**The personal laptop**

A teacher borrows her colleague’s personal laptop when her school laptop crashes. She discovers that her colleague has a number of pornography sites featuring teenage girls listed in his website “favourites’ list. While it is not a school computer, he occasionally uses it at school for lessons.

**The personal laptop**

A teacher at an early childhood centre borrows her colleague’s personal laptop when her work laptop crashes. She discovers that her colleague has a number of pornography sites featuring teenage girls listed in his website “favourites’ list.

While it is not a centre computer, he occasionally uses it at the centre for writing learning stories and for sharing learning videos and songs with the children.

**The “positive influence”**

A young teacher in her first year of teaching has been asked by the principal to be a “positive influence” for a year-12 student, as the student was having a difficult time following the separation of his parents.

The teacher agrees to take this role on. After a while she starts to meet with the student out of school and they start to frequently text each other. The teacher is not directly teaching the student.

Some older students have noticed the relationship has become more than a teacher-student relationship and they inform the principal. The teacher is questioned and admits that she has developed a romantic relationship with the student, which has involved a few brief kisses but that there has been no other sexual activity. She is apologetic and accepts that she has used poor judgment, and has agreed to end the relationship.

**“Pastoral Care”**

A young teacher in his first year of teaching has been asked by the principal of an intermediate school to provide additional emotional support for a Kim a year-8, 12 year old female student, who is having a difficult time following the separation of her parents and the arrest of her dad for assaulting her mum.

The teacher agrees to take this role on. He starts to regularly meet with Kim out of school to provide a supportive ear and some “pastoral care”. They frequently text each other. Kim’s mum is OK with her daughter seeing the teacher outside of school as she knows Kim is feeling really fragile about the separation.

Another teacher at the school begins to feel uncomfortable with the nature of the relationship and talks with the principal. She feels the teacher is not keeping clear boundaries and is concerned that the teacher is counselling Kim without having any counselling qualifications.

**The ski trip**

At the annual school skiing trip at an intermediate school, after all students have gone to bed, the teachers and parents bring out several bottles of wine and a bottle of whisky in the lodge kitchen and begin a fairly entertaining and raucous evening.

This appears to be quite a tradition for the school ski trip and everyone seems to be having a lot of fun, except for a new teacher. He is uncomfortable with the level of inebriation which he believes is irresponsible.

He later reports the situation to the principal. The school has no policy on teacher alcohol use at either at school or for off-site school activities.

**The music gig**

A teacher is confronted by his principal after a complaint by a parent of a school student that he was seen smoking cannabis at a community music event in the weekend.

The teacher openly admits that he did, and is apologetic that he was seen by a parent.

**Quiz Night**

Mr Brown, a principal of a primary school is approached by Sofia, a mum of a child at the school who says she saw Miss Gardenia (her son’s teacher) last Friday night at a community fundraising quiz night in a very intoxicated manner, stumbling, yelling loudly and later being sick outside in the gutter.

Sofia explains to Mr Brown that the following day she Googled Miss Gardenia’s name and found a series of rather compromising photos on Miss Gardenia’s (open) Facebook site, where she appears to be similarly drunken.

Sofia knows her son likes Miss Gardenia as a teacher, but she now feels uncomfortable about Miss Gardenia’s judgement and Sofia has lost confidence in her as a teacher.

**Rough handling**

Mrs Kamo, an experienced new entrance (year 0-1) teacher is organising the class to go to the local swimming pool. Some of the students are rather distracted, wandering off and not listening to Mrs Kamo’s instructions. Mrs Kamo begins to get irate, raises her voice and grabs three of the children roughly around their shoulders, pulling them into line. One of the children gets upset and says Mrs Kamo has hurt her arm. The child is made to sit in the back of the bus and is not allowed to go swimming.

Taylor, a student teacher on practicum in the class observes the situation. She later expresses her concerns to the deputy principal about the authoritative way Mrs Kamo manages the children. The deputy principal however, has no problem with the Mrs Kamo’s style and student management skills. He says her technique work and most of the children from this area are used to firm discipline from their parents.

**Courtney Place on a Friday night**

A head teacher of an ECE is approached by a parent of a child at the centre who says he saw Ruth (a new teacher who works at the centre) last Friday night on Courtney Place, in a very intoxicated manner, stumbling, yelling loudly with friends and later vomiting in the gutter.

He explains to the head teacher that the following day he searched for her Facebook site, and found postings of photos of Ruth from that night, and “jokey” comments from her friends such as “what would the parents at the centre say if they knew…?”

While he had always found Ruth to be “a great teacher” and “very caring” towards his son, he now feels slightly uncomfortable about her judgement and professionalism and has lost confidence about having his son in her care.

The toilet training strategy

A provisionally certificated ECE teacher is found to be withholding food from a toddler until he uses the toilet. It is lunch time; the child is obviously hungry and is becoming more and more upset. The teacher is confronted by a colleague who questions her approach. She responds by saying that she has found this to be an effective strategy for encouraging toilet training, and that it worked for her own children.

**The tantrum**

A 4 year old child with autism is isolated by a teacher in a closed room (the crèche toilet/bathroom) in response to his “tantrum”. He is physically aggressive, shouting loudly and is throwing things around the bathroom. The other children are frightened. The teacher observes his behaviour through the glass window, and after 10 minutes, his behaviour has settled and he is brought back into the main room of crèche.

**The colleague**

Two early childhood teachers report some incidents they have observed to the Centre Director involving a teacher in the infant and toddler room, that are making them feel uncomfortable.

These include:

* Rough handling of children, smacking (in play), smacking (when children put their feet on the table) pinching (in response to a biting incident) and pulling hair (in retaliation for pulling another child’s hair)
* Standing over children and using a loud voice when children test the limits (some children tend to avoid this teacher now)

The teacher has had 9 professional development sessions around ‘respectful practice’ and completed reflections on the same and was given feedback from the Centre Manager. She is fully registered and has English as a Second Language.

**The babysitter**

A recently qualified young teacher is asked by a family at the early childhood centre she works at, if she is available for babysitting. She agrees and becomes a regular babysitter for the family’s young children, two of whom attend the early childhood centre.

Over time, she becomes a good friend of the family, attends key family events and often buys the children gifts. She and the family are Facebook friends. She continues to teach at the centre with the children.

Toilet Training

An early childhood teacher is found to be withholding food from a toddler, until he uses the toilet. It is lunch time and the child is obviously hungry and is becoming more and more upset. The teacher is confronted by colleague who questions her approach. She responds by saying she has found this to be an effective strategy for encouraging children to learn to use the toilet and that the child’s parents are OK about her using this approach.

School assembly

At the school assembly a year 11 student is seen to be kicking the chair of the student in front of him. The form teacher grabs the boy roughly by the shoulder, shouts loudly which is heard by the whole assembly “[last name] cut it out!”. He lifts the boy by arm out of his seat and marches him down the aisle out of the school hall by the scruff of his jersey and shirt. The boy feels he is being chocked and that he has to tiptoe so he can breathe. He boy is upset and feels humiliated.=

## Scenario: Aquatic centre

On a class outing to the local swimming pool, an experienced teacher is observed to shout angrily at a five year old student and roughly grab him by the shoulders to pull him into line as they approach the entrance of the aquatic centre. The child is upset and complains that he is hurt. The teacher responds by telling the child very firmly to go sit in the back of the bus while the rest of the students go swimming. A student teacher is concerned about the situation and later speaks to the principal. The principal says he has no problem with the teacher’ manner and class management style and that most children in the area are used to much more firm discipline from their parents.

## Pastoral Care

A young beginning teacher is asked by the principal to provide extra emotional support for a 16 year old student who is having a difficult time at home. After a while, the teacher and student start to meet outside of school, at café’s, in parks and they have been seen by other students driving to places in the teachers car. They text each other often throughout the day and in weekends.

***Evolution***

*James is a science teacher with over twenty years’ experience across the USA. He recently immigrated to New Zealand is now teaching at a co-ed state high school with years 9, 10, 11 science and biology classes.. After two terms some parents complain to the principal that James is teaching what appear to be Christian creationist theories about the beginning of the world rather than evolution. The principal and other teachers were unaware this was happening. When questioned, James responds by saying, as a Christian, he is unable to teach evolution as this would be contradictory to his personal and religious beliefs.*

***Transgender students***

*Miri is a teacher at private girls’ high school. Two of the senior students identify as transgender, and have asked the staff and students to refer to them, using their new male name. The staff have been generally very supportive of this, except Miri, who believes these forms of lifestyle are “sinful and just a silly phase”. She has vehemently expressed her views in front of the students and their class mates, and with her teaching colleagues. She is refusing to refer to the transgender students chosen names, and makes a pointed effort to call them by their birth names.*

***Nicknames***

*Abagail is a teacher in an early childhood education centre. There are four Māori children who attend the centre, three of which have Māori names. Abagail finds it difficult to pronounce Māori correctly, so has given the three children English nicknames. When approached by her professional leader about this, she is adamant that she is unable to pronounce their names and insists she will continue to use the nicknames.*