

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



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# 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). 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
- Tatebe, J. & Mutch, C. (2015). Perspectives on education, children and young people in disaster education research. *International Journal of Disaster Risk Reduction* 14 (2) 108-114.
- 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.