

FIRE SAFETY IN SCHOOLS, KURA, ECE CENTRES, AND KOHANGA REO: LOOKING TO THE FUTURE

New Zealand Council for Educational Research



Fire and Emergency commissioned an evaluation of our fire safety programmes in schools and kura (Years 1 and 2) and early childhood education (ECE) centres including kōhanga reo. This evaluation was from the perspectives of teachers and adds to our understanding of how the programmes work in practice. The evaluation identifies that the programmes are well liked and regarded by the teachers that use them and offers recommendations to increase usability and reach across New Zealand.

July 2018

Fire and Emergency New Zealand Research Report Number 163

ISBN Number 978-1-92-728726-2

ISSN Number 1178-3648

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Fire safety in schools, kura, ECE centres, and kōhanga reo: Looking to the future

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ISBN 978-1-98-854245-4

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Acknowledgements

Thank you to everyone who contributed to this project—kaiako and teachers who completed surveys, and took time in their busy days to speak with us; and Fire and Emergency New Zealand personnel who attended workshops. Without you this report would not have been possible. We also thank our colleagues Maraea Hunia, Sally Boyd, and Rachel Felgate.

Executive summary

In 2017, Fire and Emergency New Zealand commissioned NZCER to undertake evaluative research to explore the use of its fire safety education programmes in schools, kura, and early childhood education (ECE) centres including kōhanga reo.

Methodology

Our approach maximised use of what is already known about the ECE and school fire safety education programmes (from previous evaluations), and other literature about effective safety education. There were two main data collection activities. Two online surveys (see Appendix 2) were developed to allow us to get information from schools and kura that had and hadn't used *Māui-tinei-ahi* or *Get Firewise*, and ECE centres and kōhanga reo that had and hadn't used *E Puta! E Noho ki Waho!* or *Get Out! Stay Out!*. Both surveys were bilingual in Māori and English.

We sent the survey to 1,894 primary schools and kura and received valid survey responses from 576 schools and kura, a response rate of 30%. We contacted 179 kōhanga reo and 637 ECE centres and playcentres, and received valid survey responses from 254 ECE centres and kōhanga reo. It is not possible to give a response rate for ECE centres and kōhanga reo as we did not have direct contact to all centres and relied on an intermediary (kōhanga reo regional managers) to send the survey out.

We then interviewed 20 teachers and kaiako to explore usage, effectiveness, outcomes, and potential improvements to the programmes. Our main focus was on schools and kura, in keeping with the Fire and Emergency's priority information needs. We also interviewed two Fire and Emergency personnel about their experiences with and views on the programmes.

Key findings

Awareness and use

Awareness and use of the schools programmes is very high (96% of respondents were aware and 91% of those aware had used one or both of the programmes). Most respondents (71%) who had used either or both of the *Get Firewise* or *Māui-tinei-ahi* programmes had done so in the last 2 years. Nearly two-thirds (65%) of respondents from ECE centres or kōhanga reo had used at least one of the programmes.

Increasing uptake

Just over half of the small group of schools/kura that don't use the programmes say they teach fire safety using their own resources. Lapsed users had not used either of the programmes in the last 2 years because of pressure on curriculum time or “competition” with other priorities. Some taught the programmes on a longer cycle. For a handful of schools/kura, lack of contact from Fire and Emergency, or lack of resources or knowledge was a factor. Some lapsed users would be more likely to use the programmes with a cohesive programme that links fire safety education from Years 1 through to 8, or a greater role for firefighters.

Current use of the programmes

Nearly all current users said they used the fire safety education programmes because it is important for children to know what to do in case of fire. Across the board, the response to the fire safety education resources was also positive. A small group within both schools and kura, and ECE centres and kōhanga reo, are choosing to use both the programmes designed for English-medium and Māori-medium settings.

Schools deliver the programme in varied ways: almost half (48%) of respondents said they delivered the programme as a 2-week short focus topic; 36% said they used the material for junior classes in a school- or kura-wide fire safety programme; and 13% said they delivered the programme as a major term topic (i.e., longer than 2 weeks).

Most schools/kura reported having a firefighter visit as part of the programme. The timing of the visit was fairly evenly spread across the beginning, middle, and end of the programme, which differs from the recommended timing. Whenever the visit was, the timing worked well for schools. The majority of ECE centres and kōhanga reo also found the visits useful or very useful.

Outcomes from the programme

One of the purposes of our evaluation was to explore the extent to which the schools programmes have contributed to children's awareness of fire safety. Most school respondents (85%) said students have greater awareness of what to do in case of fire. Almost half (46%) said parents/whānau have greater awareness of fire safety messages.

The key messages were clear. Teachers particularly highlighted the power of the “tools not toys” message. Students used this phrase after the programme, and teachers could incorporate it into other areas of their classroom programme. Over half of school respondents do no form of assessment after the programmes. This is an area that could be developed with resources for teachers.

Final comment and recommendations

It is clear from all the data we collected that all four programmes in scope for this evaluation are well-liked and highly regarded by teachers who use them across New Zealand. It is within this context that we offer some recommendations for improvements and opportunities.

- Continue to invest in making contact with all New Zealand schools and kura every 2 years to encourage them to deliver a fire safety education programme. This personal connection is important and is valued by schools and kura.
- Continue to invest in training for personnel to ensure all firefighters who visit schools are confident and competent in engaging with young children and with the programme. This training needs to include refresher opportunities, and not be a one-off event.
- Prioritise a refresh of the website and online content. We recommend that the website be refreshed to clearly identify resources for teachers, parents/whānau, and children. It could also be made easier for teachers/kaiako to find key resources such as waiata and stories. We also recommend that CDs and DVDs are removed from the kits, and that the website and its downloadable content are given greater visibility instead.
- Maintain a focus on keeping the programmes fresh and responding to feedback from teachers. This could include inclusion of more photos reflecting diverse ethnicities in the development of any future resources. Where there is a local need identified for resources in other languages, we suggest prioritising the translation of key fire safety messages for parents.
- Consider further “future proofing” of the programmes through development of interactive games and apps. This could also contribute to assessing outcomes from the programmes through real-time data collected as learners use the apps and games.
- Consider a redesign of the *Get Out! Stay Out!* resource to use photos of real people, and introduce the characters Tamati and Sam who are important in *Get Firewise*.
- Maximise value from the *Māui-tinei-ahi* and *E Puta! E Noho ki Waho!* resources by promoting the reo Māori resources to all schools and ECE centres (e.g., by integrating te reo Māori and English resources into the same section of the website).
- Consider how to respond to interest in a fire safety education programme that goes beyond Years 1 and 2. The current programmes form a good foundation for this.
- Consider alternative settings in which to deliver community-based fire safety education programmes with children and their whānau, as well as the opportunity to enhance connections with other emergency services with education programmes.

1. Introduction

In 2017, Fire and Emergency New Zealand commissioned NZCER to undertake evaluative research to explore the use of its fire safety education programmes in schools, kura, and early childhood education (ECE) centres including kōhanga reo. The four resources in scope for this research are:

- ❖ *Get Firewise* (Years 1 and 2)
- ❖ *Māui-tinei-ahi* (Years 1 and 2)
- ❖ *Get Out! Stay Out!* (ECE)
- ❖ *E Puta! E Noho ki Waho!* (ECE).

This current project builds on the knowledge from earlier evaluations of these programmes, including reviewing the impact that previous recommendations have had, and identifying any gaps in knowledge.

The last evaluation of *Get Firewise* contributed to considerable changes to the programme and resources. This current evaluation takes place in a context where there has been a decline in the uptake of programmes by schools and kura.¹ Some reasons for this decline have been identified in previous evaluations of the programmes, but it is timely to undertake an evaluation that brings that knowledge up to date and addresses the potential impact that significant changes in the education sector have had in the past 8–10 years. These include:

- access to digital technology in schools such as Bring Your Own Device (BYOD)
- inquiry-based and personalised learning
- Innovative Learning Environments (ILEs).

Within this context, the purpose of this evaluation is to help Fire and Emergency New Zealand understand:

- how it could increase uptake of its programmes by those who are not currently participating
- how the programmes are implemented and identify improvements that can be made to programme delivery and educational resources
- the extent to which the programmes contribute to children’s awareness of fire safety

¹ Fire and Emergency New Zealand has Key Performance Indicators (KPIs) around delivery of the school programmes, with an expectation that all schools will be contacted by personnel and encouraged to deliver *Get Firewise* or *Māui-tinei-ahi* every 2 years, and that 60% of schools will deliver one of the programmes. No systematic data are kept on contact with ECE centres.

- the extent to which previous recommendations have been implemented and the subsequent impact
- how the programmes address diversity, including learning diversity
- any opportunities or gaps.

Following a description of the methodology and an overview of the resources, this report works through the following sections: awareness and use of the programmes (including the perspectives of non-users and lapsed users); discussion of how the programmes are currently being implemented; teachers' perspectives on outcomes from the programmes; and, finally, a discussion of improvements, opportunities, and gaps.

2. Methodology

Our approach maximised use of what is already known about the ECE and school fire safety education programmes (from previous evaluations), and other literature about effective safety education. Data collection focused on updating existing data and filling gaps in this evidence. There were three phases in this mixed-methods evaluation.

Phase 1: understanding the context

In the first phase we undertook a review of previous evaluations and literature about effective safety education. We also held a workshop with 18 Fire and Emergency New Zealand stakeholders from across the organisation (including Risk Reduction, Māori Liaison, and Communications).

The purpose of this workshop was for stakeholders to share their knowledge about the school programmes and changes over time, and to identify their particular areas of interest in the evaluation. This enabled us to refine survey and interview questions to ensure we were collecting the most relevant information.

Phase 2: online bilingual surveys of schools, kura, ECE centres, and kōhanga reo

Survey development

Two online surveys were developed to allow us to get information from schools and kura that had and hadn't used *Māui-tinei-ahi* or *Get Firewise*, and ECE centres and kōhanga reo that had and hadn't used *E Puta! E Noho ki Waho!* or *Get Out! Stay Out!*. Both surveys were bilingual in Māori and English. The surveys were trialled with a small number of teachers known to the research team.

Selecting schools and kura to participate

Fire and Emergency New Zealand wanted to hear from schools across all five of their regions, all school deciles, and from schools that had and hadn't used the programmes *Get Firewise* and *Māui-tinei-ahi*. To cover these respondent types, the survey was sent to all schools in New

Zealand with Year 1 and Year 2 students (the year levels the programmes are aimed at). Email addresses for schools were obtained from the Ministry of Education’s school directory.

Selecting ECE centres and kōhanga reo to participate

The Ministry of Education’s directory of Early Childhood Services was used to form a list of ECE centres including kindergartens, kōhanga reo, and playcentres to send the survey to. The sample of ECE centres was a Simple Random Sample. Every ECE centre in the country was given an equal chance of selection, and 600 were selected from the ECE centres in the directory with an email contact. All kōhanga reo and playcentres were included in the sample.

A large number of kōhanga reo did not have an email address in the Ministry’s directory. Kōhanga reo regional managers were contacted to request that they forward the survey link to kōhanga reo in their region and encourage a person from each kōhanga reo to fill in the survey.

Response rates

We sent the survey to 1,894 primary schools and kura and received valid survey responses from 576 schools and kura, a response rate of 30%.

We cannot give a response rate for ECE centres and kōhanga reo as we did not have direct contact to all centres and relied on an intermediary (kōhanga reo regional managers) to send the survey out and encourage participation. We attempted to contact 179 kōhanga reo and 637 ECE centres and playcentres, and received valid survey responses from 254 ECE centres and kōhanga reo.

Schools and kura that participated in the survey

Decile

Schools and kura from all deciles responded to the survey, with a slightly higher proportion of those in deciles 1 and 2, and 5 and 6 (Table 1).

Table 1 **School and kura responses by decile**

Decile	<i>n</i>	%
1 and 2	141	24.5
3 and 4	100	17.4
5 and 6	132	22.9
7 and 8	102	17.7
9 and 10	98	17.0

Region

Schools and kura from across the five Fire and Emergency New Zealand regions responded to the survey (Table 2). We had a slightly higher proportion of responses from schools in the Central North Island and the South Island. For example, 24% of survey responses came from schools in the Central North Island, when 20% of New Zealand schools are in that region.

Table 2 **School and kura responses by Fire and Emergency New Zealand region**

Region	Responses		Total number of schools	
	<i>n</i>	%	<i>n</i>	%
Northland and Auckland	133	23.1	549	27.4
Central North Island	138	24.0	408	20.4
Lower North Island	137	23.8	532	26.5
Upper South Island	101	17.5	325	16.2
Lower South Island	66	11.5	190	9.5

Languages

To find out whether schools and kura were regularly using te reo Māori in classes we asked respondents whether they had English-medium and/or Māori-medium classes at their school or kura. The majority (89%) of respondents had English-medium classes at their school/kura, 13% had Māori-medium Levels 1&2,² 6% had Māori-medium Levels 3&4, and 5% had bilingual classes. (Respondents could select all options that applied.)

ECE centres and kōhanga reo that participated in the survey

Service type and region

A total of 265 ECE centres and kōhanga reo responded to the survey. Half (50%) of the respondents were from education and care services, 30% from kōhanga reo, and 16% from kindergartens. Respondents were spread across the five Fire and Emergency New Zealand regions (see Table 3).

Table 3 **ECE centre and kōhanga reo responses by Fire and Emergency New Zealand region**

Region	<i>n</i>	%
Northland and Auckland	59	23.2
Central North Island	85	33.5

² A level is defined by the proportion of time students are taught using te reo Māori, with levels 1&2 being at least 51% of curriculum time, and levels 3&4 being up to 50% of curriculum time.

Lower North Island	55	21.7
Upper South Island	28	11.0
Lower South Island	27	10.6

Languages

Two-thirds (66%) of respondents said English was the main language used in their centre and 32% said te reo Māori was the main language used. Three centres were Samoan language centres, and one centre used Tongan as their main language.

Phase 3: qualitative interviews with teachers and Fire and Emergency New Zealand personnel

In this phase of the project we interviewed a sample of teachers in ECE centres/kōhanga reo/schools/kura to explore usage, effectiveness, outcomes, and potential improvements to the programmes (see Appendix 2). Our main focus was on schools and kura, in keeping with the Fire and Emergency's priority information needs. We also interviewed two Fire and Emergency personnel about their experiences with and views on the programmes.

In total, we spoke with teachers and kaiako in 20 settings. We conducted 13 telephone interviews with teachers and principals in schools and kura, and two with teachers in ECE centres. We also undertook kanohi ki te kanohi interviews in one region with teachers and principals in four schools and one kōhanga reo.

This mix of interviewing methods enabled us to interview teachers from a diverse range of schools, kura, ECE centres, and kōhanga reo. We spoke with teachers and kaiako:

- from across all regions
- from urban metro/provincial/rural contexts (and therefore also career or volunteer brigades)
- from areas that may be a higher risk for poor outcomes from fires
- who were using *Get Firewise* and/or *Māui-tinei-ahi*
- who were using *Get Out! Stay Out!* and/or *E Puta! E Noho ki Waho!*

Analysis

This was a mixed method evaluation, taking a sequential approach, where the questions asked in the interviews were informed by early analysis of the data from the surveys. In establishing key themes and findings addressing each evaluation question, priority was given to the survey data. We did descriptive analysis of the quantitative survey data, with cross-tabulation of variables in a few instances. We then used qualitative data from the open response questions in the survey and

the 22 interviews to illustrate key findings from the quantitative data. The qualitative interviews also enabled us to understand in greater detail the teachers' experiences with the fire safety education programmes, and to hear their stories in their own words.

3. An overview of the programmes and resources

This section of the report gives a brief introduction and history of each of the four programmes that are in scope for this evaluation. Aspects of the four programmes that currently address diversity are highlighted and, lastly, an outline of previous evaluation reports and how their recommendations have been implemented is provided.

The four programmes and resource kits that are included in this research are:

- *Get Firewise* (Years 1 and 2)
- *Māui-tinei-ahi* (Years 1 and 2)
- *Get Out! Stay Out!* (ECE)
- *E Puta! E Noho ki Waho!* (ECE).

In addition to these four physical resource kits, the website <http://www.getfirewise.org.nz/index.html> contains further information about the resources and how to arrange a firefighter visit. It has downloadable and interactive resources, and a place from which to order more resources. The website also has an FAQ section, research information, links to the Fire Awareness and Intervention Programme, a gallery of still and video images, and an opportunity to provide feedback. All kits and resources are available free of charge to New Zealand educators.

Get Firewise

Get Firewise for Year 1 and 2 is a sequenced programme of learning experiences designed to give five and six year olds knowledge, attitudes and behaviours that will keep them safe around fire. (Source: <http://www.getfirewise.org.nz/index.html>)

The *Get Firewise* kit was refreshed in 2010 in response to recommendations from the report, *Evaluation of the Firewise Programme for Year One and Two students* (Ogier, 2008). It is designed to be taught either as a longer, inquiry-based programme or in a short 2-week block. Resources include a big book, a set of large photos, two song posters, a “Get down, get low, get out fast” frieze, a magnetic picture set, puppet cut outs, a DVD, and a smoke alarm. Resources that can be sent home include a homework book and DVD, and a Safe Meeting Place sticker. A sample certificate is included in the kit as well as an order form for supplementary copies of the homework book, sticker, and certificate.

A comprehensive Teachers' Guide has step-by-step instructions on how to teach the programme. The guide also includes links to *The New Zealand Curriculum* (Ministry of Education, 2007), suggestions for additional activities, information on “best practice”, links to the *Get Firewise* website, potential issues that may need to be addressed, ways to involve family/whānau, the role of the firefighter, and some additional photocopy masters.

A firefighter visit can be arranged at, or near, the conclusion of the programme being taught.

Māui-tinei-ahi

Māui-tinei-ahi is a fire-safety programme for Year 1 and 2 students in Māori-medium classrooms. (Source: <http://www.getfirewise.org.nz/index.html>)

A revised version of *Māui-tinei-ahi* was developed and published in 2010 in response to the *Evaluation of the New Zealand Fire Service Commission Programmes, Promotions and Research for Māori* (Kaiwai, Kerr, Jensen, Gregory, & McCreanor, 2008). This resource is aligned to the curriculum document *Te Marautanga o Aotearoa*.

This resource kit is predominantly a translated version of the *Get Firewise* resource kit, but with some differences. Like *Get Firewise*, it can be taught as a major term topic or as a short 2- or 3-week programme. Additionally, the teacher guide suggests that the material can be used for junior classes in a kura-wide fire-safety programme. Some resources are in te reo Māori only while others are presented with an English translation. Resources in te reo Māori only include the big book, a song poster, the “Ngōki, i raro rawa! TERE puta atu” frieze, the DVD, the Safe Meeting Place sticker, certificate, and the puppet cut outs. A magnetic picture set and a smoke alarm are also included. The large photos and take home book are presented in both English and te reo Māori. This has been done to assist teachers to become familiar with the language associated with fire safety. The *Māui-tinei-ahi* resource kit does not contain the poster for the song “Don't play with matches”. However, a frieze of the story *Māui, Mahuika, and the Gift of Fire* is a supplementary resource that is used in the first section of the programme to allow students to explore Māori traditional knowledge about the gift of fire and to reinforce the need to always be careful around fire. An additional large photo and optional section in the teachers' guide about using candles safely is also included in this kit for use in kura where students may have regular contact with candles.

A firefighter visit can be arranged at, or near, the conclusion of the programme being taught.

Get Out! Stay Out!

The early childhood education school fire-safety programme, *Get Out!, Stay Out!*, is for pre-school children aged from two to five years old. (Source: <http://www.getfirewise.org.nz/index.html>)

The focus of *Get Out! Stay Out!* is on surviving fire in the home setting. The key message is that when there is a fire you need to get out of the building fast. Young children often try to hide in fear when there is a fire rather than leave.

The resource kit has a big book, songs on a CD, three posters, and samples of a take-home storybook and parent/caregiver flyers. Links to *Te Whāriki* (Ministry of Education, 1996), the early childhood curriculum, are made and learning outcomes are clearly stated in the Educator's Guide. A sequence for delivery of the programme is outlined along with suggested additional or extension activities. No specific timeframes are suggested for the delivery of the programme. To get its message across, *Get Out! Stay Out!* uses bold, bright colours, simple repetitive messages, and cartoon characters (a fire extinguisher, a fire engine, a smoke alarm, and a letterbox). A visit from a local fire station can be requested once the programme has been delivered.

E Puta! E Noho ki Waho!

This Māori-medium resource, designed for kōhanga reo and puna akoranga, complements *Māui-tinei-ahi* by using the same characters and illustrative style. Produced in 2013, the resources in this kit are aligned with the Te Kōhanga Reo curriculum, *Te Korowai* and *Te Whāriki*, the early childhood curriculum.

E Puta! E Noho ki Waho! contains a guide for kaiako and kaiāwhina, a wordless big book, two posters, a smoke alarm, a CD, and a sample of a take-home version of the big book (with words) and includes a DVD.

The setting for the big book in this kit is a kōhanga reo. An important message contained in the book is that, when there is a fire drill, the tamariki are advised not to put on their shoes and an adult brings out a box of shoes which they put on once in their safe meeting place. A visit from a local fire station can be requested once the programme has been delivered.

Diversity

As part of our analysis of existing resources we have explored how the four programmes address diversity, including learning diversity.

Having bilingual and te reo Māori kits and resources means that kaiako and kaiāwhina have greater choice about the languages they use to deliver the programmes.

All four kits provide a range of resources that allow teachers to cater to the diverse needs of their students. The materials are bright and colourful and feature realistic characters—both Māori and Pākehā—that students can relate to. The big book comes in a range of formats (hard copy, PDF, interactive story, and CD-ROM) so the story can be told and re-told in many ways. The wordless big book in *E Puta! E Noho ki Waho!*, the puppet set, and the magnetic picture set in both *Get Firewise* and *Māui-tinei-ahi* allow students to tell, re-tell, or act out stories in their own words. Poems and songs add to the rich ways in which the fire safety message can be taught to students.

Suggested activities such as think/pair/share, group tasks, paired tasks, sorting activities, and discussions provide teachers with a wide variety of approaches they can use to engage students with the material.

Previous evaluations

Three evaluations of the education programmes have been carried out during the past 10 years. Appendix 1 details the recommendations from each report with accompanying evidence about the implementation of these recommendations, where available. A summary of the recommendations and their implementation is included below.

In 2008, the *Get Firewise* programme for Years 1 and 2 students was evaluated (Ogier, 2008). The evaluation made 10 recommendations which have been implemented at either a national or regional level. The *Get Firewise* programme was revised and refreshed as a result of this evaluation. It now gives teachers the option of delivering the programme in two formats (a longer inquiry-learning approach or a shorter 2-week topic approach). The Teachers' Guide is very comprehensive, with a clear explanation of the key safety messages to be taught and extensive background information for teachers. Training programmes for firefighters include sections on how to engage schools. Each region determines the number of schools assigned to each individual/watch/station and this may differ from one part of the country to another. Other recommendations suggested that firefighters themselves no longer deliver a 1-hour Firewise presentation and that their visits focus on safety messages rather than on the fire trucks and with children playing with hoses. The Teachers' Guide and website now make it clear that a firefighter visit comes at the end of the programme that the teacher has taught and is designed to reinforce the safety messages the students have been learning about. Training material for firefighters advises that appliances should be parked out of sight of students when visiting schools so they are not a distraction.

In the same year, *Māui-tinei-ahi* was evaluated (Kaiwai et al., 2008). Six recommendations were made. The *Māui-tinei-ahi* programme was revised and refreshed in 2010 and a new resource, *E Puta! E Noho ki Waho!* was developed in 2013 in response to the need for simpler safety messages for students under 5 years of age. It is noted that each region has a Māori Liaison Officer (Pou Takawaenga Māori).

The 2014 *Get Out! Stay Out!* evaluation (Dickinson, Adams, Asiasiga, & Moewaka Barnes, 2014) was a process and outcome evaluation of the ECE programme. It identified the quality of the programme and its resources as very good or excellent and the outcomes as being between excellent and very good. It suggested some ideas for the future including providing additional materials and formats for some resources (e.g., an animated DVD of the story), increasing awareness of the *Get Firewise* website, developing materials for students under 3, and translating the material into different languages. Some of these suggestions have been incorporated into the resource *E Puta! E Noho ki Waho!* This resource is written in te reo Māori, it contains a take-home picture book on DVD with a narrated version of the big book, and the illustrations depict real people. It also links with *Māui-tinei-ahi* and *Get Firewise* by using the same characters and illustrative style. The suggestion to create material for very young students has not been carried out following advice from educationalists that cartoons were not a useful learning medium for this age group and children under 3 may not grasp the key safety messages. Adults are responsible for the safety of children in this age group.

4. Awareness and use of the programmes

This section of the report gives an overview of the survey data relating to awareness and use of the programmes. It also discusses an important question for Fire and Emergency New Zealand—how it could increase uptake of its schools programmes by schools that are not currently participating.

Awareness of the programmes

Nearly all (96%) respondents to the school and kura survey were aware of the fire safety education programmes *Get Firewise* or *Māui-tinei-ahi*. Given the lesser focus that Fire and Emergency New Zealand has on the ECE sector, we didn't ask ECE centres and kōhanga reo respondents directly about their awareness of the programmes. We did collect information on which of the programmes they had used.

Use of the *Get Firewise* and *Māui-tinei-ahi* programmes in schools and kura

We asked the respondents who were aware of the programmes which programmes they had taught. Most (81%) respondents who were aware of the programmes said they had taught *Get Firewise*, 2% said they had taught *Māui-tinei-ahi*, and 9% had taught both programmes (see Table 4). Only 8% of respondents had not used either programme, or were not sure if they had.

Table 4 **Programmes schools/kura had taught at Years 1 and 2**

Programme used	<i>n</i>	%
<i>Get Firewise</i>	448	81.0
<i>Māui-tinei-ahi</i>	10	1.8
Both programmes	49	8.9
Neither programme	10	1.8
Unsure	33	6.0

We also analysed data about use to look for patterns based on region or decile. Of note is that schools/kura in the Central North Island (region 2) were more likely to have used both programmes or *Māui-tinei-ahi* (19% of the 133 responding schools/kura in this region had used

both, and 4% had used *Māui-tinei-ahi*). In all other regions, only 1% to 2% had used *Māui-tinei-ahi*, and between 2% and 7% had used both programmes.

Decile 1 and 2 schools/kura were more likely to have used both programmes, or *Māui-tinei-ahi* (23% of the 130 responding decile 1 and 2 schools/kura had used both, and 5% had used *Māui-tinei-ahi*).

Those respondents who had used either programme were asked when they had last taught the *Get Firewise* and/or *Māui-tinei-ahi* programmes in their school or kura. Most respondents (71%) had used either or both of the *Get Firewise* or *Māui-tinei-ahi* programmes in the last 2 years (see Table 5).

Table 5 Schools’/kura use of the *Get Firewise* or *Māui-tinei-ahi* programmes by year

Year programme last used	<i>n</i>	%
2017	206	40.6
2016	154	30.4
3–5 years ago	112	22.1
>5 years ago	9	1.8
Unsure	23	4.5

Use of the *Get Out! Stay Out!* and *E Puta! E Noho ki Waho!* programmes in ECE centres and kōhanga reo

Half (50%) of the respondents to the ECE centres and kōhanga reo survey said that the head teacher or supervisor made decisions about using a programme, 45% said it was the centre manager, and 41% said a teacher did (respondents could tick more than one response). Whānau made the decision in 8% of centres.

We asked respondents which of the ECE programmes they had used (see Table 6). Nearly two-thirds (65%) had used at least one of the programmes: 45% of respondents had used *Get Out! Stay Out!*, 11% had used *E Puta! E Noho ki Waho!*, and 9% had used both programmes.

Table 6 ECE centres’ and kōhanga reo use of *Get Out! Stay Out!* and *E Puta! E Noho ki Waho!*

Programme used	<i>n</i>	%
<i>Get Out! Stay Out!</i>	115	45.3
<i>E Puta! E Noho ki Waho!</i>	28	11.0
Both programmes	23	9.1
Neither programme	49	19.3
Unsure	39	15.4

Three-quarters (75%) of respondents had used one or both of the programmes in the last 2 years (see Table 7).

Table 7 **ECE centres' and kōhanga reo use of *Get Out! Stay Out!* and *E Puta! E Noho ki Waho!* by year**

Year programme last used	<i>n</i>	%
2017	86	51.8
2016	38	22.9
3–5 years ago	21	12.7
>5 years ago	7	4.2
Unsure	14	8.4

Perspectives of lapsed and non-users of *Get Firewise and Māui Tinei Ahi*

Non-users were identified as those schools and kura that were not aware of the programmes, were aware but hadn't taught them, or weren't sure if they had taught them (66 respondents in total). Non-users were asked if they had taught fire safety in other ways and 37 schools/kura said they had, mostly using their own resources. Two respondents referred to fire drills, one to visiting a fire station (but it seemed they hadn't implemented the programme), one to talking about fire safety in class discussions, and one said they used the police programme Keeping Ourselves Safe.

Lapsed users were identified as those schools and kura that had last used the programme in 2015 or earlier, or were not sure when they had last used the programme (144 respondents). Respondents from lapsed user schools and kura were asked why they weren't currently using the programmes. They gave many different reasons. The two most common reasons given were that it was hard to fit everything in to curriculum time (29 respondents), or that they didn't wish to teach fire safety so frequently, preferring a 3- or 4-year cycle (25 respondents). Other reasons with more than one respondent included:

- the programmes were not a priority for the school/community this year (12 respondents)
- the programmes did not fit with the key concept/inquiry programme for the year (10 respondents)
- other safety topics compete for time (9 respondents)
- there had been no contact from Fire and Emergency (7 respondents)
- forgetting about the programme (6 respondents)
- lack of resources (3 respondents)
- teachers or kaiako not knowing how to teach the programme (3 respondents).

We also asked lapsed user schools and kura what would make them more likely to use the *Get Firewise* and/or *Māui-tinei-ahi* programmes. Respondents could choose one option only. More

than a third chose a cohesive programme that links fire safety education from Years 1 through to 8. The second most common option chosen was having a greater role for firefighters (see Table 8).

Table 8 **Things that would make schools/kura more likely to use *Get Firewise/Māui-tinei-ahi* in future**

Response options	<i>n</i>	%
Cohesive programme Years 1–8	51	35.4
Greater role for firefighters	42	29.2
Modes of delivery to suit context	24	16.7
Wider range of languages	1	0.7
None of the above	6	4.2

Perspectives of lapsed and non-users of *Get Out! Stay Out!* and *E Puta! E Noho ki Waho!*

Non-users were those ECE centres and kōhanga reo that had not used either programme. These 88 respondents were asked if they had talked about fire safety in other ways. Of these, 77% said they had talked about fire safety and used their own resources. Two said they had used *Māui-tinei-ahi*, five respondents referred to fire drills, and three had made visits to a fire station.

Lapsed users were ECE centres and kōhanga reo that had not used either programme since 2015 or earlier. The main reasons these 42 respondents gave for not currently using the programmes were:

- they only run fire drills (9 respondents)
- lack of continuity due to staff turnover (6 respondents)
- they found it hard to fit it into their programme (4 respondents).

A few respondents said they lacked resources or information, hadn't been contacted by their local fire station, or didn't know there was a resource specifically for ECE centres.

Summary

This section of the report has given an overview of the survey data relating to awareness and use of the programmes. It also discusses an important question for Fire and Emergency New Zealand—how it could increase uptake of its schools programmes by schools that are not currently participating.

Awareness and use

- Awareness and use of the schools programmes is very high (96% of respondents were aware and 91% of those aware had used one or both of the programmes).
- Most respondents (71%) who had used either or both of the *Get Firewise* or *Māui-tinei-ahi* programmes had done so in the last 2 years.
- Nearly two-thirds (65%) of respondents from ECE centres or kōhanga reo had used at least one of the programmes.

Increasing uptake

Just over half of the small group of schools/kura that don't use the programmes say they teach fire safety using their own resources.

Lapsed users had not used either of the programmes in the last 2 years because of pressure on curriculum time or “competition” with other priorities. Some taught the programmes on a longer cycle. For a handful, lack of contact from Fire and Emergency, or lack of resources or knowledge was a factor.

Some lapsed users would be more likely to use the programmes with a cohesive programme that links fire safety education from Years 1 through to 8, or a greater role for firefighters.

5. How the programmes are currently being used

This section of the report brings together survey and qualitative interview data relating to how the fire safety education programmes are currently being used in schools, kura, ECE centres, and kōhanga reo. It also looks at the relationships that schools, kura, ECE centres, and kōhanga reo have with firefighters and parents and whānau.

How schools and kura are currently using *Get Firewise* and *Māui-tinei-ahi*

Why schools and kura use the programmes

Nearly all (96%) current users said they used *Get Firewise* and/or *Māui-tinei-ahi* because it is important for children to know what to do in case of fires (see Table 9). For just under half (44%), it was a regular part of their planning.

Table 9 **Main reasons schools/kura use *Get Firewise*/*Māui-tinei-ahi***

Reason for using the programme	<i>n</i>	%
Important for children to know what to do in case of fires	345	95.8
Schools/kura have always included it	159	44.2
There have been fires in the community	68	18.9
Other reasons	15	4.2
Parents/whānau asked for it	14	3.9
It is a resource in te reo Māori	12	3.3

In the Other reasons, a further eight respondents said they used the programmes because they knew someone at Fire and Emergency New Zealand, and five did so because the programme fitted well with their curriculum. The following comments about why schools or kura choose the programmes were made during the qualitative interviews.

We have a consultation with community which directs our health programme. Parents and board of trustee members suggest and indicate areas of safety they want covered—beach,

water, road, home, bike, etc. They were adamant they wanted fire safety taught. Every second year *Get Firewise* is taught. (school/kura interview)

It's something we'd been thinking about for some time. We hadn't done anything around fire safety. We'd done Road Safety and Keeping Ourselves Safe. At the end of 2016 one of our Year 6's whole family were killed in a fire. It's a very close community. When kids came back in January–February 2017 all the school kids were talking about it. Kids were frightened and concerned. It was upsetting for teachers too. This jump started us using the programme. We hadn't used it for a very long time—for more than 10 years. (school/kura interview)

Why schools use both programmes

Nine percent of school and kura respondents told us that they used both the *Get Firewise* and *Māui-tinei-ahi* programmes. The most common reason respondents gave for doing this was because they taught in dual-medium kura (nine respondents). Two felt that it was very important to deliver in both languages; one said it helped in upskilling in the use of te reo Māori and another said it was a good way to raise awareness of tamariki about te reo Māori. Others said it was because both programmes were available and both were very good—“they have exciting resources that catch all interests and needs”. In one instance, it happened because the school community decided it was important to use both.

Up until a year ago we had a fluent te reo speaker who read the story and shared the resource. Prior to that we challenged ourselves to read it in te reo. (school/kura survey)

We have two rumaki [immersion] classrooms and the rest of the school is auraki (English-medium). Mainstream uses the *Get Firewise*. Rumaki is my side so I know *Māui-tinei-ahi*. (school/kura survey)

How schools and kura use the programmes

Schools deliver the programme in varied ways: 48% of respondents said they delivered the programme as a 2-week short focus topic, 36% said they used the material for junior classes in a school- or kura-wide fire safety programme, and 13% said they delivered the programme as a major term topic (i.e., longer than 2 weeks).

The following stories from interviews with two teachers illustrate diverse ways the programmes have been delivered in schools.

Two approaches to teaching the programme with Years 1 and 2 students in a large school

Get Firewise is taken as a standalone unit for a block of 2–3 weeks, working through the whole programme. We have seven Year 1 and Year 2 rooms, sometimes up to nine. We've done *Get Firewise* two different ways. One year each teacher took responsibility for one lesson and students rotated through. Last year we did it on our own in our own spaces. New entrants and Year 1s have their own single cell home class. Year 2s are in a collaborative space where the 50 children and their two teachers do the lessons together. When we did rotation, the lessons weren't taught sequentially. It worked better when we were in our own class with our own children—it was easier to recap the previous lesson. It's likely we'll continue doing it that way.

When the local fire department come out to review the lessons, they recap at around Lesson 6. They prefer not to have the children in the collaborative space; they like to have them in single cell classes or smaller, more manageable groups.

The programme has been at the school a long time. The [local brigade] do their best. Some are more skilled at speaking to children than others. Some go through the motions and talk really quickly while others will engage with the children. Their skill levels vary. They are volunteers and give up their time to come out to the school. It makes it more real for the children. If you can bring in an outside expert the message sinks in a bit more than hearing it from the teacher.

Whole-school approach

We did *Get Firewise* throughout the whole school [after a fire in the community]. We contacted Fire Service first because we wanted to ensure we were doing it in the most sensitive way we could. [Name] came and spoke to staff, talked through programme, and answered questions. He alleviated teachers' anxiety about the programme. The whole school did it over about 3–4 weeks, all doing it at the same time. Then we had [name] come out and do the visits with us. He's now a friend of the school. We involved parents and whānau getting them to do the home tasks and let them know what was happening through newsletters. I'm aware that parents in the community were talking about it. We are going to leave it this year and do it again next year. We didn't want it to become passé, we wanted it to be fresh. We're alternating it with Keeping Ourselves Safe. For 2019 we absolutely see the benefits in using it across the school. We looked at Year 7/8 resource but decided to keep it simple and use the Y1/2 resource across the whole school. It's accessible for all kids including English as a Second Language kids.

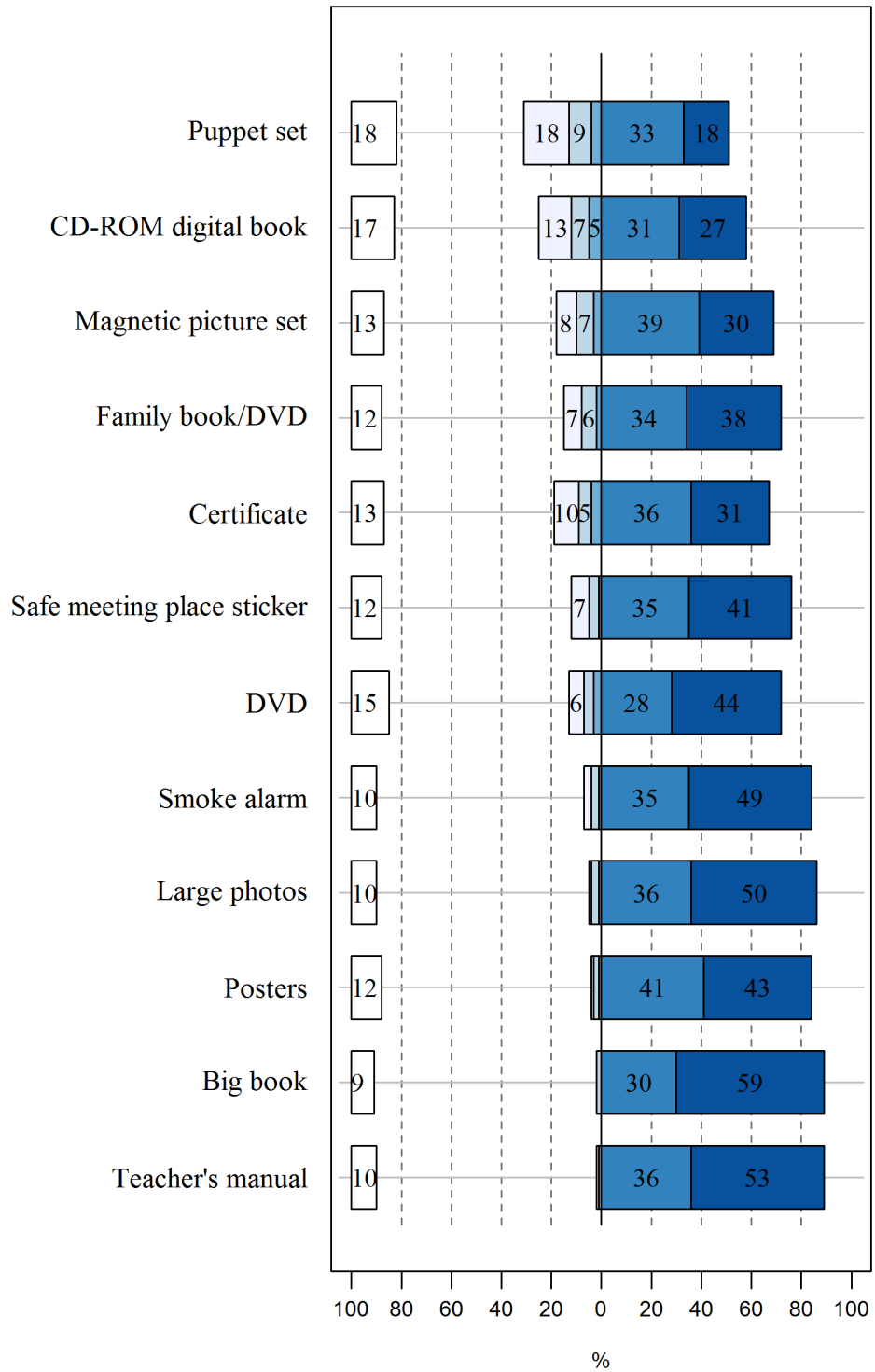
Usefulness of the resources

Get Firewise programme kit

Nearly all respondents rated the *Get Firewise* resources positively. The most highly rated resources in terms of usefulness were the teacher manual, the big book, the posters, and the large photos (see Figure 1). A few of the resources, such as the puppets and the CD-ROM digital book, were less likely to be used.

The resources are fantastic. One of the best kits with a huge variety of activities and helpful resources for teachers. Thanks for all the work you have done to compile this amazing resource. (school/kura survey)

Figure 1 **How useful did your school/kura find the following resources? (Get Firewise)**



No response
 Did not use
 Don't know
 Not useful
 Useful
 Very useful

In the interviews, teachers talked about elements of the programme and resources that worked particularly well; for example, the clear messages, the use of real-life examples, and accessibility.

‘Tools not toys’ works really well as a message. Content about not using lighters, matches, and candles is realistic because children do come into contact with these at home. The visit was a highlight. Children get to see firefighters as positive role models, and not in a scary environment. It’s great that it is online. The certificates, books, etc. being available is great. They can be ordered and are free/freely available. (school/kura interview)

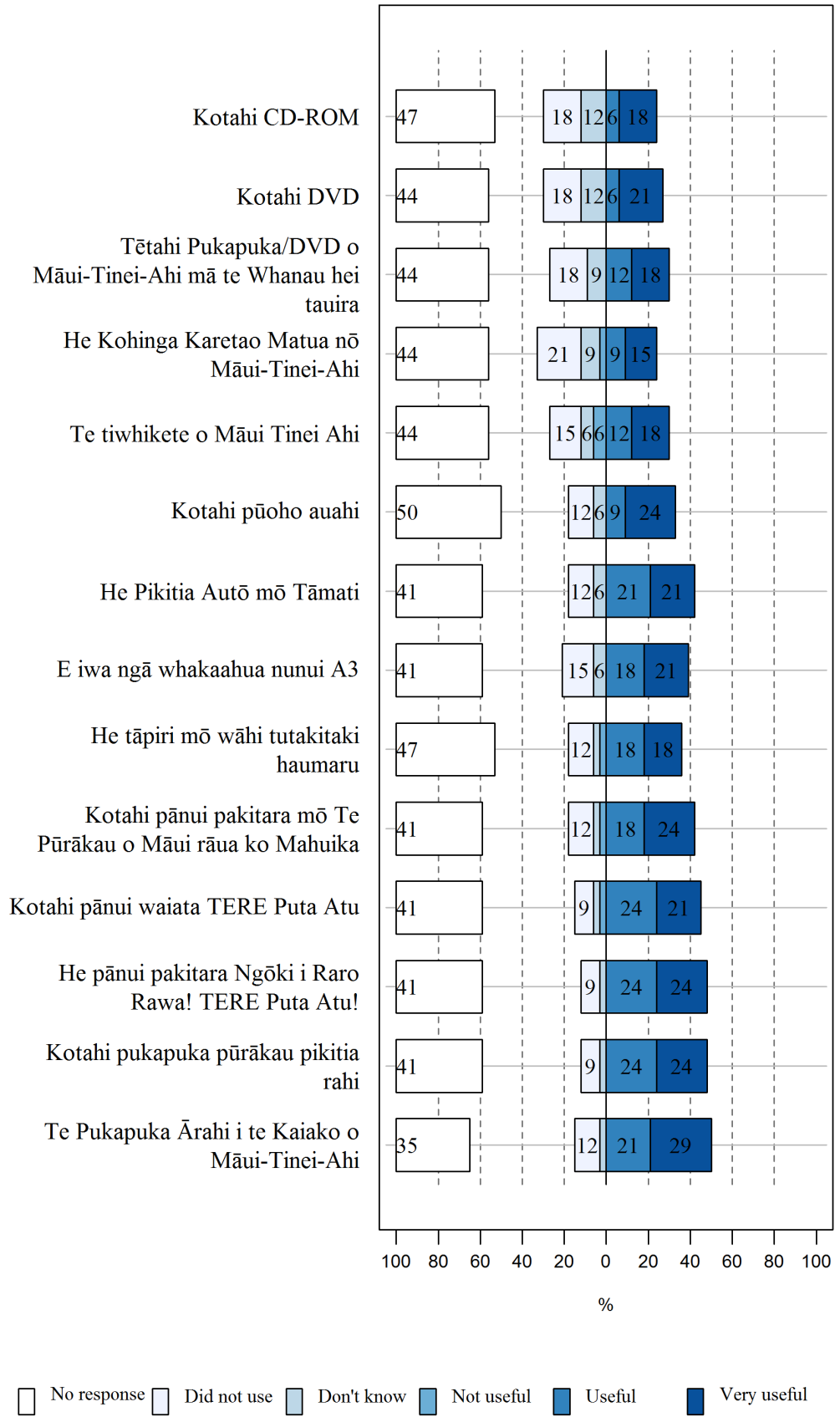
The coloured photos are really good. They’d be hard to source if you didn’t have them. The discussion points on the back of photos are really really good. I like the activities ‘Tools and Toys’. Whoever designed them definitely knew little children. Short and sharp, to the point, and kids get the message. The story is good too. I very rarely get the whole lot done. There’s more than what you need but that’s okay because each year you might want to do something harder or easier. I like that it is prescriptive but also flexible. I can adapt it to younger students like the New Entrants. (school/kura interview)

The resources are amazing. They’re robust, last well, and it’s easy to get more when needed. There is a good variety of things to do. We use these things a lot: big book, magnetic sequencing, posters, big A3 discussion posters, and tools/toys. It’s great for new teachers to follow. (School/kura interview)

Māui-tinei-ahi programme kit

Nearly all respondents rated the *Māui-tinei-ahi* resources positively. The most highly rated resources in terms of usefulness were the teacher manual, the big book, posters, and waiata. The CD-ROM digital book and DVD were less likely to be used (see Figure 2).

Figure 2 How useful did your school/kura find the following resources? (Māui-tinei-ahi)



One of the kaiako we spoke with talked about using *Māui-tinei-ahi* within a rumaki (immersion) setting.

It works for us and the tamariki, and being rumaki we add our own flavour. They [the tamariki] like role playing. It's part of the programme. I don't have to translate anything either. The older ones can do what's in there, but we break it down for the babies to help them understand. The booklet goes home with older tamariki. The book and kōpae are a bit hard for the younger ones Year 0–1 but they take them home. The older ones Years 4, 5, and 6 use the book too. They do plans and safe places. The large shared book is really good for the younger ones at shared literacy time. We cut out pictures of fire engines and stick them on the wall. We use the puppets, and stick them on the walls, whiteboard, and work stations. They are colourful enough for the tamariki to engage with *Māui-tinei-ahi*. (school/kura interview)

The role of firefighters

Most schools/kura (82%) reported having a firefighter visit as part of the programme. The timing of the visit was fairly evenly spread across the beginning, middle, and end of the programme, which differs from the recommended timing. All but two of the respondents to this question said the timing of the visit fitted in well with their teaching objectives. For the majority, the timing they chose worked well for them.

It's fantastic and we have been doing it for several years now. We have enjoyed and appreciated having visits from our local Fire Service with their fire engine. (school/kura survey)

Of the 37 respondents who said they did not have a visit, 12 said they couldn't find a suitable time, seven said firefighters were not available, and five said they thought a visit was unnecessary. A further three said it was due to the school location being rural or remote, for two the firefighters got called out to a fire, and one said it was arranged but the firefighters did not arrive. One respondent said they visited the station instead, and the rest were unsure why a visit had not happened.

We also asked how important it is that visiting Fire and Emergency personnel are proficient Māori speakers. In total, 254 respondents answered this question, and nearly a third thought it was either important or very important (11% thought it was very important and 20% thought it important).

It was amazing how he [the firefighter] could speak te reo Māori as well. We teach this in our school so it was great to build our students' reo in *Firewise* too. He really is an asset ... if only there were 10 more like him! He tino pai rawa te reo Māori a Matua [name]. I

mārama pai ngā tamariki ki a ia, i rongo rātou i tōna wairua, me tōna ngakau nui kia noho haumaruru te whānau. (school/kura survey)

Communicating with parents and whānau

Nearly all schools and kura (91%) communicated with parents and whānau about the programmes. Over three-quarters of respondents said they sent a letter or newsletter home; just under half (46%) sent the family book or DVD home, or included fire safety activities as homework tasks (see Table 10).

Table 10 **How schools/kura communicate with parents and whānau**

Communication method	<i>n</i>	%
Letter/newsletter	274	76.1
Sent book/DVD home	166	46.1
Homework tasks	166	46.1
Talked informally	86	23.9
Other means of communication	15	4.2
Hui/information session	14	3.9
No communication with whānau	13	3.6

The other means of communication with parents and whānau that teachers used included digital communication tools such as closed group Facebook pages (eight respondents), or through a Health Survey (one respondent). Two respondents said they sent their children’s work home, two had parents come along to the fire station visit, one used classroom/school displays, and one shared information through student-led conferences. However, it was not easy for every school to involve parents and whānau.

Parents and whānau are not involved. They won’t come in unless there’s a performance, or kai, or field trips to the fire station. It’s hard to get them into interviews. They’re happy their kids are learning. The doors are open, but it’s hard to get them to come in. The ones who do come, for example on trips, are always the same ones. (school/kura interview)

How ECE centres and kōhanga reo are currently using *Get Out! Stay Out!* and *E Puta! E Noho ki Waho!*

Why ECE centres and kōhanga reo use the programmes

Nearly all (90%) of the respondents to the ECE survey who had used the programmes in the last 2 years said they used them because it is important for children to know what to do in case of fires. This was also the top reason given by schools/kura. A fifth (20%) of respondents said they used *E Puta! E Noho ki Waho!* because it was a resource in te reo Māori (see Table 11).

Table 11 **Main reasons ECE centres and kōhanga reo use the programmes**

Reason for programme use	<i>n</i>	%
Important for children to know what to do in case of fires	112	90.3
Have always included it	45	36.3
It's a resource in te reo Māori	25	20.2
There have been fires in the community	7	5.6
Parents/whānau asked	7	5.6
Other reasons	6	4.8

Other reasons respondents gave for using the programmes included licensing or regulatory requirements or because it was part of a wider programme.

How ECE centres and kōhanga reo use the programmes

The ECE survey did not include questions about how ECE centres and kōhanga reo use the programmes, but the following story, based on a qualitative interview, illustrates how one kōhanga reo used the *E Puta! E Noho ki Waho!* programme. The story is in both te reo Māori and English.

***E Puta! E Noho ki Waho!* in a kōhanga reo**

Te āhuatanga o te kōrero: hāngai tonu ki te reanga. Ngā pikitia: relates to home and kōhanga, tae atu ki ngā marae. It encompasses the living environment that our tamariki are in. Māmā noa iho ki te whai.

The book with the DVD is used lots, awesome resource—I ask our staff questions about the pictures to make them more aware of where all kids are, especially during evacuations. For kids, with their taputapu and toys in their hands, they learn 'waiho'. If you study the pictures, they give a bigger story.

The kids are wearing different things so you can see they leave without shoes, in their socks, whatever they have on. Waiho ērā taonga ki te taha—that doesn't matter—it's you that is our prime objective. Ma ēnei pikitia, ka taea te kōrero he kōrero anō.

Parents do the plans. They go to the mailbox, find a haumaru place. On Māmā awahi days, parents learn as well. They're told in whānau hui 'know the safety areas and where the evacuation kits are'. We give clear instructions for the whānau and they watch the kids. Get them to take it seriously.

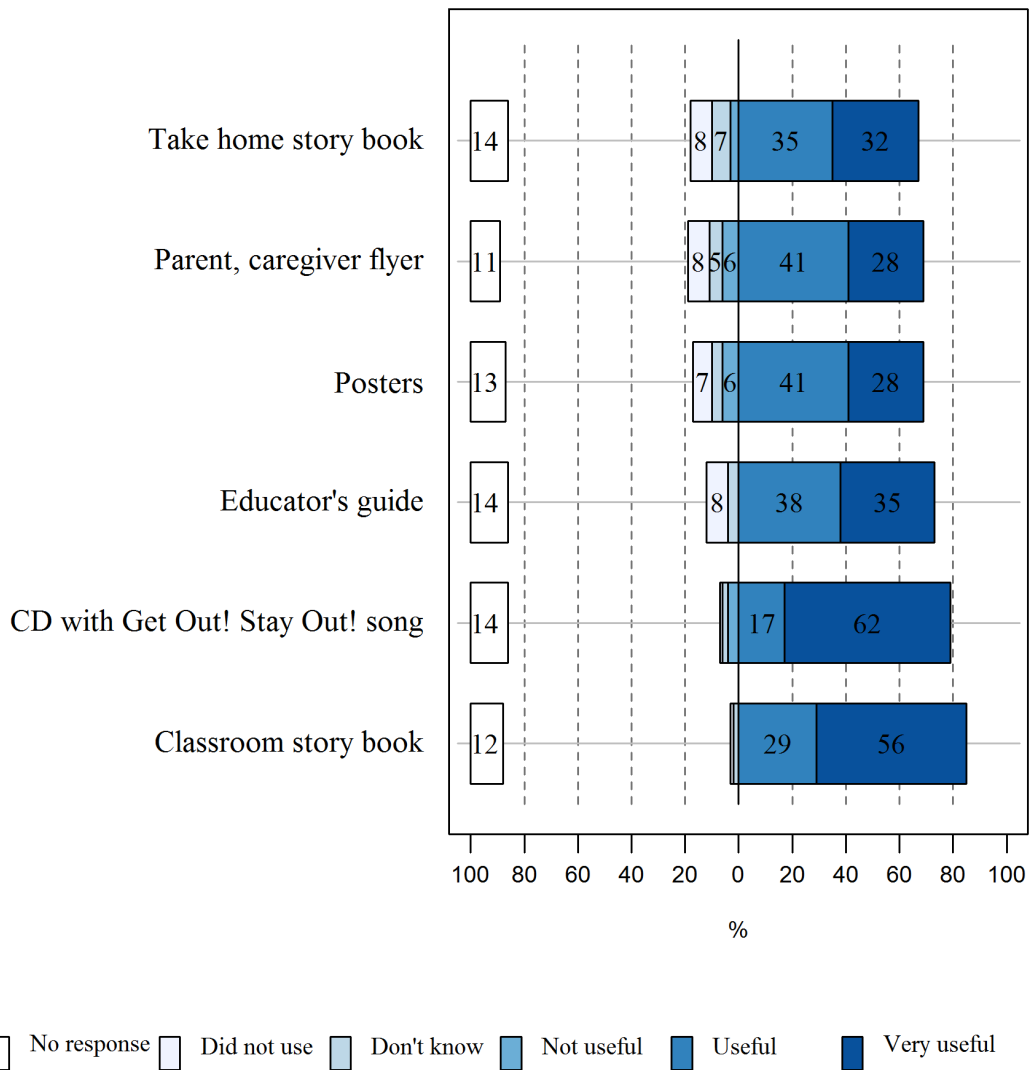
The staff all know, when the alarms go off, you need to grab this, this, gone. This is our role. It's the tamariki—kei te ako rātou i te whānau. We try and get it down under two minutes for evacuations without any panic. This resource has been huge. We get tamariki to role play, and map out their own whare. Some learn to go out the window if they can't open doors. We focus on making them safe. Ki te kore koe e kite i tō kuaha ka puta i te wini. They've hit it on the head.

Usefulness of the resources

Nearly all ECE centre respondents who had used the programmes in the last 2 years rated both resources positively. Figure 3 shows the responses for *Get Out! Stay Out!* Numbers were too small to produce the same figure for *E Puta! E Noho ki Waho!*

The big book is out every day and has been for many years. The children from 14 months to five years will regularly select it to be read to them. Through repetition and shared conversations the intent is to develop the understanding of fires and what to do if in this situation. (ECE centre/kōhanga reo survey)

Figure 3 How useful did your ECE centre find the following resources? (*Get Out! Stay Out!*)



Role of firefighters

The majority (70%) of ECE centre respondents who had used the programmes within the past 2 years had been visited by firefighters, and all found the visit useful or very useful. Half of these respondents thought it was important that visiting Fire and Emergency personnel are proficient Māori speakers. The quote below describes how the visit from a firefighter enhances and supports the learning of children and their parents within a kōhanga reo.

He rawe ngā rauemi. He pai hoki te kitenga ā-kanohi, te rongō o te kōrero mai i te kaipatu ahi, kia hāpai te mahi i roto i te kōhanga ki te whakaako i ngā tamariki me ngā mātua hoki. (ECE centre/kōhanga reo survey)

Communicating with parents and whānau

Nearly all (93%) ECE centres and kōhanga reo that used the programmes communicated with parents and whānau about the programmes. The most common ways were through talking informally with parents and whānau; for example, at pick up time (55%), sending the book home (48%), and/or sending a letter or newsletter home (36%).

It [the programme] is awesome because it's not just for the tamariki it's for all whānau, so we are all aware of fires and the safety we need to know. (ECE centre/kōhanga reo survey)

Other ways ECE centres and kōhanga reo communicated with parents and whānau included through digital communication tools such as Facebook (11 respondents), classroom/school displays (two respondents), and during visits to the Fire Station.

Summary

Nearly all current users within schools and kura and ECE centres and kōhanga reo said they used the fire safety education programmes because it is important for children to know what to do in case of fire. Across the board, the response to the fire safety education resources was also positive.

A small group within both schools and kura, and ECE centres and kōhanga reo are choosing to use both the programmes designed for English-medium and Māori-medium settings.

Schools deliver the programme in varied ways: almost half (48%) of respondents said they delivered the programme as a 2-week short focus topic; 36% said they used the material for junior classes in a school- or kura-wide fire safety programme; and 13% said they delivered the programme as a major term topic (i.e., longer than 2 weeks).

Most schools/kura reported having a firefighter visit as part of the programme. The timing of the visit was fairly evenly spread across the beginning, middle, and end of the programme, which differs from the recommended timing. Whenever the visit was, the timing worked well for schools. The majority of ECE centres and kōhanga reo also found the visits useful or very useful.

Nearly all schools and kura and ECE centres and kōhanga reo communicated with parents and whānau about the programmes.

6. Outcomes from the programmes

One of the purposes of our evaluation has been to explore the extent to which the school programmes have contributed to children’s awareness of fire safety. Using a mixture of survey and interview questions, we asked teachers and firefighters what difference the programmes are making for their children and communities.

Although the wording differs across programmes, all *Firewise* programmes have similar learning intentions. The main outcomes are for children to know that:

- fire is hot, fast, and dangerous
- if you are in a fire you need to get out and stay out of the building
- matches and lighters should always be given to adults.

What difference are programmes making for children in schools and kura?

We asked respondents if they had noticed any differences since doing *Get Firewise* or *Māui-tinei-ahi*. Most (85%) said students have greater awareness of what to do in case of fire. Almost half (46%) said parents/whānau have greater awareness of fire safety messages. A third (33%) said students are more likely to include fire safety messages in classroom activities including discussions, writing, and drawing (see Table 12).

Table 12 **Changes noticed as a result of doing *Get Firewise*/*Māui-tinei-ahi***

Changes noticed	<i>n</i>	%
Students have greater awareness of what to do in case of fire	306	85.0
Whānau have greater awareness of fire safety messages	167	46.4
Students more likely to include fire safety messages in classroom activities	118	32.8
Students more likely to include fire safety messages in play	66	18.3
Parents and whānau request help with fire safety with their children	16	4.4
Other	6	1.7

Responses from our interviewees consolidate these findings. A common theme was that the programmes increased student awareness of what to do in a fire.

We’ve had two unintended fire alarms at school and the Year 1 and 2 kids went out by themselves without being told what to do. (school/kura interview)

A week after the last programme ... there was a house fire ... We saw the 6-year-old getting out of the house AND telling the adults not to go back in. (school/kura interview)

The programme is really valuable. One family in our school had a fire during the night and a Year 6 student phoned 111 and woke up his family and they followed the procedures they had learned during the *Firewise* programme. (school/kura survey)

Last year we made a fire on the beach to cook sausages and the children were very safety conscious—they knew what to do, to keep away, they knew what a flame was and what it could do. (school/kura interview)

Key messages work well—kids know to get down, get low, get out. The message is getting out there and the kids are clicking onto it and they know it. [In our area] we know that kids have had fires and have known what to do. At public events, kids come and talk to me. I reiterate what they've learned and engage with them about what they can remember. They can rattle off word for word. [We've] definitely got evidence that the message is getting out there. (firefighter interview)

Understanding the difference between a tool and a toy and knowing to hand in lighters and matches were key messages from the *Get Firewise* programme that students retained and which teachers could incorporate easily into other areas of their classroom programme.

Children remember whether something is a tool or a toy. Children comment that they found a lighter and they would hand it in. Children know this is the right thing to do. (school/kura interview)

The tools and toys activity—we use that even after the unit. We use it when the kids are playing with scissors. They understand that matches, lighters, etc. are tools. (school/kura interview)

Children bring in their parents' lighters after the programme is run. (school/kura interview)

[A teacher] had a lighter for something at school, and the kids said 'Those are only for adults aren't they Miss, those are not toys.' Yes, they get it! Tools are for adults only. Toys you're able to play with. (school/kura interview)

A greater awareness of fire safety messages by parents/whānau was also reiterated by our interviewees.

They go home and make an escape plan and make the family practise. I know that generally happens. Over the years I've heard all sorts of funny stories of people doing their practice. (school/kura interview)

I see the safe stickers on letterboxes. Quite a few kids said they didn't have smoke alarms—we were able to hook families up with a contact to get free smoke alarms. (school/kura interview)

Having a safe meeting place at their house is a great way to engage parents. (survey respondent)

Teachers also commented on ways in which they had noticed students repeating or reinforcing the fire safety messages.

While we were doing the unit ... children were talking about it in the playground and talking about what they had done at home. (school/kura interview)

I think just observing the children too—listening to the 5- and 6-year-olds saying ‘Don’t take your shoes’ and conversations about where they needed to meet. Reminding others not to run etc. (school/kura interview)

Kids talk about smoke alarms, stop, drop, and roll. If you teach anything well then you don’t have to reteach it. (school/kura interview)

Assessment

We also asked schools and kura if they did any kind of assessment after the *Get Firewise* or *Māui-tinei-ahi* programmes to find out what students had learnt: 36% did, 54% did not, and 9% did not answer the question. The 36% who answered yes were then asked to describe the type of assessment they undertook. Table 13 shows the most common forms of assessment.

Table 13 **Ways of assessing student learning**

Type of assessment	<i>n</i>
Oral responses (discussions, interviews, talking, questions)	53
Written responses (stories, worksheets, quizzes)	24
Drawings (posters, labelling, murals, paintings)	22
Observations (tick sheets, scenarios)	19
Role play, drama, acting out	13
Sharing with others (e.g., school assembly, apps like Seesaw for sharing with whānau)	12
Observations (knowing how to call the Fire Service, recalling personal details)	10
Self-assessment	6

Most of the teachers we interviewed told us that they did very little in the way of formal assessment. Like the survey respondents, they relied on discussions, interviews, and observations to gather information about how well students understood the key safety messages. Some of our interviewees used drawings or writing as a way to assess student understanding.

We assess it through children sharing their ideas, through discussions. Nothing formal. All the children do a sample of what they have learned or a safety message; for example, a poster or a drawing of a fireman with a safety message in a speech bubble. No individual assessment. (school/kura interview)

I personally often sit them down one by one (if we are using it as a school assessment). We look at the personal connection or health and safety. I’ll either sit and talk to them about what firemen do in the community or I’ll ask them about the things they remember about staying safe in a fire. A one-on-one interview. (school/kura interview)

It's what I see, what they say to me, when they bring the booklet back have they completed their plan? Not a sit down and assess. It's more in their actions and conversations. (school/kura interview)

What difference are the programmes making for children in ECE centres and kōhanga reo?

We also asked ECE centre respondents what changes they had noticed in relation to the learning outcomes stated in the programmes. Most (87%) said that children knew to 'get out, stay out when there is a fire'. Around three-quarters said that children know what smoke alarms and extinguishers are and what they sound like, they understand that fire is hot and fast, and know about the role of the firefighter (see Table 14).

Table 14 **Learning outcomes as a result of doing *Get Out! Stay Out!* and *E Puta! E Noho ki Waho!***

Changes noticed	<i>n</i>	%
Children know to get out, stay out when there is a fire	108	87.1
Children know what smoke alarms and extinguishers are and what they sound like	94	75.8
Children understand that fire is hot and fast	91	73.4
Children know about the role of the firefighter	90	72.6
Children know to meet their whānau at a safe meeting place	78	62.9
Children know to shout fire! to raise the alarm to others	76	61.3
Other	2	1.6

Our small sample of interviewees from ECE centres and kōhanga reo reinforced these findings.

The older ones go get their teina by the hand and try to help them. The majority are straight down the steps and away ... tamariki learn to leave everything and get out ... Tuakana have a role—helping younger children to evacuate. Adults deliberately role model leaving shoes and belongings behind. (kōhanga reo interview)

The majority of children do remember the messages. The new children learn from their more experienced peers. They don't know what is happening but trust others and follow their lead and by the end of the week everyone knows what to do. (ECE centre interview)

We might follow up with children who have an intense interest in fire or firefighting. It can evolve in their play. If a teacher notices that then we will make links to the fire safety week. We often see children, after we do earthquake things, we see earthquake play. We see it in children's play after the sessions and it is documented. (ECE centre interview)

Summary

One of the purposes of our evaluation was to explore the extent to which the schools programmes have contributed to children's awareness of fire safety. Most school respondents (85%) said students have greater awareness of what to do in case of fire. Almost half (46%) said parents/whānau have greater awareness of fire safety messages.

The key messages were clear. Teachers particularly highlighted the power of the "tools not toys" message. Students used this phrase after the programme, and teachers could incorporate it into other areas of their classroom programme.

Over half of school respondents do no form of assessment after the programmes. This is an area that could be developed with resources for teachers.

7. Improvements, opportunities, and gaps

This section of the report pulls the threads together to identify improvements that can be made to programme delivery and educational resources, and opportunities for Fire and Emergency New Zealand to add value to what is currently on offer. It draws on open questions asked in the surveys, on our interviews with teachers and firefighters in the qualitative phase of the evaluation, and on discussions in workshops with Fire and Emergency New Zealand personnel.

We start this section by reiterating the many positive comments that were made about the programmes. It is clear from all the data we collected that the programmes are well-liked and highly regarded by teachers. All programmes still have good currency for teachers in 2018. This sets the scene for consideration of improvements and opportunities. In particular, we highlight:

1. Teachers value the clear, coherent programme which is both structured (in the sense of being a planned sequence of lessons) and flexible. They also appreciate the variety of resources included in the programme kits.

Teachers enjoy teaching it. The teachers like that it is quite prescriptive. Even though it's out of their comfort zone, it's easy to pick up and follow it, even for a beginning teacher. (school/kura interview)

It's such a great programme to use. Very well thought out and easy to teach from. (school/kura survey)

2. Teachers value the involvement of firefighters who bring an authentic dimension to the programme, and an important connection to the wider community.

Our local fire station was amazing at supporting the programme. They coordinated with us and did a mock fire drill with all the gear and then hosted students at the station and set up activities to reinforce what we did at school. This authentic connection was the most powerful thing about the programme this year. We can do all the talk in school but having it supported in a real world context was empowering for our students. (school/kura survey)

We really appreciate the fire service involvement in the programme. They are always approachable and children love the visit. (school/kura survey)

The firefighters were wonderful. Positive, knowledgeable, and enthusiastic. (school/kura survey)

We would like to say that [firefighter] was supportive, came to staff meetings beforehand to make sure that teachers understood the content and then followed up with class presentations right through the school. (school/kura survey)

Engaging those not using the programmes

Earlier in this report we presented the perspectives of non-users or lapsed users of the programmes. Lapsed users had not used either of the programmes in the last 2 years because of pressure on curriculum time or “competition” with other priorities. Some taught the programmes on a longer cycle. For a handful, lack of contact from Fire and Emergency, or lack of resources or knowledge was a factor.

There is no “quick fix” to engaging with schools that don’t deliver the programme because they perceive they do not have time or space in the curriculum. This report includes evidence (in the form of teacher voices) that could be useful to encourage schools to give the programme a go. The quote below demonstrates that when firefighters do find a hook into a reluctant school, it is likely to be well-received. We heard this from more than one school.

This is the first time the school has done it in quite a few years and the programme was well received by teachers, children and whānau. (school/kura survey)

There was also support from lapsed users of the programme for a programme beyond Years 1 and 2. This is discussed later in this section.

Findings from this evaluation also reinforce the benefits in Fire and Emergency New Zealand continuing to use processes already in place for making contact with schools every 2 years, and building personal connections with schools.

I appreciate the Fire Service reminding us when our two years is up and then encouraging us to set dates etc. ...With everything going on you can forget. (school/kura survey)

I was impressed how our local firefighter in charge of education contacted us to say it was 2 years since his last visit. (school/kura survey)

Ten survey respondents referred to liaison or communication with Fire and Emergency when asked how the programme could be improved. This emphasises the value of ensuring schools receive “good service”.

It took close to two months from the time they [the resources] were ordered to them arriving. And that was after our local fire station followed it up. A much faster delivery time is needed. (school/kura survey)

The person I was arranging the visit with was very slow to reply to emails and answer important questions. (school/kura survey)

Improvements to the current programmes

In the surveys, we asked all current users of the programmes for suggestions on how the resources could be improved. We also discussed improvements in the interviews. We identify three areas where teachers saw room for improvement: moving away from DVDs/CD-ROMs and making

more use of online content; ensuring all firefighters who visit schools are confident and competent in engaging with young children and with the programme; and changing content in the programmes, including a focus on diversity. We give examples below.

Refreshing the website and giving greater visibility to online content

The most common suggestion when teachers were asked about improvements was to make the programmes available online. Many schools took the opportunity to tell us that they could no longer play CDs or DVDs. Teachers suggested that having resources online would also support children, families, and whānau to engage with the content outside of school. We have selected just a handful of the many responses about this issue.

Put as much online as possible. We can download and print if needed. We could click onto a site that parents can access. That would allow children to follow up by going to a website. (school/kura survey)

At school now we can't show DVDs. Getting that online would be great, even if you can only access it while you are doing the unit. (school/kura survey)

It would be good to have the resources online. Putting the big book up on screen [would be ideal] if we had electronic copies of big books. (school/kura survey)

It would be good to have a teacher or parent login on the site so videos can be streamed or downloaded. (school/kura survey)

The *Get Firewise* website does include downloadable versions of most of the resources, and an interactive book. Our sense is that many teachers do not engage with the *Get Firewise* website, and that they may not even know about it. There is a short section about the website in the Teachers' Guide.

We recommend that the website be refreshed to clearly identify resources for teachers, parents/whānau, and children. It could also be made easier for teachers/kaiako to find key resources such as waiata and stories. We also recommend that CDs and DVDs are removed from the kits, and that the website and its downloadable content are given greater visibility instead.

Continuing to focus on supporting firefighters to deliver the programme

Comments from teachers highlighted some variation in the firefighter-delivered aspect of the programme (two contrasting quotes are included below). This reinforces the importance of Fire and Emergency New Zealand maintaining a focus on firefighter training to build confidence in the programme and in working with young children. One of the firefighters we spoke with also emphasised the value of training for familiarising firefighters with the programme and encouraging "ownership". This training needs to include refresher opportunities, and not be a one-off event.

You can get people turning up who are almost hostile to the programme and don't see it as their role. They think their job is on the trucks. But I've found that once they get a chance to find out about the programme and get ownership of it, people are interested in doing it right, and the more right they do it, the easier it is. It's a win-win. (firefighter interview).

We love our volunteer firefighters and they do a fantastic job, but they are not trained teachers or presenters and I am unsure when they were last taught how to run the programme professionally in schools. They volunteer their time to help out, but need some training and guidance. (school/kura survey)

The personnel that came in were fantastic with the children, they pitched the sessions at the right level and involved the children so well. We felt their visit was so well worthwhile and was well suited to our students. (school/kura survey)

Suggestions for content improvements, including a focus on diversity

Teachers also suggested some changes to the content of the *Get Firewise* and *Māui-tinei-ahi* programmes, particularly:

- more focus on children living in rural areas
- include resources related to floods
- update photos with more modern photos and “photos that reflect our community”
- develop more musical activities, action songs, and games
- include more examples of assessment activities being added to the Teachers' Guide (and/or the website).

We also asked respondents what they would like to see represented in future *Firewise* resources. Table 15 shows this data for both schools/kura and ECE centres/kōhanga reo (schools and kura were not asked about photos of people or people with disabilities). The order of preference is the same across both sectors, with most support for diverse ethnicities being seen in future resources (60% of school respondents and 65% of ECE centre respondents), followed by diverse family structures (57% of school respondents and 49% of ECE centre respondents).

Table 15 **Things teachers would like to see in future resources**

Response options	Schools/kura		ECE centres/kōhanga reo	
	<i>n</i>	%	<i>n</i>	%
Photos of people			85	68.5
People with disabilities			81	65.3
Diverse ethnicities	216	60.0	81	65.3
Diverse family structures	204	56.7	61	49.2
Diverse genders	107	29.7	54	43.5
Diverse languages	97	26.9	42	33.9

Of note is that there is greater support for including more photos reflecting diverse ethnicities in the development of any future resources. There is less call for the resources to be in languages other than English and te reo Māori. Where there is a local need identified for this, we suggest that a priority could be translating key messages for families in other languages for these communities, rather than developing the whole kit in other languages.

The ECE English-medium resource (*Get Out! Stay Out!*) is the only one of the four programmes that does not feature photos and drawings of people (it is cartoon based). There is support from ECE teachers for the resource to include photos of people (69% of respondents), and people with disabilities (65% of respondents). One of the firefighters we interviewed was positive about “growing Tamati and Sam with the programme as they age”. The Māori-medium ECE resource (*E Puta! E Noho ki Waho!*) introduces the characters who then “grow up” in the school resource. This is also consistent with the opportunity identified below of a cohesive programme from ECE, to Years 1 and 2, and beyond.

Opportunities

We end this report by identifying opportunities for Fire and Emergency New Zealand to enhance their fire safety education programmes beyond improvements to the current resources. In the school/kura survey we asked respondents what would enhance the programme. We provided three options (see Table 16). Nearly two-thirds (64%) of respondents selected “A cohesive programme that links fire safety education from Year 1 to Year 8”. This was also a strong theme in the interview data. Just under half (46%) selected “A greater role for firefighters”; and 39% selected “Modes of delivery to suit your context (for example, online or in an app)”.

Table 16 **Things that would enhance the programmes for those already using them**

Response options	<i>n</i>	%
Cohesive programme Years 1–8	230	63.9
Greater role for firefighters	166	46.1
Modes of delivery to suit context	139	38.6
Other reasons	9	2.5

Drawing on qualitative data from the interviews, we identify five opportunities to enhance the programmes offered by Fire and Emergency New Zealand:

- extending programme reach, further up the primary school
- promoting and extending the use of te reo Māori resources
- developing resources to support more flexible modes of delivery
- reaching parents, whānau, and communities
- connecting with other emergency services.

Extending programme reach, beyond Year 1 and Year 2

There was strong support from teachers for a programme that could be used further up the primary school, refreshing some content and adding topics for older children. Some schools are already using the *Get Firewise* programme in Years 3 and 4, or throughout the school. Teachers from a mix of school contexts identified this opportunity, including urban schools, and small rural schools with multi-level classes or sole-charge environments.

It is already an excellent programme which we deliver every 2 years to make sure that all our junior students get a chance to be involved in the fire safety message. It would be great for there to be age appropriate refresher programmes for the middle and senior school. (school/kura survey)

We are a sole-charge school with students from Years 1 to 8. Some more challenging activities would have been good as the whole school did the programme. (school/kura survey)

The programme is designed for junior children but there are some children in Years 4–6 who don't have a clue and [are] at that age when more likely to encounter matches etc. They could do with something. At this age this group are playing with fireworks and may have to take more responsibility. (school/kura interview)

The two firefighters we spoke with concurred and had received requests to cover some topics as a refresher with older students.

Promoting and extending the use of te reo Māori programmes

In our view, Fire and Emergency New Zealand's commitment to bicultural programmes is a major strength of its fire safety education. As we noted early in this report, decile 1 and 2 schools/kura were more likely to have used both programmes or *Māui-tinei-ahi*.

Whilst it is most important that these resources are available for use within Māori-medium settings, given the current momentum for teaching te reo Māori, the availability of resources in te reo Māori is likely to be valued by English-medium schools. We spoke with teachers from schools with a high proportion of Māori students, and/or those who are increasing their use and teaching of te reo Māori, and they were positive about the potential to use te reo Māori resources about fire safety. Increasing schools'/ECE centres' knowledge that reo Māori resources exist (e.g., by integrating te reo Māori and English resources into the same section of the website) would maximise this opportunity, but would also have cost implications, if it increases the requests for schools to have both kits.

We have two bilingual classes now so it's good to have the Māori resource. We never used it before because we were not aware of it until recently. We'll start using the resource now for the first time. (school/kura survey)

Now that I know there is a programme available in te reo, I will let out junior bilingual classes know so they can access this resource for next time. (school/kura survey)

We currently have *Get Firewise* and *Māui-tinei-ahi* and they are treated as two quite separate things. A lot of schools [in this area] have bilingual or immersion units and teachers are using a lot of Māori in their daily programmes. I would like to see a blending of content. Having a mainstream programme that doesn't include Māori content is missing out on a key strength of the programme. *Māui-tinei-ahi* is a taonga. (firefighter interview)

Developing resources to support more flexible modes of delivery

As well as refreshing the website and making existing resources easier to access in an online environment, there is an opportunity to develop interactive activities and games.

Some interactive games for children via an app or website so that they can go and practise after lessons. (school/kura survey)

Teaching in an ILE environment with Years 1 to 4 it would be good if the resource reflected the needs of learners in this environment. Maybe not so year level based but a range of contexts and suggested learning that teachers can develop to best meet the needs of a range of children. (school/kura survey)

Reaching parents, whānau, and communities

Some teachers saw an opportunity for the programme to engage more with parents, whānau, and communities, particularly in communities with a high risk of poor outcomes from fire. There were suggestions for the programme to be adapted for use by children and their families in community groups, Pasifika churches, and on marae.

[I'd like to see] more on smoke alarms because of their importance. Could something else be done to highlight the importance of them? We can show them, push the button and the firefighters demo them but could something more be done? Community engagement? Can they give out free smoke alarms if people come in for a session? Have a community focus. It is a very positive programme. Getting parents and whānau on board to teach it at home [is a challenge]. They don't 'get' the plan where you have to draw your house plan. We don't follow up with that now. Most of our parents don't read or write and we don't want to put them under pressure. (school/kura interview)

The programmes are very good and essential learning. We are aware however that many families do not follow up at home. Maybe doing it as a community of schools with the council promotion and firefighter promotion would help. (school/kura survey)

Connecting with other emergency services

Finally, a few teachers and one of the firefighters we interviewed suggested that there were opportunities for the fire safety education programmes to be connected with other emergency services.

Everybody should know what the emergency services ... It would be good to connect all of that together—instead of Firewise, should have ‘Emergency services wise’. (school/kura interview)

What about an emergency services package all together, so we’re not ‘fighting’ with other services like the police. I would be supportive of this. We could bounce things off each other and reinforce messages. (firefighter interview)

8. Concluding thoughts

It is clear from all the data we collected that all four programmes in scope for this evaluation are well-liked and highly regarded by teachers who use them across New Zealand. It is within this context that we offer some recommendations for improvements and opportunities.

Recommendations

Recommendations from this study are that Fire and Emergency New Zealand:

- Continue to invest in making contact with all New Zealand schools and kura every 2 years to encourage them to deliver a fire safety education programme. This personal connection is important and is valued by schools and kura.
- Continue to invest in training for personnel to ensure all firefighters who visit schools are confident and competent in engaging with young children and with the programme. This training needs to include refresher opportunities, and not be a one-off event.
- Prioritise a refresh of the website and online content. We recommend that the website be refreshed to clearly identify resources for teachers, parents/whānau, and children. It could also be made easier for teachers/kaiako to find key resources such as waiata and stories. We also recommend that CDs and DVDs are removed from the kits, and that the website and its downloadable content are given greater visibility instead.
- Maintain a focus on keeping the programmes fresh and responding to feedback from teachers. This could include inclusion of more photos reflecting diverse ethnicities in the development of any future resources. Where there is a local need identified for resources in other languages, we suggest prioritising the translation of key fire safety messages for parents.
- Consider further “future proofing” of the programmes through development of interactive games and apps. This could also contribute to assessing outcomes from the programmes through real-time data collected as learners use the apps and games.
- Consider a redesign of the *Get Out! Stay Out!* resource to use photos of real people, and introduce the characters Tamati and Sam who are important in *Get Firewise*.
- Maximise value from the *Māui-tinei-ahi* and *E Puta! E Noho ki Waho!* resources by promoting the reo Māori resources to all schools and ECE centres (e.g., by integrating te reo Māori and English resources into the same section of the website).
- Consider how to respond to interest in a fire safety education programme that goes beyond Years 1 and 2. The current programmes form a good foundation for this.

- Consider alternative settings in which to deliver community-based fire safety education programmes with children and their whānau, as well as the opportunity to enhance connections with other emergency services with education programmes.

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Appendix 1: Recommendations from previous evaluations

Recommendations from <i>Evaluation of the Firewise Programme for Year One and Two Students</i> (Ogier, 2008) with evidence they have been undertaken.	
Recommendation	Evidence
1. The <i>Firewise for Year One and Two</i> programme should continue.	The programme has continued and has been revised and refreshed since this report in 2008.
2. Firefighters need to find strategies for engaging school leaders and encouraging them to take ownership for ensuring fire safety is taught. This is likely to necessitate a flexible approach to engaging principals centred on understanding the unique situation each school is in. We recommend firefighters spend time networking with schools and developing engagement strategies.	<p>The Trainer Programme for <i>Get Firewise</i> Years 1 and 2 includes sections on:</p> <ul style="list-style-type: none"> • Approaching the school and marketing <i>Get Firewise</i> • The school perspective. <p>These sections include information on how schools are structured, who to contact at the school, phoning the school (includes audio of phone calls), and key points to discuss when marketing the resource to teachers. Meeting with teachers face to face is recommended. The training material includes a section on what to do if the firefighter meets with resistance and what kind of resistance it might be. There is also a film clip about how to phone an unsure principal.</p> <p>The section on the school perspective covers off information about how schools do their planning, when the best time to contact the school might be, preferred times of day, influences on schools' decision making, what other competing programmes they might have, and how to approach and communicate with teachers. The facilitator may have a local school principal at this session to give insights and answer questions in lieu of a Principal Interview video clip.</p>
3. Engaging schools is an ongoing task. Firefighters need to be sufficiently resourced to promote and support the delivery of <i>Firewise</i> and sufficiently motivated. We recommend that a limit is placed on the number of schools a firefighter should be responsible for. We suggest this limit be in the range of 12 to 16 schools.	There is a National Process Map that outlines the roles and responsibilities of delivering <i>Firewise</i> . However, each region and area will have established their own structure and process for how the programme is managed. This may determine the number of schools assigned to an individual/watch or station dependent on the urban/volunteer/rural mix. Enabling documents were developed in Region 2 to demonstrate the structure and process for managing schools. It is not known whether a formal process has been documented in other regions.
4. The attitudes and beliefs that firefighters hold about the value of <i>Firewise</i> affect their ability to engage schools to promote and support programme delivery. We recommend that the NZFS assign the responsibility of <i>Firewise</i> to staff dedicated to <i>Firewise</i> and/or offer training to staff who are not.	In Region 2, training is offered annually to those who express a genuine interest in being involved. This is a workshop and includes both volunteers and career. This is not consistent across the organisation.
5. The <i>Firewise</i> teaching component is currently too long. There appears to be scope to reduce the number of hours <i>Firewise</i> is expected to take to teach without compromising quality. We	<p>A revised <i>Get Firewise</i> programme has been created in response to this feedback. The new version offers teachers two options in how to deliver the programme:</p> <ul style="list-style-type: none"> • a longer inquiry-learning approach with sequenced and

<p>recommend developing options for teachers to deliver a shorter programme that is more focused on key messages. The Commission will need to determine what a <i>Firewise</i> child should know, what it is desirable for them to know, and refine the programme and resources.</p>	<p>structured activities, or</p> <ul style="list-style-type: none"> • a 2-week short focus topic using focus time and literacy time. <p>Firefighters use a tip sheet that outlines the benefits of <i>Firewise</i>. This is used for promoting the programme and makes reference to the long-term inquiry-learning approach and the 2-week short focus. Six of the learning sections in the Teachers' Guide were identified by the Commission as mandatory (i.e., what a child should know) and Sections 7 and 8 are offered as optional.</p>
<p>6. Teachers need to be able to respond to a wide range of questions raised by children when they teach <i>Firewise</i>.</p> <p>It is not possible or practical for the Fire Service to provide direct training or advice on all possible questions. We recommend that, as part of the teacher resource, teachers are provided with an overview of the key principles of <i>Firewise</i> so that they are equipped to respond to questions.</p>	<p>The <i>Firewise</i> Teachers' Guide is very comprehensive. It includes a section on best practice for teaching safety messages, highlights the website, and covers some potential issues (e.g., fear of fire, previous experiences with fire, not lighting a real fire, and children who have a fascination with fire).</p> <p>Each teaching section also has extensive background information for teachers.</p>
<p>7. Parental involvement with homework is a valuable way to support classroom learning. We recommend that homework engagement continues and, to maximise involvement, that it focuses on key messages.</p>	<p>The homework booklet that is sent home to parents contains:</p> <ul style="list-style-type: none"> • the full content of the big book used in class • safety tips and activities on each page which correlate with the information students are given • a blank grid for developing an escape plan • a safe meeting place sticker • a DVD containing several short videos • a two-page spread of the "Get down, Get low, Get out—FAST" poster. <p>A page in the Teachers' Booklet explains how to involve families or whānau.</p> <p>There is no process to identify whether schools are using the homework component.</p>
<p>8. Firefighters who currently deliver a 1-hour <i>Firewise</i> presentation in place of the teaching component of <i>Firewise</i> do not achieve the desired results.</p> <p>We recommend that this approach ceases.</p>	<p>The Teachers' Guide and website make it clear that the firefighter visit comes AFTER the teacher has completed, or nearly completed, the structured programme:</p> <p>Please note, a firefighter presentation supports, but it is not a substitute for, the learning programme. Students must have completed, or have almost completed, Get Firewise, before a firefighter can visit. Not all locations will have firefighters available. (From website http://www.getfirewise.org.nz/)</p>
<p>9. Firefighter support in visiting schools and recapping fire safety messages is a valued part of the <i>Firewise</i> programme. However, visits that focus on fire trucks and playing with hoses may distract children from learning fire safety messages.</p> <p>We recommend that firefighters should stick to delivering the firefighter presentation guides and avoid turning visits into goodwill visits.</p>	<p>In the Trainer Guide, firefighters are advised to park the appliance out of sight of students so it is not a distraction.</p>

<p>10. Firefighters' approach to promoting and supporting the delivery of <i>Firewise</i> appears to vary across fire districts.</p> <p>We recommend the appointment of regional <i>Firewise</i> co-ordinators be considered.</p>	<p>The Principal Advisor Fire Risk Management (PAFRM) is responsible for managing and co-ordinating <i>Firewise</i> at region level. However, not all areas will have mirrored this at area level.</p> <p>Each region has a Māori Liaison Officer (Pou Takawaenga Māori).</p>
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Recommendations from *Evaluation of the New Zealand Fire Service Commission Programmes, Promotions and Research for Māori* (Kaiwai et al., 2008) with evidence they have been undertaken.

MTA = *Māui-tinei-ahi*, the Māori version of the *Firewise* programme launched in 2000.

Recommendation	Evidence
1. Further investments are required in recruitment and training to build staff capability and capacity.	Each region has a Māori Liaison Officer (Pou Takawaenga Māori).
2. More opportunities to share information and experience among regions are needed.	
3. MTA staff need to collaborate strategically with other health promoters to avoid clashes over access to busy kura and kōhanga.	
4. Regular activities that both target and utilise schools and Māori community networks and organisations are required to improve and maintain awareness of MTA and increase the likelihood of the project being delivered in schools on a regular basis.	Each region has a Māori Liaison Officer (Pou Takawaenga Māori).
5. Further research and development is required to tailor resources and the project to the different age levels targeted.	<p>Two resources are now available in te reo Māori—one for kōhanga/ECE and one for kura.</p> <p>The resource for Kōhanga—<i>E Puta! E Noho ki Waho!</i>—was developed in 2013 in direct response to the need for simpler safety messages for students under 5 years of age.</p> <p>MTA was revised and refreshed in 2010 at the same time as the English language kit <i>Get Firewise</i>.</p>
6. A strategy around ensuring that fire safety information reaches the whānau of tamariki is needed.	Each region has a Māori Liaison Officer (Pou Takawaenga Māori).

Ideas for the future from *Get Out! Stay Out! Evaluation* (Dickinson et al., 2014)

Idea/recommendation	Evidence
1. Additional materials and formats—an animated DVD of the story, “real” pictures in the big books, narration of the story on a DVD, DVD of a local fire station.	<i>E Puta! E Noho ki Waho!</i> was developed in 2013 and includes a take-home picture book on DVD that has a narrated version of the big book. It also has a big picture book with photos and people (rather than cartoon characters as in the <i>Get Out! Stay Out!</i> big book).
2. Website—teachers need to be made aware of the NZFS website and what it has to offer.	Links to the website are in all the Teacher Guides.
3. Materials for the very young children. “Real beginning” resources for children under 3 (e.g., a cartoon video clip or more songs).	Research from educationalists informed us that cartoons were not a useful learning medium for this age group. The view of Ministry of Education educationalists was that children under the age of 3 may not grasp the key safety messages and that it was the responsibility of parents and caregivers to ensure safety of their children.
4. Translation of <i>Get Out! Stay Out!</i> into different languages.	A Māori language version of this resource has been developed, <i>E Puta! E Noho ki Waho!</i>

Appendix 2: Instruments

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi

Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Fire and Emergency New Zealand wants to know what you think

Kua uru a Rangahau Mātauranga o Aotearoa ki tētahi kirimana kia arotakea ngā kaupapa ako a Te Ratonga Ahi o Aotearoa mō ngā ākonga Tau 1, Tau 2 hoki (Get Firewise me Māui Tinei Ahi), koia mātou ka pōwhiri atu nei i a koe kia tuku whakaaro mai mō ēnei kaupapa ako ki a mātou.

NZCER has been contracted to evaluate the Fire and Emergency New Zealand (Fire and Emergency) fire safety education programmes for Year 1 and Year 2 students (Get Firewise and Māui Tinei Ahi) so we are inviting schools and kura to tell us what they think of these programmes.

Kāore he whakahau kia uru koe ki te uiuinga, ā, e kore hoki te hunga whakautu mai e tautohutia ā-ingoatia, e kore hoki e whakahuatia te ingoa o tētahi kura i roto i ngā whakahokinga kōrero mai i ngā uiuinga. Hei ētahi wā ka pūpūtia ngā whakautu, inā koa, mā te momo kura. E kore ētahi kōrero ā-tangata takitahi e taea mai e te hunga tuatoru.

Participation is voluntary and respondents will not be identified by name of school or kura in any reporting from the survey data. Answers may be aggregated, for example by type of school or kura. No individual data will be accessible by any third parties.

He uiuinga reo-rua | Bilingual survey

He uiuinga reo-rua tēnei i te reo Māori me te reo Pākehā. Mō te nuinga ka puta ngā kōwhiringa whakautu i roto i ngā reo e rua. Ahakoa rā, ka puta ngā kōwhiringa whakautu i te reo kotahi anake mehemea kāore i te hiahia te whakamāoritanga o ētahi kupu.

This is a bilingual survey in te reo Māori and English. Most of the time response options appear in both languages. However, response options may appear in one language only when translation of particular words is unnecessary.

Kōwhiri whiwhinga! | Prize draw!

He mea tino nui ki a mātou tō whakawātea i a koe ki te whakakī i te uiuinga. Kia pai ai tā mātou whakamoemiti, ka uru ngā tāngata katoa kua whakakīa e rātou te uiuinga ki te kōwhiri whiwhinga iPapa mō tō rātou kura - ka taea e koe te

whakauru i te mutunga o te uiuinga.

We appreciate your taking the time to do the survey. To say thanks, we are giving everyone who fills in the survey a chance to win an iPad for their school/kura – you can enter the draw at the end of the survey.

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Mōu, mō tō kura hoki About you and your school

1. He aha tō tūranga i tō kura? (Tohua ngā mea katoa e hāngai ana)
What position do you hold at your school? (Please tick all that apply)

- Tumuaki | Principal
- Tumuaki Tuarua | Deputy Principal
- Tumuaki Hoa | Associate Principal
- Kaihautū Tīma, Kaihautū Mahi Ohu rānei | Team or syndicate leader
- Kaiako o tētahi akomanga Tau 1, 2 rānei | Teacher of Year 1 or 2 class
- Tētahi atu (tēnā tuhia mai te taitara)
Other (please specify)

2. Tēnā kōwhiria ngā kōwhiringa hei tino whakaahua i ngā hanganga akomanga Tau 1, Tau 2 hoki o tō kura. (Tohua ngā mea katoa e hāngai ana)
Please choose the options that best describe your school's Year 1 and Year 2 class structures. (Please tick all that apply)

- Akomanga rūma kotahi | Single cell classroom/s
- Wāhi ako auaha ILE/wāhi akomanga tāwariwari | Innovative learning environment ILE / flexible classroom space
- Horopaki ako ā-tākaro | Play-based learning environment

3. Ko ēhea o ēnei momo akomanga ka kitea i tō kura? (Tohua ngā mea katoa e hāngai ana)

Which of the following types of classes do you have at your school / kura? (Please tick all that apply)

- Akomanga reo Maori (L1 me L2) | Māori-medium class (L1 and L2)
- Akomanga reo Maori (L3 me L4) | Māori-medium class (L3 and L4)
- Akomanga reo-rua, reo Māori–reo Pākehā | Māori-English bilingual class
- Akomanga reo Pākehā | English-medium class

4. He aha te decile o tō kura?

What decile is your school?

- 1, 2 rānei | 1 or 2
- 3, 4 rānei | 3 or 4
- 5, 6 rānei | 5 or 6
- 7, 8 rānei | 7 or 8
- 9, 10 rānei | 9 or 10

5. Kei tēhea o ngā takiwā Ratonga Ahi tō kura?

Which of the following Fire and Emergency regions is your school / kura located in?

- Te Tai Tokerau me Tāmaki-makaurau | Northland and Auckland
- Te Puku o Te Wheke (Waikato, Te Moana a Toi, Te Tairāwhiti, Te Tara o te Ika)
Central North Island (Waikato, Bay of Plenty, Tairāwhiti, Coromandel)
- Te Upoko o Te Ika (Te Matau a Maui, Taranaki, Whanganui, Manawatū, Awakairangi-Wairarapa, Pōneke)
Lower North Island (Hawkes Bay, Taranaki, Whanganui, Manawatu, Hutt-Wairarapa, Wellington)
- Te Waka a Māui (Whakatū, Wairau, Te Tai Poutini, Waitaha)
Upper South Island (Tasman, Marlborough, West Coast, Canterbury)
- Murihiku (Ōtakou, Te Waihōpai) | Lower South Island (Otago, Southland)
- Kāore i te tino mōhio (tēnā whakaingoatia tō tāone)
Unsure (please name your city or town)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi

Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Ngā whakataua mō te akoranga

Decisions about learning

6. Ko wai te tangata i tō kura māna ngā whakataua mō ngā mea ka ākona e ngā ākonga Tau 1, Tau 2 hoki, i te marau Hauora, Health and PE hoki? (Tohua ngā mea katoa e hāngai ana)

In your school who makes decisions about what Year 1 and Year 2 students learn about in the Health and PE learning area or Hauora learning area? (Please tick all that apply)

- Te Tumuaki | Principal
- Tumuaki Tuarua | Deputy Principal
- Tumuaki Hoa | Associate Principal
- Kaihautū Tīma, Kaihautū Mahi Ohu rānei | Team or syndicate leader
- Kaiako o tētahi akomanga Tau 1, 2 rānei | Teacher of Year 1 or 2 class
- Ngā ākonga | Students
- Tētahi atu (tēnā tuhia mai te taitara)
Other (please specify)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Te noho mārama ki ngā kaupapa akoranga haumarutanga ahi **Awareness of fire safety education programmes**

7. Kua mōhio kē koe ki ngā kaupapa ako haumarutanga ahi Get Firewise, Māui Tinei Ahi rānei?
Are you aware of the 'Firewise' fire safety education programmes Get Firewise or Māui Tinei Ahi?

- Āe, kua mōhio kē ki tētahi o aua kaupapa, ngā mea e rua rānei
Yes, aware of one or both programmes
- Kāore i mōhio ki tētahi o aua kaupapa ako
Not aware of either programme

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

8. Whakaaaturia mai ko ēhea o ēnei kaupapa ako kua whakamahia e tō kura i te Tau 1, Tau 2 rānei?
(Tēnā, tohua kotahi kōwhiringa anake)

Which of these programmes has your school / kura ever taught at Year 1 and 2? (Tick one option)

- Get Firewise me Māui Tinei Ahi | Both Get Firewise and Māui Tinei Ahi
- Get Firewise
- Māui Tinei Ahi
- Kāore kau tētahi i whakamahia | Neither
- Kāore i te mōhio | Unsure

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi

Get Firewise and Māui Tinei Ahi fire safety education programmes survey

9. Kua whakaako koutou i te haumarutanga ahi nā ētahi atu huarahi?

Have you taught fire safety in other ways?

- Kāo | No
- Āe, nā te whakamahi i ā mātou ake rauemi
Yes, using our own resources
- Āe, nā tētahi atu kaupapa ako (tēnā, whakamāramatia)
Yes, through another programme (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi

Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Timing

10. Nonahea tērā o ngā whakaakoranga i te kaupapa ako o Get Firewise, o Māui Tinei Ahi hoki/rānei (Tau 1 me Tau 2) i tō kura?

When was the last time the Get Firewise and/or Māui Tinei Ahi programmes (Years 1 and 2) were taught in your school?

- I tēnei tau (2017) | This year (2017)
- I tērā tau (2016) | Last year (2016)
- 3-5 tau ki muri | 3- 5 years ago
- Neke atu i te 5 tau ki muri | More than 5 years ago
- Kāore i te mōhio | Unsure

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi Get Firewise and Māui Tinei Ahi fire safety education programmes survey

11. He aha te take i kore ai e whakamahia Get Firewise, Māui Tinei Ahi hoki/rānei ināianei? Tēnā whakamāramatia mai te take i pēnei ai.

Why is the Get Firewise and/or Māui Tinei Ahi programme not currently being used? Please describe your reasons.

12. Ko ēhea o ēnei e whai ake nei ngā mea e piki ake ai te whakamahinga a tō kura i ngā kaupapa ako Get Firewise, o Māui Tinei Ahi hoki/rānei ā ngā rā kei mua i te aroaro?

Looking to the future, which of the following possibilities would make it more likely that your school /kura would use the Get Firewise and/or Māui Tinei Ahi programmes?

- He kaupapa tōtika hei hono i te akoranga Haumarutanga Ahi mai i Tau 1 ki Tau 8
A cohesive programme that links Fire Safety education from Year 1 through to 8
- He huarahi whakarato i te kaupapa e hāngai ana ki tōu ao (hei tauira, te whakarato ā-ipurangi, i roto i tētahi taupānga / papatono rānei)
Modes of delivery to suit your context (for example online or in an app)
- He whāinga wāhi nui kē atu mā ngā kaipatu ahi mai i Te Ratonga Ahi, hei tauira, he pekanga i muri mai
A greater role for firefighters from Fire and Emergency, e.g. follow up visits
- Kia whānui kē atu ngā reo whakarato i te kaupapa, kia puta hoki he rauemi i ngā reo maha
Programmes and resources were available in a wider range of languages
- Kāore kau ēnei i runga ake nei | None of the above
- Tētahi atu (tēnā, whakamāramatia)
Other (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi

Get Firewise and Māui Tinei Ahi fire safety education programmes survey

13. He aha ngā take matua i kōwhiri ai koe i te kaupapa ako Get Firewise, Māui Tinei Ahi hoki/rānei?
(Tohua ngā mea katoa e hāngai ana)

What are the main reasons you chose to use the Get Firewise and / or the Māui Tinei Ahi programme?
(Please tick all that apply)

- He mea nui kia mōhio te tamaiti me aha ia ina mura te ahi
It's important for children to know what to do in case of fires
- Kua pā kē mai ētahi ahi ki te hapori
There have been fires in the community
- Whakaurua ai e mātou i ngā tau katoa - mai rā anō i pēnei tā mātou mahi
We always include it – it's something we've always done
- Nā ngā mātua/whānau i inoi kia kawea
Parents / whānau asked for it
- He rauemi reo Māori
It's a resource in te reo Māori
- Ētahi atu (tēnā, whakamāramatia)
Other (please describe)

14. Mehemea kua whakamahi tō kura i ngā kaupapa ako e rua, he aha koutou i kōwhiri ai kia pērā?
If your school/kura has used both programmes, why did you choose to do both?

15. Ko ēhea o ēnei tauira whakarato i whakamahia e tō kura?
Which of these models of delivery did your school use?

- He kaupapa arotahi poto mō te rua wiki | Two week short focus topic
- He kaupapa matua mō te wāhanga tau (arā, roa atu i te rua wiki)
Major term topic (i.e. longer than two weeks)
- I whakamahia ngā rauemi mō ngā akomanga tēina i tētahi kaupapa ako haumarutanga ahi puta noa i te kura katoa
Used the material for junior classes in a school/kura-wide fire-safety programme
- Kāore i te mōhio | Unsure
- Tētahi atu tauira whakarato (tēnā, whakamāramatia)
Another model of delivery (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
 Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Ngā Rauemi Resources

16. Kei roto i te mōkihi o ngā kaupapa ako Get Firewise ētahi rauemi. I pēhea ki a koe te whāinga tikanga o ēnei rauemi, e ai ki tō kura?

(Kaua e whakakāia tēnei ripanga me i kāhore koe e whakamahi i Get Firewise)

The Get Firewise programme kit include a range of resources. How useful did your school / kura find the following resources?

(Do not fill in this table if you didn't use Get Firewise).

	Tino whai tikanga Very useful	Whai tikanga Useful	Kāore i whai tikanga Not useful	Kāore i whakamahia Don't know	Aua hoki Did not use
Teacher's manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big Book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
large photos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
magnetic picture set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
smoke alarm	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD-ROM digital book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
puppet set	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family book/DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Certificate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe meeting place sticker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Kei roto i te mōkihi o ngā kaupapa ako o Māui Tinei Ahi ētahi rauemi. I pēhea ki a koe te whāinga tikanga o ēnei rauemi, e ai ki tō kura?

(Kaua e whakakāia tēnei ripanga me i kāhore koe e whakamahi i Māui Tinei Ahi)

The Māui Tinei Ahi programme kits include a range of resources. How useful did your school / kura find the following resources?

(Do not fill in this table if you didn't use Māui Tinei Ahi).

	Tino whai tikanga Very useful	Whai tikanga Useful	Kāore i whai tikanga Not useful	Kāore i whakamahia Don't know	Aua hoki Did not use
Te Pukapuka Ārahi i te Kaiako o Māui-Tinei-Ahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kotahi pukapuka pūrākau pikitia rahi, "Ka Ora a Tāmāti me Mokoapeke i te Ahi/Kia Tūpatō ki te Ahi"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He pānui pakitara Ngōki i Raro Rawa! TERE Puta Atu!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kotahi pānui waiata TERE Puta Atu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kotahi pānui pakitara mō Te Pūrākau o Māui rāua ko Mahuika	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E iwa ngā whakaahua nunui A3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He Pikitia Autō mō Tāmāti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kotahi pūoho auahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kotahi DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kotahi CD-ROM	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He Kohinga Karetāo Matua nō Māui-Tinei-Ahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tētahi Pukapuka/DVD o Māui-Tinei-Ahi mā te Whānau hei taura	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Te tiwhikete o Māui Tinei Ahi (order one online for each child)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He tāpiri mō wāhi tūtakitaki haumarū	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Ki a koe, e hāngai ana ngā rauemi ki ngā taumata mō ngā ākonga Tau 1, Tau 2 hoki?
Do you think the resources are at the appropriate level for Year 1 and 2 students?

- Āe, kei te āhua pai | Yes they are about right
- Kāo, he ngāwari rawa | No, they are too easy
- Kāo, he uaua rawa | No, they are too hard
- Ētahi atu
Other

19. Ko ēhea o ēnei e whai ake nei ngā mea e hiahia ana koe kia kite i ngā rauemi Haumarutanga Ahi ā ngā rā kei mua i te aroaro? (Tohua ngā mea katoa e hāngai ana)

Which of the following would you like to see represented in future Firewise resources? (Please tick all that apply)

- Tāngata momo iwi maha (inā koa, Māori, Moana-ā-nui-Kiwa, Āhia, Pākehā)
Diverse ethnicities (e.g. Māori, Pasifika, Asian, Pākehā)
- Ngā momo whānau maha (whānau kotahi te matua, mātua ira ōrite, whakatupuranga maha)
Diverse family structures (e.g. single parent, same sex parents, multiple generations)
- Ira rerekē (inā koa, ngā wāhine, ngā tāne, ngā tāngata ira waenga, takatāpui)
Diverse genders (e.g. females, males, gender neutral, takatāpui)
- Ngā reo rerekē (inā koa, Hāmoa, Tonga, Hainihi)
Diverse languages (e.g. Samoan, Tongan, Chinese languages)

20. Tēnā whakamāramatia mai ētahi atu huarahi e taea ai te whakapiki i te pai o ngā rauemi.
Please suggest any other ways in which the resources could be improved.

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Te Wāhi ki te Hunga Patu Ahi
Role of firefighters

21. I peka atu ngā kaipatu ahi ki ngā ākonga Tau 1, Tau 2 hoki hei wāhanga mō te kaupapa ako Firewise?

Did firefighters visit the Year 1 and 2 students as part of the Firewise programme?

- Āe | Yes
- Kāo | No
- Kāore i te mōhio | Unsure

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

22. He aha e kore ai?

Why not? (Please tick all that apply)

- Kāore i wātea i tētahi wā tōtika | No suitable time available
- I karangatia kētia atu ngā kaipatu ahi ki tētahi ahi
Firefighters got called out to a fire
- Kāore ngā kaipatu ahi i wātea mō ngā pekanga mai
Firefighters were not available to do visits
- Ki a mātou, ehara i te mea me pērā | We didn't think it was necessary
- Tētahi atu
Other (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

23. Mehemea āe, nōnahea ngā kaipatu ahi i toro mai ai, i roto i ngā rā o te kaupapa?

At what stage in the programme did firefighters visit?

- I te tīmatanga | Beginning
- I waenganui | Middle
- I te mutunga | End

24. He pēhea te tōtika o te wā o te pekanga mai, ina whakatairitea ki ō whāinga i te kaupapa/ whāinga mō te whakaako?

How well did the timing of the visit fit in with your programme /teaching objectives?

- He tino pai | Very well
- He pai | Well
- Kāore i tino pai | Not well

25. Mehemea kāore i tino pai | If not well, why not?

- Moata rawa | Too early
- Tōmuri rawa | Too late
- Ētahi atu
Other reason (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi

Get Firewise and Māui Tinei Ahi fire safety education programmes survey

26. He pēhea te nui o te mōhio ki te kōrero Māori ki a koe, mō te hunga peka mai i Te Ratonga Ahi, ngā Ratonga Whawhati Tata hoki?

How important is it that visiting Fire and Emergency personnel are proficient Māori speakers?

- Tino hirahira | Very important
- He hirahira | Important
- Ehara i te mea hirahira | Not important
- Kāore e pā ana | Not applicable

27. He pēhea koe i whakawhitiwhiti kōrero ai ki ngā mātua me ngā whānau mō Get Firewise, mō Māui Tinei Ahi hoki/rānei? (Tohua ngā mea katoa e hāngai ana)

How did you communicate with parents and whānau about Get Firewise and / or Māui Tinei Ahi?

(Please tick all that apply)

- Kāore mātou i whakawhiti kōrero ki ngā mātua, ki ngā whānau rānei mō te kaupapa ako
We did not communicate with parents and whānau about the programme
- I kōrerorero noa mātou ki ngā mātua me te whānau mō te kaupapa ako (inā koa, i te tīkinga mai o ngā tamariki)
We talked with parents and whānau informally about the programme (e.g. at pick up time)
- I whakatū hui, wāhanga whakawhiti kōrero noa mō ngā mātua me te whānau
We held a hui or information session for parents and whānau
- I whakahokia e mātou he reta, he niureta rānei ki te kāinga
We sent a letter or newsletter home
- I whakahokia e mātou tētahi pukapuka/DVD ki te whānau, ki ngā mātua ki ngā kaitiaki rānei
We sent the Family Book/DVD home to whānau, parents and caregivers
- I whakaurua e mātou ngā ngohe haumarutanga ahi ki ngā mahi kāinga
We included fire safety activities as homework tasks
- Ētahi atu (tēnā, whakamāramatia)
Other (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

He aha ngā āhuatanga kua kitea, mai i te whakaurunga mai ki Firewise?

What have you noticed since participating in Firewise?

28. Ko ēhea o ēnei ngā mea kua kitea e koe, mai i te mahinga o Get Firewise, o Māui Tinei Ahi rānei?
(Tohua ngā mea katoa e hāngai ana)

Which of the following things have you noticed since doing Get Firewise or Māui Tinei Ahi? (Please tick all that apply)

- He nui kē atu ngā karere haumarutanga i roto i ngā tākarotanga a ngā ākonga
Students are more likely to include fire safety messages in their play
- He nui kē atu ngā karere haumarutanga ahi i roto i ngā whakawhitinga kōrero akomanga / tuhinga/ tuhi whakaahua
Students are more likely to include fire safety messages in classroom discussions / writing / drawing
- He pakari kē atu te mōhiotanga o ngā ākonga me ngā tikanga hei whai ina kā te ahi
Students have greater awareness of what to do in case of fire
- He mārama kē atu ngā mātua/ kaitiaki ki ngā karere haumarutanga ahi
Parents/ whānau have greater awareness of fire safety messages
- Kei te tono ngā mātua/whānau mō ētahi āwhina mō te haumarutanga ahi me ā rātou tamariki
Parents / whānau request help with fire safety with their children
- Ētahi atu mea?
Anything else?

29. Kua kawea e koutou tētahi aromatawai i muri i ngā kaupapa ako o Get Firewise, o Māui Tinei Ahi rānei kia mōhio he aha ngā mea i akona ai e ngā ākonga?

Do you do any kind of assessment after the Get Firewise or Māui Tinei Ahi programmes to find out what students have learnt?

- Āe | Yes
- Kāo | No

30. Mehemea āe, tēnā whakamāramatia.

If yes, please describe.

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi
Get Firewise and Māui Tinei Ahi fire safety education programmes survey

Te Titiro Whakamua
Looking ahead

31. Ina titiro whakamua, ko ēhea o ēnei huarahi he huarahi papai hei whakapiki i ngā kaupapa ako o Get Firewise me Māui Tinei Ahi?

Looking to the future, which of the following possibilities would enhance the Get Firewise and Māui Tinei Ahi programmes?

- He kaupapa tōtika hei hono i te akoranga Haumarutanga Ahi mai i Tau 1 ki Tau 8
A programme that links Fire Safety education from Year 1 through to Year 8
- He huarahi whakarato i te kaupapa e hāngai ana ki tōu ao (inā koe, whakarato ā-ipurangi, i roto i tētahi taupānga (papatono) rānei)
Modes of delivery to suit your context (for example online or in an app)
- He whāinga wāhi nui kē atu mā ngā kaipatu ahi mai i Te Ratonga Ahi, inā koa, he pekanga i muri mai
A greater role for firefighters from Fire and Emergency, e.g. follow up visits
- Ētahi atu (tēnā, whakamāramatia)
Other (please describe)

32. He whakaaro anō ōu he pēhea ki a koe te whakamahi i ngā kaupapa ako o Get Firewise – Māui tinei-ahi?

Are there any other thoughts you'd like to share about your experience of Firewise programmes?

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Firewise me Māui Tinei Ahi Get Firewise and Māui Tinei Ahi fire safety education programmes survey

33. Tēnā tuhia te ingoa o tō kura. Heoi anō nei te take e whakamahia ai ēnei mōhiotanga, kia mārama mātou e hia ngā kura kua whakautu i te uiuinga.

Please write the name of your school. This information will only be used to tell us how many schools and kura have answered the survey.

He pōwhiri kia uia koutou | Invitation to be interviewed

Hei ngā marama whakamutunga o tēnei tau, me ngā marama tuatahi o 2018 ka peka atu mātou ki ētahi kura e 6 ki te whakawhitiwhiti kōrero mō ā rātou akoranga i raro i ēnei kaupapa ako haumarutanga ahi. Kāore mātou i te mōhio ki ngā rohe e haere ai mātou engari tērā mātou e whakapā atu ki ngā kura hei te Whiringa ā-rangi 2017.

Later this year and in early 2018 we will be visiting 6 schools and kura to talk more about their experiences of fire safety education programmes. We do not know which areas we are coming to yet, but we will be contacting schools and kura in November 2017.

34. Kei te hiahia koe kia whakapāngia atu koe kia uru koe ki tētahi rōpū whakawhiti kōrero?
Are you interested in being contacted about participating in a focus group?

Āe | Yes

Kāo | No

35. Kei te hiahia koe ki te whakauru ki tētahi kōwhiri whiwHINGA mō tētahi iPapa mō tō kura?
Would you like to enter a prize draw for an iPad for your school / kura?

Āe | Yes

Kāo | No

Heoi anō nei te whakamahinga o ō kōrero whaiaro, hei āwhina i a mātou kia pōwhiri i ngā kura e hiahia ana kia uru ki ngā rōpū whakawhiti kōrero iti, hei whakamōhio rānei i te tangata ka whakawhiwhia ki te iPapa. Ka rokirokitia ō taipitopito hoapā ki tētahi wāhi kē noa atu, kua i te taha o ō whakahokinga kōrero ki te uiuinga.

Your personal information will only be used to help us invite willing schools and kura to be part of focus groups, or for notifying the winner of the iPad. Your contact details will be stored separately from your survey responses.

36. Me i kī koe āe, whakapāngia mai mātou mō te whakauru ki tētahi rōpū arotahi, ki te whakaurunga hoki/rānei ki te kōwhiri whiwHINGA, tēnā tuhia tō ingoa me tō wāhitau īmēra.

If you said yes to being contacted about participating in a focus group and / or to entering the prize draw, please write your name and email address.

Ingoa | Name:

Ī-mēra | Email:

Ngā mihi mōu i whakauru mai ki te uiuinga!

Thank you for participating in this survey!

**He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey**

Fire and Emergency New Zealand wants to know what you think

Kua uru a Rangahau Aotearoa ki tētahi kirimana kia arotakea ngā kaupapa ako a Te Ratonga Ahi o Aotearoa mō ngā pūtahi kōhungahunga (ECE) me ngā Kōhanga Reo, koia mātou ka pōwhiri atu nei i a koe kia tuku whakaaro mai mō ēnei kaupapa ako ki a mātou.

NZCER has been contracted to evaluate the Fire and Emergency New Zealand (Fire and Emergency) fire safety education programmes for early childhood education (ECE) centres and Kōhanga Reo so we are inviting you to tell us what you think of these programmes.

Kāore he whakahau kia uru koe ki te uiuinga, ā, e kore hoki te hunga whakautu mai e tautohutia ā-ingoatia, e kore hoki e whakahuatia te ingoa o tētahi pūtahi kōhungahunga, Kōhanga Reo rānei i roto i ngā whakahokinga kōrero mai i ngā uiuinga. Hei ētahi wā ka pūpūtia ngā whakautu, inā koa, mā te momo pūtahi kōhungahunga. E kore ētahi kōrero ā-tangata takitahi e taea mai e te hunga tuatoru.

Participation is voluntary and respondents will not be identified by name or ECE centres or Kōhanga Reo in any reporting from the survey data. Answers may be aggregated, for example by type of ECE centre. No individual data will be accessible by any third parties.

He uiuinga reo-rua | Bilingual survey

He uiuinga reo-rua tēnei i te reo Māori me te reo Pākehā. Mō te nuinga ka puta ngā kōwhiringa whakautu i roto i ngā reo e rua. Ahakoa rā, ka puta ngā kōwhiringa whakautu i te reo kotahi anake mehemea kāore i te hiahiatia te whakamāoritanga o ētahi kupu.

This is a bilingual survey in te reo Māori and English. Most of the time response options appear in both languages. However, response options may appear in one language only when translation of particular words is unnecessary.

Kōwhiri whiwhinga! | Prize draw!

He mea tino nui ki a mātou tō whakawātea i a koe ki te whakakī i te uiuinga. Kia pai ai tā mātou whakamoemiti, ka uru ngā tāngata katoa kua whakakīa e rātou te

uiuinga ki te kōwhiri whiwhinga iPapa mō to rātou pūtahi kōhungahunga,
Kōhanga Reo rānei - ka taea e koe te whakauru i te mutunga o te uiuinga.

We appreciate your taking the time to do the survey. To say thanks, we are giving everyone who fills in the survey a chance to win an iPad for their ECE centre or Kōhanga Reo – you can enter the draw at the end of the survey.

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Mōu, mō tō pūtahi kōhungahunga, mō tō Kōhanga Reo rānei About you and your ECE centre or Kōhanga Reo

1. Tēnā kōwhiria te kōwhiringa hei tino whakamārama i tō pūtahi:

Please choose the option that best describes your centre:

- He ratonga mātauranga, atawhai tamariki hoki | Education and care service
- Kōhanga Reo
- Kindergarten
- Tētahi atu (tēnā, whakamāramatia)
Other (please describe)

2. He aha te reo matua ka whakamahia i tō pūtahi ECE, i tō Kōhanga Reo rānei?
What is the main language used at your ECE centre or Kōhanga Reo?

- Te Reo Pākehā | English
- Māori
- Te Reo Hāmoa | Samoan
- Kuki Airani | Cook Island Māori
- Te reo Tonga | Tongan
- Te Reo Niue | Niuean
- Hainihi | Chinese
- Inia | Indian
- Tētahi atu (tēnā kōrerotia mai)
Other (please state)

3. He aha ētahi atu reo ka whakamahia e ngā kaiako i tō pūtahi kōhungahunga, i tō Kōhanga Reo rānei, ki ngā tamariki? (Tohua ngā mea katoa e hāngai ana)

What other languages do teachers at your ECE centre or Kōhanga Reo use with children? (Please tick all that apply)

- Te Reo Pākehā | English
- Māori
- Te Reo Hāmoa | Samoan
- Kuki Airani | Cook Island Māori
- Te reo Tonga | Tongan
- Te Reo Niue | Niuean
- Hainihi | Chinese
- Inia | Indian
- Kāore he reo atu i te reo matua | No other languages
- Tētahi atu (tēnā kōrerotia mai)
Other (please state)

4. Kei tēhea o ngā takiwā Ratonga Ahi tō kura?

Which of the following Fire and Emergency regions is your ECE centre or Kōhanga Reo located in?

- Te Tai Tokerau me Tāmaki Makaurau
Northland and Auckland
- Te Puku o Te Wheke (Waikato, Te Moana a Toi, Te Tairāwhiti, Te Tara o te Ika)
Central North Island (Waikato, Bay of Plenty, Tairāwhiti, Coromandel)
- Te Upoko o Te Ika (Te Matau a Maui, Taranaki, Whanganui, Manawatū, Awakairangi-Wairarapa, Pōneke)
Lower North Island (Hawkes Bay, Taranaki, Whanganui, Manawatu, Hutt-Wairarapa, Wellington)
- Te Waka a Māui (Whakatū, Wairau, Te Tai Poutini, Waitaha)
Upper South Island (Tasman, Marlborough, West Coast, Canterbury)
- Murihiku (Ōtakou, Te Waihōpai)
Lower South Island (Otago, Southland)
- Kāore i te tino mōhio (tēnā whakaingoatia tō tāone)
Unsure (please name your city or town)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Ngā whakataua mō te akoranga Using fire safety education programmes

5. I roto i tō pūtahi kōhungahunga, Kōhanga Reo rānei, ko wai te tangata māna e whakataua tikanga mō te whakamahi i tētahi kaupapa ako pēnei i Get Out! Stay Out! i E Puta! E Noho ki Waho rānei? (Tohua ngā mea katoa e hāngai ana)

In your ECE centre or Kōhanga Reo who would make the decision about using a programme like Get Out! Stay Out! or E Puta! E Noho ki Waho? (Please tick all that apply)

- Te kaiwhakahaere pūtahi/kōhanga | Centre manager
- Te kaiāwhina tuarua o te pūtahi/kōhanga | Centre assistant manager
- Te kaiwhakahaere tari o te pūtahi/kōhanga | Centre administrator
- Te tumuaki / kaitiaki matua | Head teacher / supervisor
- Te kaiako | Teacher
- Tētahi atu
Other (please specify)

6. Whakaaturia mai ko ēhea o ēnei kaupapa ako kua whakamahia e tō pūtahi kōhungahunga, e tō Kōhanga Reo rānei? Tēnā tohua tētahi o ngā kōwhiringa. (kotahi)

Which of these programmes has your ECE centre or Kōhanga Reo ever used? Please tick one option.

- Ngā mea e rua - Get Out! Stay Out! me E Puta! E Noho ki Waho!
Both Get Out! Stay Out! ! and E Puta! E Noho ki Waho!
- Get Out! Stay Out!
- E Puta! E Noho ki Waho!
- Kāore kau tētahi i whakamahia | Neither
- Kāore i te mōhio | Unsure

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Ngā whakatauranga mō te akoranga Using fire safety education programmes

7. Kua kōrero koutou mō te haumarutanga ahi i ētahi atu wāhi?
Have you talked about fire safety in other ways?

- Kāo | No
- Āe, nā te whakamahi i ā mātou ake rauemi | Yes, using our own resources
- Āe, nā tētahi atu kaupapa ako (tēnā, whakamāramatia)
Yes, through another programme (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Te Wā o te Mahinga Timing

8. Nonahea tērā o ngā whakaakoranga i te kaupapa ako o Get Out! Stay Out! o E Puta! E Noho ki Waho! hoki/rānei i tō pūtahi kōhungahunga, i tō Kōhanga Reo rānei? Tēnā tohua tētahi o ngā kōwhiringa.

When was the last time the Get Out! Stay Out! and/or E Puta! E Noho ki Waho! programmes were taught in your ECE centre or Kōhanga Reo?

- I tēnei tau (2017) | This year (2017)
- I tērā tau (2016) | Last year (2016)
- 3-5 tau ki muri | 3- 5 years ago
- Neke atu i te 5 tau ki muri | More than 5 years ago
- Kāore i te mōhio | Unsure

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

9. He aha i kore ai e whakamahia ngā kaupapa ako Get Out! Stay Out! - E Puta! E Noho ki Waho! hoki/rānei? Tēnā whakamāramatia mai te take i pēnei ai:

Why is the Get Out! Stay Out! and/or E Puta! E Noho ki Waho! programme not currently being used?

Please describe your reasons:

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Te take e kōwhiria ai ngā kaupapa ako Firewise
Reasons for choosing Firewise programmes

10. He aha ngā take matua i kōwhiri ai koe i te kaupapa ako Get Out! Stay Out! i E Puta! E Noho ki Waho! hoki/rānei?

What are the main reasons you chose to use the Get Out! Stay Out! and/or E Puta! E Noho ki Waho! programmes? (Please tick all that apply)

- He mea nui kia mōhio te tamaiti me aha ia ina mura te ahi | It's important for children to know what to do in case of fires
- Kua pā kē mai ētahi ahi ki te hapori | There have been fires in the community
- Whakaurua ai e mātou i ngā tau katoa - mai rā anō i pēnei tā mātou mahi | We always include it – it's something we've always done
- Nā ngā mātua/whānau i inoi kia kawea | Parents / whānau asked for it
- He rauemi reo Māori | It's a resource in te reo Māori
- Tētahi atu
Other (please describe)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Ngā Rauemi Resources

11. Kei roto i te mōkihi o ngā kaupapa ako Get Out! Stay Out! ētahi rauemi. He pēhea te whāinga tikanga o ēnei rauemi, e ai ki ngā whakaaro o tō pūtahi kōhungahunga / Kōhanga Reo rānei? (Me i kāhore koe e whakamahi i Get Out! Stay Out! kua e whakakāia tēnei ripanga)

The Get Out! Stay Out! programme kit includes a range of resources. How useful did your ECE centre / Kōhanga Reo find the following resources?

(Do not fill in this table if you didn't use Get Out! Stay Out!).

	Tino whai tikanga Very useful	Whai tikanga Useful	Kāore i whai tikanga Not useful	Kāore i whakamahia Don't know	Aua hoki Did not use
Educator's Guide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom story book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CD with Get Out! Stay Out! song	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 x Posters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take home story book	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent, caregiver flyer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Kei roto i te mōkihi o ngā kaupapa ako E Puta! E noho ki waho! ētahi rauemi. He pēhea te whāinga tikanga o ēnei rauemi, e ai ki ngā whakaaro o tō pūtahi kōhungahunga / Kōhanga Reo rānei?

(Me i kāhore koe e whakamahi E Puta! E Noho ki Waho! kua e whakakāia tēnei ripanga)

The E Puta! E Noho ki Waho! programme kit includes a range of resources. How useful did your ECE centre / Kōhanga Reo find the following resources?

(Do not fill in this table if you didn't use E Puta! E Noho ki Waho!).

	Tino whai tikanga Very useful	Whai tikanga Useful	Kāore i whai tikanga Not useful	Kāore i whakamahia Don't know	Aua hoki Did not use
E Puta! E Noho ki Waho! He pukapuka rarahi hei whakaatu ki ngā tamariki	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kai Maru – hei ārahi i te kaiako me te kaiāwhina	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He pānui waka ahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He pānui whakatūtū ahi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He CD riu toru	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He DVD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Ko ēhea o ēnei e whai ake nei ngā mea e hiahia ana koe kia kite i ngā rauemi Haumarutanga Ahi ā ngā rā kei mua i te aroaro?

Which of the following would you like to see represented in future Firewise resources? (Please tick all that apply)

- Whakaahua tangata | Photos of people
- Tangata hauā (inā koa, te hunga turi, te hunga e noho ana i tētahi tūru wira) | People with disabilities (e.g. hearing impaired, in a wheelchair)
- Tāngata momo iwi maha (inā koa, Māori, Moana-ā-nui-Kiwa, Āhia, Pākehā) | Diverse ethnicities (e.g. Māori, Pasifika, Asian, Pākehā)
- Ngā momo whānau maha (whānau kotahi te matua, mātua ira ōrite, whakatupuranga maha) | Diverse family structures (e.g. single parent, same sex parents, multiple generations)
- Ira rerekē (inā koa, ngā wāhine, ngā tāne, ngā tāngata ira waenga, takatāpui) | Diverse genders (e.g. females, males, gender neutral, takatāpui)
- Ngā reo rerekē (inā koa, Hāmoa, Tonga, Hainihi) | Diverse languages (e.g. Samoan, Tongan, Chinese languages)

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!

Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

Te Wāhi ki te Hunga Patu Ahi
Role of firefighters

14. Mehemea āe, he pēhea te whāinga tikanga o tā rātou pekanga atu:

Please rate how useful you found the firefighter visit:

- Tino whai tikanga | Very useful
- Whai tikanga | Useful
- Kāore i whai tikanga | Not useful
- Kāore i whakamahia | Did not use
- Aua hoki | Don't know

15. He pēhea te nui o te mōhio ki te kōrero Māori ki a koe, mō te hunga peka mai i Te Ratonga Ahi, ngā Ratonga Whawhati Tata hoki?

How important is it that visiting Fire and Emergency personnel are proficient Māori speakers?

- Tino hirahira | Very important
- He hirahira | Important
- Ehara i te mea hirahira | Not important
- Kāore e pā ana | Not applicable

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

16. He pēhea koe i whakawhitiwhiti kōrero ai ki ngā mātua me ngā whānau mō Get Out! Stay Out! mō E Puta E Puta! E Noho ki Waho! rānei? (Tohua ngā mea katoa e hāngai ana)

How did you communicate with parents and whānau about Get Out! Stay Out! or E Puta! E Noho ki Waho!?! (Please tick all that apply)

- Kāore mātou i whakawhiti kōrero ki ngā mātua, ki ngā whānau rānei mō te kaupapa ako
We did not communicate with parents and whānau about the programme
- I kōrerorero noa mātou ki ngā mātua me te whānau mō te kaupapa ako (inā koa, i te tīkinga mai o ngā tamariki)
We talked with parents and whānau informally about the programme (e.g. at pick up time)
- I whakatū hui, wāhanga whakawhiti kōrero noa mō ngā mātua me te whānau
We held a hui or information session for parents and whānau
- I whakahokia e mātou he reta, he niureta rānei ki te kāinga
We sent a letter or newsletter home
- I whakahokia e mātou tētahi pukapuka ki te whānau, ki ngā mātua ki ngā kaitiaki rānei
We sent the book home to whānau, parents and caregivers
- Tētahi atu (tēnā, whakamāramatia)
Other (please describe)

Ngā putanga ako

Learning outcomes

17. Ina whakaaro iho koe mō ngā putanga ako, he aha ētahi o ngā mea kua kitea e koe, mai o te whakaurunga ki Get Out! Stay Out!, ki E Puta! E noho ki waho! rānei? (Tohua ngā mea katoa e hāngai ana)

Thinking about learning outcomes, what have you noticed since participating in Get Out! Stay Out! or E Puta! E noho ki waho! (Please tick all that apply)

- Kei te mōhio ngā tamariki he wera, he hohoro hoki te ahi
Children understand that fire is hot and fast
- Kei te mōhio ngā tamariki he aha tēnei mea te pūahi, he aha hoki te pūwhakaweto ahi, he pēhea hoki te tangi
Children know what smoke alarms and extinguishers are, and what they sound like
- Kua mōhio ngā tamariki ki te hāparangi He Ahi! He Ahi! He Ahi! hei whakaaraa i ētahi atu
Children know to shout fire! Fire! Fire! to raise the alarm to others
- Kei te mōhio ngā tamariki me pēhea te puta atu ina kā te ahi
Children know to get out and stay out when there is a fire
- Kua mōhio ngā tamariki ki te tūtaki ki tō rātou whānau i tō rātou wāhi tūtakitaki haumaruru
Children know to meet their family/whānau at a safe meeting place
- Kei te mōhio ngā tamariki ki te wāhi ki te kaipatu ahi
Children know about the role of the firefighter
- Tētahi atu (tēnā, whakamāramatia)
Other (please describe)

18. He whakaaro anō ōu me pēhea e whakapikingia ai te pai o ngā kaupapa ako, ngā rauemi rānei o Get Out! Stay Out! ! me E Puta! E Noho ki Waho!?

Are there any other thoughts you'd like to share about how Get Out! Stay Out! and E Puta! E Noho ki Waho! programmes or resources could be improved?

He uiui mō ngā kaupapa akoranga haumarutanga ahi mō Get Out! Stay Out! me E Puta! E noho ki Waho!
Get Out! Stay Out! & E Puta, e Noho ki Waho fire safety education programmes survey

19. Tēnā tuhia te ingoa o tō pūtahi kōhungahunga, Kōhanga Reo rānei. Heoi anō nei te take e whakamahia ai ēnei mōhiotanga, kia mārama mātou e hia ngā pūtahi kōhungahunga me ngā Kōhanga Reo kua whakautu i te uiuinga.

Please write the name of your ECE centre or Kōhanga Reo. This information will only be used to tell us how many ECE centres and Kōhanga Reo have answered the survey.

He pōwhiri kia uia koutou | Invitation to be interviewed

Hei ngā marama whakamutunga o tēnei tau, me ngā marama tuatahi o 2018 ka peka atu mātou ki tētahi pūtahi kōhungahunga kotahi, me tētahi Kōhanga Reo kotahi ki te whakawhitiwhiti kōrero mō ā rātou akoranga i raro i ēnei kaupapa ako haumarutanga ahi. Kāore mātou i te mōhio ki ngā rohe e haere ai mātou engari tērā mātou e whakapā atu ki ngā pūtahi kōhungahunga me ngā Kōhanga Reo hei te Whiringa ā-rangi 2017.

Later this year and in early 2018 we will be visiting one ECE centre and one Kōhanga Reo to talk more about their experiences of fire safety education programmes. We do not know which areas we are coming to yet, but we will be contacting ECE centres and Kōhanga Reo in November 2017.

20. Kei te hiahia koe kia whakapāngia atu koe kia uru koe ki tētahi rōpū whakawhiti kōrero?
Are you are interested in being contacted about participating in a focus group?

Āe | Yes

Kāo | No

21. Kei te hiahia koe ki te whakauru ki tētahi kōwhiri whiwhinga mō tētahi iPapa mō to pūtahi kōhungahunga, tō Kōhanga Reo rānei?

Would you like to enter a prize draw for an iPad for your ECE centre or Kōhanga Reo?

Āe | Yes

Kāo | No

Heoi anō nei te whakamahinga o tō kōrero whaiaro, hei āwhina i a mātou kia pōwhiri i ngā pūtahi kōhungahunga me ngā Kōhanga Reo e hiahia ana kia uru ki ngā rōpū whakawhiti kōrero iti, hei whakamōhio rānei i te tangata ka whakawhiwhia ki te iPapa. Ka rokirokitia tō taipitopito hoapā ki tētahi wāhi kē noa atu, kua i te taha o tō whakahokinga kōrero ki te uiuinga.

Your personal information will only be used to help us invite willing ECE centres and Kōhanga Reo to be part of focus groups, or for notifying the winner of the iPad. Your contact details will be stored separately from your survey responses.

22. Me i kī koe āe, whakapāngia mai mātou mō te whakauru ki tētahi rōpū arotahi, ki te whakaurunga hoki/rānei ki te kōwhiri whiwiringa, tēnā tuhia tō ingoa me tō wāhitau īmēra.

If you said yes to being contacted about participating in a focus group or to entering the prize draw, please write your name and email address.

Ingoa | Name:

Ī-mēra | Email:

Ngā mihi mōu i whakauru mai ki te uiuinga!

Thank you for participating in this survey!

He pātai uiuinga ki ngā kaiako

Interview questions for teachers

Te whāinga ia o tēnei uiuinga / uiuinga rōpū arotahi he kimi i ō wheako mō te kaupapa e whakamahia ana e tō kura, e tō pūtahi kōhungahunga rānei.

The purpose of this interview is to find out about your experience of the programme your school or ECE centre uses.

He Whakamārama

Background

1. Whakamahi ai tō pūtahi kōhungahunga/kura i (t)ēhea kaupapa akoranga haumarutanga ahi?

Which fire safety education programme(s) does your ECE centre/school use?

2. He aha koe i kōwhiri ai i taua kaupapa?

Why did you choose to use that programme?

3. Nōhahea te horahanga whakamutunga o tō kura/pūtahi i taua kaupapa?

When did your school/centre last deliver the programme?

Ō wheako i te horahanga i te kaupapa

Your experience of delivering the programme

4. He pēhea te whakamahi a tō pūtahi/kura i ngā rauemi, tāna horahanga rānei i te kaupapa?

How does your ECE centre/school use the resources or deliver the programme?

He kupu akiaki - Prompts:

- Ko ēhea ngā ākonga ka ako i te kaupapa? (inā koa, te pakeke o ngā tamariki i te pūtahi kōhungahunga/taumata ā-tau o te kura/ngā akomanga Tau 1, Tau 2 rānei i te kura, ko ngā akomanga anake rānei e horahia ai e te kaiako?)
Which students experience the programme? (e.g., age at ECE/year level at school/all Y1 and 2 classes at the school or only if the teacher chooses to?)
- E hia te auau o tō tuku i te kaupapa? (inā koa, ia tau, ia rua tau, iti iho te auau)
How often do you do the programme? (e.g., every year, every two years, less often)
- E hia ngā rā ka pau i te kaupapa?
How long do you take to do the programme?
- He pēhea tō tuitui i te kaupapa ki roto i tō marautanga (inā koa, whakamahi ai mātou i ngā rauemi engari kāore e whai i te kaupapa/kaupapa tū tahi mō tētahi wiki, mō ngā wiki e rua rānei/he wāhanga noa iho o te tirohanga whānui kē atu, puta noa i tētahi wāhanga tau)

How do you incorporate the programme into your curriculum (e.g. use the resources but don't follow the programme/stand-alone programme over a week or two/part of a bigger focus across a term)

- He aha te whāinga wāhi o tō teihana patu ahi ki te horahanga i te kaupapa?
What involvement does your local fire station have in delivering the programme?
- Ka uru mai ngā mātua me ngā whānau?
Do you involve parents and whānau?

Ōna Whāinga Tikanga

Strengths

5. He aha ngā mea papai ki a koe o te kaupapa? Ki a koe, he aha ōna wāhanga tino whai take?
What do you like about the programme? What do you think works really well?

Ngā wero

Challenges

6. Ka taea e koe te whakamārama i ētahi wero i tūponotia e koe, i roto i te whakatinanatanga i te kaupapa, he pēhea i whakamāmātia ai?
Could you describe any challenges you experienced with implementing the programme and how you worked through them?

Ngā whakapainga

Improvements

7. He aha tētahi mea ki ō whakaaro hei whakapai ake, kia pai ake te āhua mō te pūtahi kōhungahunga/kura?
Is there anything you would suggest to make the programme better for your ECE centre/school?

He whakaaro pea ōu mō:

You may have suggestions about:

- ngā kai o roto i te kaupapa / the content of the programme
- te hanga o te kaupapa / the structure of the programme
- ngā rauemi o te kaupapa / the resources
- tō whanaungatanga ki te teihana patu ahi o te takiwā / your relationship with the local fire station
- te wāhanga ki te teihana patu ahi o te takiwā / the role of the local fire station
- ētahi atu mea / anything else

Ngā putanga

Outcomes

8. He aha ngā rerekētanga i muri i te kaupapa mā ō tamariki, mā te hāpori whānui kē atu rānei/hoki? Mā te aha e mōhio ai koe?

What difference do you think the programme has made to your children and/or the wider community? How do you know?

9. Kua kawea e koutou tētahi aromatawai i muri i ngā kaupapa ako o Get Firewise, o Māui Tinei Ahi rānei kia mōhio he aha ngā mea i akona ai e ngā akonga?

Do you do any kind of assessment after the Get Firewise or Māui Tinei Ahi programmes to find out what students have learnt?

Inā koa - For example:

- Kua whakairi pūoho auahi ngā whānau? / have families have installed smoke alarms?
- he kaha kē atu ngā tamariki ki te kōrero mō te haumarutanga? / do children talk about fire safety more?
- ētahi atu tauira o ētahi mea hou kua kitea e koe / any other examples of things you have noticed

Ētahi atu mea?

Anything else?

10. He kōrero anō āu mō te kaupapa mō ngā kaupapa akoranga haumarutanga ahi?

Is there anything else you would like to tell us about the fire safety education programmes?

Ngā mihi ki a koe mōu i tuku mai i ō wheako.

He pātai āu?

Thank you very much for sharing your experiences.

Do you have any questions?

He pātai uiuinga ki ngā kaimahi o Whakaratonga Iwi

Interview questions for Fire & Emergency NZ personnel

1. Could you tell us what your role is with Fire & Emergency NZ and how long you've been in that role.
2. What role have you had in the fire safety education programmes in your area? (e.g., contacting schools, visiting schools or ECE centres, delivering aspects of the programme)

Ō wheako o te kaupapa

Your experience of the fire safety education programmes

3. How are the Firewise programmes (ECE/kōhanga reo and school/kura) delivered in your area?
4. What do you think works really well about the programmes?
5. Is there anything you would suggest to make the programme better for you or for ECE centres/kōhanga reo and schools/kura?

Ngā putanga

Outcomes

6. What difference do you think Firewise has made to the schools, kura, ECE centres, kōhanga reo and the community in your area?
7. Is there anything else you'd like to tell us?