

Symposium: Schools as community anchors in times of crisis

Over the last decade, the Te Whakatere au Pāpori research team lead by Professor Carol Mutch has been researching schools in disaster and crisis settings. The research team has conducted participatory research in six countries and multiple crisis contexts. In this symposium, we will draw on conceptual frameworks from our research throughout the Asia-Pacific region to inform case studies from our Covid-19 research in Aotearoa New Zealand. Our three linked presentations highlight how schools step up in times of crisis. The presentations illustrate the role of schools as community anchors, school leaders as crisis managers and teachers as trauma workers.

Chair: Professor Carol Mutch

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Symposium paper #1: Schools as community anchors

Introduction: Carol Mutch

Case study: Tania Fu

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Schools are part of a community's historical, social, cultural and educational fabric. When a crisis impacts a community, the repercussions will be felt in schools, whether they are at the centre of the event or on the periphery. This first paper in the symposium will outline the wider project's research approach before highlighting the place of schools in communities during and after a crisis. Using the theoretical construct of community anchors, we will share a case study of one school to illustrate the role schools play in communities through complex and cascading traumatic events, in particular, in response to Covid-19.

1. Carol introduces symposium and the theory for this paper (community anchors)	2 minutes
2. Carol introduces Tania	0.5 minutes
3. Carol asks Tania the following questions: a. Tell us about your school and the role that your school played in the community prior to Covid-19	2.5 mins
b. In what ways did that role change over 2020-2021?	2.5 mins
c. How important was the role of your principal and senior leadership team?	2.5 mins
d. How did the role of teachers change?	2.5 mins
e. What did Covid-19 reveal about the importance of recognising schools as community anchors?	2.5 mins (= 15 mins)
4. Carol selects questions from the audience or chat function	4 mins
5. Wrap up and thanks	1 min (=20 mins)

Symposium paper #2: School leaders as crisis managers

Introduction: Carol Mutch

Case study: Jennifer Tatebe

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Using a conceptual framework that was derived from a cross-case analysis of the role of principals across various Asia-Pacific disaster settings, we examine the way in which school leadership teams in Aotearoa New Zealand dealt with the changes brought about by Covid-19. The framework highlights three sets of crisis leadership attributes – *dispositional* (what leaders bring to their role); *relational* (how they develop internal and external relationships); and *situational* (how they manage the complexities of the situation they are facing). For this presentation we present a cross-case study of urban and rural principals.

6. Carol (re)introduces symposium and the theory for this paper (crisis leadership: dispositional, relational, situational)	2 minutes
7. Carol introduces Jennifer	0.5 minutes
8. Carol asks Jennifer the following questions:	
a. Tell us about the kinds of leaders interviewed for this paper/kinds of questions asked.	2.5 mins
b. What kinds of dispositions did the leaders display?	2.5 mins
c. How did leaders build or enhance the important relationships needed to cope with Covid-19?	2.5 mins
d. What are some examples of leaders responding to the situations they faced?	2.5 mins
e. Where there any significant differences urban and rural school leaders?	2.5 mins (= 15 mins)
9. Carol selects questions from the audience or chat function	4 mins
10. Wrap up and thanks	1 min (=20 mins)

Symposium paper #3: Teachers as trauma workers

Introduction: Carol Mutch

Case study: Sophie Peung

Sophie Peung, University of Auckland; s.peung@auckland.ac.nz; 09-623-8899

The findings from our Asia-Pacific studies revealed two role changes that teachers experience in disaster and crisis settings: (a) if the disaster happens when school is in session, teachers become first responders and (b) when schools reopen, teachers become trauma workers. In both cases, the teachers we interviewed felt unprepared for these expectations but they took on the roles nonetheless. Using the concept of trauma-informed schooling, we share teachers' experiences during lockdown and on their return to school, highlighting the different ways in which schools viewed the lockdowns and where they placed their emphasis when schools reopened.

11. Carol (re)introduces symposium and the theory for this paper (trauma-informed teaching)	2 minutes
12. Carol introduces Sophie	0.5 minutes
13. Carol asks Sophie the following questions:	

a. Could you outline the range of contexts in which the teachers discussed in the paper worked.	2.5 mins
b. How did teachers cope with the transition to school-led home-based learning?	2.5 mins
c. What did they do differently on return to school?	2.5 mins
d. What did you learn about the extra burdens faced on teachers who went into multiple lockdowns ?	2.5 mins
e. How does the theory of trauma-informed teaching support the findings in your paper?	2.5 mins (= 15 mins)
14. Carol selects questions from the audience or chat function	4 mins
15. Wrap up and thanks	1 min (=20 mins)