



bushfire&natural
HAZARDSCRC

NAVIGATING A BUSHFIRE DISASTER: A COMMUNITY'S EXPERIENCE

2013 Forcett Tasmania Bushfire Disaster

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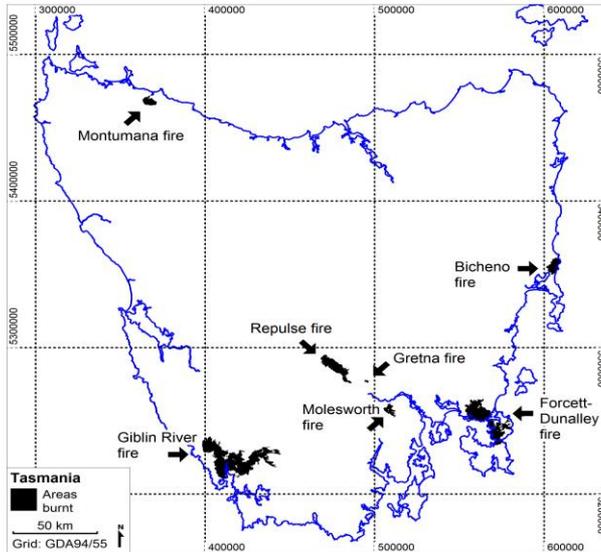


Australian Government
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Business
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2013 FORCETT TASMANIA BUSHFIRE DISASTER



Temperatures soared to nearly 42 degrees.

Danger rating reached 'catastrophic' in many areas.

Tasmanian Fire Service (TFS) – with support from a range of emergency services, government agencies and volunteers, battled to contain a firestorm that was driven by ferocious winds and low humidity.

(Bushfire Recovery Report Programs for Recovery, June 2013:6).

Source: Bushfire & Natural Hazards CRC

The fire burnt 20,165 hectares and destroying 193 dwellings.
186 other buildings were also destroyed or damaged (Boylan et al. 2013).



Photo: F. Jennings

RESEARCH DESIGN

Qualitative Research

Constructivist Grounded Theory

The literature doesn't lead in grounded theory, it is the data that tells the story.

Story is dependent on the researchers interpretation.

Co-constructing an explanation of a event based on first-hand accounts of people's lived experience.



GATHERING RICH DATA

Two field trips to Tasmania

August & October 2015

27 interviews

40 Participants

52% Female and 48% Male

Ages: 30 - 80

Place	Participants	Place	Participants
Boomer Bay	2	Hobart & Greater	4
Bream Creek	2		
Connellys Marsh	2	Marion Bay	1
Copping	4	Murdunna	6
Dodges Ferry	3	Sorell	1
Dunalley	13	Port Arthur	1
Forcett	1	Total	40

DATA ANALYSIS

Initial Coding

What is this person doing right now?

Focused coding

Significant, frequent & analytical codes

they also needed someone ents up, which I have no at talking to people and ding out where I can get it	criteria Needing policy writer Acknowledging strengths
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Hopping in and helping
10

Moving on fast forward
7



MEMO WRITING

What are people doing, saying or trying to say. What do they remain silent about?

Seeing the research as constructed, rather than discovered fosters reflexivity about my actions and decisions.

(Charmaz, 2014)

Date	Memo: 44
18 th May 2016	Memo Title: Lessening or tempering the worry
	'19. and it was also I don't have to worry 20. about us here 19. because I knew I was going to have a full on day 20. yeah so it was easy for us to go 19. and that in hindsight was a really good decision 20. it was it was the best decision 19. because that freed me up 20. it meant he wasn't worried about we were if we had to be evacuated or anything like that' (A1111:1)
	'20. yes it was the best thing 19. and we still do it occasionally if there is if I've got a big weekend on or falls or this or that, you go to town just leave me to do the work 20. doesn't need to worry about us ... 19. because you need a clear head' (A1111:3)
	'19 was going to be flat stick so I think for me it was more to try and make sure everything else was went alright that he didn't have to worry too much at home about the kids and stuff and support' (A1111:11)
	Once again the need to reduce the worry, by lessening the worry having the women and children going elsewhere or their role in reducing the worry with other matters at home. Words like 'being freed up' and 'needing a clear head', if I don't have to worry about my family, I can concentrate on actions and tasks.

PSYCHOSOCIAL PROCESS

NAVIGATING A BUSHFIRE DISASTER: A COMMUNITY'S EXPERIENCE

LOSING THE FAMILIAR

Recognising the disparity
Restoring affairs
Fulfilling role
Seeking the familiar
Exceeding expectations

LIVING WITH CHANGE

RESTORING THE FAMILIAR

Knowing about the fire
Comprehending the gravity
Safeguarding responsibilities
Locating family & others

Comprehending change
Adapting to change
Finding place

Knowing about the bushfire signified the start of a journey through a significant life event. There was no destination it was about community members interpreting and managing their context.

LOSING THE FAMILIAR

Knowing about the Fire

Knowing about the fire meant gaining an awareness of the bushfire.

Comprehending the gravity meant reinterpreting, assessing and reassessing what was happening and determining or realizing the seriousness of the bushfire threat.

Comprehending the Gravity

Safeguarding Responsibilities

Safeguarding responsibilities meant aligning actions with individual knowledge, beliefs and values and prioritising what was important or significant.

Locating family and others meant knowing that they were accounted for and safe. Tempering the worry, was liberating. Relationships.

Locating Family and others

RESTORING THE FAMILIAR

Recognising the Disparity

Recognising the disparity involved comprehending what had happened. The unfamiliar milieu, the silence and devastation.

Restoring affairs meant the course of actions undertaken by community members. Focussed on re-establishing interactions - familial systems and other relationships, place and way of life.

Restoring Affairs

Fulfilling Role

Fulfilling role meant meeting a need or custom. Generally matched with individual capability, capacity and available resources.

Seeking the familiar tendered a level of safety in a perilous setting. Signified features of normality, unifying with the recognizable provided comfort and routine.

Seeking the Familiar

Exceeding Expectations

Exceeding expectations meant contributing a large portion of self, dealing with extra demands, moral obligations, changing roles and the added complexity the disaster generated.

LIVING WITH CHANGE

Comprehending Change

Comprehending change meant appraising a significant life event, questioning beliefs and values, considering the consequence and attaching meaning.

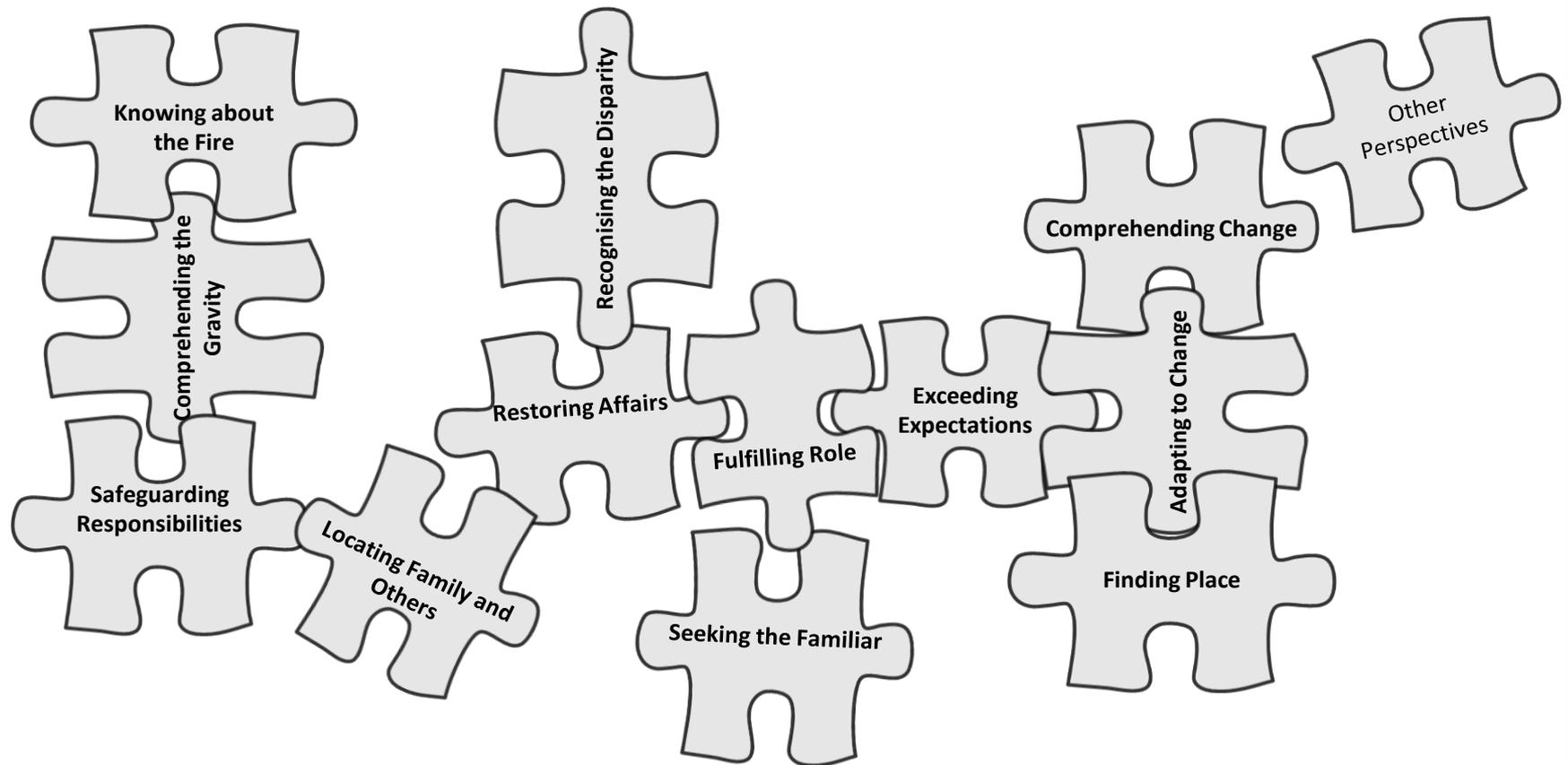
Adapting to change involved the approach or attitude towards what was encountered. Individual position or stance influenced processes like adapting to change and moving forward.

Adapting to Change

Finding Place

Finding place meant looking at the 'bigger picture' and factoring other aspects or features of the event. Acknowledging loss, damage and trauma as well as the renaissances.

IN WHAT WAY, IF AT ALL MIGHT THIS RESEARCH MAKE A DIFFERENCE?



NAVIGATING A BUSHFIRE DISASTER: A COMMUNITY'S EXPERIENCE

Photo: F. Jennings

A chalkboard sign stands in a grassy field. The sign has four lines of text written in white chalk, with the word 'SUNSHINE' in pink. The background shows a road on the left with a yellow sign that says 'DARK D', and a rocky beach with waves on the right. The sky is overcast.

DARK CLOUDS
WARM SUNSHINE
ALWAYS A
SILVER LINING

Thank You