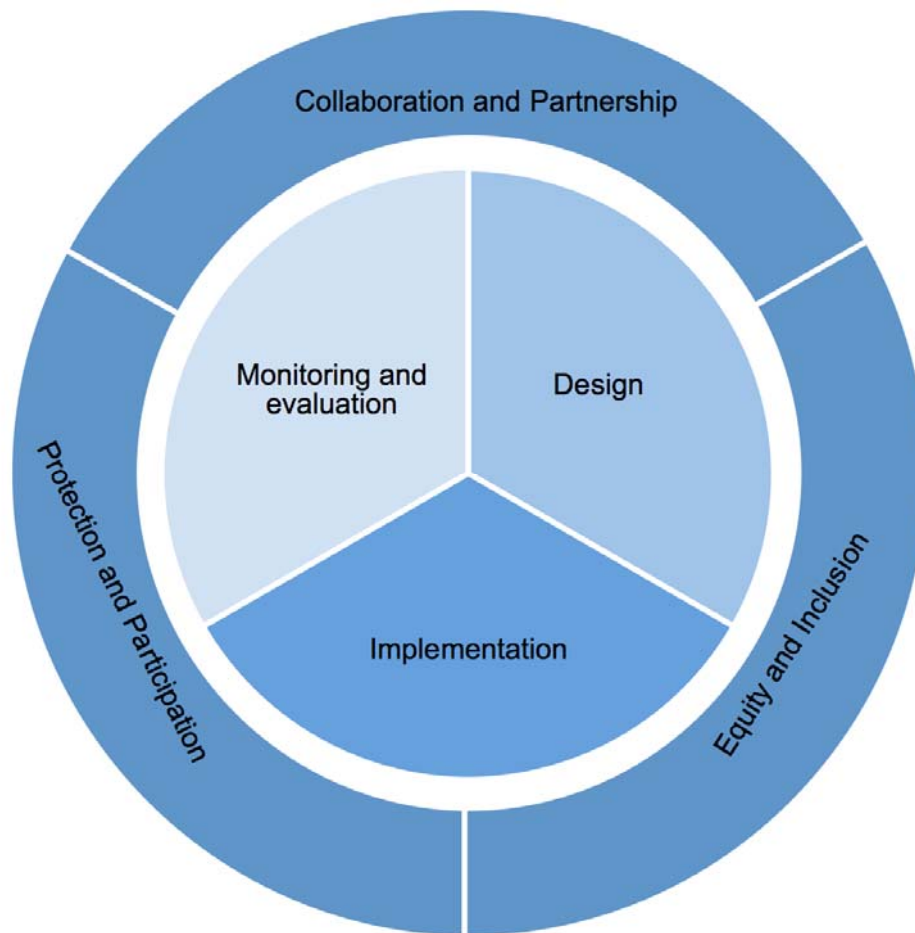
- Lesson plans, worksheets, games,
- Teacher's guides

2. Teacher training and professional development

- In-service teachers
- Pre-service teachers

3. Scalability and sustainability

- Modes of delivery: Agency staff/volunteer versus teachers
- Leveraging policy: Sendai framework, National Strategy for Disaster Resilience



Monitoring and evaluation

1. **Inputs:** Human and financial resources for developing a program.



2. **Activities:** Program development (e.g. development of lesson plans, simulations, games)



3. **Outputs:** Program implementation and delivery (e.g. how many students participate in the program)



4. **Outcomes:**

- **Short-term:** Learning outcomes - knowledge and skills.
- **Intermediate term:** DRR outcomes that are sustained over time; increased adaptive capacity.
- **Long-term:** Reduction in disaster losses, generational change, culture of safety.

School Curriculum Natural Hazard Resilience Package:

Funded through the Natural Disasters Resilience Grant Scheme.

A joint CFA/SES resilience pilot project.

Developing innovative and engaging resilience programs for students.

Recognises the effectiveness of teacher facilitated disaster resilience education (DRE).

Development, **Analysis and Evaluation** of disaster resilience education programs that are student participatory and aligned with the AusVels curriculum.



Project outcomes and expected benefits:

For students

Increased opportunities for students to develop a greater understanding of hazard risk and safety

Acquiring skills and knowledge that will assist students to develop resilience and understand how to put this knowledge into action

Encouraging students to take an active role at school, at home and in their community to reduce the impact of natural hazards



Resilient Youth

Have the knowledge required to understand risk.

Are able to assess a situation and make informed decisions.

Have the confidence to act and put their knowledge into action.

Are aware that they are capable of helping others when required.

Resilient youth are able to plan, prepare and respond when confronted with a challenge.



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DISASTER RESILIENCE

FOR TEACHERS

FOR STUDENTS



LOCKDOWN PROCEDURE

We acknowledge the support of Simon Natoli, and the three schools St Mary's, St Virgil's, and Dominic College's; whom initially developed this resource that was shared with our school.

AUTHORITY

As quick time response is important, any staff have School support to initiate a lockdown without having to seek prior approval for this action.

Lockdown is signalled by either the playing of a PA message broadcast from the School Office, or if the Office is unavailable, then by any other means such as verbally raising the alarm.

FLEXIBILITY

It should be noted that it is not possible to predict the exact nature of a lockdown being initiated.

Staff can make professional judgements to act differently, if this list can't be followed.

A "list" outlining your ideal actions during a lockdown is available in each room. The list is affixed in a common type of location, so it is hidden from open view, yet easily located by any staff.

TWO TYPES OF LOCKDOWN

Any staff initiating lockdown selects the appropriate level of response, with example scenarios shown below.

- a) **FULL**: Attempt everything as per your list;
- Or
- b) **PARTIAL**: Go/stay indoors; Continue normal indoor work until "all clear" is given.

EXAMPLE SCENARIOS

FULL = **HUMAN behavior** risk to others that's life threatening or chance of significant harm.
OR
PARTIAL = Lower level student issues (**NOT** life threatening or chance of significant harm); weather concerns; unrestrained dog, with students due to start lunch soon; etc.

TESTING FREQUENCY

As per the WHS Regulations, division 4, section 43 (1b) states emergency procedures are to be tested annually, which includes lockdown response.

[Continued over the page](#)

START OF LOCKDOWN SIGNAL

If any School area warrants going into lock down, ideally all areas of the School are to go into lockdown.

To signal lockdown a message can be broadcast over the school PA. It will clearly state that lockdown is occurring. Telephone calls maybe made to areas where the school pa isn't audible.

As a FULL LOCKDOWN backup ONLY, and in the event of our PA system being unavailable, then sound lockdown by any other means such as verbally raising the alarm.

END OF LOCKDOWN

Is only when you are advised by police or school staff of this.

The lockdown does not end if:

- a) You are visited by any student advising they were asked to pass on news; or
- b) Sounding of bells that indicate a fire evacuation or class change.

Depending on the reason, after lockdown has ended, a police or school staff may visit your room, to explain what will happen now, otherwise you continue as per the normal schedule.

WHILE IN LOCKDOWN

Any people outdoors are to move into the nearest building/s and if not possible, directly away from a concern.

Immediately lock your room's entry doors, and review your room list, to be guided on responses.

Any people sustaining injuries should be treated within the means of staff responsible, but no action should be taken that put any additional person or self at risk.

Police advise us that IF the fire alarm is activated during full lockdown, we should say stay inside & NOT EVACUATE, **unless there is an obvious danger** (flames nearby or smell of smoke). Police will assess any alert, and advise us further.

ESSENTIAL DETAILS

After lockdown the police and leading school staff will determine if an actual evacuation or gathering is necessary. This would be advised after the "end of lockdown" signal had been sounded, via visits to individual rooms.

Australian Institute for Disaster Resilience

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

Tasmania Group

DRAFT Terms of Reference



Australian Institute for
Disaster Resilience

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DRAFT

TERMS OF REFERENCE

This Terms of Reference document is informed by the AIDR Disaster Resilience Education for Schools Strategy, National Strategy for Disaster Resilience, COAG 2011 and AIDR Growth & Development Strategy 2017-2019 (see Appendix 1).

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, researchers and/or other staff of universities (e.g. ACU, RMIT, CQU), local government authorities (e.g. councils), fire and emergency services, Scouts Victoria, Save the Children, 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.

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.

APPENDIX 1

DRANZSEN National Priorities 2016-2018

"For a resilient nation, all members of the community need to understand their role in minimising the impacts of disasters, and have the relevant knowledge, skills and abilities to take appropriate action." (National Strategy for Disaster Resilience, COAG 2011)

"The Australian Institute for Disaster Resilience (AIDR) contributes to a more resilient Australia by investing in people through the delivery of tailored training, professional development and schools education." (AIDR Growth & Development Strategy 2017-2019)

AIDR, through the DRANZSEN state and territory forums, seeks to:

1. Establish a connected community of practice that is committed to building resilience to disasters as a core capability in young people and in schools
2. Develop evidence-based disaster resilience education (DRE) principles and/or frameworks in collaboration with emergency management agencies and the education sector and promoting the use of the frameworks
3. Influence the adoption of evidence-based and sustainable disaster resilience practices into school policies
4. Enable all educators to become confident practitioners in delivering effective DRE
5. Encourage collaborative practices and promotion of partnerships between emergency management agencies and the education sector
6. Contribute to the development of a freely accessible body of knowledge that will support all who are interested in contributing to the growth of disaster resilience in young people.