

Teaching Today, a podcast from The Teaching Council

Episode 6: Professional boundaries

Host: Francesca Hilbron

Panelist:

John Parsons

Francesca Hilbron: Welcome to this episode of Teaching Today podcast, brought to you by the Teaching Council of Aotearoa New Zealand with me, your host, Francesca Hilbron. In this episode we explore professional boundaries – something teachers grapple with on a daily basis.

Behind some of the headline-grabbing incidents we see lies a more routine reality for teachers today. A teacher has to establish relationships with the student and whanau and demonstrate that they ‘care’ about every child or young person – but teachers must do so without crossing professional boundaries, a line which is often blurry and only gets worse as the use of technology and social networking grows.

We sat down with internet safety and risk assessment expert John Parsons to talk about managing professional boundaries as a teacher. John works alongside other organisations to deliver training in child protection to those who work with young people.

Welcome John, from, I presume, a sunny Nelson?

John Parsons: Thanks for having me.

Francesca Hilbron: Tell me firstly how did you get into this business?

John Parsons: I worked in the private sector, a lot of work in risk assessment, a lot of work with organisations that had certain crimes committed against them, particularly around fraud and things like that. Probably 12 years ago, 13 years ago, a police officer had heard about the work I was doing around building resources for young people to engage technology, because what we have to understand is every decision a person makes is based on who they are as a person and the background they come from and who they are. So, I started to build resources that focused on who that person was to help them make decision that kept them safe when they use technology and a police officer had heard about this work. He got to work with me and we started to formulate some lessons and some modules which was 12 years ago now and from there it just grew and I’m now travelling around this country and I’m booked out two years solid on this work.

Francesca Hilbron: Great, so we will get a chance to talk about your expertise in the digital world and also, I think really important for our teachers to talk about your views on professional boundaries. It’s something teachers grapple with every single day and their trying to balance that with a whole lot of other things and all kinds of pressures. Society, of course, has all kinds of expectations for teachers, I don’t think any of us can argue around that, they are trying to impart knowledge in a way that helps children to be creative and lead their learning, they’re trying to nurture wellbeing, they’re trying to protect young people form harm and the challenge



of course is that nothing is black and white, nothing is linear for any of us, and in particular for teachers. And so, sometimes those professional boundaries become quite blurred. Can you tell us what you're seeing out there on the road in terms of that?

John Parsons: Yeah, so my day with a school basically is from 9am to 9pm at night. And what happens is, I work with the students throughout the day and then at 3.30 - 4 o'clock we do a professional learning and development workshop with the teachers and then we do the parent evening on the night. So, it's a real wrap-around. We work with all stakeholders and just to give you an idea of how that started: I worked in a school where there had been a major incident, there had been a paedophile within the school and I went to work with the school after with a commissioner, to advise them on the things they needed to put in place and this commissioner back then said to me 'you know, you need to take your experiences back into the school to talk to teachers about best practice to look after themselves' and that's when I came up with the term 'duty of care'. Teachers have a duty of care for themselves. So, when I do the workshop with teachers it's making sure they understand that the boundaries they express to students protect the child but also protect them. Because if they step outside of that professional boundary, and something is taken out of context, they are not compared to the one-hundred odd thousand decent teachers in the country they are compared to the one or two who have committed crimes. So, it comes back to the duty of care they have for themselves.

Francesca Hilbron: So, when you have these workshops, what is the main message and who is attending them?

John Parsons: Teachers come along, management, principals, DPs, it's a message for everybody. One of the messages I send to management, principals and boards is that you have layers within an organisation and each layer needs to know how to follow procedure, which can inform the next layer. If one of those layers is subpar or doesn't perform properly or doesn't follow the right procedure that affects the layer's ability above to respond appropriately. So, we call it defence in depth: layering health and safety. So, we get everybody we can into that room to talk about the challenges that teachers may face within the classroom and also how to give them support and the right kind of training so it includes everyone within the school – that can be receptionists, it can be teachers' aides, anybody that works within a school has a responsibility to express the right kind of boundaries through professionalism.

Francesca Hilbron: So, when we're talking about teachers we're not just teachers in isolation, there's a whole system there that needs to support them.

John Parsons: There's no question. I think the problem that society makes is that when they look at a teacher they go 'right, this teacher needs to perform in this particular way'. What society needs to realise is that there are other people within a school not just teachers and everybody has a role to play within a school that A) keeps a child safe under NAG 5. The National Administrative Guideline Number 5. So, schools have got to create a safe physical and emotional environment for all students. If a complaint is made against the teacher, it will trigger NAG 5. So, we don't just want to focus on the teacher. When we provide this information for people who sit around teachers supporting them within their role, teachers benefit from that as well.

Francesca Hilbron: You talked about the challenges that teachers face, what are you hearing from them when you go out of their biggest frustration?

John Parsons: We've got our way of describing what teachers need to be doing through policies and Code of Conduct and things like that and there's this big conversation around teachers have to create a relationship with families and the students. A relationship. Often when I work with a school I can get a bit of pushback when talking about boundaries and professional boundaries because often teachers might say 'well, you know, we've got to build this relationship with families'.

Francesca Hilbron: And it's required in the *Code*.

John Parsons: And it's required in the *Code*. But it has to be from a professional standpoint not a personal one. So, a lot of my work with teachers is what that looks like. I'll give you an example of that. One of the biggest



risks I see from teachers is they silo themselves, they cut themselves off from support from management by not reporting what they're dealing with often. So, let's say a mother comes into school with a child at 8.30 in the morning, the girl is shaking from head to foot and she's crying, and the mother gives the child to the teacher to hold her and hug her and calm her down, so she can get through the school day. Now, if that happened on two or three occasions you would expect the teacher to make a note of it and seek advice from within the school about what's happening for the child and to speak to the mother to get them some support around what's happening outside the school that's causing the child to come to school in that condition. What can often happen is the teacher starts to meet the needs of the parents and fails to meet the needs of the student under NAG 5. So, in that moment the teacher starts to look after the child from 8 o'clock in the morning to help her get through the day but doesn't report it to the management. That's a missed opportunity for the child and for the teacher.

Francesca Hilbron: Is this because teachers might say to you 'I'm so busy I don't have time' or 'what's the point, it never goes anywhere'?

John Parsons: I think there's some of that but in the particular case I worked in, it started with a case of hugging. And I say teachers have got to be really careful; if you're hugging a child that doesn't need one, it puts you in harm's way, there's no question of that. A teacher became very concerned with what I said and said to me 'That's unfair, I need to give this child a hug everyday' and when we looked into that, I asked her how long that had been going on and she said about six months and I said to her 'For six months you've been able to keep this child in one condition and nothing has improved. What you've done is you've siloed yourself. What you should've done on the third day is said to the mother I'm concerned for you and your child, I'm going to get some advice for the lead in the school and we're going to sit down and have a conversation about what's going on and maybe we can get you some more support.' Not doing that, siloes the teacher and puts the teacher in harm's way where they step outside their own working boundary.

Absolutely without question teachers need more support in this country. And they need more support to understand clarity of role, what their role is as a teacher. The first thing I say to teachers is if you are presented with a conflict or outside of normalcy, then you need to remember the clarity of role – you are a teacher and you have a certain role to play in that child's life, including giving support if you believe the child is in harm's way but that doesn't mean you cross a boundary and start providing medical help or medical support or medical advice. Let me take that back slightly, within the situation of the child who was coming to school shaking all over, in the end the teacher was Googling how to help the child sleep at night. Now that, in my opinion, has kind of crossed the line because that needs to be referred to the GP to get professional help for that child. So, the teacher got caught in the moment, in the drama and she started to meet the needs of the mother but failed to meet the needs of the student. So, I do think more support needs to be provided for teachers. We remind them of the agencies wrapped around them to support them, we call them transition points. Who is there to support that teacher in that moment, who can help.

Francesca Hilbron: So on that point, I can imagine there are some teachers listening, and you've probably heard this a lot of times, that sounds great in theory, what a great opportunity we have to have a system that works perfectly and I see this is my responsibility now and Agency A it's time for you to take over, I make my notification and you will carry on. We know it's less than ideal, don't we, we know it doesn't work that way.

John Parsons: There's no question. I do want to say on behalf of Oranga Tamariki I get to work with them and I can tell you there are massive successes but they obviously can't report them but I'm not suggesting we can't do better – all of us in some shape or form but we can't allow those historical things we've seen in the press or other places stop us from following the processes which will best help the child in the long-term. If we buy into that and don't follow procedure, then it puts the teacher into harm's way as well.

Francesca Hilbron: What happens when that happens to a teacher and then they say right, this is my role, I have now followed the process and the media gets involved and that teacher is hung out to dry? 'There was no nurturing you didn't care, should you even be in this role at all.'



John Parsons: Let's just go back to something very important. Teachers are professionals. They belong to a profession. If society accuses them of something they need to step back into that mindset and keep their chin up. 'I'm a professional, I've spent four or five years training to do this, I know what I'm doing,' and follow the procedures and follow the processes. We cannot control what society says but what teachers can do is remind themselves of who they are and how important they are in their role. I do want to say this, it's the only profession where the client can come in and tell how to do their job better than them. You cannot do that to a dentist, to an architect, to an engineer. Now as much as you have a document here that reminds them they are professionals I think the biggest mission that the government has got is to remind society that they are professionals and to start treating them like professionals because that's what they are.

But what I would remind teachers of is this: if a complaint is made against them the first thing that is looked at is have they followed procedures and there is no defence to say that 'I am part of a small community, these are my friends and I have known them for 20 years', and things like that. It doesn't work like that. So, I am quite direct on that because I am passionate about teachers protecting themselves and looking after themselves. I do believe society is expecting too much from them. I think society has got to have a conversation with itself and ask what do we expect teachers to do? What do we want them to do? They are there feeding the children, providing them with breakfast, they are doing all these kinds of things, is it any wonder that teachers forget that they belong to a profession when they are being pulled and stretched in all these different directions. That's the challenge that we've got, and my work is to centre them, to bring them back to their clarity of role. Often the challenge is this: that when you bring a teacher back into their professional way of viewing their own role they often start to feel like does that mean I don't care? And that's not the case, the reason they have the capacity to think like that is they have been dragged so far outside from their knowledge base and skill set that they think not to be doing what they have been doing for four or five years is somehow subpar and that's not the case.

Francesca Hilbron: And what you're saying is, it's because they do care that they will try and follow the process that's been put in place for safety.

John Parsons: Absolutely. You care through procedure. That keeps the child safe. You care through clarity of role and of course when a needy mum or dad comes in and may need help I'm not suggesting we don't help that person, I'm saying the opposite. But, if a teacher siloes themselves and gets caught by the drama and starts to meet the needs of the parent and not the child, that's when it starts to go wrong. And that's when I come back to this: we care through procedures.

Francesca Hilbron: And we do see that here at the Council in terms of some of our conduct cases, it's the relationships that have caused some of the challenges for teachers. Whether in a small community or in the school itself or in everyday interactions with parents.

John Parsons: I was involved in one where a female teacher had been talking to a group of students through cell phone use and had gone on for two or three years and some of the conversations in there were not consistent with the role of a teacher.

Francesca Hilbron: Let's go into the digital part, which is really your world and this whole idea of blurring the lines of what is acceptable in terms of your professional and your personal life and of course we have the new *Code* – we had the *Code of Ethics* before social media was even around and so some people are still grappling with that. What's tempting young people to go into online communities that they maybe shouldn't be going into?

John Parsons: I think that young people, people in general, worldwide, are born to communicate. We are social beings. And the internet is the greatest gathering space that has ever been created in human history. We don't quite understand it, we don't understand it fully, yet and with any form of communications there are two conditions required for successful communication: respect has always got to be there and empathy. Take one of those two things away and things start to go wrong. But ultimately at the base, information communication technology is simply communication – we simply want to communicate.

Francesca Hilbron: So, if we think about that idea of communicating differently, and I don't know what the difference is before we had social media and now, but if we think about teachers accepting their students as friends on Facebook or sharing private messages or texting after hours or in the weekends, I make the



assumption that that probably didn't before – that you weren't ringing your student up in the evenings, that it's more teenagers do it through this digital way.

John Parsons: You're right and there's a few things in that, we talk about work life balance and how teachers need to make sure that when they are at home they are mothers or fathers or partners. Often what you see is lots of parents will be contacting teachers over the weekend – sometimes through social media, needing help for their child. The first question I say to teachers is: how do you feel about that? And you'll get a range of responses, but a majority is we don't like it. Well teachers need to express those boundaries, they have to educate the community that they are also members of families and they have a right to enjoy their own life. So, again, that's where the idea of the profession gets eroded because I can't speak to my dentist or my architect on a Saturday night unless I have a toothcare but then it's an emergency. Teachers have to express those boundaries but that requires strong management to also give them that ability to say to parents look I don't work at this time of the day on these particular days.

But in answer to your question, how do I feel about social media for teachers and students. So, if I'm a principal in a school my biggest nightmare is if I've got teachers with social networks with students that are private and don't meet the needs of the student educationally. That's my biggest nightmare, because if something goes wrong and it gets taken out of context I'm the one as the principal who has to sit with the lawyers, meet the Education Council, go through different interviews to find out what's going on and that throws shade across the whole school.

Francesca Hilbron: And this is what you're hearing from principals?

John Parsons: Absolutely, absolutely. There's no question. A teacher has a duty of care for themselves but also for their fellow worker. They are all under one roof. And if one person drops their standards it affects everybody else. I see it in my work. I see these kinds of things. The other thing I want to say is this: because of the imbalance of power between a teacher and a student it is vital that they wrap themselves in boundaries to protect themselves. One other thing, if a teacher doesn't express boundaries how can they expect a child to form and express boundaries that will keep them safe when they are older? I often say to teachers obviously your role is to educate and empower them in the present but you're preparing them for a future as well. I just want to bring something to your attention; we talk about commitment to learners in the *Code of Professional Responsibility*. Heading is Commitment to Learners, number one: Promoting the wellbeing of learners and protecting them from harm. So, I would suggest that if teachers form social network connections with students that are not built around an educational need that management has no knowledge of, that confuses the child about what their relationship is with the teacher, which disadvantages them. We are constantly telling children and young people that you build relationships that you build relationships on social media based on these particular conditions and if somebody doesn't fit those conditions then they shouldn't be on your social media account. Well, some teachers crusade against that and they form these relationships. There is nothing criminal in it, it's not that they shouldn't be trusted but we have to look at it from the child, or student's, perspective. And one other thing, no parent has any reasonable expectation that when their child goes to school that they are going to have access to an adult's personal life.

Francesca Hilbron: But might you as a teacher, I don't if we are saying no to Facebook or how it's used but might you as a teacher say I'll set up a Facebook group for us in the class to do some activity but I won't be engaging with you socially and I'll be explicit about that.

John Parsons: Absolutely. If a teacher has their own Facebook account, by its definition, it's there for their family and their friends. The student is not their friend. We can talk on social networks in a relaxed manner, how we project ourselves to our family and our friends is often different than how we present ourselves at work and there is nothing wrong with that but exposing a child to that I think does them harm as well. I absolutely promote Facebook – use this technology. I help schools build their Facebook accounts.

If a teacher wants to use a Facebook account to engage students, they need to define the educational need that



they are meeting. Once they have done that, create the account and let management know that it exists. Once management knows it exists that protects the teacher, as well. They are not siloing themselves. So, if something does go wrong they've got some protection. That account is not a page off their own account, but it is a page which is covered by a policy that the school generates. Perfectly acceptable and I would say vital. I would want teachers to pursue that way of doing communication because it's efficient and cost-effective.

Francesca Hilbron: Let's talk about low-decile schools. There's a real grey area for some of those in terms of child safety. So, we're going back to professional boundaries. What do you think? Do you visit low-decile schools?

John Parsons: I do indeed. I go from the Southland to Northland, sometimes with the police and other organisations and we talk about a range of things. I want to come back to something: you say low-decile, what was the reason for that?

Francesca Hilbron: Some of the conversations we've had with people is that it's harder because there is less support, some younger students or children have higher needs, more pressures on them, some are living in poverty and not getting the same support at home. Does it make any difference in what you see?

John Parsons: There's no question of the pressures on teachers in those situations. You see teachers providing all sorts of things for young people that need it. That's the reality of the world in which we live, however the decile of the school there are some processes that should be the same in every single school that we go into across this country regardless of background of the students or their families.

Francesca Hilbron: Let's talk about processes or policies, there's been some talk around schools having a protection policy, there would be a whole bunch of other policies around social media use, but you might have a particular interest in child protection policy.

John Parsons: Yeah, I often work with the safeguarding children team which is a team of people that deliver professional development around child protection. They bring in people around them to deliver that workshop and I started with them 9 or 10 years ago. In this country you've got the safeguarding children initiative and you've got Child Matters, a large national organisation that deliver education. My role when I go into a school is to help them understand and follow procedures. To give you an idea of that I worked in one school that had gone through a major incident. There had been a predatory male in the organisation. Notice I didn't call that person a teacher. Because they are criminals because teachers don't commit those kinds of crimes. They will never get that label from me. So, the first thing when I was called into that school, we called everybody into a room and it's a devastating environment as you can imagine because many of those teachers had been deceived as well. The first thing I ask them to do is show me their child protection policy and none of them in that school could show me their child protection policy. They had never been introduced to it, they didn't know that it existed.

Francesca Hilbron: So, there was one, but nobody knew?

John Parsons: What had happened is it sits on e-drive and catches digital dust. That policy has no value at all. The policy is worth 10% and the rest is socialising it into behaviour. But you have to have a relationship with that policy. So, the first thing I did in that school is have 240 of those policies printed and every single teacher, every teacher aide, every secretary, every bus driver all had their own copy of that policy, so they know exactly what to do if they are presented with a situation where a child needs the appropriate response.

In 2015 there's a major focus on NAG 5 and having a child protection policy so it was an episodic surge where we've got to do this, we've got to do that, and those policies went into place. But what happens over time is they get relegated to a second position where they are not understood, and they are forgotten. Secondly, when you get new teachers coming into the school they are not introduced to that policy and if they have come from a school that is not good at following procedures that puts the next school at risk as well. So, when I go into a school I make sure they understand their policy, how to follow procedures, what they need to do if they are concerned for a child's safety, which again we call clarity of role. That protects the student, but it also protects the student as well, by following the right procedures. I can say without hesitation that there are many schools in this country that are completely, firmly locked into the importance of giving teachers that policy and helping them understand it but there are many that still haven't quite gotten there yet.

Francesca Hilbron: Everyone needs to buy into it right, teachers, staff, teacher's aides, the board.



John Parsons: Everybody. Everyone needs to understand what the policy and procedures are. The situations we talk about are real, part of New Zealand. When you sit across the table from teachers who are about to lose their careers or principals that are under stress because they are going under an investigation that imprints on me and I take those real stories into the schools and that's the biggest motivator for change. My hope is that I can get into universities to talk about the things we see going on to better prepare them for when they do walk into a school.

One thing I get teachers to do, I help with induction processes. I went to a school recently where they got 10 new teachers come in and various support staff. So, I do an induction for them with a specific theme. The first thing I introduce them to is the Code and Standards, they absolutely need to understand that. The next thing I introduce them to is their own child protection policy then I give them some ideas of what they need to do if they are concerned for a child's safety. I will officially introduce them to the designated lead in the school, I then talk to them about what NAG 5 is. What we do in those induction processes is introduce them to the culture of the school. So, before they have even gone into the classroom they understand what is expected of them to protect the student but also themselves through process.

Francesca Hilbron: Let's hit the mark around physical contact, it's a really big thing, and it's a different thing for people in ECE as it is to people in primary and then again in secondary, children and teachers. Individual teachers, they are the experts, we trust them as professionals, they are on the ground, making decisions minute by minute, day by day and sometimes they have to make snap decisions and we have to trust them to do that. Is it a blanket no?

John Parsons: Reality can be different to what we look at aspirationally. Hugging is dangerous. But when you get to it there are certain situations where it would be unavoidable. But what I will say is this, the teachers who hug students who don't need one put themselves in harm's way and confuse the child about the kind of relationship they are supposed to have with teachers, all teachers. That's my biggest concern and I'll go even further. If there was a predator within that school and they observe that lack of boundary that enables them. That's one of my concerns. When schools express the right boundaries certain types of crimes are harder to flourish. But you know I've had teachers say to me if the child is having an asthma attack are you saying I can't hug them. I say I didn't say that, that's an emotional response and I understand it. You've got every requirement there to support and help that child breathe. Pick the child up, carry the child, get them help, whatever you need to do. But we are talking about hugging. So, I get a lot of emotional responses from teachers.

Francesca Hilbron: Of course, you have the challenges of the whole concept of restraint, teachers saying I don't feel empowered with all these new rules and regulations.

John Parsons: Let's go back and often from teachers in primary schools the child comes in from kindergarten and they are all huggers. But surely the role of the teacher in that time is to wean them off that dependency, to help them move away from it so they become functioning independent people.

Francesca Hilbron: There must be a transition that we as a profession look at in terms of going from early childhood into primary.

John Parsons: One situation where there was one child, a boy who was 9, who needed hugs every day and it had gone on for two or three years. After the conversation I had with him is what they realised is what they should have been doing is put a plan in place to help him need less and less of those hugs. That's a missed opportunity for that child.

Francesca Hilbron: So, what's the response in that case for the teacher?

John Parsons: Absolutely clarity of role. They said when you place it in that context, when you give it that narrative, we understand what you're saying. Another question I give to teacher is: if you had to say to a child 'I can't hug you' would you feel bad about yourself? They put their hands up, yes, 30%. They are making it about themselves and not about the student.

Francesca Hilbron: I hear that, but we like to think our teachers are nurturers and I'm sure that all of our teachers would say yes, I am and that's the expectation of them. Drawing that line is incredibly difficult.

John Parsons: I agree but if you're going to call yourself a professional within a profession then you have to



agree to abide by a set of standards that protect you. It's a fact we can't move away from.

Francesca Hilbron: There's two things I've heard quite strongly are: we are a profession, we are professionals and we need to be able to make those professional judgements that are right for the learner and for us and that teachers can't do this alone, they need support from other agencies and they need support from their managers, their schools, and their peers.

John Parsons: Absolutely. Society plays a role in supporting teachers. We understood that in the 70s. But something's happening today, something's changing, I think part of my mission is to help society understand how valuable teachers are because I see the work they do.

Francesca Hilbron: So, in terms of how positive you feel for the future about how much change can happen in the next few years.

John Parsons: Part of my mission is to continue to remind to teachers they are valuable assets to society. To remind them that they are professionals. To remind them not to silo themselves. We seem to be moving into this litigious society where finger pointing continually occurs and we move away from that word partnership. I'm going to say this to teachers: change the narrative. When something goes wrong look at the contributing factors. If a boy has been bullied for six months look for the contributing factors. If they are blaming you for that for not responding, look at the factors: if the boy is 10, he shouldn't have been on Facebook in the first place. If 80% of this is happening on a Saturday night, Sunday morning, that is the failure of the guardians, not the teacher. But build it in that partnership framework. Don't accuse anyone but look at the contributing factors. I think that's where the best change can occur is if we start to bring back what that really means, that word partnership. The definition of it is the shared responsibility. So, through that partnership I think teachers have a right to express their concerns through newsletters back into society. There are lots of things that we can do but teachers have got to lift their chin, pull their shoulders back because they are valuable individuals within society. And through their own agency can express professionalism.

Can I end on one thing, before we finish, it's a personal one, when I was 13 I lost my mum and dad and that was a hard time. I had the best parents in the world. They were people who were quiet and calm, never raised their hand to me, the best parents. They set me up from that point to carry on. And when I went back to school, I was angry and sad. I didn't want to be there. I didn't want to be in the school, so I kept walking out and wandering the streets. I didn't want to go back, I used to stand outside the gates. This teacher would come out and talk to me. She was kind, graceful, she was decent. She was calm and kind and, in some ways, she reminded me of my mother, but she was professional. She used to say come back into school and we'll give you some food, because in those days you got a hot meal. So, I went back, and I never looked back. I'm here today, now, speaking to you because of the decency and professionalism of a teacher. That's why I'm passionate about their rights. They do an incredible job in this country.

I'll tell you how important they are. You go to a country where the democracy has been overthrown and the dictators go after the educators because teachers are more powerful than guns and bombs. They are terrified of teachers because teachers speak the truth with integrity. That's how important they are so I've got the greatest job in the world to be in their presence to remind them of how valuable they are. So, if there is a teacher out there who thinks they aren't making a difference in a child's life, that go home to situations that are less than ideal, just imagine what their life would be like if you weren't in it. You're doing a great job, keep doing what you're doing well, keep your chin up. Thank you.

Francesca Hilbron: And that wraps up this episode of *Teaching Today*. As always, thanks for listening and as John said – thanks for all you do as teachers. Check out the *Code of Professional Responsibility Examples in Practice* for positive examples of what it means to be a member of the teaching profession and uphold the overarching *Code* principals. Join the conversation on social media or email us with your feedback. For more podcast episodes visit educationcouncil.org.nz.









