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Codes of Conduct and Ethical Dilemmas in Teacher Education

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Abstract

This paper reports on a research study into ethics and moral reasoning in schools and undergraduate teacher education. Since the 1970s the utility and efficacy of ethics curricula in undergraduate courses have received heightened global attention. During this time, an *ethics boom* has occurred designed to counter the disappearance of ethics education and the marginalization of moral education from higher education. This *boom*, witnessed in most professional programs, is also notable for its absence from teacher education programs in Australia. There is a considerable gap in ethics literature for teachers. This is extraordinary considering the plethora of educational dilemmas and subsequent decision making and reasoning that is currently required for moral and ethical teaching. It seems that undergraduate teacher preparation, in this complex field, presently satisfies teaching authorities requirements by implementing professional standards as derived from global codes of conduct. However, many preservice teachers report of having observed what they believe are unethical experiences in schools and are unsure of how to deal with these situations. Proactive foundational ethics experiences that develop moral reasoning and decision making skills is suggested as a fundamental means of enabling future teachers to cope with what seems to be a deepening area of concern in schools.

This investigation is centred on a regional Australian university's teacher education course and seeks to understand how undergraduate teachers' developed moral and ethical reasoning skills prior to entering the classroom as qualified teachers. The study found that preservice and classroom teachers were observing or experiencing unethical behaviour in schools. Many felt underprepared to cope with ethical dilemmas or school-based situations that they personally felt were wrong. It is suggested in this study that all preservice teachers require an explicit understanding of contemporary issues such as bullying, cheating, violence and harassment and how to proactively deal with these situations before they begin teaching. It is also argued that ethics education should be taught as an explicit and intensive subject, perhaps as a foundation unit, rather than by embedding codes of conduct or professional standards into individual subjects, as is currently the case. The ultimate goal is to facilitate dialogue and to prepare undergraduates to meet their professional obligations with a clearer understanding of the ethical contingencies. The study employed a confluence of qualitative and quantitative instruments. A curriculum audit, focus group interviews with preservice teachers and semi-structured interviews with classroom teachers indicated that teacher education and professional development is lacking and that open and unambiguous instruction is required in ethics education.

Background to the Study

In a recent report, *Investigation of Staff Bullying in Australian Schools* by Riley, Duncan and Edwards (2009), it was revealed that almost all (99.6%) teachers sampled in a survey of 800 Australian teachers had experienced one or more of forty-four different forms of bullying. It was found that colleagues were the primary bullies (97.3%) followed by students (92.1%) and support staff (90.7%). However, the main purveyors of persistent bullying were members of the school executive and the principal. Australian university leaders have asked for higher education curriculum reform and the addition of more ethics courses for undergraduates (Slattery, 2009).

There have been many references to ethical education and the need for a greater focus on moral reasoning and decision-making. These considerations are the background of this study, centred on a regional Queensland university. This paper reports on the findings of an investigation that was designed to explore some of the ethical dimensions that concern those in the teaching profession. The principles that underpin ethical considerations and dilemmas faced by teachers are based on enhancing attributes such as: justice, integrity and compassion to guide professional engagement with students and colleagues.

The Teaching Profession

The past hundred years have marked a struggle for teachers to become fully recognised as professionals. In the last 30 years, the expectation of degree level qualifications for teachers has slowly transformed teaching as a recognised profession and highlighted the requirement and provision of ethics guidance for teachers to inform their code of professional conduct.

Snook (2003) describes teaching as an occupation where ethical issues are central because of its aim to change people in particular ways, and the approaches that may involve close personal relationships with children, parents and colleagues. These relationships are formed within a hierarchically structured institution where power is played out and more knowledgeable teachers have influence over immature and developing young minds. Since all power relationships are ethically problematic (Snook, 2003) and since individuals can exercise power to operate against the educational aims of the school, the provision of an ethical code of conduct for teachers is critical for achieving a fair and equitable outcome. As found in the Riley, Duncan and Edwards (2009) study, the bullies who were perceived to be more persistent and frequent were those employed at the higher level. Increasingly there are pressures on the school system to do more with less and faster.

Lovat (1998) proposed another important reason for a code of teacher ethics to define professional conduct: the increasing emphasis placed on teacher accountability over the last 20 years. As such, he sees a code of professional ethics as protective of the profession against civil and legal action emanating from the growth of individual-oriented rights legislation governing participation in public education.

Another perspective formally arising in the mid-1990s in Australia, the United States, United Kingdom and New Zealand is the inclusion of values education in the formal curriculum and the expectation that teachers play a role in the moral education of students. While this view has been described and advocated as early as 1909 (Mackenzie, 1909), it does place an increasing emphasis on teacher education courses to prepare and enable preservice teachers to provide for the development of students' understandings of values and morals. Snook (2003) notes that when discussing values education we move back into the philosophical discussion of ethics. Singer (1985) defines ethics as "moral philosophy the discipline concerned with what is morally good and bad, right and wrong. The term is also applied to any system or theory of moral values or principles" (p. 627). An undergraduate ethics curriculum in teacher education, would therefore, help prepare preservice teachers to teach a diverse range of students about morals and values and critically analyse their own personal views. Moreover, Bibby (1999) argues that an ethics curriculum is essential for teachers to "scan their professional environments for emerging issues ... and also to exercise public leadership" (p.3). A code of professional conduct and associated ethical underpinnings, it might be argued, could provide an essential learning experience for undergraduate teachers to resolve personal notions of ethical behaviour as well as for defining a professional behaviour benchmark.

Each professional teacher registration authority across Australia has enacted professional codes of conduct for teachers. In Queensland, where this study was undertaken, QCOT [Queensland College of Teachers] the teacher registration authority has adopted a code of ethics, approved in December 2008 by the Minister of Education, Training and the Arts. The code is based on the following values for the teaching profession:

- Integrity - acting with impartiality, truthfulness and honesty;
- Dignity - valuing diversity and treating students equitably and with care and compassion while respecting the uniqueness of family backgrounds
- Responsibility - giving priority to the education and welfare of all students in our care,
- Respect - acknowledging that relationships with students and their families must be based on mutual respect, trust and, where necessary, confidentiality and acknowledging the contribution these qualities make to students' wellbeing and learning,
- Justice - being committed to the wellbeing of individuals and the community and to the common good, and
- Care - committing to students' wellbeing and learning through the practice of positive influence, professional judgement and empathy in practice (QCOT, 2008)¹.

The Queensland College of Teachers requires universities to demonstrate that the professional standards are incorporated and taught within their

¹ Professional expectations before this were centred around a set of guidelines stipulated by the Board of Teacher Registration Queensland (Board of Teacher Registration,1996)

curricula but not the key values shaping these standards. Top-down imposed requirements such as these are ill thought through as a means for developing ethical and moral understandings, both personally and professionally with future teachers.

Preservice and classroom teachers' ethical dilemmas have been variously outlined in the literature (Bibby, 1999; Bergmark & Alerby, 2006; Campbell, 2003). Nevertheless, this has not been sufficient impetus to introduce an ethics core curriculum into teacher education courses. Snook (2003), Lovat (1998; 2005), Bibby (1999) and Campbell's (2008) proposed imperative to include teacher education programs to prepare pre-service teachers for the moral nuances of teaching is not generally found in practice either in the US (Glanzer & Ream, 2007) or in Australia (Lovat & Toomey, 2007). Political and ideological reasons have been proposed for the difficulties faced by those trying to introduce ethics curricula into teacher training degrees (Freakley, 2007). These include espoused relativism, (what is right for me may not be right for someone else) precluding many undergraduates from engaging with ethics, and complacency in society and the schools where pre-service teachers spend considerable time honing their teaching skills. They are thought to create a culture and a hidden curriculum that precludes trainee and newly qualified teachers from taking a strong ethical stance (Freakley, 2007). This state of affairs creates a tension as there is an expectation during the undergraduate years that professional ethical codes of conduct have been internalised by newly qualified teachers ready for classroom practice.

Purpose, Methods and Results

Within a worldwide climate of focused attention on ethics education, this study aimed to:

1. examine teaching of ethics within the curricula in preservice teacher education,
2. explore students' perceptions of their university preparation in ethics as a foundation of a professional code of conduct,
3. document examples of ethical dilemmas faced by the teaching profession and explore where they are embedded in regards to ethical principles.

The ethical codes of the teaching profession have values that explicitly recognise: respect, justice, care, integrity, truthfulness, dignity and responsibility. In their contextual application, teachers tussle daily with moral and ethical debates. Campbell (2003) writes: "The teacher's conduct, at all times and in all ways, is a moral matter. For that reason alone teaching is a profoundly moral activity" (p.116). Such notions support an empirical examination of ethical contingencies across teacher education.

Method

Ethics preparation in a teacher education undergraduate course was explored by examining the curricula for content of ethics materials and assessment methods. In addition, a survey (Appendix 1) was completed by final year teacher education students for comments and reactions to the curriculum undertaken during their preparation for teaching.

Examples of best practice, and perceptions of ethical dilemmas were collected through focus group and individual interviews with final year preservice teachers and recent graduates.

Similarly, examples of ethical dilemmas in the workplace were collected via interviews with: students, recent graduates from the schools, and experienced supervisors of undergraduates. All participants were volunteers recruited for interview by the authors. The interview protocol comprised broad open-ended questions to elicit participant views. These were:

1. What does “ethics” mean to you?
2. Describe your experiences in relation to ethics training and/or ethical behaviour in the workplace².

The focus group interview method was selected because it promotes interaction among participants and provides an opportunity for addressing sensitive topics. In a focus group individuals can challenge and question each other’s ideas or positions, exchanging stories, and thinking out loud with others who have had confirming or disconfirming experiences.

The interviews were conducted with seven education undergraduates (in two focus groups), three recently graduated teachers, eleven secondary/primary teachers. The number of participants in the study was dictated by the breadth of issues reported, as concept sampling was used (Creswell, 2008).

Interviews were audio taped and transcribed; all personal identifiers were removed from the written transcripts. Each interview transcript was independently reviewed by the authors, as an inductive process, to identify the ethical issues raised. The analysis focused on phrases, explanations, and observations made by participants that illustrated the themes under study. The authors then compared thoughts until agreement for the themes was reached.

The survey was distributed during tutorial sessions. It was completed by 86 of 120 final year education students representing all who were attending on the day the survey was administered (72% response rate).

Results

The results of the study have been separated into the three guiding instruments that were utilized during the data gathering. The initial instrument was focused on collecting information regarding the teaching of ethics and moral reasoning across the school of education’s four year bachelor of education curricula. The second instrument was a 12 question student survey for final year students. The third item was focused on collecting interview data from preservice teachers and classroom teachers through semi-structured questioning.

a) The ethics curricula in the teacher education

An examination of the subject across the 4 year Bachelor of Education degree revealed that in the school of education ethics was not explicitly taught as a compulsory core offering for all students.

Prior to undertaking practicum commitments in years 2-4, preservice teachers receive advice on professional standards and appropriate behaviour. Students

² The question was adapted for students, recent graduates and practitioners.

are evaluated, while on practicum, by the supervising teacher as competent or non-competent in this area. However, for a small number of education students studying electives in Health and Physical Education ethics is explicitly taught and assessed during first and second year. Whilst professional standards for teachers were included in most of the subject descriptors the ethics (values) underpinning professional standards were not elaborated or examined in any subject of the four-year degree. Professional standards were not explicitly assessed except where they related to literacy and numeracy standards.

b) Survey results

Preservice primary teacher education students who were undertaking the final year of the Bachelor of Education Primary degree were surveyed during a tutorial early in semester one 2009. Students were able to select a response from a five-point Likert Scale response instrument from Completely Disagree (CD), Disagree (D), Neutral (N), Agree (A), Completely Agree (CA). The survey also provided second opportunity to respond with written thoughts for improving the curriculum in the Bachelor of Education degree.

Table 1: Survey results. School of Education student responses. (N=86)

Survey question	Preservice teacher responses				
	CD	D	N	A	CA
1. I have sufficient knowledge to understand professional conduct	3.5	15.1	31.4	29.1	20.9
2. I am sufficiently prepared to respond to any ethical professional dilemmas that I might face in the workplace.	16.3	27.9	37.2	16.3	2.3
3. I would like more time spent in the curriculum to analyse professional ethics	1.2	4.7	23.3	29.1	41.9
4. I would like explicit instruction on the foundations of professional ethics	3.5	4.7	22.1	31.4	38.4
5. I learn through case studies	1.2	3.5	27.9	33.7	33.7
6. I understand all ethics issues	17.4	27.9	36.0	15.1	3.5
7. I would like explicit instruction on personal ethics	1.2	2.3	26.7	40.7	29.1
8. Sometimes my professional and personal ethical conflict	12.8	16.3	40.7	12.8	17.4
9. I learn through lectures	23.3	15.1	44.2	10.5	7.0
10. I learn through workshops	0	1.2	29.1	38.4	31.4
11. I am familiar with principle and virtue based ethics	34.9	26.7	19.8	12.8	5.8
12. I learn through reflective journals	18.6	23.3	40.7	10.5	7.0

The qualitative results (Table 2) of the survey reveal a similar picture with responses from education students indicating a gap in their undergraduate preparation for ethics.

Table 2: Qualitative survey responses

STUDENTS' SURVEY RESPONSES: Curriculum suggestions for ethics training
What ethics I have learnt I picked up outside university. We need instruction through the BEd degree.
Real life circumstances!! Practical.
Professional standards for HPE.
My ethical values have been developed prior to university - however it should be included in the curriculum.
More on it, like who decides what ethics and values we teach now and what ethics and values we should teach.
I understand the basic idea of ethics but am not sure about how or what I would do in certain situations.
I think that it is important to discuss ethics and to be exposed to different ideas and explore what other's think.
How ethics change over time - political and economic influences.
Explicit instructions on legal & preventative measures.
Dealing with subjects sensitive to adolescents, such as sex, drugs.
Dealing with how to handle family cultural matters.
Consequences of ethical breaches.
Any explicit teaching in ethics would be better than what we have had.
More unpacking of professional standards.
All of it!! Nothing very specific so far!!
All ethics should be covered instead of none being covered.
I want to be helped to consider other viewpoints as I am becoming hyper critical of people's views, I don't want to become so narrow minded. I want to get out of my box to examine other views.

c) Interviews

Interviews with final year preservice teachers and classroom teachers further reveal ethical and professional dilemmas that amplify the complexities surrounding teaching as a profession. A worrying feature of the responses was that they were generally low-level ethical dilemmas in nature.

When asked what ethics means. Many preservice teachers responded with views such as "right behaviour - what is right and what is wrong", implementing these thoughts were derived from "Probably just following the code – I mean we've been told that when we do assignments and stuff that there's a Code of Ethics" and some are unsure "I don't know but I think the definition of right and wrong would depend on the context". Whereas, teachers responded with "It's about how you were raised. It's a generational thing" and "Personal beliefs and an accepted means of behaving in the community". This could be based on a principle of "do unto others like you would like them to do unto you really, so, in fact, the old Christianity thing" and "to avoid gossip, not getting involved in slanging matches behind people's backs".

Ethics to these students and teachers generally meant to work within a moral framework that was personally acceptable or within community mores.

The teachers' views of professional ethics were similar. Preservice teachers responded with recognition of the "code of conduct, how you dress, your general professionalism and standards". Whereas teachers were more specific, it was about "Expectations, rules of the school, codes of conduct" and placing "personal beliefs aside". Interestingly, one teacher suggested that, "You have duty of care, you have to be there, despite what the students

do, behave like or say ... Working as a team, pulling your weight, knowing what the 'team' expectations are and having the same goals".

However, when asked about what unethical practices were. The interviewees raised more specific instances. For example, preservice teachers on practicum had observed classroom teachers "talking about students' personal issues in a staffroom", this was seen as disrespectful to the student. While another saw student favouritism and irregular reporting of grades, such as "Improper grading, partiality based on who is liked, past performance, background" was unacceptable. Classroom teachers, also reported further more extreme examples of unethical behaviour such as: "referring to minority groups in disparaging ways" and "Bullying teachers to alter their marking so that the assessment of the school reflects higher achievement". Perhaps, though cases that had a more bullying focus, such as: "Sexual harassment of male teacher by female students dismissed as a joke by the administration" and "Sexual innuendo and harassment of a preservice female teacher by the principal" or "Condoning sexual liaisons between teachers and students by the principal's inaction" were totally inappropriate and potentially illegal. A Head of Department reported that he had observed some teachers "indoctrinating students or promoting extreme political, controversial social or religious views". The worrying feature of these observations is that they seem widespread. This finding is substantiated by Riley, Duncan and Edwards (2009) who reported that almost all teachers surveyed had experienced some form of bullying and that 44 different types of bullying were identified in their investigation.

Discussion

The findings from this study indicate that experiences of ethics education in undergraduate courses for teacher education students are consistent. The curriculum within the undergraduate teacher education course is limited for the explicit development of ethical reasoning skills with preservice teachers. This finding is consistent with previous findings from Lovat and Toomey (2007). The point is clearly exposed in Table 1 showing nearly three-quarters of education students are consistently asking for greater enlightenment and more overt teaching centred on active student interaction and debate of what it is to be an ethical and professional educator. The urgent need for more ethics training in education is captured by "*We can't be fuzzy on it (Code of professional ethics) because it has to be ... part of our practice. Especially having a Duty of Care with the kids so I think it's very important that we know exactly what it is we should be following and not having any fuzzy areas.*" (Preservice teacher)

In recent times, education departments and teacher registration authorities have imposed rules and codes of conduct. Each of these must be addressed within teacher education courses as a seemingly top-down requirement for teacher registration rather than to purposefully engage future teachers in ongoing and proactive dialogue on ethical thinking and appropriate classroom actions. Noticeably, these are uncertain means of engagement as less than 20% of education students believe they are sufficiently prepared to respond to

any ethical dilemma. Only, half of the preservice teachers believe they understand what professional conduct means (Table 1).

The interview responses also reveal a startling lack of in-depth reasoning and perspective from preservice and classroom teachers. Education students appear to have little understanding of the implications of ethical practice and behaviour and the effects on their practice. Concepts such as: respect, justice, truth were understood in a limited way by these students and what this might mean in an everyday working situation. Preservice teachers tended to focus on less crucial issues such as dress rules and turning up on time. In any framework these are work related expectations rather than examples of ethical reasoning. In addition, these work expectations were not well grounded or fulfilled. Several practicing teachers offered examples of unprofessional behaviour from both preservice and experienced teachers who lacked a significant work ethic and moral commitment to teaching as a community of practice. This is a challenge for educators. Issues such as bullying, workload equity, plagiarism, falsifying student results and records, harassment and predatory behaviours are now reported and exposed on a regular basis. However, from the interview data with practicing teachers there was more concern with issues of *compliance* and *fitting-in* with existing routines and “*how things work around here*” rather than with a consistent and dedicated moral code of practice.

Problems arise when codes of professional conduct have been merely learnt, not analysed or thoroughly examined from an ethical perspective. Results here support prior empirical studies by Cummings, Harlow and Maddux (2007) that demonstrated that preservice teachers score poorly on moral reasoning compared to other undergraduates. This follows graduates into the work place, as experienced teachers say beginning teachers lack effective strategies and resources to teach students to explore ethical issues (Verrinder, 2007), evidenced in this study as “*Modelling inappropriate values*”. Not only are newly qualified teachers less well prepared to teach values (Lovat, 1998; Verrinder, 2007) and demonstrate appropriate behaviours for their students, but also the *status quo* of existing unethical and unprofessional behaviours in schools, such as cheating with exam marks, bias against minority groups, collegial bullying, poor work ethic and concomitant poor teaching, are unlikely to be ameliorated. The “hidden curriculum” cited as early as 1909 (Mackenzie, 1909) persists to influence even those whose innate ethical mores concur with their professional ones. Asch’s (1955) experiments on conformity have shown it is very difficult to voice an opinion that does not conform to the institution’s majority. Whilst compliance with particular behaviours may not correspond to internalisation of beliefs (Festinger, 1953), conformity effects have been found to be strong (Zimbardo, 2007).

Teaching provides a unique environment as ethical reasoning is influenced by mandatory reporting legislation and the fine delineation between educator, mentor, carer, significant other or person *in loco parentis*. The role of the teacher can be a personal quest as opposed to a professional relationship underpinned by respect, trust and beneficence more commonly expected in

other professions, for example, a doctor-patient relationship. Perhaps this is the crucial difference between ethical reasoning in education and other professions.

Although many professions centre on human interaction they are regarded in different ways. Everyone has had experience of school. However, the stakes are different in, say, medicine. Most patients are dependent receivers with few having the professional background to question a physician. In this case the relationship is based on trust and a belief that beneficence will prevail. If ethical, moral or religious conflicts arise there are grounds for compassionate and respectful reasoning and decisions. The lines are clearly professional or personal with consequential and hierarchal pathways for decision-making. Patients have rights and doctors are well versed to respect a patient's decision.

Such lines are less obvious in teaching. A classroom relationship between the teacher and student can be blurred, confused, and less formal, as a teacher may decide to adopt a working relationship with students that can vary from that of being seen as a friend to that of a detached, sometimes indifferent, imparter of knowledge. Consequently, because of the blurring of lines, this study has demonstrated that preservice teachers require intensive and explicit experiences in moral reasoning and decision making as a basis for working with children and adolescents. Research indicates that at least at the level of cognition, intervention and training raise the ability of preservice teachers to deliberate moral reasoning issues (Cummings, Maddux, Maples, & Torres-Rivera, 2004).

Comments from the interviewees about the power relationships within the teaching profession suggest that the level of authority vested with classroom teachers is a debilitating source of concern. Undoubtedly, the work context plays a major role, however, the *"demands made of teachers in relation to modelling ethical and professional behaviours and teaching values to students do not fit in with the value currently placed on the teaching profession"* (Classroom Teacher). This might be partly to do with the inability of teachers to defend their position philosophically, the weak stance of complacent relativism that is often displayed by those in the teaching profession (Freakley, 2007). Attitudes expressed by teachers, such as, *"What is right for me may not be right for them (students)"* suggests that teachers may not have the background knowledge or confidence establish themselves as moral guides, to help steer children through the myriad of dilemmas they face children or teenagers. An understanding of ethics and moral reasoning and decision-making may help teachers examine their own thoughts with greater clarity and enable more proactive classroom dialogue with students. It is recognized that ethics teaching is not necessarily going to make a teacher more ethical, however it is likely to cause a greater degree of questioning, and thinking. Constructivist student centred teaching approaches to learning offer a useful means of interaction with students as it emphasizes, debate, negotiation and consensus. Perhaps awareness raising is fundamental in a student centred classroom as it offers students an opportunity to rationalize their thoughts, attitudes and beliefs in light of those around them. Empirical

studies have shown that a persistent and eloquent minority of people can sway a majority, forcing them to consider decisions more thoughtfully and critically even when the minority are wrong (Kelman, 1973). The key is the eloquence and thoughtfulness of the argument; herein lays the challenge for teachers. Undergraduate students have generally had little experience with developing a broad understanding of how ethical decisions are arrived at in different cultures and environments. Through the introduction of controversial issues students are enabled and challenged to apply flexible thought patterns that may lead to a dislodgement or enhancement of existing personal thoughts. By experiencing other perspectives students may gain valuable insights into a person's reasoning and develop greater understanding of how particular values are derived. As asserted by Frenkel (2001) sound judgement comes about from

deliberating about and deciding personal, moral, and political problems that involve the compassionate survey of alternatives viewed simultaneously from a distance. This process has both cognitive and affective dimensions, requiring a mastery and synthesis of the intellectual and emotional tugs of a problem, and ability to engage in sympathy and detachment simultaneously. (p. 28)

Tolerance and argument are other key skills promoted through debate about what might be considered right or wrong, and why. Inflexible thinking is exposed and discouraged with scenario and issues based dilemmas. The choice of task/scenario is critical as is the time spent on delving into the nuances of the issue, controversy or situation to derive an ethical response. Best practice in teaching ethics, though limited in experience through their education degree, was consistently cited by students as being context based and practical so that they could: *"figure out what side of the fence you stand on. Ethics teaching ... should not be just theoretical or lecture based"*. It is common for medical undergraduates to experience problem-based learning, case based scenarios and group work as the predominant form of pedagogy undertaken at the university level.

Interestingly, this is not the case in teacher education as lectures and tutorials continue to prevail as the most common form of pedagogy. A preference for practical context-based case studies were echoed by a Health and Physical Education (HPE) preservice teachers who recalled that in HPE classes they debated the issues of equity in context based scenarios.

Conclusion

Experienced classroom teachers and beginning teachers express concern about their readiness for coping with professional ethical dilemmas in the school environment with the majority in this study calling for a greater emphasis on the development of moral and ethical reasoning and decision-making during their undergraduate studies. Clearly there is a need for all teachers to have access to the study of ethics with an explicit and proactive curriculum that engages preservice teachers in developing an awareness of the issues and dilemmas that prevail in the school and social environments generally.

Needless to say, preservice teachers feel overwhelmed in this area and are seeking more than a discussion about the professional teaching standards. They are asking for a more interactive case based approach for unpacking codes of conduct, professional standards and general issues that many teachers face in schools everyday. To achieve this it is suggested that the current approach in undergraduate teacher education is limited. The approach embeds the professional standards and codes of conduct within subject curricula as a means of 'ticking-off' registration requirements as something that has been 'done' rather than through a more meaningful ethics education for future teachers.

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Appendix 1

The **aim of the project** is to develop a series of recommendations for curriculum revision. To help us make changes that ***reflect the needs of students*** we would like you to complete the short **ANONYMOUS** survey below.

Please place a tick (✓) in the appropriate column for your answer

This survey is designed to explore your satisfaction with the level of ethics instruction that you have received through your training. Rate your agreement with the following statements.	1 Disagree completely	2 Disagree	3 Neutral	4 Agree	5 Agree completely
1. I have sufficient knowledge to understand professional conduct					
2. I am sufficiently prepared to respond to any ethical professional dilemmas that I might face in the workplace					
3. I would like more time spent in the curriculum to analyse professional ethics					
4. I would like more specific explicit instruction on the foundations of professional ethics					
5. I prefer to learn about ethical issues through case studies					
6. I fully understand all aspects of "ethics" in various contexts					
7. I would like more explicit instruction on the development of personal ethics					
8. Professional ethics have sometimes been in conflict with my personal ethics					
9. I prefer to learn about ethical issues through lectures					
10. I prefer to learn about ethical issues through workshops					
11. I am familiar with principle-based and virtue-based ethics					
12. I prefer to learn about ethical issues through a reflective journal					

List below any topics relevant to professional ethics that **you** would like to include in the curriculum:

.....

THANK YOU FOR YOUR TIME