



Australian Institute for
Disaster Resilience

Western Australia DRANZSEN Forum 2018

Key notes and outcomes

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Education for Young People Program

The AIDR Education for Young People supports the implementation of effective and sustainable disaster resilience education initiatives which empower and give voice to young people throughout Australia.

The Disaster Resilience Australian-New Zealand School Education Network (DRANZSEN) seeks to:

- communicate a shared understanding of Disaster Resilience Education (DRE) connected to international frameworks and relevant to an Australian context
- build the capacity of teachers and other educators to deliver effective and sustainable DRE to young people, informed by contemporary research and aligned with the Australian Curriculum
- provide a forum for schools, emergency management agencies and community organisations in the network to share knowledge, good practice and strategic objectives related to DRE
- facilitate networking and collaboration between stakeholders in the design and delivery of new DRE initiatives.

Forum program

9:30am	Registration, including morning tea
9:50am	Welcome, acknowledgement of country, and opening remarks <i>Linley Brown, Department of Fire and Emergency Services WA</i>
10:00am	The Child-Centred Disaster Risk Reduction Project <i>Dr Briony Towers, RMIT University</i>
10:45am	Workshop One: Curriculum connections for disaster resilience education <i>Brigid Little, Australian Institute for Disaster Resilience</i>
11:15am	Workshop Two: Comprehensive Schools Safety Framework <i>Linley Brown, Department of Fire and Emergency Services WA</i>
11:45am	The Australian Institute for Disaster Resilience: Education for Young People Program <i>Brigid Little, Australian Institute for Disaster Resilience (AIDR)</i>
12:15pm	Lunch and networking break
12:45pm	Workshop Three: Bushfire Education – what are age-appropriate messages? <i>Liz Addison, Department of Fire and Emergency Services WA</i>
1:15pm	The Pillowcase Project <i>Claire Silveira, The Australian Red Cross</i>
1:35pm	Sharing stories of response and recovery
2:00pm	Networking and evaluation
2:25pm	Closing remarks, evaluation and feedback

Organisations represented

Al-Hidayah Islamic School (1)	Austin Cove Baptist College (1)
Australian Red Cross (1)	Butler College (2)
CAPS Coolgardie (1)	Department of Biodiversity (1)
Department of Education (2)	Department of Fire and Emergency Services (4)
Emmanuel Catholic College (1)	Mundaring Christian College (1)
Parks and Wildlife Service (1)	Pemberton District High School (1)
Sawyers Valley Primary School (1)	School Curriculum and Standards Authority (1)
St Maria Goretti's Catholic School (3)	St Mark's Anglican Community School (2)
Yanchep Secondary College (1)	AIDR (2)
Total: 27	

Attendance profile

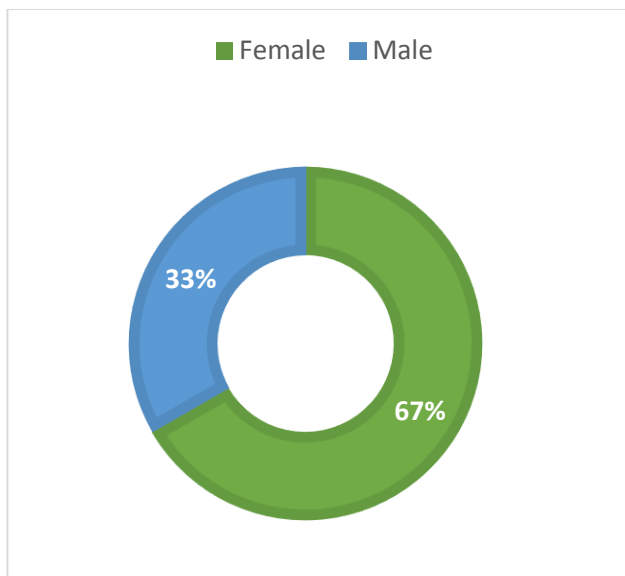


Figure 1: Audience profile by gender

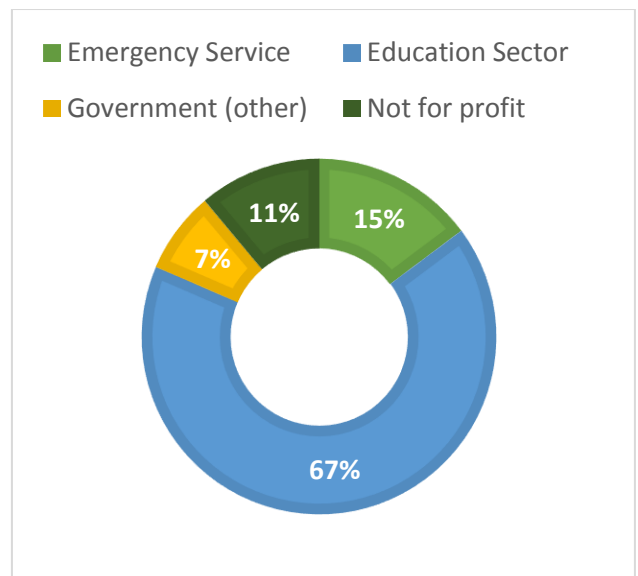


Figure 2: Audience profile by sector representation

The Child-Centred Disaster Risk Reduction Project

Dr Briony Towers from the Centre for Urban Research with RMIT University presented to the group on the Child-Centred Disaster Risk Reduction Project, funded by the Bushfire and Natural Hazards Cooperative Research Centre. The project is led by Dr Kevin Ronan from Central Queensland University, and Dr Towers.

The research aims to:

- build capacity for the design and implementation of quality disaster resilience at the local, state and national level
- develop robust theoretical, methodological and ethical approaches to research evaluation
- advocate for effective and sustainable disaster resilience education in the development of a disaster resilient Australia

Some key findings across projects examined:

- students want to know the risk, but also what they can do about it
- students need to be supported to act
- for students to develop the knowledge and skills, they need to initiate or actively participate in the project
- based on the evidence so far, it is having a plan that young people see as a priority
- if we try to do too much, young people don't get a firm grasp of the topic
- students want disaster resilience education to be about them and their place

Curriculum connections for disaster resilience education (DRE)

The group explored the AIDR Curriculum Mapping document during this session. While the document maps Disaster Resilience Education links in the Australian Curriculum, the purpose was to examine the areas of the curriculum that offer opportunities to promote disaster resilience education in WA schools.

Discussion points:

- Curriculum, assessment, standards and reporting for WA schools is the responsibility of the WA School Curriculum and Standards Authority.
- Content mapped in the AIDR document is also evident in the WA curriculum, with some minor adjustments
- In the primary years, DRE links are most evident in Health, Civics & Citizenship, Science and Geography and present valuable opportunities for integrated, inquiry-based learning and school/community partnerships
- In the secondary years, DRE links continue to be found in Health (including water safety and first aid) as well as more in-depth studies of natural disasters, fire and flood in Geography and Science
- Case studies of student-led action related to sustainability in schools provide useful illustrations of how participatory, curriculum-linked learning can lead to positive change in the community
- Inquiry skills in Geography and Science indicate a research-based, investigative approach to learning facilitated by teachers and supported by experts (such as emergency services) which is communicated to a broader audience (AIDR can support this through the Education for Young People Program website)
- Recognition of social and emotional learning outcomes, such as demonstrating positive ways to react to different situations, provides a useful opportunity to link student wellbeing and resilience programs more broadly with disaster resilience
- More online resources for DRE would be useful
- It is important for students to recognise uniforms of emergency services to help distinguish them from 'strangers' – making students feel safe

Curriculum map accessible at: <https://schools.aidr.org.au/media/5609/dre-curriculum-map.pdf>

Comprehensive School Safety Framework

The Comprehensive School Safety Framework is a global framework in support of the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and the Worldwide Initiative for Safe Schools.

The document states ‘Children have the right to be protected from disasters and hazards and have the right to access information and participate in decision making that affects them’.

The goals of the framework include:

- to protect students and educators from death, injury, and harm in schools
- to plan for continuity of education through all hazard events
- to safeguard education sector investments
- to strengthen risk reduction and resilience through education

The framework has three defining pillars:

Pillar One:

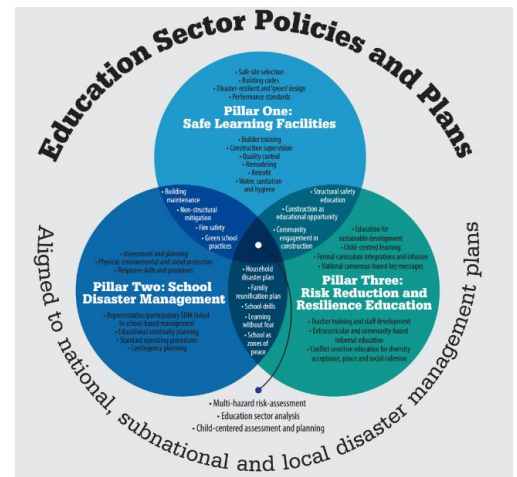
Safe learning facilities

Pillar Two:

School disaster management

Pillar Three:

Risk reduction and resilience education



All three pillars are interconnected to maximise opportunities for safe and effective learning, planning and practice, linked to resilience-building efforts at the global, regional, national and local levels in all sectors.

Linley Brown from the Department of Fire and Emergency Services (DFES), outlined the work that DFES is undertaking to implement the Comprehensive School Safety Framework across Western Australia.

- DFES is reviewing school programs to ensure they are in line with DRE best practice
- DFES is working with organisations such as AIDR and the Bushfire and Natural Hazards CRC
- DFES is a member of the WA Sustainable Schools Alliance

Comprehensive School Safety Framework accessible at:

<http://gadrrres.net/uploads/files/resources/Comprehensive-School-Safety-Framework-Dec-2014.pdf>

Bushfire Education in Western Australia

Liz Addison from DFES demonstrated the online mapping tool which identifies public schools within a designated bushfire prone area. Schools on the Bushfire Zone Register are required to undertake a series of actions to reduce risk and increase preparedness and capacity to respond to bushfires.

The Department of Education has produced a resource for schools on the register titled ‘The Principal’s Guide to Bushfire’. The guide includes a checklist for principals which includes ensuring that students, staff, and parents have been made aware of the school’s bushfire plan. It also ensures that evacuation drills are practiced prior to the start of the bushfire season and at least once during the season. Schools on the register have incorporated key bushfire safety messages into their curriculum.

Key bushfire messages for students up to Year 3 include:

- fire should only be used by adults who hold the knowledge and skills to use it
- matches and lighters are tools, not toys and should be given to adults if found
- a fire emergency is an unsafe fire that puts someone's life or property in danger – a bushfire is an example of an unsafe fire
- children should seek help from an adult or call Triple Zero when there is an unsafe fire
- firefighters are community helpers that help put out bushfires.

Key bushfire message for students in Year 4 and above include:

- many communities in Western Australia are at risk of bushfire. Personal risk depends on presence of and proximity to bushfire-prone vegetation.
- bushfires can start at any time, but are most dangerous and harder to control at certain times of the year
- hot and dry weather and strong winds all increase the chance of bushfire spreading quickly
- the Fire Danger Rating gives you an indication of the possible consequences of a fire if one was to start. The higher the rating, the more dangerous the fire will be
- bushfire warnings tell us when a bushfire has started and what actions we need to take
- families should develop a bushfire survival plan to help them act and avoid last-minute decision making

The Pillowcase Project

Claire Silveira presented to the group on the role of the Australian Red Cross in post-event recovery in Western Australia.

The Pillowcase Project is a disaster resilience education program designed to help children prepare psychologically and practically for an emergency. The 60-minute workshop is designed especially for school students aged eight to ten (Years 3 and 4). The aim of the program is to create a generation of children who are aware of the importance of personal preparedness, are empowered to act to prepare for emergencies, and who share what they have learnt with friends and loved ones.

American Red Cross developed the Pillowcase Project in 2013. Australia was one of six countries to participate in the international pilot of this program (United Kingdom, Hong Kong, Peru, Vietnam and Mexico).

Since December 2016, the Pillowcase Project has been delivered to 23,165 students in 438 schools in all Australian states and territories. This includes 4,941 students across WA. More information about the Pillowcase Project, including the delivery and history, is available at the [Australian Red Cross website](#)

Merrin Cornish joined Claire to share her experiences of the 2014 bushfires in the Perth Hills and the impacts of these fires on the school community. Merrin discussed the benefits of the Pillowcase Project in supporting recovering students at Mundaring Christian College. The Red Cross introduced students to the Pillowcase Project and teachers followed up the Red Cross sessions with supplementary lessons in their own classrooms.

Merrin highlighted the increased preparedness and maturity of students as they planned for future emergencies. The program was such a success, that Red Cross now regularly visit the school to deliver the program to other students.

Forum evaluation

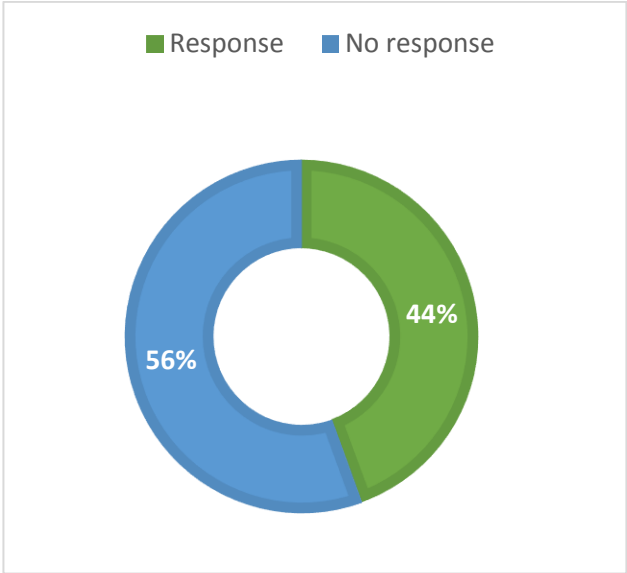


Figure 3: Response rate

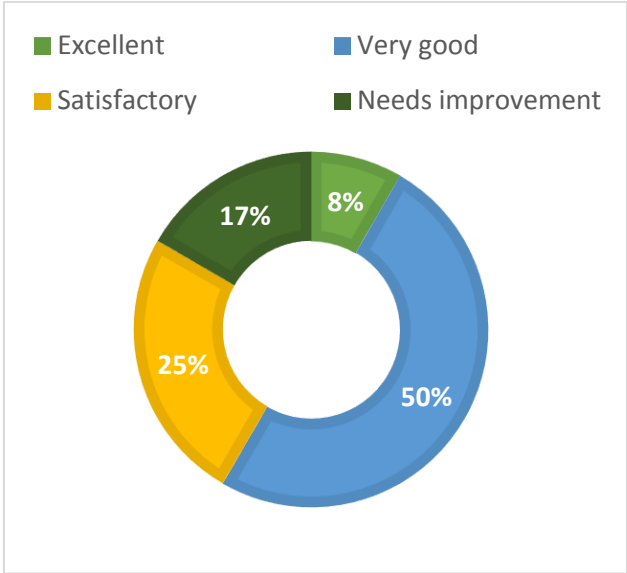


Figure 4: Value of WA DRANZSEN forum

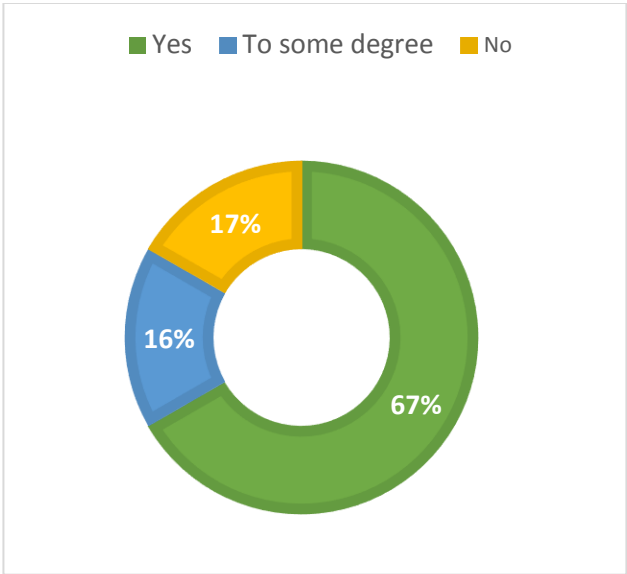


Figure 5: Increase of knowledge of EM in schools

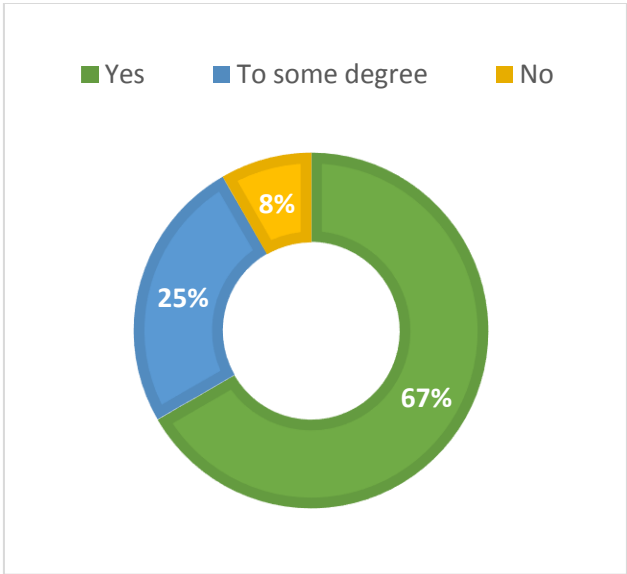


Figure 6: Provide opportunity to network with others

Comments

More on high school students in the future

Would be great to see a bigger attendance, if possible to include more teachers from regional schools

I noticed the content from the different presenters was somewhat repetitive

Really great but it would be wonderful to see more WA context

I was able to attend the forum because it was free and easily accessible, and I'd encourage the organisation to keep it that way. I think our school(s) will really benefit, but wouldn't be able attend if there was a cost