



Australian Institute for
Disaster Resilience

Victorian 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
9:45am	Welcome, acknowledgement of country, and opening remarks <i>Brigid Little, Australian Institute for Disaster Resilience</i>
9:55am	The Australian Institute for Disaster Resilience: Education for Young People Program <i>Brigid Little, Australian Institute for Disaster Resilience (AIDR)</i>
10:15am	Strategic Action Plan (SAP A4) transition to DRANZSEN Victoria <i>Michelle Roberts, Department of Education and Training</i>
10:35am	Disaster Resilience Education update: Education Overview & Virtual Excursions <i>Melissa Laird, Life Saving Victoria</i>
11:00am	Leg stretch and networking break
11:15am	Child-Centred Disaster Risk Reduction Project / DRE in flood-affected communities of Tamil Nadu, India <i>Dr Briony Towers, RMIT / Revathi N Krishna</i>
12:00pm	Engaging with schools: The Let's Get Ready Project / Project Firestorm <i>Jennie Schoof, Knox and Yarra Rangers Council Cluster Project</i>
12:20pm	Memorialisation of Black Saturday's 10 th Anniversary in schools <i>Consultation Exercise</i>
1:15pm	Lunch and networking break
2:00 pm	Introduction: David Barton & The Bushfire Education Foundation
1:45pm	Curriculum mapping and international resources
2:15pm	Next steps: strategy and stakeholders
2:45pm	Closing remarks, evaluation and feedback

Organisations represented

Bushfire Education Foundation (1)	City of Greater Bendigo (1)
Country Fire Authority (1)	Department of Education and Training (2)
Department of Environment, Land, Water and Planning (1)	Geography Teachers' Association of Victoria (1)
Knox and Yarra Ranges Council (1)	Lifesaving Victoria (1)
Metropolitan Fire and Emergency Services Board (1)	Monash University (1)
National State Emergency Service Volunteers Association (1)	RMIT University (1)
Scouts (1)	State Emergency Service Victoria (2)
AIDR (1)	Total: 17

Attendance profile

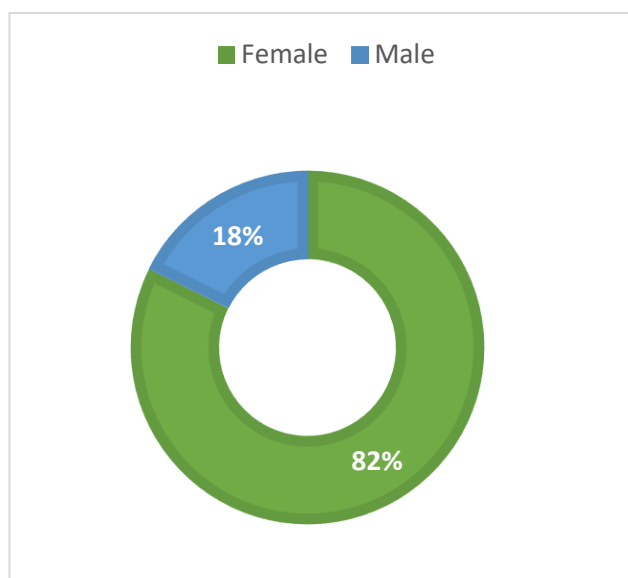


Figure 1: Audience profile by gender

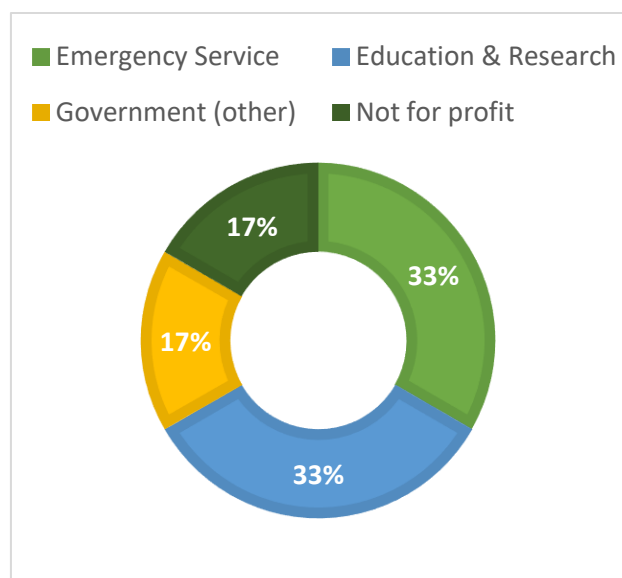


Figure 2: Audience profile by sector representation

Strategic Action Plan (SAP A4) transition to DRANZSEN Victoria

Michelle Roberts from the Victorian Department of Education and Training presented an overview of the Victorian Emergency Management Strategic Action Plan A4 which came to its conclusion in June 2018. Under the *Emergency Management Act 2013*, the State Crisis and Resilience Council (SCRC) develops a three-year rolling Emergency Management Strategic Action Plan. The update for 2016-19, included Action 4:

*Identify key partnerships across governments, agencies and the public and private school sectors to develop innovative approaches to engage with **young people as both learners and educators** to build emergency management awareness and capability.*

<https://www.emv.vic.gov.au/publications/victorian-emergency-management-strategic-action-plan-update-2016-19>

A project team, led by the Department of Education and Training, was set up to deliver an audit of agency education programs to identify essential elements of Disaster Resilience Education (DRE) programs and identify gaps. Following auditing, an all-hazard, all-agency framework for DRE programs in Victorian schools was developed, incorporating key messages around resilience. The project team became an effective community of practice, sharing and evaluating learning and collaborating on new initiatives to reduce risk and build resilience in partnership with young Victorians.

On 12 June 2018, SAP A4 merged with DRANZSEN Victoria. Key documentation from the project will be passed from the Department of Education and Training to AIDR for online storage in due course. The objectives of the now completed SAP A4 project and the Disaster Resilient Australia New Zealand Schools Education Network (DRANZSEN) are very closely aligned and the excellent work done during the SAP A4 project will continue to inform and guide the work of DRANZSEN.

Disaster Resilience Education update: Education Overview and Virtual Excursions

Melissa Laird from Life Saving Victoria (LSV) shared an inspiring presentation of the ambitious and diverse educational programs the organisation has on offer. These initiatives are the result of significant research, investment and planning, delivered in collaboration with over 1000 partners all across the state.

Summary:

- LSV education team consists of: 5 full-time staff, 2 teachers, 135 casual education instructors and PD workshop presenters
- 35,000 everyday lifesavers (members of the public with lifesaving skills)
- Programs for young people include:
 - Everyday Lifesaver App
 - Google Expeditions (virtual reality):
 - Expedition 1 – Lifesaving Volunteers to the Rescue!
 - Expedition 2 – Life on the Murray
 - Expedition 3 – DRSABCD (student designed and led)
 - Sink or Swim (face-to-face and virtual reality)
 - Open Water Learning Experience
 - Virtual Excursions (video-conferencing)

Melissa gave a detailed overview of the Virtual Excursions pilot program, developed to reduce costs and travel time for school engagement in rural and regional areas. After an extended scoping exercise, LSV worked in collaboration with Ambulance Victoria and CFA to deliver successful interactive virtual excursions for two Victorian schools by video conferencing.

For further information, contact melissa.laird@lsv.com.au

Child-Centred Disaster Risk Reduction project update

Dr Briony Towers shared a presentation on ‘Amplifying Student Voice in Disaster Resilience Education’.

Key points:

- Student voice is about students expressing opinions, contributing to decision-making and being provided with opportunities to participate in schools and communities
- Practical examples of student voice in action include collaboration in planning, teaching and assessment of learning, peer tutoring, evaluations of school initiatives and student-directed research opportunities
- Approaches to disaster resilience education so far have tended not to incorporate student voice
- International disaster risk reduction strategy calls for engagement with children and youth (amongst others) in the design and implementation of policies, plans and standards.

Dr Towers provided an overview of the School Curriculum Natural Hazards Resilience Package. Led by Matt Henry (CFA), supported by the SES, working in partnership with teachers and students, six interactive lessons for disaster resilience were developed into an online learning and teaching resource (www.disasterresilience.com.au).

The lessons: 1. What is disaster resilience? 2. Our local hazards 3. Disaster vulnerability 4. Building disaster resilience. 5. Taking action 6. Emergency plan

Student feedback demonstrated that they found the project relevant, meaningful and worthwhile and felt it had a positive impact on both their learning development and wellbeing. Student recommendations for revisions to lesson structure and content as well as additional features were incorporated in updated online resources.

Child-co-developed, child-Centred disaster risk reduction (CC-DRR): A Disaster Resilience Education study in flood-affected communities of Tamil Nadu, India

Revathi N. Krishna, a PhD student with the Monash University Accident Research Centre, presented her research project to the group.

Key points:

- Context: 2015 South Indian Floods affected several districts of Tamil Nadu including the capital, Chennai. 500 people lost their lives. 1.8 million people were displaced. Approximately 3 million families suffered damage to homes.
- Tamil Nadu experiences high levels of poverty and a rigid social structure, increasing the vulnerability of the population. Floods were attributed in part to lack of proper waste management.
- Household studies revealed lack of flood risk knowledge and preparedness. Caste system impacted on effectiveness of evacuation procedures. Parents felt helpless to provide for basic needs of children. Children were active volunteers in disaster response. Over time, children demonstrated greater anxiety and struggled to adjust back to routine, especially after interrupted schooling and with upcoming exams. Community was very supportive for a preparedness program involving children.
- As children’s voice was notably absent from post-event studies, a project was developed for the co-creation of a disaster resilience education intervention with a child-centred participatory approach.
- The intervention took place in the community, usually on the weekend.
- Workshops with children included learning about hazards, vulnerability, risk, preparedness etc using resources from Plan International and Save the Children (and other sources)
- Visiting experts led instruction and practical training in first aid and emergency evacuation
- Participatory learning activities included songs, re-enactment of flood experiences, child-facilitated discussions, role play, games, quizzes and opportunities for learner feedback.



Engaging with schools: The Let's Get Ready Project / Project Firestorm

Jenny Schoof, from the Knox and Yarra Ranges Council Cluster Project, shared updates on the Let's Get Ready Project and Project Firestorm with the group, using 'Journey Maps' (captured below):

1 Development of a interoperability project in partnership with emergency services which utilises inquiry/participatory action approach for disaster resilience education [DRE].

Let's Get READY

The voice of young people is important!
[LGR] Is exploring and Engaging with students as both learners and educators.

2 2017 Project development / approval processes / partnership development and interoperability resource development.

3 Mapping Disaster Resilience Education [DRE] to school curriculum:

Year	Civics and Citizenship ACHASSK072	Example from LGR flyer for schools:
3	Why people participate within communities and how students can actively participate and contribute.	<p>ACHASS1052—Questioning and posing questions to investigate people events, places and issues.</p> <p>ACHASS1056—Analysing: examine information to identify different points of view and distinguish facts from opinions.</p> <p>ACHASS1059—Evaluating, reflecting and interacting with others respect to share points of view.</p>

4 Delivery so far:

School or event	Sessions	No
Eastern Region Girl Guides	8	250
Manchester PS	2	83
Mt Evelyn PS	9	168
Karoo PS	3	75
Dixons Creek PS	3	90
Heany Park PS	4	109
The Knox PS	3	90
Belgrave PS	2	47
Yarra Valley Grammar	2	59
Total	36	971

5

- Updating resources based on student, agencies and [LGR] facilitator's feedback: [96 submissions received].
- Facilitator/agency research interviews conducted by RMIT [Dr. B Towers].
- Currently at the redevelopment phase: updating resources based on feedback received and seeking costing's for redevelopment.

1 55 students from Dixons Creek Primary School went on a immersive walk on country with Indigenous elders to learn about indigenous fire practices and connection to country in May 2017.

2 Students represented their learnings via drawings and stories. Inquiry/participatory action approach to learning was utilized.

3 19 Students from Dixons Creek presented their findings on their journey via an automated presentation of their work to the Victoria DRAZSEN committee at AFAC in August 2017. Committee members were asked by the students to complete a task sheet on what they had learnt from their presentation.

4 Students work was story-booked and developed into a published book. The book was launched in December 2017. Copies of the books were given to Council libraries and schools within the demographics of Yarra Ranges, Maroondah City and Knox City Councils.

5 1st June 2018 at the Healesville Reconciliation day students delivered a live reading of the 'The Parent Tree is Talking' to 280 people.

Memorialisation of Black Saturday 10th Anniversary in schools

Michelle Roberts (Department of Education and Training) informed the group that an application for a treasurer's advance is being submitted in partnership with the Department of Health and Human Services (DHSS), in recognition of the 10th anniversary of Black Saturday and other significant fires in February 2009. The application is for ongoing funding of research led by Lisa Gibbs at the Jack Brockhoff Child Health & Wellbeing Program as well as a recovery/resilience-related resource for young people. Michelle referred to a resource developed by Red Cross as an appropriate example (<https://www.redcross.org.au/blog-directory/podcasts/after-the-emergency>). This proposal will be discussed in more detail at the next Victorian DRANZSEN meeting.

Overview of the initial feedback from the group:

- What is the overarching intent? This needs to be clearly defined first.
- Who are the young people? Where are they?
- Children and young people must be asked what they would like, and we should listen to their opinions.
- Need to include fire-affected children and communities from all fire footprints from the Feb 2009 fires.
- Need to be mindful of children that have been affected by bushfires since Black Saturday.
- Need to talk to councils re. memorial events - community centred conversations have been taking place.
- Community involvement / ownership and opportunity for community education.
- Consideration of different levels of involvement, local, regional, state-wide.
- Emergency Service Agencies - coordination / headquarters / brigade communities.
- Need to consider government, Catholic and independent schools.
- Consider a virtual event where children/young people connect on social media.
- If stories of resilience are gathered, they need to be shared on a number of social media platforms.
- Indigenous Communities - what would they do?
- CALD Communities - resources / language
- 'Walk in the bush' – how have things changed - community, surroundings, themselves - in the last 10 years?

Introduction: David Barton & The Bushfire Education Foundation

David Barton, from the Bushfire Education Foundation, introduced himself to the group and provided information about the Marysville Bushfire Education Centre, as follows:

- In 2010, a year after the Black Saturday fires, Barry Thomas opened the Phoenix Museum in Marysville. Since that time, the work of the museum has grown into an education centre for schools, community groups and the public. With the later inclusion of bushfire and disasters into the school geography curriculum, interest in the Marysville story grew via Barry's website.
- The Bushfire Education Centre was established and officially opened in 2016. Visiting school groups can have guided tours of the Centre by local residents, hear a talk about disaster preparedness and resilience, and visit local scenic areas to study environmental recovery.
- In 2013 the Bushfire Education Foundation became incorporated, to continue the work of:
 1. The Phoenix Museum, at the Marysville Information Centre.
 2. The Bushfire Education Centre, at the old Bowls Club.
 3. The Bushfire Education Centre Annex, at Dickenson's Farm.
 4. The detailed website presence at: www.blacksaturdaymuseum.com/about.htm

Demand by schools to visit Marysville and the Centre has rapidly increased, with now over 120 school groups (close to 4,000 students) visiting every year. The Bushfire Education Foundation Committee is now planning for the establishment of a National Bushfire Museum, Education and Research Centre to be based in Marysville.

For further information, contact Dr David Barton: 0428 753 751.

To book a visit to the Centre, contact Barry Thomas: 0418 175 090

Curriculum mapping and international resources

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

Key points:

- Curriculum, assessment, standards and reporting for Victorian schools is the responsibility of the Victorian Curriculum and Assessment Authority. Australian Curriculum content mapped in the AIDR document is also evident in the Victorian Curriculum, with some minor adjustments.
- In the primary years, DRE links are most evident in Health, Civics & Citizenship, Science and Geography; presenting 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 direct 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)

This document is available at: <https://schools.aidr.org.au/media/5609/dre-curriculum-map.pdf>

Brigid drew the group's attention to the Save the Children UK 'Take Care Toolkit' (& annex) resource, which was distributed in participant folders for the meeting. This resource may be downloaded from:

<https://blogs.savethechildren.org.uk/2018/02/giving-uk-children-voice-in-emergencies/>

Brigid will be meeting with Save the Children in July to review this document and consider opportunities to create an Australian version, referencing state and territory organisations for a multi-agency, all-hazards approach to disaster resilience education, aligned with the Australian Curriculum. This resource will be discussed in further detail at the next Victorian DRANZSEN meeting.

Next steps: strategy and stakeholders

In a group exercise, participants made the following suggestions for actions to support the ongoing work of DRANZSEN Victoria:

What: Presentation from education experts

Who: Education experts (curriculum and pedagogy e.g. inquiry-based learning, project-based learning, socially critical education)

How: Workshop(s) on how different approaches to curriculum and pedagogy might be applied to DRE

What: Using a well-being and positive psychology approach

Who: Examples could include Professor Lea Waters from the University of Melbourne, Graduate School of Research, Centre for Positive Psychology.

How: Guest presenter

What: It would be great to hear directly from children at each meeting.

How: This could be face to face or via a pre-recorded video or live video link which would provide an opportunity for children from regional Victoria to contribute without being out of school for the day.

Forum evaluation

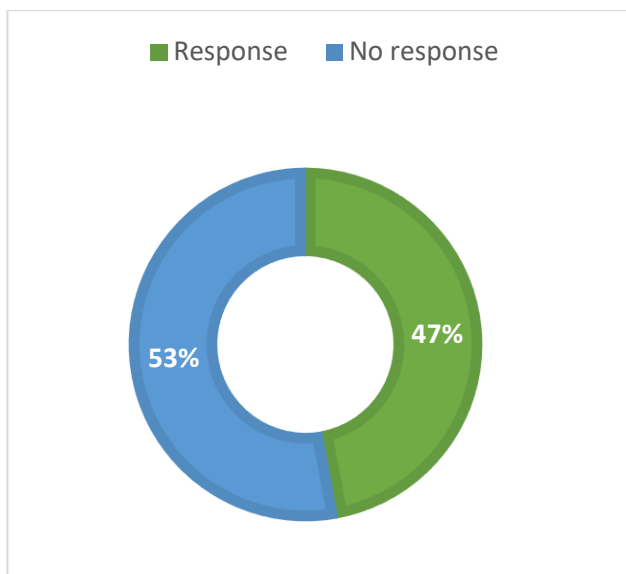


Figure 3: Response rate

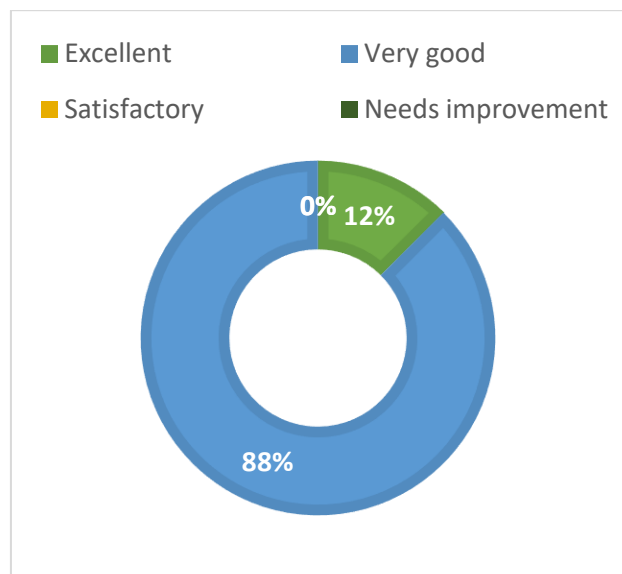


Figure 4: Value of Victorian DRANZSEN forum

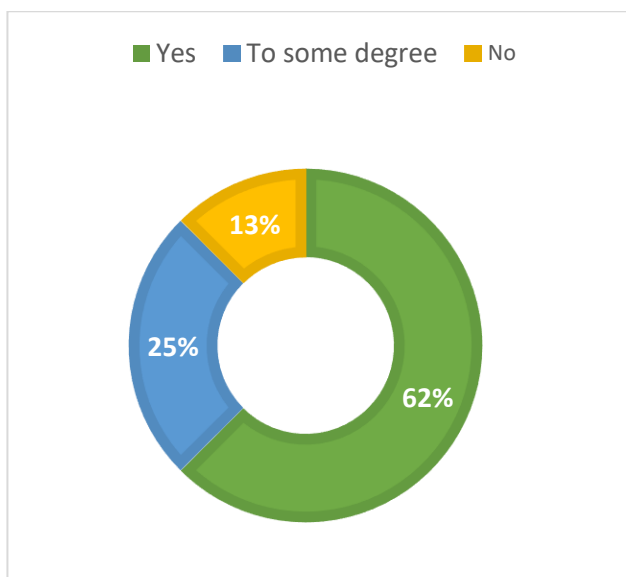


Figure 5: Increase of knowledge of EM in schools

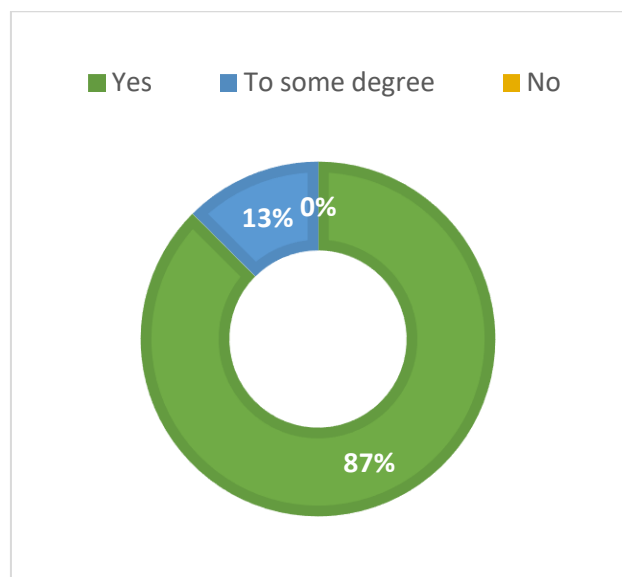


Figure 6: Provide opportunity to network with others

Comments

More time needed for extended discussion

Love the idea of bringing students to the next forum

I thought the use of Google Communities was really useful – it means you don't get distracted by taking copious notes from presenters' slides.

Would be great if we could get some school staff to attend, or survey them about whether they find the work of DRANZSEN important and how we could work better with them