

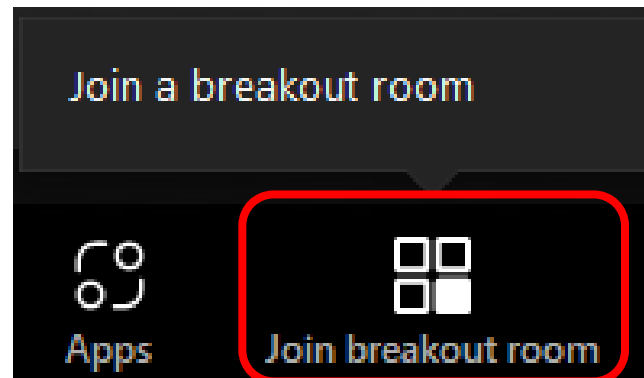
Lessons Management Forum 2025

DAY 1 | 20 May 2025

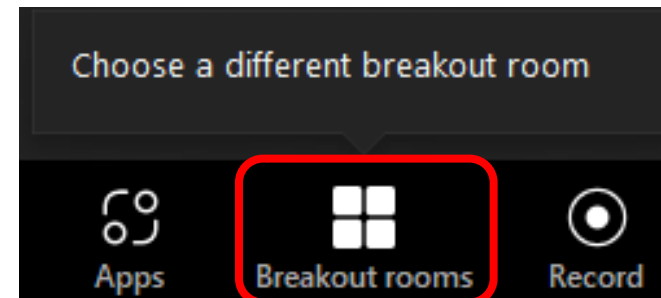
Welcome

Break-out rooms are now open.

Feel free to join any of our break-out rooms and interact with the other online delegates.



To join from the main presentation room.



To change breakout rooms.



To return to main presentation room.

Thank you for joining us.

Please take your seats, we will begin in 5-minutes.

Lessons Management Forum 2025



Mihi Whakatau

Conducted by Fire and Emergency New Zealand.



Gold sponsor

Silver sponsor

Lessons Management Forum 2025



Welcome

Des Hosie

National Advisor for Safety, Continuous Improvement and Lessons Management

Fire & Emergency New Zealand



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Australian Government

Australian Civil-Military Centre

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**National Emergency
Management Agency**

Te Rākau Whakamarumaru
Aotearoa New Zealand

Opening address

Hon Brooke van Velden

Minister of Internal Affairs, Workplace Relations and Safety

Fire and Emergency New Zealand Address

Kerry Gregory

Chief Executive

Fire and Emergency New Zealand

National Emergency Management Agency

David Gawn MBE

Chief Executive

National Emergency Management Agency

House Keeping

- Please ensure all phones are switched to silent and microphones are muted.
- In the case of an emergency, please follow staff instructions.
- We will be using Slido for all Q&A throughout the event.
- The forum will be recorded and made available with slides after the event concludes.



Slido.com
Code: LMF25

Keynote introduction

Lessons from Leading on the UK Resilience Lessons Digest

Lianna Roast

Head of Thought Leadership

United Kingdom Resilience Academy





Lessons from Leading on the UK Resilience Lessons Digest

Pioneering a national learning product

Lianna Roast

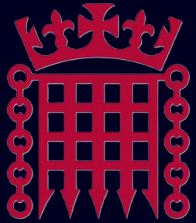
Head of Thought Leadership

United Kingdom Resilience Academy

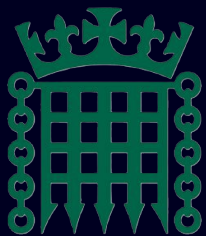
Operated by

serco

What is the UK Resilience Lessons Digest?



'The government must be able to identify lessons from all crises quickly and ensure it can translate them into real change...'



'The government commits to...expedite the sharing of lessons [and] achieve greater coherence between existing platforms to ensure lessons are shared across and not just within domains...'

'We are committed to undertaking a programme of work at the Emergency Planning College* to synthesise lessons of all exercises and emergencies.'

*|



UK Resilience Academy

What is the UK Resilience Lessons Digest?



Summarise transferable lessons and themes from a range of relevant sources

Share lessons across responder organisations and wider resilience partners

Coordinate knowledge to drive continual improvements in doctrine, standards, good practice, training and exercising

What is the UK Resilience Lessons Digest?

- **What?**
 - Open source digital publication
 - Thematic focus
 - Central learning analysis
 - Articles from guest contributors
- **When?**
 - Three per calendar year
 - Webinar 6-8 weeks post-publication
- **Where?**
 - Direct distribution c. 40,000
 - Webinars 600+ signups
 - Positive indicators of impact



Learning Summary

1. The past is prologue
2. The primacy of vision
3. The privilege of pioneering
4. The power of partnership
5. The purpose of process
6. The potential for progress



Part 1



Part 2



Part 3



Part 1

Knowing where you came from

Learning lessons in the UK

2001: Emergency Planning Review

- Emphasis on **learning from emergencies**

2001: Civil Contingencies Secretariat

- Civil Contingencies Committee tasked with **“making the country more effective in planning for, dealing with, and learning lessons from emergencies and disasters, including those caused by terrorists.”**

2004: Civil Contingencies Act (CCA)

- CCA (2004) places requirements (statutory and non-statutory guidance that LRFs and Category 1 Responders must collectively
 - **Learn and implement lessons from exercises**
 - **Share lessons from emergencies and exercises in other parts of the UK**
 - **Ensure that those lessons are acted on to improve local arrangements**



Learning lessons in the UK

2011 Hallett Review

2012: Joint Emergency Services Programme

JESIP established and Joint Doctrine published

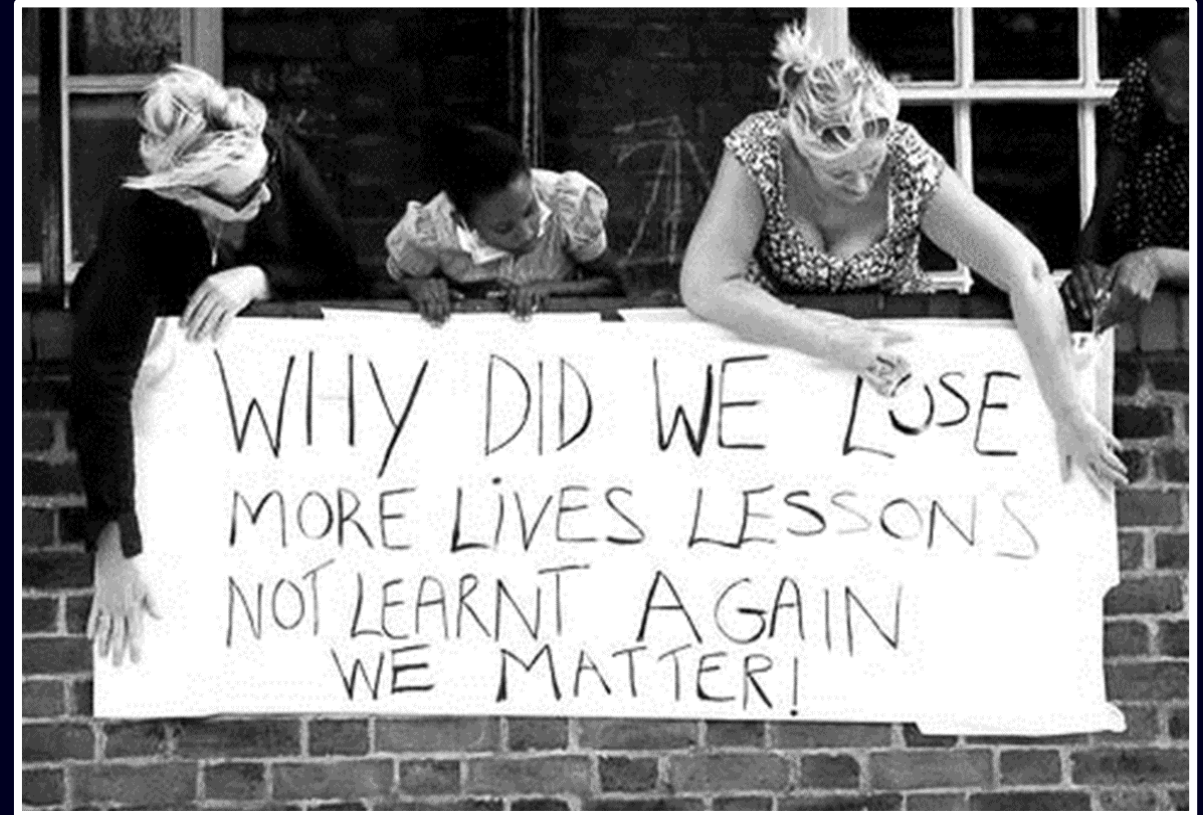
2013: Pollock Report

Review of 32 public inquiries: *'In order to learn lessons... common recording and reporting procedure should be adopted by all of the emergency services and other Category 1 and Category 2 responders'*

2015: Joint Organisational Learning

2017: JOL Online

2022: UK Resilience Lessons Digest



Residents near the burnt-out Grenfell Tower display a sign that expresses their anger at being marginalised and ignored. Photo credit: Stefan Wermuth/Reuters: [Grenfell Tower fire exposes the injustice of disasters](#)



Lesson 1: The past is prologue

Personal reflection: It's not about you



Honesty



Empathy



Complexity



Part 2

Knowing where you are going

Getting off the starting blocks...

“Buy-in”

“Buzz”

“Relevant”

“Readable”

“Benefit”

*“Plan to start your business in
‘listen’ mode - you’ll find out
where your customers are by
asking, not by talking.”*

“Realistic”

“Business”

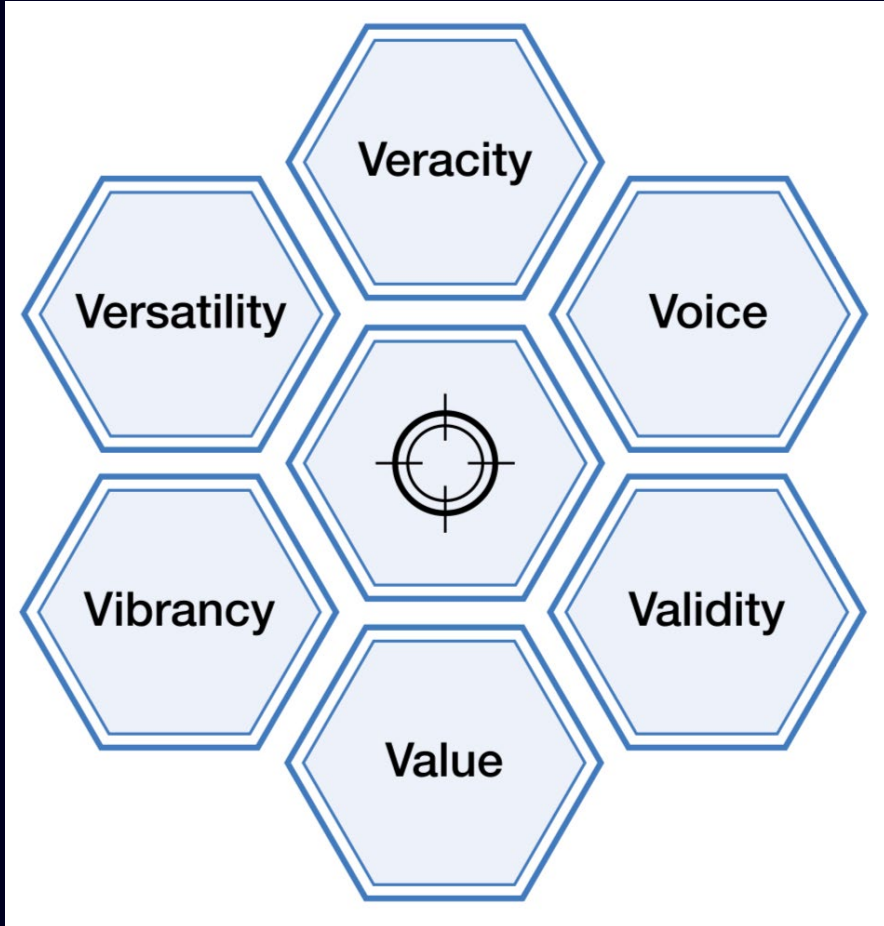
“Replication”

“Buildability”

“Reluctant”



Getting off the starting blocks...



- **Three Key Objectives**
 - Synthesise (summarise), Share, Coordinate
- **The Six-point Vision Framework**
- **Three Guiding principles**
 - Shared understanding of risk
 - Time sensitive, not time limited
 - Commitment to applied analysis



Lesson 2: The Primacy of Vision

Personal reflection: vision isn't taught, it's caught



Listen

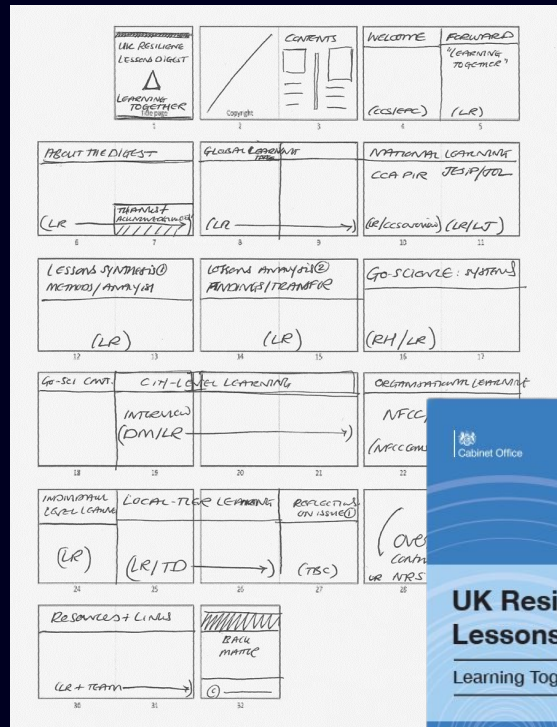


Look

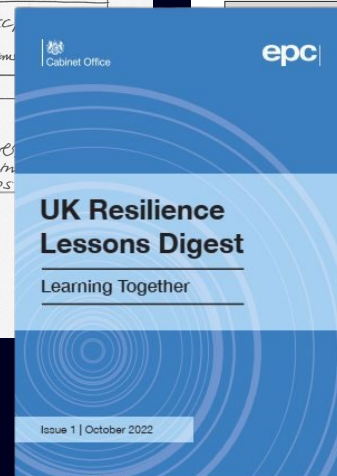


Share

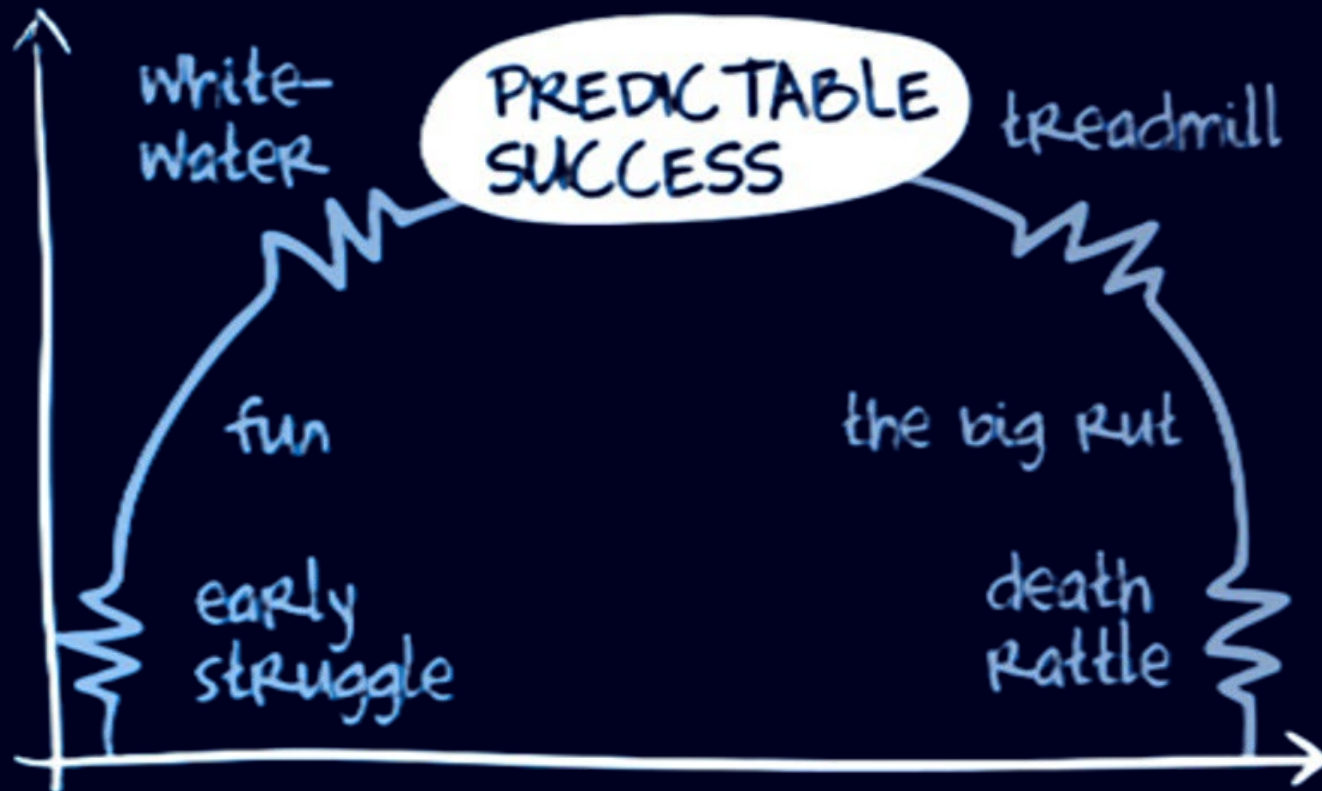
Working it all out...



International Tier														
UNDRR			WHO		OECD		UNDP		WORLD BANK		I			
National Tier														
The UK Resilience Forum														
Devolved Administrations														
England (UK GOV)				Wales (WG)				Scotland (SG)						
Central Governance and Government Departments (England)														
CO	BEIS	DCMS	DLUHC	DE	EMMA	EIT	DT	DWP	HMSG	FIDO	HMT			
Agencies, Public Bodies and Regulating Bodies (England)														
MAH	CAF	CDIC	CAHIS	WPCU	HEB	CAHSA	OSGEM	OSGEM	OMA	HEA	OFRA	NZIC	WHS	CRS
Wider Resilience Partners and Professionals														
Academic institutions					Financial (FCA) and Insurance					Public-Private Partnerships				



Working it all out...



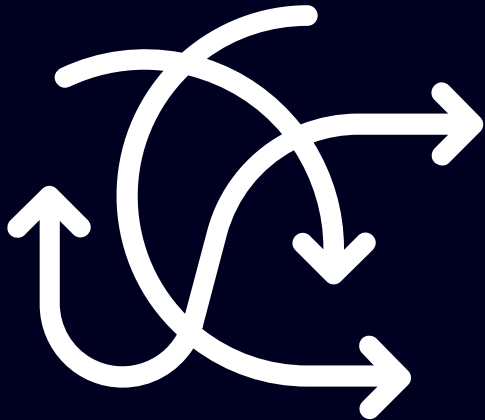
Les McKeown, Predictable Success Model

“When blazing a new trail, seek not perfection but progress — for with agility and simplicity, the seeds of stability take root.”

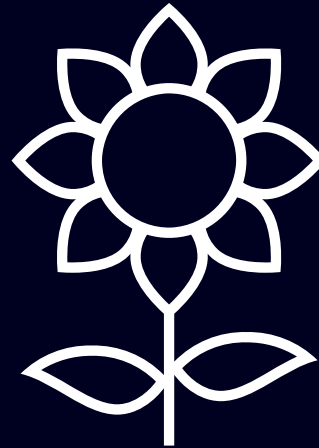


Lesson 3: The privilege of pioneering

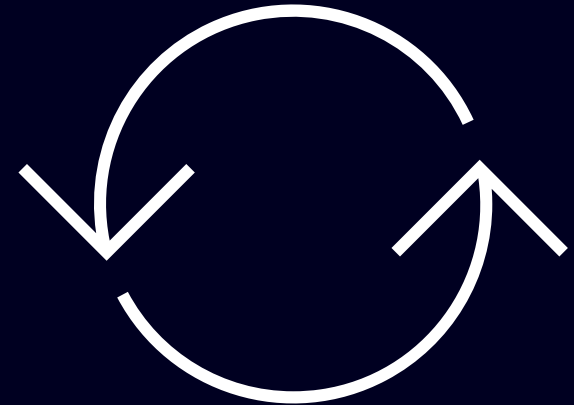
Personal reflection: enjoy the journey



Go



Grow



Go again!

Extending the invitation...

- **Distributed knowledge**
- **Learning together**
- **Networks of networks**
- **Remaining relevant**
- **Reach and resource**



Lesson 4: The power of partnership

Personal reflection: take others with you...



Invite



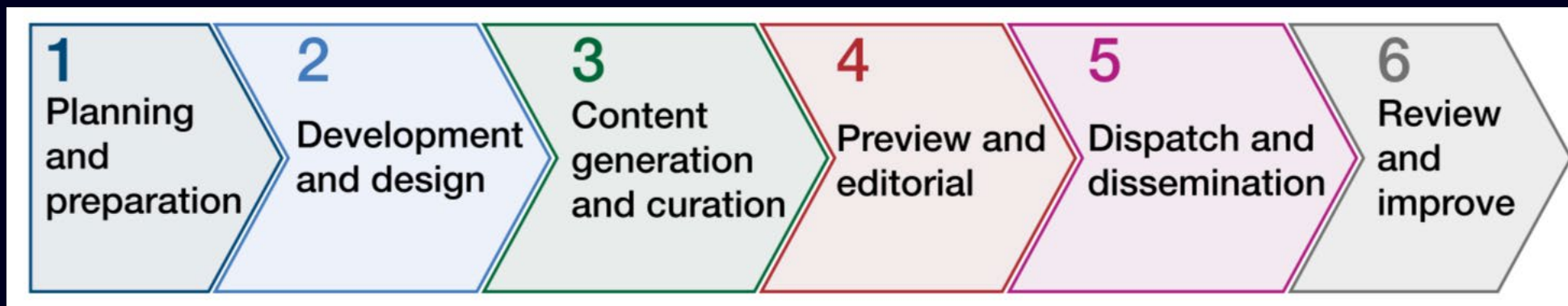
Ask



Extend

Putting processes in place

“Predictable Success is achieved by introducing and maintaining the right amount of systems and processes necessary to tame complexity, while at the same time holding in balance the entrepreneurial zeal, creativity and risk taking that have grown the business to this point.” Les McKeown



Putting processes in place

- **Methodology**
- **Contributions**
- **Design**
- **Clearance**
- **Publication**
- **Engagement**

Qualitative metasynthesis: an *'umbrella term referring to the bringing together of findings across multiple qualitative reports'* to create new insights informed by the whole.

Contributor guidelines: 'handrails not handcuffs'

Presentation: invest early in style, design and branding. Consider space, placement and photography, explore 'look and feel'.

Lesson 5: The purpose of process

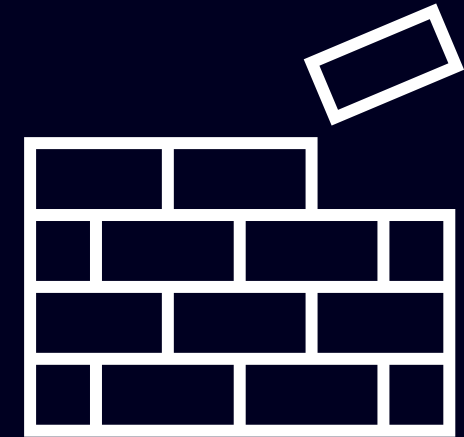
Personal reflection: details have to be part of the dream...



Rigour



Action



Strength

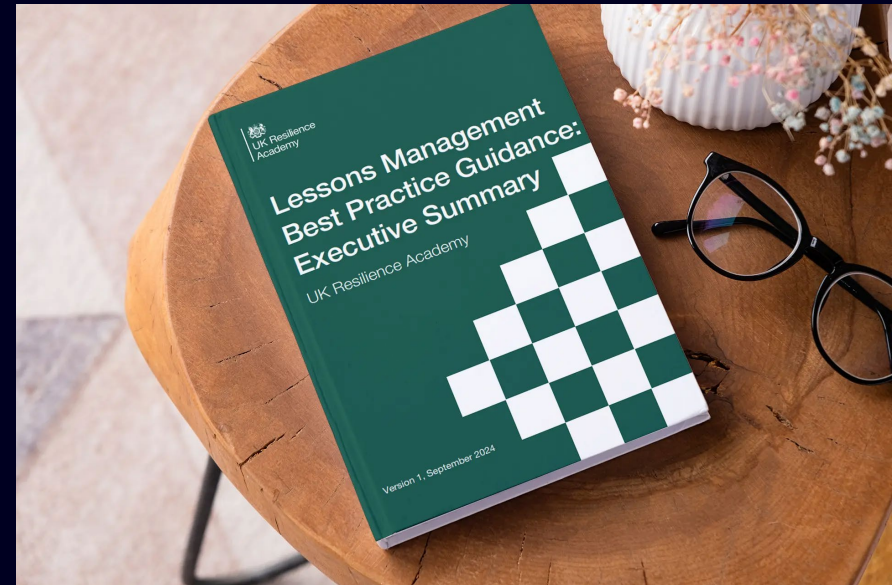


Part 3

Knowing where to go next

Start, stop, maintain...?

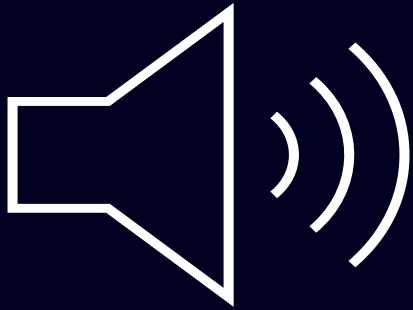
- Lessons management guidance
- Communities of practice
- Learning about learning
- Audio products
- Remaining relevant



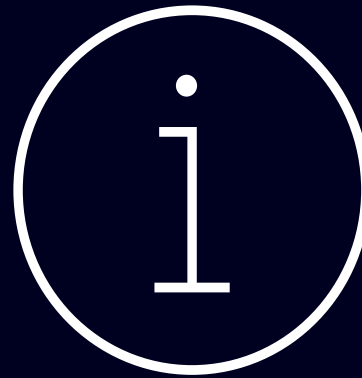
“Too many systems and processes in an organisation cause it to slow down and lose its flexibility, and lead it to look inward rather than outward.”

Lesson 6: The potential for progress

Personal reflection: patience and progress are not enemies



Narrative



Needs



Opportunity

Learning Summary

1. The past is prologue
2. The primacy of vision
3. The privilege of pioneering
4. The power of partnership
5. The purpose of process
6. The potential for progress





Thank you

lianna-jane.roast@uk-ra.org

www.ukresilienceacademy.org

Lessons Management Forum 2025



Q&A

Don't forget to add your questions to Slido.
Make sure to select:

● Day 1 | 1.30pm – Keynote



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Code: LMF25



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Continuing Conversations Online

Lianna will be joining the online break-out room named Continuing Conversations in tomorrow's 15-minute break at:

- 2.00pm NZST
- 12.00pm AEST
- 11.30am ACST
- 10.00am AWST.

Forum break

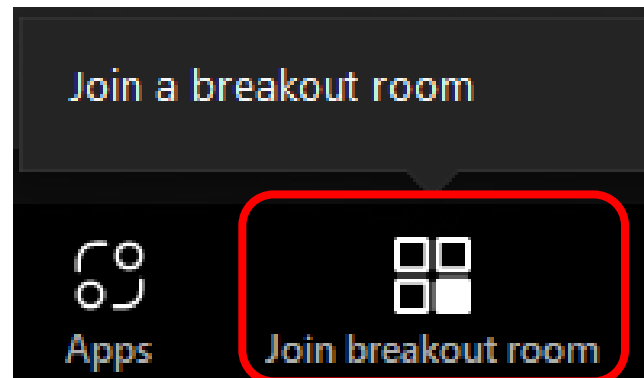
We will now be taking a short break.

Please rejoin us at:

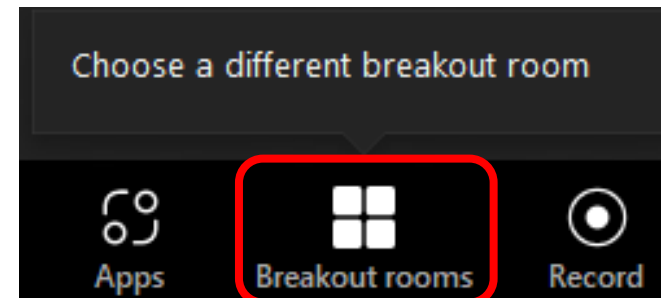
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To join from the main presentation room.



To change breakout rooms.



To return to main presentation room.

2.30pm – Presentation 1

Introducing the Lessons Management Framework

Melanie Guthrie

Hato Hone St John

Introducing the Lessons Management Framework



Introduction

- Role of an emergency ambulance service
- Emerging Complexities
- Need for a structured system



Why a Lessons Management Framework

- Scalable and adaptable
- Actions focused
- Support transparency



How did we approach this?



Framework Design

- Evidence Informed Foundations
- Collaborative development
- Leveraged off partner agencies



This took time

Don't rush!!



Development Approach

- Senior Leadership Endorsement
- Learning from the past
- Link to risk
- Developing Themes
- Piloting



Collecting observations

- Inclusive
- Peer review



Insights

- This is an art!!
- Grouping observations
- Told a story
- Evolving Process



Lessons Identified

- Did not happen overnight
- This is where the real work begins
- Measuring success



Lesson Prioritisation

- Balancing Risk and Capacity
- Prioritisation Categories
 - High
 - Medium
 - Low



Reporting

- Initial reporting
- Ongoing monitoring



Challenges

- Limited capacity
- Resistance to change
- Competing priorities
- Duplication of effort



Where we are at now



Implementation

- Soft launch
- Lessons champions
- Communication channels



Embedding Change

- Senior Leadership
- Drive accountability
- Integrate lessons into daily practice
- Impactful actions



Reflections

- Introduced earlier
- Resource planning
- Implementation plan
- Let go of perfect language



Questions



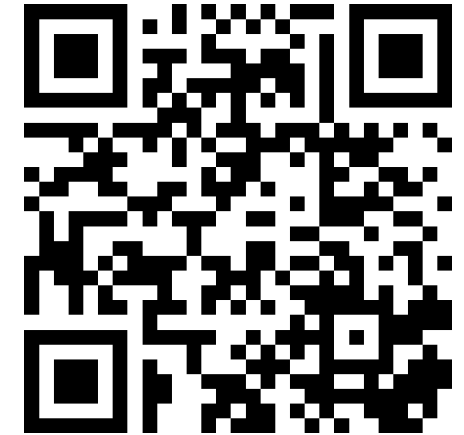
Lessons Management Forum 2025



Q&A

Don't forget to add your questions to Slido.
Make sure to select:

● Day 1 | 2.30pm – Presentation 1



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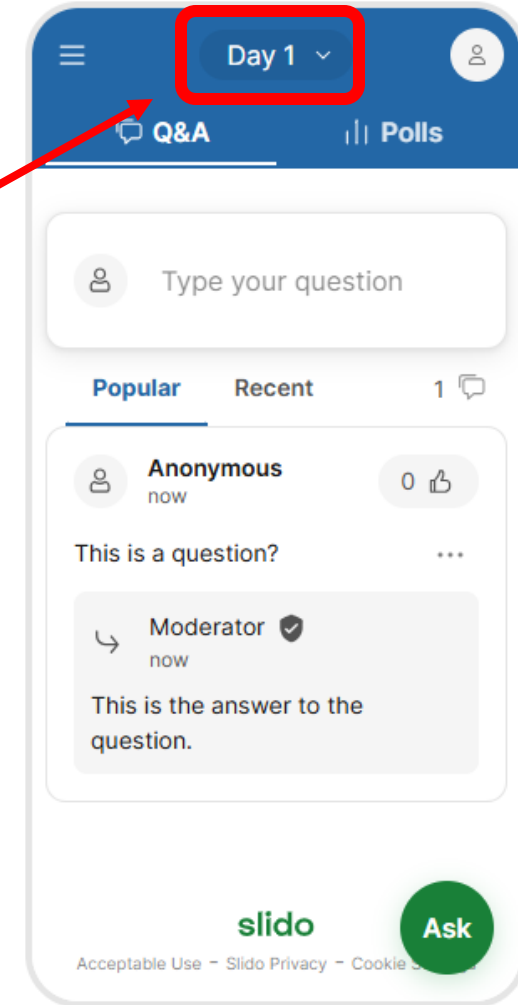
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Lessons Management Forum 2025



“When will my question be answered?”

- After each presentation, our speakers will go to Slido to finish answering all their questions.
- You can read these answers by clicking on the top bubble and selecting the Day and time of the presentation you are looking for.



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3.00pm – Presentation 2

Exercising Resilience: TfNSW's Lessons Management in Motion

Sanna Verhoef and Chris Jacobson

Transport for NSW

Transport for NSW

Exercising resilience

Transport for NSW's lessons management in motion

Sanna Verhoef & Chris Jacobson
May 2025

transport.nsw.gov.au



Introduction



Sanna Verhoef

Lessons Officer



Chris Jacobson

Emergency Management
Capability Manager

Through a series of executive exercises, Transport for NSW not only achieved key continuous improvements but also elevated lessons management processes and engagement to new heights.

Presentation outline

- 1 Transport for NSW and its functional area**

- 2 Executive exercises and lessons management**

- 3 Lessons management beyond the exercises**

- 4 Elements of success**

01

Transport for NSW and its functional area



Transport for NSW



Secretary for Transport

Enabling



Finance, Technology
and Commercial



People,
Communications
and Workplaces



Legal

Secretary-led branches



Enterprise Security,
Crisis and
Emergency
Management



Strategy

Operator/
Mode



Coordinator-General



Road maintenance
and resilience

Operations group



Sydney Trains



NSW TrainLink



Sydney Metro

Policy and
Regulatory



Safety, Policy,
Environment
and Regulation

Voice of
customer



Planning, Integration
and Passenger



Transport Asset
Manager

Delivery

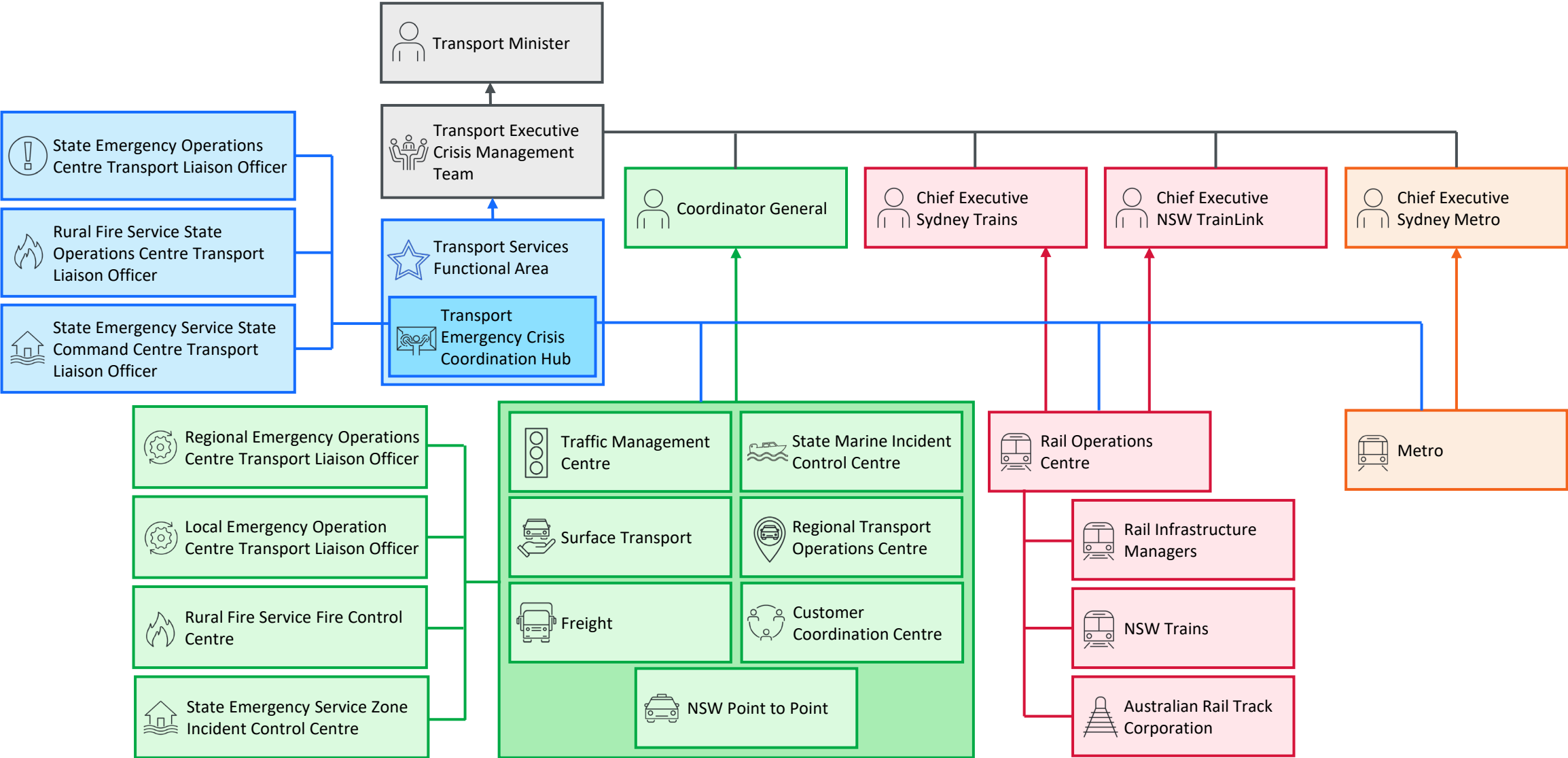


Infrastructure
Projects and
Engineering

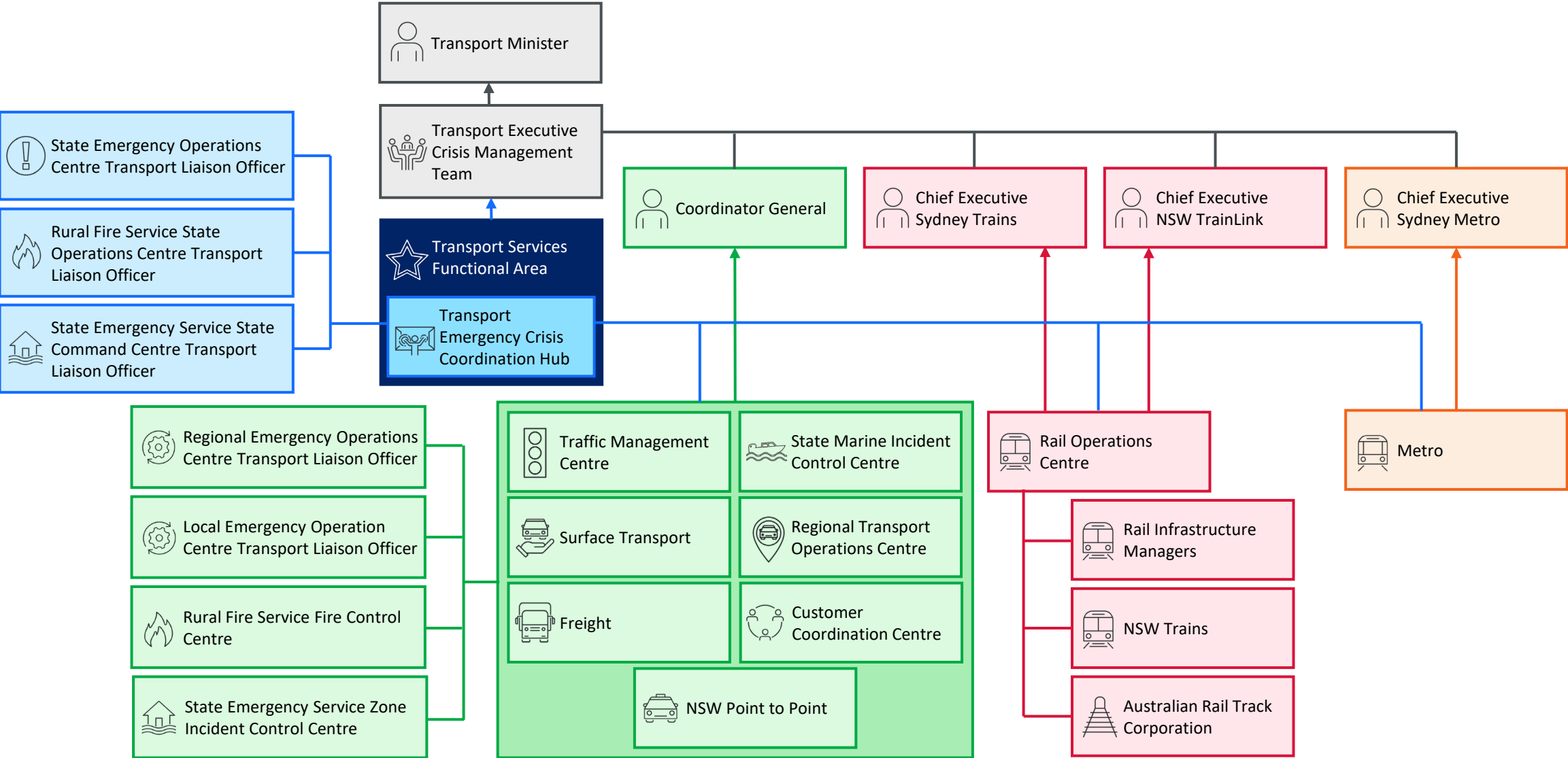


NSW Point
to Point

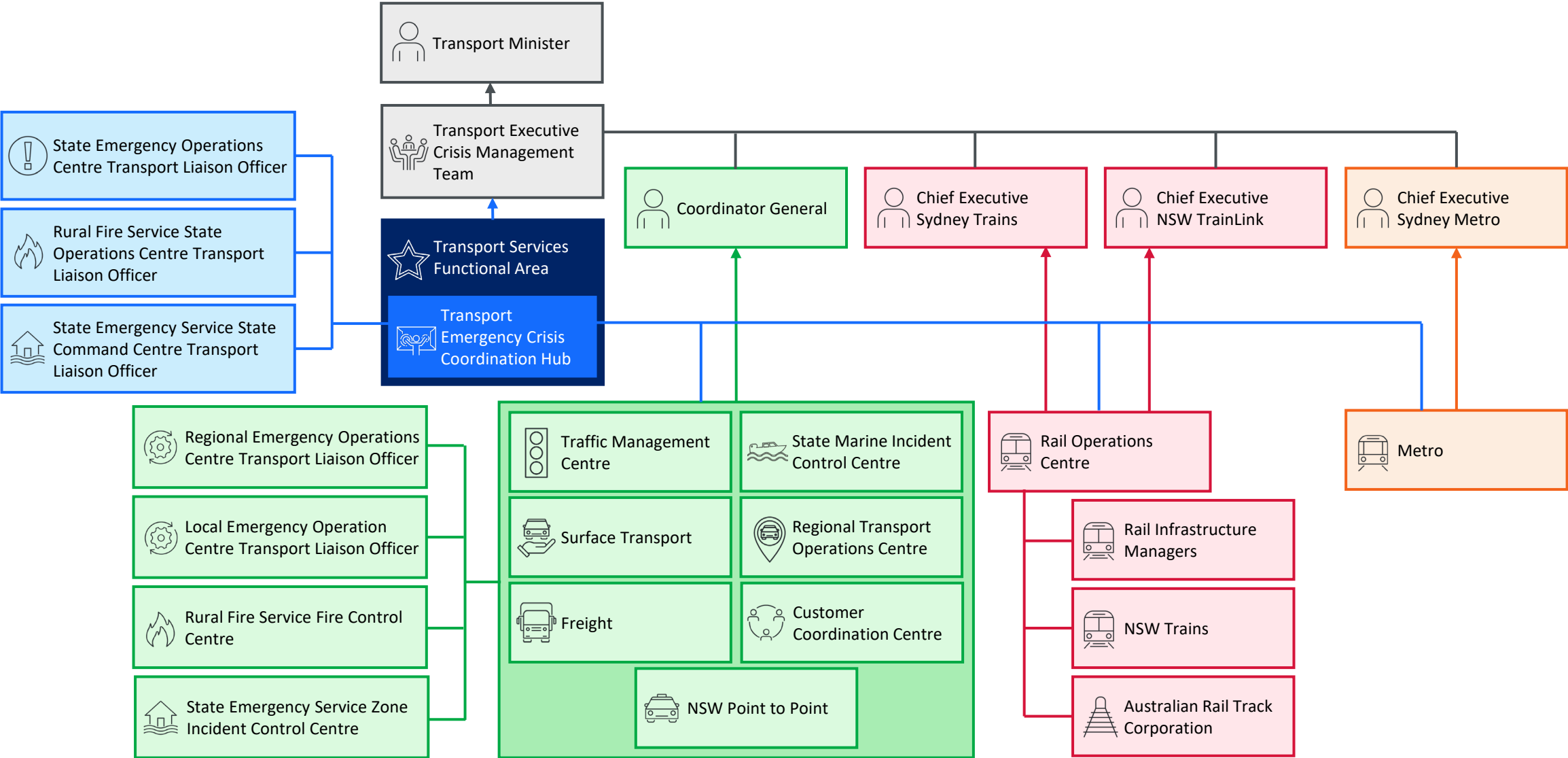
Transport Services Functional Area (TSFA)



Transport Services Functional Area (TSFA)



Transport Services Functional Area (TSFA)





Lessons management

Starting state

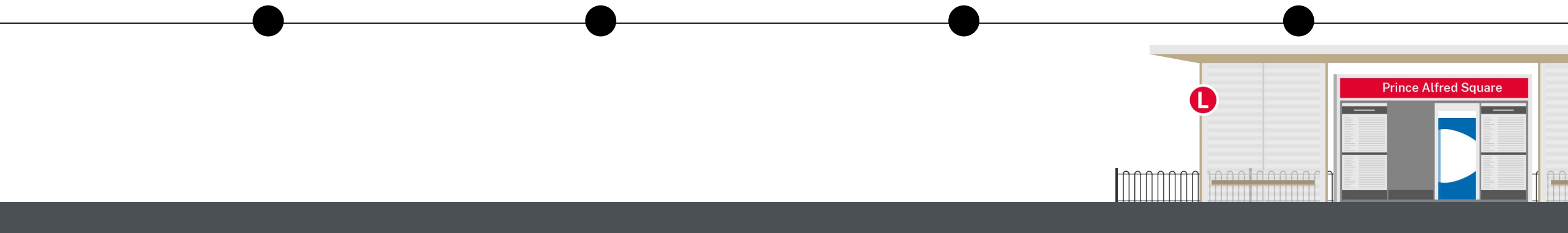
- Lessons management processes were conducted within emergency management teams across the organisation.
- Within our branch, lessons management followed the National Handbook to support State lessons.
- Continuous improvement was achieved, but overall efforts were not unified or coordinated across the organisation.

02

Executive exercises and lessons management



Background



Background



Background



Background

Series of three Executive Crisis Management Team exercises

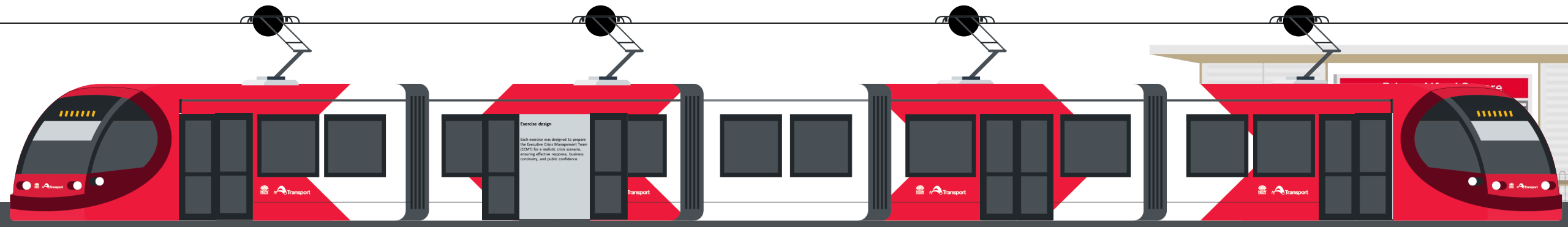
Completed over 2023-2024,
focusing on a polycrisis and
security-related events.



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Exercise design

Each exercise was designed to prepare the Executive Crisis Management Team (ECMT) for a realistic crisis scenario, ensuring effective response, business continuity, and public confidence.



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Lesson management processes applied

Interim lesson management processes were developed and applied to capitalise on exercise learnings.



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Lesson management processes applied

Interim lesson management processes were developed and applied to capitalise on exercise learnings.

Lesson identified

Lesson identified from each exercise informed improvement activities and subsequent exercising.



Polycrisis exercise

Exercise 1: November 2023



Escalating scenario testing arrangements for managing overwhelming agency demands.



Exercise included divisional impact and risk assessment, followed by a desktop exercise.



Designed to test processes and doctrine in place.

Polycrisis exercise

Exercise 1: November 2023



Escalating scenario testing arrangements for managing overwhelming agency demands.



Exercise included divisional impact and risk assessment, followed by a desktop exercise.



Designed to test processes and doctrine in place.

Key Insights:

- Accountability and authority for enterprise actions
- Clear distinction between tactical and strategic decisions
- Cross-functional crisis management processes
- Divisional Incident Management Team (IMT) guidance and templates

Polycrisis exercise

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Key Insights:

- Accountability and authority for enterprise actions
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- Cross-functional crisis management processes
- Divisional Incident Management Team (IMT) guidance and templates

Key Actions:

- Pre-determined Executive Crisis Management Team workstreams and accountability
- Established an Enterprise IMT function
- Created crisis-specific processes for cross-functional areas
- Updated guidance and templates within the Disruptive Event Plan

Cyber exercise

Exercise 2: March 2024



A focused exercise scenario that required effective delegation and strategic decisions.



Phases of delivery included impact and risk reporting, followed by a desktop exercise.



This exercise was the first instance of establishing and testing ECMT workstreams and the Enterprise IMT.

Cyber exercise

Exercise 2: March 2024



A focused exercise scenario that required effective delegation and strategic decisions.



Phases of delivery included impact and risk reporting, followed by a desktop exercise.



This exercise was the first instance of establishing and testing ECMT workstreams and the Enterprise IMT.

Key Insights:

- Workstreams and accountability successfully enabled quick decision-making and authority for enterprise-wide delegation.
- The Enterprise IMT effectively coordinated between tactical and strategic decisions, providing enterprise-wide situational awareness.
- A new enterprise framework was required to integrate this additional IMT layer.

Cyber exercise

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Key Actions:

Development of the Enterprise Incident and Crisis Management Framework which:

- Incorporated the Enterprise IMT function
- Outlined and integrated a clear flow of activation and escalation for the three levels of IMTs
- Included IMT and workstream guidance and impact and risk collection templates

Joint Transport for NSW and Sydney Airport exercise

Exercise 3: October 2024



This exercise tested immediate ECMT activation without warning or internal escalation processes.



The exercise required collaboration with a key external organisation from the private sector.

Joint Transport for NSW and Sydney Airport exercise

Exercise 3: October 2024



This exercise tested immediate ECMT activation without warning or internal escalation processes.



The exercise required collaboration with a key external organisation from the private sector.

Key outcomes:

- 4 themes
- 13 insights
- 4 recommendations which reinforced the alignment of all incident and crisis management processes across the organisation under unified governance.

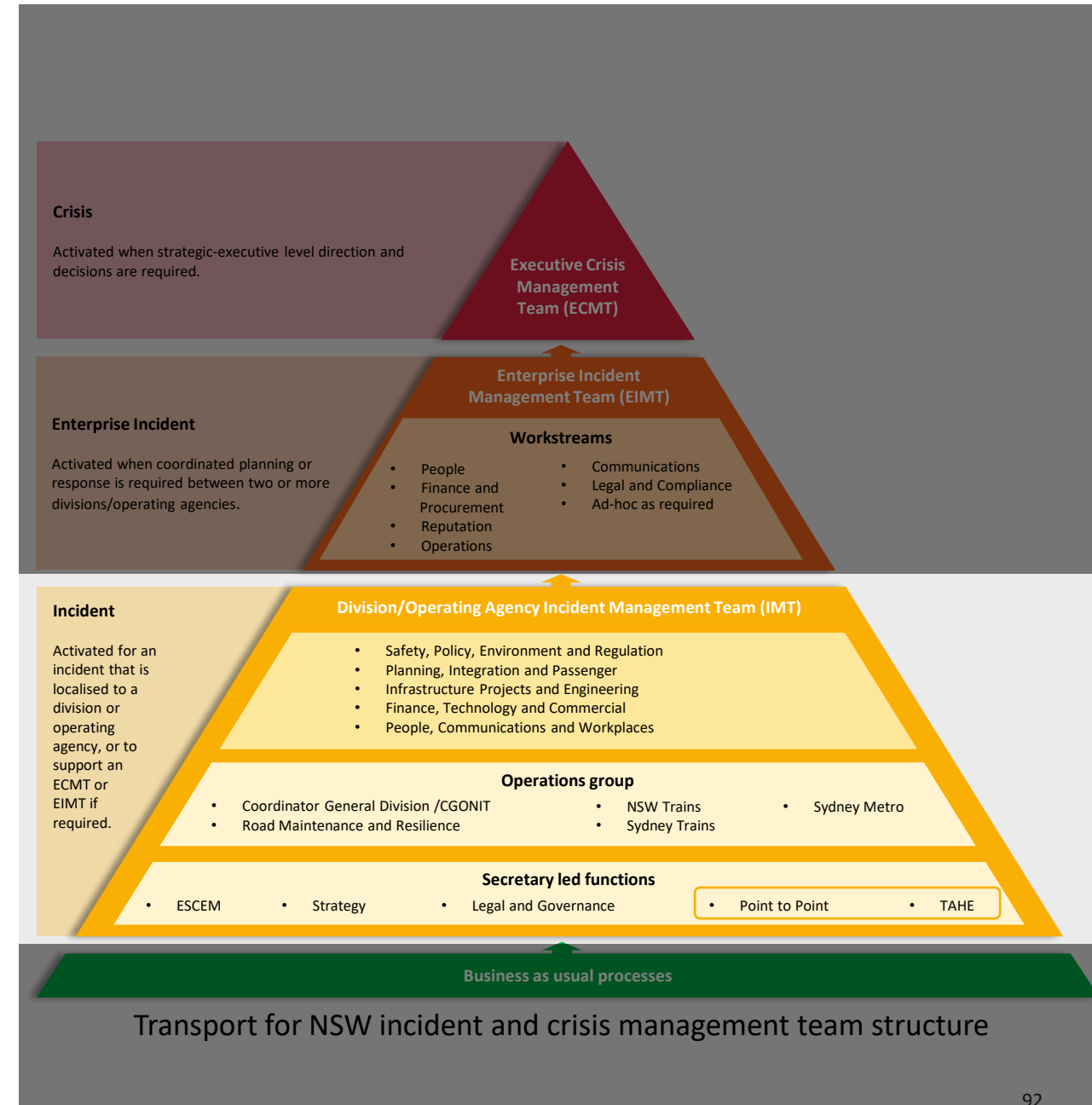
“These exercises, along with the measures implemented, have significantly strengthened Transport's ability to navigate the complexities of a large state-wide organisation working within intricate state and national frameworks, enabling informed and streamlined enterprise-wide coordination for effective crisis management.”

- Josh Murray, NSW Secretary of Transport

Improvements applied

Ex-Tropical Cyclone Alfred

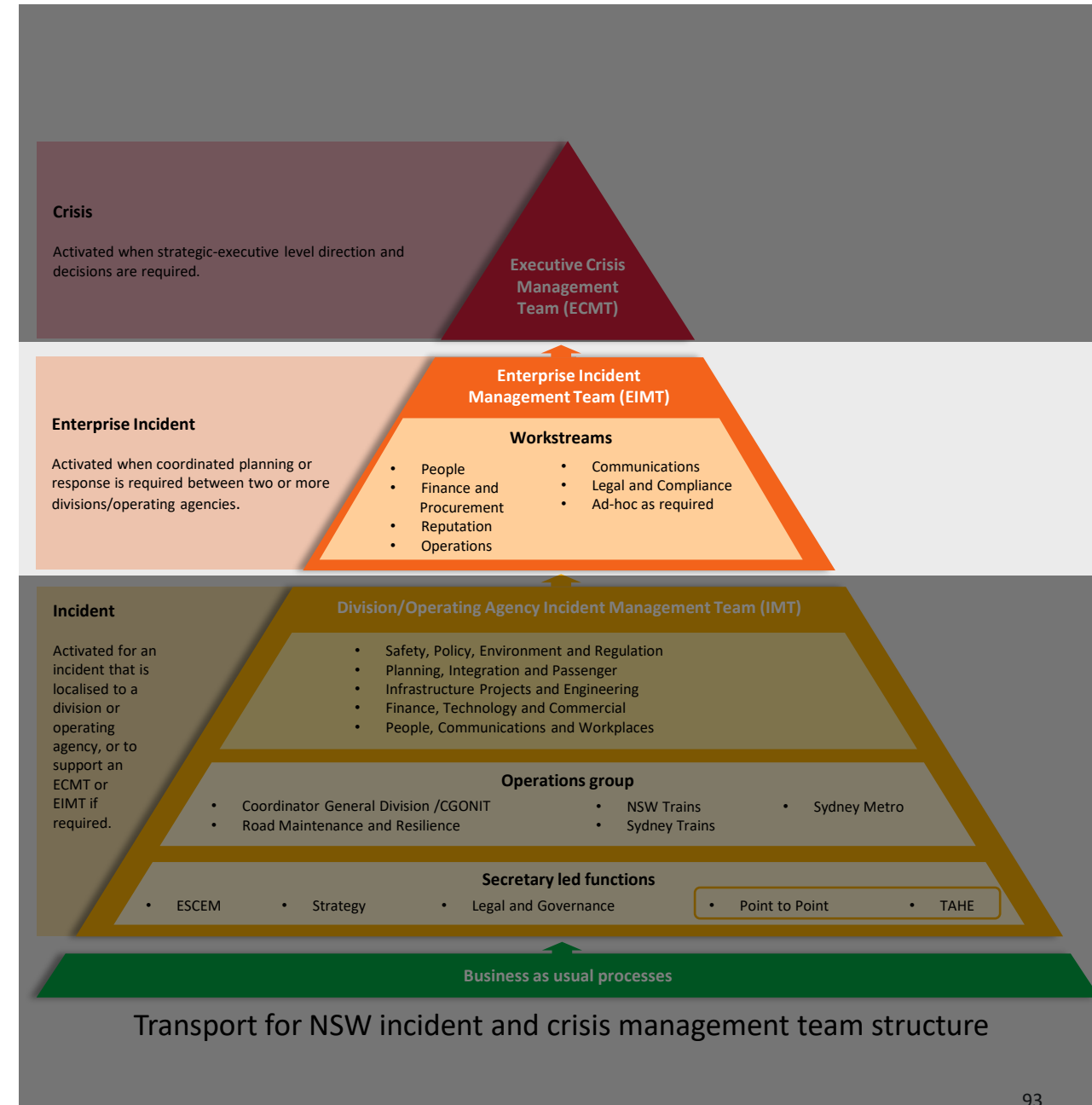
- Divisional IMTs effectively activated to provide key impact and risk assessments.



Improvements applied

Ex-Tropical Cyclone Alfred

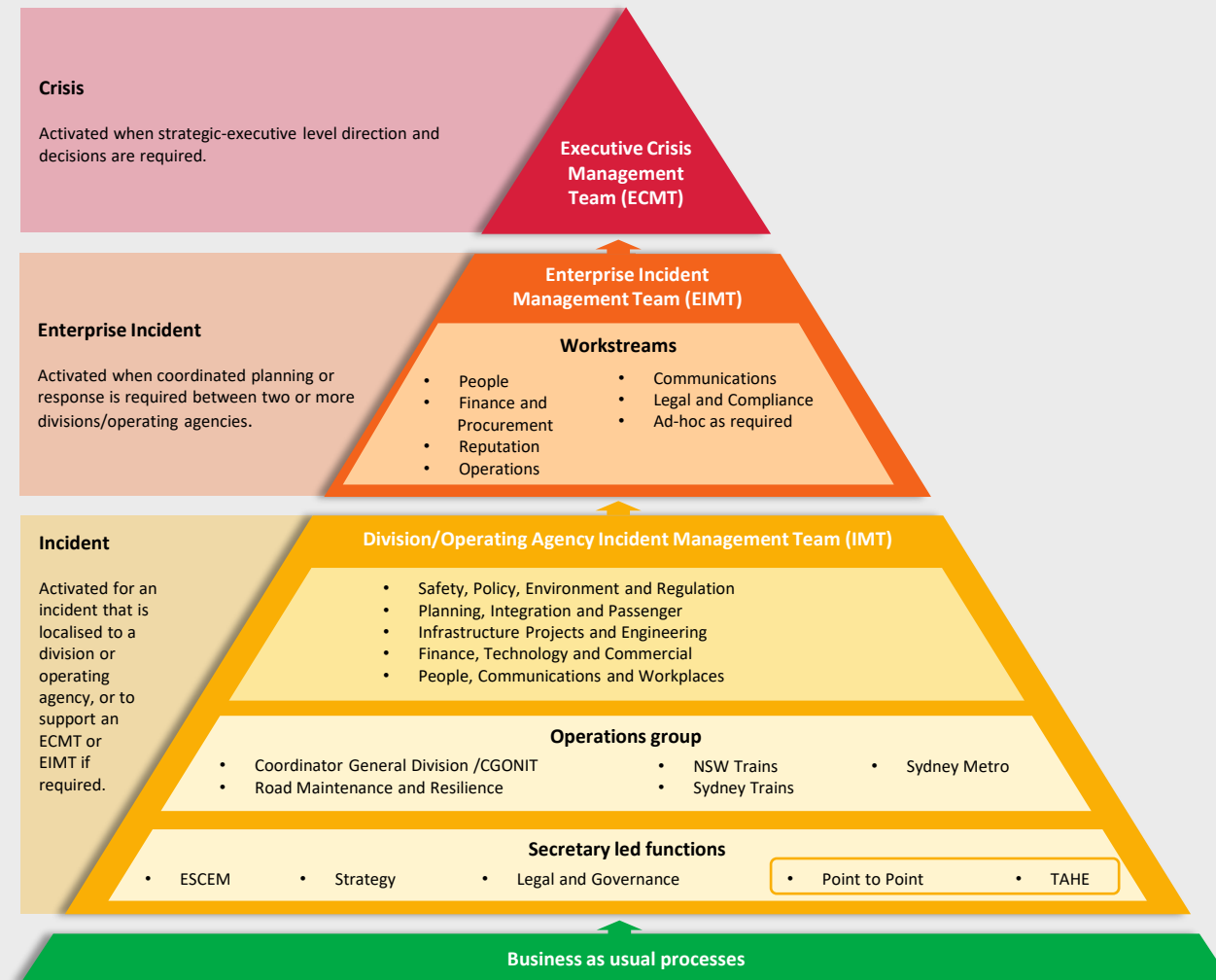
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- The Enterprise IMT, using dedicated workstreams informed enterprise decision-making and provided enterprise-wide situational awareness to the executive team.



Improvements applied

Ex-Tropical Cyclone Alfred

- Divisional IMTs effectively activated to provide key impact and risk assessments.
- The Enterprise IMT, using dedicated workstreams informed enterprise decision-making and provided enterprise-wide situational awareness to the executive team.
- An aligned and proactive enterprise communications approach was implemented across all modes of transport, ensuring consistency with Public Information Functional Area Coordinator (PIFAC) and whole-of-government requirements.



Transport for NSW incident and crisis management team structure

03

Lessons management beyond the exercises

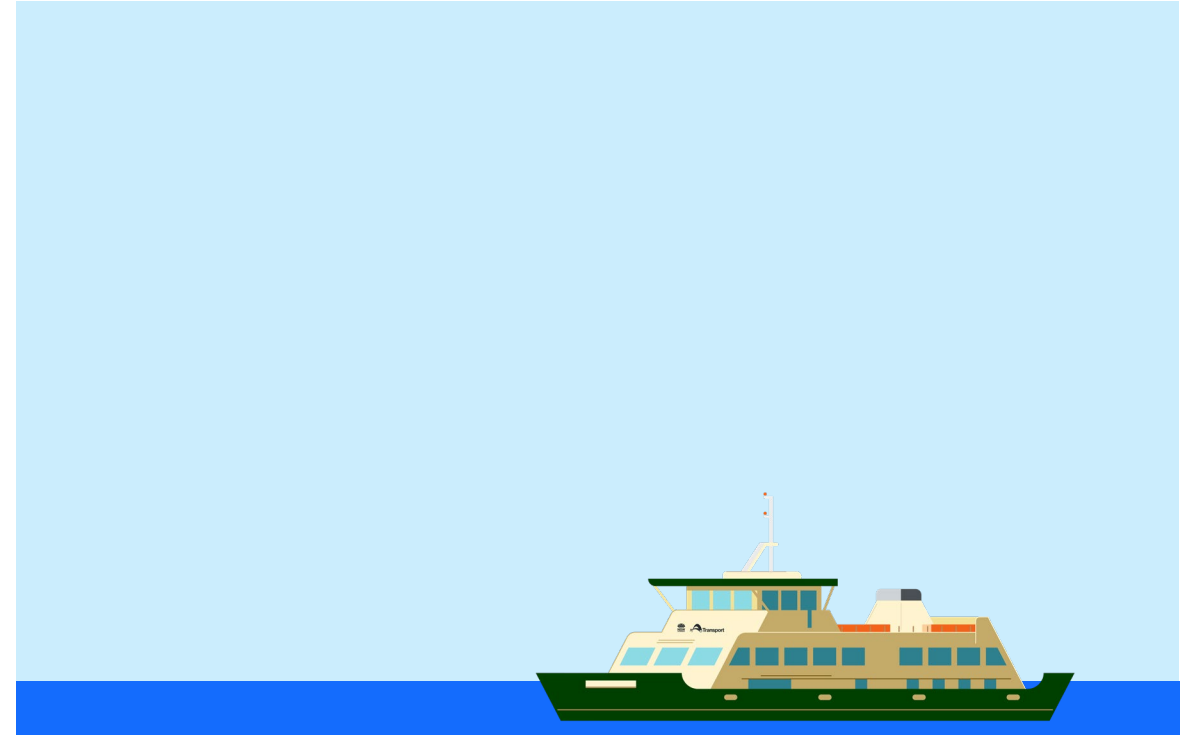
Lessons management

Application beyond the exercises

By applying and continuously refining the lessons management process alongside the exercises, we produced a tailored process aligned with Transport's specific workflows and requirements.

This has led to:

- Regular requests for data and lesson summaries to inform decision-making and support presentations and reports.
- Active engagement in validating lessons and tracking the implementation of recommended actions.
- Frequent requests for After Action Reviews (AARs), interviews, and other methods for collecting observations.



Lessons management

Application beyond the exercises

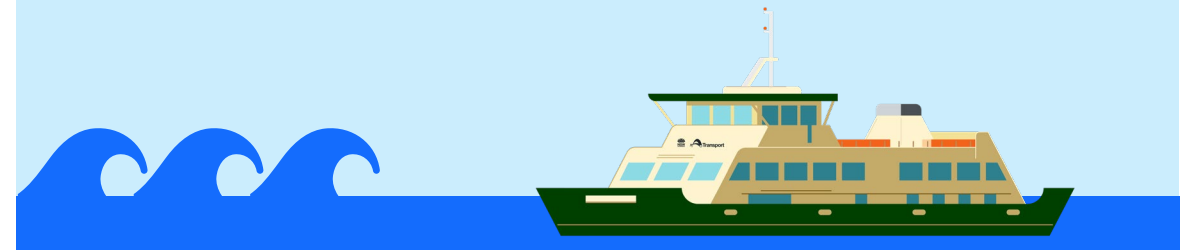
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Challenges

- Capacity vs demand
- Keeping up with data management and data integrity
- Timely reporting (lengthy data analysis and validation process)
- Measuring success for lessons learned

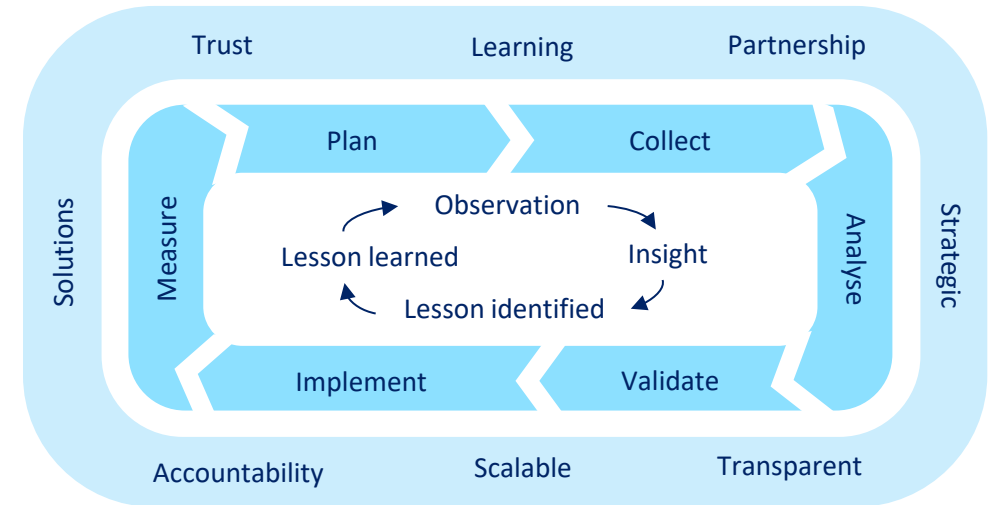


Lessons management

Current state

We are currently developing an enterprise-wide lessons management standard which:

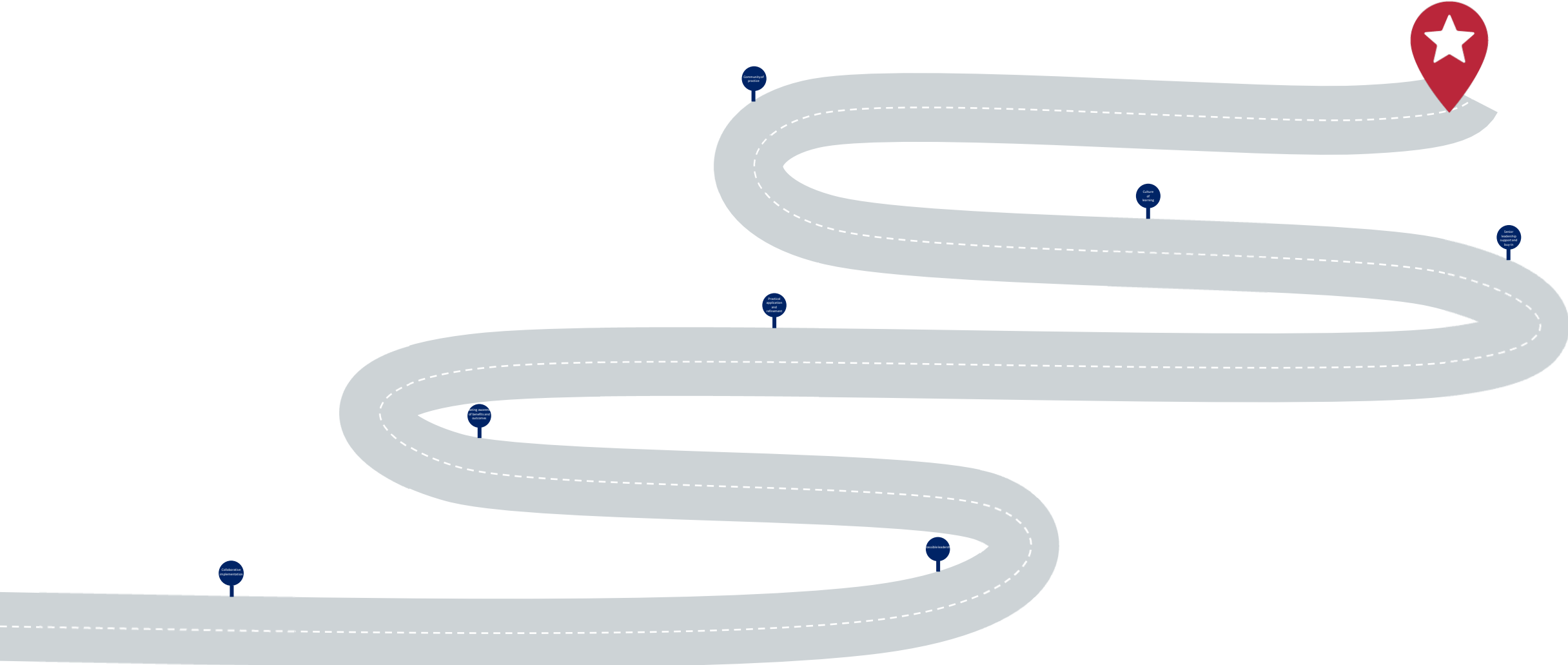
- Unifies lessons management governance
- Ensures shared lessons across the organisation for collective awareness and learning
- Includes lessons management processes at an enterprise level



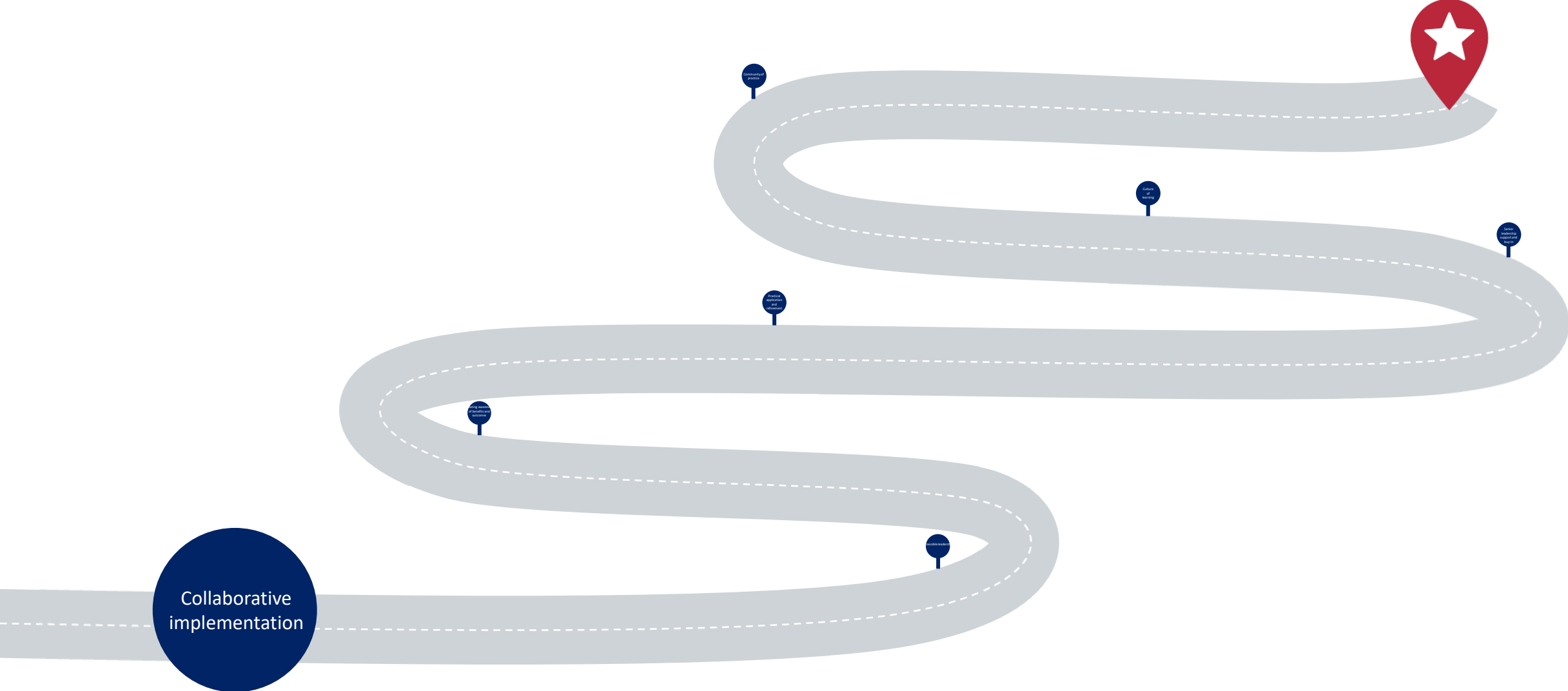
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Elements of success

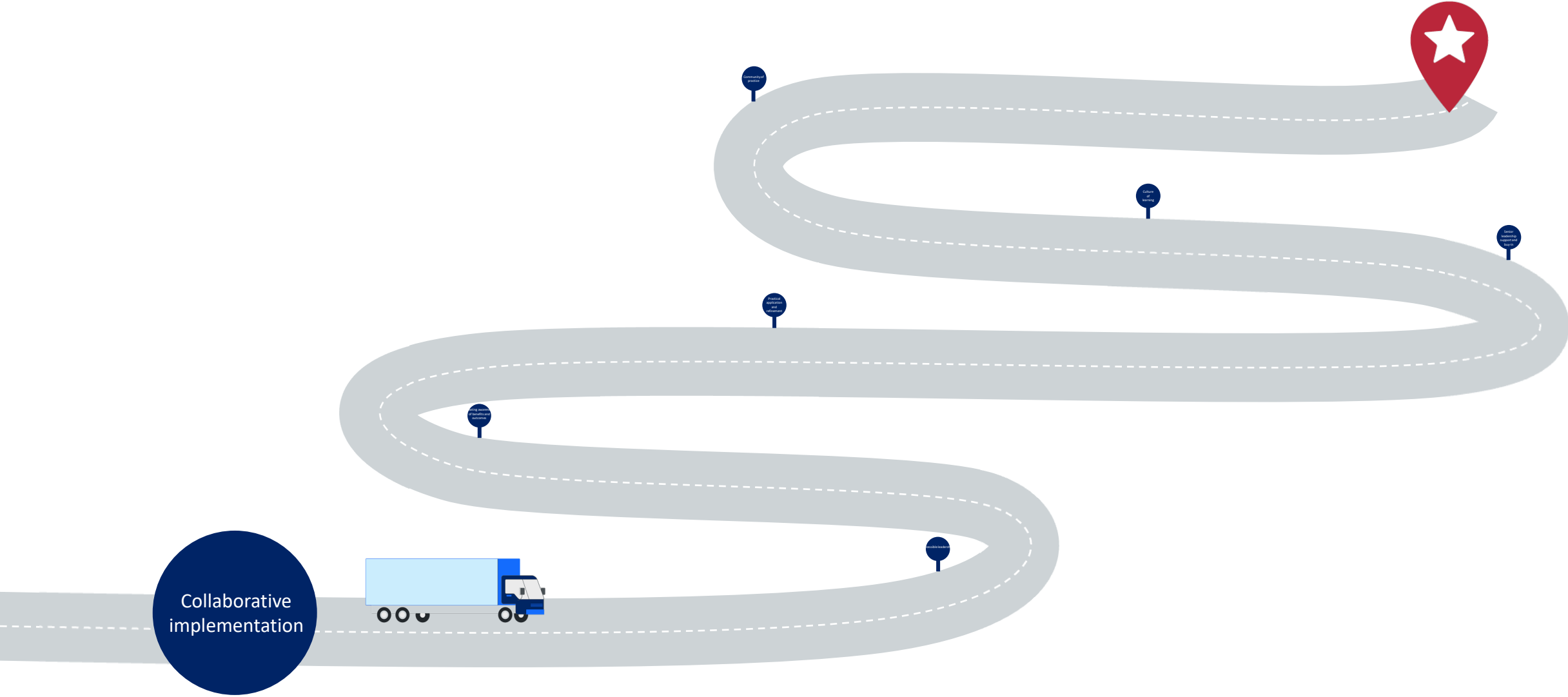
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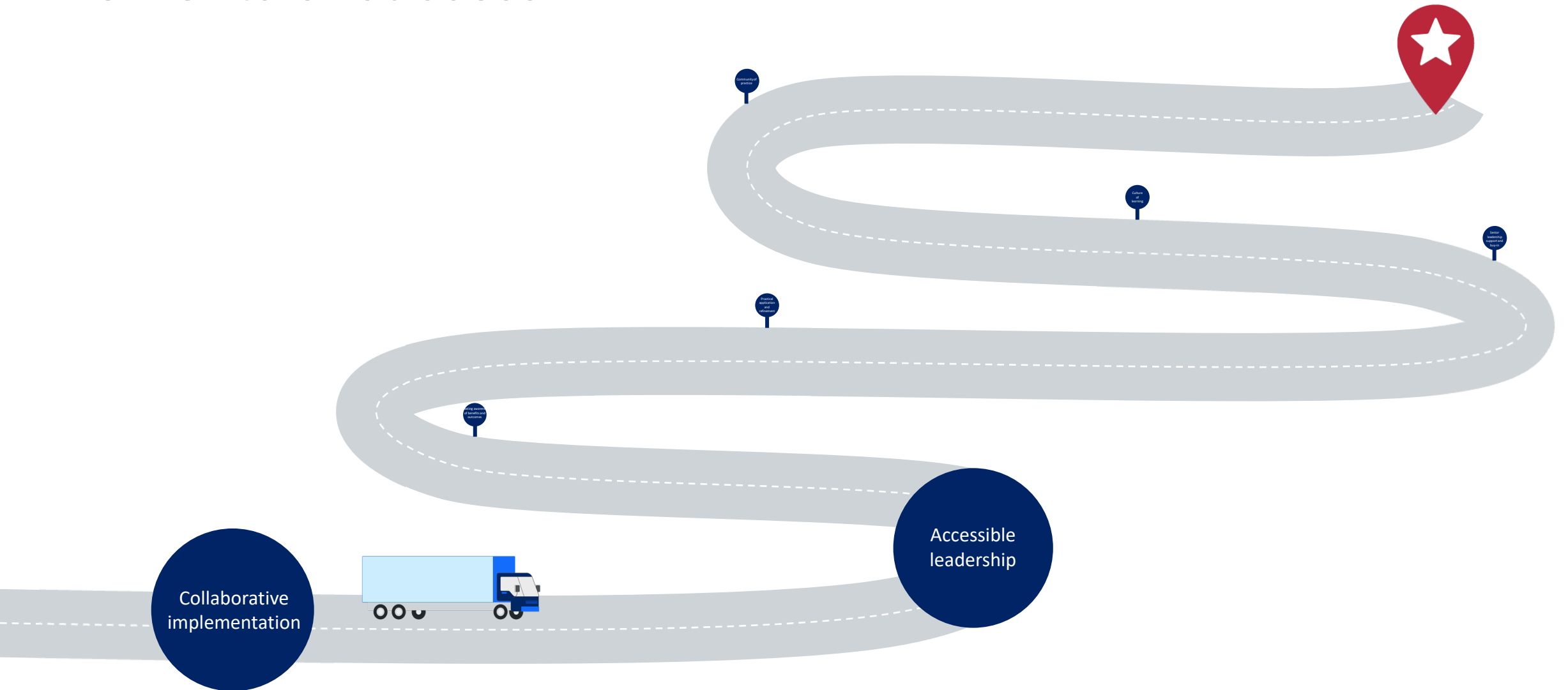
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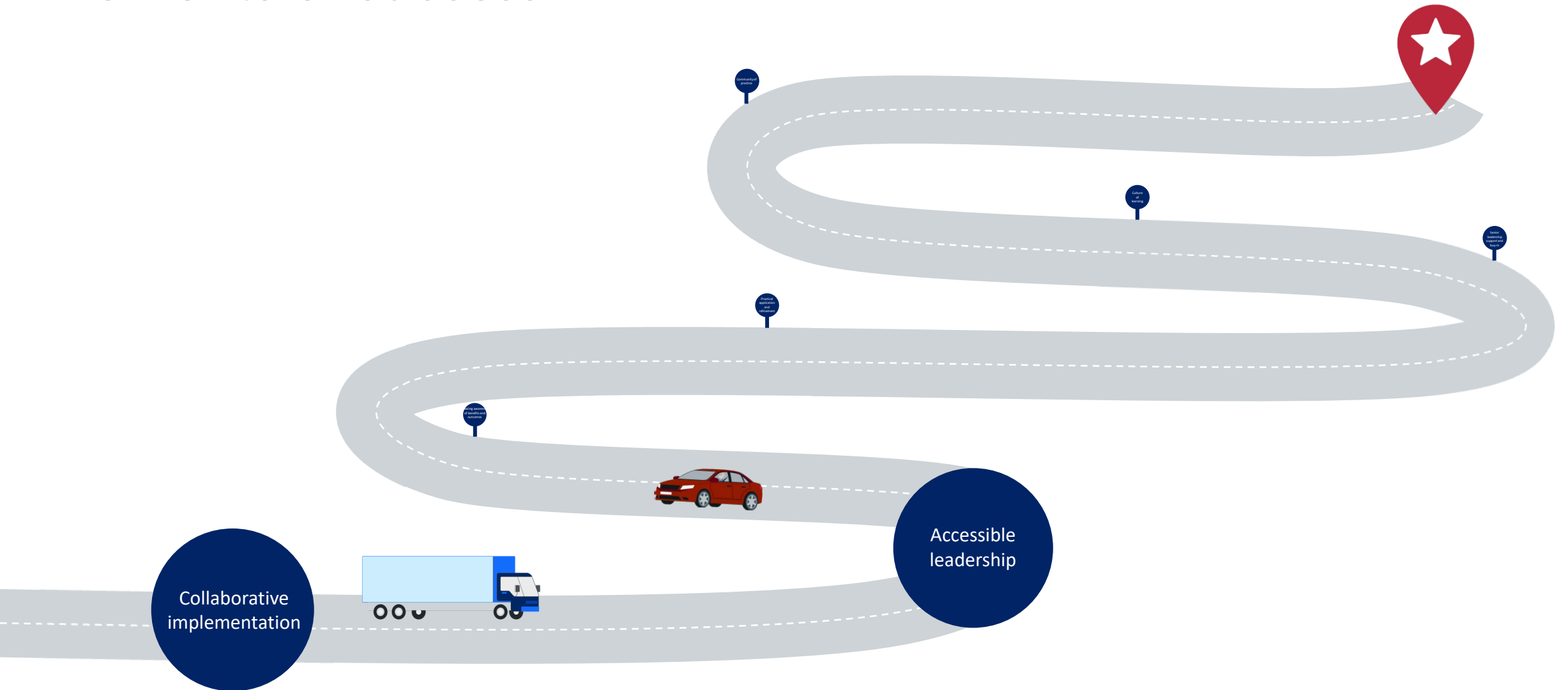
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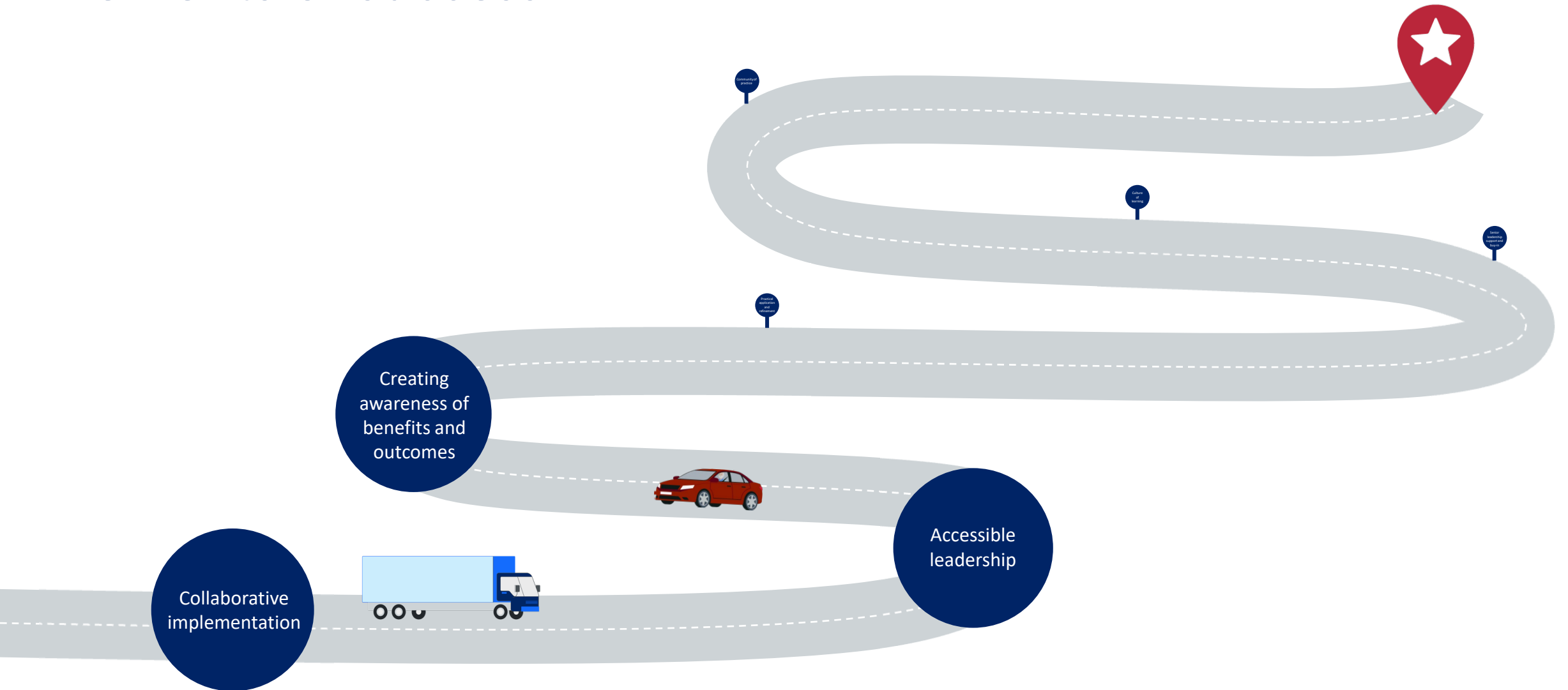
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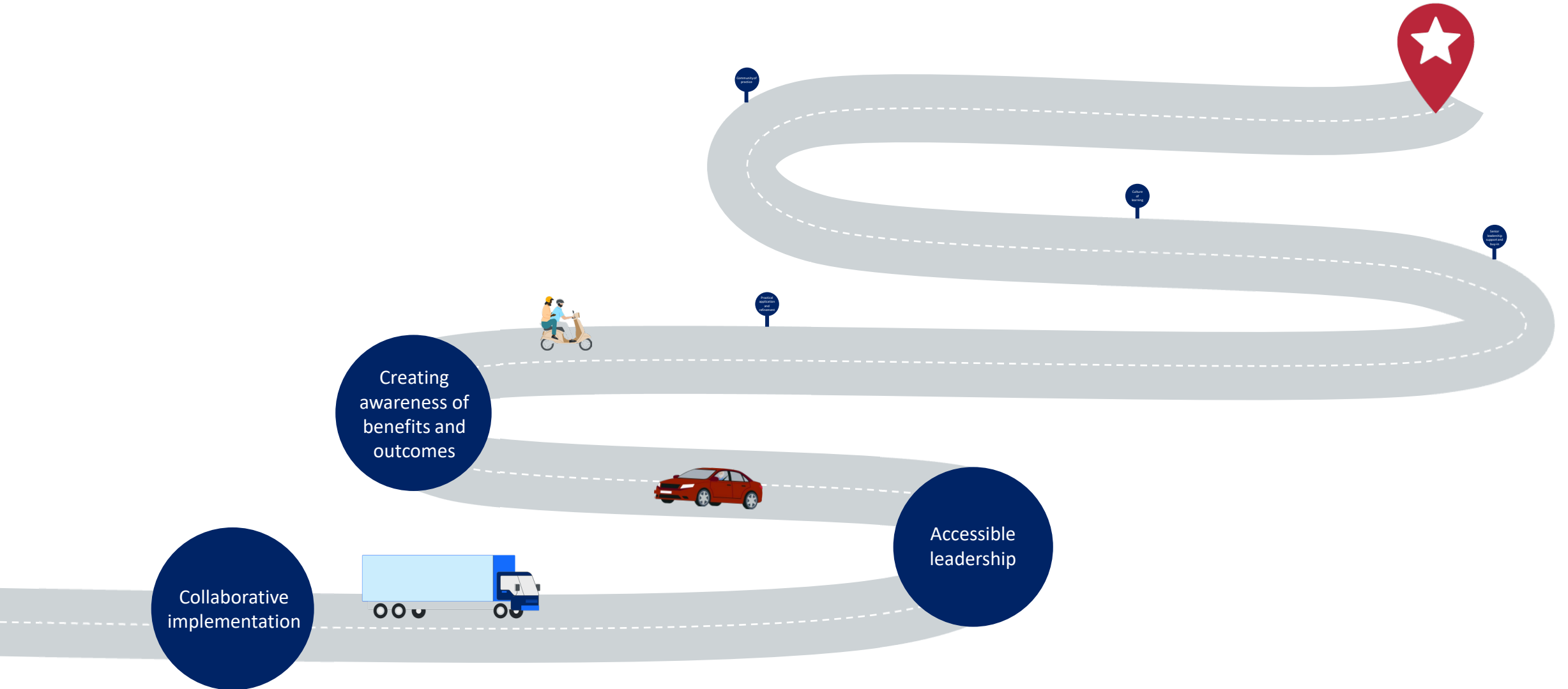
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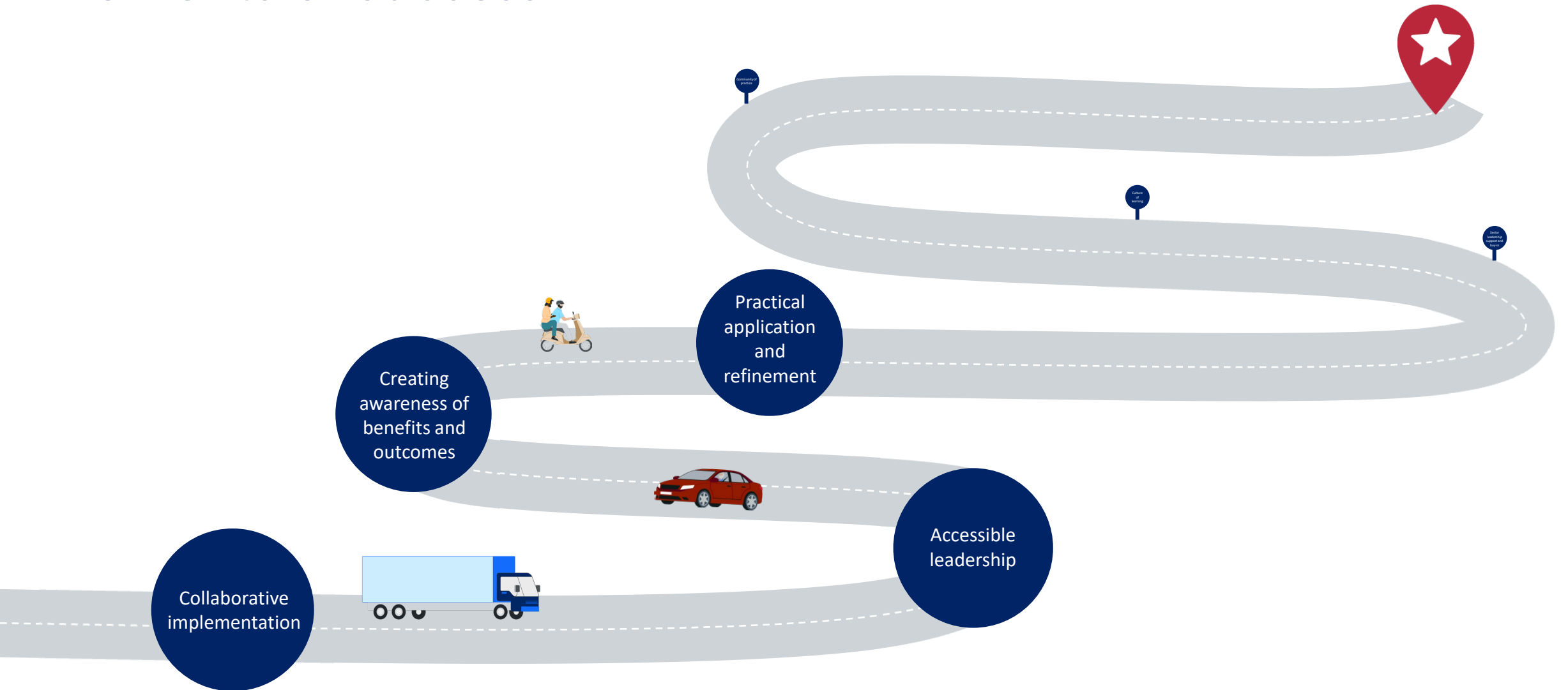
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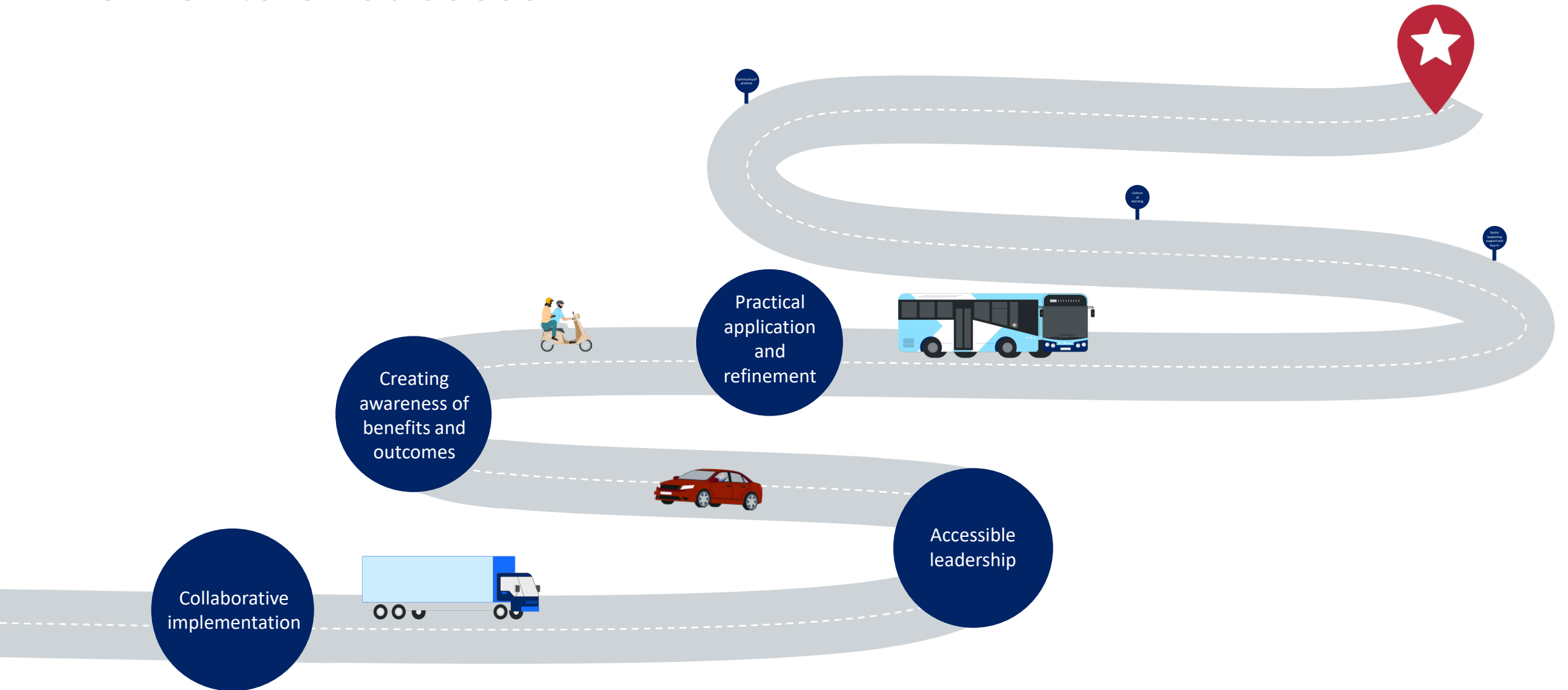
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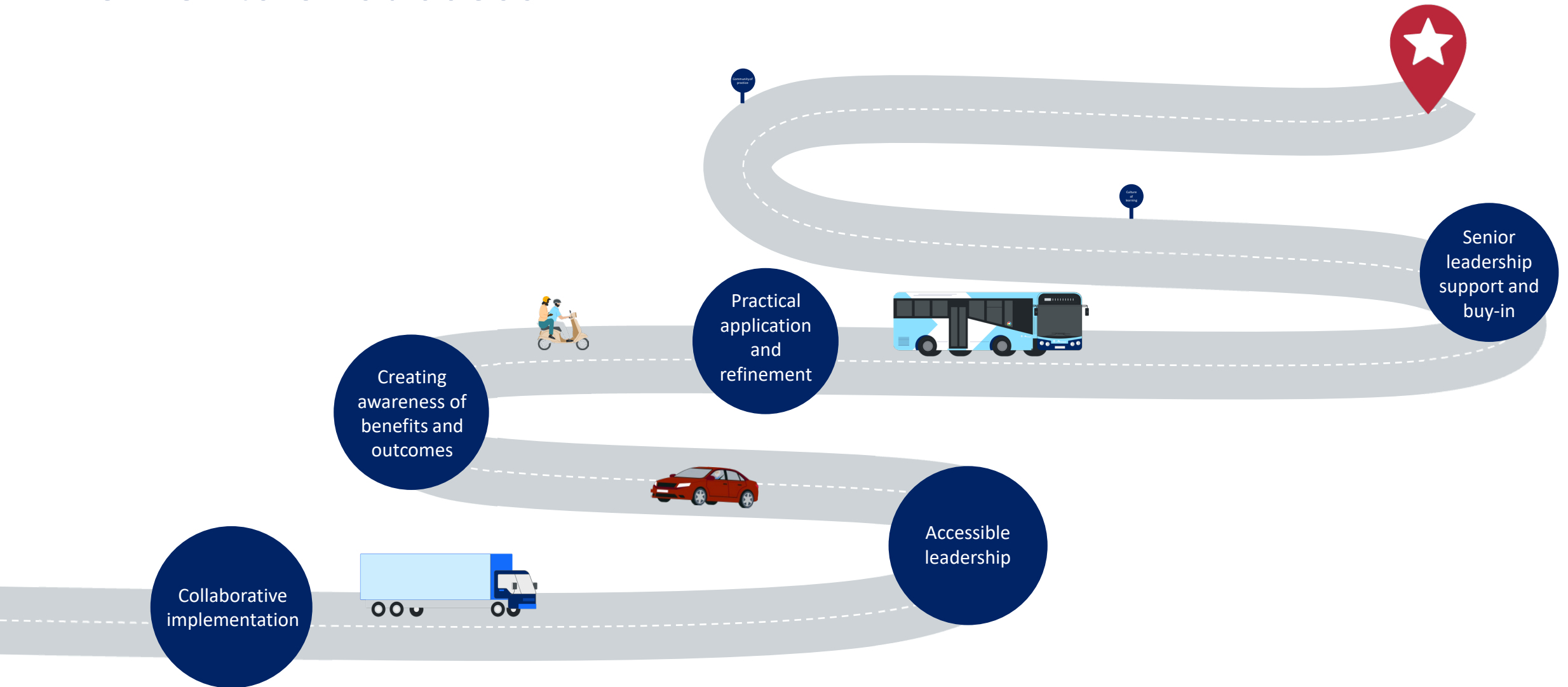
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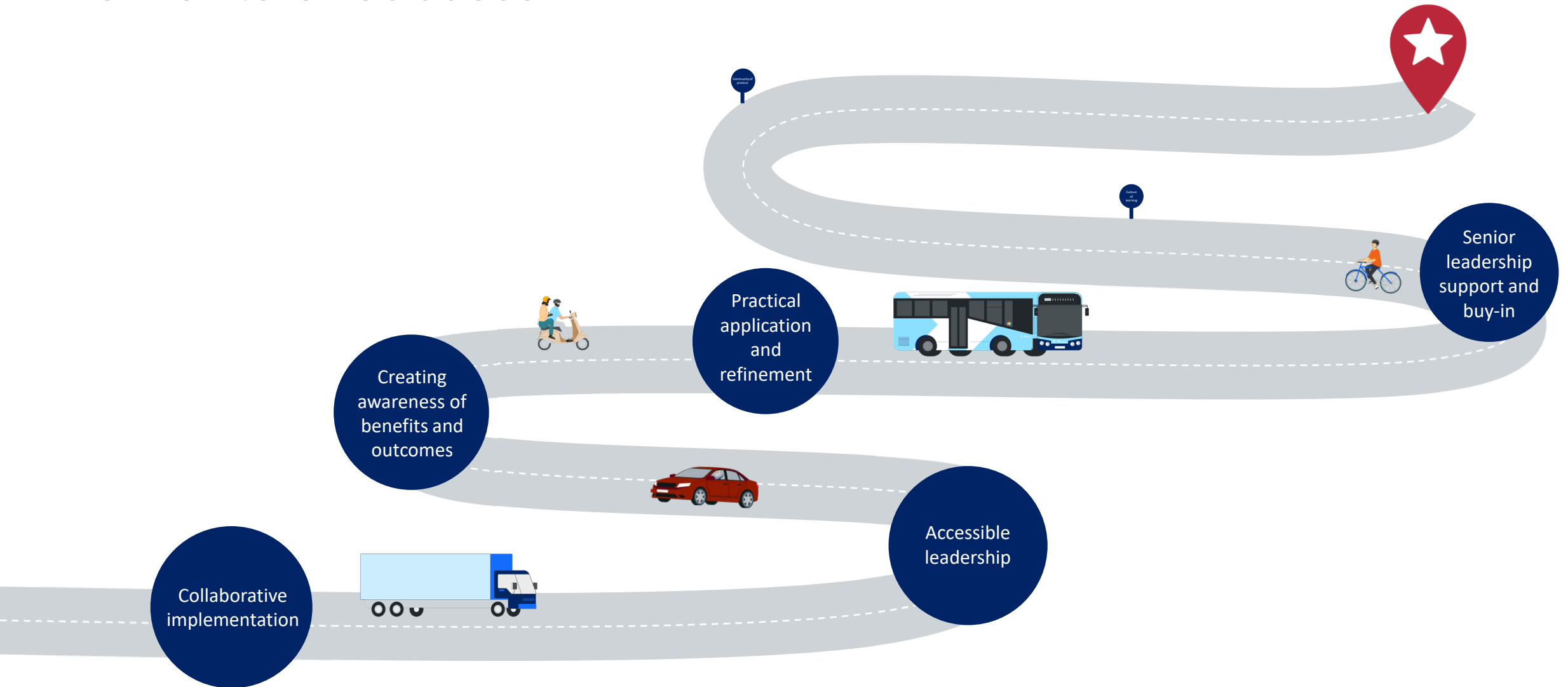
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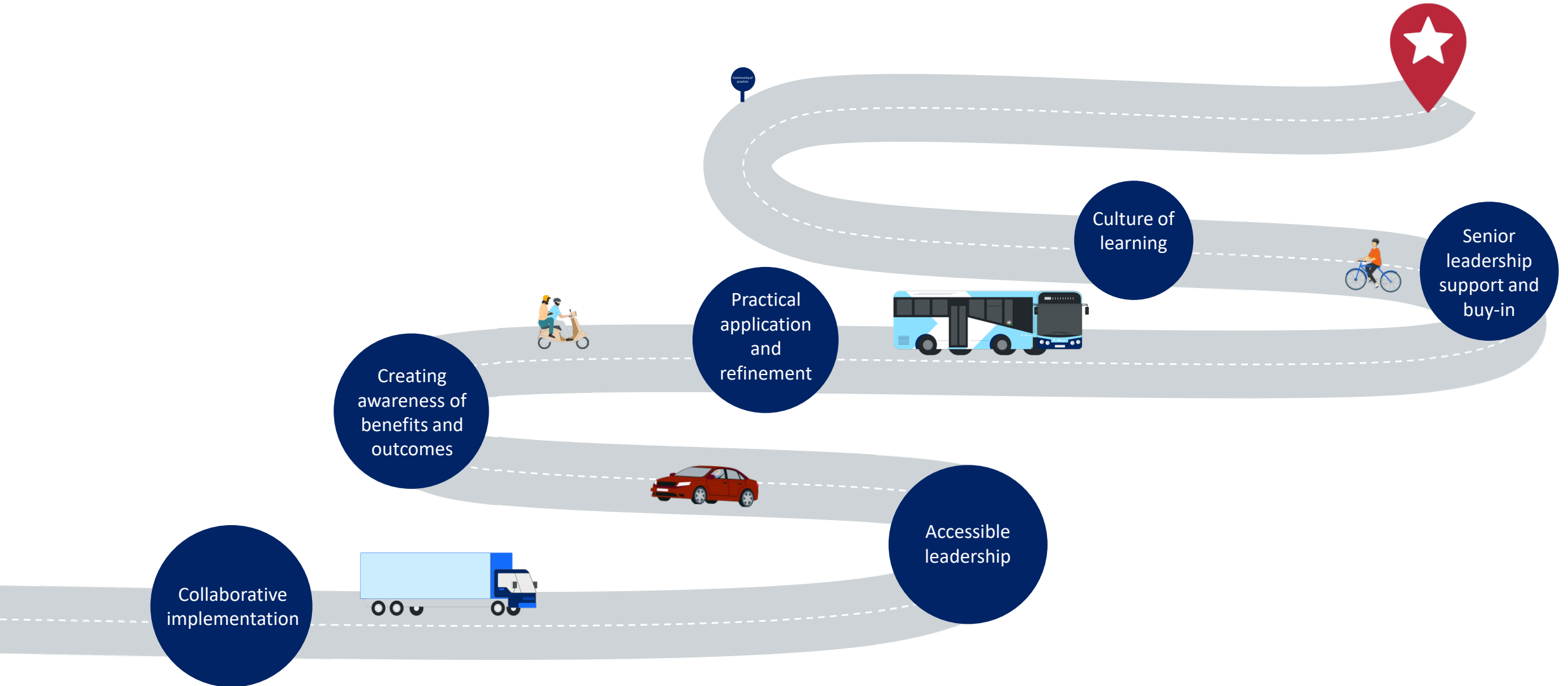
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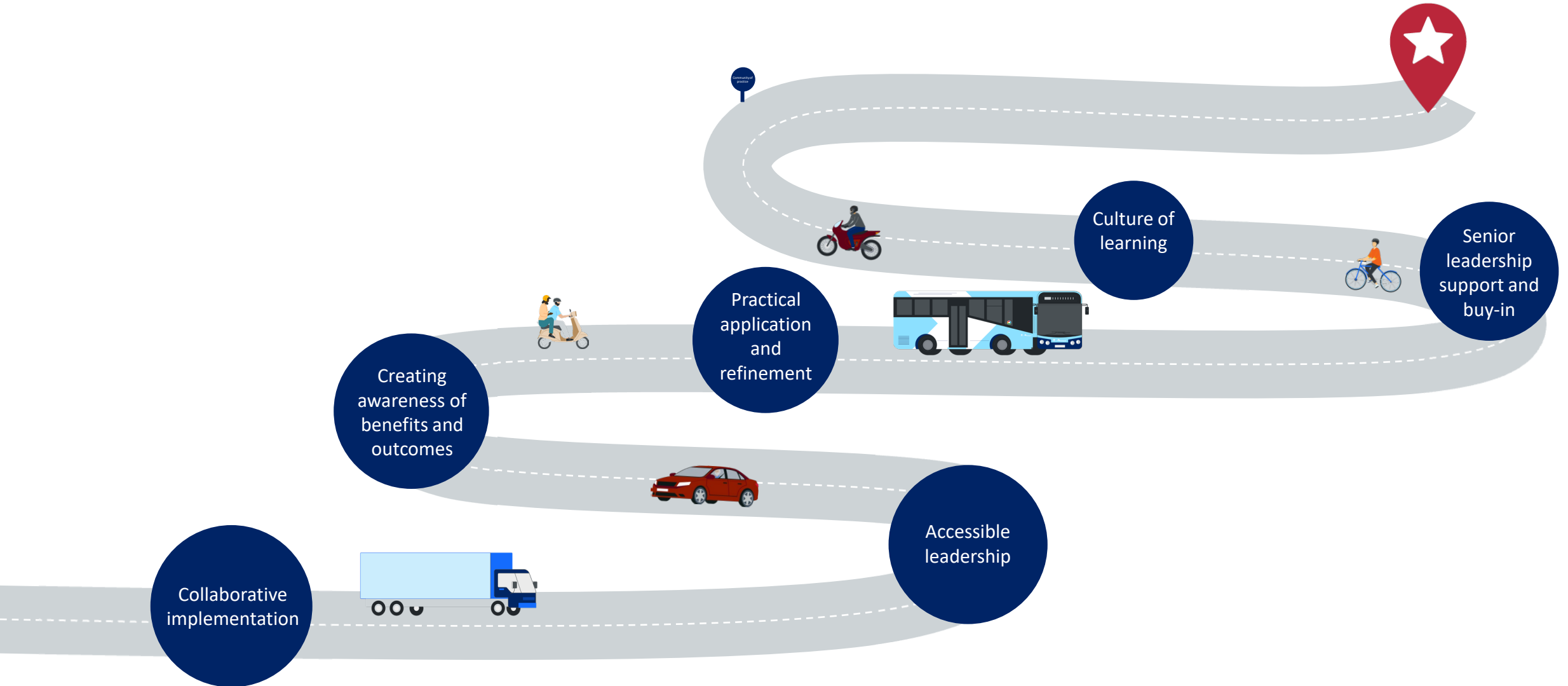
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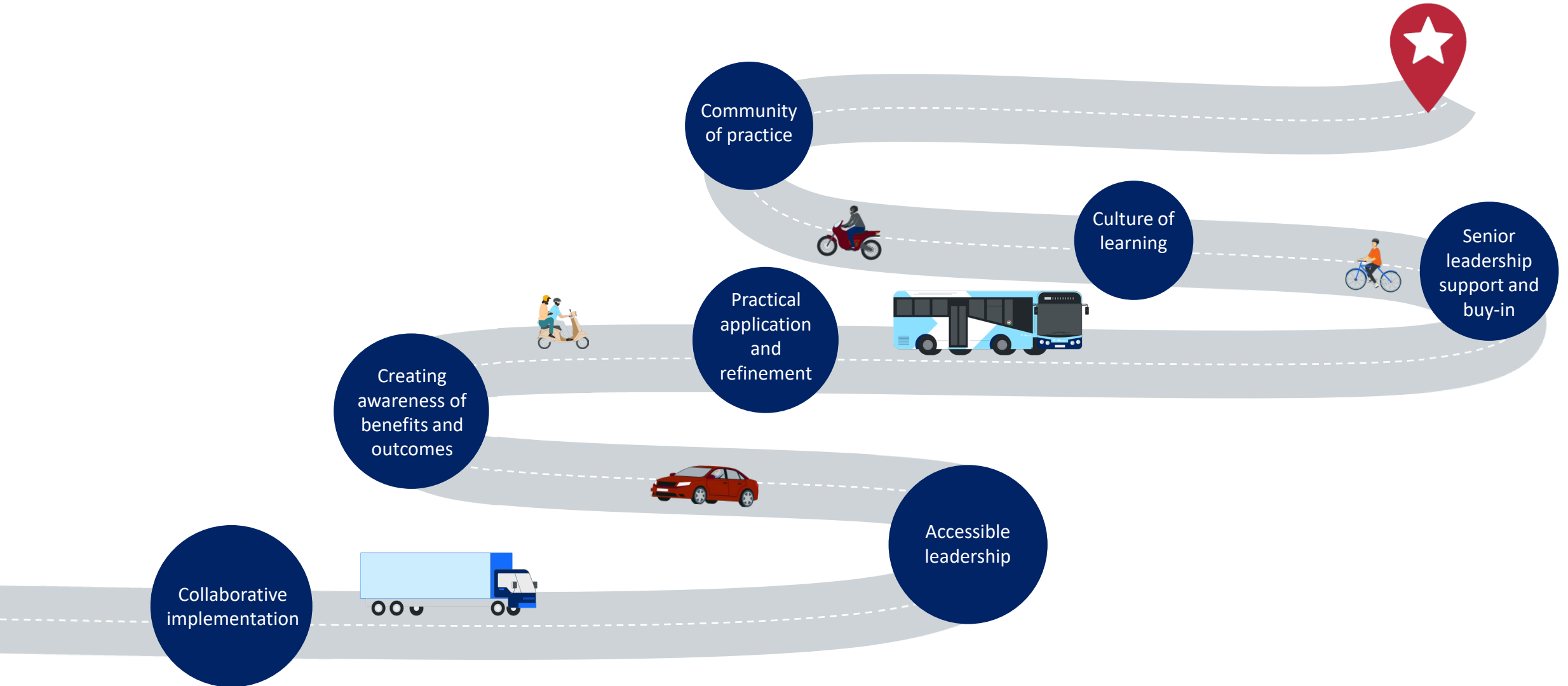
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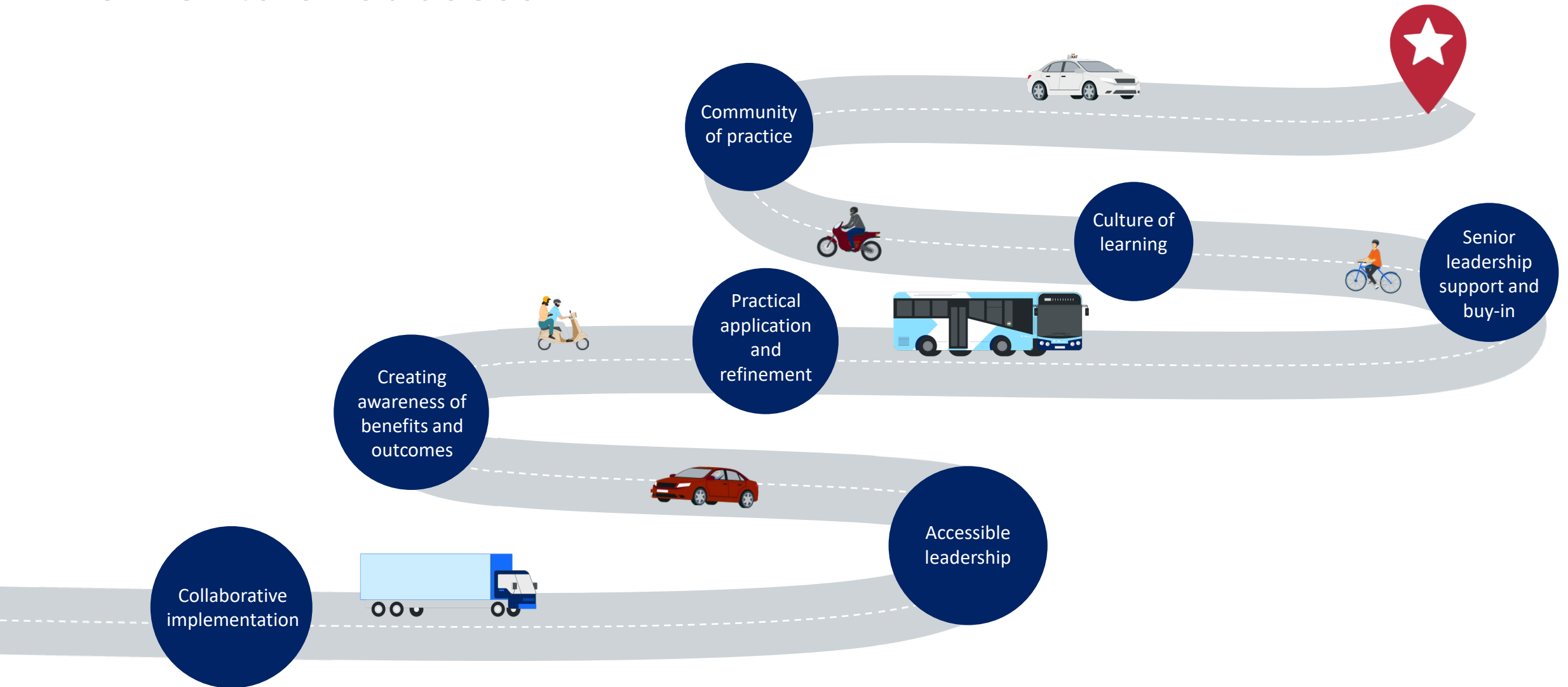
Elements of success



Elements of success



Elements of success



Conclusion

Executive exercises and the development and application of a tailored, comprehensive lesson management approach achieved:

unified governance across our large and complex organisation

Enterprise incident
and crisis
management

Enterprise lessons
management

**enabling informed and streamlined enterprise-wide coordination,
learning, and resilience.**



Questions



Lessons Management Forum 2025



Q&A

Don't forget to add your questions to Slido.
Make sure to select:

● Day 1 | 3.00pm – Presentation 2



Slido.com
Code: LMF25



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Afternoon tea break

We will now be taking a break for afternoon tea.

Please rejoin us at:

- 4.00pm NZST
- 2.00pm AEST
- 1.30pm ACST
- 12.00pm AWST

4.00pm – Presentation 3

Focusing on our people: lessons management culture and capability building

Sandra Alesiani and Loretta Wingfield

Triple Zero Victoria

Focusing on our people



Lessons management culture and capability building
at Triple Zero Victoria

Lessons Management Forum – Wellington 2025



000

Triple Zero
Victoria

About Triple Zero Victoria

- Victoria is unique in that Triple Zero Victoria (TZV) is responsible for call taking and dispatching for all 000 calls.
- TZV has three State Emergency Communications Centres and approximately 1,200 FTE, with 894 FTE operations employees across call-taking and dispatch services.
- In 2023-24, TZV answered 2.9 million calls for assistance - a call every 10.9 seconds.



Williams Landing State Emergency Communications Centre

Victorian 000 Process

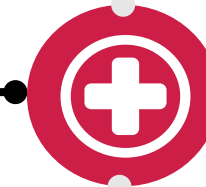


National Telstra 000 call taker confirms if you require Police, Fire or Ambulance assistance and your State/Territory

Governed by Federal Legislation



Victoria Police



Ambulance Victoria



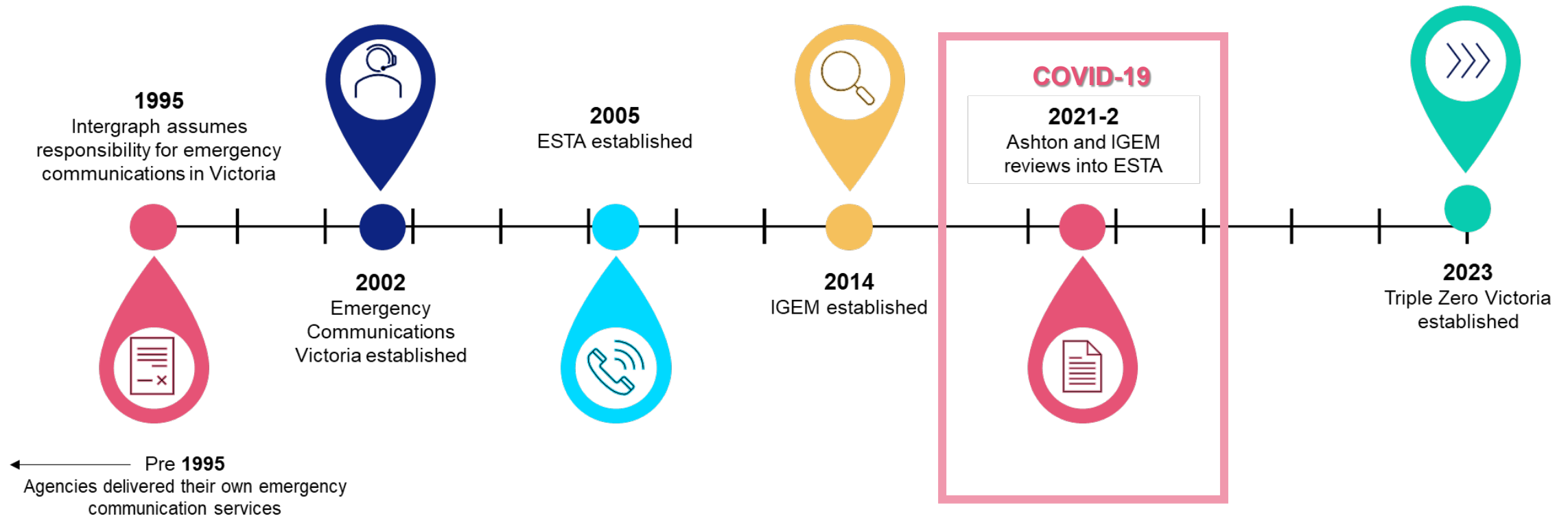
Fire Rescue Victoria or Country Fire Authority



Victoria State Emergency Service

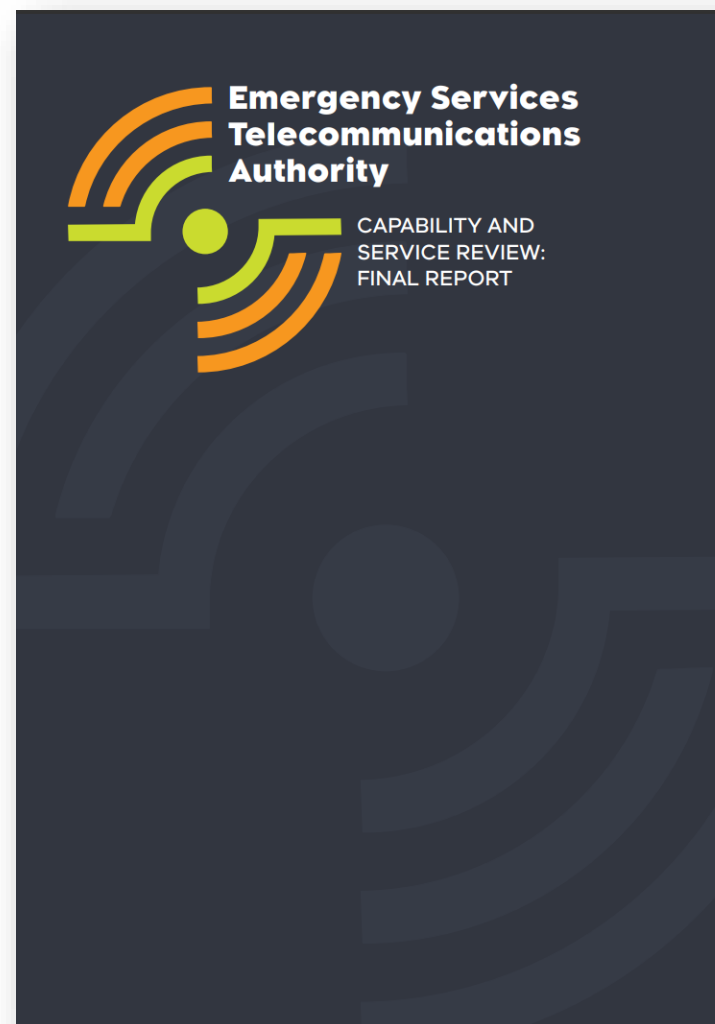
Governed by Victorian Legislation

Timeline of significant events



Catalysts for Reform

- During 2021-2022 COVID-19 was the catalyst for an unprecedented demand of 000 calls which significantly impacted all aspects of our service.
- COVID-19 reduced our ability to quickly deliver services to the community and service delivery suffered as a result.
- Significant organisational reform followed; driven by the ESTA Capability and Service Review (Ashton Review).



Lessons Management Project

- The Ashton Review recommended TZV reforms include enhancements such as strengthening and embedding a continuous improvement mechanism across operations.
- The Lessons Management Project was established to meet the intent of The Ashton Review in improving TZV's lessons management maturity, alignment with government and connections with partner agencies.



Project Deliverables

Lessons Management Framework

Cultural and capability uplift

Sector engagement and sharing

Identify technology solution

The Lessons Management Project is grant funded by the Australian Government in partnership with the States and Territories under the National Partnership Agreement for Disaster Risk Reduction.

Our approach

- Establish organisational 'buy in' by creating a strong authorising environment.
- Align our Lessons Management methodology and Framework to National and State Arrangements.
- Socialised our project and framework work with the sector.
- Focused strongly on culture and developed a cultural and capability uplift plan.
- Developed a Lessons Management Network to support operationalisation.



Triple Zero Victoria

Project Timeline

Project Establishment: May– June 2024

Discovery Phase: July – August 2024

Define Phase: August – September 2024

Develop Phase: October – November 2024

Delivery Phase: November 2024 – April 2025

Operationalise: April 2025 – Ongoing

Our Authorising Environment

- A strong authorising environment has supported 'buy in' at all levels of the organisation.
- The project is reflected within TZV's corporate planning framework at all levels, including the strategic plan, enterprise outcomes framework.
- This supported implementation and cultural change as it enabled the workforce to see TZV prioritise Lessons Management across all its functions.



Connecting TZV to National and State Arrangements

- Australian Institute for Disaster Resilience Lessons Management Handbook.
- Victorian EM-LEARN framework.
- The Victorian Preparedness Framework and the State Emergency Management Plan
 - > outline core capabilities including TZV's responsibility to contribute to 'Assurance and Learning'.



Cross Sector Collaboration

Throughout the project we collaborated closely with our other emergency service organisations and sector partners.

Shared insights enabled us to understand the importance of:

- > Cultivating a learning culture from the outset
- > Having a strong authorising environment
- > The important relationship between risk and lessons management
- > Utilising limited resources effectively.



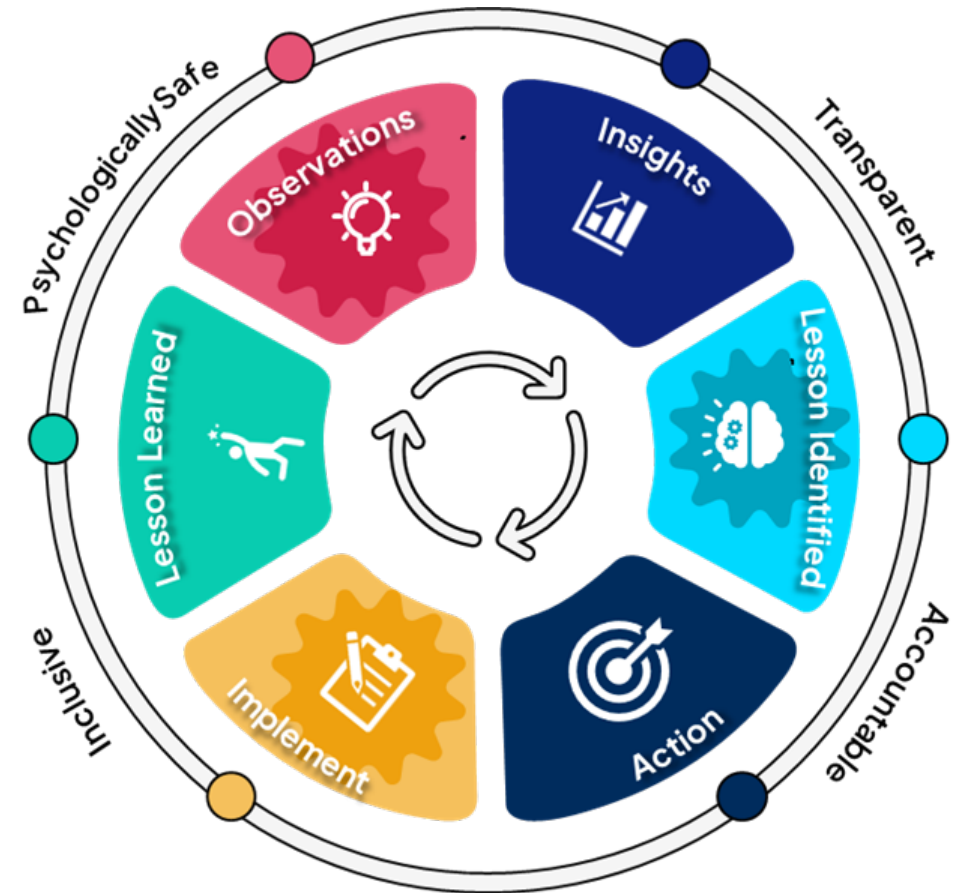
The Lessons Management Framework

- Aligns TZV to National and State lessons management arrangements.
- Establishes TZV's Lessons Management lifecycle.
- Establishes a shared understanding of lessons management, including principles, cultural characteristics and OILL methodology.
- Defines the internal governing environment, roles and responsibilities.



A focus on culture

- Establishing a learning culture is at the heart of lessons management – no process will be effective if it's not based on a strong lessons culture.
- Cultural characteristics underpin The Framework and work towards maintaining a 'just' culture.
- 'Just' culture is centred on trust, learning and accountability. It places the importance of collecting information regarding the identification and cause of an issue over assigning blame on an individual.



Cultural and capability uplift

Key features include:

- Establishing the Lessons Management Network.
- Delivering a program of training and engagement activities leveraging existing resources tools and knowledge of our sector partners.
- Building trust by demonstrating alignment with National and State frameworks.



OCT
2024

December 2024
Intro to Lessons
Management and
the TZV Network

March 2025
Guest speakers

June 2025
On-going Support

**November
2024**
Nomination of
Lessons
Management
Network

**Dec – February
2025**
Lessons
Management
Debrief Training

**May 2025
onwards**
Implementation and
culture workshops

**2025
Transition
to BAU**

About the Lessons Management Network

- The Network is a group of TZV Leaders and subject matter experts who champion lessons management in their Departments and Teams.
- It is currently comprised of 45 members from both operations and support office from all sites.
- Regular engagement with the Network keeps them apprised of updates and sector opportunities.



TZV Lessons Management Network Update April 2025

Thank you for being a member of the Lessons Management Network. It is important to us that you are kept informed about what the project is up to!

Guest Speaker Panel

In March, we were fortunate to have Country Fire Authority's Assistant Chief Fire Officer, Mark Gunning, and New South Wales State Emergency Service's Manager for Operational Improvements and Lessons, Heather Stuart, speak to the Lessons Management Network. It was a fantastic opportunity to hear how Lessons Management is being applied in other emergency service organisations, their connection to state and national arrangements, as well as their personal experiences with fostering a culture of continuous improvement. The panel recording is available [here](#). If you have any suggestions on future guest speakers, please contact us as lessonsmanagement@triplezero.vic.gov.au

Lessons Management Purpose statement

"The purpose of the Lessons Management Network is to promote a learning culture within Triple Zero Victoria for the continuous improvement of our services to the community.

We will work together to build our lessons management capability and to embed the Lessons Management Framework across the organisation.

We commit to curiosity, the sharing of knowledge and being better together."



Lessons Management Debrief Training at Burwood East during

Lessons Management Debrief Training

- TZV co-facilitated Lessons Management Debrief Training with Emergency Management Victoria to Network members across three sessions.
- The full-day training course was conducted face to face, with scenario-based activities designed to encourage participants to apply the Lessons Management process and practice facilitating debriefs.



What I valued the most about this training was the structured approach to conducting effective debriefings. The practical strategies and real-life examples provided a clear framework for identifying key lessons and applying them in a meaningful way.

It was lots of fun and made me realise that it is just a formalised process that is recorded of stuff that we already do.

As we progress further into this change it would be great to get further understanding about how we will apply this to real world examples within the organisation - what it actually looks like and who will take on what role in the process.

Implementation and Culture Workshops

- The project team is now delivering Implementation and Culture workshops across TZV business units.
- The workshops provide the opportunity for business units to design a tailored implementation plan focusing on tools and culture unique to them and their function, but consistent with the organisational Lessons Management Framework.


Official: Sensitive

000 Triple Zero Victoria

So, we need a plan...

Lessons Management Implementation Plan

1. Perform an environmental scan
2. Decide what triggers the Lessons Management lifecycle e.g., emergency, project milestone
3. Focus on a Learning Culture
4. Decide what activities your dept/team will use to capture observations (etc.)
5. Download an observation collection template off SharePoint
6. Determine roles and responsibilities
7. Seek endorsement from your line manager on the process
8. START



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Official: Sensitive

000 Triple Zero Victoria

Implementation Plan

3. Learning Culture


Culture drives teams! A learning culture improves teams and requires maintenance, and re-calibration (refinement/improvement) as the organisation grows.

A learning culture is a shared set of values and beliefs that make up how a team wants to improve their role and improve outcomes for the community through continuous improvement.

Developed thoughtfully, a continuous improvement culture instils in people an innate desire to become better and better by enabling and encouraging that behaviour.

So it's important to:

- > Reflect on your team's culture
- > Reflect on TZV's values
- > Establish a culture statement
- > Discuss available culture resources



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000 Triple Zero Victoria

Implementation Plan

Environment Scan Activity

A continuous improvement process we currently do well is...

Click here to insert text. Click the Increase List Level button for styles. Level 1 body text, level 2 subheading, level 3-5 bullets. Click the Decrease List Level button to move backwards through styles

Thing we need to a) change and b) sustain...

Official: Sensitive

So, what did we learn?

Insights from our experience

Our Challenges

Our challenges were not new or unique:

- Current fiscal environment
- Organisational restructures
- Operational demands
- Changing internal governance arrangements
- Resourcing and competing priorities
- An ambitious schedule for delivery.



Source: cambriaschool.com

Building trust and credibility

- To establish trust with both our operations and support functions, it was critical to frame our work within the global Lessons Management landscape to establish credibility.
- We established a clear and effective authorising environment through utilising the appropriate governance forum and linking our Lessons Management capability in key strategic documentation.



Connecting with the sector

- Our partnership with Emergency Management Victoria (EMV) has been critically important – we leaned heavily on their knowledge, resources and people.
- Connecting TZV staff to the sector and EMV was useful as it further legitimised their experience with Lessons Management.
- Lessons Management helps provide a sense of belonging in the sector and emphasises the shared goal of continuous improvement.



Observing the [Exercise East End] was highly valuable – it offered insight into how different agencies collaborate, make decisions, and adapt their plans in real time. It was particularly useful to see how actions taken by one agency can influence others.

Manager, Emergency Communication Services

Continuous Improvement Culture

- To ensure that Lessons Management is adopted across the entire organisation the Lessons Management Working Group and Network was intentionally comprised of both operational and support space.
- The intent is to foster relationships across the organisation and to cultivate a culture of understanding and sharing.
- Culture has underpinned all our engagement and communications with our Lessons Management Stakeholders.



It's about the journey, not the destination

- The Australian Institute for Disaster Resilience maturity matrix helps us understand where we are in our maturity journey.
- Our future focus for the next 12 months:
 - > Maintaining momentum with our Lessons Management Network and Executive
 - > Implementation support across Departments
 - > Reflecting on the effectiveness of our model.



1 – Lessons Management maturity matrix

This matrix has been developed to assess the level of maturity of the agency in relation to SACFS lessons management framework

Level of maturity	Basic	Developing	Established	Leading
Element	Ad hoc use of lessons management process. Not systematically applied.	Some systematic application and commitment. Reactive.	Lesson management applied systematically across the agency.	Using lessons management to identify emerging risks. Proactive.
Governance and strategy				
Structure	<input type="checkbox"/> Doctrine for LM is not developed. Doctrine is developed that clarifies roles, responsibilities and reporting requirements.	<input type="checkbox"/> Doctrine to support LM has been developed.	<input type="checkbox"/> Doctrine for LM is disseminated and understood by those who need to implement or comply.	<input type="checkbox"/> Doctrine has been implemented, reviewed and improved.
Leadership	<input type="checkbox"/> Senior managers do not promote sharing or the use of LM in the organisation. Senior managers promote, reinforce and prioritise LM throughout the agency through supportive behaviour and active engagement.	<input type="checkbox"/> Champions are recruited. Senior managers create organisational awareness of value of LM.	<input type="checkbox"/> LM vision and goals are understood and promoted strongly across the agency by senior managers and champions. They provide staff with support to monitor and progress lessons.	<input type="checkbox"/> Senior managers actively pursue lessons for decision making and prioritise resources for business planning. They reward staff for sharing and use of LM in their work.
Culture	<input type="checkbox"/> Inconsistent application of LM. There is a just and blame free environment for LM which encourages innovation and embrace mistakes as an opportunity to improve.	<input type="checkbox"/> Value of LM is acknowledged but resourcing is limited. Challenging current practices is limited. Individuals don't feel empowered or safe sharing lessons.	<input type="checkbox"/> Some challenging of current practices. Occasional innovative ideas proposed. Value of LM widely acknowledged.	<input type="checkbox"/> Everyone values LM and knows how and where it can contribute to success. Innovative ideas often proposed. Individuals use opportunities and feel safe sharing and using lessons in their work.
Accountability	<input type="checkbox"/> No group identified to develop lessons and allocate actions. The ability to allocate action to individuals or teams, given priority and monitor the progress of actions and lessons is proactively managed by a responsible group.	<input type="checkbox"/> Group identified to lead implementation of lessons and actions. Group is participating in discussions and meetings.	<input type="checkbox"/> Group is allocating tasks, monitoring progress and prioritising resources.	<input type="checkbox"/> LM is part of group's individual workplans. Group promotes the value and proactively manages tasking, monitoring and resourcing LM.
Methodology and standards				
Process	<input type="checkbox"/> Process does not exist. A process exists for systematic sourcing, collecting, analysing and sharing data from within and across agencies.	<input type="checkbox"/> Process exists but not widely disseminated or applied. Ad hoc and inconsistent process used.	<input type="checkbox"/> Process is applied using standard methodology most of the time.	<input type="checkbox"/> Process is embedded across the agency and systematically applied utilising the agreed methodology on a routine basis.

[AIDR - Lessons Management maturity matrix 2019](#)



Thank you!

Sandra Alesiani

Senior Manager

Outcomes & Evaluation

sandra.alesiani@triplezero.vic.gov.au

Loretta Wingfield

Senior Policy and Project Officer

Outcomes & Evaluation

loretta.wingfield@triplezero.vic.gov.au

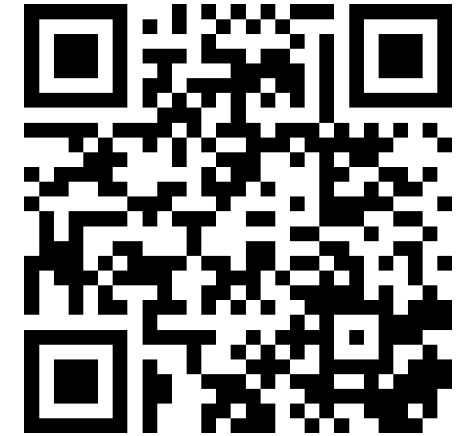
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Q&A

Don't forget to add your questions to Slido.
Make sure to select:

● Day 1 | 4.00pm – Presentation 3



Slido.com
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4.30pm – Presentation 4

How changing the focus of the After Action Review process is reaping benefits for international deployment management

Emma Conway

AFAC



How changing the focus of the After Action Review process is reaping benefits for international deployment management

Emma Conway

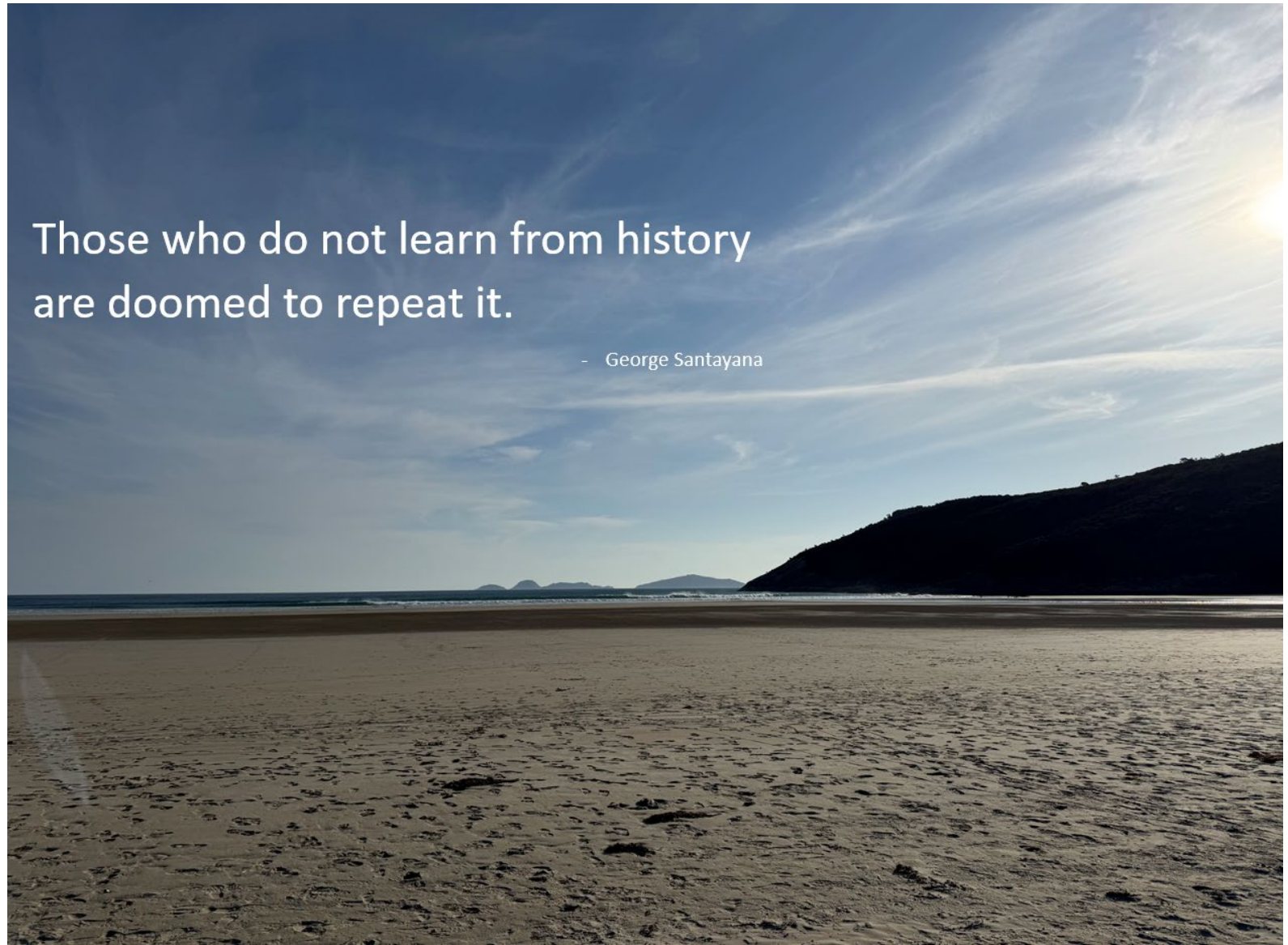
Deputy Director Operations



Why lessons management is critical to international deployments

Those who do not learn from history
are doomed to repeat it.

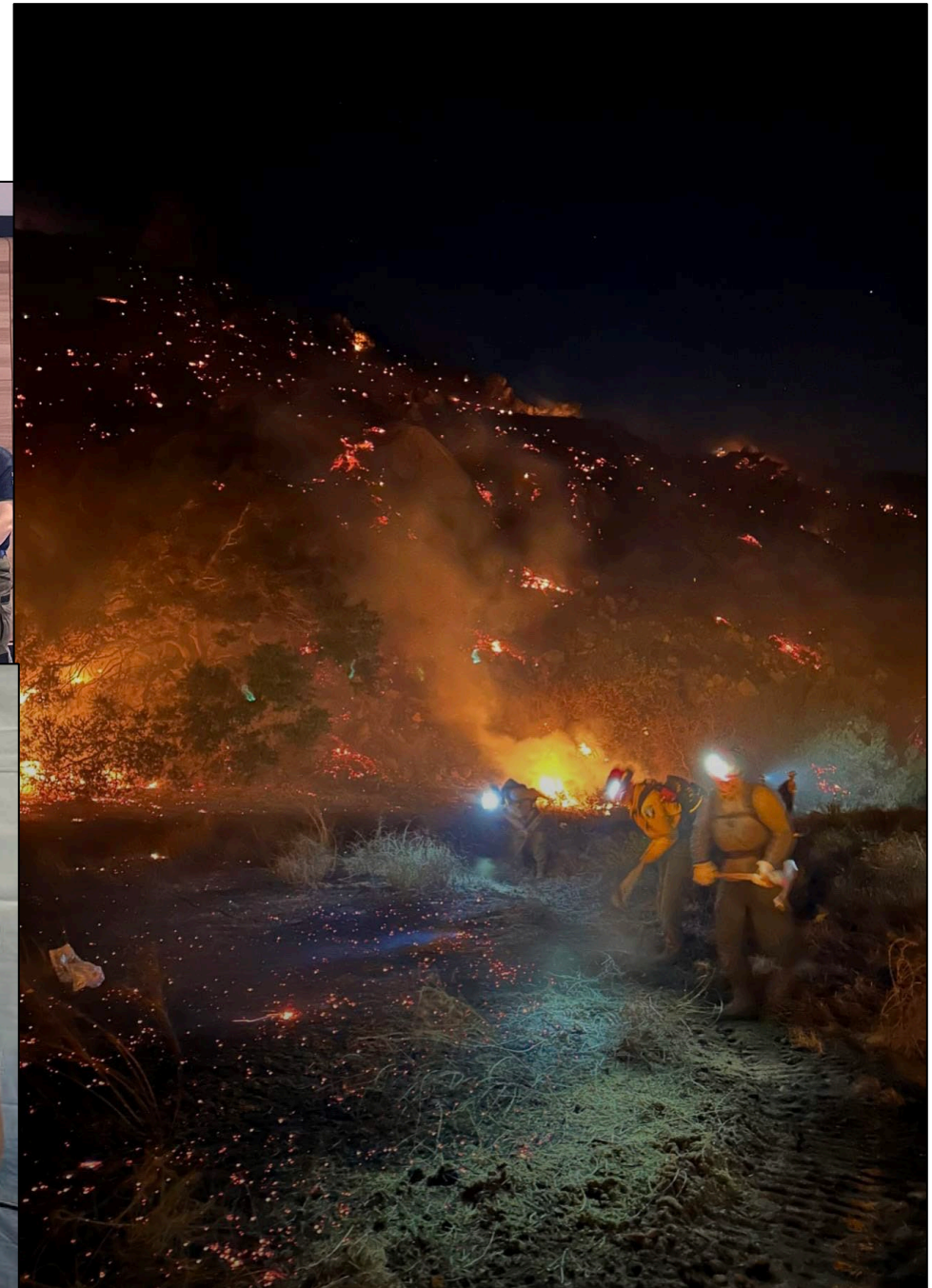
- George Santayana



The history of Australian International Deployments



2024 Deployment



An abstract 3D visualization of a large-scale international deployment. The scene features a curved, multi-tiered structure with red and teal blocks, resembling a stadium or a large-scale data center layout. A large, curved, white structure with a red line graph is visible on the right. The background is dark, and the overall aesthetic is futuristic and technological.

Scale of an international deployment

2024 AAR focus

What was
supposed
to happen?

What
actually
happened?

Why were
they
different?

What did
we learn?

What did
you
expect?

What did you
experience?

What
worked
well?

What can
be
improved,
and why?



VERSES



Invest the time
to acknowledge
what we do
well





Action



A photograph of a forest fire. Thick, dark smoke rises from the ground, partially obscuring the sky. The smoke has a yellowish-brown tint. In the foreground, several tall, dark evergreen trees are visible, their branches silhouetted against the smoke. The overall scene is dramatic and somber.

Thank you

Lessons Management Forum 2025



Q&A

Don't forget to add you questions to Slido.
Make sure to select:

● Day 1 | 4.30pm – Presentation 4



Slido.com
Code: LMF25



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5.00pm – Presentation 5

Te Ara Ahi: Embedding a continuous improvement approach at Fire and Emergency New Zealand

Darryl Papesch and Cullum Peni-Wesche

Fire and Emergency New Zealand

Embedding a continuous improvement approach at Fire and Emergency New Zealand

Te Ara Ahi

Mā te mōhio ka anga whakamua
Through knowledge we improve



Presenters + acknowledgements



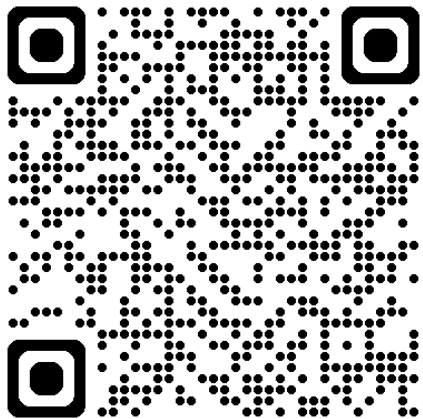
Darryl Papesch

Manager, Operational Assurance
Commander



Cullum Peni-Wesche

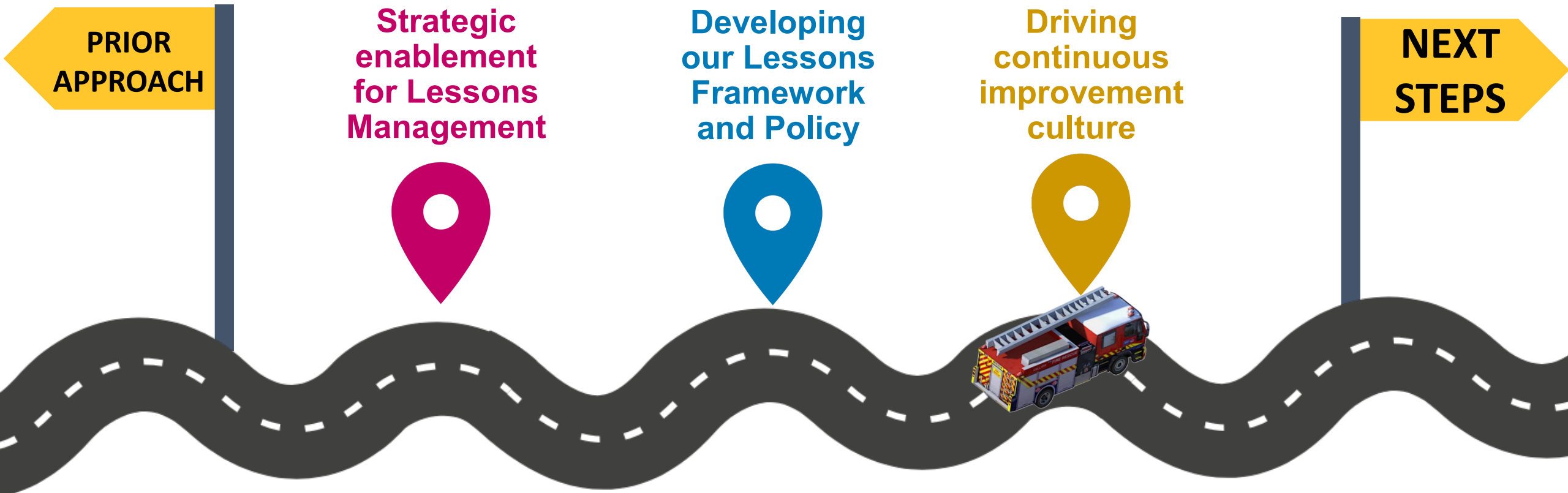
National Advisor, Operational Assurance
Volunteer Station Officer



Scan our QR code to stay in touch

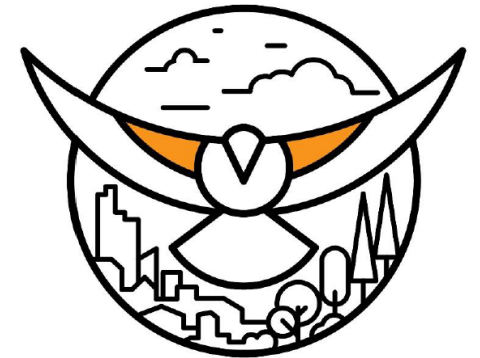
OperationalAssurance@fireandemergency.nz

Our Lessons Management Roadmap



Strategic enablers

- 2024-25 Statement of Performance Expectations commitment
- Ngā Uara | Our Fire and Emergency values
- Service Delivery Design Branch Charter



Mā ngā huruhuru ka rere te manu
With feathers, the bird can fly



Our SPE deliverable, our organisational values, and Branch Purpose are key enablers for our team to deliver the Lessons Management Framework, Policy, and supporting initiatives

Our prior approach

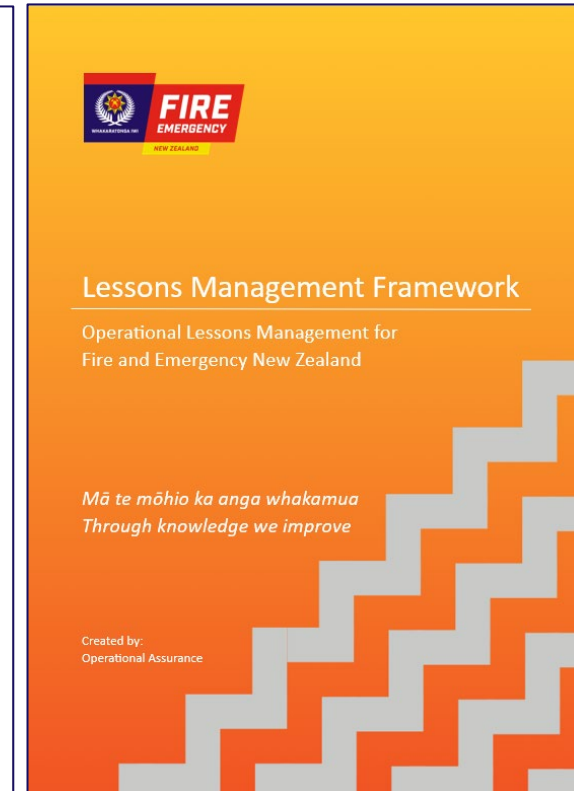
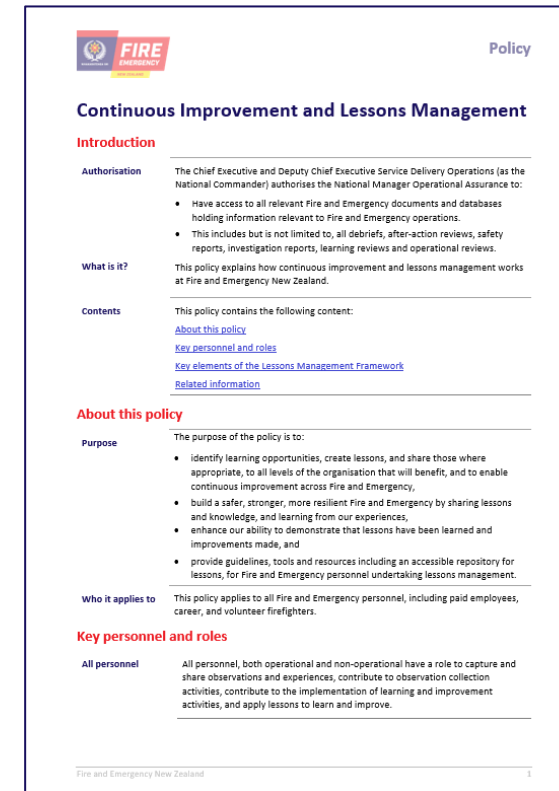
- After Action Review and audit process
- Basic guidance, largely focusing on opportunities for improvement
- Localised approach in lieu of national guidance
- Not integrated across our five regions and 17 Districts



This drove the demand and interest from our Officers and Firefighters for a solution that can be used in any environment (both on station, and at an incident)

Developing our Policy and Framework

- Sets the standard across our organisation.
- Outlines our roles and responsibilities.
- Approach to learning before, during and after
- After Action Reviews
- Triggers
- Guidance and supporting tools



Our Policy and Framework is comprehensive and sets the standard for our organisational approach to lessons management and continuous improvement

Operational Assurance Database
(built with thanks to the New South Wales State Emergency Service)

Resources and tools

After Action Reviews and Debriefs

Introduction

When to use: After what you want to learn from an event.

Submitting completed AARs: Email your lesson.

Learn before, during

After-Action Reviews

These are the three learning commences with a debrief recommendations are escalated.

- It may commence with an action was required crew(s) who were in completed. This past
- If the incident is not done by either the O the RM who would
- A serious or multi-agency formal operational delegate.

A guide to the incident level

Incident Classification	Description
Level 1	Level 1 local or
Level 2	Level 2 conse
Level 3	Level 3 may re

Fire and Emergency New Zealand

Supporting tool

Educational Resource

Fact sheet: Feederlines case studies

Introduction

About this document

Feederlines Case Studies

About

Feederline feature less themes. Ed continuu

The series Manage

Commissioning, roles, and responsibilities

A Feederline Deputy National Operation an outline published. The Nation support from Subject M SMEs prov hazardous internal qu Operation The spons support fro

Benefits

Feederline a similar st resources

We highlight personnel:

- Training brigad
- An inter Wellb

Fire and Emergency New Zealand

Educational Resource

Fact sheet: O.I.L.L. Methodology

Introduction

About

This fact sheet provides information about the O.I.L.L. (observations, insights, lesson identified, lesson learned) methodology used for lessons management at Fire and Emergency NZ.

O.I.L.L. Methodology

OBSERVATION

These are the building blocks of the lessons management process. They are facts or occurrences that a member regards as worth noting, as an example of good practice or an opportunity for improvement.

INSIGHT

Several observations, usually more than three, similar in nature or concept – a theme or a trend.

LESSON IDENTIFIED

LESSON LEARNED

Lessons Management Guide

Writing good observations

Introduction

Good observations are critical to the lessons management process. This guide provides you with information and prompts to support the development of an observation. You do not need to wait until the conclusion of an incident or event to submit an observation. Fire and Emergency is committed to learning across all phases of an incident:

Learn Before | Learn During | Learn After

What is an observation?

These are the building blocks of the lessons management process. They are facts or occurrences that our personnel regard as worth noting, as an example of good practice or an opportunity for improvement. Observations can be recorded in multiple ways by our personnel, i.e., they can be raised verbally during an After-Action Review meeting, in-writing during a live event via a QR code form or noted in an email and sent to an Incident Controller after the event has wound down. It is important to note that Observations are not lessons on their own.

Where does it go?

Observations are collated, validated and analysed. Any patterns or themes arising can be distilled into insights, which is the next step of the O.I.L.L. process used to create and implement a lesson.

Link to the Analysis

Elements of a good observation

Key points

- One idea per observation
- Written in plain English
- Succinct
- Anonymous (use incident positions, not names)
- Acronyms spelled out
- Avoids jargon and colloquialisms
- Descriptive and includes examples

- Who?**
 - Who did the observation come from - what is their position, role, or agency? Do not use names – this is not about identifying or 'naming and shaming' an individual.
- When?**
 - What was the date? Did the activity / response have a name? This gives context around the event, how long ago it occurred, and allows comparison with other observations raised for the same event.
- Where?**
 - Where did the activity occur? What is in specific terrain, a coordination centre? During a project or exercise? This allows comparison with other experiences in the same sort of location or environment.
- What?**
 - This is the detail of what occurred, what was seen, heard, or felt, and the resulting impacts.

Further reading

Fire and Emergency Policies and Procedures

- Lessons Management Policy
- Lessons Management Procedure
- Lessons Management Framework (Reference Guide)

Guides and educational resources

- Guideline for real-time observation capture
- Fact sheet: O.I.L.L. Methodology
- Australian Institute for Disaster Research – Lessons Management Handbook (2019) [external link]

OPERATIONAL ASSURANCE – OATI MAHI



It is critical to ensure that supporting resources enable our personnel to utilise and give effect to the Policy and Framework

Our supporting initiatives

Operational Assurance SharePoint Hub



Operational Assurance Hub - Oati Mahi

Your Operational Assurance team is here to help. Click on the button in this section to join our mailing list to receive updates on operational reviews, Feederlines, audit data, and invites to drop-in sessions.

Stay in touch with the OA Team here

Lessons Management Framework

Operational Lessons Management for Fire and Emergency New Zealand

Fire and Emergency's new Lessons Management Framework

Learn more →

About Operational Assurance

Audits

Operational Reviews

Feederlines Case Studies

Operational Assurance team

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- Hosie, Des**
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FEEDERLINES

Lessons identified from the incident ground

Dilution versus Neutralisation in HazSubs Incidents

Introduction

When firefighters respond to incidents involving hazardous substances (HazSubs), understanding the tactical options is crucial for ensuring safe outcomes. If it is an acid spill, two primary strategies are dilution and neutralisation. This operational lesson will explore these tactics, some of the terminology, our training, and procedures.

The Event

Fire crews were responded to a large commercial Plant where there was a spill of 1000 litres of 98% Sulphuric Acid (H₂SO₄) (UN1830). This was from an Intermediate Bulk Container (IBC) into a bunded area at the Plant.

A contractor that was delivering the IBC had accidentally discharged the chemical.

First arriving Fire and Emergency crews were instructed by their Officer (OIC Fire) to apply approximately 10,000 litres of water to the spill. This was done to corral the acid and dilute the substance within the bunded area.

This action overwhelmed the Plant's containment system. It allowed concentrated amounts of acid to cascade beyond the bunding and onto a nearby driveway and dry culvert that ran alongside a roadside berm.

OIC Fire believed that once the acid was pushed towards the dirt, "it would do its natural thing". This was based on OIC Fire's experience from previous, similar incidents they had attended.

Fire and Emergency's initial response to this Sulphuric Acid spill was not managed as well as it could have been, due in part to assumptions about dilution of the acid versus neutralisation. However, subsequent actions undertaken by fire crews improved, with better adherence to safety protocols, effective neutralisation of chemical hazards, and the establishment of a proper incident management structure which led to an effective resolution of the incident.

An Operational Assurance Review and Level 2 ICAM Investigation were conducted for this incident, these recommended writing a FeederLines to explain Dilution versus Neutralisation as tactical options.



Fig 1 – 1000 litre IBC of 98% Sulphuric Acid

Dilution versus Neutralisation

Understanding the options

When dealing with chemical substances of any kind, seek advice from Queensland Fire Dept (QFD) Specialist Science Advice Team through Fire and Emergency ComCon before deciding on tactical options.

We have 24/7 access to this team of experts who can tell you what to do and what not to do, when to proceed and when to hold back and wait for support.

The nature and concentration of chemicals is widely varied, and our response needs to be appropriate for the situation we face.

Example: 4% Acetic Acid is household vinegar - 37% Acetic Acid causes immediate lung, eye, and skin irritations and is flammable.



FEEDERLINES

Lessons identified from the incident ground

Landslide - Lessons Learned

Introduction

In February 2023 during the North Island Severe Weather Events (NISWE) and Cyclone Gabrielle, two firefighters from Muruiri Volunteer Fire Brigade tragically lost their lives in the line of duty when they were caught in a landslide. As an action from the subsequent independent investigation, an e-learning training package on Landslide Awareness was developed by Fire and Emergency. All operational firefighters in New Zealand are required to complete this training.

This is a description of an event that took place in October 2024 at the opposite end of the country. The officers and crew responding to an extreme weather event causing landslips remembered the Muruiri tragedy and applied the lessons from the Landslide Awareness training to their strategy and tactics. It's a great example of a lesson learned.

The Event

A significant storm event in Otago saw Fire and Emergency turn out the Ravensbourne VR8 to "a possible landslide affecting a house" at 0130am on Saturday 5 October 2024.

The Brigade Responds

The Ravensbourne Chief Fire Officer (CFO) was on the first responding pump - Rave281 with a crew of five. Rave281 responded as well to assist. As they arrived in the area, they observed small mud slips coming from the hillside. The CFO remembered the Learning Station Landslide Awareness Module and started to think about the lessons identified from Muruiri.

It was pitch dark and pouring with rain, he instructed his driver to proceed at a slower speed, and also activated the appliance letterbox lights to assist with lighting. He said later in the after-action review, "At 130 in the morning you can't see the slip at all – the learning module focused on all types of slips - but that's only any good if you can see it!"

They encountered a car exiting a driveway near the slip site. They stopped and the CFO approached the vehicle to gain as much information as possible as quickly as he could.

He established that the car driver was the sole occupant of the property. She was unable to get to the other house next door but said a family lived there and their cars are in the driveway. He instructed her to go to Jessie Street Ravensbourne, where there was a safe area being set up. The CFO saw increasing mud and water flows coming down the driveway she had just left as he got back on the appliance.

"At 130 in the morning you can't see the slip at all – the learning module focused on all types of slips - but that's only any good if you can see it!"



Fig 1 - Front of the Ravensbourne property showing stairs to the left. Photo Credit - Gregor Richardson

He told his driver to move the appliance along the road to a close but safe enough distance, about 150 meters away from the slip.

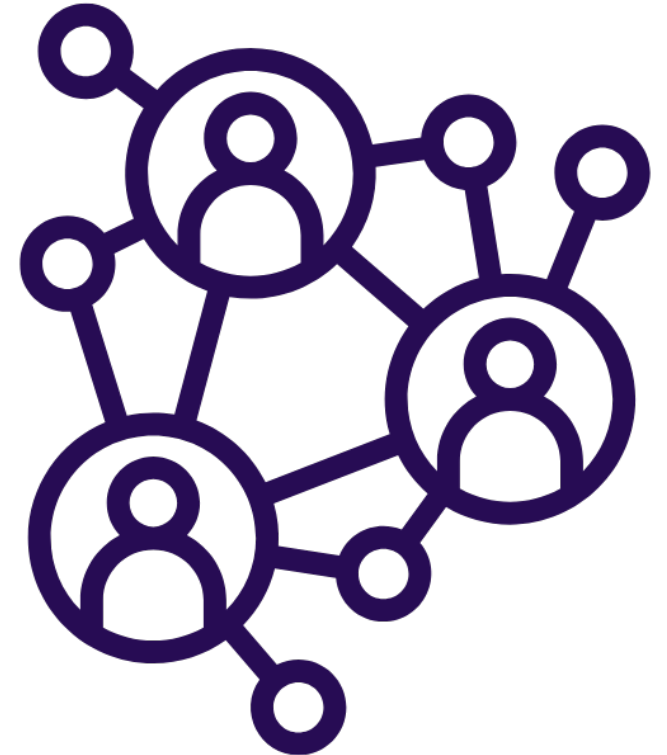
He sent Rave282 back up to the street above the slip to see if they could get better access and view the affected house from the other side.

The CFO then took two crew members from Rave281 back to the driveway and they carefully made their way up - hoping they could reach the house on foot. They got to a point about 60 meters up, this was the first point they had access.

Refreshed continuous improvement case studies


Our network of Lessons Champions

- Key conduit for Operational Assurance outreach to Firefighters and Officers across the motu (country)
- Raise the profile of lessons management in their local area
- First port of call for operational personnel who have queries or want to get involved with lessons management / continuous improvement.



Lessons Champions can effectively engage with our personnel across 17 Districts and five regions; they also provide valuable feedback to us ‘from the shop floor’

Integration across our Business as usual




Operational Review

Level 3 Vegetation Incident
F3914792
Port Hills
Canterbury District
14 February 2024

*Mā te mōhio ka anga whakamua
Through knowledge we improve*

Created by:
Operational Assurance



Lessons identified

- Personnel appointed to the safety officer role(s) should also have the knowledge and experience for the type of incident, so all risks and hazards are identified.
- Each sector should have safety officer when the incident is geographically spread and would be beyond one person's ability to manage all sectors effectively.




Paearu Mahi

Incident Leadership Competency Framework

Emergency
Management
Programme

Communication
Centres



SIMEX Evaluation Report

Region Incident Management Team Readiness Series
Summary of 2023-24 SIMEX Outcomes

*Mā te mōhio ka anga whakamua
Through knowledge we improve*

Created by:
Operational Assurance

September 2024



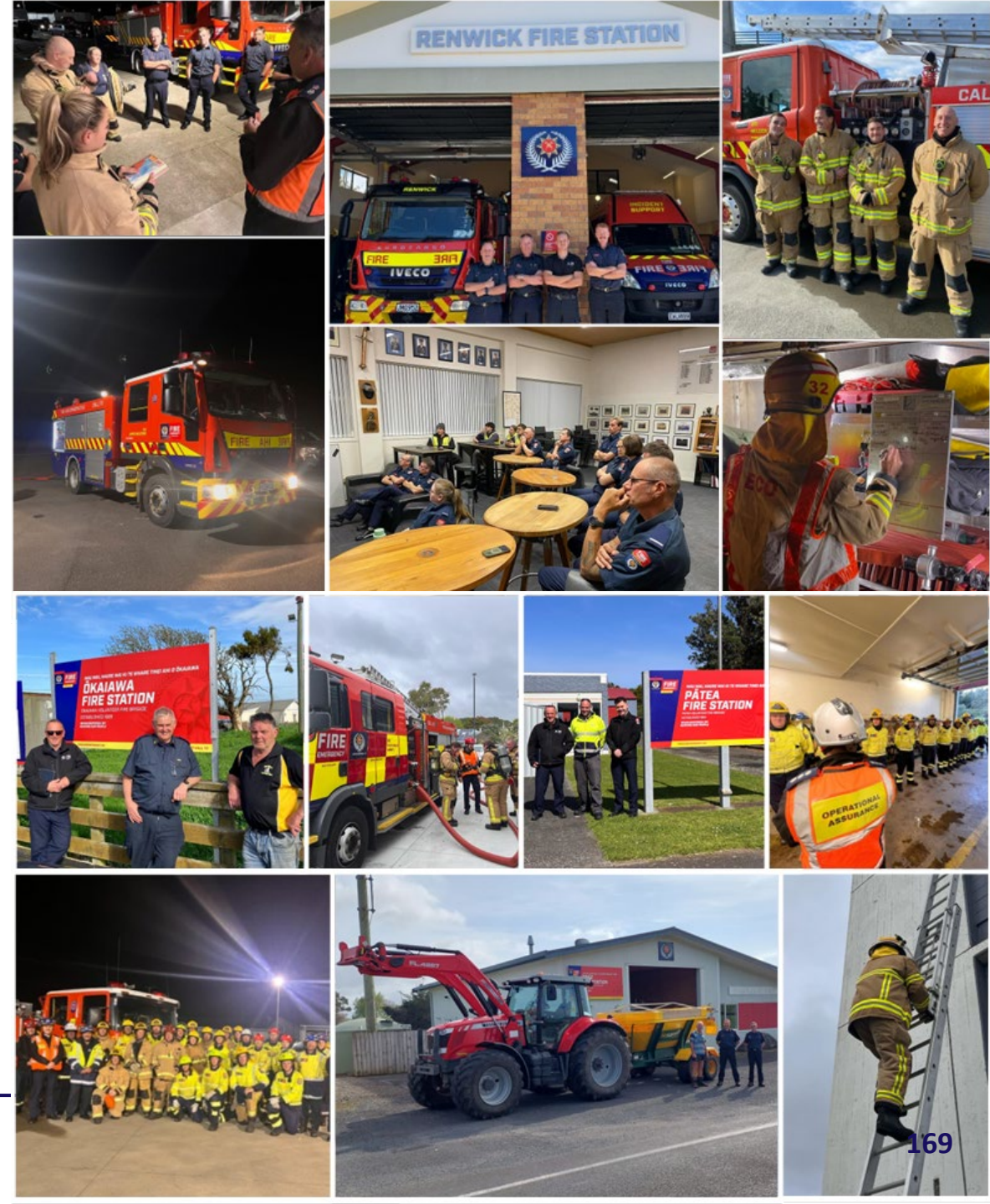
Incorporating lessons management and continuous improvement strengthens our evidence-based practice

Next steps



- Ongoing monitoring and evaluation
- Enabling our other Branches to utilise the Lessons Management Framework, Policy and other tools
- Expanding our network of Lessons Champions
- Continuing to share our insights and experiences across partner agencies

Mā te mōhio ka anga whakamua
Through knowledge we improve



Q&A

Pātai

OperationalAssurance@fireandemergency.nz



Scan our QR code
to stay in touch

Lessons Management Forum 2025



Q&A

Don't forget to add your questions to Slido.
Make sure to select:

● Day 1 | 5.00pm – Presentation 5



Slido.com
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Day 1 Concludes

Thank you for joining us today.

If you are joining online tomorrow, please use the same link and password as today.

LMF Networking Function

If you are joining us for the Networking Function, please make your way up stairs to the Matiu Room.