



Australian Institute for
Disaster Resilience

Northern Territory 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>Gemma Bellenger, NT Police, Fire, and Emergency Services</i>
10:00am	The Australian Institute for Disaster Resilience: Education for Young People Program <i>Brigid Little, Australian Institute for Disaster Resilience (AIDR)</i>
10:20am	Natural disasters in the Northern Territory and the Geography Curriculum <i>Julie Hearnden, Geography Teachers Association of the Northern Territory</i>
10:40am	Disaster resilience education in the Australian Curriculum <i>Brigid Little, Australian Institute for Disaster Resilience (AIDR)</i>
11:00am	Leg stretch and networking
11:10am	Emergency Services and disaster resilience education in the Northern Territory: challenges and opportunities <i>Gemma Bellenger, NT Police, Fire, and Emergency Services</i>
11:35am	First-aid in schools <i>Denis Rayner, St John Ambulance Australia (NT)</i>
12:15pm	Lunch and networking
1:00pm	The Pillowcase Project <i>Jay Noble, The Australian Red Cross</i>
1:30pm	Indigenous cyclone knowledge: Wata Burrmalala – cyclone culture
2:00pm	Next steps: Opportunities, priorities and quick wins
2:15pm	Closing remarks, evaluation and feedback

Organisations represented

Australian Red Cross (3)	Bushfires NT (1)
Geography and History Teachers Association NT (1)	NT Police (1)
Police, Fire and Emergency Services (1)	St John Ambulance (5)
AIDR (2)	Total: 14

Attendance profile

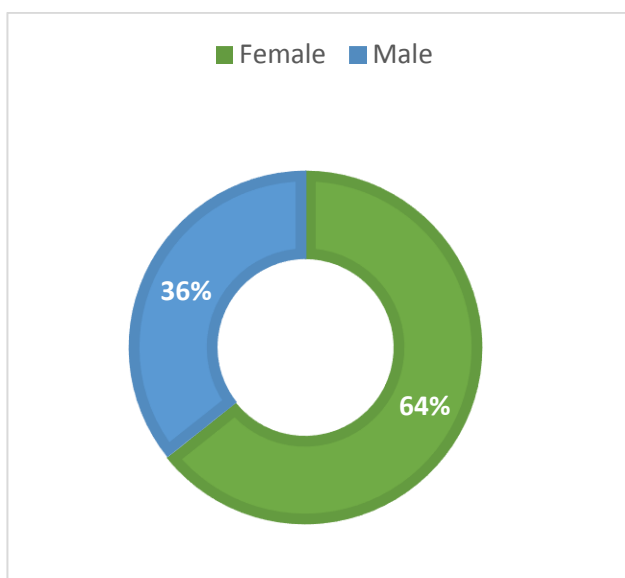


Figure 1: Audience profile by gender

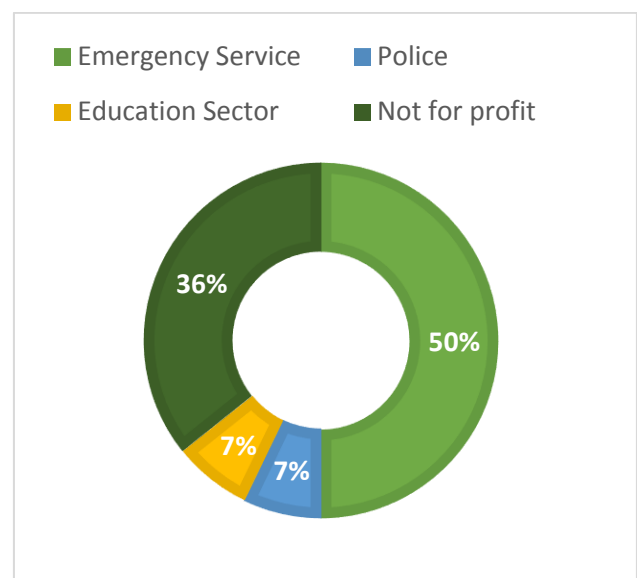


Figure 2: Audience profile by sector representation

Natural disasters in the Northern Territory and the Geography Curriculum

Julie Hearnden from the Geography and History Teachers Association Northern Territory joined the group to discuss how disaster resilience education is linked to the teaching of geography in territory school.

In summary:

- Northern Territory implements the Australian Curriculum (since 2014)
- Main opportunities to teach about natural disasters in Geography are in Years 5,7,8 and 11
- By year 11, very few Territorians are studying Geography, and some of these students are studying remotely, without classmates or a teacher present.
- Challenges:
 - lack of geography teachers
 - lack of geography students (senior secondary)
 - curriculum content vs classroom reality
 - small classes and composite classes (with crowded curriculum)
 - students and teachers selecting alternative inquiry focus to DRE

Disaster Resilience Education (DRE) in the Australian Curriculum

The group explored the AIDR Curriculum Mapping document during this session.

Discussion points:

- 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
- Examples 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)

Emergency Services and disaster resilience education in the Northern Territory: challenges and opportunities

Gemma Bellenger from the Department of Police, Fire and Emergency Services talked to the group about different activities that the Emergency Services undertake around the Territory to promote disaster resilience.

Some of the key activities include:

- Paddy program: Paddy the Platypus visits schools and community events raising the profile of emergency service volunteers and shares important information to prepare for emergencies such as, floods, storms and cyclones
- Family emergency plan kits: Families are encouraged to develop their household emergency plan as a family, including children so that everyone knows the plan. Families are encouraged to discuss; plans when and when not at home, what to do around the house to minimise damage and ensure safety, and what role each member of the family will take during an emergency
- Community preparedness days: NTPFES has partnered with the Australian Red Cross to deliver community preparedness days, where they go out to remote communities to meet locals and start the conversation about the gaps and needs of the community during an emergency. The community preparedness days usually incorporate a community BBQ.
- Challenges:
 - lack of staff and other resources to support delivery of programs especially in remote areas
 - language, culture and distance as barriers to collaboration with communities
 - high turnover of teaching staff in remote schools
- Opportunities:
 - participants discussed opportunities for multi-agency approaches to DRE and potential collaboration in the planning and delivery of programs for young people in remote communities

First-aid in schools

Dennis Rayner from St John Ambulance presented information about the First-aid in Schools Program that has been delivered to over 50,000 students across the Territory. Students are taught through a hands-on approach, familiarising themselves with the contents of a first aid kit and practicing first aid skills (including CPR) to respond appropriately in a range of emergency situations. The program makes use of a wide variety of interactive resources to support learning.

St John staff communicate with teachers and school nurses to tailor programs appropriately for different class sizes, local hazards and priorities, different language and cultural contexts. Community educators with a background in teaching are skilled in adapting teaching style and content. St John works with the Michael Long Leadership & Learning Centre to train young adults and children visiting Darwin from remote communities.

Working in remote communities offers a great opportunity for two-way learning. Aboriginal students in remote communities can compare knowledge and skills developed in the First Aid at School Program with their own local knowledge and practices. There are regular accounts of the impact of the program beyond the classroom, as students share their learning with friends and family. St John Ambulance recently received a letter from a student's grandmother who wrote how impressed she was with the skills her grandchild learnt. The student had gone home and demonstrated to the family how to perform CPR and how to attend to cuts and burns.

Challenges include:

- accessing funding for travel and accommodation to reach remote communities
- intense and unpredictable community situations which may put staff safety at risk
- lack of communications (mobile phone, internet, radio)
- sanitation of training materials

The Pillowcase Project

Jay Noble presented to the group on the role the Australian Red Cross plays in post-event recovery in the Northern Territory.

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 states and territories. This includes 1283 students across the NT. For more information about the Pillowcase Project, including the delivery and history, visit the [Australian Red Cross website](#)

Indigenous cyclone knowledge: Wata Burrmalala – cyclone culture

Although a representative was unable to attend in person, the Aboriginal Cultural and Creatives Services Northern Territory (ARDS NT) granted permission to the group to host the screening of Wata Burrmalala – cyclone culture. This documentary-style film explores the impacts of tropical cyclones on the Yolnu people of Arnhem land. In particular,

- Yolnu law, manikay (songlines), bungul (ceremony) and dhäwu (story) about burrmalala (cyclone)
- ways of preparing for, sheltering from and recovering after cyclone in the past
- contemporary opportunities for collaboration between Yolnu communities and balanda (mainstream) weather-warning and disaster response services

The project was jointly funded by the Australian and Northern Territory Governments Community Recovery Fund.

Discussion points:

- focus on Aboriginal weather knowledge, linked to cyclone season, in classroom learning
- acknowledgement of changing environment (especially built environment) creating new risks during a cyclone and requiring different response strategies
- valuable accounts of cyclone events, explaining the impact of a cyclone on senses, thoughts and emotions (very helpful for learners to understand, especially if they have no personal experience)
- openness of film participants to engage with the Bureau of Meteorology, emergency services and online resources to stay informed in cyclone season

ARDS NT works to champion the importance of language and culture in developing self-empowerment for Aboriginal people. It provides a range of platforms for Aboriginal voices to be heard, and supports Aboriginal communities to be informed about, and engaged with mainstream services and systems on their own terms – including emergency warnings and preparedness.

More information about the Aboriginal Cultural and Creatives Services Northern Territory can be found on their website, www.ards.com.au

Forum evaluation

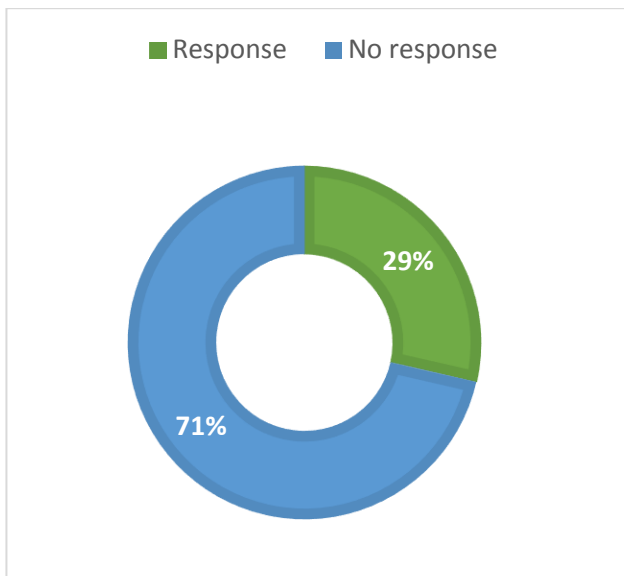


Figure 3: Response rate

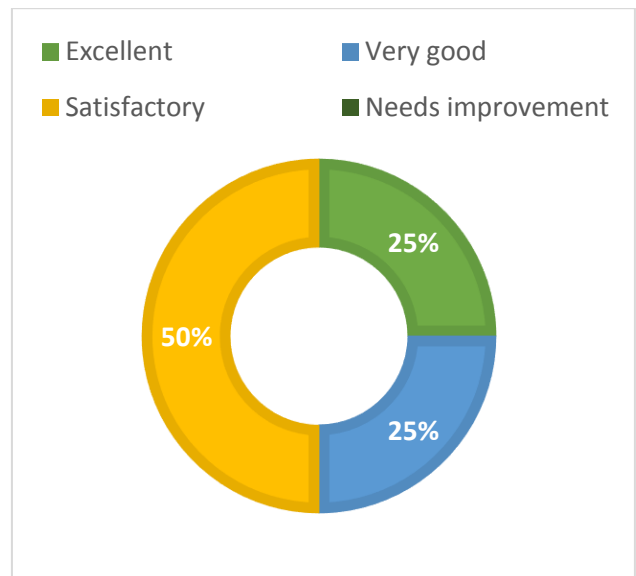


Figure 4: Value of NT DRANZSEN forum

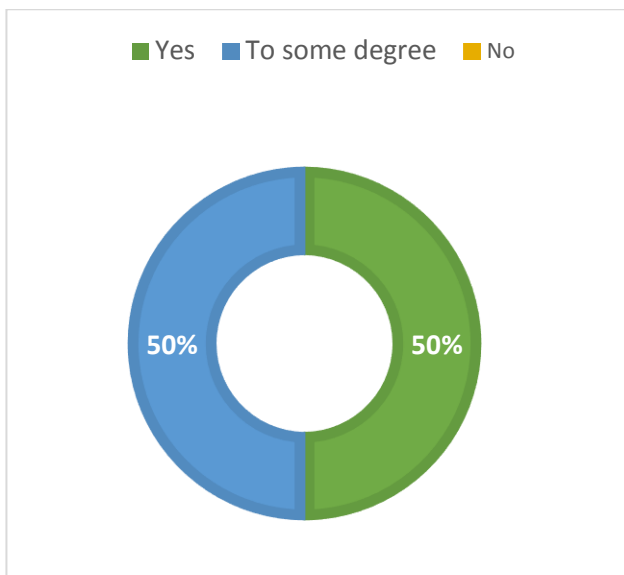


Figure 5: Increase of knowledge of EM in schools

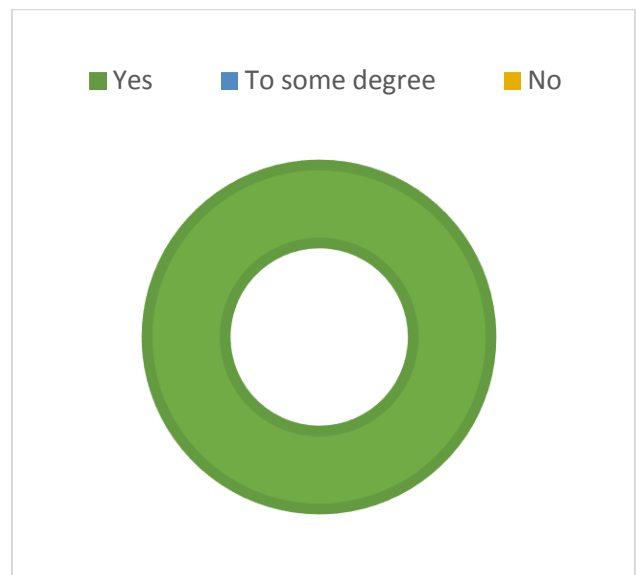


Figure 6: Provide opportunity to network with others

Comments

Thanks very much, so valuable for our organisation and the NT

Need to get representatives from remote communities and remote teachers

The networking opportunity the forum presented was fantastic. I would be happy to meet on the weekend if it meant more educators could attend