CDEM Resilience Fund project application form

Application for CDEM Resilience Collaborative fund approval

Project title	Te mātauranga o te rohe
Date of application	11 February 2013

Details on application

Lead local authority	Hastings District Council
CDEM Group	Hawkes Bay
Other local authorities or Groups supporting the proposal	Hawke's Bay Regional Council, Central Hawke's Bay, Wairoa District Council, Napier City Council

Project description

Executive summary

Early Childhood Education (ECE) [i] services are required to keep children safe and to instruct children on how to be safe. This project aims to develop resources specifically for children under 5, aligned with the ECE curriculum, along with supporting information to distribute to their families.

Teaching young children about emergency management places ECE services in a unique position to disseminate emergency management messages. Young children are eager ambassadors of their learning, and added to this, there is a requirement for services to ensure that all children's learning is collaborative, with families involved and well-informed of children's learning.[ii] This provides opportunities to disseminate emergency management messages into the broader community.

Resources for this project will be based on local Maori stories, with supporting resources for teachers and information to give to families. The resources will enable teachers to engage with young students and will be aligned to other resources in the CDEM sector. They will be a precursor to *What's the Plan Stan*, to support the development of knowledge and skills to cope with hazards and risks. The project will develop the resources to a quality to enable them to be piloted with three ECE services. An evaluation will then be completed of the project outcomes.

Problem/opportunity

95% of New Zealand children participate in Early Childhood Education. In 2011 there were 194 101 children enrolled in ECE services in New Zealand.[iii] This resource will be able to be developed for use in all regions of New Zealand.

The ECE curriculum has a number of learning outcomes that align with teaching young children about hazards and emergency management.[iv] Developing resources for this sector supports the development of knowledge and skills of children, staff and families to reduce hazards and be ready for an emergency event. It will also strengthen the networks between CDEM, young families, and ECE services.

The DVD Turtle Safe is the only resource currently available to the sector. It is not available in te reo Māori; nor is the resource framed by mātauranga or tikanga Māori. ECE curriculum requires opportunities be given to all learners to develop knowledge of the cultural heritage of tāngata whenua [v.]

These resources will be embedded with mātauranga[vi] and tikanga[vii] Māori. Developing Māori resources (by Māori, about Māori, for all) provides a resource able to be used in Kōhanga Reo and also in ECE services. It supports the bicultural responsibilities of ECE services and will encourage bicultural practice in the CDEM sector. It aligns with the principles of the Treaty of Waitangi viii and will strengthen the relationship between CDEM and local Māori communities.

Alignment with identified goals and objectives

National CDEM Sector	CDEM Group Plan	Alignment with project
Increasing community awareness, understanding, preparedness and participation in civil defence emergency management	Local communities work together to reduce the risk of hazards.	Engages children, ECE staff, and whānau in understanding local hazards and how to reduce and prepare for them
Enhancing New Zealand's capability to manage civil defence emergencies	People and communities provide for their own safety and well-being.	Supports services, children and whānau to have a plan for how to respond to an emergency situation
Enhancing New Zealand's capabilities to recover from civil defence emergencies	To provide effective response and recovery operations.	Enables communities to respond well to an emergency, and for services to remain open or re-open promptly, allowing children and whānau to return to normal routines following an emergency

Dissemination of benefits to sector

- Resources for children under 5 that are a precursor to What's the Plan Stan
- Resources that can be used in other ECE services, region and nation wide
- Improved preparedness and resilience of young families and ECE services
- Improved emergency management awareness and networks between local project partners and CDEM
- Stronger relationship between CDEM and ECE services
- Stronger relationship between CDEM and Māori communities
- Increased capacity of MCDEM to meet Treaty of Waitangi obligations and principles

Project design

Project managers	Jae Sutherland and Warren Meldrum
Other project members	Ministry Of Education Ngāti Kahungunu Incorporated Eastern Institute of Technology (Maori, Education and Social Science Schools) Te Puni Kōkiri
External providers/contractors	Tryphena Cracknell

Deliverables

	Milestone	Date for completion	Cost
⑩	Resource plan	August 2013	$18,000
⑩	Resource draft	November 2013	$14,000
⑩	Resource completed	February 2014	$4,000
⑩	Pilot delivery to services	April 2014	$6,000
⑩	Evaluation completed	June 2014	$18,000

Identified risks

Risk	Suggested management
Commitment to time frames from partners and contractors	• Staged progression of project • Additional/replacement resources identified • Regular communication between project managers and all parties
Over spending budget	• Partners and contractors requiring payment of their time agreeing to complete project for agreed figure, irrespective of time required
Project not going beyond pilot stage	• Support has been indicated from all parties (and especially EIT) to support a future funding application to develop resources to a quality to enable them to be disseminated to the community.

Funding request and use	
CDEM resilience fund contribution	$65 000
Local authority contribution	Time in kind for project management and development, meeting attendance and use of facilities.
Other sources of funding	Time in kind from Ngāti Kahungunu, Te Puni Kōkiri, Ministry of Education and Eastern Institute of Technology
Expenditure *[Please supply details]*	See deliverables
Application confirmation	
Approval of Chief Executive	
CDEM Group comment	
Comment	
Approval of Coordinating Executive Group Chair	

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[i] ECE includes,
  - Centre Based ECE - Childcare Centres, Kindergartens, Playcentres, Montessori, Rudolf Steiner,
  - Ngā Kōhanga Reo
  - Home Based Care
  - Hospital Based ECE
  - Playgroups
  -

[ii] Involving family in children's learning is a central tenet of ECE
  - The wider world of family and community is an integral part of the early childhood curriculum (Ministry of Education, 1996).
  - Every licensed service provider must make all reasonable efforts to ensure that the service provider collaborates with the parents and the family or whānau of the enrolled children, in relation to the learning and development of those children (Ministry of Education, 2011).
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[iii] Information from www.educationcounts.govt.nz. In the Hawkes Bay–Gisborne region there are 7,351 children enrolled in ECE services.

[iv] The following learning outcomes from *Te Whāriki*, the ECE curriculum, supports the teaching of emergency management to young children

Children develop:
  - increasing knowledge about how to keep themselves safe from harm
  - a sense of responsibility for their own well-being and that of others
  - knowledge about the features of the area of significance to the local community
  - an appreciation of the ways in which they can make contributions to group well-being
  - a relationship with the natural environment and a knowledge of their own place in the environment
  - respect and a developing sense of responsibility for the well-being of both the living and the non-living environment
  - working theories about the living world and knowledge of how to care for it
  - working theories about Planet Earth and beyond

[v] In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi. The curriculum should include Māori people and places, and should promote ngā tikanga Māori, making them visible and affirming their value for children from all cultural backgrounds (Ministry of Education, 1996).

The following learning outcome from Te Whāriki, the ECE curriculum, supports the development of resources based in mātauranga and tikanga Māori.

Children develop
- positive judgments on their own ethnic group and other ethnic groups
- familiarity with a selection of the stories and literature valued by the cultures in their community
- familiarity with stories from different cultures about the living world, including myths and legends

The Ministry of Education strategy *Ka Hikitia - Managing for Success* establishes the guiding principles to ensure that the education system supports Māori learners. . This includes ensuring Māori learners' background, identity, language and culture are valued and meaningfully integrated into their learning experience.

vi   Mātauranga can be defined as the knowledge, comprehension, or understanding of everything visible and invisible existing in the universe, and is often used synonymously with wisdom. In the contemporary world, the definition is usually extended to include present–day, historic, local, and traditional knowledge; systems of knowledge transfer and storage; and the goals, aspirations and issues from an indigenous perspective.

vii Tikanga can be described as general behaviour guidelines for daily life. Tikanga is commonly based on experience and learning that has been handed down through generations. It is based on logic and common sense associated with a Māori world view.

viii The Treaty of Waitangi requires the government, government services, and government funded services, to abide by the principles of the Treaty of Waitangi. These include, but are not limited to:

- Partnership - working together
- Participation –pathways of access enabling Māori to be included
- Protection –a duty of services to recognise and respond to Māori cultural beliefs, values and practises

Globally, the application of indigenous knowledge is a growing field within Emergency Management (Baumwoll, 2008). Currently in New Zealand, there is little use of mātauranga and tikanga Māori in hazard mitigation and management. (Bidwell, 2011; Hudson & Hughes, 2007; King & Goff, 2006; Lambert, 2012).

A collaborative project partnership that engages local tāngata whenua and CDEM will also foster the relationship between the historically constructed local landscape (Ngāti Kahungunu and its respective hapū and marae) and community. The outcome will be the development of an ecologically appropriate, community-based educational resource and pedagogy.

References

Baumwoll, J. (2008). *The value of indigenous knowledge for disaster risk reduction: A unique assessment tool for reducing community vulnerability to natural disasters.* (Unpublished master's thesis). Webster University: Vienna, Austria.

Bidwell, S. (2011). *Long term planning for recovery after disasters: Ensuring health in all policies [Fact Sheet].* Christchurch, New Zealand: Community and Public Health. Retrieved from http://www.cph.co.nz/Files/LTPRecoveryInfoSheet13.pdf

Hudson, J., & Hughes, E. (2007). *The role of marae and Māori communities in post-disaster recovery: A case study.* (GNS Science Report 2007/15 51 p). Lower Hutt, New Zealand: Institute of Geological and Nuclear Science.

King, D., & Goff, J. (2006). *Māori environmental knowledge in natural hazard management and mitigation.* (Report AKL 2006-055 June 2006). Auckland, New Zealand: National Institute of Water and Atmospheric Research.

Lambert, S. (2012, April 22). *Australian and New Zealand Disaster and Emergency Management Conference* [Web log message]. Retrieved from http://www.lincoln.ac.nz/conversation/maori-resilience/2012/04/22/australian-and-new-zealand-disaster-and-emergency-management-conference/

Ministry of Education, (1986). *Te Whāriki: He Whāriki Mātauranga mō Ngā Mokopuna o Aotearoa/Early Childhood Curriculum.* Wellington, N.Z.: Learning Media

Ministry of Education, (2011). *Licensing criteria for early childhood education and care centres 2008 and early childhood education curriculum framework.* Wellington, N.Z.: Learning Media

Activity	Cost of Time			Time in Kind					
	Jae	Tryph	EIT	CDEM	NKKI	ECE	TMM	TPK	MOE
Kick off	50	10							
Alignment with organisation goals									
Research goals	16	4							
Material development for discussion	6	2		2					
Hui – preparation and outcomes	2	2							
Hui	2	2	2	2	2	2	2	2	2
Hui – follow up and adjustments	2	2							
Curriculum learning outcomes identified		4							
Alignment consistency with other material	6			2					
Project evaluation designed									
Parameters decided	3		3	3					
Tools and processes established			15						
EIT ethics committee approval			5						
Base content agreed upon									
Range of Kahungunu stories sourced					6		6	6	
3 Stories selected	2	2			4			2	
Learning outcomes aligned		4							
Organisation goals aligned	2	2							
Resource focus group feedback									
Group members selected						1			
Project explained to members	2	2							
Feedback sought	3	3							
Feedback collated	2		2						
Stage one review									
Hui – preparation and outcomes	2	2							
Hui	2	2	2	2	2	2	2	2	2
Hui – follow up and adjustments	2	2							
Total Hours - Stage 1	104	45	29	11	14	5	10	12	4
Total chargeable hours - Stage 1	178								
Total costs - Stage 1	$18 000								

Stage 1   Resource Plan   July – August, 2013

Stage 2 Resource Draft September - November, 2013	Cost of Time			Time in Kind					
Activity	Jae	Tryph	EIT	CDEM	NKKI	ECE	TMM	TPK	MOE
Resource format selected	2	2	2	2	2	2	2	2	2
Content creation									
Stories composed					40		40	40	
Illustrations sourced/created					5				
Waiata, whakatauki sourced					5		5	5	
Teacher discussion prompts created	10	10		5		10			
Student worksheets created	10	10		2		10			
Alignment with curriculum		4							
Alignment with organisational goals	2	2							
Whanau information material created	10	10		5	10	10			
Evaluation tool created			40						
Resource focus group feedback									
Feedback sought	3	3							
Feedback colated	2	2							
Stage two review									
Hui – preparation and outcomes	2	2							
Hui	2	2	2	2	2	2	2	2	2
Hui – follow up and adjustments	2	2							
Total Hours - Stage 2	45	49	44	16	64	34	49	49	4
Total chargeable hours - Stage 2	138								
Total costs - Stage 2	$14 000								

Stage 3 Resource Completion December 2013 -February, 2014	Cost of Time			Time in Kind					
Activity	Jae	Tryph	EIT	CDEM	NKKI	ECE	TMM	TPK	MOE
Prepare services for pilot									
Select pilot services						1			1
Explain project to teachers and whanau	4	4				4			
Design layout of rudimentary pilot resource	5	5							
Manufacture/print 5 copies of resources	1								
Resource focus group feedback									
Feedback sought	3	3							
Feedback colated	2	2							
Stage three review									
Hui – preparation and outcomes	2	2							
Hui	2	2	2	2	2	2	2	2	2
Hui – follow up and adjustments	2	2							
Total Hours - Stage 3	21	20	2	2	2	7	2	2	3
Total chargeable hours - Stage 3	43								
Total costs - Stage 3	$4 000								

Stage 4 Pilot Delivery March, 2014									
	Cost of Time			Time in Kind					
Activity	Jae	Tryph	EIT	CDEM	NKKI	ECE	TMM	TPK	MOE
Introduce resource to teachers	4	4							
Observe delivery	4	4							
Debrief teachers	4	4							
Produce learning observations		8							
Resource focus group feedback									
Feedback sought	3	3							
Feedback colated	2	2							
Stage four review									
Hui – preparation and outcomes	2	2							
Hui	2	2	2	2	2	2	2	2	2
Hui – follow up and adjustments	2	2							
Total Hours - Stage 4	23	31	2	2	2	2	2	2	2
Total chargeable hours - Stage 4	56								
Total costs - Stage 4	$6 000								

Stage 5 Project evaluation April - June, 2014									
	Cost of Time			Time in Kind					
Activity	**Jae**	**Tryph**	**EIT**	**CDEM**	**NKKI**	**ECE**	**TMM**	**TPK**	**MOE**
Process evaluation									
Collect data	20	20	20						
Collate findings			40						
Created final report with recommendations			40						
Resource focus group feedback									
Feedback sought	3	3							
Feedback colated	2	2							
Stage five review									
Hui – preparation and outcomes	2	2							
Hui	2	2	2	2	2	2	2	2	2
Hui – follow up and adjustments	2	2							
Desiminate findings	8			8					
Total Hours - Stage 5	39	31	102	10	2	2	2	2	2
Total chargeable hours - Stage 5	172								
Total costs - Stage 5	$18 000								

Project totals									
	Cost of Time			Time in Kind					
	Jae	Tryph	EIT	CDEM	NKKI	ECE	TMM	TPK	MOE
Total hours	232	176	179	41	84	50	65	67	15
Total chargeable hours	587								
Costs	$20k	$15k	$20k						
Total cost of human resources	$55k								
NB Suggested add on of $5 000 for koha/food etc to budget									