Leading through natural disasters and other community trauma: Application activities

These activities support leaders to reflect and prepare on the skills required to ensure continuity in three key areas of responsibility: Partnerships, operations and advocacy.

Application activity 1: Partnerships to support recovery

Complete the table below to create a quick reference guide to key partnerships in your learning community. To review the section on partnerships, see ‘Establishing partnerships’ in this module. Add rows where necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Type of partnership  | Name and key contact details | Description of partnership | Type of support this partner provides  | Support provided to this partner (if any)? |
| Choose an item. |  |  |  |  |
| Choose an item. |  |  |  |  |
| Choose an item. |  |  |  |  |
| Choose an item. |  |  |  |  |

Application activity 2: Ensuring continued operations

Complete the table below to create a quick reference guide to key partnerships in your learning community. To review the section on partnerships, see ‘Establishing partnerships’ in this module. Add rows where necessary.

The skills in the list below support continuity of operations in your learning community through a natural disaster or other traumatic event in the community. Please reflect on each skill and rank your level of confidence in using that skill:

* Define – a clear vision of recovery that aligns with the mission and identity of your learning community.
* Plan – a path to recovery by stopping and identifying the needs of your learning community.
* Delegate – to others and empower them to offer solutions and take a lead in implementing action.
* Prioritise – the actions that are important for wellbeing and recovery and delay non-essential actions.
* Manage – expectations of what is achievable during this stressful time.
* Ask – for advice and practical support from your team, organisation or department, local community and other education leaders.
* Communicate –how you are making decisions in the best interests of your learning community.
* Celebrate – the successes that you and your learning community achieve.

To review the section on operations, see ‘Supporting operations’ in this module.

|  |  |
| --- | --- |
| Scale from most confident to least confident | Operational management skills |
| Most confident | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
|  | Choose an item. |
| Least confident | Choose an item. |

For the skills towards the bottom of the list, what are some actions you could take to improve your confidence in those skills?

|  |  |
| --- | --- |
| Operational management skills | Actions you could take to improve confidence |
| Choose an item. |  |
| Choose an item. |  |
| Choose an item. |  |

Application activity 3: Advocating for the needs of your learning community

First, write down some of the ways that your learning community could experience disruption due to a traumatic event in the community, and some of the needs that arise from this.

Then, write down a logical first step to advocate to have this need addressed for your learning community.

To review the section on advocacy, see ‘Advocacy in your learning community’ in this module.

|  |  |
| --- | --- |
| Needs of your learning community | What would the first step be to advocate for the needs of your learning community? |
|  |  |
|  |  |
|  |  |
|  |  |