

Preparing teachers and principals to play a significant role in community disaster preparedness and resilience



Associate Professor Carol Mutch
School of Critical Studies in Education
Faculty of Education and Social Work
The University of Auckland
New Zealand

Research context



- 2010/2011 Canterbury earthquake sequence
- Major damage to Christchurch and surrounding areas
- \$40 billion damage including most of the city's business district and important infrastructure
- Schools played a major part in local response and recovery
- UNESCO and University of Auckland funded project followed five Canterbury school communities over four years
- Researcher also visited schools in Australia (bushfires), Vanuatu (cyclone), Japan (tsunami) and Nepal (earthquake)

Literature on role of schools



- Disaster risk reduction through drills, emergency preparedness and hazard mapping
- Knowledge of disasters covered in subjects such as science and social studies
- School psychologists and counsellors providing psycho-social support
- Developing understanding of role of schools
- More recently discussion of parts played by principals and teachers
- Little on relationship between schools and communities in disaster contexts

My research



- Multiple roles of schools:
 - Community cohesion pre-disaster
 - Response role, such as relief centres
 - Recovery role, supporting staff, students, families
- Multiple roles of principals
 - Crisis managers and community recovery leaders
- Multiple roles of teachers
 - First responders and psycho-social support
 - Expected to continue with 'business as usual'
 - Difficult role as also often victims themselves

Relationship to lifelong learning



- Better preparation of teachers
 - Pre-service teacher education: what are the possibilities and what roles might you play?
 - In-service teacher professional development: teachers role in DRR and emergency preparation
- Better preparation of principals
 - Wider understanding of disaster contexts
 - Preparation for crisis management
 - Developing crisis management teams and protocol
 - Understanding and preparation for long-term school community support

Other recommendations



- Consideration of the siting of schools and designing them as strong, safe, multi-purpose facilities
- Schools and communities engage in joint hazard mapping and disaster preparation
- Education sector has more integral role in national and local disaster management policy and planning

Published articles



- Mutch, C. (2016). The role of schools in supporting communities through the 2010-2011 New Zealand earthquakes. *School Community Journal* 26(1), 99-122.
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- Mutch, C. (2015). "Quiet heroes": Teachers and the Canterbury earthquakes. *Australasian Journal of Disaster and Trauma Studies* 19 (2) 77-86.
- Mutch, C. (2015). Leadership in times of crisis: Dispositional, relational and contextual factors influencing school principals' actions. *International Journal of Disaster Risk Reduction*. <http://dx.doi.org/10.1016/j.ijdr.2015.06.005>
- Mutch, C. (2014). The role of schools in disaster settings: Learning from the 2010-2011 New Zealand earthquakes. *International Journal of Educational Development* 41 283-291. DOI:10.1016 /j.ijedudev. 2014.06.008
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- Mutch, C. (2014). The role of schools in disaster preparation, response and recovery: Lessons from the literature. *Pastoral Care In Education* 32 (1) 5-22.
- Mutch, C., & Gawith, L. (2014). The role of schools in engaging children in emotional processing of disaster experiences. *Pastoral Care In Education* 32 (1) 54-67.