

Pārongo 7 Te whakaora

Information Sheet 7: Recovery



Key messages

for CDEM Groups to discuss with early learning services and schools:

- Following a tsunami the ongoing operation of an early learning service or school is vital to the recovery of the wider community.
- Community-wide, post-tsunami recovery coordination is the responsibility of CDEM Groups. Early learning service providers and BOTs are responsible for the recovery of their early learning service or school.

The following information can provide the basis for conversations CDEM Groups to have with early learning services and schools about recovery following tsunami emergencies. Ensure the key messages are covered in any discussion or correspondence about recovery.

Early learning services and schools are a vital part of the community. They provide important and ongoing support for children and parents during difficult transitions and changes. Ongoing operation is important to the recovery of the wider community, allowing family members to return to work, children to return to normal routines and providing access to support and information.

By considering recovery issues ahead of time, early learning services and schools will be better placed to fulfil their important role in the community's return to functionality. Early learning service providers, boards of trustees and school management need to consider:

- Support for staff including psychosocial, and flexible working hours for staff
- Psychosocial support for children and students following the earthquake and tsunami
- Support for children and students following the tsunami
- How to involve children and students in the recovery
- Buildings/temporary locations – having a planned timeframe for getting early learning services and schools operational post-earthquake and tsunami
- Availability of lifeline utilities – toilets, water, electricity, internet

The Ministry of Health has a range of information and resources to assist in alleviating stress and anxiety in

children and students. It is important that in planning for the delivery of psychosocial support there is clarity on how services work together to meet the needs of children and students. This support is coordinated through DHBs, and often delivered with primary health organisations.

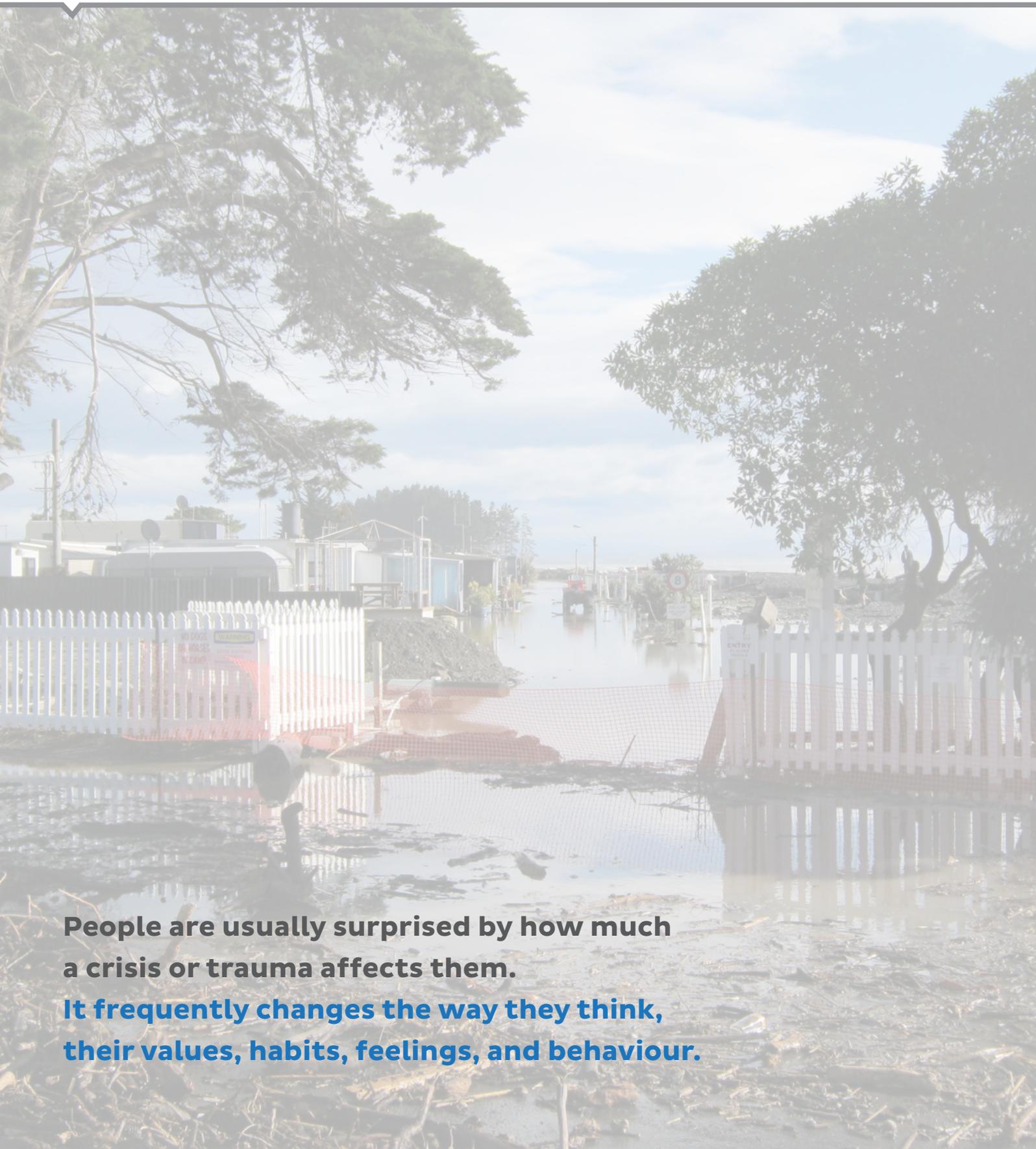
The resources below are available on the Ministry of Health website www.health.govt.nz (search for 'managing stress in an emergency')

- Helping children: Children have their own ways of dealing with trauma according to their stage of development.
- Helping adolescents: Adolescents involved in crisis and traumatic events may not always show their distress outwardly. As a result, adults may misunderstand adolescents' needs or find them unwilling to accept help.
- Families and disasters: People are usually surprised by how much a crisis or trauma affects them. It frequently changes the way they think, their values, habits, feelings, and behaviour. It influences most aspects of their life.
- When someone you know has been through a traumatic experience: Traumatic experiences are distressing and threatening, and may be so intense as to temporarily disrupt a person's ability to come to terms with them.

Developed following the Canterbury earthquakes, the Ministry of Education also has a range of factsheets containing practical advice for parents and educators to help with supporting young people and colleagues. These can be accessed here: <http://education.govt.nz/school/student-support/emergencies/tips-and-tools/>

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