

Ethics education in initial teacher education: Pre-service provision in England

Sue Walters,

UCL Institute of Education, 20 Bedford Way, London. WC1H0AL, UK

sue.walters@ucl.ac.uk

Ruth Heilbronn

UCL Institute of Education, 20 Bedford Way, London. WC1H0AL, UK

r.heilbronn@ucl.ac.uk

Caroline Daly,

UCL Institute of Education, 20 Bedford Way, London. WC1H0AL, UK

caroline.daly@ucl.ac.uk

Ethics education in initial teacher education: pre-service provision in England

Keywords. ethics education; teacher education; codes of practice; reflective practice

Abstract

Ethics education exists in most professions internationally, yet is less prevalent in teacher education. The paper reports on research that explores how ethics education is provided in university courses of initial teacher education (ITE) in England, and was conducted as the second phase of an international survey study that considered the prevalence of ethics education in teacher education in five countries. Participants from the initial survey, all involved in the delivery of ITE programmes in English universities were interviewed for this second phase of the research. Our key findings are that ethics is not offered as a standalone course in any institution, but is embedded in various ways within the curriculum. Ethics education is diffused among different areas of the curriculum and the activities used to develop ethical understanding are diverse. Barriers to providing ethical education include student resistance, lack of time, the complex nature of the provision and external demands.

Introduction

This article reports on research exploring how ethics education is provided in university courses of initial teacher education (ITE) in England. The research builds on an international comparative survey of five OECD countries – Canada, the United States, Australia, England and the Netherlands (Maxwell et al. 2016) on the prevalence and nature of professional ethics education in pre-service teacher preparation. This was in the context of efforts to align teacher education with broader trends in professional education, for example where ethics programmes had been introduced and come to have a high prominence and visibility as stand-alone modules and programmes within professional education curriculum (Eckles et al. 2005, Russell 2006, Boon 2011) and where teacher education was perceived to have been by-passed in this move to provide high class ethics education in professional training (Glanzer and Ream 2007, Warnick and Silverman 2011).

For the international survey, English participants (directors of ITE courses and tutors) were provided by a team from UCL Institute of Education. The survey data were collected using Survey Monkey and the survey was administered in England through the Universities' Council for the Education of Teachers (UCET). The survey findings are reported in Maxwell et al., (2016). Results for England showed that some teacher educators agreed in principle about the importance of ethics in pre-service teacher education but reported having little time to engage with ethical issues, apart from responding to those directly arising in the course of dealing with pedagogical matters, such as gender issues or special educational needs. In fact, in England the requirement to have an ethics component in ITE programmes was reported to be the lowest of the five jurisdictions surveyed. The survey also reported that teacher educators in England receive little, if any, professional development themselves to support this aspect of teacher education provision.

The second phase of the research, which is reported here, has involved nationally conducted interviews with survey respondents who indicated that they were willing to be interviewed, in order to provide a more in-depth commentary on the provision of ethics education in their ITE programmes within their own institutions. This second phase would allow the English team to explore in more depth the following issues: where ethics is taught; how ethics education is provided for within English ITE programmes, the extent to which this provision

is integrated in programmes rather than provided as stand-alone modules and courses, the reasons for this, as well as the attitudes and understandings of tutors.

There is currently no formal requirement for teacher educators in England to include any specific teaching in their pre-service courses and the survey did not afford opportunities to gain an understanding of the issues raised above because of its nature as an international survey. We therefore lacked the specific data needed to answer our questions and felt that qualitative data arising from semi-structured interviews would allow for an insight into how provision for ethics education is made and the issues that arise from the way in which tutors are preparing teachers for their ethical responsibilities. This research contributes to international debates about professional ethics and the way in which ethics education can be provided, particularly in teacher education. There is a strong international trend in both the professions and the applied sciences to provide courses in professional ethics. However, this is not the case in teacher education (Glanzer and Ream, 2007, Maxwell et al. 2016).

Literature Review

Ethics in professional formation

In the 1980s and 90s, ethics education became standard in professional courses in the English-speaking world (Davis 1999). Ethics education is now almost universally applied to training in the applied sciences and professions, sometimes as stand-alone courses or mainstreamed (Russell 2006) as integrated curriculum. Courses exist in medicine (Doyal and Gillon 1998, Dubois and Burkemper 2002, Eckles et al. 2005, Goldie 2000), dentistry (Berk 2001), accountancy (Ghaffari et al. 2008), occupational and physiotherapy (Hudon et al. 2013), neuroscience (Walther 2012), engineering (Stephan 1999) and a range of other professions.

Despite the large and growing literature on the ethical dimension of teaching (e.g. Hansen 1995 and 2001, Carr 2000 and 2006, Campbell 2003 and 2008, Papastephanou 2006, Warnick and Silverman, 2011), little specific information exists about where it appears in teacher education. Where such information is available, the English context is significant in having the lowest prevalence of ethics instruction in a survey of five international jurisdictions (Maxwell et al. 2016). Yet teaching is fundamentally a moral endeavour and teachers generally manifest a strong vocational commitment to being good teachers (Estola 2003, Campbell 2008, Higgins 2010).

There is some evidence from a small number of empirical studies from professional fields that ethics education can make a difference to practitioners' ethical understanding (Krawczyk 1997, Windsor & Cappel 1999, Klugman & Stump 2006, Canary, 2007), although this is not always the case (Sikka et al. 2007). Despite early discussion about applying ethics education to teacher education (Lasley 1986, Reagan 1983, Rich 1984), there is little data on whether such courses exist, and where there is evidence, little is known about its content and style and even less about its effect (Winston 2007). It has been questioned whether teaching has bypassed 'the ethics boom' in education (Glanzer and Ream 2007) since ethics appears to be a neglected topic in teacher education (Warnick and Silverman 2011). However, there is some emerging information on where ethics is taught in teacher education programmes arising from a 5-country survey that reveals that almost 24% of the ITE programs surveyed contain at least one mandatory stand-alone ethics course and that there is a 'rich variety of courses' being offered (Maxwell et al. 2006 p.147).

What is ethics education?

Ethics education might be interpreted as induction into a professional code of practice, such as those of the National Society of Professional Engineers (2015); the Nursing and Midwifery Council (2015), and the General Medical Council (GMC 2015). Professional codes of conduct are widespread in teaching internationally and it is difficult to find a jurisdiction or a faculty course without such a professional code (e.g. DET 2006, SACE 2011, TCI 2012, GTCS 2012, AAE 2015; UNESCO 2015). Some have argued that ethics education for teachers should be built around professional codes of ethics (Rich 1984).

Professional standards are now customary in most international contexts for teacher accreditation (Drury & Baer 2011) and frequently carry the conceptualisation of ethics for teaching. From 2000 to 2012 a General Teaching Council for England (GTCE) was responsible for the production of a code of conduct and practice for registered teachers. Since the demise of the GTCE in 2012 the regulation of teachers' professional ethics in England has taken place through the instrument of the Teaching Standards (DfE 2011). These are divided into two parts, the first with 8 areas relating to practice and the second relating to personal and professional conduct (DfE 2011). Teacher educators are therefore obliged to engage their student teachers with ethics as far as it relates to professional conduct (DfE 2011b, Ofsted 2015).

The Scottish, Welsh and Northern Ireland General Teaching Councils have codes of practice that detail ethical behaviour and the values on which such behaviour rests. It is also noteworthy that the Council of Europe is currently engaged in working towards a Council of Europe Charter of Ethics for Education. Under the umbrella of Etined and using research by Smith and Hamilton (2015) 'the ethical behaviour of all actors in education is one of the first themes for priority action ... of particular importance in furthering quality education'ⁱ.

As well as thinking of ethics education in terms of codes of practice and specific professional standards, ethics education may also be interpreted more widely in terms of teaching as a human practice, concerned with relationships. Teachers necessarily engage ethically in their fundamental role (Dewey 1909, Oakeshott 1971, van Manem 1991, Noddings 1992, Rorty 1999, Dunne 2003, Maxwell 2015). 'Ethics and teaching seem inherently compatible and unavoidably intertwined' (Campbell 2008, p. 357). The limited amount of research dealing with children's attitudes to their teachers bears out this essential element: they have said that good teachers like them, respect them, care if they learn, know them well and know how they learn (e.g. Kutnick and Jules 1993, Beishuizen et al 2001).

These two general ways of thinking about ethics education are necessarily inter-related. For example, codes of practice may be useful in pointing the way to professionally acceptable behaviour. However, when thinking about teaching in terms of everyday circumstances, codes of practice are limited as a vehicle for comprehending the whole domain of ethical conduct in teaching (Spendlove et. al. 2012), since they outline general rules without the specificity of context. Professional practices are context specific in that judgement is required to apply the rules. Teaching as one such professional practice takes place in contingent and complex circumstances (Campbell 2008, Griffiths 2013). Teachers face significant ethical pressures and operate in conditions of ethical ambiguity (Thornberg 2006). The development of practical judgement in ethical matters is important (Dunne 1993, Carr 2006, Heilbronn 2008, Higgins 2010).

The need to face ethically ambiguous situations is not confined to teaching but is a characteristic of other vocational practices and needs a kind of formation that enables the practitioner to think about the implications of their actions, a model of learning following John Dewey that has been famously interpreted by Schön in the 1980s and subsequently further developed and applied (Schön 1983, Boud 1985, Mezirow 1990, Eraut 1994, King 1994, Boud and Walker 1998, Moon 1999, Johns 2009). To cope with the complexity of practice-based situations, training in most professions relies on a model of reflective practice, e.g. in engineering (Valkenburg & Kees 1998, Graham 2001, Adams et al. 2003); medicine (Kaufman 2003, Mamede and Schmidt 2004); nursing (Atkins and Murphy 1993, Benner 2001) and psychology, (Boyd and Fales 1983). In teacher education there is a journal devoted to reflective practice *Reflective Practice*, Taylor Francis, and a large literature which promotes reflective practice as the best way to prepare students to develop understanding and become judicious in their relations with children and others (e.g. Brookfield 1995, Loughran 2002, Ghaye 2010, Zwozdiak-Myers 2012, Griffiths 2013). What counts as effective reflection is a debated field (Clift 1990, Clarke 1995, Larrivee 2000, Moore 2003, Heilbronn 2010).

How is ethics taught?

The stand-alone model of professional ethics education is widespread in the professions although where evidence of ethics teaching exists in teacher education, the stand-alone model of discrete units in ethics does not appear to have been widely adopted (Glanzer & Ream 2007). Some proponents of the stand-alone model claim it to be more effective in developing ethical understanding than an integrated curriculum (Schlaefli et al. 1985, Smith et al. 2004, Canary 2007, Klugman & Stump 2006, Canary 2007). The comparative rarity of a dedicated required ethics course in pre-service teacher education suggests that where it happens, ethics is embedded in courses (Glanzer and Ream 2007, Maxwell et. al. 2016). When addressing the many facets of teacher knowledge and skills in teacher education curricula, an integrated approach to ethics is perceived to be as effective, and possibly more effective, than the classic stand-alone ethics course (Maxwell et. al. 2016).

Methodology

16 English participants completed the survey that made up phase one of the research in February 2014. (This survey and its findings are reported in Maxwell et al., 2016). Of these participants, ten indicated willingness to take part in the second phase of the research by clicking through on a link provided at the end of the survey. We contacted them between July and September 2014 and gained their voluntary informed consent for participation in the second phase of the research. Participants came from a wide range of institutions that provided initial teacher education (ITE) and were involved in both undergraduate B.Ed. courses with Qualified Teacher Status, and Post Graduate Certificate of Education ITE programmes, in both secondary and primary phases. In total, seven English institutions were represented. Our participants also occupied a range of roles within their institutions: four of our respondents were programme leaders or assistant programme leader for ITE programmes; six were senior lecturers or lecturers, and one was a tutor. A range of subject specialisms in secondary programmes were also covered: computer science; English; science; business studies; and secondary languages. Our respondents had been in their current role for between ten months and fourteen and a half years.

The focus of this second phase of the research was to gather information and understandings from tutors and course leaders about the provision of ethics education in ITE. In-depth, semi-structured interviews were chosen to give us a richer, more qualitative

perspective than that provided by the survey method, and to allow us to explore provision and issues arising in a more nuanced way. Semi-structured interviews take the form of a conversation and allow for unexpected issues that rise to the surface in an answer to be explored more fully, as well as for the articulation of alternative conceptions and so would allow our respondents to situate what they had to say about their provision, in their particular contexts, and would enable us to explore the contingencies and complexities of their individual working situations.

We conducted semi-structured interviews over the phone or on Skype with the ten participants between September 2014 and March 2015. The interviews were conducted by the three members of our team and we made use of a series of prompts, so as to provide for consistency in the questions asked and the areas covered. We covered three discreet areas in the interviews: how ethics is provided; how new teachers are prepared for ethical life in the classroom, and how Part 2 of the Teaching Standards (DfE 2011) are used. Interviews lasted between twenty and thirty minutes. Our interviews were all transcribed in full and data were analysed by all three members of the team using NVivo 10 software. We were careful to provide validity and reliability within our research methodology, using the same questions and prompts in our interviews and coding collectively. We coded first to our interview questions and then within those questions as we identified emerging themes. Our coding was accomplished together, through talk and discussion about what we were individually and collectively seeing in the data, and it was from this that our further coding and themes arose.

We see it as a strength of the research that our participants provided a variety of instances of the common issues regarding the provision of ethics education in ITE. So, while we are careful not to over-claim our findings, given the qualitative nature of the study and the small sample of participants, we are confident that with the range of roles and institutions in our interview sample, the research contributes to the knowledge base about the ways in which ethics education is currently provided in ITE programmes in England, a topic on which little is currently known. This contributes to current, international debates about the provision of ethics education for pre-service teachers particularly in university courses. With regard to the growing number of school-led training programmes, i.e. SCITT (School-Centred Initial Teacher Training) and School Direct programmes, we aim to gather further data in a next phase of this research on how ethics is broached in these courses.

Findings

It was evident from our interviews that ethics was not offered as a stand-alone module or course in any of our respondents' ITE programmes. In discussing how their institutions provided for the ethical education of their student teachers, our respondents revealed how ethics was embedded within their ITE programmes in a range of ways. It became clear, however, that there were degrees of 'embeddedness' revealed in our data. Our respondents' accounts of how ethics was delivered within their ITE programmes challenged our initial presumption of simply either stand-alone or embedded and led us to a more nuanced understanding of provision. Across the ten interviews we found that tutors expressed views of what constituted ethics education that went from a deep engagement with ethical issues as embedded in the role, everyday practice and identity of a teacher, to a more instrumental understanding of ethics as a set of criteria, or directives existing outside the teacher. This will be discussed below. First we will report on how and where ethics was provided in the programmes that our respondents told us about.

How and where is ethics education provided?

In reply to our question – ‘could you briefly outline how ethics education is provided in your ITE programme?’ - respondents outlined the relevant areas of their ITE curriculum. None of the institutions or programmes that we learnt about employed an ethics specialist nor offered a specifically tailored ethics course or module to their students. Rather ethics was something implicit, embedded and threaded through institutional ITE provision. One respondent described her institutions’ provision as informal and ‘something which is diffused’ that ‘threads through what we do’; something implicit rather than explicit (Respondent 1). Another respondent used very similar language to describe their institution’s provision, ‘we have a number of different strands which permeate different programmes at different times’ (Respondent 5). Another respondent stated that ‘it permeates, it’s not overt, it is assumed and it is considered to be embedded in practice’ (Respondent 9). Overall, most responded to our question about provision by stating that their provision was embedded or that it was interwoven into various aspects of their programmes and that there was little that was explicit. This reaffirms previous research on the prevalence of embedded rather than stand-alone ethics education provision in ITE in England (Glanzer and Ream, 2007, Maxwell 2016).

Professional Studies and Subject Studies both provided opportunities for ethics to be threaded through the curriculum. Delivery of these aspect of the programme was through cohort lectures followed by discussions in subject groups (Respondents 1, 6, 10) or through discussion in cohort/breakout groups (Respondents 3, 4, 7, 8, 9, 10). In addition, within the Professional Studies curriculum, ethical education was provided for through consideration of professional procedures, professional behaviour, teacher values and professionalism and contemporary issues in education, or through sessions on issues such as safeguarding (Respondents 3, 4, 5). All our respondents told us that they provided for the ethics education of their students through their Professional Studies modules. The most common form that this took was in preparing students to conduct their own research projects, completing an ethics clearance form and seeking ethical approval for their research. In three institutions students were also asked to think through the ethical issues that arise in practitioner research regarding power, confidentiality and preventing harm. It was noticeable how frequently ethics was located in those aspects of the curriculum that were to do with research. In seven out of ten respondents, ethics was located here.

In six institutions ethics education was also located within subject areas and so placed within the responsibility of subject leaders and their teams to provide. In three institutions provision was located as part of the inclusion agenda: in lectures and sessions which focused on working with special needs students, and on differentiation. Ethical issues were also raised in three institutions in lectures that were provided on behaviour management, on legal responsibilities and on appropriate ways of interacting with students. Other topics affording opportunities for discussion of ethical issues were gender (one institution), social media (three institutions), safeguarding (two institutions), inclusion and issues of power, (two institutions), sexuality (two institutions) and professional studies more generally. In three institutions ethics education was located by the respondents within the Philosophy of Education modules and sessions. Four respondents directly referred to codes of conduct and ‘fitness to practise’ policies that their institutions upheld when discussing the provision of ethics education.

In summary then, on analysing the responses to our question ‘how is ethics education provided in your ITE programme?’ we found that ethics education was threaded through and located in ITE programmes in a variety of ways: as part of the Professional Studies

curriculum specifically through the research enquiries that student teachers needed to carry out to complete their ITE programme; sometimes through subject areas and the work of subject tutors; sometimes through the philosophy of education curriculum when student teachers were asked to consider their values and beliefs about education; sometimes through the issue of safeguarding and through considerations of professionalism, fitness to practise and professional codes of conduct.

How are new teachers prepared for ethical life in the classroom?

The question ‘how are new teachers prepared for ethical life in the classroom?’ gave us data that revealed there were differing understandings of what constitutes ethics education, going from an understanding of ethics education as engagement with a set of procedures to be followed, to a wider view of ethics education as something that can be approached through practical actions and experiences.

In terms of understanding ethics as an engagement with a set of procedures, as indicated above, we found that 6 out of 10 respondents’ first response to our question about ethics education was to frame their provision in terms of research ethics in preparation for assessed assignments (Respondents 1, 2, 3, 4, 5, 10). At the same time, half of our interviewees spoke of their provision of ethics education being covered by the technicalities of going through a code of practice. (Respondents 1, 3, 4, 5, 7). An example is the tutor who, when asked ‘how are new teachers prepared for being with children, the ethical life and what resources might you use for that?’ said:

We discuss professionalism and they all have to sign a code of conduct, a copy of which is kept. We go through it in sessions and a copy is retained by the University and they have a copy which talks about their professional life, confidentiality, ethical behaviour, all that sort of thing. Should they breach it, it makes it very clear the disciplinary lines that will be followed - which are quite stringent and very very clearly laid out (Respondent 3).

However, what our respondents told us revealed that few of them adopted a purely instrumental understanding or provision of ethics education. For example, we found that the way in which half the respondents (Respondents 1, 3, 4, 6, 9) interpreted teaching around research ethics evidenced a deeper commitment to ethics education that moved beyond the technical and instrumental. For example, one tutor said that ‘research ethics has two strands – one is following the code, and the second is what lies behind following the code’ (Respondent 9). Two other tutors also showed sensitivity to what their teaching on research ethics meant for a deeper understanding of ethical behaviour and they developed this understanding in their work on student assignments and engagement with the ethics consent forms, thus engaging with research ethics in non-instrumental ways.

Similarly, with regard to the code of practice, one tutor explicitly expressed her view on the complexity that student teachers needed to attend to, and that a professional code of practice had a wide ethical import:

Discussion of ethical codes - of course, every child and every person brings in a little bit from home and their background and their experiences and therefore they need to learn how to deal in the right way, so as not to breach any ethical code if you like, so they can be fair for the pupil and also following the procedures of the school environment and what should be done (Respondent 10).

Another reported on a working party of subject leaders to develop guidance for PGCE students on:

how to understand your role and your position and your relationships, the way you interact with the students and other teachers, and student teachers and all kinds of other things (Respondent 1).

Interestingly, the three tutors who interpreted ethics education narrowly in answer to our first question, went on to talk about discussions as a key way in which they prepared teachers for classroom experience, thus evidencing their implicit understanding of the complexity of classroom experience and the possibility of student teachers getting into ethically difficult situations. In this way, they showed that they recognised that teaching in classrooms requires preparation for relationships, but did not necessarily identify this as 'provision of ethics education'. Discussions were in fact part of all the interviewees' pedagogy, so even those tutors who appeared to have a narrow view of ethics provision as related solely to a code of practice or to research ethics did present opportunities to student teachers to embed ethics in their practice.

Half the tutors interviewed revealed their own ethical behaviour in their alertness to their student teachers' situations. This was indicated by their responses in a variety of ways, e.g. responding to a student teacher's difficulties in school (Respondent 10); preparing their student teachers to teach PSHE and engage with their role in pastoral care (Respondents 1, 6, 9); dealing with sensitive issues (Respondent 7) and with the complexity of classroom experience. As one tutor stated:

In terms of where we have ethics on our course, it is trying to give them ways in which they can think about education, so that when they are placed in challenging circumstances, they're able to find a way through challenging circumstances and also understand that people within education have different philosophical beliefs and therefore the ethics that they may draw upon in order to help understand the situation may be different (Respondent 7).

One course leader reported that she had begun work on the wider role of ethics with her subject leaders and reported that some had commented:

'We've never really seen that as our role to kind of prepare student teachers to deal with that kind of thing in the classroom'. But they didn't say, 'We don't think we should do it'. And one said, 'Oh, that's interesting because you're obviously doing something in your subject area and we're not and we've never really seen that as ... maybe we need to think about doing more of it' (Respondent 1).

The course leader felt that as a result, her team were 'on a journey towards having more of a sense that it's everyone's responsibility and ... there definitely is work going on (Respondent 1).

Discussion of dilemmas was cited as a way into ethical education by seven respondents. Ethical dilemmas might be experienced through role play, which one respondent found, 'ideal for introducing ethical dilemmas and issues, where they don't have to act out their own beliefs. They can take on the façade of somebody else' (Respondent 6).

One tutor specifically mentioned offering reflective activities on the aims of education and the wider role of the teacher, 'You know from day one we will talk about what does it mean to be a teacher?' (Respondent 2). This tutor found cross-subject discussion important for student teachers:

They tend to actually get into the deeper philosophical questions, say the rights and wrongs on behaviour management, as opposed to - 'Here are the standards so this is what I've got to do'. So they are able to engage and think beyond ... just the standards... To begin with they tend to fall back on their own experiences and rely on that as being the bedrock of what they know, and it's not until they are challenged, either by students who know more, or occasionally if the conversation tends to die away we will tend to provoke them with ... 'well what happens if...?'. That kind of way of working (Respondent 2).

In summary then, tutors' understanding of what constitutes ethics education and therefore how student teachers are prepared for classroom practice, ranged from a narrow to a more nuanced view. However, they all provided evidence of how they were working to prepare their student teachers for the ethical life of the classroom.

Barriers

We asked about barriers to ethical education. Some of our respondents highlighted the student resistance that they sometimes encountered when attempting to provide ethics education through student engagement with ethical complexities and lived practice and when creating opportunities for student teachers to consider and ask questions of their values and belief systems. This resistance took the form of comments such as, 'I'm a teacher. This is what I am training for. Why should I have to deal with it?' (Respondent 2). This respondent reported that, as a result, it was sometimes hard to get discussions going. She also reported that the ethical dimension of teacher education was:

Not always easy and it comes from schools being places that replicate society in terms of their practices and in terms of what they are expecting their teachers to look like. But then I suppose the wider agenda is looking at where does that come from? And what are government and government policy requiring schools to look like? So in that sense there is a wider policy agenda as well as there being a micro- policy agenda within the school which - you know - the student has got a choice. Either they conform and they follow that and therefore qualify or they suddenly start veering to become unorthodox or they appear unorthodox from the start (Respondent 2).

Another tutor regretted that her student teachers appeared open to discussion and deliberation about ethical issues, beliefs and values at the start of the course but changed after going into school (Respondent 8). This respondent also reported that some of their students asked, 'What's it got to do with us?'

Other barriers to providing ethical education arose from the lack of time:

It is difficult because we are trying to do so much in initial teacher training in terms of meeting the standards and - there is the heavy emphasis on English and Maths as priority areas (Respondent 4).

Another tutor stated:

We are very pressured as a teacher training course. If you refer to the Carter Review - a review into teacher training - it says, 'This must be a priority and this must be a priority and this must be a priority' and you're thinking, 'Okay so what goes?' (Respondent 6).

And another told us:

I suppose we haven't got so much time for it. I'm programme lead for the course, but as you can imagine, I don't have as much say in course design as I'd like. And, as an individual, I can get hold of time in the early weeks but it's much more difficult for me to build in more sustained time later in the course to talk about ethics. (Respondent 8).

One respondent spoke about the impact of the Office for Standards in Education (OFSTED) and its requirements on their institution's ability to maintain a focus on, and give time to, ethics education:

Success is getting the student to be outstanding, or at least good, so in terms of the ethical side, my feeling is that that doesn't figure as the most high-ranking of criteria that we look at (Respondent 2).

Another respondent, a course leader, suggested that the very implicitness or embeddedness of the course provision made this aspect of student learning hard to discern and easy to lose track of. In their programmes the location of ethics education within subject teams meant that provision was very dependent on subject team leaders and the willingness of subject tutors to see ethics as something they were responsible for including in their work with students. This led to a variability in what was offered within the individual subject areas.

We don't have a requirement for each subject team to provide a particular input on ethics issues, ethical dilemmas or anything like that. I think it is probably quite a key area for us to develop (Respondent 1).

In summary, the barriers to providing ethics education that were reported, were student resistance; the lack of time in highly pressurised programmes of ITE; the complex nature of the way in which ethics education is provided within ITE programmes, and the external demands that are placed upon ITE institutions by organisations such as OFSTED.

Conclusion

We began by wanting to find out how ethics education is currently provided for in university courses of initial teacher education in England. We wanted to explore how and where in ITE programmes ethics education is provided, how new teachers are prepared for ethical life in the classroom and what the barriers are to providing ethics education.

The research backs up the conclusions of Glanzer and Ream (2007) and Maxwell et al. (2016) for the English context, in finding no stand-alone model of ethics education in the institutions in which we researched. It also provided us with detail about how and where

ethics is embedded in ITE courses and how tutors understand their role in providing ethics education.

Ethics is embedded in the ITE courses represented in the research and as such is located in various places in respondents' provision of ITE. A large input on ethics is made in preparing students to engage with research, in introducing them to research ethics and the specific aspects of ethical issues relating to working with children. Another key area of ethics education comes with preparation for professional practice, in terms of engagement with codes of practice, both those that relate to the university and those specifically relevant to professional behaviour in school.

Ethics education is embedded in courses and is diffused among different areas of the respondents' institutions. Some aspects of preparation for the wider ethical role of the teacher are undertaken by tutors in the professional studies area and some in subject areas. The activities used to develop ethical understanding are diverse, with discussion being the most used mode of learning. Role play, acting out ethical dilemmas and other reflective practice activities are used.

We found that everyone was doing *something* to prepare their students for the ethical responsibilities of the teaching role, even when they didn't recognise it specifically as 'ethics education'. There is evidence that all 10 respondents are aware of their responsibility to prepare teachers for being a 'good', ethical teacher, in one way or another. Although respondents' understanding about what ethics education means ranges from a narrow to a more nuanced view, none of the respondents took a purely instrumentalist approach – all revealed implicit or explicit understanding of the complexity of classrooms and ethical action

The barriers to providing ethics education are not insignificant, these being reported as student resistance, the lack of time in highly pressurised programmes of ITE, the complex nature of the way in which ethics education is provided within ITE programmes and the external demands that are placed upon ITE institutions by organisations such as OFSTED. However, despite these impediments, none of our respondents, suggested that a way forward was to provide ethics as a stand-alone core module or for ITE programmes to employ ethics specialists.

References

- AAE 2015. AAE Code of Ethics for Educators <http://www.aateachers.org/index.php/about-us/aae-code-of-ethics>. Accessed 22.11.15.
- Adams, R. S. Turns, J and Atman, C. 2003. Educating effective engineering designers: The role of reflective practice. *Design studies* 24 (3) 275-294.
- Atkins, S., & Murphy, K. 1993. Reflection: a review of the literature. *Journal of Advanced Nursing*, 18, 1188-1192.
- Berk, N.W. 2001 . Teaching ethics in dental schools: Trends, techniques and targets. *Journal of Dental Education*, 65 (8) 744-750.
- Beishuizen, J. J., E. Hof, C. M. Van Putten, S. Bouwmeester, and J. J. Asscher, 2001. Students' and teachers' cognitions about good teachers. *British Journal of Educational Psychology* 71 (2)185-202.

- Benner, P. 2001. *From Novice to Expert. Excellence and power in clinical nursing*. Upper Saddle River, N.J.: Prentice Hall,
- Boon, H. J. 2011. Raising the Bar: Ethics Education for Quality Teachers. *Australian Journal of Teacher Education*, 36 (7)103-121.
- Boud, D., Keogh, R., & Walker, D. Eds. 1985 . *Reflection: turning experience into learning*. London: Kogan Page Ltd.
- Boud, D., & Walker, D. 1998 . Promoting reflection in professional courses: the challenge of context. *Studies in Higher Education*, 23 (2) 191-206.
- Boyd, E. M., & Fales, A. W. 1983. Reflective learning: key to learning from experience. *Journal of Humanistic Psychology*, 23 (2) 99-117.
- Brookfield, S. D. 1995. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey-Bass Publishers.
- Carr, D. 2006. Professional and personal values and virtues in education and teaching. *Oxford Review of Education*. 32 (2)171-183
- Campbell, E. 2003. *The Ethical Teacher*. Maidenhead: Open University Press.
- Cambell, E. 2008. Review of the Literature, *Curriculum Inquiry*, 38 (4) 357-385.
- Canary, H. E. 2007. Teaching ethics in communication courses: An investigation of instructional methods, course foci, and student outcomes. *Communication Education*, 56 (2) 193-208.
- Clarke, A. 1995. Professional development in practicum settings: Reflective practice under scrutiny. *Teaching and teacher education* 11(3) 243-261.
- Clift, R. T., Houston, W., and Pugach, M.C. 1990. *Encouraging reflective practice in education: An analysis of issues and programs*. New York: Teachers College Press.
- Davis, M. 1999. *Ethics and the university*. London: Routledge
- DET 2006 , *Teachers' Code of Professional Practice*. Department for Education and Training, Canberra.
http://www.det.act.gov.au/_data/assets/pdf_file/0007/17692/TeachersCode_ofProfessionalPractice.pdf Accessed 22.11.15.
- Dewey, J. 1909. *The Moral Principles in Education, The Middle Works of John Dewey, 1899-1924. Volume 4: 1907-1909, Essays*, Carbondale and Edwardsville: Southern Illinois University Press .
- DfE 2011a The Teachers' Standards. <https://www.gov.uk/government/publications/teachers-standards> Accessed 16.05.15.
- DfE 2011b Teachers' standards Guidance for school leaders, school staff and governing bodies July 2011, updated June 2013.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf Accessed 22.11.15.
- Doyal, L. and Raanan Gillon, R. 1998 . Medical ethics and law as a core subject in medical education: A core curriculum offers flexibility in how it is taught—but not that it is taught. *BMJ: British Medical Journal*. 316. 7145 1623.

- Drury, D. and Baer, J. 2011 *The American public school teacher: Past, present, and future* Cambridge, Harvard Education Press.
- DuBois, J.M. & Burkemper J. Ethics education in U.S. medical schools: a study of syllabi. *Academic Medicine*, 77 (5), 432–37.
- Dunne, J. 2003. Arguing for teaching as a practice: A reply to Alisdair MacIntyre. *Journal of Philosophy of Education*. 37(2) 353-71
- Dunne, J. 1993. *Back to the Rough Ground* Notre Dame Indiana: University of Notre Dame Press.
- Eckles, R.E., Meslin, E.M., Gaffney, M., & Helft, P.R. 200 . Medical ethics education: Where are we? Where should we be going? *Academic Medicine*, 80 (12) 1143-152.
- Estola, E., Erikilä. 2003 . A Moral Voice of Vocation in Teachers' Narratives. *Teachers and Teaching: Theory and Practice*, 9 (3) 239-256.
- Eraut, M. 1994. *Developing Professional Knowledge and Competence*. London: The Falmer Press.
- Ghaffari, F., Kyriacou, O. and Brennan, R. 2008. Exploring the Implementation of Ethics in U.K. Accounting Programs. *Issues in Accounting Education*: 23 (2)183-198.
- Ghaye, T. 2010. *Teaching and learning through reflective practice: A practical guide for positive action*. London: Routledge.
- Glanzer, P. L., & Ream, T. C. 2007. Has teacher education missed out on the ethics boom? A comparative study of ethics requirements and courses in professional majors of Christian colleges and universities. *Christian Higher Education*, 6 (4) 271-288.
- Goldie, J. 2000. Review of ethics curricula in undergraduate medical education. *Medical Education*, 34, 108-110.
- Goldie, J. , Schwartz, L. , McConnachie, A. and Morrison, J. 2004, Impact of a new course on students' potential behaviour on encountering ethical dilemmas. *Medical Education*, 35: 295–302.
- Griffiths, M. 2013. Critically adaptive pedagogical relations: the relevance for educational policy and practice. *Educational Theory*, 63(3) 221-236
- GTCS 2012. *Code of Professionalism and Conduct (COPAC)* , General Teaching Council for Scotland. <http://www.gtcs.org.uk/standards/copac.aspx> Accessed 22.11.15.
- GMC. 2015. *Members Code of Conduct*, http://www.gmc-uk.org/about/council/register_code_of_conduct.asp. Accessed 30.10.15.
- Graham, G. 2001. Redefining engineering education: the reflective practice of product design engineering. *International Journal of Engineering Education* 17 (1) 3-9.
- Griffiths, M. 2013. Critically adaptive pedagogical relations: the relevance for educational policy and practice. *Educational Theory*, 63 (3): 221-236
- Hansen, D. 1995. *The Call to Teach*, New York: Teachers College Press
- Hansen, D, 2001. *Exploring the moral heart of teaching*. New York: Teachers College Press

- Heilbronn, R. 2008, *Teacher Education and the Development of Practical Judgement*. London: Continuum.
- Heilbronn, R. 2010, The Reflective Practitioner in Ruth Heilbronn and John Yandell Eds. *Critical Practice in Teacher Education*. London: IoE Press pp. 29-40
- Higgins, C. 2010, November . The Good Life of Teaching: An Ethics of Professional Practice. *Journal of Philosophy of Education*, 44 (4) 479-602.
- Hudon, A, Laliberté, M., Hunt, M., Sonier, V., Williams-Jones, B., Mazer, B. Badro, V., & Erhmann Fieldman, D. 2013 . What place for ethics? An overview of ethics teaching in occupational therapy and physiotherapy programs in Canada. *Disability and Rehabilitation*, 36(9) 775-780
- Johns, C. 2009,. *Becoming a Reflective Practitioner*. (3rd ed.) Chichester: Wiley-Blackwell.
- Kaufman, D. M.2003. Applying educational theory in practice. *BMJ* 326, no. 7382 2003 : 213-216.
- King, P. M., & Kitchener, K. S. 1994. *Developing Reflective Judgement*. San Francisco: Jossey-Bass Publishers.
- Klugman, C., & Stump, B. 2006 . The effect of ethics training upon individual choice. *Journal of Further and Higher Education*, 30 (2) 181-192.
- Krawczyk, R. M. 1997. Teaching ethics: Effect on moral development. *Nursing Ethics*, 4 (1) 57-65.
- Kutnick, P., & Jules, V. 1993. Pupils' perceptions of a good teacher: A developmental perspective from Trinidad and Tobago. *British Journal of Educational Psychology*, 63, 400-413.
- Lasley, T. J. 1986. A Framework for Professional Ethics Courses in Teacher Education. *Journal of Teacher Education*, 37 (2) 2-20.
- Larrivee, B. 2000 Transforming teaching practice: Becoming the critically reflective teacher. *Reflective practice* 1(3) 293-307.
- Loughran, J. J. 2002 . Effective reflective practice in search of meaning in learning about teaching. *Journal of Teacher Education* 53 (1) 33-43.
- Mamede, S., and Schmidt, H. 2004 . The structure of reflective practice in medicine. *Medical Education* 38 (12).1302-1308.
- Maxwell, B. 2015 Teacher as Professional as Metaphor: What it Highlights and What it Hides, *Journal of Philosophy of Education*, 49,(1) 86-107
- Maxwell, B., Tremblay-Laprise, A.-A., Filion, M., Boon, H., Heilbronn, R., van den Hoven, M., Walters, S., R., Lenselink, M., & Walters, S. 2016. A five-country survey on ethics education in pre-service teaching programs. *Journal of Teacher Education*, 67(2):135-151
- Mezirow, J. 1990. *Fostering Critical Reflection in Adulthood. A guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass Publishers.
- Moon, J. A. 1999 *Reflection in Learning and Professional Development. Theory & Practice*. Abingdon: RoutledgeFalmer.

- Moore, A. 2003 . *The Good Teacher: dominant discourses in teacher education*. London: Routledge
- National Society of Professional Engineers 2015 . *Code of Ethics for Engineers* <http://www.mtengineers.org/pd/NSPECCodeofEthics.pdf> . Accessed 20.01.16
- Noddings, N. 1992 . *The challenge to care in schools: An alternative approach to education*. New York, NY: Teachers College Press.
- Nursing and Midwifery Council. 2015. *Code of Conduct* <http://www.nmc.org.uk/standards/code/read-the-code-online/#first>
Accessed 20.01.16..
- Oakshott, M. 1971 Education: the Engagement and its Frustration, *Journal of Philosophy of Education*, 5 (1) 43-76.
- Ofsted 2015. *Initial teacher education inspection handbook*, <https://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook> Accessed 11.08.15
- Page, D. 2013. The abolition of the General Teaching Council for England and the future of teacher discipline. *Journal of Education Policy* 28 (2) 231-246.
- Papastephanou, M. 2006. Education, risk and ethics. *Ethics and Education*, 1(1) 47- 63
- Reagan, G. M. 1983 . Applied ethics for educators: Philosophy of education or something else? In *Proceedings of the 39th Annual Conference of the Midwest Philosophy of Education Society* pp. 3-17 . Normal, IL: Midwest Philosophy of Education Society.
- Rich, J. M. 1984 . *Professional ethics in education*. Springfield, IL: Charles C Thomas.
- Rorty, R. 1999 . Education as Socialization and Individualization. In *Philosophy and Social Hope* pp. 104-113 . New York: Penguin Books.
- Russel, J. 2006 . Breaking into the mainstream : the rise of ethics education. Ethical Corporation, European Academy of Business in Society Conference, May, 4-6.
- SACE 2011. *The Code of Professional Ethics*, South African Council for Educators, http://www.sace.org.za/Legal_Affairs_and_Ethics/jit_default_21.The_Code_of_Professional_Ethics.html Accessed 22.11.15 .
- Schlaefli, A., Rest, J. R., & Thoma, S. J. 1985 . Does moral education improve moral judgment? A meta-analysis of intervention studies using the Defining Issues Test. *Review of Educational Research*, 55, 319-352.
- Schön, D. A. 1983 . *The Reflective Practitioner. How Professionals Think in Action*. USA: Basic Books
- Shortt, D., Reynolds, P., McAteer, M., Hallett, F., 2015. To believe, to think, to know - to teach? Ethical deliberation in teacher-education, chapter 6 in Ruth Heilbronn and Lorraine Foreman-Peck, Eds *Philosophical Perspectives on Teacher Education* Oxford: Wiley Blackwell

- Sikka, P., Kyriacou, O. and Agrizzi, D. 2007. Professionalizing claims and the state of UK professional accounting education: some evidence. *Accounting Education: an international journal* 16 (1) 3-21.
- Smith, I & Hamilton, T. 2015, 'The Ethical Behaviour of All Actors in Education' Steering Committee for Education Policy and Practice (CDPPE), Strasbourg, United Kingdom, 17/03/15 - 19/03/15.
- Smith, S., Fryer-Edwards, K., Diekema, D. S., & Braddock, C. H. 2004. Finding effective strategies for teaching ethics: A comparison trial of two interventions. *Academic Medicine*, 79, 265-271.
- Spendlove, D., Barton, A., Hallett, F., Shortt, D. 2012. Shifting codes: education or regulation? Trainee teachers and the Code of Conduct and Practice in England. *European Journal of Teacher Education* 35 (4) 449-462
- Stephan, K. D. 1999 . A survey of ethics-related instruction in U.S. engineering programs. *Journal of Engineering Education*, 84 (4) 459-464.
- TCI 2012. *Code of Professional Conduct*. Teaching Council Ireland
<http://www.teachingcouncil.ie/en/Professional-Standards/Code-of-Professional-Conduct/> Accessed 22.11.15 .
- Thornberg, R. 2006. Hushing as a moral dilemma in the classroom. *Journal of Moral Education*, 35 (1) 89-104. <http://dx.doi.org/10.1080/03057240500495336>
 Accessed 15.08.15
- UNESCO 2015 . *Teacher Code of Practice for the Philippines*
<http://teachercodes.iiep.unesco.org/teachercodes/codes/Asia/Philippines.pdf>
 Accessed 22.11.2015 .
- Valkenburg, R. & Kees D. 1998 The reflective practice of design teams. *Design studies* 19, (3) 249-271.
- Van Manen, M., 1991 *The tact of teaching: the meaning of pedagogical thoughtfulness*. Albany: State University of New York Press .
- Walther, G. 2013. Ethics in neuroscience curricula: A survey of Australia, Canada, Germany, the UK and the US. *Neuroethics*, 6, 343-351.
- Warnick, B.R., and Silverman, L. 2011 . A Framework for Professional Ethics Courses in Teacher Education. *Journal of Teacher Education* 62 (3) 273–285
- Windsor, J. C., & Cappel, J. J. 1999. A comparative study of moral reasoning. *College Student Journal*, 33 (2) 281-287
- Winston, M. 200 , Ethical Leadership and Ethical decision making: a meta-analysis of research related to ethics education. *Library and Information Science Research* 29 (2) 230-251
- Zwozdiak-Myers, P. 2012 *The Teacher's Reflective Practice Handbook: Becoming an Extended Professional*. London: Routledge.

ⁱ <http://www.coe.int/en/web/ethics-transparency-integrity-in-education/> Accessed 03.04.17