

LEARNER AGENCY IN BUSHFIRE EDUCATION

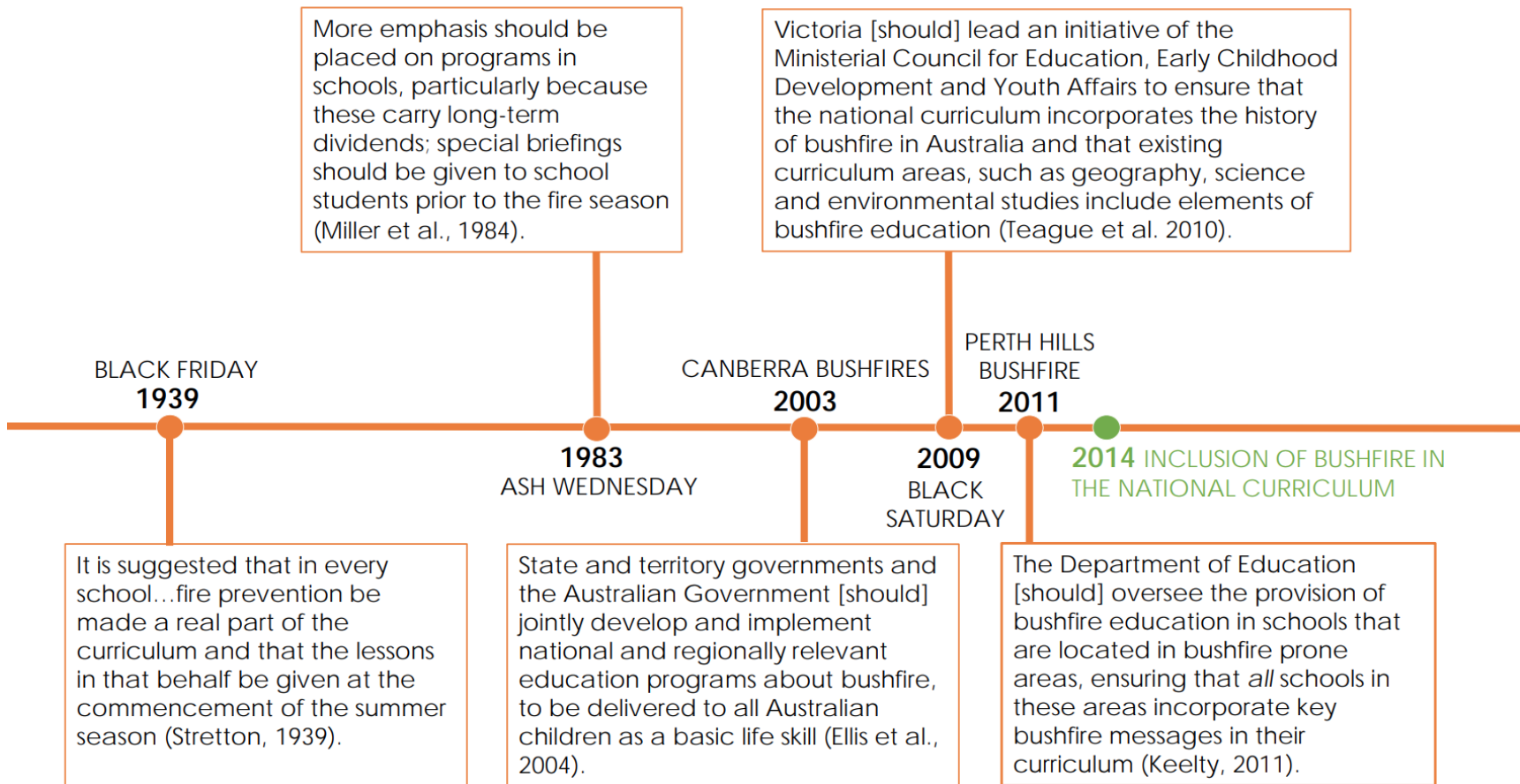
An explanatory case study from Harkaway Primary School, Victoria

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Harkaway Bushfire Safety Committee Seniors Class Harkaway Primary School 2020-2021







The Australian Curriculum

YEAR 5 - HUMANITIES AND SOCIAL SCIENCES

Geography - Knowledge and Understanding

The impact of bushfires or floods on environments and communities, and how people can respond

- mapping and explaining the location, frequency and severity of bushfires or flooding in Australia
- explaining the impacts of fire on Australian vegetation and the significance of fire damage on communities
- researching how the application of principles of prevention, mitigation and preparedness minimises the harmful effects of bushfires or flooding



Artwork: Madi, G6, Harkaway P.S.



Australian Government

Australian Institute for
Disaster Resilience



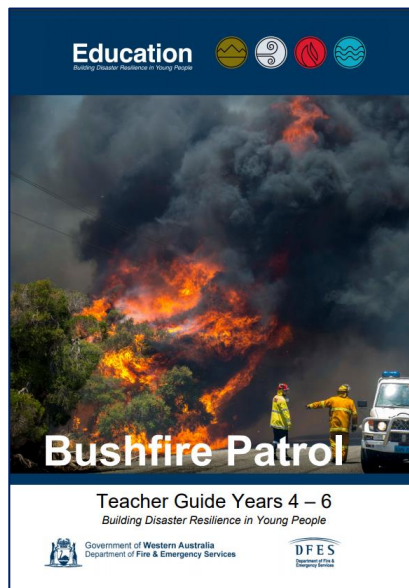
#ADRC21



Strathewen Arthurs Creek Bushfire Education Partnership
Strathewen Primary School and Arthurs Creek Fire Brigade



Survive and Thrive
Anglesea Primary School and Anglesea CFA



Bushfire Patrol
WA Department of Fire and
Emergency Services



The Disaster Resilience Project
CFA and VIC SES



Resilience
NSW

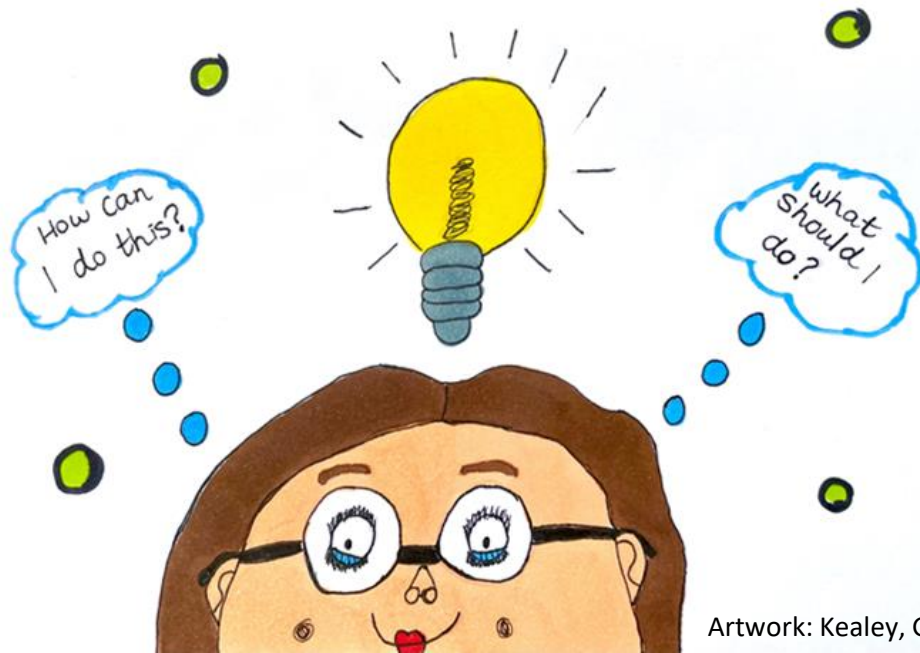
Learner agency

“Learner agency implies a sense of responsibility as students participate in society and aim to influence people, events and circumstances for the better.

Agency requires the ability to frame a guiding purpose and identify actions to achieve a goal.

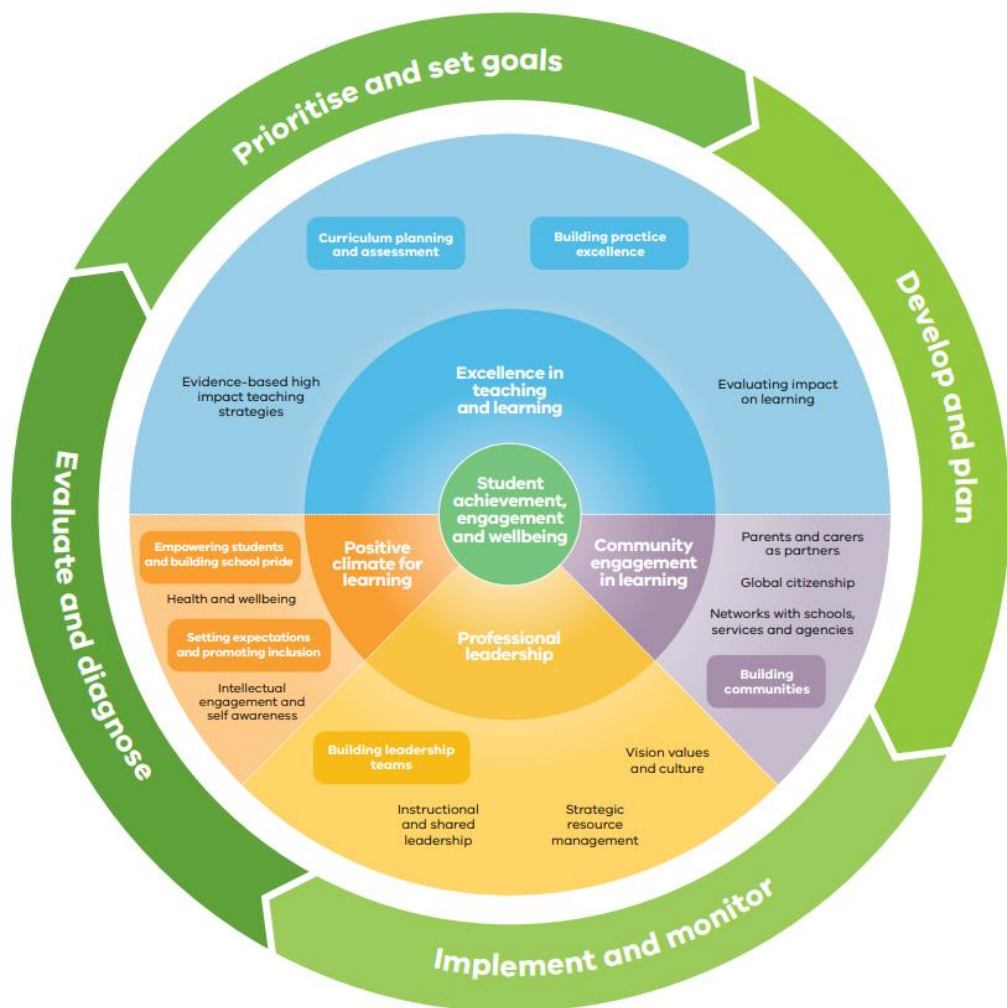
It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others.”

OECD. (2020). *Future of Education and Skills 2030: Conceptual learning framework – Student agency for 2020*. OECD: Paris.



Artwork: Kealey, G6, Harkaway P.S.

Victorian Department of Education Framework for Improving Learning Outcomes



3. Student voice, agency and leadership empower students and build school pride	
<p>Action 3.1 Teachers empower students to have a democratic voice in the running of the communities in which they learn</p>	<p>Action 3.2 Teachers co-design opportunities for students to exercise authentic agency in their own learning</p>
<p>Action 3.3 Teachers co-design leadership opportunities</p>	<p>Action 3.4 Teachers build school pride and connectedness</p>



United Nations Office for Disaster Risk Reduction

Sendai Framework for Disaster Risk Reduction 2015-2030

I. Preamble

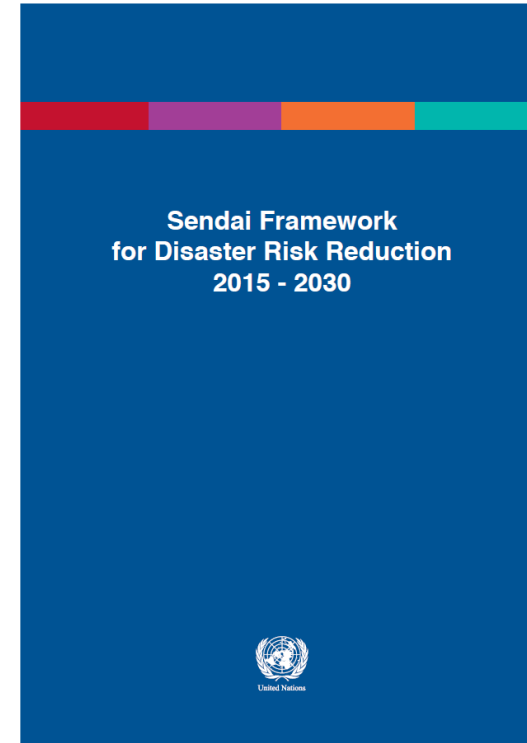
7. Governments should engage with relevant stakeholders, including women, **children and youth**, persons with disabilities, poor people, migrants, indigenous peoples, volunteers, the community of practitioners and older persons in the design and implementation of policies, plans and standards.

III. Guiding principles

19.(d) A gender, age, disability and cultural perspective should be integrated in all policies and practices, and women and **youth leadership** should be promoted.

V. Role of stakeholders

36.(a)(ii) **Children and youth are agents of change** and should be given the space and modalities to contribute to disaster risk reduction, in accordance with legislation, national practice and educational curricula.



Harkaway Case Study

Project-based learning for bushfire safety



Image: Polygraph productions



Our research strategy

Participants

- 40 grade 5/6 students (n=28)
- Two grade 5/6 classroom teachers
- Specialist environmental education teacher/Principal
- Emergency management practitioners, local council officers, academics, research scientists.

Ethnographic research methods

- Semi-structured focus group interviews
- Semi-structured individual interviews
- Informal unstructured interviews
- Participant observation
- Analysis of learning artifacts
- Participatory workshop





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BUSHFIRE SAFETY MANIFESTO



Resilience
NSW

Research utilisation

Place-based participatory bushfire education for Victorian upper primary school students

1. DISCOVER

Students engage in a sequence of place-based experiential learning activities designed to build their knowledge and understanding of bushfire hazards and risks in their local socio-environmental context.

2. INVESTIGATE

Students identify a local problem or issue of concern and investigate it in detail. Guidance and support is provided by teachers and external experts in bushfire risk management.

3. TAKE ACTION

Students design a solution to the problem and share that solution with an audience of vested interest through showcase events, conferences, workshops and other public forums.



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