



# KEY NOTES

## Western Australia DRANZSEN Forum

**Date:** Monday 22 May, 2017  
**Time:** 10:30am-3:30pm  
**Location:** Technology Park Function Centre  
 2 Brodie Hall Drive, Bentley  
**Chair:** Dr Liz Tomazic, AIDR  
**Meeting Contact:** AIDR Event, Ph: 03 9418 5274, E: [events@aidr.org.au](mailto:events@aidr.org.au)

<b>Participants:</b>	Audrey West	Riverton Primary School
	Cheryl O'Connell	Geography Association of WA
	Chris Gostelow	Department of Education WA
	Claire Silveira	Australian Red Cross
	Elizabeth Addison	Department of Fire & Emergency Services (DFES) WA
	Elizabeth Newnham	Curtin University
	Joselyn Juraszek	Department of Parks and Wildlife (DPAW)
	Karen Edmeades	Australian Red Cross
	Kelsie Collins	Shire of Manjimup
	Linley Brown	DFES
	Lynelle Fozard	DFES
	Mark Robinson	The City of Stirling
	Ruth Noonan	DFES
	Sharon Wilkinson	Shire of Manjimup
	Susan Petsos	Department of Education WA
	Suzanne Blyth	DFES
	Tristan Duke	Conservation Volunteers Australia
Valerie Gould	Association of Independent Schools of WA	
Liz Tomazic (Chair)	AIDR	
<b>Observers</b>	Greg Taylor (Minutes)	AIDR

### 1. Welcome

Liz Tomazic, AIDR

#### Key points:

- Liz Tomazic, AIDR Project Officer, opened the forum by welcoming everyone
- Linley Brown, Department of Fire and Emergency Services, conducted an acknowledgement of country in English and in Noongar
- 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 on 12 May 2017 – [www.knowledge.aidr.org.au](http://www.knowledge.aidr.org.au)
- The presentation provided by Liz is Appendix A to these notes.
  
- Question was asked: 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 agreed that expanding the conversation to talk about resilience to all hazards was important to ensure young people are resilient.
- Schools refer to other hazards as “critical incidents” and it is important to ensure that DRANZSEN is using similar language to demonstrate cohesiveness.

### 3. So, what does ‘disaster resilience’ mean?

Linley Brown, DFES WA

#### Part 1:

Key points:

- Linley posed the question to the group, ‘Have you used the term disaster resilience education?’. Three participants indicated that prior to the forum they were not familiar with the term.
- Linley then asked, ‘Do you feel you have a fairly good understanding of the meaning of disaster resilience education?’. 10 participants indicated they believed they had a good understanding.
- Linley provided an overview of DFES’s understanding of the term DRE, and the way in which the Department goes about implementing disaster resilience education in the work they do.
- It was acknowledged that while different agencies, or sectors, have different ways of implementing disaster resilience education, it was the responsibility of all to ensure that those ways and the messaging used became one.
- DFES has school education branding that they now use on all communications and presentations.
- The branding features the tagline: ‘Education, building disaster resilience in young people.’
- Branding broken into four different hazard elements: wind, earth, fire and flood.

#### Part 2:

Key points:

- Linley divided the group into smaller groups to consider the following questions:
  1. What communication strategies can be put in place to help promote/market the term Disaster Resilience Education?
  2. What people, programs and/or organisations can we leverage off to help us increase the use of disaster resilience language?
- The presentation provided by Linley is Appendix B to these notes.

### 4. Panel Discussion: Enabling disaster resilience in schools and communities

Various

Key points:

- The panel included:



- o Chris Gostelow, Department of Education WA – Critical incident management program for school leaders
  - o Linley Brown, Department of Fire and Emergency Services WA – Designing evidence-based programs
  - o Karen Edmeades, Australian Red Cross – Programs delivered in WA connecting resilience to recovery
- Chris discussed the ways in which school communities are all connected, e.g. through the leadership team, the staff, the students and the parents and how, to be resilient, they all need to work together.
  - Chris also informed the group that the Education Department runs a ‘critical incident training for principals’. This one-day scenario-based training is delivered to a group of about 15 people with two facilitators.
  - Chris emphasised the need to remember that impacts cannot be measured only on the incident, as each incident and response is different.
  - Linley explained how the Department of Fire and Emergency Services has developed a five-year School Aged Education Strategy in consultation with researchers, DFES operational staff and leaders within the WA education sector.
  - This strategy is used to create and implement programs for young people.
  - More information can be found on the DFES website - <https://www.dfes.wa.gov.au/schooleducation/Pages/default.aspx>
  - Karen talked about the various programs that the Australian Red Cross delivers to build resilience through recovery. Programs include:
    - o Pillowcase project - <http://www.redcross.org.au/pillowcase-project.aspx>
    - o Ready-Set-Go youth program
    - o RediPlan - <http://www.redcross.org.au/prepare.aspx>
  - Karen stressed to the group that when planning and delivering programs to young people, it is important that they feel involved, which will give them greater ownership.
  - Information provided by Karen, entitled ‘Programs delivered in WA: connecting resilience to recovery’ is Appendix C to these notes.

**5. Ways of engaging with the education sector and providing what they need**  
Silveira,

Karen Edmeades  
and Claire

Australian Red Cross

Key points:

- Please see the information collected during this workshop contained in Appendix D to these notes.

**6. 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 Thursday 18 May – Hobart, TAS *(Completed)*



- Thursday 25 May – Darwin, NT
  - Tuesday 30 May – Brisbane, QLD
  - Wednesday 31 May – Adelaide, SA
- The 2017 National DRANZSEN Forum will be held as part of the AFAC17 Conference in Sydney
- The forum will be part of the Professional Development Program on Thursday 7 September 2017.
  - Forum will also include an ‘introduction to disaster resilience education’ session.
  - Registration for the 2017 National DRANZSEN Forum is free, and can be completed online as part of the AFAC17 registration process – you do not need to attend the AFAC Conference to participate in the 2017 National DRANZSEN Forum.
  - Registrations are limited and open online: [www.afaconference.com.au/register](http://www.afaconference.com.au/register)

## Attachments

Appendix A: Presentation by Liz Tomazic, AIDR

Appendix B: Presentation by Linley Brown, DFES

Appendix C: Presentation by Karen Edmeades, Australian Red Cross

Appendix D: Workshop notes from Item 5, Karen Edmeades and Claire Silveira, Australian Red Cross

Appendix E: WA DRANZSEN Terms of Reference

Australian Institute for  
**Disaster Resilience**



## **Welcome to the Western Australia DRANZSEN Group Forum**

Monday 22 May 2017, Perth

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

# Today's Program

- 11.30am **How AIDR can help to foster disaster resilience**  
Dr Liz Tomazic, AIDR
- 12.00pm **So, what does 'disaster resilience' mean?**  
Workshop facilitated by Linley Brown, WA Department of Fire & Emergency Services (DFES)
- 12.45pm **Lunch**
- 1.15pm **Panel discussion: Enabling disaster resilience in schools and communities**  
– *Critical incident management program for school leaders*  
Chris Gostelow / Susan Petsos, Department of Education WA  
– *Designing evidence-based programs*  
Linley Brown, WA DFES  
– *Programs delivered in WA: connecting resilience to recovery*  
Karen Edmeades / Claire Silveira, Australian Red Cross
- 2.15pm **Ways of engaging with the education sector and providing what they need**  
Workshop facilitated by Karen Edmeades / Claire Silveira, Australian Red Cross
- 2.55pm **Concluding remarks**
- 3.30pm **Conclusion of event**

Australian Institute for  
**Disaster Resilience**



# Western Australia DRANZSEN Forum

Monday 22 May 2017, Perth

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



# Why?

## A number of reasons ....

- It's a life skill
- As the climate changes, our populations will need skills they may not have developed in the past
- Children and young people are citizens, too, and on their way to becoming adults and need this knowledge
- Children are experts in their own lives and have much knowledge to contribute
- Evidence shows that children are 'influencers' of their families and communities
- Children enjoy 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, 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).

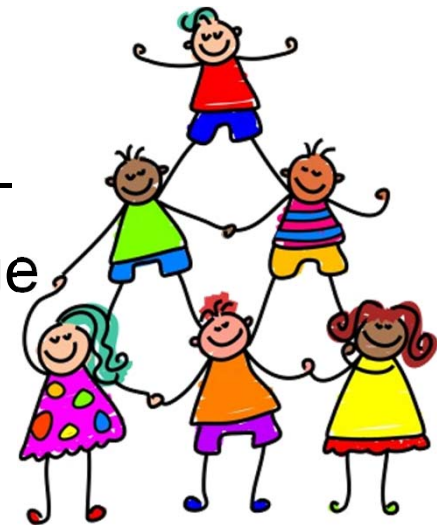
# What is AIDR's role ?

# 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 other affiliations (e.g. 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

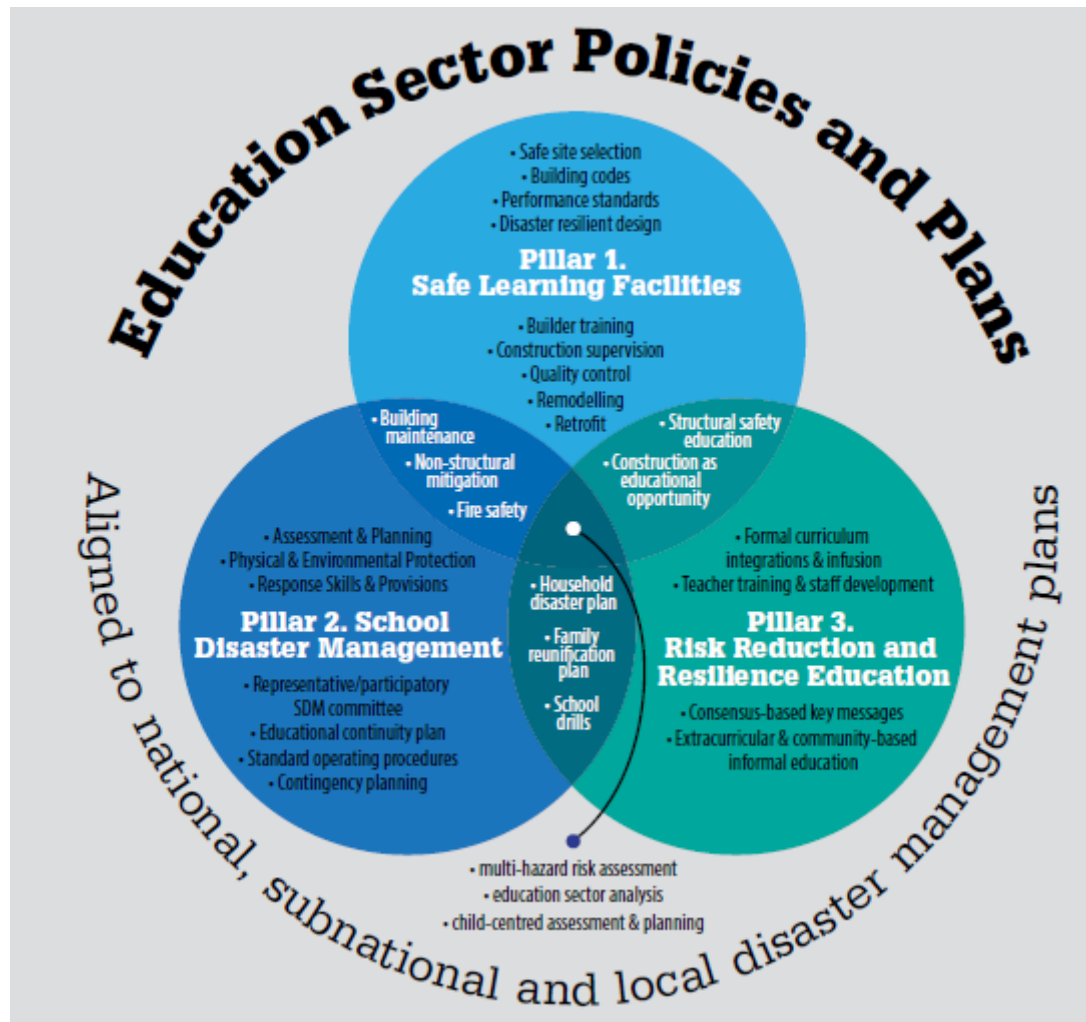
*Some purposes include:*

- 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.



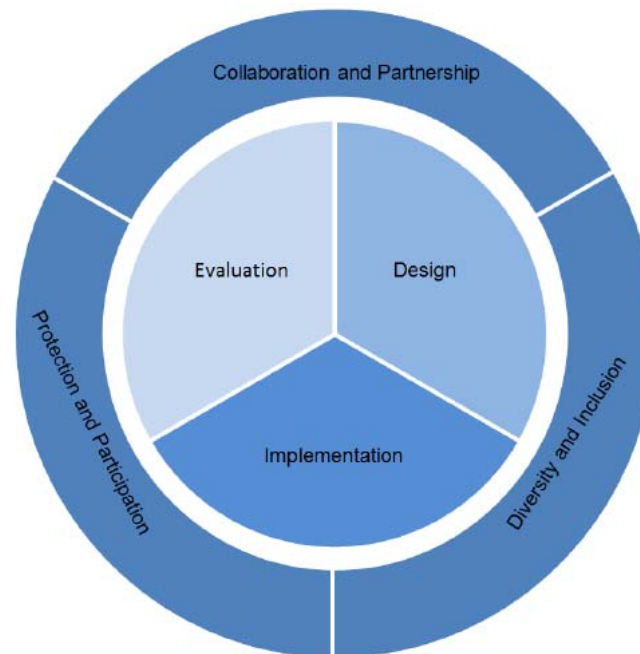


- The Comprehensive School Safety Framework is aligned with Sustainable Development Goals 2015-2030 and Sendai Framework for Disaster Risk Reduction

- 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 –

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

22<sup>nd</sup> Western Australia

25<sup>th</sup> Northern Territory

30<sup>th</sup> Queensland

31<sup>st</sup> South Australia



- 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
- 2<sup>nd</sup> 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?**



# 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?).*



# Improved Branding

**Education**  
*Building Disaster Resilience in Young People*





Name of Lesson Plan

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Government of Western Australia  
Department of Fire & Emergency Services





# Questions to consider

1. What communication strategies can be put in place to help promote/market the term disaster resilience education? (consider your target audience)
2. What people, programs and/or organisations can we leverage off to help us increase use of Disaster Resilience language?



## School Aged Education Strategy: **July 2015 – June 2020**

### **Why?**

To provide a collaborative and coordinated approach to all School Aged Education activities, bringing it in alignment with the DFES Community Engagement Framework (2011), the National Strategy for Disaster Resilience (2011) Priority 3.2 and world's best practice in child-centred disaster risk reduction.

### **Outcome?**

School-aged children and their families to be better able to identify fire and natural hazard risks and understand how to stay safe in the face of natural hazards and disasters.





## Year 3 - Home Fire Safety Program



Designed to provide fire safety prevention messages and life-saving tips on how children can respond to a fire emergency in their homes.

The program has three core lessons:

- 1) A whole-of-school fire drill - delivered by school
- 2) A firefighter visit to the school - delivered by career or volunteers firefighters
- 3) A Take-Home activity - completion of a home fire escape plan with family



# Education

*Building Disaster Resilience in Young People*







## Development

- Clearly defined learning objectives that provide students with opportunities to take specific and measurable actions
- Resilience objectives are age appropriate (middle years - household safety)
- Skills are practical and useful
- Contribution from and collaboration with industry professionals
- Monitoring and evaluation framework has been created

## Implementation

- Training and professional development for both school communities and fire fighters that visit schools
- Ongoing monitoring of the program to build our evidence base

## Monitoring Plan

Monitoring Questions	Focus of Monitoring	Indicators	Target	Monitoring Data Sources	Who is responsible and when
<b>Appropriateness</b> To what extent did schools seek to use and/or participant in the year 3 program?	Number of year 3 incursions	Participation by year 3 classes	20% increase in class participation from 2017 to 2018	SAMS records	SAE team Quarterly
<b>Effectiveness</b> To what extent did year 3 students increase their knowledge, awareness and skills of home fire safety?	Results of post program survey after all components completed	Evidence of student understanding post sessions delivered	No Target	Teacher post program survey	SAE team Quarterly
<b>Efficiency</b> To what extent is the year 3 fire fighter school visit program being delivered according to the strategy?	SAE 5 year strategy	Program milestones achieved on time	No Target	Staff meetings Work flow	SAE team Quarterly
<b>Impact</b> To what extent does the year 3 firefighter school visit program impact on the level of preparedness of householders?	Analysis and reflection of preparedness and response	Completion and implementation of home fire escape plan	No Target	Teacher post program survey Student work samples	SAE team Quarterly
<b>Sustainability</b> To what degree will the program be implemented on an ongoing basis?	Recurrent use of program	Participation in program more than once	50% of teachers would like and/or do participate in program again	Teacher post program survey SAMS records	SAE team Quarterly

## WESTERN AUSTRALIA DRANZSEN GROUP FORUM 22 MAY 2017

**Workshop: So, what does 'disaster resilience' mean?**

### **Part 2: Communication strategies to promote disaster resilience education**

Led by Linley Brown, Department of Fire & Emergency Services (DFES) WA

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

Questions posed were:

1. What communication strategies can be put in place to help promote/market the term Disaster Resilience Education?
2. What people, programs and/or organisations can we leverage off to help us increase the use of disaster resilience language?

### **GROUPS' RESPONSES**

#### **Q.1. What communication strategies can be put in place to help promote/market the term Disaster Resilience Education (DRE)?** (This question focused specifically on language use.)

##### **Group 1:**

- Liaise with key partners and stakeholders to promote use of term
- Definition and description resource material for program developers
- Include as part of volunteer training
- Social media – information and links using this term
- Staff meetings
- Include in signature blocks (email)
- Partnerships with other programs
- Changing terminology in policies, procedures, guidelines
- Forums: community (local government areas); schools; local services
- Websites and intranets
- Regional information session
- Infographic: pamphlets and handouts
- Newsletters
- Training programs: online learning; workshops
- Apps

## Group 2:



## Group 3:

- Local Government/WALGA
- Local Emergency Management Council (LEMC)
- Principals' Forums
- Agencies: DFES; Red Cross; DPAW; SES
- School psychologists; Department of Community Services (DCS)
- Teachers: Subject Associations, e.g. Geographical Association of Western Australia (GAWA)
- Social media: Facebook, Twitter – sharing relevant posts
- Australian Journal of Emergency Management (AJEM) – publish articles
- Newsletters; bulletins
- Prof Kevin Ronan's video- put on websites; send to schools
- Network conferences, e.g. Early Childhood conference; existing forums, e.g. resilience PDs; Girl Guides; Scouts

**Key idea: That DRANZSEN stakeholders actively and creatively promote the understanding and knowledge of DRE, including within their own organisations, through the various channels available to them.**

**Q.2. What people, programs and/or organisations can we leverage off to help us increase the use of disaster resilience (DR) language?**

## Group 1:

- Sustainable Schools Initiative
- Associations, i.e. Geography Teachers' Associations; Science Teachers' Associations, etc.
- Australian Psychological Society
- Universities
- Scout/Guide Groups
- JSW
- Cadets (all)
- Sporting clubs/organisations

## Group 2:

- Whole school curriculum

- Education department
- Media
- AJEM
- Schools as part of a community hub
- Current agendas in mental health

**Group 3:**

- Graduate programs: school psychologists; pre-service teachers
- Department of Education Principals' Workshops
- Local Government incursions into schools, e.g. Animal Safety – develop into Safety Program
- Environment and conservation programs
- Conservation volunteers, e.g. Rio Tinto Earth Assist
- Scouts; Cubs; Girl Guides
- State Natural Resource Management: Perth NRM; SW Catchment Council; Northern Agricultural Catchment Council
- Teachers Union/s newsletter(s)

**Key idea: That DRANZSEN stakeholders, through WA DRANZSEN, develop a communication strategy that maximises the many existing state and national connections to increase the use of DR language.**



**Australian Red Cross Emergency Services**  
**DRANZSEN Forum**  
**Programs delivered in WA:**  
**connecting resilience to recovery**

**redcross.org.au**



# Recovery

Impact

Preparedness in recovery

Resilience education

Children



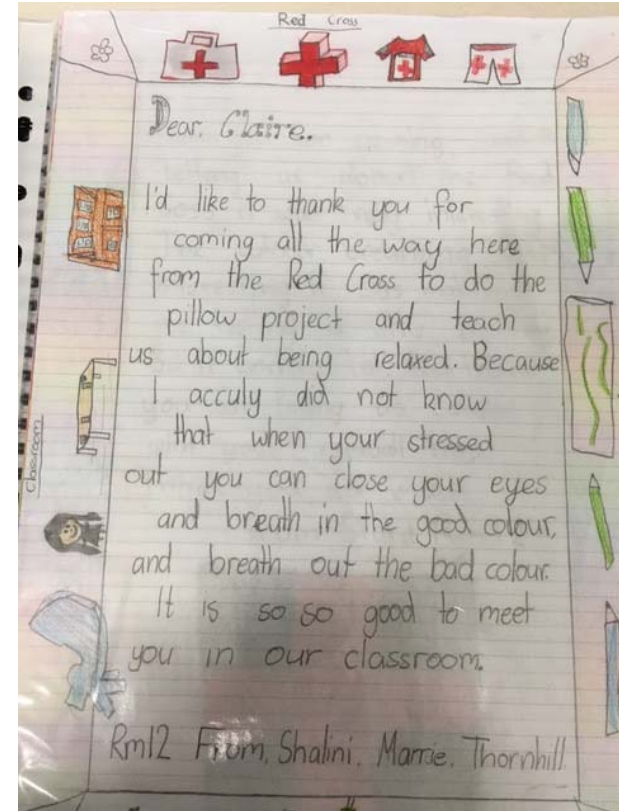
[redcross.org.au](http://redcross.org.au)



# Pillowcase Project



redcross.org.au



# Feedback

*"I wanted to thank you personally as I have just had two phone calls from fire impacted parents of two students you presented to today. They were very very happy with the presentation and information you presented and wanted to say thankyou"*

***Relieving Principal Parkerville Primary 12 mths after fire***

*"I had made a display with the students of pillowcases and information for the students to share with their parents. All parents were glad that this project was available and that we were thinking about "preparedness" in an emergency situation as we live in a high risk area. We look forward to you returning next year."*

***Di Cuder Teacher Tuart Rise Primary in Baldivis***

*"It's important to do a program like the Pillowcase Project in schools so we become more aware, especially because we have had some bad fires in this area."*

***Year 4 student***

**redcross.org.au**



# Youth Project



[redcross.org.au](http://redcross.org.au)

## Redy Set Go!

[redcross.org.au/prepare](http://redcross.org.au/prepare)

the  
power of  
humanity



# Youth Project Year 9/10

*“I learnt about where to access accurate information in an emergency”*

*“ It will prompt me to have the conversation with my family on how to get prepared”*

*“How important stress management is so I can calm down”*

*“How important it is to get prepared as I will be home alone over the holidays”*

**Students Helena College and Mundaring Christian College**

*“We really loved the lesson and learnt a few key things which we are working on. For example, the students poor knowledge of coping skills for anxiety and stress and that so many students spend the summer fire season at home alone. We would like to incorporate the program into our annual curriculum and work with you to help educate parents.”*

**Susan Boyett School Psychological Counsellor Helena College**

**redcross.org.au**



# RediPlan



[redcross.org.au](http://redcross.org.au)



# Contact Details

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**Emergency Services Coordinator – Community  
Preparedness and Recovery**

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**Claire Silveira**

**Preparedness Project Officer**

**0408 519 058**

**[csilveira@redcross.org.au](mailto:csilveira@redcross.org.au)**

**redcross.org.au**





# Workshop

## Ways of engaging with the education sector and providing what they need

Questions:

What are the barriers to the education sector engaging with DRR?

What information does the education sector require to engage with Disaster Risk Reduction?

Who would be the main conduits of information into the sector and what methods of communication would be most successful?

[redcross.org.au](http://redcross.org.au)





## WESTERN AUSTRALIA DRANZSEN GROUP FORUM 22 MAY 2017

### Workshop: Ways of engaging with the education sector and providing what they need

Led by Karen Edmeades and Claire Silveira, Australian Red Cross

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

Questions posed were:

1. What are the barriers to the education sector engaging with disaster resilience?
2. What information does the education sector require to engage with disaster resilience?
3. Who would be the main conduits of information into the education sector and what methods of communication would be most successful?

### GROUPS' RESPONSES

#### 1. What are the barriers to the education sector engaging with disaster resilience?

- The Department of Education WA preventing DFES/RMIT to evaluate bushfire programs in schools that had been affected by bushfires within the previous 12 years
- A reluctance to focus on and address specific student behaviours, e.g. fire lighting
- 'We are doing 'resilience' – why do we need to do more?' – This should be regarded as a link, a point of leverage, not as a 'stand alone'.
- Competing against critical incidents especially around student/parent behaviour
- Pressure on schools to solve many of the community's problems – what is the priority?
- Terminology: "disaster" is restrictive – "emergency" would be better
- Use term "children and young people"
- Overloaded curriculum
- Point of contact (in services?)
- Lack of interest
- Lack of knowledge about DRE
- It's not a priority, e.g. some local schools focus on water safety/life saving
- Lack of available PD; cost of staff PD/staff relief; lack of funds for PD

**Key idea: To reinforce the notion of shared responsibility for DRE (schools, families, services and broader communities together) and to promote it as part of student wellbeing/resilience and to incorporate it into appropriate areas of curriculum.**

#### 2. What information does the education sector require to engage with disaster resilience?

- What disaster resilience is
- That it is evidence-based
- That it is easy to implement
- Case studies of disasters
- What type of follow-up is required
- Is there information available for parents
- Consent forms/issues
- What support structures are available

**Key idea: The need to provide some very basic and easy-to-access information, resources and support for use in schools.**

**3. Who would be the main conduits of information into the education sector and what methods of communication would be most successful?**

- Cold calling, i.e. personal contact at the school, followed by an email, etc.
- Incursion into school
- Seek inclusion on the Agenda of Principal Network and/or Regional Meetings, i.e. 'piggyback' on other meetings
- Approach Deputy Principals' networks
- Department of Education, Catholic Education Office, Association of Independent Schools **and**
- School psychologists, nurses, wellbeing staff, teachers, teachers' aides, etc.
- 'Reachable' public figures as 'champions' → these people can be very influential **and/or** appointing an influential patron
- Bushfire Risk Management Liaison Officer working with Principals

**Key idea: As there are already many established avenues of communication with schools, an effort can be made to increase what's already being done or to try an alternative approach.**

# Australian Institute for Disaster Resilience

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

DRAFT Terms of Reference



Australian Institute for  
Disaster Resilience

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# TERMS OF REFERENCE

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

## Context

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

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

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

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

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

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

## National Disaster Resilience Educational Strategy Group (DRESG)

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

## State and territory forums (DRANZSEN)

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

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

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

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

The forums will:

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

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

## Educators' forums

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

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

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

## Aims, objectives and outcomes

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

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

## Review

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

## Membership

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

## Membership term

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

## Organisation

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

## Responsibilities

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

## Resourcing

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

## Quorum

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



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

## Voting

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

## Submission of new business

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

## Distribution of documentation

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

## Reporting

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

## Amendment, modification or variation

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

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