



POST-EVENT SUMMARY OF SYMPOSIA AND WORKSHOPS AT ARSC2015 (As at 22 October 2015)

Wednesday 14 October: 9:00am – 12:00pm

**Room 5
Workshop
Road Safety Education in Schools**

Key Organiser:

Curt Draheim

QLD Department of Education and Training

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Overview:

This workshop will review evidence-based research surrounding road safety education including selecting appropriate road safety programs and reviewing the effectiveness of existing programs.

An important component of this workshop will be road safety education in the Australian Curriculum and a participant workshop session centred on road safety curriculum alignment using Queensland curriculum support materials (C2C). C2C resources are provided to support schools to implement the Australian Curriculum. C2C resources assist with planning, teaching, learning and assessment of the Australian Curriculum. A presenter from C2C will be providing a workshop session with a teaching focus, demonstrating how road safety education can be incorporated into the classroom.

Summary (Prepared by Therese Back, ACRS):

Facilitators/ presenters in the Road Safety Education Workshop represented various school sectors and included:

- Vera Zappala, QLD Catholic Education Commission
- Deborah Evans, QLD Department of Transport and Main Roads
- Zora Marko, Early Learning Association Australia, VIC
- Mark Wilde and Kathryn Woodward, QLD Department of Education and Training
- Janine Rosser, Trish Brady and Sue Waltisbuhl, Independent Schools QLD
- Curt Dranheim, State Education Sector, QLD

The Workshop, facilitated by Vera Zappala from QLD Catholic Education Commission, was well attended with some 40+ delegates representing each Australian State and Territory and New Zealand. Delegate backgrounds/ field of expertise included teachers/ educators, law enforcement, health sector, government and research.

From the numerous presentations and subsequent discussions, one theme was particularly recurrent. "Children no longer just sit and passively receive our adult views and ideas. They are capable learners and active participants in society. Children are becoming increasingly competent and acting with more ownership in the decisions that affect their world and keep them safe."

Key Statements:

"Road safety education must be whole-of-life. We must influence, educate and skill people for safer road use – from young children through to older road users."

*Deborah Evans: Safer Roads, Safer Queensland
Queensland's Road Safety Strategy 2015-21 and Action Plan 2015-17*

"To be effective, road safety education must match the child or young person's stage of development and level of independence as a road user."

*Zora Marko: Starting Out Safely,
Victoria's early childhood road safety education program*

"One common measure for how clean a mountain stream, is to look for trout. If you find the trout, the habitat is healthy. It's the same way with children in a city. Children are a kind of indicator species". -

*Enrique Peñalosa
Zora Marko: Starting Out Safely,
Victoria's early childhood road safety education program*

"Children learn about themselves and construct their own identity within the context of their families and communities" (EYLF, p 20)

*Zora Marko: Starting Out Safely,
Victoria's early childhood road safety education program*

"Moving students along the learning continuum from 'I do', 'we do' and then 'you do', promotes a gradual release of responsibility from the teacher to the autonomous student learner."

*Mark Wilde and Kathryn Woodward,
QLD Department of Education and Training*

Presentations:

Deborah Evans from the QLD Department of Transport and Main Roads gave a brief overview of QLD's new Road Safety Strategy 2015-21 and Action Plan 2015-17, and the important role of education.

- Fatalities on QLD roads are dropping
 - last year was lowest on record with 223 fatalities compared to 317 in 2000
- Not a complete picture of serious road trauma as it doesn't include hospitalised casualties

- we aren't seeing the same downward trend as we are for fatalities - 6,835 serious casualties last year
- Strategy has four guiding principles:
 - the true road toll is broader than fatalities
 - we need an ambitious vision with interim targets to inspire and motivate action
 - Safe System principles are the foundation for action
 - road safety is everyone's issue and everyone's responsibility
- The strategy differs from its predecessors in 3 key ways
 - action on culture
 - ambition
 - Stakeholder focus – internal and external
- Road safety education must be whole-of-life
 - influence, educate and skill people for safer road use – from young children through to older road users.
- Priorities are to
 - engage community, industry and other stakeholders in the solutions
 - educate, engage and equip young adults
 - tailor education and engagement to life stages and transitions, and
 - integrate education, engagement and best practice in licensing.
- QLD TMR will continue to
 - undertake road safety education initiatives targeted at children and young people
 - encourage stakeholders to be involved, committed, developing and implementing the solutions

Zora Marko from the Early Learning Association Australia, VIC presented Victoria's early childhood road safety education program "Starting Out Safely"

- Originally developed in 1989
- Aims to reduce injuries and death to children from road trauma, support children in being active community participants and lay the foundations for children to become safe and independent road and transport users in the future
- 4 main objectives
 - advocacy, professional education, child car restraint education, preschool education
- Road safety is more than just teaching children to 'Stop, Look, Listen and Think' and hold hands
 - educators, families and children engaging and embedding road safety in everyday life and seeing it as a tool to enable children to actively participate in their community
 - have produced the "National Practices for Early Childhood Road Safety Education" resource
- Effective road safety 'skills' are best learnt if they occur in a real road and traffic environment
 - children learn primarily by experience and their learning is enhanced by adult involvement
 - need communities where children can playfully explore their own neighbourhoods with the assistance of adults, and learn valuable lessons about risk taking in the process

Mark Wilde and Kathryn Woodward from the QLD Department of Education and Training provided delegates with insight into how the Department addresses road safety through the C2C (Curriculum into the Classroom) materials

- C2C is a suite of teaching resources and learning materials
 - they are rigorously aligned to the Australian Curriculum
 - are adaptable by schools to meet the needs of particular environments i.e. city, regional etc
- There are 12 focus areas that sit under Health and Physical Education
 - "Safety", one focus area, encompasses sports safety, sun safety, personal safety, cyber safety, water safety, and road safety

- At different year levels, different aspects and contexts of safety are addressed in developmentally appropriate ways
- Early year levels recognise safe and unsafe actions while older students are given the opportunity to explore, analyse and suggest ways to keep themselves and others safe
- Effective teaching practices may include the use of games, songs and role play and well as written activities
 - teachers may direct students to actively practice road safety skills in a simulated environment so these skills become second nature.
- Secondary students have the opportunity to identify and explore issues that are important and relevant to them in their own context.
 - as they mature, they use the critical inquiry processes to research, analyse, and apply knowledge in different situations.

Janine Rosser and Trish Brady of Independent Schools QLD discussed the Australian Curriculum – assessment focus, real power in supporting road safety education will be meaningful, authentic, engaging assessment tasks lined to achievement standards

- Teachers are busy and must integrate all areas of the curriculum into their teaching and assessment materials
- Schools unlikely to take/ use resources unless they are fully developed and made readily available
 - in order for a resource to be valued, it must be integrated and designed to meet the curriculum
- When developing and making available teaching materials, be sure to include assessment materials
 - teaching materials that do not have an applicable assessment rubric are often not accessed as teachers must assess each students knowledge in order to determine a grade
- Children want to learn and participate actively rather than just be told
 - using visuals often invokes conversations on how a situation applies to each child as they are able to imagine themselves in that situation
- Make resources versatile and adaptive i.e. worksheets, role play, class discussion, printed or electronic
- Challenge is to make learning engaging, fun, meaningful rather than just been handed the knowledge
 - Road Safety Rap is a prime example of younger children learning, engaging and participating in their own road safety through seat belt awareness and use