



KEY NOTES

Northern Territory DRANZSEN Forum

Date: Thursday 25 May, 2017
Time: 11:30am-3:30pm
Location: Travelodge Mirambeena Resort Darwin
 64 Cavenagh Street, Darwin City
Chair: Dr Liz Tomazic, AIDR
Meeting Contact: AIDR Event, Ph: 03 9418 5274, E: events@aidr.org.au

Participants:	Adriana Stibral	Charles Darwin University
	Jan McCarthy	Northern Territory Department of Education
	Jay Noble	Australian Red Cross
	Jessica Arnold	Department of Primary Industry & Resources
	Jonatan Lassa	Charles Darwin University
	Mark Fishlock	Northern Territory Emergency Services (NTES)
	Melissa Hawkes	Australian Red Cross
	Sophie Lees	Australian Red Cross
	Stephen Martin	Northern Territory Police
	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.

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
- The presentation provided by Liz is Appendix A to these minutes

3. Panel Discussion All

Key points:



- It was intended that a panel discussion session would take place, however this turned more naturally into a group conversation about Disaster Resilience Education (DRE) and the programs currently 'on the market'.
- Australian Red Cross's Pillowcase Project was an example of a DRE program for young people that encouraged the transferring of skills learnt at school into the home.
- There was a discussion about the need to explain what to expect after an incident, such as the UK Student Flood Project 'Children, Young People & Flooding: Recovery and Resilience', a collaborative project between Lancaster University and Save the Children. This project researched children and young people's experiences of the UK winter 2013/14 floods. The researchers noted that, "Children are often ignored in disaster related planning and policy development" and sought to redress this. Please see: <https://www.youtube.com/watch?v=v2TyOjpkS0w>
- The group looked at the CSS Framework and its current and future application in Australia.
- There was general agreement that the Northern Territory plans effectively for a multitude of hazards but that there is much opportunity to engage in further assessment/quality assurance of those plans.
- The group also explored the five elements of a disaster:
 1. Prevention
 2. Preparation
 3. Impact
 4. Response
 5. Recovery
- It was agreed that while much effort is put into prevention and preparation, maybe the conversation needs to turn towards better action and resilience for impact, response and recovery.
- A graphic representation of the discussion was created on the whiteboard and provided further stimulus for discussion (see Appendix B) – a big thank you, Stephen!
- There was consensus that the ideal goal would be to have everyone in the community, regardless of age or skillset, to be empowered to be a 'first responder'.
- Participants acknowledged that the Northern Territory does 'interoperability' well and that all levels of government work with very effectively with all areas of emergency management on 'before, during and after an incident' aspects.
- The whiteboard graphic presentation created by Stephen is Appendix B to these key notes.

4. 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.
- In response to Dr Ronan's video, the group was asked:



1. Regarding Kevin's thoughts on "protection and participation", what role can agencies and schools play in implementing this approach?
2. Thinking about programs for Disaster Resilience Education / Disaster Risk Reduction that you're involved in:
 - a. Are there ways in which they could be more 'participatory, interactive or experimental'?
 - b. What are the obstacles to this?
 - c. How can those obstacles be overcome?
3. Imagine it is 2022 ... how is disaster resilience education being delivered in the Northern Territory? (*Dream large as if there are no restrictions on funding or resources.*)

- Participants broke up into groups representing multi-agencies and sectors and worked on questions on butcher's paper placed around the room.
- Results to each question are attached to these notes as Appendix C.

5. Where to from here?

All

Key points:

- The group was asked to identify how they would like to see DRANZSEN operate in the Northern Territory moving forward, or if indeed they saw a need for it.
- They agreed that there is a need for a group like DRANZSEN to meet in the Northern Territory to assist in facilitating knowledge sharing.
- It was agreed by the group that there should be a meeting of some description once every six months, with a follow-up teleconference within two months of the last forum.
- Group discussed the need for future forums to focus on an element of disaster resilience education where they can have an in-depth analysis session, exploring gaps in the Northern Territory.

Action	AIDR to facilitate a teleconference in July as a follow-up to the May 2017 Forum, and to begin planning the next NT Forum delivery	AIDR	July 2017
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6. 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. Tuesday 30 May – Brisbane, QLD
 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 can be completed 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 – register early!
5. Registrations are now open online: www.afaconference.com.au/register

Attachments

Appendix A: Presentation by Liz Tomazic, AIDR

Appendix B: Graphic presentation created by Stephen Martin, NT Police

Appendix C: Workshop responses to Prof Kevin Ronan's video, 'Building best practice in Child-Centred Disaster Risk Reduction'

Appendix D: NT DRANZSEN Terms of Reference

Australian Institute for
Disaster Resilience



**Welcome to the Northern Territory
DRANZSEN Group Forum**
Thursday 25 May 2017, Darwin

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

Today's Program

12.20pm **How AIDR can help foster disaster resilience**

Dr Liz Tomazic, AIDR

12.50pm **Panel discussion: What *is* disaster resilience education?**

Representatives from:

Association of Independent Schools NT: Gail Barker

NT Department of Education: Jan MCarthy

NT Fire & Rescue: Mark Fishlock

1.50pm ***Afternoon tea break***

2.15pm **Video: Best practice in Child-Centred Disaster Risk Reduction**

(CCDRR) / Disaster Resilience Education (DRE), featuring Prof Kevin Ronan, CQU.

Followed by discussion/workshop: Schools and services collaborating for best practice DRE, facilitated by Dr Liz Tomazic, AIDR

3.30pm **Closing remarks**

4.00pm **Conclusion of event**

Australian Institute for
Disaster Resilience



Northern Territory Group DRANZSEN Forum

Thursday 25 May 2017, Darwin

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 takes an alternative approach and 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.

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

- to register for events
- to subscribe to AJEM, or
- to find a handbook

go to the AIDR website

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?

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!

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 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

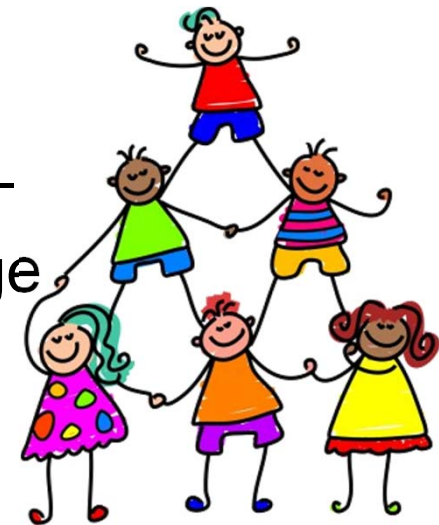
- Program Manager: Dr John Bates
- Project Officer: Dr Liz Tomazic

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

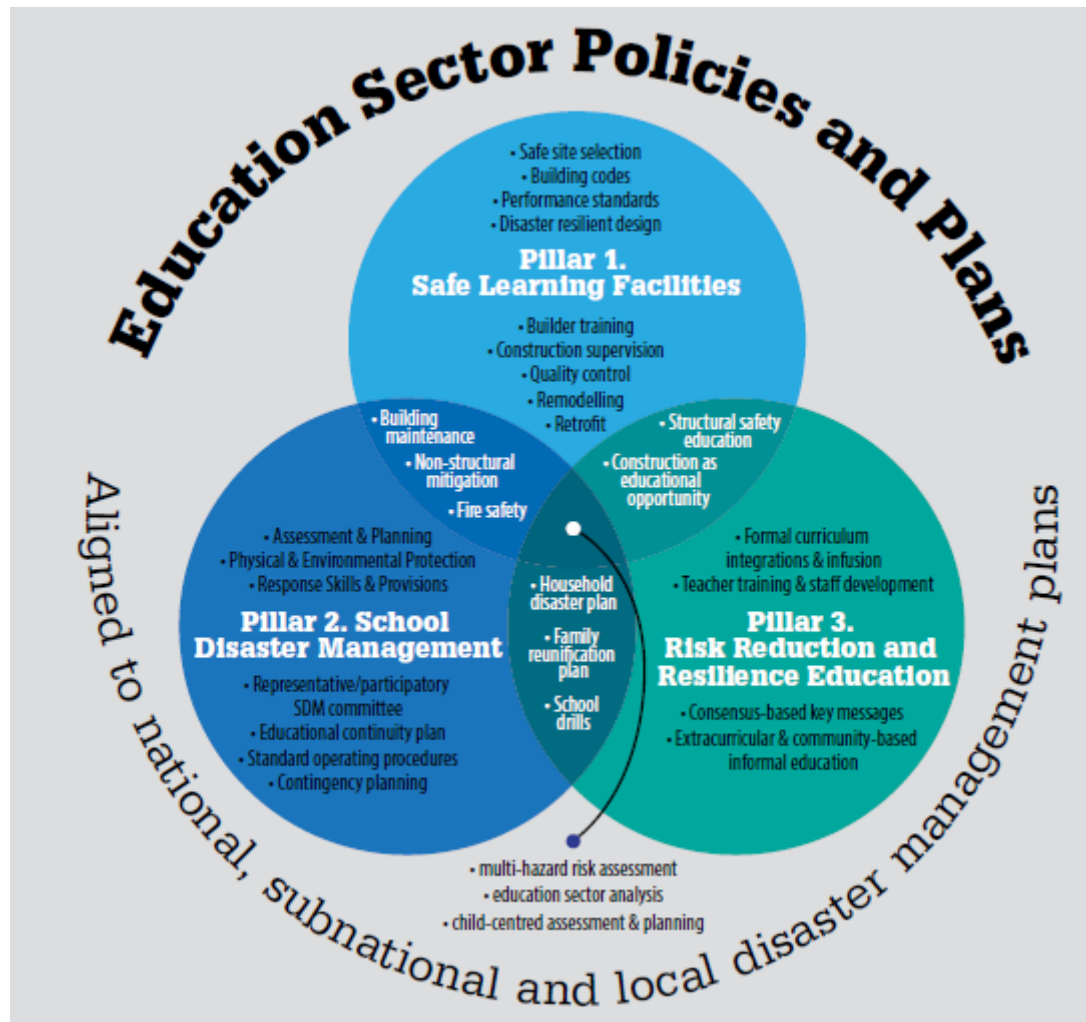
Some purposes include:

- Facilitating a national initiative that enables sharing of DRE information, 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 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.



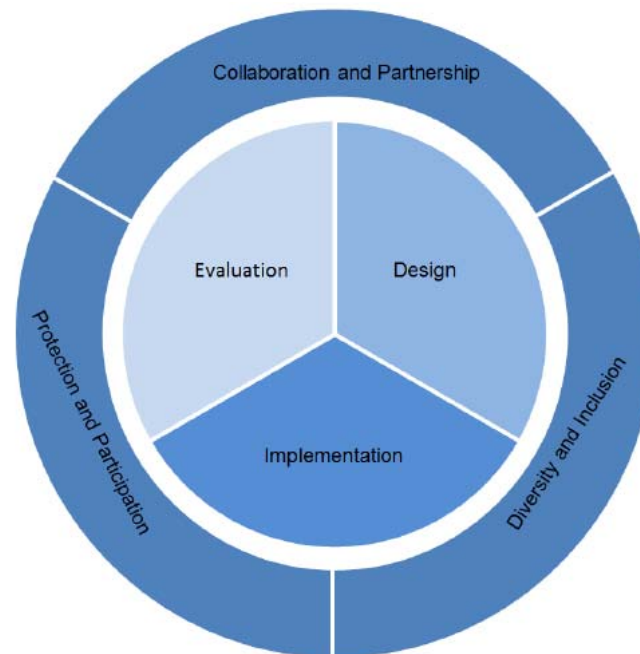


- The Comprehensive School Safety Framework is aligned with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

- 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'; identifying collaboration opportunities
 - NSW & ACT Group met on 12 May
 - TAS Group met on 18 May
 - WA Group met on 22 May
- 2nd National DRANZSEN Conference on Thursday 7 September in Sydney

Final points ...

Please visit the Knowledge Hub, the re-designed Schools website, sign up for AJEM, or register for some PD,

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?



ALL HAZARDS APPROACH-

PRE-SCHOOL Primary School
NT 'Toolbox'

Middle School High School.
NT 'Toolbox'

Higher Education ↑
→

Prevention

PARENT / CAREER INDUCTION

School all hazards plans
I.D. HAZARDS
SAFE PLACE MAPPING

Community all HAZARD plans
WHAT CAUSES DISASTER

→ RENEW + UPDATE SCHOOL ALL HAZARD PLAN →

MySchools

Assess like

Preparation

PARENT / CAREER INDUCTION

LOOK AFTER SELF
pillow case
(go bag) knowledge
FLASH CARDS
MEDICATION
WATER + FOOD

LOOK AFTER FAMILY GROUP
development

Essential Items (photos, documents etc)
LOOK AFTER COMMUNITY OWNERSHIP
Develop resources

FIRST AID KIT

STANDARD

NAPLAN

Impact

PARENT / CAREER INDUCTION

SHELTER / SAFE LOCATION
MOVE OR S.I.P.?

MOVE OR S.I.P.?

MOVE OR S.I.P.?

MINIMUM

BE PREPARED TO LOOK AFTER YOURSELF FOR 72 HOURS

Response

PARENT / CAREER INDUCTION

INCULCATE PROACTIVE MINDSET THROUGH:
1. WHAT TO EXPECT
2. HOW TO DEAL WITH IT
3. HOW TO POSITIVELY ASSIST / REACT / FIX
4. WHAT HELP IS AVAILABLE

Drills

Drills

CULTIVATE EMOTIONALLY INTELLIGENT RESPONSES (KEEP CALM + 'ARRR ON')

Drills

Drills

Recovery

PARENT / CAREER INDUCTION

Sights, sounds, smell

NORMALISE

→ mental health education → NORMALISE

→ Expectations + SERVICE support



NORTHERN TERRITORY DRANZSEN GROUP FORUM 25 MAY 2017

Video presentation: Building best practice in Child-Centred Disaster Risk Reduction, Prof Kevin Ronan, Central Queensland University

Led by Liz Tomazic, AIDR

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

Questions posed were:

1. **Regarding Kevin’s thoughts on “protection and participation”, what role can agencies and schools play in implementing this approach?**
2. **Thinking about programs for Disaster Resilience Education (DRE) / Disaster Risk Reduction (DRR) that you’re involved in:**
 - a. **Are there ways in which they could be more ‘participatory, interactive or experimental’?**
 - b. **What are the obstacles to this?**
 - c. **How can those obstacles be overcome?**
3. **Imagine it is 2022 ... how is disaster resilience education being delivered in the Northern Territory? (*Dream large as if there are no restrictions on funding or resources.*)**

GROUP RESPONSES

1. **Regarding Kevin’s thoughts on “protection and participation”, what role can agencies and schools play in implementing this approach?**

Schools	Agencies
Science/Geography teachers’ involvement	Fire prevention
Self-audits – CSS	Fire actions
Integrate DRE into all remote community safety action plans and local emergency plans (i.e. community development ‘cradle to grave’ approach)	What fire does
Inculcate: protective behaviours; social and emotional learning; school values	Emergency kit - cyclone
Promote positive whole school behaviour plans/ programs; open mindsets; visible learning	Bureau of Meteorology outreach
	NTPFES (Northern Territory Police, Fire and Emergency Services):
	- drugs in schools
	- keeping safe

2. **Thinking about programs for Disaster Resilience Education (DRE)/ Disaster Risk Reduction (DRR) that you’re involved in:**
 - a. **Are there ways in which they could be more ‘participatory, interactive or experimental’?**
 - Interactive homework tasks for children and young people to do with family
 - Disaster Games: competition between NT schools
 - Research: how disaster games shape children and young people’s behaviours to risks
 - Child-centred/focused simulation/trainings in Emergency & Disaster Management/Human Response → to be offered at school level??? (Example: Charles Darwin University, RedR Australia and Kormilda College pilot project.)
 - Child-led ‘Children’s Conference’ on DRE

b. What are the obstacles to this?

- Funding
- Distance (physically and psychologically)
- Resources
- Curriculum design (need to create 'tailor-made' training for different age groups, etc.)
- Lack of collaboration between stakeholders

c. How can those obstacles be overcome?

- Funding
- Creative partnerships
- Research: collecting, collating and communicating the evidence on the benefits of DRE

3. Imagine it is 2022 ... how is disaster resilience education being delivered in the Northern Territory? (*Dream large as if there are no restrictions on funding or resources.*)

- Charles Darwin University offers Post Grad Cert in Disaster Education
- DRE van visiting all NT schools – input from multiple agencies
- Technology focus
- Regular presence in remote communities
- Establishment of a global research centre (DRR, etc.) in Darwin, incorporating alliances and cooperation with actors in Asia-Pacific
- DRR/DRE is a compulsory component in the education curriculum
- Community resilience

Australian Institute for Disaster Resilience

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

DRAFT Terms of Reference



Australian Institute for
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DRAFT

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.

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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